

SUA CONE

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A Newsletter of Sokoine University of Agriculture Convocation

SUA's commitment on professional agriculture



Honourable Shamsi Vuai Nahodha, Chief Minister of Zanzibar (the second front line from right) receiving explanations from Mr. Mustard Macha in the SUA pavilion at the Mwalimu J.K. Nyerere Agricultural Show Grounds. Hon Nahodha who accompanied by his wife to his right was officiating one of Agricultural shows (Nanenane) in Morogoro where SUA showed her continued commitment to advancing professional agriculture in the country. Following the explanations carefully is the SUA Vice Chancellor Prof. Gerald C. Monela (Right).

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Centre of excellency and a valued member of global academic community in Agriculture

Editor's Note**When 'Agriculture' is an 'annoying' word**

It is a Convocation time again. The Sokoine University of Agriculture as an organ sees her alumni assembling to brainstorm on diverse issues pertaining to her vision and mission. I would like to make use of this space and time therefore to express my heartiest appreciation to all members of the SUA Convocation for seeing it fit and give an opportunity to serve as the Editor of this admirable Newsletter for the next three years. SUACONE is celebrating her 10 years of valuable contribution in both social and academic matters to the alumni. It has continued to be among the very famous newsletter being read by a wider community across the world. This standard is expected to be maintained and improved more during the whole time of my services in the post.

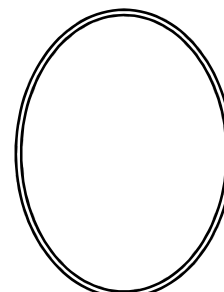
The year 2007 was a successful one to the university and individual members (Alumni). A good number of staff acquired different and higher post in public service. Many congratulations are extended from my desk to Prof. Wilbard S. Abel for being appointed as Director of Higher Education; Prof. Ludovick Kinabo, appointed DVC (Academics, Research and Consultancy) of the University of Dodoma; Prof. Eliuther Mwageni appointed DVC (Finance and Administration) of the Ardhi University; Prof. Apolinaria Pereka, appointed DVC (Finance and Administration) and Prof. Dominic Kambarage appointed DVC (Academics) of SUA. I wish them success and great achievements in their new posts as they continue to serve the government and its people.

Our esteemed readers, since our last convocation day the University has on one way or another faced a number of challenges including the need of changing her name to meet the so called high recruitment and 'respect' amongst stakeholders. The debate went into two major groups; those who support the idea and the opponents. It was the times where comments like "*agriculture* is not a palatable word neither does it attract students" rang our minds. It was 'found' out in public that SUA graduates are inferior because of the word 'agriculture'. Currently, SUA is the only University in Tanzania which offers Agricultural related science and social subjects. Am not sure if inferior graduates come from inferior instructors and that change of the university name would uplift instructors to automatically become superior or would mean recruiting afresh..!

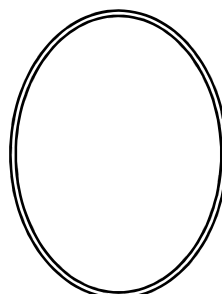
We may need to think wide whether the 'problem' is agriculture as a name, a word, a field or as a science-oriented study field. There was a surprising argument that changes should come because agriculture is underperforming in Tanzania!! It is a gruesome and unacceptable manifestation that science and especially agricultural science has failed the rural poor. The issue is why are they not able to cope? Why are the scientists so ineffectual in dealing with phenomena of which we have so much paper knowledge? Is it all about *agriculture* or *science*?

Dos Santos Silayo
Chief Editor

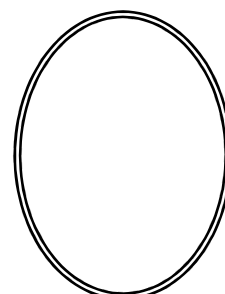
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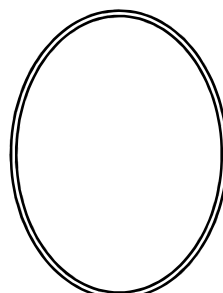
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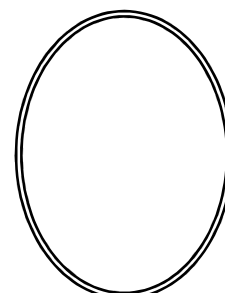
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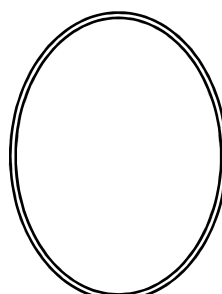
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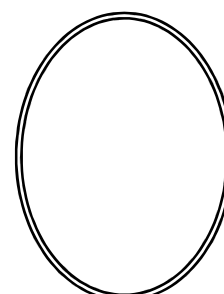
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FROM THE VICE PRESIDENT'S DESK



Dear members of the convocation.

Under normal circumstances Professor Beda Kessy would have been the one greeting you through this column. Professor Kessy who was re-elected to the presidency of the convocation during the 2006 AGM of the convocation on 28th February 2007 wrote to me indicating his wish to “relinquish the leadership of the presidency of SUA convocation to me as Vice President with effect from 12th March 2007. I, together with other members of the Executive Committee (ECC) of the convocation tried our level best to have Prof Kessy reverse his earlier decision but he stood on firm ground. On 29th August 2007, Prof Kessy wrote to me in very clear language that he actually meant to “*tender resignation*”. After 10 years of serving as acting and then as President of the convocation, Prof Kessy decided it was time to take it easy and let other alumni take over the resign.

Surely, Prof Kessy has been a dedicated son of the convocation. During his tenure, Prof Kessy will be remembered for dedicating himself to the growth and development of the convocation and particularly for spearheading the initiation of class re-unions which so far have resulted in the institution of various student prizes. Prof Kessy will also be remembered for initiation the on-going discussions on the establishment of an endowment fund to cater as a vehicle for various development activities including scholarships. As Prof. Kessy's resignation also coincides with his-retirement which took effect in March, this year, I on behalf of all ECC members and all other members of the convocation wish him all the best in life after retirement as Professor emeritus.

During 2007, the ECC also witnessed the re-location of two other key members of the ECC. Prof Aporinaria Pereka who was elected to serve as the Honorary treasurer was appointed to the post of Deputy Vice Chancellor (Administration and Finance) at SUA. Prof Abeli an ordinary member of the ECC assumed the position of Director of Higher Education in the Ministry of Higher Education, Science and Technology (MHEST). We wish both of them all the best in their new positions. Since then, several other members of the SUA convocation, based at SUA and outside SUA, have moved positions and or working stations. For lack of information on convocation members outside SUA



can only specifically mention the move of Prof E. Mwageni who assumed the position of Deputy Vice Chancellor (Administration and Finance) at Ardhi University and Prof L.J.M. Kusiluka who became the Deputy Vice Chancellor (Administration and Finance) at the Open University.

Sokoine University is now governed by a new charter instead of the University of Agriculture Act No 6 of 1984. Under the new charter the DVC (Academic) is designated as the Secretary to the convocation, instead of the Registrar under the Act. Hence Prof D. Kambarage who was appointed to the position of DVC (Academic) this year is now the secretary to the convocation. We congratulate Prof Kambarage both for his appointment as DVC and also for taking over the duties of secretary to the Convocation. Prof Kambarage brings with him many years of experience in leadership positions which include Head of Department of Veterinary Medicine and Public Health, Dean of the Faculty of Veterinary Medicine, Chairman of Tanzania Veterinary Board and Chairman of SUASA.

