

Teachers for East Africa and Teacher Education in East Africa: TEA/TEEA Newsletter, Number 3. August 2000. Published by: Ed Schmidt, 7307 Lindbergh Dr., St. Louis, MO 63117, 314-647-1608, <eschmidt@stlnet.com>. Note: The server name is stlnet, for St. Louis net, not stinet. Costs for the newsletter are met by voluntary contributions. Do not send additional funds if you have already contributed. TEA/TEEA members are invited to submit articles for the newsletter. Submission by Mac-formatted disk or email preferred (not an attachment), but typed or handwritten is ok, too. Length should be modest and generally not exceed two pages, single spaced. Content should reflect current or past African experiences or research. Correction in Newsletter #2: Peter Sellers is on the faculty of Rockefeller Univ., not Rochester U.

The lead article for this issue comes from a paper that Bernth Lindfors (1A) presented at a conference on African language literature held in Asmara, Eritrea, in January of this year. The death of Julius Nyerere last fall makes the paper especially appropriate at this time. If you haven't practiced your Swahili for a while, that is about to change! In the first part of the paper Ben describes how TEA came to be, how he became a part of it, and how, afterwards, he came to do graduate study in African literature, including Kiswahili, at UCLA. For space considerations, we pick up the story as Ben began his second year of study at UCLA doing advanced independent studies in Kiswahili.

"Beware the Ides of March": Amending Nyerere's Julius Caesar
Bernth Lindfors

... I had wanted to acquire a command of Kiswahili sufficient to read some of the rich literature written in that language, but I found its esoteric alliterative poetry daunting, so I started to search for more accessible texts that I could tackle for my independent studies project. As it happened, Julius Nyerere had published his translation of Shakespeare's Julius Caesar just a year earlier, and the UCLA library had obtained a copy, so I took an unhurried look at it. Nyerere had devised a new type of blank verse for his translation, and this was far easier for me to decode than the earlier traditional forms of Kiswahili poetry. So with Goodman's [Lindfor's instructor -- ed.] blessing I began to work on Nyerere's Julius Caesar, translating it back into English and then comparing my translation with the Shakespearean original. It was a fascinating exercise and I learned quite a lot from it.

Here is a portion of my translation of Nyerere's charming foreword to the book:

When I was translating this book I did not know what its end would be. First I did not know that I would translate the entire book. Second I did not intend the translation itself to be published. My intention was to get something to do in the times when my usual work was tiring me out a great deal and I needed relaxation. But as I translated more and more my desire of going on to the end increased. Finally when the rest of my friends discovered that I had this occupation, they urged me to bring it to completion and I agreed that the translation be published.

In saying this it is not that I want my friends to be blamed for any mistakes and deficiencies whatsoever which will appear in this translation. I explain only how this translation was made.

I would like to warn the reader. First, this translation is not a scholarly translation. I am not a Kiswahili scholar nor am I an English scholar. But I love both languages. It is evident, of course, that if this book were translated by a person who is a scholar of Kiswahili and English, and in particular a scholar of the writings of Shakespeare, possibly his translation would be better.

Nyerere then speaks of the type of blank verse he developed to simulate Shakespeare's blank verse without violating the norms of Kiswahili poetry. He goes on to say

In translating Julius Caesar, I have used one law of traditional poetry, that is I have tried to

make every line be sixteen syllables. But these lines do not have rhymes nor are they divided into stanzas...

I have said that I have tried hard to make every line have sixteen syllables. I did not say that I have succeeded, because it is not an easy matter. First the syllables of Kiswahili are easy to get if all the words are Kiswahili, or their pronunciation is Kiswahili. For example, if you pronounce Caesar "Siza" it will have two syllables without trouble. But how would you pronounce Brutus? "Burutusi" or "Brutus"? "Cassius" is how many syllables? What I have tried hard to do is to make it possible for a person to sing a line having a name of these types by reducing or increasing the syllables on account of the number of the syllables of other words of this line. Second, English poetry is intended to be read; but Kiswahili is intended to be sung. My effort was to make it possible for the reader to sing or to read. It is difficult to sing an entire book. But if a person likes, he can try...Kiswahili is a sweet and very open language, but its sweetness and openness must be used more, then it will increase.

