

STRATHMORE

August 1995



THE INAUGURAL ISSUE
Exclusive:

Interview with Micah Cheserem
Governor of Central Bank and
Past Student of Strathmore College

CPA PRIZE WINNERS



STRATHMORE COLLEGE

P O Box 59857 Tel 501147/22/90, 501206

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COURSES ON COMPUTER PACKAGES

The Information Technology Centre at Strathmore College offers training in computer packages. These courses provide hands-on training in standard packages such as LOTUS 1-2-3, DBase, Programming, WordPerfect, MS-DOS, Windows, MS-Word, Excel, Novell User, Novell Manager and Desktop Publishing (Pagemaker).

Each course comprises at least 20 hours of practical training. Participants are awarded a certificate of attendance on completion of each course.

We also offer custom designed courses. These courses are planned to suit your organisation's office system at hours convenient to you.

For additional information call the Admissions Office



EDITORIAL

In this inaugural issue of *Strathmore* I would like, on behalf of the Board, to thank all those who have had a hand in its production: the Board of Trustees and Mr C. Sotz, the Principal of the College; and special mention to Miss F D'Souza and Mr P K Mwangi, the patrons, for all the support and hard work they have put into it. Last, but by no means least, my heartfelt gratitude to all the Board Members for their commitment to ensuring that the magazine would be a success.

This magazine is intended to act as a forum for the exchange of ideas, to inform prospective students and outsiders about the College, and to enhance the all round development of the personality of the students i.e. to focus not only on academic excellence but also on social and extra-curricula activities.

I hope that the readers will find something of interest in the magazine. The board hopes that many of the students from all the four Schools (School of Accountancy, Secretarial School, Distance Learning Centre and Information Technology Centre) will actively participate by contributing ideas, suggestions, etcetera. Indeed, one of the primary objectives is to create a sense of identity as well as a medium of communicating for all students and staff of Strathmore, past and present. In this way, our motto, "Ut Omnes Unum Sint" - "that all may be one" will become a reality.

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'UT OMNES UNUM SINT'

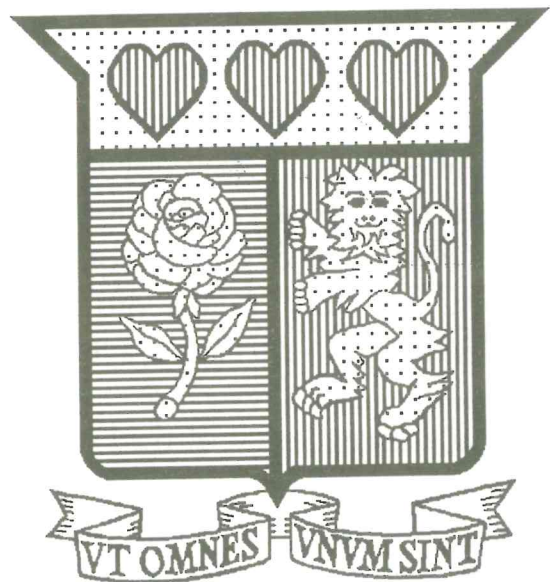
The college badge stands out proudly as the symbol of the splendor of the college and is no doubt a very articulate piece of artwork. However the badge carries with it a world of meaning upon which lay the great ideals of the college from its conception.

The lion is Africa and more specifically Kenya: the vigour and strength of a continent, and of a country in the full process of development.

The rose is a symbol of purity and beauty with which we must always carry out our intentions and see to their fulfillment.

The hearts signify different persons, communities and races learning to love and care for one another as was envisioned by Msgr. Josemaría Escrivá, founder of Opus Dei, under whose encouragement and guidance Strathmore College started and developed. He would often say "We are brothers, children of the same common Father, God. So there is only one colour, the colour of the children of God. And there is only one language, the language which speaks to the heart and to the mind, without the noise of words, making us know God and love one another."

The Latin inscription 'Ut Omnes Unum Sint' means "may they all be one", which is a call for unity of purpose through which we strive to improve our well being knowing only too well that unity is strength.



DEPARTMENTAL NEWS

ADMISSIONS DEPARTMENT

This Department comprises of the Admissions Office, the Library and the Reception.

Objective

1. To co-ordinate admissions in the three schools, i.e. School of Accountancy, Information Technology Centre and Secretarial School, by conducting interviews and corresponding with applicants.
2. To Provide library facilities to students and staff.
3. To receive and direct visitors and telephone calls.

Admissions Office

This is the 'heart' of the whole college because it is here that all information relating to current students, past students and applicants, is co-ordinated and retained. Any inquiry relating to admissions is channeled through this office.

Library

With the computerization of the library, it is hoped that an efficient service will be provided to both students and staff. By the year 1996, the college expects to have increased the number of text books and reference material to more than double its current capacity.

Reception

All visitors are vetted at the reception. The receptionists also man the switchboard.

DISTANCE LEARNING CENTRE

What is distance learning education?

As long as people have been able to write or draw, they have tried to use those skills to send messages to other people. The invention of printing, and more recently broadcasting, have enabled us to develop new methods of communicating with people who are not face to face with us. These techniques have also made it possible to communicate with very large numbers of people through a single act of writing or broadcasting - very many more than a teacher or a lecturer could teach in a lesson or a lecture.

Study guides have been prepared mostly by staff of the college, to assist distance learning students in their independent studies. This is a system of learning in which students study on their own from printed material produced in advance - the name stresses on the control the students have over their studies and flexibility of time and place of study.

The study packs are sent by post: the students study them, do the assignments and send them by post back to the DLC for marking. The pack also contains reinforcing questions and their model answers and Mock Examination papers.

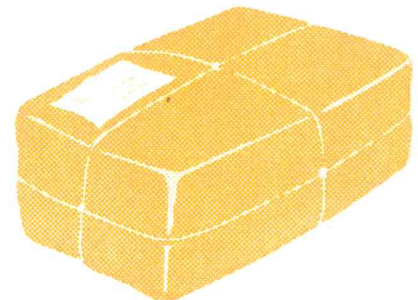
All the relevant textbooks are provided and a suggested additional reading list is also given to the students.

What are the advantages?

1. It provides Accountancy courses through home study to students who cannot, for professional or domestic reasons, attend lectures at the college, i.e. more people are given the opportunity to study.
2. It makes it possible for students to learn while they continue to earn; they do not need to be removed from their productive activity while they study.

The DLC in Strathmore was started in 1992. By the end of 1993 there were approximately 175 students enrolled. The centre's current enrollment is approximately 648 students including some from Uganda, Tanzania and Rwanda.

At present the centre provides study packages for its students who have registered for the Certified Public Accountants (CPA), the Certified Public Secretaries (CPS) and Kenya Accounting Technicians (KATC) Final Course.



Otieno Kennedy Omolo
Koderobara Sec School
P O Box 357
ROAGO

14/9/94

The Secretary
Distance Learning Centre
Strathmore College
P O Box 59857
NAIROBI

Dear Sir

RE: VOTE OF THANKS

I humbly wish to thank you very much for all that you did to me.

I am a student of the Distance Learning Centre and I just used your study packs for 2 months and only managed to send up to chapters two (2) in the whole Section 2. However I managed to study the whole study pack.

The good news for you is that I have passed Section II and I sincerely thank you for this. I would request that you advertise Distance Learning Centre in the media i.e. newspapers and the radio so that people in the remote areas could also benefit.

Otherwise thank you for the wonderful work and properly edited revision booklets.

Yours faithfully

OTIENO KENNEDY OMOLO

INFORMATION TECHNOLOGY CENTRE (ITC)

The ITC was started in 1991 in the old Strathmore College campus at Lavinton. Among the initiators of this centre were Mr. Joseph Sevilla currently on further studies in England and Mr. Oscar Correia.

Strathmore College moved into their new Madaraka Campus located in Nairobi West with the ITC working to capacity. The introduction of the Institute of Data Processing Management (IDPM) course in 1991 as well as its increasing intake in the new Strathmore is a worthwhile achievement to mention.

