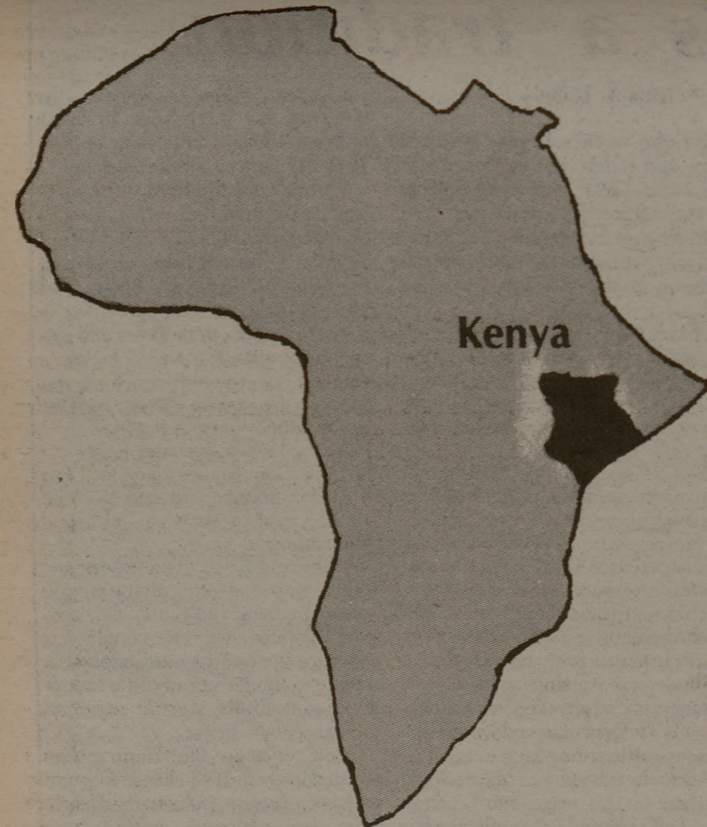


# Kenyan broadens experiences in United States

By Todd Woodard



Facing the Indian Ocean on the east coast of Africa, Kenya has less area than Texas. In Kenya two businesses dominate the economy.

Tourism is the biggest business in Kenya, bringing in \$76 million in 1978. But agriculture is the main way of life for most Kenyans, coffee being the largest crop.

One of those Kenyans is named Mathenge. He grows a mild coffee for a cash crop on his land. Like other parents, he helps his son go to college.

Most Kenyans own their farms, said international student James Mwai Mathenge. "They leave in the morning, go to work, and then go back home," he said.

Mathenge, 23, has been enrolled at Texas A&M University for over a year. His course of study is animal science.

Mathenge came to Texas A&M to study courses not offered in Kenya. "It would be foolish for me to study the same courses again," he said.

"I need to learn something different here."

Because of the structure of the school system, learning new courses yields greater benefits than in the United States. Mathenge explained that in Kenya children can have seven years of primary education. The government finances the compulsory first years.

After seven years the students take a cumulative test. Those passing the test can go on to high school. Some do not make it. Those people try to find whatever jobs are avail-

able. He said, "There's a lot of pressure for one test."

That testing pressure continues. The big test comes again at the end of high school. "Some of the people who do pass are not able to go on to college because there is not room."

"You can make A's on every test during the year in every course, and if you do not do well on that test, you only have one more chance to go to college. You can take the test twice," he said.

The pressure continues. Mathenge said that if a student is offered a chance to attend college, he takes it. "You don't have a choice. You can't say, 'I would like to wait a semester, or I would like to wait a year,'" he said.

"There are people who will take your place. Not everyone gets a chance to go. It is very prestigious."

While in college, every student takes the same curriculum at the same time. "You have the same classmates throughout school. I will have an advantage because my classmates won't have the courses I do," he said. With a fixed curriculum, electives are unheard of.

Mathenge attended Egerton College in Kenya and then went to work for the Ministry of Agriculture for two years. The ministry controls agriculture in Kenya.

He explained that going to school all year, with only three-week breaks between semesters, took its toll. The work at the ministry enabled him to go back to school, he was not worn out any longer. He brought 60 hours of transfer credit from Egerton; he now has over 70 hours here at Texas A&M. He still goes all year. "It's

what I'm used to," he said.

Mathenge cannot get used to the city. He chose a career in an agricultural field because he enjoys the outdoors. He said, "I like controlling my own hours, without someone breathing down my back."

He attributed Kenyan's desire to own their land to the colonial background of the country.

