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# TUSKEGEE INSTITUTE

Center for Rural Development  
International Rural Development



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FOURTH ANNUAL REPORT  
COMPREHENSIVE PLANNING FOR  
RURAL DEVELOPMENT

November 1, 1981

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COMPREHENSIVE PLANNING FOR RURAL DEVELOPMENT

FOURTH ANNUAL REPORT

I GRANT TITLE COMPREHENSIVE PLANNING FOR RURAL DEVELOPMENT

211-d Annual Report  
Date Due November 1, 1981  
Date October 1, 1981

GRANTEE Tuskegee Institute

GRANT PROGRAM DIRECTOR Glenn R. Howze

AID SPONSORING TECHNICAL OFFICE Development Assistance Bureau

A. Statistical Summary

Period of Grant September 1 1977 to August 31 1981

Amount of Grant \$750 000

Expenditures for Report Year FY 1981

Accumulated \$576,700

Anticipated for FY 1982 \$173,300

B Narrative Summary

1 Principal Accomplishments of the grant--Accumulative and  
FY 1981

The grant continued to make progress during its fourth year. The major research focus remained in West Africa with continued work in Mali and a new activity starting in Senegal. The 211-d project also played a major role in the BIFAD funded study of Agricultural Research, Education and Extension in Guyana. This

An additional agricultural economist was added to the project staff. Dr. Fred Boadu who recently completed a Ph.d. degree at the University of Kentucky, was hired to strengthen both the Research and Education and Training components of the project. Dr. Boadu is a West African by birth and has specialized in the economic problems associated with agriculture in that region. Ms. Laurie Morgan became the Project Coordinator during FY81. Ms. Morgan had worked for the project as a student and was quite familiar with its operations.

The project continued to support both graduate and undergraduate students interested in international development. Language training continued for interested faculty, staff and students.

The 211-d project joined with the Office of Development and several other interested projects to sponsor a major conference on the Roles of Women in Development.

At the close of FY81, Glenn Howze resigned as Director of the 211-d project in order to take a two-year assignment for the Institute in West Africa. It should be noted that the experience gained working with the 211-d project qualified him for the new position.

John O'Sullivan who has been actively involved in the 211-d project since its first year, has been named as the new director. Dr. O'Sullivan is a specialist in West Africa and has worked in this region a number of years. With his leadership, the project

will continue its focus on the West African Region.

The major accomplishments of the grant to date can be summarized as outputs under the five grant objectives:

1 Research

a. FY 1978

--A Tuskegee team identified appropriate research activity in Mali and negotiated a supplemental research contract with USAID/Mali. The research was titled: "Study of Extension Sciences in Mali."

--A Tuskegee Team provided five work months in Mali conducting the first phase of the study.

b. FY 1979

--The second year of the grant was spent completing the research initiated in Mali during the first year.

--The data from the first phase of the project were analyzed and English and French versions of a report were produced.

--The academic year at Tuskegee was spent reviewing the literature concerning Malian agriculture and extension education.

--The Tuskegee team spent ten work months in Mali completing the data collecting task and producing necessary reports. Four additional research reports were produced in both French and English.

--Final conferences were held with Malian and USAID/Mali officials and the terms of the contract were successfully completed.

At Tuskegee, final copies of all reports were produced and sent to the appropriate officials in the Malian government, USAID/Mali USAID/Washington.

c FY 1980

--A Tuskegee Team identified appropriate research activity in Mali. USAID/Mali requested the grant to develop a Model for Credit Risk to be utilized by USAID funded agricultural projects in delivering credit to small farmers.

--A Tuskegee Team spent two work months in Mali conducting the first phase of the project. They identified parameters for a Farm Management Workshop to be held Summer 1981 and a Management Workshop to be held Summer 1981.

--Final conferences were held with Institut d'Economie Rurale and USAID/Mali officials and agreement was reached as to the need for the proposed Workshop.

--Phase II Workshop preparation was begun at Tuskegee. The draft of the Workshop Manual should be completed by December 1980.

d FY 1981

--USAID/Senegal requested that John O Sullivan Charles Morgan conduct a marketing study in the Bakel Region. This was completed during the summer of FY 81.

--The project initiated in Mali during FY 80 has been temporarily delayed. However, John O'Sullivan and his associates have developed a package of materials to be used for a Farm Management course. The Mali Mission anticipates that the support for his staff come from 211 d funding.

2 Education and Training

a. FY 1978

(1) Student Support

--Two undergraduate and four graduate students were supported during the first year of the grant. They were involved in a development seminar and were assigned to work with project staff.

## (2) Workshops and Seminars

--The 211-d grant organized a session at the annual meeting of the Society for Applied Anthropology titled: "Social Science Education for Regional Development." The session was attended by William Vickers and Glenn Howze in Merida, Mexico.

--Willie Baber conducted a seminar on campus titled: "Economy, Society, and Change: Morne Paysan Twenty Years Later "

--Suchet Louis attended the International Nutrition Workshop at Massachusetts Institute of Technology.

--David Libby and John O'Sullivan attended the Arid Lands Conference in Denver, Colorado.

--Glenn Howze attended the Population and Food Policy Conference in Washington, D.C.

--Doris Oliviera attended the Agricultural Science in Africa Workshop in Ibadan, Nigeria.

## (3) Curriculum Modification

--Two existing courses were revised to include more international development related content.

--Five new courses in anthropology related to development were approved by the Institute.

--Two new faculty members, an anthropologist and an agricultural economist were added to the staff.

## (4) Faculty Training

--During FY 1978, one faculty member, Doris Oliviera, started French Language Training at the Foreign Service Institute in Washington, D.C. Another, Glenn Howze, was approved for training.

--Glenn Howze, William Vickers, and John O'Sullivan completed the Design and Evaluation Workshop conducted by USAID/Washington.

b. FY 1979

(1) Student Support

--Three graduate and two undergraduate students were supported with grant funds during the second year.

--Two of the graduate students were in the field of agriculture; they were assigned to work with the agricultural economist associated with the grant. The other graduate student was utilized to teach French and to work with the Malian research project.

--The undergraduates were assigned to work with faculty participants on various aspects of the grant.

(2) Workshops and Seminars

--John O Sullivan and Brooke Schoepf attended the annual meeting of the African Studies Association in Baltimore.

--Brooke Schoepf attended the annual meeting of the American Anthropological Association in Los Angeles.

--Brooke Schoepf attended the International Congress of American Studies in Kinshasa Zaire.

--Susan Gotsch Thomson presented a paper: "Rural Development, Women's Roles and Demographic Change" at the Population Association meetings in Philadelphia.

--Mohammed Sarhan attended the National Association of State Universities and Land Grant Colleges, where he participated in the sessions devoted to international programs.

(3) Curriculum Modification

--Dr Brooke Schoepf a developmental anthropologist was hired to develop and teach grant related courses in the Department of Sociology.

--Dr. Mohammed Sarhan was hired to develop grant related courses in agricultural economics. When Dr. Sarhan resigned in August 1979, Dr T R McIntyre was hired to fulfill these responsibilities.

--Dr Sarhan developed a proposal for a M.S. program in agricultural economics. This curriculum was presented to the administration and hopefully will be approved in the near future.

#### (4) Faculty Training

Two faculty members, Glenn Howze and Doris Oliviera, completed French Language Training at the Foreign Service Institute during FY 1979. Both received ratings of 2s/2r from the FSI.

--Several faculty members participated in French Language Training at Tuskegee Institute. The class was taught by Cheickna Singare, a graduate student from Mali.

FY 1980

#### (1) Student Support

--Five undergraduate and four graduate students were supported by the grant during its third year. The students were involved in the International Conference and were assigned to work with project staff.

--Three of the students one graduate and two undergraduates, developed and were instructors in the summer French Language Training Program sponsored by the grant at Tuskegee Institute.

--The new graduate student is in the field of agronomy and was assigned to work with the Cooperative Extension Services Agronomist; he was also assigned to work with the Mali Research Team during the summer. The other graduate students continued their studies in agriculture and education.

--Fourteen additional students from various departments on campus were hired to work in various capacities during the International Conference.

(2) Workshops and Seminars

--Glenn Howze made a presentation on the impact of the 211-d project on the Institute at a seminar sponsored by the grant.

--John O Sullivan attended the African Studies Association Meeting in Los Angeles.

--Gregg Sullivan of Auburn University made a presentation on "Economic Discontinuities Affecting Cattle Production in Ghana, Tanzania and Syria " at a seminar sponsored by 211-d.

--Emmanuel Acquah of Virginia State University made a presentation regarding institutional constraints to development in Ghana, at a seminar sponsored by 211-d

--Ed Braye, Cooperative Extension Services Veterinarian presented a paper "Management and Health Aspects of Small Ruminant Production " at the XII Biennial Caribbean Veterinary Conference in Port-of-Spain Trinidad-Tobago. Dr. Braye later presented a report on his paper at a seminar sponsored by 211-d.

--John O'Sullivan presented a paper on agricultural development efforts in Mali at a seminar sponsored by 211 d.

--Comprehensive Planning for Rural Development (211 d) the Health Research and Demonstration Center (122 d) and the Center for Food and Nutrition Studies (Title XII) sponsored a three-day Tuskegee Institute Conference "The Role of U S Universities in International Rural and Agricultural Development."

--John O Sullivan chaired a panel on Agricultural Development in Sahel and presented a paper, "Agricultural Development in Mali," at the Arid Lands Conference in Albuquerque, New Mexico.

--Willie Baber, John C. Sullivan and Brooke Schoepf attended the Second Workshop on Sahelian Agriculture at Purdue University. Dr. Schoepf presented a discussion paper "Macrcsystem Factors in Farming Systems Research: Some Theoretical and Methodological Considerations."

--Brooke Schoepf co-ordinated the Exchange Workshops "On Using Tools " at the Forum held in conjunction with the UN Mid Decade Conference on Women and Development held in Copenhagen. She also served as convenor of two series workshops: Research and Policy: Making a Case for Women; and Developpement Rural Integre Solutions Pratiques.

--Glenn Howze attended the 5th World Congress for Rural Sociology: Agrarian Problems, Peasants, and Development in Mexico City.

### (3) Curriculum Modification

--Glenn Howze used the Population Dynamics Computer Model to teach problems of development, in his population course.

--Robin McIntyre developed and taught grant related courses in agricultural economics including "Economic Planning for Regional Resource Development," "Agricultural Policy in Planning in Developing Countries "

--Willie Baber developed and taught grant related courses in the Department of Sociology including "The Political Economy of Development in the Caribbean."

--Brooke Schoepf developed and taught grant related courses in the Department of Sociology, including "Sociocultural Change in Africa," "Rural Sociology " and "Applied Anthropology. "

### (4) Faculty/Staff Training

--The 211 d grant sponsored French Language classes during the academic year.

--The 211 d grant sponsored an intensive French Language Training Program at Tuskegee Institute during the summer semester.

--Faculty and staff from various departments on campus participated in the Language Program. Willie Baber, Ceola Baber, Robin McIntyre, Janie Carlisle, Olga Brown, Laurie Walker (211 d staff); Waswa Semafuko (Vet Medicine); Ron Field, Marvin Burns (Applied Sciences); Larry Koons (Chemistry); Judy Harmon (English). There were also a few community people who participated in the program.

--Robin McIntyre attended the Program Design and Evaluation Seminar in July, in Washington, D.C.

FY 1981

(1) Student Support

--Eight undergraduate and five graduate students were supported by 211-d funds during its fourth year.

--The graduate students worked with Tuskegee Institute faculty in such areas as goat production, plant propagation and the campus dairy. One graduate student continued coordinating the 211.d French Language Program. Another was part of the research team that went to Senegal. The remaining graduate student was involved in an economic study of rural Alabama.

--The undergraduate students were trained to assist with reports being done by various faculty participants. This included translating (English French), proofreading and final draft preparation on word processing equipment.

--Nearly all of the students were involved in the French Training Program which was sponsored by 211-d.

b Workshops and Seminars

--Brooke Schoepf served as Moderator for a Panel entitled "Black Return Migrants" at the Tuskegee Institute Centennial Conference on Rural Development.

--Charles Morgan attended a USAID seminar on "Project Design and Evaluation" in Washington, D.C.

--John O Sullivan and Brooke Schoepf attended the annual meeting of the African Studies Association in Philadelphia. Dr. O'Sullivan chaired a panel and presented a paper entitled "Thoughts on the Dyula Revolution".

--Brooke Schoepf addressed the Texas Tech Conference on Women and Development in Lubbock Texas. Her topic was "Dynamics of Sociocultural Change"

--Brooke Schoepf presented a paper, "Beyond Farming Systems Research" at the annual meeting of the American Anthropological Association in Washington, D.C.

--Glenn Howze and John O'Sullivan attended a USAID/USDA Farming Systems Research Conference in Washington, D.C.

--Glenn Howze attended a 211-d Workshop sponsored by North Carolina A & T University on "The Role of the Small Farmer in Rural Development", in Greensboro, N.C.

--John O'Sullivan attended the Southeastern Regional Seminar on African Studies at Emory University in Atlanta.

--John O'Sullivan presented a paper: "Gao, Mali-- Modes of Production at the Edge of the Desert" at the annual meeting of the Arid Lands Association in San Diego.

--Laurie Morgan attended a SECID conference on "Responding to the needs of Rural Women" in Frankfort, KY.

--The 211-d grant sponsored the following workshops and seminars at Tuskegee Institute:

1. "Tuskegee Institute's Role in International Development" (B.D. Mayberry Tuskegee Institute, Director of International Programs)
2. Current International Programs at Tuskegee Institute (Ralphenia Pace Tuskegee Institute Title XII International Food and Nutrition Project; Glenn Howze 211-d Project and Tom Simmons Tuskegee Institute 122-d International Health Project).
3. "Exploring International Careers" (John O'Sullivan, 211-d Project).
4. "An Agricultural Study of Zaire" (Brooke Schoepf, 211-d Project).
5. "Gao, Mali: Modes of Production at the Edge of the Desert" (John O'Sullivan, 211-d Project).
6. "The Impact of Price Variation of Fertilizer Inputs on Production and Income" (Fred Poadu, University of Kentucky).
7. "Farm Management in West Africa" (Dave Wilcock, Michigan State University).

### 3 Curriculum Modification

--Glenn Howze, John O'Sullivan, Robin McIntyre and Brooke Schoepf continued to teach courses related to international development in the departments of Sociology, Agriculture and History. Fred Poadu was added to the faculty of Agricultural Economics to strengthen the grant program.

### 4 Faculty/Staff Training

--Approximately twenty-two Tuskegee Institute faculty/staff members participated in the 211-d French Language Program. They represented departments such as: Art, Chemistry, Engineering, English, Music, Sociology, Physical Plant, ROTC, Title XII/Home Economics, 122-d Project and 211-d Project. The program was coordinated by Cheickna Singare, a graduate student. During FY 81, two

undergraduate students, Andrew Tanjong and Mamadou Keita instructed some of the beginning and intermediate classes.

--Andrew Tanjong has been trained to coordinate French Program following Cheickna Singare's graduation.

### 3 Advisory and Consultative Services

#### a. FY 1978

--Two work months of faculty release time were made available for advisory and consultative services.

--Contact was made with the missions in Jamaica, Guyana, The Gambia, and Senegal concerning possible involvement of Tuskegee personnel in advisory and consultative roles. Contact was made with USAID/W personnel in all major Bureaus concerning possible involvement.

--A Tuskegee faculty member served as a project design officer on a USAID project design team to Upper Volta. Dr. Suchet Louis represented Tuskegee on a SECID team for 1.5 months.

#### b. FY 1979

--Two work months of faculty release time were made available for advisory and consultative services.

--Contact was made with the missions in Ghana and Niger and REDSO in Ivory Coast to discuss the use of Institute personnel for advisory and consultative services. The Niger Mission indicated an interest in using Dr. Schoepf for a short term assignment.

--Dr. Arthur Henry served as a team member on a project design team in Nepal.

#### c. FY 1980

--Glenn Howze provided two and one-half work months of advisory services to the Mali Mission. He concluded a study of the utilization of extension agents by the various agri-

cultural services in that country.

--Glenn Howze provided one week of consultative services to the Fertility and Rural Development project conducted by SECID in Upper Volta.

--Revision of brochure, "Tuskegee Institute and International Development" (for December publication).

d FY 1981

--Glenn Howze completed the report "Future Manpower Needs for CAA Graduates and an Evaluation of the Present Training Program by Employers of CAA Graduates". This report was sent to the World Bank/GRM Evaluation Committee.

--Glenn Howze served as Team Leader for the Baseline Study of the Research Education and Extension System in Guyana (January-June, 1981)

--Brooke Schoepf took a six-week leave of absence from the project and served as the medical anthropologist on a design team for a health project in Liberia.

4 Linkages and Networks

a. FY 1978

(1) Domestic

--Supporting participation in BIFAD meetings.

--Supporting participation in meetings of 1890 Land Grant Schools.

--Supporting participation in relevant professional organizations.

--Supporting contact with other 211 d schools.

--Supporting participation in SECID meetings.

(2) International

--International linkages were fostered by supporting site visits to Jamaica, Guyana, The Gambia, Mali and Senegal to explore possible Tuskegee involvement in Mission activities.

b FY 1979

(1) Domestic

--Dr. George Cooper and Dr. E.D. Mayberry participated in BIFAD meetings.

--Various faculty members participated in meetings of 1890 and 1862 Schools.

--Various faculty members and administrators participated in SECID meetings.

--Contact was established with various organizations involved in international development.

--The grant sponsored participation in professional organizations by faculty members.

(2) International

--Participation in international organizations.

--Visits with USAID officials in Washington and REDSO.

--Development of contacts with Malian officials while completing a research activity in Mali.

c. FY 1980

(1) Domestic

--Sponsoring International Conference (involving 1890 Land Grant Schools, Title XII Schools and other 211-d Schools).

--Supporting participation in relevant professional organizations.

--Supporting participation in BIFAD meetings.

--Supporting participation in SECID meetings.

(2) International

--Meeting with visiting African Journalists from Francophone Africa.

--Meeting with Mr. Bryte Personnel Officer for The Gambia.

--Meeting with visiting African Economists Regional Economic Project for Francophone Africa, (sponsored by the Institute of International Education.)

--Meeting with officials of the African Bureau, including the Assistant Administrator for Africa.

--Meeting with Mr. Bachir Amadou Niger; Mr. Molende Tansia, Zaire; and Mr. Daniel Tscukou Mbaya, Congo, visiting economists sponsored by Operations Crossroads Africa, Inc., African Leaders Program.

--Meeting with Dr. Amadou Bocoum, Chief, Europe and Americas Section, Ministry of Foreign Affairs and International Cooperation, Bamako, Mali.

d FY 1981

(1) Domestic

--The 211 d project co sponsored an International conference: "Women and Development: Collaboration for Action" (involving 1890 Land Grant Schools, Title XII Schools, 122-d Schools and various agencies and international organizations.

--John O'Sullivan and Glenn Howze met with USDA and USAID officials in Washington, D.C.

--The brochure "Tuskegee Institute and International Development" was mailed to various bureaus and agencies as well as schools interested in international development.

--supporting participation in relevant professional organizations.

--supporting participation in EIFAD meetings and workshops

--supporting participation in SECID meetings and workshops.

b International

--Meeting with local government officials from Togo, Madagascar, Zaire Seychelles. Liberia, South Africa, Senegal and Kenya as they toured the U.S. as part of Operation Crossroads.

--Meeting with Mr Demba Seck. Advisor to the Minister of Health for Senegal.

--Glenn Howze met with officials of the Guyana Ministry of Agriculture during the Baseline Study conducted in that country.

--Dr. Glenn Howze met with Ms Peatrice Hamilton Deputy Secretary for Economic Technology and Culture Minister of Foreign Affairs for Sierra Leone. The visit to Tuskegee was arranged by the African American Institute.

--Participated in the "Keys To Development" conference for African students studying at American Universities. The Conference was sponsored by the Human Resources Development Center of Tuskegee Institute and partially funded by USAID and USDA.

5 Information Capacity

a. FY 1978

--Publication of brochure, "Tuskegee Institute and International Development," which outlines the Institute's experience and interest in international programs

Publication of the "Proceedings of the Symposium on Social Science in Regional Development."

Acquisition of relevant books and journals

for the library.

--Acquisition of computer data analysis programs, computer models and data bases related to international development.

b FY 1979

--Continued acquisition of relevant books and journals for the library.

--Continued acquisition of computer models and other computer based materials.

c FY 1980

--Revision of brochure "Tuskegee Institute and International Development" (for December Publication).

--Editing of "Proceedings of Tuskegee Institute Conference, The Role of U.S. Universities in International Rural and Agricultural Development "

--Continued acquisition of relevant books journals and other library materials

--Continued acquisition of computer models and other computer based materials.

d FY 1981

--Revision of the brochure "Tuskegee Institute and International Development "

--Completion of the Proceedings of the Conference "The Role of U.S. Universities in International Rural and Agricultural Development," held here during the spring of 1980.

--Continued acquisition of books, journals and other library materials. A check out system has been instituted.

--Continued acquisition of relevant computer models and other computer based materials

C Detailed Report

1 General Background and Description of Problem

The Grant recognizes an urgent need in most developing countries to improve the performance of their overall economic and social development. In many developing countries, food production has barely kept pace with population growth, while in Africa and parts of other continents per capita food production has actually declined. This inadequate output growth is in spite of massive expenditures on agricultural programs, including billions of dollars of external development assistance. This assistance, while increasing the production of a few basic grains grown largely in irrigated areas, has failed to solve many problems that require much more attention if LDCs are to have the capacity to produce adequate food for their burgeoning populations in the future.

The situation in many countries is even less satisfactory in regard to objectives other than increasing food production such as improving income distribution, reducing underemployment, raising productivity and levels of living of the rural and urban poor, and maintaining price and balance of payments stability. Countries and international assistance agencies are placing priority on programs whose benefits will be widely distributed by the output and productivity increasing process itself, rather than deferring concern with equity objectives until adequate output levels have been achieved.

Tuskegee Institute, through almost 100 years of developing solutions to human and community resource development problems among disadvantaged people, now recognizes the need for the in-

involvement of "the people to be served" in the planning and in program implementation. While it has been determined that the need for involvement is paramount, it is recognized that adequate expertise among local citizens in these situations is usually nonexistent. To bridge this all important gap, there is an urgent need for a cadre of professionals in this country and in LDCs capable of providing technical assistance in the broad areas of human resource and community development with emphasis on such specialty areas as:

- 1) improving income distribution.
- 2) raising productivity and levels of living among the rural and urban poor.
- 3) reducing underemployment.
- 4) improving the general welfare.

Tuskegee Institute has a very long history of successful involvement in helping limited resource people. In the early years of Tuskegee Institute this group constituted its only clientele. Through this involvement, Tuskegee acquired a commitment to serve the disadvantaged. Today this commitment stands as a major focus of our institution. Through this functional commitment, Tuskegee has amassed unusual expertise in dealing with the problems of the poor. This expertise has been acquired not only in the United States, but also in many foreign countries in South America, the Caribbean, West Africa and Asia. Thus, historically, Tuskegee Institute has been involved in, and com

mitted to rural development. It is significant to note the parallelism which exists between the priorities of USAID and the comprehensive (educational, research and extension) objectives of Tuskegee Institute. Both by design and by demand, Tuskegee Institute's objectives have concentrated on the human resource and community development needs of disadvantaged people of the deep South. Subsequently, Tuskegee's influence was extended first to the nation, and then, to the developing nations of the world

Agency priorities are now focused generally on programs aimed at a predominately rural target group and in the key areas of food production, nutrition, population, health, education and human resources. Mission requests for technical assistance accordingly have focused on these areas of concern as well and increasingly, the Agency is promoting programs that are designed specifically for the most disadvantaged segments of the LDCs

Therefore the focus of Tuskegee's grant--Comprehensive Planning for Rural Development-- meshes well with current and anticipated future demands and opportunities within the Agency. The major thrust of Tuskegee's 211-d grant is in the areas of agricultural economics, economics, and the other social sciences. The effort focuses on problems associated with the transfer of appropriate technology to poorly-educated, traditional producers in varying social and cultural contexts. Four sub-areas of Comprehensive Planning for Rural Development are being emphasized by

Tuskegee: farming systems, community organization, marketing and new land development and management. The 211-d grant proposal seeks to strengthen the Institute's capacity to respond to the Agency's needs and to the needs of developing countries in the area of rural development. This project has emphasized a multidisciplinary approach to rural development through the involvement of several disciplines including (1) agricultural economics, (2) economics, (3) rural sociology (4) anthropology (5) extension, (6) education, (7) agriculture, and (8) veterinary medicine.

The grant funds are being used for (1) faculty growth and development, (2) advanced undergraduate and graduate student support, (3) domestic and international travel for the purpose of research and the development of networks and linkages, and (4) library and other information holdings.

In general, the grant is being directed toward developing programmatic capabilities required by USAID including project identification, design analysis, implementation and evaluation.

## 2 Purpose of the Grant

The purpose of this grant is to develop Tuskegee Institute's responsive capability and multidisciplinary capacity to assist LDCs in the general area of Comprehensive Planning for Rural Development emphasizing farm systems, marketing, community organization and new lands development. The 211-d grant enables Tuskegee Institute to provide technical assistance to LDCs with

an emphasis on small scale agriculture technology and technology transfer. One of the major deterrents to development efforts in LDCs is the development of appropriate methodologies for the transfer of technology to poorly educated traditional producers in varying social and cultural contexts. The major thrust of the project is in the areas of economics, agricultural economics, rural sociology, anthropology and extension. Where appropriate, the grant also involves personnel from agriculture, animal science, veterinary medicine and other technical areas.

In order to achieve enhanced capability in the area of Comprehensive Planning for Rural Development, the grant focuses on five activities/outputs: Research; Education and Training; Advisory and Consultative Services; Linkages and Networks, and Information Capacity. These activities are designed to prepare the Institute and its personnel to be able to respond to LDC's needs in the broad areas of project identification, design, analysis, implementation and evaluation

### 3. Objectives of the Grant

#### a. Objectives Restated

The expected outputs from the 211-d grant can be grouped into five categories:

##### I) Research (Expanded Knowledge Base)

- A) General literature reviews and consultation with recognized experts on selected topics.

- B) Development and execution of selected research projects in selected LDCs.

## II) Education and Training

- A) Support for graduate and undergraduate students in academic programs related to rural development and international agriculture.
- B) Workshops and Seminars
- C) Curriculum modifications designed to improve Tuskegee Institute's offerings in International Rural Development.
- D) Language training for faculty.

## III) Advisory and Consultative Services

- A) Create and maintain a handbook detailing Tuskegee Institute's experience and interest in international programs and providing detailed resumes of individual faculty members' interest and experience in international work.
- B) Provide release time for faculty to respond to requests from USAID and other donors for advisory services.

## IV) Linkages and Networks

- A) Strengthen and develop new ties with 1890 and other minority institutions and firms involved in international work.
- B) Strengthen and develop new ties with 1862 and other U.S. institutions and firms doing similar work in LDC's.
- C) Develop linkages with USAID regional bureaus and missions.
- D) Develop linkages with LDC s and other donors.