The recent decision by the Loan Board under the MHEST, to stop/cease issuance of loans to students pursuing postgraduate studies has affected not only some members of the convocation but all academic departments and the University as a whole. On the one hand convocation members have missed out on

opportunities to advance their academic qualifications and on the other hand, the University has missed out on income and academic interaction with potential postgraduate students. This is a situation for which the proposed Endowment Fund could play an important role. The ECC has invigorated the discussion by commissioning a 2-person task force to study the draft document which was prepared way back in 2003, consult with other institutions and finally submit a revised report for discussion by all members.

In this year's convocation luncheon, we shall have the pleasure of the company of Dr. Mwatima Juma who is a SUA graduate and a re-known Zanzibari public servant. Dr. Mwatima Juma's credentials include serving as the Director of Research and Extension in

Zanzibar before moving to TOAM (Tanzania Organic Agriculture Movement) offices in Dar es Salaam. Dr. Mwatima is an inspiration to all of us to aim higher, knock on different doors and just do what is best for ourselves and our country. We welcome you back to your Alma mata Dr. Juma.

As we prepare for the Annual General meeting (2007) please remember that the Convocation can not exist without the support of all of you. Thank you and best wishes for the new year ahead of us.

Prof. K.P. Sibuga
VICE PRESIDENT, SUA CONVOCATION
NOVEMBER 2007

Getting the Fundamentals Right

A public lecture presented at Sokojine University of Agriculture On the occasion of its 22nd Convocation Luncheon on 24th November 2006

By
1 August B. Temu

"...Colleagues, Alumni, Ladies and Gentlemen, having observed all the protocols please allow me to share my talk with you this afternoon on how we could get things right..."

Introduction

A village woman in Gairo picks her hoe in the morning and off she goes to her field to till the land. Hour after hour, she scratches the soil that feeds her family. She knows that over the years, she harvests less and less because of the ever declining soil fertility; but it is beyond her financial or technological capacity to change that situation. The dreams of prosperity for her children keep fading away.

In a village in Matombo, farmers are celebrating a good harvest because the rains were enough this year. Food is plenty everywhere. Lots of bananas and yams are rotting due to lack of markets. No one cares, there is such a huge surplus anyway!



Prof. A.B. Temu

A farmer in Towero Village runs down the hill with a 20kg basket of cabbage and carrots. Sweating and panting, he hits Morogoro market. With five vendors confusing him with price offers, he gives away his merchandise for a fraction of the labour costs

¹ *August Basil Temu (PhD) is a Professor in Forest Resource Assessment and Management. Prof. Temu is one of the great pioneers in the Faculty of Forestry and Nature Conservation, SUA and has served many years in international forestry research organizations. Currently he works with ICRAF in Nairobi, Kenya as a Global Theme Leader on strengthening Institutions. Prof. Temu is married and has four children.*

involved in the production. He feels the relief as the load is lifted off him. To fuel his trip back home, he spends half of the revenue eating at a city kiosk and takes some local brew at a bar half way up the Uluguru peak. He arrives home late, but in time to celebrate with his family the kilogram of beef he bought in town.

In Monduli, Ole Mekurut is a livestock keeper – more appropriately a herder. His 75 cattle are in a desperate state of health due to a declining supply of fodder and water. The animals walk their hooves off daily, in search of survival rations. Some die. The surviving ones hit the next rainy season, fatten up and reproduce. The cycle continues. Mekurut's children do not go to school. They herd the animals, from sunrise to sunset.



In Singida, Mama Neema walks her usual 3 km to the drying river to collect some water. It takes her the better part of each afternoon. She washes the children's clothes there first before collecting the water. She and hundreds of others share the dirty water with thirsty animals. They scramble for their shares. Earlier in the day, she was busy collecting firewood. She has lived with this drudgery for so long, she no longer thinks about it. She sings her way to the woods; that is so long as the forest guard does not spot her, otherwise the song changes to a scream. The woodland is rapidly receding due to timber harvesting and charcoal burning. The drying river comes from the disappearing woodland.

The year is 2006, and the routines above were the same some 50 years ago. But wait a minute! Forty one years ago, the man from Towero Village with his basket of cabbage and carrots would have crossed plenty of bushes before reaching Morogoro city. But he now passes through bare land, then a sophisticated University of Agriculture campus. He hopes that one day his sons and daughters will settle here and enjoy what appears to be unlimited success and wealth.

Fellow graduates of Sokoine University of Agriculture; the stories above are our stories. They are part of our reality. They traverse the country and much of Sub-Saharan Africa. I want to put it to you that these stories are about the African University. They are about the African Elite. They are about the African dream – or rather, the lack of it! Let us look at the concepts in these stories in the context of what is expected of this institution.

The general purpose of education is to raise the overall amount of knowledge known about a particular subject or object, so it can solve societal problems. A conceptual model is presented in the diagram below, where knowledge is part and parcel of resource development, management and utilization. Any natural resource would be valueless if it is not viewed in the context of society's social, cultural and economic needs. Research helps us to relate the physical condition of the resource with these societal values in order to articulate and prioritize strategies and interventions that bring prosperity. Again, research and education are necessary for us to develop and apply effective strategies for recapitalizing the natural resources so that they can in turn sustain the supply of goods and services for our prosperity.

Investing in research is therefore necessary and complementary to investing in education. The former generates knowledge whilst the latter is a tool for sharing knowledge. Good education raises the level of knowledge in specific areas, enabling society to better analyze, make choices and take appropriate actions. Likewise, the experiences of society influence institutions of learning as well as the learning experiences by putting into context what happens when certain knowledge is applied in a particular circumstance. In an ideal situation, there is a dynamic reciprocity, where education and research influence choices by society, and likewise, society influences the content of education and research. Thus, both knowledge and society continue to shape each other.

To develop or not to develop is our choice

Despite the abundance of natural resources in Africa, poverty has come to characterise or typify rural livelihoods; so much that we are increasingly insensitive to its presence. Most, if not all of us, grew up in villages that were and still are experiencing more than one of the situations I have just described. Paradoxically, lifting ourselves out of poverty could be quite easy; if we care to give it a thought!

Let us start by focusing on the individual. If you are endowed with normal physical and biological constitution and a working brain, then you need only three more things – some natural capital, access to knowledge and the will to work. You can build your dwelling, produce your food and clean your environment. The only assumptions are that you have full access to the natural capital (land, water, wood etc.) and enabling policies. Tanzania is endowed with all these. The key elements that would measure individual or family development are good health

(food and nutritional security), education and good shelter.

Let us next focus on the community. Call it a family, clan, village, division, district or any societal organizational form. Here we need things that are larger than for the individual. Our first investment is in a cohesive society that has a common vision. Our key assets are social capital, natural capital and once again, the brains and hands of our people. But one more thing is crucial – leadership. Someone must organize us so we can use the “capitals” for our development. The leader must have knowledge to marshal the “brains and hands” of the community to achieve the desired goals. The key elements that would measure development here would be social stability and working infrastructures for the supply of education, health and essential services (water, energy, communication etc.).

I could go on to higher levels of organization, but I am afraid there will be no new ideas. The bottom-line is that we need to engage our brains and hands more effectively and efficiently to change our livelihoods. By “effectively” I mean that we have to do the right thing in the right place and way, and at the right time. By “efficiently” I mean we must not put in more than we can get out of it. Time is an extremely important resource – if we squander it, we become inefficient, and poverty will thrive. In short, unless every individual has the desire to develop and does something about it; then families, communities and indeed the whole nation will not develop.

