

Teachers for East Africa and Teacher Education in East Africa: TEA/TEEA Newsletter, Number 4, February 2001. Published by: Ed Schmidt, 7307 Lindbergh Dr., St. Louis, MO 63117, 314-647-1608, <eschmidt@stlnet.com>. Note: The server name is stlnet, for St. Louis net, not stinet. Email after March 1: <eschmidt1@mindspring.com>. Costs for the newsletter are met by voluntary contributions. Do not send additional funds if you have already contributed. TEA/TEEA members are invited to submit articles for the newsletter. Submission by Mac-formatted disk or email preferred (not an attachment), but typed or handwritten is ok, too. Length should be modest and generally not exceed two pages, single spaced. Content should reflect current or past African experiences or research.

LATE BREAKING NEWS: TEA/TEEA REUNION PLANS SET. SEE "REUNION NEWS" BELOW FOR DETAILS AND REGISTRATION INFORMATION.

This issue features several pieces on higher education in Africa.

AFRICA UNIVERSITY, ZIMBABWE. Dale Otto, 1C, worked as a volunteer instructor and assisted with program development at Africa University during the 1996-7 school year and from January to July of 2000.

In March 1992, Africa University, located at Old Mutare in eastern Zimbabwe, enrolled its first class of 40 students in its only faculty, the Faculty of Theology. In July of 2000, two hundred sixty students graduated from the university's five faculties.

Africa University (AU) is located on land donated by the American Methodist Mission. It has been supported by generous annual grants from the United Methodist Church (UMC) in the U.S., as well as specific capital project grants from the Korean Methodist Church and from USAID. Church support has been crucial for AU to construct very good buildings and infrastructure, and to initiate and sustain its five faculties (Theology, Agriculture, Business Administration and Management, Education, and Humanities). The church has also aggressively supported the vision and mission of AU to hire faculty and administrators primarily from sub-Saharan African countries, and to recruit and support students from these same countries -- to make the institution truly pan-African.

However, this denominational support from America has also come at a cost. One on-going struggle concerns which Western approach to adopt for the university's organization and operation -- the British or American system. Faculty members and administrators from ex-colonial African countries favor the British system, largely because it is familiar -- but also because the American system is often seen as erratic, too egalitarian, and neo-imperialist. The UMC favors the American system because it is familiar, it promotes greater interdisciplinary cooperation and programs, and is not tied to colonialism. The operation of AU, therefore, struggles because it is organized along British lines (discrete faculties, each with a powerful dean and extensive autonomy, a powerful Registrar, a heavily-weighted final exam system . . .), but has continual pressures from its Methodist-American support to move towards American university organization (colleges with strong departments, greater interdisciplinary cooperation, clearer distinctions between academic administration and university management, increased emphasis on student work done during a term . . .). Time, focus and energy are wasted in this perennial struggle, argument without result distracts both faculty and administrators, and avoidable operational problems continue. (In May, for instance, we were faced with five conflicting final examination schedules because each faculty developed and published its own.) Thus, the crucial need for Africa University to find and develop a structure and operation which best reflect contemporary African requirements and opportunities is simply not addressed in any effective way. The opportunity for a new, pan-African university to find its own voice is lost in two of the continent's usual tug-of-wars -- European vs. American ideas, and the financial and spiritual weight of Christian colonial mission practices vs. African traditions and social principles.

Students come with solid academic potential and strong expectations of receiving a relevant, contemporary education, and of getting to know peers from other African countries. Too often, however, they are caught between opposing camps of either faculty members or administrators, or they are stymied and silenced by administrators who operate from an authoritarian base filled with contradictions and insecurities. Students therefore rely on the security of known social and cultural affiliations in their on-campus lives, rather than experiencing support to interact across these affiliations. Narrow nationalism still prevails.

On top of all of this is the present state of decay in Zimbabwe's economy, government and social fabric. Under President Robert Mugabe, the country has experienced unlawful seizure of commercial farms, a 60-70% rate of annual inflation, increasing unemployment, and the resulting breakdowns of social order and due process. This downward spiral shows no let-up as long as Mugabe remains in control of the government, the military and the national police. Consequences include nearly a total loss of the tourist industry, a bleak outlook for next year's food supply because of the disruption of commercial farming, an economy in chaos, and an increasingly totalitarian style of lawless government. For Africa University, this has meant a significant decline in student enrollment for the entering class in September of this year, increased difficulties in recruiting both staff and students from other African countries, and increased fear of what the immediate future will be.

This bleak picture seems to be fairly representative of the sorts of problems which so heavily burden many sub-Saharan countries of Africa: post-colonialism and its residues of privilege (of both class and color); the difficulties of aligning traditional values with contemporary "first world" pressures; self-centered, often lawless political leadership.

But the note I want to end this on is far less bleak. On a personal level, my wife Elizabeth and I were delighted to spend time working in and experiencing Zimbabwe. Teaching, helping with program development, enjoying both old and new friends, soaking up the brilliant hues of the seasons, always working on achieving better understandings of what makes all of us tick -- the stuff of daily life was unfailingly good. In spite of such pressures as poverty and inflation, the increasingly erratic lawlessness of government, and the gaps in cross-group contacts, most ordinary Zimbabweans possess optimism and hope for their country. They manifest an underlying generosity and potential, both of which are persistent. We hope for the best for the country, and we plan to return.