What is IDPM?

IDPM is an Institute in Britain which offers a Business Computer Course that covers Programming, System Analysis and other Managerial issues that include Accounting and Communication skills. The course is divided into four parts; two covering a Diploma and the other two a Higher Diploma in Business Computer Science. A brief analysis is given below.

The ITC feels this is not enough to train competent System Analysts and Programmers and thus offers additional training on a number of packages used in many organizations today.

What goes on in the ITC during holidays?

Quite a lot. During the holidays we offer courses to those who wish to have some knowledge of the latest computer packages such as MS-DOS, dBASE programming, Lotus 1-2-3 and other packages to mention but a few.

MULTIMEDIA

I have always watched with a lot of interest technological advancements in the computer world, but none has been more exciting and fascinating than 'Multimedia'. Just as the name suggests, 'multimedia' is used to describe the dissemination of information using more than one medium, i.e through written word, sound and image.

Developments in processor power, imaging and, most important, the CD-ROM, have made it both possible and affordable to include realistic moving images and sound into an interactive software package for use on Personal computers. 'Interactive' means that, unlike the domestic television set, the user can communicate with the computer through various dialogues and menus and therefore exercise control over the speed of motion, the size of display, the volume of sound and other details to suit his/her preference.

The most important aspect of multimedia technology is the CD-ROM. This is an optical compact disk which works on similar principles to those of the domestic compact disk, CD. The disk has immense storage capability in the region of 1 GB (1,000 million characters) and can therefore be used to store very high resolution graphics and even photographs. Data is written onto the disk by burning a permanent pattern into the surface of the disk by means of a high precision laser beam and read back by using the laser beam at low intensity and detecting the pattern of light reflected by the surface of the disk. 'Write Once Read Many times' storage or more commonly as 'ROM' storage—Read Only Memory' and thus the name CD—ROM.

The technology has many applications especially in the area of educational software. A typical example of its application is when a user wishes to access information from an electronic

encyclopedia regarding, say, a musical piece. It is possible to obtain a written description of the musical piece including details about its composer and it is now also possible to listen to the piece and also watch a video clip of the musical piece.

Requirements

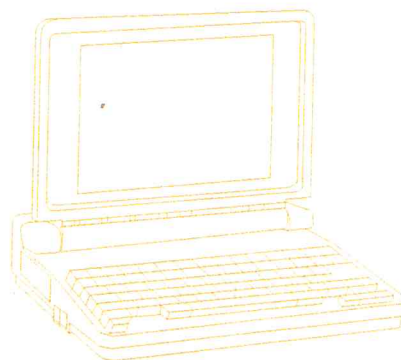
Typical PC configuration for an efficient multimedia system is as follows:

- 486X2 50 MHz or 486DX 33 MHz processor.
This will perform the processor intensive task of presenting moving images and synthesising high quality sound.
- Dual speed multisession CD-ROM XA drive capable of 300 KB/sec transfer. This will allow fast data transfer between the disk and main memory. Multisession capability is essential for Photo CD to enable the disk to be written to several times and new images to be added.
NOTE: This does not mean that one can write onto an optical disk - to do this, special hardware is required.
- VGA graphics display of at least 800 x 600 resolution in 256 colours. This enables superior images to be displayed on the VDU
- 16-bit Sound Blaster Sound Card with speaker. This gives clear music and speech
- 8 MB RAM To store retrieval software and high resolution graphics
- 160 MB hard drive
- Windows 3.1

Inferior computer configuration will still work but animation will be slow and jerky as the system skips over frames trying to keep up with the speed, and sound output may be chopped at intervals as the system diverts its limited processing capabilities elsewhere.

Although it takes a huge and costly investment in order to lay down an efficient multimedia system, the level of information delivery achieved is amazing and so attractive that once a user crosses over, there is certainly no turning back. Furthermore the system is fully interactive offering the user many options to choose from. The fact that multimedia systems incorporate Musical Instrument Digital Interface Standard, MIDI, which enables electronic musical instruments such as domestic CDs to interface with computers makes the system even more seductive. For example, just imagine listening to some cool background music from a CD of your favourite artist while working on your programming project. You have got to try it to discover the feeling!

MARONDA BENJAMIN ONGERI
IDPM PART II FT.1'95



SCHOOL OF ACCOUNTANCY

Interview with MR. MICAH CHESEREM Governor, Central Bank of Kenya



Q. When did you attend Strathmore?

A. I attended Strathmore from 1969 to 1971.

Q. What course did you pursue and to what level at the college?

A. I was sponsored by East Africa Tanning Extract of Eldoret, a subsidiary of Lonroh, to do A.C.C.A. Intermediate examinations on a full-time basis which I completed successfully.

Q. Why did you choose to study in Strathmore?

A. I chose Strathmore because it was a well known institution offering accountancy courses at that time.

Q. What was your most memorable experience while a student at the college?

A. The memorable experience while a student at the college was to witness and be a part of the very high level of discipline of accountancy and 'A' level students in their studies.

Q. How did your studying at the college help to mould your current career?

A. The character of the college, where students were allowed to grow as adults with very few rules and yet strong discipline in studies, was encouraged and gave me a head-start in my career.

Q. How can you rate the colleges performance then and today

compared to other colleges offering similar courses?

A. I remain convinced that Strathmore is still offering the best accountancy courses and character building to the student population. The credit must go to the founder of the college headed by Dr. David Sperling and the commitment of lecturers such as Mr. Jim McFie, who was my classmate during the accountancy course.

Q. What do you think makes Strathmore different from other colleges you may know of?

A. Strathmore is different from other colleges due to what we used to call the "Strathmore spirit". The religious atmosphere, the culture of tolerance, encouragement of the individual to excel are attributes that have given Strathmore a high position of honour in the minds of Kenyans. Strathmore continues to live up to its ideals.

Q. What do you think should be the college's future goals?

A. The College should continue to

offer professional courses in accountancy and computers on full-time and part-time basis.

My hope is that the intake will be increased to cope with the need for professionals in our growing economy.

Q. Is there anything you would specifically like to mention about the college?

A. I wish to take this opportunity to encourage all students at the college to commit themselves when they go out to the world to display the Strathmore spirit in their lives by making positive contributions to society through hard work and honesty. Anything short of that is a let down to Strathmore.

Q. Are there any weaknesses?

A. Not that I know of.

Q. You are a CPA(K). Do you think the market for this qualification and indeed for other professions in the business field has been crowded out in the past few years?

A. I actually qualified as ACCA for which I was admitted as a fellow in 1978. I was automatically awarded C.P.A. due to my ACCA qualifications.

There is still a lot of room in Kenya for qualified accountants. Most of the major job advertisements in the press are for accountants and computer experts which will in fact increase due to the growing economy.

Q. Right now on the job market there is a flood of graduates. Do you think that the answer to unemployed graduates is to train fewer of them or should their job opportunities be increased in the private and public sectors?

A. There is a flood of unemployed graduates because many of them completed general degrees which do not qualify them for specialised jobs in the public and private sectors.

My advice to such graduates is for them to embark on professional studies such as accountancy, computers, insurance etc. which will in turn make them marketable.

Q. There is a lot of disillusionment with Kenya's public university system especially with Kenya's urban youth. What advice would you give to a young person who has qualified to go to the public universities and yet does not want to do so?

A. There should be no disillusionment in the minds of our youth. The recent and current social and economic problems facing society are temporary. There is a bright future for any Kenyan youth who embarks on the appropriate degree course at the University. We are still short of doctors, accountants and many other professionals in addition to top qualified executives to run public and private institutions.

The sky is therefore the limit for youth who take their lives seriously and avoid being misled by negative peer pressures.

Q. You have been an employee of a large TNC (Trans - National - Company). Many people are now saying that these companies take more out of Africa than they put in it. What is your opinion?

