

TEAA (Teachers for East Africa Alumni) Newsletter No. 21, August 2009. Published by: Ed Schmidt, 7307 Lindbergh Dr., St. Louis, MO 63117, 314-647-1608, <eschmidt1@sbcglobal.net>. Send items for the newsletter to the above address.

PLEASE KEEP THE EDITOR INFORMED OF ANY CHANGES IN YOUR CONTACT INFORMATION. We have recently had difficulty contacting a number of you.

The TEAA website, <<http://www.tea-a.org>>, is easy and fun to use. Click the icon that looks like a newspaper and you will get to this Newsletter. Click the icon that's a photo of an open book to see recent articles on East African education. You don't have to guess what you're going to get, because each of the 15 icons includes that information.

The scrolling pictures at the top will stand still if you roll your cursor over any of them. Then clicking a particular one will get you an enlarged version with a brief caption. There's also a menu in the upper left that leads to additional information. Roll your cursor over any item in that menu and a selection of page-names will slide out. Roll to the page of interest and click.

General suggestions and specific contributions of content are strongly encouraged. Send to Henry Hamburger, <[henryjh@comcast.net](mailto:henryjh@comcast.net)>.

To propose a grant to a school, copy and complete the grant application from the website, and mail to Pat Gill, 218 B St, St Augustine, FL 32080, tel: 904-461-3950, <[pgill70@bellsouth.net](mailto:pgill70@bellsouth.net)>.

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PRESIDENT'S MESSAGE, Brooks Goddard  
Dear TEAArs,

This year has been a hectic one for us. First, we decided to initiate fund-raising last fall, but various circumstances delayed the mailing until April. Sam Bell volunteered an in-house pro bono brochure designer who came up with something very striking. The brochure has the primary purpose of explaining what TEAA does, and the accompanying letter made the pitch. Both the brochure and letter are still relevant. We seek to raise \$100,000 by December 31, 2011. We hope that we can raise \$34,000 each year. Henry Hamburger has composed a letter that virtually anyone can send to a group of friends who might be interested in contributing to TEAA. We are also encouraging TEAArs to take a page from Arlone Child's book and host home gatherings to explain TEAA and hope for contributions. Again, Henry can be helpful in logistics. We are always seeking access to foundations who might support TEAA.

A spinoff of the mailing effort was finding current addresses: I am looking for Jack Humbles and Jim Wallace especially since their emails are being received. John and Twyla Morgan are also receiving email but are not responding. The following seem "lost" or deceased: Antonio Lucero, Ellen Dodge, Mary Riley, Richard Sigwalt, Joan McKinney Singleton. Please contact me if you know any details about these folks.

Second, we shall gather in Atlanta and hope that you will join us. Shelby Lewis and her committee have put together a great program with special access to the Carter Center, and the Ugandan Ambassador

to the US will address us. If you have been thinking about visiting Atlanta and perhaps Charleston and Savannah, now is the time. **Please register right now; details are below.**

Third, this summer has seen the release of two books which focus on East Africa: *It's Our Turn to Eat* by Michaela Wrong and *The Teeth May Smile but the Heart Does Not Forget* by Andrew Rice about Uganda. Both books are by journalists with great experience in Africa. I have also read *Tropical Fish* by Ugandan Doreen Baingana. On the subject of literature by Nigerians, I can heartily recommend *Purple Hibiscus* by Chimamanda Adichie and *GraceLand* by Chris Abani.

I think some of you know that the long rains basically failed in Kenya, but the reservoirs in New England are blissfully full. Let us count our blessings.

Ya kuonana, Brooks

[The TEAA conference runs Oct. 1 - 4. The conference hotel is the Embassy Suites Atlanta at Centennial Olympic Park, 267 Marietta Street, Atlanta, Georgia, 30313. Tel: 1-404-223-2300. Fax: 1-404-223-0925. Ask for the TEAA room rate. You can book online at: <http://embassysuites.hilton.com/en/es/groups/personalized/ATLESES-TEA-20091001/index.jhtml> The registration fee for the conference is \$155 for the TEAAer and \$95 for an accompanying spouse/partner. Checks made out to TEAA should be mailed to Henry Hamburger, 6400 Wynkoop Blvd., Bethesda, MD, 20817-5934.]

#### TREASURER'S REPORT, Henry Hamburger

Seventeen grants have been awarded to schools in East Africa during the half-year since the last Newsletter, all but one to schools visited in 2009. Awards ranged from \$250 to \$1,500, with a total over \$12,000. An award was made in memory of Arlone Child, to whom a room is now dedicated at MacKay. The independent reading project, conceived in 2008 by Bill Jones, moved forward with two small awards, one involving the efforts of students at the University of Massachusetts. In all, slightly over a third of our expenditures went for textbooks and just over a quarter each for science lab equipment and for computers and related items. There were substantial awards to three schools new to TEAA, one in each country.

On the input side, this June we launched our first fund-raising campaign since 2006. We received pro bono design services through Sam Bell that resulted in a great-looking brochure. Extra copies are available if you wish to help. Our goal is to raise \$100,000, in equal annual amounts for three years. Over forty percent of the first year's goal has come in; we are approaching \$15,000. Our policy of "all work by volunteers; all travel self-paid" continues to hold expenses below 2%. In other words, 98 cents of every dollar goes to assisting the schools.

[Lost your copy of the brochure and want to make a contribution? Send your check made out to TEAA to Henry Hamburger, 6400 Wynkoop Blvd., Bethesda, MD, 20817-5934. TEAA is also now able to accept gifts of appreciated stock. Contact Henry for details, 301-320-4350. Contributions to TEAA are tax deductible in the U.S. and Henry will send you a letter acknowledging your gift.]

#### TRIP REPORT, ENTEBBE TO DAR, Ed Schmidt

I accompanied Henry Feb. 5 to Mar. 9, on what has become his annual trip to East Africa to visit schools. We knew that Betty Castor and Sam Bell would be coming to Uganda later in the Spring so we bypassed several schools that they planned to visit. In Uganda, we made a first-time visit to New Kabale Busega School near Kampala, then proceeded to the Lira area where we visited 5 schools, all first-time visits. In Kenya and Tanzania, we visited both TEAA-supported schools and schools that were new to us. In all, we visited 19 schools, 12 of them for the first time. We identified three schools, one in each country, for substantial TEAA support: Iceme Girls School near Lira, Lunza Secondary School in western Kenya, and Weruweru Girls Secondary School, an A-level girls' school near Moshi in Tanzania.

#### A CHANCE ENCOUNTER, Henry Hamburger

In Arusha, Ed and I ate streetside in front of car repair shop that turns out excellent barbecue as night draws on. Tables seat several and we fell into conversation with Catherine Githinji, a Kenyan

teaching in Tanzania where she said there are more openings. She spends time in a library cruising the web, so I gave her my card with the TEAA URL. In Moshi, we got the following message. My reply is below.

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From: Catherine Githinji, on Feb. 02/28/09. Hi Henry, this is Catherine. We met last night at the pizza joint where we enjoyed the barbecued chicken. How are you and Ed holding up? Already in Moshi for the [Kilimanjaro] marathon? Make sure you have fun and enjoy the marathon. Have just visited your website and can't tell you how moved and amazed I am to see the beautiful and wonderful job you are doing for our children in Africa. Keep it up and may God bless you, give you more strength and the people who have wholeheartedly supported TEAA and made it what it is. Can't forget to say that it was a pleasure meeting u people. Hope to see you again in future. Lets keep in touch!

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Hi Catherine, and thanks so much for writing. It was a pleasure chatting with you at dinner yesterday. Yes we arrived safely in Moshi and have met some people who are planning to run tomorrow. They are not really runners, but they are here at the right time so they are going to try to run the half-marathon, which is also an option. I hope they do not strain muscles unduly and injure themselves.

