

TEAA (Teachers for East Africa Alumni) Newsletter No. 25, August 2011. Published and edited 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. It is easier for you to tell me than for me to re-find you!

The TEAA website, <<http://www.tea-a.org>>, is an easy way to keep up with TEAA happenings and news from East Africa. Suggestions and specific contributions of content are strongly encouraged. Send to Henry Hamburger, <henryjh@comcast.net>.

Henry is also our treasurer. Checks made out to TEAA should be sent to: Henry Hamburger, 6400 Wynkoop Blvd., Bethesda, MD 20817-5934, USA.

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DIRECTORY UPDATE

2011 REUNION REFLECTIONS, Brooks Goddard, chair of the TEAA Steering Committee

First, NYC 11 and EA 11 were both successes and thanks to all the organizers and participants. And about those fabulous T-shirts, I mean "fabulous!" They are still available and, yes, they are fund raisers. The cost is now \$50 for one, \$80 for 2, and \$110 for 3, postage included. Check payable to "TEAA or Brooks Goddard" and sent to Brooks Goddard, 59 Otis St., Needham, MA 02492. Please include sizes needed and the mailing address to which I am to send the T-shirts.

Second, NYC 11 had a little bit for everybody and began with that great dinner at Teachers College and the oratory of the permanent secretary to the TZ mission to the UN. The seminars were great, and I especially liked the attention to pedagogy and reading culture which found resonances in our discussions with teachers in East Africa. I was impressed by the driller of wells and the collector of backpacks. Ward Heneveld's presentation of www.uwezo.com made a big impact on me. I was also thrilled to be included in Lloyd Sherman's radio interview with him and the always sharp Don Knies. I encourage TEAAers to connect to the link to the program.

Third, we seek a venue for a reunion in 2013 and understand that folks in Denver and Minneapolis-St. Paul have put forth possibilities. Anybody in LA want to put their oar in?

Fourth, EA 11 proved to be a combination of success and ardor. There were 20 at the beginning and 23 at the end. Betty Castor and Sam Bell hosted a wonderful reception/dinner which followed on the heels of a grand visit to MacKay Memorial College in Nateete. Arlone Child must have been looking down on us, and Gene's spirit was ever present. MacKay has developed wonderfully. We were blessed by Senteza Kajubi's presence at the reception/dinner

which was highlighted by fantastic music on the one hand and self-introductions on the other. Vehicles set off the next day for Masaka and for Lira, and we met up again in Mbale after productive school visits. We were introduced to the rigors of our bus and the horrid conditions of Uganda's roads. In Migori, Kenya, we had two nights with Peter Indalo, school visits, and a fabulous conference/discussion with Kenyan secondary school teachers. All praise to Bill Jones for getting the conversation going with questions about pedagogy and teaching to a test, phenomena that increasingly command the attention of secondary school teachers worldwide. The matter of developing and nurturing a reading culture unconnected with tests was reflected on. Into Tanzania with our second border crossing and our 3 nights in game-park lodges; we dumped the bus and hired Land-Cruisers with thanks to Jerry Schieber. It was at this time that David Newbury lost his mother and Joan Schieber her brother-in-law; David and Joan left the trip early to return to the States. While in Arusha at our ever-popular Impala Hotel, we visited 5 schools and found them all going forward. Ed Schmidt had visited some schools in the Bungoma area of western Kenya, so we feel ready to upgrade our attention to Kenya schools. A full report will be completed soon.

Finally, I remind folks of our pledge in New York to write 300± words on where we are personally in 2011 and how TEAA affected our lives. We have an August 15 deadline, and you can go right to www.tea-a.org for the link to creating your entry.

Asante sana na salaamu, Brooks Goddard

TEA REUNION REMARKS, Thomas James, Provost and Dean of Teachers College

[The following remarks were delivered at a dinner held in a courtyard at Teachers College on Thursday evening, June 22.]

Hello, everyone, and welcome back to Teachers College. This is indeed a day for celebration. It's often said that we study history to avoid repeating the mistakes of the past. But that's only half true. History is also important because so much in it is worth emulating, renewing and adapting to the present. That's certainly the case with Teachers for East Africa – one of the proudest chapters in the history of Teachers College.

You all know the facts better than I do, but because I am a historian, I'd like to reflect on the basics: Teachers for East Africa was one of the first international initiatives of the Kennedy Administration. The program was launched in February 1961 with a grant to Teachers College from the International Cooperation Agency, the predecessor to the Agency for International Development (AID). TC had the responsibility of recruiting, selecting, and training American teachers for educational service in Africa while also providing technical assistance to help increase the number of local qualified teachers who were trained in East Africa. Teachers for East Africa was announced in February of 1961, and 150 teachers began training at Teachers College in June of that year. Right away three waves of teachers went to East Africa from the program: 1961-62; 1962-63; and then 1963-64. By 1972, TEA supplied 631 teachers for secondary schools and teacher training colleges in Kenya, Tanzania, and Uganda.

According to R. Freeman Butts, Director of International Studies at TC and the TEA program administrator, Teachers for East Africa was so successful that when the suggestion was made that the Peace Corps should replace it, the East African countries would not agree. "Their leaders were so satisfied with TC's selection and training of TEA," Butts said, "that they would not accept the usual Peace Corps volunteers who only had liberal arts education and no professional preparation for teaching." Butts called TEA "one of the most well planned, effectively carried out examples of multilateral cooperation for the benefit of Third World Development." As he put it, "Our job, in the long run, is not to run the schools for East Africa, but to make it possible for East African countries to train their own teachers and run their own schools." And that, ultimately, is what the program achieved.

And there is more. Through the TC's connection to the Peace Corps, we created the nation's first Peace Corps Fellows program -- an effort that fast-tracks returning Peace Corps volunteers into teaching in high-needs schools here in New York City. There are now more than 50 such programs based at colleges and universities around the country. A couple of months ago, TC and the Peace Corps celebrated the 25th anniversary of the Fellows at Teachers

College.

It's a great story -- but why, beyond the pleasure of retelling it, does it matter today? As the birthplace of comparative and international education, and with an extensive legacy of international engagement, Teachers College was the obvious partner of choice to run TEA. And today, the College is again pursuing that kind of role. Over the past few years, we have created a new office of International Affairs and launched alliances and programs in a range of countries that includes Bhutan, China, the Dominican Republic, Jordan, Iceland, India, Saudi Arabia, Thailand and Turkey.