It was this sweetness and openness that could be found on every page of Nyerere's translation. He took a few liberties with the English original when he had to, mainly in order to indigenize the flora, fauna and phenomena of the play's setting. Shakespeare's "knotty oaks" became Nyerere's "baobabs" (mibuyu), a wolf was transformed into a jackal or wild dog (mbwa mwitu, literally dog of the forest), and "winter's cold" became "fierce cold" (baridi kali). These were quite natural changes, since they were attempts to introduce local color in place of unfamiliar foreign references.

But a close line-by-line reading also revealed a few changes that seemed unnatural and in fact looked like simple blunders. Curious about these, I decided to write the translator and ask about them. Here is the letter I composed in collaboration with Professor Goodman and sent to President Nyerere on 15 December 1964:

Mtaalamu Bwana Nyerere,
Salaam sana.

Tumesoma tafsiri yako ya Julius Caesar katika darasa letu la Kiswahili hapa katika chuo kikuu cha California katika Los Angeles. Bwana Edward Mhina kutoka Tanga alitusaidia kufahamu sehemu ngumu fulani, na Bwana William Shakespeare alitusaidia kidogo pia.

Sasa tunakuandikia kwa maana hatujui kwa sababu gani ulibadilisha maneno machache ya mchezo wa Shakespeare. Maswali yetu yote yahusu hesabu.

1. Kwa sababu gani ulibadilisha "ides of March" kuwa "tarehe za katikati ya Machi" (p. 12, 45, 70). Maana ya "ides" ni siku moja hasa katikati ya Machi, yaani, siku ya kumi na tano ya Machi (siku ile ile ufasiriyo katika sehemu nyingine---katika maneno ya Brutus, p. 28---kama "tarehe ya katikati ya Machi"). Mpiga ramli alimwambia Caesar kujihadhari na tarehe moja hasa; usawa wa onyo hili waongeza "irony" ya mauti ya Caesar siku ile ile. Kwa nini ulitumia "tarehe za katikati ya Machi" badala ya "tarehe ya katikati ya Machi"?

2. Kwa nini ulibadilisha "an hundred senators" (IV, iii, 175) kuwa "wakuu wa Baraza/Mia mbili" (p. 76)?

3. Tena, mahali ambapo Shakespeare ameandika "Two mighty eagles" (V, I, 80), kwa nini umeandika "Tai wakubwa watatu" (p. 85)? Hicho ni kifungo kingine ambacho hatuwezi kufungua.

Tungependezwa sana ungetueleza sababu za tofauti hizi baina ya mchezo wa Shakespeare na tafsiri yako, tena kutuambia "edition" gani uliyoitumia ulipotengeneza tafsiri hiyo.

Tena, tafadhali, waweza kutuarifu ya maumbo kama "sintakuwa" na "sintaweza" uliyotumia mara kwa mara badala ya "sitakuwa" n.k. Hatukuweza kuyakuta maumbo haya katika vitabu vyetu vya sarufi ya Kiswahili, na twataka kujifunza asili yake na matumizi yake.

Tulifurahi sana kusoma Julius Caesar, na twatumaini kwamba wakati kazi zako za kawaida zinapokuchosha sana na wataka kiburudisho utaendelea kutafsiri michezo mingine au, bora zaidi, kuandika michezo wewe mwenyewe.

Twakutakia furaha ya Sikukuu ya Kuzawiwa.
Wasalaam,
Bernth Lindfors
Morris Goodman

For those unfamiliar with the niceties and imperfections of third-year level academic Kiswahili (please remember that I had been studying the language for only fifteen months) here is a translation of the letter:

Honorable Mr. Nyerere,
Greetings.

We have read your translation of Julius Caesar in our Kiswahili class at the University of California at Los Angeles. Mr. Edward Mhina from Tanga helped us to understand several difficult parts and Mr. William Shakespeare helped us a little as well.

We are writing to you because we do not understand why you changed a few words of Shakespeare's play. All of our questions are concerned with numbers.

1. Why did you change "ides of March" into "dates in the middle of March"? The meaning of "ides" is that one day exactly in the middle of March; that is, the fifteenth of March (which you translate in another place---i.e., Brutus's speech, p. 28---as "date in the middle of March"). The soothsayer is warning Caesar to watch out on one particular day of March; moreover, this warning increases the irony of Caesar's death on that very day. Why did you use "dates in the middle of March " instead of "date in the middle of March"?

2. Why do you change "an hundred senators" to "two hundred senators"?

3. Again, when Shakespeare has only two eagles, why do you have three? This is another knot we have not been able to untie.

