

SUA CONE

Volume 14, November 2011



ISSN 9987 640 02 8

A Newsletter of Sokoine University of Agriculture Convocation

Msuya : SUA needs to find pragmatic way of living its purpose

*Hon. Cleopa David Msuya,
Retired Vice-President &
Prime Minister of the United
Republic of Tanzania
delivering a public lecture to
the SUA Community to mark
the occasion of the 12th
Edward Moringe Sokoine
Memorial Lecture held at
ICE Hall, SUA Main
Campus on Friday, 28th
October, 2011*



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

List of contents

	Page
Editor's Note	2
From President's desk.....	
The whole speech by Hon. Msuya to the Twelveth Sokoine Memorial Lecture	
Are East African Universities not good enough?.....	
Academic journals: important issues for scholars.....	
Classes of 1981.....	
Wisdom hair	
Our education system: Post independency.....	
With a light touch.....	
Humour and reflections.....	

To Our Contributors.....

While it's important that we are a 'never-miss' newsletter, we simply couldn't do this without two groups of people: our article contributors and the growing community of readers. We are very pleased to announce that yours truly SUACONE is turning 14 years today!

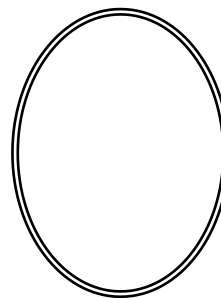
We'd like to take this opportunity to thank the newsletters' esteemed readers, contributors and our well wishers as well as our critics who've been a part of this amazing success story.

We've cherished having you on board as part of our growing community and we look forward to your continued support for the future. Remember, the quality of the SUACONE depends on your submissions!

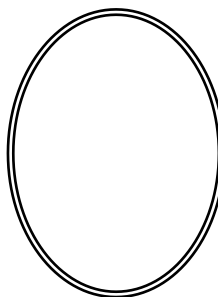
"Our destination is determined by our Strategies"

Dos Santos Silayo
Editor in Chief

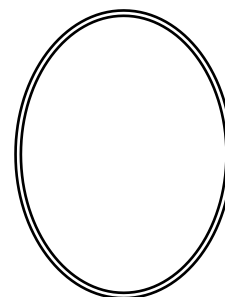
THE EXECUTIVE COMMITTEE OF THE CONVOCATION (EEC) 2009 – 2012 TRIENNium



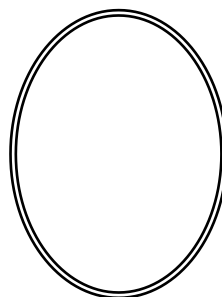
Prof. K.P. Sibuga
PRESIDENT



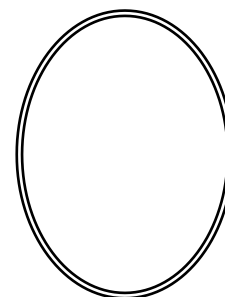
Prof. P.R. Gillah
SECRETARY



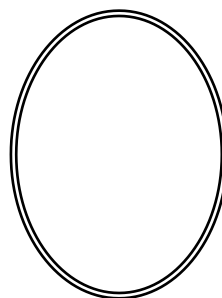
Prof. G.K. Mbassa
VICE PRESIDENT



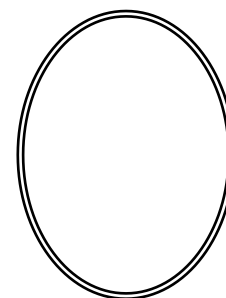
Dr. Baanda Salim
Honorary TREASURER



Prof. M.M. Mtambo
MEMBER



Dr. Dos Santos Silayo
EDITOR IN CHIEF



Prof. S.M. Mpanduji
MEMBER

SUACONE - ISSN 9987 640 02 8

is published as a newsletter by:

The Sokoine University of Agriculture Convocation
P.O. Box 3000 Chuo Kikuu, Morogoro, Tanzania
Tel: +255 23 2603511

Email: suacone@suanet.ac.tz, www.suanet.ac.tz/aalumni

© SUA CONVOCATION

*Views expressed in this newsletter by authors are their own and
do not necessarily reflect the opinions of the Editorial Board.*

Editor's Note

At public lectures, your presence is requested

Public lectures provide valuable intellectual stimulation to the University community. The history of public lectures worldwide is a lot sketchier than you'd think. Among the demonstrations by Michael Faraday and Sir Humphry Davy at the Royal Institution in London, you'll find in the annals of public lecture history a number of catastrophic failures.

lectures has been worryingly low. Thanks to the few postgraduate students who fill front seats in our small halls — even when big-name speakers come to campus. The presence of students alone or more students isn't itself a problem: One professor at SUA who had hosted some Speakers from within and outside the country told me in an e-mail that "the endowments that fund the Public Lectures series require us to reach the community at the university and outside the



Party of the audience in a public lecture by Hon. C.D. Msuya on the occasion of the 12th Sokoine Memorial Lecture in campus recently

Public lectures at SUA so far this year for example have faced different challenges, though. While statistics aren't readily available, the number of students and staff (being academic or administrative) in attendance at public

University". But the lack of attendance by academic staff (especially) certainly is a problem, given the intellectual stimulation lectures are supposed to provide. But all together most students (in many universities) have poor attendance at

lectures of intellectual merit that are not required by their coursework.

There has been a list of reasons to the poor show-up in public lectures at the campus. Some say there is a general apathy in attending issues not 'paid for'...the 'allowance' syndrome.

But surprisingly and probably more worrying is the feeling that attending public lectures addressed by politically 'public figures' may tempt one to contributed and end up miss-quoted. Or rather, misinterpretations which may later act 'lethal' to one's career at this University and the general republic.

Some feel that many lectures are poorly advertised. While some are listed on Point, and some are even advertised on posters around campus, the University doesn't appear to make much of a concerted effort to let SUA staff and students — post-classmen in particular — know when important speakers come to campus. Our professor on 'principle of development ... (DS)' those days used to tell our undergraduate class about visiting speakers whose lectures would supplement or augment the

material we were studying. And...of-course a number us listened and acted positively. The University ought to encourage more professors to do so. Modernizing and delegating the lecture ticket distribution system would help as well: Give lecture tickets for big name speakers to people to distribute to students. Let the community know about big-name speakers months in advance. Form a committee on Public Lecture and have the Committee send e-mails to stakeholders to remind them that lectures are happening.

A professor once jokingly told me that he thought SUA students could learn as much by going to public lectures as they could by going to class. So we need to encourage students to attend by showing 'why'? But also in an era in which budgets are being slashed and programs are being put on hold, the University administration should be especially careful to ensure that the lectures it sponsors are well attended by the community they're intended to enlighten.

I wish you an enjoyable holiday season and a prosperous year 2012.

Dos Santos Silayo
Editor in Chief

Message from the SUA Convocation President

Dear members of the Convocation,

Since 2008 when SUA community witnessed the highest single recruitment of academic staff, perhaps unprecedented in the history of the institution, both the staff and student population have been growing steadily. Once again, it is with great pleasure that I send you greetings during this time when we reflect and ponder about the year gone by

and what is in store for the coming year or years.

Based on the facts above the SUA alumni have also



increased exponentially in the same period. As the saying goes, there is strength in numbers. However, numbers alone cannot do the trick unless each individual plays an active role in the affairs of the community. The key question is to what extent we, as the members of the SUA Convocation, have been able to make our presence felt, our contributions valued and our absence greatly missed? Understandably, the answer to this loaded question is not that simple, but perhaps it is time to reflect upon it and determine where we stand.

As I alluded to last year, the Convocation of any institution comes to life if the alumni are somehow connected to the institution. Thanks to the SUACONE Editor, the Convocation web page at the SUA web site is up and running. Let us use the page to our advantage. The SUA Convocation needs a platform on which to discuss matters of mutual interest not only to use, as members of the Convocation, but also as members of this nation. An idea becomes a reality once it has been acted upon. For a number of years now, we have been having this idea of making the Convocation economically viable. Unfortunately, however, it has remained an idea without any road map. It is a fact that information is power and the power of ICT is unprecedented in the history of communication.

It is about time to bring the SUA Convocation to life and this is a responsibility of all of us and not only of the Executive Committee of the Convocation (ECC). The ECC has received some ideas from members and welcomes other ideas from all members of the Convocation through the web page linked to www.suanet.ac.tz where a discussion board on matters of mutual interest will soon be opened.

The amended constitution of the Convocation, as approved by the AGM in 2009, has now been printed and an electronic version is available at the Convocation web page on the SUA web site. Please read it to your advantage, and tell others about it, and you discover that as an alumni, the sky is the limit when it comes to what you can do for the Convocation. Once again, I urge members of the Convocation to adopt a positive attitude and think about what they have done for the Convocation before asking what the Convocation has done for them! Let us all take action as individuals and as a community.

The year 2011 is historically important for the nation as we celebrate 50 glorious years since gaining independence. Many of us have been asking ourselves to what extent the country and her people have changed since then. Perhaps, more relevantly, each one of us should ask himself or herself to what extent the age of our 'independence' has affected what they do as their contribution to the development of this nation.

During this year's AGM of the Convocation, we shall have the honour to host Ms Vera Mugitu, the *Managing* Director of Muvek Development Solutions Ltd based in Dar es salaam. I, on behalf of the ECC, welcome her and all of you to the 2011 Annual General Meeting and the luncheon. As we say goodbye to 2011, let's hope for the best and as I wish all of you a prosperous and productive 2012.