The sine qua non is that real development must first arise from within our minds. This is translated into practice through our hands. Only then will it be sustainable. No amount of adoption or adaptation of science and technology will transform our condition until we desire that it happens. Neither would volumes of development aid translate into real development until we hold the reins and drive development ourselves. But if each one of us desires and acts to change his or her personal condition for the better, using the principles I have just expounded, the nation will surge forward. And that is development. Our university is best placed to provide development leadership, primarily because it generates and shares knowledge in the disciplines that are linked directly to food and nutrition security, shelter, energy, water and environment. And these are the areas that are key to the introductory stories that I gave at the beginning of this lecture. I want us therefore to embrace simple principles that can unhook from poverty the people in the introductory stories and the country as a whole.

In 1984, Mwalimu Julius Nyerere rejected our proposal to call this university, “Sokoine University of Agricultural Sciences”. Said he, “I know you academic

people; you will concentrate on the word “science” and forget the rest of your mission”. So we became Sokoine University of Agriculture, to emphasize the intended impact on agriculture and development. At some stage, Mwalimu got frustrated and said “We could close down this university, and other than the students, their parents and their professors, the people Tanzania may not feel the change”¹ If that is less true today, we are on the right path. If not, then we must re-examine our conscience.

Agricultural education at the epicentre of development

Agriculture in its broadest sense is about People, Land and Prosperity (call it PLP). People and land have been there for millennia. What is badly needed is prosperity and that can only be achieved if the science and technologies generated or adapted by this university can be applied. If this cannot happen, there is no point in teaching it, and producing graduates would be an exercise in futility. This brings me to a few key messages I would like to share with you today. As a university, our overarching objective is to fulfil the mission of SUA, which for simplicity I will paraphrase as: “To empower the country with agricultural² capacity that spurs and sustains development.”

Empowerment involves a variety of actions that improve policy, science, technology and their application in strategies for development. Again for simplicity I will identify empowerment at four levels which are logically linked and only separated for the purpose of clarity. SUA’s mission can be achieved if we will do a good job of empowering institutions, the industry, the professions of agriculture and natural resources, and learning systems. I will briefly elaborate on each of these.

Empowering institutions

Policy and decision making institutions require vision, intelligence on global, regional and national parameters that impact on agriculture, capacity to negotiate agreements and protocols, and strategic links/partnerships. At the local level, institutions such as producer organizations, cooperatives, and private entities all need access to the most relevant information digested to suit their specific conditions. Overall institutional organization and inter-institutional synergy are very crucial elements for success. Is the university actively involved in empowering institutions? If yes, which, where and how?

Agriculture is sung as the mainstay of our economy. For us to achieve the Millennium Development Goals (MDGs) we will therefore require major improvements in our agriculture, livestock husbandry

and wise use and management of tree, forest and wildlife resources. Global agricultural markets are sliding away as trade barriers (tariff and non-tariff) are erected to systematically exclude our commodities. Prices for our products are increasingly determined by buyers, while manufactured products from the developed world have fixed price tags. In the local scene, agricultural markets are small, highly disorganized, lack requisite supporting infrastructure and the traded products lack standards. They are largely markets of the poor; and hence prices tend to be depressed. How are we expected to compete globally when in our own local markets we do not have a working system or standards? What roles is the university playing and what strategies are we proposing to our government (at all scales) to turn this situation around? Are we buried in our own specializations and (perhaps) oblivious of these development problems? How many graduate theses and lecturers' research products are focused on solving these problems? How well linked are we to institutions that handle these issues?

Today, rising dependency of tree and forest resources is emerging as a characteristic of our poor rural communities, especially where agriculture is failing to improve incomes. The assault on forest resources for fodder, energy and building materials is fast eroding the natural capital upon which agricultural sustainability depends; and threatens future supplies of environmental products and services such as water and biodiversity. What advice is the university providing to local institutions? Are forestry experts aware of the international forestry related agreements, principles, conventions and protocols; and interpreting them in the context of how they could impact on forestry in this country?

What I am saying is this. In the past, SUA was considered as a national university that would churn out professionals in agriculture- forestry- and livestock- related fields. These are the sectors that underwrite livelihoods and the economy of this country. If we make progress in these sectors we achieve prosperity, otherwise we continue to wail in poverty. But the world of today is very much different from that of the late sixties to mid- seventies, where national policies were overriding global policies in our development. Today, developing nations like ours are increasingly being driven by what happens outside their borders. That is, global institutions and trading blocs. These try to enforce what our farmers can grow and sell, the type of seed to use (genetically modified or not), how to raise livestock if we want to export beef, the tree and forest products to sell (certified or not) and above all what price they are willing to give us at the market place.

This university has the responsibility to position agriculture, livestock development, and tree and forest resources management in this context, and guide the country appropriately. We have no choice but to think seriously how we can assist our country to resolve these issues. Not doing so would define doom for the university and the country.

Empowering the industry and markets

The industry and markets hold the key to unlock many rural communities from poverty. The industry adds value to what they produce. The markets connect them to monetary systems; for if they do not sell how else could they earn money for their children's education and health care? But poor people selling at small local markets with most of the sellers and buyers being poor only depresses the prices. So they earn little and poverty persists. This is where we need ways of unlocking this vicious cycle. How can our farmers get better prices for their produce? And how can the industry add good value to agricultural production? Sometimes we encourage farmers to increase production without first ensuring that there is a good forward linkage to secondary production or even good storage facilities for them to sell at better prices in off-season periods. A lot of their efforts are laid to waste as crops either get miserable prices at the market place or simply rot.

Another dimension is production for export. International markets are extremely elusive entities if they are not complemented by strong local and regional markets. Mediocre product management results in commodities that cannot compete. Markets begin with the production process through the farm gate to value adding industries and to the higher marketplaces. At many universities we teach marketing as an afterthought. It should be the opening course for anyone studying agriculture and natural resources! Market intelligence, profitability strategies, solving technological (processing) challenges, standards, patents, certification are but few areas that require expertise. In advanced universities, many industrial problems ranging from technological hitches to worker management are solved with strong support from universities. Thesis and staff research are very powerful contributors to technological and management science and practice. How well are we linked and supporting industry? In other words, in an economy led by agriculture, how responsive is the education at SUA to industrial needs?

Empowering farmers

Well adapted knowledge and technologies must reach farmers, whether they are nomadic or sedentary. Farmers must not be seen just as producers – they must understand mechanisms that enable them to earn more and improve their livelihoods. Labour saving

technologies, pricing and markets are part and parcel of production. Forming associations and gaining bargaining power are also important. Recapitalizing the natural resources (soils, water, energy sources etc) will ensure sustained productivity. In short, in an increasingly knowledge-driven society, we will need smart farmers.

How is SUA working to produce smart farmers? What institutional arrangements are there to ensure that current knowledge products and technological innovations reach the farmers of this country? This university cannot train all farmers in Tanzania; but it has the responsibility to ensure that the required knowledge is generated and jointly managed appropriately with relevant institutions to reach and make our farmers smarter. Good agriculture comes from good physical environment; an environment that ensures the steady flow of water for man, animals and crops; an environment that sustains the supply of farm inputs and energy for the farmer's needs and for product management. That environment must be rich in trees and forests. The farmer has to maintain a delicate balance between his crops, animals and the environment; otherwise the natural capital is continuously "mined" with devastating impact on productivity. This is an ever increasing challenge to farmers. We have the responsibility to guide the country on this.

Empowering and re-charging knowledge systems and professions

In order to reach out to all stakeholders, the university must be linked to systems that ensure that the right knowledge is at the right place, and in time. This includes all the range of institutions of learning, communication systems and media. Fortunately, SUA library has the distinction of being recognised as a national depository of agricultural information. There is a clear difference between collecting/archiving/sharing information (whatever its form) and strategic organization of agricultural intelligence to inform policy makers, industry and farmers. Given the brain power available at SUA and the personal and institutional library resources, it is clear that there are lots of fruits that could be harvested here. The question is whether or not we in the university are proactive enough and serve as a centre of agricultural revolution. We have to lead the strategic generation, sharing and application of

agricultural knowledge. The urgency with which we address these challenges will determine our success.