Bio note: Dale Otto, TEA 1C (Chavakali Secondary School, Maragoli, Kenya) recently retired from 27 years on the faculty of Central Washington University in Ellensburg, Washington. He and his wife Elizabeth (painter and print-maker) now live in Salem, Oregon, where he currently works as a volunteer aide in a bilingual kindergarten classroom and in several organizations which focus on the well-being of children and their families. He is also working as a volunteer consultant to the Universite Lumiere de Bujumbura, a new university in Burundi. He and Elizabeth hope to go to Bujumbura soon to work.

MAKERERE UNIVERSITY, WORLD BANK EXECUTIVE SUMMARY (2000). From David Court.

This article is one of a series which examines the state of higher education in a variety of countries in Africa at the end of the twentieth century. This one tells the dramatic story of how Makerere University in Uganda has addressed the pervasive problem of how to provide quality education at the tertiary level without undue financial dependence upon the state. It describes the main reform measures adopted, assesses their impact, considers some of the reasons for the success of chosen measures, identifies remaining issues for attention and looks at the question of sustainability.

In the past seven years Makerere has moved from the brink of collapse to the point where it can again aspire to become one of the preeminent intellectual and capacity building resources in Uganda and the wider region. It has more than doubled student enrollment,

instigated major improvements in the physical and academic infrastructure and drastically reduced its traditional financial dependence upon the state.

Restructuring at Makerere has had three central and interrelated elements: implementing alternative financing strategies, installing new management structures and introducing demand driven courses.

Makerere diversified its financial base and reduced its reliance on government by encouraging privately sponsored students, commercializing service units and institutionalizing consultancy arrangements. In the space of five years Makerere has moved from a situation where none of its students paid fees to one where over 70 percent do. The impact of these financial reforms has been dramatic. Where previously the government covered all running costs, now over 30 per cent of revenue is internally generated. A relatively constant government subvention, combined with massive enrollment expansion, has brought a dramatic decline in the per capita cost to government. One important external effect of revenue diversification at Makerere has been to facilitate the re-allocation of government funding across levels of the education sector. Public funds for primary education have more than doubled since 1995/96, while funding for higher education has decreased by 7 per cent.

The reasons for Makerere's tradition-breaking accomplishment can be found in the interplay between a supportive external environment and an innovative institutional context. Among the most important contextual factors have been macro economic reform which has led to steady economic growth and disposable income and political stability which has strengthened the government's willingness to respect university autonomy. Inside the institution, much of the reform accomplishment can be ascribed to the energy and imagination of the university leadership, their faith in the benefits of a market orientation and professional and participatory management, and their unambiguous sense of ownership of the reform process.

Makerere represents an impressive example of institutional reform that takes advantage of different expressions of market demand. Yet despite undeniable progress towards a new kind of university, restructuring remains incomplete. There are limits to the extent that a public institution can allow the market to determine its shape, and issues of equity, efficiency and sustainability remain. Also needed is attention to the regulatory framework which governs Makerere's relationship to the burgeoning network of private universities within a diversified system of higher education.

The Makerere accomplishment has lessons for other universities in Africa that face similar resource constraints. It shows that expansion and the maintenance of quality can be achieved simultaneously in a context of reduced state funding. It puts to rest the notion that the state must be the sole provider of higher education in Africa. It dramatizes the point that a supportive political and economic environment is a pre-requisite for institutional reform. It also demonstrates the variety of institutional factors that go into the creation of a management structure suited to ensuring efficiency and effectiveness in the use of resources.

Editors note: The Makerere website is: <http://www.makerere.ac.ug>

SENTEZA KAJUBI AND NKUMBA UNIVERSITY. Carl Manone, TEEA Chief of Party 66-71.

During September, I enjoyed visits from Don & Maureen Knies and Senteza & Elsie Kajubi. Senteza Kajubi is the current Vice-Chancellor of Nkumba University, a few miles north of Entebbe. During the 60s he was Director of the Institute of Education and Vice Chancellor at Makerere. He was also the first African Fulbright scholar to the US where he studied for a doctorate at University of Chicago (1955, completed all but the thesis). He is one of two Africans to receive the Teachers College, Columbia University Distinguished Service Medal (1970).

Nkumba, a private university established in 1994, is a "practically oriented institution" that emphasizes business education, management, tourism, hotel management, and

commercial art. The enrollment of over 1000 students is almost equally divided between men and women. Diploma, undergraduate (BA &BS), and graduate (Masters) programs are offered.

During my conversations with Senteza (and earlier with Don Knies), I expressed my firm intention to make a modest contribution to Nkumba hopefully through a philanthropic program that allows for tax advantages. Both of us have been in touch with the Vanguard Charitable Endowment Program and the Carnegie Corporation of New York. Up to this point, we've gotten lots of encouragement, but no tangible results. The stumbling block is that Nkumba has no IRS number which is a prerequisite for tax-deductible contributions to non-profit institutions. If a breakthrough can be found in this area, Senteza, Don, and I all felt that contributions from individuals and business organizations to Nkumba could be significantly enhanced.

