

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE — FAMILY

Part Three:

INTERVIEW RECORDS
FOR WEST AFRICA AND THE CARIBBEAN

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PREFACE

The Report of the Preproject Reconnaissance Study Quality of Life-Family is divided into three parts:

Part 1: Summary of Data and Recommendations for West Africa and the Caribbean.

Part 2: Data for West Africa and the Caribbean.

Part 3: Interview Records.

Though the Study was conducted over a four month period by a two-woman team, the project has focused sixty-six combined man years of foreign service at Howard University on Quality of Life factors. The Howard Team and the Department of Home Economics express appreciation to the Agency for International Development for the grant which funded this project and provided the opportunity to design a larger Quality of Life Program.

Cecile H. Edwards
Project Director

NOTES FROM CONFERENCES IN WEST AFRICA
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY

SIERRA LEONE

1. INTERVIEW WITH MRS. T. AISIE LUCAN, INSTITUTE OF EDUCATION
UNIVERSITY OF SIERRA LEONE

A. FAMILY GROUPINGS IN SIERRA LEONE

1. Largest or majority is the Extended Family where relatives or wives live together (polygam system).

B. WHAT ARE THE GREATEST NEEDS OF FAMILIES?

1. Education.
2. Need to organize so as not to put younger ones at a disadvantage; younger ones do not have enough time to study because of house work or tasks assigned to them in the home.

Would not want to interfere with the polygam system.

Polygam - these persons can have many wives because the persons hold positions in their tribes or religious beliefs exist which permit this.

3. Polygam wives need help to occupy their time to avoid getting frustrated.
The polygam wife does not get as much attention from the husband.
She needs help in being useful, using leisure time.

A polygam wife may do "Gara", which is dyeing cloth.

Wives would like

- a. new crafts to enhance their earning capacity
- b. lessons or help with agriculture and gardening
- c. small tools to be more productive.
(The man makes furniture).

2. INTERVIEW WITH DR. L. J. SOGBANDI, IN CHARGE OF THE IN-SERVICE PROGRAM, CONTINUING EDUCATION, INSTITUTE OF EDUCATION, UNIVERSITY OF SIERRA LEONE

A. FAMILY STRUCTURE

Husband is in control of everything. Must first convince him. He makes the sole decision and the ultimate decision.

Interview with Dr. Sogbandi (continued)

There is a hierarchy of wives. The senior wife is in charge. Junior wives go through to the man from the senior wife.

B. PRIORITIES OF THE MAN

Husband would be pleased with his wife if she could do these things better:

1. cooking. He wants to have a good meal when he returns to the house.
 - a. being polite to guests.
2. agriculture.
3. crafts to earn additional income.

Wife looks up to her husband. Money is not really a factor in Freetown.

C. FAMILY UNIT EDUCATION

would be a new approach.

Parents are in a class with themselves. The family gets together for prayers.

Family unit teaching would be new.

3,4,5,6.

CONFERENCE AT FOURAH BAY COLLEGE OF THE UNIVERSITY OF SIERRA LEONE WITH DR. DURKAYI IN SOCIOLOGY, DR. SINGH IN DEMOGRAPHY, DR. MILLS IN EDUCATION, AND DR. LEMON JOHNSON, REGISTRAR

A. MAJOR PROBLEMS OF FAMILIES

1. health.
2. water borne diseases.
3. nutrition - need better quality of food. Most families cook for hours.

In Education there is more quantity than quality.

Level of illiteracy is still high. The Department of Extramural Studies at the university tends to be too academic.

"O" level is passport to a lot of jobs.

B. PRIORITY NEEDS FOR SIERRA LEONE

1. Education.
2. A certain amount of industrialization to earn money.

Social Welfare offices are found in some areas. There is a Ministry for this.

The Institute of African Studies, Mr. Hiatt, is studying the sociological aspects . . . effect of new transportation route on the culture of the people. (Road)

Interview with Dr. Dumbayi, Dr. Singh, Dr. Mills, and Dr. Johnson (continued)

Dr. Johnson: Feels that the government and University of Sierra Leone would welcome a program in family life education in Sierra Leone.

Fourah Bay College is over 100 years old. It has not set up links for student exchange because of lack of dormitory space and lack of funds for buildings. In 1827, the college was founded by Christians.

Missionaries trained slaves; college was built of the timber of ships which brought the slaves.

Its first departments were theology and the humanities. In the early 1940's government helped universities to add economics, social studies, and accounting.

Dr. Dumbayi: Sierra Leone is still a tribal society. There are 12 endogenous tribes; the 1963 census shows 18 ethnic groups.

C. FAMILY LIFE PATTERNS

All families practice polygamy. The Islam religion permits this. Christians practice monogamy (theoretically).

Dr. Singh (a statistician): 80% are illiterate and live in rural areas.

D. THE MAJOR CATALYST TO IMPROVED QUALITY OF LIFE

1. Education which will bring
2. Jobs which will
3. Improve status.

There are a lot of cultural factors involved.

1. Sexes.

More males go to school. The Islamic principle dictates that the man be educated. The man is expected to continue his descent group.

A guess as to division of monogamy is 50%; polygamy 50%. There are no census data to support this.

E. FAMILY LIFE PATTERNS (CONTINUED)

Rural life pattern is around agriculture.

Dr. Singh doesn't feel that the husband would help the wife to bring in more income.

Women engage in the petri trade, and buying (selling) fish.

Husband would permit Gara dyeing and trade, that is, management of marketing. (These are subjects he would permit his wife to learn.)

Interview with Dr. Dumbayi, Dr. Singh, Dr. Mills, and Dr. Johnson (continued)

Income comes from trading which wives do. The family helps to make items for trade.

Senior wife establishes rapport with second wife and may select her as an assistant. First wife is channel for other wives to the husband and harmony is developed with other wives through her.

In the Islam religion, there are traditional taboos.
Breast feeding 18 months to 3 years. No sexual intercourse while the woman is breast feeding. During the period of menstruation the husband restrains himself because he feels the wife is unclean.
Pregnant women cannot touch or eat certain things. Eggs, fish in some tribes.
Taboos are different for creoles.

In the Western area, education is most extensive. Wife and husband both earn the living for the family.

In rural areas, men and women go to the farm: stay until late and return home together.

In the Freetown area, in the educated family, the husband goes to work, the wife goes to trade.

- F. WAYS TO IMPROVE THE QUALITY OF LIFE
 1. Increase production of agriculture.
 2. Give education about balanced diets, how to rear family, correct eating habits.

In the rural family they have their own ideas.
1. Need nutrition education.

New ideas must go to the husband first.

There is a 1.5% population increase per year.

- G. PRIORITIES (DR. SINGH)
 1. Carry out research to understand what the population is and what their problems are.
Sierra Leone is 35% Moslem and 65% Christian.
Need research.

CARE foods are available to children.

- H. APPROACH TO A FAMILY LIFE EDUCATION PROGRAM
If the program is intended for the entire village, inform head of the village.

Interview with Dr. Dumbayi, Dr. Singh, Dr. Mills, and Dr. Johnson (continued)

FOR EDUCATION TO BE EFFECTIVE OR FUNCTIONAL:

1. Must understand values (about people and regarding food).
2. Must perceive why a man is not eating a food.

University is collecting data on family planning in Freetown. People think this is against the will of God. Must know how to reach the people if the program is to be effective.

I. WHAT DOES A VILLAGE MAN WANT MOST IN LIFE?

1. He is happy if crops are growing well. If it is a lean year, he is not happy.
2. His livelihood is more important. If farm is producing he has food to feed his family and for cash.

J. CULTURAL PATTERNS

Children are trained according to special rules:

There is a secret society called BONDO for girls; lasts three years. After puberty, the girl is initiated; she is then ready for marriage; son will bring wife in. Girl stays in bush for one year. She is taught cooking, care of husband, given education about managing the home.

This is a secret cultural indoctrination.

For males, the secret society is called PORO. The male is trained in citizenship; the role division is very strong. Men will pound rice, build bath place.

Not much television, or discussion programs.

Dr. Singh: Research needs to be done to know the barriers one would face in carrying a program to the people. It must be a practical effort to know problems of Leone.

People believe that children who eat fish will develop worms and die. When you find out why they believe this, then you can develop a program for them.

K. HOW TO APPROACH THE PROBLEM

The American Home Economics Association will set up a workshop on family planning here.

1. Suggest that a first step in a program is to sponsor a Seminar to bring in an interdisciplinary flavor and develop an awareness of what will be done.

Milton Margal College has a home economics program.

Interview with Dr. Dumbayi, Dr. Singh, Dr. Mills, and Dr. Johnson (continued)

2. Dr. Dumbayi suggested that a workshop should be sponsored to discuss the problems of family life education, 2 to 3 days in length.

Such a workshop could set up the machinery to collect material (on family life patterns) from the field.

An article on the social effects of industrialization appeared in the African Research Bulletin.

7. INTERVIEW WITH DRIVER OF THE UNIVERSITY OF SIERRA LEONE LANDROVER ON WAY FROM NJALA UNIVERSITY COLLEGE TO FREETOWN
Mr. Ys Tulay

- A. MOST IMPORTANT NEEDS OF FAMILIES IN SIERRA LEONE
 1. More hospitals.
 2. More education.

8. INTERVIEW NO. 1 WITH THE DEAN OF THE CATHEDRAL, MR. PALMER, IN FREETOWN

- A. TRENDS IN FREETOWN
 1. More teachers are being trained.
 2. More schools are being built.

His wife is Principal of the International School of Nursing.

- B. THE ESSENTIAL BASIC FOOD IS CARBOHYDRATE
The cost of food is prohibitive. An ordinary man can ill afford one balanced meal.
They have 3 meals a day. Price is 14 leones for a 168 pound bag of rice, or 12 cents a pound.

- C. WHAT ARE THE MOST IMPORTANT NEEDS OF FAMILIES?
 1. Food.
 2. Shelter.
People pay high for accommodation. 50 leones per month for room for the family of the high school teacher, unfurnished.
 3. Transportation.

Very few people have their own gardens.

9. SEMINAR ON CURRENT DEVELOPMENTS IN THE FIELD OF SOCIAL WELFARE AND COMMUNITY DEVELOPMENT IN AFRICA

Theme: Social Work as a Profession in Africa

July 2-5, 1973

(Some selected sessions were attended by Dr. Edwards and Miss Graves)

Chairman's opening remarks . . . Dr. S. T. Matturi, Principal of Njala University College.

Address by Mrs. R. O. Forde, Chief Social Development Officer, Ministry.

Kenote Address: Mr. W. Karberg, Director, Information Center.

Vote of Thanks: Mrs. M. J. T. Kamara, Principal Social Development Officer, Ministry.

Talks: Social Work and Rural Development

The Cooperative Movement and Its Relationship to Social Development in Africa

Agriculture as a Contributing Factor to Social Development

Role of Engineers in Rural Development

Functional Literacy as an Aid to Social Development

Social Welfare Services and National Development

Social Welfare Practice in Sierra Leone

Community Development: an Aid to National Development

The Role of the Local Government in Social Development

The Mass Media as a Tool in Social Development in Africa

Education as a Tool in Social Development

Copies of these speeches were secured. Speakers included the Registrar of the Cooperative Department, Chief Agriculturist of Sierra Leone; Professional Head, Ministry of Works; Permanent Education Officer, Planning; Principal Social Development Officer, Ministry; Assistant Secretary, Ministry of Interior; Director, Sierra Leone Broadcasting Service; Deputy Chief Education Officer, Ministry.

Other speeches:

The Role of the Municipal Government in Social Development
National Planning and Social Development

Notes of interest from the Seminar:

Social workers can use their special know how in human dynamics.

Modern man must exploit his environment so as to provide a higher standard of living.

A. PROBLEMS OF FAMILIES

Migration, malnutrition, high rate of infant mortality, inaccessibility to interior lands.

Women are making contributions.

B. PROGRAMS NEEDED IN AFRICA

Self-help, home improvement, child care, and home economics. A high percentage of the people live in rural areas with low standard of living. The government is now focusing attention on rural areas.

Social welfare is an organized function to enable families to cope with specific problems.

- C. "SOCIAL WELFARE SHOULD PLAY A MAJOR ROLE IN DEPLOYMENT OF HUMAN AND MATERIAL RESOURCES. SHOULD SET UP MACHINERY TO TRANSFORM EXPERIENCES OF SOCIAL WORK TO MEANINGFUL PROGRAMS FOR DEVELOPING PRACTICAL AND EFFECTIVE SYSTEMS OF EDUCATION FOR IMPROVEMENT OF THE QUALITY OF LIFE."

10. INTERVIEW WITH A NURSE

There is more kwashiorkor in Western State.

The two greatest problems in Sierra Leone are worm infestations and anemia. Measles, whooping cough and diarrhea are less.

There is a lot of meningitis. The families need good sanitation.

A. PRIORITIES IN WESTERN NIGERIA (AS VIEWED BY THE SIERRA LEONEAN)

1. Cars.
2. Mother.
3. Girlfriends.
4. Children.
5. Wife.
6. Dress.
7. Big parties.

B. THE PRIORITY IN SIERRA LEONE IS HEALTH

Nigeria is more prosperous; more hard working.

The British squashed Sierra Leonean skills; they lost the art of doing things. Nigerians wanted to get educated and on. Sierra Leoneans aspired to white collar jobs.

Not many Nigerians are monogamous. Women keep what they acquire separately from that of men.

No tribal customs permit woman to have more than one husband.

C. CUSTOMS OF TENIES (A TOWN IN SIERRA LEONE)

1. Man marries wife;
2. Inlaws are suspicious if she doesn't have lovers;
3. Man beats wife to call name of her lover;
4. When she calls names, she is no longer chastized;
5. Man takes case to court;
6. Inlaws pay fine;
7. Man brings that fine was paid.

Interview with a nurse (continued)

Joint decision-making does happen. It is very cleverly done by the woman.

D. FAMILY UNIT EDUCATION

Could teach family as a unit through films, transistor radios.

Males want wives to improve, would welcome for them to be given family life education.

There is a marked difference between tribal people and creole people. Standard of maternal care has improved.

"She went to a shop. They had trimmings for dresses. There were 3 pregnant women there from a village getting ready for retirement. They bought powder, vests, bandages, housecoats."

Casa Town Boy is her brother's book.

Only two rainy seasons, rainy or dry. No rain for 6 months.

Farmers put in okra and vegetables. This is a subsistence economy.

11. INTERVIEW WITH CAB DRIVER

A. MOST IMPORTANT NEEDS OF PEOPLE IN SIERRA LEONE

1. More equipment.
2. More rice.

Schools are not free, even in village.

There are 3.5 million people in Sierra Leone.

B. THE COOPERATIVE MOVEMENT CAN PROVIDE A MEANS OF GETTING THINGS DONE

1. Stimulates economic and community development.
2. Can improve economic and social conditions.
3. Integrates social welfare.

Of about 640 original cooperative movements involving both males and females, women broke off in about 300 and these 300 have proved by far to be the most successful.

The cooperative system is not working to the advantage of the family.

Might benefit from group marketing.

C. VOLUNTARY ORGANIZATIONS

1. CARE - jointly sponsored by the government and Ford Foundation.

Interview with cab driver (continued)

2. Catholic Relief Service Program . . . Commodities, flour, oil, cornmeal, bulgar, dried milk to the people.

Cooking is introduced in Class 7 in the schools.

D. PROGRAMS FOR THE PEOPLE

1. Maternal and child health.
2. Ministry of Health, Ministry of Education and Ministry of Social Welfare have adult education.

12. INTERVIEW WITH MRS. JOSEPHINE AARON COLE, MINISTRY OF EDUCATION, NEW ENGLAND, FREETOWN

Mrs. Cole is senior organizer of home economics.

A. PRIORITY NEEDS OF PEOPLE

People need help toward better living conditions and nutritional status. Some do not understand what they have. Need teachers to help people make best use of what is available.

B. WHAT IS THE GOVERNMENT DOING FOR THE PEOPLE?

1. Goes to compounds to rid them of mosquitoes.
2. Provides health service and visits to compounds.

C. VOLUNTARY ORGANIZATIONS

Volunteer organizations develop attitudes in self-help. This must be gradual.

1. Community Service Association.
2. Y.W.C.A.
3. Home Economics Association
not limited to home economists, includes social welfare, working people.
4. Planned Parenthood Association.
5. Care of the Handicapped.

D. PRIORITIES OF THE GOVERNMENT

1. Development of nation as a community.
2. Raising standard of family living.

13. INTERVIEW WITH MRS A. M. DAVIES

A. GOALS OF COMMUNITY DEVELOPMENT

1. Economic development and more
2. Practical community advancement.

14. INTERVIEW WITH MR. ALLEN, ADULT EDUCATION

A. WHAT DO FAMILIES NEED MOST?

1. Better surroundings.
2. Better education.
3. Better health.

15. GOVERNMENT PROGRAMS FOR THE PEOPLE AS STATED IN THE TEN YEAR PLAN OF ECONOMICS AND SOCIAL DEVELOPMENT FOR SIERRA LEONE

1974-79 Five year projection now being worked on by the Ministry of Development.

16. TALK ON MASS MEDIA AT CONFERENCE ON SOCIAL WELFARE

A. QUOTATION

"In Africa it is a waste of time to concentrate on newspapers unless they are in the various languages. Use radio: it reaches a large audience simultaneously in all languages at the same time.

Audience contains people at different levels of intelligence; the message has to suit the palate of the day. Most be sure that people at the lowest levels can understand.

When you want to give a message to people, give it to the chief. He will receive it and will reconstruct it before giving it to the people.

Media itself can do many things and can aid a lot. Media can aid work of social welfare. Moves into an area of extension communications.

Mass media has an extension role in bringing about change. Traditional, transitional, modern cultures are here.

Mass media can provide the service and explain it to people.

The media provide a bridge between the program and the people."

B. GOVERNMENT PROGRAMS FOR THE PEOPLE

1. Lassa Fever . . . inoculations for smallpox, yellow fever, vaccines.
2. Maternal and Child Health Clinics, WHO, CARE, Catholic Relief Service.
3. Clinics.
4. Nurses, public health.

The government goes out to all villages through the Social Welfare Department. Banned mix is given to children and expectant mothers.

Talk on mass media at conference on social welfare (continued)

There is a Government Nurses Training School, a School of Hygiene for Public Health Workers.

Medical care is heavily subsidized by the government.

To get to the people in a village, a meeting with the Chief must be held to get approval. Talk with a few persons; work through the village development committees.

The university needs a worker in each village. Sometimes the village development officer is brought in.

17. INTERVIEW WITH JOSEPH FINDLAY, AGRICULTURAL EXTENSION SPECIALIST, NJALA UNIVERSITY

A. WHAT DO FAMILIES NEED MOST?

1. Health.
2. Education.

Someone needs to be right there in the village.

See Ten Year Plan for Economic and Social Development for Sierra Leone 1962-63 - 1971-72.

18. INTERVIEW WITH MRS. DILSWORTH, LIBRARIAN, FREETOWN

A. FAMILY UNIT EDUCATION

Teaching the illiterate family (man plus wife plus children) would be difficult for polygamous family. Could do for monogamous family.

Difficult to get polygamous family together.

Problems: rivalry, familial problems, intrusion of relatives, sickness, death.

Much more difficult to teach polygamous family.

Would endorse the idea of family life education.

There should be research on the problems involved.

B. WHAT ARE THE TEACHABLE MOMENTS FOR THE FAMILY IN SIERRA LEONE?

The teachable moment depends on the locality.

Any time after workers have returned from field. Between 6:00 and 7:00 P.M., in farm areas 7:00 to 8:00 P.M.

Season is important. During brushing season, cannot.

Islams - can get on Friday.

Teachable moment depends on the season, day of the week, or time of day.

Interview with Mrs. Dilsworth (continued)

C. FAMILY UNIT EDUCATION

This is a NEW FIELD. Various methods of adult education have failed.

19. INTERVIEW NO. 1 WITH MISS PAMELA THOMPSON CLEWRY, HEAD, DEPARTMENT OF HOME ECONOMICS, NJALA UNIVERSITY COLLEGE OF THE UNIVERSITY OF SIERRA LEONE

A. The Njala College provides the following agricultural extension services:

1. Mechanical cultivation of rice. Tractors are kept in agriculture. Villages hire machines through agricultural extension.
2. Involvement of people in planning activities through interchiefdom planning committee. There are 4 paramount chiefs in the area. People tell extension what they want done.
3. Promote inland valleys for development. Vegetable crops, beans, peppers, cassava, corn could be grown.
4. Illiteracy program for adults. Program trains adult teachers, one of which stays in the village and teaches the villagers.

The university is trying to develop a new program: Combination of Health, Home Economics, Agricultural Extension working together, sponsored by the FAO, UN Population Fund.

5. Medical services are given to the villages through the health center.

20. INTERVIEW NO. 2 WITH REV. G. O. L. PALMER, DEAN OF THE ANGLICAN CATHEDRAL, FREETOWN, SIERRA LEONE

One of the leading problems is the high cost of living. A high school teacher fresh from school will make 1,300 leones per year. An unfurnished place with 1 bathroom, living room, dining room, and 2 bedrooms costs 50 leones per month. A 168 pound bag of rice costs 14 leones or \$20.00 or 12 cents per pound. A half pound of margarine costs 0.35 leone or \$1.00 per pound. Butter is higher.

Food prices generally are higher than in the United States.

The church (Anglican) founded the first high school in 1835. Many people cannot afford an education, as schools are not free. Therefore, education cannot be made compulsory. The number of teachers is increasing as there are now 5 teacher training colleges.

There are not enough teachers to provide general public education. The Anglican Church is growing slowly. There is cooperation with other denominations, including Catholics.

21. INTERVIEW WITH DR. J. M. TAYLOR-PEARCE

Aim of education is to enable individuals to realize themselves. Social development is the process of movement in a desirable direction.

Population explosion is an example of quantitative increase but not necessarily quality.

Forward movement is not necessarily implicit in discussion of social development.

A. CONTRIBUTIONS WHICH EDUCATION CAN MAKE

Sees education as pursuing duties for free people:

1. Interest of knowledge,
2. Interest of people, and
3. Interest of society are intertwined.

Disinterested pursuit of knowledge, wisdom, through pursuing research and teaching exploration.

A lagging society would not progress.

The educational interest in people: Aim to help him develop attitudes and appreciation of people. The individual's attitude affects his appreciations.

No man has absolute education.

Education has a function for social objectives. Must preserve and transmit the cultural heritage. Role of education is to bring about cultural innovations and transmission of social mobility. Education helps one to improve social mobility.

Family system helps the child to develop viable attitudes and appreciations. Only the educational system is formally established to carry this out.

60% of the people live in cities. Investment in the city has not kept pace with growth. Better facilities in the cities.

The Central Government serves as a vehicle for implementing social development policies; good sanitation.

B. NEEDS OF GOVERNMENT

1. There is a lack of vital information; municipalities need statistical data.
2. Need approach to urban problems.
3. Need ordinary things of life.
Relatively few have capitol systems.
4. Lack of strong administrative systems for carrying out program.

C. SOCIAL IMPEDIMENTS

1. Adverse social attitudes do not allow experimentation.
2. People reluctant to move into new areas.

Interview with Dr. Taylor-Pearce (continued)

3. Must have the cooperation of the people for whom service is rendered to be successful.
4. With economic development goes social development.

D. NEEDS OF THE PEOPLE

1. Additional revenue.
2. Increase services to the urban dweller.
3. Take over strong social services.
4. Instead of pilot housing projects, apartments.

22. INTERVIEW WITH MISS MIRANDA COKER, VOLUNTARY ORGANIZATIONS IN SIERRA LEONE, SYKE STREET, FREETOWN

School for the Blind.
 School for the Deaf.
 Volunteer Nurses School Association.
 Federation of Women's Organizations.

23. INTERVIEW WITH MR. D. B. HAMILTON

"Investment in Human Potential has higher economic returns."
 Use of these will result in a civic responsibility which can be left on its own to continue to nourish the society.

A. MUST RESTRUCTURE THE ECONOMY SO THAT IT WILL BE MORE VIABLE FOR THE COMMUNITY.

The community development worker must help villages identify their needs.

B. HOW CAN PEOPLE AS A NATION'S HUMAN RESOURCE BE HELPED TO PLAY A MORE SUBSTANTIAL ROLE?

Educate local population in being involved in local development.

24. INTERVIEW WITH MISS PAMELA THOMPSON-CLEWRY

Interviewed in Freetown prior to the trip to Njala University College.

The dean of faculty at Njala will be in Freetown on Monday and Tuesday attending the Seminar on Social Development.

The program in home economics of the University of Sierra Leone is at Njala.

A. FAMILY UNIT EDUCATION

Miss Clewry believes that the family should be developed as a unit to aid community development.

25. INTERVIEW WITH MISS PAMELA THOMPSON-CLEWRY

Interviewed on way to Njala University College by car, July 3, 1973.

A. HEALTH OF SIERRA LEONEANS

40% of the women have severe anemia.

40% of the children show mild malnutrition to severe; mostly marasmus, goiter in the north.

Diarrhea, measles, and whooping cough are major health problems.

Pamela has tried to make people more aware of nutrition. She is the secretary of Health, Education, and Nutrition Council, the National Coordinating Body of Sierra Leone.

B. PROGRAMS FOR THE PEOPLE

Each year an exhibition is held.

The Home Economics Association is active.

Maternal and Child Health teams go out to the villages.

The Ministry of Agriculture has a home economics extension worker; she is first class, being trained at Njala.

Pamela is teaching nutrition to nurses.

C. THERE ARE TELEVISION PROGRAMS IN FREETOWN ONLY

There are transistor radios everywhere; these reach a wide number of people.

D. WHAT ARE THE MOST IMPORTANT FAMILY NEEDS?

People need more basic information on how to feed families. They don't add enough fish to the diet.

Priority needs:

1. Nutrition education.
2. Maternal and child health.
Care of the child up to 5 years, health education.
3. Management of resources. Families don't have priorities for use of money; spend money on records or furniture.

E. PAMELA DID STUDIES FOR THE MINISTRY OF EDUCATION ON

1. Food habits and living conditions.
2. Did follow up, report not ready.

F. PAMELA CONDUCTED NUTRITION SURVEYS OF SCHOOL CHILDREN, EVALUATED THEIR GROWTH PATTERNS

26. INTERVIEW WITH MISS ELSIE CAUL IN FREETOWN

Miss Caul has a M. S. in Home Economics from Howard University.

Rural families grow rice, cassava, beans, sweet potatoes, fruits, vegetables, okra, pepper, corn, groundnuts.

Country exports ginger, coffee, and cocoa.

People give chickens as a gift.
There are secret societies for women.

Not much eggs are eaten, these are sold.

27. INTERVIEW WITH MISS PAMELA THOMPSON-CLEWRY

Pamela hopes to compile superstitious beliefs in a book.

A. WHAT SUPPORT DOES MISS CLEWRY NEED TO HELP WITH THE PROBLEMS OF FAMILIES IN SIERRA LEONE?

Needs additional staff to help with college teaching load.
Pamela teaches 21 hours.

Graduates of Njala get married.

1. Nutritionist is with the Ministry.
2. Rest are teaching in secondary schools. There is a great demand for teachers in Sierra Leone.

B. HOME ECONOMICS IN FREETOWN

At the Y.W.C.A., home economics teaching is vocationally oriented. They offer catering, dressmaking, typing, shorthand. Mrs. Wright is in charge. There are 600 students in the program. It is 8 years old and professionally oriented.

See interview with Mrs. Gladys Cole - Milton Margai Teacher Training College.

C. FAMILY NEEDS

People garden to provide food for themselves.
Need to improve storage of food.
They do thai dyeing to earn money.
They do handicrafts at home to pay children's school fees.

They put children through college.

Women breast feed their children, few go to 2 years.

The extended family system is the important family pattern.

Interview with Miss Pamela Thompson-Clewry (continued)

D. FAMILY UNIT EDUCATION

After they come from work, could teach families together.
After the evening meal, this could be done in Sierra Leone.

If one teaches a woman by herself, what you teach her may not agree with what her husband thinks. If you teach them together, then they would agree.

A Seminar will be held in September on Health of the Family Unit.

Pamela will give a report on Planned Parenthood at the Seminar.

"Unless someone follows up seminars, nothing else will happen."

E. MOST IMPORTANT NEEDS OF FAMILIES

1. Must increase earning power of the family; some have 10-12 children. Concerned about what we can do to ease the tasks of the woman; one cannot teach a TIRED WOMAN.
2. Help them to get a good water supply.
3. Simple tools to lighten labor.
Women grind corn, prepare dye.
4. Research on time and motion studies in villages is needed.
How long do people spend shopping, preparing food?

"AS LONG AS WOMEN ARE BEASTS OF BURDEN, ONE CANNOT IMPROVE THEIR QUALITY OF LIFE."

5. Need wells. Very little water during the dry season.

F. WHAT DO FAMILIES WANT? WHAT ARE THEIR BASIC NEEDS?

1. Want to learn to sew. They want to make clothes for their children.
2. Save their children from dying.

There are nutrition and health programs; people are taught about mosquitoes, and to keep the compounds clean.

3. Build schools for the villages.

INTERVIEWS AT NJALA UNIVERSITY COLLEGE

July 4, 1973.

Home Economics Assists Health in Five Clinics.

Nutrition Education lectures once a week, information for mothers.

28. INTERVIEW WITH FAYIA URUA, HOUSEBOY, GUEST HOUSE, NJALA UNIVERSITY COLLEGE

A. FAMILY LIFE PATTERN IN VILLAGE

His brother fishes.

Farms from 7:00 A.M. to 6:00 P.M.

People in town eat rice with potato leaves, greens, and cassava (bought; the latter three are made into a sauce).

Come home between 6:00 and 9:00 P.M.

Get cotton, make thread.

Plant country crops.

Make country cloth. Take to tailor for trousers.

Eats rice, cassava, beans, fish, and palm oil.

Eats this in the evening with palm wine as a drink.

Find a clean space on the cocconut; make a bullet; wine runs out; put in bottle, catch it. Palm wine is a milkish looking fluid like cocconut juice.

Rains sometimes in the night or morning.

Stays home on days it rains (rain falls night to day during rainy season).

Works on rice from 5:00 to 6:00 A.M.

Makes plaintain leaves into hat to go out against rain.

Has mangoes, guamba, oranges, pears, bananas on farm. These are eaten.

29. INTERVIEW WITH MISS PAMELA THOMPSON-CLEWRY

A. FAMILY UNIT EDUCATION

Could teach men and women together.

Sometimes parents have never been to school. Children may have.

There are the traditional aspects. Men and women do not do things together. When children have not been to school, could not do it this way. Men do not like competition with their wives.

Interview with Miss Pamela Thompson-Clewry (continued)

B. ALTERNATIVES

Films could be used. Could have a battery operated projector for a small audience.

Njala needs visual material; wants to work on this . . . to prepare a series of teaching slides.

The people in Sierra Leone are not used to comic books. Do not have folk heroes or comic characters.

Adapt school books, using familiar faces (CHE).

Puppet shows might be used.

Village clinics could serve as the meeting place. A team of voluntary workers could go in.

Such health services as aspirin, cough mixture could be given. CARE foods could be distributed. Miss Clewry has held demonstrations on the use of SCM food and knows the village people.

Teach mothers how to prepare food. How to boil water.

Miss Clewry told the story of the mother who came in with 10 small children and a "handful" of muddy water. The clinic lecturer wanted some of it to sweep and clean the floor. The woman said, "Oh, that's all I have for my children." The villages are very short of water.

C. THERE MUST BE A PROGRAM TO ATTRACT WOMEN TO THE CLASSES

They want to learn to sew. Have only one machine at Njala for this purpose. They transfer it from class to class.

Backyard gardening would be important. We need to teach them how to make a compost fence; value of using manure in kitchen gardens.

Teach them food distribution. Disperse medicine.

The major cause of infant mortality is malnutrition. As soon as a child is one year of age, he is trouble because the mother does not know to supplement his diet.

Children die of measles, worms, kwashiorkor (more than) marasmus.

Extension programs are now only taking effect. The university is teaching people farming now. People raise cotton and poultry. They use poultry only for visitors.

30. INTERVIEW WITH A NUTRITION ADVISER, NJALA UNIVERSITY COLLEGE

Not only is kwashiorkor seen, but also marasmus.
A man from the Peace Corps is putting in pumps (1 to 2 wells per 100 persons). Sandy soil presents a problem in Sierra Leone.

There is not much goiter. Lots of dental caries.

Cattle are found in the northern part of the state.

The sauce used by village people was analyzed to know its content. Njala did this.

31. INTERVIEW WITH DR. SAMA, SENIOR MEDICAL OFFICER, NJALA UNIVERSITY COLLEGE, COLLEGE CLINIC PHYSICIAN

College provides funds for drugs.
Village people use college clinic. Village people believe in witchcraft. A high proportion die from measles, poor nutrition. Two types of worms. He tells parents why, but the popular belief is that if a child eats fish or protein foods, he will get worms.

A. MOST IMPORTANT NEEDS OF PEOPLE

1. Good standard of hygiene.
2. Good sanitary practices and bathing facilities.
3. Improved food handling techniques.

Food.

Drugs.

Many of the village people are hospital shy.

Pamela has a copy of a research study which gives census type data. Also she gave us some of her own publications.

No national survey has been made.

32. INTERVIEW WITH THE DEAN, FACULTY OF AGRICULTURE

People eat a lot of FouFou; made of cassava, they grate the roots and make a pudding. Cassava is 2% protein, 98% starch. People cook food too long.

A. MOST IMPORTANT NEEDS OF PEOPLE

1. Education.
2. Agriculture.

33. INTERVIEW WITH MR. ANDDEEM, LIBRARIAN

The library of the university has 40,000 volumes. Census data show that there are about 3,000,000 persons in Sierra Leone in 1973. The Census of 1973 gives their social characteristics.

34. INTERVIEW WITH DR. MAGNUS COLE, DIRECTOR, SCIENCE CURRICULUM DEVELOPMENT CENTER

The university needs to bring village people in to see what they can do without spending too much money.

35,36,37.

JOINT CONFERENCE WITH THE ASSISTANT REGISTRAR, THE PUBLIC RELATIONS OFFICER, AND THE REGISTRAR

Njala University has programs in adult education, extension, and home economics.

The university prepares teachers of science, home economics and agriculture for secondary schools. Its functions are teaching, research, and extension.

Educational level of students is a national problem. There are many applicants for the university, but the scores are not adequate.

University offers B. Sc., B. A., and B. Ag. Education.

90% of the teachers teach in rural elementary schools. In 1970, a random investigation showed that graduates from Agriculture holding a certificate and degree go to work in the Ministry of Education.