Professor Dr. Kalunde P. Sibuga

*PRESIDENT, SUA CONVOCATION, 25th
NOVEMBER 2011*

“After 50 years of Independence: Challenges to Sokoine University of Agriculture and Other Institutions of Excellence in Promoting Agricultural led Growth and Employment in Tanzania”

An Address to the Twelveth Sokoine Memorial Lecture delivered at SUA on Friday, 28th October, 2011

By

Hon. Cleopa David Msuya, Retired Vice-President & Prime Minister

Introduction

1. It is with a great sense of humbleness that I accepted your kind invitation to give the 12th Sokoine Memorial Lecture today.
2. I am advised that since the Sokoine Memorial Lecture series was initiated in 1992, the lecture today, 12th in series, is the 5th lecture that has dealt with the general theme of agriculture and poverty reduction. The others, I am informed, were:
 - a. 1997 lecture by Hon. Edward N. Lowassa;
 - b. 2001 lecture by Hon. Charles N. Keenja;
 - c. 2005 lecture by H.E. Benjamin W. Mkapa; and
 - d. 2008 lecture by Hon. Mizengo K. Pinda

The 12th Theme

3. Today, year 2011, I have been requested to speak on the same thrust and in particular on **“After 50 years of Independence: Challenges to SUA and Other Institutions of Excellence in Promoting Agricultural led Growth and Employment in Tanzania”**.
4. I really share a lot with the converged of views on the proposed theme. It is indeed important and relevant



particularly as we reflect back the 50 years of our independence and in our walk on the path for the realization of the national development agenda. Our national development agenda is well articulated in the Tanzania Development Vision, 2025. According to Vision 2025, as a nation with a sense of determination, we have vowed to foster transformation of our economy so that by the turn of the first quarter of the 21st Century, Tanzania would have graduated from the group of Least Developing Countries into the group of Middle Income Countries. As I will be arguing latter, the relevance of agriculture sector in this regard is so imperative.

5. A review of the aforesaid lectures and the past and present performance of agricultural sector is, however, both disheartening and frustrating. As such,

today's theme is asking a very difficult question to answer, albeit, of necessity as we ponder for the way forward. Could we do better? This is the challenge we have to overcome!

6. Again, the 12th Sokoine Memorial Lecture, which is organised today, comes at a historical time in life of our nation as we commemorate 50th Anniversary of independence. The significance of this event can be viewed from **three** dimensions:

Firstly: The name of Sokoine, by which the series of Memorial Lecture is named, was adopted to honour the late Prime Minister, Edward Moringe Sokoine, who at only the tender age of 46 years, had already established himself as a passionate leader, committed to transform agriculture and Tanzania's rural economy. I find short of words to properly describe his deserving attributes and glorious achievements. Possibly it will serve to borrow the words of His Excellency Benjamin William Mkapa, former President of the United Republic of Tanzania, during the 10th Sokoine Memorial Lecture, when he described him as a man with:

"a deep sense of responsibility, he used to bring to all the tasks that were assigned to him. He was a no nonsense man; a leader whose love and commitment to his country was unquestionable. Patriotism and loyalty was his mantle. Sokoine was a man committed to getting things done, not tomorrow, but yesterday"

7. The naming of this University after the man of this high reputation is not by mistake, it was purposefully designed to portray in practical action reputable attributes and dedication to his people after mortal life. In reviewing the trends and performance of our agriculture, 50

years after independence, we stand before this outstanding leader whose ideas, commitment and vision still remaining an inspiration to all of us today. This day offers us the rare opportunity to reflect as to how far this University is living to his dreams and vision in practical terms.

8. Secondly: The Sokoine University of Agriculture was established to underscore the strategic role of agriculture in the Tanzania's context of Tanzania's development path. It is, therefore, appropriate at this stage, to remind ourselves of the vision and mission of SUA. The vision and mission of SUA could nowhere be better conceived than by the Father of the Nation in his inaugural address of the University on 26th September, 1984. The late President Mwalimu Julius Kambarage Nyerere said, and I quote:

"It is appropriate that we should this year establish the SUA on the foundation of the Morogoro Campus of the University of Dar es Salaam. We thus give further indication of the agriculture's importance as the cornerstone of Tanzania's economic recovery and resumed growth..."

Even the name of the University was carefully chosen. It commemorates our late Prime Minister Edward Sokoine, whose commitment and service to Tanzania agricultural development challenges the University, which bears his name, to over ever greater service. And we called the University of Agriculture and not of Agricultural Sciences, because the university is intended to be practically oriented – that is, a place of practical learning and research...

The Sokoine University of Agriculture is intended to be directly

useful to our farmers and our nation, now as well as in the future. It must be professionally oriented, and the professions concerned are these which encompass the knowledge, the outstanding and the skills to do practical job in our rural areas. Thus the main objective of the University is not abstract research, or the training of academicians who can write learned treatises. Certainly, we hope that it will do all these things, for we expect – and we demand from both staff and students – rigorous scholarship and scientific research. But they are not what the University will be judged by during the next twenty years or more...

The major purpose of this University is the development and transmission of skills and practical expertise at the highest level. And the skills and expertise required are all those necessary and useful for the transformation of our rural areas – transformation which can only take place on a firm base of agricultural development and increased production. Thus, the concern of the leaders of the Sokoine University of Agriculture should not be the attainment of degrees comparable to those of the colleges you may have attended in USA or elsewhere...

It should be the giving of service to our agriculture, and our rural people comparable to, (or better than) that which those colleges give to their own hinterlands...

This University must be answering the needs, and solving the problems of Tanzanian agriculture and rural life. Its aim must be, firstly, to contribute towards improved production and therefore improved

standards of living for the people who live and work on the land or in connection with the land. And secondly, through that route as well as through its contribution to national planning, this University must aim at making a major contribution to the economic development of Tanzania...

These purposes require that the University should give education and training appropriate to peasant agriculture and life, to cooperative farms and village development, and also to commercial farming. All these use our land and resources, so they have needs and problems in common. But each method of organization has needs and problems peculiar to itself. And all exist in Tanzania, and are likely to do so for the foreseeable future...

The emphasis must be on practical development. And this requires new departures in Tanzania education. For until now we have no tradition or experience of training farmers. The faculty of Agriculture, forestry and Veterinary Science of the University of Dar es Salaam did not train farmers. And various Ministry of Agriculture Training Institutions do not do so. All have been training future Civil Servants, and awarding them degrees, diplomas, or certificates. Now I am asking this University to rescue us from the absurdity of an agricultural country which has no institutions where people can learn to be farmers. Some of the people you train will still become Civil Servants in the future, and will require the necessary qualifications. But your real purpose is to help us in the training of farmers, and in the education and training of experts

who are both capable of training practical farmers and will to do so".
End of quotation.

9. Accordingly, therefore, SUA was set up to accomplish these hopes and aspirations of our leadership and the nation. It is therefore, pertinent on this occasion, of 50 years of our independence, to ask the question if SUA has succeeded in implementing the vision of the Father of the Nation, as outlined in the long quote, which I have just read.

10. **Thirdly:** The 12th Sokoine Memorial Lecture coincides with half a century in our national history and development journey. At the end of this year we shall, as a nation, be 50 years old. Over this period, agriculture and rural development have remained critical priorities in our development agenda. They have been given a central and strategic role because of several reasons. At independence, in 1961 through the 1990s, agriculture played a pivotal role in sustaining lives of more than 80 percent of our population. It was the main dependable source of foreign exchange, hence fueling the functionary of the government and the industrialization process of the economy. Last but not least, the performance of agriculture had been the determinant for buoyant demand by the local market.

11. As the nation, we have the reason, as we commemorate the 50th Anniversary of our independence, to ask how far agriculture will remain a lynchpin of the economy and livelihood of the majority of our people. What can we expect agriculture's role in the next 50 years? It is therefore pertinent that in paying our respect to the late Prime Minister Edward Moringe Sokoine; in paying respect to the University that was named in recognition of his commitment to agricultural development and transformation for better livelihood of the majority of rural

population, that depends on agriculture, we should, at the same time, get an overview of what has been achieved by SUA and other centers of excellence promoting agricultural development in our country.

Walking the Vision of the Late Edward Moringe Sokoine

12. With all the challenges that beset our economy since the University was inaugurated in 1984, we have to praise ourselves that Sokoine has triumphed. Certain achievements have been recorded. By its establishment, SUA joined other national training and research institutions in Tanzania in pursuit of agricultural transformation and rural development. The other institutions of excellence include Naliendele Agricultural Research Institute (NARI) based in Mtwara region, specializing in cashew nut and oil seeds crops; Ukiriguru Agricultural Research Institute based in Mwanza, specializing in cotton crop; Maruku Research Center which specializes in banana crop; Agricultural Research Institute (ARI) Mlingano based in Tanga region, specializes in natural resources, land resources and fertilizer use technology; and Tea Research Institute of Tanzania (TRIT) specializing in tea crop.

13. Others are: Tanzania Forestry Research Institute (TAFORI) based in Morogoro region, focusing on sustainable management of forest and allied natural resources; Tanzania Coffee Research Institute (TaCRI) based in Kilimanjaro region focusing on rejuvenating coffee industry; Tropical Pesticides Research Institute (TPRI) based in Arusha region, is among other things, responsible for supervision and regulation of manufacture, importation, distribution, sale and use of pesticides; and Tanzania Fisheries Research Institute (TAFIRI) headquartered in Dar es Salaam, focusing

in fisheries. Other institutions of excellence include Tobacco Research Institute (TORITA) based in Tabora region, focusing in tobacco and forestry; Selian Agricultural Research Institute (SARI) based in Arusha focuses on food crops, natural resources management, farming systems and socio-economics, and livestock; Ilonga Agricultural Research Institute based in Morogoro region specializing in maize, rice, sorghum and millet; and Horticultural Research and Training Institute based in Arusha region focusing on horticultural crops, banana, roots and tubers; and some of these are among the seven zonal agriculture centers spread over the country.

14. Internationally, SUA took its rightful place in the world network of research and training institutions, specializing in various agro-economic fields such as the International Maize and Wheat Improvement Centre (CIMMYT) based in Mexico, the International Rice Research Institute (IRRI) hosted by Philippines and the International Institute for tropical Agriculture based in Nigeria. It has fostered relation with the Alliance for a Green Revolution in Africa (AGRA), the World Agro-forestry Centre based in Kenya, the International Crop Research Institute for Semi-Arid Tropics (ICRISAT) headquartered in India, and the International Potato Centre (CIP) with headquarter in Peru. The SUA, I am told, has also built close relations with other institutions, universities and multilateral institutions involved in promoting development in this important sector of agriculture.