Looking in the mirror

This brings me to the graduates of this university, currently our most visible product, and a key mirror through which we can measure our performance. Our desire is to make the graduates the most sought after experts. Doing all those things I have stated earlier will not only make the university relevant and effective but will also raise the profile of the university in the country and beyond. Our programmes would be attractive to students from beyond our borders. The

current slogan that graduates should become job creators and not just job seekers will become reality. So to assess our performance on the development trajectory, we have to look in this mirror; the graduate. How successful are our graduates in improving their lives and farming institutions?

To achieve tangible progress in influencing development, SUA

would have to transform its programmes so that the scientific contents of agriculture, forestry, veterinary medicine and all other professional programmes are built on a solid platform of development-oriented principles that give context to why the specific subjects are being learned. Additionally, the teaching, learning and research approaches must emphasize problem solving approaches.

This means major changes in the weighting of courses and perhaps an inversion of the curricula so that some courses taught in the final years would be taught much earlier. In other words, we begin by building soft skills and finalize with hard science. Such an inversion would ensure that the purpose of agricultural education is laid out as a solid platform upon which specific sciences and technologies can be learned. It may also be necessary to open up more specializations, for the degree programmes in order to address the emerging areas of need, such as, biotechnology, and climate change. We must not remain piously tethered to old curricular content or course sequencing where academic criteria were applied without taking stock of real development needs.

Conclusion

The ultimate mirror for the university is the condition of farmers, agricultural industry and the landscape. We must address these as a priority, and with vigour. We all know that there are factors outside the university that can impact upon all these. When apartheid was strangling the people of South Africa, we in the



universities rose to oppose and fought it – physically, psychologically and economically. But today we watch crop marketing bodies and corporations strangling our farmers, yet we sit as passive observers instead of taking our responsibility. When global institutions decree against farming subsidies we mention the problem, draw a few complicated diagrams to illustrate it and coil back into the classroom to teach the same stuff we planned many years ago! With such mindsets we cannot generate any impact and our work would be understood as just a chalk and board exercise.

So, if we want to know how well we are doing, let us look at the farmer. That is our benchmark. If she or he is doing well, we can expect more rewards for our work. But if the answer is to the contrary, we need a place to hide, for we have not done our job. Our measure of success is how many farmers break through and move above the poverty line each year.

My prime concerns are not about the past or the current situation; rather it is about the future. How different do we expect the farmer to be in the years to come? We must not allow the current system of farmers deriving livelihoods from using a hand hoe to scratch a tiny piece of land that is a product of repeated subdivisions across generations. It just won't work, nor is it competitive. Should we have fewer, more effective farmers and use the rest of the rural labour differently? Would forestry be about forests or about trees resources and their contribution to prosperity? Are not farms crucial land uses that impact on forest resources and environmental services? Should wildlife be protected for tourism or for multiple uses? These are the kind of questions the university must debate with planners and decision makers and advise appropriately. This is education in development lexicon.

Universities are centres of change. SUA must guide our nation on how to manage the continuing changes in rural livelihoods and environment. We can do so if we are able to manage the changes in our own university programmes, our attitudes and the working environment. We have the honour of bearing the name of a courageous, creative and committed son of Tanzania, the Late Edward Moringe Sokoine. Let us be as visionary and committed.

Friends, colleagues, ladies and gentlemen, I have deliberately dwelt on what I see as issues that can

stimulate debate among us and especially challenge our thinking on agricultural development. I deliberately steered away from poverty and agricultural development statistics that have come to characterize almost any statement made on Africa. We in Africa must stop feeding others with all the bad news about us or our countries, and instead work hard to change that situation. Fortunately it is not beyond our means.

Before I terminate my lecture let me leave you with just one request. If we all change our attitudes and pessimistic views about development we will by that alone, have removed the largest barrier to development. This is true for us as it is to all the great people of this nation. To me, this is the first step we all must take: We must regain our self esteem, then commit ourselves to achieve specific goals at all scales from the individual to the nation, and maintain social harmony as we move forward. Sceptics may ask why



all these things have not happened in the past and what would make them happen now. My answer to them is that everything has a beginning, and nothing is more valuable than a good idea. We must stop romanticizing about the past as if orthodoxy in itself were holy. The past is great for historians; the

present is exigent because we live it; and the future is still in our minds. So let us make the future materialize.

Mr. Vice Chancellor, invited guests, SUA staff, fellow alumni, ladies and gentlemen; I strongly believe that this university can play a very special role in the prosperity on this nation. We are very well equipped to do so, and all that we need is a fitting vision and determination to achieve that vision. Our nation's leaders should provide the space for us to act, but we must also ask for that space and use it effectively. We have done a good job so far, and we can do better.

On behalf of all alumni, I welcome and congratulate all the 2006 graduands.

I thank you all for availing me the opportunity to share these ideas with you.

The New Culture of Narcissism

By Z.S.K. Mvena

It is now fairly common to see someone in our very busy roads suddenly slowing down and completely ignoring the many cars coming behind him or her. Anxious to find out what the problem is, you are likely to notice that the driver has suddenly slowed down in order to talk via the cell phone about how boring a send-off party was the previous night. This anti-social behavior is referred to as narcissism.

According to Greek mythology, Narcissus was a beautiful youth who fell in love with his own image. This is the origin of the word narcissism, which means undue dwelling on one's own self or attainment. Erich Fromm, in *The Heart of Man*, expands the meaning of narcissism to cover all forms of vanity, self-admiration, self-satisfaction, and self-glorification in individuals and all forms of parochialism, and fanaticism. In other words, Fromm uses the term as a synonym for the "asocial" individualism, which, in his version of progressive and humanistic dogma, undermines cooperation, brotherly love, and the search for wider loyalties.

Individuals with this social malady are more likely to abhor cooperation and team impulses. Such individuals praise respect but not rules and regulations in the secret belief that they do not apply to them. They cherish acquisitive behaviors in the sense that their cravings have no limits and demanding immediate gratification and glorification and lives in a state of restlessness, perpetually unsatisfied desire. One would want to remain in power for extended periods beyond retirement age and amassing both wealth and power as for example the same individual being a NEC member, a Minister, and a member of parliament. If there is room for more positions, they are more than glad to jump onto them.

It is said that narcissism emerges as consequence of political, social or economic turmoil. To adjust

to these circumstances, individuals retreat to purely personal preoccupations. Having no hope of improving their lives in any of the ways that matter, an individual is convinced that what matters is psychic self-improvement.



Manifestations of narcissism come in a variety of forms. For those who have bothered to traverse widely in urban areas, you are likely to see some residents deciding to close roads by putting up walls or houses on an otherwise public land while completely ignoring the many residents who have been denied access to other areas purely for selfish interests of a few. This predicament has led some urban residents to have no access roads in case you own or hire a car. There are cases of fire firefighters not being able to reach some houses because someone has constructed some facility such as walls, extending a kiosk, or even a whole house into the otherwise public road.

".....Groups, and not just individuals, can also fall prey to narcissism. Some groups can be so obsessed with group "success" to the extent that they will not include the social cost in this endeavor....."