A. WHAT IS THE GOVERNMENT DOING FOR THE PEOPLE?

1. Government programs in Social Welfare. Sponsors seminars.
2. Program of the Ministry of Social Welfare; a community development program.
3. Sponsors teacher training colleges.
4. Ministry of Education has a literacy program for the people.

Mr. S. K. Sellu
Assistant Registrar

Mr. Peter M. Simoh
Acting Registrar

Mr. J. S. Tucker
Administrative Assistant, Principal's Office

Joint conference with the assistant registrar, the public relations officer, and the registrar (continued)

The university has graduated 5 classes.

See Sierra Leone in Maps, University of London Press, Ltd. 1966
St. Pauls's House, Warwick Lane, London EC 4

From the 1963 Census:

36.7% are under 15 years of age.

54.3% are under age 25.

71.7% are under 35 years of age.

7.7% are 60 years or older (can be compared with 17.6% in the
United Kingdom)

38. VISIT TO MOSONGO VILLAGE

Self-help road, water supply, and well to be completed, gardening project underway.

Taught village people how to make compost fences.

A graduate student accompanied us along with Mrs. Wurie, the Home Economics Extension Worker at Njala University.

A child 10 months old and her mother came to the village clinic. The mother had previously had tuberculosis. The child had been recovering from marasmus, now was heading to kwashiorkor.

The women wear long dresses. This is more from Moslem background. The people like to have their photographs taken.

Saw a boy bringing firewood for the family.

When a well is made for the farmer, wooden sticks are collected. This provides a good source of income.

Career ladders for village women.

Mrs. Umu Wurie is in charge of the Preschool program of the Department of Home Economics.

GBESSEBU, Food Distribution Program, in small clinic.

The well project was completed. Trying now to get students involved in village work.

A. VILLAGES NEED

1. Water supplies.
2. Latrines.
3. Help them take care of homes.
4. Good sanitation.

B. THERE ARE TRIBAL CHIEFS, SECTION CHIEFS, TOWN CHIEFS, AND DECISION MAKERS

Program must go to chief first.

Chapel is used as a school room. Preschool children, 19, ages 5 to 9.

C. PRESCHOOL PROGRAM IN THE VILLAGE CENTER

Feed, bring games, swings, climbing to swings, climbing ropes, and CSAM cookies. (They have a room, which will seat 30-40 persons, a demonstration table.)

Village population is 120 persons.

Leader of the Women's Committee, Mrs. Diema.

Volunteer is Betyl Lamine (Voluntary worker from the village).

39. INTERVIEW WITH MRS. UMU WURIE

A. TO STRENGTHEN FAMILY LIFE, COULD USE FAMILY UNIT EDUCATION

Could work in agriculture with family unit. Men are just as interested in welfare of children as the women.

Teach child care.

Teach sanitation.

If contact is maintained with the village they will continue with the new process. Parents believe children should eat eggs.

B. YOUTH ARE NOT A FACTOR IN BRINGING ABOUT CHANGE

Certain things are difficult to change. Youth can serve as change agents.

As education advances and the person goes back to the village, they take what they have learned.

AFRICAN SOCIETY HAS DEEP ROOTS.

40. INTERVIEW WITH GHANIAN LIVING IN SIERRA LEONE

A. MAJOR PROBLEMS OF FAMILIES

1. Availability of money.
2. Health and nutrition.
3. Child rearing.
4. Education.

Interview with Ghanian living in Sierra Leone (continued)

B. PRIORITY NEED IS EDUCATION

With education comes money comes improved life.

41,42,43,44,45,46,47.

JOINT CONFERENCE WITH FACULTY OF THE DEPARTMENT OF HOME ECONOMICS,
DEAN, SCHOOL OF AGRICULTURE, AND RELATED AREA REPRESENTATIVES

Participants:

Miss Pamela Thompson-Clewry
Miss Umu Wurie
Mrs. Florence Dahniya
Miss Annie Bangura
Dr. Cecile H. Edwards
Dr. Sam Aggrey, Dean, School of Agriculture
Miss Susan Green
Miss Colin Baenziger

A. MIGRATION

Rural to urban migration has occurred. This causes family disintegration.

B. ROLES

In traditional roles, man is the boss (dictator). The woman cooks, shops, and sews. Some men could do everything. Grandmother does not dictate to her daughter.

C. FAMILY LIFE VIEWS OF MALE DIFFER

Religion plays a role in home life. Moslem versus Christian. Time would make a difference. Travel, religion, and money influence one.

D. PARAPROFESSIONALS

Master farmers live in villages in Sierra Leone and teach. Would be interested in home economics aides being trained. Could be called VILLAGE DEVELOPMENT LEADERS. Name does not matter.

E. VOLUNTARY ORGANIZATIONS

SEE MRS. O'REILLY WRIGHT
WORLD WOMEN'S WORK TOWARD SERVICE

48. TRIP TO GENNEH VILLAGE

Population is about 200 people.

During farming season, he is in village on Fridays, due to Moslem belief. Bulgar wheat, SSM, and soybean oil are given to the village people.

Fish are eaten sometimes.

In village women age faster than men and have more work to do.

49. INTERVIEW NO. 1 WITH THE VILLAGE HISTORIAN

People are living longer since the college has been working in these programs.

A. WHAT DO FAMILIES NEED MOST?

Most felt need is medical facilities in the village.

Last week he was very ill; could not walk himself. (The man in question is a farmer.)

50. INTERVIEW WITH ACTING VILLAGE CHIEF

The Chief was at the village farm. His representative states needs of families:

1. Some agricultural knowledge and help in producing better crops. After the farming has been completed, animals come from the bush and eat the crops.
2. Should have a mobile clinic.

51. INTERVIEW NO. 2 WITH THE VILLAGE HISTORIAN

A. WHAT DO FAMILIES NEED MOST?

No answer, could not say.

1. Need school.

He wanted to change his clothes for the picture, wanted it to be taken in front of his house. He wanted to get his staff to have it in the picture.

He eats palm oil, rice.

B. VILLAGE ACTIVITIES

Village people do sculpture, especially men. Women spin yarn. Men weave it into cloth.

Village religious leader brought Kolanuts, washed these two times, gave them to interpreter, got fresh rain water, and washed them again and returned them to us.

Heard radio going while in the village.

52. INTERVIEW WITH DR. P. M. DIMOH

July 4, 1973
Njala University College, Njala

90% of their students remain in their rural areas after graduation. Agriculture students at Njala, for example, return to their villages to help.

School year: October, first week to December; January to March; April to first week in July. This year to July 9.

Founded in 1964, first graduates in 1968.

53. CONFERENCE WITH CHAIRMAN, DEPARTMENT OF CHEMISTRY

Have 3 on staff; one professor, one associate professor, and one senior lecturer. Recruiting 2 more lecturers. Major in chemistry is limited to Chemical Education requiring 3 years of chemistry and a mathematics minor.

54. INTERVIEW AT SCIENCE CURRICULUM DEVELOPMENT CENTER WITH DR. MAGNUS COLE

He is developing teaching materials in science for teachers of secondary school and primary schools.

55. INTERVIEW WITH MR. S. FEYI COLE, SECRETARY, FREEDOM FROM HUNGER CAMPAIGN, SIERRA LEONE56. INTERVIEW WITH MRS. FLORENCE DAHNIYA, ASSISTANT LECTURER, NJALA UNIVERSITY COLLEGE

Formerly Florence Carew, received M. S. degree from Howard University in Home Economics, June, 1971.

Njala offers programs in Agriculture and Education. Home Economics is under Agriculture.

A. WHAT ARE THE GREATEST NEEDS OF FAMILIES IN SIERRA LEONE?

1. Improve nutritional standards.
2. Help with food selection and preparation.
3. Better health practices.

"Howard University should try to create conditions in which people could live better."

"There is a lot of malnutrition. Njala University advises students how to advise people."

Interview with Mrs. Florence Dahniya (continued)

"Need workshops for housewives."

B. FOOD HABITS

The staple food is rice in Sierra Leone. A person at Njala is trying to develop a mixture of rice and cowpeas as a baby food.

People eat rice, flour, and roast corn.

OGI is made from corn, used for babies; first boiled to make it soft, soaked for 3 days, ground; discard rough materials. It is very expensive.

University personnel in home economics use the FAO food tables. Need supplementary diets for developing nations in Africa (CHE). Recommend that they add more fish to the diet (CHE).

People in the villages eat rice and a lot of vegetables. They like cassava leaves. They pound them, add ground nuts, and fish.

In villages, the main hospital is not far.

57. INTERVIEW WITH MR. DAHNIYA

Mr. Dahniya is in the X-ray department of the hospital and is the brother of Florence's husband.

A. WHAT ARE THE GREATEST NEEDS OF FAMILIES IN SIERRA LEONE?

1. More education.
2. Extramural work.

"People don't know what to do to live better."

"People are receptive to new ideas."

58. INTERVIEW WITH DR. DUMBUYA, DEPARTMENT OF SOCIOLOGY

A. WHAT ARE THE MOST IMPORTANT NEEDS OF FAMILIES IN SIERRA LEONE?

1. Infants need help. A large number die.
2. Preschool children need help. A large number die.
3. Pregnant women need help.
4. Education.

Mothers would cooperate if there is a program for children. In Sierra Leone, school starts at age 5. HOWEVER, AT AGE 3 CHILDREN OF WELL-TO-DO FAMILIES GO TO NURSERY SCHOOL.

59. INTERVIEW WITH DRIVER ON RETURN TRIP FROM NJALA UNIVERSITY COLLEGE

What is life like in the village?

A. FAMILY LIFE PATTERN

Response: 5:30 - 6:00 A.M. Prayer, all members of the family.
 6:00 A.M. Go to the kitchen to make breakfast,
 clean kitchen, children sleep.
 8:00 A.M. Go to work, children to school.
 5:00 - 6:00 P.M. Evening meal.
 8:30 - 9:00 P.M. Bed.

B. FOOD HABITS

Eat cassava, rice, and a porridge made of mango, fish.

For lunch, use the porridge previously made for the evening meal.

For breakfast, boiled potatoes, yams, cassava.

Tinned milk is used at night, must be imported.

What do you eat for breakfast? "Just potato and cassava for breakfast. Fry potatoes."

For lunch, sandwiches, milk, cakes.

Takes about 2 hours to cook dinner.

Babies have rice (pounded) and fruits in Bo Village.
 People use eggs 3 times a week.

His family is Christian.

Christians don't work on Sunday. Eat soup prepared from vegetables. The soup is cooked on Saturday.

C. MOSLEMS DON'T SEND THEIR CHILDREN (TO SCHOOL?).

All eat together: rice for lunch; bread and butter for breakfast.

1:00 - 2:00 P.M. Eat big meal.

Leave home at 6:00 - 7:00 A.M.

Women cook; take babies to the farm; the one meal is cooked on the farm; they eat it (back home).

60. CONFERENCE HELD RECENTLY AT NJALA UNIVERSITY COLLEGE, AGENCIES AND PUBLICATIONS OF INTEREST TO THE QUALITY OF LIFE PROJECT

A. NATIONAL NUTRITION SEMINAR, MAY 22-26, 1967

FAO/UNICEF Assistance was given.

CEP Report No. 58 Role of the FAO/UNICEF Assisted Family Nutrition and Home Development Program in Community and Social Development, FAO.

B. NATIONAL EVALUATION AND COORDINATION SEMINAR ON COMMUNITY DEVELOPMENT AT NJALA UNIVERSITY COLLEGE, JULY 8 - 12, 1968

C. ASSOCIATION FOR SOCIAL WORK EDUCATION IN AFRICA

D. RURAL DEVELOPMENT NEWSLETTER, PUBLISHED BY THE VOLUNTARY AGENCIES BUREAU, UNECA

Suggests need for:

- Multipurpose transport fleet.
- Self help farming scheme.
- Rural broadcast clubs.
- Puppets for nutrition education.
- Cash crop production.
- School buildings.

E. PILOT STUDY ON TEACHING MATERIAL FOR SCHOOL FOR SOCIAL WORK IN AFRICA BY KARBERG, W. PUBLISHED BY FRIEDRICK-EBERT STIFLUNG, BONN-BAD, GODESBERG, 1970

F. UNITED NATIONS DIRECTORY OF ACTIVITIES OF INTERNATIONAL VOLUNTARY AGENCIES IN RURAL DEVELOPMENT IN AFRICA, OCTOBER, 1972 COMPILED BY ECONOMIC COMMISSION FOR AFRICA M72-1937.

G. HANDBOOK ON COMMUNITY DEVELOPMENT AND SOCIAL WELFARE BY MINISTRY OF SOCIAL WELFARE, SIERRA LEONE, 1972

H. NATIONAL COUNCIL OF SOCIAL SERVICES FOR THE REPUBLIC OF SIERRA LEONE

61. FROM THE TEN YEAR PLAN OF ECONOMIC AND SOCIAL DEVELOPMENT FOR SIERRA LEONE 1962-63 - 1971-72

Measures 1 - 4 constitute Part II of the Plan and call not only for an increase in public spending but also for speedy action. Capital is vital for a carefully planned and phased program.

Plan calls for total capital spending of £ 99.3 million in 5 years, an average of £ 19.8 million a year or a total of £ 125.0 million in 10 years average £ 12.7 million a year.

From the Ten Year Plan of Economic and Social Development for
Sierra Leone 1962-63 - 1971-72 (continued)

A. PRIORITIES

| | % of total capital expenditure |
|----------------------------------|-----------------------------------|
| Social Services | 37.0 |
| Transportation and Communication | 23.2 |
| Other Basic Facilities | 20.7 |
| Trade and Industry | 9.1 |
| Agriculture, etc. | 7.7 |
| Administration, Law, and Order | 1.8 |
| Basic Information | 0.5 |
| | <u>100.0</u> |
| Breakdown | |
| Medical and Health | 21.3 |
| Roads and Bridges | 17.3 |
| Electricity | 11.1 |
| Education | 10.5 |
| Trade and Industry | 9.1 |
| Agriculture, etc. | 7.7 |
| Housing and Country Plan | 4.1 |
| Information and Broadcasting | 3.6 |
| Public Works | 3.6 |
| Port and Marine | 2.4 |
| Water Supplies | 1.9 |
| Social Welfare | 1.6 |
| Civil Aviation and Meteorology | 1.3 |
| Other | 4.4 |
| | <u>100.0</u> |

No allowances for changes in costs, prices, and capital availability.

Plan to develop Sewa River for diamonds.
Increase in export of diamonds.

Possibility mentioned to turn to the international capital market.

World Bank for roads, bridges, telecommunications, agriculture, hydroelectric projects, social programs.

West Germany, Sweden, Switzerland, perhaps, USSR, USA, Italy, Japan and Eastern Europe and Western nations.

Population census planned.

From the Ten Year Plan of Economic and Social Development for Sierra Leone 1962-63 - 1971-72 (continued)

"The philosophy behind the plan envisions a social environment in which the energies of all its constituent elements are released and channeled into the constructive tasks of nation-building."

PRIORITIES DISCUSSED

All projects are taken together to constitute a program.

One group (1) Basic services (health, education, roads and communication, water supplies and power) will be integrated with (2) Agricultural expansion, trade and industry as mutually supporting.

Parallel expansion in administration, social welfare, housing, recreation, internal order and security.

Therefore, concentrating on perspective rather than priorities, of balance and coordination, and coordination among various rates of expansion on all fronts.

Rectifying deficiencies in those areas that have lagged behind others.

Process of continual review and adjustment between various activities, even within a given plan period.

Priorities in 1950-60 were transportation, social services, including education and social welfare, medical service, law and order, administration, pensions, public departments, agriculture and related services, power and light, defense, posts and telecommunications, forestry and forest industries, surveys, revenue collection, judicial in that order.

B. PRINCIPAL IMPORTS

Textiles, apparel, footwear, and headgear (1), other items (2), and food, beverages, and tobacco (3).

Declining tendency to agricultural production of rice. Imports are 1/4 to 1/2 of the value of food imports.

CUSTOMS AND DUTIES ARE PRINCIPAL SOURCE OF PUBLIC REVENUE.

62. INFORMATION FROM PUBLIC LIBRARY, FREETOWN

Source: Ten Year Development Plan for Sierra Leone.

1. Industries: diamond mining, iron mining.
Agriculture is the predominant source of employment. These products are exported.
2. Labor force has relatively low productivity partially due to agricultural technique and methods.
3. Import items which should be produced domestically such as rice, fruit, vegetables, poultry, meat and milk, and certain other imports, coffee, cocoa products, jute bags, wood products.
4. Country has been handicapped by inadequate, misdirected, or poor planning, non-optimal expenditure patterns, deficiencies in educational systems, lack of skills for technical and industrial employment; inadequate medical facilities, poor housing, inadequate transportation, inadequate communications, equipment and facilities, inadequate water supply and power, inadequate basic information and research, ALL COMMON TO MOST UNDER-DEVELOPED COUNTRIES.
5. Concomitants to past policies and patterns of colonial administration and rule to the extent that the will and initiative of subject peoples are dominated and inevitably restricted by the substitution of alien initiative and direction.

Five Main Lines of Action to Reform and Reshape the Economy in Sierra Leone

1. Transformation of the economy from one dependent on primary production to one that is more diversified.
2. Supplying deficiencies in transportation and communications, water supplies and power, education and skills, medical and health facilities, housing and social welfare facilities, and in basic information and research.
3. More and varied domestic production for export.
4. Vigorous pursuit of measures for expanding the country's trade with all countries and creation of a favorable climate for both foreign and domestic investment.
5. Fortification of civil services by proper training and recruitment programs and strengthening of the administration of law and order.

63. COLLEGES IN FREETOWN

Milton Margai Teachers College

University of Sierra Leone

Chancellor: Sir Bankole Jones

Vice Chancellor: Professor Cannon Harry Sawyer

Fourah Bay College

Freetown Secondary School

American Diplomatic Mission

Walpole and Siaka Stevens Street

Freetown, Sierra Leone

EDUCATIONAL CLASSIFICATION OF UNITS IN SIERRA LEONE FOR HOME ECONOMICS TRAINING

1. Njala University College Higher Level
 Department of Home Economics
 4 year program, 1964, Njala

2. Milton Margai Advanced Teacher Training College
 Freetown Intermediate Level
 Higher teacher's certificate
 3 year program, 1965

- Port Loko Women's Teacher Training Institute
 Port Loko, 1969, 3 years Intermediate Level

- Njala University College Intermediate Level
 Department of Home Economics, Certificate, 2 years

3. Bo National Community Training Centre Vocational
 Bo C. D. Course, 1964, 3 years

- Voluntary Leadership Course, 2 weeks Vocational

- Y.W.C.A. Vocational Institute, 2 years Vocational

64. TRIBAL AFFILIATIONS FOR PROVINCES, DISTRICTS, CHIEFDOMS
 WESTERN RURAL AREAS AND FREETOWN, 1963

Data collected at Library, Njala University College, University
 of Sierra Leone

| | | |
|--------------------|---------|--------------|
| Koinadugu District | 129,061 | 11 Chiefdoms |
| Port Loko | 247,463 | 9 Chiefdoms |
| Tonkolilu District | 184,460 | 11 Chiefdoms |

Tribal affiliations for provinces, districts, chiefdoms
Western rural areas and Freetown, 1963 (continued)

| | | |
|----------------|----------|---------|
| Western Areas: | Freetown | 127,917 |
| | Rural | 67,106 |
| | Total | 195,023 |

65. EDUCATION IN SIERRA LEONE

Total population 1,803,020.

| Years completed in Primary school | Number of students |
|-----------------------------------|--------------------|
| 1 | 17,834 |
| 2 | 13,806 |
| 3 | 18,849 |
| 4 | 16,147 |
| 5 | 14,495 |
| 6 | 14,442 |
| 7 | 14,006 |
| 8 | 21,259 |
| 9 | 4,603 |
| Secondard vocation school | 36,046 |
| Teacher training | 1,689 |
| University | 2,171 |

66. POPULATION DISTRIBUTION, 1963

| | |
|------------------|-----------|
| All ages | 2,180,355 |
| Male | 1,043,893 |
| Female | 1,076,893 |
| Non-Africans | 7,658 |
| Other Africans | 51,621 |
| Children under 5 | 377,335 |
| Ages 5 - 9 | 280,649 |
| 10 - 14 | 142,420 |
| 15 - 19 | 194,378 |
| 20 - 24 | 170,784 |
| 25 - 29 | 207,753 |
| 30 - 34 | 172,183 |
| 35 - 39 | 136,384 |
| 40 - 44 | 114,758 |
| 45 - 49 | 85,531 |
| 50 - 54 | 69,957 |
| 55 - 59 | 41,760 |
| 60 - 64 | 55,924 |
| 65 and over | 110,509 |

67. TRAVEL NOTES ON ENTRY

Block houses, mud houses with sheet metal roofs; some cement and cement block houses. Many rural women, topless. Large amount of vegetation, no drought here. Many palm trees, temperature about 80 degrees Fahrenheit.

At a large number of homes, see woman and several small children sitting on front porch at 12:35 P.M. 4-5 children. Some homes along road side have straw roofs. Saw 2 women in field.

68. INTERVIEW WITH DRIVER ON ROAD FROM AIRPORT TO FREETOWN

A. WHAT DO THE PEOPLE USUALLY EAT HERE?

Tea, Foo Foo, rice. Foo Foo is mainly eaten for lunch, with soup (of 3 types).
No lunch for him.

B. FAMILY LIFE PATTERNS

Whole family eats dinner together.
Several children in a family, 7 or so.
Sometimes as many as 10 relatives live together; women help care for all the children.

Raise groundnuts, sell them, sell fish.
Fish cost 55 leones per dozen.
Foo Foo - 4 balls for 10 leones.

Men and women vote in Sierra Leone.

Creole men have one wife. Moslem men have 2 or 3. Each wife takes care of her own children. There is a head wife.

Women do the farming. If the man is a farmer, men and women work together.

If the man has 3 wives, they take turns preparing food; one week or so each; man gives wife money for food for all.

C. NOTES ON CUSTOMS

Clothing: Sleeveless top which goes down below hip, with side slits worn by women. Long skirts, gaily colored, green, yellow, white, purple, etc. Some women wear tops with short sleeves, usually the women have head turbans, also gaily colored.

Men dress western style, sometimes thin shirts.

In the rural areas, women wear long skirts, go topless. In town, they wear 2 piece dresses with long skirts. Earrings are short ones worn as in Western style of dress.

Interview with driver on road from airport to Freetown
(continued)

Comments: The people are tall and straight, in posture, superb. Women carry their wares in baskets on their heads.

The children are strung around their backs with a cloth wrapped over the breasts.

The feeling of warmth, affection generated by the community worker helping them with their problems was evident.

VILLAGE ANECDOTE

July 4, 1973

A member of Njala University's home economics faculty, Mrs. Umu Wurie in charge of extension, greeted a young child who ran to her when she arrived at the village. The child's face was sad and he wore a white string around the shoulders of his naked body. "How are you? And why do you wear the string around your shoulder?"

"My sister has died."

Mrs. Wurie hugged the young child and said, "I am sorry."

The child pointed to his younger brother, also wearing a white string of mourning. Mrs. Wurie hugged him softly. There was only sadness in their eyes.

We were sad also.

(Dr. Edwards shared this experience at Genneh Village, Njala, Sierra Leone.)

NOTES FROM CONFERENCES IN WEST AFRICA
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY

GHANA

Accra has a population of 600,000.
There are more Christians.
Women carry their small children on their backs, using a cloth tied around the waist.
Bread is carried under cellophane, rather than open to flies, etc.
Miss Amissah commented that houses look good but are poorly planned.

CUSTOMS:

The Moslem man has one wife first, then another. If he has money, he has as many wives as he wants. Can have 4 wives.

Corn is raised; mango trees. Red peppers.
There are few cows; except if the man is rich.

KAOSWA MARKET

Along road on the way to Winneba.
About 400 village people gathered. Women brought children.
Saw an emaciated dog. (Condition of dogs gives some indication of health in the country.)
Observed a few children, these did not show obvious signs of nutritional deficiency.

1. INTERVIEW WITH DRIVER OF CAR, SAM AYIM, RENTED FOR TRIP TO WINNEBA

A. FAMILY LIFE PATTERNS

1. Village people
Family arises 5:30 - 6:00 A.M.
Clean houses.
Get fresh water for bath.
Make breakfast: rice and some yams, plantain.
Work in fields.
Children go to school; start school at 3 years of age.
School costs 5 cedi for 4 months; this is about 5 shillings a month; stay at school for 5 hours.
Cook on farm; bring some food from home.
Gets water for bath.
Rests.
Give children advice.
There is no need for the women to help the children; they do their own homework.

Interview with driver of car, Sam Ayim, rented for trip to Winneba (continued)

Main food is FOU-FOU; made of plaintain, cocoa, yam, cassava. It is cooked, they make soup; can be eaten any time of the day.

If the man likes to eat with his wife, he can (will).

Usually husband or children eat first.

The man never eats with his children.

Then he rests or has some sweets. Usually pineapple, banana, or orange. Never cake.

9:00 - 10:00 P.M. - goes to sleep.

Woman and her husband sleep with small children in the room up to five years of age; then the children stay in a room with other persons.

The mother breast feeds 6 - 7 months, or more than a year. If she is working, she breast feeds 4 - 6 months.

Makes fire to cook with charcoal or wood.

Girl Guides may train children.

From 18 years of age, she gets advice from parents.

Parents usually choose the marriage partner.

The village chief of the Eastern region lives in Accra.

The car driver has 2 children, ages 3 and 5.

His mother lives with him, and one aunt and uncle.

His grandmother died at age 78.

2. Family pattern of city people

Awakes at 5:00 A.M.

Does not always eat breakfast.

Starts work around 7:00 A.M.

Eats in afternoon.

Drives cab until 7:00 P.M.

Eats yams, rice (Joliffe), maize. Eats rice only sometimes. Eats Bunku.

In the evening, eats beef soup, yams, stew made of beef sometimes; sometimes, fish, plaintain.

Sometimes goes to cinema on Saturday.

Rests on Sundays.

In bed by 9:00 P.M.

Reads Bible.

Dog seen on roadside was lean.

We arrived at Winneba Teacher Training College around 10:00 A.M.

2. WINNEBA COLLEGES

Are all located at Winneba: Winneba Secondary School
 Winneba Girls Vocational School
 Specialists College
 Winneba Advanced Teachers Training
 College

Home Science is offered at the Specialists College.

At Winneba Advanced Teacher Training College, geography, history, science, mathematics, education, and philosophy are taught.

At Specialists College, art, physical education, music, and home science are offered.

Sociology and extension are offered at both institutions.

The Principal of the Advanced Teacher Training College is C. J. Yarney, who was out of town.

Mr. N. T. Nortey, is Assistant Principal and Acting Head, Education.

Mr. E. W. K. Tamakloe is Acting Principal, Specialists' College.

3. INTERVIEW WITH MRS. COMFORT TANDOH, ACTING HEAD, HOME SCIENCE

College is for upgrading professional training.
 First cycle teaching, then the person teaches at least 3 years; then goes to Advanced Teacher Training College. Is then a certified A teacher.

Entry qualifications for home science: physical education, art, science.

Some courses are 4 year programs. Program leads to a diploma. For those who have 4 GC O levels, then can get 2 year physical education course.

University of Ghana has home science on a higher level. Can get a degree after 2 more years.

A. WHAT IS THE COLLEGE DOING FOR THE PEOPLE OF GHANA?

The college is not doing much for people.
 Trying to set up model schools to see if they can bring in locals to take a more active part in administration.
 Want to give opportunity to all children; cutting across all family incomes, backgrounds, demonstration control group is used. Results of the work will be available in 3 years.

Villagers are permitted to use facilities.

Interview with Mrs. Comfort Tandoh, Acting Head, Home Science
(continued)

Allow them to buy from college farm.
Can go to college farm to learn use of fertilizers.

B. WHAT DO GRADUATES OF THE AGRICULTURE COURSE DO ON COMPLETING WORK?

They go to Bagbaga College.

The Advanced Training College has a farm, produces food for Kwadaso College near Kamaso.

Tamale is the capitol town for the northern region.
North has textile mills; import.
85% of the people in Ghana are in villages and towns.

Winneba has a Family Planning Clinic. Ghana has Family Planning in its national policy. Mrs. Dovlo is trying to get permission for AHEA to carry out a family planning program.

C. HOW MUCH FOOD IS EATEN AWAY FROM HOME?

Accra balls - raw white beans are beaten to a froth with water, seasoned and fried.

Two workers aides at Specialists College were introduced to us. Miss Elizabeth Sekyi, age 22, went to Middle School 10 years; Miss Florence Lawson, aged 20, went to Middle School; there are 11 in her family.

D. PROGRAM IN HOME SCIENCE

Mrs. Tandoh says her program offers a 4 year course leading to a diploma in Home Science. The University of Ghana awards the B. S. degree.

There are 64 students enrolled in home science. The following subjects are taught: foods and nutrition, clothing and textiles, home management, individual, family, and community development, (in the latter course students study home and family, adult education, local background in marriage systems) economics, English, sciences, education, nutrition, Introduction to Home Science, Textiles, and Related Arts.

Legon has extension. No extension work at Winneba.

Home Management classes have family living. Students are sent into families in the villages. Nutrition classes also go out to villages.

During first year, students are introduced to the subject.

Interview with Mrs. Comfort Tandoh, Acting Head, Home Science
(continued)

There are intensive courses in textiles, education, sciences, English, and related art.

During the second year, they go out to teach 2 weeks in primary school.

Mrs. Tandoh received the B. S. degree in Britain; then went to Caldas School for 3 years, and to Australia for one year at Kalvin Grove Teachers College.

A two year course was transferred to Amburu.
Had 591 applicants last year, only space for 20.

At present, only a 4 year program is offered. Students could withdraw and teach in secondary schools. Students are associate members.

Adult Education: Students make personal contacts.

There are 7 faculty in Home Science. Employed one of own graduates.

Home Science course at the University of Ghana is 6 years old. At Winneba Specialist College, it is 13 years old, since 1961.

Apart from Mrs. Tandoh, all teachers trained at Winneba. 2 Canadians teach science at Winneba. Legon offers the M. S. degree, very stringent on admission requirements.

Student passes O level then gets diploms. University of Ghana wants A level.

To get B. S. degree now, Winneba students must go to the United States or Canada. Three of her graduates are in Canada.

E. FAMILY UNIT EDUCATION

Family Unit Education is possible.

Home Economics is a one sex affair. No male students.

Social Welfare and Community Development officers go into the villages. Government agricultural extension officers work with families; teach them when to grow certain food crops; how to make good use of land; information on diet and living conditions; when to plow, to plant, to harvest, to occupy land, work with families, improved methods of cooking.

WINNEBA SPECIALISTS COLLEGE

Interview with Mrs. Comfort Tandoh, Acting Head, Home Science.
(continued)

Government gives powdered milk, wheat, peanut oil to the people. These come from the states. Are distributed to mothers and children.

Clinics in villages and public health nurse give health education.

Villages use a bucket type of toilet. The college has a pipe borne water supply.

The country does not have home science centers in remote villages; do have some in cities, perhaps 50 or 60 in Ghana. Two of Winneba graduates have gone to the bush to work.

School has no reservoir for water. May be no electricity at times.

Home Science department at Winneba is planning to adopt a village in September, 1973, maybe 2 villages. Students will help.

F. CAN FAMILY LIFE EDUCATION IMPROVE THE QUALITY OF LIFE IN GHANA?

Mrs. Tandoh was born in Cape Coast; lived in Winneba for 12 years. Feels that family life education will help villagers to improve quality of life.

H. WHAT WOULD VILLAGE PEOPLE CONSIDER GOOD QUALITY OF LIFE?

Ghanian village women:

1. Enough finance: To improve clothing.
To buy equipment for the home.

4. INTERVIEW WITH HOME MANAGEMENT TEACHER, MISS GLADYS PRATT,
WINNEBA SPECIALISTS COLLEGE

1. Village people need education; must know how to use resources effectively.

Village people think that to live decently requires a lot of money.

5. MRS. TONDAH AND MISS PRATT THINK VILLAGE WOMEN WANT FAMILY LIFE
EDUCATION IN GHANA

Started Adult Education classes.
The center for training women was at PANFOKROM.

Taught how to make dresses.
Mending.
Improvising in the home.

Mrs. Tondah and Miss Pratt think village women want family life education in Ghana (continued)

How to renovate articles.

Making simple desserts and meals more appetizing.

This center is no longer continued. It was stopped.

The faculty has not developed to the point where they can mix with people. Do not have enough time . . . always grading papers.

If home science teachers learn more about their environment, they could mix with people.

Thinks it is high time they do this. Have not developed communication techniques.

6. MASS MEDIA

Central place in the village has a radio box. In villages there are diffusion boxes. Not much liaison between radio station and home science person.

Woman is responsible for running the home.

At Accra high school boys learn tailoring and cooking.
Teacher is Mrs. Anna Dobose. She is advocating that boys take home science.

7. FAMILY UNIT EDUCATION

1. Ways to get to men and families as a whole.
 - a. Teach boys in classes.
 - b. Teach home science in boy's school.
From September 19, MFANTSIPIM Boy's School has requested home science courses.
 - c. Churches have women's groups and invite persons to teach mothercraft cookery.
This could be extended to men also.

8. GOVERNMENT PROBABLY WILL GIVE ASSISTANCE TO HOME SCIENCE

A national conference on Family Life suggested that the government needs to start classes for babies of working mothers. It was suggested that the home economics people do this and the government would support it.

9. PARAPROFESSIONALS

Any training of paraprofessionals? Yes, some.
Employed by self. After finishing their training they feel that they cannot go back to the village to work. POMFOKROM is an example of where the Ministry of Social Welfare is teaching people to go to villages and help with families.

Ministry of Social Welfare has trained people (St. Elizabeth's College) in London (Janet Toye, Head).

In Ghana there are women's Training Centers. Madena has a center, it is a suburb of Accra.

10. INTERVIEW WITH MISS PRATT (CONTINUED)

A. FAMILY UNIT EDUCATION

Would be difficult; uneducated people; man's place is to look.

Possible alternatives: Through mass education.

Men in a group.

Women.

Women and girls.

Reasons:

1. The man will not help in the home.
2. In-laws will fuss at woman who lets her husband help her.

In the older society, the man walked behind the woman to protect her. Wife must carry the child while cooking. This is tied to the old practice of having a man's hands free if a wild beast should spring from the bush.

Man would not fetch water from the bush.

B. HOW MUCH TIME DOES A WOMAN SPEND DOING HOUSE CHORES?

Student surveys have been made but are not available.