A. Africa, and for that matter every continent that hosts TNC's gains through the transfer of capital and technology to the host country. In my own case, I believe the TNC that I worked for gave me and many other Kenyans invaluable training experience. The majority of Kenyans who work in the private sector work for TNCs.

What is required is for us Kenyans to learn from TNCs and develop our country with the acquired experience in different sectors of the economy. TNCs are partners in development.

Q. There is an air of optimism concerning Kenya's economy. Is the growth the economy is experiencing now self-sustaining and if so, why?

A. The recently implemented economic reforms are going to result in economic growth of the country. The present income per head at \$300 per year is expected to increase by 50% to \$450 by the year 2000. I believe a positive level of economic growth will be sustained as Kenya's economy is opened up to encourage the flow of badly needed foreign capital.

A positive attitude to hard work by our youth will result in accelerated economic development.

Q. Jua-Kali projects have become very popular. Do you think that their equivalent should be introduced, say for college graduates to go into private ventures in the field of specialisation rather than wait to be employed? In other words, do you think we should encourage our young graduates to be self employed rather than be employees.

A. Kenyan youth should be encouraged to seek self-employment if they do not secure employment in the public or private sector. The past mentality that you must be employed by someone else should be discarded.

The only problem facing graduates who choose to go into self-employment is the lack of start-up capital. This is an area which the Government and NGO's are looking into to see what help can be given.

Q. The present young generation feel left out when it comes to contributing to the development of our country. Why do think this is so?

A. The future of this country belongs to the youth. They must therefore participate fully in economic development. There should be more contacts between college and university students with public and private institutions so that the youth can acquaint themselves with economic developments. No country can afford to leave out its young generation in economic development without ruining its future.

Q. How would you advise them so that they too can assist in the development of our country?

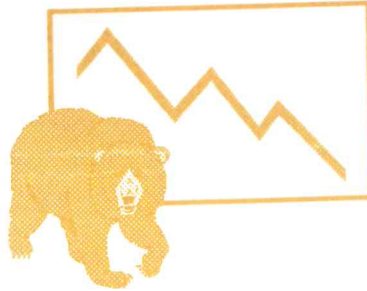
A. Youth participation in economic development will result when the youth themselves are willing to participate as well as the older generation giving them encouragement. As stated above, this will occur by stepping up economic programmes which involve the youth.

A Review of the 1995/96 Budget TOWARDS SUSTAINABLE GROWTH?

The theme of the 1995/96 budget has been defined as "Sustaining Macroeconomic Stability for Growth with Social Equity". Seen against the background of key economic indicators in the period between 1990 and 1994 such as GDP growth rates, rates of inflation, exchange rate changes and the balance of payments position, it indeed makes sense to talk of the prospects for sustainable growth. The 1995/96 budget carried the process of liberalization and structural adjustment of the Kenyan economy several steps forward.

Arguably, the Kenyan economic strategy is sound to the extent that it is based on first getting Microeconomics right by allowing relative prices to act as signals for resources to move to their best uses, without which ambitious Macroeconomic policies are quite simply not viable in the long run. Moreover, the post-war history of developing countries has shown that from an economic point of view an outward-looking approach to trade, which is the hallmark of Kenyan economic policy, is the biggest single reason why some countries have done so much better than others. The super achievers of Asia are exemplary in this respect. The speed with which the liberalization process has been carried out is laudable since economic history has demonstrated time and again that gradualism encourages the tolerance of failure to hit targets.

Regarding the taxation proposals, several measures were introduced to expand the VAT base and to increase compliance by traders. The establishment of the Kenya Revenue Authority envisages the consolidation of the various tax departments and may pave the way for further tax reductions if revenue collection becomes more efficient. No substantial reductions in direct taxation were announced.



Despite its many commendable features, the 1995/96 budget may be criticized on several grounds. Firstly, it seems to reflect an overriding concern with undifferentiated aggregates, notably investment, whereas the role of certain categories of investment such as direct foreign investment in developing countries is highly questionable. Furthermore, the budget does not adequately address the critical issue of transparency regarding the government's policy on divestiture from non-strategic parastatals. Privatization through public floatation is considered the most transparent method. Policy action is also needed in the areas of agriculture, manufacturing, transport and communication, utilities and tourism. Additionally, the taxation policies are hardly consistent with the proposed fiscal policy of switching revenue collection from direct to indirect tax since there were no significant reductions in direct tax. The hiking of the road maintenance levy is likely to filter from the petroleum sector to other sectors of the economy thus making the target of a single digit inflation rate more difficult to achieve.

In the final analysis, if the current policy of prudent economic management is perpetuated, the possibility of Kenya achieving sustainable and not simply ephemeral growth may be a real one given the more enabling environment provided

by the recovery of the world economy in 1994. Sustainable growth should however be seen as a prerequisite for the more all encompassing economic development. While political stability may be regarded as constituting an important factor in assuring sustainable economic growth, probably more fundamental issues need to be addressed. In the words of Carlos Cavalle, Dean of the IESE Business School which has consistently ranked as one of Europe's top five business schools, "the reality of any country's economic problems lies in its people. What is truly important is that people learn to work, to work well, and to find satisfaction in their work". Indeed, human resource development (accompanied by an outward-looking approach to trade) has perhaps been the backbone of the economic success of Japan and the East Asian dragons which are a paradigm of human productivity. Whether Kenya can become a beacon of sustainable economic growth remains to be seen since ultimately effective policies speak louder than words.

ROBERT MUDIDA
Strathmore College



"CHALLENGES TO THE ACCOUNTANTS"

As professionals, Certified Public Accountants perform an essential role in society. Consistent with that role, Accountants have responsibilities to all those who use their professional services. A distinguishing mark of any profession worth its salt is acceptance of its responsibility to the public.

Many rely on the objectivity and integrity of Accountants to maintain the orderly functioning of finance. This reliance imposes a public interest responsibility on Accountants.

The Principles of Integrity, Objectivity, Independence and due Professional care need to be considered separately as functions of the profession.

Integrity is an element of character fundamental to professional recognition. It is the quality from which the public trust derives and the benchmark against which a member must ultimately test all decisions.

Objectivity is a quality that lends value to all member's services.

Independence precludes relationships that may appear to impair a member's objectivity in rendering attestation services.

The quest for excellence is the essence of due care. This requires a member to discharge professional responsibilities with competence and diligence.

Sheth Ochieng Amolo

SECRETARIAL SCHOOL

Kianda College was started in 1962, and celebrated its Silver Jubilee in 1987. The idea of starting the College was inspired by Monsignor Josemaria Escrivá de Balaguer. His prayer and sacrifice accompanied each stage of Kianda's development.

In 1993 Kianda College was incorporated into Strathmore College and moved to its new premises in Madaraka Estate.

At present the College offers a 2-year course in Secretarial and Administrative Studies and students may sit for the Pitman examination and/or Kenya National Examinations as well as the Kianda College Diploma.

The course includes a period of practical training in offices where the students are exposed to an office environment and modern technology.

The first year programme includes Shorthand, Typewriting, Business Administration, Office Procedures, Business Communications, Accounts and Ethics, while the second year covers French/Bilingual, Office Management, Secretarial Duties, Personnel Management, Computer Packages and Ethics as well as the basic skills of Shorthand and Typewriting.

The course is also open to students who hope to go to university as many employers ask for graduates who have knowledge of secretarial skills and Administration. Special arrangements are made for these students to do these Secretarial exams before leaving for the university.



STRATHMORE COLLEGE Secretarial School Incorporating Kianda College

Executive Secretarial and Bi-lingual Course

French and Computer packages included
Pre-university students catered for

Requirement: Mean grade of C
Enrolling: March, August & December
Contact: Director of Secretarial School
P O Box 59857, NAIROBI
Tel. 501147

FEATURE ARTICLES

THE GOSPEL OF LIFE (*EVANGELIUM VITAE*) Encyclical Letter of Pope John Paul II

There is a crisis facing the world today: choosing either a culture of life or a culture of death. It is in our nature to love life and to see the miracle of nature inherent there. But a subtle love for material welfare and the desire to create the so-called sustainable population growth has caused the supremacy of the latter over the former.