We have looked at many different editions of Shakespeare's Julius Caesar in English, but we have not found any edition that has these changes. Will you tell us which edition of Shakespeare's Julius Caesar you used when you made your translation?

Also, please, can you give us some information about the tense "-nta-" which you used sometimes. We have not been able to find it in our grammar books and we want to learn its about origin and use.

We enjoyed reading Julius Caesar very much and we hope you will continue to relax from your work by translating more plays or, even better, by writing some of your own.

We wish you a Merry Christmas.

Best wishes,
Bernth Lindfors
Morris Goodman

We never had a response from Nyerere to this letter, and we had never really expected one. We knew he had far more pressing matters to deal with in Tanzania at that time. There had been a revolution in Zanzibar and army mutinies in Tanganyika early that year, Tanganyika and Zanzibar had coalesced into the United Republic of Tanzania just six weeks before we sent our letter, and the new nation was busy formulating a Constitution and beginning to prepare for elections that were to be held in September 1965. In such circumstances it would have been strange indeed for Nyerere to spend his time responding to our pedantic questions instead of remaining focused on matters of state.

It therefore came as a great surprise when Goodman and I discovered that we had been very graciously acknowledged in Nyerere's preface to the second edition of his translation of Julius Caesar (now entitled Juliasi Kaizari), which was published in 1969. After thanking many others who had responded to the first edition, he added, "Nawashukuru pia Mabwana Bernth Lindfors na Morris Goodman wa Los Angeles, U.S.A, kwa maswali yao ambayo yamenisaidia kuona makosa fulani na kuyasahihisha." (I thank as well Messrs Bernth Lindfors and Morris Goodman of Los Angeles, U.S.A., for their questions which helped me to see certain mistakes and to correct them.)

This was an exciting moment for Goodman and me, and on checking the new edition we found that all three of the minor bloopers we had singled out in our letter had been amended. The three eagles were now two ("tai wakubwa wawili"), the two hundred senators were now one hundred ("masenata mia moja"), and, most important, the soothsayer's very precise warning, "Beware the Ides of March," which is repeated three times in the text of the play, was in every instance changed from a plural ("tarehe za katikati ya Machi") to a singular date ("tarehe ya katikati ya Machi"). We felt proud that we had been able to make these miniscule contributions to a translation that has become a modern classic of Kiswahili literature.

The late Julius Nyerere, known throughout his career simply as "Mwalimu" (teacher), had proved once again by his example and practice that he was modest and wise enough to learn from the questions of his pupils, even from those unexpected queries thrown at him from half a world away from Tanzania. He probably would have been the first to admit that "asiyekosa ni malaika" (only angels are free from mistakes), but a better proverb to sum up his approach to learning would be "elimu haina mwisho" (education has no end). Quick-witted, level-headed, open-minded, and ready to correct his own mistakes, he obviously was the kind of leader who didn't need a soothsayer to warn him to remain alert.

Works Cited

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Bob Stokes(TEEA5) sends the following which he titles simply, "KENYA."

It all started with a classified ad in the Nov '67, Atlantic Monthly: "Train teachers in East Africa! Teachers' College, Columbia University." Eight months later the family was in Kenya, raring to go for the greatest two years of our lives. It was a wonderful life being a rich American in Kenya (rich is relative) at a time when the moon landing was made, the college was right next to the golf course, and we had friends in three countries in the same program. What with the rewards of working with the students, house servants, game parks, Malindi, and visiting friends, it seemed hard to believe that I was getting paid for all of this! But wait! Everything TEEA tutors did was not always rock and roll, and I still remember one day near the end of the two year tour when I earned my pay.

Back in 1970 the quickest way for a Kenyan principal to make a name with the government was to put down a student strike and make the Nairobi papers. Striking students were considered traitors not only to Kenya but to their families and clan. After all, they were the lucky ones who were fortunate enough to have been selected for training that would free them from the life sentence of working on the shamba, and they had better show their appreciation, by God!

All student discipline at our college was handled by the Kenyan principal and his assistant which was the way it should have been what with the language and cultural limitations of expatriate tutors. During month long teaching practice, the second year students would be taken by college bus out to the rural elementary schools early in the morning and then collected at the end of a long school day. The conditions at these schools were difficult to say the least with no water and the very minimum of school supplies. I remember observing one kid trying to teach 65 children in Standard Three while the regular teacher was off working on his shamba.