In any event, I shared the last two newsletters with Senteza. To say the least, he was ecstatic to see the names and accounts of former TEA &TEEAers. He immediately asked for copies, and suggested I write to you to place his name on the mailing list. Here it is for you and others who may want to write to Senteza:

Professor Senteza Kajubi, Vice Chancellor, Nkumba University, P. O. Box 237, Entebbe, Uganda, East Africa. Tel: 256-(0)41-320134

A UGANDAN EXPERIENCE. Pat Gill, 3A/C, returned this past summer for the first time since the 60s to Uganda and Trinity College, Nabbingo, near Kampala. This is her story:

Listening to the sound of Ugandans singing is like being with a choir that has been practicing for 100 years. They sing the first line in unison and immediately go into harmony. My last moments at Trinity College Nabbingo were attending the end of year mass and listening to an overflow crowd of students singing to the accompaniment of drums. After being gone 30 years it seemed like yesterday that I was in Uganda listening to the people sing. I will miss these moments the most.

Bega Kwa Bega, loosely translated into "shoulder to shoulder" in Swahili, is a non-governmental organization approved by the Government of Uganda. It has no particular religious sponsorship and is made up of individuals who would like to help the country or support the work of this grass roots organization. Other projects that Bega Kwa Bega worked on this time were water tanks, training farmers, assisting nurses and developing an adult education program. Seven rainwater tanks were installed in homes where there are a large number of orphans. The veterinary scientist worked with the farmers to show them how to use local herbal medication to help keep animals well. One volunteer showed people how to make solar cookers and another demonstrated ways to use corn meal to make bread. The group that worked with the nurses assisted them in ways to reduce stress. Nurses have such a hard job because of the lack of medical assistance to work with patients who have AIDS, malaria, and the variety of other medical problems that plague the country.

My month in Uganda was filled with different experiences and I will try and give you the flavor of each of these. Working with Bega Kwa Bega and teaching in the village schools of Mpingi and Kakiri was a real challenge to me. Classes in the elementary schools vary from 141 to 56 all in one classroom with one teacher. Teachers get paid about \$55 American a month; there are in most cases no books or a few shared between 2-4 students. There is no science equipment, and when I realized that even with the equipment that caused me to have 27 kg of overweight luggage I could not make a dent in the problem, I had to regroup.

There were 5 of us teaching the teachers. Each one of us had years of experience and were willing to talk about the problems of Uganda schools and offer help. We had teachers from 8-10 schools in each of the four hour classes we taught for three consecutive days. Some of them walked as much as 8 miles to come to the classes. They kept coming so I guess we offered something that they felt was a success. We were impressed with the training and educational level of the teachers. They were so willing to

share and participate in the classes. I had them doing science experiments with papyrus stalks as meter sticks and home made balances to weigh items. We all left many books with each school, copies of everything we did and posters, magic markers, paper and any other item we brought with us.

I had interesting conversations with journalist Dion Mukyusa Jengo, the brother of Conche McGarr who started this project. He spoke openly about the wars and the problems of the country, and I would have liked to spend more time with him to better understand what the wars, political problems and lack of outside help of the last 20 years have done to the country and its people. All around you see the lack of infrastructure, and much of what is in place needs to be repaired. Private schools are starting up all over the country but there are few jobs for graduates to do when they finish their education. Government schools that have been there for years have broken windows, and need paint and chalk boards.

A new adult education program drew over 80 participants, when the instructor for this part of the program expected 10-12. Using local volunteers, who acted as translators, the teachers taught classes in both Luganda and English. Many of the participants were Boda-Boda drivers. Boda-Boda, motor bikes used to transport people, became a popular mode of transportation during the time that Kenya closed its border with Uganda and people had to get off public transportation and find their way to where they wanted to go. The other largest participant group was women who wanted to help their families by becoming literate in both languages.

When I left the group a friend took me by 14-person taxi to Hoima in the northwest section of Uganda. Hoima is 120 miles from Kampala and only 40 miles of the road is paved. The man in the seat next to me was a refugee from southern Sudan who had to come to Kampala to see a doctor. He told me that he was going back to the refugee camp, but things were getting better because the refugees were allowed to plant some food which reduced the problems of feeding the huge number of people in the camps. I wanted to ask more, but the bus was not a good place to ask questions.

I was on my own in Hoima and had time for walks in the morning and evening. I met some of the people who lived around the top of the hill including Anna Mae and her daughter Sandra. Anna Mae has started a small business in her house and is selling tea, sugar, eggs, rice and candles. It is just one of the ways that women are trying to obtain some cash to buy the things they need for their children. One morning when I passed her home she had laundry out and was working in the fields, cultivating bananas and beans. Women work so hard in Uganda and do most of the cultivating.

I was given a tour of the farm at Nabbingo. The students spend time on the farm where they grow beans, bananas, cassava and have chickens and cows. The area that was the swamp when I was there has been cleared and is now planted in coffee. This area belongs to farmers across the valley.

Thursday of the week at Nabbingo the students had to clean the dormitories and grounds and I did not have much to do. When I got to the college the school bus was loading for a trip to the Kabaka of Buganda's palace for a play, and I went along with the group. There were about 5-7 thousand people there, but not any other foreign visitors that I saw. Ms. Kaunda, who had been one of my students, was leading the field trip. She went to the officials and told them that I was visiting and had been her teacher, and she wanted me to see what was going on. I was taken to the front, given a chair and had a front row seat for the dancing, singing, plays, poems, and musical selections with local instruments. It was so exciting and one of the highlights of my trip.