15. In the area of human resources and skills development, SUA as one of the outstanding icon institution in this sector has performed excellently. According to many published reports, population of undergraduate students has kept growing over time, from 1,830 students in

academic year 2000/01; increasing to 2,260 in academic year 2005/06 through to 5,563 in year 2010/11. The positive trend is also observed for postgraduate student enrolment. While there were only 74 postgraduate students who qualified in 2000/01 the number kept growing to 212 in 2008/09 before reaching a record of 266 in year 2010/11.

16. The total output for the period of 1998 to 2008 of combined graduate students in Bachelors, Masters and PhD programs from SUA counts to 10,553 graduants. These have been employed in Government Ministries, Local Government, Corporate Enterprises, banks, religious organizations, cooperatives, plantations, and some have crossed over to regional and multilateral institutions. In fact, this output has built up the necessary critical mass of experts to stir up agricultural transformation and rural development.

17. In the areas of research, covering applied research, product development and technology transfer research, it is appreciable that a lot has been accomplished as described by experts in the below quote:

"SUA has been undertaking research in farming systems, intercropping, agroforestry, dairy goat improvement and ... From these research undertakings, a number of achievements have been recorded. For example, SUA's bean improvement project has released high yielding varieties such as SUA 90 and Rojo, which have a lot of potential in small holder bean production systems. SUA has made improvements in the production systems for vegetable crops and dairy goats and cattle in highland areas with land scarcity". **End of quote,**

18. From this brief review, I would invite all of us to congratulate the SUA academic leadership, the research scientists and technologists for their invaluable contribution in producing agriculturalists of high academic caliber as well as in spreading agricultural technologies to Tanzanians and African farming communities.

19. The challenge though looms ahead is whether your impact on the production of skilled human resources – extension workers, managers, etc., - can it be extended to farmers and farming communities. I believe, an outreach program of this nature could speed up the transmission of agricultural knowledge and technology to those directly involved in agricultural production. This would be in line with Mwalimu Nyerere's vision for SUA to provide services to agriculture and to rural people.

Living the Purpose and Objective of SUA

20. As an outsider and in view of the limited time available to us on this occasion, it would be unfair if I set out to comment on the impact of SUA on the agricultural performance of Tanzania in the last 50 years. I do hesitate for there are several reasons for this situation. The performance of agriculture in any economy is dependent on several players, factors and inputs. It is sometimes affected by weather; sometimes by international and global trade and technology development trends; it could be influenced by several policy issues; actions and inactions. Notwithstanding these considerations, the iconic position of SUA and its related institutions places it in an influential position which, if properly exploited can determine the direction and course of agricultural and rural sector development.

21. It is unfortunate, however, that, to a certain extent, the existence of SUA coincides with unprecedented declining in performance of Tanzania's agriculture. This is contrary to the efforts of the government and our leadership has been putting in promoting agricultural sector development. As a nation and at political and government level, Tanzania in the past 50 years has undertaken immense publicized campaigns for agricultural development. Several campaigns have been launched at different times. Let us recall a few:

- a. Kilimo ni Uti wa Mgongo;
- b. Siasa ni Kilimo;
- c. Kilimo cha Kufa na Kuponu; and of recent
- d. Kilimo Kwanza.

22. These campaigns along with general painstaking efforts to reform the economy have recorded mixed and disheartening results in agricultural regard. While the general economy has progressed impressively with growth figure of over 7 percent over the last decade, agricultural growth has been lagging behind, only with a growth rate of 4 percent. As such, agriculture, which had a dominant contribution share to the economy in the past, has been outpaced by other sectors. Employing 74 percent of the population, currently contributes just about 24 percent of GDP as compared to about 48 percent in the 1980s. This means that the 74 percent of the population is now sharing only 24 percent of the national wealth. It is no wonder, therefore, that we have made very dismal progress in poverty reduction from 37 percent in 1991/02 to only 33 percent in 2007/08. Consequently, poverty has been described as rural and agricultural associated phenomena in Tanzania!

23. Further to this, the share of agriculture export in total merchandise export value has been declining over the

years and it currently contributes around 24 percent of total export earnings; from over 60 percent in the 1960s through 1980s. While the total country's value of export earnings increased at an average rate of over 18 percent per annum over the last decade, the agriculture export earnings grew only at an average rate of 9 percent. For the time period of 1990 - 1999 and 2000 - 2009, the average rate of growth for most the major agricultural crops actually declined including cashew nuts, fiber-crops, sisal, cotton, tobacco and cloves. The only increase in growth was for tea and coffee as well as for food crops such as maize, wheat, rice and beans, the primary reason for the improved food self-sufficiency ratio from 92 in 1999 to over 100 levels currently.

Nevertheless, such growth increase is more attributed to expansion on cultivated area of land rather than on increase in productivity. For most crops, total factor productivity in 2006 was barely higher than in 1961. Tanzania's agricultural yields were too humble compared to the world averages!

24. The lackluster performance of agricultural sector can be partially attributed to the low levels of usage of modern inputs. Only 19.5 percent of the total farming households uses improved seeds, 11.6 percent avail chemical fertilizer, while 4.7 percent employ irrigation. It is a pity that, until now, only 10 percent of the domestic commercial bank credits flows into this crucial sector of the economy! As such, agriculture harbours traditional farming technologies and farm implement to be laborious function. As now, out of the smallholder households, only 2.2 and 8 percent, use tractors and oxenization respectively. Consequently, youth and the educated ones are increasingly abandoning agriculture as the business for elder people and uneducated ones!

Tanzania's Agriculture and role of SUA in Perspective

25. The above scenario of today's Tanzania agricultural development challenges us to undertake critical evaluation as we embark on the next 50 years of our nationhood. We should try to answer the hard questions: what shortcoming have been experienced? And even more importantly, what should be done to achieve higher and better results in the next 50 years of our independence?

26. Tanzania's agriculture has performed far below its potentials in many ways. While agricultural growth has virtually accelerated since around the turn of the 21st Century, it is still only merely a percent higher than the population growth. As a result, the majority of Tanzania's poor are those dependants on agriculture, condemning it to be a cause of poverty. Yet Tanzania is one of the world countries considered to have enormous agricultural development potentials:

- a. Of the total land area suitable for agriculture, about 44 million hectares, only 11 per cent of it is under cultivation and of the 29 million hectares potential for irrigation farming, only a percent is currently being utilized for;
- b. A number of permanent water bodies, lakes and rivers, capable of underpinning a sustainable irrigation farming enterprise;
- c. A huge hard working labour force which, in the increasingly growing unemployment rate, could easily be deployed for agricultural development;
- d. Variant climate conditions to allow the growth of various tropical and temperate crops, thereby offering comparative advantage over many competing countries; and
- e. Geographically strategically positioned to out-compete a

number of African countries through efficiency over transport costs to traditional and emerging markets for agricultural and agricultural related products.

27. In view of enhancing exploitation of the above advantages, I am aware, our leadership has made a paradigm shift in the development planning framework that will employ a mix of long-term, medium-term and annual plans all geared towards realization of the Vision 2025. Admittedly, this is of paramount importance to ensure consistency in policies and strategies. I am told this will be implemented through the Five Year Development Plans (FYDP), with first running for the period of between 2011/12 – 2015/16.

28. Agriculture has been selected as one of the core priority areas of the first FYDP. Again, this underlines the special importance of agriculture sector and rationale for concerted efforts to hasten transformation of agriculture. Invariably, agricultural sector is targeted to grow at rate of over 6 percent for the next five years. The questions that need to be addressed for the way forward is how differently this time agriculture will have to be organized and what role would SUA and related institutions be expected to play so as to make the envisaged difference?

29. In my view, the poor performance of Tanzania's agriculture for the long past has been a consequence of **poor incentives, inability of farmers to accumulate capital, pursuit of general inward-looking agricultural promotion strategy, haphazard land organization and Management, and Distrust of the Role of Private Sector**. I will try to briefly explain these furthermore as follows:

29:1 **Poor Incentives:** Market is the relevant institution to determine

incentives. Farmers, like any economic production entity, are rational; they pursue which is beneficial for them. Price levels and transaction costs are the sustainable incentives for farmers. Farmers, all time, need to maximize on benefits and lower transaction costs to ensure profitability.

At independence, there were strong farmers' cooperative movements that galvanized cash crop farmers to bargain for prices and organized to lower market and production logistics, providing incentives for farmers to continue growing cash crops. With exception for a few cash crops, Tanzania's agriculture has largely remained subsistence, dominantly by small scale farmers. The prime motive for their farming is to meet households' basic needs, mostly food. Consequently, subsistence farming lacked systematically organized incentive framework.

The haphazard liberalization of farmers' cooperatives and crop bodies took organization and bargaining powers out of farmers. Immediately the market turned to be a buyers' market. Disorganized farmers were subjected to the crop prices determined by middlemen. Each family has, on its own, to find market and negotiate price for the surplus harvest. Price for most cash crops plummeted significantly even when world market prices were soaring. Consequently, as the country, we increasingly witnessed pervasive decline both in quality and productivity even for well known Tanzania's cash crops in the world markets i.e. sisal, cotton, cashew nuts and essential oils, to mention a few. The recently introduced voucher system to provide subsidized inputs to farmers as well as the warehouse receipt systems have provided modest improvement in incentives yet insufficient to significantly accelerate productivity and transformation.

All these have happened on our presence. This Sokoine University of Agriculture was established purposely to provide scientific advice and guidance to both farmers and policy makers. That policies and actions need to be evidence based. The above actions and policies lacked evidences. For the way forward SUA need to be pro-active, not only in researching improved seed varieties but also the necessary policies to induce required incentives for adoption and sustainable transformation.