Miss Gladys Pratt, on the Home Science faculty, will be at Pennsylvania State in September, 1973 under a United Nations Fellowship.

11. YOUTH

Are trying now to take part in government decisions.
Youth vote at 21.

In secondary schools, they try to influence who will be head of institution; staff of school.

12. FUTURE OF HOME SCIENCE IN GHANA

Not well thought of at one time.
 Now placed high on list. Wants it taught properly.
 Working with Canadian government for September, 1973 in Home
 Science (at University of Ghana).
 Mrs. Tandoh was involved in the planning meeting.

Thinks local foods should be used for diplomatic banquets.

13. EFFECT OF WOMEN WORKING

Grandparents take care of children 2 or 3 months at a time.
 Men are shirking some responsibilities because women are working.

14. INHERITANCE PATTERN

If you live with your own wife, the nieces and nephews inherit the
 property of the man. Therefore, a woman keeps her own money just
 in case.

15. DO HUSBAND AND WIFE TALK TOGETHER?

If other relatives live in the home, they have little to say about
 how the husband runs the home.

16. MAJOR PROBLEMS FACING FAMILIES

1. Man expects brother of his wife to educate his wife's children.
2. The husband educates his nieces and nephews.

Women should take more interest in their own problems.

17. WOMEN'S ORGANIZATIONS

Federation of Ghana Women (Ghanian).
 Zonta International.
 Female Rotary Club.
 Trade Associations.

66% of men go to school.
 47% of women go to school.

18. UNDERSTANDING FAMILY LIVING AS A UNIT

Each has a responsibility; knowing responsibilities of each member of the family, and working together to improve family.
Each taking responsibility to do his share to uplift the family.

19. PATERNAL INHERITANCE SYSTEM CAUSES PROBLEMS

Nieces and nephews inherit man's wealth.

IF WE DON'T GET OVER PATERNAL INHERITANCE SYSTEM, WOMEN AND MEN WILL NEVER GET TOGETHER.

Some Ghananian tribes practice paternal inheritance.

Only could have wealthy men with uneducated children.

20. FUTURE PRIORITIES FOR WINNEBA COLLEGE

Development of several programs into separate colleges.
The new colleges will be Home Science, Music, Art and Design.
Sports will move to a new campus. All will be separate.
Home Science will stay at Winneba.

Publication: Home Science Association Quarterly.

21. RESEARCH

THERE IS A FOOD RESEARCH INSTITUTE IN ACCRA.

Studies on paternal life patterns are being conducted by the Sociology Department.

The University has not changed its curriculum.

University of Ghana students cannot find jobs. Some have had to go to States and change course.

Librarianship may be added.

Winneba Specialists College has graduated 20 students since its start 13 years ago. These are employed by the Ministry of Education, Department of Social Welfare, Ministry of Agricultural Extension.
University of Ghana has graduated 4 in Home Science.
University of Ghana does not offer a teaching course.
Students who complete home science course do not fit into any type of employment.

Will do more practical work and social science.

Cape Coast University is mounting postgraduate education for B. S. students so that they can get a certificate after finishing the

Research (continued)

University of Ghana. Students can get the B. S. at Legon or the B. Ed. at Cape Coast University.

To attend the University of Ghana a student must get 3 A levels (which requires 7 years); this is not worth getting just to teach.

Legon has difficulty getting home science students because they cannot get jobs when they graduate.

22. FUTURE PLANS FOR SPECIALIST COLLEGE

Proposal has been sent to the Commissioner, so that good Winneba diploma students could be absorbed at University of Ghana.

Cape Coast will mount professional course in home science above the B. S. level.

One year professional course; then a year advanced course for Winneba Specialist College.

23. HOME ECONOMICS AT THE UNIVERSITY OF GHANA

In the program at the University of Ghana there is one student in the B. S. program; 1 senior, 1 sophomore, 1 freshman.

In home science extension, there are 12 in the first year; and 12 in the second year program.

Gwelf University in Canada cooperates with the program. Dr. Lila Endenberg assists. Most of the staff in home science are Canadians.

24. PROBLEMS AT WINNEBA IN HOME SCIENCE

1. Government does not have foreign currency to provide scholarships or to train staff.

Faculty of Winneba wants opportunity to go abroad. Training of staff persons requires \$1,370. per term. Therefore, they need at least \$4,000. per year.

Mrs. O'Reilly Wright has used some cookery books (from the U.S.?).

Sierra Leone, Gambia, and Nigeria are trying to develop home science.

Home Science students take West Africa Exams Council.

Because of foreign exchange, cannot get U. S. home economics publications.

Miss Pratt's father is minister in the United Methodist Church in Ghana.

Problems at Winneba in Home Science (continued)

(Father of Mrs. Dahynia is a bishop.)

Attempts were made to arrange a conference with Mrs. Ajsos who works with families; with Mr. Simpson, a sociologist at Winneba Advanced Teacher Training College who lives near the Specialist College, members of the Staff in the Department of Education; they were on vacation. Some were in Accra at the time we were in Winneba.

Mr. Nortey is Acting Head, Department of Education. He is also acting principal of the Winneba Advanced Teacher Training College. Mr. Nortey provided a bulletin of the Advanced Teacher Training College and the Home Science Department.

25. A SEMINAR ON FAMILY EDUCATION WAS HELD AT THE UNIVERSITY OF GHANA
July 3 and 4, 1973.

Attempts were made to reach Miss Florence Dovlo, on the staff of the Food Research Institute. Miss Dovlo is President of the Ghananian Home Science Association. We arrived back in Accra too late for entry to the Food Science Institute though we stopped there on our return.

OTHER OBSERVATIONS

Government Food Distribution Stands. The government buys food from farmers and sells it for cheaper price on the market.

Piles of second hand clothes are sold on the ground.

The dress of Ghanian women is a top and long skirt. A large piece of cloth is wrapped around the waist of this separate top or blouse. Some wear a piece at the waist shaped like a skirt and a large piece around the top. The large top piece sometimes is used to hold the baby. Garments similar to the sari are sometimes worn. The fabric is different from that seen in India, however.

26. GHANA NATIONAL YOUTH COUNCIL

Very few Moslem garments seen on streets.
Men wear western pants with African shirts.

TRINITY COLLEGE

27. INTERVIEW NO. 2 WITH DRIVER SAM AYIN

Asked of driver. How do people keep food from spoiling?

If the corn is dry, they make a house, cover the corn, and spray it to keep it from spoiling.

In the Asanti and Kwhu regions, the uncle looks after children if the man dies.

28. DATA FROM LIBRARY, WINNEBA ADVANCED TEACHER TRAINING COLLEGE

Source: Ghana, Census of 1970, Volume II

1. Population: 1970 - 8,559,313
1960 - 6,726,815
2. Sex ratio: Male/ 100 females 98.5 1970
Male/ 100 females 102.8 1960
3. 96.8% of the population was Ghanaian born in 1970; 97.2% was Ghanaian born in 1960.
4. Age of population: Less than 15: 44.4% in 1960.
46.7% in 1970.
Less than 15 and greater than 65:
47.6% in 1960.
50.4% in 1970.
There are regional differences in the Accra region.
5. % of males 0-14 years of age, Accra region - 39%.
Ashanti - 49%.
Central - 49.9%.

% of females 0-14 years of age, Accra region - 40%.
Ashanti - 49.5%.
Central - 45.5%.
6. Nationality: 1970 Foreign nationals 6.6% 562,132.
1960 Foreign nationals 12.3% 827,487.
7. Regular school attendance.
 - a. Never attended school, age 6 and over, 1970 - 56.8%.
of these 47.3% are male.
66.2% are female.
age 6 and over, 1960 - 73.0%.
of these 63.3% are male.
83.0% are female.
 - b. Never attended school, 6 years old plus.

| | | | |
|---------------|-------|----------|-------|
| Greater Accra | 64.5% | Northern | 11.1% |
| Eastern | 53.4% | | |
| Ashanti | 51.5% | | |
| Bronx-Ahafo | 38.9% | | |
| Upper | 12.1% | | |

Data from library, Winneba Advanced Teacher Training College
(continued)

| | | |
|---------------------------------------|---------------|--------|
| 8. Ten year improvement in Education: | Bronz-Ahafo | 98.5% |
| | Northern | 88.1% |
| | Western | 62.9% |
| | Central | 62.5% |
| | Ashanti | 58.0% |
| | Eastern | 52.6% |
| | Volta | 40.7% |
| | Greater Accra | 35.8% |
| | Upper | 175.0% |

| | | |
|-----------------------------------|-------|-------|
| 9. Type of economic activity. | 1970 | 1960 |
| Total employed, 15 years and over | 69.0% | 68.6% |
| Female | 61.1% | 53.7% |
| Male | 77.1% | 83.2% |

The drop in male employment is due to attendance in schools.

Unemployment total in 1970 was 4.3%; in 1960 was 4.4%.

| | | |
|---|------|------|
| Unemployment as % of total labor force: | 1970 | 1960 |
| | 6.0% | 6.0% |
| Males | 7.6% | 6.5% |
| Females | 3.9% | 5.2% |

10. Sources of employment:

Agriculture (with forestry, logging, and fishing) 57.2% in 1970
61.8% in 1960.

More persons are employed but it is a smaller % of the population
in 1970.

NOTES FROM CONFERENCES IN WEST AFRICA
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY

NIGERIA

UNIVERSITY OF IBADAN

July 11, 1973

The Vice Chancellor of the University of Ibadan is Professor H. Oritsejolomi Thomas (July 3, 1972).

On the Jos Campus of the university, the following are carried out: Research and experimentation with new ideas in university administration, curriculum, and degree structure.

On the Ibadan Campus of the university: Faculty of Arts; Faculty of Science; Faculty of Medicine (gives certificate in Food Science and Applied Nutrition); Faculty of Agriculture, Forestry and Veterinary Science, Agricultural Extension and Forestry; Faculty of Education, Librarianship, Adult and Community Development.

Research papers:

Bulletin of Rural Economics and Sociology

Olavide, S. O. and Ogunforom, O.

The Economics of Cowpeas Response to Fertilizer Applications. Bulletin of Rural Economics and Sociology. 4:7, 1969.

Basu, A. C.

The Relationship of Farmers' Characteristics to the Adoption of Recommended Farm Practices in Four Villages of the Western State of Nigeria. Bulletin Economics and Sociology. 4:79, 1969.

Upton, M.

Socio-economic Survey of Some Farm Families in Nigeria. Bulletin Economics and Sociology. 3:149, 1968.

Ade Alao, J.

Agricultural Show and Farmers' Festival in Nigeria. Bulletin Economics and Sociology. 3:263, 1968.

Williams, S. E. and Williams, C. E.

Analytical Study of Agricultural Extension Services of the Western State of Nigeria. Bulletin Economics and Sociology. 7:81, 1972.

Research papers (continued)

Williams, S. K. and Williams, C. E.

The Relationship of Farmer Characteristics to the Sources of Information on Improved Farm Practices in Western State of Nigeria. Bulletin Economics and Sociology. 6:163, 1971.

Ekpere, J. A.

Changing Community Dimensions - The Interrelationship of Social and Economic Variables. Bulletin Economics and Sociology. 5:157, 1970.

Williams, C. E.

Home Economics - What Is It? Agriculture. 1:7, 1969.

1. INTERVIEW WITH MRS. CAROL WILLIAMS, DEPARTMENT OF AGRICULTURAL EXTENSION

Cassava is 1% protein. Low in methionine and cystine, isoleucine, low in biological value. For information on biological value of staples consumed see:

Autret, et al.

Food Policy and Nutrition Division. FAO, Rome.
Nutrition Newsletter No. 4, 1968.

Payne, P. R.

The Effect of Quality and Quantity of Protein in the Diet.
(London School of Hygiene and Tropical Medicine, London)

A. MOST IMPORTANT FAMILY NEEDS

1. Change quality of the diet.
2. Change pattern of eating.
3. Increase in income.

A study should be made of how people are able to meet their needs in spite of high costs.

B. PROBLEMS OF FAMILY LIFE EDUCATION

How to reach people; work calendar varies from place to place.

Need to study the ecology and living patterns of the people in the state to know how to help them.

There is a Food and Nutrition Policy Seminar at Nssukka, Monday, July 16.

The Prime Minister must sign a paper giving permission to contact ministries for talks and information.

Interview with Mrs. Carol Williams (continued)

See Quantitative Analysis of Food Requirements, Demand and Supplies in Nigeria, 1968-1985. (copy obtained)

2,3,4,5.

JOINT CONFERENCE WITH STAFF RELATED TO FAMILY LIFE, UNIVERSITY OF IBADAN

Dr. B. L. Fetuga, Department of Animal Science.
 Dr. Margaret James, Pediatrician.
 Mrs. C. Williams, Agricultural Economics.
 Dr. F. O. Olubajo, Department of Animal Science.

A. WHAT ARE THE GREATEST NEEDS OF FAMILIES IN NIGERIA?

Family life education.

People need to know more about nutrients, how to preserve food.

2. DR. MARGARET JAMES

Most important need is additional income.

3. MRS. WILLIAMS

Education, to know goodness of what to do.

Dr. James conducted a longitudinal study over a period of 10 years, feels that the subjects are typical. There were 136: urban children, Yoribas, lowest socioeconomic level of known birth date and weights over 5 pounds. 56% boys, 44% girls; children had had 2 episodes of malnutrition before age of 6.

A. THIS STUDY INDICATES THAT THE GREATEST FAMILY NEEDS ARE

1. Lack of cash (permeates the life of the people).

2. Instability of families.

Woman not cared well enough for by husband and moves on to another husband; has another child, moves on to a third husband.

B. MUST FIND OTHER WAYS OF TEACHING THE PEOPLE

C. IF WOMEN HAD HAD MONEY TO CARRY OUT ADVICE OF THE PEDIATRICIAN, WHAT WOULD THEY HAVE SPENT IT FOR?
 PRIORITIES

From view of man:

1. Trade for wives. He sets up wife in a trade.

2. Staples. Yams are bought, also beans by the pack.

From view of wife:

1. Clothes.

Study of Dr. James (continued)

Husbands:

1. Hospital bills.
2. Education of children.

Husband provides wife with capital to begin trade.

There are partnerships to process palm wine. The people are hardworking.

There is an in-between group.

D. CHANGE

For example, the junior staff is leaving the TRADITIONAL pattern of life, they appreciate the value of education, try to do the very best for themselves; tend to be monogamous, but have many wives, have 6 years of primary school education.

This group includes drivers, university staff who make 18 to 20 pounds per month. Clerks, stewards, drivers.

They appreciate the value of education, try to at least educate the first child.

E. WHICH GROUP WOULD NEED FAMILY LIFE EDUCATION?

90% of the population in Nigeria should have family life education, both the lowest group and the in-between group.

Studies in Lagos on children show that children are doing badly.

There are self help programs.

Research on 30 mothers with children between ages of 2 and 5.

A study is being made of:

1. Prior knowledge of fever.
2. Disease symptoms.
3. Nutrition, etc.
4. What they think of health (knowledge of health practices).

This is being evaluated by the McCartney scale, using standards for children aged 2 to 8, growth curves, height and weight.

Mothers are being taught environmental sanitation, using photographs and films.

Symptoms observed in the children are skinny shoulders, big bellies, skin with sores, languid expressions.

In the young, babies are quite healthy, do well at first.

Study of Dr. James (continued)

Fathers will be contacted also: to convince them that they must do (a.b.c.d.).

OBJECTIVE OF THE STUDY IS TO TRY TO CONVINCING PEOPLE TO CHANGE

Charts of Foods, frequency of eating foods, height and weight charts are given to them to fill out; a road to health chart is given to them.

Each mother will have a personalized chart which she takes home to complete.

Sessions will be held at 5:00 P.M., Institute of Child Health, Preventive and Social Medicine Building.

Will give 5 shillings if mother and father come.

3 shillings if only mother comes.

Requirement is that each person teaches other persons.

- F. DR. ASHEN FINDS THAT THIS IS ONE OF THE MOST SUCCESSFUL TECHNIQUES WITH THESE PEOPLE, TO TEACH THEM TO TEACH OTHERS

Dr. James commented that nothing that she has done over a period of ten years seems to have been successful in bringing about a change.

Mothers were called on Monday of that week to come on Thursday.

Will send Institute vans to bring the village people to the Institute of Health.

4. DR. OLUBAJO

People adapt very well. The question is whether they can spread what they have learned.

Village people must farm.

People should be taught that they can supplement their food staple supply from the farm.

A. TEACHING PARAFESIONALS

If one could find the right person in the village, it might work. A woman trained thus WANTS A CERTIFICATE and might move out of the village.

B. FAMILY UNIT EDUCATION

Mrs. Williams . . . feels that it is not possible to get the whole family together. Hard to get men to come unless something special is offered. Wives are usually involved in trade.

Dr. Olubajo (continued)

C. VILLAGES LOOK UP TO THE UNIVERSITY PERSONNEL AS HIGHER UP

To teach village people, one must go and sit with them.

Men are heads of the household.

Housewife would be retarded by children.

Need information on nutrition and sanitation.

Wife is responsible for the preparation of meals.

Husband requires only that he has a good meal when he gets home from work.

5. VOLUNTARY ORGANIZATIONS

None. Possibilities are: International Women's Association.
Youth Service Corps.

6. FEELS THAT IF THE UNIVERSITY ACCEPTS THE (FAMILY LIFE EDUCATION) PROGRAM THE GOVERNMENT WOULD NOT INTERFERE

7. COULD A HOME ECONOMICS PERSON SERVE AS MEMBER OF THE HEALTH INSTITUTE SELF-HELP TEAM?

Dr. James: Such a person would be welcome.

8. PROGRAM OF FAMILY LIFE EDUCATION IN PUBLIC SCHOOLS

Education cannot begin early enough. Family life education should start in Class 5.

If one cannot convince a girl about nutrition in class 5, we have lost the chance to do so.

In secondary school, family life education could be taught.

Not much domestic science is taught at the primary level at present.

In Primary 5 and 6, needlework is taught, nothing else.

Hygiene and health are taught.

In Secondary grammar schools (special schools) cookery, needlework, housecraft are taught. One can opt to do one of the 3 in school certificate examination.

9. THERE ARE MOTHERCRAFT CENTERS

In the East Central State, South Central State, and Midwest State, housewifery, first aid, mothercraft, and more are incorporated into the curriculum.

In schools of Agriculture in northern states there are home economics trained people who are sent out in the field. The domestic science program is fully integrated into the elementary schools.

10. MASS MEDIA

Television is limited to 30 minutes a day.

Radio teaching goes to every village. 30 minutes per subject at a time.

In North Central State, there are community halls, each has 2 television sets back to back.

In cities, Woman's World Television program every morning.

USE AUDIOVISUAL MATERIALS

Women and men go to anyone's house which has television. They are very entranced with it.

On getting women to listen to the radio: If program is put on at 12 noon, there will be no one there.

Ideal in evening after 7:00 P.M. (for program scheduling).

NEED VERY BIG HALLS IN THE COMMUNITIES.

NEED MOBILE VANS.

11. MINISTRY WOULD COOPERATE IN PROGRAMS FOR THE PEOPLE

Procedure: Would need to send a letter to the Ministry of Agriculture, see Agricultural Officer.

If a project went to 20 villages, select 1 or 2 for the study carried out in the program. The Ministry reduced the cost for fertilizer, assisted with the program.

12. WHAT UNIVERSITY PROGRAMS ARE HELPING PEOPLE TO LIVE BETTER?

Village Cooperatives: Each farmer keeps his own land; cultivate total together.

Received a 2,700 pound loan for farm which normally produces 400 pounds maize per acre; farm size increased to 18 acres. Invested 50 pounds in the project; got 150 pounds return.

What university programs are helping people to live better (continued)

The village people became licensed agents of cocoa. Sold cocoa directly to the government instead of through middlemen. Bought equipment and staples; invested cash in next year's season (crop).

13. NEED DEMONSTRATION PROJECTS SUCH AS THIS ONE WHICH PUTS MONEY IN THEIR POCKETS

SUCH PROJECTS MAKE ADDITIONAL TEACHING POSSIBLE.

Could go back into this community to teach or bring another project.

14. WHAT EFFECT DID COOPERATIVES HAVE ON THE FAMILY? FAMILY LIFE?

Mrs. Williams:

In a study of 19 persons, people are more aware of their surroundings. In the beginning, unless she said to sweep their homes, they would not. Now when the women see the van they pick up the broom. Women are very enthusiastic.

15. PROJECT AT ADA LADU

Started December, 1970; really got off ground in August, 1972; picking up steam in April or May, 1973. However, university people have little time to do other than lecture.

Dr. Fetuga:

Initiative to clean house varies from village to village. In the village of Ode-Re, men normally make sure that the house is clean, especially the meeting place. In East Central State, it is the children's duty to clean the compound early in the morning.

They store water in large vessels; keep them covered. Bathe in streams.

The Awasiku always wear white because it is their national color.

Mr. Fungi Akineye

Planning Unit

Ministry of Agriculture and Natural Resources

Ibadan

Victor Akinyele Williams

c/o Western State Library

Ibadan, Nigeria, West Africa (Mrs. Johnston's brother)

Mrs. Rhoda Oronikola Johnston

2 Obu Akinjobi Road

G. R. A. Ikeja, Lagos, Nigeria (Government Reservation Area)

16. OBSERVATION OF A SELF DIRECTION PROJECT IN ACTION AT THE INSTITUTE OF CHILD HEALTH, UNIVERSITY OF IBADAN

A. TEACHING VILLAGE WOMEN AND MEN

Film was seen first as staff waited for all the village people to come to the hall in the Institute of Child Health building. The Institute sent vans to pick up the men, women, and children.

Film in color: a Yoriba professional male actor took the leading role.

In the group which came earlier than expected, there were 5 women, 1 man, and 4 children from a village.

Film on Family Planning

Film opened with leading man talking with a group of village men, about 12 to 15 of them; scene showed children singing and clapping hands in village fashion: FILM WAS SHOWN IN THE AUDITORIUM OF the Institute of Child Health, at the University city hospital.

Showed actor walking along with a village man; and while walking, holding a conversation with him about family planning. They were in the village.

The leading man went to his own house in the village . . . his wife was packing; he held a conversation with her; later, she is shown out in the village talking with another woman. (The audience seemed to be enjoying the film.)

Film continued with a scene in the market place. A health nurse is shown talking with a large group of men and women at the health center in the town (both men and women were in the group). There were also children; in all about 50 - 75. In the session, the women and men in the audience with the health nurse asked questions which were answered by the nurse. Audience clapped as nurse completed her talk.

Then scene of a group of men with drums walking while playing music. Women were dancing. This was a marriage. More dancing, men and women. A man put white dots on her. She danced.
END OF FILM.

(Film was based on Research and Study), about 20-25 minutes long.

At the Institute of Child Health, the village women came in hats of beautiful fabric, lovely hairdos.

Observation of a self direction project in action (continued)

B. AN OVERHEAD PROJECTOR WAS PUT INTO POSITION

Transparencies of drawings of food were used: eggs-eyin; milk-wara; chicken-ere, agbon, epa, eso, ibepe, osan isu, agebado, iresi, buredi, all with pictures of the foods.

C. WAFERS (SMALL COOKIES) WERE PASSED OUT FOR CHILDREN TO EAT

Audience grew as more vans came in from the villages. There were now 3 men, about 20 women, about 7-8 children.

D. PROGRAM WAS GIVEN IN YORIBA, THE VILLAGE LANGUAGE

Dr. S. O. Adenle discussed the mothers' self-help program to combat childhood malnutrition and consequent cognitive deficiencies.

E. THIS WAS AN INTERDEPARTMENTAL PROJECT

Department of Psychiatry, Dr. Asekur. They decided to use what is known about how people learn in planning the program. CRASH program to utilize every resource and information known about how to teach people.

F. OBJECTIVES

1. Provide visual information. People remember what they see longer than what they hear.
2. Get mothers to teach other people what they have heard. They will change their attitudes if they talk to others about what they have heard.
3. There will be constant feedback to them on effectiveness of what they had done.
4. Stimulation of children.

THIS TYPE PROGRAM IS CALLED A SATURATION PROGRAM.

G. THERE IS A SIMILAR PROJECT IN CHINA ON VENEREAL DISEASE

Problem of venereal disease was alleviated in two years through this approach.

No way to get information to the masses except trying this grass roots method.

H. STUDYING MOST EFFECTIVE WAY TO GET CHANGE IN PHYSICAL GROWTH AND DEVELOPMENT AND MENTAL GROWTH AND DEVELOPMENT

I. DR. ADENLE

Talked first in Yoriba saying what the project leaders wanted to be said to the village people. He showed pictures of 2 children.

Dr. Adenle (continued)

One normal, one underweight and/or underdeveloped.
He explained the differences between the two: the normal and the underdeveloped child.

More women came in and brought their babies. Another van had arrived from the villages. There were about 50 women and 15 men, 20 small children, aged 11 months to about 5 years. Several women had babies tied to their backs in West African style. One little child had on a velveteen hat. (One who was tied to her mother's back) THIS TELLS SOMETHING OF THE PRIDE OF THE VILLAGE PEOPLE.

- J. THE TECHNIQUE WAS TO USE MEN WHO SPOKE TO THEM IN THEIR OWN LANGUAGE

Only a few women were on the program.

Initiators of the project were: Dr. B. Ashem
Dr. M. D. James-Adenle.

- K. SHOWED TWO SETS OF PICTURES ON KWASHIORKOR

Used movie projector, overhead projector: color slides were shown through a slide projector. (THUS BOTH AUDIOVISUAL AND VISUAL TECHNIQUES.)

- L. REPEATED SHOWING OF SLIDES COMPARING HEALTH OF THE NORMAL AND UNDERDEVELOPED CHILDREN

FOR EMPHASIS AND MEMORY BY AUDIENCE.

- M. STATED THAT ABOUT 70% OF THE CHILDREN SEEN AT THE HOSPITAL ARE UNDERNOURISHED

Showed weight chart to the audience of what should be the normal growth pattern and how the village children compared to the normal in Nigeria. Copies of this slide had been prepared in colored pencil. Each woman or man was given a copy of the chart to take back and plot growth as their children's weight and heights were measured. (1 to 5 years of age shown on chart)

- N. SHOWED SLIDE OF HEAD SIZE MEASUREMENTS

- O. QUESTIONS WERE ASKED OF THE AUDIENCE TO WHICH THEY RESPONDED AS A GROUP

- P. SLIDES ARE SHOWN OF FOODS

These contained both pictures and names of the foods. Pictures had been made up in color and one was distributed to each man and woman. Importance of eggs, milk, poultry, fish, carbohydrates, vegetables, and bread was discussed by Dr. Adenle.

Dr. Adenle (continued)

Q. HE REACHED INTO THE AUDIENCE AND TOOK ONE OF THE BABIES OF THE VILLAGE MOTHERS IN HIS ARMS WHILE TALKING

He continued to explain foods they should have in their diets.

R. ANOTHER DOCTOR ON THE STAFF OF THE HOSPITAL DISCUSSED HEALTH AND GENERAL SANITATION

He passed around (through) the audience a jar of worms which had been isolated from stools of hospital patients. These were actually worms which had been kept in a preservative.

The audience shuddered. Some women drew away from the jar.

S. OBSERVATION

Small babies were quiet; the audience was quiet and extremely attentive. Each speaker talked only 5 to 7 minutes. Slides were repeated to emphasize what had been said.

T. THE SLIDE OF FOODS WAS REPEATED

Dr. Adenle then introduced the charts which were to be taken home by the group. A chart was passed to each adult. Women in the audience who had not received a chart held up their hands to ask for a chart.

U. THE HEIGHT-WEIGHT DIAGRAM WAS PROJECTED ON THE SCREEN AGAIN

Dr. Adenle took one in his hand and explained it to the village people; he told them what he wanted them to do. The charts were passed out to the women.

V. THEN A WOMAN, THE EXTENSION WORKER, EXPLAINED TO THEM WHAT TO DO (USING YORIBA LANGUAGE)

W. MEN AND CHILDREN WERE GIVEN COPIES OF THE GROWTH CHARTS

Nurses aides and medical students were in the audience; they sat in the back.

X. SUMMARY OF PRESENTATIONS

Mr. Adedapo - environmental sanitation and parasites.

Mr. Amole - experiences in another self-help program in North West Ward in Ibadan.

Dr. S. O. Adenle - discussed nutrition.

Dr. James-Adenle.

Dr. Clatamara - discussed nutrition.

Dr. P. O. Fasan - discussed infection and infestations.

Mrs. Adebo - health of the mother, nutritional needs in pregnancy and lactation.

Dr. Adenle (continued)

Y. DR. B. A. ASHEM

Closed the meeting.

Z. FILM ON FAMILY PLANNING WAS SHOWN LAST TO THOSE WHO DID NOT SEE IT EARLIER

Family planning was discussed, with emphasis on the importance of adequate birth intervals and the economic implications of the greater number of children surviving these days. Villagers were returned by vans to their homes.

INTERVIEW WITH DR. MARGARET JAMES-ADENLE

Interviewed the following day. A statement of the Mothers' Self Help Program was given to me. Dr. Beatrice Ashem, Visiting Lecturer, Department of Psychiatry, had prepared the statement, giving primary objectives, method, target behaviors selected for change and methods to institute change.

THIS IS A SIGNIFICANT PROJECT

The techniques are applicable to the program in family life education.

Mrs. Carol Williams
5 Ekiti Street
Ibadan, Bodija Estate
Phone 25150

17. FROM INTERVIEWS AT THE UNIVERSITY AND FROM THIS SELF DIRECTION PROJECT

Alternatives to a program of family unit education in villages are suggested.

1. Develop a program in the use of village materials for new art forms which village wives could use in trading as an additional source of income.
2. Mount a crash program through the University Hospital or Ministry to bring village families in to the community center, or towns, or other location. Pay 5 shillings if the man brings his wife (more for each child brought). Pay 3 shillings if he or his wife comes alone.
3. Provide a concentrated lecture with films, slides, visual materials, talks in the language of the village people, give them materials to use and complete at home to provide visual indications of their progress.

From interviews at the university and from this self direction project (continued)

4. Hold a follow up session to tell the village people what they have accomplished.
5. Require the village people to tell others what they have learned, to teach other people in their village.

18. MASS MEDIA

In Lagos, television 6:00 to 11:00 P.M. could be used for a family life education program. From 6:00 to 7:00 P.M. there are children's programs, 7:00 P.M. news, 7:30 P.M. Bar-beach hotel, 9:00 P.M. news.

19. INTERVIEW WITH MRS. C. E. WILLIAMS

B. S. in Home Economics, M. S. in Home Economics Education.
Only home economics trained person on the faculty of the University of Ibadan.

Publication gives listing of small scale industries in Nigeria, names, number of employees. Small Scale Industries in the Western State of Nigeria. The Industrial Research Unit, Department of Economics, March, 1972. University of Ibadan.

Williams, C. E. Case Study of Storage Habits in a Village in Nigeria. To be published soon.

20. FUTURE OF HOME SCIENCE IN NIGERIA

Five scholarships were given for home economics training to young women.

21. UNIVERSITY PLANS TO CREATE A DEPARTMENT OF EDUCATION AND AGRICULTURAL PRODUCTION

22. DR. TOMORI IS HEAD, ADULT EDUCATION AT THE UNIVERSITY

23. DR. OKIDARA WILL BE AVAILABLE FOR AN INTERVIEW

24. THERE IS AN INSTITUTE OF BEHAVIORAL SCIENCE

Research on Literate Practices in Badaku Village. A Case Study.
Mrs. C. Williams.

25. INTERVIEW WITH DR. OMOLOLU, DIRECTOR, DEPARTMENT OF FOOD SCIENCE AND APPLIED NUTRITION

A. WHAT ARE THE UNIVERSITY PROGRAMS FOR THE PEOPLE IN NIGERIA?

Working in some rural areas and some urban areas since 1959.

1. He conducted a study of 3 villages, 75 miles away to find out the causes of malnutrition. Studied the village for 3 years, such things as sources of money
child mortality
child morbidity.

Tried to improve the way of life. Set up health centers, provided community nurse. Introduced poultry and backyard farming.

(Note: Practice seems to be to live separately from the large farm and to go out to the fields during the day. The backyard farm would provide easy access to food used by the family, could be kept individually rather than shared by community as the village field would be.)

2. A backyard farm would be about 2 yards from the home; the family would have another farm distant for cash crops.

Farms near house were used for cash crops. They were not used for raising food for their own use; but for cash crops.

3. Funds were received for a Seminar for Extension Workers in Nutrition. \$5,000. from UNICEF.

CHE visited the food and nutrition research laboratories.

4. Programs and projects for the people.

- a. Ilasa - introducing poultry; fish ponds; has to be a communal thing.
 - b. Another village where students are collecting data on people.
 - c. Faculty of Medicine is studying an area 70 miles square, 3 or 5 million people.
 - d. Training medical students in rural work, medical students must spend 8 weeks in a village center, about 60 miles away. Residential staff is there. 2 hospitals.
- These programs have been developed.

B. NUTRITIONAL PROBLEMS

1. Greatest problem occurs during childhood. Best approach is to start with nutrition in the village.

Interview with Dr. Omololu (continued)

C. MAJOR PROBLEMS OF PEOPLE IN NIGERIA

1. Shortage of money.
To make any progress one must improve cash available.
POSSIBILITY FOR DOING THIS IS BACKYARD GARDENING.
2. Need for some provision for: environmental sanitation
water
teach sanitation
provide sanitation facilities
immunize children.

D. TO GET THEM INTERESTED AND COOPERATIVE?

Must do things that will cost a little and make a lot of difference.

E. IMPORTANT NEEDS TO BE MET

Teach use of money.
Cause of malnutrition: People get money as a lump sum, they purchase things not usable as source of food. If farming is improved, this would provide a source of food continually.
Improve agriculture. Better seeds. Food storage cooperatives.

F. IF A VILLAGE MAN HAD A NEW SUDDEN LARGE SOURCE OF INCOME, WHAT WOULD HE USE IT FOR?

He would: Marry a second wife
Buy a car
Buy another house.

Village man may get 400-500 pounds when he sells his cash crop.

G. WOULD VILLAGE PEOPLE ACCEPT FAMILY LIFE EDUCATION?

Most important is getting villager to accept the person. Once they trust the person, the rest is easy. Best way is through medical services.

H. FAMILY UNIT EDUCATION

1. If granny does not understand, then the mother will not do it. MUST GET SUPPORT OF THE PERSON WHO IS CHARGE OF THE HOUSE. Most women are taught by their husband's mother or by their own mother.
2. If the husband does not approve then he will not let his wife do it.