One evening when all the students were back at the college, they refused to enter the dining hall for their evening meal. The Irish expatriate tutor who had the duty tried to find out why they weren't eating and was told that the principal had refused to send any lunch

out to them that day because they hadn't been washing the large containers (debes) which contained their maize and bean lunch, and the college cooks had been complaining. Very soon the principal and his assistant took over, and no expats were involved any further in the matter that night.

The next morning the messenger came around to all the tutors' houses with the notice that a staff meeting was to be held at 8:00. As I approached the office, all the student teachers who were due to go out that day were sitting on the grass with the buses waiting and uniformed police in attendance. I got a sick feeling in my stomach, and all I could think was: "Student strike!" And the principal confirmed this as soon as we got inside. The Provincial Education Officer (PEO) was in attendance, and the principal announced that the striking students were to be expelled for the defiance of authority. He went on to tell us about the unwashed debes and how they had refused to wash them after being warned and then wouldn't eat their evening meal on the previous day.

The staff was thunderstruck to say the least as here were 125 of our graduating students being kicked out forever. Questions started, and the PEO told us that the entire staff was expected to support the principal in the expulsion. So then I asked the question: "Did the students refuse to board the buses this morning?" The principal responded that they had not refused but that he had ordered them not to go but to wait outside the office. So I said that then there was really no strike as they had not refused to go out to their schools. And I went on to say that we had been hired by the Kenyan government to train teachers for the nation, and if we expelled our entire graduating class, we had failed in our duties. I said that the fault seemed to be ours, and rather than expelling them, we should be looking for some way to do the job for which we had been hired.

Then the stuff hit the fan! The PEO said he was shocked by the lack of loyalty on the part of the staff, but the tutors were now aroused and were unanimous against expulsion. A compromise was reached and all the students were suspended until they could get either their father or chief to come back and plead their case with the principal. Every student complied, teaching practice went on, and the class graduated.

I graduated myself the next month, much to the relief of the principal who had lost the best chance he ever had to make his reputation nationally.

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REUNION TALK. Early this year David Imig met with the president of Teachers College in his role as CEO of the American Association of Colleges for Teacher Education. As an aside David raised the idea of a TEA/TEEA reunion. The president's response was to ask for a letter outlining our needs of TC. As of now that follow-up letter has not been written. Lee Smith has stated that he will have time to work on putting something together after he retires at the end of the year. John Bing asks, "How do we get the planning started? Should we name a time and place this Fall and then invite everyone interested to a planning meeting?"

In the meantime, Brooks Goddard has just begun to explore the possibilities for a reunion in East Africa in '02 or '03. If you have insights or can contribute expertise to this effort, contact Brooks.

More from John Bing: "Definitely we should have a "local" reunion. And then maybe.... The key should be inclusion. We have many alums who will have important concerns and ideas to share. This should be "the mother" of all educational experiences about Africa as well as an almost unique opportunity to renew friendships."

OBITUARIES. Richard Abrams. 1997 (from a newspaper clipping sent by Trudy Abrams.) After TEA, returned to Columbia University for a master's degree and taught cross-cultural studies to new PC volunteers bound for EA. Also met his future wife, Trudy Sufrin there. Returned to Africa in '66 to serve as Adm. asst. to the vice chancellor of the U of Malawi. Later served as asst. to the dean of Soc. Sciences at Makerere (Trudy was a

PC volunteer in Uganda). Then to Nairobi as exec. secr. of the Regional Council of Education which associated ed. depts. in universities in nine E. and C. African countries. Finally, served as professor of cooperative ed. at Antioch College 1972 until his death. One daughter, Swala (gazelle).

Yvonne (Woodard) Smith. July, 2000 of MS. Anitra Hayden reports: "Judy [Nystrom], Yvonne, an ex-Peace Corps teacher and myself had a reunion at Yvonne's house in 1996, as we knew it would be the last chance for all 4 of us to get together, as her MS was progressing very fast. We had a great reunion and talked Tanzania for days!!!"

THIS AND THAT: Jim Landewe: Be great if all of us together could come up with some useful program for the folks over there.

Malcolm Maries: I was interested to see Lathardus Goggins is on your list. Pity he isn't on e-mail. I'd really like to check the veracity of that story that he never changed his watch from Chicago time all the time he was in EA! What do you think? [Ed. note: Lathardus has email but refuses to use it. Is there a pattern here?]

Kay Strain King: Would you believe I am now a bride?? Married James Daniel Borkowski on June 4th 1999 in Ras al Khamiah, United Arab Emirates with nearly the entire staff of Zayed University (a new university for Emirati women in Dubai where I was teaching) present as well as Anita, my daughter, and Danny's mother.