Much has changed since I was in Uganda in 1967, but the people are the same. They are so friendly, want to help, and have such confidence in the future. What was different was the numbers of people, the pollution so many cooking fires, the lack of forests, the number of schools that have sprung up, brick houses that have replaced the mud and wattle houses, the emphasis on farming, and the fact that everyone has experienced death from the wars and AIDS.

While we were there a new well in the village went on line to provide the people with clean water and reduce the time it takes to carry water each day. There is a small charge for each debe full, though it may be a large sum to the villagers.

LETTERS IN RESPONSE TO BEN LINDFOR'S ARTICLE IN THE JULY 2000 NEWSLETTER

SHAKESPEARE AND NYERERE. Just did a quick read of your TEA newsletter. Your references to the Nyerere translation of Julius Caesar caught my attention.

The students of St. Francis' College, Pugu staged the Nyerere translation of Julius Caesar in 1964 for the first time. I assisted with the sound effects --particularly those related to the Roman soldiers marching. I also took some 35mm photos of the performance. Mwalimu Nyerere attended. It was performed only once at the Aka Khan School (I think) in Dar. They had a bigger auditorium than most other places. Father McTiernan, on the staff at SFC-P, directed the performance.

Thanks for the reminder. Tom Klopfenstein, 2-C

NYERERE AND US. From David Court. The newsletter and directory help to make one realize what a rich and catalytic experience TEA was. In that connection thought you might be interested in this rather personal and self indulgent note that I wrote earlier in the year [2000]. I had thought at the time of Nyerere's death that I might develop the theme that is briefly described -- i.e. his influence on a generation from the US and Britain---and I may yet do it as an op ed type piece. But in the meantime I was asked to do a few paragraphs for a larger contribution at a recent commemoration in Britain and this was the hasty outcome:

"Much has been said and written about Julius Nyerere's legacy to Africa. For me such contributions to his continent included most notably his achievement in creating a national identity for Tanzanians, his concepts of education and of citizenship, his enriching of the Swahili language and his example in voluntarily stepping down from political leadership. These accomplishments and others were infused by personal qualities of integrity, humility and eloquence which distinguished him from most of his fellow leaders. All of these achievements had international dimensions, ramifications and benefits.

"Yet a different, pervasive, less heralded, and more personalized contribution concerns his impact on a whole generation of European and Americans and the work which they later did in their own countries. He inspired within them a new relationship with Africa, ideals of internationalism and values about education which they would not otherwise have had, and which they carried with them into the remainder of their professional lives in whatever form and whichever place this life was lived. There were two particularly receptive institutional vehicles for this inspiration. One was the Teachers for East Africa programme which offered training at Makerere University Uganda or the home country for young graduates from Britain and the United States, who then went on to staff the burgeoning secondary school system of East Africa which followed up on the achievement of independence. The second was the Peace Corps whose first five cohorts in East Africa were also devoted to the provision of teachers. For a span of less than ten years from 1962 individuals from these programmes staffed schools across the region, and there can be few for whom Julius Nyerere was not the inspiration for their work. His very title "Mwalimu" provided legitimacy and credibility to the profession in which they unexpectedly and temporarily found themselves. He was for most, I suspect, the first person of stature from the continent with whom they could feel engaged, Nkrumah was a more distant symbol and a little frightening in his ambitions. Kenyatta was inspiring but avuncular and unapproachable. The peripatetic Nyerere was by contrast ever present physically and in his words. There can be few of these foreign teachers in Tanzania who did not have the experience of him visiting their school sitting on an old desk and engaging them in discussion about the significance and place of education in Tanzania. It is difficult to underestimate the excitement which greeted his writings in the late sixties, particularly the

Arusha Declaration and Education for Self Reliance, and the enthusiasm with which teachers committed themselves to implementing the ideas. Later discredited in the face of cynicism and mismanagement, they still read with the freshness of new vision and may well include many ideas whose time has yet to come.

"I myself was in one of the cohorts of teachers that began at Makerere and was posted to Moshi in Tanzania. I felt that in the heady combination of the beauty of Kilimanjaro, the exhortation of Nyerere, and the intellectual enthusiasm of the students, I had no need to go anywhere else -- ever! Although not popular in the region, where Ujamaa was not easily digested, Nyerere was a frequent visitor to the school and sent his son there. The interaction possible on these visits was never disappointing and I remain forever in awe of his intellectual acuity and searing curiosity. Having myself come from a socialist home, a Quaker school and a college headed by Sir Eric Ashby, one of the early proponents of education in Africa, I was an easy target for Tanzanian idealism and remained unreconstructed, later naming my first son Julius. The more important point is that my numerous harder headed colleagues were also influenced by the aura of the man, his ideas and his passion and took back with them when they left Tanzania a part of this influence. Forty years after its creation some of the initiators of the TEA scheme are tracing the careers of those who started their professional life in Tanzania and the other East Africa countries. The data base is quite remarkable in the extent to which it chronicles a generation who went on to careers of public service, education, and international development. Whatever fleeting contribution they may have made to the education of a generation of East Africans was undoubtedly outweighed by what they gained personally and contributed professionally in their own countries because of their particular African experience. For example, of a group of seven who started together in Moshi, one teaches at the School of Oriental and African Studies, two are prominent Labour Party Councilors, a fourth manages a school for Asian immigrants, and a fifth works at the World Bank. Another who has just died was described in his obituary as 'the outstanding modern British Political historian of his generation.' Separating the impact of one individual upon another from the myriad influences to which we are subject is impossible to gauge, but it is a fact that the work of all six involves an effort to make heard in the North the voice of Africa that in Nyerere found such an attractive and eloquent spokesperson. The last member of this little group while temporarily in Washington in reality never left the scene of his first encounter with Mwalimu."