That work reflects a growing recognition that education is today the premier form of global currency. At a time when new skills and knowledge are required for success -- when new industries and being born while old ones are being rethought or falling by the wayside -- education is no longer something to aspire to, or something only for a few. It is an absolute necessity for all, and nations of the world that cannot bring 21st century skills to all learners will be consigned to second-tier status.

However, there is a crucial difference between today and 1961 -- and that is that here in the United States and at Teachers College, we recognize that the opportunity to learn from other nations is just as important as our obligation to impart our own ideas and methods. I believe that outlook was implicit in the minds of all of you who participated in the Teachers for East Africa program -- and evident in the humility with which you approached your work. But today we need to embrace that way of thinking at every level of engagement internationally.

So -- we salute you here today. We celebrate the accomplishments of Teachers for East Africa, but even more, we look to the model it created to guide us in our future efforts. Thank you, and enjoy the weekend and your time back on TC's campus.

HISTORY OF TEA AND TEEA, Don Knies and Sue Nanka-Bruce

At the opening session of the reunion, held earlier in the afternoon, Don Knies and Sue Nanka-Bruce (3A) led a discussion on the history of TEA and TEEA. Sue shared the following synopsis of TEA alumni responses to her dissertation questionnaire from 1970. The data is for the U. S. component only.

- Total cost of TEA/TEEA was \$12,000,000
- Based on a 1970 TEA Alumni Survey with 277 respondents (68%)
- TEA teachers provided continuity and stability at their schools in a time of high staff turnover as teachers moved into other more attractive government jobs
- 80% of TEA teachers remained at their schools for their entire contract
- 35% of Group A teachers extended their contracts, but only 20% of Group B, most of whom went home for graduate school
- 90% recalled teaching as their greatest contribution and achievement in East Africa
- By 1970, 41% of TEA alumni had taken significant assignments outside the US, including employment and graduate study
- 61% of all alumni entered graduate school, including 86% of Group B, many in education, international studies, and areas related to their experiences in East Africa.
- From 1964-1970, 49% of alumni received master's degrees and 12% received doctorates. Another 8% were working on master's degrees and 26% on doctorates
- Career directions: 87% of Group A continued in education. 48% of Group B studied

education in 1970 and 65% said they expected to be teaching in the future

[Friday and the first half of the day on Saturday were filled with presentations on a variety of topics related to education and development with a focus on East Africa. Presenters included several of our TEAA colleagues and several guests from other organizations. Saturday lunch was a group affair at an Ethiopian restaurant. In the afternoon there were tours of exhibits at The Studio Museum and the Schomburg Center, both in Harlem. The concluding TEAA business meeting was on Sunday morning.]

TEAA FINANCIAL REPORT, Henry Hamburger

The following chart was used by Henry to describe the financial support TEAA has given to East African schools.

TEAA Financial Report (to nearest \$1,000) June, 2011				
#	year	grants	contrib	outside
	2001		2,000	
7	2003-04	10,000	10,000	4,000 (KCL)
14	2005	14,000	14,000	
16	2006	18,000	55,000	30,000 (AIOF)
17	2007	32,000	11,000	
19	2008	27,000	13,000	
25	2009	22,000	38,000	10,000 (a friend)
15	2010	17,000	16,000	
9	2011	17,000	10,000	
totals:		\$157,000	\$169,000	
+ 8 individual projects: \$40,000				

TEAA School Assistance: 130 grants for textbooks, laboratory equipment, computers, reading, microscopes, water, scholarships, feminine hygiene.

O- & A-level, girls & boys, 3 countries

IRS Tax Status: 501c3

Tax Forms: 990 + schedules, annually

<http://www.tea-a.org/actions/grants.html> for a list of the grants

Expenses: < 3% - electronic fund transfers, printing

Savings on: Transfers, Pro Bono

Earnings on: CDs

Outside Funding: Past, Pending

Want to help? You can!

Donate IRA distributions. Donate stock. Put TEAA in your will. Give out the brochure (and ask). Write a check to TEAA. (Send to Henry Hamburger, 6400 Wynkoop Blvd., Bethesda, MD 20817-5934, USA)

(all tax-deductible in USA & most states)

POSITIONS AVAILABLE. TEAA has never had a person, or persons, dedicated to raising funds or writing grant proposals for the organization. Instead each of us has raised funds and

contributed in his or her own way. If you have experience fund raising or grant writing and would like to contribute some time engaged in such for our organization, please contact Brooks Goddard, 781-444-5988, <goddard@rcn.com>.

REPORT ON THE JUNE 19 NEW YORK BUSINESS MEETING, Bill Jones

The Sunday morning TEAA business meeting marked the close of the New York portion of our reunion. We were keen to look forward and to influence others to take up the kind of work we have done. As a start in that direction, we thought of telling about what we did that made it seem so worthwhile to us and therefore agreed to compose and submit 300-word accounts of significant, telling experiences from our teaching days in East Africa fifty years ago. September 1 is the due date for those efforts. For more on that, see the following article.

More explicitly future-oriented was the discussion of how we might extend the work of TEAA through partnerships with individuals and with enterprises of the caliber that we heard about from our panel presenters. We also considered the feasibility of establishing a scholarship to support the education of individuals who evidence a decided orientation to engage education efforts of the sort that TEA, TEEA and now TEAA represent.

Teachers College, in major regard, is the logical location to institutionalize these kinds of alumni projects. Structures and ways of working that might be shaped to this purpose already exist at Teachers College. Graduate students, for instance, who are involved in international education projects may well be the logical tenants for what we have proposed. At the present remove the possibilities seem rich indeed. What, in fact, is possible needs to be explored. That exploration has been assigned to Harry Stein and me. If, however, our efforts at Teachers College do not yield satisfactory results, we might look to the International Institute of Education to determine whether it might function as an institutionalizing body for the proposed scholarship. The association knows, too, that there is guidance available in this matter among the alumni.

Finally, we discussed a 2013 reunion in Minnesota, Florida or Colorado. Then the double-meeting-goers flew off to East Africa and the rest of us went our ways.

YOUR STORY, OUR STORY: HOW IT CAN BE TOLD, Henry Hamburger

What's the story? At our great 2011 conference and reunion in New York, we discussed whether we can hope to influence the future by an account of the past. The talk turned to whether and how to go about systematically creating a written account of what mattered most to us and could be of interest and influence.

