

LIFE MOMENTS: THE REFLECTIONS OF MORNINGSIDE ALUMNI ON THE MEANING OF LIFE-LONG LEARNING

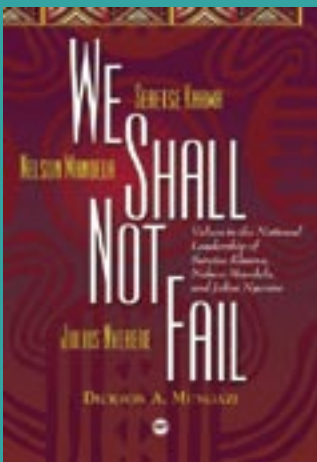
SAFARI TO AUTHORSHIP AND EXILE

By Dickson Mungazi

Dickson Mungazi 1964, Ph.D., recently retired after 18 years as Regents Professor of Educational Foundations and History of Southern Africa at Northern Arizona University in Flagstaff, Ariz. His latest book may keep him from visiting his native country of Zimbabwe. Here is his story.



Dickson Mungazi



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My arrival at Morningside College, Sioux City, Iowa, on Sept. 5, 1961, was the beginning of my educational safari that lasted for the next seven years. The opportunity for me to come to the United States to go to college was made possible by the cooperation between Dr. J. Richard Palmer, president of Morningside, and Bishop Ralph E. Dodge, resident bishop of the Methodist Church in Zimbabwe. Bishop Dodge felt that opportunities for higher education must be provided to young Africans who had high school education.

In all, there were 11 African students who came to Morningside that year. Upon arriving at the college, the African students were assigned to faculty families to help them adjust to American culture and society. I was assigned to Professor Russell Eidsmoe, head of the department of education. After a rigorous orientation, the African students registered for the courses they wished to take in accordance with the instructions issued by the Ministry of Education in colonial Zimbabwe. From the beginning, I focused on English, history, and the romance languages.

Upon graduation in 1964, most of the students returned to Africa to fulfill their scholarship obligations. There, they made outstanding contributions in the development of education for Africans. I was assigned to teach history and French at Hartzell Methodist Secondary School, but I always wanted to return to the United States to pursue graduate studies. The First Methodist Church in Fort Dodge, Iowa, which had provided funds for my undergraduate scholarship, was happy to provide funds for my graduate studies.

In August 1974, I enrolled in the graduate program at the University of Nebraska in Lincoln. I studied history and philosophy of education, both for my master's and doctorate degree. My dissertation was entitled *The Change of Black Attitude Toward Education in Rhodesia*, a discussion of African response to missionary endeavors and reaction to

colonial policy. My advisor and dissertation chair, Dr. Erwin H. Goldenstein, told me that I had a potential for writing and that I should not wait too long before I produced a manuscript for publication. Since then, I have been privileged to write a number of books, two of them on the United States.

My latest book, *We Shall Not Fail: Values in the National Leadership of Seretse Khama, Nelson Mandela, and Julius Nyerere*, was published in September 2005. The book focuses on values in the national leadership of Seretse Khama, president of Botswana from 1966 to 1980; Nelson Mandela, president of South Africa from 1994 to 1999; and Julius Nyerere, president of Tanzania from 1964 to 1985.

The publisher, Africa World Press, Inc., describes my book as follows: "It is a critical analysis of the nature of good and effective national leadership in these three nations based upon the values that the leaders embraced to serve their countries.

"Drawing implications for other countries of the region, the author demonstrates what he considers to be good national leadership by providing insights into the political careers of [these leaders.] The values that these three national leaders shared in common and which made them successful include integrity, loyalty to principles, honesty, respect of democracy, [and] confidence in the ability of the people to make viable contributions to national policy and programs."

This book may not allow me to visit some countries of southern Africa, including my own, Zimbabwe, any time soon, because it is quite critical of the national leadership there.

Mungazi is the author of other articles and books on the problems of national development in Africa and the United States, among which are *The Evolution of Organized Society and the Use of Institutional Power, Ideology and National Development in Black Africa, The Evolution of Educational Theory in the United States, Educational Reform and the Transformation of Southern Africa*, co-authored with L. Kay Walker, *The Mind of Black Africa, Educational Policy and National Character: Africa, Japan, United States and Soviet Union*.