

PARTNERPLAN

Glen Lund - Zambia August 2011

UCZ Theological College
PO Box 20429
Kitwe
Zambia
Redhair.community@googlemail.com

Hi! It is six months since we arrived in Kitwe to begin at UCZ theological college. What an active time it has been on all fronts -- home, college, community. We have been in fine health except for seizure activity from Kathleen. Much of the time Kathleen seems to be thriving in the Zambian environment being lively and increasingly confident and independent. We are also blessed with good friends and neighbours who take an active interest in her welfare, who help out, and admire the way that Kathleen, as a special needs child, is able to participate so fully in our family and community.



Glen pretending to be a lady of Nineveh during Prophetic Literature

As a family we have not yet fully adjusted to Zambian life and culture - sometimes we find ourselves feeling emotional and stressed. Our overall impression though is positive. We are thankful for our life here and the smooth transition. We appreciate advantages of being based in Zambia's second largest city but also miss many aspects of the African village life we have known. We are now halfway through the Copperbelt's dry season. The air is quite heavy with pollution and dust but most of this season's grass and rubbish burning is complete. On a few nights in June and July the outside temperature sneaked into single figures. We felt the unaccustomed chill and cracked out sleeping bags, duvets and jumpers for the first time since leaving Britain. By midday though it is pleasantly warm. Our water supply is still erratic as is the electricity and internet. Our

power was twice cut off because of a payment dispute with a neighbour institution. The situation became so intractable that the UCZ theological college called in the Energy Regulation Board who made a decision strongly in our favour. Hopefully this will mean the end of deliberate, individualised power cuts. Meanwhile I still dream of solar powered water and electrical autonomy.

Since we last wrote, first semester has finished and we are already into second semester. My prophetic literature students acquitted themselves well in spite of the challenging assessment task I set them. I'm pleased to hear lessons being repeated or passed on.

In the last break, I turned to improvements in the library. Using funds donated by the Church of Scotland, I had a book buying spree and obtained most resources that the course lecturers had requested for this year. The whole process has not been quick but, much to the delight of staff and students, books have now arrived. Nevertheless, our collection is in need of further updating in most areas, as recommended by the visiting professors from Western Cape, our accrediting University. I am on the look out for ways of funding this.

In the break, staff began to computerise the library. We are using the open-source library management system KOHA. All the borrower records have been migrated onto the system and we have electronically catalogued 800-900 of our most used books. (Only 17,000 or so to go). It is so much easier to find and keep track of the books in the library now. We also gave the whole library

121 George Street • Edinburgh EH2 4YN

t 0131 225 5722 f 0131 226 6121 e world@cofscotland.org.uk w www.churchofscotland.org.uk/worldmission
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a thorough clean. Even some of our younger books were looking like venerable tomes with their coating of dust. Since the start of semester, the library staff have been trying to scan the weekly reading for the current courses and make them available on the library network. This should ease the problems caused by having only one or two copies of the core texts to go around.

We are now well into the new semester and I am teaching two New Testament units, Reading the New Testament and The Gospels and Acts. Once again I am enjoying the task immensely and that the students have had occasion to laugh. The highlight for me has been doing a biblical manuscript copying simulation which I learnt off a friend in Australia. This week students will be away on an evangelism campaign and then will be on their mid-semester study break.

Wendy: As I write, the day's formal education is over and Golden Time (earned for effort and attitude) is spent. Taliesin is building volcanoes with friends, Tsunami is in her secret world, Julu and Kathleen went for a run with Kathleen's puppy Miss Hoolie. Our mosquito beating routine means that they need to be inside our now-completed window and door screens by 5pm. We're pleased with the curriculum, Sonlight. This doesn't mean total escape from protests of the kids or ourselves but it is great literature, with rounded history, geography and our choices of music, languages, maths, sciences... Julu extends his education to learning Blender (computer animation) and cooking. Tsunami benefits from wisdom of an American grandmother in coping with trials of life here. Taliesin throws himself into boy stuff outside.

Glen spoke too soon. I'm now typing to the alarming crackle of a robust bush fire behind our neighbours. The clear day has become a haze. My heart bleeds for the wild life, even the snakes (see photo of black mamba). Ah! The fire engine has arrived. Gradually we are entering the deeper bonds of community here – a heart to heart with a mother (who cares so well and openly for her boy with cerebral palsy), friendly overtures from a lady sharing our church bench, a meal with or garden chats with neighbours, small efforts to raise people above their situations with out dependence and another fun walk with local lads to Prayer Mountain for the view, prayer and geology. Community includes Glen's interactions at college and socials with the expats – currently from USA, UK and India. We often sing for our supper, play games, watch films – they're a great bunch and a valuable resource for input into our education.



The young black mamba we spotted on campus (actual size c. 1 metre long)



Back: Taliesin, Wendy, Julu and Glen
Front: Tsunami, Kathleen (and Jayden)

Building community is so important to me that I feel a great wrench whenever we move and need to begin again weaving the, oh so important, fabric. It's great to hear of efforts for inclusion in the community for people with disabilities.

I'm already teaching violin 5.5 hours a week to four keen students. I've an invitation to teach at the international school and a queue awaiting my piano. There's not enough time to accommodate everyone, so for now I'll teach at home. I adore the international mix – Goan, Lebanese and Zambian born Indian origin – and am keen to work on ensemble playing.

Bless you all. Hint, hint – we truly appreciated the various emails (letters – you know the written sort – also precious) from recipients of our last letter.

Taliesin, Wendy, Julu, Glen, Tsunami, Kathleen.

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