Your story is crucial. We agreed that to get started everyone would write 300 words about their time as a teacher in East Africa, and optionally, also provide two photos. It's up to you what to write about: a single event, a thumbnail history, an inspiring fellow teacher, an essay, an evaluation, something else or a combination. If in doubt, go for human interest, drama, and/or a flash of understanding about human nature and foreign policy. And note that even today, the World Bank declares that education is central to development.

How will we do it? Two ways. You can just email your story to Marsh McJunkin at MarshMcJunkin@gmail.com and she will take it from there. Alternatively, and simpler in the long run, you can use the "wiki" accessed on the TEAA website, <tea-a.org>. To access the wiki, click on "What's hot," scroll down to July 2011 and click on "Meeting Report," which appears in red. Then click on "story," followed by "Teaaki." Follow the directions there.

The advantage of a wiki is that you can put your material out there for others to see and comment on, and you can change it in response to what they say or to your own new thoughts. It lets you see what others are writing, which may inspire you, and of course you may inspire them. The "email to Marsh" option means that she will put your first draft out there on our wiki.

With either the wiki or email, it's probably best to work on your story and get it into electronic form in your usual way, so you can start to do that right now. Then you can copy and paste it later – either onto your own wiki page or into an email message. Remember though, you can edit right on your wiki page, too.

Never get near a computer if you can help it? Then, dictate your story to a friend who

does, or write it longhand, and ask a friend to do the typing for you.

TEAA AFRIPADS PROJECT FINDS TRACTION, Ed Schmidt with lots of help from Gene Child and Sophia Klumpp

In the July 2010 newsletter, Gene Child reported on his research into the problem of girls missing school several days a month during their menstrual periods, and a pilot program at MacKay College to subsidize the purchase of reusable sanitary pads, manufactured locally in Uganda. (See KEEPING GIRLS IN SCHOOL -- TEAA'S AFRIPADS PROJECT, by Gene Child in Newsletter 23 on the TEAA website.) The pilot included a questionnaire that was to be completed by the girls that participated. Sophia Klumpp and Pauls Grinvalds are the founders of AFRIPads, the company and the product. Their website is <<http://www.afripads.com>>.

In New York, Gene spoke about his efforts and presented a video provided by AFRIPads. The following emails describe the progress that has been made.

On 3 March 2011, Gene Child to Sophia Klumpp:

On Feb. 11 I sent emails to you and Gertrude asking for an evaluation of the Afripads project. I have never had a reply from Gertrude about the success or failure of the MacKay project. My suspicion is that it is because I am a man. I understand you have been sent some results. What are the prospects for the Afripads project? I would like to continue my support of the project. Gene Child

On 09 Mar 2011. From: Sophia Klumpp to Gene Child. Dear Gene,

Sincere apologies for the long delay in communication. I have no excuse other than AFRIPads is picking up steam over here - which ultimately is a good thing, as our exposure is growing, and demand is high - but we find ourselves understaffed and falling behind on correspondence. This is something we are actively trying to remedy, and we recently expanded our staff to include two additional sales representatives.

In regards to MacKay College, my honest evaluation of the AFRIPads program is mixed. When I initially visited the school to do a follow-up, Gertrude directed me to meet with a teacher named Dora who was responsible for implementing the program. That was mid-November and only 75/200 pads had been bought by the girls. [The numerous reservations given by Dora and Sophia's responses have been omitted for lack of space.]

[A]fter meeting with Dora I was able to do a 1-hour workshop with the girls and I was met with surprisingly good feedback. At first I was just collecting feedback, but I quickly realized that many of the Senior 1 students or other new girls had not been introduced to the product and had not known they were available from Dora's office, so I ended up doing a complete demonstration. This immediately cleared up some questions and concerns that the girls had - including all of those listed by Dora. After answering all the girls' questions, I asked 50 of the girls who had bought AFRIPads from Dora to fill in a product survey for me. 41/50 of the surveys were valid and the data summary is below, and I think that after the less positive response shared above, you will be pleasantly surprised! Hence my response that the feedback is "mixed".

[T]he feedback from girls using AFRIPads is quite good. I am not sure what to attribute this mixed feedback, Dora's findings vs. survey data, to, but it should be noted that MacKay is the first "urban" school we have partnered with. And although it is evident that there is no lack of economically marginalized students among the MacKay population, perhaps it has more to do with attitudes and peer perceptions than in other more rural schools. I have no idea how many girls contributed to Dora's list of concerns, and I honestly expected we would sell more than 75 kits in this time period, but as you can see the response from the 50 girls who did purchase is overwhelmingly positive. So perhaps it really is just a matter of personal preference and socio-economics.

As always, thanks for your continued concern for these young ladies. And again, my apologies for the delayed response. I will wait for your feedback to hear if and how we shall proceed. Warm regards, Sophia

At this point Gene shared Sophia's response with several people on the TEAA Steering Committee. He received back several favorable comments, which he shared with Sophia. Here is a portion of a response from Betty Castor:

March 10. All, ... As some of you know, I have a new friend in Seth Eggressa, Shelby's good friend, who is a Ugandan and returns to Tororo every year. He'll be arriving in late May and will be there when we visit. He has been helping me to understand how projects are often times delegated by head teachers to teachers and sometimes by teachers to others (in other words – down the line). The idea of having presentations and more frequent discussions by, in this case Sophia, who represents AFRIPads, becomes more important knowing that responsibility is often passed along. Any girls' school would be potentially good placement. I'll also share this discussion with my colleagues at the USF College of Public Health. They will be sponsoring Masters in Public Health students this summer at two sites in Uganda, Papoli, near Tororo, and Kaseke. The MPH students are primarily female as well. Betty

Mon., 21 Mar 2011. Sophia Klumpp to Gene Child. Dear Gene,

Thank you very much for sharing this feedback with us. It is great to see the enthusiasm coming from TEAA! My comments to your questions are incorporated into your email and written in blue. My suggested action points for moving forward are summarized below:

1. It would be fantastic if grant funding could be acquired to bring pads to the other schools under TEAA support in Uganda. Is this something you write, or do you need input from me? I am happy to assist.
2. Please let me know your thoughts on subsidizing vs. donating to the schoolgirls.
3. I will discuss the possibility of encouraging communication between AFRIPads users and nonusers at MacKay with Dora.
4. If you would like me to drop in at the schools in Lira, please let me know and send the necessary location/contact info. I will be there this Friday.
5. It would be great to meet with your TEAA delegates coming in June. Please feel free to connect us by email.