29:2 **Inability to Accumulate Capital:**

Weak incentives and low agricultural growth have left Tanzanian farmers in a severely de-capitalized state. They own very few productive assets, and are ill equipped to accelerate agricultural transformation. Imports of fertilizers, farm implement have increased, albeit, all from a very low base and essentially as local manufacturing ceased. Imports of tractors, has declined from 170 new tractors annually in 1960s through 1970s to an average of 45 tractors per annum in the early 2000s, before increasing again in the last three years to around 245 tractors. The increase in the last three years has been influenced by Kilimo Kwanza campaign associated with voucher credit system.

The recent increase in capital use for cultivated land is largely attributed to recently introduced voucher and warehouse receipt system that provides farmers with subsidized inputs and farm implements. Nevertheless, it is hard to show the impact of the systems in improvement of agricultural productivity because evidences collaborated cheating are rampant and for some crops productivity has increasingly declined even after introduction of the schemes.

A telling example is the Cotton Voucher Conundrum which describes the gross

mismatch between the seeming “application” of large quantities of insecticides procured under the Voucher System to the cotton crop in 2010/11 and the resulting dramatic declines in cotton production. Thus, while in 2009/11 around 1.2 million acre packs of insecticides were used in the production of 265,800 tonnes of cotton; in 2010/11, 4.6 million acre packs of similar insecticides were applied on more or else the same crop acreage, but led to only 163,644 tonnes of cotton production volumes!

29:3 **Inward-Looking**

Agricultural Strategies: Notwithstanding the previously cited potentials, as well as a huge regional market, which could underpin robust growth and development of the sector, Tanzania has not seized these opportunities to rigorously pursue an outward-looking agricultural development strategy; opting, instead, to remain nostalgic and inward-looking. Although the recently promulgated Public Private Partnership and Kilimo Kwanza advocate for combined synergies of both public and private sector interventions to promote the development of the sector, agricultural trade policies are always in contrast to exports, especially when it comes to food crops. Inward-looking strategies ignore demand-side constraints to agriculture growth; slowing the improvement of agricultural incentives and investment enabling environment.

29:4 **Poor Land Organization and Management Systems:**

As clearly stated in the Tanzania Development Vision, 2025, Tanzania is set for transformation into the industrialization stage of development. This stage is characterized with enormous change in the employment structure as majority of the labour force crosses from primary production activities into tertiary economic activities i.e. manufacturing and services. While

remarkable efforts have been taken to improve investment environment for the tertiary activities, it is taking far too long to introduce the required reforms to foster modern investment in agricultural sector.

A vivid example is the implementation of the Agricultural Sector Development Program started in the last two years, seven years after the strategy was designed. This means that these changes have not had significant effects on agricultural growth and poverty reduction. The same can be observed in many areas of policy and institutional reforms that are important for agricultural progresses, such as (i) delays in the reform of crop boards that have been under discussion since 2001 and subject of Government directive in 2005, but with little change; (ii) lack of resolution of difficulties faced by users in the implementation of agricultural agreements under the East African Community and Comprehensive African Agricultural Development Program (CAADP) initiated under the umbrella of African Union.

The compelling challenge for the investment and modernization of Tanzania's agriculture is the organization of farmers and land use management. Modern investments, among others, require elaborate land tenure system, for land is part of the capital to be accumulated and that it could be securitized against financial borrowing. Although land in Tanzania is deemed to be state property entrusted to the President of the United Republic of Tanzania, over 80 percent is communally owned under Land Village Act. Most of this land has no land use plans.

Consequently, agriculture uses so co-exist and competes with other uses, especially residential and other social uses. In

addition, due to high land divisibility caused by inheritance rights as well as free selling, average parcels of household agricultural land have increasingly diminished from 6 acres in 1970s to below 3 acres. This has compromised the drive to mechanize agriculture at household levels. Reorientation Tanzanians toward modernization of agriculture is imperative. Modern agriculture will require pooling together or consolidating family agricultural land parcels to create sizable commercial farms. Given that 15 percent of remaining land is protected as national parks and world heritage, it is the remaining 5 percent that is owned by individual persons and the public as residential plots and infrastructure development reserves. It is with this land management system, the attempts to secure land for prospective investors through creation of land bank have proved to be futile endeavors.

29:5 Distrust of the Role of Private Sector: The examination of Tanzanian agriculture throughout shows that there is a sense of a continued distrust of the role of private sector and farmers, the majority of whom, are women. Public programmes are often seen as the main channel for fostering agricultural grow and development, rather than as helping farmers and the private sector to help themselves and, thereby, the country. The distrust of the private sector and continued emphasis on state-centered policies and programs are counterproductive. The distrust of female and male farmers leads to under-appreciation of their role as potential actors and investor in their agricultural destinies. These attitudes remain a hindrance to the proper role of public support and private action and investment in modern agriculture development.

A leaf of Lessons from China

30. China's agricultural growth has been the major pillar of economic growth and rural poverty reduction over the last three decades. Massive reduction of rural poverty is the result of increased agricultural productivity and value since the 1980s. This development enabled the population to accumulate capital which in turn was invested in labour intensive sectors, particularly agro-industries, light manufacturing and services that absorbed the massive rural labour force that was becoming idle as agriculture become more mechanized. The same triggered increased rural-urban migration and urbanization. Invariably, the rural population decreased from 80 percent of the country's total in the 1980s to about 55 percent in 2000.

31. In spite of the vast differences observed today, in the early 1980s, China and Tanzania were both primary rural societies with agriculture playing similar roles in their respective economies. In the 1970s, the agriculture share of Tanzania GDP was 49 percent declining to 46 percent in 2002 and further to 26 percent in 2010. In China, agricultural share into GDP was 28 percent in the 1970s, declining to 11 percent in 2008. Moreover, the two countries started reforms to market-led economic management at more or less the same time. This raises a number of searching questions, namely: as to why the two countries that embarked on market reforms at the same time, recorded so different developmental results; and to whether it is possible for Tanzania to learn from China's success in agricultural development and poverty reduction?

32. The differences are attributable to the way agriculture has behaved in the respective countries. While in China, agriculture has consistently over the last three decades of reforms has grown at a rate of over 7 percent, Tanzania's agricultural growth rate has, except for

the last three years, been equal to the country's population rate of about 3 percent. The four negating causes for the Tanzania's agricultural poor growth performance I cited above worked positively for China:

32:1 Incentives: China abandoned its previous communal agricultural system which was characterized by working and sharing proceeds collectively. Products to be produced were to be pre-determined by the central government or provincial state for farmers to abide. Price for farm products were also determined and controlled by the state. All these were seen to be disincentives to farmers and compromised hard work, innovation and value addition and have to be abandoned immediately following the reforms. Farmers were allowed to produce on response to the market demand and prices. Farmers producing similar products were allowed to form cooperatives, which they entrusted with production and market logistical management as well as to negotiate contract farming. Through contract farming farmers negotiated and stabilized farm-gate prices. Generally, market operations provided the required incentives for farmers to enhance productivity, value addition and diversification of rural economies.

32:2 Capital Accumulation: The good thing to remember with communal farming system is the amalgamation of land parcels, which made mechanization of agriculture in China easy. The high growth rate and stable farm-gate prices, coupled with natural saving talent by Chinese as well as availability of locally procured farm implements, further accelerated modernization of agriculture and mechanization. The government also increased investment in development of rural and agricultural supporting infrastructure and research, including

development of universities exclusive for rural and agricultural development in each province. The universities, apart from developing scientists and agriculture working officials had programs to impart research findings to farmers as well as agricultural demonstration centers. Government also invested in preserving and cooling rooms. Provinces and counties have to compete in attracting investments into their areas.

32:3 Trade Policy: Though China enjoyed large and effective domestic market, its agriculture trade policy, like for general trade policy was outward-looking. Farmers were encouraged and subsidized to compete in more protected foreign markets of developed countries. This was done aware of the daunting task to feed the big domestic population. To promote increased food crop production the government established national grain reserve system for two purposes; firstly, to competitively buy and stock grains for the nation, and secondly, to ensure buffer-prices to protect loss for farmers during years of bumper harvest. Moreover, noting the increasing urbanization trend, the government created conducive environment for investors in agro-industries and chain of foodstuff shops. This was planned as part of the export strategy, linking growing domestic production with export markets through value chains.

Conclusion

33. Clearly, the objective of this review is not to criticize the strategies, policies and programs that are working positively in Tanzania's current agricultural development. Instead, we are trying to identify the ways best for Tanzania to effectively utilize its vast and diverse agricultural potentials for the next 50 years that it becomes an internationally competitive agricultural producer and exporter.

34. Tanzania has taken very serious measures to promote growth to enhance poverty reduction over the last decade, and overall economic growth has been encouraging. Agriculture has, since independence, been at the centre of Government poverty reduction strategy, at least for the rural areas. Political will is high in this regard and political mobilization for agricultural development support is apparent, with a number of slogans being developed to elevate the importance of agricultural in rural development and poverty reduction, including the current one Kilimo Kwanza. There have not been short of efforts either in institutionalizing agricultural support and policies, the case at point is the establishment of dedicated Sokoine University of Agriculture and all related agricultural institutions.

35. Surely these measures have caused positive development in agriculture. Nevertheless, the growth has always been small to cause remarkable dent on poverty reduction and far below country's agricultural development potentials. The current Tanzania's solid economic growth has, to a large extent, been built on non-agricultural sector performance. Currently agriculture is growing at only 4.6 percent, failing to defy the consequences of high population growth rate, of around 3 percent, on rural poverty.

36. With poverty looming wide and deep, agriculture and rural development remains the cornerstone for the country to realize its development agenda, at least by 2025. In this context, the purpose of establishing SUA as an icon institution of excellence to spearhead the transformation of agricultural sector and rural development remains so relevant today as was at the time of its establishment. For, in SUA's purpose and

national development context, we have a situation of convergence:

- A convergence of national policy goals;
- A convergence of national institutional vision and mission; and
- A convergence of leadership vision and aspiration founded on the dreams of the late Prime Minister, Edward Moringe Sokoine.