Emilee Hines: I'm now Mrs. Cantieri, though I still write as Hines. We're about an hour from Williamsburg, which attracts lots of tourists. If any TEAer's are in the area, I'd love to have them give me a call. Not surprising that one of the TEA folk ended up working for Aramco along with Kay's husband. Most of us had wanderlust and have never gotten over it.

YOUR STORIES. The following brief biographies have been received since the last issue. If you haven't sent yours yet please consider doing so for the next or a future issue. YOUR STORIES is a regular feature of this newsletter.

Betty Coxson: I taught in Morongo Unified School District, CA (high school English) until I retired in 1985. Then I became a part time faculty member at Copper Mountain College, Joshua Tree, CA for 12 years until I moved to Iowa and full retirement. I spent two summers, 1990 and 1993, teaching English in China.

Burt Rudman: I returned to the US in August of 1964, reentered grad school at Northwestern. Later I taught in Tehran, Iran, returned again to the US and became a freelance photographer/writer. In the mid-1970's my wife and I founded an art gallery in Cedar Rapids, Iowa and worked in that business until 1990 when we retired. We relocated to Sarasota in 1992, and have lived here, happily, ever since. I have one son, 28, and one grandson, 3, and they live in Sarasota, too.

William Stoeber: I finished my TEA contract in Dar-es-Salaam in December 1964. After a couple months trying to write short stories, I took off hitch-hiking for the next 18 months: Ethiopia, Sudan, down the Nile, studied Arabic for two months in Cairo, two weeks on an Israeli kibbutz, then eastwards through the Arab countries, Iran, Afghanistan, Pakistan (two months - more writing), India (two months), Southeast Asia, Vietnam (Saigon!) in April 1966, Japan, Trans-Siberian Railway back to Europe, returned to the US in August 1966. Entered law school in September, graduated June 1969, worked in a law office one year and concluded I wasn't cut out to be a lawyer. Did a Ph.D. in international business management at NYU business school while progressing through four different jobs. Been a professor of international management and law for 25 years, presently at Seton Hall University in New Jersey. My academic specialty has been foreign investment in developing countries, obviously much influenced by my TEA experiences. Married in

1976, daughters born 1984 and 1987, wife died of cancer 1995, been a single parent for almost five years. Fulbright to India 1965, taught two years (1987-89) at the National University of Singapore, a few brief teaching and/or consulting jobs in Bangladesh, Indonesia, Moscow, Warsaw, Beijing. I've spent a total of more than 9 years overseas, visited 105 countries, would love to take another overseas assignment when both daughters have finished high school.

Stefan Mason: I was at KNCU school in Lyamungu, Tanzania, outside of Moshi on Mt Kilimanjaro from 1962-1964 with my now ex-wife Belle and son Sean. Went to UCLA law school while Belle taught. We founded Wildwood School in 1971, Belle graduated law school in 1978, we practiced law together 1979-1991, I left the marriage and law partnership then to build a mediation practice and have found a "calling" as a peacemaker helping settle employment and business disputes that otherwise would be tried to juries. I travel a lot and would love to rendezvous for a reunion with fellow TEAers in East Africa next year.

Ward Heneveld (World Bank -- India Country Office) I took an assignment in New Delhi in September, 1998, still working on education in other poor countries. It all started with TEA and Makerere. ... We support a huge program here that is trying to get all children into and through primary school, which is great except that my role has evolved well beyond being near the kids. It was a lot easier and more fun teaching in Kenya all those years ago.

Diana (Graham) Nyangira: I was married to a Kenyan Political Scientist for 6 years and taught wherever we were living. I have one daughter. When I returned from Kenya the last time, I imagined it would not be difficult to find a teaching job again. They were having a recession--and though I blitzed Nebraska and every neighboring state, I found nothing. So I eventually became an Interviewer and then a Career Counselor for the Job Service. I have been here for almost 25 years. I think God knew I wouldn't have been able to teach in the public schools till retirement, given the behavior of the students, etc.

As a volunteer, I started a group in Lincoln called Citizens against Pornography and led that 10 years. Tom Osborne was its Honorary Chairman, so that was a huge plus here in the Cornhusker State. I also have been much involved in Children's and Adult Christian evangelism for about 20 years.

