

TEAA (Teachers for East Africa Alumni) Newsletter No. 31, July 2014. Published and edited by: Ed Schmidt, 7307 Lindbergh Dr., St. Louis, MO 63117, USA, 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, news and photos from East Africa. Suggestions and specific contributions of content are strongly encouraged. Send to Henry Hamburger, <henryjh@comcast.net>.

Henry is also TEAA treasurer. Donations for TEAA support of schools in East Africa can be made by sending a check made out to TEAA to: Henry Hamburger, 6400 Wynkoop Blvd., Bethesda, MD 20817-5934, USA.

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PRESIDENT'S MESSAGE, Brooks Goddard

I have had several lovely adventures recently. In April I selected #17 on my bucket list and flew to Kansas City, Missouri, to meet up with Ed Schmidt and motor down to Chanute, Kansas, to visit the Martin & Osa Johnson Safari Museum (please tell me that you have heard of the Johnsons). What a treat, and Ed navigated to all the best places to eat (we zeroed in on pies). Absolutely charming all the way around. Secondly, I entertained a couple from a nearby town to tell me about SEED, <http://udiworks.org/seed>. It is all at that site. This program seeks to train 60 science teachers a year in western Uganda, and who knows, you might just want to go and teach yourself. They do have housing, and you're in Kigezi. Thirdly, I heard about Gorongosa NP in Mozambique from the experts themselves. <http://www.gorongosa.org>. The rehabilitation of this park is a great success story you might want to learn about. Why go to South Africa when you can see a new and thriving wildlife park? Book: *A Window on Eternity: A Biologist's Walk Through Gorongosa National Park*.

MN15 should be put on your next year's calendar, August 27-31, 2015, in Minneapolis (Paul Dickinson will conduct his tour of St. Paul on the 30th). See the following article for details.

We continue to support Tumaini Yuda who is now in the middle of her 2nd year at MaaSae Girls School in Monduli, TZ. We do this through Operation Bootstrap Africa (OBA), <<http://www.bootstrapafrica.org>> operating out of Mpls, MN. In its recent letter to supporters, OBA stated that 30 of the 275 students (Forms 1-6) stayed at the school

during the July vacation to avoid potential forced marriages. Additionally, 15 Form 1 students stayed to improve their English (TZ students are not instructed in English until Form 1 and usually do not have sufficient fluency until form 3). Kinda puts education issues here in perspective.

Kudos to Henry Hamburger and Jim Blair who visited TZ and have made their report on www.tea-a.org. They capped off their visit with a visit to Zanzibar. TEAA accumulates much reliable information from these trips for which we are most thankful. Henry is now the TEAA master of local buses and boda-bodas.

Of course, you can still write your TEAAKI and donate to support grants. If you want to live on the edge read Chris Abani's *The Secret History of Las Vegas*.

I am prompted by both Henry Hamburger and Bob Gurney to propose a new feature of the newsletter and website: Pictures and Poems. Now Henry had the advantage of a recent trip to TZ, but his fame does not rest on poetry. He had a go and produced good work. So can you. Bob Gurney is a Brit TEAAer who just published his book on his days in UG, *A Night in Buganda*. Now Bob is a poet, in multiple languages no less, and he used a sausage tree for the book's cover (<http://www.amazon.com/Night-Buganda-Tales-Post-Colonial-Africa-ebook/dp/B00KU9WS5Q>). You could write your own book, and I would buy it.

So here is the challenge: select a photograph, painting, sculpture, or artifact. Take a photograph of it or use a document file. Now write a short or long poem about what is in the photograph and send it to Henry at henryjh@comcast.net. It would be nice to have an African or even East African theme, but that is not critical.

Wanting to be transparent, what we seek is self-expression, no matter the form. For the first 3 entries, I shall pay your admission fee to the Martin & Osa Johnson Safari Museum. Salaamu, Brooks <goddard@rcn.com>

2015

TEAA REUNION IN MINNEAPOLIS, MINNESOTA AUGUST 28-31

Greetings from the planning committee and a warm invitation extended to all to attend the **2015** TEAA Reunion in Minneapolis. Though the reunion is still a year away, we encourage you to make your hotel reservation soon. Here is the hotel information:

A block of 30 rooms at the rate of only \$119.00 a night has been reserved at the Minneapolis Marriott City Center for the nights of our event: August 28,29 and 30, 2015. Presently five rooms are available at that rate before and after our event. (This is a very good and special rate for us.) You may reserve your room at this website link for our group only:
https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=11294134
If you wish to reserve by phone you must use this group number:1-877-303-0104 in order to get our special rate. (Local Group number for Mpls area only is 1-866-315-9403.)

Minneapolis is a beautiful city, filled with lakes, parks, bike/walking paths, museums, theatre, Twins MLB, and a myriad of ethnic restaurants, all within reach of our downtown hotel.