Thanks in advance for your support Gene. Looking forward to discussing your thoughts on how to proceed. Warm regards, Sophia

In April Gene submitted a grant application to TEAA to subsidize the purchase of AFRIPad kits by girls in Uganda schools that TEAA supports with educational grants. The grant would allow girls to purchase the kits at 25 percent of their usual cost, or about \$1. The grant application was approved. Arrangements were made by treasurer Henry Hamburger and Fawn in Kampala for the transfer of funds to AFRIPads

Thursday, May 19, 2011. Sophia Klumpp to Henry Hamburger . Hi Henry,

... I met with Sister Clare Migisha from Iceme Girls SS yesterday in Kampala and we had a great discussion. She is a motivated woman and immediately opened up about the challenges of menstrual management at her school – in particular the absenteeism among girls who don't afford pads and the disposal of commercial pads around the compound. She recently received funding for EcoSan toilets which are now installed at the school, and she has been stressed about how to properly deal with pad disposal because disposable pads will spoil the EcoSan system. Moreover, the student body has grown to 608 girls so the toilet traffic has almost doubled over the past 2–3 years. She has agreed that the second week of June is an ideal time for us to visit, so we will schedule accordingly. She sends her greetings to you all and is looking forward to your visit. Kind regards, Sophia

Thursday, May 19, 2011. Sophia Klumpp to Shelby Lewis and others. Dear all,

Thanks for the updates on contact information for the various schools. I have just sent

emails to Ida @ Tororo Girls' SS and Maxwell @ Bishop Tarantino. I am in contact with Dora @ MacKay College and I met with Sister Clare @ Iceme Girls SS yesterday. I am remaining to make contact at St. Bernard's Kiswera for which I have no contact information from TEAA, but if the school is located in/near Masaka we can easily arrange a visit. I will inquire from my staff if they are aware of this school and its location.

My primary goal at the moment is informing the relevant parties of this program and scheduling appointments for AFRIpads to conduct an outreach, ideally in the second week of June. I will touch base again when I have feedback. Thanks again to all for the ongoing support. Kind regards, Sophia

Sophia to Maxwell Engola. Dear Maxwell,

Please allow me to introduce myself. My name is Sophia and I run a small company called AFRIpads Ltd. in Masaka, Uganda. You can find our website here: www.afripads.com.

AFRIpads manufactures cloth, washable sanitary pads, which we market primarily to schoolgirls who cannot afford the monthly financial cost of disposable pads. Our product is a low-cost innovation whereby one of our "menstrual kits" provides a girl with complete menstrual protection for up to a full year (12 cycles) due to the convenient, washable design.

The product is made from an absorptive, quick drying fabric, which makes it an ideal material to be used in washable sanitary pads. In some areas of Uganda, girls skip up to 4-5 school days each month (or 25% of the academic year) simply because they cannot afford effective menstrual protection. By making our product available to schoolgirls - particularly those from marginalized areas - our company aims to reduce menstruation-related absenteeism and help girls in Uganda fulfill their academic potential.

Now that you understand who I am and what I do, allow me to explain why I am contacting you. I have been working with the Teachers of East Africa Association [sic] (TEAA) for one year at one of their partner schools (MacKay College) in Nateete, Kampala. TEAA provided a grant which allowed my company to supply our sanitary pads to the girls at MacKay College at a subsidized price (approx. 2,000 UGX/kit). TEAA would now like to extend this program to several of its other partner schools, and Bishop Tarantino College has been selected as one of them. As such, I would like to speak with you regarding how and when I can visit your school to introduce the product to your students and deliver a supply.

I understand it is a busy time of year with the students returning to school in a few days, but this also makes it an ideal time for us to introduce AFRIpads to the girls so those who cannot afford to purchase disposable pads among their school requirements are aware that they have other options. Furthermore, it is environmentally advantageous for you if the majority of your students use washable pads due to the waste created by disposable pads and the impact this has on your latrines. As you run an all-girls school, I am sure that you are intimately aware of these challenges and I hope you are as excited as I am to begin a partnership.

If possible, I would like to schedule a visit to Bishop Tarantino College during the second week of June (9th-13th) to introduce the product. I would appreciate if you can let me know if these dates will work?

I look forward to hearing back from you and I am delighted to be starting a partnership. With kind regards, Sophia.

Dear Ed,

I received this note from Sophia and we have arranged for their visit to the school this week Thursday. Thanks to TEAA for this great contribution to the girls, am sure they will appreciate the product. I will let you know the students' response after the visit. Regards to all, Maxwell

Wed, 01 June 2011. Sophia Klumpp to Gene Child. Dear Gene,

I have exciting news to share. Yesterday I promoted at Bishop Tarantino College in Lira and had a wonderful experience. The girls were very enthusiastic about the product during my

promotion. About a dozen of the girls had received AFRIpads last year as participants in "Camp Glow," an all-girls 1 week camp put on annually by the U.S. Peace Corps Volunteers. They shared their positive feedback with their peers, and in the end we sold 82 kits on the spot! The girls swarmed the table and it took several teachers to organize them into lines and maintain order, helping us make change and distribute kits accordingly. So all in all, it was a great success!

I am afraid that I was too occupied to take any photographs. However, the girls all understand that TEAA is supporting them by making the pads available at a very affordable price, and they are looking forward to seeing and thanking the visitors in a few short weeks!

Thanks so much Gene for pushing this initiative forward and enabling us to offer this program at TEAA's other partner schools. We're delighted!

Please share with other TEAAers as you see fit! Many thanks, Sophia

Sophia reported similar enthusiastic responses from students at Iceme, Tororo, and St. Bernard's Kiswera. On the trip to East Africa, Betty Castor and Sam Bell hosted a reception and dinner at our hotel in Kampala on June 29. Sophia and Pauls were among the many guests. During the evening Sophia mentioned that the grant funds would run out by the end of the month. For me it was rewarding on the trip to meet Sophia and Pauls, whom I'd only known before through email.