Malcolm Maries: Currently, I'm on my second stint out in Saudi Arabia, but plan to pack in work in a couple of years. My wife looks after the family home back in the English Midlands, and my two children (one born in the Katherine Bibby Hospital in Mombasa) now both work in London. They've never regretted having their early years in the sun.

Thomas Kehler. My stint in E. Africa sparked an interest in economic development and entrepreneurship. I did an MBA in 1964-66, spent 18 years in Colombia, and am now farming salmon and cranberries in the south of Chile.

Jack Sharp: When we returned home, I did one more teacher training project on Yap Island, Micronesia. The balance of my teaching career was in San Raphael, California. I retired from teaching in 1992. In 1979, I began working in the travel industry and led several group tours to East Africa on school holidays. My business grew (while I was working as an Independent Contractor with a local agency), and I opened my own business in 1994. My company is Sharp Travel Enterprises and Sharp Safaris. I still take groups to all parts of Africa as well as tour planning for singles, couples, etc. I am in Africa five or six times a year and I still find it very exciting. Much of my work now centers in South Africa, Zimbabwe, Zambia, Botswana and Namibia, but I still personally escort one group a year to Kenya and Tanzania, and, otherwise, send quite a few people there each year.

My wife, Lou, to whom I have been married for 46 years, worked at Sears many years and has recently retired. Lou was the only American hostess at Treetops Hotel when

we were in Nyeri. She travels with me to Africa once a year. We manage to get to Europe often, and she has accompanied me to China where I have taken groups on the Yangtze River cruise five times. Our three sons (two born in Kenya) live relatively close to us in the greater San Francisco area.

Jim Landewe: After teaching in Peramiho Teachers College in southwestern Tanzania, I returned to the U.S. with my wife, Joan, and our daughter, Cathleen, who was born in the Peramiho Mission hospital. For 28 years I taught secondary students biology and chemistry in Springfield, MO retiring in 1997. During that time Michael, Patrick, John, Theresa and Rebecca arrived to give Cathleen playmates. All have left home for school and work, spread from New York, Missouri and California. All still return for a canoe or backpacking trip in the beautiful Ozarks of Missouri or Arkansas.

When the baby, Rebecca, started school, Joan returned to teaching math for the first time since our Peace Corps work in Ghana where we met in 1965-67. She intends to retire in about four years, which will give us both more time to spoil our first grandchild, named "Mgeni Mtoto" for now, just like Cathleen, his/her mother, was named before she arrived into the sunlight of Tanzania on Mothers' Day 1968.

Springfield is located along the famous 'Mother Road, Route 66', now I-44. Any TEA/TEEA passing through, call and we can share a few stories and maybe a home-brew and some food.

Mark Helbling (TEA-Tanga, Tanzania 1964-6): After Tanzania, I went to the University of Minnesota (American Studies) and received a Ph.D in 1972. Since then I have taught at the University of Hawaii as well as The Faculte des Lettres (Fulbright-Tunis, Tunisia, 1976-7) and the National University of Abidjan (Fulbright Abidjan, Ivory Coast, 1984-5). I recently had a book published by Greenwood Press--The Harlem Renaissance: The One and the Many (11/1999). Plans are in the offing to teach in Dar Es Salaam this summer (2000) but nothing is yet for certain. My wife Joan has recently retired from teaching but continues to tutor dyslexic children with reading problems.

Robert Taylor: I have been at TC ever since returning from Uganda in 1966. I did my thesis on primary school math teaching in Uganda and then became interested in computing and eventually founded the graduate program in computing and education here at TC. I would credit TEA with planting the seeds for my continuing activity overseas, mainly in Latin America, South Africa, the Middle East, and Eastern Europe - they inevitably involved the role of computers and related technology in transforming education globally. I would also credit the experience there with pushing me into the role of solo bass-baritone, triggered by my British colleagues persuading me to sing the respective Bass solos in a performance of Bach's Christmas Oratorio at Makerere for Xmas 1962, and then helping them produce the first Uganda Messiah at Namirembe Cathedral the following year. I have sung in the semi-professional choir at Riverside Church here in New York City for many years now (following up on the Uganda experience) and have sung as a soloist (usually in churches) in many of the cities I have visited while performing the international work mentioned above.

Bruce Levin: After considerable wrangling, I was able to get a Minnesota teaching certificate and taught in Minneapolis Public Schools for 30 years retiring in 1994. I am presently enjoying my retirement primarily occupying myself in windsurfing at various windy places around the world.