In particular, **St. Anthony Falls** and the surrounding area along the Mississippi riverfront marks the oldest section of Minneapolis, where in the 19th century, the falls provided the hydro power to turn Minneapolis into the largest milling center in the USA. There are still elements of the old city visible, including the falls, a beautiful stone arch (now for walking) bridge that crosses the river and a great museum that focuses on the milling origins of Minneapolis: www.millcitymuseum.org Located in the same neighborhood is the **Guthrie Theater**, rated as one of the top regional theaters in the US. Whether or not you attend a performance of “Stage Kiss,” scheduled during our reunion, the theater itself is worth a visit; its 178 ft. “bridge” juts out over the Mississippi river and gives spectacular views of the riverfront area and the city. www.guthrietheater.org/

Several other museums are well worth a visit too. Perched on a bluff across the river and located on the University of Minnesota campus is the **Weisman Art Museum**. Its massive collections are largely dedicated to modern art, and the building itself, with its stainless steel skin, is a work of art. Guided tours can be arranged. <http://www.weisman.umn.edu/>

The **Walker Art Center** ranks among the country’s five best for modern art, with a large and multidisciplinary permanent collection, featuring contemporary visual and performing arts exhibits and programs <www.walkerart.org/>. The adjacent **Sculpture Garden** is an 11-acre park, featuring 40 permanent art installations <www.walkerart.org/garden/>. The **Minneapolis Institute of Art** has a wonderful collection that features the arts of Africa, the Americas, Asia and Europe through paintings, drawings, sculptures, the decorative arts, textiles and photography. <http://new.artsmia.org/>

Minneapolis is a walking and biking friendly city, recently ranked the best in the nation. In the city center Nicollet Avenue, the major shopping street, is pedestrian only, and many city streets have dedicated bike lanes. In addition, the nearby city lakes, easily accessible by bike, car, or taxi, are ringed with scenic biking and walking paths. http://www.minneapolisparcs.org/grandrounds/map_CL1.htm

The Greenway, a major biking and walking thoroughfare, built on a former railroad bed, begins at the Mississippi River and heads west through the city, connecting to other trails out into the suburbs and beyond, with several branch trails that angle south to the scenic Minnesota River valley or west (25 miles) to Lake Minnetonka. The Greenway and connecting trails are well maintained and are asphalt surfaced. <http://midtowngreenway.org/> Inexpensive bike rental is available at multiple Minneapolis sites. <https://www.niceridemn.org/>

Minneapolis is a haven for ethnic restaurants, with many African, Asian and European choices available. The site below is meant to just pique your interest. <http://www.urbanspoon.com/n/29/2818/Twin-Cities/Eat-Street-restaurants>

Our planning is ongoing, and an interesting and varied program focusing on education is taking shape with presentations by local scholars, experts and others with current initiatives in East Africa. Please let us know your ideas for our program; we would especially welcome suggestions on Kenyan and Ugandan scholars and educators.

Planning Committee Chairs: Linda Donaldson donaldsonlinda1@gmail.com, Sharon Bigot aebskfb@comcast.net, Ann Dickinson paadickinson@gmail.com
Members; Carol Heath, Faye and David Herold, Dennis Lebakken, Larry Olds, David Sandgren, Joel A. Watne

SCHOOL VISITS AND GRANTS, Henry Hamburger [Henry is TEAA treasurer, webmaster, and frequent traveler to East Africa to visit the schools that we support.]

Photos from the TEAA school-visiting trip this May to Tanzania are on our website [<tea-a.org/tanzania-2014/>](http://tea-a.org/tanzania-2014/). If you are hoping for good news, be assured that TEAA visitors to East Africa always see some fine secondary schools with excellent leadership. We also see talented and dedicated teachers, working in difficult circumstances.

For its part, TEAA asks what a school's highest priority needs are for academic materiel. Some needed items that have been supplied appear in the photos mentioned above and are described in the captions. A constant over the years has been books. In recent years we have encountered strong interest in LCD projectors. A complete list of 172 grants we've made over the years is on our website (tea-a.org/actions/grants.html).

Starting in 2003, eleven self-financed TEAA trips have had the explicit purpose of visiting many schools. We go to maintain relationships, see the materials in operation, talk about future funding, and scout up new prospective schools; oh yes, and to have some fun. Brooks Goddard has played a unique travel role, leading groups of 15 to 25 in 2003, 2005 and 2011. A two-person team also works well, as I've found with Jim Blair this year, with Ed Schmidt four times in the past, and with Bill Jones twice.

Our total assistance to the schools in a decade is nearing a quarter million dollars. That money has come from all of you out there who have contributed to the organization over the years. THANK YOU!! For anyone who wishes to donate at this time, please make your check payable to TEAA and send it to me at 6400 Wynkoop Blvd, Bethesda, MD 20817. We have 501c3 charitable status. It is also possible to donate stock or other securities and/or to designate TEAA as a beneficiary in one's will. Questions to henryjh@comcast.net.

The schools will get 97% of whatever you may give. Our uncommonly low 3% expense rate is achieved by volunteer labor, self-financing of travel, pro bono design of our brochure and a special purpose contribution for web-hosting. That has left us paying only for the one-time printing of the brochure and recurring bank fees for electronic transfers of funds. Our tax returns since 2007 are on the website (<http://www.tea-a.org/taxes/>).

ON TEAA AND AID, Jonne Robinson

I recently noticed in my local library a book entitled *The Lower River* by Paul Theroux, published in 2012. As it is about Malawi, a country I know, having lived there for three years in the '70's, I decided to take a look. Ellis Heck, the main character, is an American whose life is falling apart. He decides the answer is to go back to the lower Shire River, where the school he taught at many years ago as a PCV is located. When he gets there, he is appalled. The school is in a state of near total dilapidation, as is the

town. The place is dominated by a few men who control the meager resources who soon see Ellis as among them. They soon divest him of his money and other belongings. He decides it is time to go, but it is clear that they won't let him.

When reading this, I was reminded of another of Theroux's books, *Dark Star Safari*, published in 2002, which described his overland trip from Cairo to Cape Town. In that book he wrote about his trip to the school he taught at near Blantyre, Malawi, where he saw a similar scene of decay to the one that Ellis Heck found, the difference between the situations in the two books seeming to be that in the earlier book the local people had become unable to exert any meaningful effort to change their situation, whereas in the later one, they have sunk to the position of being willing to kill to get what they want.