Changing Food Habits in Africa. (A publication of Dr. Omololu)

Interview with Dr. Omololu (continued)

- I. WOULD THE UNIVERSITY BE INTERESTED IN ASSISTANCE IN CARRYING OUT ITS PROGRAMS?

THERE WOULD BE INTEREST IN ASSISTANCE. If the department concerned is interested, the University would be.

- J. IF WE GO INTO VILLAGES FOR RESEARCH, WE MUST IMPROVE THE VILLAGE

This is the philosophy of Dr. Omololu.

Dr. Okedara, Adult Education.

See Professor Odaku at Howard University Medical School; ask him to recount his experiences which led to acceptance.

26. INTERVIEW WITH DR. J. E. OKEDARA, LECTURER, DEPARTMENT OF ADULT EDUCATION

Involved in work on population.

A family life Education Conference was held in Nairobi, Kenya in 1972.

- A. HE WAS A MEMBER OF THE COMMITTEE ON FAMILY LIFE EDUCATION

He is still a member. He will go back for another Seminar on Family Life Education in Africa. Can get a copy of his paper from Mrs. Jewel Sheffield, New York City.

- B. HIS RESEARCH

Africa Link Quarterly Publication.

Africa Region of the International Planned Parenthood Federation, March, 1973.

Okedara, J. E. The Role of Adult Education in Promoting Family Life Planning in Nigeria. Africa Link, March, 1973.

Another paper: Role of Adult Education in Family Planning is in progress.

- C. A CONFERENCE WILL BE HELD IN SEPTEMBER IN SIERRA LEONE

ROLE OF SOCIAL EDUCATION IN PROMOTING FAMILY HEALTH IN DEVELOPING COUNTRIES

- D. WHAT ARE THE MAJOR NEEDS OF FAMILIES

We must do research on these needs.

Interview with Dr. Okedara (continued)

E. FAMILY UNIT EDUCATION

Problems: Interracial marriages, black-white.
Problems are stated in his paper.

1. Knowing what family life is all about.
2. In family life planning, people view this as a political issue.
He sees family life as a health factor, as an economic factor.

Emphasis should be on health in Africa, not on population control.

(CHE - THIS IS THE VIEW HELD BY DR. GRILLO, FACULTY OF HEALTH SCIENCES AT UNIVERSITY OF IFE)

F. INFERTILITY IS A TRADEGY IN AN AFRICAN WOMAN

Need more research on this.

G. PRIORITIES

What are the greatest needs of families?

1. Change attitudes of the government.
2. Research to document what is being done.
Field workers are going around now.

H. MAJOR PROBLEMS IN MOUNTING A PROGRAM IN FAMILY LIFE EDUCATION

1. Majority of the people are illiterate.
80% illiteracy rate in Nigeria.
2. Must know how best to educate the citizens.

Mrs. Okedara holds degrees in Home Economics from the University of Alaska; M. S. from the University of Oregon.

I. A SEMINAR ON FAMILY LIFE EDUCATION WAS HELD IN NAIROBI, KENYA IN 1972

J. "PEOPLE ARE WHOLE HUMAN BEINGS"

"Cannot just teach family planning.

Earlier thought in adult education was just to teach people to read and write.

Are now finding if people have a bad home, poor nutrition, poor relationships with their fellowmen, they will not succeed."

K. THIS WAS STUDIED BY MRS. DILLWORTH, COMMUNITY DEVELOPMENT OFFICER

She taught a group of women how to sew. Advanced them capital for sewing machines. Made loans. People bought everything they

Interview with Dr. Okedara (continued)

previously wanted with the loans; not cloth and sewing supplies. Majority of the women were not at work sewing.

They gave these reasons: Broken homes
Children suffering from malnutrition.

HER CONCLUSION: MUST EDUCATE THE WHOLE MAN TO FULFILL THIS ROLE

1. As a worker.
2. As a family person (put home in order, have a good meal).
3. Help person to be healthy individual (nutrition).
4. Education as a citizen (in the community).
5. Help an individual as a self-fulfilling individual.

I AM WHAT I AM.

Give people ego. Help a man to feel that HE IS A PERSON WITH DIGNITY.

"Give them education to cope with life."

L. EDUCATION TO COPE WITH LIFE IS HIS DEFINITION OF FAMILY LIFE EDUCATION

M. SEVERAL ORGANIZATIONS ARE JOINTLY CONDUCTING AN EXPERIMENT ON INTEGRATED FUNCTIONAL LITERACY FOR TRADERS IN IBADAN

World Education, Inc.
International Family Planning Federation.
Western States Government Ministry Economic Planning and Construction.
Chamber of Commerce.
Family Planning Council of Nigeria.

This integrated experiment included family life education.

N. GOVERNMENT POLICY

1. Move from small scale to large enterprises.
Many of people are illiterate.
The experimental objectives of the project with the traders is:
2. To educate them in family life planning (meaning educating people to know alternatives AND TO LEAVE TO THEM THEIR CHOICE).

Several units at the University are working with this project. One program is in nutrition. Dr. Omololu will be involved. He hopes to work with Mrs. Williams in the Department of Economics and Sociology, to represent home economics and extension.
Wants to build civics into the program.

Interview with Dr. Okedara (continued)

He feels that it is important to include GOOD NUTRITION, PERSONAL RELATIONSHIPS, HEALTH AND SANITATION in the program so that people will know how to take care of themselves.

O. ON BUILDING SELF

"I am what I am. Thank God."

Awareness of self is important.
How to do this takes research.

Dr. Okedara plans to publish a manual from this study.
He states that to cooperate on a project one must get permission from the government.
The Manual can be secured in the future from WORLD EDUCATION, New York.

He will study such things as indigenous policy, REACHING UP, HEALTH, SELF-FULFILLMENT. How to do these. (How to work with people to help them accomplish this.)

He will use a team approach.
Hopes to find a new way for literacy to progress.

His department has made a contribution to the project in money (Naire).
Government will contribute.
World Education, Inc. is searching for grant money, sources.

Mrs. Sheffield is the program coordinator for Africa and will fly to Africa to sign for the baseline project. The project will begin in August, 1973.

THE PROJECT IS A GOVERNMENT PRIORITY.

In the proposal, the priorities for the family are outlined.

P. FAMILY UNIT TEACHING

1. Dr. Okedara's response was that his research will look into this.
2. His own attitude on family unit teaching:
 - "No novelty to this in Africa. Already have this traditionally.
 - Women teach young ones how to cook.
 - In the evening, people gather together to talk of the history of the society.
 - This is the traditional way of learning in Africa."

Interview with Dr. Okedara (continued)

3. To do family unit teaching, you must know the culture and society you are involved with.

Who is playing a dominant role in the home?

Who plays the economic role? In Africa it is the mother-in-law.

Who plays the social role?

Who is the person who will actually take care of the home? This person must be included.

THESE ARE DIFFERENT FROM SOCIETY TO SOCIETY.

4. The approach would be to determine the person who has the dominant role first, then ONE COULD TEACH THE WHOLE FAMILY.
- In discussing family planning, if you leave the man out, you are in trouble.
He has found that the man is (important in carrying out any program).
 - Formal system is not convenient for people of responsibility.
 - Perhaps, could get the mother at a certain time and the father at a certain time.
 - When teaching village people how to ? , this is the best time to teach them family life education.

Integrate this with something else you are helping the people to do to help them.

DR. OKEDARA'S IDEAS ARE VERY SIMILAR TO THOSE OF DR. GRILLO AT THE UNIVERSITY OF IFE.

Project will be scattered in APONU, Ibadan.

Size of the project will dictate the number of project participants.

He is also undertaking experiments with rural families in the north.

27. INTERVIEW WITH DR. C. G. M. BAKARE, INSTITUTE OF BEHAVIORIAL SCIENCE, UNIVERSITY OF IBADAN

A. RESEARCH PROJECTS

- Among women in rural town areas to identify values (what is worth achieving in life).
- Has a grant to develop ways in which people in rural environment can be motivated to adopt family planning.
- The grant from the Rockefeller Foundation is for the project on identifying values. Will work with youth and children, cooperate with the Psychology Department. Will develop method of comparing various social situations. (aspirations?)

Interview with Dr. Bakare (continued)

These data will be used to build messages which will be used with family planning.

Will study aspiration for.

HEALTH

CHILDREN WITH A HIGH POSITION IN LIFE (useful, prestigious)
PERCEPTIONS OF VARIOUS ILLNESSES (What people perceive to be the cause of illnesses).

In a previous study, a series of childhood illnesses were listed. People were asked to state how they would arrange to treat these. He found that traditional methods of treating illness still persist. For example, some people give cow urine for fits. Sometimes it works. What is found will be used to form messages to people.

B. CHANGE

He must identify customs, educational level.

Then can start to attack the problem. Must know traditional props in the society. The particular person who changes will be an outcast.

There are two completely different customs here: TRADITIONAL AND MODERN.

If some behaviors are anchored in society, family which changes must basically (realize that the change has the approval of the society).

The Chief or important person in the community dictates the change. If one can convince the opinion leader, you can succeed.

Sometimes if all the people in the town are doing the same thing the opinion leader will change his own ideas.

(Patsy . . . People as individuals will not adopt a practice because they are afraid of being laughed at, but will adopt a practice as a part of the group.)

(CHE - RIDICULE IS A VERY POTENT FACTOR.)

C. OTHER RESEARCH EFFORTS OF THE INSTITUTE

Testing whether messages directed to women alone are more effective than when directed to men and women together.

Theoretically, if it will require joint planning and cooperation, anything which requires successful completion should be directed to all members of the family.

Interview with Dr. Bakare (continued)

THEORETICALLY, IF IT WILL REQUIRE JOINT PLANNING AND COOPERATION, ANYTHING WHICH REQUIRES SUCCESSFUL COMPLETION SHOULD BE DIRECTED TO ALL MEMBERS OF THE FAMILY.

He has found that when wives come to the University hospital alone without husband's consent, problems usually arise.

D. FAMILY UNIT EDUCATION

1. DR. BAKARE PERSONALLY THINKS ONE COULD TEACH THE TOTAL FAMILY.
2. Alternatives:
Produce a package based on the cognitive pattern, talking with children, buying toys.
Depends on the age of children.

Family Unit Education directed to husband and wife may be just as effective as bringing children in if they are very young.

3. He is developing coloring books to teach children. (A copy was given to us.)

E. APPROACH TO TEACHING

The child's parent should teach the child.

Child would derive more benefit from coloring book if both parents help child with the coloring book.

Could teach village children while teaching the husband and wife.

CHE: THIS SUGGESTS A VIABLE ALTERNATIVE TO FAMILY UNIT EDUCATION

TEACH HUSBAND AND WIFE TOGETHER UNDER SAME ROOF (perhaps in same room) WHILE SIMULTANEOUSLY PLAYING WITH CHILDREN IN GAMES THEY ENJOY. Have teaching sessions in TWO parts:

Part 1. Husband and wife, older children.

Films, overhead projector, etc. as in Institute of Child Health Crash Program.

Child is led by another person(s) as in a day care program, games, etc. things they enjoy.
Refreshments together.

Part 2. Parents (man and wife) help own children with coloring books which give the message parents have learned in Part 1.

Require that parents teach others in the village.

F. RESEARCH ON COLORING BOOK

Dr. Bakare is testing how useful the coloring book will be. He emphasizes in the coloring book design that circles are easier to

Interview with Dr. Bakare (continued)

draw than squares. The coloring book should be used before school age, that is from 3 to 6 years. Otherwise, the child would color the whole book, not the objects.

28. INTERVIEW WITH MRS. RODA JOHNSTON, DEPUTY CHIEF INSPECTOR, MINISTRY OF EDUCATION, IBADAN

A. SUPERVISES 5 DIVISIONS IN LAGOS ISLAND, IKEJA, BADAGOO, EPE, IKOROGZ

Administration
Professional
Community Development
Sports
School Service

Nursery through grade 12.

B. HOME ECONOMICS IS INTRODUCED IN THIS WAY IN THE SCHOOLS

1st grade. Home and health science, games, attitudes. Chief Ssmodi is working on a home economics syllabus.

Moving to higher classes in primary grades, with theory and little practicum.

In post primary, that is, 6 years of secondary school, principles stressed.

Needlework not compulsory for school certificate level.

C. JOINT CONSULTATIVE COMMITTEE ON EDUCATION

Usually makes policy.

Mrs. Johnston is the chief inspector of all states, carries out policy, endorses.

D. IT HAS BEEN APPROVED THAT HOME ECONOMICS BE TAUGHT IN ALL GIRLS AND MIXED SCHOOLS INCLUDING BOYS

The recommendation is left to the different states for when they have funds. Thus there are varying degrees of home economics programs in different states.

E. ADULT EDUCATION

There is continuing education in some states. Some combine continuing education with agriculture.

East Central State - at Nsukka.

North - at Ahmadu Bello - gives diploma.

The Chief is very interested in home economics, gets the association of home economics to help from all over the country.

Interview with Mrs. Roda Johnston (continued)

Her unit - Ministry of Education - has produced Book 1 for Class 1; Book 2 for Class 2, and Book 3 for Class 3 in the secondary schools. Offer workshops, to which each state sends one representative.

F. MRS. ABENDU IS HEAD OF HOME ECONOMICS SECTION, MINISTRY OF EDUCATION AND SCHOOL WELFARE

G. FUTURE OF HOME ECONOMICS IN NIGERIA

Mrs. Johnston feels it will grow, but has taken a long time.

Evidences of interest of the government are:

1. Scholarships have been given to 5 girls; this is federal money.
2. State schools will also include home economics; the government will give 5 scholarships a year and will increase this in the future.

H. WHAT IS NEEDED MOST TO IMPROVE THE QUALITY OF LIFE OF THE PEOPLE?

In the village:

1. Good, clean, water supply.
A lot of teaching is wasted without this.
2. Economic development.
3. Making homes clean.

In cities:

1. Wise use of money.
2. Nutrition.

The Federal Ministry of Health uses visual aids in its work.

Techniques used with people which give response early are those dealing with:

1. Health (health visits with information on help toward development of the child).
2. Maternity (people call these workers "Mother of my child").

I. APPROACH

Introduce themselves with

"How is my child today? Sees child at the clinic. Gives mother free milk, baby shoes, prizes for healthy children.

Health visitors have a better opportunity to get into the home.

Demonstrations on food for pregnant women.

Home economics teachers have classes in the evening.

If market women, after market hours.

Women bring children. There is a mobile cinema with library.

Workers talk to people in the market.

Interview with Mrs. Roda Johnston (continued)

J. FAMILY UNIT TEACHING

May be easy in Lagos state.

An experiment on classes for fathers was conducted. It was a novelty, perhaps, but men can be taught family life education.

Women came to clinics. Classes for them.

If a talk on child development was to be given, the woman and man will come.

Anything on education they will come too.

35 to 40% of the state revenue is spent on education.

K. EDUCATIONAL STATUS OF PEOPLE IN NIGERIA

Children under 25 90% would have been to school in Lagos.
15% in the North.

In the past 10 years, 51% of the boys have been to school in
Lagos
49% of the girls have been to school.

only 8% in the North.

They are now training teachers; giving education free; another generation will be more educated.

L. ALTERNATIVES TO FAMILY UNIT EDUCATION

1. Television.
Lectures.

Programs get to both women and men.
Symposia, viewpoints are given.

2. Workshops for both men and women on child care and guidance.

M. MEDIA FOR ADULT EDUCATION

1. Newspapers have frequently given space to home economics.
2. Rediffusion.
There is one central place where news is taped (England or Lagos, etc.) connecting lines go to various houses WHO PAY \$1. per month.

This is different from radio in that you hear only what the station gives you. (Correct time, Louis Armstrong records, things of interest) Comes in 9 major languages every day. International . . . even market women hear it, barbers, etc.

Interview with Mrs. Roda Johnston (continued)

SHOULD SEE THE DEVELOPMENT PLAN FOR LAGOS STATE. THERE IS A SPECIFIC SECTION IN IT ON QUALITY OF LIFE.

N. GOVERNMENT PRIORITIES

1. National unity.
2. Youth corps.
3. Humanitarian society.

O. PRIORITIES IN LAGOS

1. Development of land and roads.
2. Education.

P. OTHER NOTES

1st 6 years of education is free. Quality is not so high now.
Health care is free for school children.
Parents buy uniforms and books.

GOVERNMENT ATTITUDE

Will accept help if many strings are not attached.
What is to be done must be agreed on first.

Motto on car: "Nothing can be done without God's help."

Patsy. Trained Mrs. Carol Williams.

Dug fish pond; put in toilets, prepared for wells. Left a paraprofessional there. Not sure what she is doing. Now training trading people, paid by Ministry of Agriculture.

A WORKSHOP ON THE NATIONAL DEVELOPMENT PLAN WAS HELD July 2-14, 1973 at the University of Ibadan.

29. PUBLISHED BY THE INDUSTRIAL RESEARCH UNIT, DEPARTMENT OF ECONOMICS, UNIVERSITY OF IFE, ILE-IFE, NIGERIA, MARCH, 1972

A. UNDER MINISTRY OF INDUSTRY THERE IS A

Small Industry Division which operates an Industrial Extension Training Services (division). The Extension Service provides technical counseling and consultation, prototypes and product development, marketing, and complementary services, and training.

B. TRAINING INCLUDES

Training of skilled workers.

Management training.

Training of Industrial Division Officers of the Ministry.

Published by the Industrial Research Unit (continued)

Training of Personnel Officers in the Industries.
Training of Prospective Industrialists.

C. INDUSTRIES IN WESTERN STATE OF NIGERIA

| | | |
|--------------------------|-------------------------|------|
| Bakery | Spinning and Weaving | |
| Bicycle Repairing | Baking Products | |
| Brickmaking | Carving | |
| Blacksmithing | Leatherwork | |
| Dyeing | Pottery | |
| Electricals | Spraying and Painting | |
| Furniture making | Art Work | |
| Goldsmithing | Handicraft | |
| Iron Foundry and Welding | Drum making | |
| Pepper Milling | Woodcarving | |
| Knitting | | |
| Motor Vehicles | Number of industries | |
| Printing | 441 - 148 in Akure | 293 |
| Shoe making | 553 - 261 in Akerkuta | 291 |
| Tailoring | 377 - 195 in AdoEkiti | 182 |
| Watch repairing | 71 - 31 in Eruwa | 40 |
| Partnerships | 3017 - 1382 in Ibadan | 1635 |
| Grain Milling | 55 - 26 in Ijobu-Ijesba | 39 |
| Saw Milling | | |

30. DATA FROM LIBRARY STUDY, UNIVERSITY OF IFE, ILE-IFE AND UNIVERSITY OF IBADAN, IBADAN

Source: FEDERAL REPUBLIC OF NIGERIA: Second National Development Plan 1970-74, Federal Ministry of Information, Printing Division, Lagos, 1970.

July 9, 1973

Program of Post-War Reconstruction and Development

REVIEW OF PLANNING EXPERIENCE
NATIONAL OBJECTIVES AND PRIORITIES

Review of Planning Experience

In 1946 the "Ten Year Plan of Development and Welfare" was criticized because it lacked involvement of the people; too highly centralized. Ended prematurely in October, 1954. Local (state) plans evolved into 1962-68.

Data from library study (continued)

OUTPUT AND INVESTMENT, 1962-67

| Year | Gross domestic product percent change | Investment as percentage of gross domestic product | As amount |
|-------|---------------------------------------|--|------------------|
| 1962 | - | 12.2 | 159.9 <u>f</u> m |
| 1963 | 6.7 | 12.6 | 177 |
| 1964 | 3.8 | 13.4 | 195 |
| 1965 | 5.7 | 15.2 | 234 |
| 1966* | 14.2 | 15.1 | 242 |
| 1967 | Not include 3 Eastern states | - | 222 |

*Military government in 1966, war mid 1967.

By 1966, 85% of the planned investment was realized.

Table 3. Capital expenditures for 1962-63, public sector

| | Total <u>f</u> millions |
|-------------------------------|----------------------------|
| Primary Production | 91.7 |
| Transport | 143 |
| Water | 24 |
| Education | 79 |
| Health | 17 |
| Cooperatives & Social Welfare | 9 |
| Total | 677 |

Gross Domestic Product at Current Factor Costs, 1965-68

| | |
|----------------|------|
| Agriculture | 578 |
| Mining | 34.5 |
| Electricity | 7.2 |
| Education | 36.2 |
| Health | 9.2 |
| Other Services | 52.1 |

Economy declined in 1967; stagnation occurred in 1968; picked up in 1969. Eastern states account normally for about 20% of Gross Domestic Product.

Note: Government decided that the pace of their development must be quickened by reliance on their own resources and not relying unduly on external aid.

FIVE PRINCIPAL NATIONAL OBJECTIVES:

1. To establish NIGERIA firmly as (1) a united, strong, self-reliant nation, (2) a great and dynamic economy, (3) a fast and egalitarian society, (4) a land of bright and full opportunities for all citizens, and (5) a free and democratic society.

By just and egalitarian is meant reducing inequalities in inter-personal incomes and promoting development among the various communities and geographical regions.

"The ultimate goal of economic development is the welfare of the individual."

Development Priorities:

From the 1970-74 plan: agriculture, industry, transportation, and manpower. The government will focus on these, first. Next: Second order of priority is social services and utilities, such as electricity, communication, and water supplies. Third: All other services except Defense and Security which are separate.

Note: In the field of health services, in some areas it may be most urgent to provide facilities where nonexistent, in others personnel for maximum utilization of facilities may be the only need (varies with region).

70% of the labor force is in Agriculture. National per capita income is $\text{f } 30$; for non-agricultural workers $\text{f } 50$. Roughly $1/3$ of the total land area is arable land and land under permanent crops. Forestry and permanent pastures, 56%. About 31% is agricultural land. More than $1/2$ of potential agricultural land is not utilized. Agricultural products are exported and provide foreign exchange. 66% of foreign exchange is earned by agricultural exports.

Average caloric intake is 2,200 per day per person. Daily protein intake is 62 grams per day, only 7 of which comes from animal sources.

Major crops: cocoa, oil palm, groundnuts, rubber, industrial fibers; fruits and vegetables are imported, along with coffee, wheat, and tobacco.

Major problems: expanding the food supply to keep up with the population and (2) increasing protein and calorie intake, especially in the southern states.

Improved production techniques, storage, fertilizers, pesticides will help meet these goals.

Fuel Land Power

By March, 1970 Nigeria was the second largest oil producer in Africa, and 10th in the world.

Water and Sewage

For the rural population, permanently short of good water supply. It is the most sought after social good and ranks high in development scale of preferences.

Education

In Nigeria, education is regarded as a capital and as a consumer good. Goals: Primary education for all ultimately and pool of

skills for social and economic development.

Primary objectives: (a) Restoration of war damaged facilities, (b) expansion of primary education to 50% of the population by 1970's, (c) expansion of secondary education to 25% of the school age population by mid 1970's, (d) expand technical education, (e) expand teacher education, (f) university level, more money also new universities, (g) financial aid scholarships, bursaries, and loans, (h) adult education, and (i) research in Education.

Health

Doctor to population ratio is 1:30,000, but as low as 1 to 100,000 in some areas. Goals (a) repair war damaged facilities, (b) improve environmental sanitation, community health education schemes, (c) control communicable diseases, (d) increase medical manpower, (e) reorganize hospital management and services, (f) build research facilities, and (g) maintain good health standards.

Labor and Social Welfare

In 1967, 8% of the urban population between 15 and 55 years of age was unemployed. 70% of these were between 15 and 23 years of age. Educated persons but below certificate level - 59% of the unemployed; only 70,000 of 600,000 school leavers were employed. Answer is skill training; National Youth Corps.

Population Change

| | |
|------|---------------|
| 1911 | 15.96 million |
| 1921 | 18.6 |
| 1931 | 19.9 |
| 1952 | 29.1 |
| 1963 | 55.7 |

| Age Structure: | Males | Females | Total |
|----------------|-------|---------|--------------|
| Under 2 | 1.6 | 1.7 | 3.3 millions |
| 2 - 6 | 2.7 | 2.6 | 5.3 |
| 7 - 14 | 2.6 | 2.2 | 4.8 |
| 15 - 49 | 6.7 | 7.6 | 14.3 |
| 50 and over | 1.1 | 1.3 | 2.4 |

Population by Regions:

| | | | |
|-------------|--------------|-------------------------|--------|
| Northern | 29.8 million | density per square mile | 106 |
| Eastern | 12.4 | | 420 |
| Western | 10.3 | | 337 |
| Mid-western | 2.5 | | 170 |
| Lagos | 0.7 | | 24,639 |

United Nations Projection

If the above age structure is considered stable and nation is in a transition to constant fertility and declining mortality, it is estimated that 43.1% of population will be aged 0-14
52.5% 15-59
4.4% 60 and over.

Life expectancy at birth is 40 years; in the final stable period it will be 60.4 years.

Sectoral Review

Education.

VI. Development of the Universities: University of Niger at Nsukka reopened; Mid-West Institute of Technology reorganized by National Universities Commission. There are 6 universities in the Federation.

VII. Adult Education. There is little Federal activity. Some states were attempting to combat illiteracy in rural areas through seminars and courses.

£ 1 million to Nsukka for reconstruction. £ 2 million to University of Ife for expansion.

Health.

Most units are back to normal. Badly damaged ones are being rebuilt. State funds made available for maintenance of environmental sanitation; health education programs are active in all states. Federal grant of £ 2 million for expansion of teaching hospitals. In Mid-west state 14 new hospitals and 7 under construction.

Youth.

Corps programs urgently being planned.

Women.

Equipment purchased for "Women Programme" 120 leaders and 222 female field staff trained for same programme.

Planned population growth rate 2.5% per year. Family planning on a voluntary basis will be provided.

Domestic entrepreneurship encouraged, where possible.

Government Problems

1. Inadequate executive organization in some of the relevant ministries.
2. Delay in land acquisition for projects.
3. Shortage of various categories of technicians.

31. CONFERENCE ON THE NUTRITIONAL ASPECTS OF THE THIRD DEVELOPMENT PLAN

1975-80 sponsored by the Social Science Department, University of Ibadan, Tuesday, July 10.

From the air, the ratio of villages to towns in Nigeria appears to be 20 to 1. This was enroute from Lagos to Ibadan.

PASTORAL Institute
(Clairville African Mission)
Bodija, Nigeria

Church and Society Hostels
near Emmanuel School

NOTES FROM CONFERENCES IN WEST AFRICA
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY

NIGERIA

UNIVERSITY OF IFE

1. INTERVIEW WITH PROFESSOR OLA ROTIMI

5/6 of songs on radio were jazz types. Thinks people are forgetting their heritage. Feels Nigerians should stick to their traditional songs.

Has had invitations from intellectual and rural families for his professional company to perform.

A. TRADITIONAL AFRICAN TENDENCY IS TOWARD POLYGAMY EXTENDED FAMILY

The more wives one has the greater the economic committment.

Moslems still recognize polygamy. Moslems in Nigeria in theory restrict themselves to one wife.

B. INHERITANCE LAWS

Patrilineal in some cases. Nigerian man takes care of his own wife and children first. He respects manual labor. His own mother insisted that he cook every Saturday.

In Ghana, when the male head of the house dies, his brothers and sisters take everything, not his wife and children. This is done because they think . . . ? Because a woman is not going to inherit from her husband, she is not as tempted to poison or kill him.

A woman goes to marry to take care of a man and to raise a family.

A village man does his own work, trades; his wife takes care of the home. Relatives of the wife would help with care of the children.

A child four years old in a village can do the basic cooking.

C. EDUCATION

Elementary school is free. Secondary school costs. Some

Interview with Professor Ola Rotimi (continued)

mission schools are there. Primary education is free, but child must buy books and uniforms. Costs \$650. per year for secondary school.

In Professor Rotimi's home, 13 or more persons who he helps through school will come during vacation and will help his wife and tutor the children because this is a way they can thank him and because his house has light at night and books.

Mr. Ola Rotimi has a white wife. He is director of a professional company of 25 persons. The company has performed in Paris and Ghana. Performances are done in Yoriba language.

"The little we earn is siphoned off by the circumstances under which we live."

Garments are named: Buba for top blouse; shokoto for pants; hat is called fila. These are traditional Yoriba names but Yoriba do not wear these garments.

D. CULTURE

Secret initiation ceremony - IRRIA ceremony. The girl at puberty is placed by the women in the village in a room; eats to build up her body. Nigeria aesthetics emphasizes roundness. The women feed the girl, she sleeps, beautifies herself. She is taught about cosmetics, feminine hygiene, code of spouse, conduct in the bedroom. This goes on 1 or 2 weeks. She comes out. There is an initiation ceremony for several girls together.

For boys there is graduation from puberty to manhood; men are whipped publicly. If you flinch, you cannot marry; you must wait. Your prospective wife may be in the audience cheering him on. But if he flinches, he loses. This practice builds stoic resistance so that nothing will shake him. Is practiced by the FULANI. The Fulani chieftain.

Anecdote: "A driver shut the door on the hand of a Fulani chieftain and did not know what he had done. The chieftain did not flinch. His hand was crushed and bleeding in the window for several minutes. When the driver opened the door and saw what he had done, the driver screamed. The Fulani chieftain said, don't bother . . . just take me to get it fixed."

This story tells the extent to which men of this tribe are trained to endure pain.

Interview with Professor Ola Rotimi (continued)

E. NSSUKKA

Federal government has given Nssukka some money. They have problems. Soldiers in retreat demolished buildings; library at Nssukka was looted. Dormitories and laboratories were affected by cross gun fire. The dormitories were used as camps by soldiers.

Dr. Madeline Kirkland gave a new home management house to the University.

F. CUSTOMS

Every car has its own motto or slogan, such as "Somi Dele Oluwa" . . . guard me home safely.

"No condition is permanent."

"God's judgment . . . no appeal."

"Money done . . . Lady go."

"Sea never dry." (Liquor keeps flowing.)

Violence is not monopoly of whites, but Afro-Americans can too.

CHE noticed baskets of round black cakes. This was soap, made from wood. The villagers make lye, fat is in village, potassium comes from the wood.

"At one time there was no salt. Natives say to let river water evaporate would take too long. They burn mangrove wood and use the ashes as salt."

The number of inhabitants and expanse of building determines whether the site is a village or town.

Explanation of procession of people along the street. The people come from church carrying the spirit along the road. They play musical instruments and sing.

Nigerian women do not go barebreasted.

Many goats were seen along the road.

It is hard to get a driver's license. If an educated man takes the examination they will let him have it because they know that he knows the answers to the questions and that they are right. If a woman takes the examination, she may fail the examination. If she is "well placed", she can get a driver's license.

G. COMMUNICATION AND FOOD

People in villages have transistor radios. People in villages eat better diets than city people. They trap deer, eat antelope and fish, goats are mainly for procreation.

Interview with Professor Ola Rotimi (continued)

Low income people in cities are not as well fed as the village people.

H. CULTURE

One sees signs "Professional Mechanic". "Doctor of Shoes".

I. UNIVERSITY OF IFE

The University of Ife was begun in 1962; it moved to Ile-Ife in 1967 from the campus in Ibadan. Now only the administration of the University of Ife remains at Ibadan, and one of their bookstores.

2. INTERVIEW WITH MR. ADAELA, VICE DEAN, FACULTY OF AGRICULTURE

He is an economist, trained at Michigan State University and the University of Chicago.

Wife of the vice dean is a nutritionist trained at Michigan State University.

More women than men.

Boys are harder to raise; less resistant to disease.

Boys tend to go away from home.

Ife is the largest cocoa producing area in the middle states.

Ife is the only university which has a department of extension.

There is a Department of Agricultural Economics and a Department of Extension Education.

A. TRADITIONAL RULE

Ibadan has a king. There are several chiefs. The senior chief takes over when the king dies. Chiefs are his cabinet.

In other towns, there are 3 ruling houses. System is similar to the Maharaja system in India. This is not the same as government rule.

3. VISIT TO CULTURAL CENTER WITH PROFESSOR ROTIMI

LEGEND OF IFE

"The whole world was water. Land was the product of the union between rain and sea. To give man (or the original life) form, God created his lieutenants. Among them was the sight God of Divination. Ohmelaor Batale; God of Art, of creativity, created a

Visit to cultural center with Professor Rotimi (continued)

pigeon. He wrapped in a leaf some earth to go and sprinkle on any choice spot in the vast endlessness of the water.

The pigeon came flying and sprinkled earth on one mountain at Alilisha. This became solid land.

God sent God of Creativity, Atala, to come and create humans; but he was tempted and saw palm wine; drank it and got drunk. Started creating hunchbacks and albinos. God then sent Romela to do the job properly. He began creating human beings as we know them properly. When man started passing out from Ife to various parts of the world . . . people crossed on foot, but it was too cold. Those who remained in Africa, they stayed black. Those, who wanted to venture, braved the river and crossed. In crossing the water the water washed off the color and these people became white."

Blacks remained here and carried on the line of original creation. Line of original creation hasn't gotten away . . . came and founded a new generation of inhabitants and conquered them and set up the Yoriba dynasty. 16 descendants of Yoriba stock.

The pictures on the wall of the cultural center tell the story of the legend of the beginning of man. One half mile from the cultural center is an oblique.

Professional members of the company are full time. The company is paid by the University, and also Rotimi. There are three centers. We visited the one in town. There is one in a village also.

4. INTERVIEW WITH PROFESSOR OLUWASAMI, VICE CHANCELLOR, UNIVERSITY OF IFE

A. UNIVERSITY PRIORITIES

1. Consolidate advances so far.
2. No more new facilities; strengthen existing faculties and institutes.
3. Excellence in teaching and research; broaden educational base.
4. Broaden technology; pharmacy and health sciences.
5. Add civil and mechanical engineering.
6. Stronger and expanded graduate school.

Major emphasis will be given to #4 and 5.

There is a need to produce more doctors (community medicine); paraprofessionals are needed.

The old campus of Ife is to be turned over to a technical college.

Interview with Professor Oluwasamni (continued)

There are 4,500 students; about 500 of these are women.

(The University needs to develop a weaning food; to develop extension programs to the people (CHE).)

B. ROLE OF THE UNIVERSITY IN MEETING THE NEEDS OF THE PEOPLE OF NIGERIA

Stringent financial conditions.

There is a desire to do village service. Need to study cultural patterns, improve extension services.

Ife University sought Ministry's cooperation. Ministry will yield. Ife has a pilot project. If Ife succeeds, more than the Ministry, they would not like this. Staff at Ife contacts Agricultural officer when a problem relating to agriculture is brought to the attention of the university.

University wants to relate its program more closely to the NEEDS OF THE PEOPLE.

C. HEALTH

Community or social medicine; need to provide a good water supply for the people. This must go hand in hand with agriculture.