We ate tonight at another sidewalk restaurant something like Khan's. Their specialty is something they call Zanzibar pizza: chopped vegetables with a raw egg are wrapped in wet dough that has been stretched thin. Then the whole thing is fried on both sides for a pretty long time. Tasty and costs less than Khan's.

Both Ed and I were very impressed with your story - how you have found a way to make a living by partially emigrating, contributing to education in Tanzania, and at the same time managing to raise a son in your own country. I think he must be fortunate indeed, and I hope he will be a joy to you for all time to come.

I was also interested to learn about the nonsectarian, mosque-supported school where you teach. Finally, thanks also for taking a look at the website. Be well and keep doing good work. - Henry

#### NOTES FROM UGANDA TRIP AND SCHOOL VISITS, Betty Castor

Sam Bell and Betty Castor arrived in Uganda on May 17. As is now the custom for TEAA travelers, we checked in with Fawn and John Cousins. Fawn has continued to serve us well in her role as our representative and fiscal agent. We enjoyed a delightful lunch and shared information on our intended school visits. Fawn is an amazing person. In addition to her full time position with a utility company, she is now taking a full load of classes at Makerere, working towards a Masters in Business Administration degree. I expressed our gratitude for the time and effort she has made on behalf of TEAA.

Sam and I also visited with our friends at Nkumba University in Entebbe before settling at our home away from home in Kampala, the Namirembe Guest House. Some may remember that Sam's law firm contributed 30 Dell computers, 20 of which went to Nkumba and 10 to Mackay College. We had an opportunity to see Senteza Kajubi, our (TEAA) good friend and former Vice Chancellor of Makerere and Nkumba.

Our first (and easiest) visit was with Gertrude Ssekabira, Head Teacher at Mackay and her wonderful Deputy, Ann Karemire. Gertrude has been at MacKay for eight years now and her leadership is evident. The school enrollment has reached 926 students with 210 resident students. There are slightly fewer girls enrolled as is the case in many secondary schools. A major change to make MacKay a part of the new government policy on universal secondary education has been a double edged sword for Gertrude. On the one hand, the government now pays fees for students. On the other hand, the fees are minimal. This means that the school struggles mightily to find income generating activities.

Parents contribute and have raised enough funds to build a new classroom building. Please see the photos of the new building which has been dedicated to our own beloved Arlone Child, who along with her husband Gene have contributed fees for dozens of students. We examined the computer room which houses the computers which TEAA contributed along with those received earlier from Sam. The computer teacher was on hand to demonstrate. The room was well organized and secure. The computers are linked and internet was available.

We were pleased with the progress we saw and had an opportunity to have dinner with Gertrude, her Deputy and members of her board. In addition to her leadership of the school, Gertrude has embarked on an ambitious project to write a history of education in Uganda. Senteza Kajubi is writing the

forward for the book. Mackay School is a critical piece of the history of education for the country. The school is named for Alexander Mackay, the noted Scottish missionary, who founded the school. Gertrude traveled to Mackay's home town of Aberdeen recently to compile information on Mackay and also share information with residents about the impact of her school's namesake. I'm sure that TEAA members will find her journey and her story very interesting.

We will share copies of *The Anchor*, the annual school publication, at our fall reunion. The articles were prepared by students using the computers at the school. Gertrude, her staff and board members all expressed appreciation for the interest and commitment of TEAA to Mackay College.

We visited a new school at the suggestion of Ed Schmidt and Henry Hamburger. The New Kabale Busega High School is a relatively new school located off the Masaka Road outside of Kampala. It was started by a group of teachers who are committed to serving very poor students in the area. The teachers themselves are committing 20% of their own salary to support the school. The driving force behind this heroic effort is Head Teacher, Night Candid Tukahirwa, a teaching assistant in the Department of History, Makerere University and her husband Fred Tukahirwa, an administrator at the well respected Aga Khan Secondary School. They both work at their own institutions and part time at Kabale Busega High School as well. We also met Deputy Head Teacher Nabulya Evelyn.

The school receives no government support and the largest group of students at the school are orphans. The school leadership encourages students to earn their fees and they are committed to teaching practical job related subjects in addition to the required curriculum. The school is offering "O" level and "A" level as well. The needs here are overwhelming. However, Fred emphasized the importance of computers, his top priority.

The Tororo Girls Secondary School is already supported by TEAA. Although I spoke several times with Headmistress Ida Kagoya Tarinyeba, she was unfortunately recovering from surgery during the time of our visit. We met with Deputy Head Teacher Helen Wataba and two teachers, Moses Andima and Wilson Enyang.

The school was originally constructed in the '60s by USAID, apparently with materials shipped from the US. Those early facilities are now seriously deteriorating and are greatly impacted by the nearby blasting from the Tororo Cement Facility. In spite of these structural challenges, the school enrolls about 1400 girls from throughout the northeastern part of Uganda. A new classroom building has been constructed and part of it is dedicated to computer education.

The next stop on our journey took us to Budadiri Girls Secondary School. This is another impressive school located northeast of Mbale near Mt. Elgon. Budadiri is a Catholic founded school started in 1983. It offers both "O" and "A" levels. We were very impressed by the new leadership of Sister Stella Maris, who has doubled the enrollment of the school to 210 girls and has plans for expansion. The school has a new dormitory block. The government has added a science wing and we saw well organized and well maintained laboratory equipment including microscopes. The Ministry has also furnished 7 new computers. While Sister is pleased with the government assistance with science facilities and equipment, she strongly emphasized the dire need for textbooks in the Arts and Sciences, dictionaries (there are two for the entire school), and geography materials (maps and charts). We'll share brochures about the school at our reunion.

Our last TEAA visit was with Olive Kakinda, Principal, and her brother Albert Kizito at St. Bernard's, Kiswera. What a hard working, dedicated and deserving family (and school) this is! We arrived on the first day back for many students. The school enrollment is now about 500; 300 are boarders. This school is struggling with no government support. It has lost some of its science teachers to the government supported schools. Ten percent of the students are orphans.

Olive is an amazing woman. After working for 22 years in Saudi Arabia, she maintains church connections and continues to receive support from her friends there. The family is financing much needed repairs to several of the classroom buildings and dormitories. The school desperately needs a well closer to the buildings to eliminate the time and burden of carrying water uphill to meet their needs. Although TEAA may not have the funds for such an effort, it is the number one priority for Olive and her family. The school has been fortunate in having an excellent computer teacher, a nephew of Olive's. We viewed the books purchased with TEAA grant funds as well as the ping pong tables supplied with Henry's advice and help. They continue to have tremendous needs including advanced science, math and

English textbooks, dictionaries and new computers. They have about twenty, but only ten are working.

#### MOVING AHEAD WITH THE PROJECT FOR RECREATIONAL READING, by William Jones

What else could I do but smile when I became aware of the campaign initiated by Uganda's education establishment, taking cues from Mwalimu Julius Nyerere, to encourage independent reading among secondary students? For a moment, I imagined ads as ubiquitous as those touting the pleasures of drinking Coca Cola now announcing the benefits of establishing a "culture of reading" in schools. The campaign provided a natural connection with an idea that had been at the heart of all my teaching since my own days in East Africa: Over time, I have learned that, however hard teachers and students work, the benefits of both their efforts are greatest if students are readers, individuals who, on their own, find time to read.

Evidence of my early efforts to encourage independent reading survives in a photograph taken sometime between 1967 and 1969 in a classroom at Nkumbi International College in Zambia, the place I worked teaching English to students who were political refugees from southern Africa. In the photograph, two students are seated, their feet propped on a table under a bulletin board with cutout letters spelling out the question What and how much have you read today? In my time in Zambia, I worked to get students to read as much as students had at Kapsabet Government Secondary School in western Kenya when I taught there from 1961 to 1963. In those days, students routinely used free time to read.