In both books there is much discussion of aid from outside bodies; Theroux has come to the conclusion that most foreign aid is merely exacerbating the problems it attempts to solve, because the problems that the aid seeks to resolve are those that the donors define and they are attempting to solve them in the way that they think is best. As he states in *Dark Star Safari*, "Since only Africans could define their problems, only Africans could fix them."

I feel that all of this is relevant to the discussion of the future of TEAA. We have sought to establish what the local people who run and teach in the schools feel their objectives are and what they feel they need to achieve them, working with dedicated and skilled local leaders.

I think that these principles are sound. If we were to join with a larger organization, it would be like a whale swallowing a minnow. The minnow's chances of being able to affect the whale's way of operating are minimal. In addition, the logic of any large organization is to become bigger, garner more resources, employ more staff which inevitably results in "mission creep." What is perceived as good for the organization becomes equated with the interests of those at the top.

For these reasons I think that TEAA should retain its independent status for as long as possible.

NOT QUITE READY FOR RETIREMENT: REFLECTING ON TWO YEARS IN THE PEACE CORPS, Or BACK TO AFRICA 50 YEARS LATER VIA THE PEACE CORPS, by Charles Guthrie, <charliecguthrie@gmail.com>

WHY I WENT. In 2010 I retired. Retirement suggests that you now have more time to spend on being than doing, but I wasn't quite ready for that. After my 60s TEA experience, a stint in the Army, and some necessary years of further education I became a teacher. During the thirty plus years of teaching that followed I had encouraged a number of young students to go into the Peace Corps after graduation. Now I wanted another in-depth experience in Africa for myself, so in 2011 I put my money where my mouth had been and joined the Peace Corps. I was posted to Rwanda to teach English, just as I had done in neighboring Tanzania almost half a century earlier. I entered with all of the excitement I had experienced joining TEA in 1964, but now with a lifetime of experience behind me and some nagging uncertainty about my age and capacity.

The Peace Corps initially tried to send me to Jordan. I refused this assignment since all of my professional experience had been in Sub-Saharan Africa and Latin

America. Typical bureaucracy! Rwanda was actually not one of my choices. I really wanted to return to Tanzania. Even though I knew better, deep down I was hoping that two years in the Peace Corps would give me a kind of closure on Africa that resembled my earliest experiences with TEA, what today we reflect back on as a gentler perhaps less complicated version of Africa. It was not to be. What follows is a comment on my experience in Rwanda. While I felt like I learned much about Rwanda and its peoples while I was there, I have to remind you that most of it was filtered through my rather narrow perspective as a secondary school teacher.

TRAINING. Initially there were 37 in my PC wave, all there to teach English. (That number had dropped to 20 before our tour was completed!) As in all PC experiences, volunteers lived with a local family for three months while studying the language and history, adapting to the culture, and submitting to a daunting range of Peace Corps classes required by Washington. My family were small farmers, up at dawn, to bed early. Husband, wife, and two children of secondary age (another three were already grown and gone). Electricity had just recently come into the village and usually worked, so we had light. Water was available behind the house in a stone rain collection tank (except during the driest months) together with the latrine, a kitchen with fireplace for cooking, a few chickens, three pigs and two cows in stalls, all crowded into a very small fenced-in back yard. Living with my host family was the easy part. Familiar to me, and enjoyable.

The fact that I was older than my host parents wasn't a problem, and my previous experience in Africa made fitting in easy. The classes were the difficult part. A few were necessary and helpful, others . . . not. It made for some long days. The language (Kinyarwanda) was the first of my major challenges. In these classes, surrounded by eager millennials (They hate that designation!), I was dragged out of denial that I was indeed beginning my seventh decade! Not only could I not hear some of the sounds of the language, I couldn't remember the vocabulary that I stayed up late every night trying to memorize. All of the challenge and uncertainty of full-time student status returned, without the sharpness of youth. After four decades of making life difficult for my students, I now received frequent visits from the amused and mocking ghosts of students past. My younger colleagues had the reverse experience--easy being a student, but challenged by the culture.

MY TEACHING SITE. After completing training, I was posted to a private secondary boarding school of about 600 students several miles east of Kigali where I spent the next two years. I taught several sections of Senior 4-6, twenty-eight hours and nine preps a week. By far the most difficult aspect of those two years for me was coping with the extremely low level of student motivation. There is a good reason for this situation. Because of its colonial past the dominant foreign language was French. In 2008 President Kagame, with little preparation, mandated the switch to English at all levels of education, to begin in 2009. It was a policy imposed upon a very unenthusiastic population. The result has been chaos. At that time the US seemed to still suffer from the delusion that Rwanda was a promising experiment in democracy and that Kagame was a hero leading the charge. The truth was unavoidable for any who cared to look beyond the social and economic life of elites in the larger cities and the showy projects funded by foreign aid. Peace Corps agreed to come in to help make that shift and found themselves caught between a forced policy and an extremely ill-

prepared and reluctant population, including teachers, headmasters, politicians, and a host of other officials. Spoken opposition to policies from the center routinely met a bad end, so resistance to the change went quiet, joining other undercurrents to create a negative atmosphere in many schools where we were teaching. My Peace Corps group was the third wave, arriving in 2011.