OBITUARIES

Joe Timmons (Feb. '97)(from Ginny Timmons): Joe earned an EdD from Indiana University and worked in the administration of the Cincinnati Public Schools for 25 years. He had always talked about his experiences at Kamusinga (Kenya), and we had planned to go back in 1998. It was an important experience for him, and a good one. He did not make it, but I decided I still wanted to go and see the school. I visited the school last March and have set up a scholarship in Joe's name. It was a fascinating trip and a good experience. We hoped to get the school online, but they were not able to pay the monthly subscription fee. Maybe this year it will happen. I can never count on my letters getting through and phone calls are very difficult also.

Ralph Kent ('92) (from Chrystal Kent): Ralph died in '92 of Alzheimer's -- a tragic end to our 50 years. Our EA experiences were and are dear to the four of us remaining -- Candis Stephens, No. Georgia; Charles, Alexandria, VA; and Hal, Portola Valley, CA.

YOUR STORIES, a regular feature of the newsletter. These brief bios have been received since the last issue. If you haven't sent one, please consider doing so for a future issue.

Anita (Bird) Hayden: I came to the US in July '68 after leaving Africa in April of that year. I worked for the University of Texas Medical Branch in Galveston and also at Southwestern

Med School in Dallas as a research technician. I moved to Arkansas in 1974 and have worked for Baxter Healthcare Corporation since 1975. I am a quality management supervisor and am involved with the manufacture of blood donor needles. I plan to retire at the end of Feb. 2001.

Robert Greenwood: Left Uganda when the British withdrew technical aid from Idi Amin's regime and was posted by The Overseas Development Administration, British Government, to the Cayman Islands. Did two tours there and married Margaret Sarah Seng'endo, one of my ex-students at Makerere College School, in 1974 in Cayman. Daughter, Emily, born in Cayman in 1976. Returned to U.K. in 1977 and worked there for five years teaching at Windlesham House School. Back to Africa in 1982 to Kamuzu Academy, Malawi, the school founded by President Kamuzu Banda, known as "The Eton of Africa", or "Eton in the Bush". Stayed there for eleven years, becoming Senior Master in 1987. Among many experiences there was once having tea with Paul Theroux who was visiting his old haunts and reporting on current Malawi for "Time Magazine". We reminisced about Uganda, Kampala and Makerere. Returned to U.K. in 1993 and found a job at my present school at the ripe old age of 54!

Louis Mihalyi: As to my involvement, I joined in 1961, but had to quit in 1962 for personal reasons. Eventually everything fell in line, and with M.A. from Stanford and Ph. D. from UCLA ('69), was Acting Head of the Department of Geography at the University of Zambia ('71-73).

For TEEA members interested in Tanzania, my dissertation, ("The Usambara Highlands of Tanzania; A Geographical Study of The Changes During the German, Colonial Period, 1885-1918),"(1969, UCLA), was based near entirely on documentation by the Kolonialamt of Germany, and the files of the Evangelische Gesellschaft fur Deutsch-Ostafrika. It covers practically all aspects of that region, and is probably the only dissertation on a definite region, from official German sources.

Ted Hoss: Kagumo TTC, Nyeri K, '68-70. From the first Hujambo and student riots at Columbia University in the summer of 1968 to the "Last Waltz" danced at the Nyeri Club in June of 1970, the TEEA experience was a wondrous time for our family. We made many new friends and had a thousand experiences exploring language, land, people, and culture of Kenya. It will never be forgotten.

Pat and I and our children Ann, Laura, Paul, Mike, and John returned to Aurora, Illinois where I continued to teach eighth grade English. I also worked as a summer youth counselor for twenty years in the CETA program. I was elected to our local school board where I served for seven years. From 1978 to 1999 I put my Columbia TESL training to work teaching three nights a week at St. Augustine College, the first bi-lingual college in the country.

Ann is married, has four daughters, and lives in Olathe, Kansas. Laura spent two years in Niger in the Peace Corps. She is married, lives in St. Paul, Minnesota, and has two boys and two girls. Paul, who lives in Aurora, is married and has three boys and a girl. He is Zoning Director for a local county. Mike is married and lives in The Woodlands north of Houston. He is a gas and oil trader. John, who was born in Nyeri, Kenya, is a medical lab supervisor and lives in St. Paul, Minnesota.

Pat and I are still working. I have two more years in the local public schools. Pat has been working for the past twenty-five years in the development office of Marmion Academy, a Catholic Prep School. We'll officially hang it up in 2002.

We enjoy sports, gardening, bicycling, traveling, and reading. We have been to all fifty states, thirty-six countries, and nine Canadian provinces.

Hey, it was a blast! I'd do it again, wouldn't you?