Richard and Martha (McCall) Lemke: Following TEA in the mid-'60's, Marty and I did graduate work at U.C. Berkeley, (I in engineering, she in social work). We're now into our second careers, I'm an artist (see samples on web-site, below), and Marty volunteers a lot (she's currently president of the board of the Oregon Shakespeare Festival here in

Ashland). We have one son, working for Pegasus Internet in NYC.
www.jeffnet.org/~rmlmke

Mary Ann Jackson: Upon my return to the USA in Dec '63, I taught high school math and biology at Lyman, Neb. for a semester, then took a job in Adrian, Mo. for two years. I did a masters degree at the U of Wyoming on an NSF fellowship and then moved to Twin Falls, ID to teach physics/math/chemistry at the College of Southern Idaho for 32 1/2 years, retiring in Dec '99. I was married for 22 years and have one son.

Brenda Tillberg: Your note was a complete surprise - I thought every one had forgotten about Teachers for East Africa! Anyone who knows I taught in Tanzania assumes that I was part of the Peace Corps! I signed on for a second contract under TEA, and spent 1965 - 68 in Dar es Salaam at Jangwani Girls Secondary School. It was an interesting time to be there, as the school was changing from an "Indian Secondary School" to a mostly African one. When I finished this contract, TEA was no longer hiring secondary school teachers, so I returned for a third contract under a voluntary agency, which I chose according to the school I wanted to go to. This is how I ended up working for the Roman Catholic Maryknoll Sisters at Marian Secondary School, soon to become Kilakala Secondary School, from 1969-1972. I still am teaching chemistry at the local secondary school, here in my home state of Vermont.

Frank Mitchell: After running guns out of a honky tonk in Mombasa, I returned to the USA, to go after a Masters in International Relations at SAIS, a branch of Johns Hopkins in Washington, DC, then I rose in the ranks of Cooperative Education at Beloit College, U. of Wis (Green Bay) and Otterbein College, where I ran out of steam and booze and started afresh in the wonderful world of advising biology students at The Ohio State University, finally and mercifully retiring on Y2K. My main activity is now getting emails from Bruce Levin describing his latest windsurfing experience, in addition to Internetting and a little travel(Germany). One of my pupils (well, and Bruce Levin's pupils ,too), Phillip Mussa, at Bwiru Boys' School (still POB 217), is now Headmaster. Those were the days, My Friend. P.S. That first part about gunrunning out of Mombasa is not true but I thought it would be a good grabber to my otherwise humdrum bio.

Kevin and Millie Barker: TEEA friends Dick and Ruby Sentman helped us get a teaching job in their home area of upstate New York. This Iowa boy spent the next seven years teaching in Batavia and Attica, NY. In 1977 I retired from teaching and Millie and I returned to Iowa to help run the family farm and a family John Deere dealership. Millie went back to college to do post-graduate work to qualify to be a librarian. She then was the librarian at our local school until she retired in 1991. We recently sold our interest in the farm and I am in a semi-retired mode. I work part time at the dealership. We try to travel several months of the year and we frequently do grandparent duties. One of our favorite memories of our TEEA experience was twice sharing a five day climb up Kilimanjaro with TEEA friends.

Don and Maureen Knies: (exerpted from Xmas letter) Winter was mostly a quiet time, the English weather keeping us, and the cats who don't like rain, in our cozy cottage, and the garden resting, thus giving Maureen a break. Village activities are slow-paced -- programs of Dorset Wildlife Trust, Garden Club, Historical society, pub lunches and afternoon teas, daily walks to the post office, visits to D's local in Shaftsbury with jolly friends on both sides of the bar and guest ales with euphonious names like Old Peculiar, Adam's Broadside, Moonlight Mouse and Waggle Dance. Our neighbors in Fontmell Magna stop for a friendly chat, and invariably we discuss the weather, the favorite English topic of conversation.

What plans for 2000? D will continue in his role as elder jazz groupie, following the Cuff Billet Band, the best New Orleans style group on this side of the pond. M will keep

up the never-ending process of sorting and “settling in” and making sure that the cats (and me) are well looked after. The TEA reunion at TC in the summer of 2001 sounds good to us. We plan to be on the East Coast in the late spring next year for my 50th college reunion (St. Laurence U., class of ‘51) so early summer or spring would be best for us.