A case of sustaining the culture of life has been propagated by His Holiness Pope John Paul II. A summary of his Encyclical expounding the need to do this is presented below. (The numbers in brackets refer to those of the encyclical).

What is the purpose of the Encyclical?

"If, at the end of the last century the Church could not be silent about the injustices of those times (referring to Leo XIII's encyclical *Rerum novarum* on the rights of workers), still less can she be silent today, when the social injustices of the past, unfortunately not yet overcome, are being compounded in many regions of the world by still more grievous forms of injustice and oppression (...). The present Encyclical (...) is therefore meant to be a *precise and vigorous reaffirmation of the value of human life and its inviolability*, and at the same time a pressing appeal addressed to each and every person, in the name of God: *respect, protect, love and serve life, every human life!*"(5).

Oppression of the weak

What is the most worrying aspect regarding the threat of life today?

"It is a problem which exists at the cultural, social and political level, where it reveals its more sinister and disturbing aspect in the tendency, every more widely shared, to interpret the above crimes against life as legitimate *expressions of individual freedom, to be acknowledged and protected as actual rights* (...) Precisely in an age when the inviolable rights of the person are solemnly proclaimed and the value of life is publicly affirmed, the very right to life is being denied or trampled upon, especially at the more significant moments of existence: the moment of birth and the moment of death" (18).

What are the roots of this contradiction?

"The roots of the contradiction between the solemn affirmation of human rights and their tragic denial in practice lies in a notion of freedom which exalts the

isolated individual in an absolute way, and gives no place to solidarity, to openness to others and service to them ... (and) which ends up by becoming the freedom of "the strong" against the weak who have no choice but to submit" (19).

"This view of freedom *leads to a serious distortion of life in society*. If the promotion of the self is understood in terms of absolute autonomy, people inevitably reach the point of rejecting one another. Everyone else is considered an enemy from whom one has to defend oneself (...). In this way, any reference to common values and to a truth absolutely binding on everyone is lost, and social life ventures on to the shifting sands of complete relativism. At that point, *everything is negotiable, everything is open to bargaining*; even the first of the fundamental rights, the right to life" (20).

"In seeking the deepest roots of the struggle between the "culture of life" and the culture of death" (...) we have to go to the heart of the tragedy being experienced by modern man: *the eclipse of the sense of God and of man* (...); *when the sense of God is lost, there is also a tendency to lose the sense of man*" (21).

Civil law and moral law

What happens when these criteria are shaped through democratically-approved laws?

"The 'right' ceases to be such, because it is no longer firmly founded on the inviolable dignity of the person but is made subject to the will of the stronger part. In this way democracy, contradicting its own principles effectively moves towards a form of totalitarianism (...). Really, what we have here is only the tragic caricature of legality; the democratic ideal, which is only truly such when it acknowledges and safeguards the dignity of every human person, *is betrayed in its very foundations*."

"Democracy cannot be idolized to the point of making it a substitute for morality or a panacea for immorality. Fundamentally, democracy is a "system" and as such is a means and not an end. Its "moral" value is not automatic, but (...) depends on the morality of the ends which it pursues and of the means which it employs (...). The value of democracy stands or falls with the values which it embodies and promotes. Of course, values such as the dignity of every human person, respect for inviolable and inalienable human rights, and the adoption of the "common good" as the end and criterion regulating political life are certainly fundamental and not to be ignored" (70).

"Abortion and euthanasia are thus crimes which no human law can claim to legitimize. There is no obligation in conscience to obey such laws; instead there is a *grave and clear obligation to oppose them by conscientious objection*" (73).

In a country where abortion is recognised in law, how should a Catholic member of parliament behave?

"When it is not possible to overturn or completely abrogate a pro-abortion law, an elected official, whose absolute personal opposition to procured abortion was well known, could licitly support proposals aimed at limiting the harm done by such a law and at lessening its negative consequences at the level of general opinion and public morality. This does not in fact represent an illicit cooperation with an unjust law, but rather a legitimate and proper attempt to limit its evil aspects".

"Although laws are not the only means of protecting human life, nevertheless they do play a very important and sometimes decisive role in influencing patterns of thought and behaviour (...). It is not enough to remove unjust laws. The underlying causes of attacks on life have to be eliminated, especially by ensuring proper support for families and motherhood. *A family policy must be the basis and driving force of all social policies*" (90).

Doctrinal authority

What formula does the Pope use in the encyclical to ratify the doctrine regarding respect for life?

"By the authority which Christ conferred upon Peter and his Successors, and in communion with the Bishops of the Catholic Church, *I confirm that the direct and voluntary killing of an innocent human being is always gravely immoral*. This doctrine, based upon that unwritten law which man, in the light of reason, finds in his own heart (cf. *Rom 2:14–15*), is reaffirmed by Sacred Scripture, transmitted by the Tradition of the Church and taught by the ordinary and universal Magisterium" (57). (Later he adds two further specific declarations: one

referring to abortion and the other to euthanasia).

Legitimate self-defence and capital punishment

What happens when a person is not "innocent"?

"Certainly, the intrinsic value of life and the duty to love oneself no less than others are the basis of a *true right to self-defence* (...). Unfortunately it happens that the need to render the aggressor incapable of causing harm sometimes involves taking his life. In this case, the fatal outcome is attributable to the aggressor whose action brought it about" (55).

Can capital punishment be considered as a "legitimate" defence for society?

"Public authority must redress the violation of personal and social rights by imposing on the offender an adequate punishment for the crime, as a condition for the offender to regain the exercise of his or her freedom. In this way authority also fulfils the purpose of defending public order and ensuring people's safety, while at the same time offering the offender an incentive and help to change his or her behaviour and be rehabilitated.

"It is clear that, for these purposes to be achieved, *the nature and extent of the punishment* must be carefully evaluated and decided upon, and ought not to go to the extreme of executing the offender except in cases of absolute necessity: in other words, when it would not be possible otherwise to defend society. Today however, as a result of steady improvements in the organization of the penal system, such cases are very rare, if not practically non-existent" (56).

"If such great care must be taken to respect every life, even that of criminals and unjust aggressors, the commandment "You shall not kill" has absolute value when it refers to the *innocent person*. And all the more so in the case of weak and defenceless human beings" (57).

Abortion: a two-thousand year condemnation

Does the condemnation of abortion admit of any exceptions?

"The tests of *Sacred Scripture* never address the question of deliberate abortion and so do not directly and specifically condemn it. But they show such great respect for the human being in the mother's womb that they require as a logical consequence that God's

commandment "You shall not kill" be extended to the unborn child as well" (...).

"Throughout Christianity's two thousand year history, this same doctrine has been constantly taught by the Fathers of the Church and by her Pastors and Doctors. Even scientific and philosophical discussions about the precise moment of the infusion of the spiritual soul have never given rise to any hesitation about the moral condemnation of abortion" (61).

"Given such unanimity in the doctrinal and disciplinary tradition of the Church, Paul VI was able to declare that this tradition is unchanged and unchangeable. Therefore, by the authority which Christ conferred upon Peter and his Successors, in communion with the Bishops—who on various occasions have condemned abortion and (...), albeit dispersed throughout the world, have shown unanimous agreement concerning this doctrine—I declare that direct abortion, that is, abortion willed as an end or as a means, always constitutes a grave moral disorder, since it is the deliberate killing of an innocent human being. This doctrine is based upon the natural law and upon the written Word of God, is transmitted by the Church's Tradition and taught by the ordinary and universal Magisterium" (62).