## V) Information Capacity

- A) Acquisition of books, journals and other library materials.

- B) Acquisition of computer models and data bases.
- C) Publication of seminar and research reports.

b Review of Objectives

I) Research

The objectives of Tuskegee's research activities are to:

- A) increase the Institute's capability for doing applied research relating to comprehensive planning for rural development.
- B) provide faculty and students with significant overseas experience working in LDC's.
- C) generate research findings and other information which will be useful in development efforts.

The research effort is being carried out by inter disciplinary teams of social science faculty members and graduate students. Where appropriate, the teams will be assisted by technical personnel from agriculture, animal science, veterinary medicine and other technical fields.

It is anticipated that during the grant's five year period each of the four major subtopics will receive research attention. However, since each of the four subtopics are substantial areas for research, it is possible that the bulk of the research effort might be centered on only one or two areas.

Farming Systems -- This would involve the identification of appropriate agricultural and other economic activities which could easily fit within the existing socio-cultural matrix in order to improve the economic status of traditional producers. The research would involve:

- The Identification and analysis of the existing social and agricultural systems. Such studies will provide an understanding of the socio-cultural context for development and baseline data for assessing the effects of development programs.
- The examination of alternative farming systems and methodologies for the transfer of appropriate practices and technology. Emphasis will be on the improvement of existing systems and the development of supplemental and alternative agricultural and related economic activities. The goal would be the development of systems that are compatible with existing socio cultural contexts.

Community Organization -- Recognizing that one of the major deterrents to development efforts is the problem of gaining the cooperation and participation of traditional producers, research would focus on strategies for community organization and local participation. Among the research concerns are:

- Social organization.  
Communication networks.
- Non formal education and extension strategies.

Marketing -- The concern is to develop alternative methodologies for improving the marketing systems of traditional producers. Research would include the following concerns:

- Describing the current system of marketing by obtaining baseline data associated with current practices.
- Examining non economic aspects of marketing and agricultural production among traditional producers.
- Examining possible modifications of existing marketing systems designed to improve them.

New Lands Management -- As a part of development efforts

many LDC's have opened up "new lands" to agricultural production. This is especially true in both the dry lands and wet lands areas of the tropics. In the dry lands areas, reliable and year around water supplies have been developed which have greatly altered the cropping and/or livestock patterns in the areas. In the wet lands deforestation is making land available for agriculture. Disease control programs, such as tse-tse fly eradication efforts, are also opening up lands. Unfortunately, many of the "new lands" efforts have not been coupled with management plans that are designed to protect the ecology and future usefulness of the lands for agricultural purposes. Rather, the lands are often settled in unplanned and haphazard ways-- Research will focus on the efforts of LDC's to open up "new lands" to agricultural production. Major topics of concern will be:

- Identification of problems associated with recent New Lands Projects. This will involve a review of the literature on new lands projects.
- An assessment of the "state of the art" concerning New Lands development. What guidelines and methods have been developed.
- An examination of alternative models for New Lands Development. Specific concern will be with that type of social, cultural and physical infrastructure needed and land management necessary to protect the ecology and to insure long term use of the land.

Each academic year is spent reviewing the literature, consulting with authorities in the U.S., designing a research activity for, specific LDC s and making all of the necessary con-

tacts for field operations. On site research in the LDC s will most likely be carried out during the summer term.

The specific research projects are selected in collaboration with host governments and USAID personnel. In general, the research will be of an applied nature and will address specific problems of LDC s.

The expected outputs for this activity are publications, project reports and graduate student theses.

The estimated faculty release time for this research activity is 15 work months per year or 75 work months for the five year period. It is anticipated that nine (9) graduate students will be involved in the research activity:

## II) Education and Training

The purpose of the education and training aspect of the grant is to:

- A) Increase Tuskegee s response capabilities in agricultural and rural development.
- B) Create interest in and train minority graduate and undergraduate students in rural development and international agriculture.

Four major sub-activities will be supported:

Student Support - In order to increase the interest of minority students in international rural development and agriculture, the project supports both graduate and undergraduate students in the social sciences and other disciplines related to international development. The graduate students are employed in the research activi-

ties. All will be involved in special courses, seminars and workshops dealing with international development. The expected outputs for this sub activity will be nine graduate students and nine undergraduate students trained in international development.

Workshops and Seminars -- A regular series of workshops and seminars dealing with small scale agriculture and international rural development is planned. Workshops and seminars will be designed to complement the research activity and this will focus on farming systems, community organization, marketing and new lands management. Workshops will be of a general nature and will employ several outside expert consultants. Seminars will deal with specific problems related to research and will usually employ only a single outside consultant. The expected output for this sub activity will be five workshops and ten seminars. Summaries of the workshops will be available.

Curriculum Modification -- In order to improve its educational offering in international rural development, Tuskegee Institute will do the following:

- Revise appropriate existing course offerings in the social sciences.
- Add new courses dealing with international development.
- Increase the faculty in areas related to international development.

It is anticipated that during the first two years

of the project appropriate courses in economics, agricultural economics, sociology and anthropology will be modified in order to have a more international and developmental perspective. In some cases specific segments dealing with development problems will be introduced into the course. In other cases new materials will be added to existing segments. It is anticipated that three work months of efforts during each of the first two years will be required.

Approximately three new courses dealing with development are being added to agricultural economics and four new related courses to sociology/anthropology. These course additions will necessitate the two new faculty positions, one in agricultural economics and the other in developmental anthropology. It is anticipated that the courses will have sufficient enrollment to be maintained after the expiration of the grant.

The outputs for this sub activity will be:

- Three to five existing courses modified to contain sections related to international development.
- Three new agricultural economics and four new sociology/anthropology courses related to international development will be added.
- Two new faculty positions, one agricultural economist and one developmental anthropologist, will be added.

Faculty Training -- In order to upgrade faculty skills the project supports faculty training related to international development work. The major activity to be

supported will be intensive language training for faculty members. This effort will be realized in a threefold manner: language classes offered at Tuskegee Institute during the academic year; intensive language classes at the Institute during the summer; and individual language training programs. In addition, faculty will be supported to attend short courses sponsored by USAID and other organizations. Three work months per year of such training are supported by the grant.

The outputs for this sub-activity are

- Four faculty members trained in a foreign language.
- Faculty members trained at USAID in relevant subjects such as project design.

### III) Advisory and Consultative Services

Tuskegee is making available faculty members in economics, agricultural economics, sociology, anthropology and other areas related to agricultural and rural sector policy analysis so that they may be available to USAID and LDC's for short-term advisory and consultative services in such areas as project design, analysis and evaluation.

It is expected that requests for such services will be made so as to minimize any adverse effects on the educational program at Tuskegee Institute. This will involve providing ample lead time so that faculty can adequately arrange their work schedules, and where possible the scheduling of such activities will correspond with breaks in the academic calendar.

It is also expected that USAID and other organizations requesting services will provide travel, per diem and necessary logistic support for such services. Furthermore, it is understood that grant funds will be used for such activities only when the activities clearly are in the best interest of the project.

Four work months per year are devoted to this activity. The expected output from this activity is increased usage by USAID of Tuskegee personnel for short term assignments. Also, Tuskegee will create and maintain a handbook detailing its interest and experience in international work and containing resumes of faculty interested in international work.

#### IV. Linkages and Networks

Tuskegee Institute is increasing its linkages and networks in the areas of international rural development and agriculture both domestically and internationally.

- A) Domestically, Tuskegee is increasing linkages and networks by:
  - 1) Establishing stronger ties with 1862 and 1890 colleges working in the field of international development.
  - 2) Developing ties with other minority institutions involved in international work.
  - 3) Establishing ties with non-educational institutions working in the international field.
  - 4) Participating in professional organizations concerned with international development.

- 5) Continuing to participate in the Southeast Consortium on International Development (SECID).
- B) Aided by USAID/Washington, Tuskegee is increasing its international linkages and networks by:
- 1) Informing USAID missions of Tuskegee's interest and experience in international development.
  - 2) Making contact with LDC's and providing them with information concerning Tuskegee and its faculty.
  - 3) Increasing contacts with other donor organizations such as FAO, foundations, and the World Bank.

An average of one work month per year will be devoted to this activity.

## V. Information Capacity

The purpose of this activity is to increase the information base at Tuskegee in the area of international agriculture and development. The increased information is employed in courses, research and will be used to provide information for personnel involved in advisory and consultative services. The information capacity is being increased by such activities as:

- Acquisition of books journals and other library materials.
- Acquisition of computer models and data bases.
- Publication of research reports and workshop proceedings.

The outputs for this activity are:

- Increased library holdings.
- Increased capability in computer analysis and projections.
- Increased use of international development materials in classes.

### C. Review of Critical Assumptions

The success of the 211-d grant is predicated on a number of important assumptions. The assumptions have been reviewed and remain as follows:

- I) That USAID/TA/AGR/ESP will work closely with Tuskegee Institute in carrying out the mutually agreed upon grant objectives. This will involve:
  - A) Gaining mission and host country clearances for conducting research in LDC's.

- B) Providing necessary introductions etc. which will facilitate the use of Tuskegee personnel for advisory and consultative services.
  - C) Serving as a liaison between Tuskegee Institute and other parties in establishing linkages and networks on the international level.
  - D) Performing other tasks that will facilitate the carrying out of the project.
- II) The ability of Tuskegee to employ personnel for the new positions in agricultural economics and developmental anthropology.
  - III) The ability of Tuskegee to attract graduate and undergraduate students interested in international rural development.
  - IV) That USAID will provide adequate opportunities for Tuskegee personnel to be involved in advisory and consultative services.
  - V) That travel, per diem and logistical support will be provided to personnel involved in advisory and consultative services.
  - VI) That domestic institutions are willing to establish linkages with Tuskegee.
  - VII) That USAID and other agencies are willing to utilize the expertise developed at Tuskegee.

## II PROJECT ACCOMPLISHMENTS

There was major progress made toward the achievement of the grant objectives during its fourth year of operation. This included making some administrative changes with the grant:

Glenn Howze, who had served as Project Director during its first four years, resigned as Director in order to take an assignment with SECID/Tuskegee Institute in Ouagadougou, Upper Volta. Dr. Howze will serve as Chief of Party for a Project at the University of Ouagadougou. Dr. John O'Sullivan, a specialist in West Africa, was named Project Director in August. Dr. O'Sullivan has been associated with the project since its first year,

and is thus familiar with all aspects of the project. Under his leadership, the project will continue its regional emphasis in West Africa

Ms. Laurie Morgan replaced Ms. Ceola Baber in September as Project Coordinator. The responsibilities of this position include better coordination of grant staff, and facilitation and administration of routine grant activities.

In the area of research, a Tuskegee team successfully began a new research project for AID/Senegal. Progress was made in the realization of the Education and Training objectives with the continued offering of courses related to development, the support of graduate students and language training for faculty/staff members. The grant also co sponsored a three day workshop entitled "Women and Development: Collaboration for Action". Furthermore, Tuskegee continued to maintain old and create new linkages with other schools and organizations concerned with international development. These and other activities have enhanced the visibility of the grant, both within and outside of Tuskegee Institute. Although two members of the staff were able to provide Advisory and Consultative Services during FY1980, the Project continued to experience problems in locating additional opportunities for the faculty and staff to become involved in these activities.

The grant still functions with an Advisory Committee. The members for FY81 were:

Glenn Howze, Chair  
Director, 211-d Project  
Professor of Sociology

George Cooper  
Dean, School of Applied Sciences

Marvin Burns, Chair  
Department of Agriculture

Edward T. Braye  
Professor of Veterinary Medicine  
Extension Veterinarian,  
Human Resources Development Center

Thomas Simmons  
Director, 122-d Project  
John A. Andrews Hospital

John O'Sullivan  
Research Associate, 211-d Project  
Associate Professor,  
College of Arts and Sciences

The membership on the committee is designed to provide broad representation and to interface with other international programs at Tuskegee Institute.

Below is a detailed summary of the objectives/outputs achieved during the fourth year of the project (FY1981).

A Objective/Output #1 Research (Expanded Knowledge Base)

Farm Management Model Workshop - Mali

In July-August, 1980, Dr. O'Sullivan was part of a Center for Rural Development team which was invited to Mali by USAID Bamako to develop a Farm Management Workshop. After establishing contact with with Malian agricultural economists and statisticians and interested people of the Institut d Economie Rurale (Bamako), work was started to develop material for the workshop. Part of the preparation included work sessions with Dr. David Wilcock (Ag Economics Michigan State University) who has just returned from two years in the Eastern ORD of Upper Volta where he faced many of the same problems of data collection and analysis.

In March, 1981, a cable was received from USAID/Bamako requesting a postponement of the workshop due to changes in Mali and what was perceived by USAID/Bamako as a too-heavy orientation toward farming systems research in the revised Scope of Work. Between August 5-8, 1981, Dr. O'Sullivan and Mr. Morgan went to Bamako to iron out differences. It is hoped that the workshop will be held next summer though funding remains a prob-

lem as does the conceptual framework which can meet the needs of USAID Malian governmental officials and statisticians in the field

Economic Analysis of Costs of Production in the Small Irrigated Perimeters of the Bakel Region Senegal

From June 22 August 11 1981 a Center for Rural Development team (Dr O Sullivan and Mr. Morgan) was in Senegal studying production costs of the USAID funded irrigated perimeters of the Bakel region Almost four weeks were spent in the Bakel region interviewing farmers USAID technicians and extension personnel (SAED) It was recommended that a Peace Corps project be set up so that accurate data could be collected and that analysis be done in terms of the various farming systems found in the region Indicative budgets for the four types of farming systems were constructed and yields and costs were estimated These compare favorably with other irrigation projects on the river and with the cost of rice c i f Dakar

E Objective/Output #2 Education and Training

There are four sub objectives/outputs for the Education and Training component of the Tuskegee 211 d project

Objective/Output #2a Student Support

One of the major objectives of the 211-d was to support both graduate and undergraduate students. Four graduate and five undergraduate students were supported during FY1910. This represented an increase from the previous year.

Cheickna Singare finished the requirements for the M.S degree in Education in December and graduated in May. Mr. Singare continued to direct the French Language Training Program for the Project during FY81.

Charles Morgan was sponsored by the Project for a second year. He is a graduate student in agronomy. Mr. Morgan was supervised by both Dr. Marvin Burns and Dr. John O Sullivan. Mr. Morgan worked with Dr. Burns on horticultural research on berries and small fruit production on the Tuskegee Institute farm. Mr. Morgan worked with Dr. O Sullivan on both the Mali Farm Management workshop and the Senegal Project. Mr. Morgan spent two months in Senegal during FY81.

Natalie Evans, a graduate student in Biology was funded for the first time during FY81. She was assigned to work with Dr. Nancy Stott who directs the Tuskegee Institute Title XII project on small ruminants. Ms. Evans served as a research assistant. Ms. Evans also assisted Dr. John O'Sullivan in scheduling and advertising the seminar series for the project.

James Kibuchi a graduate student in animal science, was funded for the first time during FY81. He was assigned to work with Dr. T.R. McIntyre. He served as a research assistant for Dr. McIntyre's dairy research.

Yoano NiiLampti was funded for the first time during FY81. Mr. NiiLampti has travelled in West Africa and is interested in a career in foreign service. He was assigned to work with Dr. Willie Rawls in the Department of Agricultural Education. Mr. NiiLampti completed a Master's degree in Agricultural Education.

The undergraduate students were assigned to work with various 211-d staff members. Janie Carlisle worked with Dr. Glenn Howze on various computer applications. Andrew Tanjong and Mamadou continued to work with the French program. The other undergraduate students prepared general clerical and other tasks related to the project. All of the undergraduate students participated in the French Language training program.

All of the students participated in the International Conference.

#### Objective/Output #2b Workshops and Seminars

The grant sponsored participation in professional meetings and workshops and seminars by faculty members. Faculty members were encouraged to attend professional meetings related to international development. The following participation was sponsored by the 211-d project (See Appendix A for Papers Presented and Trip Reports):

- --Brooke Schoepf served as Moderator for a Panel entitled "Black Return Migrants" at the Tuskegee Institute Centennial Conference on Rural Development.

- --Charles Morgan attended a USAID seminar on "Project Design and Evaluation" in Washington, D.C.

--John O'Sullivan and Brooke Schoepf attended the annual meeting of the African Studies Association in Philadelphia. Dr. O'Sullivan chaired a panel and presented a paper entitled "Thoughts on the Dyula Revolution".

--Brooke Schoepf addressed the Texas Tech Conference on Women and Development in Lubbock, Texas. Her topic was "Dynamics of Sociocultural Change".

--Brooke Schoepf presented a paper, "Beyond Farming Systems Research" at the annual meeting of the American Anthropological Association in Washington, D.C.

--Glenn Howze and John O'Sullivan attended a USAID/USDA Farming Systems Research Conference in Washington, D.C.

--Glenn Howze attended a 211 d Workshop sponsored by North Carolina A & T University on "The Role of the Small Farmer in Rural Development" in Greensboro, N.C.

--John O'Sullivan attended the Southeastern Regional Seminar on African Studies at Emory University in Atlanta.

--John O'Sullivan presented a paper, "Gao Mali Modes of Production at the Edge of the Desert" at the annual meeting of the Arid Lands Association in San Diego.

--Laurie Morgan attended a SECID conference on "Responding to the Needs of Rural Women" in Frankfort, KY.

The 211-d project also sponsored a number of seminars at Tuskegee Institute during FY1981. A number of Institute faculty, as well as faculty from surrounding campuses participated in the seminars. These included.

- 1 "Tuskegee Institute's Role in International Development" (B.D. Mayberry, Tuskegee Institute, Director of International Programs).
2. "Current International Programs at Tuskegee Institute" (Ralphenia Pace, Tuskegee Institute, Title XII)

International Food and Nutrition Project;  
Howze, 211-d Project; Tom Simmons Tuskegee Insti-  
tute 122-d International Health Project).

3. "Exploring International Careers" (John O Sullivan, 211-d Project)
- 4 "An Agricultural Study of Zaire" (Brooke Schoepf, 211-d Project).
5. "Gao, Mali: Modes of Production at the Edge of the Desert" (John O'sullivan, 211 d Project).
- 6 "The Impact of Price Variation of Fertilizer Inputs On Production and Income" (Fred Boadu, University of Kentucky)
7. "Farm Management in West Africa" (David Wilcock, Michigan State University).

The Center for Rural Development (211-d), The Health Research and Demonstration Center (122-d), and The Center for Food and Nutrition Studies (Title XII) sponsored a three day Tuskegee Institute Conference, "Women and Development: Collaboration for Action". The conference was designated as a Tuskegee Centennial Activity and was held March 19-21, 1981. The Conference was initiated by Dr. Velma Blackwell, Vice President for Development Affairs, and Dr. Brooke G. Schoepf of the 211-d Project. The conference brought together specialists from the U.S., Africa, Asia and the Carribbean. Featured speakers included Mrs. Robert F Mugabe (First Lady of the Republic of Zimbabwe) and Dr. Lucille Mair (Secretary General of the 1980 United Nations Mid Decade Conference on Women). Dr. Blackwell and Mrs. Vera C. Foster, First Lady of Tuskegee Institute, co-chaired the conference. Specific subject areas addressed included women's political and economic participation, health and

nutrition, education and cultural activities. There were plenary sessions, panels and workshops as well as informal get-togethers. (See Appendix B for Conference Program.)

The themes format, invitations to speakers and organization were planned and implemented by a series of committees involving faculty, staff and community leaders, many of whom also served as session moderators and workshop facilitators. Community organizations also furnished hospitality and transportation for guests. The City of Tuskegee provided an evening reception at which guests and community representatives met informally.

Funding for the Conference was provided in part by three USAID institutional strengthening grants: the 211-d project, the 122-d project in International Health and the Title XII matching grant in international food and nutrition. Staff members from all three units collaborated in organizational work. From the 211-d program, major contributors were Dr. Schoepf, who functioned as Co-Chairperson of the Program and Planning Committee and who chaired the Plenary Session on The New International Economic Order; Ms. Laurie Morgan, Project Coordinator, who assisted in the areas of community outreach and program production in addition to serving on Committees of Registration and Hospitality ; Dr. Glenn Howze and Dr. John O'Sullivan, Director and Assistant Director, respectively of the Center for Rural Development who served on the Finance Committee.

The Conference was attended by members of the Tuskegee

Community, students from Tuskegee Institute High School, the Institute faculty staff and students, Auburn University faculty and students, and many visitors from further afield.

The final session recommended that attempts to develop collaborative action strategies be placed at the forefront of the development agenda of the 1980's. Parallels were drawn between the underdeveloped areas of the U.S. Rural South and developing areas. The need to ensure that women and Development is brought into focus as a central, rather than a peripheral issue to be managed by pro forma assurances was emphasized by many participants and vigorously applauded. At the same time, it was recognized that in many areas women specific projects are those which best afford women a voice in decision-making. Thus, funding for women's projects should be increased. The importance of a global perspective on the reallocation necessary for genuine development to occur was emphasized. It was deemed advisable to hold the next such conference in Africa.

#### Objective/Output #2c--Curriculum Modification

A large portion of the grant funds have been devoted to the area of curriculum modification. The original proposal called for the addition of new courses in the fields of agricultural economics and anthropology related to international development. Also, existing courses in relevant departments were to be enhanced by adding international dimensions. Much progress

has already been made. New faculty, hired during FY1979 in agricultural economics and anthropology have continued to develop and teach courses related to international development. A summary of curriculum modifications during FY1980 is as follows:

- Dr. Glenn Howze used the Population Dynamics Computer Model to teach problems of development in his population course.
- Dr. T.R. McIntyre developed and taught grant related courses in agricultural economics, including "Economic Planning for Regional Resource Development," "Agricultural Policy in Planning in Developing Countries."
- Dr. Willie Baber developed and taught grant related courses in the Department of Sociology including "The Political Economy of Development in the Caribbean."
- Dr. Brooke Schoepf developed and taught grant related courses in the Department of Sociology, including "Sociocultural Change in Africa," "Rural Sociology," and "Applied Anthropology."

#### Objective/Output #2d Faculty Training

Recognizing the importance of foreign language in development activities, the Grant Proposal called for the training of faculty in languages. French was chosen as the target language because of its wide use in West Africa.

Cheickna Singare, a graduate student from Mali, conducted French classes for faculty staff and students on campus during the regular academic year. An Intensive French Language Training Program was sponsored by 211-d at Tuskegee Institute during the summer semester. Several faculty staff and student members participated in the Program (see Appendix C for the Pro-

gram Report).

Dr. T.R. McIntyre attended the Program Design and Evaluation Seminar in Washington D.C.

C. Objective/Output #3 Advisory and Consultative Services

During the first year of the grant a twelve page brochure entitled "Tuskegee Institute and International Development" was published. A major revision of the brochure was published during FY81. The revision updated factual information about international programs at Tuskegee Institute and the qualifications of its faculty. To make it more relevant to French-speaking West Africa the brochure contains a brief summary of each of the major sections in French. (See Appendix D).

While the project continued to experience major problems in securing short term assignments for faculty members there was some important advisory and consultative services provided during FY81

Dr. Glenn Howze completed the written report for the Manpower Requirements for junior level agricultural officers in Mali. The report was published in both French and English.

Dr. Glenn Howze completed the written report, "Future Manpower Needs for CAA Graduates and an Evaluation of the Present Training Program by Employers of CAA Graduates"; May 1980.

Dr. Brooke Schoepf took a six week leave of absence to join a design team for a new major health project in Liberia to be funded by USAID. A.L. Nellum, Inc., a private firm, had the contract for this activity. Dr. Schoepf served as the medical anthropologist for the team.

Glenn Howze served as the team leader for a Baseline Study of the Research, Education and Extension System in Guyana, South America. The South East Consortium for International Development had the contract for this

project. Tuskegee Institute is a member of SECID and served as the lead institution for the Guyana activity.

D. Objective/Output #4- Linkages and Networks

Tuskegee continued to establish and maintain linkages and networks with other institutions involved in international development

The 211-d project co-sponsored an international conference "Women and Development Collaboration for Action" (involving 1890 Land Grant Schools Title XII schools. 122 d Schools and various agencies and international organizations.

John O'Sullivan and Glenn Howze met with USDA and USAID officials in Washington D.C.

The brochure "Tuskegee Institute and International Development" was mailed to various bureaus and agencies as well as schools interested in international development

supporting participation in relevant professional organizations.

supporting participation in BIFAD meetings and workshops.

supporting participation in SECID meetings and workshops.

## 2. International

Meeting with local government officials from Togo, Madagascar, Zaire, Seychelles, Liberia, South Africa, Kenya and Senegal as they toured the U.S. as part of Operation Crossroads.

Meeting with Mr. Demba Seck, Advisor to the Minister of Health for Senegal.

Glenn Howze met with officials of the Guyana Ministry of Agriculture during the Baseline Study conducted in that country.

Glenn Howze met with Ms. Beatrice Hamilton, Deputy Secretary for Economic Technology and Culture Minister of Foreign Affairs for Sierra Leone. The visit to Tuskegee Institute was arranged by the African American Institute.

The 211-d Project participated in the "Keys to Development Project" conference for African Students studying at American Universities. The Conference was sponsored

by the Human Resources Development Center of Tuskegee Institute and partially funded by USAID and USDA.

E. Objective/Output #5 Information Capacity

Progress was made toward the achievement of this objective. Specifically, the following steps were taken.

1. Revision of the brochure "Tuskegee Institute and International Development".
2. Completion of the Proceedings of the Conference "The Role of U.S. Universities in International Rural and Agricultural Development" held here during the spring of 1980.
3. Continued acquisition of books journals and other library materials. A check-out system has been instituted.
4. Continued acquisition of relevant computer models and other computer based materials.

III. IMPACT OF GRANT SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

The Purpose of the 211 d grant is to develop Tuskegee Institute s responsive capability to respond to the needs of LDCs in the general area of Comprehensive Planning for Rural Development. Each of the five major objectives of the grant were designed to contribute to the achievement of that purpose.

After the completion of the first three years of the project, it appears that significant progress has been made toward the achievement of the objectives of the grant.

The research activity has provided opportunities for a number of the Tuskegee faculty to be involved in significant projects in a LDC. The Malian activities have demonstrated that Tuskegee has the capability to work in a French speaking LDC.

The education and training component have also contributed to the capacity of the Institute to respond to Mission needs for expertise in the area of rural development. New courses have been added. A curriculum in agricultural economics has been developed. A developmental anthropologist and an agricultural economist have been hired to teach courses related to international development. French language training has increased Tuskegee's capability for responding to requests from French-speaking areas. Both graduate and undergraduate students have been involved in the project and engaged in activities related to international development. Faculty members have increased their participation in professional organizations related to international development.

The revision of the brochure Tuskegee Institute and International Development updates and continues to enhance Tuskegee's visibility as an institution with a demonstrated capacity and an expressed interest in international development. To date, unfortunately there has been little use made by the Agency of Institute faculty for advisory and consultative services. This is an

area which demands attention during the remaining year of the project.

In order to establish linkages and networks. Tuskegee personnel have participated in a number of organizations working in the area of international development such as SECID organizations of land grant schools BIFAD and professional organizations. Also Tuskegee personnel have routinely visited USAID offices in Washington and in LDCs.