**"Before, Kenyans were not able to own land. That's why they place importance on having their own homes and land."**

Kenya is younger than most students here, gaining its independence in 1963. Land is scarce. Utilized as much as possible, land usually goes to small farms. Cities punctuate the land.

"Over here you see large tracts of land. In Kenya, you'll be driving and see a town just come up. Small farms surround the cities," he said.

Nyeri, "basically a rural town, a farming community," was the nearest town for Mathenge. "We would go in for movies, nightclubs. It has about 15,000 to 20,000 people," he said.

"I don't regret that I don't live in the city. I went to high school in the city. I was never fascinated by the city."

"When more and more people were educated, the younger ones thought that farming was not for them. There is urban flight now. Young people are going to the cities," he said.

The young people go to the cities for industrial jobs and diversion. Kenyan diversions differ from College Station's.

"In Kenya, we would sometimes dance until six in the morning. People her go out at ten or eleven. They have to go back just a couple of hours later."

"How late do the nightclubs stay open? Twelve or one o'clock. Three in the morning would be nice," he said.

Beers differ also. Mathenge complained that American brews do not have the flavor of heavier German beers prevalent in Kenya. Malt liquor is his choice.

He has a well-modulated voice, quiet and clear. He chooses his words carefully, and speaks in direct, short sentences.

He learned Kiswahili and English in high school. English is the official language, Kiswahili is the national language.

"Not all Kenyans speak English. English is used in government," he said.

# SCAVMA aids vet students

By John Brasher

Although the organization is called the Student Chapter of the American Veterinary Medical Association (SCAVMA), students don't make up the membership. Their spouses do.

According to Jean Tarlton, president of the SCAVMA auxiliary at Texas A&M, the organization exists at only 20 universities in the United States since that is the number of universities which offer D.V.M. degrees.

The Student SCAVMA Auxiliary originated in the fall of 1950, making it one of the oldest professional organizations of its type at Texas A&M.

The main requirement in becoming a member of the organization, according to Tarlton, is that the person must be married and the spouse has to be working on his or her doctor of veterinary medicine.

Tarlton said, "As of now, we have 128 eligible members that includes men and women and 76 actual paid members."

The primary purpose of SCAVMA is to stimulate an interest in the spouses' profession, which in this case would be veterinary medicine, and form a bonding relationship with the wives and husbands of the veterinary faculty staff.

But SCAVMA goes a little further Tarlton said, "We are a service organization to the vet school and to our community. For an example, we gathered money and purchased a micro-wave for the small animal clinic so that the students could fix themselves a hot meal between patients."

Also, because of the all night duties the vet students have at the large animal clinic, SCAVMA donated sheets and pillows for the cots so that the students could sleep comfortably between hours when they have patients to watch throughout the night.

# Welding skills taught to Aggies

By Liz Bailey

Welding is a skill that is not just limited to students at trade schools.

At Texas A&M University, the art and science of welding is taught in the agricultural engineering department. The course is Metals and Welding Processes.

Mike O'Shaughnessy, a graduate student who has taught the course for two semesters, said the purpose of the course is to teach students some of the practical applications and basic techniques of welding as well as its theory.

Instead of teaching students to weld so they can get jobs as welders, it is more a course to acquaint them with welding so they will be qualified to manage machine shops where welding is done.

"This is like a manager's course," O'Shaughnessy said.

Students learn oxy-acetylene and arc welding. In arc welding, electricity is the heat source and in oxy-acetylene welding, it is oxygen and

acetylene gas. Although there are many kinds of welding done, students are taught these types because they are the most common used commercially.

Besides having enough knowledge to oversee welders, O'Shaughnessy said that after taking the course, students "have some practical knowledge to go back to the farm with."

On the final exam, students must weld a straight piece of metal pipe so that one of it is closed and the seal is watertight. The same knowledge can be used in building a fence.

Some students have gotten jobs immediately after taking the course, O'Shaughnessy said.

You will not get a construction job (welding), he said, because that job requires much experience. However, students "could be apprentices or helpers," and would "move up quickly because they know the theory."

Many students who take the course intend to be high school vocational agriculture teachers and want

"Another thing we do," Tarlton said, "is raise money for two scholarships we award to second year vet students at our annual June Awards Banquet." The scholarships range from \$100-\$150 apiece and is based on need and academic achievement.