38. Because of this convergence, SUA was born. The leadership of SUA rose to the situation and established the series of memorial lectures to the commemoration of the late Edward Moringe Sokoine for what he stood for and the vision he set for our agriculture, rural transformation and national development path.

39. The review we have undertaken and the lessons from Chinese experience indicate that the approaches we have taken hardly would take us to the envisaged role of agriculture in economic growth and poverty reduction; change is inevitable. SUA is well positioned to inform the technical and leadership on necessary policies and institutional framework to enhance the rightful changes. The evidences coming from the field point out that for SUA and its related institutions also require rethinking and reorganization for it to deliver effectively. To deliver home this observation, I will quote one conclusion made on the latest (2010/11) implementation review of the Agriculture Sector Development Program (ASDP):

"though research outputs have been recorded during the implementation period of ASDP (2006-11), the overall impact on user adoption and productivity gains remained slow and limited".

40. Henceforth, SUA needs to concentrate on this particular aspect of

making its research outputs more adaptable by farmers and that productivity gains can be reaped through the adoption of same. Pragmatic research need to be oriented to tackle the emerging challenges of agriculture sector and equal emphasize need to be placed in spreading the awareness about the new techniques developed as part of the research. More so, SUA needs to find pragmatic way of living its purpose i.e. of producing farmers of the future. So far SUA has failed miserably in this regard. I have no clues as to any graduate from this University has become a model farmer. Neither SUA has a demonstration farm that we can take our traditional farmers for learning.

41. This brings me to what I see as the major challenge for SUA forward. In addition to its vision and mission in Tanzania, and in the context of the role of SUA as an icon institution in the development of Tanzania agriculture, I wish to strongly suggest that:

41:1 SUA assumes the role of scientifically evaluating our success or failures on agricultural development after every five years consistent with the Five Year Development Plan. Such scientific and objective evaluation of this important sector is indeed necessary to ensure coherence in our development journey and road ahead. For this, I should urge my fellow citizenry and more particularly those in political and government leadership that we should not be afraid to use our academic icon institutions to help the nation measure our success or shortcomings in our determination and endeavours to uplift the living standards of our people, the majority of whom earn their living through agriculture. We need this evaluation parallel to those undertaken by the Government in its normal operations.

41:2 Over the last 50 years of independence there was clearly over-concentration of powers to the central government, which has become a structure of preventing initiation and creativity the very synergy from bottom up. The reforms to market-led economic management and decentralization by devolution provide the requisite avenue for increased decentralisation, which offers great opportunities for mainstreaming Tanzanians farmers amid the privatization and economic growth process. To this to be an effective tool for development and poverty reduction, Tanzania's land ownership needs rethinking to allow changes from village to household ownership of agricultural land. Land use needs planning to prevent divisibility and from agricultural competing uses. SUA is well positioned to advise government in this regard. Relevancy of Chinese experience to Tanzania needs further investigations. Moreover, SUA may need reform so as to integrate in its curriculum teachings in diverse issues of rural and agricultural development.

41:3 The future of Tanzania's agriculture relies on recognition and embracement of scientific approach along with development of 'organic combination' of three institutional forces; the state, the market and farmers.

42. Lastly, I sincerely wish that SUA is able to live up to this expectation, deriving inspiration from the great visionary Edward Moringe Sokoine after whom it was rightfully named. I wish SUA all the

very best for this commemoration of the greatest son of our nation.

I Thank you for your attention

Msuya's bibliography

Hon. Cleopa David Msuya (born 4 November 1931) was Prime Minister of Tanzania from 7 November 1980 to 24 February 1983 and again from 7 December 1994 to 28 November 1995.

Msuya was born in Chomvu, Usangi, in the Mwanga District of Kilimanjaro Region. He attended Makerere University College from 1952 to 1955, and he worked in social and community development in rural areas from 1956 to 1964. Beginning in 1964, he served as Permanent Secretary at a number of ministries. He became Minister for Finance on February 18, 1972 and served in that position until he became Minister for Industry on November 3, 1975. After five years as Minister for Industry, he became Prime Minister in November 1980, serving until February 1983; he was then Minister for Finance again from February 1983 to November 1985. On November 6, 1985 his portfolio was expanded and he became Minister for Finance, Economic Affairs and Planning until March 1989. From March 1989 to December 1990 he was Minister for Finance again, and from March 1990 to December 1994 he was Minister for Industry and Trade.

In December 1994, Msuya became Prime Minister for a second time, concurrently serving as Vice President. He was replaced in those posts in November 1995; in the 1995 parliamentary election, he was elected to the National Assembly again, and he served out the parliamentary term as a backbencher. He retired on October 29, 2000.

Since his retirement, Msuya has remained active in the Chama Cha Mapinduzi (CCM), and as of 2006 he remains on the CCM's National Executive Committee.

Are East African Universities not good enough?

By
Hashim I. Mohamed

The Times Higher Education World Universities Ratings said it all. In its ranking of world universities E. African universities were thrown out of the top 400 universities worldwide (See The Citizen 7th October 2011). In this ranking, California Institute of Technology is ranked first and the prestigious Harvard University (which was ranked first last year) is ranked second. And in the African continent, only 4 universities are within the top 400 universities. I remember two which are in South Africa (University of Cape Town and University of Witwatersrand which have 251 and 275 positions respectively); and one which is in Egypt, Alexandria University which is ranked between 301 and 350. Worrisome as they are, the results may not be surprising, though all for the wrong reasons. When this story first appeared in the paper cited above, it was later followed by the reportage of opinions from different quarters, others agreeing with the results and considered the criteria used as useful wake up call for African universities; others rebuffing the results as unfair for African universities on the basis that such ranking did not consider realities on the ground. But what are these realities on the ground?

The worldwide university ranking based on 13 performance indicators which were broadly categorized under five thematic areas and which I wish to comment on as follows. One such area is teaching-learning environment. It is apparent that learning environment is a prime resource in any education institution deserving such a name, and for many universities in East Africa learning environment, in its broadest sense, has often been a cause for concern, though with varying degrees, with some universities doing

poorer than others. For example, in many universities in the region seminar and lecture halls which were designed to accommodate smaller or rather standard class sizes are often overcrowded with students, hence compromising the quality of teaching. Also frequent students' strikes, over service delivery and or erratic disbursement of loan money have often been the source of disruption of university academic calendars. And to make up for the lost time these universities have been forced to make do with infamous ad hoc crash learning programmes, which are often inadequate in providing comprehensive coverage of the courses missed.

Perhaps, what is super interesting in this ranking is the ratio of PhDs to bachelor's degrees awarded by each institution. This was not only a performance indicator on teaching, but also it is one which was considered as important. Traditionally the ratio on teaching has often been taken to mean student – teacher ratio. The world university ranking has shown us that the ratio on teaching can be taken to greater heights and consider outputs across different levels of degrees awarded. Now if, as experience has shown, even this traditional sense of ratio on teaching (i.e. student-teacher) E. African universities have not been performing very well, what then would one expect when these universities are ranked alongside others using indicators for world class universities?

The other indicator used in the ranking is research - volume. This is the area which perhaps some (though not many) universities would feel comfortable about, given the bulkiness of the existing research outputs and for which I would have little to comment on had it not been linked to another thematic area under

these indicators, which is research influence. In simpler words, the latter is the manner in which research outputs have practical application in changing people's lives. This, I believe is the criterion which has undoubtedly made many E. African institutions score poorly. The problem of research influence in E. African universities is multifaceted, ranging from relevance, protocol, to ethical considerations. These are very broad problems to be covered in this little space, but suffice to say that, as an example, there is no such area that has received so much attention in research activities in Africa South of Sahara as poverty eradication. Research on Poverty eradication has virtually turned villages in this region into research tourism centres with, as Mvena once put it, interdisciplinary and multidisciplinary experts (See SUASA Newsletter, November 2010) flocking to these villages for data collection. What's more, villagers throughout the week are often made to shuttle from one meeting, seminar, or focus group discussion to another (attending interviews or filling questionnaires for researchers) at the expense of other productive engagements. It is no wonder that villages in the region are still in the commanding heights on poverty globally.

Also as I said in the preface of my book *Communication Skills in Higher Education*, in many university systems research and publication have usually been linked to academic staff promotion (sometimes at the expense of another core function of teaching). Such an orientation has often made some lecturers into thinking of research and publication not on their own merit, but in relation to promotion. As a result, the publish-or-perish syndrome has had serious consequences on the quality of research reports due to, among other things, immature or hasty publication, honorary authorship, adulterated plagiarism, or outright fakery (see Mohamed, 2011). Such research practice or rather malpractice can hardly make universities in the region score anything worth reporting when ranked with other universities globally.

In the world university ranking, other performance indicators include income and

reputation, industry income –innovation, international outlook, and staff and research. I will make two general comments on these indicators. One comment is to do with university systems generally, that these have usually complained of being resource constrained; by resource it usually means funding. Most public universities can hardly stand on their own feet without financial support from either governments, donor agencies, or both. Dependency syndrome has severe repercussions on the quality of universities programmes, enrolment and expansion especially where the funding agencies opt for budget cuts on education. Perhaps it is time E. African universities to reflect on what Mzee Madiba –Nelson Mandela once said, 'Not what we do with what we are given, but what we do with what we have is what matters'; and in universities what we have brains!