The proceedings from the Tuskegee Institute Conference "The Role of U.S Universities in International Rural and Agricultural Development", and the other publications of this project will provide useful publications for the development field. The grant has allowed the Institute to increase its library and computer software holdings. Also a number of research and other reports have been published.

#### IV. OTHER RESOURCES FOR GRANT RELATED ACTIVITIES

AID/Senegal provided \$4,300 for in country costs for the research activity in that country. Tuskegee Institute had a sub-contract with SECID for \$29,000 to provide technical assistance for the Guyana Baseline Study.

#### V. UTILIZATION OF INSTITUTIONAL RESPONSE CAPABILITIES IN DEVELOPMENT PROGRAMS

Currently Tuskegee is involved in several international programs. The Department of Agriculture has a contract with AID/Yemen to increase production in small fruits and vegetables.

The Human Resource Development Center has an AID contract to develop adult education techniques in Jamaica. Tuskegee is a participant in the Title XII consortium working with small ruminants. Tuskegee is receiving a Title XII grant in the area of nutrition. There is a 122 d grant from the Africa Bureau in the area of health care delivery. Also, Tuskegee has participated in several of the USAID funded activities contracted by SECID.

There were 419 foreign students enrolled at Tuskegee during the fourth fiscal year. A breakdown by country and classification is as follows:

<u>COUNTRY</u>	<u>UNDERGRADUATE</u>	<u>GRADUATE</u>
Antigua	1	0
Bahamas	19	4
Barbados	3	1
Belize	3	1
Bermuda	5	0
Botswana	2	0
Cameroon	1	0
Canada	0	1
Caroline Island	1	0
Chad	0	1
China	3	3
Ethiopia	2	1
Gambia	2	1
Germany	1	0
Ghana	9	2
Guyana	65	4
Honduras	1	0
India	2	17
Iran	7	0
Iraq	3	5
Jamaica	52	14
Jordan	1	0
Kenya	3	1
Kuwait	1	0

Lebanon	4	0
Lesotho	1	0
Liberia	1	1
Malaysia	1	0
Mali	1	1
Netherlands/Antilles	1	0
Nigeria	105	21
Pakistan	3	4
Saudia Arabia	0	2
Sierra Leone	1	0
Somalia	1	0
South Africa	1	0
St. Kitts	4	1
Swaziland	1	0
Tanzania	2	0
Thailand	1	1
Tortola	1	0
Trinidad	1	0
Turks and Caicos	1	1
Uganda	1	0
Upper Volta	0	1
Venezuela	1	0
Zambia	1	0
Zimbabwe	9	0
TOTAL	327	92

## VI. NEXT YEAR S PLAN OF WORK AND ANTICIPATED EXPENDITURES

A detailed plan of work was prepared during the first year of the grant. This work plan following recommendations of the second year evaluation, has been revised and has been incorporated into next year's plan of work and anticipated expenditures. Total estimated costs for FY1982 is \$173,300 and includes a carryover of \$65,000 from FY1981.

### A. Research

It is anticipated that overseas research activities will be limited to Tuskegee s current involvement with Mali and Senegal during the remainder of the grant. The Plan of Action for the current research activity appears below. It is

expected that the farm management model developed by Tuskegee Institute will be presented at a workshop in Mali during the summer of 1982. Costs listed below are for FY1921 and do not reflect in country costs projected to be absorbed by USAID/Mali.

1. Plan of Action

Investigators . Tuskegee Institute Team . Dr. John O Sullivan  
Mr Charles Morgan

Technical Assistance Team . Dr. Fred Boadu  
Dr: Robin McIntyre

Project Farm Management Model Workshop Operation/Actions

Time Frame	June . August 1980	Data Collect and Establishment of Contact with Interested Personnel Mali
	August 1980 July 1981	Preparation of Farm Management Model. Tuskegee
	July . August 1982	Présentation of Farm Management Workshop Mali
	September 1983	Evaluation

The Tuskegee Institute team trip to Mali in the summer of 1980 provided a good base for the farm management activity. Close collaboration with the Institut d'Economie Rurale was established. The IER and other GRM personnel provided sufficient quantities of data as well as a researcher who travelled with the 211 d Team this summer. This IER economist had planned to collaborate with the team on the projected summer workshop, but has since been granted permission to go to France for further

study. Good contact with USAID/Bamako Agricultural Development personnel was also achieved.

The 211-d Research Team developed a set of materials for a farm management model for the Operations Economists and Statisticians. This model is a three step paradigm which will provide a framework for data collection and analysis. The steps to be followed are

1. A Farming System Research Model
2. A Production Function Model which allows comparison of production on any Malian farm with or without any specific technological package.
3. A Cost and Benefits Analysis for the Malian farmer.

This will allow an understanding of the profitability of the technological package for the farmers and hence will provide a basis for analysis of the credit implications for the Parastatals' credit programs.

A draft of the report, in the form of a workbook for the workshop was tentatively completed by May 1981. A Scope of Work based on material developed by then was submitted to USAID. Further modification based on further discussion in Bamako seems to indicate that the workshop will be rescheduled for August 1982.

The Workshop will be held over a 5-10 day period in which important aspects of farm management modelling will be covered. Recommendations for implementation of data collection and analysis, based on the results of the workshop will be made with examples derived from data already on hand as well as field experience of IER and the parastatal personnel.

It is hoped that 211-d will be requested to return to Mali during FY1983 to evaluate the results of FY1982 and to make further recommendations to improve the data collection and analysis units of the parastatals.

a. Personnel

1. Dr. John O'Sullivan
2. Dr. Fred Boadu
3. Dr. Robin McIntyre
4. Ag Economist - Consultant
5. graduate students

b. Cost FY81

Personnel	49,387
Travel	-15,000
Supplies	1,000
<b>TOTAL</b>	<b>\$65,387</b>

B. Education and Training

1. Student Support

The 211-d project will continue to support both graduate and undergraduate students during FY1981. There are at least three slots available for graduate students and three slots available for undergraduate students.

A selection committee is being organized in order to evaluate and select both undergraduate and graduate students for FY1981.

a. Personnel

Student Slots	Graduate	Undergraduate
Year 1	2	2
year 2	4 (2 new)	4 (2new)
year 3	4 (1 new)	5 (3 new)
year 4	4 (2 new)	7 (4 new)



in Rural Development There are no anticipated costs during FY81. other than supplies.

a. Personnel

211 d staff

b Cost FY1982

Supplies 1,000

TOTAL 1,000

4 Language Training (Faculty)

In order to upgrade faculty skills the project will support faculty training related to international development work. The major activity to be supported will be intensive training for faculty members, including an intensive French training program during the summer of FY1982.

Cost FY1982

Personnel Release Time 3,000

French Instructor (summer salary) 2,000

Supplies 1,000

TOTAL \$6,000

C. Linkages and Networks

Tuskegee Institute will continue to increase its linkages and networks in the area of international and rural development and agriculture both domestically and internationally. This is the primary responsibility of the project director.

a. Personnel

211-d Faculty

b Cost FY1982

Domestic Travel	5.000
International Travel	5.000
TOTAL	\$10.000

D. Advisory and Consultation Services

Tuskegee will encourage faculty members to seek out advisory and consultation services through the project director and the project manager for the 211 d grant. In order to facilitate this activity the 211 d grant has published the revised Tuskegee Institute International Brochure and has established a file of current Tuskegee foreign service faculty. The grant will continue to make two work months of faculty time available

a. Personnel

Tuskegee Institute Foreign Service Faculty

b Cost FY1982

Travel	2.000
Printing	1.000
TOTAL	\$3.000

E. Information Capacity

The principal activity will be the development of a computer based farming systems model and other useful computer processing approaches. To this end a new word processing component compatible with the new Tuskegee computer system may be requested. This will allow us to continue to generate the high quality reports which have characterized the Center for Rural Development's efforts.

a. Personnel

211 d faculty

b. Cost FY1982

Information Capacity Supplies & Printing Costs ...	\$10,500
TOTAL	\$10,500

#### VII. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

Tuskegee Institute is an historically black institution and has long advocated and implemented fair employment practices. During FY1981 twelve faculty staff and graduate students were funded through activities of the 211 d project (See Appendix E for resumes). Of that number five were black, and seven were white; five of the participants were women.

## APPENDICES

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APPENDIX A

TRIP REPORTS AND PAPERS PRESENTED

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Dr. Schoepf served as Moderator-Discussant for the panel on "Black Return Migrants" at the Tuskegee Institute Centennial Conference on Rural Development held on campus September 21-23, 1980. Her paper, "Anthropological Perspectives on Migration and Development" will appear in the Conference Proceedings.

## Trip Report

Charles S. Morgan  
Project Design & Evaluation Seminar  
USAID, Washington, D.C.  
September 29 - October 3, 1980

The USAID Project Design and Evaluation Seminar I attended included some 30 participants from various government and private agencies interested in international development. Among the agencies represented were USAID, VITA Inc., Rotary International, Seventhday Adventist Overseas Service, World Relief, OIC International, as well as the Title XII and 211-d programs at Tuskegee Institute.

The seminar focused on the systematic techniques used by USAID for designing and evaluating projects in the developing nations of the world. In a series of lectures and workshops the seminar addressed the following three phases related to this process;

1. Planning: The Planning Phase involves trying to establish the overall objectives of the goal and purpose, determining the best way to achieve them working with others to develop a work plan of what has to be done and a timetable for doing it.
2. Implementation: The Implementation Phase consists primarily of directing and coordinating the work planned, then monitoring progress on a periodic basis. Periodic evaluations are taken to assure that progress is as reported and also to assess whether the project's objectives and strategy are still valid.
3. Ex Post Facto Evaluation: After the project is completed a full-scale evaluation is conducted. The results of this final evaluation are entered into AID's Development Information Service's "memory bank" system and can be made available to anyone who is planning a similar project in the future.

The seminar was especially useful for understanding AID's development priorities, how they are determined and why. Also the seminar presented an opportunity to touch bases with other international aid agency representatives to compare and exchange ideas on development.

## TRIP REPORT

TRIP TO: African Studies Association Convention  
Philadelphia, Pa  
Oct 15, 1980

As a member of the African Studies Association I was happy to participate in this convention. I attended various panels on topics ranging from agricultural development in West Africa to the southern African economic situation. I was able to examine latest book releases in African Studies and to compare educational information with friends who are teaching at various universities. I chaired a panel entitled Samori un Revolution Dyula in West African history which Professor Martin Klein (University of Toronto) and Robert Griffeth (University of Washington) participated. I presented a paper entitled "Thoughts on the Dyula Revolution". Approximately 25 people attended the panel.

## Trip Report

Schoepf

Center for Rural Development

Oct. 15-18

Philadelphia: African Studies Association Annual Meeting

I attended the symposium on Agricultural and Rural development and Women, and the area/country symposium on the Sahel, Zaire, Liberia, Uganda and Botswana.

Persons contacted included African and American women who might participate in the T.I. Centennial Conference on Women and Development.

TRIP REPORT FOR 211-d PROJECT

NAME: BROOKE G. SCHOEPF

DEPARTMENT: 211-d RURAL DEVELOPMENT

DATES OF TRIP: NOVEMBER 10-11 (TRAVEL, NOVEMBER 9 - 12)

DESTINATION (S): Lubbock, Texas

PERSONS OR ORGANIZATIONS CONTACTED: TEXAS TECH UNIVERSITY CONFERENCE,  
DEVELOPING NATIONS: CHALLENGES INVOLVING WOMEN.

PURPOSE OF TRIP: Working with other specialists (N. Youseff, K. Cloud, M. Hoskins, K. Staudt); delivered keynote address "Dynamics of Sociocultural Change," Orientation nutritionists, home economists, agricultural scientists to basic anthropological theory as it relates to women and development in international technical cooperation.

DATE REPORT FILED November 13, 1980

SIGNATURE OF TRAVELER B. Schoepf

TRIP REPORT FOR 211-d PROJECT

NAME: Brooke G. Schoepf

DEPARTMENT: 211-d

DATES OF TRIP: Dec. 3-8, 1980

DESTINATION (S): Washington, D.C.

PERSONS OR ORGANIZATIONS CONTACTED: American Anthropological Association

PURPOSE OF TRIP: To attend annual meeting of AAA. Presented paper "Beyond Farming Systems Research"

Hostess of Medical Anthropology Round Table "Global Factors in Health Planning and Training."

DATE REPORT FILED Dec 9, 1980

SIGNATURE OF TRAVELER BG Schoepf

# TUSKEGEE INSTITUTE CENTER FOR RURAL DEVELOPMENT

HUNTINGTON HALL, ROOM 203  
TUSKEGEE INSTITUTE  
ALABAMA, 36088

47260

LEWIS W. JONES, DIRECTOR  
(205) 727-8838

INTERNATIONAL RURAL DEVELOPMENT  
GLENN HOWZE, DIRECTOR  
(205) 727-8413

## Trip Report

Symposium on Farming Systems Research, Dec 8-9 1980  
Washington D.C. Sponsored by USDA/USAID

We received notification about the above symposium from our 211-d project officer at AID/DC. Dr. Glenn Howze asked me to attend. I also took advantage of the trip to meet with Mr. Quincy Benbow, AF/DR/ARD to map out our strategy to obtain funding for our planned farm model workshop in Mali, (summer 1981).

The symposium itself was quite informative and certainly convinced me of the soundness of the FSR approach. Some of the theoretical questions and background of FSR were presented but the real heart of the symposium dealt with putting FSR in practice. Methods of research, data collection methods and other "hands on" questions were discussed. Presentations of the approaches of ICTA (Guatemala) CIMMYT (Mexico) centers were very interesting, as were attempts to apply FSR to U.S. situation and to include it in graduate level training programs.

I will contact people here at Tuskegee (Sociology Agriculture, HRDC, BSR) to see if anyone is interested in discussing implications of FSR for T.I.

John O'Sullivan

Trip Report:

I attended the Spring meeting of the Southeastern Regional Seminar on African Studies (SERSEAS). It was held at Emory University Saturday April 11. There were two papers presented focusing on inequality in post - colonial Africa. One dealt with Ghana, the other Botswana.

While I knew many of the participants from African Studies Association contacts, I met others in the region whom I hadn't known before. The format allowed the useful interchange of ideas without all the trappings of a conference.

John M. O'Sullivan

April 13, 1981

Trip Report

RE: Arid Lands Studies Association Meeting;  
held in conjunction with the Social Science Association meeting,  
San Diego, California. Wed., April 22-25, 1981.

I have been a member of the Arid Lands Studies Association for several years now, and it has afforded me good a good opportunity to present papers based on our work in Africa. This year, I presented a paper entitled: "Gao, Mali- Modes of Production at the Edge of the Desert". I also chaired another panel, attended the business meeting, etc. I have been offered a nomination to a position in the Association if we so desire next year.

John O'Sullivan

file  
Dean Cooper

JO/lm

Trip Report

Laurie Morgan  
May 8, 1981

*L Morgan*

I attended the two-day SECID Conference on "Responding to the Needs of Rural Women" held in Frankfort, Kentucky on May 5 and 6, 1981.

The Conference explored the shortcomings of most existing development approaches, especially where the women of the local societies involved are concerned. Providing input during the seminars were professional consultants with considerable foreign experience, women from other countries who had been subjected to some of the disastrous projects as well as people who have done work in this country's rural communities. The U.S. extension program was also well-represented here.

Some of the topics discussed were:

- a) Innovative Responses to Rural Women's Needs;
- b) The Family Focus for Considering the Needs and Roles of Women;
- c) Women in Non-Industrial Settings: Where They Are and Where They Want to Go;
- d) Reciprocity in the Development Process.

This Conference was organized by SECID's Center for Women In Development. Also in attendance for Tuskegee were Dr. Eloise Carter (our SECID representative, and a Ghanian student from our Home Economics Dept.).

Thoughts on La Revolution Dyula  
A Paper Presented at the  
African Studies Assoc. Meeting  
Phila, Oct 17, 1980  
John M. O'Sullivan

"Thoughts on the Dyula Revolution  
based on research done in the history of  
Kabadougou, NW Ivory Coast"

Samori - une revolution dyula (IFAN, Dakar, 1968-75 in 3 volumes) by  
Yves Person.

INTRODUCTION

Yves Person's monumental work, Samori - une revolution dyula is a major contribution to the study of West African history. Person began his research back in the fifties. He was able to interview hundreds of informants, many of whom were eyewitnesses to the events they described and also were the last generation of the "oral history age" pre-European style education, movies and televisions of today. He waded through the archives of France, Senegal, Mali, Ivory Coast, Britain, etc. rounding up masses of written records from the period of European conquest.

Person's principal theme is the story of the great Malinke empire builder of the late 19th century, Samori Touré. The work is politico-military history of Samori and his efforts to build an empire first in the northern Guinea-southern Mali region, then in Central Ivory Coast.

Because of the magnitude of Samori's effort as well as the fact that his imperialism brought him into a long successful resistance to European intrusion into the same area, the history transcends any narrow boundaries and ranges over topics of interest to students of European (particularly French) imperialism, expansion of the world capitalist economy as well as the students of that great West African culture center - the Mande Oikumene.

Person's study presents information about the expansion of the Mande

speakers from the Mali area southward into the areas which became Samori's base. The first volume of Samori presents significant facts and analysis of Southern Mande history and is in itself a major contribution and gold mine for any scholar studying the region.

I, myself, did research over a several year period in the history of precolonial northwest Ivory Coast and found Samori to be a very helpful and significant source of information. I studied the creation and system of Kabadougou, a kingdom set up by a relative of Samori (Vakaba Toure) in Odienne, northwest Ivory Coast in 1848. That kingdom, ruled in close cooperation by the Toure family and the Diabi family of the important Muslim trade center of Samatiguila was a major innovation in the region enslaving and exploiting the Malinke and Senoufo inhabitants on a scale unseen in the region prior to that. The family of Vakaba, ruling through a tightly controlled slave army set up a system based on warfare and slavery for their own benefit and that of their allies.

In 1881, the family of Vakaba allied itself with Samori and a complex interaction of Samorian macro- and Kabadougou micro- imperialism held sway in the region. Kabadougou pushed south for better control of the kola producing regions known as Worodougou while Samori prepared and then waged war against Sikasso (1887,1888).

With the rising tide of French military pressure from the Soudan, Samori gradually became entangled in that one principal battle. Unable to prevent French incursions into his empire in northern Guinea, he changed his strategy, scorched the earth and moved the populations of that area east to central Ivory Coast.

The Samorian empire passed through Kabadougou in 1892-93 and left Kabadougou as the barrier to French pressure from his abandoned empire. French columns attacked into Kabadougou and finally established a post in Odienne in December 1897. Samori's second empire collapsed in summer, 1898, following the French conquest of Sikasso in April, 1898 and he himself was captured in September, 1898.

These broad facts are related in much greater detail in Samori and in my dissertation. I relied on Person to a considerable extent for many of the dates and much information since my informants seemed to be generally much less on top of things. My two best sources of history were both very deaf and were unable to answer direct questions.

## II.

I would now like to turn to the broad themes of the history of the region which are reflected in the idea of the "dyula revolution". Not only is this the title of the work, but it is the principal theme of Professor Person's whole argument. Prof. Person argued that Samori and several immediate predecessors (among whom are Vakaba Toure and another important figure in the history of the creation of Kabadougou, Mori Oule Cisse) were the personification of the dyula revolution. The principal aspect of this revolution was the forcible seizure of political power by the dyula (traders) contrary to a long-standing tradition of sticking to trade and letting others rule. Samori carried it farthest by trying to establish a huge political unit, his empire, in a region where small-scale units (kafu) were the accepted tradition. (There

4.

was one exception to this rule-- Nafana set up in the region in 1720 or so by the Diarrassouba family who were called in from Segou by local Muslims, though they themselves were not Muslim.)

Since the dyula were Muslim, an added analytical problem is that of the Muslim/non-Muslim political tension. This dimension is still an important part of Malinke (the name of the southern Mande speakers in the N.W. Ivory Coast- Southern Mali- Upper Guinea region) political thought. I was told very simply: "Prayer and warfare don't mix". Within West African Muslim thought, this problem has been analyzed by Curtin (1979) (1975) Willis (1967) (1971) as well as Professor Person and probably everyone present at this meeting. Put simply, it is that there has been a constant tension between a quietist tendency in West African Islam willing to live within a non-Muslim society as traders and businessmen, and with important communication skills not infrequently put to use by non-Muslim political leaders and a more militant school of thought reformist or revolutionary who wished to create political and cultural structures more in keeping with the injunctions of the Koran.

Before going too far on this tack it must be noted that until recently most Malinke were not Muslim, though most dyula were. A further consideration would be of course, the commitment of the ruler to Islam. Samori found to his concern that he had pressed for Islam too strongly and thus helped engender the Great Revolt against himself by his own subjects.

We have, therefore, the following problems:

- A) the dyula revolution as part of the Muslim/non-Muslim confrontation;
- B) the dyula revolution as dyula;
- C) the dyula revolution as revolution.

## III.

But wait a minute; what was the dyula revolution according to Professor Person? Prof. Person first discusses the efforts of the precursors of Samori, Mori Oule Cisse, Vakaba Toure and others (as well as Samori himself) as a "dyula revolution" because they effected an important change in the political organization of the region. Political and military power was taken from the old non-Muslim families who had held power for so long. The leaders who achieved this revolution were from the dyula (trader) and Muslim families who lived isolated in the region and who were not well assimilated into the dualistic system as it had evolved with political power in the hands of the non-Muslims and economic and cultural power in the hands of the leaders of the Muslim trading towns.

Some of the leaders such as Mori Oule Cisse (ruled c. 1830-1848) waged war to totally change the system and to establish the absolute values and ideals which he saw Islam demanding. Others like Vakaba Toure in NW Ivory Coast (1848-1859) were much less dogmatic. In fact, it seems as though success was proportional to the degree to which these leaders did not try to destroy everything, but rather created their systems by incorporating the traditional elements of the society.

Thus, the character of Person's "Dyula Revolution" was not a holy war (jihad) according to him. Why and how did this revolution occur? He gives four main reasons for the changes in society which allowed such a fundamental revolution to occur in the five cases in this whole region. First, there was the religious example of the Fulani jihads and especially their successes in Macina and Sokoto. The Malian example would have been especially important since

6.

the dyula of NW Ivory Coast carried on an important kola nut trade with Djenne where they would have experienced the Fulani theocracy. Secondly, Person emphasized the significant growth of trade in European goods. This economic development had several implications for the region which had been isolated from this factor up until this time. A very important part of this trend was the creation of Kankan during the 18th century as an important trading center linking the coast and the savannah. Through it European goods entered the Upper Niger region on a significant scale and the products of that area were concentrated for movement to the coast. Thirdly, there was an increasing demand for manufactured goods among the well-off in the region and that this demand generated an increase in the number of dyula traders. These dyula who spread out and who founded such towns as Samatiguila felt themselves harassed by local toll collectors and the lack of general security. At this very same time, their services were of greater and greater importance, since they were bringing in European goods, especially guns and gunpowder. These events were important in creating the environment in which the "Dyula Revolution" occurred, but they were not the key factor. Prof. Person makes his final point in his explanation of the origin and success of the "Dyula Revolution" when he says:

This last point appears to me to be decisive. The pre-forest region of which we are speaking was in effect one of the last areas touched by the diffusion of firearms brought either from the coast or from the Soudanic zone... Their systematic use therefore transformed the conditions of war and soon every careful chief had to procure some for defense or attack. The dyula gun trader thus became an essential personality of each small government...

These are the roots of the Dyula Revolution according to us. This was marked everywhere by an overturning of the art of war. The systematic use of guns was the most important element in this change. Does not tradition tell us that Vakaba decided to destroy Nafana af-

7.

ter having accompanied their army against Koladyandougou where he saw its weakness?"

Thus, the "Dyula Revolution" was bi-focal. On the one hand, the dyula (because of the growth of their power and influence due to trade developments) were no longer willing to leave political affairs in the hands of their non-Muslim neighbors. This development certainly upset the longstanding separation of "church and state" which was a characteristic of Malinke society in West Africa.

The other part of the bi-focal aspect of the "Dyula Revolution" was a technological and methodological one. It was the way by which the dyula minority could seize power. Guns revolutionized the Malinke art of war and gave the dyula the tool by which they could conquer their non-Muslim adversaries who did not use them. Thus, the impact of the new weaponry was immense and if Prof. Person is right, we would have to speak of a "military revolution".

#### IV.

Let us consider these points in turn: The first point- that of the Muslim-non Muslim confrontation is a most difficult one since it requires an assessment of the degree of commitment to Muslim ideals in the decision making of each of the leaders in the dyula revolution. In my own area of research, an important Muslim marabout (Karamogoba Diabi of Samatiguila) seems to have tried to subjugate some nearby villages but his effort failed in the face of opposition within his own town. Samatiguila, described by

8.

Caillie in 1827 as an important town with two walls of protection (tatas or jin) was the most important Muslim trade center in the whole region from the early 19th century until well into the colonial era. Even today, the Diabi are very significant in Ivorian business and politics.

Be that as it may, Karabogoba was Vakaba's teacher. There are conflicting reports of Vakaba's commitment to Islam. Prof. Person wrote that Vakaba could scarcely read the Koran while traditions I collected were a good deal more favorable to the founder of Kabadougou.

On the other hand, Mori Oule Cisse was seen as a strongly Muslim figure advocating  Jihad . Samori, while using the title  Alamami , changed his political commitment to Islam in the face of the Great Revolt. Thus, the degree to which Islam was a factor was very individual-specific, and even incident-specific. While Islam and the concept of factors in the problem, they were not in all probability, driving or determinant factors.

The second problem can be dealt with similarly, particularly as we have Professor Person to help clear up a preliminary problem: what is a  dyula ? Prof. Person wrote in Samori:

The transformation of our Sarakhole or Marka into Dyula immediately poses a problem of terminology. The latter name (dyula) is in effect applied to the Muslim people who controlled the long distance trade from the northern savannahs to the Gambia and even the Volta River... Specialists have made polemic arguments about whether (dyula) is the name of an ethnic group or a title of a profession. This argument is meaningless since both sides are right or wrong, depending on the region being considered. To the west of a line joining the Bagoé and Bandame Rivers, a dyula is simply a businessman. One becomes a dyula. This is perfectly natural since it refers to a professional group among others, within an ethnic group from which it is distinguished neither by language nor any other fundamental element of culture... On the Volta and Comoe Rivers, everything changes. The dyula here form en-kysted kernels in a world in which they are isolated by language.

9.

They separate themselves from the dominant group with an original Mandingo culture based on commerce and Islam even if they followed a non-Muslim aristocracy originally.

It would seem that this clear "either-or" definition of the dyula contains a very real and valuable distinction; one that clears up confusion going back to Delafosse. In the Malinke region, the term dyula simply means "trader". It has no ethnic meaning. It is just a profession. However, the very clarity of the distinction is important once Prof. Person's "dyula revolution" starts. The question of ethnicity does not enter into the problem here, but the "trade only" aspect of the western dyula no longer is valid. Would not the change in the nature of the dyula role in society when they take political power automatically mean that they are no longer dyula? Would one not have a new element in the society---a new "politically dominant estate" as Goody called it?