Joe Brady: Returned to Hanover, Pa. Taught English at the local high school for three

years. Fall 1966, married Patricia Ann, to Ball State in Muncie for three years, M.A., ABD. Marshall U in Huntington, Va. for a year. To California (Pa.) State College, fall of '70. Taught anthropology, two stints as chair of Social Science Dept. Retired in '92 from what had evolved into California U. of Pa. Moved to Hanover (my hometown) in '99. To the surprise of most who know us, Pat and I are still married (and living together). Our son, Chris, remains in Pittsburgh, a mostly unemployed artist. No grandchildren. I miss the Pittsburgh area more than I thought I would, especially WDUQ, the jazz station. This is the land of hill-billy non-music, NASCAR, and fundamentalist religiosity. The politician who described Pennsylvania as Philadelphia and Pittsburgh with Alabama in between was on the mark.

Pat McGowan: I got an MA in International Relations from Johns Hopkins School of Advanced International Studies in Washington, DC, in 1966 and a Ph. D. in Political Science from Northwestern University, Evanston, IL in 1970. I have been a faculty member at Syracuse University (1969-1974), the University of Southern California (1974-1979) and at ASU since 1979. I have been a Visiting Professor at Rhodes University, Grahamstown, South Africa and The University of the Witwatersrand, Johannesburg, SA. I am presently the Visiting Professor of the Socio/Political Environment of Business at the Graduate School of Business Administration, University of the Witwatersrand, Johannesburg, SA from mid-May to mid-August each year.

Kay Hinklin Mongardi: What a bolt out of the blue your note was! Especially as I have been gone from Khartoum for about 20 years. I suppose I should begin with the identity items first. I was in the 1961 group which did one year at Makerere then moved into the schools. I was Kay Hinklin at that time and went to the slopes of Kilimanjaro in Tanzania. That was the beginning of a career in international education. 38 years, six countries plus southern California for a bit, and I am still in international education. Now I am at the Lincoln American International School in Buenos Aires, Argentina, as the high school principal.

Pauline Getz Medhurst: Upon returning to the USA via a continued around the world trip through India, Nepal, Thailand, Japan, and Hawaii, I taught 5th and 6th grade in a local public school. In '71, I returned to Bethel College to teach education classes, retiring in '94. In 1974 I married Bob Medhurst. We did not have children but brought two Uganda girls over to the US to study for four years at Bethel College. They stayed in our home. This was a great experience. In '83, I completed my specialist in reading degree at Indiana U. In the meantime I helped develop a Teaching-Learning center at Bethel. This included remediation courses in the basics as well as tutoring in specialized areas. But burnout is a common occurrence and I began to think about other things I might do with my life.

At this point Bob and I decided to investigate the possibilities of owning and operating a bed and breakfast. It sounded like an interesting business. In 1987 we opened the first bed and breakfast in the county and are still in service to our guests. The house is an 1893 Victorian with 9550 square feet on the four floors. Lovely wood, great Frank Lloyd Wright bookcases and much more add to the charm of the building. It is very confining work but yet quite enjoyable. We need to find some new owners soon though. Old age is creeping up fast. If anyone ever gets to South Bend, or is just passing through, stop at the Queen Anne Inn for a cup of tea and a visit.

Les Sandager: TEEA, Embu K, '69-'71. Like many of you, the TEEA experience sparked my enthusiasm for additional international work and travel. Following a 30 yr. career in teaching agriculture, I undertook a 10 yr. career in Int'l Agriculture development work in an employee-owned company, Experience, Inc., based in Minneapolis. My first assignment was chief of party for a USAID funded seed multiplication project in Tanzania; subsequently, my position was international projects administrator. I traveled and worked in several countries of the world, mostly in Africa, Asia, and Central America. Now during retirement I continue to volunteer for short term assignments of ag. dev. the world over.

Our recent experience working in Uganda is worth sharing. We all know as educators, the results of our work are not immediately realized. It sometimes takes years to see results. I was working on a USAID funded project for seed marketing and distribution, and at the hotel where I was staying I noticed a pick-up with a Pioneer Seed sign and logo. I spread the word I would like to meet with the company representative. Within minutes a young Kenyan appeared to inform me he was one of three company salesmen. Because of my interest in learning about the appropriateness of the company's hybrid maize, I was shown over 20 trial results for the central highlands region of Kenya. He went on to explain that most of these trials were conducted by teachers and students in various primary schools. He said, "There was an American at a teachers' college in the Embu area that taught the procedures to students who are now using that method to teach rural sciences in the primary schools. I replied, "Thirty-five years ago that American was me, working for Columbia University Teachers College funded by USAID, by support from the people of America!"

Bill Cooper: My wife Katherine, my son Chris age 3, daughter Laura (born in Kitale hospital '64) and I visited friends in England before arriving home in California in January 1966. I taught at Santa Barbara City College and UCSB, felt culture shock (miniskirts? anti-war violence?) and earned an MA in English at UCSB in June 1967. This led to four years of teaching English composition at San Bernardino Valley College until the smog drove us out of the LA basin - if you can't see a place, you don't live there - and I found a permanent academic home at Allan Hancock Community College in Santa Maria, California. There I taught English composition from 1971 until retiring in May of 2000. Just before retiring I discovered the Living Latin movement and started teaching Latin. The language of the Caesars has now been introduced to Hancock College, the eighth community college in California to offer it, and I look forward to promoting Latin in various ways in retirement. In preparation, this coming summer I will be studying at Rome in the summer course offered by Fr. Reginald Foster, Latin secretary to the Vatican and patron saint of the Living Latin movement.