In some cases, bar operators play very loud music and well into the night or all night long under the illusion that loud music attracts customers and therefore, what happens to people around them is none of their business. The people around them could be sick needing serene environment or babies who cannot fall asleep with the slightest noise. There could be pupils preparing for the standard four or seven examinations but cannot concentrate because of the loud music coming from the bar next door. It could also be adults who, after a long day of hard work would like a peaceful night but cannot get it because the bar owner has decided to host a "kitchen party" followed by a "send-off", and then a wedding reception. A grand finale could be "kuvunja kamati". To the bar operator, this is income and it should be generated at whatever cost including what happens to neighbors.

In other cases individuals can operate businesses that emit offensive smells that traverse some kilometers away. Such individuals may even pretend not to understand why you are complaining about the smells. The smells could come out of a leather tanning factory, or a pig rearing unit or other livestock keeping activities that do not observe sanitation. You have individuals who also let sewage in form of dirty water or urine or slurry flow into public roads without regard to the road users, the innocent children, and the neighbors. Livestock also do make noise but owners pretend it is music for the owners and everyone else.

Although narcissism is easily noticeable in individuals, groups too can be trapped into this malaise. Groups, and not just individuals, can also fall prey to narcissism. Some groups can be so obsessed with group “success” to the extent that they will not include the social cost in this endeavor. In mind I have some of the church groups that convert residential houses into church buildings. With plenty of money extorted from their desperately economically disabled followers, church leaders purchase the most powerful public address and music systems. When these electronic gadgets are switched on, the walls of the neighboring residential houses will tremor when preaching and singing during the nightlong vigils or “mkesha”. Like the loud noise from bars, people in the neighborhood will be unable to sleep, read, or even rest during the night. When one complains, it is taken to be blasphemy punishable only by going to the other side of heaven.

This is where I have a lot of problems in

deciphering the puzzle. Simple logic and reasoning from the enlightenment era would lead me to believe that a truly religious individual would exhibit compassion, love, and understanding in others who surround them. They would be able to comprehend the need for the sick to recover within an appropriate and not noisy environment, the baby angels who need to sleep in peace, and the innocent children who need to catch up with their studies under suitable environment. I strongly believe that the virtue of freedom is cherished by each one of us provided it does not infringe other people’s freedom. What may appear good music for the troubled soul could also be noise to someone else. Also the same spiritual music can be adorned during day time when you’re your soul is ready for such music; but it can turn out to be very disturbing if the same music is played at midnight. This then becomes noise.

Like cancer, when narcissism has permeated every facet of life, it becomes difficult to cure it. The solution may lie in the dictatorship of the government or the family. When the society is left to nurture the culture of narcissism, society ceases to be a society the way we knew it all along.

Zebedayo S.K. Mvena (PhD) is an Alumni and Professor of Sociology at SUA. SUACONE is proud of his outstanding articles and contributions from year one of its publication. For 10 years, we have demonstrated confidence to our readers as you have always been with us. Thank you very much.

*****editor*****

Encouraging more students to take science subjects in Tanzania

By Justin K. Urassa



The importance of science and technology to humans continued existence in our planet particularly so in the current era of global warming can not be denied by anyone. Science and the advances in technology

have enabled countries in the west (developed) to raise life expectancy of their populations while at the same time improving their living standards something that lacks in many of the developing countries Tanzania included. However, trends of young people taking science for their future professional aspirations is falling both in the developed world and in the developing world were

such individuals are mostly needed. And reasons for the decline vary among countries. The decline has also called upon governments and professional scientific bodies to try and find ways of reversing the trend. In Tanzania, the government, institutions of higher learning and the Engineers Registration Board (ERB) have all shown their concerns and are all trying to lure secondary school students to enroll in the science subjects with a hope of reversing the current trend.

In the late 70s and early 80s when I was pursuing my secondary school education science was very popular among students and to be in a science stream was seen as something of prestige. However, after many scientists complete their studies most end up in lowly paid jobs and unfriendly environments which may be frustrating to some and this has made some of the people I know to vow that they will not allow their children to enter into the same trap. I even came across an individual who had wanted to study science at the University of Dar es Salaam but due to advice from an aunt who was also studying there changed into accountancy and currently the same individual seems to be very happy as he works with some international accounting firm with a good remuneration package. Never the less it's not all gloomy for scientists; some have also managed to get some good paying jobs both locally and internationally.

However, in the current world what really matters is how one can get his/her family to the dinning table at least three times a day, give them some decent shelter above their heads, assure that the family puts on some nice cloths and the children go to some decent school with the possibility of passing their exams and making it to the university or other institutions of higher learning. Of course better living is the main thing you'll find people discussing in corridors of places like SUA and the like. Due to liberalization of the economy and the enhancement of globalization to many people the "We" meaning the society/community doesn't count much but the "I" meaning the individual and immediate family members. In the past, particularly during the "Ujamaa" era the opposite was true, though, not to all and this ensured less competition among families/individuals as compared to now when people are judged by where the children go to school, in what area they live, where they go for their holidays and the like.

Having said the above, I return to the main subject of the article "science". I personally welcome the

efforts being done by the government and other stakeholders to revive the science spirit. However, the following need to be looked up at a close range if their motive is to succeed; the government and other stakeholders' need to answer the question why are many students shying away from science? Is it because of the poor remuneration packages; is it the poor working environment graduates end up in particularly those working with the central and local government?

In line with this we as Tanzanians need to ask ourselves as to why some of the science graduates are quitting their professions to join politics, business, administration and other professions rather than stick to their hard earned professions. Of course I am not trying to propose some authoritarian ways of maintaining people in the fields but to suggest that those quitting science, perhaps they stand a better chance of benefiting in the other areas as compared to their original profession. We should remember the wise words of our ancestors "maneno matupu hayavunji mfupa" (literally translated into bare words can not break a bone). I think all the counties I know to have attained scientific development have done so by action rather than mere sweet words offered at political rallies or conferences.

Secondly the government and other stakeholders need to remember that teaching meaningful science in this era of globalization require real commitment and not propaganda, we can not win the hearts and minds of prospective students if the status quo is maintained. In the current world environment and globalization one needs to produce competent graduates who can stand the challenges offered by graduates from other universities and institutions. The era of closed borders when labour could be contained is over, thus, investment in human resources and equipment is necessary. And the equipment should not be just for the sake of it but "state of the art" equipment that ensures knowledge and skills imparted are acceptable worldwide. When we talk of science we should really mean science and not theoretical scientists who lack the practical aspect. The continued investment in upgrading of the human base is also critical if Tanzania has to claim a share in the advancement of science and the advancement of the society.

As Tanzanians need to critically examine the science curricula right from the primary school level to the institutions of higher learning and make sure that it is appealing to prospective students and

not dull. More so science instructors should shun away from the old ways of terrorizing students in taking science by avoiding statements that scare some of the students away, be it females or males or even the average students who may not be very intelligent but who never the less are interested in pursuing science in future. At times some student who may seem to be less intelligent may in actual fact be due to the environment they find themselves in rather than their genetic make up, geneticists, psychologists and education experts may agree with me here.

Lastly, Tanzania's current expansion of secondary school education calls for more investment to enable the new schools to equip themselves with viable laboratories that will enable an efficient delivery of science teaching. In addition to the laboratories the new schools also need competent teaching staff that are well versed with the new developments in science and technology. And to keep this staff up dated the government should

allocate enough resources to cater for their frequent upgrading. However, having good laboratories and staff should not only be limited to the secondary schools but also to the primary schools as this is where early interest in science could be nurtured. An early interest in science may be very crucial in the future of science education in Tanzania. And this may be supported by the English saying that "a stitch in time saves nine" Having said the above I hope the Tanzania government and all the stakeholders involved will ensure Tanzania gets a balance of all professions needed in her socio-economic development.