The University must first perform its traditional role very well. Also do research. It can help specifically with rural enlightenment; slums in cities because of outmigration from villages.

D. NEED TO IMPROVE QUALITY OF LIFE IN RURAL VILLAGES

Dr. Fasha King is on the university faculty in Food Science. He was trained at McGill University and Harvard University.

General feeling is that there was American Support for the successionists.

B-52's were involved in bombing Lagos.

E. CULTURE

Adire (a dir ra) cloth, does not have a fast dye.

It is typical of the Yoribas. The shrine at Ashobo is 12th century. Should see.

5. INTERVIEW WITH DR. GRILLO, DEAN, FACULTY OF HEALTH SCIENCES,
UNIVERSITY OF IFE

Health intermediates could be trained at the University.

A workshop was held for intermediates in health education; time is not a factor in his program, competence. A student should complete the program in 6 weeks or less. These trainees would be clinic helpers.

Dr. Grillo holds the M. D. degree from the University of Dublin, the M. S. and the B. S. in Histochemistry.

Methods used are lecture and demonstration. In Nigeria there are 200 different languages. Only one in Western state.

Nurses will be taught Yoriba history. There are two programs Medical-dental and nursing. In 1973, environmental sanitation will be taught.

A. PRIORITIES OF THE NATIONAL GOVERNMENT AS OBSERVED BY DR. GRILLO

1. Oil, roads, bridges.
2. Putting Nigeria on the world map (political).
3. Youth corps.

B. DR. GRILLO'S PRIORITIES

1. Raising the standard of living.
2. Basic education - education to think.
3. Education of people who control the country.

C. GREATEST NEEDS OF FAMILIES

Need civic sense, national discipline.
Interpretation of democracy.

D. IFE IS CONSIDERED THE GARDEN OF EDEN OF THE NEGRO (WHOLE WORLD)
IT IS THE CENTER OF CULTURE IN AFRICA

6. INTERVIEW WITH DR. DUNCAN'S HOUSEBOY

Dr. Duncan is a member of the faculty of the Department of Agricultural Extension. Dr. Duncan is from Iowa State University in the University of Wisconsin contract.

Christians in western state eat yams for supper with corn. These are made into a soup. Sometimes beans. Corn is eaten for breakfast with a light drink. Bread is bought.

Fufu is made from cassava.

Cook corn strongly in stew. Tie with leaves (Eko).

He buys Caritate for his young child. A can lasts two weeks. His wife will feed the child by breast for 11 months.

Interview with Dr. Duncan's houseboy (continued)

Nigerian beans are like cowpeas.
Eat plaintain - bananas.

For his family, he buys fish, meat 5 ounces at 10 shillings.
Cooks soup once a week, warmsthis and eats from it two times a day.

He has 3 children. The man eats with his son; the girl is in school.
His daughter eats with his wife.

Farm people (village people) eat papau, ripe bananas, fried cassava,
groundnuts, sugar cane.

He pays 25 kobo per week for school uniform.

Yoriba men eat dried pounded plaintain. It is first pounded and hot
water is added. Gairi is made from cassava. Soup is made from
different vegetables.

When his wife needs a new wrapper, he gives her money; women prefer
to buy their own things. Wife sells corn. Native doctor diagnoses
illnesses.

Everyone in villages likes to have only enough children. Everyone
has JUJU magic in his own town. There is a place which people are
forbidden to go; those who do go and stay do not talk about it
afterwards.

Commonly thought that if wife is not heavy (fat) this is a reflection
against the man.

(During the interview, the child, who was playing at the
houseboy's house in the back of Dr. Duncan's home, mashed
his finger in the door. His wife cried. Mrs. Duncan took
the child to the clinic hospital to get the fingers bandaged.
Husband went.)

7. INTERVIEW WITH PROFESSOR DUNCAN

The university is doing virtually nil for the people in the country.
The Isoya project is not a university project. Dr. Roberts lived
two years in a Ghanaian village.

Life is cosmopolitan. Hungarians and Polish, Russians coming in.
Bringing in expatriates. Professor Duncan has worked in extension
for 35 years in Iowa.

There is no extension work at the Nigerian Federal level. All is at
the state level.

Interview with Professor Duncan (continued)

All previous extension work was for both men and women. Visual aids service is at Moore Plantation.

Yoribas do not accept the Ebos.

When someone administers juju, people die. Juju is same as witchdoctor. Minister of Finance had 4 or 5 juju doctors living in his home. NIGERIANS RESPECT Juju BEYOND COMPREHENSION.

Yoribas are diplomats, order everyone else around. They haven't been pressed as Ebos have.

A. MAJOR NEEDS OF PEOPLE IN NIGERIA

1. Worth ethic, responsibility ethic.
When a man gets a temporary job, he will do a good job; if he is given a permanent job, he stops doing anything.

Students who flunk two courses must take the whole year over.

Student strikes were just held during the Spring Semester at the University of Ife.

8. NIGERIAN VILLAGE INTERVIEWS

Took place in the home of a villager July 10, 1973. Dr. Edwards and Miss Graves were transported to the village by Dr. Roberts, an anthropologist who was working with the village people to get a corn drying ramp built by them.

When we came to the village, she sent for the village men. They came quickly. They viewed the progress on the project, discussed what needed to be done next. She talked with them for about an hour in making plans.

During the period that we observed the corn compost, one of the two graduate students who accompanied the group to the village asked questions of the village men for us.

9. INTERVIEW (WITH THE WIFE OF A VILLAGE MAN)

The man invited us to come to his house to talk with his wife. She has two children.

The house had 3 rooms, all with dirt floors. In one corner was a fire (wood) which was used for cooking. Temperature that day was about 90, the fire burns continuously during the period when meals are prepared. She was seated on the floor in what was a joint living room and kitchen, about 5 x 10 feet. Two other rooms were (1) a bedroom, containing a wooden chair and a

Interview (with the wife of a village man)

bed which had a woven straw base supported on 4 legs. This was his room. A second bedroom and this bedroom were about 9 x 8 feet. There was no furniture except the bed, a chair.

The wife sat on the dirt floor preparing the corn. Her two children had been out playing but came in to meet us.

Question to the wife: What do you want for your family?

She spoke in Yoriba (translated by the graduate student):

"wants to be in peace
wants to be healthy and wealthy
wants to be well
wants to be able to train the children."

Question to the wife: What will she teach the children?

"wants to be able to send them to school."

Question to the wife: When they are young what will she teach them?

"to be very nice to people.
when they see an elderly person to go and help.
to take care of the home."

The woman was about 28, her two children had kwashiorkor, as shown by reddish hair, enlarged abdominal area. The younger child was 6 years old, about the size of a 4 year old. The older child was 7 years of age; appeared more healthy. No indication of marasmus, only protein deficiency.

INTERVIEWS IN VILLAGE NEAR THE UNIVERSITY OF IFE, JULY 10, 1973
ISOYA VILLAGE, IFE-IFE, NIGERIA

10. INTERVIEW WITH THE HUSBAND, INTERVIEW 2, JOHNSON AKINYEMI

The man was about 40 years of age.

Question: What food does your family eat?

Spoke in Yoriba. Translated by the graduate student.

"rice, yam, maize, bananas."

Question: What do you want most for your family?

"children will go to the village school."

Question: Would you like a village person to help your wife to sew and cook better?

"Yes. You can come any time of the day."

Question: Would you like to learn also?

"Yes. I would like to learn clothweaving."

Interview with the husband, interview 2, Johnson Akinyemi (continued)

Question: Would you like to learn together with your wife?

"Yes. I would like to learn with my wife (at the same time)."

Question: Do you want more wives?

"Yes."

Question: What is most important to you? (What are your priorities?)

"1. Health.

2. Send children to school."

(His dog was moderately healthy and well fed, not skinny as dogs are in India usually at the village level.)

Question: Would you sit with your wife and children to learn?

"Yes."

Villagers appeared to be pure unblended original Africans from the classical structure of their features.

11. INTERVIEW WITH ELIZABETH OLAEGBE, A GRADUATE STUDENT WHO ACCOMPANIED US TO THE VILLAGE

Another version of the Legend of Ife.

"There was a hole that led directly to heaven, through which the messengers and ancestors passed through. Hole was covered up. In Ife there is a house of the man who was sent to Ife by God. The house had no walls. The man sat in a chair and said it is not good to die. He was stonelike. Every once and a while he heaved and the whole area moved. One could hear the heaving 100 yards away."

The manuscripts which contain the 10 commandments were kept by the Alebo here. These are God's orders for the world. They tell how man got here. Ife is like the Garden of Adam and Eve. How wives and children came is another level of the legend.

12. INTERVIEW WITH DR. ADE ALAO DURING VILLAGE VISIT

Dr. Alao accompanied the group to the village. He holds the B. S. degree from the University of Ibadan and the M. S. and Ph. D. from Cornell University in Rural Sociology.

A. WHY IS IT AFTER 4 YEARS, KWASHIORKOR DISAPPEARS?

We don't have weaning foods. Need chemical analysis of foods. Leaf protein could be fed. Extract protein and feed a few grams for 6 months.

Interview with Dr. Ade Alao during village visit (continued)

Still have to convince consumers there are foods people like to eat. They don't like mutton; won't eat it.

People in the villages need a nutritionally balanced diet.

Signs viewed on the way to the village:

Doctor of Mercedes-Benz.

Doctor of Audi.

Doctor of V. W. (Volkswagen).

The village people react well to Dr. Roberts, who is an anthropologist. In those areas where they don't know better than the teacher, they will accept. If they know already, they will not.

13,14,15,16,17.

CONFERENCES WITH UNIVERSITY OF IFE FACULTY - July 9, 1973

DR. TA IRO WILLIAMS, DEAN, FACULTY OF AGRICULTURE

Department of Agricultural Extension:

Joint conference with Professor E. R. Duncan.

University of Wisconsin Contract person in Plant Science.

Professor Hugh Cook in Agricultural Economics.

Professor Guy Wilkinson in Soil Science.

Mr. Adaela, Vice Dean of the School of Agriculture.

In the School of Agriculture there are the departments of Soil Science, Plant Science, and Animal Science.

Extension work is not done in Nigeria by the universities.

13. MR. ADAELA

A. Question: What is the university doing to meet the needs of the people?"

Need research in the area of family needs. Research is being done on the patterns of aspiration by Dean Williams. The dean is interested in hiring a home economist.

B. Question: What do families in Nigeria need most?

1. More income. This is a means to an end.

2. Opportunity for education. Men show deficiency. There is lack of understanding of what it takes to live better.

Home economics has a role to play. Would like to see home economics programs on television. Television programs show women how to cook.

Interview with Mr. Adaela (continued)

C. Question: What are the constraints which would prevent the utilization of human resources here?

Barriers in development:

1. Lack of knowledge; there is 90% illiteracy in the cities; it is higher in villages.
2. Inheritance through the male side of the family.
3. Customs and usages are related to land transfer. It is virtually impossible to get land; use of land is transferred. Western concept of fee simply is nonexistent.

D. FEEDING PATTERNS

People consume lots of starchy foods in spite of knowing better. There are high numbers of obese.

Children are fed in this manner: Meat is given to the man. "Leavings" are given to the children. Nothing else ever.

E. CUSTOMS

Very seldom do they sit together to eat at the table. Man eats by himself. Nuclear family does not eat together. Woman uses food as an expression of love for the man. "Why our children die." Nutrition and parasites.

Where there is not enough to eat, children get less than anyone else, choicest pieces go to the man.

Mother tells stories to children. Children tell stories to each other. Story telling is taught in elementary schools.

F. FAMILY UNIT EDUCATION

Is difficult. More difficult in certain types of families. Wife of a Mohammedan stays in a specific place.

G. FAMILY LIFE PATTERNS

What kinds of jobs do the man do? Making of yam mounds. Harvesting crops. Farm work is done by women; woman carries yams after they are harvested.

H. PROBLEMS

Can't do anything at the University of Ife unless they move out to villages. No research base is here to work from. Must build it.

Problem is at the top where policy is made.

Degree women in home economics have come back to Nigeria and when they do so they become frustrated. The Vice Chancellor thinks a lot about home economics. Vice Chancellor has four years of tenure at Ife. For deans, two years tenure and no more.

Interview with Mr. Adaela (continued)

Extension work is done by the government and not by the university.

More effective for the university to go out to the family.

The Department of Extension and Rural Sociology is developing extension methods. Feels need for a person with extension duties. Bulk of money goes to federal government and state rather than to the university. There is no one there who is technically capable to teach extension personnel.

14. PROFESSOR WILKINSON, SOIL SCIENCE RESEARCH

Shift in cultivation. More continuous cultivation of land without resting. Are studying whether this can be done.

FAO conference in Ibadan being held now (July 9) farm husbands are attending.

No one knows what will happen to soil if it is farmed too much. When land is cultivated more than 10 years continuously the country is in trouble. (There is a conflict in what people in plant science think about it.)

Land decreases in response to fertilizer. Plant 2 to 3 years in crops, then let go 10 years as bush. Population pressure is such that the land is not allowed to recuperate normally.

We don't know enough about plant chemistry. Don't have sophisticated enough equipment for analyses.

15. DR. DUNCAN, PLANT SCIENCE

Cassava is the major food crop. Net tonnage is 3 times that of yams. Can harvest more of it; cassava tolerates poor soil, yams require richer soils.

Storage of cassava: Stored in soil, must process as soon as raised. There are varieties which grasshoppers eat. Cassava of low prussic acid content is one that survives. Trying to get different rooting habit so it can be lifted mechanically.

No evidence that nutrient content of cassava can be increased. Leaves contain 20% protein. Defoliation must come at time of harvest. (What % of leaves could be removed without affecting growth of cassava?)

Whole of university research should be on soybeans. No one is giving priority to soybeans.

Plant science (continued)

MR. ADAELA

Western state is not a state for soybeans. No point in talking about it. Trying to get cowpeas on farms. Can not get anyone to increase seed supply. No way to go from beginning to end through research.

Hard to grow cowpeas because of insects.

Tough chicken, tough beef. People do not like rabbit; do not like strong meat. Rabbit meat is a meat for children. Could be a source of food for them.

Goats. There are very few in small villages. Not used as a regular item of the diet, more for ceremonial or special occasions.

People consume 9 grams of meat per person per day in Nigeria. Country cannot afford the efficiency of conversion of plant protein to animal protein.

16. PROFESSOR COOK

A. MOST IMPORTANT NEEDS OF THE PEOPLE

1. Need to increase production.
2. Need to increase incomes.

B. RESEARCH

1. Institutional constraints on increase in production. Why do they not increase production in villages?
2. Cooperative farming (there are 250 in Western State).
3. Rural credit studies. Farmers have little money; the average per capita income is \$75. per annum in the 1960's and this is about \$150. United States dollars.
4. Government must finance production of food.
5. Farm Record Studies. Farmers are not interested in keeping illiterate children on farm, want to send them to school. Primary education is free; children must buy books. Secondary education is not free.
6. Labor studies. Nature of farm labor, costs, what happens with urbanization.
7. Mechanization of Gara. Its production. If gara is mechanized, housewife may not get income from it; need this income for their children. (Gara is art of dyeing cloth.)
8. Work with government. Third National Development Plan. Teach economic development.

Professor Cook (continued)

C. MAJOR NEEDS OF PEOPLE

Get into village. The barrenness of life is such that unless further money resources are put there, nothing will help them.

Coordinate getting of more money with house to use it better.

D. ROLES OF WOMEN

Women play a major economic role.

17. PROFESSOR TAIRO WILLIAMS, DEAN, FACULTY OF AGRICULTURE, UNIVERSITY OF IFE

A. EDUCATION IS MOST IMPORTANT

Education helps people see alternatives and make decisions between them. WE NEED JOB MAKERS RATHER THAN JOB SEEKERS.

B. WHAT TYPE OF EDUCATION DO RURAL FAMILIES NEED?

Vocational education.

How could education be made more functional for people?

Demonstrations are basic.

Strengthen these with audiovisual aids and materials.

C. YOUTH

Rural youth may be important factor in influencing change. Where youth clubs are present they are not really achieving what the Ministry wants. Most of the projects are not practical and this causes loss of interest in youth. School boys have a conflict with formal school.

Village boys who do not go to school are those that Ministry would concentrate on.

D. RESEARCH PROJECT

Selected 11 villages. Two backed out.

There were three objectives:

1. Pilot project.
2. Training students in rural development work.
3. Listing concept related to agricultural extension and community development.
4. Taking results of research to rural communities.
Use results as instrument of change.
Both approaches are essential. Both Agricultural Extension and Community Development working with Ministry of Agriculture.

Interview with Professor Tairo Williams (continued)

E. FACULTY RESEARCH

1. New variety of cowpeas, testing to see if it will be successfully grown. Marketing is a bottleneck. University supplies cowpea seedlings and sells them to farmers. University buys maize from the farmers.

University now has confidence of the farmers.
High lysine maize (lysine white does not keep well) NS maize.

Will hire home economist to work with Agricultural Extension.

Cannot grow wheat well. Import flour for bread. Bread is used widely.

If cowpeas are accepted, it would be a safe crop to grow in the second season.

Cowpcas contain 16 to 20% protein.
What losses are incurred during food storage?
Yams - 50% loss; cassava - 10%; maize - 50% loss.

There is a strong plant protection base in Plant Science.
Visual aids are used in teaching teachers.

University of Ibadan has a program for teaching teachers.

Do not spray cowpeas. Would get no yield at all; there is no use planting them.

Different kinds of insects in Nigeria. Know how to protect maize (stalk borer has been eliminated): know how to protect cowpeas by DDT.
People do not understand spraying for cocoa. Only get 1/7 of yield if no spraying.

Faculty of Agriculture has 242 students in 1972; 48 staff.

Associated with it is an anthropologist (Dr. Roberts) and 2 field workers.

There is a university wide committee including geography, economics, faculty of agriculture and community health care. This committee sets policies and programs for projects. Sociology is taught in Agricultural Extension.

It is FELT THAT THE PROGRAM CANNOT BE TOO LAVISH BECAUSE THE MINISTRY OF AGRICULTURE IS SUPPOSED TO DO THIS. FARMERS ARE VERY TEACHABLE.

Project will be repeated in another area.

Interview with Professor Tairo Williams (continued)

F. ADULT EDUCATION

A program is mounted in villages to teach people to read and write.

Farm leaders are not paid.

Unlikely to get persons who will stay on farms.

A home economist has been contacted who holds the M. S. in nutrition and a minor in extension work. Could study nutrition and child care patterns in the villages.

Home economics could form a link with the medical area: Maternal health and child care.

CONFLICT ARISES FROM THE PHILOSOPHY OF EXTENSION. If one gets involved with extension, will be involved with demands which cannot be met. The Ministry is the proper place to do this.

18. INTERVIEW NO. 2 WITH DR. GRILLO, DEAN, FACULTY OF HEALTH SCIENCES UNIVERSITY OF IFE

T. Adesanya Ige Grillo

A. PRIORITIES

1. Faculty of health sciences (development of).
2. Need intermediate cadre . . . to work with people.

Believes that nurses, physician's aides should be trained with (along with) doctors, right in the same classes.

Nutrition and food science has a program of mass food production rather than dietetics. Will teach dietetics in the health sciences in the future.

B. PRIORITY NEEDS OF FAMILIES IN NIGERIA

1. Health education. Sometimes 4 churches in a small time; could use one for health education. 80% of the people need health information.
2. Malnutrition occurs in the midst of plenty. People do not use chicken or eggs; do not eat goats or drink their milk.
3. Simple hygiene. Boil water.
4. Includes nutrition. People are extremely clean.

Disturbed by the attention people in the United States are giving to Family Planning. Dr. Grillo is against family planning. He feels that since the infant mortality rate is high one works through improvement of health. If a woman is sure that 3 of her children will live, she won't want to have 10.

Interview No. 2 with Dr. Grillo (continued)

The health team should have a health educator. The doctor is not necessarily the one who should be head of the team.

The Faculty of Health Sciences offers the B. S. and M. S. in medicine, B. S. and M. S. in health education, and B. S. and M. S. in nursing.

Doctors will see about 200 patients a day. Will be assisted by a nurse; will refer patients to the health educator.

Concept of health practice:

Health Educator - Physician - Nurse

Intermediate

Subordinate (a Paraprofessional)

Team would go out to a farm and give medical care.

Dr. Grillo wants to use the hospital at Ife rather than a new teaching hospital. Wants to close gap between elite surgeons and the people. Wants physician to have health practice in community hospitals. The doctor must sit like an ordinary community doctor.

C. FAMILY UNIT EDUCATION

Dr. Grillo feels that teaching the family unit is important.

Top persons at Ministry of Health are with Dr. Grillo in his approach. Minister is emotionally involved.

Wants his students to go to small hospital, use community facilities, go to homes in the community after dinner.

19. INTERVIEW WITH DR. P. O. OLUSANYAH, ACTING FOR DR. IGUM, DEMOGRAPHY AND DR. C. P. M. VAM REST, A UNESCO LECTURER IN THE DEPARTMENT OF SOCIOLOGY

A. WHAT DO FAMILIES NEED IN NIGERIA?

Dr. Olusanyah hasn't carried out research himself. A project is being carried out now, visiting families and industries.

To raise standard of living, need to study family patterns.

Polygamous.

Yoruba family. If one increases his salary, by five pounds a month, it is used up. Children of brothers and sisters are helped with salary increase.

Interview with Dr. Olusanyan and Dr. Vam Rest (continued)

They usually buy car when business profit is realized or they get another wife.

What does the village man aspire to:

What does he want to improve the quality of life, his standard of living?

1. A good house.
2. Improved status; status symbols are a car or motor bike, watches, earrings. He gives life to wives on his motor bike.

In the North, the idea of western type education is not widespread. Daughters are removed early (age 11 or 12) and given in marriage to a wealthy person.

In the West, (due to ?) illiterate parents aspire to highest education for their children. There is no relation between getting money and ?

Same man does not see relationship between taking another wife and sending children to school. He cannot see the responsibility involved.

Most are illiterate.

The income of additional wife would not help family income much.

Village man would choose to educate his children if he had to choose between either education of children or taking another wife. Number of wives is a status symbol. Village men usually have 4 to 5 wives.

Tendency to polygamy is not increasing.

Differences between rural and urban, villages and town must be considered when deciding what is most important to improve the quality of life.

Urban culture is spreading in rural areas.

Information on family patterns is published:

Marriage and the Family. A note on the stability of marriage among the Yoriba.

B. FAMILY UNIT EDUCATION

Yoriba. Any attempt to talk to family without talking to the male head will lead to failure. When asking for fertility information one gets no response because the women must get permission from the male before talking to strangers.

Interview with Dr. Olusanyan and Dr. Vam Rest (continued)

FIRST SEEK PERMISSION FROM THE MAN. Gather wives together. It may not be advisable to have the children at the talks. Children are not supposed to sit around the table for discussion.

If the man calls his wives together there is no harm.

Wives serve food to husband; he eats by himself. Children eat with the wife.

IN A YORIBA VILLAGE, THE MAN DOES NOT LIKE COMPANIONSHIP WITH HIS WIFE.

Educated man (in town or city) would like companionship with his wife. The educated professions are in middle class and include taxi drivers.

In the low income family, the wife is not supposed to impose her opinions on her husband.

Would a Yoriba man sit with his wives in a discussion?

He is likely to sit down with his wives if his permission has been asked first. He will call them together.

C. WHAT ARE THE ALTERNATIVES TO FAMILY UNIT EDUCATION?

1. Cinema.
2. Religious occasions, such as church services.
Friday is the day for Moslem religious service, they would let teachers come in during a period of the service.
3. Festivals.
4. Agriculture shows (held for 2 days, Ministry of Agriculture).

These suggestions apply to the South and Yoriba people.

In the North, women are in perda, faces are covered, they are not free to trade. They are not supposed to come out to see anybody in the daytime.

Whatever negative is said about southern families applies more so to Northern families in Nigeria.

D. WHAT TYPES OF SUBJECTS WOULD A MAN WANT HIS WIFE TO BE TAUGHT?

1. Cooking.
2. Child care.
3. Home management.
4. Taking care of the house.

Groups of women clean the village every week. Some homes are of cement plaster, a few.

Interview with Dr. Olusanyan and Dr. Vam Rest (continued)

E. THE MAN'S JOB IN THE VILLAGE IS

1. Cutting trees.
2. Carrying heavy loads.
3. Farming.

In midwest, among Ebo women, farming by women occurs. Yoriba women do not farm; women carry farm produce.

Husband does things with other men. Ayo is the National Game.

(Dr. Edwards purchased an AYO game from a small shop in Ile-Ife.)

In the evening, the man plays the game about 2 hours. For other recreation, he hunts (also for food).

(CHE - AYO MAY BE AN IMPORTANT TEACHING TOOL FOR THE YORIBA)

In villages, there is dancing. Stories are told by the women to the children, when there is a full moon. This is done to inoculate morals in the children.

There is no specific initiation ceremony.
Among EFFIK and EBIBO there are initiation ceremonies.

His thoughts about family planning:

Family Planning will be accepted in the future. When a woman has 4 or 5 children, she says no more. Get another wife if you like.

Wealthy women take care of their own children, even when the husband provides a form of trade. There is not much money for food.

Women, even illiterate women, send their children to school among the Yoribas.

An educated woman usually has an educated husband, so he would help educate the children. The Man pays for the education.

The woman gets additional money from other members of the extended family.

There are some books on family patterns of the Yoriba:

Fadipe, H. A.

The Sociology of the Yoriba, Ibadan University Press, 1936.

History of the Yoriba, Ibadan University Press, 1970.

Research and Studies by the Institute:

Socioeconomic survey of women seeking advice on family planning in Western state, Eastern state, and the North.

Interview with Dr. Olusanyan and Dr. Vam Rest (continued)

This is being done to determine the methodology for introducing family planning into Nigeria.

There is a need for more studies.

What is happening to families with more education?

Hasn't come across any studies in Nigeria on this.

Professor J. C. Caldwell did a study in Ghana, would be similar to Nigeria. Also P. C. Lloyd.

F. WHAT IS THE UNIVERSITY'S IMPACT ON THE PEOPLE? (CONTRIBUTION)

No one has studied this.

There are Woman's Contraceptive Services.

Stability of families.

Nuclear family is only a trend. Very small, increasing.

Education is a key factor.

G. SOCIOLOGY OF THE FAMILY

The educated man:

He cares for his own wife and children and parents.

Extended family connection is severed when a man marries.

Others care for their own and brother's children. They are those who come from smaller towns and villages who have this problem. He is free from censure.

H. EDUCATION IS THE MAIN FACTOR IN BRINGING ABOUT CHANGE

In the very near future, because of attitude changes will be drastic. One would be surprised at changes in village attitudes.

I. WHAT DOES THE YORIBA MAN VALUE MOST? WHAT ARE HIS PRIORITIES?

1. Values children.

Having them, not caring for them.

He values having some children.

Younger wife is often more liked. If man has lost hope that a woman will have children for him, he will get a second wife.

There is no correlation between instability of marriage and no children from the woman. There is no connection between sending a wife away and her having no children.

Among traditional rulers in a polygamous marriage, the man has to show that he owns her. If he is infertile, she gets a concubine.

Interview with Dr. Olusanyan and Dr. Vam Rest (continued)

After menstruation, he has children by her.

Patsy. There is a church wedding to only one wife. Girl must become pregnant by the man before marriage to him. Gets married before the child arrives. If she does not get fertile, she is abandoned.

20. INTERVIEW WITH DR. VAM REST

A. WOMEN'S VOLUNTEER ORGANIZATIONS

A study of this is going on now.

Miss Ofomja is involved.

There are market associations. One woman is in charge.

There is a Club 20, wives of professors.

Students are trying to find this out now; are making a list of organizations.

He is also studying the impact of industrial establishment on social and economic and demographic change in a small rural community.

Nearby there is a textile mill with 1,400 workers, there are only 60 women in the group. The community is Adikati. Mrs. Datis, a staff member, is doing the survey.

B. PARAPROFESSIONAL TRAINING

One finds very few people living in villages who can be trained as paraprofessionals. Will not find illiterate people who can be taught.

There is a mass movement from village to towns, especially in Western state. The problem is how to stem educated people from leaving the village (not returning to the village).

C. THE PROBLEM IN TEACHING FAMILY LIFE EDUCATION TO THE PRIMARY SCHOOL TEACHER IS THAT THE TEACHERS ARE MOVED FROM SCHOOL TO SCHOOL

Most teachers live in a neighboring town and go to the village each morning.

Miss Denna - AJU project.

This is a project in villages. A teacher, nurse are included. Home gardening is taught. University contributes volunteer services. The project is sponsored by the Ministry of Social Welfare. The project is now active on campus.

Children in Nigeria of age 6 look like children of age 3.

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Interview with Dr. Vam Rest (continued)

D. DEMOGRAPHY

Urban area is one having 20,000 people.
Nigeria is 20% urban; 80% village as of 1963.

In 1952-52, 10% urban; 90% village.

Total population in 1963 of Nigeria: 56,000,000.
Probably now is 70,000,000. 25% urban, 75% village is estimate now.

TREND TO MOVE TO CITIES WAS PRONOUNCED IN THE DECADE OF THE 60'S.

E. OTHER RESEARCH

National fertility and KAP Surveys, 1970-73.
Population Education Studies, 1973-74.
Survey of migrants into selected towns and cities of Nigeria, 1972-73.
Demography and Socio-economic aspects of manpower in Nigeria, 1975-76.

Seven of 8 faculty will return in September to the Department of Sociology with Ph. D. degrees.
There are pilot projects on the possibility of local event calendars in reporting vital events 1972-73.

Institute of Manpower and Population Studies has 7 staff members; five of these are in the Department of Sociology.
The head of the department is also a member of the staff of the institute. (Dr. Igum)

Demography was transferred to the Institute of Manpower and Population Studies. There will be a new head of the Department of Sociology coming in August, 1973.

Dr. Olusanyan is interested in doing work in the villages but cannot get funds from the university.

NOTES FROM THE CARIBBEAN
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY
July 24 - August 1, 1973

BAHAMAS

1. VOLUNTARY AGENCIES

Red Cross.
Salvation Army.

2. PRIORITIES IN GOVERNMENT POLICY

1. Development and expansion of secondary education.
2. Supply of suitably qualified, trained teachers.
3. Development of technical education and training (source?).

3. INTERVIEW WITH DR. ROGER BROWN, ASSISTANT PRINCIPAL, BAHAMAS
TEACHERS' COLLEGE

A. COLLEGES IN THE BAHAMAS

San Salvador College (residential)
Art, General Science, Education, English, Arts and Crafts,
no home economics.

Bahamas Teachers' College

See prospectus; home economics; 400 students.

A lot of time is spent on content; students have a low
standard of entry.

Bahamas Technical College

Courses in trades; hotel catering; light industries.

Trying to develop a separate hotel training school.

B. THERE IS A PLAN FOR A COLLEGE OF THE BAHAMAS

To include two teachers' colleges and an arts and science college.

C. NOT ENOUGH RECREATION

Lots of fights. Town only has bar rooms; no social clubs.

Ninth Biennial Conference of the Caribbean Federation for Mental
Health, Nassau, July 22-28, 1973.

4. DR. JOHN ROYER, DOMINICA

Caribbean mental health problems:

1. Civil practice needs resurrection.
2. Drug problem is serious problem in Caribbean now; archaic mental laws; new legislation needed.
3. Persistent and resistant stigmas and bias (cultural acceptance of deviant behavior makes treatment difficult; realm of mysticism).
4. Inadequate supply and maintenance of psychotherapeutic medication (more so in Dominica).
5. Low involvement of masses of people in mental health discussions and decisions.

People in the West Indies are more related to external self control rather than inner control. There is no social welfare program in Dominica; yes - there are more questions than answers.

Caribbean culture is more responsive to external authority.

5. INTERVIEW WITH MRS. TELZENA COAKLEY, SENIOR EDUCATION OFFICER, MINISTRY OF EDUCATION AND CULTURE, NASSAU

Taught in St. Cloud, Minnesota; taught at Columbia University.

A. PRIORITIES OF GOVERNMENT

1. Education.
2. Health.

No dearth of jobs.

B. GREATEST NEEDS OF BAHAMIAN PEOPLE

1. Basic education, especially for males. Because of the tourist economy, males drop out of school at age 10 or 12, work as bellhops, horse stables. These males do not go back to school and thus are not effective contributors to national development.

Bahamas do not have professionally trained personnel.

Comparatively more girls go on to school; thus bulk of women are better educated than men. This creates a warped relationship in the home; men are not intellectual equals to women, usually 3 to 4 years behind in education. More women are appointed head teachers in schools; their husbands may be butlers. This gives a deep psychological problem . . . deep inferiority feelings in the male.

2. Need good adult education program. Government has no adult education for the masses.

Interview with Mrs. Telzema Coakley (continued)

C. VOLUNTEER ORGANIZATIONS

Bahamian Mental Health Association; no established welfare program; no government orphanages. There is a home for children, also a children's emergency home; Kiwani's.

D. AGRICULTURE

The Minister of Education has gone to the islands to meet with farmers. Agriculture has been neglected because of CORAL REEFS.

Private firms have come in and brought in fertilizer in an effort to get agriculture going - planted cucumbers, tomatoes, okra, peas. Government has not been interested in agriculture; IMPORT MOST OF THE FOOD SUPPLY.

E. EMPLOYMENT

Employment of women is on the increase. Need day care centers; they are going up all over now. Need LAWS REQUIRING LICENSING.

40% of the people live in the Out Islands (Family Islands).
60% live in New Providence, of which Nassau is the capitol.

F. GREATEST NEEDS OF VILLAGE PERSONS

1. Basic services, for example, island transportation; resettlement is necessary. A fundamental problem is that the population is scattered; government cannot afford to have qualified teachers on all islands; no hospitals, no electricity, no regular plane service; mail service once a week or once every two weeks. Would take a lot of money to get things right.

G. SCHOOL POPULATION GROWTH IS NOT SO RAPID AS 10 YEARS AGO

No organized family plan; better educated women.
People from the family islands flock to New Providence.

H. EDUCATION

Primary education is compulsory to age 14; most stay in school until age 17 or 18.

I. HEALTH

There are government sponsored community clinics on all islands; excellent health program, prenatal and postnatal care; flying doctor, and dental services.

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Interview with Mrs. Telzena Coakley (continued)

J. COMMUNICATION

Radio is an important means of communication; should listen to local news at 8:00 A.M. on channel 10 or 16. Communication is difficult; wireless is one means, but radio is the main means of communication; there are announcements on freight and death.