Another comment is on university staff. In the 1970s to late 80s and even early 90s African universities suffered what now would be considered as a worn out and old fashion trend, 'brain drain'. Economic migration among African intellectuals, fashionable as it was then, was not without risks. First, for an African to hope to get a decent job in the Diaspora, one was to be very well educated often with long work experience, and must prove to be smarter than a national on a similar position. There were other concerns one was to consider before uprooting oneself from ancestral home and relocate in a foreign land. For example, there were issues of adaptability to new environment and cultures, schools for the kids for those with families, vulnerability to xenophobic sentiments and so on and so forth. Against all the odds, some African intellectuals thought then that it was still worth taking the risk, especially given the grim realities that were prevailing in our institutions then. And because entry visas to these places were yet another hustle, many intellectuals tended to use their scholarships as green cards for living and working abroad after gaining entry to these foreign countries. Thus the region was once losing such critical mass, many of them doing so with downright disregard with contractual bonds they sign with home country universities as their employers

and who had invested so much in the training of the staff concerned. These academics were breaching these bonds by taking advantage of the many potholes that were (and still are) often contained in the said bonds plus the absence of effective mechanism in these universities of tracking scholarship beneficiaries to ensure that they either honour the contracts or repay back the money spent on their training. Thus, the universities continued to be constrained in both staffing and financial resources for training and staff development purposes.

African universities may no longer suffer great losses of their intellectuals through brain drain of the 1970s and 80s. This is especially because economic recessions and financial meltdown that have continued to face some European countries in recent years have made living and working in the Diaspora not as rewarding as it used to be, and at times abroad (particularly Europe) can potentially be a dangerous place to be, especially for 'people of colour'. There is however a new dimension of the same phenomenon (brain drain) haunting our universities these days. This perhaps could be best known as 'floor crossing', a phrase once used in British politics to refer to the action of a party member leaving his/her old party to join another party. I am using it here to refer to moving across professions. When referring to professions, floor crossing has seen our best scientists (surgeons, paediatricians, environmentalists, etc.), lawyers, engineers and other experts leaving their professions to join politics (often as Members of Parliament). This is not necessarily because there is shortage of human resource in those positions, neither because such portfolios require the best brains, but simply because, as it is often assumed, politics is the place where quick and big money can be made. Thus, floor crossing has continued to create a shortage of the best brains in universities where such brains are most needed.

The shortage is aggravated further by the current high labour turnover of young academics that move from job to job. Recruitment of new academic staff at universities has lately increasingly been facing unprecedented challenges resulting and ranging from mushrooming of universities in the region to diversification of the labour market in general. Currently, universities ought to face two, often uphill tasks: one is to get suitable candidates for academic positions, which is often problematic because many times universities get so desperate in filling new positions that little time is left for scrupulous scrutiny of the histories of staff they are about to employ. The second challenge is on retention; this is a nightmare of every employer, but universities have the worst scenario.

This is particularly because universities have no room of negotiating or adjusting terms of employment or employment benefits to address some of the expectations of the prospective employees; such terms of employment are the prerogative of either the government (for public universities) or any other body as an employing agent (for other cases). Universities negotiation space with prospective employees in such situations is then reduced to a single phrase 'take it or leave it'. When young academics join these universities frustrations may begin very early in life, with heavy work load being the most notorious source of frustration not to mention woes on staff welfare and whose solutions may not be immediate. Such scenarios may at times not only extinguish the enthusiasm of young academics in working at universities but may also spur these young academics into premature exit from university positions.

Given all these aspects the results for The Times Higher Education World Universities Ratings for E. African universities come as no surprise.

Academic Journals: Important Issues for Scholars

By

Alfred S. Sife

Sokoine National Agricultural Library, Sokoine University of Agriculture, SUA

An **academic journal** is a periodical in which original research, review articles, and book reviews relating to a particular academic discipline are published. Journal publishing was invented by Oldenburg in 1665 to solve some of the competitive dilemma that existed between scientific experimentalists. At that time, the first authors of a phenomenon or result wanted their priority as discoverer to be publicly acknowledged. Oldenburg realized that a periodical publication run by an independent third party could resolve these competitive jealousies. Today, academic journals have four functions: *current awareness* - providing news of recent research work to the scholarly community; *archiving* - conserving the publications so that future scholars may also access them; *priority* - ensuring that the true originators of ideas or research results obtain due credit for their achievement; and *quality control* - ensuring that the work reported is checked for its originality, correctness and validity.

Peer review

Scholarly peer review (also known as *refereeing*) is the process of subjecting an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field (often narrowly defined field) to determine the work's suitability for publication. In other words, to ensure the integrity of the research process, published work by any author is quality-controlled by

being read and corrected by other scholars working in the same field. This process prevents the dissemination of irrelevant findings, unwarranted claims, unacceptable interpretations, and personal views. In the peer review process, referees do not just make a binary decision, publish or reject; they often improve what is published by recommending acceptance after amendments or improvements have been made. Usually, there are two or three referees for a given article. In some cases there exist refereed venues (such as conferences and workshops) in which submitted papers are reviewed by a "review committee" (the equivalent of an editorial board).

Referees' evaluations usually include recommendation of what to do with the manuscript - either to unconditionally accept the manuscript; accept it in the event that its authors make improvements; reject it, but encourage revision and invite resubmission; or reject it outright. During this process, the role of the referees is advisory, and the editor is typically under no obligation to accept the opinions of the referees. In addition, the referees do not act as a group, do not communicate with each other, and there is no requirement that the referees achieve consensus. In situations where the referees disagree substantially about the quality of a work, such as when an editor receives very positive and very negative reviews for the same manuscript, the editor often will solicit one or more additional reviews as a tie-breaker.

The journal editor and the editorial board

The **editor of a journal** is usually an independent expert, usually familiar with the field of the journal, appointed and supported by the publisher. The journal editor is there to receive articles from authors, to judge their relevance to the journal, to refer them to relevant experts for peer review, evaluates the referees' comments, and to provide feedback to the authors. Traditionally, each journal had a single editor, but the expansion of the size of journals and the increasing specialization of fields of research mean that it is now much more normal for there to be several editors (usually two or three), usually divided according to subject specialization.

The **editorial board of a journal** usually consists of a group of recognized authorities in the field of the publication. The editorial board assists with policy issues such as setting criteria for choosing referees and criteria for assessment of manuscripts as well as to oversee the whole process of journal publishing. The make-up and responsibilities of the board vary enormously from journal to journal and often change with time, but a strong, proactive editorial team is essential to support a vibrant journal.

Impact factor

The **impact factor**, often abbreviated **IF**, is a measure reflecting the average number of citations to articles published in a particular journal. It is frequently used to indicate the relative importance of a journal within its field, with journals with higher impact factors deemed to be more important than those with lower ones. Impact factors have been adopted for use as measures of journal quality based on the premise that: "the value

of information is determined by those who use it". This means that the value of a journal can be measured by the number of times its use is formalized in the form of a citation. Impact factors are calculated yearly for those journals that are indexed in *Thomson Reuters Journal Citation Reports (JCR)*. Thus, the term 'impact factor' most commonly refers to figures calculated and published by Thomson Reuters each year in the Science and Social Sciences Editions of *JCR*. These figures give a two-year impact factor and use very specific publication and citation windows.

Open access journals

Open access journals are scholarly journals that are available online to the reader "without financial or legal barriers". Open access journals are based on the emerging principle that scholarly research undertaken at the public expense should be available free of charge to the general public. In the print era, open access would have been impractical owing to the costs of paper, printing, binding and distribution, but electronic publications can be distributed at a minimal marginal cost per additional copy. Thus open access is feasible with electronic publications. Two main roads to open access have been identified - the *gold road*, in which journals obtain funding from sources other than purchasers of the journals, and the *green road*, in which papers are published in conventional subscription-based peer-reviewed journals, but electronic copies of the final version of the text are placed in repositories that are accessible free of charge.

E-journals

Electronic journals, also known as *ejournals* or *e-journals* are scholarly journals that can be accessed via electronic means. Some e-journals are online-only journals; some are online versions of printed journals, and some consist of the online equivalent of a printed journal, but with additional online-

"....."the value of information is determined by those who use it"....

only. Electronic submission manuscripts and the introduction of electronic peer review management systems mean that stakeholders have to change their publishing behaviour whether they are authors, referees or editors. Authors are expected to submit electronic manuscripts via an electronic gateway for the journal and receive feedback from editors. In turn, editors are expected to use electronic peer review and manuscript management systems to select referees from a database, forward the manuscript to them and receive comments back.

International Vs local journals

There have been concerns in academics that publishing in local journals would be less awarded by promotion committees. Often, international journals are regarded more prestigious and preferred than local journals. On the other hand, there have been concerns on the differences between international and local journals.

International journals may or may not include the word “international” in their titles but there are several characteristics

that distinguish them. First, the editorial boards of international journals have a good geographic spread across the world. Second, a truly international journal has authors from all over the world. This can be easily understood from the affiliations of its authors. Third, international journals have a world-wide readership and listed by many international database indexers. That is to say, a truly international journal has subscribers, authors and editorial board members across the world. A local journal on the other hand, serves a localized geographical readership, receives papers from the same location and edited by professionals from the same region.

About the author:

Alfred S. Sife (PhD) is a Senior Librarian at the Sokoine National Agricultural Library at SUA and is currently the Deputy Director of the Institute of Continuing Education (ICE). His major research interests are on Information and communication technologies and development, records and archives management, information literacy, gender.

Contact him: Email: sifeas@yahoo.com and asife@suanet.ac.tz

.....Back to memories.....

CLASSES OF 1981

By
Our independent source

In 1981, a total of 50 and 16 graduands were conferred their degrees of Bachelor of Science in Agriculture General and Veterinary Sciences respectively of the University of Dar es Salaam, of which SUA by then was a Faculty of Agriculture Forestry and Veterinary. The

author could not access proper records for the BSc. Forestry class and there not included in the list. Kindly register our sincere apologies. The numbers for graduands for the degree of Master of Science in Agriculture and Forestry increase compared to the

previous years. 23 of them graduated Master of Science in Agriculture while Nine graduated in Forestry.