This problem- that of a "politically dominant estate", has been studied elsewhere. Sekene Mody Cissoko had written about such an estate- referred to by him as a "new warrior class" in his thought-provoking article, "Traits Fondamentaux des Societes du Soudan Occidental du XVII<sup>e</sup> au Debut du XIX<sup>e</sup> Siecle". While writing specifically about the western Sudan, he does note certain developments which occurred in the southern Soudan at a slightly later time and which seem relevant to our study of Vakaba Toure. He writes:

The fundamental characteristic of this period is the general insecurity which flowed principally from warfare... Warfare was practically a permanent state in West Africa. It became the essential preoccupation of men and transformed both men and political power. It was not the monopoly of a class as in medieval Europe, but of the whole population--slaves, nobles, casted men...

The unsettled conditions so different from old Mali or Ghana create a new social order:

The warrior had the first place in the new society. The warrior aristocracy dominated the whole society since it alone could provide effective protection... ..Most of the nobles were in effect of recent origin and were descended from free men (horons) or from lucky slaves. ...the new nobility sprung from humble origins had a sense of the practical. It sought to free itself from the customs it violated most often in its own interest. It lived surrounded by a clientel of free and casted men and was supported by a myriad of slaves who constituted the base of its fortune. ...the strength of a sovereign was a function of the strength of his tata (wall around his town)... The surrounding people were at his mercy.

Thus, Professor Cissoko argues that the increased warfare in the region created a new mobility whose social position on top of the society was based on their ability in warfare, both offensive and defensive. We can ask with Prof. Cissoki: "is there not a fundamental change in the order of things, in the social role of certain dyula-turned-warrior such as Vakaba Toure, so that one can speak of a new aristocracy?" Is the ruler of a village such as Samatiguila or Odienne still a dyula purely and simply once dominant in his massive tata (also known, particularly in the Odienne region, as a jin)?

Let us now turn to the last point - the revolutionary aspect of the dyula revolution. One aspect of this was a technical and military problem; the other significant economic and religious changes impacting on local events.

The "gun revolution" aspect of this is discussed at some length by Prof. Person. In point of fact the impact of European weaponry in northwest Ivory Coast during this time is not at all clear, as we shall see. The caveats of Gavin White, Joseph Smaldone, Myron Echenberg in the JAH article devoted to the subject hold true in northwest Ivory Coast. Guns did have an impact, but

11.

it must have been as much psychological as military. As we shall see, time and again, victories were won by traditional methods and even to the end, most of the Kabadougou army was armed with bows and arrows. Victories continue to be won or lost by seige, fetich or trickery. Tactics remain the same. Strategy remains the same. Until the war against the French, defense based on the tata or jin remained predominant.

Kabadougou was set up following the defeat of Mori Oule Cisse. He was ambushed by Vakaba's cousin who shot him in the legs, then cut off his head. The Toure then attacked Nafana, the kingdom of the Diarrasscuba. The principle stronghold, Manouna, was captured when the Toure were let into the fortress by a woman who opened a gate for them. The Diarrassouba then fled Odienne when they found Toure fetish hidden throughout the town and realized that the Toure had secret supporters whithin their ranks. And so it went right on through Samori's attack on Sikasso in which he tried to starve out Sikasso in an 18-month seige.

Militarily, the tata continued to dominate the scene until the arrival of field artillery. Tactics and strategy continued in the old vein and wars were won by siege, trickery, treason or fetish. True, guns played an increasingly important role, but ordinarily that note was a psychological one. As Joseph Smaldone wrote of firearms in the central Sudan: "Curiously enough it appears that muskets were valued especially for their noisemaking capacity, which at least in some instances was more important than the accuracy or penetrating effect of their shot." Perhaps European bias in favor of technology has blinded us to its limitations. Perhaps we can not believe that military technology did not have as profound an impact everywhere as it has had in Europe.

12.

The other aspect of the dyula revolution leads us to a discussion which we shall consider in guise of a conclusion.

#### IV.

My own research has raised certain questions about the dyula revolution, to a very great degree I have found Prof. Person's work stimulating and thought provoking. Fitting in with the thrust of his argument and my own findings, I would emphasize that certain men (Karamogoba Diabi and Mori Oule Cisse first of all, then later the Toures) were willing to bridge the gap between the Muslim dyula and the larger political system and to seize power. Inspired perhaps by successful religious leaders in Kankan, Macina or even Katsina, or perhaps heeding the complex Islamic call for  Jihad , a very definite change took place in the social consciousness of certain people in the region. It is here that one must proceed cautiously. The reasons for this change might well have been made up of various elements couched in traditional religious or even archaic terms as well as more obvious reasons of enrichment, self-aggrandizement, fulfillment, or the desire to control or dominate. Such elements may well seem contradictory and confused and create tensions which had to be answered one way or another. For Karamogoba Diabi, pressures of the people of Samatiguila to maintain the traditional social organization meant the abandonment of the war effort. Be that as it may, the fact to note was that a change in consciousness had occurred among certain individuals. While the ideological complexity is apparent, this can be traced to the complexity of the social situation of the  dyula , because the ideological problem is part of the social problem.

13.

In fact, with that we arrive at the crux of the matter, since the political and social structure did not reflect the economic structure in the rapidly changing situation as it evolved in early nineteenth century northwest Ivory Coast. Religious justifications for seizing power could well have been employed or invoked just as in more recent struggles throughout the world. Yet, the recognition that the political structure did not reflect the economic power structure created a common bond of self-interest, no matter in what terms it was couched, religious or even familial. This consciousness of identity of interest among certain dyula stood in direct contradiction to the interest of other groups who profited by the maintenance of the status quo; hence, the inauguration of the long period of war in the nineteenth century history of the region.

The victories of Vakaba and Vasanissi Toure signaled the arrival of a new era. Traditional political elites were driven out, as happened in Nafana, or co-opted as in Massala and elsewhere. If this were all there was to it, then we could leave it at that and speak of a "Dyula Revolution". However, the events had a logic of their own and proceeded apace. There was not just a transfer of power to a new elite, the displacement of one elite by another. Rather a social revolution was begun which had serious implications for the ordinary villager of the region. The Toure and their henchmen turned Malinke society on its head. Whereas before their conquests, Malinke society consisted largely of horon, the proud independent agricultural villager with a numerically much less significant jon element, the wars and conquests upset this balance. Villages were attacked and pillaged only to generate slaves. Warfare which had been taken up by the dyula to wrestle political power from the non-Muslims became transformed within its own dynamic to become a mode of production. For certain areas, slaves became the main

14.

product of the region. The armies of Vamuktar, particularly, made certain areas people-hunting grounds.

Jonyi were used as trade items to buy kola, salt, horses, cattle, cloth guns, gunpowder, etc. They were traded locally or long distance. Right up to the time of Moriba, they were the basic wealth of the Toure. Not only were they a local trade item, but they also played an essential role in their own generation of sofayi, the soldiers who made up the majority of the Toure army. Furthermore, they were employed as agricultural and household workers whose produce fed, clothed, housed kept warm and washed their masters.

If the idealogocal elements provided a sense of identity and contradiction between the dyula and the non-Muslim political elite, it provided equally well an awareness of differentiation from the masses in terms of the relationship to the means of power. Once the traditional political rulers were eliminated, there were only the free, but powerless masses and a new elite who had just seized power in a naked power play. Furthermore, the leaders of that elite had a self-conscious heritage which was very oriented toward commerce, profit, and success in monetary terms. These values proved ideal for the massive exploitation of the people of the region.

I pointed out earlier the problem of continuing to refer to such as Vakaba Toure as a dyula leading a "Dyula Revolution", once political power had been seized and the system of warfare and jonya had been instituted and aggrandized. I suggested that the term "new warrior class" was more relevant, since it encompassed the twin notion of a common relationship to a system of production and a class consciousness of self-interest in contradiction to other classes. The class consciousness was found in the willingness to seize power; the system

15.

of production was the newly constructed warfare system.

With the defeat of the Toure and the arrival of the French military, the time of the new warrior elite had passed. Still, there was room for successful traders and politicians in the new world the colonialists made. This, I think is a final point of confusion. Because of the beginning of the story and at the end of the story, the families were dyula; we might assume that the middle period was dyula or contained such significant elements of continuity that we should concentrate on them and ignore other aspects of historical development. I think this is inadequate. I think that this continuity reflects the extraordinary adaptability and flexibility of the Toure and others like them who through it all have been successfully maintaining themselves. Their social situation has undergone radical changes however. The continuity of their success should not blind us to this.

La guerre etait un moyen de nourriture, d'armement  
et de commerce. Qui t'a dit ici qui'il n'etait pas  
captif de Vakaba?

- Muktar Toure  
Odiene, Ivory Coast  
July 23, 1975

## FOOTNOTES

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8. Sekene Mody Cissoko, "Traits Fondamentaux des Societes du Soudan Occidental du XVII<sup>e</sup> au Debut de XIX<sup>e</sup> Siecle", Bulletin IFAN, Series B, 31 (1969): 1-30.
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12. See my forthcoming article in the International Journal of African History for further discussion of these developments.

Dr. Claire Robertson, Organizer

AFRICAN STUDIES ASSOCIATION  
WOMEN AND DEVELOPMENT DAY  
OCTOBER 21-24, 1981

Brooke G. Schoepf (Tuskegee Institute)  
Abstract of Invited paper:

WOMEN AND CLASS FORMATION IN ZAIRE: WOMEN AND THEORIES OF SOCIAL CHANGE

The position of women is essential to the study of social change, yet is still treated as a peripheral area of theoretical interest in the social sciences. Research with women in Zaire's copperbelt capital of Lubumbashi and in a rural community in the hinterland is used to analyze the changing intersection of class and sex stratification in the emergent social structure of modern Zaire. A brief sketch of the area's precolonial social structure and its nineteenth century transformation offers background to the next series of changes. Women were significant economic and political actors in the precolonial society; during the late nineteenth century slave trade, the general position of women declined as stratification increased. The colonial period introduced systematic double exploitation and locked women into the lowest rungs of the colonial social order by means of economic, political, social, educational and religious institutions. The similarities and differences in the situations of women and men are examined in light of their portent for the class system emerging in the present period.

The twenty years since Independence in 1960 have increased class stratification within the African community, while at the same time opening new role opportunities for women in both urban and rural areas. Women have moved into positions throughout the system; they are now both exploiters and exploited. Yet the single, overriding determinant of status and of the class system itself remains the international division of labor and control of the system of resource transfer from this area to the industrialized nations. The emergence and coalescence of a new class structure are explored in this context, with attention to discussions which have omitted women from consideration. It will be shown that neglect of the roles of women has led to inaccurate representations in such constructs as the political elite the bureaucratic bourgeoisie, the formal and informal economies. The usefulness of a processual approach to class formation is demonstrated as a methodological strategy and a theoretical basis for further research.

BEYOND FARMING SYSTEMS RESEARCH: THE IMPORTANCE OF THE  
TOTAL SYSTEM FOR UNDERSTANDING AGRICULTURAL CHANGE

BROOKE SCHOEPF (TUSKEGEE INSTITUTE) CLAUDE SCHOEPF (AUBURN UNIVERSITY)

Increased productivity in small-farmer agriculture in the Third World is a goal of many development planning and research agencies, as well as national governments. New technological packages are being designed for adoption by village cultivators, which also include the goal of increasing the incomes and well-being of the rural poor.

One such agricultural innovation attempt is Zaire's National Maize Program (PNM) which includes new high-yielding seed varieties developed for the area, chemical fertilizer, and new farming practices. Researchers and policy makers were optimistic about farmer-acceptance of the technological package. It was assumed that income from increasing yields would be sufficiently rewarding to induce an ever-growing number of cultivators to adopt it voluntarily.

A longitudinal study of agricultural change in farming systems was conducted in one area of the PNM's extension outreach in southeastern Shaba. Over the four-year period of the study (made in conjunction with an anthropological investigation using participant observation methods from 1974 to 1978) there was a low level of acceptance by small farmers. Cultivators' judgements of the feasibility of PNM agricultural innovations in terms of their total system of farming practices and their socio-political and economic environment were compared with assessment made by project planner and agricultural researchers. A linear programming model was used to discover the optimum farming system for cultivators operating within the typical resource constraints of the village environment. It was found that, while responsive to market considerations, farmers are unwilling to accept this particular agricultural scheme, since, for most of them, the benefits derived from it are not considered sufficient to balance the imposed constraints associated with the new technology when only family labor is available. Thus, the farmers' assessments appear to be more sound than those of the professional project planners.

In addition, data on the national and regional economy and the recent and historical socio-political context, as well as interviews with policy makers and administrators, demonstrate the need to consider both the local farming system and the influence of the total environmental context in which agricultural development takes place. This study demonstrates the relevance of farming systems methodology: it is an essential aspect of the baseline data needed to plan agricultural change. However, by itself, the farming systems approach is not sufficient and must be inserted into broader studies which take into account the entire range of economic and socio-political factors which influence the acceptance of planned change at village level, and alternatively, to understand why development programs fail. Anthropological perspectives are necessary for both micro-level and wider system analysis.

**Gao, Mali:**

**Modes of Production at the Edge of the Desert**

a paper presented at  
The Arid Lands Studies Assoc.  
April 22, 1981  
John M. O'Sullivan

## The Physical and Historical Setting

### I.

The seventh region of Mali is an area where the Sahara desert meets the Niger River. The river flows for miles from its sources in the highlands of Guinea all the way north to Tombouctou before it flows another 500 miles south to empty into the ocean from eastern Nigeria. The desert stretches north for 1,000 miles from Gao.

Rainfall in the seventh region varies from 320 mm in the south (Arsongo) to 257 mm average in Gao to 120 mm average in Bourem. 70% of the rain comes during July and August and ordinarily no rain falls from October until May.

The above-mentioned rainfall pattern permits only very risky agriculture, though transhumance herding of cattle, small ruminants and camels has very successfully exploited the limited resources provided by such rains. Agriculture and dry season herding is built around the river.

The Niger meanders through the dunes and barren lands of the seventh region and has created a flood plain varying between 48 kms in width. Each year, beginning in July, the river floods much of this plain after the rainfed river waters spill out of the inland delta region west of Tombouctou. The flood rises until January and then begins to descend comparatively rapidly. The flood pattern permits irrigated rice production and sorghum production along the flood limits and in the areas from where the flood recedes. Agricultural production is supplemented with many wild plants which are gathered throughout the floodplain. Furthermore, as the flood

recedes, vast grassy plains reappear which provide food for the animals near readily accessible water. This allows the animals to make it until March without suffering any serious stress.

The river also provides some fish of course, though fish seem to be perceived more as a serious threat to rice production since they destroy the young plants rather than a source of food. Grills are placed on the flood control dikes against these predators but they do not prevent frequently extensive damage.

Finally it should be noted that the seventh region is quite isolated from the rest of the world. Boats can make it from Koulikoro (Bamako) to Gao from August until January, but for the rest of the year transportation is very difficult. There is a road from the end of the paved road at Sevaré (700 kms from Bamako), but that road is 530 kms of very hard conditions. Access is easier from Niamey and northern Nigeria, but there are international boundaries to cross in that direction and Bamako (the capital of Mali) is seriously concerned that Gao does not become too emmeshed in non-Malian trade networks.

Settled population is estimated to be about 128,000. These are mostly Songhai with some Peul, Bozo and Bella.<sup>1</sup> They live in villages along the river. There are also thousands of herders who move with the animals throughout the year. Very little is known of their numbers, herd numbers or even details of their lifestyle. Furthermore they do not have access to the political system, nor do they have voices in the modern governmental processes where decisions are made which may have major impact on their lives.

Because of the limited agricultural potential of the region and the high risk nature of any agricultural activity there has developed a very important outmigration pattern throughout the entire region. Young men leave to seek employment in southern Mali, Ivory Coast, Ghana, Nigeria, etc. and send back money and other gifts.

Gao and the seventh region have recently been in the news because of the Sahelian droughts (1968-73). As herds died off, herders flocked to Gao to get whatever assistance they could and Gao became a drought relief center. Governmental and international officials tried to meet immediate needs and also have drawn up development programs to avoid what was perceived as human caused (particularly herder caused) desertification and to increase the productivity of the region.

## II.

Gao, Mali is very famous in West African history as the capital of the Empire of Songhai. It was described by Arab travellers (Leo Africanus, for example) and written sources such as the Tarikh al Fattach describe it in its heyday. Gao is one of those fabled cities of the world, a center for the Muslim merchants who traded gold, salt and slaves in the great trans-Saharan trade network. It was an entrepot where camel caravans met the enormous river barges and pirogues. It rose to dominance under the great Sunni Alei (d. 1492) and one of the most famous West African rulers (Askia Mohamed) ruled from Gao (1493-1528). The tomb of the Askias can still be seen in Gao. One of the great battles of West African history

occurred not far from Gao at Tondibi where in 1951 Moroccan invaders defeated the Songahi army (by using guns) and thus held both ends of the Saharan trade system for a short while.<sup>2</sup>

### III.

Thus, the characters who stole the historical limelight in this vast region of central western Africa were an elite composed of three elements; long distance traders, muslim scholars and political administrators based in the capital of Gao and in other trade centers such as Tombouctou and Jenne. This pattern is so common in African history that it has come to be seen as an African mode of production.

Recently there has been considerable interest in the pre-colonial economic structures which developed in Africa. Earlier writings on the subject produced rather sterile debates about whether there were economic structures and dynamics at all, and it is only in the last fifteen years that French Marxists have provided fruitful analysis of African economic systems as well as analysis of those systems into the world market systems in colonialism and the post colonial era.<sup>3</sup>

One of the more useful terms borrowed from Marx (though to be sure, Marx did not focus on non-European precapitalist societies and felt that peasant societies were doomed before the onslaught of industrial capitalism and its more dynamic revolutionary dialectic) is the concept of "mode of production". This term covers three aspects of production:

- 1) material means of production;
- 2) the social relations of productive and reproductive organization;
- 3) the right to the use of the produced goods.<sup>4</sup>

which have developed organically within the ecological and historical context of the region itself. Even if we assume that agricultural or other technological answers can be developed for the region, attempts at implementing them must be based on their adoption by those living and working in the region. This is the basic assumption of what is now known as farming systems research, and is an assumption which is commonly accepted and then almost universally ignored.<sup>8</sup>

An understanding of the modes of production of the seventh region must take into account the following factors to which we have alluded:

1. the desert/river environment.
2. the river flood pattern.
3. the productive systems of:
  - a. herding.
  - b. agriculture.
  - c. wild plant use.
4. the socio-economic dynamic of production within historical context of the region. That is to say the seventh region in French colonial Soudan, the empire of Ahmadu, the empire of Sekou Ahmadu, Tuared domination, Moroccan domination and Songhai Empire domination (to cover only the last 500 years).
5. the isolated island-like nature of the region (except for the high return trade commodities and slave trade of earlier eras).

## Modes of Production at the Edge of the Desert

### I.

#### Agricultural Production

Given the fact that the Gao region is characterized by a land scarcity situation (since land is only of value where flooded), and given the historical development of food production built on plantations worked by slaves-- a system of production which was officially abolished by the French in 1907-- one must analyze the system which has evolved in the seventh region; a system which has many characteristics of a feudal mode of production. By this I mean that land is controlled by a few landlords and production in labor or kind is provided by farmers according to patron/client relationships or agreements. It has been estimated that 70-80% of the villagers in the region do not have their own land, or do not have enough land to support their families.<sup>9</sup>

Villagers obtain land use rights from the chiefs following traditional slave/master and patron/client relationships (which might well be an evaluation expression of the same relationship). The chief's land is worked for free or he is provided with some of harvest from the villager's field, or (as reported in a survey of 304 villagers) of 180 parcels distributed to other farmers 92 were given for no recompense-- underscoring the dependency in the patron/client aspect of the situation and its essentially feudal nature.<sup>10</sup>

While the agricultural system produces rice and sorghum which is sold on the local market, the average farmers do not harvest enough to feed themselves, and from April to August they subsist on wild plants. Cram-cram (Cenchrus biflorus), fourgou (Echinochloa Stagnina), water lilies (Nymphaea

lotio, Nymphaea and Nymphaea Mociulata), fakahoey (Courchours Tridens) as well as wild watermelon and dates comprise 50-75% of the diet of the farmers of the region.<sup>11</sup>

The feudal aspect of production in the region is exacerbated by the out-migration of men with women left at home part of the system. This leaves the women in charge, and responsible for the family (but without political voice- furthering the feudal system). At the same time it creates a labor shortage in the region during agricultural peak periods. As a result of this tendency, the family is not able to provide enough labor to feed itself. Fully 50% of the farmers surveyed by the IER resorted to labor hired in the local market.<sup>12</sup> This contributes to the monetization of the economy as well as the collapse of traditional collective self-help agricultural activities.<sup>13</sup> The production system then is an extremely important part of the system since farmers are not able to store enough grain to be self sufficient - not even seed for the next year's planting. A very active market system and merchant class uses local conditions of glut and scarcity very much to its own advantage and market prices swing very greatly.<sup>14</sup> It would seem that the fact that the local market system is comparatively small and isolated allows for significant manipulation by those in a position to do so.

Thus the enclaved region has developed an agricultural system based on control of the land, a landless village labor force and significant areas for wild plant growth which does get grain into the local market for manipulation there. This system is based on old (and ongoing) slave/master relations, or patron/client relations (based on land use rights) linked to

a strong local merchant class in the city of Gao. This is bottom up or enclave out production and marketing systems.

## II.

It is important to note, in spite of the above emphasis on agricultural productivity that herding has been the most important economic activity of the entire region both for the herders and for the farmers.<sup>15</sup>

The Tuareg and Fulani herders have set up a pastoral mode of production in the region using slaves and family members as herders to move cattle and other animals through the ecological zones offered by the region with its short rainy season and vast river flood plain. While the system was most highly developed in the Masina region,<sup>16</sup> it obviously has maintained itself in the seventh region for at least hundreds of years.

Within this mode of production (both dry land and flood plain), the land use is not in terms of a commons free for excess exploitation by one and all, but rather is regulated by arrangements among the various families and landlords. Thus, the feudal agricultural and pastoral modes are closely intertwined in their use and control of the modes of production.

The herders have developed a system which does not fit Western ranching standards or uses, but what are seen as inefficient animals are part of a logical system within the ecological context. Not only do the herds produce milk and cheese which is the food for many people, but also moves with less labor through the use of excess steers and older males.<sup>17</sup> It has been argued that if herders have developed excess herds and if they have in any way contributed to desertification, it is only comparatively

recently and is because of pressure from the outside market to produce salable animals.<sup>18</sup> This system is symbiotic with the above agricultural system and must have access to the vast "bourgoutieres" (grassy flood plains) at the right time of the year.

This last point points in the direction our analysis should go because the modes of production are processes in dialectical relationship with other modes of production, and the ongoing envelopment of the entire world in the modern world market system. That last process has been going on for the last 500 years in the Gao region-- though to be sure it has been accelerated during the colonial (and especially the post-independence) era.

Thus it seems to me that production in the Gao region can be characterized in the following ways:

1. The agricultural system is based on a feudal mode of production of village landless and landlords. Land use is distributed to form a patron/client relationship which has historical roots in pre-colonial slavery and plantation production. Furthermore, women are left to take care of the family within that system as the men migrate. This produces labor shortages during peak production periods and destroys non-economic production systems.
2. That production system feeds into an enclaved marketing system.
3. The major production system has been the pastoral mode of production which involves transhumanence and use of the bourgoutieres.
4. Subsistence for people in the region is largely dependent on gathered wild plants-- of which there are quite a variety.

## III.

Given the precarious agricultural situation of the seventh region, exacerbated by the drought and then made "news" by world interest and reaction to that calamity, the Malian government through its membership in the Club du Sahel has formulated development strategies (in global terms) to improve productivity in the region.

In the Gao region, efforts have focused on grain production and livestock production. USAID has funded a Rice and Sorghum project in the Gao region to improve rice production on 10,000 ha of flood plain through improved dikes, seeds and modern technology production on 3,300 ha through seed improvement. This will have an impact on 20,000 rural families with an overall population of 140,000 people.<sup>19</sup> If our previously cited population figure was representative, then AID is expecting an impact in the entire local agricultural system.

By the same token, the goal of improving the livestock sector of the Sahel also looks to improving on the traditional pastoral mode of production by "rationalizing production, modifying holding patterns and improving offtake rates". To do so will provide meat for export to the urban areas on the coast and in Mali itself, and is seen to entail sedentarization of the herders and western style ranching. D.S. Ferguson has most clearly argued the logic of this approach in his presentation of the Stratification of the West African livestock system from dry grasslands in an area such as the seventh region to markets on the coast.<sup>20</sup>

This present approach is part of a long term solution to the "nomad

problem". Pastoralists have been viewed with disfavor by governments and development planners for a very long time. Of the multilateral organizations, the FAO had been the most consistent advocate of changing pastoral practice. In 1962 they noted two ways of ameliorating the conditions of arid zone grazing:

"The first is to introduce measures of improved management in the semi-arid grazing lands themselves which will make it possible to utilize this resource on the basis on conservation and to produce the livestock products characteristic of the environment. The second is to start actions which will make it possible, if not essential for the free-range grazer and their livestock gradually to rely less and less on the semi-arid grazing resource, and to become more sedentary than they were before. This trend is desirable from a social, medical and educational point of view."<sup>21</sup>

What does all this top-down planning imply? Two aspects of the same trend are obvious. First of all, government and international planners are making every effort to integrate the seventh region into the Malian political economy in order to control the production and marketing systems there as they attempt to do so throughout the rest of Mali. Therefore, they have proposed and are attempting to implement a top-down system of rural development in the region. Such a system would achieve the goal of increasing food grain production and integrating this region into the Malian system.

Furthermore this process is part of the process of peasantization (that is, becoming a peasant); a process which in Africa has spread very rapidly in this century and is only reaching the Gao region now 20 years after independence. By "peasant" is meant what is generally accepted as the definition of peasant (a group of producers with access to land, using family labor to produce essentially for their own consumption, but being

at the same time integrated into a wider social economy in which certain public demands are placed on them).<sup>22</sup>

Thus what is being created in the seventh region is an active peasant mode of production. The government of Mali, like many African governments is a product of the people who grew up in the peasant mode of production of the colonial era. On the one hand they eschew a capitalist mode of production, while at the same time integrating their productive system into the world market system. They desire to be self-sufficient and self-reproducing as was the ideal of the traditional Malinke farm village. They recognize the failure of Eastern European style socialism and talk of African socialism as it is claimed existed in pre-colonial Africa. There was the historical development in Mali of a peasant dominated state under Bintu Mameri Coulibali in Segou,<sup>24</sup> and it is that tradition which is being carried forward by the government.

What we are witnessing then is a process of peasantization of both agricultural producers and livestock herders. This process will solve problems of political organization and dominance of the region as the transition is made from the feudal and pastoral modes of production to the peasant modes of production envisioned by experts. International experts looking to feed the coastal areas of West Africa are happy with this approach and the Malian government officials seem to endorse this process which fits the long term ideological and political structure dynamic of the Segou system.