Respect for the human embryo

Nevertheless, the perception regarding the serious nature of abortion has become progressively weaker in the conscience of many

"The acceptance of abortion in the popular mind, in behaviour and even in law itself, is a telling sign of an extremely dangerous crisis of the moral sense, which is becoming more and more incapable of distinguishing between good and evil, even when the fundamental right to life is at stake. Given such a grave situation, we need now more than ever to have the courage to look the truth in the eye and to call things by their proper name. Especially in the case of abortion there is a widespread use of ambiguous terminology, such as "interruption of pregnancy", which tends to hide abortion's true nature and to attenuate its seriousness in public opinion.

Maternity in difficult circumstances

And what about the mother who undergoes an abortion while in difficult circumstances?

"It is true that the decision to have an abortion is often tragic and painful for the mother, insofar as the decision to rid herself of the fruit of conception is not made for purely selfish reasons or out of convenience (...). Sometimes it is feared that the child to be born would

live in such conditions that it would be better if the birth did not take place. Nevertheless, these reasons and others like them, however serious and tragic, can never justify the deliberate killing of an innocent human being" (58).

"Such circumstances can mitigate even to a notable degree subjective responsibility and the consequent culpability of those who make these choices which in themselves are evil" (18).

What does the Pope say to women to who have had abortions?

"The Church is aware of the many factors which may have influenced your decision, and she does not doubt that in many cases it was a painful and even shattering decision. The wound in your heart may not yet have healed. Certainly what happened was and remains terribly wrong. But do not give in to discouragement and do not lose hope. Try rather to understand what happened and face it honestly. If you have not already done so, give yourselves over with humility and trust to repentance. The Father of mercies is ready to give you his forgiveness and his peace in the Sacrament of Reconciliation. You will come to understand that nothing is definitively lost and you will also be able to ask forgiveness from your child, who is now living in the Lord. With the friendly and expert help and advice of other people, and as a result of your own painful experience, you can be among the most eloquent defenders of everyone's right to life" (99).

Experiments with human embryos

What about experiments with human embryos, sometimes carried out in the name of medical research?

"This evaluation of the morality of abortion is to be applied to the recent forms of *intervention on human embryos* which, although carried out for purposes legitimate in themselves, inevitably involve the killing of those embryos (...). The use of human embryos or fetuses as an object of experimentation constitutes a crime against their dignity as human beings who have a right to the same respect owed to a child once born, just as to every person.

"Perhaps this linguistic phenomenon is itself a symptom of uneasiness of conscience. But no word has the power to change the reality of things: procured abortion is *the deliberate and direct killing, by whatever means it is carried out, of a human being in the initial phase of his or her existence, extending from conception to birth*" (58).

Is the embryo a human person?

"From the time that the ovum is fertilized, a life is begun which is neither that of the father nor the mother; it is rather the life of a new human being with his own growth. It would never be made human if it were not human already. This has always been clear, and ... modern genetic science offers clear confirmation (...).

"What is at stake is so important that, from the standpoint of moral obligation, the mere probability that a human person is involved would suffice to justify an absolutely clear prohibition of any intervention aimed at killing a human embryo (...). The Church has always taught and continues to teach that the result of human procreation, from the first moment of its existence, must be guaranteed that unconditional respect which is morally due to the human being in his or her totality and unity as body and spirit: *"The human being is to be respected and treated as a person from the moment of conception"* (60).

"This moral condemnation also regards procedures that exploit living human embryos and fetuses—sometimes specifically "produced" for this purpose by *in vitro* fertilization—either to be used as "biological material" or as *providers of organs or tissue for transplants* in the treatment of certain diseases. The killing of innocent human creatures, even if carried out to help others, constitutes an absolutely unacceptable act" (63).

Euthanasia: false mercy

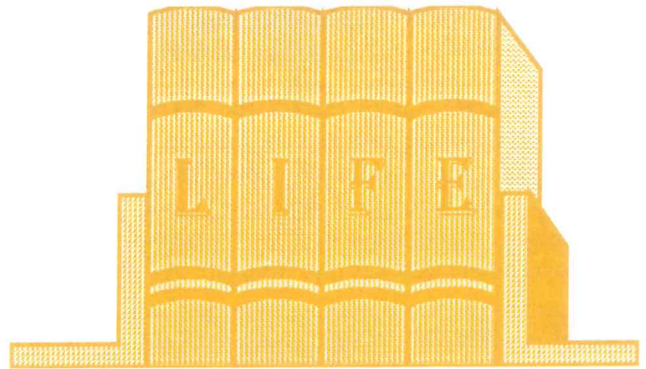
Some portray euthanasia as an act of love: helping a person die to avoid unnecessary sufferings

"For a correct moral judgement on euthanasia, in the first place a clear definition is required. *Euthanasia in the strict sense* is understood to be an action or omission which of itself and by intention causes death, with the purpose of eliminating all suffering (...). "Euthanasia must be distinguished from the decision to forego so-called "aggressive medical treatment", in other words, medical procedures which no longer correspond to the real situation of the patient (...). Certainly there is a moral obligation to care for oneself and to allow oneself to be cared for, but this duty must take account of concrete circumstances. It needs to be determined whether the means of treatment available are objectively proportionate to the prospects for improvement. To forego extraordinary or disproportionate means is not the equivalent of suicide or euthanasia; it rather expresses acceptance of the human condition in the face of death (...).

"Taking into account these distinctions, in harmony with the Magisterium of my Predecessors and in communion with the Bishops of the Catholic Church, *I confirm that euthanasia is a grave violation of the law of God*, since it is the deliberate and morally unacceptable killing of a

human person" (65).

"Even when not motivated by a selfish refusal to be burdened with the life of someone who is suffering, euthanasia must be called a *false mercy*, and indeed a disturbing "perversion" of mercy. True "compassion" leads to sharing another's pain; it does not kill the person whose suffering we cannot bear" (66).



A great plan in favour of life

Despite the above scenario, does the Pope expect the "culture of life" to win?

"Signs which point to this victory are not lacking in our societies and cultures, strongly marked though they are by the "culture of death". It would therefore be to give a one-sided picture, which could lead to sterile discouragement, if the condemnation of the threats of life were not accompanied by the presentation of the *positive signs* at work in humanity's present situation (...).

"Unfortunately it is often hard to see and recognize these positive signs, perhaps also because they do not receive sufficient attention in the communications media" (26).

"*No single person or group has a monopoly on the defence and promotion of life. These are everyone's task and responsibility.* On the eve of the Third Millennium, the challenge facing us is an arduous one: only the concerted efforts of all those who believe in the value of life can prevent a setback of unforeseeable consequences for civilization" (91).

"What is urgently called for is a *general mobilization of consciences and a united ethical effort to activate a great campaign in support of life.* All together, we must build a *new culture of life*" (95).

"*The Gospel of life* is not for believers alone: *it is for everyone.* The issue of life and its defence and promotion is not a concern of Christians alone" (101).

It all began in 1968, when the Institute for University Co-operation (ICU) tried to get together university students from various countries in order to exchange ideas on the state of university and social relations. Later it was fitting to consider basic social and cultural problems such as 'man in urban culture', 'the crisis of technological civilization', and this year's topic: 'Work: inventing the future'.

The aim of ICU is to further the development of cultural and scientific relations at the service of man through professional formation and university co-operation. The ICU is a non-profit making, non-governmental organization legally recognised by the Italian government through the Ministry of Education.

The UNIV Congress

The ICU organises a congress each year to achieve its aims. The participants are drawn from universities, colleges and middle-level institutions all over the world. The students are required to obtain information through interviews, discussions and questionnaires and so on from thousands of students, teachers or professionals on a specific topic. The ideas obtained from the interviews, etc. are then compiled and a report written on the problem. The students are also required to draw conclusions and recommendations for the solutions of the problem under study.

The papers/reports are then presented at the congress with the result that each student is made more aware of the problems of the society, gaining different points from fellow students from all over the world.