Teachers could count on seeing students somewhere on school grounds with books other than assigned ones, lying in the sun reading, engrossed. Back then, we called them lizards.

Early in my teaching at Rutgers in Newark, New Jersey, daily recreational reading became a formal matter, an enterprise that was a requirement for every course I taught, one that I monitored with individual student reading logs, sometimes using the total number of pages students read during a semester as a small element in deciding how a final grade might tilt. It is a version of this formal handling of recreational reading that I proposed to language teachers and school administrators on the April 2008 sojourn through Uganda, Kenya, and Tanzania.

At some schools, the idea of reading books other than those assigned texts for examinations was an easy sell. However, I was prepared to meet resistance from teachers and to imagine the same from students, given the pressures that they all live with in efforts to prepare for and do well in national examinations. While teachers might be reluctant to take on what might be regarded as additional responsibilities, they are, unwittingly, natural allies in this reading enterprise. Not one language teacher I spoke to saw herself or himself as anything other than a lover of books, an avid reader. Not one could see anything but benefits coming to students if students, like their teachers, became readers also.

The implementation of the project was essentially stalled until about December 2008 when the principal of St. Bernard's College Kiswera in Uganda, Olive Kakinda, submitted a list of 149 different titles.

That list was strikingly different from the typical lists received from schools, ones that might ask for multi-copies of a small number of titles. Her list made it possible to send the following e-mail to four schools: Mackay Memorial College, Nateete, Tororo Girls' School, both in Uganda, and St. Joseph's Ngarenaro Girls' School and Moringe Sokoine in Tanzania:

Dear East African Colleagues:

You all should know that Olive Kakinda's reading list of 149 books for the recreational reading project that TEAA has proposed has been greeted with positive responses from everyone who is in anyway involved with trying to launch it. That Olive has produced a list that TEAA is willing to fund means the project can become a reality: Students can be encouraged to read for pleasure -- not for examination purposes -- so that they reap the intellectual benefits that readers everywhere receive from regular reading. And, with this, we, as educators, will be responding to Julius Nyerere's challenge for us to help create a culture of reading among East Africans.

I'm hopeful all of you will want to use the list for your schools. You may elect to use the list essentially unchanged, modifying it, perhaps, to delete titles that may be more relevant to Uganda, for instance, than Tanzania. You may decide to use catalogues from Hinemann, Fountain, Pan African, Oxford University Press, or some other source to modify the list. No one here is familiar with all the titles, but Brooks Goddard, one of our colleagues whom some of you know, is currently reading Wizard of the Crow and raised questions about its level of difficulty as a

reading for secondary students. On the other hand, he encourages the inclusion of Tsitsi Dangaremba's Nervous Conditions on every school's list, a recommendation that I also endorse.

How to Proceed:

(1) Let Henry Hamburger and me know whether you want your school to participate in the project, using Olive Kakinda's list or some specified modification of it.

(2) Recommit the relevant faculty and administrators to undertake the simple requirements of the project: Encouraging students to engage in twenty minutes of reading at least five days a week and requiring them to keep daily tallies of that reading, submitting totals to a faculty member weekly. (Decisions, of course, have to be made about at which forms to start the project and how to move it throughout the school.)

If the project functions well, its success can be used to encourage continued support for TEAA projects from donors. All of you can help in this. Could you keep simple accurate records of the specific titles that students read and which of them get read most frequently? Reporting to TEAA should be seen as an annual undertaking. I will send a reminder after six months. You all can help me in deciding when school calendars make such reporting most feasible.

Henry Hamburger has informed me that in addition to the lead endorsement from St. Bernard's, Kiswera, positive responses have come from St. Joseph's Ngarenaro Girls' School in Arusha and from a new school in Uganda, New Kabale Busega High School. While the folks at Mackay Memorial College, Nateete, and Tororo Girls' School in Uganda and those at Moringe Sokoine in Tanzania have not indicated their support for the reading project, I am hopeful that a bit of nudging will bring them on board.

MY AFRICA EXPERIENCE, PAST AND PRESENT, Ed Schmidt [The following is a slightly edited version of the main platform address I gave at the Ethical Society of St Louis on July 12, 2009. I began by showing a map of Africa to orient my audience to the region. Following the formal talk I showed about 50 photographs, about 10 from the 1960s and the remainder from recent trips].

My talk today relates mostly to my experience as a participant in the 1960s in a USAID program called Teachers for East Africa, and later, during the last decade, to the efforts of our group, Teachers for East Africa Alumni, or TEAA.

When the program started in 1961, I had been teaching for one year. I had graduated from Eastern Illinois University in 1960 with a degree in math education. For higher pay and adventure I moved to California and a teaching position with the Los Angeles School District. I was assigned to John Marshall HS, just east of Hollywood.

At Marshall I was in way over my head. I was barely 21 years old, had never been out of the Midwest and was assigned to teach physics, my minor in college, and physical science. I had 5 classes and 4 different preparations, all new, during my first semester there. Class sizes were large, up to 42. I had some real characters in physical science. A few of the boys had been in jail for various things. One young man proudly showed me the scar on his arm where he had had a friend shoot him so he could get out of the Marines. One of the girls who was close to failing, and who was probably 19 said to me during a conference, "Mr. Schmidt, I'd do anything to pass your class!" My reaction was one of utter fear and panic! In fact, I think it fair to say that stress was my main emotion that year, and I had pretty much decided that I wouldn't stay.

Even though the second year would have undoubtedly been much easier, when I read about the Teachers for East Africa program in the LA Times, I immediately wrote to the director of the program.

The year was 1961. Independence was rapidly approaching in the East African countries. British expatriate teachers would be leaving in droves, and there were few educated Africans to fill the vacancies. The Teachers for East Africa program recruited mostly young American and British teachers to fill the need just at a time when the educational system was attempting to accommodate more students.

There were over 1200 applications for the 150 slots, but being in math and science was an advantage as there were not so many applicants in those fields. So by early June I was on my way to New

York for 3 weeks of training at Teachers College, Columbia University, then in July on to Makerere College in Kampala, Uganda for 6 more weeks of orientation, and finally, by the beginning of September, I was starting my two year assignment at an African boys' boarding school in western Kenya.

I mention all this background because I wanted you to see that my motives were not particularly altruistic. There was dissatisfaction with where I was, some curiosity, possibly some feeling for adventure. I don't remember what I told the interviewers. I certainly knew nothing about East Africa. I must have had some feelings for those who were less fortunate. I know that in junior high, I had shunned the Cardinals to be a fan of the St Louis Browns, a baseball team that regularly finished in last place in the American league before being moved to Baltimore to become the Orioles in 1953. Something deeply psychological there, no doubt.

A friend has described me as an activist from the Silent Generation. Time magazine coined the term Silent Generation in 1952 for those of us who were born between 1923 and 1943. I see I'm not alone here. The youngest of us spent our teenage years during the Eisenhower administration. Historian and author William Manchester described us as "withdrawn, cautious, unimaginative, indifferent, unadventurous and silent" -- not terms you'd probably want to include on your résumé!

At Columbia we learned about the history and current political situations in the East African countries. All were still under British control, but they were all to gain independence while I was there. We learned about the British education system. We began lessons in Swahili, the language of the marketplace, and the language used by people of differing ethnic groups. Swahili has many proverbs, one of which I am going to teach you now. It is...

Haraka, haraka, haina baraka.

Hurry, hurry, there is no blessing in it.

You will notice that if you leave the "a" off the last word, baraka, which means blessing, you get the Arabic first name of our president. In Swahili, almost all words end in a vowel so the extra "a" was added.