TEACHING PRIMARY SCHOOL IN EA 2011, Pat Gill

[Most of us who went on to the East Africa portion of the reunion began arriving in Entebbe on June 27. An exception was Pat Gill, who had foregone the New York reunion and arrived in Uganda a month earlier.]

During the Teachers for East Africa Alumni trip to East Africa I decided to go early and do some teaching at St. Theresa's Primary School outside Kampala. I have been doing some demonstrations and discussions with primary school students during most of my 5 trips since 2000, but this time I was going to try to do student participation in hands-on demonstrations. I forgot that primary school classes are large, 70 or more students in each class. Undaunted, I chose examples that used candles, water, soup bowls, string, rocks, rulers and other local materials. On my first day the group I had when the bell went for lunch did not move. I said, "it is lunch time, are you not hungry?" The answer was no. "What would you like to do?" "We want to do the demonstrations again!" I was so pleased. While the first day was great the other nine days of demonstrations were dicey some of the time. However, the students enjoyed doing hands-on things and they gave me a wonderful send off at the end of the three weeks with singing, dancing, flowers and a faculty get together. Two science teachers helped me each day and we planned the day and demonstrations together. They were so knowledgeable but time, equipment, and ideas are the only things holding them back.

[In a phone conversation I asked Pat what she meant by "the other nine days were dicey at times." She mentioned that the children did not know how to use a ruler to measure the lengths of their string pendulums which were longer than the ruler, something she had not anticipated. She brought along magnifying glasses and had the children draw insects that the teachers had collected days earlier. Some children were hesitant to draw, fearing they wouldn't get it "right." Both of these issues might occur in any classroom, but probably the biggest problem was that when the children worked on an experiment among themselves, they spoke to one another in the vernacular, and Pat wouldn't know what they were talking about. -- Ed]

EDUCATIONAL CONFERENCE AT THE OYANI CHRISTIAN CENTER, MIGORI, KENYA, Pat Colby

[Pat Colby took copious notes at both the New York and East Africa reunions. The following two articles are a result of her efforts.]

On June 28, 2011, Reverend Peter Indalo, founder of the Oyani Christian Rural Services Conference and Training Center in Migori, Kenya, hosted an afternoon meeting between local educators and TEAA members. Panelists Milton Okunya, Peter Indalo and Brooks Goddard opened the session asking those present to introduce themselves.

Professor Gershom Sande, a highly respected neurosurgeon, spoke first. He graduated from Makerere University Medical School and worked until his retirement at Kenyatta National Hospital. He praised John F. Kennedy's leadership when he urged Americans to "Ask what you can do for your country." Sande spoke of his admiration for the Teachers for East Africa and the Peace Corps.

Thereafter, fourteen Kenyan educators and sixteen members of TEAA introduced themselves to one another. Brooks Goddard and Milton Okunya followed with introductory remarks.

Brooks outlined the K-12 educational structure in the US, explaining that property taxes collected from each municipality support schools. Some municipalities are poorer than others thus creating inequities in school funding. Historically, U.S. schools focused on general education but currently there is increasing pressure to make students "career ready." U.S. schools face issues of socialization -- gender equity, class and other discrepancies, religious and same-sex relationships and the need to remind students of their civic responsibilities. American students need to listen to what their elders have to say, complete assigned work, ask for more assistance if they don't understand and contend with the crowding and impersonalized environments of big city education. Yet, American high schools are blessed with an array of resources and teachers who work very hard. Brooks concluded by describing the formation of TEA; its funding through US AID, its selection of teachers to educate Africans and the training of those teachers via the universities of Columbia, London and Makerere.

Milton's opening remarks were as follows: "The spirit of TEAA lives on. Those of us who were not there in the 60's continue to carry the flame." He went on to list the issues affecting student education in the Migori region: large numbers of impoverished orphans, the need for local schools to join forces to share scarce learning materials and the low secondary completion rates among girls, the result of early marriage or early pregnancy. Additionally, birth control policies have been relaxed in the region. In the 80's and 90's birth control effectively curbed population growth, but after the ravages of AIDS, population increases were encouraged. Hidden costs also keep students out of school and many are head of household. Students, he said, need connection through more affordable basic reading materials from elementary to secondary. Unfortunately, elementary schools do not always prepare students to read, speak and write in English. Without proper English skills, students cannot succeed in secondary where the medium of instruction is in English or pass the English language state exam. Milton is an advocate for student Internet activities and ongoing staff development for teachers.

Following remarks from Brooks and Milton, commentary from the floor was entertained:

- Bill Jones: Exams restrict the focus of teaching; narrows the scope of education.
- Pat Colby: Internet connections between schools in US and Africa?
- Pat Gill: Like to hear from teachers what things they need at their schools.
- Teacher: Long standing issue: well established schools vs. newer schools that need basic textbooks and dormitories (students walk long distances).
- Teacher: Our school has Internet connection with schools in Germany and Austria. We exchange letters and these contacts have resulted in small donations to our school. The Internet provides expanded learning opportunities.
- Teacher: The issue for many schools is that all students must have access to education by 2015. Policies in Kenya are top to bottom. Government does not care about quality. When Kenya speaks of free education, schools can only provide 40% of co-curricular activities which require balls, uniforms, other equipment. Not all

students will go to university. Suggest a three tier approach:
1) Centres of Excellence, 2) Vocational Training Centres; 3) Talent Academies.

- Teacher: It is a pleasure to be in a meeting with the white man and the black man. Rural schools need financial and moral support. Please keep rural schools in mind!
- Teacher: I was involved in the SMASSE Project (Strengthening of Mathematics and Science in Secondary Education). SMASSE is a joint venture between the Kenya government and the government of Japan through JICA (the Japanese International Cooperation Agency). SMASSE is mainly involved in In-Service Training (INSET) for Teachers of mathematics and science in secondary schools in Kenya. SMASSE came into being when the consistently poor performance in mathematics and science (biology, chemistry and physics) became a matter of national concern. Through INSET training, we have improved our classroom methodology and moved away from “chalk and talk” to active lessons that are student-centered.

Brooks summarized the issues of pedagogy as discussed in the meeting and as observed in school visits: Fewer teachers are behind the desk teaching to the text; they are circulating in the classroom, soliciting interaction from students. Policies made by non-teachers affect education in East Africa more than they do in the U.S. Discussion of co-curricular activities leads to the question of what is education beyond the classroom. The U.S. tries to provide opportunities for each student. TEAA teachers have observed more of the personal voice in classroom visits -- students making speeches and writing essays. We have appreciated this opportunity to share an educational conversation with our African colleagues.