It is obvious that there are major problems with this scenario; in the first place, the landlords and enclave merchants will not sit by and watch

their privileged system be destroyed. The government has recognized the explosiveness of this issue and has not acted to modify landholding patterns in the region in spite of the fact that it is required by Malian law once the government went in and built major dikes to control the water flow. The second and more major problem is one traced in a recent book, Seeds of Famine. This is the ecological constraints imposed in West Africa. The authors argue that development projects and the integration of West African agriculture into the world market economy (the peasantization of West African agriculture, if you will) were major contributing factors to the calamity which was the drought of 1968-72. While dry weather made the drought, agricultural development pushed a lot more people into the stricken area with a lot more animals than had been the case in prior years. They argue that this development dilemma will continue to be a factor for West Africa.

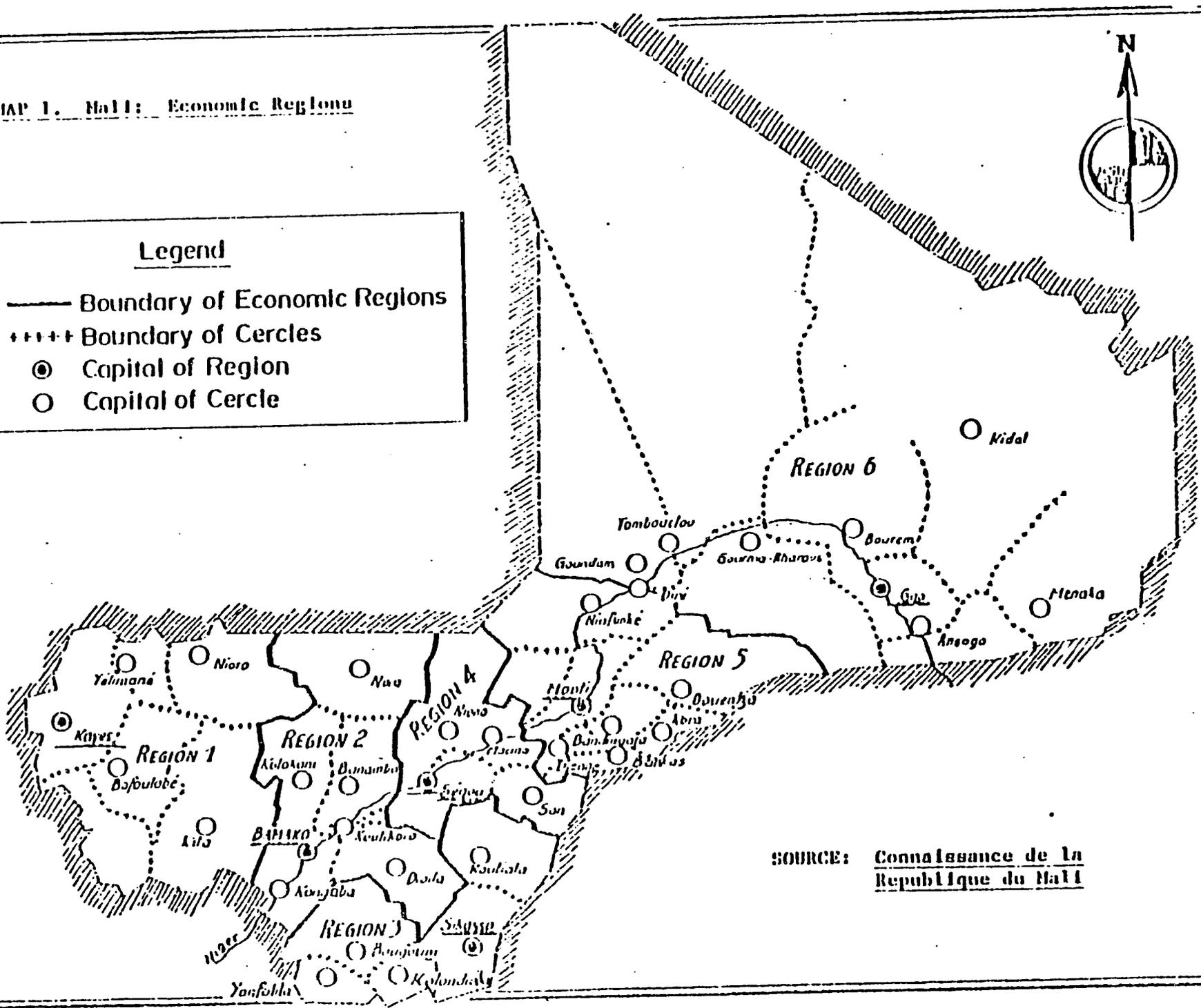
It would seem in conclusion that the only development possible in any sort of long term ecologically sound terms will have to be bottom-up development. Such development may well leave the pastoral mode of production intact, and may not produce major increased quantities of meat for the West African urban consumer. The agricultural mode of production is more complicated. Major new areas cannot be brought into production without disrupting the pastorally important bourgoutiere system. How will the government deal with the land tenure system in the Gao region? In any case, it has begun paving the road from Severe to Gao, and if that is ever finished, then the enclave nature of the problem will be broken. The process and modes of production are in transformation.

International development efforts which do not take into consideration the historical socio-economic systems run the risk of adding to the extensive list of failed efforts. Nowhere in the world is production a tabula rasa on which international outside experts can manipulate production factors at will. What is needed are development experts with profound knowledge of local regions who are willing to listen to local experts (the farmers themselves). Such development experts cannot be international in the sense that they are ready to tackle any problem from Swaziland to St. Kitts-- such development experts must have the humility to realize that they are experts in name only, and have very, very few successes to point to. The world is becoming a global village and food needs are rising rapidly, but ease of modern means of communication should not fool; it is a lot easier for someone to go from America to Gao than it is for someone to go from Gao to America. Socio-economic processes are being transformed rapidly, but present efforts on the edge of the desert may be leading towards disaster.

MAP 1. Mali: Economic Regions

Legend

- Boundary of Economic Regions
- ++++ Boundary of Cercles
- Capital of Region
- Capital of Cercle



SOURCE: Connaissance de la République du Mali

Table 1. Land Area and Use in Mali, 1971-1972, by Geographic Zone  
(1000 km)

Zones	Total Area	Non-agricultural Uses			Total	Cultivated Area	Pasture and Unused Ag. Land
		Deserts, Mountains River Beds	National Forests and Parks	Townsites, Roads			
1. Sud	96.1	16.1	2.3	0.6	19.0	6.1	71.0
2. Centre and Ouest	129.5	22.2	11.8	0.5	34.5	3.7	91.3
3. HV Niger-Danf	6.5	0.2	0	0.2	0.4	0.9	5.2
4. Delta	24.0	0.5	0	0.4	0.9	1.2	21.9
5. Haute Vallée	13.0	4.0	1.4	0.3	5.7	0.6	6.7
6. Lacustre	134.2	119.0	0.6	0.1	119.7	0.9	13.6
7. Sahel	75.3	0.8	0.6	0.3	1.7	1.7	71.9
8. Office du Niger	0.5	0.1	0	0	0.1	0.4	0
9. Sèno-Plateau Dogon	46.5	7.8	12.0	0.2	20.0	2.6	23.9
10. Sixth Region	714.4	583.3	17.5	0.1	600.9	0.4	113.1
<b>Total Mali</b>	<b>1240.0</b>	<b>754.0</b>	<b>46.2</b>	<b>2.7</b>	<b>802.9</b>	<b>18.5</b>	<b>418.6</b>
<b>Relative Importance %</b>	<b>100.0</b>	<b>60.8</b>	<b>3.7</b>	<b>0.2</b>	<b>64.7</b>	<b>1.5</b>	<b>33.8</b>

SOURCE: Rapport Final de la Commission Nationale de Planification de l'Economie Rurale: Pour l'Elaboration du Plan Quinquennal 1974-78 Part I: Situation de l'Economie Rurale Malienne en 1972, p. 26.

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FY1981 211-d WORKSHOPS & SEMINARS

Thursday, October 23, 1980

7:00 p.m.

The Center for Rural Development 211-d program presented its first seminar. The speaker was Dr. B.D. Mayberry, Dean of International Programs at Tuskegee Institute. His topic was Tuskegee Institute's International Programs. His discussion consisted of the involvement of the Institute in rural Alabama, as well as in other countries. There was a brief question and answer period afterward. Twenty people attended the seminar.

Wednesday, November 19, 1980

7:00 p.m.

The Center for Rural Development 211-d program presented its second seminar. This seminar consisted of a panel discussion on Tuskegee Institute International Projects. Members of the panel were Dr. Howze (211-d Project), Dr. Pace (Title XII International Food and Nutrition Project), and Mr. Simmons (122-d Project). Each panel member is a principal project director here at the Institute. Each made a brief presentation of their project's history, goals and present activities.

Mr. Gordon Appleby, the AID project manager for the 211-d project, was present at the seminar.

There was a brief question and answer period afterwards. Eighteen people attended the seminar; refreshments were served following it.

Thursday, January 29, 1981

7:30 p.m.

The Center for Rural Development 211-d program presented its second seminar. The speaker was Dr. John O'Sullivan, Assistant Director of the 211-d Project. The Topic of the presentation was "International Careers". Dr. O'Sullivan spoke on careers with the Peace Corps and Vista, and also showed slides of his experiences in Africa while he was in Peace Corps as a volunteer. There was a brief question and answer period after the seminar. Fourteen people attended.

Thursday, February 19, 1981  
7:00 p.m.

The Center for Rural Development presented its fourth evening seminar. Dr. Schoepf, medical anthropologist, was the guest speaker, her topic being "Agricultural Study in Zaire: A Case Study". Slides were shown on her research project in Zaire. There was a brief question and answer period after the seminar; eleven people attended.

Thursday, March 5, 1981  
7:00 p.m.

The Center for Rural Development presented its fifth evening seminar. Dr. John O'Sullivan was the guest speaker and his topic was: "Gao, Mali: Modes of Production at the Edge of the Desert". He briefly discussed the historical background, the types of production, and the agricultural problems of Mali. There was a brief question and answer period after the discussion; five people attended the seminar.

Tuesday, March 17, 1981  
4:30 p.m.

Dr. Fred Boadu of the University of Kentucky was the guest speaker at the sixth 211-d project evening seminar. During his presentation, he discussed the impact of price variation of fertilizer inputs on corn/soybean production and farmer income. He focused on macroeconomic region models and supply/demand of nitrogen fertilizers. Some of the information related by Dr. Boadu was that:

1. N based on natural gas -since 1945.
2. Phosphate - ending supplies soon.
3. Potassium - Canadian sources - problems of Canadian province crises.

Since 1950, total consumption of potassium is up 168%; N is up 800%.

Consumption is regionally biased. Cornbelts up significantly.

1. Aggregate model must be regionally segregated.
2. Types of N used has changed two technology developments.
  - supply side technology has modified both supply of fertilizer and also demand has changed.
  - Study of supply side rather than demand side.

- Econometric model based on production function.
- Explained methods to clear out aggregation problems.
- Explained hypothesis tested.
- Presented results for N and Urea.
- Discussed various elasticities of demand and supply.
- Examined MVP of N after T and auto regression and analysis.
  - Impact of Ng price variation.
  - Impact of electricity price variation.

May 13, 1981

211-d Workshop:

FARM MANAGEMENT IN WEST AFRICA, with Dave Wilcock

A two-day workshop was held May 11-12 in the Center for Rural Development on Farm Management in West Africa. Dr. David Wilcock, Ag Economist, Michigan State University, led the discussion. He spent three years as Economist, Eastern O.R.D. Upper Volta and thus had considerable expertise in data collection, analysis and implementation of recommendations in the region.

We began the workshop by explaining what the USAID/Mali Mission had requested in terms of a Farm Management Workshop for the integrated Rural Development Agencies they are funding. We outlined the general approach we have developed and the material we have assembled for presentation and discussion at such a workshop.

Dr. Wilcock recommended that several alternatives be explored. Based on his own experience within a donor funded regional development agency, he felt that successful data collection and analysis must be presentable in two directions: to the farmer and to the donor agencies. Given the complexity of small farm analysis, he felt a computerized approach would be a first alternative to be considered. In the Eastern ORD they adopted the use of a computer after they were in field and used a computer not just for data analysis but also for payroll, the credit system, personnel, inventory control and report preparation. He recommended that we explore this option with AID-Washington for presentation to more than one mission.

In terms of our own specific problems, Dr. Wilcock encouraged us to consider the FAO Farm Management Package (FARMAP). Since we had already been in communication with FAO and have a French version of their Bulletin Gestion des exploitations agricoles, this recommendation fit well with our orientation.

We then discussed at length less complicated methods of farm management analysis. Such things as partial budgets, enterprise budgets, cost benefit analysis, etc. Dr. Wilcock said that with the data we had or even a hypothetical case, we could convey an idea of the importance of 'economic-thinking'. His own experience in Upper Volta convinced him that agricultural professionals --ordinarily trained as agronomists or agricultural engineers-- did very little economic thinking. They were not familiar with such concepts as

as income, cash flow needs, debt carrying capacity, etc.

This point brought up the very important question of what the focal point of the farm management workshop was, and who would be the participants. It is clear that USAID needs means of measurement and evaluation to show results from its investment. What are data needs for the Operations? What are information needs of the farmers? If it is only the Directors and Economic Officer of the Operations who are attending the workshop, what can we offer them? Our feeling was that a real dialogue and discussion of alternative options be made with Malian input. What are the objectives? Who are the clients? What techniques will be useful? We do need to convince people that economic analysis works and is useful -- not just an exercise in filling out forms.

Dr. Wilcock suggested that we contact Peter Matlin (ICRISAT, Ouagadougou) since he is doing hand data analysis. He thought that we should also try to use people in Mali who are working on various aspects of farm management problems. (SAFGRAD with its program of farm research, Mali Sud with its farming systems work, etc.). He also provided us with a set of his data collection forms and reports of animal traction in Upper Volta.

The workshop was a very worthwhile exercise. We hope to be able to get to Bamako this summer and meet with USAID there to iron out whatever difficulties exist so as to be able to hold a Farm Management workshop.

John O'Sullivan

APPENDIX B

Conference: "WOMEN AND DEVELOPMENT: COLLABORATION  
FOR ACTION"

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**TUSKEGEE INSTITUTE**

**WOMEN AND DEVELOPMENT:  
COLLABORATION FOR ACTION**

**AN INTERNATIONAL CONFERENCE**

**MARCH 19-21, 1981**

**TUSKEGEE INSTITUTE, ALABAMA**



**A CENTENNIAL YEAR EVENT**

# WOMEN AND DEVELOPMENT: COLLABORATION FOR ACTION

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During this Centennial year, Tuskegee Institute continues its tradition of providing a forum for the exchange of ideas on social issues. As President Foster affirms, "Tuskegee is, first, an educational institution of high quality. Secondly — but of most significance — Tuskegee is a center of positive societal impact to advance equal opportunity and social justice."

Three events dramatize the Institute's historical sensitivity to improving the global human condition and concern for the condition of women in particular. Following the first Negro Conference in 1892, Mrs. Margaret Murray Washington organized a series of "Mother's Meetings" to discuss the needs of rural women and discover ways for women to help each other. Mrs. Washington also worked with "Industries for Girls" and several national women's organizations. In 1912, an international conference held at Tuskegee Institute brought delegates from 18 foreign countries to open a new field of cooperation in education for development. In 1919, Dr. Robert Russa Moton, second president of Tuskegee, was co-convenor with Dr. W.E.B. DuBois of the second Pan-African Congress held in Paris to advance the anti-colonial struggle.

Thus, it is most fitting that this 1981 International Conference on Women and Development: Collaboration for Action be held at Tuskegee Institute during the Centennial Anniversary observance.

## CONFERENCE OBJECTIVES

- To bring together women leaders to plan strategies for collaborative action.
- To assist and elaborate strategies for technical cooperation including collaborative planning and research which meet the priorities of host country women.
- To build a network of women with a shared orientation to development, able to pool skills and resources to train themselves and others.
- To strengthen the technical capability and cooperation of women in development.
- To enhance public understanding of international development.

*The Conference is sponsored by Tuskegee Institute and is supported in part by grants from USAID; the 122-d International Health Project; the 211-d Program in Comprehensive Planning for Rural Development; and the Title XII strengthening grant in International Food and Nutrition.*

# PROGRAM

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THURSDAY, MARCH 19, 1981

8:00 a.m. - 12:00 noon Chapel Lobby	REGISTRATION	
8:30 a.m. - 10:00 a.m. The Tuskegee Chapel	CONFERENCE OPENING	
	Invocation	
	Selection Welcome	MS. VERA C. FOSTER, Presiding Honorary Chair
	Greetings	REVEREND ANDREW L. JOHNSON Chaplain, Tuskegee Institute The Tuskegee Institute Choir*
	Selection Speakers	DR. L. H. FOSTER President, Tuskegee Institute THE HONORABLE JOHNNY L. FORD Mayor, City of Tuskegee, Alabama The Tuskegee Institute Choir DR. LUCILLE MAIR <i>"Women and Development: An Overview"</i> MADAME SALLY MUGABE <i>"Women and the Reconstruction of Zimbabwe"</i>
10:00 a.m. - 10:15 a.m. Chapel Patio	BREAK	
10:20 a.m. - 10:40 a.m.	Speaker	DR. JEWEL PLUMMER COBB <i>"Toward A New International Women's Order"</i>
10:45 a.m. - 12:15 p.m. The Tuskegee Chapel	PLENARY SESSION	
	Moderator Panel	THE NEW INTERNATIONAL ECONOMIC ORDER AND STRUGGLE AGAINST FAMINE AND POVERTY MR. PAUL DANQUAH MS. GLORIA L. SCOTT <i>"Women's Contribution to the Struggle Against Famine and Poverty"</i> MS. XIUXIA CHEN <i>"Economic Development in China"</i> DR. HELEN ICKEN SAFA <i>"Integrating Women in Development: Run-Away Shops"</i> DR. JOHNETTA COLE <i>"Women and Socialism: The Case of Cuba"</i>
12:30 p.m. - 2:10 p.m.	LUNCHEON	
	Speaker	MS. SEREETTA REED, Presiding ATTORNEY FLORYNCE KENNEDY <i>"Women and the Politics of Petroleum"</i>
2:30 p.m. - 3:15 p.m. Patterson Hall Auditorium	PLENARY SESSION	
	Speaker	THE FIFTH WORLD IS STILL GROWING DR. DORA K. JOHNSON, Presiding MS. VIVIAN DERRYCK

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\*Roy E. Hicks, Conductor  
Mrs. Annette West Cochrane, Accompanist

## PROGRAM (continued)

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3:30 p.m. - 4:45 p.m.

Room C-107  
Clinical Anatomy Bldg.

### CONCURRENT WORKSHOPS

#### Workshop I - Education

Discussion Leader

Recorder

Presenter

Resource Specialists

DR. FANNIE COOLEY

MS. MARGARET CHENIER

MS. MARION F. LEVY

DR. RUTH HUGHES

DR. IDA ROUSSEAU-MUKENGE

MS. JEAN MANNING

DR. MARIAN CHAMBERLAIN

Room 309

Rosenwald Bldg.

#### Workshop II - Economics

Discussion Leader

Recorder

Presenters

Resource Specialists

MS. LALY WASHINGTON

MS. CARRIE SHEDD

DR. NIARA SUDARKASA

DR. A. LYNN BOLLES

MS. CAROL BALTHAZAR

DR. PHOEBE COTTINGHAM

Room 116

Clinical Anatomy Bldg.

#### Workshop III - Politics

Discussion Leader

Recorder

Presenters

Resource Specialists

MS. ABENAA GHARTEY-TAGOE

MS. DOROTHY WOODSON

DR. VICTORIA DURANT-GONZALEZ

MS. DOROTHY DICKERSON

MS. LETTIA HATCHER

MS. VIVIAN DURR

Patterson Hall Auditorium

#### Workshop IV - Humanities

Discussion Leader

Recorder

Presenters

Resource Specialist

MS. EDNA WILLIAMS

DR. JO HOWZE

DR. ARCHIE BUFFKIN

DR. MBULANWANZA MUDIMBE-BOYI

MS. ESTHER WALLS

6:30 p.m. - 7:30 p.m.

Holiday Inn Ballroom

### HOSPITALITY HOUR

7:30 p.m. - 9:30 p.m.

Holiday Inn Ballroom

### BANQUET

Speaker

Presentation of Awards

DR. VELMA L. BLACKWELL, Presiding

Conference Chair

THE HONORABLE JUANITA KIDD STOUT

TUSKEGEE LINKS, INC.

FRIDAY, MARCH 20, 1981

8:30 a.m. - 9:10 a.m.

Patterson Hall Auditorium

### PLENARY SESSION

Speaker

*HEALTH FOR ALL BY YEAR 2000*

DR. LAURANNE SAMS, PRESIDING

DR. LEON COOPER

## PROGRAM (continued)

9:15 a.m. - 10:30 a.m. Patterson Hall Auditorium	CONCURRENT PANELS	INTEGRATED HEALTH PLANNING AND RESEARCH
	Moderator Panel	DR. MILDRED DIXON DR. SUMEDHA KHANNA <i>"The Role of WHO and PAHO in Primary Health Care"</i> MS. BETH ANDERSON <i>"Some Critical Issues Facing Rehabilitation"</i> MS. PERDITA HOUSTON <i>"A Message from Third World Women"</i> DR. GUO'FENG CHEN <i>"Primary Health Care in China"</i>
9:30 a.m. - 10:30 a.m. John A. Andrew Health Center Auditorium	PLENARY SESSION	WOMEN, TRAINING AND EDUCATION
	Moderator Panel	DR. LILLIE M. ROBINSON DR. BARBARA WHITAKER MS. PEOLA SPURLOCK <i>"Development Education in Predominantly Black Institutions"</i> MS. IVY MATSEPE-CASABURRI <i>"Women and Education in South Africa"</i>
10:30 a.m. - 10:45 a.m.	BREAK	
10:45 a.m. - 12:00 noon Patterson Hall Auditorium	PLENARY SESSION	WOMEN AND POLICY
	Speakers	MR. FRANK TOLAND, Presiding DR. HERSCHELLE SULLIVAN CHALLENGER <i>"North-South Dialogue: Background and Perspective"</i> MS. ZENABWORK TADESSE <i>"Development Cooperation: African Women's Perspective"</i> REVEREND MOTLALEPULA CHABAKU <i>"Women's Political Participation in South Africa"</i> MS. CLAUDINE PENSON, Presiding
12:10 p.m. - 1:30 p.m. Moton Hall Auditorium	LUNCHEON	
	Speaker	ATTORNEY RUSSELL MEANS <i>"How Shall The World Survive?"</i>
1:45 p.m. - 3:00 p.m. Patterson Hall Auditorium	PLENARY SESSION	AGRICULTURE AND NUTRITION
	Speakers	DR. RALPHENIA PACE, Presiding MS. ARVONNE S. FRASER <i>"Women: The Invisible Farmers"</i> MS. PATSY GRAVES <i>"Role of Women in Modernizing Agriculture: With Special Reference to Africa"</i> MS. HELEN BRATCHER <i>"Politics of Food"</i> DR. BOONE SUMANTRI <i>"Food for the Hungry and Development"</i>

## PROGRAM (continued)

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3:15 p.m. - 4:30 p.m.

### CONCURRENT WORKSHOPS

Room C-107  
Rosenwald Bldg.

#### Workshop I — Health

Discussion Leader  
Recorder  
Presenters

MS. SHIRLEY CARR  
MS. ELIZABETH WRIGHT  
MS. BELKIS WOLDEGIORGIS  
MS. MARIE LUCIE BRUTUS

Room 309  
Rosenwald Bldg.

#### Workshop II - Agriculture - Nutrition

Discussion Leader  
Recorder  
Presenters

MS. MARGARET CHENIER  
MS. LALY WASHINGTON  
MS. MARTHA LEWIS  
MS. MARJORY HART  
DR. RUTH GALBRAITH

Room 116  
Large Animal Clinic.

#### Workshop III - Appropriate Technology

Discussion Leader  
Recorder  
Presenters

MS. ABENAA GHARTEY-TAGOE  
MS. EDNA WILLIAMS  
MS. DANIELLE BENJAMIN  
MS. MARILYN HOSKINS  
DR. ARTHUR L. ALLEN

Room 203  
Clinical Anatomy Bldg.

#### Workshop IV - Community Development

Discussion Leader  
Recorder  
Presenter  
Resource Specialist

MS. CATHERINE SPENCER  
MS. GWENDOLYN WILLIAMS  
MS. MARIE CIRILLO  
MS. GLADYS JENNINGS

6:00 p.m. - 9:00 p.m.  
Gomillion Building

#### RECEPTION

MAYOR JOHNNY L. FORD  
City of Tuskegee

**SATURDAY, MARCH 21, 1981**

8:45 a.m. - 10:30 a.m.

#### CLOSING SESSION

Speaker

*RURAL WOMEN AND DEVELOPMENT*  
DR. VELMA L. BLACKWELL, Presiding  
MS. KATHLEEN CLOUD  
*"Strategies for Involving Rural Women  
In Development"*

10:30 a.m. - 12:30 p.m.