I was the only one from the group of 150 to be posted to the school in Kenya where I taught, so I never got to know many American colleagues very well. The school staff at my school was about equally divided between Africans and Brits, and there was one other American who was there under a different program.

The curriculum at the school was modeled after the British system of 4 years of secondary school, roughly equivalent to our high school. A small number of students continued for a fifth and sixth year, in classes approximating junior college level, but considered preparation for university.

I taught math and physics at both levels. I have many fond memories of my time there. There were many duties beyond classroom teaching -- sponsorship of Boy Scouts, the science club, and dormitory supervision. Every two weeks each teacher did a stint as "master of the day" in which one was responsible for seeing that things ran on schedule from wake-up in the morning to lights out at night. At the end of my two year hitch, I stayed an extra three months to finish up the school year and to witness Kenya's independence in December of 1963.

At the school I lived in a small bungalow with concrete block walls, cement floors, and a corrugated iron roof. I hired a cook who came every morning to fire up the wood-burning stove. He rode his bicycle to town most days to do the grocery shopping, and he went home after the evening meal.

I learned more Swahili from him, and even more in the local African beer joints. I still enjoy using it when I go back.

Why do I go back? I always thought I would. My original intention was to come back to the U.S., get a master's degree, get married (though there were no prospects at the time), and then go back. But a year and a half later I was invited to leave the University of California at Berkeley for not maintaining the requisite B average as a physics major in graduate school. The marriage idea hadn't worked out either, and the Teachers for East Africa program had disappeared, having been absorbed by the Peace Corps.

After Berkeley and a year bumming around Europe and the Middle East, I settled into teaching at Ladue High School where I stayed for 26 years. After retiring there, I continued to work part time for several years as a consultant in science and math at the elementary school level, and I became a student again and earned a master's degree in international affairs at Washington University.

I was able to get back to Africa three times during the summer while I was still teaching, once as a chaperone on a three-week student trip, and twice in the 1980s to work on cookstove projects, efforts to replace the three stone cooking fires with more efficient and safer cooking systems.

The effort to locate and bring back together people from the TEA program began 10 years ago. I had had a conversation with one other teacher from the program in which we talked about how we felt the African experience had affected our lives, and we wondered if others felt the same. I thought we might start a newsletter. I did the searching myself and managed to find over 400 of the roughly 600 people that had been in the program in the 60s. I also found about 60 of our British colleagues.

There was a lot of enthusiasm to reconnect, and we have had 4 well-attended reunions in the 10 years, two in the U.S. and two in East Africa. Besides reminiscing, we decided early on that we still wanted to impact education in East Africa. During a reunion of 30 of us in East Africa in 2003, we fanned out and visited over 50 schools, and the process began to select some that we would assist. Our goal was and still is to find schools with good leadership. We decided to assist schools rather than individual students in an effort to improve instruction, so our funding goes to books, lab equipment, and computers.

What have we achieved? Our organization, Teachers for East Africa Alumni, has acquired 501c3 status, so contributions to our organization are tax-deductible. Since 2003 we have been responsible for over \$100,000 in assistance going to schools. That includes a \$30,000 grant from a foundation and several individual efforts by members. For instance, one member spent \$7000 of his own money to ship 30 3-year old high end computers that his law firm was replacing. Another got a small grant from UNESCO for a community library. A student organization at a college in Boston has donated several hundred dollars. Several Christian churches among the expatriate community in Saudi Arabia have sent us over \$4000 for a school in Uganda.

We currently assist about a dozen schools. When I have gone over there to visit schools I have traveled with just one colleague. We pay our own way -- none of the organization's funds are used for our travel. We rarely travel by air once we are in the area, but use local ground transportation instead. On the trip this year in Feb. and March we visited 19 schools, 12 for the first time. There were 9 days in which we were on a bus for 4 or more hours. We stay in local hotels or with friends. We eat the local fare and drink bottled water and the local beer since tap water is generally unsafe to drink without boiling or further treatment.

There are days when we don't see any other white skins. People are generally helpful and gracious. We probably get overcharged in the marketplace, but why not? I am only uncomfortable being white in the major cities or tourist towns where one gets hassled by hustlers. White people even start to look funny after a few weeks away.

The schools vary greatly in quality, from long-established and fairly well-funded provincial boarding schools to new village-based coed day schools with few resources. Some schools have electricity, others do not. A few have internet connectivity. Most schools have a shortage of books, or even no books at all.

From the schools we visited this year, we picked three for long-term assistance. Our goal is to improve the quality of the educational experience in the schools that we assist. We look for school leaders who are effective, dynamic, and who have a vision for improving the school. We want the school to commit to us to communicate on an as-needed basis by email. This can be done from internet cafes, which are present in even modestly sized towns. We have a bias to the education of girls. Most coed schools have more boys than girls, so we have selected some all-girls' schools to maintain that bias.

In most cases we have a representative, someone we trust, who acts as our local contact with the school. In this country, our organization has an internal grants committee, so after one of these trips my colleague and I prepare proposals which we submit to the grants committee. Grants are usually in the range from \$500 to \$2000. Sometimes our proposals sail through the grant process, but sometimes questions are raised and modifications made, as for example in the case of particular science equipment.

We have had some nonsuccesses. I hesitate to call them failures since they were learning experiences. Communication has sometimes been a problem. Most often people there do not have their own internet service. Going to an internet cafe in a town to do email may not be convenient, or may just be something that a given school head does not do and won't delegate to another staff member.

One important principle of assistance is that the assistance must meet a perceived need of the recipient. In one instance we bought a half dozen external hard drives that were loaded with 10s of thousands of pages from the internet to be used where internet was not available or too expensive.

These were distributed among our best schools, but have gotten very little use. The schools hadn't asked for them, and few seem willing to go to the trouble to install them.

When visiting a school, we like to start with a conference with the principal or head teacher. The conference gives them the opportunity to tell us about the school and its needs. We do a tour of the campus. This allows the principal and staff to point out features of the school and its programs. The walk-around usually includes a few classrooms, the science and computer labs, science equipment storerooms, the library, if there is one, and dormitories. I usually ask to see the kitchen, both because of my interest in cookstoves, and I feel the kitchen gives me a sense of the economics of the school and the level of concern for this important aspect of school life since even day-schools provide the midday meal to students.

We may meet with teachers or students. We might sit in on a class, teach a class ourselves, or witness a musical, theatrical, or athletic performance. We may share a meal with the faculty. Sometimes members of the school's board of governors are there too.

We hope to come away with a sense of whether and how we can help the school. If we do decide to support a school, then we should leave with enough information that we can begin the dialogue about what to include in an application to our grants committee.

A key component of our assistance effort is to continue to visit the schools that we support every year or so. The visits help to maintain a closer relationship with school personnel.

For me, visiting schools is demanding. Getting to the schools is often physically challenging. The site visit itself involves asking and answering a lot of questions and can be tiring too. But I enjoy doing it. I think for me it brings together the skills that I have accumulated over my almost 50 years in education, including my previous experience in Africa. It is rewarding to me to go there and be able to help effect small changes that can help improve the educational offerings in the schools. And there is still a sense of adventure about it all -- especially around being able to connect with people from such a different culture, but also around seeing new places and doing new things. When I am there, I look forward to seeing what each day brings.

So I have been busy since returning in March communicating with school personnel and writing up grant proposals, probably totaling around \$10,000. Our organization has within the last few weeks launched a fund-raising campaign in an effort to raise \$100,000 over the next 3 years. Seven of us have pledged a total of \$30,000, and we have raised an additional \$6000 in the last few weeks. Your contributions are welcome. To give you some perspective, \$20 would buy 4 or 5 books by African authors for a school library, \$50 would buy enough textbooks for a class of 40 to change the student/book ratio from 4 students per book to just 2 students per book. \$110 pays for a used and refurbished computer shipped from the U.S. And \$1000 makes a dramatic change in the equipment situation for a science lab. I have some brochures for those who are interested. The printing of these is one of the very few expenses we have had. Virtually all contributions go directly to the schools.