VISIT TO NOTRE DAME NJIRO, ARUSHA, TANZANIA, Pat Colby

On July 4, 2011, a visiting TEAA team consisting of John Dwyer, Jan Kerr, Ed Schmidt, and myself, was hosted at Notre Dame School, Njiro by head teacher Sister Shaija (pronounced Shy-ja). The school started in 2002 in a garage next to the Sister House with 25 children. It has subsequently grown through funds received from the Californian Province of the order. The new school, built in 2007, has 24 classrooms, four of which have been converted to girls' dormitories, hallways and administrative offices. The school now has a total of 400 students, 67 younger children in three Montessori classes and 193 primary school children in primaries 1 - 7 and 140 students in secondary. Fees are 10,000 shillings, approximately \$8, per month with an additional 30,000 shillings, about \$25, per annum for food. The school also provides, free of charge, nursery education for a number of local children who cannot afford to pay the school fees. These children, when old enough, go to government schools.

Adjacent the school is Zinduka, or Wake Up, the Women's Centre. A social worker and 15-20 additional staff go into the surrounding villages, building community women's groups of about 10 women per group to promote economic independence through the learning of new skills, the pooling of resources and micro-financing, called Merry-Go-Round in East Africa. Currently there are approximately 30 active women's groups. A “sisters in formation,” acolytes in training, center is located at the edge of the school property.

The school library is clean, functional and well-supplied with reading books and large tables for student study and research. Science textbooks provided by TEAA, are housed in a shelved metal cabinet during school recess and used in the classroom when school is in session. Sister Shaija expressed gratitude to Henry and TEAA for its ongoing support.

On September 24, 2011, Notre Dame will have a big fund-raiser for a new girls' dormitory to be constructed on campus property. The event coincides with student graduation and will include parents and family members, local dignitaries and business people -- all potential donors. The construction of the dormitory, to house 360 girls, will free four classrooms now used as dormitories and allow for an increase in secondary students. A review of the school's history suggests that various stateside dioceses have contributed funds to large building projects, but do not contribute financially to the day-to-day operation of the school. Given the comprehensive nature of Notre Dame from Montessori to the Women's Centre, and the ongoing needs at the secondary level under its visionary leader, Sister Shaija, I feel TEAA should assist the school with desperately needed classroom sets of textbooks and scientific materials to support student preparation for the practicals.

EAST AFRICA 2011 ON YOUTUBE, Ann Dickinson. Ann shares her videos:

<http://www.youtube.com/watch?v=s-U84bwTV4o> -- Uganda roadside: teachable moment for waalimu wazee and watoto
http://www.youtube.com/watch?v=T_wNR0D3D4A -- Life in Lira
http://www.youtube.com/watch?v=gHg9q_6gUlc -- Uganda kids singing
<http://www.youtube.com/watch?v=GV39bhZtF18> -- Singers, dancers performing religious music
<http://www.youtube.com/watch?v=qfwWYI0lpOo> -- Sipi Falls
<http://www.youtube.com/watch?v=WWOjkaeonaM> -- Lions attack Cape Buffalo

NYAKATO SECONDARY SCHOOL, FEBRUARY 2011, Leal Dickson

Greetings from Whidbey Island, near Seattle, Washington, and from the staff at Nyakato Secondary School, Bukoba, Tanzania. Audrey and I recently made the first TEAA visit to Nyakato since Henry and Ed's 2007 trip. We arrived in Kampala on Feb. 4, stayed at Namirembe Guest House, had a great visit with Fawn, and by the 7th had a car and driver arranged to go to Bukoba.

Under the direction of the second master, Henry Bitegeko, the staff had a detailed schedule for us starting at 9 the next morning. After the usual introductions, welcome and guest book signing, there followed an assembly of students and staff that included the national anthem, the school song, speeches (another more formal welcome), some local drumming and dancing, and the recitation of a rap poem composed and performed by English class students thanking TEAA for our support. All very touching.

After lunch we toured buildings and especially labs and the library. Josephat, our local representative, was there for all this. The next day we went back to have a closer look at the items we have supplied and for me to meet with (and teach, would you believe?) a 5th form chemistry class. I was able to meet with only 5th form students because the 6th form students were taking their leaving exams. (Notably, there were 2 government guards, carrying AK47s, with the exams at all times!)

Audrey and I came away concluding that our help has made a clear difference in 3 major areas: First, our most effective contribution -- the 800+ textbooks TEAA has supplied -- has had a major impact. Unlike five and half years ago, they now have a functioning library that gets regular and substantial use, a part-time librarian, a check-out system, lighting, and tables and chairs in good repair. A second adjoining room has been outfitted with more study tables. Other books are there also, and students use the textbooks there only. The books have obviously gotten substantial use as evidenced by the worn covers, etc. Of course TEAA didn't do all this, but our help made a very large difference.

Secondly, there is the Form IV leaving exam results: Of the 77 students taking the exams, all but 12 passed. There were 5 Div. I passes, 8 Div. II, 17 Div. III, and 35 Div. IV passes. This group of Nyakato students placed 12th highest of the 155 West Lake Region institutions, all secondary schools, public and private, and 211th of the 3,000+ secondary schools nationwide. I asked for and have the detailed report from the ministry. [These results are at

<http://www.necta.go.tz/> . -hh]

Thirdly, the students and staff seem more hopeful to us than when we were there five and half years ago. Not measurable of course, but a feeling we came away with.

Warm regards to you all, Leal and Audrey

LETTERS FROM OUR EAST AFRICAN CONTACTS, Ndesamburo Kwayu and Fred Tukahirwa

Subject: Our National form four examination results. Dear Mr. Henry, "Shikamoo Mwalimu". Greetings from our warm summers in Monduli. Hope the winter is "going away" in your area. We are doing very well. Very busy at the beginning of the year. Recruiting new form one students, administering national form six examinations, teaching forms one, two, three, four, and five, attending to parents, etc. We are proud to announce to you that the TEAA support to Moringe has had an impact on the performance of the national form four results mostly in the fields of maths and sciences. Moringe Senior Secondary School is number one in the district, which has 23 secondary schools, number one among the 10 Diocese secondary schools, number 9 position out of 134 secondary schools in Arusha region and position 114 out of 3196 national secondary schools in Tanzania. Our summary is Division one 5, Division two 11, Division three 21, Division four 23 and division zero 2. You can visit the National Examinations Council of Tanzania and visit S.0409, Moringe Senior Secondary School. www.necta.go.tz for more details.