Teaching English in Tanzania didn't confront such challenges. By the time students reached our secondary schools most already spoke English and had their sights on the Cambridge exams. In my school (Malangali Secondary School) motivation to improve English was high among most students (certainly not all) and it made my job much easier. At the least they accepted the fact that success would require it. Not so in Rwanda, except in a very few superior schools where top students already had a background of experience with English. I spent two years in Rwanda daily confronting classes of forty or fifty students with literally no foundation in English and no real desire to learn. When PCVs got together, a frequent topic of discussion was the problem of student motivation. It might have helped if we had had some kind of resources for teaching English, but we did not. The year that I arrived in Rwanda the government produced a very basic English textbook, but it was supplied only to the government secondary schools. Private schools (comprising over 50% of all schools in the country) had to pay for them, not possible for most. So, no textbooks, no dictionaries, no library. In vain I found myself searching for resources that were relevant and could spark interest. Like the students, teachers and headmasters were also struggling to make the shift and neither had the time nor the enthusiasm to learn a new language, and yet the school curricula and examinations required it. A few of the younger teachers had attended the university and were a bit better prepared, but the response of most was to simply continue in Kinyarwanda, and endure the threatened consequences and mounting pressures from above. And desperately look for another job. Teachers poured in from Uganda to teach English (and to work in the public sector). They were resented. The arrival of enthusiastic Americans to save the day was also understandably met with resentment.

LOOKING BACK TO COMPARE. In most ways my experience in Rwanda was so very different in both time and circumstance from my TEA years in Africa that any attempts at comparison seem a bit silly, and mostly just produce nostalgia. After years of following Africa's troubled course since my first sojourn to East Africa, nostalgia is perhaps an earned as well as a preferred form of remembering. A half century ago both Peace Corps and TEA volunteers confronted a very different context. We had stepped innocently into a new and very optimistic post-independence situation that colored our perspective, and we reaped the benefits in ways that we scarcely recognized at the time. We believed all things were possible (mostly), a naivete that combined happily with ignorance. The first real East African histories were only just being written. We worked hard at teaching, but we tended to plan from one vacation period to the next, producing some of our most memorable experiences (and photos). We applauded ourselves that we were different from Peace Corps (who had no vehicles, nor were they allowed to drive—still true) because we actually worked for our respective African governments instead of the U.S., innocently claiming a kind of legitimacy.

Some would argue that we in TEA/TEEA were more committed and professional than Peace Corps, then or now, because we either had teaching degrees and

experience or had spent a year together at Makerere adapting to the area while earning teaching certification. Possibly, though I would not want to press that too seriously. I would argue that today's Peace Corps volunteers, most of them recently graduated from college, are just as adventuresome, just as ornery and full of themselves, and just as bright and committed as our TEA group back in the day. In some ways perhaps more so. The difference might be that they grew up in a world profoundly altered by technology. All PCVs had laptops and were connected to each other and the world through Facebook and email and texting, with some variation depending upon the availability of power and cell towers (very widespread in Rwanda, a presidential priority). Being plugged in was not even a matter of choice. The first thing that PC did with volunteers when they landed in Kigali, literally the first thing, was to haul the group to a store to buy cell phones. Some got smart phones! We couldn't opt out. Showing my age, I was the only one who even considered it. My mild protests were met with incredulity, or gentle smiles in the way that young folk patronize the elderly. Throughout our tour, although the PC application had declared laptops optional, email and cell phone were the regular means of communication between the PC office and volunteers. Minutes could be purchased in most villages.

Most PCVs also had blogs to share their experiences with friends and family back home, stimulating questions that could then be so easily answered by email. Blogs were encouraged by Peace Corps as a way of helping to inform and educate folk back home. All blogs had to be approved by PC! So, volunteers always knew they would be able to remain "in touch" with what they left behind. That tends to alter the way you think about where you are. Peace Corps, as with the international education community generally, continues to talk about the importance of "cultural immersion experiences." Even popular culture has taken up the cry (bumper stickers) with the pithy "Wherever you are, be there!" without quite owning the meaning, I might add. Volunteers in my group kept in touch more or less constantly, when and wherever power was available, which was most of the time. My experience leads me to question whether you can really "be there" when the pervasive plugged-in culture draws you elsewhere. At best it sets the bar for immersion extremely low. And it is certainly a very different way of being there compared with our 60s experience. After two years experiencing it, I have concluded that it definitely changes the way that you reflect on your experience and how you spend your spare moments or even longer periods of free time.

In my two plus years with the PC, I often recalled how radically different was TEA's communication with us. The only official contact of any kind I had with TEA administrators in my two years in Tanzania was one overnight pass through visit from Don Knies that as I recall consisted of a brief perfunctory question ("How are things?"), an equally perfunctory answer, and several beers before he headed back north. I think I was the southernmost TEAer in our group (about 70 miles south of Frank and Martha Manley in Ifunda). My recent PC experience, on the other hand, was full of continuous contact with Peace Corps—regular site reports, reports of how we were doing or not doing or intending to do, safety warnings, updates/reminders of some program or another, surveys (related to how we were doing!!!), surveys of daily expenditures to determine appropriate living expenses, special project reports. And during our second year came the dreaded newly introduced sophisticated computerized bi-annual reporting system that no one understood and was never free of glitches, Peace Corps

Washington's attempt to put PC throughout the world on the same digitized reporting system so that gathering statistics about performance would be more effective and meaningful, in line with the country's rage for accountability! Technology has so transformed the volunteer experience as to make it almost unrecognizable compared with "back in the day." Were TEA to be launched today they would (horrors!) require levels of accountability similar to Peace Corps now.

RWANDA'S CURRENT SITUATION. I want to mention a few aspects of Rwanda's current situation since it has a very direct impact, I believe, on the attitudes of students and teachers, and thus on the PCVs' teaching environment.