So, let me conclude this part with another Swahili proverb:

Haba na haba hujaza kibaba.

Little by little fills the bucket.

That seems like a good theme for a fund raising campaign. We also have a website, [tea-a.org](http://tea-a.org) if you would like to read more. Let's have a look at some pictures.

LETTER FROM A UGANDAN CONTACT [On our recent trip Henry and I observed that a few schools had small collections of used high school texts from the U.S. donated by Children International (CI). An internet search revealed that CI is located in Kansas City and has partners for distributing the texts in several countries. We have informed several schools of the availability of these books.

New Kabale Busega High School, Kampala, is a new TEAA school that Henry located through his contact with Educate!, an organization whose mission is to "empower the next generation of socially responsible leaders in Africa." The following letter is from one of the founders of the New Kabale school, who is on the staff at the Aga Khan School in Kampala.-- Ed]

Dear Ed, Indeed you sent the list [of books used at Kitengesa library] from Kate Parry, which I used to check prices and select the titles from Aristoc. As commented by Kate some of the books are very basic for secondary school level. It is the reason all purchases from Aristoc were by African authors – mainly books that appear on O and A level syllabuses. Some of the titles (fiction) appear difficult but we have some good readers too who should be challenged but, most important, selection was guided by the way the novel titles are stated, which could entice students to want to read them.

Term 2 started on Monday, May 25 and the teachers have yet to give their opinion on the Children International books [used textbooks from the US]. Such feedback will be presented to you, please. Knowing that we are purely an exam geared education system, some teachers may not consider them relevant as they do not present factual information or repeated exercises as textbooks or pamphlets published in Uganda do.

Personally, I value the donated textbooks (the reason I asked for them) knowing that they explain concepts well, have clear and colored pictorial illustrations, present content in a step-by-step manner and suggest practice questions. As our small school promotes conceptual understanding of topics covered, I am sure the teachers and students will find the textbooks very useful, and the teachers/students will be advised on how to use the books. In any case, they are to supplement the Ugandan approved textbooks.

I wish to let you know that I was able to meet Betty [Castor] and her husband prior to their departure from Uganda and had a good discussion.

Wishing you an excellent weekend. Kind regards, Fred Tukahirwa

## ON THE WEB

A list of vetted children's books with African themes is available at the following website:  
<http://www.africaaccessreview.org/aar/awards.html> --Brooks

People from E. Africa will enjoy the sights of old Nairobi, taking them back over 60 years. Happy viewing!  
<http://www.mccrow.org.uk/eastafrica/kenya/kenya.htm> -- D. Joshi

The Humphrey Winterton Collection of East African Photographs 1860-1960 can be found at  
<http://repository.library.northwestern.edu/winterton/index.html> -- Hank Hector

I've just come across the site below and thought I'd mention it. If you can look at these pictures and not suffer from a bout of nostalgia, you're a better man than I am, Gunga Din. Of course, you may already have seen them, but I hope not.

Uganda 1955 to 1962

<http://www.mccrow.org.uk/EastAfrica/Uganda/Uganda.htm> -- Malcolm Maries

Henry Hamburger sent in the website <<http://www.freeweb.hu/etymological/>> which gives etymological dictionaries for several languages, one of which is Swahili.

## BOOKS and BOOK REVIEWS

Folks who were around Makerere in the sixties may recall archaeologist/prehistorian Merrick Posnansky, director of the Uganda Museum and, later, head of the graduate program there in African Studies. He may also be remembered for being half of a loving union with his wife Eunice, the first Ugandan woman to graduate from Makerere. He has recently penned a memoir, *Africa and Archaeology: Empowering an Expatriate Life*, a personal account of his lifelong love affair with Africa. Available in the US from Palgrave Macmillan (888/330-8477). Kathleen Lyons

*God's Crucible: Islam and the Making of Europe, 570-1215*, David L. Lewis, Norton, 2008. Reviewed by Henry Hamburger

This book was by far my best reading on Ed's and my 2009 school-visiting trip and the story even

has a connection to Africa, the route of Arab Islam's westward expansion. Along the way, North Africa provided Berber warriors who played a key military role as they and the Arabs marched and rode through the lands south of the Mediterranean before sailing the Gibraltar Strait to Spain in 711, there to gain and keep Islam's multi-century foothold in Europe and make possible the powerful and progressive Islamic role to which the book's title refers.

If you are as unfamiliar as I was with the intellectually enlightened and religiously tolerant Islamic regime in Andalusian Spain - at a time when the rest of Europe was enduring the violence and ignorance of what we euphemistically call the Dark Ages - you may, as I did, take heart (in our own fraught decade) from this book's accounts of Moslem-Jewish-Christian collaboration in government (with Moslems as senior partner) and in the extension and transmission of ancient and contemporary scientific, mathematical and especially medical knowledge.

History may be written by the winners, but the Andalusian Arabs had their victories, historians and scribes too, not to mention a sophisticated economy and huge library holdings, in dramatic contrast to their contemporaries across the Pyrenees. It was therefore possible and indeed came to pass that Arabs too recorded what happened, making it available to us in our own time. So if your high school, like mine, featured a Euro-centric syllabus of "world history" and you missed this stuff, here's an engaging read that equalizes the account.

From Brooks:

*It's Our Turn to Eat* by Michaela Wrong. A powerful book by a journalist well-seasoned in African affairs, this book is an indictment of Kenya's Mwai Kibaki and his Mount Kenya Mafia. It is also, although less so, an indictment of a passive citizenry which seems bent on accepting corruption. A coterie of outspoken citizens does exist but has been powerless to effect sufficient change to make, for instance, the education and health of the citizenry a priority. The book outlines Kenya's history and ethnic dimensions. When I encouraged fellow TEAAer and Kenya resident Mike Rainy to buy the book, he responded thus: "Too right Brooks, I imported two copies. But M. Wrong really documents 2003-2006 and now in 2009 trust for top leaders is at an all time low for Kenyans at only 18% for the PM, 17% for the VP, 14% for Pres. Kibaki and only 11% for Hussein Ali, our Commissioner of Police. 71% of Kenyans are worse off than just a year ago. And although the US Embassy imported and gave away over 5000 copies of *It's Our Turn to Eat*, there are about 40 million Kenyans! During Kibaki I we could still be shocked, now during Kibaki II, now referred to as Mabaki, we are mainly just tired and demoralized." Wrong names names including one of my former students.

*Save You're One of Them* by Uwem Akpan. These are stories of children and teenagers in various parts of Africa, people in extreme situations. Akpan has a gift for dialogue and for setting conditions that are at once realistic and compromising. However, he is brilliant at connecting the reader to what feel like genuine dilemmas that exist for far too many vulnerable people in Africa. The endings of the stories are not always successful from a literary point of view, but I came away repeatedly feeling that I had been given a realistic view of nasty conditions.

*Cutting for Stone* by Abraham Verghese. Verghese is a favorite author of mine, and I have special respect for *The Tennis Partner*. *Cutting for Stone* is his first novel, and the book's central character follows a life path similar to the author: born in Ethiopia of Indian parents, trains to be a doctor, and emigrates to the USA. In real life Verghese is an internist; the central character in the novel is a surgeon. The novel takes place at the end of Selassie's life and the perils of the Mengistu regime, but it concentrates on the lives of its characters apart from politics. Students of medicine will be interested to learn the phrase "Mayflower hospitals."