#### VISIT TO MACON COUNTY OUTREACH SITES

MS. ELENORA HINES, Coordinator

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## EXHIBITS

### AFRICAN-AMERICAN ART:

Selected works from the Tuskegee Institute Art Collection  
Martin Luther King Room, Tuskegee Chapel

### WOMEN IN ART:

An exhibition by and about women  
Patterson Hall Lobby

## CONFERENCE RESOURCE SPECIALISTS

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- MS. BETH ANDERSON, Past President, National Rehabilitation Association, New York, New York.
- MS. CAROL BALTHAZAR, Director of Planning and Education, Office of Social Responsibility, Equitable Life Assurance Corporation, New York, New York.
- DR. A. LYNN BOLLES, Director, Afro-American Studies Program, Bowdin College, Brunswick, Maine.
- MS. HELEN BRATCHER, Director of Nutrition, Catholic Relief Services, New York, New York.
- MS. MARIE LUCIE BRUTUS, Department of Anthropology, Hunter College, New York City, New York.
- DR. ARCHIE BUFFKIN, President, National Committee on Cultural Diversity in the Performing Arts, John F. Kennedy Center for the Performing Arts, Washington, D.C.
- DR. IRENE BROWN, Department of History, University of Connecticut, Storrs, Connecticut.
- REV. MOTLALEPULA CHABAKU, Concord Presbyterian Church, Wilmington, Delaware.
- DR. GUO'FENG CHEN, Member, Institute of Pediatrics, Chinese Academy of Medicine.
- MS. XIUXIA CHEN, Foreign Minister, Peoples Republic of China.
- DR. HERSCHELLE CHALLENGER, Senior Liaison Officer, United Nations Educational, Social and Cultural Organization.
- MS. MARIE CIRILLO, Co-Director, Rural American Women, Washington, D.C.
- MS. KATHLEEN CLOUD, Director, Title 12, Women and Food Information Network, Cambridge, Massachusetts.
- DR. JEWEL P. COBB, Dean, College of Biological Sciences, Professor of Biology, Douglass College-Rutgers, The State University, New Brunswick, New Jersey.
- DR. JOHNETTA COLE, Department of Anthropology, University of Massachusetts, Amherst, Massachusetts.
- DR. E. LEON COOPER, Associate Administrator for Operations, Services Administration, Washington, D.C.
- MR. PAUL DANQUAH, Information and Public Affairs, World Bank, Washington, D.C.
- MS. VIVIAN DERRYCK, Deputy Assistant, Secretary of State, Washington, D.C.
- MS. DOROTHY DICKERSON, Senior Advisor to the Director, White House Initiative on Black Colleges and Universities, Department of Education, Washington, D.C.
- MS. ARVONNE FRASER, Director, Women in Development Office, U.S.A.I.D., Washington, D.C.
- DR. RUTH L. GALBRAITH, Dean, School of Home Economics, Auburn University, Auburn, Alabama.
- DR. VICTORIA DURANT-GONZALEZ, School of Social Sciences, Georgia Institute of Technology, Atlanta, Georgia.
- MS. PATSY GRAVES, Home Economist, U.S.A.I.D. (retired), Washington, D.C.
- MS. MARILYN HOSKINS, Title 12, WAD Officer, Virginia Polytechnic and State University, Blacksburg, Virginia.
- DR. RUTH HUGHES, Distinguished Visiting Professor, Department of Home Economics, Iowa State University, Ames, Iowa.
- MS. PERDITA HUSTON, Associate Peace Corps, Director for Education, Washington, D.C.
- ATTORNEY FLORYNCE KENNEDY, New York City, New York.
- DR. SUMEDHA KHANNA, Chief of Comprehensive Health Services, World Organization, Pan American Health Organization, Regional Office, Washington, D.C.
- MS. MARION FENNELLY LEVY, Women's Program and Family Planning Consultant, Save the Children, Westport, Connecticut.
- MS. MARTHA LEWIS, Consultant on Women in Agriculture, Washington, D.C.
- ATTORNEY RUSSELL MEANS, Spokesperson for Dakota, American Indian Movement, Kyle, South Dakota.
- DR. ELIZABETH MBULANWANZA MUDIMBE-BOYI, Department of Black Community Education Research and Development, University of Pittsburg, Pittsburg, Pennsylvania.
- MRS. SALLY MUGABE, First Lady, The Republic of Zimbabwe, Africa.
- DR. HELEN SAFA, Director, Center for Latin American Studies, University of Florida, Gainesville, Florida.
- MS. GLORIA SCOTT, Advisor on Women in Development, World Bank, Washington, D.C.
- JUDGE JUANITA KIDD STOUT, Judge of Court of Common Pleas, Philadelphia, Pennsylvania.
- DR. NIARA SUDARKASA, Department of Anthropology, University of Michigan, Ann Arbor, Michigan.
- DR. BOONE SUMANTRI, Coordinator of Development Projects, Food for the Hungry International, Scottsdale, Arizona.
- MS. ZENABWOK TADESSE, Secretary General, Association of African Women for Research and Development, Binghampton, New York.
- MS. JANE R. THREATT, President, Rural American Women, Inc., Washington, D.C.
- DR. BARBARA WHITAKER, Assistant Superintendent for School and Community Affairs, Atlanta Public School System, Atlanta, Georgia.
- MS. BELKIS WOLDEGIORGIS, African-American Institute, New York, New York.

## CONFERENCE COMMITTEES

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### Program

Ms. Zelda Belton  
Dr. Velma L. Blackwell, Conference Chair  
Ms. Vera C. Foster, Honorary Chair  
Ms. Norma Gaillard  
Ms. Eienora Hines

Dr. Dora K. Johnson  
Ms. Marie L. Moore, Workshop Coordinator  
Dr. Doris M. Oliveira, Co-Chair  
Ms. Claudine Penson  
Dr. Lauranne Sams  
Dr. Brooke G. Schoepf, Co-Chair

### Finance

Dr. Eloise Carter  
Dr. Gienn Howze  
Dr. B. D. Mayberry  
Dr. John M. O'Sullivan  
Mr. Thomas W. Simmons, Jr., Chair

### Exhibits

Ms. Marie Brooks  
Ms. Lisette Collins  
Ms. U. G. Hathaway  
Ms. Elaine Thomas, Chair

### Registration

Ms. Fannye Harris  
Ms. Elaine Hume  
Ms. Brenda Johnson  
Ms. Laurie W. Morgan  
Ms. Rita O'Sullivan, Chair

### Publicity

Ms. Helen Davis, Chair  
Ms. Brenda Flannagan  
Ms. Barbara Johnson  
Ms. Jevette Paige  
Ms. Shirley Thigpen

### Hospitality

Ms. Lolla Carter  
Ms. Fannye Harris, Chair  
Ms. Brenda Johnson

Ms. Laurie W. Morgan  
Ms. Rita O'Sullivan  
Ms. Joyce Punch

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The Conference Committee expresses appreciation to all those groups and individuals who have helped to make this conference a success.

American Association of University Women  
Alpha Kappa Alpha Sorority  
American Legion Post No. 150  
American Legion Auxiliary  
City of Tuskegee  
Daughters of Elks  
Delta Sigma Theta Sorority

Iota Phi Lambda Sorority  
Opti-Mrs. Club  
The Links of Tuskegee  
Video Project  
El Quien Sabe Club  
Tuskegee Civic Association  
Tuskegee Beauticians Guild  
Tuskegee Progressive Beauticians and Barbers

WOMEN AND DEVELOPMENT CONFERENCE

MARCH 19-21, 1981

MEETING CONFERENCE ATTENDEES

NAME/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
Elizabeth Anderson Retired/Past President National Rehabilitation Association 10 East 64th Street New York, New York 10021	(212) 838-7119	Herchelle Challenor Chief, Division of Computer Health Services 918 16th Street, N.W. Suite 201 Washington, D.C. 20006	(202) 573-5031
Linda Ayers Extension Home-Economist Suite 2, Box 90 Wpport, Virginia 24128	(703) 544-7623	Marian Chamberlain Program Officer Ford Foundation 320 East 43rd Street New York, New York 10017	(212) 573-5031
Ann Bolles Director/Afro-American Studies/Anthropology Maine College Maine, Maine 04011	(207) 725-8731 272-646	Guo-Feng Chen Institute of Pediatrics Chinese Academy of Medical Sciences/ P.R.C. Apartment 6-C New York, New York 10021	(212) 752-0440
Len Bratcher Director Office of Nutrition Catholic Relief Services	(212) 838-4700	Xiuxia Chen Foreign Ministry People's Republic of China 3003 Van Ness Apt. W1128 Washington, D.C. 20008	(202) 362-8780
Bessie P. Brooks Associate Professor Food Science University of D.C. Washington, D.C. 20009	(202) 283-7300	Marie Cirillo Co/Director Rural American Women 1522 K Street, N.W. Washington, D.C. 20005	(202) 785-4700
Gene Q. Brown Director Women's Studies Program University of Connecticut 181, Storrs Court 06247	(203) 486-3970	Kathleen Cloud Project Director/ Women and Food Information Network 24 Peabody Terrace Apartment 1404 Cambridge, Massachusetts 12138	(617) 547-7529
Botalepula Chabaku Minister, Teacher Social Worker, etc. St. John's Concord Presbyterian Church 300 Fairfax Blvd. Wilmington, Delaware 19803	(313) 764-8117		

SITING CONFERENCE ATTENDEES

NAME/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
<p>Jewel Plummer Cobb Dean of Douglas College Sociologist/Educator Douglas College of Rutgers University New Brunswick, New Jersey</p>	(201) 932-9721	<p>Arvonne Fraser Director WAD/Office U.S. AID Washington, D.C.</p>	(202) 632-3992
<p>Loebe Cottingham Associate Director Rockefeller Foundation 133 Avenue of America New York City, New York 10038</p>	(212) 869-8500	<p>Ruth L. Galbraith Dean, School of Home Economics Auburn University Auburn, AL 36830</p>	(205) 826-4790
<p>Kevin L. Derryck Deputy Assistant/ Secretary of State U.S. Department of State EEO Room 3214 Washington, D.C.</p>	(202) 632-9294	<p>Patsy Graves Home Economist USAID (retired) 1545 Geranium Street Washington, D.C. 20021</p>	(202) 294-6444
<p>Boyce T. Dinke Associate Professor/ Business &amp; Economics Lincoln University Jefferson City, Missouri 65101</p>	(314) 751-7375	<p>Sandra Gregory Administrative Assistant Science &amp; Technology Florida A &amp; M University Tallahassee, Florida 32307</p>	(904) 599-5550
<p>Quanda Eaves Assistant Research Associate Virginia State University</p>	(804) 520-5613	<p>Marjory F. Hart Federal Women's Program Manager U. S. Department of Agriculture</p>	(202) 382-1130
<p>Mary Foster Administrative Analyst New Medical School Program of International Health 621 E. 120th Street Los Angeles, California 90059</p>	(213) 603-3041	<p>Letitia Hatcher Research Assistant/ Rural Sociology Tennessee State University</p>	(205) 320-3639
		<p>Russell Haynes US/AID Washington, D.C.</p>	(202) 632 - 8168
		<p>Maryilyn Hoskins VPI-International Chair Department of Sociology VPI Blacksburg, Virginia</p>	(703) 691-5102

VISITING CONFERENCE ATTENDEES

NAME/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
Ruth Hughes Professor/Department Head Iowa State University	(515)294-6444	Russell Means American Indian Pine Ridge Reservation South Dakota S7752	(605) 455-2356
Verdita Huston Author 606 Querada Street, N.W. Washington, D.C. 20525	(202) 254-9862	M.B. Mudimbe-Boyi Visiting Professor University of Pittsburg American Student Center Pittsburg, Pennsylvania	(412) 661-9656
Ladys Jennings Associate Professor Business & Economics Lincoln University Jefferson City, Missouri 65101	(314) 751-7375	Mary Rojas WID Officer VPI/SU Blacksburg, Virginia 24060	(703) 691-5102
Lorynce R. Kennedy Black Women United For Political Action/ Attorney/Campus Lecture WUPA East 48th Street Suite 3-C New York, New York 10017	(212) Plaza-3223	Helen Safa Director Center for Latin American Studies University of Florida Gainesville, Florida 32611	(904) 371-0604
Medha Khanna Chief, Division of Emp/Health Services WHO/IOHO 5, 23rd Street Washington, D.C.	(202) 861-3210	Gloria Scott Advisor on Women in Development/World Bank 1818 H. Street, N.W. Washington, D.C. 20433	(202) 362-8780
Marion F. Levy Executive Director Save the Children Board Former Women's Program Director East 68th Street New York, New York 10021	(212) 734-6560	Melinda Smale Technical Assistant U.S. Department of Agriculture USDA/OICD/TA 104 Pomponio Plaza Rosslyn, Virginia 22009	(703) 235-2287
Martha Lewis Consultant/Women Food 12 Porter Street, N.W. Washington, D.C.	(202) 363-1431	Peola Spurlock Program Coordinator Development Educator Peace Corps 806 Connecticut Avenue, N.W. Washington, D.C. 20523	(202) 254-9862
Lucille Mair Sec'y General United Nations for Women U.N. PLAZA New York, N.Y.	(212) 754-8910	Joy Whetstone Montgomery Advertiser/ Reporter Montgomery, AL.	(205) 262-1611

TUSKEGEE INSTITUTE

WOMEN AND DEVELOPMENT CONFERENCE

MARCH 19-21, 1981

TUSKEGEE INSTITUTE/CONFERENCE ATTENDEES

NAME/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
Geneviene H. Barnett Nurse School of Nursing Tuskegee Institute, AL 36088	(205) 727-8117	Winfred Davis Research Assistant Behavioral Science Research 4th Floor Carnegie Hall Tuskegee Institute, AL	(205) 727-8573
Louise Beacham Advisor International Student Counseling Center Tuskegee Institute, AL 36088	(205) 727-8239	Lizzie Dixon Administrative Assistant Magnolia Haven Nursing Home 650 Wright Street Tuskegee, AL	(205) 727-4960
Delma Blackwell Vice President for Development Affairs Office of Development Tuskegee Institute, AL 36088	(205) 727-8540	Oleta Fitzgerald Federal Food Program Specialist H.R.D.C. Tuskegee Institute, AL	(205) 727-8764
Norma Brown Classroom Instructor Tuskegee Institute, AL 36088	(205) 727-2580	Henrietta D. Fullard Instructor Community Health/NSG Tuskegee Institute, AL	(205) 727-7505
William Buford Registrar Residence Center Tuskegee Institute, AL 36088	(205) 727-1273	Rosa A. Fuller Assistant Director Comprehensive Counseling Center Tuskegee Institute, AL	(205) 727-8016
Elizabeth Chibuzo Public Health Nutritionist Office of International Health 122/d John A. Andrew Health Center Tuskegee Institute, AL 36088	(205) 727-8694	Vera C. Foster Social Worker Tuskegee Institute, AL	(205) 727-7421
Annie R. Cooley Professor/ Department Head School of Education Tuskegee Institute, AL 36088	(205) 727-8135	Ethel J. Frasier American Legion Tuskegee Institute, AL 36088	(205) 727-
Jack Cumbee Faculty/Philosophy Department Buntington Hall Tuskegee Institute, AL 36088	(205) 727-8277	Abenaa Gharthey-Tagoe Statistical Research Assistant Division of Behavioral Science 4th Floor/Carnegie Hall Tuskegee Institute, AL 36088	(205) 727-8573

TUSKEGEE INSTITUTE/CONFERENCE ATTENDEES

NAME/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
Willie Glover Instructor Tuskegee Institute, AL 36088	(205) 727-5210	Lifus Johnson Assistant Principal Tuskegee Institute High School Tuskegee Institute, AL 36088	(205) 727-1500
Habtemariam Associate Professor Tuskegee Institute, AL	(205) 727-8461	Jonell Jones Research Assistant/ Data Analysis/Computer Operator Behavioral Science Research Tuskegee Institute, AL 36088	(205) 727-8623
Thelma Hines Director P/Human Resource Development Center Tuskegee Institute, AL 36088	(205) 727-8019	Mary L. Lightfoore Visitor P.O. Box 82 Tuskegee Institute, AL 36088	(205) 727-2493
Leola Hooks Retired Social Worker Tuskegee, AL 36088	(205) 727-0158	Marie L. Moore Director/Occupational Therapy Tuskegee Institute, AL 36088	(205) 727-8494
Gene Hume Information Specialist International Health 122/d Tuskegee Institute, AL 36088	(205) 727-8862	Paulette A. Moore Principal Probation Officer Juvenile Court (Macon County) P. O. Box 128 Tuskegee, AL 36088	(205) 727-7256
John C. Johnson Retired School Teacher/ Working Unpaid Capacity P.O. Box 96 Tuskegee Institute, AL 36088	(205) 727-0302	Laurie Morgan Project Coordinator, Center for Rural Development Tuskegee Institute, AL 36088	(205) 727-8644
Thelma B. Johnson Director International Health Occupational Therapy	(205) 727-8497	Doris Oliveira Human & Animal Ecologist International Health John A. Andrew Health Center Tuskegee Institute, AL 36088	(205) 727-8862
John Johnson Director Tuskegee Institute, AL	(205) 727-8398		

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E/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
Ma O'Sullivan Empower Training Specialist International Health 122/d John A. Andrew Health Center Tuskegee Institute, AL 36088	(205) 727-8862	Mary Pulliam Staff/NCSP Tuskegee Institute, AL 36088	(205) 727-8295
Phenia D. Pace Assistant Professor Department of Home Economics Tuskegee Institute, AL 36088	(205) 727-8264	Joyce B. Punch Office Manager International Health John A. Andrew Health Center Tuskegee Institute, AL 36088	(205) 727-8862
Is P. Percy Instructor Department of Home Economics Tuskegee Institute, AL 36088	(205) 727-8331	Marian Quinn Social Studies Teacher Tuskegee Institute High School Tuskegee Institute, AL 36088	(205) 727-1500
Audine P. Penson Library/TCA Tuskegee Institute, AL 36088	(205) 727-8891	Lillie M. Robinson Head/Department of Vocational and Adult Education School of Education Tuskegee Institute, AL 36088	(205) 727-8440
Cia Pewland Counselor 7 Cox Street Tuskegee Institute, AL 36088	None	Lauranne Sams Dean School of Nursing Tuskegee Institute, AL	(205) 727-8440
Maie C. Price Associate Professor Department of Philosophy Tuskegee Institute, AL 36088	(205) 727-8284	Brooke Shoepf Anthropologist Tuskegee Institute, AL 36088	(205) 727-8645
Ma Prothro Student Government Press Tuskegee Institute, AL 36088	(205) 727-8573	Carrie Shedd Educator Department of Business Tuskegee Institute, AL 36088	(205) 727-8116
Ma Pryce Secretary (Retired) Tuskegee Institute, AL 36088	(205) 727-0673	E. F. Sharpe Secretary NCSP Tuskegee Institute, AL 36088	(205) 727-8015

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E/TITLE/ADDRESS	TEL. #	NAME/TITLE/ADDRESS	TEL. #
omas W. Simmons, Jr. ecutive Director alth Center skegee Institute, AL 36088	(205) 727-8862	Patricia Thompson S.C.E.C. Tuskegee Institute, AL 36088	(205) 727-
eickna Singare nguage Coordinator nter for International ograms skegee Institute, AL 36088	(205) 727-8129	Andrew W. Walker Retired 305 Logan Street Tuskegee Institute, AL 36088	(205) 727-2437
n R. Slocum rector of Field struction partment of Social Worker skegee Institute, AL 36088	(205) 727-8300	Naomi J. Walker Assistant Personnel Office/Retired Veterans Administration Center Tuskegee, AL 36083	(205) 727-3476
thy Spencer culty/Social Work partment skegee Institute, AL 36088	(205) 727-8301	T. T. Williams Director/Human Resource Development Center Tuskegee Institute, AL 36088	(205) 727-8764
ankie Stokes ief Ward Administrative retary erans Administration ical Center O. Box 643 skegee Institute, AL 36088	(205) 727-2146	Laly C. Washington Grants Management Office of Grants Management Carnegie Hall Tuskegee Institute, AL 36088	(205) 727-8224
elyn L. Stukes ired/Federal Home Eco- ics skegee Institute, AL 36088	(205) 727-5310	Linda Washington Professor of Immunology Biology Department Tuskegee Institute, AL 36088	(205) 727-8124
rley Thigpin espondent Continental ss Associate kegee Institute, AL 36088	(205) 727-6081	Belkis Woldegeorgis African American Institute 833 United Nations Plaza New York, New York	(212)949-6427
ine Thomas d/Art Department kegee Institute, AL 36088	(205) 727-8911		

# TUSKEGEE INSTITUTE CENTER FOR RURAL DEVELOPMENT

WILCOX B  
TUSKEGEE INSTITUTE  
ALABAMA, 36088

INTERNATIONAL RURAL DEVELOPMENT  
GLENN HOWZE, DIRECTOR  
(205) 727-8129

May 1, 1981

TO: Dr. Glenn Howze  
Director, 211-d

Mr. Tom Simmons  
Acting Director, 211-d

Dr. George Cooper  
Dean, School of Applied Sciences

Dr. John O'Sullivan  
Asst. Director, 211-d

Ms. Laurie Morgan  
Project Coordinator, 211-d

Dr. Brooke Schoepf  
211-d Project

FR: Cheickna Singare, 211-d Language Coordinator

RE: 1981 Spring French Training Program, January 1 - April 30, 1981

The 211-d project organized another intensive French training program in the Spring Semester of the 1981 academic year. This program, the second of its kind, was offered to increase the French speaking capacity of Tuskegee Institute so that its faculty and other personnel would be better prepared for any involvement in the international programs in French speaking countries. The program was located in Wilcox B. All of the classes were taught there except for two which met in the Conference Room of the Department of Home Economics.

The following sections are included in this report:

- I. The Language Training Program
- II. The Final Test Reviews
- III. The Recommendations

I. The Language Training Program

Classes were offered on three proficiency levels; beginning, intermediate, and advanced. Seven classes met every week as follows:

<u>CATEGORY</u>	<u>NAME</u>	<u>SCHEDULE</u>
Beginner	Deidra L. Rosier Sharon Gray Michelle Mitchess James Kibuchi	Monday & Wednesday 3:00-4:00 Upper Wilcox B
Beginner	Emma Brazell Kathleen Myers Lessie Myers Pamela Myers	Monday, Wednesday, Friday 1:30-2:30 Upper Wilcox B
Beginner	Mary Palmer A. Ludwick Major Byrd Betty Todd Mr. Guethan Leroy Bertram	Monday, Wednesday, Friday 12:00-1:00 Upper Wilcox B
Beginner	Lilly Hicks Rose Erjonnely Lizetta Collins Carol Williams	Monday, Wednesday, Friday 11:00-12:00 Home Economics Bldg.
Intermediate	Annette Cochrane Laurie Morgan Mark Clark Mrs. Williams Elaine Hume Elizabeth Chibuzo Alfreda Blackman Brenda Flanagan Richard Hawk	Tuesday, Thursday 12:00-1:00 Upper Wilcox B
Intermediate	John Lu Ralphenia Pace Avis Percy Nicholas Obara Janie Carlisle	Monday, Wednesday, Friday 12:00-1:00 Home Economics Bldg.

<u>CATEGORY</u>	<u>NAME</u>	<u>SCHEDULE</u>
Advanced	Charles Morgan Christina Barnes Larry Koons Judy Harmon Rita O'Sullivan Elijah Barnes	Tuesday, Thursday 12:00-1:00 Wilcox B

It is worth noting that as the program progressed, some participants stopped coming.

As in the 1980 Summer French Program, we used texts from L'Echelle, various newspapers (in French as well as in English), French Basic Course Volumes 1 & 2 and Le Francais Essential pour L'Afrique Francophone. The classes were taught by Andrew Tanjong and myself. Andrew taught three classes (two beginning and one intermediate) and I taught the remaining four. I think that this program has been a good experience for Mr. Tanjong as well as for the T.I. personnel in his classes.

## II. The Final Test Interviews

The last week of April was devoted to testing as specified by a memorandum. Unfortunately the time span did not allow every participant to see the notice. But all those who came regularly to class through the end of April were informed. And that FSI-type test produced the results outlined in the table entitled, "Test Results - Spring, 1981" (page 6).

The levels range from 0+ to 3+. The Level 0+ means that the trainee is a beginner who knows at least set phrases like: "merci", "bonjour", "au revoir", etc., but who cannot go beyond that point and will certainly have problems trying to express himself as a tourist in a French-speaking

area.

Someone with FSI 1 can satisfy some routine social demands and limited work requirements. A trainee between FSI 0+ and FSI 1 would be labeled FSI 1-; this means that he is above 0+ but has not reached the 1 level. On the other hand, FSI 1+ would be above FSI 1.

Then comes FSI 2- followed by 2, then 2+. The level 2 means that the trainee is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.

The next level would go from FSI 3- to 3+. At this point the trainee can use the language fluently and accurately on all levels normally pertinent to professional needs. At FSI 4 the trainee's speaking proficiency is equivalent to that of an educated native speaker.

It is worth noting that except for the advanced group, no class had covered all the tenses that would normally be covered in a 3-month intensive language program (which requires 6 hours/day, 5-5 1/2 days/week). The beginners had covered the present tense of the 1st group verbs, the intermediate group started the irregular verbs.

### III. Recommendations

At the conclusion of this training program, I would like to make a few recommendations for future Language Training Programs:

1. Administrative decisions concerning the Program should be made enough in advance to insure a smooth beginning of the program. For example, the program should be approved at least one month

prior to the start of classes. This would also give the Coordinator more time to contact and pretest interested campus personnel.

2. More time should be devoted to the daily classroom sessions whenever possible. If the beginners and intermediates could meet everyday, more positive results might be obtained. Practice is a major factor in learning a language, so if people could devote at least one hour every day to French lessons, this program will be more successful.

In addition, if the participants' supervisors could realize how important foreign languages are to their projects outside the U.S. and let their employees add at least one hour to their lunch breaks to study French (that seems to be the only time most participants can come to the classes), more material would be covered.

TEST RESULTS follow on page 6.

TEST RESULTS - SPRING, 1981

Beginner:	Deidra Rosier	Student Worker, 211-d	1-
	Sharon Gray	Student Worker, 211-d	1-
	Michelle Mitchell	Student Worker, 211-d	0+
	Lilly Hicks	Home Economics	1
	Rose Erjonnely	Home Economics	1
	Lizetta Collins	Art Department	1-
	Adrienne Ludwick	Chemistry Department	1-
Intermediate:	Laurie Morgan	211-d Staff	2-
	Mark Clark	Physical Plant	2
	Elaine Hume	122-d Staff	1
	Elizabeth Chibuzo	122-d Staff	1+
	Nicholas Obura	Student	1+
	John Lu	Home Economics	1-
	Ralphenia Pace	Home Economics	1
	Avis Percy	Home Economics	1
	Janie Carlisle	Student Worker, 211-d	2
	Doris Oliveira	122-d Staff	2-
Advanced:	Charles Morgan	Graduate Student, 211-d	3+
	Larry Koons	Chemistry Department	3+
	Judy Harmon	English Department	3+

Other Participants who were not tested:

Beginner:	James Kibuchi	Graduate Student, 211-d	
	Mary Palmer	Engineering Department	
	Major Byrd	ROTC	
	Leroy Bertram	Graduate Student	
	Emma Brazell	John Andrew Hospital	
Intermediate:	Annette Cochrane	Music Department	
	Sheryl Williams	Staff Personnel Office	
	Brenda Flanagan	English Department	
	Alfreda Blackman	211-d Staff / Sociology Dept.	
Advanced:	Rita O'Sullivan	122-d Staff	
	Christina Barnes		
	Elijah Barnes		

## APPENDIX E

### Curriculum Vitaes: 211-d Staff

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1. Glenn Howze, Director	151
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RESUME--HOWZE

NAME: Glenn Ray Howze

ADDRESS: Office: Center for Rural Development  
 Tuskegee Institute  
 Tuskegee Institute, Alabama 36088  
 205/727-8114

Home: [REDACTED]

PLACE OF BIRTH: [REDACTED]

DATE OF BIRTH: [REDACTED]

SOCIAL SECURITY #: [REDACTED]

CURRENT POSITION: Professor of Sociology  
 Director, Tuskegee's 211-d Project

EDUCATION:

<u>School</u>	<u>Dates</u>	<u>Degree</u>	<u>Major</u>	<u>Minor</u>
Schreiner Institute	56 - 58	A.A.	Liberal Arts	--
North Texas State Univ.	58 - 60	B.A.	Sociology	Psychology
McCormick Theological Seminary	60 - 61	--	Theology	--
Southern Methodist Univ.	61 - 63	B.D.	Theology	--
North Texas State Univ.	61 - 63	M.A.	Sociology	Economics
Washington State Univ.	64 - 69	Ph.D.	Sociology	History

TEACHING EXPERIENCE:

<u>Institution</u>	<u>Dates</u>	<u>Position</u>
Tuskegee Institute	67 - Present	Professor
Washington State Univ.	64 - 65	Teaching Assistant
Lamar State College of Technology (Texas)	63 - 64	Instructor
North Texas State Univ.	61 - 63	Part-time Instructor

COURSES TAUGHT: Introductory Sociology, Social Problems, Statistics  
 Research Methods, Population, Criminology, Juvenile  
 Delinquency and Society and Technology

PREFERRED TEACHING AREAS: Statistics, Population and Human Ecology

RESEARCH AND RELATED EXPERIENCE:

1. Tuskegee Institute

Present: Director, Comprehensive Planning for Rural Development, a 211-d project funded by USAID. The project began in 1977 and terminates in 1983. Thus far, the major output from the study has been a six volume study of extension training in Mali. Reports were published in both French and English.