It has been 20 years since the genocide. Given that length of time, I was surprised by how raw the memories remain of the '94 genocide. Especially, of course, with those in their early twenties or older (some of the teachers, and even a few of my students). Memories are even stronger (though not openly talked about; it's against the law!) in the countryside away from the cities, where memorial sites are plentiful and victims' families still live in daily contact with the perpetrators. Even among my students, a number of whom were orphaned by the calamity, 20 years has not erased a strong sense of something not quite right. It is true that the young are growing up in a vitally different setting. Their focus is much more on their own problems, media projections of the good life (via the urban rich) and the pop culture icons than on what happened in the "distant past." But it is very difficult to avoid the realities, such as the few who control the wealth and access to jobs and the few who benefit. And it matters who those controlling elites are. Everyone is keenly aware of the gross inequalities of both wealth and opportunity, but no one talks openly about it since it tends to reflect the shadows of ethnic conflict. Every year in the month of April (when the genocide began) there are countrywide government memorials of the "Genocide Against the Tutsi" that fail to acknowledge the great losses among the Hutu, so many of whom fought against the extremists and were themselves victims. Colorful banners are everywhere. Officials at every level of government are responsible for organizing or participating in public displays, including marches or gatherings where programs filled with speeches remind all of what happened, who was responsible, who halted the genocide, and what the government is doing now to ensure "never again." All schools similarly organize gatherings of students (required) and parents or villagers. Attendance is "voluntary." Every family has lost members. But much more effective as historical reminders are the stories that are quietly handed down in families to the post-genocide generation, effectively reinforced by existing social and economic patterns of discrimination. They conclude a different interpretation from the party line. Especially important to the impact of this interpretation is the joblessness. When failure to find any kind of work after so many years of schooling combines with the recognition that so many opportunities depend upon who you are and who you know rather than what you have accomplished, the consequence is a very deep resentment.

Since returning I have read a number of articles on Rwanda, assessments of the state of affairs under Kagame's leadership that often praise the rapid growth. Mostly I see them as cherry picked descriptors of conditions in the country that do not accurately reflect the Rwanda I experienced. Until fairly recently it seems the popular press (as well as various business, Christian, and other non-profit organizations) in the west has had a seriously misplaced love fest with Rwanda. Perhaps still. Although the number of

rosy political assessments of post-genocide Rwanda is definitely declining, it is disturbing how many still continue to confuse the possible with the reality. Clearly visible are the health care initiatives, and transportation and other infrastructure projects, especially in and around the larger towns and cities, or wherever the well-to-do decide to settle. In these areas there is no denying some positive change. More importantly, however, is who benefits from this change. Development initiatives are not so visible in the rural areas out of the global spotlight, where most Rwandans live. But modern communications project these images of rapid improvement (implying opportunity and the good life) into areas that are not likely to experience it for some time to come, if ever, raising expectations and undermining commitment to rural life.

The Rwandan government takes great pride in its public security, and in its claim to be free of corruption. That is definitely true for public security. As for corruption, compared with so many other countries in Africa that may also be true at the highest most public levels, and in the area of foreign business activity. But, if you pay attention to the workings of local government, or how loyalty to the government is rewarded, you might conclude differently. And if you repeat that government claim to folk that trust you enough to talk openly, it produces a range of responses from laughter to anger, and the stories begin to come out. Everyone knows how things actually get done in Rwanda and who benefits! It would be naïve to think that this knowledge does not negatively affect students' response to government policies, or to the official preaching that they will benefit for their hard work in the classroom.

QUICK CONCLUDING REMARKS. And finally a few shorts to conclude my Peace Corps story.

Age: Although I confess to some fleeting worries before leaving, my septuagenarian brain (Senior Moments, etc.) did not really impair my full participation in the experience. In fact, years of life experience more than compensated.

Potential Ageism: My relationship with the young volunteers was refreshing and supportive. Once they got past the initial visual shock in our first meetings (I was told they asked: "What's that old dude doing here?"), I was completely accepted. My similar initial concerns about them ("Geez, are they old enough to drink?") quickly turned to respect.

Gender Equality: Although PC Rwanda and the volunteers made very serious and worthwhile efforts to support Rwanda's official much touted policy of "gender equality," the reality in daily life makes a joke of the claim.

Technology: As with other places in the world, technology (especially the media and cell phones) is completely transforming life and expectations in Rwanda. Boy do I have the stories!

The Physical: Climbing Rwanda's volcanoes was more of a physical challenge than I had anticipated (alas, I'm not 20-something anymore!), but almost as much fun as Elgon and Kilimanjaro were fifty years ago.

Freedom of Movement: There is no trace of the freedom we had back in the 60s to hitchhike, or go just about anywhere we wanted when we wanted. But then that is also now true for our own country as well as the rest of the world. Peace Corps' zero tolerance for driving any kind of vehicle, or even riding on the most common public transport while in the cities (motorcycle), significantly changes the kind of experience available to volunteers. Certainly safer, but different.

Freedom of Speech: Not.

Vacations: In TEA we were free, with money saved and vehicles available, to be as carefree as we wished. PCVs (then and now) are urged very strongly to use vacation time to focus on community projects. (Mine was building and supplying a community library.) I was impressed with some of the volunteers' projects.

Foreign Influences: The Chinese are everywhere!

Prevailing Attitudes: Absent among most Rwandans that I encountered is the feeling of hope that I remember from the sixties, a sense that there would be opportunity, that things would get better. For the well-to-do at the top, yes, but not for the rest.

Other: Some of the most interesting stories from my experience can't/shouldn't be put into print, for they have a way of getting back to their origin and can do damage.

A PERSONAL REFLECTION. I have been back for almost seven months now. I did not have any kind of "re-entry crisis" that sometimes follows for the young who are experiencing this for the first time and confronting a totally different set of questions about their near futures. I had minimal preconceptions and expectations of this experience, and the few that I did have were quickly blown away by the totally different context of Rwanda. Returning from the Peace Corps I find myself at the end of a long journey reflecting back on all that has happened in the past half century, as I am sure all of you do these days. I also reflect back on my recent two years in Peace Corps and find that I seem to be asking some of the same questions I have asked for years, the same questions that my very young PC volunteer friends are now asking— Does service make a meaningful difference? How can you do service effectively?