*Tropical Fish* by Doreen Baingana. Baingana is Ugandan, and I was hoping for a little more punch in these connected short stories than I got. There is a sense that the author was trying to touch all the bases in this collection: adolescent female reveries, schooling at Gayaza, dating black and white men, professional career, going to LA, going back to Entebbe. "A Thank You Note" was the most powerful story for me; in letter form it is an appreciation of friendship even though both the writer and the recipient are dying of AIDS. Interestingly, the narrator returns to Uganda; Baingana has stayed at U Mass.

*Vive Nelson Mandela*. At another point on the continent, is South Africa. Just yesterday at the Boston Public Library I saw a 95 minute history of Nelson Mandela called *Vive Nelson Mandela*. It is inspiring and decidedly encouraging. It is available on DVD at the Amazon.com site via another vendor for

\$13.

## OBITUARIES

Dave Anderson. (3B, British TEA) Dave Anderson died in the night, Monday, 15th June, at his home on Tiwi Beach, Kenya. He was 70 years old on 21st May. He had suffered a stroke over three years before and was generally declining physically and mentally. He was buried in Nairobi on Tuesday, 23rd June. His four children, as well as two of his brothers, went to Kenya to attend the funeral . Tony Seddon, Jim Freeman, Martin Watson, and Mont Forman (in Uganda), his close friends at Makerere College School, have been informed.

I last saw Dave on his birthday when I took him a card and birthday present, a t-shirt of the Five-a-Side Rugby Tournament at Forties on Diani Beach. We talked disjointedly for about half an hour. He had some good days and some bad days and that was a bad day for him. -- Bob Greenwood

Joseph A. (Joe) Budek. Lyamungi SS, Moshi T (4A). Joe Budek died suddenly at home on January 24, 2009. His time in Africa was very special to him. -- Mary Lou Budek. From an online obituary: Joe spent his life teaching in Africa, Detroit, Manchester and was a dedicated science teacher for 28 years in Columbia [Michigan] Schools. He enjoyed gardening and had a passion for wildlife. He was proud of his involvement with the Knights of Columbus, St. Joseph's Shrine Catholic Church and the Brooklyn [Michigan] Living Center.

Al Glauser. St. Aloysius TTC, Ngora (Teso), Uganda, and Ggaaba TTC, Kampala, (TEEA4), on October 16, 2008, in Salt Lake City, after battles with shingles, lung cancer, stroke, and finally pulmonary embolism. After leaving Uganda in 1969, Al worked in elementary school administration in the Portland, Oregon area for 16 years until retiring to Utah in 1985. Al is survived by his wife of 59 years, Betty, in Salt Lake City and two sons. He was preceded in death by daughter Susan in April 2008, after 40 years suffering the effects of encephalitis she contracted at age 12 in Uganda. Though they never returned to East Africa, Al and Betty kept a big place in their hearts for the land and its people and always loved to visit with and host Ugandans whose paths they crossed. Son Paul and his wife Vickie currently assist Burundi refugees via Tanzanian camps to resettle in the Salt Lake City area.

Chrystal Kent, taught under local contract at Kagumo TTC in Nyeri, Kenya, where her husband Ralph taught as a member of TEEA5. A note from their daughter Candis notes, "I am sorry to tell you that Chrystal passed away on January 18, 2009 after a long and adventuresome (read TEAA) life."

J. Dale Mullins on Sept. 19, 2007 in Edmund, OK at age 82. Gov't TTC, Dar es Salaam T(TEEA5). I do not have contact information for Cassy Mullins. From the Oklahoma Educators Hall of Fame website: Dr. J. Dale Mullins Teacher, coach, counselor, administrator; Professor and Dean, College of Education, University of Central Oklahoma for 14 years; Dale and Cassy taught English in Seoul, Korea after retirement. Developed a teacher and student exchange program with Daewon School Foundation of Seoul, Korea. Thirty-nine years in education.

## FEEDBACK FROM NEWSLETTER 20

Dear Ed, Great Newsletter: long may it continue . It's helped me make contact with old colleagues .  
Regards, Allan Marriott

Dear Ed, Thanks for putting together another great newsletter, and we look forward to seeing you next October in Atlanta. We are happy to host a reception at our house on Thursday evening, and if the numbers are not overwhelming we'll make it for dinner too; otherwise, it will be heavy hors d'oeuvres and Tuskers.

After two years of frustrating delays, Ron has finally gotten the administrative and financial support to make a big shipment of Emory computers and related equipment to Kenya Methodist University, Kaaga Girls High School, and Meru Boys High School, the latter where we taught in 1963-65. Right now the

130 top-of-the-line computers, assorted laptops, and projectors are sitting in packing boxes for UPS air shipment to Meru. With great impatience, we are all waiting for an official letter of customs clearance and tax-free status, but the process is maddeningly slow. Ron and Ade Afonja, the Nigerian-American IT wizard, cannot make their flight arrangements to accompany the shipment until they get this clearance. They hope to leave sometime next week, and after they complete the project, we will write it up for the next newsletter.

A big disappointment was the Emory administration's rejection of an excellent proposal for Emory-KEMU-Maua Hospital collaboration in developing an Emergency Medicine/Trauma Center project. Unfortunately, the post-election violence first put the proposal on hold, then the disastrous financial collapse of Grady Hospital, the South's biggest public hospital and base for Emory's Emergency Medicine physician training, and finally, the national and global economic recession deep-sixed the whole thing. However, we never give up, and we're looking in other directions for funding, because the School of Public Health is really enthusiastic about it and sees it as a perfect site for training their interns in global health issues and clinical experience. Our hearts are really in this one, because many of our former Meru students became outstanding physicians and public health workers, and the high school continues to produce some of the highest exam scores in biology in all of East Africa. We always try to take a few microscopes with us in our carryon luggage, which the airport inspectors always assume are weapons, as they make surly inspections of our bags. Best wishes, Keith and Ron Schuchard

Thanks Ed for your incredible work preserving and enriching the TEA and TEAA saga. I am retired, living in Falmouth, MA, remarried to a wonderful partner, Kirstin Moritz, who retired as Assoc. Dean for International Programs at Brown University. Reading one of the e-mails of a PCV teacher who replaced TEA teachers in East Africa, I am reminded of my role in that transition. In 1965-67, I was the Contractor's Overseas Rep for Syracuse University who had won the contract to train the Peace Corps teachers for Tanzania to replace the TEA teachers. Margaret Rose (Polga) TEA (IC) was my wife then and our first child, Marin, was born there. My job was a little vague but basically being an ex-TEAer (Mzumbe Sec School in Morogoro, Tanzania, 61-63). I was supposed to ease the transition from TEA to Peace Corps because the East African ministries were not pleased to replace the older and more experienced TEA teachers with Peace Corps volunteers. (I used to joke that Sargent Shriver finally got to his brother-in-law, pointing to a world map showing only East Africa utilizing non-Peace Corps teachers to make the switch.) As a further step to show the "bona fides" of Peace Corps intent to work with the Tanzanian government, I was housed in the Inspectorate Division of the Ministry of Education and not the Peace Corps office in Dar-es-Salaam. I visited schools, observed teachers, ran a few meetings and conferences but basically was a trouble shooter for the Ministry if and when one of those "inexperienced Peace Corps teachers" ran into trouble. Thankfully, that happened very infrequently and looking back on the experience, the transition from TEA to Peace Corps went smoothly. -- Rod Hinkle

#### WE'VE HEARD FROM YOU

Ed -- Needless to say, at age 99 last May my father, J [R Freeman] Butts, cannot make it to the reunion in person, but he will surely be there in spirit. Please report to the group that he is well, retains his fond memories of his time in the TEA program, and extends his best wishes to all present. Steve Butts

Dear Ed, I am taking my diary and expanding it with the intentions it will be a book. I would appreciate any advice anyone would like to send me plus names and addresses of agents they may have used. Gene Hansen, genehansen5@hotmail.com

Brooks, I am in fact on a six month stint in Baghdad, so am writing from Iraq. Unfortunately that means I will not be able to get to East Africa this year. My permanent perch is in Beirut, Lebanon. I commute between Baghdad and Beirut. Vincent Battle

Dear John [Dwyer], Your messages have been persuasive - I was on the fence re coming to the reunion or not, but was stimulated by a bargain-basement airfare sale on Southwest Airlines Tues/Wed of this week to purchase same. Since SW doesn't fly into Atlanta, I'll be flying into Birmingham, AL, and renting a

car so I have a few days of sight-seeing before and after the conference. I have never been to the South, except for a few days in New Orleans in Dec 2007. -- David Czamanske, TEA in Gulu, Uganda (after practice teaching in Kisii, Kenya, for several months) 1962-64.

