'Hopes,' Not Dreams

By Oludiya Ogunyoye, Aduke Sodipe, and Amy Jean Knorr

If you were a young woman from Nigeria who had been studying for three years at The University of Arizona and were about to return to your homeland, what thoughts would cross your mind as you looked back on your years of study and ahead to your homecoming?

For Oludiya Ogunyoye and Aduke Sodipe such thoughts come in a flood; some of them seem trivial; some highly significant. All of them are a part of the picture of life and study in the United States which they will take home with them to Nigeria.

Memories of Arrival

These two young women recall the wonderful feeling of being met at Tucson Airport by a family from Families for International Friendship. They remember how kind their host families were in helping them settle into the dormitory. Then they describe the vivid memory of the loneliness they experienced that first night in the dormitory, when they realized they would be away from home for three long years in a country where money, food, and customs were strange.

Oludiya tells of seeing her name misspelled for the first time in what was to be a long series of mispronunciations and misspellings. Aduke recalls how peculiar it seemed to have in place of these words, "think" and "customs." She notes that it was so common to hear "think nothing of it." Both young women quickly mention the many things done by their dormitory resident director, their host families, their teachers and others to ease the adjustment period and make them feel comfortable. Over the three years, each young woman has made fast friendships with American families.

Scholastic Experiences

Miss Ogunyoye and Miss Sodipe are both honor students at the University. With two exceptions, the scholastic program they are completing is that required of any home economics education major. Because the problems concerned with clothing and textiles in their country are minor compared to those in nutrition, sanitation and child development, they were excused from one course in advanced clothing construction and another in textiles. In place of these they took courses designed to give them greater competence in nutrition and child development.

As they look back over their course work, they remember the difficulty they had in getting used to the American system of education. It was so different from the one at home, where examinations came at year-end and were essay type rather than objective. Even though their previous education had been in English, they often had great difficulty in making their teachers understand their questions because American ears were not attuned to their African-British pronunciation. Aduke and Oludiya found their course work hard and challenging with moments of fun and satisfaction. Not everything they learned seemed immediately applicable to Nigeria. As they say, "We learned American ways, but we kept thinking constantly about similarities and differences in the cultures of the United States and Nigeria."

Many of their teachers encouraged them in thinking about application of principles learned here to problems in their own country. For example, in their course in housing each young woman did a special project in planning for a food preparation and storage area for a Nigerian village home. In the advanced nutrition course, Aduke made a special study of anemia, and gained greater understanding of the cyclic anemia so prevalent at home.

Two academic experiences they recall as highlights in the total. Courses in child development provided a chance to observe and work with children in the nursery school. In this experience, Aduke and Oludiya saw illustrated in life the theories of child development they learned about in courses.

In the Home Management House where they lived for four weeks with five other home economics students, they had for the first time a chance to apply in a living situation what they had learned in their food and nutrition, home management and family relations courses. Above all else, they valued getting to live with American students in an intimate situation in which they could talk together about important questions.

Field Experiences

Throughout the three-year program, field experiences were included so that Miss Ogunyoye and Miss Sodipe might gain understanding of different aspects of American life, and also develop competences needed for their future work at home.

Each young woman lived for a week with a farm family, Oludiya with the Lamar Kemptons in Eden and Aduke with the Ted Larsons in Safford. They prided their opportunity to share household duties with an American family and to observe normal everyday family life. Oludiya comments, "From my observation, I discovered that basically families in America and Nigeria are not different. Many parents here and at home want the same things for their children: adequate nutrition, a healthy place to grow up, and a good environment for emotional development."

In a week on the Whiteriver Apache

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Indian Reservation, Elmer Lidstone, the agricultural agent, helped them to see and understand the health, housing, economic and educational projects on which the federal government and the tribal council were cooperating.