Once again we thank you so much as we see science and maths students do well in the exams. Greet our friends in the TEAA. Sincerely, Kwayu.

Dear Betty, It was a great pleasure meeting with you, Sam and the entire team that visited New Kabale Busega High School and at the sumptuous dinner. What an experience meeting people with fond memories of their previous vocations and willingness to help those in need!

We were honored by your visit and the students ask many questions about your visit. You cannot imagine how your presentation awakened the desire to pursue studies in America!! We tell them to work hard and who knows, the lucky few may find themselves there.

Wishing you good luck. Kind regards, Fred

TEAAers PUBLISH, Bernth Lindfors, Larry Thomas, and George Pollock

Bernth Lindfors book, *Early East African Writers and Publishers: Ngugi Wa Thiong'o, Okot P'Bitek, David Maillu*, is now out and available from Africa World Press, P.O. Box 1892, Trenton, NJ, for \$24.95 plus postage. The website of the University of Texas, where Bernth (1A) is professor emeritus, describes the work as, " a collection of essays exploring the emergence of East African multilingual literary production in the mid-20th century. Through interviews with the major writers of the region, Professor Lindfors provides rare accounts into the process by which East Africa, once considered the literary desert of the African continent, became central to the creation of a unique literary scene."

Laurence (Larry) Thomas. Dear Henry, I decided not to attend the TEA/TEEA reunion in New York largely on economic grounds. I was part of both TEA and TEEA from the beginning wave, toured Kano, Nigeria, on our unplanned stopover there, and welcomed in Entebbe by Moira Harbottle. The house I shared with Malcolm Maries at #29 Kyambogo hosted many TEA members for the following eight years, and I remember so much many of them. However, some have passed and some have slipped through the cracks, as, apparently, have I.

The great work that carries on in East Africa by people like you and a handful of others has not gone unnoticed. I have not been in a position to help much in that work, but rather than to spend so much in going to the reunion, I elect to send the enclosed check to help further that work. This seems more important to me than to exchange memories with a few familiar names and faces for a few days.

My life has led me in the path of literature. I have published ten books and many chapbooks of poetry, humor, fiction, and creative nonfiction. I have been lecturing on poetry in Eureka Springs, Arkansas, each April for nearly 20 years. The magazine I founded, *Third Wednesday*, a literary arts journal, is in its fifth year and counting. The magazine and I can both be found on the Internet by Googling my name or that of the magazine.

I wish you the joy of the reunion. Sincerely, Larry

George Pollock. Hi Ed, Sorry I could not make the the East Africa reunion. I've been loaded down working on my e-books. I now have four on Amazon(Kindle edition). Google E-books, and Barnes & Noble (Nook). The latest is *Killers: Surprises Inside a Maximum Security Prison*. A summary: The author spends 23 hours locked up with inmates inside a maximum security prison, many of whom are convicted killers serving life or long terms. He arrives with certain attitudes, assumptions, expectations, and no little fear for his own safety. But as he meets convicts, eats prison food with them (or, more accurately, tries to do so but can't stomach it), sees their prison life up close, hears their stories, and gets to know them -- all without a correction officer in sight -- he gets surprise after surprise. One by one, his preconceptions fall away, except for one: prison life is hell. The E-book is available at: <<http://www.amazon.com/dp/B0055ED4KO>>.

Looking forward to reading about the East Africa trip. I'm determined to make the next one! Best wishes, George Pollock. Homa Bay Secondary, Kisumu Secondary, 63-65

WE'VE HEARD FROM YOU

Paul Glauser. Ed, Just a thought: have you ever considered gearing portions of these reunions to the kids of TEA/TEEA-ers who accompanied their parents to East Africa? They share many of the fond memories which their parents have of their time there, and in at least a few cases I'm sure have done things since which are directly linked to that experience, just at their parents have. This would change the complexion of the reunions somewhat, so maybe the older generation would balk at it, I don't know. But with many of the older generation reaching into their 80s and many of the kids now into their 50s or even 60s, it may be a way of adding energy to the reunions. Paul Glauser
(15 yrs. old when our family went to Uganda in 1967)

Lucy Larom, on Feb. 11. Ed Hi - TEA newsletter always so interesting.

I don't however hear anyone talking about the deep distress and hardship that resides within Uganda and the drama that is unfolding around the upcoming election. The U.S. Gov't has been petitioned by several candidates to call off the election as it has already been rigged for a Museveni win. The people are really angry at the years of corruption and human rights abuse under Museveni and there is a strong prediction of violence. You guys (TEAA) could really provide a service by having on-the-ground folks monitor the elections, get people to the polls, and be a witness to what happens.

Also, the amount of media suppression surrounding the Museveni dictatorship and the active spread of disinformation has to be countered by a liberal dousing of the truth. Read www.blackstarnews.org. Look at www.udii.org. And those are the first layers of the onion. Amin is a saint compared to Museveni, and Egypt could look like a tea party compared to what may happen in Uganda Feb. 18th and thereafter. In retrospect Museveni will be seen as one of the bloodiest dictators in history. In the meantime we sit around as if nothing were happening.

Click on some of the links on our website www.cegun.org. (Campaign to End Genocide in Uganda ... Now!) We have studied and studied these things and have a broad network internationally. I read daily emails with links to scholars and journals and scores of reliable sources. We are informed by Acholis in our community, Baganda in LA area with whom we have formed an Alliance, UNAAnet, Ugandans at Heart, Acolinet and other Ugandans as well. You guys must surely be aware of the same things but maybe, like Invisible Children, don't want to

compromise your welcome status in Uganda.

I mostly have not felt it was my role to bring the things I know about Uganda to TEA as I haven't been active and was just "somebody's wife." I also think most TEAAers must know the same things I do. But I honestly don't understand why this isn't a part of the TEAA dialogue.

Thanks for keeping me in the loop. Would love your response to my comments above. Late night blessings, Lucy Larom --Co-Chair, Campaign to End Genocide in Uganda ... Now!