Potential of radio for family life education? Yes, could have time devoted to child care and nutrition on the radio one hour per day.

K. OPERATORS OF DAY CARE CENTERS GOT TOGETHER TO FORM AN ASSOCIATION

People know they need to know more . . . want information.

L. FAMILY UNIT EDUCATION

Mrs. Coakley thinks one could teach family as a unit in community clinics. Previous attempts to offer child care did not go over well.

Should do family unit teaching in steps: get parents to come first or children first; or fathers would come first. Probably should not ask whole family at first.

M. PARAPROFESSIONALS

Communities would accept paraprofessionals, if they are prepared. The paraprofessional should understand her role before she gets to the people.

N. THERE IS A SCHOOL SOCIAL SERVICES SECTION OF THE MINISTRY OF EDUCATION

6. INTERVIEW WITH DR. TIMOTHY MCCARTNEY, CLINICAL PSYCHOLOGIST AND AUTHOR, MINISTRY OF HEALTH PRESIDENT, CARIBBEAN MENTAL HEALTH ASSOCIATION

A. MUST UNDERSTAND FAMILY STRUCTURE IN CARIBBEAN BEFORE DISCUSSING MAJOR NEEDS OF PEOPLE

1. Father-mother, child, legal marriage.
2. Common law, man and woman living together with children.
3. Single female family, girl, pregnant from 3 or so different men.
4. Extended family, girls get pregnant and stay in the family; mother cares for girls and their children (grandchildren); the children are brought up like the girls.

NO MEANINGFUL RESEARCH HAS BEEN DONE ON FAMILY PATTERNS.

Interview with Dr. Timothy McCartney (continued)

B. TO IMPROVE THE STANDARD OF LIVING, FAMILIES NEED

1. Fathers.
2. Education. This is the highest priority on the government's budget, moving strongly in the area.
3. Adequate housing, less congestion.
4. A place where children can play (government and community centers and parks); there are no structures or government programs in parks. Dr. McCartney formulated a plan for summer program for children, enlisted summer college students. Not too many places young people can go and play and relax.

C. IN BAHAMAS, THE FATHER DOES NOT CARE FOR OR RELATE TO THE CHILDREN

BAHAMIAN WOMAN IS THE MAIN FORCE IN THE FAMILY. This is a definite lack. Strange.

D. FAMILY UNIT EDUCATION

Thinks it would be possible to teach family units. Would be difficult. Could do when family is together, only time is 11:00 or 12:00 at night.

E. FAMILY LIFE PROGRAM CAN WORK IN UNDERPRIVILEGED AREAS

Need to get a father to educate men as to the responsibility of parents. Would be possible in the Bahamas.

F. HE UTILIZES FAMILY THERAPY IN HIS WORK

Has begun to relate to low income groups. Big problem is getting men and women to communicate with each other. Their usual communication is action for infringement; physical communication (fighting).

G. WOMEN TAKE MORE RESPONSIBILITY

There are many women's organizations, but they are not really effective.

H. PARAPROFESSIONALS

Would be possible to train paraprofessionals who would then teach families; are doing some of this.

I. WHEN ARE FAMILIES TOGETHER?

On Sundays; mother works until 11:00 P.M. or 2:00 A.M. Children are cared for by a 12 year old; extended family system seems to work well.

J. NEW TREND

Considerable number of new preschool centers, Jack and Jill.

K. IF ASSISTANCE COMES FROM THE STATES, DEFINE THE SPECIFIC AREA OF WORK

Contact the Minister of that department; if minister agrees, the permanent secretary would (carry out the program). The relation with the university must first be presented to the minister. Ministers must take requests to the cabinet.

L. PATRICK BETHEL HAD PLANNED OR HOPED FOR US TO SEE MISS SMITH

Did see her, later; she took CHE on tour of island. Miss Dorothy Dowling (away). Miss Beryl Smith is Head of Home Economics in the secondary school.

7. INTERVIEW WITH MR. JEFFREY WOOD, PSYCHOLOGIST, BAHAMAS

A. MAIN PRIORITY NEED OF THE PEOPLE

Budgeting. People have money but don't know how to spend it. If family got money it would first buy a big car, then house, then make plans for educating their children. They might shift these priorities if budgeting information were given.

B. TEACHABLE MOMENTS

Church can play an important role. There is no one specific function in which whole family takes part except church; Sunday school might be a teachable moment.

Would not suggest school as such or PTA. PTA is very poorly attended. There is no such thing as homecoming or sports day.

C. FAMILY UNIT EDUCATION

Can get to family minus fathers. About 50% go to church without fathers. Alternatives: Arrange on community basis; house to house visitations; work through constituents or communities instead of villages.

D. GOVERNMENT PRIORITIES

Wood states that the Prime Minister gave these at a recent press conference.

1. Government wants to upgrade and diversify agricultural output.
2. New shipping raw materials, give more people jobs in Bahamas to complete raw material into finished product before leaving the Bahamas (example, develop oil processing methods).

Interview with Mr. Jeffrey Wood (continued)

Lack of productivity puts people in position of a sharecropper.

E. WHAT IS THE COLLEGE DOING FOR THE PEOPLE?

Nothing beyond what a teachers' college should be doing. The community depends on organizations like the Bahamas Mental Health Association, rather than on the college. College came late; organizations were already there. Mental health group is an important organization in the Bahamas.

F. NAMES OF YOUTH ORGANIZATIONS

Bahamas Christian Youth Organization.
Kemp Road Youth Association.
Another group teaches family life topics to youth.

G. PROFESSIONAL PEOPLE VOLUNTEER SERVICES AND TEACH CONSTITUTION CLARIFICATION, PSYCHOLOGY, SOCIOLOGY, AND PERSONAL HYGIENE

H. BAHAMAS TEACHERS' COLLEGE PREPARED TEACHERS FOR PRIMARY SCHOOLS

That is, to teach children 4 to 15 years of age. They have just started a junior secondary program. Very good home economics group.

Government High School has a very good home economics program. To see village life, must go off New Providence Island. Perhaps New Adele?

8. INTERVIEW NO. 2 WITH DR. ROGER BROWN

Roman Catholics have programs in parishes on family life for newly-weds; it is compulsory for them; also invite other family members; will be expanded to make it island wide; teach economics of the home; no literature available.

There is no government sponsored program.

Professor Patrick Bethel would be interested in a summer program, 2 courses for in service teachers.

Cat Island is primitive, but too far away, other islands are fairly developed.

Miss Dorothy Bowan, Home Economics Education Officer, Ministry of Education and Culture, Nassau, Bahamas, PO 3913, started a two year course in home economics.

Home Economists are no longer trained in the United Kingdom. Bahamas Teachers' College has a two year course for secondary teachers; should give thought to further training.

9. INTERVIEW WITH MISS DOROTHY BOWAN, HOME ECONOMICS EDUCATION OFFICER,
MINISTRY OF EDUCATION AND CULTURE, NASSAU, BAHAMAS

People are very sensitive to outsiders in Bahamas. They question people coming to their homes. No very poor people are here like those in Jamaica (see Tribune paper). Adelaide is about 25 miles from Nassau.

Note: In checking with two persons about the interpretation of this statement (Mrs. Seymour and Miss Beryl Smith, it seems to stem from a recent incident where something a person said informally to an interviewer appeared in the paper quite unlike what he said, and the government harassed the man afterward. They do not share this impressicn. Say village people are shy; if outsider is introduced by a person known to them they are hospitable).

10. INTERVIEW NO. 3 WITH DR. ROGER BROWN

Talk with parents to get them together. Bahamas had a UNESCO Project on family planning.

Alcoholism is a serious problem in the Bahamas. There is also a population problem. Nurses lecture on hygiene; go into homes as well.

A. OUR PROGRAM (FAMILY LIFE EDUCATION) WOULD BE IDEAL FOR TEACHERS WHO GO TO FAMILIES WITH IDEAS

San Salvador Teachers' College has an extension program.

B. FAMILY UNIT EDUCATION

Alternatives: Evening institutes, community centers. The social program would have to be organized through the Ministry of Education.

C. WHAT IS THE GOVERNMENT DOING?

Minister defined health as physical health. Health care is free in the Bahamas. Government provides free education. Free hospitalization if man can pay 60 cents.

15% of Bahamians are Haitians.

D. TOURISM MAY INFLUENCE CULTURE IN THAT WOMEN ARE BETTER EDUCATED THAN MEN

In older days, women were not educated.

Miss Bowan was the first female teacher, 1951. 3rd student to go on scholarship to United Kingdom.

Interview No. 3 with Dr. Roger Brown (continued)

E. MORE WOMEN IN THE EDUCATIONAL SYSTEMS THEN MEN

Women are very aggressive. Don't want men to take over. A man who did not go to high school is more sincere (than other men) can make more progress, could reason with him. Bahamian woman wants to excell. Women outnumber men 4 or 5 to 1; men are in the minority. Men went to the states to earn money.

F. DURING SLAVERY WOMAN WAS ATTACHED TO, HOUSEHOLD; MAN IN THE FIELD

History of female dominance in the Bahamas. One male services several households; has one legal wife and several common law wives and families under separate roofs.

G. EVERYTHING IS LEFT TO THE WOMAN

Support of the children, education. Low academic calibre of students may be related to lack of good or well qualified teachers in islands.

H. ACADEMIC YEAR IS SEPTEMBER 10 TO JUNE 15

Less than 60 weeks of full time instruction though. Could use summers for 2 months for special programs. Same for primary and secondary schools, technical schools.

Senator Tertullian's husband is a government statistician.

I. PEOPLE GROW SOME CASSAVA, PEAS, YAMS

Agriculture is not at all organized, periods of plenty and scarcity. 70% of the food is imported; rice from the United States.

J. FOOD HABITS

There is a department of agriculture and fisheries. People eat a lot of fish. Chicken is very cheap. Low income people eat rice and peas; some Irish potatoes and sweet potatoes for starches. Bahamians shy away from frozen foods, especially meats.

K. INCOME AND SOURCE OF EMPLOYMENT

\$200. - \$300. per week. Construction, hotels, tourist tips.

In poorer homes, little variety in the diet; two starches, rice and potatoes. Bananas, fish or meat or chicken, pineapples in season.

People produce fruit, export to states, buy canned products back. Strawberries, lettuce; strawberries exported then brought back at a much higher price.

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Interview No. 3 with Dr. Roger Brown (continued)

L. CUSTOMS

On some of the family islands, a lot of people believe in OBEAH (O bear), especially on Cat Island. Obeah is somewhat like voodoo. Voodoo has priesthood, not so with Obeah. In voodoo initiation procedures, not so in Obeah. Brought in from Haiti.

11,12.

INTERVIEW WITH MISS DOROTHY BOWAN AND MRS. RUTH GOODRIDGE,
CURRICULUM DIVISION, LIBRARIES, MINISTRY OF EDUCATION, NASSAU

A. ROLE OF WOMEN

Women have moved to the forefront . . . starting about 6 years ago. Now - 5-6 women in public service (permanent secretary, hospital administration), 15 women lawyers, 12 women doctors.

B. 40% WHITE BAHAMIANS

There is a feeling of togetherness among (white) Bahamians. White Bahamian has money, but did not treasure education; resented how British . . .

C. POWER IN THE BAHAMAS

100% educated Bahamians hold reigns of government. Rich man's son is still in his father's business; poor man's son is still in his father's business. Mr. Pendlin had 2 British men in office before independence . . . told them to go. General election every 5 years.

FNM is Free National Movement. Bermuda will achieve independence in 18 months. PLP is the other party; landslide for PLP 30-9.

Opposition party was white; 8 PLP resigned, merged with whites; made 13. BAHAMIAN IS UNIQUE IN CHARACTER. None of 8 were reelected. 5 had seats in house. White Bahamians cooperated with government, resigned as leader of opposition. There is a power struggle within the government. Prime Minister is relying on members of the opposition to back him up. The government is stable for another 15 years; may be a one party system.

D. MRS. GOODRIDGE: STATEMENT OF PRIORITIES FOR THE PEOPLE

1. Industry.
2. Education.

E. ADULT EDUCATION PROGRAMS

Mainly over radio; evening institutes for public servants. Give day release or block release for courses.

Interview with Miss Dorothy Bowan and Mrs. Ruth Goodridge (continued)

F. GOVERNMENT DECLARED THAT ALL GOVERNMENT JOBS MUST BE HELD BY BAHAMIANS

True also of companies in the Bahamas. Technical College is trying to train administrators.

G. THERE WILL A COLLEGE OF THE BAHAMAS

Looking for a president.

H. TRENDS

Women no longer take 9 months off for maternity leave. Used to make women teachers resign.

Having a child is not a problem; women are spacing them in June - September so that they can teach in September. Family of 4 now. Everyone wants an education. Child must go to Government Teachers' College to do A and O levels.

I. IMPORTANCE OF EDUCATION TO THE PEOPLE

Even poor families (send children to college). Straw weavers are rich, janitors. Also, Bahamians think education is most important AND LIMIT NUMBER OF CHILDREN TO BE ABLE TO EDUCATE THEM. Grass roots people are curtailing number of children they have.

J. INHERITANCE PATTERN

Woman gets one third of man's will. If no will . . .

K. BAHAMIAN GRASS ROOTS PEOPLE ARE PROUD

Have been more successful than the middle class. Grass roots parents will come when the teacher calls a meeting; middle class parents would not come when called by the school teacher.

Grass roots people are concerned about CHILDREN.

Voluntary organizations would have to do things WITH PEOPLE. Grass roots people cannot be talked down to.

In a demonstration on food preparation called by Ministry, middle class women sent servants at first; grass roots people came themselves.

L. MAJOR PROBLEMS FACING FAMILIES

Need someone to teach in out islands; must know how to stay out of politics. Greatest drawback: educate a girl from the out islands, but she does not want to return. They give a teacher

Interview with Miss Dorothy Bowan and Mrs. Ruth Goodridge
(continued)

a 4 bedroom house. Give hardship incentives; but no hospital, some clinics; some islands have nurses; great expense if wife is pregnant.

M. BAHAMAS ARE EXPENSIVE TO ADMINISTER

\$26,000,000. loan. Radius of 13 square miles; 100,000 in New Providence, 80,000 scattered, of the scattered 60,000 in Grand Bahamas.

N. YOUTH

Very much involved. A youth organization feeds aged in Bahamas; sponsors sales to provide food to poor; teach reading to the illiterates.

O. THERE IS ONLY 5% ILLITERACY

It is low due to compulsory education from the beginning. Parent could be taken to court if he did not send his child to school.

Youth are vocal about politics.

P. MAJOR PROBLEMS OF THE BAHAMIANS

1. Sense of values. (Miss Bowan commented earlier on budgeting.) In England, no matter how much a family spent for other things, they took a holiday together; they cherish the aged in families. THIS IS ABSENT IN THE BAHAMAS. Man with a holiday sits on porch, works on his car, doesn't think of his family.

Miss Bowan advises man to take his holiday with his family; to go to Paradise Island; tells him his children will cherish the memory.

2. FAMILY LIFE IN THE BAHAMAS IS LACKING BECAUSE MEN ARE NO GOOD. Bahamian woman takes care of whole outfit; WOMEN ARE MOTHER AND FATHER OF CHILDREN. Male is irresponsible, must have beautiful car, see his girl friends.

See Jamaican book, "My Mother Who Fathered Me".

Q. ROLE OF WOMEN IN THE SOCIETY

Bahamian woman is quite domineering. She is not satisfied with average education for her child. A sister will contribute to her sister's child's education.

Interview with Miss Dorothy Bowan and Mrs. Ruth Goodridge (continued)

R. EDUCATION IS A REAL PRIORITY IN THE BAHAMAS

S. COMMENTS ON ISLAND

Rich sections are Cagle Beach, Rifle Beach, Cunningham Lane. Miss Bowan preferred to stay where she was born and knew her neighbors; she put money into her home and fixed it up.

Miss Bowan comments that many middle class people have lost out because they moved out of their original neighborhoods and only returned to vote. In family neighborhoods, all neighbors come to marriages and funerals.

This is not so for the white Bahamian. He stays in his first house. Never moves, lives and dies there. (Contrast was drawn between middle class Black Bahamian and the white Bahamian). Middle class (black) Bahamian feels he must move to a rich neighborhood.

T. GOVERNMENT IS CONSIDERING RECOMMENDATIONS OF REGIONAL NUTRITION EDUCATION CONFERENCE IN CARIBBEAN, JULY, 1972

U. THE MINISTRY OF DEVELOPMENT IS ATTEMPTING TO GET PEOPLE TO GROW MORE FOOD

They import 100% of clothing and food.

12. MRS. RUTH GOODRIDGE'S REPLY TO MAJOR PROBLEMS FACING FAMILIES

1. High cost of living.
2. Unemployment.
3. Back position taken by Bahamian males.

A. CAN'T BE MISGUIDED BY THE BACKWARD APPEARANCE OF HOMES

They have an appreciation of values; great sense of PRIDE IN HOME AND CLOTHING. (Cougar parked outside shack, may be maids or domestics.)

B. ON FAMILY ISLANDS, FEELING IS DIFFERENT

They live off fields; lead country life; educated islander does not want to return after he sees New Providence.

C. MAJOR PROBLEMS ON FAMILY ISLANDS

Crop failures.

Lack of communication (problems in communication - must use radio). People are not so political as in Nassau, go all out to entertain guests. QUITE A BIT DIFFERENT IN THE WAY THEY THINK. (Eleuthra, Adelaide)

13. MISS BOWAN

THERE WOULD BE INTEREST in assistance FROM HOWARD UNIVERSITY IN SETTING UP NEW CURRICULA AT COLLEGE OF BAHAMAS

14. INTERVIEW WITH MRS. SHEILA SEYMOUR, HOME ECONOMICS TUTOR, BAHAMAS TEACHERS' COLLEGE, NASSAU

There is nothing wrong about talking to "village people", but they are shy. Initial shyness leaves quickly. They like people and are quick to talk with them. Once the ice is broken, they are sincere; introduction is all that is necessary. Those who are in educational field are welcomed.

15. INTERVIEW WITH MRS. SUSAN J. WALLACE, ASSISTANT DIRECTOR, FURTHER EDUCATION, MINISTRY OF EDUCATION AND CULTURE

A. FEASIBILITY OF FAMILY LIFE EDUCATION IN THE BAHAMAS

Family life education can be useful. Program of home economics in schools are not what they should be. There is a shortage of teachers in schools, therefore we must limit what is taught.

When students should be having home economics, little is taught, 2 double periods a week. Theory and practice are taught. At primary level, handicrafts; at secondary level, there is a domestic science room and foods, etc. is taught.

B. THERE ARE ABOUT 100 PEOPLE STUDYING ABROAD AT PRESENT ON GOVERNMENT SCHOLARSHIPS

C. ADULT EDUCATION PROGRAM IS NEW, 1972

These programs are offered:

1. Program of music for relaxation.
2. Music appreciation, how to play an instrument.
3. Civics.
4. Home economics class (adult education, child care and development) had least student participants (response from people. People who were trying to run nursery schools came at first. Home economics classes had more women than any other class at first - taught one week of cookery; one week of needlework. All women ended up in needlework because women wanted to learn how to sew for their children.

Criticisms of their workshops: not enough visual aids; too much talk.

Interview with Mrs. Susan J. Wallace (continued)

D. FAMILY UNIT EDUCATION

Would be difficult to get man to sit with his family. A lot depends on what is offered and how it is presented. If it is a workshop whole families might attend. % of whole families attending ? . Men would have biases about what is a woman's work.

E. ALTERNATIVES

1. Take family life education to the family through church groups, different associations and organizations.
2. Talk to man and ask him to bring along his family, approach him first.
3. Lodges (Grass roots organizations). Get president of lodge to approach men and ask them to bring their families to workshop.

Good groups to work with would be church, Elks, Masons, Go after the man. Have program of adult education.

F. IN THE FUTURE, SHE PLANS AN ILLITERACY PROGRAM (LITERACY PROGRAM)

Will continue music, it was successful.

G. PLANS TO ANALYZE HOME ECONOMICS PROGRAM

To see why needlework was more of interest than food; civics approach will be changed. Child care approach will be changed; program will be geared to nursery school education. There will be literacy program.

No Ministry of Social Welfare in the Bahamas.

H. HOW COULD PEOPLE ON THE ISLANDS BE REACHED?

Air strips are on all islands. Teachers' College is on San Salvador. Poor telephone system. Regular home economics teachers teach adult education classes one evening per week.

I. ADULT EDUCATION CLASSES INCLUDE THE FOLLOWING

Nutritive value of basic foods, meal planning and preparation of meals, cake making, pastry making - these are all in each course, 1 term.

Usually about 18 women, 1 term is 3 months. There are no adult education printed materials.

There are evening classes for students who wish to write examinations, in on family islands (architecture, music community choirs, typing, economics).

Interview with Mrs. Susan J. Wallace (continued)

J. TEACHERS IN THE SCHOOLS ON THE ISLANDS TEACH THE ADULT EDUCATION CLASSES

Classes are taught in the school buildings. There are 200 schools in the islands.

K. ROLE OF RADIO

Radio plays important role in transferring information; no telegraph system. There is a special program on Thursday for 1/2 hour. Government has an arrangement with the radio station; any information desired is given free time. Three main news casts 8:00 A.M., 1:00 P.M., and 7:00 P.M.. These are 1/2 hour each. Community announcements also.

L. NEWSPAPERS

Difficult to get papers on some islands. Okay on Athros and Grand Bahamas.

M. EFFECTIVENESS OF ADULT EDUCATION

Institutes reach wider % of people. Sports program is being carried out for adults. Community centers will be built. Sports program includes tennis, basketball, swimming. There are a few centers now, built by politicians, constituents of various communities. Government will build other community centers, about 3 for Providence Island. None planned so far for other islands (out islands). School gyms are available to people but they do not use them.

Effectiveness of program; old people did not appear to be coming to institutes. Dropped out and left courses to teenagers. As soon as teenagers left, older people came back to classes. Comments they gave after the course are her only indications of effectiveness.

Some institutes have increased in number of people attending. Institute at the Technical College in 1968 had 1,500 persons of all ages, mostly out of school persons.

In New Providence, over a 5 year period, 900 persons registered. There are 11 institutes on the islands with an average of 40 persons per island institute.

The institutes are much older than the other forms of adult education. There have been about 3,000 so far. Islanders are writing in all the time for more institutes.

People on the out islands are asking for more basic subjects (mathematics and English for older people); dress design; home decorating, architecture. Home economics and music institutes are most popular.

Interview with Mrs. Susan J. Wallace (continued)

Mrs. Wallace was trained at the University of Miami.

N. RECREATION

(CHE saw the Worry game at the museum).

People play dominos, whist, bingo, Chinese checkers. Dominos and Chinese checkers are played by men on out islands frequently.

O. MOST IMPORTANT PROBLEMS IN BAHAMAS

1. Those that lead to separations (of families). Lack of initiative on the part of the husband. In the approach to this problem, make man feel that he is more important than the woman. Women are more aggressive than men. Men tend to follow. Women take on the major responsibilities of the family.

Happens both places (islands and New Providence?).

A lot of people must get education after they have married. Academic side of adult education is still very important in the Bahamas.

16. INTERVIEW WITH SENATOR MIZPAH C. TERTULLIEN, CONSULTING PSYCHOLOGIST, P. O. BOX N 1252, NASSAU, BAHAMAS

Met Alfred T. Maycock, Member of Parliament and Chairman, Bahamas Development Corporation, cousin of the senator.

Senator Tertullien is Chairman, Child Development Committee, Bahamian Mental Health Association.

A. IN THE MINISTRY OF LABOR AND NATIONAL INSURANCE THERE IS A DEPARTMENT OF FAMILY AND CHILD CARE

(Headed by Miss Lela Mitchell).

Provides counselling service to families on adoption, child placement in foster homes.

Public Health Department gives attention to families and children.

Ministry of Health is looking after education in homes and schools.

B. PROBLEMS FACED BY FAMILIES IN THE BAHAMAS

1. Operating in a tourist economy. Youngsters are able to make money, may result in their taking time off from school. May be encouraged to do so, may miss out educationally and socially.

Interview with Senator Mizpah C. Tertullian (continued)

Aim of the Child Development Committee - healthy development of children from birth to adulthood; ages 6 to 18 covered.

Family Life Committee of the Mental Health Association works with preschool children.

Child development committee functioning is in the early stages, committee is one year old. Have been dealing with children 6 to 11. Have used older teenagers to help with younger children.

Meet once a week for 2 to 3 hours on Saturday. Have activities unstructured intentionally: scrabble, needlework, basketball.

"If we can get kids together we can help to socialize them through interaction with each other and with adults."

Exposure to a positive model is important. The activity itself is valuable. If they are occupied they would not be in difficulty.

Plans to see parents. Must have enough people present to supervise children when (committee) visits home.

Need to find out how consistent behavior is.

2. Need to know deprivations people are suffering from.

C. ROLE OF YOUTH

Youth has not been an important force in independence.

D. ROLE OF WOMEN

There is no question that women have been the backbone of family whether or not there is a husband.

In politics, the ones who sweat and fight are women, but men are in control of politics: House of Assembly 38 total seats; Senate 16 total seats - only 2 women appointed. Other one is Dr. Doris Johnson. No women elected. Ratio of women to men is 50 to 40.

Dr. Doris Johnson is President of the WOMEN'S NATIONAL ORGANIZATION.

E. DEVELOPING HUMAN RESOURCES THROUGH FORMAL EDUCATION

Until recently people did not have opportunity for formal higher education; many students now are abroad on scholarship.

Interview with Senator Mizpah C. Tertullian (continued)

Training occurs within public service to help people upgrade themselves; on the job training in private sector.

F. PRIORITIES OF NATIONAL GOVERNMENT

1. Trying to diversify economy.
2. To bring in more industry.
3. To upgrade agriculture.
4. To better place people in jobs.

There is a youth employment service, majority of the population is below 18.

Government is forging ahead along all lines.

For several years, country was at a standstill except for tourism.

Are building many new schools.

Bahamas are truly a developing country.

5. Main emphasis of government is Bahamainization.

G. PEOPLE MUST PARTICIPATE IN WHAT COUNTRY HAS TO OFFER

Bahamians were in bottom level jobs; many businesses were owned by outsiders and higher level employers were outsiders. Industry brought people in and paid them higher salaries than Bahamians. Has talked with executives in companies and they say they cannot find qualified Bahamians to fill posts in private companies. Say it takes a long time to train; government insists that they must, that they bring Bahamians in and train them to replace expatriots.

H. SENATOR TERTULLIEN OFTEN GETS REQUESTS FOR TALKS TO GROUPS ON FAMILY LIFE, HOW TO COPE WITH CHILDREN, FAMILY LIFE GENERALLY

I. AIMS OF FAMILY LIFE COMMITTEE

Preschool child: 2 aspects

1. Play group for deprived children. Cannot rely now on grandparents to care for children; increased use of pre-school facilities. A survey was made to recommend to the government regulations which should govern preschool centers. At present, no regulations for this.
2. Family Planning Program.
Advocated in hospitals; not a government program; will not actively promote it as in Jamaica. An education program will open at Grove Area (high birth rate); community nurses will WORK through centers.

Problem: Common law husband or boyfriend, if he ever discovers woman is taking a pill, tells her he is going to leave her. Male dislikes "pill".

Interview with Senator Mizpah C. Tertullian (continued)

Family Planning Program - working with Anglican Church and Baptist Church, both very strong. Roman Catholics are against.

Gynecologists say there are an increasing number of abortions.

J. PROBLEMS OF FAMILIES

1. Alcoholism.
 2. Illegitimacy.
 3. Poverty.
 4. General relationships male-female.
- NEED FAMILY COUNSELLING.

Unfortunately man is not willing to come out to meetings.

Alternatives: Best way is to go into bars.

(CHE's idea - give 10% discount at food stores to man who does shopping for food.)

Family Therapy, see whole family for therapy.

17. INTERVIEW WITH MISS SANDRA DEAN, PRESIDENT, BAHAMAS MENTAL HEALTH ASSOCIATION, CHAIRMAN, FAMILY LIFE SECTION UNTIL 1973. ALSO IN MINISTRY OF HEALTH

A. ALTERNATIVES TO FAMILY UNIT EDUCATION

1. Public clinics in communities in Nassau. There, women bring children for advice; shortage of health clinics.
2. Mothercraft courses held by nurses were well attended 1970-72.

B. FEELS THERE IS A DESPERATE NEED FOR FAMILY LIFE EDUCATION

Shortage of people to do teaching. Need to train people.
Believes training of persons who would do this job is most needed and priority.

Patsy: Paraprofessionals who are trained in the Bahamas should be men.

18. CONTINUATION OF PAPER BY DR. PABILONIA

Group Art Therapy for children: page 3. Case study of child failing in school, but average in intelligence. Given chemotherapy and parental counselling. Used painting, pencils, papers, crayons, acrylics, cassettes, masonite, beads, clay. Informative: could

Continuation of paper by Dr. Pabilonia (continued)

choose what they would like to create. This leads to discussions of personal problems, closer and more trusting relationships. While painting, work out solutions to their problems. Members of group make volunteer efforts to solve problems of one another.

19. INTERVIEW NO. 2 WITH MR. JEFFREY WOOD

Best thing which could happen in education in the Bahamas would be to have a serious economic recession.

Received B. S. from University of West Indies at Kingston in History, graduate course in education.

Says opposition in government and private sector are good; Bahamians use scholarships to get further education and then do not come back to teach; government does not enforce rule that they should.

20. INTERVIEW NO. 3 WITH DR. ROGER BROWN

College must recruit its faculty through the Ministry. Cannot make initial contacts even itself.

Friends of Dr. Brown found that most of the diseases and health problems they see in the hospital have to do with hypertension.

Disappointed in that they don't see many diseases. Bahamians are very healthy.

21. INTERVIEW WITH MISS BERYL SMITH, SECONDARY SCHOOL TEACHER OF HOME ECONOMICS

A. FAMILY LIFE EDUCATION PROGRAMS OR QUALITY OF LIFE PROGRAMS

Sound like something she wanted Bahamians to have and they should have. Sort of thing Bahamians need and should have.

B. HAS DONE THREE YEARS OF STUDY

Certificate of Education from Bath College, Bath, England. (Nutrition, how to feed family, preparation of simple lunches, simple breakfasts.) Suppers after third year. During last term they are taught to make meals, prepare cold sweets, when and how to serve them.

Needlework. Simple garments for themselves. At first, they didn't want to wear anything they made in school. They make skirts, blouses. Problem is having material to work with; government does not supply fabric.

Interview with Miss Beryl Smith (continued)

Personal hygiene.

Need to add grade 10 to schools.

C. MISS SMITH WORKS AT THE C. I. GIBSON JUNIOR HIGH SCHOOL, NASSAU

In England she took Interior Design and Home Management, but does not teach these in Nassau.

D. THINKS GOVERNMENT WOULD BE INTERESTED IN EXPANDING HOME ECONOMICS PROGRAM

E. WHAT ARE THE MOST IMPORTANT NEEDS OF FAMILIES?

1. Togetherness - talking together, doing things together.

F. TRANSPORTATION

There are as many as five flights a day to Eleuretha, it has 3 airports; Pan American goes there once a day in the summer. To Long Island and Crock Island, every other day in summer. Cat Island, every other day.

Nassau and Freeport are each in a class by itself.

Pace of living is slower in Eleuthera than in Nassau. Fewer amenities, limited electricity.

Nassau: E street is bad (poor) area in Nassau; used to be over the hill (like ghetto in states); now people are earning more. Ross Corner has outdoor toilets. Very unusual that people have good property elsewhere but prefer to stay near their neighbors in poor section.

G. CULTURAL PATTERNS

Family of a man (married, with married children) does not live in the same house, but in houses near by.

Extended family system operates more so on out islands.

Peter Street. Government provides garbage disposal. (All areas appear to be nice.) People are quite contented though crowded. CHE saw one case of kwashiorkor in a child about 3.

Epidemics are almost unheard of.

Small children have confidence. Go on errands quite early. People sell fruits, lettuce, mangoes. Relatives on islands grow fruit and vegetables and people in Nassau sell them.

Difficult to talk with people on street; if they suspect that you are after them, they may not answer. Recently, people went

Interview with Miss Beryl Smith (continued)

around asking questions in street. Answers appeared in paper (anti-government). Governor gave this person a lot of trouble for discussing break in. Material which appeared in paper was not what the person said.

Miss Smith did census in Bahamas on what Palmolive products were being used; started off by telling what she was doing. People are very good to answer and are very pleasant.

H. GIBSON HIGH SCHOOL HAS 800 STUDENTS

3 home economics teachers; about 15 students per home economics class.

Long life span in the Bahamas, about 70 years. Soil is sandy.

Fox Hill hasn't changed over the years.

No internal heating is necessary. Coconuts and bananas mainly grow on other islands.

I. FAMILY LIFE PATTERNS

1. People eat cocoanut and rice.
 coconut oil (juice squeezed from the coconut).
 cassava (don't use in any special way).

People have not felt the pinch of things and so do not have to explore many alternatives to use food.

2. Fox Hill, district, similar to town.
 Things are political now; everything is divided into constituencies.

No farms as such, fields. Families go to farm and come back home in the evening, drive or go on foot. Eat rice and pigeon peas for dinner with meat of any kind.

Everyone is working.

Cape Eleuthra - tourism is very big.

3. Her home is on Eleuthra Island. The village people there eat for breakfast - grits, onions and tomatoes, corned beef, tea or coffee or tuna fish or fresh grits.
 Cornmeal is used as a cereal with condensed milk.
 Could be used with bread made of wheat flour.

People who go to work eat sandwich, take a sweet.

People who spend day in the fields cook rice with pork, onions or grits, or soup. A one dish meal.

4. Bahamians are inclined to eat more starch foods than they should. Peas and rice, potato salad with green pepper and

Interview with Miss Beryl Smith (continued)

onions are all sometimes eaten together at one meal.
Macaroni and cheese.
Meat.

5. EVERYONE WANTS TO BE SLIM. Twenty years ago women didn't want to be small because it would look like they were not being cared for well.

Kemp Road has a bad reputation; people say boys not nice, children who come from Kemp Road are not pleasant; has never had a disciplinary problem with them however.

Shirley Street . . . old part of town.

Fox Hill . . . could have difficulty finding low income bracket group house (3 bedrooms, 1 bath costs \$35,000.; on Skyline Drive, \$90,000.)

There are good housing projects. People selling fish in market make as much money as teachers.

J. EDUCATION

People are educated; do well financially. Industry is taking over from education. Cruise ships come in.

K. PARAPROFESSIONALS

Idea of preparing paraprofessionals is good. But unless people feel need they won't take it. They have money on Eleuthra already but spend it badly. People who would welcome family life education are those who don't need it so much. (budgeting)

There are students being trained in college to work in community centers but there are none working there yet.