.....J.K. Urassa is our regular contributor, member and a lecturer in development studies at SUA. We are so thankful for you are with us.....

CLASSES OF 1977

A historical account

By Dr. Method Kilasara

Of the 1977 Graduates in the Faculty of Agriculture, Forestry and Veterinary two of them graduated their Master of Science degrees. These were Mr. J.K. Samki (M.Sc. Agriculture) after having successfully completed his thesis in Soil Survey and Land Evaluation and Mr. A.B. Temu who did his M.Sc. in Forest Economics.

There were 118 1st degree holder graduates, 20 holders of B. Sc. Forestry and 98 pursuant of B.Sc. Agriculture. The B. Sc. Forestry class was unique in that it recorded a 100% success without any discontinuation or a repeat year case in the class, which had a single, and the first lady forester to graduate in

Tanzania, the late Ms. Zabida Maregesi.

The Agriculture group consisted of a cocktail of direct entrant x-form six leavers who were enrolled in 1974 and pursued a three-year B.Sc. programme, in-service mature certificate-holders who equally pursued a three-year programme and a larger group of diploma-holder students, who were enrolled in 1977 and graduated having followed a two-year special B.Sc. programme.

The both the two- and-three year degree programmes were built with two unique practical imparting skill-training sessions:

- ❖ An annual ten week field practical session that was conducted in more than one station during when students interchanged stations. The stations to be visited by a given student were chosen to cover the widest range of practical skills.
- ❖ The third year was earmarked for specialized training. These were identified as options. Options were initiated only in the Faculty of Agriculture. These were: Agricultural Engineering, Soil Science, Crop Science, Animal Science and Rural Economics.

❖ Each final year student in was supposed to design, conduct and report on a self identified production-oriented field stationed or other wise project in which the required inputs and yields were recorded and economic analysis carried on. The production-data collection exercise was assessed. B, Sc. Agriculture students except those pursuing the Rural Economy option were obliged to undertake the exercise. The latter were

provided with an equivalent assessment.

The 1974 B. Sc. Agriculture first-year class brought about a different outlook from the gender balance point of view. Contrary to previous years, which were characterized by having a very high male: female ratio (above 8:1), the proportion of male to female students was almost 2:1. This narrowed down further during the second year of study that had less 10 male students. This happened following their discontinuation

from studies at the end of the 1974/5 academic year. Apart from narrowing the male: female ratio, the discontinuation caused panic in the campus, as it was the 1st time to observe such a high rate of failure. Before that, discontinuation rate was virtually a rare phenomenon and when it happened only a student or two who were discontinued from the entire campus. This happened without any student launching an appeal as that never, ever existed.

BACHELOR OF SCIENCE – AGRICULTURE GENERAL

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|------------------------|-------------------------|------------------------|
| 1. Akibarali, J.A.H. | 34. Kigobanya, N. | 67. Mlingo, J.K.M. |
| 2. Akonaay, H.B. | 35. Kilondo, M.M. | 68. Mmassy, M.A. |
| 3. Antapa, P.L. | 36. Kimaro, S.M. | 69. Mmikonga, A.A.M.S. |
| 4. Bigemano, K.C.C. | 37. Kimbora, T.A. | 70. Mollel, L.L.J.O. |
| 5. Biwi, K.N. | 38. Kinabo, J.P. | 71. Mollinga, M.S. |
| 6. Boki, K.J.F.M | 39. Kipembe, E.H. | 72. Mori, J.S. |
| 7. Buzwillili, M.D. | 40. Kisiringyo, T.N. | 73. Mosha, W.H.M. |
| 8. Byakwaga, J.G.R. | 41. Kitaly, P.I. | 74. Moshi, L.A. |
| 9. Chamanga, P.J. | 42. Kitangalala, J.J.S. | 75. Moshi, A.J.M. |
| 10. Chambi, J.Y. | 43. Kilasara, M. | 76. Mpunani, A.A. |
| 11. Chami, L.M.L. | 44. Latonga, T.M. | 77. Msangi, M.R. |
| 12. Chikaka, C.M.B. | 45. Lubega, F.F. | 78. Mndolwa, D.F.M. |
| 13. Dimoso, P. | 46. Lukanga, L.A. | 79. Mshana, F.J. |
| 14. Edward, P.L. | 47. Lyamuya, F.N. | 80. Msanya, B.M.M. |
| 15. Gembe, M.M. | 48. Lyimo, C.E. | 81. Msomba, N.T. |
| 16. Genda J.A.A. | 49. Mandulu, J.D. | 82. Msonga, R.S. |
| 17. Gibek, R. | 50. Mangazeni, S.W. | 83. Mtolera, C. |
| 18. Gunda, P.A. | 51. Makotha, A.A. | 84. Mtui, A.L. |
| 19. Ibbe, S.N. | 52. Mallya, E.B. | 85. Mushi, A.B. |
| 20. Ikeru, T.W.D. | 53. Marandu, E.J.E.T. | 86. Mvena, Z.S.K. |
| 21. Ikerra, T.S. | 54. Maringo, A.S. | 87. Mwafinga, L.G. |
| 22. Isengwe, P.T. | 55. Masha, T.A. | 88. Mwakibinga, H.N.N. |
| 23. Ishuza, S.L.B. | 56. Massawe, A.R. | 89. Mwambazi, E.A. |
| 24. Kaduma, T.N.L. | 57. Massawe E. | 90. Mwambene, W.N. |
| 25. Kamugisha, M.B.K. | 58. Mayalla, J.H. | 91. Ndemo, E. |
| 26. Kantinga, S. | 59. Mayona, C.M. | 92. Ngaiza, V.I. |
| 27. Kapaliswa, | 60. Mbwilo, G.H. | 93. Ngamogwa, O.A.Z. |
| 28. Karua, H.M. | 61. Mdee, M.R.M. | 94. Ngowi, E.P.M. |
| 29. Kateule, B.B. | 62. Mduda, M.A.G. | 95. Ngulu, F.S. |
| 30. Kapakepa, V.M.K.K. | 63. Mero, N.N. | 96. Njau, F.K.D. |
| 31. Kessy, D.L. | 64. Misalaba, R.S. | 97. Mnko E.N. |
| 32. Khatibu, A.I. | 65. Mkonyi, J.I. | 98. Mniko, S.N.J. |
| 33. Kiariri, N.E. | 66. Mkonyi, N. | 99. Nyaki, A.S.K. |

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|--------------------------|---------------------|--------------------|
| 100. Nyambo, D.B. | 107. Sibuga, K.K. | 114. Temu M.H. |
| 101. Oloya, J.D. | 108. Sinje, M.E. | 115. Tesha, F.A. |
| 102. Omari, S.J. | 109. Siphi, M.N. | 116. Tibenda, J.J. |
| 103. Quamrishi, J.S. | 110. Solo, S.M. | 117. Tsit, N.D. |
| 104. Rutachunzibwa, M.H. | 111. Songambe, S.I. | 118. Massae, E.E. |
| 105. Saadan, H.M. | 112. Suleiman, A.A. | |
| 106. Shipella, B.K.W. | 113. Tarimo, H.M. | |