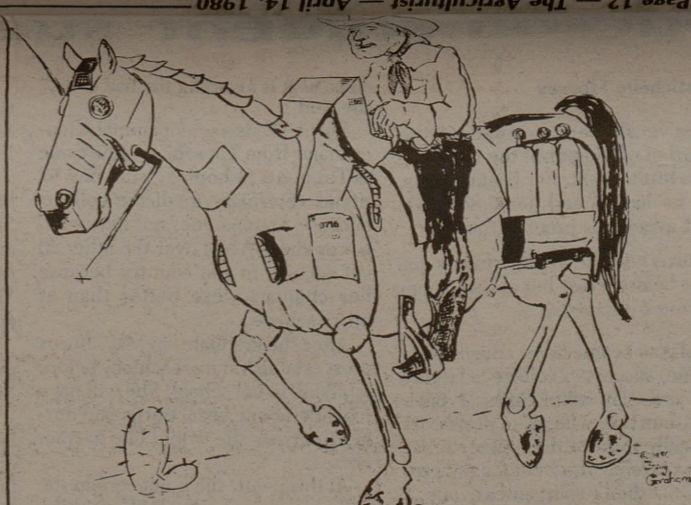
Other services SCAVMA does for the vet students is sponsor a senior reception which is going away party for the vet graduates. They also provide food for the students during board exams and conduct an ice cream social the night before August graduation for the graduating vet students, the vet faculty and their spouses.

As a service organization to the community, SCAVMA is active in many projects. Tarlton said, "We sponsor Thanksgiving and Christmas baskets for needy families, we set up a vet public relations booth at the FFA Barnyard, help in the Red Cross Blood Drive, give Easter baskets that contain clothing and can goods to needy blind families, and we have a concession stand at the CEN-TEX Hunter and Jumper Show."

Other projects SCAVMA has on it's schedule is to possibly conduct a rabies clinic so that people who have pets can get them vaccinated at a small fee.

The organization also wants to have an open house at the veterinary center and conduct a pet fair that will include a pet parade and a judging contest for children's pets.

The A&M Auxiliary of SCAVMA owns an outstanding record for being awarded the 100 percent Golden Achievement Award by the National AVMA Auxiliary. The A&M SCAVMA Auxiliary has won the award every year the organization has been in existence. The award is based on the auxiliary's service performance to the vet school and the community, by sending reports to the National AVMA Auxiliary.



Modern Cowboy?

Artwork by Doug Graham

# A&M Plant Team wins

By Laura Larson

Early in February members of the Plant Team which is sponsored by the Range Science Department represented Texas A&M at national judging competition held in conjunction with the Society for Range Management's annual meeting in San Diego, CA.

The team paced fifth out of 20 teams and Gerry Simmons placed fifth in individual competition. New Mexico State University won the contest.

Members of the team are Karen Hage, Patty Lesli, Patricia Dorward,

Jo Dahoff, T.K. Hunter, Charles Sullivan, Craig Keyzer and Simmons. The team is coached by Marshall Haferkamp, assistant professor of range science and Robert Knight, a graduate assistant in range science.

In addition, Range Science Club members Kathy Rector, Craig Keyzer, Nancy Garnsey, Bill Payne, Ellen Kutsky and Ann Holland prepared a display entitled "Fire as a Management Tool", which Garnsey accompanied t a display contest held at the Society for Range Management meeting. Their efforts won second place and a \$50 prize for the Range Science club.

# Food scientists share knowledge at conference

By Bonnie Helwig

They compare ideas, learn about ways to use their classroom knowledge and, most of all, they make lasting contacts with fellow food technologists who live in different parts of the country.

Students from University of Arkansas, Texas A&M and Louisiana State University gathered on the A&M campus on March 7-8 for the south central meeting of the student division

of the Institute of Food Technologists, hosted by the A&M Food Science Club, said club president Fred Mergner.

The group heard talks by Dr. Lloyd Rooney, researcher in Cereal Quality at Texas A&M, Dr. Dwayne Suter, associate dean for the College of Agriculture and Dr. Robert Terrell, an instructor of meats and muscle biology in the animal science department.

"Our speakers related to the

group how they had taken their knowledge and had spread it to people through various avenues," said Mergner.

During the business meeting, the 30 students and advisors exchanged money making ideas, activities and service projects.

"We related our experiences with the pecan sale and the 'Junk Food Booth' at All-Night Fair, and LSU told us about they jam-balaya sale, along with Arkansas' grape-picking to sell to a local

winery for money making projects," said Mergner.

"But," he said, "one of the most important aspects of the meeting was the friendships that were made."

"Now, we know food technologists in different parts of the nation and will always have those contacts wherever we go," Mergner commented.

"We had a lot of fun getting to know each other," Mergner laughed.

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