1981: Served as the Team Leader of a twelve person team for the USAID-funded Baseline Study of Agricultural Research, Education and Extension in Guyana. This was a SECID contract with Tuskegee Institute serving as the lead institution.

1974-76: Served as the rural sociologist on an interinstitutional and interdisciplinary team concerned with the development of livestock production in tropical areas of the world. The team was part of a 211-d project funded by USAID. The team worked primarily in Guyana, South America. I was involved in a socioeconomic survey of livestock producers in Guyana.

1975 Served as the rural sociologist on a team evaluating several range management programs previously funded by USAID in Northern Nigeria. The purpose of the evaluation was to determine what had happened to the projects after USAID terminated support. The results were to be used in the design of range management programs in other West African countries.

1971-76 Director of Tuskegee's College Science (Social Science) Improvement Project. The project was funded by the National Science Foundation and was designed to improve instruction in the social sciences at Tuskegee.

1971-73 Principal Investigator of a study of Black forest land owners. Project was funded by USDA/Forest Service.

1968-70 Co-principal investigator of a study of career problems of Black social scientists. The project was funded by the Russell Sage Foundation.

1967-68 Director of the Tuskegee Area Study. This involved supervising senior students in a two semester research practicum. The TAS was patterned after the Detroit Area Study at the University of Michigan.

1967-68 Conducted an evaluation of a federally sponsored program designed to relocate unemployed persons to areas with employment opportunities. Project was funded by the Department of Labor.

1967-68 Analyzed data from the Southern Regional Research Project concerning participation of rural poor Blacks in Alabama and Mississippi in USDA agricultural and food programs.

2. Washington State University

1966-67: Served as a major participant in social psychological study of seasonally employed agricultural workers in the state of Washington. I was in charge of interview design, data collection and analysis of data. Project was funded by NIMH.

3. North Texas State University

1961-63 Served as a research assistant on several projects in the Department of Sociology including a study of problems related to admission to homes for the aged.

ADMINISTRATIVE EXPERIENCE:

1977-PRESENT: Director, Tuskegee Institute's 211-d Project entitled "Comprehensive Planning for Rural Development" funded by USAID.

1971-79 Chair, Department of Sociology, Tuskegee Institute

1969-70: Acting Director, Division of Behavioral Science Research, Tuskegee Institute.

HONORS:

1. Phi Theta Kappa, National Honor Society
2. Alpha Kappa Delta, National Honor Society for Sociology
3. NIMH Fellow at Washington State University
4. Post-doctoral fellow at the Moton Center for Independent Studies, August, 1976 - May, 1977.

SPECIAL SKILLS:

1. Statistics and Data Analysis
2. Survey Research
3. Computer Programming--BASIC and FORTRAN
4. Experience operating computers, computer peripherals and other data processing equipment.
5. Knowledge of SPSS and other computer software packages
6. French Language---FSI rated 2-R and 2-S

MANUSCRIPTS:

1. "Involvement in Admission to Two Homes for the Aged," unpublished Master's thesis, Department of Economics and Sociology, North Texas State University, Denton, Texas, 1963.
2. "Frequency and Per Cent Distributions of Items from Study of Rural Poverty of Selected Alabama Counties," conducted by the Southern Rural Research Project, Summer, 1967. Mimeographed and distributed by the Division of Behavioral Science Research, Tuskegee Institute, Tuskegee Institute, Alabama, March, 1968.
3. "Attitudes toward Integration and Black Consciousness: Southern Negro High School Students and Their Mothers," Phylon (1970), XXXI, no. 2, 104-113. Paper was coauthored with Eric R. Krystall, Neil Friedman and Edgar G. Epps. Paper was presented at the 1968 meeting of the Southern Sociological Society, Atlanta, Georgia.
4. Felt Deprivation and Alienation: A Study of Seasonally Employed Farm Workers. Ph. D. dissertation, Washington State University, Pullman, Washington, 1969.
5. "Report of the Study of the Relocates from the 1965-66 and 1966-67 Labor Mobility Demonstration Projects," submitted to the U.S. Department of Labor. Mimeographed and distributed by the Division of Behavioral Science Research, Tuskegee Institute, November, 1968. Coauthored with Kathleen M. Newby.
6. "The Black Farmer and the U.S.D.A.," Proceedings of the Association of Southern Agricultural Workers, 1978.
7. "The Status of Black Americans in the Field of Sociology," presented at the 66th Annual Meeting of the American Sociological Association, Denver, 1971. Coauthored with Edgar G. Epps.
8. Survey of Black Social Scientists, Manuscript submitted to Russell Sage Foundation, 1971. Coauthored with Edgar G. Epps.

9. Survey of Black Forest Landowners, submitted to U.S.D.A/Forest Service, 1973.
10. "The Use of Computer Timesharing to Individualize a Course in Elementary Statistics," Social Science Information, XII (December, 1973). Paper read at the Annual Meeting of the Southern Sociological Society, 1973.
11. "The Generality of Social Area Indexes: A Replication," Symposium on Sociological Research, Spring, 1975. Co-authored with Pradip Ghosh.
12. "After the Traditional Methods Fail--Then What?", Hewlett-Packard Educational Users Newsletter, V, no. 7 (May, 1975), 154-155.
13. Survey of Livestock Producers in Guyana. Conducted in cooperation with the Guyanese Ministry of Agriculture and Rural Development and presented at a workshop on livestock production conducted in Georgetown, Guyana, 1976. Co-authored with George E. Cooper. Research was funded by USAID. Proceedings from the workshop were published.
14. A Review of the U.S.A.I.D. Projects in Four Major Livestock Producing States in Nigeria: An Assessment of Range Management, Research Triangle Institute, North Carolina, May, 1975. Prepared for USAID. Coauthored with James Bates; Frank Abercrombie and Henry Van Blake.
15. "An Interactive Software System for Computer-Assisted Testing," Association of Educational Data Systems Journal, XI (Winter, 1978), 31-37. Presented at the Annual Meeting of the Association in Ft. Worth, Texas, 1977. Also published in the Proceedings of the meeting.
16. Survey of Malian Agricultural Moniteurs, February, 1979. French version is entitled: Enquete sur les moniteurs d'agriculture au Mali. Coauthored with Suchet Louis, John O'Sullivan and Cheickna Singare. Presented to the National Department of Training and Extension (DNFAR) of the Ministry of Rural Development, Government of the Republic of Mali and to USAID/Mali. Funded by USAID.
17. Survey of Second-Year Students at the Three Centres d'Apprentissage Agricole, June 1979. French version is entitled: Enquete des eleves de 2e annee des centres d'apprentissage agricole au Mali, Juine 1979. Coauthored with Cheickna Singare. Presented to the National Department of Training and Extension (DNFAR) of the Ministry of Rural Development, Government of the Republic of Mali and to USAID/Mali. Study funded by USAID.

18. Junior-level Extension Training in Mali: The Third Year, July, 1979. French version is entitled: Le stage de 3e annee des futurs agents de vulgarisation agricole au Mali, juillet 1979. Coauthored with Cheickna Singare. Presented to the National Department of Training and Extension (DNFAR) of the Ministry of Rural Development, Government of the Republic of Mali and to USAID/Mali. Study was funded by USAID.
19. Future Manpower Needs for CAA Graduates and an Evaluation of the Present Training Program by Employees of CAA Graduates, 1980. French version is entitled: Besoins futurs en Sortants de CAA d'apres Une Evaluation du Programme Actuel de Formation par les employeurs, 1980. Presented to the National Department of Training and Extension (DNFAR) of the Ministry of Rural Development, Government of the Republic of Mali and to USAID/Mali. Funded by USAID.
20. Baseline Study of Agricultural Research, Education, and Extension in Guyana, 1981. Served as Team Leader and editor for study. The final draft of the report is in preparation. Study was sponsored by BIFAD and funded by USAID.

FOREIGN EXPERIENCE:

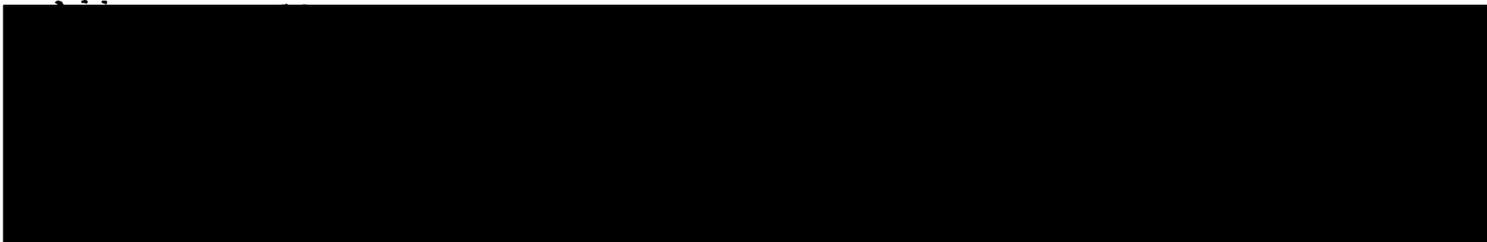
1. Guyana, South America. Several visits to country between 1974-81. Visited all regions. Conducted survey of live-stock producers in the country. Served as team leader for a baseline study of agricultural research, education and extension. Visits have varied in length from one week to three months.
2. Nigeria, West Africa. Six weeks in 1975. Participated in an evaluation of range management projects in Northern Nigeria.
3. Guatamala, Central America. Two week seminar, Summer, 1976.
4. Mali, West Africa. Several visits between 1977 and 1980. Longest was for four months. Conducted background studies for upgrading extension training in Mali.
5. Other West African countries visited: Gambia, Senegal, Uppe Volta and Ivory Coast. Purpose of visits was to consult with USAID personnel.

Tuskegee Institute  
Program for International Development  
Tuskegee Institute Alabama 36088

September, 1981  
Date

John M. O Sullivan  
Name

PERSONAL INFORMATION



EDUCATION

Institution	From/To	Degree/Major Field
Auburn University	1979-present	M.S. (in progress); Agricultural Economics
U.C.L.A.	1972 1976	Ph.D.; African History
U.C.L.A.	1970-1972	M.A.; African Studies
Stanford University	1966-1968	B.A.; History
St John s Seminary	1964-1966	

Present Positions

Assistant Professor, History Department  
Director Center for Rural Development

## RESEARCH EXPERIENCE

Costs of Rice Production - Bakel, Senegal (1981)  
Farm Management Model Project - Mali (in progress)  
Ag Extension Officer Training Project - Mali (1978-79)

## TEACHING EXPERIENCE (Include institution, course taught)

Tuskegee Institute  
World History  
African History  
Southern African History

California State Polytechnical University:  
African History  
Afro-American History  
American History

## PUBLICATIONS (Include thesis)

- "The French Conquest of Northwest Ivory Coast" in Cahiers d'Etudes Africaines (forthcoming).
- "Development in the Social Stratification of Northwest Ivory Coast During the 18th and 19th Centuries." Ph.D. Thesis (1976).
- "Slavery in the Malinke Kingdom of Kabadougou" International Journal of African History, 13.4 (1980) 633-649.
- "Ivory Coast." Atlas of Africa, edited by Jocelyn Murray. Oxford, Phaidon Press, 1981:193.
- "The U.P.C. in Cameroun." UFAHAMU, 3.1, pp. 53-72 1972.
- The Franco-Baoule War, 1891-1911. Journal of African Studies; 5.3 pp. 329-456; Fall 1978.
- "Farming Systems Research," in The Role of U.S. Universities In International Rural and Agricultural Development, edited by Brooke Schoepf. Tuskegee Institute, 1981; 141-145.

## PROFESSIONAL PAPERS

"Gao Mali. Modes of Production at the Edge of the Desert."  
presented at Arid Lands Studies Conference, 1981.  
October 1980.

"The Dyula Revolution."  
presented at African Studies Association Conference,  
October, 1980.

"Agricultural Development in Mali."  
presented at Arid Lands Studies Conference, April 1980.

"Survey of Malian Farmers."  
USAID/Bamako, July 1979.

"Survey of Malian Agricultural Moniteurs."  
USAID/Bamako 1978. (in collaboration)

## WORKSHOPS AND SEMINARS (attended within last 3 years)

Conference on Women and Development. March, 1981. Tuskegee  
Institute. (Coordinating Committee)

Conference on Institutions and AID. April, 1980. Tuskegee  
Institute. (chaired panel on farming systems).

African Studies Association. 1980 1979.

Arid Land Studies Conference. 1981, 1980 1979. (chaired panel,  
1980. 1981)

Conference on Slavery. University of Waterloo; Ontario, Canada.  
1978.

## FOREIGN EXPERIENCE

AID Short Term Project; Senegal, 1981.

Peace Corps/Ivory Coast; 1968-70.

Dissertation Research, Ivory Coast; 1973-75.

AID Short Term Project; Mali, 1978, 1979, 1980.

Extensive travel in Africa, South America, Europe.

## LANGUAGES

French, Bambara .

## PROFESSIONAL AND OTHER ORGANIZATIONS

African Studies Association  
Royal African Society  
Southern Association of Agricultural Economists  
Association for the Study of Arid Lands  
Southern Association of Africanists  
American Agricultural Economics Association

## HONORS

Fulbright-Hayes Fellow for Dissertation Research, 1974.

## STATEMENT OF INTEREST IN INTERNATIONAL ACTIVITIES

My area of interest is French-speaking West Africa and the development problems there. My interests focus on integrated rural development, farming systems research and economic study of agricultural activities in Africa.

CURRICULUM VITAE

BROOKE GRUNDFEST SCHOEPF, PH.D.

Present Position: Associate Professor of Anthropology  
Department of Sociology and  
Center for Rural Development  
Tuskegee Institute, Alabama 36088

Bio-Data:



Education:

Bronx High School of Science, Bronx, N.Y. 1946-1949  
Brooklyn College, Brooklyn N.Y. 1949-1953  
Columbia University, N.Y. B.A.-1953  
1954-1955  
1963-1964  
London School of Economics Ph.D 1969  
1956

Languages Spoken: French, Swahili

Experience:

- 1974-1978 Associate Professor of Anthropology  
Département de Sociologie et d'Anthropologie  
Université Nationale du Zaïre, Lubumbashi  
(Rockefeller Foundation Field Staff 1974-76;  
Fulbright Professor 1976-1978)
- 1976-1978 Overseas Associate  
Fernand Braudel Center  
State University of New York at Binghamton
- 1972-1974 Assistant Professor, Department of Community Medicine  
and Department of Anthropology; Program Coordinator,  
Doctoral Program in Social Sciences and Medicine  
University of Connecticut
- 1970-1972 Senior Research Scientist, New York State Department  
of Mental Hygiene, New York University, New York
- 1969-1970 Assistant Professor, Department of Preventive Medicine  
Tufts University School of Medicine  
Boston, Massachusetts
- 1966-1968 Research Associate  
New York University School of Medicine  
New York, New York

- Spring 1966 Lecturer, Department of Anthropology  
Brooklyn College, Brooklyn, New York
- 1962-1963 Fellow, Social Research Laboratory  
City College of New York, New York.
- 1957-1958 Field Research, Var, France (rural community study)  
Bollingen Foundation Fellow.
- Spring 1956 Research Assistant, Department of Sociology  
University of Exeter, England (rural community study).

Publications:

- 1963  $\square$  Translator (with Claire Jacobson) of Claude Lévi-Strauss,  
Structural Anthropology. New York: Basic Books.
- 1970 "Ethics and the Politics of Anthropology," invited  
commentary, Human Organization 33 (Spring):105-107.
- 1974 "Sex Differences, Genuine and Spurious," Reviews in  
Anthropology I, 102-109.
- 1975a "Human Relations versus Social Relations in Medical Care"  
In Topias and Utopias in Health: Policy Studies,  
Stanley R. Ingman and Anthony E. Thomas, eds.  
Netherlands, The Hague: Mouton, pp. 99-120.
- 1975b "The Politics of Theory: Participant-Observation in  
Women's Liberation," (with Amelia M. Mariotti) In  
Women, Cross-Culturally, Ruby Rorich Leavitt, ed.  
Netherlands, The Hague: Mouton, pp. 99-120.
- 1976 "Recherches en Anthropologie Médicale: Théorie et  
Perspectives Méthodologiques," In Bulletin d'Anthropologie  
Médicale I,2 (Août): 20-36.
- 1979 "Breaking Through the Looking Glass: the View from Below"  
In the Politics of Anthropology, Gerritt Huizer and Bruce  
Mannheim, eds. Netherlands, the Hague: Mouton,  
pp. 325-342.
- 1980 "Santé, Médecines et Dépendance: Quelques Reflections"  
In Proceedings of the IV International Congress of African  
Studies, V.Y. Mudimbe, ed. Paris: Eerger-Levrault.
- "Macrosystem Factors in Farming Systems Research: Some  
Theoretical and Methodological Considerations" In  
Proceedings of the Second Workshop on Sahelian Agriculture,  
Purdue University School of Agriculture, May 1980.

- 1981 "Women and Development. Overcoming the Colonial Legacy in Africa." The Exchange Workshop Proceedings, New York: International Exchange of Development Resources.
- Editor, Proceedings of the Tuskegee Conference on The Role of U.S. Universities in International Rural and Agricultural Development. Tuskegee Institute, Center for Rural Development.
- "The Role and Training of Traditional Midwives" (with Sheila Cosminsky). In Proceedings of the Tuskegee Institute Conference on International Rural and Agricultural Development. pp. 173-180.
- "Zaire's Rural Development in Perspective" (with Claude Schoepf). In Ibid. pp. 243-257.
- In Press. "Why Study Return Migration? Some Methodological and Policy Considerations." In Proceedings of the Tuskegee Institute Conference on Rural Development, Paul Wall, ed.
- "Cultural Sensitivity and the Dynamics of Socio-cultural Change" (Keynote Address). In Developing Nations. Challenges Involving Women, Proceedings of the Conference. Barbara Stoeker, ed. Lubbock, Texas. Texas Tech University.
- In Prep. "Ecology and Farming Systems in Southeast Shaba: Man and Biosphere in the Lufira Valley."
- "Women and Class Formation in Zaire: Women and the Theory of Social Change."
- "Medical Anthropology at the Interface The Responsibility of the Practitioner."

Dissertation:

- 1969 "Doctor-Patient Communication and the Medical Social System"  
Columbia University, Department of Anthropology

Reports:

- 1967 "Facial Disfigurement, Culture and Reconstructive Surgery,"  
research report, Department of Plastic Surgery,  
New York University School of Medicine, November.
- 1968 "The Hospital and Social Unrest," report to the Trustees  
of University Hospital, New York, June.
- "The Psycho-Social Consequences of Plastic Surgical  
Treatment of Facial Disfigurement," study prepared for  
the Social Resources Administration, Department of  
Health, Education and Welfare, November.
- 1970 "Structured Conflict in Neighborhood Health Centers,"  
report presented to the Governing Board of the  
Medical Committee for Human Rights, New Orleans, January
- 1973 "The Charlotte Hungerford Hospital: the Community's  
Image of and Knowledge About its Services, Operation and  
Administration," with John Glasgow and Thomas Hagymasi.  
Study prepared for the Community Relations Committee  
of Charlotte Hungerford Hospital, Torrington, Connecticut.  
September.
- 1978 "Education for Development: Social Science Teaching  
at the National University of Zaire 1974-1978," report  
to the Council for International Exchange of Scholars,  
Washington, D.C. November.
- 1979 "Enquête Auprès des Professeurs des Centres d'Apprentis-  
sage Agricole." Phase 3 of the study of agricultural  
extension agent in training in the Republic of Mali.  
Submitted to Ministry of Rural Development of the Republic  
of Mali and USAID. Also English version. June.
- 1981 "Social Soundness Analysis, Liberia Primary Health  
Care Project Design," (with Amanda Guannu). Report  
prepared for the Liberia Ministry of Health and  
Social Welfare and USAID/Liberia, May. Schoepf  
revised version, August.
- "The Albert Market Feasibility Study," (with  
Flournoy A. Coles, Jr., Wilfred L. David and Major  
L. Holland and others). Report prepared for USAID/  
The Gambia.
- In Prep. "Zaire Environmental Profile: Phase,II" Report  
prepared for USAID/Zaire and Zaire Departement de  
l'Environement.

## Papers Presented (partial list):

- 1969 "Medical Neglect," paper presented at the Symposium "Going Hungry: Hunger and Other Social Problems," 68th Annual Meeting of the American Anthropological Association, New Orleans, Louisiana. November.
- 1970 "Neighborhood Health Centers: Polarization of Issues" with Richard M. Hessler, Phyllis Y. Bagwell, Seymour S. Bellin and Peter K.M. New; paper presented at the symposium "Perspectives on the Delivery of Health Care by Providers and Consumers: Some Relevant Issues," at the Society for Applied Anthropology Meetings, Boulder, Colorado. April.
- 1971 "Cultural Implications of Biological Sex Differences, A Reexamination of the Evidence," paper presented at the Symposium "Anthropologists Look at the Study of Women": 70th Annual Meeting of the American Anthropological Association, New York, November.
- 1972 "Women Run this Community: A Report from the Suburbs" paper presented at the 71st Annual Meeting of the American Anthropological Association, Toronto. November.
- 1973 "Female Subordination: Harbinger, Epiphenomenon or What?" with Amelia Mariotti. Paper presented at the 72nd Annual Meeting of the American Anthropological Association, New Orleans, November.
- 1975 "Zaire's Rural Development: History, Problems and Prospects Continuity and Discontinuity in Perspectives," paper presented at session <<Peasants and Bureaucracy.>> Joint Meeting of the U.S. and Netherlands Societies for Applied Anthropology, Amsterdam, April.
- "Développement Rurale et Système Social: Critique Méthodologique," paper presented at the First Annual Meeting of the Association des Sociologues et Anthropologues du Zaire, Lubumbashi, April.
- 1976 "Colonialism, Underdevelopment and the Status of Women in Zaire" Colloquium, Women's Anthropology Conference, New York, October.
- 1977 "Underdevelopment in Zaire: Structure and Conjuncture" Institute for Development Studies, University of Nairobi, September.
- 1978 "Une Perspective sur l'Organisation de la Profession Médicale et la Formation des Médecins" paper presented at Colloque sur l'Anthropologie Médicale, UNAZA Lubumbashi April.
- 1980 "Beyond Farming Systems Research: Understanding Agricultural Change." Paper presented at the 80th Annual Meeting of the American Anthropological Association, Washington, D.C. December.

## Membership in Professional Societies:

Fellow, American Anthropological Association

Fellow, Society for Applied Anthropology

Society for Medical Anthropology, Charter Member

Association des Sociologues et Anthropologues du Zaïre,  
Charter Member

Anthropological Study Group for Agrarian Systems, Steering  
Committee

## American Anthropological Association: Symposium Convenor and Chairperson

- 1971 "Anthropologists Look at the Study of Women"  
70th Annual Meeting, New York.
- 1972 "Racism, Sexism and Other Deadly Games"  
71st Annual Meeting, Toronto.
- 1973 "Dialectical Perspectives on Women and Men"  
72nd Annual Meeting, New Orleans.
- 1975 "Sex Roles in Medical Education," Roundtable.  
74th Annual Meeting, San Francisco.
- 1980 "Global Environment of Health Planning and Training"  
Roundtable. 79th Annual Meeting, Washington, D.C.

## Workshops and Seminars:

- 1975 "Développement Rural et Développement Inégal." Colloquim  
presented to Faculte des Lettres, Lubumbashi. February.
- 1977 Contributor, "Symposium on Primary Health Care in  
Developing Countries", at the Fifth International  
Conference on Social Science and Medicine, Nairobi,  
August.  
  
"Traditional Practitioners and Modern Health Care"  
Presentation on <<Mambo Leo>>, Voice of Kenya Television,  
August.  
  
"Traditional Medicine and Community Health," Workshop  
for Family Health Educators' Training Program,  
Kikuyu College, Kenya. August.
- 1978 "Noires et Blanches aux Etat-Unis". Colloquim, Centre  
Culturel Américain, Lubumbashi, April; also presented  
as a dinner address, Table Ronde, Lubumbashi, May.  
  
"Santé, Médecines et Dépendance en Afrique: Quatre Leçons  
d'Anthropologie Médicale." Four colloquia delivered at  
the Faculté de Médecine Humaine, UNAZA Kinshasa, May-June.

"L'Articulation de la Médecine Traditionnelle et le Système Biomédicale." Round Table organized for the Centre Culturel Américain, Kinshasa, June.

1980 Convenor and program Chairperson, Tuskegee Institute Centennial Conference on "The Role of U.S. Universities in International Rural and Agricultural Development." April 16-18.

Coordinator, Workshop Series "On Using Tools" for The Exchange, Mid-Decade Women's Forum, Copenhagen.  
 Convenor, two workshops on "Research and Policy: Making Case for Women." Convenor, three workshops on "Developpement Rural Integre: Solutions Pratiques," July 14-26.

Moderator-Discussant, Panel on "Black Return Migrants," Tuskegee Institute Conference on Rural Development. September 21-23.

1981 Program Co-Chairperson, Tuskegee Institute Centennial Conference on "Women and Development: Collaboration for Action," March 19-21.

#### Curriculum Development:

1970-72 Graduate Program in Community Psychology, New York University, including team taught seminars:  
 Community Ecology: Contemporary Social Issues  
 Intergroup Relations in Cross-Cultural Perspective  
 Psychology of Women.

1971 Health Care Systems and Social Change. OEO Training Program, Lehman College, CUNY (six-weeks summer course).

1972-74 Graduate Program in Social Sciences and Medicine Department of Community and Family Medicine University of Connecticut Health Center, Farmingham including team taught seminars:  
 Devils, Drugs and Doctors (medical anthropology)  
 Health Manpower  
 Social Science and Medicine Graduate Seminar  
 Human Sexuality  
 Introduction to Clinical Medicine

1972-74 Department of Anthropology, Storrs.  
 Women in Evolutionary Perspective (graduate sequence, 3 semesters)  
 Women in Cross Cultural Perspective (undergraduate)  
 Medical Anthropology

1974-78 Université Nationale du Zaire, Department de Sociologie et d'Anthropologie.  
 Graduate Program Development (Chair)

## Graduate Courses Taught:

- 1976 Sociologie et Anthropologie du Développement  
1977 Développement: Théories et Etudes de case

## Undergraduate Courses taught:

Economie et Sociologie des Societies Paysannes;  
Ecologie et Systemes Agraires;  
Anthropologie Economique;  
Théorie et Méthodes de Recherche en Sociologie Rurale;  
Anthropologie Médicale.