This year, 1995, the theme of the congress was 'Work: Inventing the future'. The theme questions that should be answered were: What work can I do? Where? How? and Why work? These are questions that must be answered by the men and women pursuing professional studies, not only those in the faculties of Humanities and Social Sciences, but also future architects, engineers, and biologists as well.

In Kenya, the students have not been inactive. Apart from all the activities organised by the universities, the students at Strathmore have also been working on a paper to present at the Congress.

The students from the SOA, ITC and SES concentrated their efforts on the plight of workers in Kenya, and in particular the woman worker. Using the framework given by the Congress, they prepared a questionnaire to help them collect their data.

SUMMARY

THE WOMAN WORKER: INVENTING THE FUTURE

The traditional African society has always regarded the home and the family as the central place for women. A mother is expected to be the first educator of children. Daughters in the family are given responsibilities at a very early age to look after the home and the younger children. Aside from domestic tasks, a woman is expected to help the husband to sustain the domestic consumption. Due to her involvement in the family and in the house, a woman's participation in the social and cultural life of the society becomes, to some extent, limited. In terms of education, this has led at times to unequal opportunities among children. Parents tend to favour the education of their sons over their daughters because the sons are expected to take care of the parents in their old age while the daughters are expected to be incorporated into their husband's family.

However, this mentality among parents is fast disappearing in modern times. More and more girls are being enrolled at primary and secondary school levels. The enrolment of girls in the primary schools has been increasing since the country attained Independence from 304,829 in 1963 to 2,108,352 in 1984. In 1963, girls accounted for 34% of primary school enrolment but by 1992 female enrolment constituted 49% of the total registration. However, in spite of the increase in enrolment of girls, not everyone is able to obtain secondary and university education. This year, 212,000 out of 395,765 students missed chances to secondary schools. Of those who got chances to secondary school, 45.7% are girls. With regard to university education, 58,862 girls did the KCSE exam last year as compared to 80,944 boys. Of the total applicants for university education, only 8,300 were admitted to public universities, a third of which are girls.

Most of the students who are not able to obtain secondary education usually join artisan courses in public training institutes and youth polytechnic. Girls usually take courses in tailoring and dress-making and later on start their own businesses. Those who are not able to join the public universities either go to private universities, which are usually very expensive, or pursue diploma courses in middle level colleges. The courses offered for girls are usually secretarial studies, business studies, computer technology and domestic science.

With regard to the education of women who work in the rural areas, efforts are being made by the government to eradicate illiteracy through adult literacy classes. Approximately 87% of the adult female population in the rural areas are employed in agriculture. Agriculture is the dominant industry in Kenya in terms of numbers of

people it employs and value of output produced. For this reason, women have always occupied a central role in African economy as the main agricultural producers.

Aside from agriculture, women's participation in the non-agricultural activities, informal sector, is overwhelming. Most women are involved in small business enterprises which provide a source of additional income for the family.

As part of the project, a survey was conducted through the use of questionnaires. The respondents gave their motives for working, among which are: to support their families, to meet basic needs, and to serve the society. Most of them think that gender discrimination will cease to exist when the women are given equal opportunities for education as what has been happening in the past few years. Most of them also affirmed that it is but proper for men and women to have different types of jobs as the two sexes are very different by nature and thus have different roles to perform.

Finally, recommendations are made to offer solutions to help women build the future. The need for the education of women is stressed if she is to occupy her rightful role in society. Thus, initiatives to meet the demand for the education of women at all levels - primary, secondary and university- are encouraged. Furthermore, training centres and middle-level colleges are encouraged to give opportunities to those who are not able to attain further education and to be self-sufficient by starting their own enterprises.

Training centres on domestic science are especially appreciated in this country as most women have been trained in the work of the home since childhood. Furthermore, a proper training programme will help women to acquire a scientific approach to domestic work, obtain better paying jobs and provide better services to society.

Agricultural schools which will teach modern farming methods and techniques are also encouraged. The possibility of establishing family farms is also suggested. More adult literacy outreach project to women are needed.

Policy makers are also invited to look into the possibility of legislating laws that will offer remuneration to women who work as full-time housewives as this task which is so proper to women has a most important contribution to society.

Lastly, women are encouraged to seek the help of other women by forming groups where they can obtain human and cultural formation that will prepare them for a more active participation in different social and cultural fields. These groups can be of a professional nature to upgrade their professional and cultural formation. A more active participation of women in the government such as in the field of education and family life is also encouraged.

UNIV 96 TO COMMUNICATE IS TO LEARN HOW TO LIVE

Living means communicating. On the occasion of the 25th International University Congress organized by ICU, the organizing committee prepared a document entitled *The World We Shall Live In*, which dealt with some of the issues students will have to face if they want to have a positive influence in the transition from the second to the third millennium. The programme of the text indicated that communication, as a medium, is the great theme of our present-day culture.

One of the great paradoxes of the end of this century is that a society which is continuously improving in spreading information so as to make this world a "global village", suffers at the same time from a grave widespread illness, namely lack of communication. On the one hand, it would appear the instruments of communication ought to have improved our different ways of living, opened channels of cooperation at all levels, made it easier to solve conflicts between persons or groups, and created new areas of solidarity. Nevertheless, it is obvious that the access that masses of people now have to sources of information exists alongside with situations of deep loneliness, intolerance and with the inability to make use of the vast amount of data available.

The 29th UNIV Congress proposes an open, multi-disciplinary debate about communication. Communication is to be understood in its most vital dimension, as an activity that perfects human life. Is it true, as it is sometimes said, that the key to the post-industrial society is to be found in generating knowledge and communicating information? Can we accept that, in this new civilization, knowledge is merchandise that people own, or can we hope to make it part of our own life? Is communication merely a channel for the transmission of data, messages and opinions; or is it the concept of truth still accepted as a criterion to evaluate the knowledge we share with others?

UNIV 96 looks forward to a future in which the massive circulation of information plays an important part. It will not carry out this study from an exclusive theoretical point of view, since it will ask if, in practice, today's students are receiving the formation they need to use instruments to transmit data and also if they are being trained to become the main actors in a communication process that enriches their way of life and that of others. The Congress, therefore, intends to reflect, not only upon the means of communication as such but, above all, upon the ways to improve man's capacity for dialogue and for wisdom, in the final analysis: *learning how to communicate means learning how to live.*

PRIZE WINNERS

WE WISH TO CONGRATULATE THE FOLLOWING
STRATHMORE STUDENTS FOR HAVING ATTAINED
THE HIGHEST MARKS (i.e. RANKED 1st) IN KENYA,
IN THE CPA EXAMINATIONS OF KASNEB
HELD IN JUNE AND DECEMBER 1994

1. Nancy Kiriro	Financial Accounting 1	(June 1994)
2. David Mbatha	Economics	(June 1994)
3. Henry Katungu	Section 1 overall	(June 1994)
4. Kithinji Kinya	Auditing 1	(June 1994)
5. Munene Gatere	Tax 1	(December 1994)
6. Caroline Ndungu	Section 1 & 2 overall	(June 1994)
7. Judd Kiarie	System Anal. & Design	(June 1994)
8. Andrew Chemwolo	System Anal. & Design	(December 1994)
9. David Ruheni	Financial Accounting 2	(June 1994)
10. Timothy Kimuyu	Financial Accounting 2	(December 1994)
11. Christine Simiyu	Business Finance	(June 1994)
12. Christine Simiyu	Section 3 overall	(June 1994)
13. David Ngata	Financial Accounting 3	(June 1994)
14. Josphat Kariuki	Quantitative Techniques	(June 1994: joint)
15. Joseph Kiarie	Quantitative Techniques	(June 1994: joint)
16. Patrick Kisaulu	Quantitative Techniques	(December 1994)
17. David Ngata	Section 4 overall	(June 1994: joint)
18. Lalji Vekaria	Section 4 overall	(June 1994: joint)
19. Julius Ambah	Section 4 overall	(December 1994)
20. David Ruheni	Section 3 & 4 overall	(June 1994)
21. Beju Shah	Management	(June 1994)
22. Mary O Odie	Management Accounting	(June 1994)
23. Beju Shah	Section 5 overall	(June 1994)
24. Rajan Chandaria	Section 5 overall	(December 1994)
25. David Kamau	Financial Accounting 4	(June 1994)
26. Stephen N Kamau	Financial Accounting 4	(December 1994)
27. David Muriithi	Auditing & Investigations	(June 1994)
28. James Mutura	Auditing & Investigations	(December 1994)
29. Stephen N Kamau	Section 6 overall	(December 1994)




The University of Southern California
COLLEGE of LETTERS, ARTS, and SCIENCES
congratulates

Gilbert Tengetta

for academic achievement* meriting a place on
THE DEAN'S LIST
SPRING SEMESTER, 1995

*At least 3.5 Grade Point Average
for 12 or more units.