Just received the fancy schmancy TEAA Flyer in the mail. It's the first time I saw it. Very nice indeed. Congratulations and I give it a Distinction-First Class ! -- Frank Mitchell

Dear Ed, I do not know whether this will be of any interest to you, but my daughter, Dr. Emily Milne, has just taken up the post of Associate Professor of Classics at Yale (pronounced "Yarley" in Luganda!). I put her on the plane this afternoon. It will give me a good reason to come to the States! Best Wishes, Bob Greenwood

Hello Ed and Henry, Safe and happy travels to you! Have a wonderful time connecting with all the schools on your agenda.

I have been periodically trying to connect with former students at Marian College in Morogoro, Tanzania via the Maryknoll Sisters who were once in charge there. I haven't been very successful to date. One of our students is a Dean at the University at Dar. I'm told a group of our students have formed an organization focused on education for girls and women. Still working on contact information. Perhaps for next year? I have another lead to approach in the next week or two.

One other note - I continue to work with a nonprofit here which supports projects in Turkana, Kenya. A message from there on Monday indicated some new tragedies in Kenya and the declaration of a Week of National Mourning. A tanker explosion near Nakuru and a large fire in downtown Nairobi. I didn't hear anything about "terrorism" in relation to this. Just two big events and an impact on the country.

Have a good trip. Look forward to hearing updates. Joan (and Jerry) Schieber

Dear TEAA ndugus, Kimilili [Kenya] in the mid-1960s was the subdistrict boma in Bungoma District. Kimilili was close by Kamusinga Friends School. Surely that's the school Ed and Henry are talking about when they refer to Kimilili, and surely it is still called Kamusinga, Place of the Honey Tree, where Dan [Callard] and I taught. Only a mile or so separated Kamusinga from Kimilili but they were far apart in every other sense except as a nearby locale where our students could slip out for a drink. Kamusinga was an outpost of intelligence, enlightenment and culture where we had in 1966 a higher Cambridge School Certificate pass rate in history than Alliance High School, and Kimilili was a one-block row of Asian dukas with no electricity where we would go once a week when they slaughtered a cow and divvied it up with an axe. A crate of Pilsener would complete our weekly visit to Kimilili, unless we needed to go twice a week. There wasn't even a post office in Kimilili so every day except Sunday - what was his name? - would bicycle umpteen miles to Broderick Falls, more recently known I believe as Webuye, on the Uganda Road to pick up Kamusinga's mail. A cybercafe in Kimilili? Then Kamusinga must be the Caltech/MIT of Western Province.

Sic transit gloria mundi as Bill Cooper, he of TEA 3A or C, Kamusinga, and now of the Living Latin movement would be proud of me for saying and salaam nyingi sana, Dennis (Huck) Huckabay

Ed, Thanks for the update. I only asked your age [after reading of your Feb. -- Mar. trip in EA] because I too am of that age. I spent ten days on the Amazon River in Peru tramping through the jungle. I did that for a few days. After that I decided to stay close to shore. I spent my time "birding" in the mornings and visiting small villages in the afternoon. I got the whole experience and learned much. The jungle just got to be too much for me. The day I got my leg stuck in the mud up to my knee with little hope of getting it out save for the aid of two guides was the day I decided to forego the heat and humidity of the jungle.

It is great fun though, isn't it? And I added much to my knowledge. My wife and I have visited all fifty states and twenty-eight countries. Kenya has been the highlight of my travel experiences. -- Ted Hoss, TEAA (1968-1970 Kagumo Teacher College, Nyeri, Kenya)

Dear Ed: I have very little to report that is new. I continue to be a Visiting Prof. in South Africa from mid-January to mid-June each year. Retired from Arizona State University at the end of 2003. Turned 70 and counting in February 2009.

All the best to all TEAAers and you particularly for all the services you are providing. All the best for the New Year! -- Pat McGowan

Hello Brooks, Yes, we are still in business although bookings for next year aren't very good due to the prevailing economic situation especially to the big countries who are the main customers in this business. Please spread the word and "You are very welcome to revisit Tanzania."

With best regards, Sophia. Comfort Travel, Tours & Car Hire, Dar-es-Salaam, Tel/Fax: +255 22 2183136, Mobile: +255 754 280264/ +255 786 280264, <ctch@cats-net.com>

Hi Ed, Thanks for all the info on Atlanta '09. As usual, it looks very much as if I won't be able to leave here, so again I'll have to decline. It looks an interesting schedule, too. Incidentally, have you had any representation yet from the Brit alumni at any of the previous gatherings? [Yes, to reunions held in both the U.S. and East Africa]

This was to be my last year here, but things being as they are I'm hoping to do yet one more and go onto a new contract in June. The main draw is that for the first time it will be a dollar, as opposed to a pound sterling, contract, which in this current climate is almost bound to be an advantage!

I guess you know that Olive [principal at St. Bernard's, Kiswera and formerly a nurse for Aramco] was out here recently. She came as one of a large group of retirees, and Aramco organized a number of trips for them while they were here. I'm pretty sure that her main aim was to attend the faith group meetings on the weekends, and I know she covered both Catholics and Protestants. They're the groups that have supported the school in the past and, naturally enough, support has dropped off somewhat since she stopped working here. Anyway, we met for lunch one day, and it was good to see her and to exchange information.

Joy and I got married in the Philippines on May 28. We got around the red tape just in time and returned to Bahrain the next day. Our plans are to stay out here for two more years, but I've recently started to have some health problems, so maybe that date will have to be brought forward. Most people think I'm nuts working out here at my age, anyway! They're probably right too! All the best to you, Malcolm Maries

Dear Ed, Shelby and others, Would have loved to join the conference. Hope many more will respond positively during these last weeks and register to attend. Your program looks excellent, as does all the organization. My best wishes for a most successful conference and memorable time together.

In March Maja and I were in England and had the pleasure of getting together with Don and Maureen Knies in Southampton for lunch. They were both in good spirits, Don having just had his most recent medical checkup the same day and having being told that all was going well. At the age of 80, he is also looking very good. I hadn't seen Maureen since Kampala in 1963. I remember well how Don and Maureen's place at Makerere was always open for us to drop in. Something much appreciated by all.

Last November we were in the US for a short vacation and were with Peter and Joyce Mook in their Larchmont, NY home. Peter and I had been in the same TEA group (3B) out to/during Makerere (1963-64) and then both posted to Moshi in 1964. He to Moshi Technical School; me to Mawenzi Secondary School; Colin Matthew to Old Moshi, and Sue Curry to Machame Girls Secondary. Those were great years of teaching, traveling within East Africa, climbing, fishing, partying, etc. My English language teaching work in Oslo starting in 1970 eventually took me back to East Africa and Southern Africa. First in 1976 and then again in 1986 (Botswana, Zambia, Tanzania, Kenya) to visit Norwegian Volunteer Service workers and Norwegian technical assistance personnel working for NORAD. For more than 20 years I drew direct benefit from my TEA teaching experience teaching in Norway. Later on from 1991-93 and 2001-03 when we lived and worked in Namibia for the Namibia Association of Norway, my TEA experience again stood me in good stead when I worked with primary and secondary school teachers and administrators in Winhoek and Opuwo.