Now you and I are old, with decades of experience that has prepared us to answer questions no one is asking, with more time for existential ponderings than perhaps is healthy, but with a blanket of warm memories from our first years in Africa to counter the faded dreams and resulting cynicism that too often seem to characterize our views of the continent in more recent years. I have no regrets about joining Peace Corps. Quite the contrary. But for my family I would do it again. It was a rich experience, even if not quite the one I had envisioned. It offered new challenges, new friendships, and optimism about the young folk who will be taking over from us.

REVIEW OF BOB GURNEY'S *A NIGHT IN BUGANDA*, David Smith. [Bob and David were both 4B(UK). They were posted to different schools in Kampala.]

Robert Gurney's *A Night in Buganda* is a record of his experiences, insights, perceptions and emotions in the later 1960s as, firstly, a post-graduate student of Education at the University of East Africa [Makerere], and, later, as a practicing teacher of languages at a senior secondary school in Kampala, Uganda.

These personal reminiscences are placed within the wider context of the culture, society and politics of the area at a time of great unrest and change. The book is not intended to tell the full story of the young British and American teachers in East Africa in any complete and chronological way. Instead, it details Gurney's life in and impressions of Uganda during those years. Thus, the straightforward facts of East African life are seen through the eyes of a young graduate away from his homeland for years for the first time in an unknown and little-understood land. This was an inspirational and unique experience which only a few were lucky enough to enjoy. It was an experience

that changed the lives of the young teachers involved as well as the students they taught.

Gurney documents the privileged post-colonial world that was the environment of East Africa. The young teachers enthusiastically combined this world with multi-cultural absorption into the Africa of magic, myth and strangers to produce an exhilarating, unforgettable, unique experience.

Gurney's scatter-gun approach allows him to pick out those memories which are most important and vivid to him and his collaborators, ranging from the extraordinary to the mundane. The result is a kaleidoscope of snippets covering many topics and conversations, both real and imaginary, ranging from the civil war to the beloved East African curry to snakes and even to floor polish!

All those who were part of the Teachers for East Africa scheme or familiar with its young recruits will recognise many of the characters that appear in *A Night in Buganda*, either by name, reputation or legend! The book is not only peopled with diverse, dedicated teachers who tried to make a contribution to educating East Africa at a time when it was not yet able to produce enough of its own, but also by the colourful array of nonconformists and misfits to be found then in the melting-pot of East Africa. Sitting in his usual seat in the City Bar restaurant in Kampala, the gregarious Gurney met so many who have become the enthralling cast that emerges, endlessly fascinating and endearing.

A Night in Buganda cleverly mixes Gurney's memories with those of mainly other ex-teachers so that a complex, varied picture of life in different parts of East Africa is portrayed. The mini autobiographies of the main contributors reveal the array of talent, ability and eccentricity that was recruited to teach in East Africa.

A record of life in East Africa for the young teachers who delayed their own climb up the greasy pole of ambition to commit to helping the under-developed world is long overdue. Those young graduates were plunged into a new life in an unknown continent from the moment they boarded ship in London. Gurney captures the excitement of this remarkable experience with insight and humour. He makes all of those involved wish that the clock could be turned back.

Gurney, R.E., *A Night in Buganda. Tales from Post-Colonial Africa*, Verulamium Press, St Albans, 2014, ISBN 978-0-9547166-4-6. 168 pages. The book is available via verpress.com and via Amazon-Kindle.

NOTES FROM OUR EAST AFRICAN CONTACTS

Fred Tukahirwa, board of governors, Kabale Busega School in Kampala. Dear Mr Brooks, Thank you for sending the links which we will follow and pick ideas for improving the teaching and learning of Maths, hence improving the scores.

Hope all colleagues at TEAA are in good health; yourself, Ed, Henry, Betty and the entire team I have met in Uganda. Wishing you a good year. Kind regards, Fred

Rose Kalerwa, principal, Bungoma Baptist Girls School. Hello Mr Schmidt, I write to appreciate and confirm that the funds sent to the school account were received. It translated to KSh.166,343.50. I gave a report of the funding to the School Management

Board held on 24th April 2014. The members asked me to send their appreciation to you and the TEAA team. God bless TEAA for their generosity to Kenyan and East Africa schools. Personally I am touched. On behalf of the Bungoma Baptist fraternity, THANK YOU VERY MUCH. As schools re-open for the second term, we are making arrangements to purchase the science apparatus and [photocopy] machine. I will scan and send the documents to show how the funds have been utilised. TEAA has assisted Baptist Girls School to move many steps higher. Thank you. Rose

Ekadu Jayne, principal, Oruba Girls, Kenya. Hello Ed, First allow me to thank you on behalf of my staff. We are very appreciative of your support and we promise to fulfill all the requirements of the grant as stated. Thank you in advance and may God bless the entire TEAA team for their untiring effort to assist the students of East Africa. God bless you all. Best regards to members of the team. Best wishes, Ekadu Jayne

Okunya Milton, principal, Wandiji SS, in late April. Friends, I am sorry I have taken a bit of time with this. My time was taken up by very many pressing issues, nevertheless now we are a bit free though we are doing the last few days of our school holidays. We are resuming next week for the longest term in our school's calendar. This week two of my Form 4 boys have joined several others in our region for a special tuition program designed for top students in every school, a forum where they are made to learn together, take common exams and spoken to in a number of motivational programs. The rest have been doing private studies at school, albeit on their own.