## Courses Taught at Tuskegee Institute:

- |       |                                |                      |
|-------|--------------------------------|----------------------|
| 1978- | Rural Sociology and Economics  | Applied Anthropology |
|       | Sociology of Health Care       | Social Problems      |
|       | Sociocultural Change in Africa |                      |

## Consultant Work:

- 1969 Management Consultant, Computer Intelligence Corporation, New York, N.Y.
- 1970-71 Organization Development Consultant, Leadership Training and Human Relations, Todd Hill Civic Association.
- 1973-74 Organization Development Consultant, Mount Sinai Hospital presented in Family Health Educators' Training Program
- 1979 USAID/Mali-Strategies for Improving the Training of Agricultural Extension Agents (with Tuskegee Institute team).
- 1980 Training Consultant, African Women and Development Program, African-American Institute, New York.
- 1981 Research Consultant, Gambia-USAID Market Study, Booker T. Washington Foundation, Washington, D.C.
- Project Design Team, Primary Health Care Delivery System, Liberia-USAID, A.L. Nellum Associates

## Research Administration:

- 1975-1978 Chief, Rural Sociology Research Section, Centre d'Etudes Politiques en Afrique Centrale (CEPAC) Lubumbashi.
- 1976-1978 Director, Medical Anthropology Research Group, Centre Internationale de Semiologie (CIS), Lubumbashi.
- 1976-1978 Editor: Bulletin d'Anthropologie Médicale, CIS, Lubumbashi.
- Editorial Committee: Cahiers d'Etudes Politiques, CEPAC.

Tuskegee Institute  
Program for International Development  
Tuskegee Institute, Alabama 36088

BIO-DATA PROFILE

September 1980  
Date

Thomas R. McIntyre  
Name

PERSONAL INFORMATION



EDUCATION

Institution	From/To	Degree/Major Field
Auburn Univ.	June 1976	Ph.D. Forestry and Agricultural Economics Minor: Animal Science
Auburn Univ.	March 1972	M.S., Agricultural Economics - Farm Management Minor: Wood Technology
Auburn Univ.	March 1971	B.S. Wood Technology

PRESENT POSITION

Assistant Professor, Agriculture Department  
Agricultural Economist, Center for Rural Development

RESEARCH EXPERIENCE (Include in-progress research)

Increased utilization of small impoundments (in progress)  
Equitable worker compensation for logging industry (In progress)  
Wood Technology and Forest Pathology (1974-1976)  
Internal parasites of sheep  
Fire ant eradication in pastures

TEACHING EXPERIENCE (Include institution, course taught)

Teaching senior and graduate level courses in the areas of production economics, public policy, and marketing in relation to forestry.

PUBLICATIONS (Include thesis)

McIntyre, T.R., and Sidney C. Bell, Lease and Sale Transfers of Cotton Allotment in Selected Alabama Counties, Auburn University Experiment Station Circular No. 203, 1973.

Beals, H.O., Davis, T.C., Livingston, K.W. and T.R. McIntyre, Fence Post Service Tests at Auburn University, a 25 year report, 1976.

McIntyre, T.R. Red Pine on a Hardwood Site, Proceeding of the Upper Peninsula of Michigan and Wisconsin Chapter of the Society of American Foresters. In press.

WORKSHOPS & SEMINARS (Attended within last 3 years)

Project Design and Evaluation Seminar, USAID/Washington, July 1980

FOREIGN EXPERIENCE (Include work and travel)

Viet Nam, 1967-69, Armed Services

PROFESSIONAL & OTHER ORGANIZATIONS

Phi Kappa Phi Honor Society  
Gamma Sigma Delta  
Xi Sigma Pi  
Agricultural Honor Fraternity  
Senior Forestry Honorary Fraternity

HONORS

E.A. Hauss Doctoral Fellowship in Forestry  
Commandant's Award, ROTC

OTHER INFORMATION (INCLUDE SKILLS, INTERESTS, ETS.)

Computer Programming  
Greenhouse Design and Construction



## EXPERIENCE:

1980 - Visiting Assistant Professor - Resource Economics and Environmental Policy

1978 - 1980

Research Assistant - Department of Agricultural Economics, University of Kentucky

Research: Dissertation title "An Econometric Analysis of Demand and Supply of Fertilizer in the United States." The objective of this research is to use econometric procedures to analyze the impacts of recent energy price increases on the fertilizer industry in the United States. Implications of such price increases for the farmers will be analyzed.

Major Professor: Dr. Angelos Panoulatos

1975 - 1978

Research Assistant - Department of Agricultural Economics, University of Kentucky

Research: Thesis title "Impacts of Alternative Energy Policies of a Kentucky Corn-Soybean Producer." In this study, a matrix of alternative energy policies was developed and interfaced with a linear programming optimizing model. The impacts of energy policies on farmers' net returns and acreage allocation between corn and soybeans were derived.

Major Professor: Dr. Garnett Bradford

I have developed information files in the following subject areas in developing countries:

1. Energy use in agriculture in developing countries - both Micro (farm level) and Macroeconomic aspects (Government policies)
2. Food, nutrition and health problems.
3. Inflation and balance of payments problems.
4. Human Capital development and education.
5. Institutional design and performance.

**Best Available Document**

## Travel and Language Experience:

Spent 6 weeks in the Ivory Coast and 6 weeks in Benin; 2 weeks in Britain.

Read and write French.

## AWARDS, PERSONAL RECOGNITION:

- Imicron Delta Epsilon, Pi Gamma Mu
- President, Graduate Student Club, Department of Agricultural Economics University of Kentucky, 1978-79.
- President, International Students Association, Berea College, 1973-74.
- Seminar Committee, Department of Agricultural Economics, University of Kentucky, 1979.
- Nominee, Outstanding Master's Thesis Award, American Agricultural Economics Association, 1978.
- Captain, Berea College Soccer Team, 1973, 1974.
- Graduated Phi Kappa Phi, Berea College, 1974.

## PUBLICATIONS, SYMPOSIA

Effect of Energy Prices on Fertilizer Cost/Crop Price Relationships and Food Production. Manuscript prepared for the March 10, 1980 meeting with the FAO/ETAC, Rome, Ad hoc Working Party on the Economics of Fertilizer Use.

Effects of Energy Price Increases on Fertilizer Use and Crop Acreages. Presented at the Fifth Annual UMR-MEC Conference on Energy. University of Missouri-Rolla, 1978, Paoulatos, A., Debertin, D.L., and Fred Boadu.

Energy Prices and Farmers' Profits, Kentucky Farmer, 1978.

U.S. Education and Foreign Students Conference held by the National Association for Foreign Students (NAFSA). Hyatt Regency Hotel, Lexington, Kentucky, 1978.

Economic Analysis of Military Regimes in Africa. Symposium on Africa, held March 31, 1979, University of Kentucky.

## TEACHING OBJECTIVE:

Teaching and Research.

**Best Available Document**

## REFERENCES:

Dr. Angelos Papoulatos  
Department of Agricultural Economics  
University of Kentucky  
Lexington, Kentucky 40546  
606-257-2981

Dr. Kurt Ansel  
Director of Graduate Programs  
Department of Agricultural Economics  
University of Kentucky  
Lexington, Kentucky 40546  
606-257-3616

Dr. Russell Brannon  
Department of Agricultural Economics  
University of Kentucky  
Lexington, Kentucky 40546  
606-257-3616

Dr. David Debertin  
Department of Agricultural Economics  
University of Kentucky  
Lexington, Kentucky 40546  
606-257-1636

Dr. Alan Randall  
Visiting Professor  
Committee on Public Policy  
University of Chicago  
Room 416  
1126 East 59th Street  
Chicago, Illinois 60637  
312-753-4570

Best Available Document

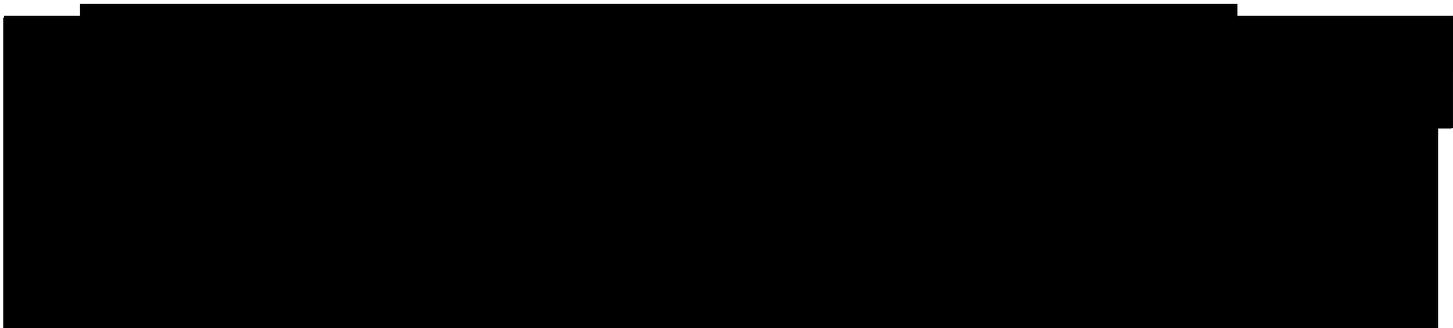
Tuskegee Institute  
Program for International Development  
Tuskegee Institute, Alabama 36088

BIO-DATA PROFILE

September 1980  
Date

George Everett Cooper  
Name

PERSONAL INFORMATION



EDUCATION

Institution	From/To	Degree/Major Field
Univ. of Illinois	1969/72	Ph.D., Animal Nutrition
Tuskegee Institute	1967/69	M.S., Animal Science
Florida A & M Univ.	1963/67	B.S., Animal Husbandry

PRESENT POSITION

Dean, School of Applied Sciences, Tuskegee Institute  
Training Coordinator for Upper Volta Livestock Project  
(funded by USAID, coordinated by SECID)

RESEARCH EXPERIENCE (Include in-progress research)

- 1967 Aquatic Entomology (Florida A & M Univ.)  
1977 Dairy Goats in Agricultural Development

POSITIONS HELD (Include year, position held)

- 1972-77 Coordinator of International Programs in Agriculture  
Coordinator of the USAID/211-d Grant on Tropical  
Livestock Production  
1977-79 Chairman, USAID/211-d Consortium on Tropical Livestock  
Production (Tuskegee Inst., Purdue Univ., Texas  
A & M Univ. and Univ. of Florida - Gainesville).  
1979-81 Chairman, Tuskegee Inst. Analytical Studies Group  
Training Coordinator, Upper Volta Livestock Project.  
Co-Chairman, Assoc. of 1980 Deans and Directors of  
Resident Instruction.  
Member, Joint Research Committee of the Board for  
International Food and Agriculture Development.

TEACHING EXPERIENCE (Include Institution, course taught)

- Tuskegee Institute: Animal Nutrition  
Introduction to Animal Science  
Beef Cattle Production

PROFESSIONAL PAPERS

- Cooper, G.E., F.C. Hinds and J.M. Lewis. The Nutritive Value of  
Sheep Feces. J. Animal Sci., 1972. 34:359 (Abst.)  
Cooper, George E. and Glenn R. Howze. A Survey of Livestock  
Producers in Guyana (1975). Conducted in cooperation with the  
Guyana Ministry of Agriculture and USAID.  
Cooper, George E. Livestock Breeding Herds for Small Producers.  
1976. Presented at the Workshop on Livestock Smallholders and  
Small Pastoralists. June 14-17, 1976. Winrock International.  
Glimp, H.A., H.A. Fitzhugh, R.O. Wheeler, T.D. Nguyen, A.  
Martinez, G.E. Cooper and R.D. Child. 1977. The Role of Sheep  
and Goats in Agricultural Development - A State of the Arts  
Study. Report of a Study conducted by Winrock International  
and co-sponsored by USAID/TAB Livestock.

THESIS TITLES

Ph.D. Thesis Title: The Nutritive Value of Sheep Feces  
M.S. Thesis Title: Degradation, Metabolism and Disappearance  
of Diuron in the Rumen

FOREIGN EXPERIENCE (Include work and travel)

AFRICA Senegal, Mali, Chad, Cameroon, Nigeria,  
Tanzania, Botswana, Swaziland, Kenya,  
Upper Volta

SOUTH AMERICA: Guyana

CENTRAL AMERICA: Mexico

PROFESSIONAL & OTHER ORGANIZATIONS

American Society of Animal Science  
Optimist International

HONORS

Outstanding Educators of America (1975)  
Gamma Sigma Delta  
Sigma Xi

AREAS OF SPECIAL INTEREST

University Instruction, Research and Administration, International Agricultural Development, Laboratory Evaluation of Forages, Utilization of Non-Competitive Feed Resources, Dairy Goat Production and Management, and the Role of Small Farmers in U.S. Agriculture.

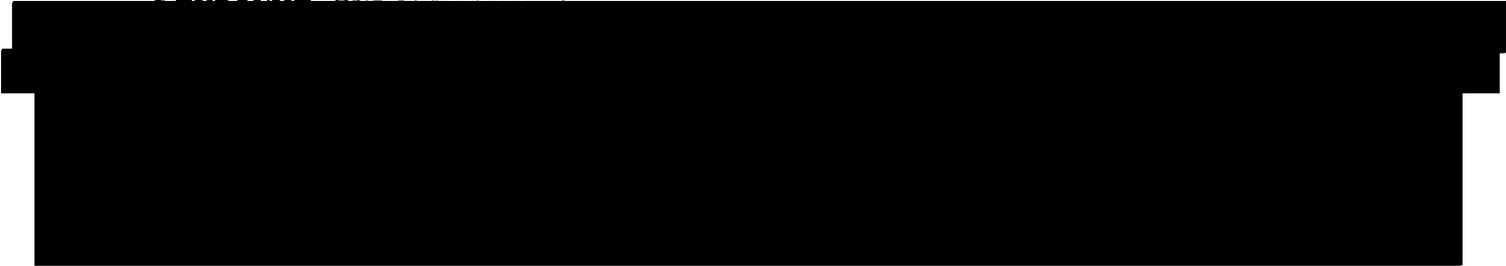
Tuskegee Institute  
Program for International Development  
Tuskegee Institute, Alabama 36088

BIO-DATA PROFILE

September, 1980  
Date

Laurie Walker Morgan  
Name

PERSONAL INFORMATION:



EDUCATION:

<u>Institution</u>	<u>From/To</u>	<u>Degree/ Major Field</u>
Warren Wilson College	1973-77	B.A.; Sociology/Education
Tuskegee Institute	1980-pres.	Adult Education Business Administration

PRESENT POSITION:

Project Coordinator, Center for Rural Development  
(Tuskegee Institute)

WORKSHOPS & SEMINARS (attended within last 3 years):

Proposal Writing Workshop. September, 1981. Tuskegee Institute.

"Responding to the Needs of Rural Women." May, 1981. Frankfort, KY. (sponsored by the Southeast Consortium for International Development)

"Women and Development: Collaboration for Action." March, 1981. Tuskegee Institute.

"Role of U.S. Universities in International Rural and Agricultural Development." April, 1980. Tuskegee Institute.

FOREIGN EXPERIENCE (include work and travel)

Mali, summer 1978.

Romania, spring 1974.

LANGUAGES

French, English

OTHER INFORMATION

Participated in Intensive French Language Training Program, Summer, 1981; Tuskegee Institute.



- 1973-1978 Peace Corps/Mali, Language Coordinator/Instructor
- 1974-1975 Research Assistant for Dr. Karen Courtenay (UCLA) on a Bambara/English Dictionary; Patrick McNaughton (Yale), John W. Johnson (Indiana University), and Dr. Charles Bird (Indiana University)
- 1970 Tour Guide/Director for French Youth Group
- 1969-1970 Tour Guide for Mali Tourist Office

Workshops

and Seminars: October 1981

- African Studies Association's Meeting at Indiana University, Bloomington; Chairperson of the panel on Education in Africa
- April 1980 Tuskegee Institute Conference on "The Role of US Universities in International Rural and Agricultural Development;" moderator for the session on Development Policy: Resource Allocation and Outcomes
- 1977 Peace Corps/Senegal workshop to train new language instructors in Dakar
- TEFL workshop organized by Peace Corps in Bamako, Mali
- 1976 Directed and coordinated Language Workshop for Malian instructors in Bamako, and Peace Corps TEFL Language Training Program
- Participated in TEFL seminar under auspices of Malian Ministry of Education
- 1975 Participated in the San Francisco State University Summer Institute on American Culture and Language as the leader of the African sub-group
- 1974 Member of the committee in charge of reviewing the TEFL curriculum for Malian Lycees

Languages

Spoken: Fluently--English, French, Bambara and Wolof  
(good writing ability in French and English)

Other

Languages studied: Latin, Greek and German

Hobbies: Photography, Yoga, and Martial Arts

Travel Experience: Senegal, Mali, France, and the United States

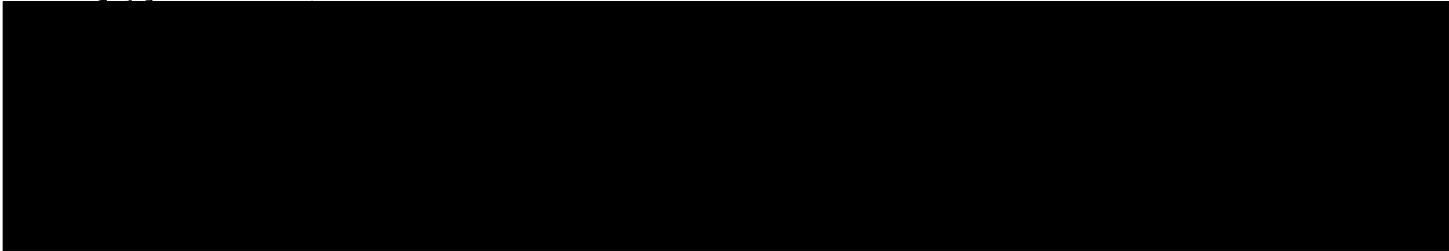
References: Available on request.

Tuskegee Institute  
Program for International Development

September, 1981  
Date

Charles S. Morgan  
Name

PERSONAL INFORMATION



EDUCATION

Institution	From/To	Degree/Major Field
Warren Wilson College	8/70-12/74	E.A.; Sociology
Tuskegee Institute	1/80-Present	M.S.; (in progress) Plant Science

PRESENT POSITION

Student - Agricultural Science  
Graduate Research Assistant - 211-d Project

RESEARCH EXPERIENCE

Production Economics Study for USAID in Bakel, Senegal  
(Summer, 1981)

Preliminary Survey - Farm Management Planning Workshop, Mali  
(Summer, 1980)

Blueberry Breeding Program (Research Assistant), Tuskegee  
Institute Dept. of Agriculture  
(January, 1980 to present)

## PROFESSIONAL PAPERS

"Bakel Small Perimeters Production Economics Study"  
USAID/Senegal, 1981. (in collaboration)

## WORKSHOPS & SEMINARS

Women and Development: Collaboration for Action.  
Tuskegee Institute, March 1980.

Project Design and Evaluation Seminar.  
USAID/Washington, September 1980.

Role of U.S. Universities in International Rural and  
Agricultural Development.  
Tuskegee Institute, April 1980.

## FOREIGN EXPERIENCE

1981 AID Short Term Project, Senegal  
1982 AID Short Term Project, Mali  
1978-79 USAID/Mali, On Site Project Analyst for a rice and  
sorghum project (Gao, Mali)  
1975-77 Peace Corps/Mali, Animal Health

## LANGUAGES

French, Songhai

## PROFESSIONAL & OTHER ORGANIZATIONS

Association for the Study of Arid Lands  
African Studies Association  
George W. Carver Plant & Soil Science Club (T.I.)

September 11, 1981

C U R R I C U L U M            V I T A E

Mamadou    K E I T A

ADDRESS:



BORN:

PRESENT OCCUPATION:    Student worker with the 211-d Project of Tuskegee Institute Center for Rural Development. Major tasks include translating documents from English to French, helping to compile and bind reports, proofreading and editing French versions.

EDUCATION:

LONG TERM TRAINING:

PRESENT: Undergraduate student at Tuskegee Institute majoring in Agribusiness Education; Classification: Junior.

1962-64 Teachers Training College, Katibougou, Mali  
Diploma: Diplome d'Ecole Normale

1964-65 Teaching Certificate earned: C.A.P.

1959-62 College Moderne de Bamako, Mali. Certificate earned: B.E.P.C.

1952-58 Elementary School of Koulikoro, Mali. Certificate earned: C.E.P.E.

SHORT TERM TRAINING:

1978 Project Management Course - Rabbat, Morocco  
Certificate earned: Syracuse University Project Management Certificate.

1969 Workers Union Training Course, Bamako, Mali

1965 Foreign Language Teachers' Course in Bamako, Mali  
Course Completion Certificate

EXPERIENCE:

- 1978-79 Senior Project Assistant - Agricultural Development Office of USAID/Bamako, Mali - Major fields of activities included participation in agricultural Project Designs and Evaluations- Organization of Seminars and Workshops - Project Monitoring.
- 1977-78 Project Assistant, Agricultural Development Office of USAID/Bamako, Mali with assistance agricultural Project Designs et evaluations - Project coordination between the Host Country and USAID.
- 1976-77 Guide/interpreter English, French, Bambara in the Agricultural Developmant Office of USAID/Bamako, Mali
- 1975 Interpreter English, Bambara, French for the shipyard of Koulikoro, Mali
- 1975-76 Teaching English, French and Geography at Ecole Mamadou Konate Bamako, Mali (Secondary School)
- 1964-75 Teaching English, French, History, Geography, Biology and Gym in the secondary school of Tacharane (Gao), Mali
- 1974-75 Secretary General of the Youth Organization of the city of Koulikoro, Mali
- 1970-75 Secretary General of the Teachers' Trade Union of Koulikoro, Mali
- 1967-68 Coordinator of the overall Youth Activities of the County (cercle) of Koulikoro, Mali
- 1966-67 Organization Secretary of the Youth Organization of the County of Koulikoro, Mali
- 1964-66 Political Secretary of the Youth Organizatton of Tacharane, Gao, Mali
- 1962-63 Organization Secretary of the Students Committee of the Teachers Collge of Katibougou, Mali

LANGUAGE PROFICIENCY:

Write, and fluently speak French, English and Bambara  
Speak Songhai fluently

Studied Russian and Arabic

HONORS AND AWARDS:

1981 International Students Association Certificate of  
Appreciatton

1981 Tuskegee Institute National Dean List

1978 Project Management Course Award of Syracuse Universi

1965 Teaching Certificate

1964 Teachers Training College Diploma

TRAVEL EXPERIENCE

Visited many countries in West Central Africa,  
Morrocco in North Africa and  
United States of America

HOBBIES

Reading - Volley-Ball

RESUME

Janie Carlisle

Personal Data: [REDACTED]

Marital Status--Single

Education: 1978-Present Tuskegee Institute  
Major: Sociology  
Expected Graduation Date: December 1981  
Expected Degree: BS  
Minor: Psychology

1974-1978 Tuskegee Institute High School  
Tuskegee, Alabama

1973-1974 Tuskegee High School  
Tuskegee, Alabama

1966-1973 Washington Public School  
Tuskegee, Alabama

Experience: January 1980-Present Secretary and Computer Operator  
Center for Rural Development  
Tuskegee Institute

1980-1981 Word Processor Operator  
Tuskegee Institute  
Tuskegee, Alabama

1980-1981 Computer Operator and Programmer  
Alumni Affairs  
Tuskegee Institute

1980-1981 Computer Programmer (run phone bill)  
Purchasing Department  
Tuskegee Institute

Summer 1981 Research Assistant  
Dr. Rhoda Johnson  
Department of Sociology  
Tuskegee Institute

Summer 1980 Research Assistant  
Dr. Richard Morse, Sr.  
Department of Sociology  
Tuskegee Institute

Summer 1979            Library Assistant  
                         Hollis Burke Frissell Library  
                         Tuskegee Institute

Summer 1978            Secretary  
                         South East Alabama Self-Help Association  
                         (SEASHA)  
                         Tuskegee, Alabama

                         Secretary  
                         Tuskegee Aviation--Moton Field  
                         Tuskegee, Alabama

January-May 1978      Library Assistant  
                         Tuskegee Institute High School  
                         Tuskegee Institute, Alabama

Summer 1976            Conservationist  
                         Youth Conservation Corps (YCC)  
                         Tuskegee, Alabama

Achievements and Honors:

Valedictorian: 7th Grade Graduating  
Class, Washington Public School, 1973-74

Member of the Junior Honor Society  
1974-1976

Inducted into the Society of Distinguished  
American High School Students, 1977-1978

Dean's List--Tuskegee Institute  
Spring 1979  
Spring 1980  
Spring 1981

Member of the Tuskegee Institute Honor  
Society, 1981

Inducted into the Alpha Kappa Delta  
Honor Society for Sociology, 1981

Inducted into the Alpha Kappa Mu  
National Honor Society, 1981

Recipient of the Monroe N. Work Research  
Award in Sociology, 1981

Positions Held: Secretary of the Junior Class, TIHS, 1977

Vice-President and Ms. French Club, 1979

Secretary of the Monroe N. Work Sociology Club, 1979

Vice-President of the MNW Sociology Club, 1980-1981

Other Pertinent Information:

Foreign Languages Spoken: French and Spanish

Computer Languages Used: BASIC

Hobbies and Sports: Football, Volleyball, Singing, and Reading

Teaching Experience: Tutored a Statistics Class in Computer Statistics,  
Fall 1980.

References: Available on request.

Tuskegee Institute  
Program for International Development  
Tuskegee Institute, Alabama 36088

BIO-DATA PROFILE

September 1980  
Date

Andrew Nforne Tanjong  
Name

PERSONAL INFORMATION

Address:

Phone:



EDUCATION

Institution	From/To	Degree/Major Field
Tuskegee Institute	1977-present	Rural Sociology/Economics (Undergraduate)

PRESENT POSITION

211-d Language Program Instructor (College Workstudy Program)

## Employment Experience

Summer, 1981            French Language Instructor, 211-d Project  
                         Tuskegee Institute

Summer, 1980            French Language Instructor, 211-d Project,  
                         Tuskegee Institute

1976-79                Language Instructor, College D'Enseignement  
                         Secondaire; Yaounde, Cameroon.

1974-76                French/English Translator, Tourism Board;  
                         Buea, Cameroon.

## WORKSHOPS & SEMINARS (Attended within last 3 years)

Summer, 1980            211-d Intensive French Language Workshop,  
                         Tuskegee Institute (Instructor).

April, 1980            The Role of U.S. Universities in  
                         International Rural and Agricultural  
                         Development, Tuskegee Institute.

August, 1978            Language Instructor's Workshop to Improve  
                         Language Training Techniques, Cameroon.

## FOREIGN EXPERIENCE

Travel Experience: Cameroon, Nigeria, Chad.

## LANGUAGES

French, Spanish, English.

## PROFESSIONAL & OTHER ORGANIZATIONS

1981     President, Society for Economic Advancement (SEA)

1980     Member, Society for Economic Advancement (SEA)  
          (Tuskegee Institute Chapter)

Honors

Fall, 1981            Academic Achievement Award,  
                         Tuskegee Institute Honor Roll

Fall, 1980            Academic Achievement Award,  
                         Tuskegee Institute Honor Roll

OTHER INFORMATION (INCLUDE SKILLS, INTERESTS, ETC.)

Athletic Interests: Soccer, Volleyball, Triple Jump  
                         and Long Jump.

Computers: Basic Language programming in statistics