In New Providence, people don't usually eat breakfast. Most of school children do not eat breakfast. Child at school "trucks too much" buys sodas, potato chips, french fries, corn fritters, in low income bracket.

22. INTERVIEW WITH TAXI DRIVER

Worked as taxi driver for 20 years. Enjoys it, wouldn't change; has 8 children; 5 in college at the same time. youngest is 10.

Interview with taxi driver (continued)

- A. GREATEST NEED OF HIS FAMILY IS INCREASE IN TOURISM
- B. GREATEST NEED OF BAHAMAS IS MORE INDUSTRY

To diversify income from tourism, what is needed is more industry on the islands.

- C. DOESN'T SPEND MUCH TIME WITH HIS FAMILY

They leave before he wakes up; he works 14 hours per day. Each comes to his bed and kisses him when they leave for school in the morning. He remembers this when he wakes up. Loves his children, they are his life . . .

23. INTERVIEW WITH MRS. SHEILA SEYMOUR, NO. 2, HOME ECONOMICS TUTOR, BAHAMAS TEACHERS' COLLEGE

60% of the population is under 25. 15-19 age group has highest unemployment. Government gives youth jobs 4 to 6 weeks in summer.

- A. HOME ECONOMICS IS A TWO YEAR COURSE, PREPARES TEACHERS

Requirements: Girls who have taken GCA examination, O level in home subjects. Don't care if they have passed it. Bahamas junior examination. To have passed O level examination means the student is a good one.

Girls with a number of GCA examinations do not want to teach.

- B. MRS. SEYMOUR TRAINED AT BRIGHTON THE FIRST TWO YEARS (1958-61) IN ENGLAND

Trained at Seaford the final year, went one day every two days while at Brighton Teachers' Training College.

- C. WHEN TEACHERS GO OUT WHAT KIND OF SITUATIONS DO THEY HAVE FOR TEACHING?

Two periods per week; may have laboratory equipped for 12 girls. Miss Bowan is responsible for administration of home economics teaching. Mrs. Seymour handles home economics for Bahamas at Bahamas Teachers' College.

She is training people who are teaching needlework, but who have not had professional training. This is her summer course.

Pilot scheme: sponsored by government, technique is to choose important points and link them with their background. Such a person is not well received by trained people. Such persons have been employed by the government, are released for one period, are teaching in primary schools, upper part from 5 and 6 (on bottom of secondary).

Interview with Mrs. Sheila Seymour (continued)

Evening classes are usually concerned with skills only. Mrs. Seymour gives them theory on needlework only.

BJC is Bahamas Junior Certificate.

D. TEACHES SOCIOLOGICAL PROBLEMS DEALING WITH FAMILY

Family development is a part of her course. Finally, special development of girl, boy, dating, sex, establishing contacts and friendships, family developments, breakdown of marriages, boy-girl relationships, methods of teaching.

No boys are ever in classes.

E. DOUBLE VALUES IN BAHAMAS

Girls are well trained but not boys.

"MY BULL IS LOOSE, PLEASE TIE UP YOUR HEIFER."

"BOY'S DUTY TO ASK: GIRL'S DUTY TO REFUSE."

Her view: there should be widespread family education, but not sex education. Girls marry men who are well dressed, with good cars, lots of money. Distorted sense of values.

Mrs. Seymour thinks one could get family life education to people through the church.

F. FAMILY UNIT EDUCATION

Important and possible, but calls for much training on part of person who teaches. Person must be accepted in the community. People must have confidence of the community.

G. WHAT THINGS DO FAMILIES NEED?

1. Get family together. Families are not together. Managing home better. Families could paint together, repair furniture together.

How would you get families together?

Alternatives: Mrs. Seymour . . . Evening courses one time a week for couples. Father Preston Morse, Roman Catholic Church, Vice Chancellor of Diocese, lectures on family topics. When he gives a lecture, there is standing room only. He has a way of dealing with people.

H. SEX EDUCATION SHOULD BE A FAMILY CONCERN

There are over 300 students at Bahamas' Teachers' College.

Interview with Mrs. Sheila Seymour (continued)

I. WOULD DRAMA BE A GOOD MEDIUM FOR FAMILY EDUCATION?

"WHEN I DEAD I DONE" by Velma Roles. Good picture of Bahamian life; low income bracket, matriarchal setting, no husband (father went away). Play performed on stage.

J. COULD SOMEONE START SUCH A MOVEMENT AS FAMILY PLANNING WEEK?

Mental Health Group under Miss Sandra Dean had a conference on Bahamian Family in Society theme. Had a van going around to foodstores, pictures of deprived children. Prime Minister made an announcement about this before the week began.

Talks leading up to it were given every fortnight in Bahamas. Mental Health Association has a program. Special section appeared in the newspaper. Tried to take it into schools, there were special radio programs; people got out into the communities.

K. VOLUNTARY ORGANIZATIONS IN THE BAHAMAS

Bahamian Mental Health Association.
The society itself has a lot of voluntary organizations.

L. ASOO

On the job each person puts in an amount of money each week. It is a self-help society, splended first step toward cooperatives. When one has the draw she can use whole sum. Wide-spread in Airica. Asoo is a part of Bahamian culture. People who trust each other are involved in Asoos. Use money for their draw for vacations or shopping.

M. VALUES IN THE BAHAMAS

Home ownership is becoming a value. In older days, girls were not permitted to marry until boys had their own homes.

See White Paper on Education. Low cost mortgage scheme. There must be a scheme to make available low cost homes.

N. WHAT WILL BE THE FUTURE OF HOME ECONOMICS IN THE BAHAMAS?

Depends on contributions that girls being trained will make. These girls understand patterns of eating foods, etc. Sees that the government will give it priority in the future. Government wants to start with the University of the West Indies. (Home Economics Program to be placed there first.) Bahamas Teachers' College complies with standards of the University of the West Indies.

If there were a strong home economics unit at the University of the West Indies, home economics students would be sent there

Interview with Mrs. Sheila Seymour (continued)

to get training.

Home Economics program has no extension effort in the Bahamas Teachers' College. Her students observe people in clinics.

O. VOLUNTARY GROUPS

Lodges. Programs go across through this route. Girl's Brigades, Scout Guides, Church Groups, Mother's Clubs, Community Groups, Women's Community Associations. These are ordinary women who work together to improve the community in which they live.

Many of the poorer women are in these groups, they are the ones who work. Have social, ask poor women to prepare food, hold supper sales, use church halls, association halls, or go to the beach, government parade grounds to make money.

Volunteer groups give scholarships to secondary (grammar) schools from 11 years up. Help Heart Organization.

P. EDUCATION

Grammar Schools are the better schools with facilities, government or church sponsored, high I. Q. required;

Secondary schools take all children 10 plus years, until they leave;

Primary grades 1 to 6; children 5 plus to 10 years of age.

After secondary school BJC and O level. Stay on one year or 2 for GC advanced level, equals 13 years of schooling before the university.

Bahamas Mother's Club.

Good Friends Guild, sponsored an oratorical contest "Why Not Take That First Drink?".

24. INTERVIEW WITH DR. JEAN TURNQUIST

A. FIRST NEED OF FAMILIES IS

1. For communication. Man needs to actualize his role in the family. Children have no father figure. Mother is everything. This perpetuates itself generation after generation.

Man has only one wife though he may support two sets of children. Women may have 5 or 6 children by a man, before marrying him. Need to give men some education in the roles they should play. Greatest need is for man to become the dominant figure. He is not so may be because woman is so

Interview with Dr. Jean Turnquist (continued)

used to having to assume major role and children reach adulthood learning this and the process is perpetuated.

B. DR. TURNQUIST FEELS THAT THE GOVERNMENT WOULD BE INTERESTED IN A PROGRAM OF FAMILY LIFE EDUCATION

Building nation's strength.

Dr. Turnquist is a single female psychologist who treats men mainly.

Impressions: Nassau

So called slum areas are cleaner and less "slum looking" than would be expected. Very few signs of nutritional deficiencies in the people.

25. INTERVIEW AT CARIBBEAN HEALTH ASSOCIATION MEETING

Dr. Saint-Pierre, Martinique, pediatrician. Only has seen 3 or 4 cases of kwashiorkor in his medical picture in Martinique. Children are more generally deficient in several nutrients, not just protein.

26. INTERVIEW WITH CAB DRIVER

Question: Are women aggressive here? Answer, yes.
"My daughters run the whole show!"

27. INTERVIEW WITH PATRICK BETHEL, PRINCIPAL, BAHAMAS TEACHERS' COLLEGE

A. HIS VIEW OF WHERE BAHAMAS TEACHERS' COLLEGE WILL GO IN YEARS AHEAD

College of Bahamas will be major unit, of which teacher education is one part. Hotel preparation will be included. This is on drawing board, may be realized in another 10 to 20 years. First discussed in 1967. He was a member of a committee which drafted a report.

Idea was to have it located in the Oaksfield area, could be near the BTC and Government High School.

B. TEACHER EDUCATION BEGAN IN 1950

There were problems with the college. It was closed down 3 to 4 years between 1957 and 1961. In 1961-72 a few teachers were trained for primary schools and the family islands. Secondary school training just started within the last 3 years.

Interview with Patrick Bethel (continued)

C. PRIORITY OF THE COLLEGE

1. Must concentrate on secondary education. Just have 10 secondary schools with average enrollment of 1,000. There are 600 secondary teachers; only 60% are non-Bahamians. Must change this within next several years.

Secondary schools must turn out more and better students. Mr. Bethel is being pressured to take more secondary student applications.

THIS WILL BE FIRST PRIORITY FOR THE NEXT SEVEN YEARS.

Interested in raising standard of schools (17 to 18).
Making teaching more attractive.
To have 75% of secondary teachers Bahamian.

2. Lengthening of course. Should have 2 years in college, one year of internship and a fourth year in part time study.

D. PRIORITIES FOR THE FAMILY

1. Education of the male citizens to appreciate family life. Problem is not female, not illegitimacy rate, but THE IRRESPONSIBILITY OF THE MALE CITIZEN. This is an educational problem. This is a long term program.

Could teach courses in 6 months. But this is an ATTITUDE that needs changing.

How to start? Begin in schools with service clubs; church. Government can do its part by helping to initiate this program. Will find male response more in Kemp Road; across country, at St. James Roads, Meadow, Okra Hill communities, there are the poverty areas. In these communities, alcoholism rate is way up.

2. If government would set aside more money for HOUSING, SOCIAL AND WELFARE SERVICES, CLEARING SLUM AREAS, this would be important.

Feels that this is one of the most serious problems.

E. SUSAN WALLACE'S PLAYS TO BE PUBLISHED

Velma Rowe's "WHEN I DEAD AND GONE" is her life story; she is about 20 years old.

Interview with Patrick Bethel (continued)

F. PROFESSOR BETHEL WOULD HAVE LIKED US TO HAVE TALKED WITH
EXTRAMURAL TUTOR OF THE UNIVERSITY OF THE WEST INDIES

She is very keen to get something started, worked for years in social welfare. She came at a difficult period; she will try to tackle problem. MRS. TRUDY HAMILTON

G. FAMILY UNIT EDUCATION

If you call a meeting you find that mothers come and fathers don't. Men drink rum. SOMEHOW MUST REACH MEN.

Of 100 people at a meeting, 75% are women. Occurs in all areas of Bahamas.

H. BAHAMIAN MALE IMAGE IS IMPORTANT

NEED MORE MALE TEACHERS. NEED MORE MALE IMAGES.
Must find a way to reach male citizens.

Mr. Bethel tried to get husbands of married students (females) and boyfriends of females to come to talk. They didn't come.

I. MUST EDUCATE BAHAMIAN FEMALES TO EDUCATE BAHAMIAN MALES

Not sure of views on how to do this.

Female is much more responsible. Must show this by being more insistent that male play a more responsible role.

J. P. ANTHONY WHITE, A WRITER, HAS NOTICED IN THE LAST YEAR OR TWO
A CHANGE IN THE BAHAMIAN FEMALE

She is becoming too aggressive. Women called to give him hell (on the phone). He was invited to speak at the Bahamian Secretarial Association. Wrote another newspaper article. (These are the articles which we got from the Embassy in Nassau.)

VISITED JUMBEY VILLAGE, ALSO ART SHOP, BOOKSTORES.

28. REFERENCES EXAMINED IN PUBLIC LIBRARY, NASSAU

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NOTES FROM INTERVIEWS IN THE CARIBBEAN
QUALITY OF LIFE - FAMILY PROJECT - AID/HOWARD UNIVERSITY
JULY 24 - AUGUST 1, 1973

TRINIDAD

Prime Minister of Jamaica is now Mr. Michael Manning. Mr. Glasgow used to be Minister of Education, now Governor General (Head of State) of Jamaica. Tourist season middle of December to April. Beaches are on north side of island.

1. INTERVIEW WITH TAXI DRIVER ON WAY FROM PORT-OF-SPAIN AIRPORT TO HOTEL

United States Navy built the road from the airport.
He has 8 children, 2 in the United States, 2 in Canada, 4 at home.
Wants to remain in Trinidad all of his life.

A. WHAT IS MOST IMPORTANT TO HIM?

Feels education is most important for his family; wants all of his children to get as much as possible. Feels very strongly about it.

"Local people" content to do as they have always done; don't want anything else.

B. WHAT WOULD A MAN DO IF HE SUDDENLY GOT A LOT OF MONEY?

If a man got money he would buy a house.

He likes to gamble himself. For recreation, he plays gin rummy.

C. LOCAL FOOD IS SHRIMP AND OTHER FISH, BEEF, CHICKENS, PLAINTAIN, JAMBAY, RICE.

Food is very high. Chicken was \$0.65; now \$1.00 per pound, will be \$2.00 soon. Onions are \$2.00 per pound. People eat a lot of fish.

D. SCHOOL IS COMPULSORY

But sometimes children hide (play hookey) so they don't have to go.

2. RADIO PROGRAM, 8:00 P.M., July 29, 1973

Trinidad Mental Health Society, Deprived Child by Dr. Edward Moses, Psychiatrist, talk during a seminar

Radio program (continued)

A. IN THE CARIBBEAN, FOUR CATEGORIES OF DEPRIVED CHILDREN MAY OCCUR

1. Through illness or departure of parent.
2. Abandonment.
3. Behavioral disorders - delinquency, deprived home environment.
4. Physically and mentally handicapped - subnormal.

Temporary deprivation occurs when sudden unexpected illness or removal of parents occurs.

B. THERE IS COMPLETE ABSENCE OF EFFECTIVE COMPETENT SERVICES FOR CHILDREN

Child is dumped at nearest orphanage; no provision for any social agency; no help to come to house to maintain it; no authority to provide service.

In one case the mother turned up severely ill, mentally; she brought her 3 month old child and a 1 1/2 year old child. In another case the mother was admitted to a hospital; put child with the archbishop.

There is no organization; no authority who can be called upon. It is a crying shame.

The second category results from a migrating parent. Behavior is an attitude accepted by society. The accepted parent's role is to make money; no one is concerned that when a child grows up in a strange society he is damaged.

The third category is permanent removal of child - to an orphanage.

Public needs to take urgent notice; urgent need for a probe; a central authority to dispose of child; need to move away from orphanage concept to foster home concept. There should be increased family support and competent social welfare workers designed to keep family in tact.

There should be involvement of the child in the community, child guidance clinics, efficient effective adoption service.

Disturbed home environment. Attitude toward disturbed is one of criminality; tendency is to call police to lock child up.

Correctional institutions are more like prisons; law pertaining to children favors criminal approach.

Provision results in no facilities for proper evaluation and assessment; no adolescent unit for assessment and management.

Radio program (continued)

Adult prisons are full of persons whose early years were spent in correctional institutions. Physically and mentally handicapped case remains exclusively in hands of voluntary organization. Though these are devoted and sincere they can only provide a certain amount of help. Limited by finances and personnel; unable to provide services required.

There are hundreds of deaf and blind children in Trinidad and Tobago - same is true for mentally handicapped. Facilities are not enough for large number of children here. Government must take it upon itself to provide specialized training.

Large number of educationally subnormal children - those who can benefit from special education. No special schools for them. Must provide special facilities and trained personnel.

Speaker indicted people. Says few are concerned about deprived children; are content to leave it to the government and voluntary organizations.

Government has appointed a committee and commission; 10 years ago a conference was held by Mental Health Society; no new laws. People are directly responsible that government has not done anything.

The people have a right to a better life.

Commented on treaty establishing the Caribbean Community and Common Market. Becomes effective on August first, involves four countries. Has brought greater trading links between the Caribbean islands. Wider association is planned. Continued cooperation in non-technical affairs such as education, health, sea transfer, coordination of foreign policy, need to protect goods within the community against those produced outside.

There is now provision for coordinated agricultural development, national development planning; promote complimentary rather than competitive development. Loans will be secured to plan for less developed countries; share capital for new industries; encourage flow of private capital from well developed to less developed countries in the Caribbean.

MAIN PROBLEM OF LESS DEVELOPED COUNTRIES IS NOT ENOUGH PRODUCTION OF INDUSTRIAL AGRICULTURAL PRODUCTS.

Conscious effort of small islands to provide their people with better living standards.

This seminar was organized by the Mental Health Society of Trinidad and Tobago. Theme: "The Responsibility of the Community to the Deprived Child."

3. INTERVIEW WITH TAXI DRIVER DURING TOUR OF ISLAND, SUNDAY, JULY 29, 1973

A. FOOD HABITS

People eat mainly rice with gravy made of chicken or shrimp or beef. They eat breadfruit and plaintain. Local people have cows.

B. PRIMARY SCHOOL IS FREE; HEALTH CARE IS FREE

C. SAN JUAN IS THE NAME OF THE POORER DISTRICT IN PORT-OF-SPAIN

Government has a housing project. People can buy materials for home building from government and build the homes themselves. About \$10,000. to \$15,000. Can lease land for 99 years.

D. MAJOR EXPORT IS OIL, SOME COCOA

Mace-nutmeg grows here. The mace grows on the nutmeg (spice) and is used in the manufacture of nerve gas.

E. ABOUT 160,000 people live in Port-of-Spain, 1,000,000 live on the island of Trinidad. The Prime Minister is Mr. Williams.

4. CONFERENCE WITH PROFESSOR C. T. ROBINSON, DEAN, FACULTY OF AGRICULTURE, UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE, TRINIDAD, JULY 30, 1973

A. THE FCRD FOUNDATION SET UP THE AGRICULTURE DEPARTMENT

Home Economics was not considered at the time; a recent complete review was made of the work of the faculty.

B. THERE ARE THREE UNIVERSITY CAMPUSES

Mona, Jamaica (original campus, Natural Science and Medicine).
St. Augustine (Seat of the Institute of Tropical Agriculture, which was merged into the University of the West Indies in 1960 and established as Faculty of Agriculture) Agriculture and Engineering.
Barbados - Law.

C. A COMMITTEE RECENTLY RECOMMENDED THE ESTABLISHMENT OF A DEPARTMENT OF HOME ECONOMICS IN THE FACULTY OF AGRICULTURE AT THE UNIVERSITY OF THE WEST INDIES

The government has made a manpower survey, still taking place.

THE DEAN OF THE FACULTY OF AGRICULTURE CONSIDERS HOME ECONOMICS ABSOLUTELY ESSENTIAL TO COMPLEMENT AGRICULTURE.

Conference with Professor C. T. Robinson (continued)

D. THE FACULTY OF ENGINEERING HAS A FOOD TECHNOLOGY DEPARTMENT

A branch of the Caribbean Food and Nutrition Institute is located on campus. A course on nutrition is offered in the Bachelor of Science program.

Dr. Eric Williams, Prime Minister of Trinidad, formerly taught at Howard University. (His field was history and economics.)

5. INTERVIEW WITH DR. HENDERSON, CHAIRMAN, DEPARTMENT OF AGRICULTURAL EXTENSION, FACULTY OF AGRICULTURE, UNIVERSITY OF WEST INDIES, TRINIDAD

A. IT IS VERY EVIDENT THAT THERE IS A GREAT NEED FOR FAMILY LIFE EDUCATION

The University of the West Indies serves 14 territories. A committee was established in 1971 to look at a program to meet the needs of the territories (islands). The committee recommended training in HOME ECONOMICS.

The committee was composed of representatives from Faculty of Agriculture, Faculty of Engineering, Caribbean Food and Nutrition Institute, members of the Home Economics Association, Faculty of Medicine, American Health Organization (Dr. Isabel Foster and a person from Canada).

B. AT THEIR LAST MEETING A SYLLABUS FOR A 3 YEAR GRADUATE PROGRAM IN NUTRITION AND COMMUNITY STUDIES WAS DEVELOPED

The syllabus is attached in the appendix.

A negative connotation is associated with home economics in the Caribbean. A child who was not bright took home economics in college. In a conscious effort to get away from this the name NUTRITION AND COMMUNITY STUDIES was proposed.

The proposal provides three options: nutrition, dietetics, and extension. The first and second years are common. The student branches out the third year. She receives the Bachelor of Science degree. Proposal was approved December 22, 1972.

Perennial problem is finance.

C. A COMMITTEE REPRESENTING FOUR AREAS (FACULTY OF AGRICULTURE, TOURISM, FACULTY OF ENGINEERING, AND FACULTY OF MEDICINE) WAS SET UP BY THE UNIVERSITY AND FINANCED BY THE INTERNATIONAL DEVELOPMENT BANK

They studied what is being offered, what is needed, and submitted their report to the University Council. The report was approved. No funds have come to the University except for Medicine, Tourism, Agriculture, and Engineering. Thus the new program has not been

Interview with Dr. Henderson (continued)

initiated.

D. THE JAMAICA SCHOOL OF AGRICULTURE OFFERS HOME ECONOMICS COURSES

At the highest level, an Associate Degree is offered, parallel with one in Agriculture. Graduates are stationed in the extension services.

E. PERSONS WITH TRAINING ON THE FAMILY ARE TO BE FOUND IN THE MINISTRY OF EDUCATION AND MINISTRY OF COMMUNITY DEVELOPMENT

The Education people teach adults.
Ministry of Community Development is under Prime Minister's Office.

F. SHOULD SEE MISS EUNICE WARNER (ON LEAVE), MINISTRY OF EDUCATION

She is a member of the Trinidad Association of Home Economics, holds the Master of Science degree in Home Economics from Cornell University.

G. DR. HENDERSON THINKS THAT RURAL PEOPLE IN TRINIDAD WOULD BE RECEPTIVE TO FAMILY LIFE EDUCATION

All depends on how the whole thing is carried out.

H. AN INTERNATIONAL RURAL DEVELOPMENT CONFERENCE WAS HELD

They were attempting a rural development program using their own ideas. Many were involved at the University of the West Indies. Dr. Henderson did the survey in addition to his own work.
THEIR APPROACH: Didn't make fanfare approach; included comprehensive aspects such as agriculture, fishing, home life, physical aspects (whether there were halls or community centers).

Encountered problem: If the idea did not come directly from them (the people), they feel challenged. Idea came from the government and was staffed from the government. The local party felt that since they were not invited to plan it they would destroy the program. Things went quiet for a year. Comment: Must take POLITICS into consideration.

The program was discussed in Parliament. The local leader in question was invited. The people were invited to help plan the program. The survey of needs included establishing a list of community leaders. The normally accepted community development approach was used. The idea of the program was made known to the specific individual. He was NOT asked to help plan the program, however. (There are individuals who will destroy you no matter what.)

Interview with Dr. Henderson (continued)

End result. The community people wanted the program. The local leader did not want it, but he was the political leader. This was a government program. He was told the details. He raised no objection.

Things were going fine at first. The community was becoming independent in thought, there were signs that the program was successful.

I. IN TRINIDAD, THE UNIVERSITY EXTENSION DEPARTMENT DOES NOT DEAL WITH THE PEOPLE

Extension is carried out in 14 different territories in the Caribbean, each independent in its own government.

J. AT THE UNIVERSITY OF THE WEST INDIES

No subject matter function, only teaching of graduate persons in agricultural extension, and in service training, research and information. Training programs are on the St. Augustine campus and islands (Leeward Islands and Winward Islands).

K. CADEC

Christian Association for Development of the Caribbean would be a good place for introduction of family life in the Caribbean. Program includes economics of marketing vegetables, mechanics for farming.

L. PASTOR'S INTRODUCTORY COURSE TO AGRICULTURE

Will be held September 3-14, 1973. Will offer small scale farming in region, tropical fruits, vegetable crops, problem of producing fruit in Trinidad, Pests and Diseases of Vegetable Crops, food preservation and vegetable crops.

M. FAMILY UNIT EDUCATION

Would not be too difficult to teach in the home. Would be difficult to get them to centers in community. Problems: Not many families would want to leave the house because it is inviting thieves to come in. Time that would be suitable for whole family would need to be set; could get several members of the family but not all.

Alternatives:

1. Community centers in rural area.. There are village councils which operate at community centers.
2. Better Village Program. Offers competition with prizes for best village offered by prime minister. Includes culture, dance, community and home economics associated information.
3. Through pastors.

Interview with Dr. Henderson (continued)

4. Parent Teacher Association. Special classes for parents who bring their children to the meetings.

Usually have more than 50% male membership (may be higher than average). When one looks at the names of the officers of PTA, 90% are women. Varies from area to area. In Winthrop Community the majority of PTA members are men.

N. THERE ARE PROSPECTS FOR SMALL SCALE CANNERIES

There is a great deal of potential IF ONE CAN WORK WITH THEM IN THE GUISE OF TRAINING THEM FOR THE BETTER VILLAGE PROGRAM COMPETITION

O. QUESTION AS TO WHETHER WOMEN ARE AS AGGRESSIVE IN TRINIDAD AS IN NASSAU

Dr. Henderson feels that the situation in Nassau (role of women) is somewhat general for the West Indies. Mother works but also has a role to play in the home. North American male helps his wife with the housework. West Indian male says "Naw, man. This isn't so atall!"

There are certain things West Indian male would not be caught doing, such as pushing a child in a baby carriage. Won't let friends see him helping with dishwashing, though nothing is attacked about his cooking.

P. MINORITY OF TRINIDADIAN HAVE A CHIP ON SHOULDER

No matter who the foreigner is. The island is cosmopolitan. Trinidad is a melting pot of many people. Sections speak Spanish, French, Creole. It is the crossroads of many cultures.

Prime Minister said Trinidad is a transient society. Gets a lot of influx of people from the Caribbean. Original natives were the Caribbean Indians (East Indians).

Q. QUESTION: WHAT IS THE RELATION OF TRINIDAD TO THE UNITED STATES?

Trinidad invited United States out of naval base. Famous march on Chavaramus (Naval Base). As a result of this march, United States released lands at the air field and naval base. Trinidad government developed there a new category of farm (family size farm) with the aid of a United Nations loan.

Department of Sociology is located in the Faculty of Social Science.

Interview with Dr. Henderson (continued)

R. MAIN CROPS IN TRINIDAD

Export sugar, citrus fruits, cocoa, coffee. There is an attempt to deemphasize export crops. West Indies is one of few areas in the world where most of the food supply is imported. Emphasis is now placed on

1. Diversification.
2. Producing meat for the local market.

S. A RESEARCH PROGRAM IS BEING DEVELOPED FOR USE OF SOYBEANS AS AN ANIMAL FEED

The University has worked on the agronomy of it.

T. YOUTH

1. There is a 4-H program run under the auspices of the Ministry of Agriculture.
2. Young Farmers' Club.

There are no home economics employees outside the Ministry of Agriculture.

At the University of the West Indies, Agricultural Extension does not run courses for leaders in agriculture. Does not deal directly with farmers.

U. CONCEPT IS THAT THE UNIVERSITY IS SUPPOSED TO DEAL WITH EXTENSION LEADERS WHO THEN DEAL WITH THE PEOPLE

To deal directly with people would be encroaching on work of the Ministry of Agriculture. The Agricultural Extension Department gets to the farmer through bulletins, newsletters. Bulletins are published quarterly.

V. DOES HE HAVE OUTSIDE ASSISTANCE?

The department was started with a grant from the Ford Foundation.

Pigeon peas are important in the diet in Trinidad.

W. ARE THERE VISUAL AIDS DEVELOPED FOR THE PEOPLE OR IN WORK WITH FARMERS?

If one tried to write their speaking, they would not understand it. The people read English as we do. (Attached is a pamphlet describing the way people in Trinidad talk at the village level.)

X. PARAPROFESSIONALS

Most of extension workers are paraprofessionals at the associate degree level or diploma. There are aides who live in the community.

Interview with Dr. Henderson (continued)

The extension aides are called HEAD MEN in Jamaica. They are more practical oriented people who assist the extension worker. The extension aides are of the local area and are selected on the basis of expertise in practical areas. CFNI has given special seminars on nutrition to the agricultural extension workers.

Y. ADULT EDUCATION TECHNIQUES

1. Person to person technique mainly used. This is expensive however.
2. Mass media.
3. Group methods.

Ministries concentrate on cooperatives, using crops as basis of the group through which one works. Jamaica has taken the leadership in group coops. Come under a separate Ministry in Trinidad. Ministry is supposed to develop them.

University of West Indies is planning to develop a collection of film strips, slides, etc. is introducing simple slide projectors.

The Extension Department uses a lot of visual aids. In the training program both subject matter and methodology are offered. The concentration this year is on sociological aspects of extension; last year it was on audiovisual aids. Since the Ministry does not do this, the university extension service has gone ahead. In Jamaica the comic book approach has been used for coffee and bananas.

The radio reaches a larger group. There are agriculture programs daily. 7:15 A.M. radio; Monday 7:35 to 7:45 P.M. television. At 7:00 P.M. Panorama news features agriculture. Government Broadcasting unit - Public Relations under the Prime Minister's Office has a Farmer's program on Wednesdays 8:00 to 8:30 P.M. An afternoon program on radio at 2:00 P.M. discusses fish catch, market prices. Nothing has been offered on home economics yet.

Z. PROFESSIONAL PEOPLE IN THE VARIOUS MINISTRIES ARE DEFINITELY INTERESTED IN FAMILY LIFE EDUCATION

They call it community development.

A. WHAT IS THE NATIONAL GOVERNMENT DOING FOR THE PEOPLE?

They are in the process of developing the Fourth Development Plan.

Interview with Dr. Henderson (continued)

B. WHAT IS THE UNIVERSITY DOING FOR THE PEOPLE?

We offer the Pastor's course which included human nutrition, a trip to small food processing units, and a session on conducting community surveys.

Other comments: A conference on "HUMAN DEVELOPMENT THROUGH AGRICULTURE" will be held, two sessions chaired by Dr. D. Mitchell, Monday, September 10 and Tuesday, September 11.

C. POPULATION IN TRINIDAD

| | Cab driver | Dr. Henderson |
|----------|------------|---------------|
| Black | 30% | 46% |
| Indian | 37% | 43% |
| Oriental | 10% | |
| Other | | |

D. THROUGH THE AGRICULTURAL EXTENSION SERVICE INFORMATION IS GIVEN TO THE PEOPLE ON ECONOMICS OF FRUIT AND VEGETABLE PRODUCTION

Marketing of fruits and vegetables; machinery for the small farmer, animal nutrition, livestock, cattle, small stock-sheep and goats, film shown on livestock and on community development.

E. FUTURE OUTLOOK FOR AGRICULTURE IN THE WEST INDIES

Small stock: pigs, poultry.

On campus people are very sensitive to "marking" up campus; reference to God.

F. CULTURAL PRACTICES IN THE CARIBBEAN

Guyana has a real problem in interrelations between races. Indian versus Black. There is a baby race to see that one population does not outgrow the other. They won't let a person mention the words "family planning". Certain Indian names are indicative of caste. In Guyana it is self first, anything else later.

Nationalism is very strong in Jamaica.

Color and quality of hair tells what part of India they came from. To a certain extent these factors operate in Trinidad. Racial groups do not intermarry. Various races do not mix except at Carnival time. They belong to separate clubs: examples are Himalayan Club, Chinese Club, Portugese Club.

6. INTERVIEW WITH DR. E. FURLONGE, DEPARTMENT OF FOOD TECHNOLOGY,
FACULTY OF ENGINEERING, UNIVERSITY OF WEST INDIES, TRINIDAD

A. FAMILY UNIT EDUCATION

Monumental task, difficult to do.

Alternatives: Have village councils (work through). Membership of these lends itself to a program of family education. Work through the Ministry of Community Development to the Village Councils to the People.

PBF (Planning for Better Family Living) attempted a united approach to family; these forces were often contradictory. Government ministries, voluntary agencies, church agencies came together to discuss.

Each island is its own microcosm.

B. THE MINISTRY OF EDUCATION RECENTLY APPOINTED A HOME ECONOMICS OFFICER, MRS. EUNICE WARNER, HEAD OF HOME ECONOMICS, MINISTRY OF EDUCATION

C. PRIORITIES OF THE GOVERNMENT FOR THE UNIVERSITY

Medicine, Engineering, Tourism, Hotel Planning, Agriculture.

University council participated in planning the program.

7. INTERVIEW WITH DR. MCDOWELL, CARIBBEAN FOOD AND NUTRITION INSTITUTE, UNIVERSITY OF THE WEST INDIES

A. SOURCES OF POPULATION STATISTICS

Population Abstract 1960-70, including projections 1970-1985.

Quarterly Economic, January, March, 1973.

Annual Statistical Digest January, 1973.

Can secure from the Central Statistical Office, Texter Building, Floor 6. L. C. Pujadas, Head of Publications and Information Division, Central Statistical Office, Texter Building, Port-of-Spain (62-53725).

B. SEE REPORT AND INTERIM REPORT

National Household Food Consumption Survey in Trinidad and Tobago 1970. Report compiled by the Caribbean Food and Nutrition Institute, Trinidad Centre, U. W. I., St. Augustine, Trinidad.

Pigeon peas is only endigenous food in the area.

Dr. McDowell is not keen on nutrition programs; prefers food use.

Interview with Dr. McDowell (continued)

- C. IF THE GOVERNMENT HAD TO PLACE ITS LIMITED RESOURCES IN A SPECIFIC PROGRAM OF NUTRITION, WHERE DO YOU THINK THESE SHOULD BE PLACED?

Reply: Would put money into education of 14 year olds. If we try to educate mothers, should put equal amount in education of next generation, the 10, 11, and 12 year old girls. Would particularly educate boys.

- D. THE ISLANDS ARE FORTUNATE IN HAVING COMPULSORY EDUCATION FOR CHILDREN IN THE CARIBBEAN

- E. WHAT ARE THE MAIN NEEDS TO IMPROVE THE QUALITY OF LIFE?