Ted Essebaggers: I rode my 250 cc motorcycle, which I had bought from Tom Keeler (TEA Kampala), from Basrah, Iraq to Germany in ‘67 when I finished my contract and was on my way back to the States. I then transported it from G to MA where I later sold it. I taught jr-sr high school in MA for a year, then did an MA in ESL at TC in ‘68-‘69. I met Maja in MA in 1968, we married in ‘69 while in NY where I taught ESL in Brooklyn at City University of New York. In 1970 we moved to Oslo where I started working at the University of Oslo in a special program for training of Norwegian volunteers and technical assistance personnel who were going to work (of all places) in East Africa, Zambia and Botswana! Boy, was I happy to get into something like that where I could use my Africa experience and background! The program kept going until ‘93, at which time I was working on a 3-year teaching contract in Namibia along with Maja and our youngest son.

Our time in Namibia was a very enriching and happy time. My job at a teachers resource and training center in Windhoek, the capital, took me to every corner of the country to help my Namibian colleagues run short up-grading courses for primary and secondary teachers. My family and I were able to take holiday trips to South Africa, Zimbabwe and Botswana to enjoy the natural beauty of those marvellous surroundings and meet many wonderful Africans.

Since returning from Namibia, I have gone into administrative work at U of Oslo working mainly with international student programs and continuing education. My Norwegian language skills are pretty good after all these years in Norway, so I manage to hold my own working with Norwegian colleagues. Just now I am on leave from the university for a 10-month English teaching job with the Norwegian Ex-Volunteer Association. I’m enjoying being back in the classroom.

In ‘89-90, I had two short assignments in Bangladesh in several private schools for minorities (Hindus, Christians, and Buddhists) in Dhaka. The assignment gave me the opportunity to visit my birthplace and old school in South India and my old home and family friends in Raipur, Madhya Pradesh and Khariar, Orissa. Frank Manley, also TEA, and I have the same background from India where our parents were missionaries and we grew up and went to school together. In ‘97 I did short freelance teaching assignments in southern Angola and Hanoi, Vietnam.

We have three sons, born in ‘70, 71 and 77, so they have all left home. None of them are married.

Ben and Rosann Sauers: Rosann and I returned from Mwanza to Pittsburgh and a position at Shady Side Academy where I remained for the last 29 years. While at Shady Side, I finished a doctorate in History and held a variety of positions in the school. Most importantly, we built a new home on the old family farm in Clymer, NY. Rosann taught pre-K for 22 years in a small private school nearby. We left teaching in June ‘99, selling our home in Oakmont, PA. We moved to our farm where we continue to do all that there was never time for before.

We too remember our East African experience as transforming. Our children remember with clarity events that happened when they were only 5 and 7 when we arrived in 1969.

COMPILING THE DIRECTORY, Jan-July 2000. Approximately 75 more TEA/TEEA vets have been located since January, so that the total number of entries in the directory, which includes deceased members, is about 325. In Feb, Mary Ryan Taras sent a copy of the 3A/C booklet from ‘63. A conversation with Ted Heaton from that group revealed that several members of that group did not complete their two-year tours. (One member

was discovered to have served in the Abe Lincoln Brigade in Spain and was rejected for security concerns.) Peter Sellers sent a very useful Feb '63 list of all the postings throughout EA for all Brit and US TEA for waves 1 & 2. In March I created a database of TEA/TEEA members and the colleges and universities from which they graduated. Beginning in April I began sending out letters to these institutions asking them to forward my letters to their grads. I have completed these mailings to almost all institutions where we have more than two missing grads. I hope to finish this process by the end of the year. Results have not been what I had hoped since often members have not kept in contact with their alma maters. I still need the lists for TEA waves 2A, 2B, 2C, & 3B and TEEA 2 -- please send a copy if you have one.

On a trip to Europe in June I visited Tony and Shelia Seddon in Cambridge. Tony expressed an interest in searching out other British TEAers once he has settled into life back in England and retirement -- sometime later this year.

The directory has helped many of you to reestablish contact with long-lost friends. In May I located Malcolm Maries (Brit 1B) in Saudi Arabia and, a few weeks later, Kay Strain Borkowski (1B) in the same country. When I informed each of the others presence in SA, it happens that they were at Makerere together, and now live within walking distance of one another and didn't know it.

Please remember to send any changes/corrections of address, etc. as well as information which might help locate TEAers whose names aren't shown in the directory. For example, colleges attended by members of 2A, 2B, 2C, 3B and TEEA2 might be useful. The next issue of the newsletter will be in January unless there is reunion information that needs to go out sooner.