MASTER OF SCIENCE IN AGRICULTURE

1. Samki J.K.

BACHELOR OF SCIENCE- FORESTRY

- | | | |
|----------------------|-------------------------|---------------------|
| 1. Chale, A.A. | 9. Kting'ati, O.A.* | 17. Ole, M.R.E.L. |
| 2. Chamshama, S.A.O. | 10. Lutkwamu, M.E.R. | 18. Salehe, J.G. |
| 3. Dallu, A.I.M. | 11. Maregesi, Z.G.N.M*. | 19. Steven, M. |
| 4. Diwani, S.A. | 12. Mhando, L.M. | 20. Wanyancha, J.M. |
| 5. Iddi, S. | 13. Mnang'wone, I. | |
| 6. Kiboga, M.M.M. | 14. Mugasha, A.G.* | *Diseased |
| 7. Kilahama, F.B.R. | 15. Mwaipopo, P.R. | |
| 8. Kisheru, N.S.K. | 16. Nambombe, V.G.N. | |

MASTER OF SCIENCE IN FORESTRY

1. Temu, A.B.

The Best Six Quotations of the Issue

*** editor ***

1. *"No matter how much the cats fight, there always seem to be plenty of kittens".*
Abraham Lincoln, the 16th U.S. president, who brought about the emancipation of the slaves, 1809-1865
 2. *"Two things are infinite: the universe and human stupidity; and I'm not sure about the universe".*
Albert Einstein, German-American physicist, Nobel Prize for Physics in 1921, 1879-1955
 3. *"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence"*
Helen Keller, American author and educator who was blind and deaf, 1880-1968
 4. *"I know God will not give me anything I can't handle. I just wish He didn't trust me so much"*
Mother Teresa of Calcutta, Missionary of Compassion, 1979 Nobel Prize in Peace, 1910-1997
 5. *"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family".*
Kofi Annan, Ghanaian diplomat, 7th secretary-general of the United Nations, 2001 Nobel Peace Prize.
 6. *"All great deeds and all great thoughts have a ridiculous beginning. Great works are often born on a street corner or in a restaurant's revolving door".*
Albert Camus French novelist, essayist, and playwright. 1957 Nobel Prize for Literature. 1913-1960.
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The internet: issues of accuracy, reliability and accountability

By Mikidad Muhanga

Internet short for 'inter network'. A set of computer networks that may be dissimilar and are joined together by means of gateways that handle data transfer and conversion of messages from the sending networks' protocols to those of the receiving network.

Among other uses, Internet has currently turn out to be the most useful research tool (source of information), mainly due to its richness in information. Internet is not used in research field only; it is also the best source of entertainment, i.e. the internet radios and web-TVs. From its 'traditional' use of e-mailing, the *dotcom* is part and parcel of our life today. Internet is now not considered as a luxury rather more of a necessity. This change of attitude partly comes out as an acceptance to the challenges of globalization.



Morogoro has a good number of internet cafes today compared to five years back when one had to book for internet surfing at 'Morogoro.net'. Today it is common seeing people surfing in their vehicles using

TTCL mobile modems and from mobile phones. It worth acknowledging that Internet has changed our lives in many ways; it has changed the way we communicate and it has paced up mobility through the use of Voice over Internet Protocol (VOIP), internet (electronic) banking and business, few to mention. Despite positive aspects of this technology, it is important to note that in recent years every 'good user' of internet has now become a 'potential publisher'. It sounds like no one controls the service. A number of 'bloggers' have emerged, posting whatever they feel 'right' and without 'editing'. Unfortunately, these blogs are access free to internet users. Everyone is facing a serious threat as would be for academic ethics if there will be no measures to control this situation.

For example, lack of control in the internet

'publishing' is posing serious threats to the academic arena ,when it comes to accuracy and reliability. Yet, internet remains a very rich and



useful source of information to the academic world. It is now becoming extremely difficult to distinguish between propaganda, misinformation and disinformation from contents over the 'www' sources. Now readers need extra knowledge so as to find the right stuff in the 'www', but also need to be informed in advance where to access 'edited' material.

While internet remains a very rich and valuable source of information, it is good now to be cautious of what information we find from the internet for academic purposes. We are responsible to provide correct information but also we deserve to receive and use correct/reliable information. Knowing some reliable sources and starting points may save one from a lot of work and worries. At

least after having asked your self

questions on accuracy, reliability, credibility and authority of authors one will be trying to establish quality checks over the source being accessed. We

can think of verifying information

today and put policies and regulations. But who is going to control use over this technology? It is now said 'expensive' in Africa, yet we see these 'blunders' what will happen when it becomes 'cheap'? That's technology and if the world is to face a tragedy loss then I guess technological failures will cause it..IT is likely . I cant imagine if all that are being done by IT fail for an hour in the whole world! We need to take an extra step.

" imagine if all that are being done by IT fail for an hour in the whole world..... "

Having had 3 successful years at SUA

By
Ms Francisca Malambeka

The time for departure has come. No way, we have to give and probably receive congratulating hugs while saying 'bye' to each other. My three year Bachelor programme has come to an end so quickly just like a blink of an eagle eye. If I have to talk for my colleagues, then we must say thanks to our lecturers for the troubles they went through in the process of imparting us with knowledge and skills that we can fit well to the changing world today. I wonder what 'magic' they have for such transformation they have caused socially and academically in us. Every graduate from our class will agree with me that they are not the 'same' persons arrived at SUA three years ago. Few things among many can be identified as tangible achievement at SUA. We have now a wide view of looking at things, identifying opportunities, working in complex environment, solving problems etc. Is this not an academic magic? Should I call it a 'life transformation'?



It is not only the knowledge gained about a specific field of study, but also the confidences to penetrate and complete at

national and international level which most SUA graduates have. SUA is known as an agricultural university. Probably the only one offering direct subjects which leads to specialization in life sciences professions. I am proud that I can fit in many other fields due to diverse knowledge and skills offered my this great university in Africa. But my/our confidence before others wouldn't have been in this shape without the hard work of lecturers/instructors and the students in search of proper and current information as it is said "There is not transformation without information". Information is Power. Thank you SUA for giving us such information.

But delivering and gaining knowledge had never been an easy task. And so for our/my experience at SUA. For example sometimes "the nights had to be killed" this is studying overnight; sometimes a 'kunji' (class boy-courting) had to take place in the process of demanding for some 'rights' ect. But also at some points certain exams had to be cancelled or re-done (commonly called semina) or even re-taking the course when it was next offered. There were moments we had to travel long distances across Tanzania to reach the proper sites for study eg to National parks for the case of BSc. Wildlife Management and BSc. Forestry students. Of course it was fun and at the same time impregnating our minds with strategies and knowledge to take the responsibility in near future! Resting outdoors in National parks or using diverse means of transportation for example. All these moments spent together will be remembered and cherished.

We are sad for our friends who passed away before graduating. They were determined to see this day happening. Their beloved parents, sons, daughter, wives, husbands and friends had to admit that God loved them than we do. May the Almighty God rest them in peace, Amen.

Congratulations to our fellows from our class or from different classes who went front in relationships and finally succeeded to enter marriage. I wish them good life with a lot of smiling sons and daughters. Those expecting such life, be strong and move forward. i cant just finish without appreciating the co-operation we had between individuals and between classes. The inter-classes competitions witnessed were important to complete this transformation process. Thank you guys for being part of my life at SUA, I will be missing you. God bless you all as you start new life and take new responsibilities. SUA is GREAT. Bye, as I match forward to be conferred my Bachelors degree.

Francisca Malembeka, Graduate, B.Sc. WLM 2007

"Simple the Better"

By Maubilio Kipanyula

One of the most memorable case studies on Japanese management was the case of the empty soap box, which happened in one of Japan's biggest cosmetics companies. The company received a complaint that a consumer had bought a soap box that was empty. Immediately the authorities isolated the problem to the assembly line, which transported all the packaged boxes of soap to the delivery department. For some reason, one soap box went through the assembly line empty.