Average weekly wage of petroleum worker is 75TT or \$35. United States dollars. These people set standard for rest of the society. They have a materialistic outlook. People think of association with Canada and the United States, consider themselves the 51st state. There are inflation issues because of the presence of oil. Government sits back complacently and develops it.

- F. WHAT ARE THE MAJOR NEEDS OF THE PEOPLE?

Need families. There is a loose family structure. Africa has a tight and conventional tradition of family life. Here a major problem exists because of lack of cohesiveness of family units.

In Trinidad, 100,000 Hindus; 900,000 others. There are working unmarried mothers, working married mothers, child care is given to others.

- G. EVERYONE TENDS TO BELONG TO A RELIGION: DOESN'T FEEL CHURCH INFLUENCE IS STRONG

- H. THERE HAS BEEN A TREMENDOUS FUROR OVER FAMILY PLANNING

Family Planning Agency is an autonomous unit. Has caused a tremendous reaction from the Turks. Lot of fuss in the PTA's. Public spirited bodies have missed the point; the children are going to experiment in any case.

Very active Family Planning Association. They distributed posters LOOP BEFORE YOU LEAP, tee shirts. See Cajanus.

Suggestions: That we check into local newspapers for information.

That we talk with persons involved with family life.

That we check with 5 year development plan for the section on family life.

Interview with Dr. McDowell. (continued)

I. THERE IS NEED FOR ATTENTION TO THE COHESIVENESS OF THE FAMILY

In talking with a male doctor, he has become aware of the large numbers of women doctors who practice in Trinidad. There are expatriate doctors there also.

Tremendous outward migration of professional people.

J. ROLE OF WOMEN

In general programs don't get off to a good start until men are involved. The Housewives Association of Trinidad and Tobago is very active; it is not associated with a political party. Mrs. Rolands can provide information about their activities. She is the chief Statistician. There are not very many women in political office, as senators, etc.

Three major newspapers: Guardian, Express.

Present government has been in power since 1966. It is beginning to show signs of senility.

K. YOUTH

Does not have the impression that youth are important "change force". There is a Hindu youth organization, also 4-H. The latter is not doing much practical work.

L. MAJOR HEALTH PROBLEMS

Malnutrition is not high on list; not a serious problem. Most malnutrition occurs in poor families. 45% occurs in one parent families; 80% in poor homes, 80% in families of 4 or more.

Infant mortality in 1968 was 37 per 1,000 live births at 1 year of age. Toddler mortality ages 1 to 4 is 1.9 per 1,000.

30% protein deficiency, mostly marasmic; 70% under one year; largely a weanling feeding problem.

There is no weanling food. CFNI assists individual governments. Only Jamaica is considering a weanling food.

M. CFNI has promoted the use of endigenous foods. It is better to use the family food.

Pigeon peas contain 22% protein; lysine content is good. Wheat provides 30% of the protein in the diet; corn is not used much.

Bodi is the name for cowpeas in Trinidad (it is an Indian or Hindustani name).

Interview with Dr. McDowell (continued)

Check Food Composition Tables for use in the English Speaking Caribbean when it is available. There are 100 copies being circulated within CPNI for checking. Contact Dr. Tee Lung at NIH, in the United States.

N. ROLE OF THE UNIVERSITY

The University of the West Indies is not much involved with the people. In Extension, also, the personnel are not involved with people, but with extension workers per se.

Need program with a broader base than family life education.

- O. In each field of activity there is one person who must make decisions. This is the bottleneck. To achieve success in a program must get consent of the head of that program (Ministry). It is always possible to get a favorable decision.

P. ROLE OF THE GOVERNMENT

Government policy is not always a clearly defined one. Senior people have a lot of leeway in interpreting policy and how it will be carried out. On some islands ministers are deeply involved.

See Mrs. Roland in Statistics, Mr. Hamilton in Agriculture (Ministry). If we would write to the Permanent Secretary, he would see that it ultimately comes down to the person involved.

The National Nutrition Council contains a representative from the Ministries.

The best way to have decisions important to you made is to invite important people to parties and dinners.

Q. QUOTE FROM WILLAGE PERSON (GRAVES)

"You tell us that we do everything wrong.
We feed our babies wrong.
We cook our food wrong.
We must not be doing everything wrong.
You see we are not dead!"

R. A STUDY OF FAMILY PATTERNS IN AFRICA WAS MADE BY DR. JEAN RITCHIE, NUTRITION EDUCATION

See Report of the Seminar on Program for Better Family Living (FAO)

Interview with Dr. McDowell (continued)

S. FAMILY UNIT EDUCATION - IS IT POSSIBLE IN TRINIDAD?

Much less so than in countries where there is a strong family unit.

Reasons: 1. Short period of time when families are together.
2. Most rural and working class people earn less than \$200. per (month?).

T. THERE IS NOT A SUSPICIOUS ATTITUDE ON THE PART OF RURAL PEOPLE

There is a tendency of poor people to listen to people from the United States. Definitely greater conflict between Blacks and Asian people.

Average family size is 5 or 6, varies with social status. Country is monogamous. It is a monogamous country with polygamous habits. The polygamous habits are accepted.

In St. Lucia, 2/3 of all children are illegitimate. In St. Lucia, there are the same number of women and men. In Trinidad, men outnumber women.

In 1970: 17,000 people migrated from Trinidad, of these 14,000 female, only 3,000 male.
These migrated north.

Children are left in care of older family members.

In 1969: 5,000 males, 10,000 females migrated.

McDowell's research interest is solar drying of food. There are 50,000 tons export rejects of bananas.

CFNI provides expertise in different fields, also training. It gives the diploma in Community Nutrition.

CFNI offers 9 month course: Jamaica, Trinidad, and one other island where students go to do a practical project. UNICEF, FAO, WHO finance the 9 month course.

U. DR. MCDOWELL FEELS THAT THERE SHOULD BE A FAMILY LIFE EDUCATION COMPONENT IN THE 9 MONTH COMMUNITY NUTRITION COURSE OFFERED BY CFNI

V. PARAPROFESSIONALS

In Trinidad this is called intermediate technology or appropriate technology. Ministry of Community Development would have to approve family life education program; would move through this channel. Could be offered in teacher training colleges.

Interview with Dr. McDowell (continued)

W. FAMILY LIFE EDUCATION PROGRAM

There should be a coordinated approach, including health (Mona campus) family education, community development, agricultural extension. (At University of West Indies it is extension to the extension worker.)

Look into the Land Agriculture Resettlement program. Families have been settled, given a house, building, livestock, in a 16 year repayment plan. THIS IS ONE AREA WHERE FOCUS ON FAMILY LIFE EDUCATION COULD BE MADE. In the resettlement program people are in a new environment, are meeting new problems, building new homes.

X. ONE OF THE THINGS WHICH HAS COME OUT IN THIS PROGRAM

Where there is a good ratio of extension workers to farm families, the program has prospered; where not so, the program has suffered.

Y. THERE IS A RELUCTANCE TO WORK LONGER THAN 4 HOURS A DAY

People do not necessarily want to increase income; content to live as they do.

In St. Lucia, there is a tremendous sociological problem; people work from morning to night. They would benefit from a program in family life education. Attitude is Why should I work when I can get bananas and breadfruit just by reaching for them?

Lack of incentive to become more productive.

St. Lucia is an associated state with the United Kingdom. Dr. McDowell doesn't know what incentive would make them be more productive.

In St. Lucia, there is the law of diminishing returns. For a certain amount of work, achieve a certain life quality. Attitude is that the extra effort put in isn't justified by the additional quality of life. Tremendous lack of community confidence. Everything that is mine is mine, and not the other person's.

This attitude IS DUE TO TREMENDOUS INSECURITY FEELING, UNDER WHICH RURAL FAMILIES OPERATE. True in St. Lucia only. There is a high proportion of women who don't have husbands. Attitude is if I try to develop too much I won't be able to sustain it, so why do it? Insecurity.

Interview with Dr. McDowell (continued)

Farmers are not willing to work more than 4 hours per day because rewards had not been demonstrated to them. This is also true of fishermen in St. Lucia. Fishermen go out and catch fish. Does not go out to sell them again until money from first batch gives out. Then he goes out to fish again. This may be related to lack of storage facilities. The fact that food must be imported may have something to do with this.

THIS SITUATION IS ALSO TRUE OF ISLANDS THAT ARE MAINLY AGRICULTURAL. THESE ARE ST. LUCIA, ANTIQUA, ST. KITTS, NEVIS, ANGUINA, DOMINIQUE, GRENAD, ST. VINCENT.

Not true of Jamaica, Barbados.

- Z. UNIVERSITY OF THE WEST INDIES RESOURCES ARE SO STRETCHED THAT IT CANNOT BE INVOLVED IN THE PROGRAMS IT WOULD WISH TO

Dr. McDowell feels that we should talk with the male doctor in Trinidad who is a family life specialist. Dr. Micmael Alleyne is with the Ministry of Education. This person may see the university's involvement in family life in a way Dr. McDowell cannot; Dr. McDowell has only been in Trinidad for one year.

8. DR. NORMA ANDREWS - TELEPHONE CONVERSATION - JULY 30, 1973

A. FAMILY PLANNING

There is a family planning program in the government. The plan started some time ago. There is a plan for a national program. Program is being worked out for schools through the Ministry of Health.

B. THERE IS A NEED FOR FAMILY LIFE EDUCATION

At the national level, recognized that something was needed. Some schools have already started this. By September, it should be offered in primary schools.

Content: Identify need for sex education; planning as a tool for budgeting, use of leisure time, preparation for employment (urgent national program), family roles and responsibilities, communication between partners.

THE NATIONAL GOVERNMENT IS COMMITTED.

Dr. Norma G. Andrews received the M. D. degree from Howard University in 1959. She is in charge of this program. She was the organizer for the Conference on Family Life Education in 1971.

Telephone conversation with Dr. Norma Andrews (continued)

She advises that any suggestions be sent to the Ministry of Health Permanent Secretary, Mr. Teasley Tate, Ministry of Health, Spackville Street, Port-of-Spain. Dr. Andrews office is 7 St. Vincent Street, Port-of-Spain. Her secretary is Miss King.

9. CONTINUATION OF INTERVIEW WITH DR. MCDOWELL

A. MAJOR HEALTH PROBLEM

In Trinidad diabetes is endemic. Obesity is also a problem. He would say that diabetes is the major health problem in Trinidad.

10. INTERVIEW WITH DR. SAMMY, FACULTY OF ENGINEERING

A. A PROPOSAL FOR A PROGRAM IN NUTRITION AND COMMUNITY STUDIES HAS BEEN SUBMITTED TO THE GOVERNMENT

B. HIS DEPARTMENT OFFERS A DIPLOMA IN FOOD TECHNOLOGY

A one year course oriented to food processing. The Master of Science degree in Food Science is given; has Product Development orientation. A course on elements of Food Technology is offered for students in Education.

His major interest is Food Technology.

Offers the Ph. D. degree in Food Technology, but he personally discourages this. Only the very brightest students are accepted. The department runs short courses:

Handling, packaging, and storing and marketing of fresh vegetables for about 30 students.

He is involved in research and studies on Composite flour. Has publication in Tropical Agriculture, 2:115, 1970. Use of Sweet Potato Flour in Bread and Cake Making.

C. UNIVERSITY PROGRAMS FOR THE PEOPLE

Composite flour may or may not contain wheat. Dr. Sammy wants to set up small scale processing units in villages.

D. MAJOR NEEDS OF FAMILIES

1. Unemployment is biggest problem.
2. Cut out influence of tourists, news media, books, magazines. (He is referring to the effect of advertisements on people in that it makes them aspire to a western way of life.)
3. High import of food.
Agricultural worker gets only a little. People prefer not to work the land.

Interview with Dr. Sammy (continued)

E. PEOPLE WANT TO BE INVOLVED IN THE DEVELOPMENT OF THE COUNTRY AND TO CONTRIBUTE TO IT

Dr. Sammy's program is not funded. He gets grants for his research and graduate assistants. Bitter.

11. NOTES FROM AN ADDRESS BY DR. THE RIGHT HONORABLE ERIC WILLIAMS TO THE NINTH ANNUAL CONVENTION - FRIDAY, SEPTEMBER 24, 1965

Prime Minister of Trinidad and Tobago and Political Leader of PNM.

Dr. Eric Williams was Assistant Professor of Social and Political Sciences at Howard University, 1943-

FIRST PRIORITY OF THE TRINIDADIAN GOVERNMENT:

1. Agriculture. Distribution of crown lands to persons desirous of going back to the land.
2. Industrial stability.
3. Public service.
4. Population growth.
5. Foreign trade.
6. Mobilizing local resources.

12. INTERVIEW WITH DR. BOBB, FACULTY OF SOCIAL SCIENCES

A. FAMILY UNIT EDUCATION

Could do this through an open university. Education through television. Could do family unit education through television. Trinidad is most likely place for this.

Need working unit. Qualified manpower to undertake such a program. Not much research in this area.

Education of the family is tied up with family planning. There is a great deal of interest in this at the government level.

Dr. Bobb's speciality is political science. Suggests we see Dr. Amarosi in Sociology and Miss Craig in Sociology.

INTERVIEW WITH MISS S. CRAIG, SOCIOLOGY

Interview with Miss Craig (continued)

B. YOUTH

There is a youth assembly. St. Patrick Assembly. A program for youth could be run through community centers and village councils. Interest in village council activities is low in villages.

C. FAMILY UNIT EDUCATION

For the last couple of Sundays, National Broadcasting Unit has had a program on Child Care.

More families would be reached by radio. This channel would be more effective.

D. PROBLEMS FACING FAMILIES

1. Unemployment, especially among youth.
2. Income needs to be improved, need better conditions, more sensible tax arrangement.
3. Level of public service is low; need hospitals; public services are shoddy.

There are different family organizations. Class differences, racial differences in Trinidad. Among Indians, there is a lot more cooperation within the home as a unit. Family unit is larger.

Some similarities with the Black family. Not a nucleotide family. Legal marriage not as prevalent. There has been no study of the middle class West Indian Family.

E. WHAT IS THE UNIVERSITY DOING FOR PEOPLE IN TRINIDAD?

The Extramural Department of the Faculty of Social Sciences gives lectures and classes, gives a certificate in social work.

13. INTERVIEW WITH DR. FURLONGE (SCHOOL OF EDUCATION)

A. EXTRAMURAL DEPARTMENT SHOULD NOT BE INVOLVED IN A PROGRAM FOR THE PEOPLE

B. THIRTEEN GOVERNMENTS FUND THE UNIVERSITY

Major source of funding is these 13 countries. The Institute of Education is set up with a grant from the Ford Foundation to develop curricula. Ford Foundation funds Institute separately. They work only with teachers' college examinations for students. Do research. Relate to Ministries of Education in the Caribbean. The Institute is now lumped with the Department of Education in Mona . . . now the School of Education, has a Vice Dean.

Interview with Dr. Furlonge (continued)

Curriculum projects. Develop source materials for 12 - 15 year olds. Trained 80 secondary mathematics teachers.

C. THERE IS NO SPECIAL PLAN OR PRIORITIES FOR THE FUTURE

D. MAJOR NEEDS OF THE COUNTRY (PEOPLE)

Nearly every school age child is in school.

GREAT DESIRE FOR EDUCATION ON THE PART OF THE PEOPLE.

Average attendance is 80%, compulsory school for children of age 6 to 12. A number of children go to school at age 3.

These are private DALE schools, children go there to learn to read and write.

E. JOB SECURITY

Large % of underemployed people; seasonal work. Need regular employment at a decent wage.

Underemployment is the first problem.

F. EDUCATION OF THE FAMILY UNIT IS A NATURAL FOLLOW UP AFTER EMPLOYMENT (UNEMPLOYMENT?)

G. FAMILY UNIT EDUCATION

Has heard of programs in which parents are taught.

14. INTERVIEW WITH MISS HORSHAM, FORMER PRESIDENT, TRINIDAD HOME ECONOMICS ASSOCIATION

A. SHE HAS BEEN TALKING ABOUT SUCH A PROGRAM FOR TWO YEARS

B. THE ASSOCIATION WAS ASKED TO SUBMIT ITS VIEW REGARDING A PROGRAM IN HOME ECONOMICS AT THE UNIVERSITY

The Trinidad-Tobago Home Economics Association submitted a statement. Had hoped that the program would get started in 1974.

University did a survey of the whole Caribbean to determine need for this and it was agreed that there is a need. Awaiting action.

C. MAJOR FAMILY NEEDS IN TRINIDAD

1. Education.

2. Budgeting.

3. Grow own foods, they need to use local foods.

Feels that male population is getting to realize their responsibility.

Interview with Miss Horsham (continued)

Home Economics has not been taught to boys. Left to initiative of home economics teacher.

Students take GC examination (English based). The GC examination includes cookery and needlework, nutrition.

Trinidad does not have much of a problem of malnutrition.

D. FAMILY UNIT EDUCATION

Possible in evenings after 7:00 P.M.. Families have dinner from 6:00 to 7:00 P.M.

E. PROGRAM OF THE TRINIDAD AND TOBAGO HOME ECONOMICS ASSOCIATION

Two day exhibition of different areas of home economics public session.

In 1970, seminar, including people from other islands. Accent on new work in industry. There are no openings for home economists in Trinidad.

F. ASSOCIATION HAS 35 MEMBERS

Mostly are people who do not hold degree, few people have degrees in home economics in Trinidad.

Miss VIOLA HORSHAM, 29 Green Street Arima, Trinidad, West Indies. (667-3346). Retiring June, 1973.

Interested in 3 weeks observation in the states (has a holiday due her). Planning program to do this. Expects to leave September 8th, will spend one week in Canada, may be in Washington after September 17th. Interested in becoming a free lance dietitian.

15. INTERVIEW WITH DR. AMOROSO, SOCIAL PSYCHOLOGY

Born in Trinidad. On sabbatical leave from University in Canada. Stationed at University of West Indies for one year.

A. PEOPLE IN TRINIDAD ARE MORE SOPHISTICATED POLITICALLY

More satisfied with themselves. Government may be responsible. Government has insisted on putting locals in office in government and private sector.

Gradual replacement of expatriates with Trinidadians.

B. TO ENHANCE SELF CONCEPT IN TRINIDAD IS IMPORTANT

Interview with Dr. Amoroso (continued)

C. PRIORITIES FOR THE PEOPLE

More employment. Worker in the cane fields leads a substandard way of life, lives in a hut. Needs to be given more employment, to be acquainted with improved standard of living, including housing, food, and FAMILY INTERACTION.

FEELS FAMILY INTERACTION IS IMPORTANT.

Man in rural areas is not aware that what takes place in the family is important. I. Q. level, social sensitivity, pattern of interaction with his peers. Man in cane field has been so concerned with making a living.

THERE IS THE POSSIBILITY THAT FAMILY INTERRELATIONS COULD BE IMPROVED.

PEOPLE ARE IMPORTANT, MAN LIKES BEING WITH PEOPLE. Human relationships are important.

D. ROLE OF MASS MEDIA

For fellow in cane field, television should be made the form of education. Mainly now a source of entertainment, now a source of economic message.

E. ADS PORTRAYING MATERIAL GAIN REINFORCES FACT THAT HE DOESN'T HAVE MUCH

Forces combine to make him economic minded. If somehow university and government can get the message to him that human relationships are important.

He is not happy. His wife is not happy. This transfer is made to their children.

F. GOVERNMENT IS NOW MAKING GOOD QUALITY EDUCATION AVAILABLE TO EVEN VILLAGE PEOPLE

Governments have done this in the 13 islands. Doesn't know the extent to which advantage is being taken of it.

Maybe next generation will take more advantage of it.

G. MAJOR NEEDS OF VILLAGE PEOPLE

1. Employment.
2. Education.
3. Availability of nonsocial essentials: beaches, roads are intolerable, people need to go to island to see its beauty. Transportation costs money. Government needs to make places accessible.

Interview with Dr. Amoroso (continued)

IF THESE ARE AVAILABLE OTHER THINGS WILL FOLLOW.

Money and education will bring other things in home. People will begin to talk more to enjoy being together in the island environment.

Dr. Amoroso is not doing much research. He is assembling data, will write it up.

Social and Economic Research Department has a library, could give us some reprints of research which has been done on the island.

Dr. Donald M. Amoroso
Department of Psychology
University of Waterloo
Waterloo, Ontario, Canada

16. INTERVIEW WITH PROFESSOR C. T. ROBINSON, DEAN, FACULTY OF AGRICULTURE, UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE

A. WHAT ARE THE UNIVERSITY PRIORITIES

1. Teaching side, science course in Agriculture (science course).
Students enter with a science basis; need to design entrance requirements and maintain standards.
N-1 level. Extend Agriculture teaching 3 years; can teach in greater depth; add rural sociology.
2. Add Home Economics as a subject.
Give more attention to Human Nutrition. Important particularly for extension personnel.
3. Agri-Business.

B. DOUBTFUL IF UNIVERSITY WILL EVER FOLLOW LOGIC OF EXTENSION (WORK WITH PEOPLE) AND WORK DIRECTLY WITH PEOPLE

Need subject matter specialists.

C. WHAT IS THE UNIVERSITY DOING TO MEET THE NEEDS OF THE PEOPLE?

THE ROLE OF THE UNIVERSITY IS PRESCRIBED SPECIFICALLY.

Special ministry was responsible for extension. There is not much of a relationship between university and Ministry.

TEACHING AND RESEARCH ARE NOT LINKED WITH EXTENSION.

University does service through its extramural department.

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17,18.

INTERVIEW WITH SECRETARY TO DR. ROBINSON AND A FRIEND WHO TOOK US TO VISIT A VILLAGE

Mrs. Janet Williams (Secretary to Dr. Robinson)
Department of Agricultural Extension
University of the West Indies
St. Augustine

Mrs. Shirley Forgeme (Friend)
5 Noel Trace
St. Augustine
Trinidad, West Indies

A. SOU-SOU IS A WIDELY ACCEPTED FORM OF COOPERATIVE

Each person puts in a specific amount of money; takes turns each week in using whole amount.

If one person defaults, the cooperative keeps going and there is one less week.

There are agricultural cooperatives which sell animal feed and produce.

19. INTERVIEW WITH MR. CHARLES LYONS, CHIEF AGRICULTURAL OFFICER, AGRICULTURAL EXTENSION STATION, MINISTRY OF AGRICULTURE (WHO TOOK US TO A VILLAGE)

Extension service is concerned with demonstrations of what we think they should do in this part of the island.

A. ECOLOGY IS DIFFERENT ON DIFFERENT PARTS OF THE ISLAND

Pattern is concentrated in eastern coast. 8 acre farm, live-stock, crops, vegetables, cocoa, coffee, citrus, plantain, corn, cassava.

Widening scope of vegetables to encourage people to grow own balanced nutrition in the backyards.

B. PROBLEMS OF PEOPLE

Agricultural wage and government wages are different; government wages are higher. Costings could be broken down to suit farmer.

C. THERE ARE SPECIFIC SCHOOLS CALLED NUTRITION SCHOOLS

Serve as feeder schools for other schools. Child in upper elementary classes come to visit nutrition schools. Teachers at nutrition schools teach children at feeder schools. Children practice at their own schools what is taught at the nutrition schools.

Interview with Mr. Charles Lyons (continued)

He has several agricultural officers working under him.

D. PROBLEMS OF THE EXTENSION SERVICE

Having farmer approach his farm as a business. He will give his crop away to a visitor.

E. AGRICULTURAL OFFICER DEALS WITH MEN

Man is actually one who works the farm. There are case work farmers (demonstration leaders who live in the farm community). Impossible for one farmer to do all. The case work farmer is one who is respected; someone who is willing to learn.

Since other farmers respect the case work farmer, they go hand in hand with what he says. There are community centers. Government agencies get together in carrying out joint programs for the people. For example, in villages the Ministry of Agriculture, Ministry of Education, and Cooperatives carry out programs at same time.

Mr. Charles D. Lyons, Agricultural Officer
El Reposo Demonstration Station
Sangre Grande
Trinidad

F. THE MINISTRY OF COMMUNITY DEVELOPMENT OFFERS HOME ECONOMICS COURSES FOR VILLAGE WOMEN, CHILDREN, AND TEENAGERS

They come to villages or community centers. Use same techniques as agricultural extension officer; he uses films, demonstrations, television, radio to reach the village people.

20. INTERVIEW WITH CAB DRIVER, MR. GRANVILLE QUINTON, JULY 31, 1973

A. RECREATION

Village people play cards for recreation; dance. Don't especially play dominoes.

After dinner, the man might go to a cinema. Might take his wife and children.

B. PRIORITIES FOR HIS FAMILY

1. Good education.
2. Comfortable home.

Has two boys in New York; they have completed secondary education.

21. INTERVIEW WITH JORDAN, CAB DRIVER, AUGUST 1, 1973

Married, one small child, offered information that he had 3 children by other women.

A. MOST IMPORTANT NEED OF PEOPLE IN TRINIDAD

More jobs.

Has never left island; even to go to Tobago. Doesn't want to leave.

B. OIL IS MAJOR EXPORT.

22. EXCERPTS OF ADDRESS BY THE MINISTER OF HEALTH AT THE FAMILY LIFE EDUCATION CONFERENCE, OCTOBER 9, 1971

66% of the people in Trinidad are 25 or younger.
Dynamic social and economic changes.

A. DRUG ABUSE PROBLEM IS SERIOUS PROBLEM

In Trinidad and Tobago over the past three years, linked with social alienation; personal inadequacy or frustration, relationships in home, communication, education, and tendency to mimic behavior in some technologically developed countries.

B. HAVE NATIONAL FAMILY PLANNING PROGRAM

To curb rapid rate of population growth. This must have an affect on family life.

C. NEED FOR EARLIER AND MORE ADEQUATE PREPARATION OF OUR PEOPLE FOR THE RESPONSIBILITIES OF ADULT LIFE

One of the obvious ways of meeting this need is through a program of family life education.

D. HAVE HELD THREE CONFERENCES ON FAMILY LIFE EDUCATION THUS FAR

These involved a wide cross section of people. Program encompasses biological and physiological aspects of growth and development, interpersonal relationships, self-understanding, and personal responsibility, economics of family life, personal hygiene, the family in relation to society.

Ministry of Health will assist other ministries and agencies in developing the health aspects of such a program.

E. TECHNICAL COMMITTEE WAS FORMED AFTER FIRST FAMILY LIFE CONFERENCE IN 1969

Promoted favorable attitudes to family life education by creating

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Excerpts of address by the Minister of Health (continued)

or increasing the awareness for family life education in schools, with parents and teachers, out of school youth. As a result of this preparation, climate in the country is now one of ACCEPTANCE OF FAMILY LIFE EDUCATION.

F. GOVERNMENT IS COMMITTED BY AN INTERNATIONAL LOAN AGREEMENT TO DEVELOPING A FAMILY LIFE PROGRAM IN TRINIDAD BY 1972

G. GOVERNMENT INITIATIVES

1. Status of children bill. Concern with care and development of country's children, need to remove social and legal disabilities attached to illegitimacy.
2. Protect right and improve status of women (Women's Commission and Women's Bureau have been established).

H. THEME OF THE 1971 CONFERENCE WAS "MALE IN THE CARIBBEAN FAMILY"

Male attitudes and responsibilities in family life . . . an important aspect of any family life education program.

Feels that the government has responsibility for the development of attitudes and practices that help to determine national character.

Efforts to introduce family life education have been accepted by most members of the society. In a newspaper article on October 8th, 1971, a group of students stated that what the government was thinking of doing was still not good enough or rather not sophisticated enough. Thus there is acceptance by young people.

23. FROM A SPEECH BY HODGE, M., MALE ATTITUDES IN CARIBBEAN FAMILY LIFE

Excerpts from address at Family Life Education Conference, 1971.

A. HAVE NEVER IMPOSED A DEFINITION OF FATHERHOOD ON CARIBBEAN MALES

Except "a father is one who has caused children to be born". After this he has a choice of roles.

B. OFTEN SMOTHERS HIS CHILDREN WITH AFFECTION WHILE THEY ARE TODDLERS

But gradually as they become older a certain gruffness may begin to set in growing to a state of complete estrangement or open war as the child reaches adolescence.

Aggravates natural jealousy which exists between older and younger children. The 5 year old is brought up in earnest by the father who bawls at him and beats him in exchange for petting which he did only a year ago.

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Excerpts from a speech by M. Hodge (continued)

C. TROUBLE IS THAT THE CARIBBEAN FATHER HAS HIMSELF BEEN VIRTUALLY FATHERLESS

Which means that he has no satisfactory model of fatherhood to draw on.

He may feel a natural biological affection for his tiny children and yield to this, while they are tiny and appealing. But, as they grow older and their trouble value becomes greater than their appeal, it then occurs to him that it is time he started being a father (which to him means a disciplinarian).

The definition of a father in the Caribbean is the punisher, the strong arm that wields the whip when he appears and the mother relates to him the catalog of the children's crimes, the boohoo man they are threatened with when they misbehave.

Often this is the sum total of father's participation in his children's upbringing . . . his interest in them is limited to insuring that they "behave" and do not shame him.

D. IT IS THE MOTHER OR ANOTHER FEMALE FIGURE WHO PROVIDES STABILITY

In the Caribbean, one does not associate the word "father" with "security".

E. A MAN WHO SHOWS DEVOTION TO HIS FAMILY IS A STANDING JOKE AMONG HIS FRIENDS

Treatment of women by men leaves much to be desired.

Does not respect his female contemporary. But does respect his mother and older women.

F. ROOTS IN SLAVERY

Fundamental male functions were removed from his power.

1. Protecting and providing for his women and children.
2. His traditional position as head of the family.
3. Authority (upbringing of children was entrusted with the women). A man could not live with his children.

The family ceased to exist.

G. PSYCHOLOGICAL VIOLENCE UPON AN ENTIRE SOCIETY TAKES GENERATIONS TO REDRESS

Suggested approach is to reeducate through the mass media.

Project devoted husband and father (the family man) as an ideal image.

Excerpts from a speech by M. Hodge (continued)

- H. IT IS A MATTER OF GREATEST URGENCY THAT WE REVISE THE HISTORY OF MALE IRRESPONSIBILITY AND DEVELOP A CONCEPT OF MANHOOD WHICH WILL DO GREATER CREDIT TO OUR SOCIETY

24. RECOMMENDATIONS OF THE FAMILY LIFE CONFERENCE, 1971

GROUP I

1. Religious figures act as father figures.
2. Family planning program to encourage family life improvement.
3. Successfully functioning families should act as examples.
Permit less fortunate children to enter their homes.
4. PTA's should be infiltrated; families organized therein, guidance given by stable families.
5. Middle class should help low income families.

GROUP II

1. Need more love in the family unit.
2. Education geared to changing people's attitudes toward having small families with greater fraternal responsibility.
3. Need for improved economic conditions, better job opportunities.
4. Radical approach to reach men through organizations and educate them.
5. In school education, children to be used as pressure groups.
6. Modern legislation and more effective laws (legislation of common law union).
7. Use of mass media more effectively for education in family living.
8. Involvement of church in all aspects of family life.

GROUP III

1. Mass education of parents through lectures, television, and discussion.
2. Introduction of home economics for boys at school so they would not be too dependent on women.
3. Changing concepts so that men who regard their family do not fall into the "stupid type" category (as described by other males).

GROUP IV

1. Registration of paternity.
2. Family protection laws.
3. Continued maintenance of child after age 16.
4. Do not give legal status to common law unions. Should mobilize these forces in Trinidad and Tobago - law, religion, education, trade unions, voluntary organizations, professional associations, governmental activities, economic forces.

Recommendations of the family life conference (continued)

GROUP V

1. Law. Revision of laws regarding family, succession to property and legal aid.
2. Religion. Greater participation in, cooperation and accommodation by religious bodies.
3. Education. Institute of Social and Economic Research of University of West Indies should do research on Caribbean family. Use as basis to prepare material for education in schools and adult education classes. The mass media.
4. Trade unions. More involved and active interest in educational programs. Cupriane Labour College should add education in Family Relationships to curriculum.
5. Professional associations. More involved in community education and serve as consultants to family life education programs.
6. Voluntary organizations. PTA, Coterie of Social Workers, Village Councils, Youth Groups, and other similar organizations should arrange lectures, demonstrations, etc. and form themselves as pressure groups in an effort to promote necessary improvements in family relationships.
7. Government and proper housing, health, population programs should be priorities.
8. Extend facilities for population control.
9. Proper wage structure, decent minimum wage to enable proper standard of living for all members of the community.
10. Economic forces. Mobilize associations to provide economic aid to finance family life education programs.

The above are all recommendations from the Family Life Education Conference in Trinidad, 1971.

25. BOOKS REVIEWED AT LIBRARY OF THE UNIVERSITY OF THE WEST INDIES, PORT-OF-SPAIN, TRINIDAD

Matthews, D. B. Crisis of the West Indian Family, University College of the West Indies, 1953.

Herskovitz, M. Trinidad Village. (Life in a Haitian Valley)

Beckwith, M. W. Black Roadways. (Study of Jamaican Folk Life)

Notes from Matthews: Crisis of the West Indian Family is a field survey of the family's life cycle in 6 remote villages; 2 rural towns, and 2 urban centers. Over a period of 2 years a team of 16 research workers trained in Institute for Social Research compiled 250 life histories of developing youth, tens of thousands of interviews and case studies by the writer, and his colleagues over a period of 15 to 20 years.

The social and economic sample surveys were made by former Trinidad Social Welfare Department. Writer's analysis of 1,000 West Indian folk tales, 900 proverbs, 800 riddles analyzed and classified.

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Books reviewed at library (continued)

Clarke, E. My Mother Who Fathered Me, George Allen and Unwin, Ltd., London, 1957.

Major Party Documents, Volume I. People's National Movement.

People's Charter, Programme - The People's Charter, Aims of PNM (provision of the necessary social services).

Williams, E. From Slavery to Chaguraramas, A speech delivered at Arima, July 17, 1959.

Williams, E. Our Fourth Anniversary . . . the Last Gap, Speech on September 24, 1964.

Williams, E. The Future of the West Indies and Guyana, Speech, March 13, 1963.

Williams, E. Inward Hunger, Andre Deutsch, London, 1969.

Frazer, E. F. and Williams, E. The Economic Future of the Caribbean, Howard University Press, 1944.

The West Indian Radio News.

Williams, E. The Approach of India.

Williams, E. Massa Day Done: A Political and Social Analysis, March 27, 1961.

Williams, E. Ninth Annual Conference, September 24, 1965.

Williams, E. Britian and the West Indies, March 20, 1969.

Williams, E. My Relation to the Caribbean Community, 1943-55.