Dean

ENTERTAINMENT

SWAN (fiction)

Ever heard of Swan? Yes it's a bird, but it also stands for the STRATHMORE WIDE AREA NETWORK. Believe it or not the College's Information Technology Centre is now connected to world wide computer systems.

Some two weeks ago, the ITC Lab installed Netware 4 from Novell, in their computers; they also obtained a permit from the United States Embassy. The US embassy is connected to INTERNET, an international communication channel that was originally intended for the US Army, but is now used by commercial institutions and other high-tech computer labs; the UNEP lab in Ggiri and the Strathmore ITC lab being the only ones in Eastern Africa.

Netware 4, by the way is a program that allows easy worldwide netware connectivity, it's very flexible, reliable, and cost-effective, and as Novell says, it's the past, present, and future of Netware computing.

What does all this mean? Does it mean that I can now send a message to my sister in Tokyo simply by using a computer? Yes, and much more. You can, of course, send a mid-morning greeting to your friend in Alaska, all you have to do is go to the ITC lab and ask for Mr Kazungu; he is a netware specialist, you simply pay him a nominal fee and he will assign you a computer; he will also assist you in sending the message. If you have been using the Local Area Network between the ITC lab, the Administration and the Secretarial Lab, the SWAN is no problem at all. To use SWAN you activate Netware Tools in the Netware 4 program. (The receivers postal address can be used).

You may want to send more than a message to your friend. This is well provided for as the Netware 4 facilitates Electronic Mail. So you can safely send whole documents through the netware, but at an extra fee. Interested in some information from the US based Microsoft Computer Library? You simply get their Netware address from Mr Kazungu and log in to their system. You can thus access their files for the information you want; this may prove to be of great advantage to researchers.

But why wasn't the introduction of Swan made known to everyone? Well the ITC management team was still devising security measures. All this was necessitated when an IDPM student accidentally accessed some files on a Mainframe computer in the US carrier: *U.s.s. Washington*, which was off the coast of Somalia. The US Embassy got wind of this and immediately summoned Mr Kazungu to the Embassy where he was given the directive of installing security measures in order to prevent such highly unusual activities. The IDPM student of course faces a two week expulsion from the lab.

In a week or so the ITC will publish a formal document containing all the information about SWAN. The importance of its introduction and its advantages will be emphasised.

N/B

◆ For security reasons SWAN is currently restricted to the ITC Lab.

◆ SWAN INTERNET address is SWAN GEO.@ INTERNET 5776+4CE KEN

THE PRIDE OF MANY

It comes cruising into the college, its engine almost melting due to the intense heat it has produced. Its arrival is noted by everyone as it rumbles down the parking area. The driver keeps right as he navigates the corner into the basement parking, in a bid to avoid turning problems. What else could one do with a wheel alignment of only five degrees?

Sure enough it has arrived, some know it as '*the Limousine*', yet others call it 'the Kenya Ports Authority', but many know '*the Blue Flame*'. It has a remarkable history, right from the day of its purchase it has proved to be quite unique. There was a time when its driver decided to visit Kenya Motors, a computerised car service centre, thinking that *the flame* would be none the worse for a good servicing.

The car mechanics were quite amused, some were overheard saying that spare parts for it were twice its net value.

'*Kenya Ports Authority*' has its own natural in-built alarm system, precisely in the engine compartment. Who would ever dream of stealing it anyway?

The driver is always seen with his elbow protruding out of the *Flame's* door, some observers say it's a more effective signalling system or could it be the only way of keeping the door shut?

It's fuel costs? Surprisingly low, but a very keen observer offered an explanation: after passing the Fly-over at Kenyatta Market, going down Mbagathi Way is a thrill, you simply switch off the engine and enjoy a smooth glide till Lang'ata road, no petrol used!

The '*Blue Flame*' is indeed an antique, you may think it fit for a FIAT museum, but it's still the ultimate driving machine, it's no wonder the driver is an expert mechanic.

All in all KPA 205 is a car that is envied by many; to be offered a lift in this car is a great honour for 'the Blue Flame,' 'the Kenya Ports Authority,' 'the Limousine', is and always will be the pride of many!

JOHN RONO

QUIZ

1. Who is the only USA President to resign his post?
2. Which country's name is a corruption of "hollow land" due to its terrain?
3. Who was the first woman to be awarded a Nobel Prize?
4. Can you name the Father of Medicine?
5. Which airline was described as a "lifeline" by Winston Churchill after world war 2?
6. At what temperature does paper begin to burn? (F)
7. In which state is "Motown" found?
8. After how many years of disappearance can someone be declared legally dead in the USA?
9. Sardegna is an island, to which European republic does it belong?

Please see page 20 for the answers.

JOKES

Teacher: "Class, Oxygen was discovered in 1884 by a scientist of the environment."

Student: "But teacher, what were people breathing before it was discovered."

By David

Waiter: I have liver, boiled tongue and frog's legs

Customer: Don't tell me your troubles, get me a menu.

My sister sings like a bird - a vulture

By James

A hawker knocked at the door of a housewife.

"I sell all kinds of things for the house. Do you want to buy something?"

"No, I don't want anything," said the housewife firmly.

"Maybe a pan or a pot?"

"No, I don't want anything. Now get going. I don't want anything"

"Maybe a clothes brush?"

"I don't want anything. Get going!"

"Maybe a table cloth? Some hairpins? I've got all kinds of things."

"Now listen to me. If you don't get going, I'll whistle for a policeman."

"Do you want to buy a whistle?"

One day Johnny's father brought his boss home with him for dinner.

After being served, young Johnny paused, and for a moment studied his plate intently, then asked his mother if the meat on his plate was mutton.

"No, that is roast beef, Johnny," she replied. "Why do you ask?"

"Because Daddy said he was going to bring a muttonhead home for dinner with him this evening."

Teacher: "I hear you've got a new baby over at your house Robert"

Robert: "Well," hesitatingly, "I

guess he is new but from the way he cries, you'd think he had had a lot of experience!"

Jack: "What did you get that little silver medal for?"

Jill: "For singing."

Jack: "What did you get that big gold medal for?"

Jill: "For stopping."

Mary: "I'm going home - I expect a phone call."

John: "From whom?"

Mary: "I don't know."

John: "Then how do you know the phone will ring?"

Mary: "Because I'm going to take a bath. The phone almost always rings while I'm in the tub."

John: "That right! I've noticed myself how the phone generally rings while I'm taking a shower."

Mary: "Yeah, but sometimes I have to take two or three baths to make it ring."

A very high-pressure vacuum-cleaner salesman was forcing a home demonstration on a prospective customer. He took a large paper bag out of his case and proceeded to scatter the contents all over Mrs. Kamau's beautiful living room rug - coffee grounds, cotton wool, gravel, dust, eggshells, and all sorts of dirt. Then he said, "Madam, I'll eat every bit of this stuff that my vacuum cleaner doesn't pick up." Mrs. Kamau started out of the room.

"Where are you going?" asked the salesman.

"To get you a knife and fork," she said,

"You see, we don't have electricity."