The list of the 1981 graduating classes is as follows:

BACHELOR OF SCIENCE – AGRICULTURE GENERAL

- | | | |
|-------------------------|-----------------------|-------------------------|
| 1. Ali, F.H. | 18. Lubawa, C.S.G. | 34. Mtumwa, A.M. |
| 2. Basheke, M.M. | 19. Luhusa, U. | 35. Mwambene, E.A. |
| 3. Chiombola, E.A.A.T. | 20. Lukwaro, E.L.A. | 36. Mwamulenga, O.A. |
| 4. Chipungahelo, G.S.E. | 21. Lusuva, S.E. | 37. Ndunguru, G.T. |
| 5. Hubert, F.P.I. | 22. Mahuyemba, A.S. | 38. Pungu, Z.J.N. |
| 6. Juma, M.A. | 23. Mariki, H. | 39. Reuben, S.O.M. |
| 7. Kamugisha, F.F. | 24. Masaoa, A.P. | 40. Rugaimukamu, F.S. |
| 8. Kapinga, A.M.L. | 25. Mbacha, M.A. | 41. Rushalaza, V.G.A. |
| 9. Kapufi, P.P. | 26. Minja, P.K.S. | 42. Ryoba, Z.M. |
| 10. Katabago, J.R. | 27. Mlambo, J.K. | 43. Sariah, M.A. |
| 11. Kato, D. | 28. Mohamed, Rose-Ana | 44. Seneda, C.Z. |
| 12. Kilasara, W.G.M. | A.H. | 45. Sendalo, D.S.C. |
| 13. Kimariyo, V.N. | 29. Mponguliana, C. | 46. Shao, G.O. |
| 14. Lamosai, A.S.S.P. | 30. Mrinji, A.W.M. | 47. Shekuwe, A.M. |
| 15. Landani, J.T.M. | 31. Msaki, O.N. | 48. Shilungushela, C.C. |
| 16. Laswai, H.S.S.M. | 32. Msingwa, L.D.M. | 49. Shoo, R.A. |
| 17. Lisanga, H.S. | 33. Mtoi, M.T.T. | 50. Tarimo, A.J. |

MASTER OF SCIENCE IN AGRICULTURE

- | | | |
|-------------------|--------------------|-----------------------|
| 1. Awange, L.O. | 9. Kirway, T.N. | 17. Mhaiki, J.J.K. |
| 2. Babyegeya, W. | 10. Lekule, F.P.M. | 18. Munene, S.M.W. |
| 3. Guantai, S.M. | 11. Lupatu, M.A. | 19. Mutagwaba, M.C.D. |
| 4. Kamasho, J.A. | 12. Mabugo, D.R.R. | 20. Nyamora, A.M.S. |
| 5. Khatibu, A.I. | 13. Maro, J.K. | 21. Shao, F.M. |
| 6. Katule, A. | 14. Mavoa, E.M. | 22. Shayo, F.F. |
| 7. Kiangi, E.M.I. | 15. Mbonika, R.J. | 23. Swai, S.L. |
| 8. Kinabo, J.P. | 16. Mchau, K.W. | |

BACHELOR OF SCIENCE- FORESTRY

No reliable records unfortunately

MASTER OF SCIENCE IN FORESTRY

- | | | |
|-------------------------|--------------------|------------------|
| 1. Abdelsalama, A.A. | 4. Ishengoma, R.C. | 7. Mgeni, A.S.M. |
| 2. Akiri, R.I. | 5. Kalaghe, A.G. | 8. Mtumbo, E.M. |
| 3. Iddi, S. | 6. Abdulla, H.A. | |
| 9. Ole-Melludie, R.E.L. | | |

BACHELOR OF VETERINARY SCIENCE

- | | | |
|---------------------|---------------------|------------------|
| 1. Assey, R.J. | 7. Kweka, R.C.A. | 13. Mosha, R.L. |
| 2. Bahari, M.M. | 8. Kyando, F.N.M. | 14. Rabia, A.R. |
| 3. Balthazary, S.T. | 9. Marawiti, B.K.H. | 15. Shoo, M.K. |
| 4. Chukilizo, N.B. | 10. Matovelo, J.A. | 16. Sinare, S.Y. |
| 5. Juma K.G. | 11. Mmari, K.G.J. | |
| 6. Kessy, V. | 12. Mmbando, L. | |

Wisdom hair

By

Dr. Emmanuel F. Nzunda

There are two main changes that happen to an adult man's head-covering hair as he approaches senility, namely loss of hair and greying out of hair¹. Combinations of these two changes may result into 6 head hair types, namely: i. complete cover with normal hair; ii. Complete cover with grey hair; iii. Small bald with normal hair; iv. Large bald with normal hair; v. Small bald with grey hair and vi. large bald with grey hair. Furthermore, at various stages of development of these hair changes, there are possibilities for natural partial or complete reversals, which result in secondary head hair types, namely; vii. Normal hair recovered from bald (small or large)

head and, viii. Normal hair recovered from grey (complete or partial) hair.

The changes are caused by many factors, which may be grouped into two main categories, viz. i. Genetic and ii. Environmental.

However, the effective expression of the hair type is a result of the interaction of the two categories. The meaning of the expression 'genetic factors' is obvious while 'environmental factors' mean all factors internal and external to the organism that affect its life. The different environmental factors that accelerate the changes may be



¹ Although I use the term man, woman may also be considered where applicable

referred to my one term – stress. Stress is related to such issues as the amount and quality of what is taken in as food and drink, body shape and weight, breathing pattern, exercises (physical, emotional, astral, mental and spiritual), financial issues and social relations. It is interesting to note that for most things that may be indulged-in in measurable quantity, stress is caused by both the low and high extremes. For example, alcohol and exercises (of all types listed above) have to be indulged-in in moderation because both the high and low extremes are detrimental. This is so even though there is an old adage that the more the merrier, which is not surprising because there is an equally old adage that everything should be indulged-in in moderation and, even in economics there is the law of diminishing marginal returns.

A number of times I have met the argument that grey hair is a sign of wisdom. Less often, I also have met the argument that bald head is a sign of wisdom. Logically, grey hair and bald head come with age, which is in most cases related to increasing wisdom (although for some persons increase in age does not lead to increase in wisdom, for some reason). It is comfortable to accept arguments as they are but if one wants to live a life of enhanced consciousness, it is beneficial to ask questions around issues that have arguments that have largely been settled. Thus, this article asks the question, of the hair types, which one is “wisdom hair”? Wisdom hair is used here to mean the hair that is a sign of wisdom of an adult man. I deliberately do not make any attempt to define wisdom here, because it is possible to get the definition elsewhere. The aim of this article is not to answer this question but rather to discuss some issues around the development,

maintenance and reversal of the changes in hair. It is also natural that the article may feel quite personal for some readers but the author has no intention whatsoever to discuss any person in particular. The article is simply food for thought for anyone interested in active thinking.

Sometimes the stress factors responsible for change in hair are almost obvious while they are quite cryptic in other instances. An example that I have come across while discussing the issue of hair change with a few friends is the change in hair (balding and/or greying out) that they personally experienced during their PhD programmes and, a form of hair recovery on completion of the programme. I also learnt that when people become presidents of one of the largest economies in the world, their hair greying speeds up. This means that it is possible to link hair change to responsible factors and thus place oneself in a position to influence the change. On top of that, I learnt that there have been developed drugs to address the hair change issue in addition to surgical manipulations. The personal control of hair change that I refer to in this article does not include the chemical and surgical manipulations.

The possibility of control of hair change is central to the question of wisdom hair. This question is also closely linked to the question of aging, which can also be controlled to some extent using a number of options, most of them similar to those that control hair change, which is a sign of aging anyway. It is possible that those who do not display hair change may not have gone through stress that causes the change. However, it is equally possible that they have gone through the factors that would result in stress but played the game in such a way that the factors had no chance of becoming stress for them. I here refer to the PhD programme example again – some are affected by it and experience accelerated hair change while others are not. When a

person goes through stress-causing situations and comes out on the other side, they obviously have learnt something, which would potentially make them wiser, and hence qualify the type of hair they carry on their head as wisdom hair. For those that allowed the stress factors to change their hair, it is easy to see the sign of wisdom – bald head or grey hair! But for those that handled the stress factors in such a way that the factors could not result in hair change, the sign of wisdom is occult. This is why I ask the question, of the eight types of hair, which one is wisdom hair?

There are two possibilities for hair type reversal: (i). intentional and (ii). unintentional. One would think that it is wise to recognise that something is wrong when they see some signs of change, such as hair change, and respond by trying to understand the dynamics of the change and intentionally reverse the change. However, there is also a measure of wisdom in one who achieves reversal unintentionally, because they must have done something different than they were doing while the change occurred.

In conclusion, one would ask ‘why should one seek to control hair change?’ Is it not just a natural process that one has to embrace gracefully? For how long may one keep the unchanged hair type if they are genetically prone to change? In response, I would state that, one of the differences between man and other living things is man’s ability to wilfully influence change. Many people are interested in influencing change of other people and things. However, the easiest change to influence is that which concerns oneself, because it is easiest to observe and talk to oneself (this may not be true for some people though). As for the question on how long one may cling to a situation they are in control, I do not have any answer right now. In closing, I wish you fruitful contemplation of the issues herein discussed.

About the Author:

Emmanuel Nzunda (PhD) is a senior Lecture at SUA. He can be contacted through; Department of Forest Mensuration and Management, PO Box 3013 Chuo Kikuu, Morogoro, Tanzania

Phone: +255 765 815 265

Email: nzundaef@gmail.com

=====

50 Years of Independency and our education system. A way forward

By

Our correspondent

Education refers to the process of learning and acquiring information. Education can be divided into two main types: formal learning through an institution such as a school and self-

taught learning or what is often termed life experience. Generally, education is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market.

When an individual thinks of becoming educated, most commonly he thinks first about formal schooling. Formal schooling exists in a classroom setting where a teacher provides curriculum according to an accepted plan of what must be learned. In the United States, a standardized testing system helps set the rules for what curriculum and lessons a teacher should be teaching. Programs such as No Child Left Behind, which was instituted by George W. Bush during his presidency, create a way to measure how much each child is learning across different school systems to ensure that all children receive a minimum level of knowledge and book learning.