We have just finished weeding our school farm, about 2 acres planted with maize and beans to supplement what we buy for school feeding program. Last week the power line was extended to our school and am hopeful soon we shall have electricity and save on fuel that has been very expensive on us. In the next two days I will be shopping for a few start up items to enable our students to settle down fast when they report next week, although I know many of them will still have challenges of paying school levies. We have lined up exams for them beginning on the second day of arrival just to ensure that they do not take too long to report back from home and also to ensure that while in the holidays they spend some time on their books.

We shall miss the services of Mr Olouch for Kiswahili, Mr Omondi for English and Mr Oginga for chemistry as they are going back to college, but we have placed adverts for their replacements. They were pretty good and we hope to recruit only the best to continue in their steps.

Once again, thank you for being there for us and for every support received in the past. Am currently working on a magazine for the principals of schools in our region just to try a bit of little journalistic skills that I possess. By the way that too is one of my favorite pastime activities. Okunya.

WE'VE HEARD FROM YOU

Henry Hamburger, on receiving the January issue of the newsletter. 30 issues. 15 years. Amazing. Nice work, Ed. This seemed like a fine issue. I read a lot of it and it seems to me that there is more than the usual amount of reporting of doing interesting things. Must have something to do with your exhortations, Brooks. In any case it is

now posted and reachable on the website <www.tea-a.org> in the usual ways: under the newspaper icon and in the menu, where "Member News" still offers access to all the back issues.

Bill Powell. Really enjoyed receiving the newsletter. I hadn't realized how much those three years were still part of me. Thanks. Bill

Steve Butts. Ed, I in fact was a bit surprised at your apology for not mentioning my father's passing in the newsletter, as I have a memory of reading it at the time in some kind of communication from the TEA group -- perhaps in a meeting announcement or some such. In any case, no problem. He had very fond memories of the TEAers, and there is ample evidence that you guys had the same for him. Best, and do keep sending me news. Steve

Larry Thomas. My literary magazine, *Third Wednesday*, has survived for seven years and is now over 100 pages. I've even published a poem by a Ugandan and had a pleasant exchange with him about the City Bar, Makerere, Kyambogo, and life in Kampala. If any of you literary geniuses have poems, stories or essays (c.1500 words) you'd like to share, send them to me and our editors will consider them for publication. -- Larry

Kathleen Lyons. TEN, NINE, EIGHT.... Packers coming tomorrow, movers next day. Bought a ramp to ease Queenie's ascent into the car. She's on her last legs, as is yours truly. [Kathleen's new address and phone are at the end of the newsletter.]

Cheri Pinner. John and I are celebrating our 50th wedding anniversary in August. We were married in Kericho in 1964. Best wishes, Cheri (Tyson) Pinner

Andrew Keeble. Dear Ed, I am having a clean-out and have found three copies of Drum Magazine for the months of Feb, March, and May, 1968. It seems a pity to just throw them out - is there a way I can offer them to any TEEA member who would like them, free of charge? - possibly via the TEEA Newsletter? Best wishes, Andrew Keeble, in UK, <abk.mk@btinternet.com>

Frank Mitchell. Doing well and cruisin' at 75 with Facebook, memes, and now co-creator of two i-phone apps available in Apple App Store: "Status Einstein" for Facebook and "Tweet Einstein" for Twitter. Eat your heart out, Colonel Sanders; you were a baby. Hello, to all. I still got one safari ant holdin' on to me and bitin' me ever since that sundowner soiree on the southern shore of Lake Victoria when I stepped in a big ball of the little red critters which gave new meaning to the word "picnic." Frank Mitchell, 1B, (the fresh faced ones), Bwiru, Mwanza

Bob Amos. Please - How about printing a list of all of the Original TEA'er? Are we still among the living etc. At 82 I'm still living and no pills yet. Thanks for listening, Bob Amos. (bobbybill18@aol.com). [Your newsletter editor keeps a directory of everyone

that we have found. You can contact him if you want to know if contact information is available for any former TEA or TEEA.]

Paul Cant. Hi Ed, my novel, *African Aftermath*, dealing with the events in Uganda in '65 among other things, should be out soon. i'll let you know when so you can tell everyone on your lists. Best for now, Paul.

George Pollock. Hi Ed, The main news is my recently published short novel, *Something Tells Her*, which is available as an e-book on Amazon and Barnes and Noble. It's about a 12-year-old girl in foster care who runs away from horrific abuse. Alone, no family, no money, nothing -- how is she going to survive? It's fiction but based on real, real life. I and my four younger siblings, two sisters and two brothers, all grew up in ever-changing and mostly abusive foster homes.

As adults, we compared notes. The Amazon link, <http://www.amazon.com/dp/B00HMUDOWG>

Actually this book gets the nightmare foster care experience out of my system. These days my dreams are more often of those spine-tingling, exploring, learning, unforgettable days in Kenya where my son Greg was born and where, I have to come to realize, I was reborn. You should see my home office: African decor, art , photos. I'm hoping to make the 2015 reunion.

Thank you so much for working so hard documenting our African experiences.
George

Jack Humbles. I am well. I bought 20 acres of old farm land not far from Indianapolis, had a house built, and I am busy trying to improve the area for wildlife. It has about 6-7 acres of woods with seeps and a small spring which never dries up or freezes over. The rest of the land is old cultivated field with a willow marshy area at one end. I've identified most of the trees, shrubs, wildflowers, and birds. It is fun. Take care. Jack

John and Gillian Bennett in February. Hello, Lee & Leo, It was good to hear from you. As you probably know, the UK is at present experiencing terrible weather conditions and large scale flooding -- fortunately not in our part of the UK. It seems the conditions are worse than anything experienced for at least 50 years. Perhaps the awful weather you experienced last year in Colorado has eventually drifted over to us!