They were impressed with the self-help aspects of many of the programs, and were delighted with glimpses of the Apache culture gained through conversation with Mrs. Mary Riley and the Reverend A. A. Guenther. At Kinishba Ruins they found sherd that reminded them of early pottery in their own country. Oludiya summarizes her memories of the week in a sentence, "We observed how the Apache Indians are being helped in adjusting their cultural patterns to the dominant one."

At the end of their first year at the University, both young women spent two weeks with an Extension Home Economist to observe the purposes and operation of the Extension program. Aduke was in Pima County with Mrs. Ellen Kightlinger and Oludiya with Mrs. Ina Ward in Navajo County.

Later after they had taken course work in Home Economics Education, they participated in an extended field experience as part of their academic program. They worked for one four-week period with a home economics teacher and for another similar period with Extension home economists. Oludiya was with Mrs. Audrey Davies, Extension Home Economist in Mohave County, and Mrs. Mae Baldridge, Home Economics teacher in Parker High School. Aduke worked with Mrs. Evelyn Lewis at Antelope Union High School in Wellton and Mrs. Helen Wissner and Miss Shirley Weik in Yuma and Pinal counties.

Aduke and Oludiya approve the way both the home economics teaching and extension programs help people to improve themselves. Aduke cites examples from her extension experience: a clothing construction workshop for migrant women, classes which gave suggestions for using men's old shirts for children's clothing, and plans for a nutrition program for mothers of children in the Head Start program. Of these programs, she says, "When people learn to do something for themselves instead of waiting for someone to come and do it for them, they value it more."

**Learning Self Reliance**

In the high school home economics programs, they like the way students are learning to apply principles in dealing with life situations. In Aduke's words, "When a girl freshman class learns what principles to consider in selecting a pattern and to become skillful in using a pattern guide, she has knowledge she can use throughout her life, knowledge that will help her to save money when she has growing children."

Both young women found their greatest challenge and their greatest satisfaction in teaching was in the individual accomplishments of their students. Oludiya explains the challenge in these words, "My students were from different cultural backgrounds — Indian, Mexican, Caucasian, and American Negro — and they also varied widely in their abilities and motivation toward learning." She tells of what she did to arouse the students' interest in learning and how she could have jumped for joy when one girl who rarely participated in class began to take an active part.

These young Nigerian women experienced, too, the satisfaction of being regarded as teachers by their students. Aduke says that one of her most thrilling moments was when she found that the students respected her, a foreign student, as a teacher.

**Thoughts About Going Home**

When asked the question "What do you think about when you think of going home?" Oludiya's eyes twinkle. She responds, "How are my people? What do they look like by now?"

Then, seriously, Aduke says, "How am I going to apply at home what I have learned? That is the big question. It's one thing to learn all these American ways, but will they work at home? We've been away three years and we don't really know what the situation at home is. I'm not worried by the question but I am really thinking about it. The need of my people is so great."

And Oludiya echoes, "To the best of my ability I want to help my people have a better life. I know I will meet frustrations, but I am going to try."

**Child Nutrition Act Aids School Children**

The Child Nutrition Act of 1966 is helping close the nutrition gap for some of America's children.

In the past few months:
- A school breakfast program came to Villa Ursula School, on an Indian reservation in St. Ignatius, Mont., where 75 per cent of the families have an average yearly income below $2,000, and many children travel 25 miles to school.
- Kyrene School in Tempe, Ariz., entered the program because 99 per cent of the children busside to school from a 65-square-mile area. Most of the children are charged 15 cents for a breakfast which, on the first day, featured sliced peaches, scrambled eggs, hot biscuits and milk.
- Without a kitchen, dining room, tables or chairs, Our Lady of Guadalupe School, Del Rio, opened the first school breakfast program in Texas. More than 200 students ate nutritious breakfasts of oranges, sweet rolls and milk. As soon as kitchen and dining room equipment are installed Sister Maria Felisa, the principal, pointed out, "our menu will include hot cereal, hot breads, eggs, bacon, ham, and other breakfast proteins."