Sadly, Katherine and I divorced in 1977 though we have become friends again with the passage of time. Shortly afterward I had the good fortune to meet and marry Phyllis Hinson; we recently had our 22nd wedding anniversary. The greatest blessing of all, next to becoming a servant of Jesus Christ, has been reconciling with Chris and Laura and being part of a family with everyone on good speaking terms. In 2001 I leave California to retire in North Carolina.

I would be happy to hear from any former TEA colleagues, and remember , "haraka, haraka , haina baraka."

Clyde and Judy Schippers: (Thanks to the Brubakers for convincing us that teaching in East Africa was too great to pass up.) Returned to Calif. in 70. Clyde teaches math in Manhattan Beach, Judy teaches elementary part time. Did a teacher exchange to England in 76-77 where Clyde taught at Bedford School, Bedford. In 88-89, did a 6 month study/travel in Central America. Two year teaching assignment in Quito, Ecuador, 96-98 where Clyde taught math, Judy in middle school at the American Int. School, Academia Cotopaxi.

Katherine (Caffney) Ryan: (1B). After Makerere, taught Maths @ Nabbingo Girls HS about 9 miles west of Kampala. Stayed 'til Dec 65. Returned to NYU and taught math in a JHS in the Bronx for a year & then on NYU Bd. of Ed. TV for 3 years. Married John Ryan in '68. Had twins in '69 and cut back to part time work. After '72 (another child) I took up full time mothering. Lived in Brooklyn for 14 years and moved upstate to Delhi in '84. We have 4 adult children. Volunteered w/ the Nuclear Freeze Campaign (will it be re-activated with Bush's election?) for many years and now am a volunteer facilitator of the Alternatives to Violence Project (AVP). AVP offers workshops in community & conflict resolution in prisons (mostly) & schools & the general community. They're very interesting -- and fun.

THE SEARCH, July 2000-Jan 2001. About fifty more people have been located since the last newsletter. Bob Evans sent a copy of his list of 1964 postings which has been helpful in matching names with schools. We still need the wave lists that show people's colleges and universities for 2A, 2B, 2C, and TEEA2. If you move, change phone number or email address, be sure to notify Ed Schmidt. The next issue of the newsletter is planned for July 2001.

REUNION NEWS. As Brooks Goddard says below, "Here at last!" Various groups within TEA/TEEA have been carrying on infrequent and sporadic conversations about a reunion over the past two years. It all started coming together in a conference call in mid-January when a place, Washington, and time, Sept. 20-23, were chosen. This is also the time and place of the Returned Peace Corps Volunteer reunion. The following week Mary Ryan Taras got together with Frank Ballance in DC to scope out hotels and discuss specifics. Frank subsequently negotiated with the hotels for special rates and use of conference rooms.

Registration is a multi-task proposition. You need to 1) fill out the registration form at the end of the newsletter and mail it in along with your registration fee, 2) reserve yourself a place to stay, 3) send reflections to Brooks, and 4) send agenda ideas to Frank and John

TEA/TEEA REUNION: HERE AT LAST!

September 20-23, 2001 (Thursday—Sunday).....Washington, D. C.

See your Peace Corps friends at their own reunion, same dates, same place.

Your hardworking planning committee is currently comprised of: Gloria Aliburaho, Frank Ballance, John Bing, Brooks Goddard, Joyce Kramer, Peter Mook, Dudley Sims, Ed Schmidt, Lee Smith, Mary Taras. Other workers welcome.

REFLECTIONS. We ask that you reflect on your TEA experience in writing sometime relatively soon: What motivated you to join up in the first place? What did it mean to you then? just after you returned? years later? now? What do you remember most? How did it affect your life/career? What do you now see as the program having accomplished?

Please send your reflections by June 1 and bring a copy to the reunion. Send to: Brooks Goddard; 59 Otis St.; Needham, MA 02492, <goddard@rcn.com>

HOTEL INFORMATION: Website for all hotel room info: <www.jurysdoyle.com>

All hotels are under the same management. Be sure to mention that you are attending the TEA reunion when you book your reservation.

Reunion headquarters:

Jurys Washington Hotel (bigger, better location, reunion site)
1500 New Hampshire Avenue, NW; Washington, DC 20036
Tel: 202-483-6000, Fax: 202-232-1130, Reservations: 1-800-423-6953
Rooms are \$165 per night.

Other hotels:

Marriott Courtyard Hotel (has pool but little charm)
1900 Connecticut Avenue, NW; Wash., DC 20009 tel. 800-483-6000/202-332-9300
Rooms are \$145 per night.

Jurys Normandy Inn (small, 6 blocks north of DuPont Cir, charming)
2118 Wyoming Avenue, NW; Washinton, DC 20009, tel. 800-424-3729/202-483-1350
Rooms are \$125.

All the hotels are in the DuPont Circle area and walkable between each. You may make your own accommodations, but we do get better benefits (like free function rooms) if we fill these hotels. We have functions rooms reserved at the Jurys site.