Many of you will possibly have seen the latest issue of TC Today. There is an article which gives very favorable mention to TC's overseas projects in East Africa and Afghanistan, amongst other places.

I still am working full time at the U of Oslo in the International Education Office. With best regards, Ted Essebaggers

Emilee Hines Cantieri contacted every member of Wave 1 to encourage them to come to the reunion. What follows are a few of the responses she received. -- Ed

Emilee, Thank you for this additional encouragement to attend the conference. I am doubtful that I can make it. But, the TEA experience had an immense impact on me, as it did on others.

Nyerere's appearance at our orientation at Columbia Teachers' College was a factor in my decision to pick Tanzania for my posting. The independence of all four East African countries while we were there caused me to shift from study in the sciences (Geology) to the Social Sciences (Political Science). My graduate work was at Indiana University because of its African Studies Program. My dissertation dealt with Tanzanian development. After my research on the dissertation in Kigoma Region, I was invited to teach a year at the University of Dar es Salaam to which I returned for two years in the mid-1970s and on a Fulbright (with my wife and son) in the mid-1980s. When I was teaching at Brown University for a couple of years, I was invited down to Washington, D.C. once, to testify before the African Subcommittee of Congress as it reviewed aid to Tanzania. In the first 30 years of academic work, most of my writings were on Tanzania, including a book on Ujamaa Villages and one on the attempted socialist transition. When the Tanzania Studies Association was set up as an affiliated organization with the African Studies Association, I was made the first President -- probably because of my long association with the country.

A student whom I taught at Mpwapwa Secondary School in a geography class eventually became Tanzania's Ambassador to the U.S. With his help, we brought Nyerere to my small institution, Claremont Graduate University (CGU), for an honorary degree in the mid-1990s. Since I was in B Group, I spent the first 9 months at Makerere and stayed in New Hall where I met Martin Kyomo who eventually came to the US for his graduate work and spent a summer at a farm in California across from the farm where my father was born. After Makerere he was posted to Mpwapwa briefly. Anyway, he became the Dean of the School of Agriculture at Morogoro before moving on to a career that took him to Botswana and Uganda to oversee various veterinary projects. We maintained contact until his death last year.

CGU is a part of the Claremont Consortium of Colleges of which Pomona College is a member. Every week for many years I have been going down to Pomona College to participate in a Swahili language table at lunch time. Next week I will be fully retired, so I've been reflecting on the past and nothing has had quite the influence as the TEA experience.

Sorry for the too-lengthy reflections, but even though it does not appear possible to attend the gathering I wanted to convey my realization of the importance of the TEA program to me. And, I certainly wish the reunion the success it deserves. All the best, Dean McHenry

Hello Emilee, I was in Tanzania a few weeks ago and visited with a family I had worked with at Mzumbe school. I also stayed with the family of a student I had brought to this country for his college education. I spent some time in Zanzibar as well. Dar es Salaam has changed so radically I hardly recognized any of it, but then it has been thirty years since I was last there. -- Gary James

Hi Emilee, Thanks for thinking of me. The reunion would be fun and at a different date might have been a possibility. I'll be visiting old friends at their family farm house in the Austrian Alps. I'm embarrassed to say I don't remember any of the names you mention. The only TEAers I keep up with are Chuck and Janet Gillies (Moshe/Massachusetts) and Peter and Lucy Bell Sellers, (Embu/Philadelphia). I think maybe you know that I took more than a year getting back to the States, traveling through South Africa, India, Burma, Thailand, Malaysia, Philippines, Hong Kong and Japan, with about 8 months teaching English at a Chinese boys' boarding school in Hong Kong. Then to Cal-Berkeley for 2 years for an MA in English, then 3 years teaching convicted felons in San Quentin Penitentiary, and the last 26 years of my career teaching English at Diablo Valley College, a community college in the San Francisco Bay Area. Married in 67, only child, Karen (after Karen Blixen) born in 69 (now living in the Napa Valley with our 3 year old grandson), retired in 95 at 58, bought house on an island in Brittany where we live for 5 months and most of the rest of the year in an apartment on Nob Hill in San Francisco, with several weeks a year in a "fractional" in NYC at Lincoln Center. My wife and I are both volunteer docents at Fine Arts Museums in SF and do some other volunteer work. We continue to travel widely. I wish I possessed your writing skills. Your books are most impressive. I'll try to get your East African memoir on my kindle. All my best wishes, and convey them to any who remember me. Bob Danzler

Hi Emilee, Thanks for thinking of us again. I called Joe Brady (at Bill Jones' insistence) before the Seattle meeting and had a nice chat but couldn't move him to come. Now as for us, we will not be going to Atlanta, and probably not any future TEA conferences unless they are really close by. The main reason is that I do not feel really connected to the group or its activities. I enjoyed renewing acquaintances with those whom I remembered, but I didn't feel that I could contribute much to the small group meetings as I didn't have any of the recent experiences that many had. I have not been back to EA and have not been involved in any follow-up activities there, such as many in the group have. I think what TEAA is doing is quite remarkable but it is a different direction from the path we have taken. As I have mentioned before, I have been active in my church supporting a school in Haiti. We have built buildings, dug wells, installed solar electrical system, provided computers and a hot lunch program plus annual operating expenses of over \$30,000. The school started with 30 students when we got involved in 1985, or so, and it now has over 800. Very big job. That's about all I can handle at this point in my life.

I recently put together all of my TEA experiences in one "family history" collection. I reviewed letters to my parents, which they had saved, and organized photos and retold the story as best I could remember. I am still sorting and organizing the hundreds of slides I took. It was a nice trip down memory lane. You were one of the people I was very fond of and am sure amazed at all you do and all you have accomplished. Best of luck until we meet again,  
Rich Hawkins

Emilee, It was wonderful to hear from you and we wish that we had known you were at Surf Watch in May since we own a timeshare there to have beach and exercise access (and to house kids and grandchildren at Christmas). We have semiretired to Hilton Head but I am still teaching at the University of Maryland and trying to help a number of doc students complete their programs. That is the reason we haven't registered/confirmed for the Atlanta TEA Reunion. I'm still trying to work out the details of the Fall Semester and my responsibilities in College Park. As soon as we know, we will do so and then look forward to talking with you about East Africa. David Imig

Emilee, Thanks for emailing me about the Atlanta conference. Yes, we are the pioneers but I'm having trouble trying to fit the conference into our schedule, which seems to have become more hectic since Paul cut back to half-time at the hospital. We have quite a few other trips and commitments in the fall but we'll try to come to a decision this weekend.

I'm still painting whenever possible at my downtown art studio but the majority of my activities revolve around the busy lives of our 7 kids and 5 grandkids. I spend one day a week baby sitting my two 5 year old granddaughters and 9 month old grandson (and the rest of the week recovering from it!). Three of our children live in other states so when we travel, it's usually to visit them, although we did a 3 week medical mission to Honduras in Feb. and I just got back from Spain . . . Paul walked 300 miles of the Santiago de Compostela Camino with our oldest grandson and I met them over there at the end of their trek.

I visited your impressive website and plan to order your book about TEA. Good for you for turning our adventure into a book! What's your latest new book going to be about? One of my sons has written a book and he's trying to get it published right now - any advice I should give him? -- Ann Dickinson

Betsey Anderson proofreads the newsletter, an act for which we are all grateful!