Andrew Keeble. Dear Ed, Please accept my apologies for causing you extra work in having to send me a printed copy of the latest TEAA newsletter. My old hotmail address is indeed inactive because it was hijacked just before Christmas, the password and security details changed and a scam email sent to all my contacts claiming I had been mugged in Barcelona and asking for money. I only had a 2006 printout of my contacts list and have had great difficulty in notifying everyone of the problem and my new email contact address. As you can see, it is abk.mk@btinternet.com

I eventually managed to persuade Hotmail that the account WAS mine, and they allowed me to change the password, only to find that the scammers had deleted my contacts list immediately they had sent to scam, to prevent me notifying everyone.

I look forward to receiving all future newsletters by email - I am contemplating organizing a personal, individual trip back to my old school, Mpwapwa Boys Secondary School, Central Province, Tanzania, but am a bit daunted by the potential hassles involved. If I do finalize any plans, I will let you know. Best wishes, Andrew Keeble -- Mpwapwa Boys Secondary School, 1966-1967; Alliance Secondary School, Dodoma, 1967-1968

Bernard Sauers. Ed. Thought I would share a brief note that connects me to my days in Tanzania.

While I was at Butimba, I had a Masai student who invited my family and me to visit his home while we were on school vacation. We did, and it was one of the highlights of our time in East Africa. As I was preparing to come home in 1970, this young student asked if he could have my address in the States. I had just signed a contract, and so I gave him the name and address of the school. It turned out to be the school at which I would spend the next 29 years .

This past Christmas we received a phone call, a pleasant young lady, with an African accent. She asked if I remembered the name of Simon Sitayo. We said we did. She then went on to explain that she was his daughter, and that with the birth of her child the parents were visiting.

She then told us the story of her father coming and bringing this piece of paper with a name and address on it and saying, " See if you can find this man." She went on the internet and found the phone number of the school. The school gave her our phone number.

It has been 40 years since we last saw Simon, now a man of 65, who has retired from teaching and a job as a school inspector in the Arusha region. We have traveled to Georgia for a visit, and he and his wife will fly to be with us a week before they return home in May.

My first question when I met Simon was, "Why would you have kept a piece of paper with an address on it for 40 years?" His simple reply, "I always thought we would meet again."

My other thought is how other people in TEEA must have touched young African lives and never knew it, nor ever had the opportunity to meet again 40 years later to reconnect and to ask what happened after they left. TEEA was a rich experience, but perhaps the richest was meeting my old student and catching up.

Thanks Ed for your efforts to keep us all together. Bernard Sauers, Butimba '68 -'70

John D. Warren. Although sometime retired from the teaching world, I very often look back at the East African experience (6 years in my case) with many fine memories. Certainly in the classroom it was a lesson in discipline regarding the use of language to young people whose second language is English.

As a science teacher I wrote a couple of Biology textbooks during my later Hong Kong teaching experience, and the responses that came back to me from teachers, not just in Hong

Kong but Southern China, from schools which specialized in English teaching was the simplicity and clarity of expression.

I left teaching for medical equipment sales, and have been involved with presenting, explaining and lecturing about quite complex medical equipment and its application, particularly throughout Africa, the Middle East and South East Asia. The great thing about teaching is the necessity to understand your audience, to gauge the level of interest and to hone in on the points that stimulate them. Its no different in selling. To be a good salesman, especially in underdeveloped countries, you need a depth of understanding of your product and as simple a language as you can muster to put over your points. If I were ever to start a sales company, especially where scientific understanding is necessary, I would get my sales personnel from the teaching profession and winkle out the best to apply their skills.

I have much to thank for the East African experience! Many thanks for your efforts.
John D. Warren

Anita Hayden. Brad Nystrom came to visit briefly after not having seen him in over 27 years. It was great reviewing old times and looking at old photos. We had lots to talk about and never ran out of things to say. Hope you are all well. Anita

Roy Godber. Dear Ed, I'm not at all sure its an item worthy of inclusion in your newsletter but I'm in the very early stages of possibly joining a group from Grandview Baptist Church in Kitchener [Ontario, Canada] on a trip to Uganda next February. I would of course be the geriatric member of the group but as they encourage cross-generational participation that may not be so bad! The church has been involved for some time supporting education in a village near Jinja and as I worked in both Soroti and Tororo I'm fairly familiar with the area. For many years I've had a longing to go back to East Africa and a Ugandan lady who stayed with us in New Hamburg has been encouraging a return. If what at this stage is a pipe dream reaches fruition I will let you know. Best wishes as you prepare the next newsletter. Roy Godber

Ward Heneveld. I have been slightly involved in the startup of a new all-girls residential school north of Nanyuki in Kenya. It was started about three years ago by a young American couple from California on a campus originally built by ex-PCVs for an African education experience for inner city youth from Baltimore. The school is free and only accepts girls who could not otherwise go to secondary school because of its cost, and they do this by inviting the new Form I girls a month after the school year starts. If you would like to find out about this school, I think you will find their website interesting: <http://daraja-academy.org/>. Ward

Bill Sensiba. Folks,

I stumbled across a history of the Peace Corps in the library. It provides an interesting trip back to the Kennedy era and the youthful enthusiasm of the period. The behind-the-scenes political jockeying was fascinating, e.g., Sargeant Shriver comes out looking really good, Bobby Kennedy a lot less so. You'll also recognize a lot of the stuff we went through, both in East Africa and after we returned home.

The author is ex-volunteer Stanley Meisler, and the title is *When the World Called: The Inside Story of the Peace Corps and Its First Fifty Years*. Bill

David Newbury. I thought you'd be interested in this piece that appeared in the July 24 New York Times. It is by John Githongo, a well respected human rights advocate and former "anti-corruption" czar in Kenya; his story is related in a compelling fashion by Michela Wrong in *It's Our Time to Eat: The Story of a Kenya Whistle-Blower* (Harper, 2009).

http://www.nytimes.com/2011/07/24/opinion/sunday/24africa.html?_r=1&ref=todayspaper

Reading this makes investing in schools--even (or especially) at the local, precise levels that we are targeting--all the more important. David.

Those who did not make it to the reunion but sent regrets and/or best wishes included David Sandgren, Howard Carstens, Victoria Barbero, Jonne Robinson, and C. E. Kozoll.