TENTATIVE FORMAT

We wish to acknowledge our past work in East Africa, but we also want to look forward to continued affiliations with the region and with those of us who continue to be affected by the region. We want to incorporate ideas for future considerations, however we as individuals may wish to acknowledge them.

Current agenda: we shall plan for many possibilities, but we would really like to know where your first interests are. John Bing and Frank Ballance will try to create discussion groups, focus topics, field trips accordingly. Some possibilities for smaller group discussions and activities include: break-outs by country; K-T-U embassy invitations; go lobby Congress; sit in on Congressional committee hearings; presentations by TEA folks at State, World Bank, TransAfrica, etc; tour Smithsonian Museum of African Art; roundtable discussions on various topics, such as, EA politics, women's issues, health and education, tourism, etc. We may also wish to form an organization which we might call FOMUSA (Friends of Makerere USA); there is already FOMAC (Friends of Makerere in Canada).

FRANK AND JOHN NEED SOME IDEA OF THE AMOUNT OF INTEREST IN ANY OF THESE IDEAS IN ORDER TO MAKE PLANS AND/OR SPECIAL ARRANGEMENTS. PLEASE CONTACT THEM WITH YOUR THOUGHTS (addresses below). We do need your feedback about what you'd like to see the group do/attend to during these large and small group discussions. Please be forthright.

Thursday afternoon and evening: 4:00 p.m.—8:00 p.m. check-in at Jurys Washington Hotel and informal reception with modest munchies

Friday, at Jurys Washington Hotel:

buffet breakfast: 8—10 a.m.

program welcome: 10 a.m.

large group discussions: 10:30 a.m.—12:30 p.m.

lunch on your own/with friends

smaller group discussions: 2:30—5:00 p.m.

reception/conversations: 6:00—9:00 p.m. Good, nearby restaurants specialize in Ethiopian and Central American food

Saturday: at Jurys Washington Hotel

buffet breakfast (pay your own): 8—10 a.m.

large group discussion 10:00 —11:00 a.m. (FOMUSA), (Kampala 03)

discussion groups 11 a.m.—12:30 p.m.

party 8:30 p.m.—

Sunday: at Jurys Washington Hotel

buffet breakfast (pay your own): 8—10 a.m.

Kwaheris

°Please remember that the 40th anniversary of the Peace Corps will also be held in Washington at the same time as our reunion. There will be

major activities on the Mall, on a walk to JFK's tomb, etc. Keep checking <<http://www.rpcv.org>> for details. Friends of Kenya will host a party/dance Saturday night. Pat Reilly is a co-chair for the PC conference: <Reillypat@aol.com>.

°We would like to have speaker representation from each wave (year) and letter designation (A, B, and C for TEA); would you be willing to act in this capacity? If so, write and tell us.

°Please bring some kind of a memento which we can use to create a large visual/tactile scrapbook in our function room (you can retrieve it upon departure or leave it as part of our nascent TEA archive). Make extra copies of old pictures so you can donate them to a scrapbook and still keep your originals. There will be a grand opportunity for a capable scanner person to compile a digital scrapbook for later publication.

°Feel free to contact any or all of us:

Gloria Lindsey Alibaruho, 125 Silver Spring Dr., Fayetteville, GA 30214, 707-460-1822, fax: 770-461-7497, <Galibar@aol.com>, (2A)

Frank C. Ballance, 2009 Columbia Rd NW, Washington, DC 20009-1310, H: 202-667-0510, W: 202-667-1310, <fballance@aol.com>, (1B)

John H. Bing, 26 Clinton Avenue, Tiffin, OH 44883, 419-447-4452, <jbing@heidelberg.edu>, (1B)

Brooks (and Jeanie) Goddard, 59 Otis St., Needham, MA 02492, 781-444-5988, <goddard@rcn.com> (4B)

Joyce M. Kramer, 5523 London Rd., Duluth, MN 55804, 218-525-1334, <jkramer@d.umn.edu>, (3A/C)

Peter Russell Moock, 1124 25th St. NW, Apt 208, Washington, DC 20037-1454, 202-452-1172 (3B)

Ed Schmidt, 7307 Lindbergh Dr., St. Louis, MO 63117, 314-647-1608, <eschmidt@stlnet.com>, After March 1: <eschmidt1@mindspring.com> (1A)

Dudley Sims, 1601 Lansdowne Way, Silver Spring, MD 20910, 301-608-3163 <simsdo@state.gov>, (TEEA4)

Lee (LeRoy) Smith othello2@prodigy.net (2B)

Mary Ryan Taras, 424 Baldwin Road, Birmingham, MI 48009, 248-647-0753, <mtaras@nbpts.org> (3C)

REGISTRATION: Please send ASAP a registration fee of \$75.00 per person (\$150 per couple) in check to "TEA Reunion" to:

Henry Hamburger
6400 Wynkoop Blvd
Bethesda, MD 20817 [henryh@cs.gmu.edu]

This fee will offset the expenses of receptions, Friday breakfast, and mailings. Refunds possible.

----- Clip and send with registration fee-----
REGISTRATION FORM, please complete and mail promptly

name: _____

mailing address: _____

Email address: _____

telephone: _____
(If any of this is different from what Ed has in the directory, let him know, too.)

I plan to attend the reunion ____

I plan to arrive _____

I shall attend with the following person(s):