A right to education has been created and recognized by some jurisdictions: Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13. It however, unfortunate that in most developing Nations, like our dearly beloved Tanzania, Education is a Privilege and not a right! Though, it is supposed to be one of our fundamental human right, which is to be cherished by custom and protected by law... .but, most of our fellow Tanzanians who have had opportunity to make decisions on our education system haven't raised it up enough to make things better. Hence, the advent of the MDGs (Millennium Development Goals) by the United Nations!

Out of the eight stipulated MD Goals, the provision of free formal education as a means of poverty eradication is one of them. and if only our Government could

act fast and act well by Making Universal primary education a Political Priority at the highest level, Declare Primary Education FREE and compulsory for all children. . . .Increase domestic funding to basic education and improve its quality. Train and deploy enough teachers, and improve their working conditions,Ensure that schools accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions, i.e. make special provision for the education of excluded children, such as disabled and other children with special needs, including refugees and displaced children, orphans and working children,If all these things are put into place. . .then, we'd be talking about a better Tanzania. . . and, Actually, all these are part of the goals each of the United Nations must meet by the year 2015. . . .Not that the government has done nothing at all since independency, but, come to think of it. . . .we seem to be far away from actualising these goal. . . because, there are still millions of "out-of-school" children, some roaming the streets, some in their villages etc. and without basic education. . . .! Basic and every better and relevant education is required to move any society ahead being in economic terms or on technological point of view.

From the MP at the National Assembly to the vulcaniser on the streets, a good quality education is key. A good education has the capacity to lift a people out of poverty by equipping them with a means of making the best possible choices for their lives. A good education enables people to think imaginatively and creatively (which appears to be lacking in Tanzania, especially in public service), it enables them to act in more socially responsible ways, and make better decisions about their health.

The poor quality of our education is partly responsible for so many of the socio-economic issues which pervade our country today. With a better education, maybe so many of the garage boys and touts we have on the streets wouldn't be there today. They would be able to better make smarter decisions as to what to do with their lives. A better educated police would be able to think and act more proactively to prevent crime, a well educated school leaver would be able to identify career options available to him, without necessarily focusing on a white collar job. A carpentry shop owned by an uneducated folk who did local apprenticeship and a woodwork shop, owned by a well-educated man, equipped with modern tools, can never be the same. Even a well- educated taxi driver is not the same as the typical uneducated taxi driver.

While a well educated one would be able to add value to the tourism drive of a country by also acting as a tour guide (the way they do in Ghana, South Africa, Kenya and Egypt), an uneducated one wouldn't even see the connection. Tanzania cannot develop anywhere near its potential without having the majority of its population WELL educated. If only the government could truly realise this and see the importance of an educated populace, perhaps it would be willing to put more resources, financial and other wise, to ensuring the sector emerges from its present comatose state. Hopefully, one day in the not too distant future, the government and other stakeholders, will sit down together and

discuss objectively and chart a sustainable future for our education system. We should not allow individuals to decide every morning 'over their pillows' the nature and structure of our system simply because they want to equate it with the schools they sons and daughter are schooling. Not far we observed change of primary schools and secondary schools curriculum where Physics was equated to Chemistry, Geography with domestic science etc. if not enough all skill-led or professional subjects like accountancy, economics, agriculture were almost rubbed off. This is unacceptable if we need to see a nation ahead of us.

My fear though is the lack of trust and objectivity. based on our experiences of free education in the 60's and 70's, will likely not listen to any claims that the government cannot afford to give Tanzanians an equivalent 60's education in 2010, not realising that times are very different now. Government is also likely to be too big headed to agree that it has been largely incompetent in the managing of the human capital of this country and admit that it has to and can still afford to do much more than it is currently doing. All parties must be able to find some middle ground. However, if we cannot get this restructuring done, then it will be doom for this country over the next decade and beyond, as educational standards fall further and Tanzania does not possess the manpower required to effectively compete in an increasingly global and competitive economy.

With a light touch..

The British are rude! Then try African style

By

Emmanuel J. Luoga

'Re-printed from our archives'



I hated the air hostess throughout the flight because I thought she has mistreated me albeit the fact that I had paid my fare from Dar es

Salaam to London. The thing is, holding my boarding pass I asked where my seat was, "Three seats down the aisle sir. You can't miss it" I could not understand how she could say "you can't miss it" when I had already missed it! As a matter of fact "three seats down the aisle" sounded to me like "please shit down your eye". Why wouldn't she pronounce words with patience??

In London when I asked for directions, a white man, mouth half closed said, "Three blocks up the street then turn left" This man, I thought told me words that were going to work in a miracle way! Actually his instruction confused me even more as the only blocks I know in Tz are *matofari* for buildings and not the buildings themselves. I stood transfixed on the spot and sure that the

first man was in a hurry to tell me in a more graphic detail of the location where I wanted to go. I stopped and asked yet another person, this time a woman, trusting in the patience of the female sex. "No idea Sir" She responded without even looking at my direction! Once again the words sounded as they meant "Go to hell Sir". "How rude these people are!" I thought to myself.

Then I imagined myself as a typical African (Tanzanian in that matter) being asked on directions by a *Mzungu* driving from Songea to Peramiho. "So you want to go to Peramiho, eeh," rubbing my hands together as if I was by the fireside telling a story.

"What you do is first take this road on which we are standing and head towards that way." At that moment I would stretch my hand in

the direction that I refer". I wonder what would happen if it were dark! Hopefully he would light a torch or matchbox to see my stretched hand. You move, you move and move until you come to a stream called Matarawe. That is where I normally take my goats to drink water, and if by any chance you see a small goat-herder dressed in yellow shirt is my son! Cross the bridge and climb the hill that you meet. Since it is not raining that hill should not be a problem, otherwise I tell you *aiii aiii aiii!* When it

"....Since it is not raining that hill should not be a problem, otherwise I tell you aiii aiii aiii!....."

rains that hill is a big trouble, even Father Mapunda's landrover finds it difficult when he goes to lead a prayer at Peramiho.

After some driving, you will then see two mango trees on your left, ignore them and just go on! Then you will see a red-roofed house which belongs to the catechist Ngonyani. That one is a hard working person if you ask me. A man who is a real devoted servant of God! Once you have passed the catechist house, beware of women going to the market as today is market day at Likuyu village.

Then you will see two junctions to your left and right. Pretend that you have not seen the left junction as it goes to Mbinga, and take the right one. Just drive without looking left and right until

you see the iron sheets of Peramiho hospital. "By the way, my wife wanted to go to Peramiho to see her sick brother Komba who is hospitalized there, but since she is away, she cannot get your lift". "Ok have a nice journey".

Though I am a South African working in Tanzania, the story actually begins in Norway. The Norwegian Fredskorpset (it will be with a heavy heart and as I board the plane I'll be saying *baadaye* and not *kwaheri* to the friends I have made at SUA)!

This article was first printed in SUACONE Vol. 11 of 2008. Many readers liked it and requested for its re-print.

Editor

Quotes of the day!

By

Dos Santos Silayo

When hungry, eat your rice; when tired, close your eyes. Fools may laugh at me, but wise men will know what I mean.

—**Lin-Chi**

Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away.

—**Antoine de Saint-Exupéry**

Before I got married I had six theories about bringing up children; now I have six children and no theories.

—**John Wilmot**

If there are no stupid questions, then what kind of questions do stupid people ask? Do

they get smart just in time to ask questions?

— **Scott Adams**

The person who reads too much and uses his brain too little will fall into lazy habits of thinking.

—**Albert Einstein**

America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens.

- **George W. Bush**, *Inaugural address*, 2001

Let us think of education as the means of developing our greatest abilities, because

in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

-John F. Kennedy

Humour and Reflections

Divorce vs. Murder

A nice, calm and respectable lady went into the pharmacy, walked up to the pharmacist, looked straight into his eyes, and said, "I'd like to buy some cyanide."

The pharmacist asked, "Why in the world do you need cyanide?" The lady replied, "I need it to poison my husband." The pharmacist's eyes got big and he explained, "Lord have mercy! I can't give you cyanide to kill your husband, that's against the law? I'll lose my licence!"

happen. Absolutely not! You CANNOT have any cyanide!"

The lady reached into her purse and pulled out a picture of her husband in bed with the pharmacist's wife. The pharmacist looked at the picture and said, "You didn't tell me you had a prescription!"

By the Editor

They'll throw both of us in jail! All kinds of bad things will

.....Bad mouth.....

By Valence Pantaleo

A tourist asked a boat guy Do u know Biology, Psychology, Geography, Geology and Criminology? The boat guy said NO....The tourist then said: What the hell u know on the face of this earth? U will die of illiteracy! After a while, the boat started sinking, so the boatman asked the tourist: Do u know Swimology and Escapology from Crocodilogy? The tourist said NO, The boat guy replied: Well u will Drownology and Crocodilogy will eat your headology and u will Dieology because of your Badmouthology!

A deadly joke

After being married for thirty years....a wife asked her husband to describe her. He looked at her slowly...then said, "You're A, B, C, D, E, F, G, H, I, J, K. "She asks..... "What does that mean?" He said, "Adorable, Beautiful, Cute, Delightful, Elegant, Foxy, Gorgeous, Hot.

"She smiled happily and said...."Oh, that's so lovely....What about I, J, K?" He said, "I'm Just Kidding!"



**SOKOINE UNIVERSITY OF AGRICULTURE
DEVELOPMENT STUDIES INSTITUTE
THE 12th SOKOINE MEMORIAL LECTURE**



**Edward Moringe Sokoine
(01/08/1938 - 12/04/1984)**

“Wajibu wa kila Mtanzania, kila familia na kila anayekula
ni kujilisha mwenyewe. Si wajibu wa Taifa kumlisha mtu.

Unaweza ukasaidiwa unapopatikana na janga. Lakini
kama hakuna janga ni wajibu wa kila mtu aweze
kujitosheleza kwa chakula na atoe ziada kwa Taifa”

Edward Moringe Sokoine, 4 Oktoba, 1983.