Management asked its engineers to solve the problem. Post-haste, the engineers worked hard to devise an X-ray machine with high-resolution monitors manned by two people to watch all the soap boxes that passed through the line to make

sure they were not empty. No doubt, they worked hard and they worked fast but they spent whoopee amount to do so.

When a rank-and-file employee in a small company was posed with the same problem, he did not get into complications of X-rays, etc but instead came out with another solution. He bought a strong industrial electric fan and pointed it at the assembly line. He switched the fan on, and as each soap box passed the fan, it simply blew the empty boxes out of the line.

Always look for simple solutions. Problems are not solved by throwing money away; they are solved by thinking with imagination. A good solution does not need to be expensive; an expensive solution may not be good. *'Learn to focus on solutions not on problems!'*

Bio-fuels, Environment and Food: Where is the balance?

The world is getting warmer. The climate is unpredictable. Land bodies are being submerged and water bodies running dry. Coastal flooding and severe storms are expected. Rural dwellers and 'primitive' societies are in serious danger. No enough food either being grown or hunted and gathered. As it gets extra wet here concurrently it is getting drier somewhere else. Everyone is now worried. In UK for example one out of seven individuals are worried to bear children because they are uncertain of the world's future.

What is causing global warming? Simply said; Human activities which adds excessive amount greenhouse gases to the atmosphere. While many greenhouse gases occur naturally and are needed to create the greenhouse effect that keeps the Earth warm enough to support life, human use of fossil fuels is the main source of excess greenhouse gases. By driving cars, using electricity from coal-fired power plants, or heating our homes with oil or natural gas, we release carbon dioxide and other heat-trapping gases into the atmosphere. Deforestation is another significant source of greenhouse gases, because fewer trees means less carbon dioxide conversion to oxygen.

Now, the world is trying to reduce fossils' use by turning to biofuels. Fuel produced from cereals (oily and high carbohydrates rich plants). Biofuels, for whose benefit? I think we should be careful on biofuels...not everything that is biofuel is good for the environment. We should focus on second-hand generation (produced from the by-products of food crops, such as sugarcane) of biofuels, not first generation, that from purely grown crops.

It is an economic choice. But biofuels will also contribute to global warming, as forest clearance releases carbon dioxide - the main gas responsible for climate change - into the atmosphere. Forests are considered better carbon sinks than agricultural fields. Prices of cereal crops has/will go up. 270m people are food poverty in southern Africa today. More water for irrigation of the required cereals. How many will access drinking water. In the 1st world farmers receive subsidies, yet poor ones are told 'compete'! Who is going to control the trade? EU, USA, WTO..++?

Have you seen the balance? Tell the editor at
santos@suanet.ac.tz or suacone@suanet.ac.tz

SUA: Your partner in milk hygiene and production

By Ruth Ryoba

Several projects under the PANTIL program aim at increasing milk production from cows or goats. Increased milk production may contribute to increased cash income generation

by selling milk products in the market. However, marketing of milk products can be a risky business, both for farmer and for the consumer, because both the quality and safety of the products are vulnerable tasks.

Milk is a nutritious substrate, not only for human beings, but also for bacteria. Milk is thus vulnerable for microbiological deterioration. If milking is drawn from sick animals or under poor hygienic conditions, time from milking until the milk is unfit or even hazardous for human consumption will be reduced. Milk that is not consumed immediately must be handled so that it is consumable after a period of storage. This is in particular the case when wishing to sell milk products in markets further away from farmers' area.



Fermented milk, yoghurt and cheese are traditional products in many countries all over the world. All these products can be made with simple equipment and without electricity. However, in order to produce safe food with good quality and an acceptable shelf life, it is essential that the producers know about possible hazards, and how to prevent and or reduce these.

This was the background for eleven milk producers from Njombe, Mgeta and Gairo districts meeting at SUA on April 24th to 26th 2007. Intentions were to learn more about safe milk and cheese production.

Lecturers in the short course were Associate Professor. Anne Wetlesen from the Norwegian University of Life Sciences (UMB), Norwegian small scale cheese producer Mr. Tor Prestgard and Professor Dr. Ruth Ryoba from SUA.

The course was held at SUA, Department for Animal Science and Production, and was conducted with a mixture of lectures in the auditorium and practical exercises in the laboratory. Lectures covered hygiene and safe milk production on the

farm, and the technology of safe yoghurt and cheese production. Production of fermented milk, Yoghurt and Parmesan cheese was demonstrated in the laboratory. The course participants took part in the production as well as in the quality evaluation of the products.

On the third day, the participators and the lectures visited Mgeta and talked to representatives of the farmers' group who intend to start small scale production from goats' milk. Goat farms were also visited, in order to get an impression of the milking conditions in the area, and possibilities to improve those.



1st row from the left: Dr. Anne Wetlesen (UMB, Norway), Simphorian Mahenge (Mgeta), Peter K. Luanda (Mgeta), Happyness Msagara (Gairo), Audrey Mmasa (Gairo) and Samia Kiluya (Gairo)

2nd row from the left: Dr. E.Ndemanisho (SUA), Dr. Ruth Ryoba (SUA), Benson J. Mgimba (Njombe), Emmanuel E. Mollel (Njombe), Emilia Lulambo (Njombe), Daina G. Mangula (Njombe) Jacob Kiminaga (Mgeta), Peter M. Mgaya (Lunyanywi), Yahya Watuta (SUA) and Tor Prestgard (Norway)

Humour and Reflections



*International Institute of Humanity
Blue-Black Tower Building
P.O Box 10000001
Harbour of Peace*

*Rights Fighter
Mwanzo Mgumu Village
Uphill Division
Isolated District
P. O. Box - Private Bag
North Tanganyika Region*

By
.....Peter Mamiro...

Dear Director General,

Re: Application Rejections

Thanks for your letter of 17th October, 2007. After careful consideration I regret to inform you that I am unable to accept your refusal to offer me Employment with your Institution.

This year I have been particularly fortunate in receiving an unusually large number of rejection letters. With such a varied and promising field of candidates, it is impossible for me to accept all refusals.

Despite Institutions 2500 qualification requirements and previous experience in rejecting applicants, I find that your rejection does not meet my needs at this time. Therefore I will initiate Employment with your Institution immediately following graduation. I look forward to seeing you then.

Sincerely,
The Rights Fighter

With a light touch

By . Dr. Tukulu Kihembe

In a class

TEACHER: Harold, what do you call a person who keeps on talking when people are no longer interested?

HAROLD : A teacher.

TEACHER: Maria, go to the map and find North America.

MARIA: Here it is!

TEACHER: Correct. Now class, who discovered America?

CLASS: Maria!

Someone stole things from me

A drunk phoned police to report that thieves had been in his car. "They've stolen the dashboard, the steering wheel, the brake pedal, the radio, and even the accelerator," he cried out.

However, before the police investigation could start, the phone rang a second time and the same voice came over

the line. "Never mind," he said with a hiccup, "I got in the back seat by mistake, sorry men!"xxxxxxx.....

On expense of your own job.....?

A guy sticks his head in the barber shop and asks, "How long before I can get a haircut?" The barber looks around the shop and says, "About two hours." The guy leaves. A few days later, the same guy sticks his head in the door and asks, "How long before I get a haircut?" The barber looks around the shop full of customers and says, "About two hours." The guy leaves.

A week later, the same guy sticks his head in the shop and asks, "How long before I can get a haircut?" The barber looks around the shop and says, "About an hour and half." The guy leaves. The barber looks over at a friend in the shop and says, "Hey Bill, follow that guy and see where he goes." In a little while, Bill comes back into the shop laughing hysterically. The barber asks, "Bill, where did he go when he left here?" Bill looked up and said, "To your house."

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