Tourist in France: "Waiter, bring me some of this-see here on the menu."

Waiter: "Madam, the orchestra is playing it now."

George suddenly became ill and was rushed to the hospital. His boss was among the first to visit him. "My dear George," said the boss soothingly, "don't worry about a thing. Everyone at the office is going to pitch in and do your work - as soon as we can find out what you have been doing."

Harry: "Why aren't you working?"

Larry: "The boss and I had a fight and he won't take back what he said."

Harry: "What'd he say?"

Larry: "He said, you're fired?"

Wife, opening post, the husband: "The electricity company says that this is our final reminder. Isn't it wonderful that they're not going to bother us any more?"

Mother: "Have you taken a shower?"

Son: "No, why, is it missing?"

A HAPPY COLLEGE RECIPE

INGREDIENTS

- 4 cups of learning
- 2 cups of loyalty
- 3 cups of homework
- 1 cup of friendship
- 1 large bunch of concentration
- 5 spoons of punctuality
- 2 spoons of neatness
- 4 quarts of prayers
- 1 barrel of laughter
- 3 pints of consideration for others

METHOD

1. Take learning and loyalty mix thoroughly with prayers
2. Blend with neatness and concentration
3. Add punctuality, friendship and laughter
4. Job freely with homework and consideration for others
5. Bake in chilly early mornings
6. Serve daily in generous helpings

*NO DOUBT
YOU WILL ENJOY IT*

Dream Team

"Basketball for girls" is the only feature on college notice boards that relates to sporting activities. Not any more; now we have a men's team for basketball.

This team is a sure bang in the sporting circles in that it comprises some of the best National Secondary Schools Basketball stars; people like Sidney Wafula (Alliance), Dennis Okumu, Jonathan Rono and Washington (Mang'u), to name a few who are known to me.

It is clear that this is a high profile team and we expect the best from them. They are practising once a week at Nyayo Stadium Basketball Gymnasium. The Coach is Mr. Elvis Ochieng and the patron of the team is Mr. George Njenga.

Asked about the team, the sporting patron Mr. Kori says, "The sky is the limit for these guys - just wait and see."

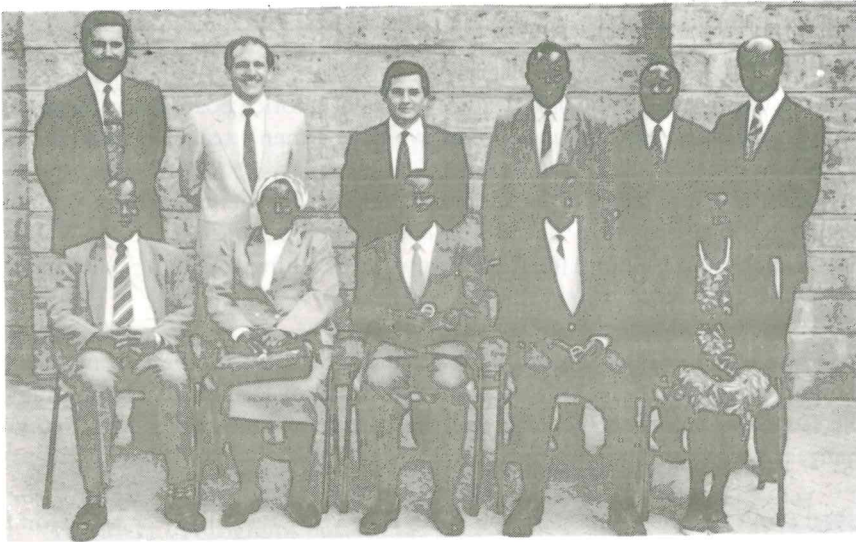
Best of luck - Dream team, you have a great future ahead of you.

By Fred Njogu

ANSWERS to QUIZ

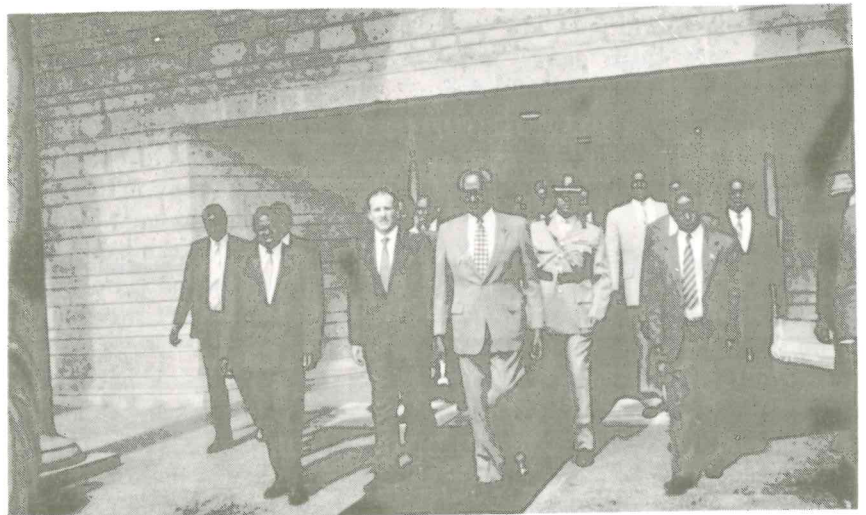
1. Richard Nixon
2. Holland
3. Madam Curie
4. Hippocrates
5. KLM
6. 430 - 470°F
7. Detroit
8. 7 years
9. Italy

COLLEGE PICTORIAL



IDPM 1993 GOLD MEDAL WINNERS
with Mr. Charles Sotz, Principal
and ITC Lecturers

Official Opening
of the College



ITC COMPUTER LAB

DISTANCE LEARNING AT STRATHMORE COLLEGE

The Distance Learning Centre has now been selling courses for two years. At the end of June 1995 some one thousand courses had been sold with an increasing daily rate of sales as time passes.

In dealing with our customers we have found the need to advise, counsel and direct many students wishing to promote their job prospects and to provide themselves with a worthwhile qualification. In the course of this activity, the undermentioned topics are often raised by students and it may be useful to explain them further.

Question: How does the Distance Learning work.

Answer: Each student is provided with Study Packs and usually a Recommended Text Book from the KASNEB booklist for each subject of the section selected. Instructions on using the material are included and involve the student completing assignments and sending them for assessment to the college. When this has been completed the marked scripts and the suggested model answers will be returned to the student.

Question: How long will it take to complete my course.

Answer: As students are from various age groups, 18 to 60!, some are in High Pressure Jobs, some are Full-time students. It is not possible to be specific on this.

The significant advantage of our courses is that the college recognises that students may need to change study plans to suit work or social needs and thus it will continue to mark all outstanding assignments even though the original examination intentions cannot be met.

Question: Can I use the Library facilities at Strathmore College?

Answer: There is a large library facility at Strathmore and DLC students qualify for a library ticket.

Question: Revision problems encountered during my studies may need me to obtain more help.

Answer: Students are encouraged to attend the Revision Courses (Block Release Courses) held at Strathmore immediately prior to the examination dates. DLC students are granted cash discounts to assist them in this.

In addition when sending assignments to Strathmore for marking students may make reference to problems encountered. These problems will be dealt with by the markers and a suitable response given to the student.



STRATHMORE COLLEGE **Distance Learning Centre**

P.O. BOX 59857

NAIROBI, KENYA

TEL: 501147, 501788 NAIROBI, KENYA

The **Distance Learning Centre** offers courses for Sections 1 to 6 of the CPA (Kenya) Examination syllabus and Sections 1 to 3 of the CPS (Kenya) syllabus as well as subjects of the KATC Final Examination.

The flexibility of Strathmore Correspondence Courses is now being enjoyed by many students. This coupled with the completeness of Study Packs and text books, prepared and selected by experienced lecturers, offers a quality method of examination preparation.

For further information come to see us at Ole Sangale Road - Madaraka, Nairobi, KENYA.