Gillian and I are off to Florida on the 22 February for a holiday touring around, including two nights in Key West. It is our way of celebrating our Golden Wedding anniversary which was actually on the 28 December, 2013, and we are taking our son, Andrew, and his partner with us for a real family outing. Needless to say, we are hoping for warmth and sunshine!

We have toured Florida before, driving down from Atlanta to Key West, and we very much enjoyed it. Andrew and partner have never been to Florida, although Andrew has visited the USA on a number of occasions. Best wishes, John & Gillian [Bennett](#)

Jim Gilson. I have had a health challenge this year. I celebrated the end of 2013 with an angiogram on 31 December and was welcomed into the New year on 1 January with a quadruple heart by-pass operation. All went well and on the 10th of January I went

home to recuperate. The quality of the medical facilities and doctors here in Slovenia is very good. All went normally as expected for this procedure.

My wife Margery has taken care of me in every way during this ordeal and continues to make sure that I eat right and take whatever pills are prescribed. I cannot be thankful enough for a wife like Margery. Our son, Kevin, who is here in Slovenia, has also been a great help when needed, always ready to do what needs to be done. Jim

Mike Rainy in February. After 40 years leading educational field trips in Samburu and Maasailand in Kenya as well as running Ecotourism camps in Maasai Mara, Amboseli and The Mara Triangle, Judy and I and Pakuo Lesorogol are finally retiring as active field Teachers and Guides. Last week we offered and sold 12 light tents.

Betty Castor. Thanks, Ed, for your continuing efforts to keep our TEAA members informed and up to date on our mutual activities. I want to share a couple of my activities to add to your current list.

Shelby Lewis and I continue to serve on the J. William Fulbright Foreign Scholarship Board. Because of our interest we both read and approve applications from US students and faculty applying to Sub Saharan countries as well as those of students and faculty from Sub Saharan countries who are applying to US institutions. It gives us both great pleasure to know that students and faculty are continuing to participate in this wonderful academic exchange.

In addition, my husband Sam Bell and I support travel scholarships to Masters Degree students from the College of Public Health at the University of South Florida in Tampa. This summer two female interns spent eight weeks at the village of Papoli which is about ten miles from Tororo. One student was concentrating on malaria research and another was gaining information on newborn health issues. This is the third year that our modest travel grants have enabled the students to complete their global health requirements in Uganda. In addition, two USF medical students spent six weeks at the Bishop Masareka Clinic near Kasese in Western Uganda last Spring. Many wishes, Betty

Ken Kingsbury, Ottawa. Hello, Teachers for East Africa Alumni, I found your wonderful TEA Alumni web-site just recently, and have been reading stories to be found there. This is a wonderful resource. My tenuous (at best!) connection to TEA is some research I have been doing recently.

My late father-in-law, Jim Gillespie, took his wife, June, and their five children from Ottawa (Canada) to Kenya in 1962 for two years; he was doing teacher training based out of Kagumo College, Nyeri, Kenya, and East Africa was imprinted on the Gillespie family ever-after. My late wife Anne lived at Kagumo from age six to eight.

Jim kept a Kenya journal which I am now researching. I'm attempting to correlate the hundreds of photos, even 8mm home movies, with his journal entries, and to identify and find as many of the people appearing in the photos and the journal as possible. The journal's cast of characters is a melting pot of Americans, Canadians, Britons, and Africans. Many appearances in the journal are cameo, yet a few TEA participants can be identified.

One neighbour at Kagumo was Tom Holland, a TEAer. The Kenya journal is peppered with references to Tom, who was obviously a friend. The journal and the TEA archive have him moving to Mombasa to teach around 1964. Does anyone know more of the story of Tom Holland after he left Mombasa? Ken <kekingsbury@gmail.com>

YOUR STORIES: IDI AND EDDIE, Ed Rubin.

I arrived at Makerere University in Kampala in 1969 after I was appointed as an Associate for International Service-East Africa by Columbia University Teachers College. Specifically, my job was to give support to all the TEEAs in Uganda, Kenya, Tanzania, and Zambia, in the area of instructional materials and audiovisuals. Our office in Kampala consisted of Carl Manone, Lee Smith, D.T. Joshi, Joe Durham, and a secretarial staff that consisted mainly of local hires. I was part of the last wave of TEEA. Eventually, we were the ones who closed up our offices in 1971. It was a time of great upheaval in East Africa, especially in Uganda when Idi Amin overthrew Milton Obote as President. In Amin's first address to East African educators, I was asked by Carl Manone to set up an overhead projector and instruct Amin how to use it. A huge white wall was used as a screen. I created a transparency with a map of Uganda and a slight part of Tanzania. When the images appeared on the screen, he was delighted. "Uganda is so big and Tanzania is so small," he said. The next week, he decided to invade that part of Tanzania. That's probably my only claim to fame.

While I was in East Africa, I met my wife-to-be Valerie at the Lake Victoria Hotel in Entebbe. She was an airline hostess for British Caledonian Airlines and very beautiful. We were married in 1972 in London and traveled around the world on her airline pass.

When we stopped over in Uganda, we met Amin at our hotel. I introduced Valerie to him and he immediately wanted me to sell him at least 30 overhead projectors. He smiled at Valerie and said he thought she was too thin. In a photo featuring me congratulating him on his use of the overhead projector, Valerie wrote the words "Idi and Eddie."

As of this date, Valerie and I have been married 42 years. Our best wishes to all of you who have special memories of your stay in East Africa. Ed Rubin
edrubin1932@gmail.com, website www.treetopsart.com.