



CHAIRMAN
DEPARTMENT OF ECONOMICS

UNIVERSITY OF NAIROBI

news & views

CONTENTS

Address by the Vice-Chancellor	1
Professor D. Odhiambo Succeeds Professor J.M. Mungai	3
Opening Address by the Hon. Mr. J.J. Nyagah, Minister for Agriculture	6
From the Dean of Students	7
From Senate	8
From the Desk of the Registrar	28
Staff News	30
Expiry of Contracts	34
Annual Report from Faculty of Arts	35
Annual Report on Department of Geography	36
Kenyan Educator Returns from Study Leave	40
University Games	41
Orientation Week	41

ADDRESS BY THE VICE-CHANCELLOR ON OFFICIAL OPENING OF THE UNESCO SEMINAR ON THE IMPROVEMENT OF UNIVERSITY SCIENCE EDUCATION IN AFRICA

In his opening address the Vice-Chancellor told the UNESCO Seminar that it had become a common place to say that we were living in a revolutionary age. The revolutionary sweep which had embraced the whole globe at the present time was not merely political or economic. What was happening in these two aspects of our life was largely result of deeper revolutions among which were of prime consequence: the revolutionary advance of knowledge and what had been termed as the revolution of rising expectations. In his address he pointed out that among these factors growing out of this dominant condition and heightening the importance of Universities was the mounting value of knowledge to every society today. By knowledge the Vice-Chancellor did not mean technical competence alone in spite of the technological bent of modern civilization but every form of intellectual which increased man's understanding of physical nature, his control of its force and his exploitation of its resources as well as his understanding of his own nature and his ability of enhance individual and collective human life. No system of government, no ideology, no economic, structure, no form of social organisation, no educational set-up, was today safe or capable of progress unless it infused and sustained by the spirit and the cumulative legacy of positive knowledge. And the gaps that now existed between nations in political power, in economic wealth, in cultural accomplishment were basically derived from the gaps in the respective earned capitals of knowledge which these nations possessed. The University, as the major social institution engaged in the production and the transmission of knowledge was, therefore, increasingly crucial to any society, no matter what its stage of development was.

The place of Science in development was recognized by almost every country in Africa. Here in Kenya the Government had established the National Council of Science and Technology to advise it on 'national



Dr. J.N. Karanja
Vice-Chancellor

Science policy'. This was because the 'Government considered that science and technology were essential tools to the socio-economic development of the Country'.

The development Plan further stated that 'science and technology would be looked upon to provide the changes required for development and the scientific foresight and technological forecast for long-range planning'.

Talking about the Universities spirit the Vice-Chancellor said that we at the University of Nairobi were encouraging most of our students to enter Science and Maths-based Faculties because a balance between education in the arts and in the sciences and technology was something which had to be watched with great care and it was absolutely essential that the balance was maintained. The idea therefore was taking an interest in student's preference, the resources of various areas in education and the needs of the country as far as industry, the professions and commerce were concerned because the nation's productive capacity depended on the skills of its Managers, Scientists and Technologists and no country could afford a shortage of such skills.

Universities therefore, he continued, must concern themselves with present problems of the day by generating the background knowledge and information that could help political policy makers to take the decisions which were needed and people should know in order to form judgements and take action.

Curriculum change had to be evolutionary. It was all very well to identify shortcomings and most of us did in the system; but it was quite another to affect appropriate change. A great deal of research was needed before changes were introduced and

of course limitations of manpower and money had to be taken into account.

There was need of innovation in communication techniques in Universities, particularly with the aim of evolving patterns of dissemination of knowledge within the faculties of science which students from our schools could more readily feel at ease with.

Many faculties were complacent in this area and tend to rely wholly on the old traditional method of lecture system. A few were trying new methods like the 'self-paced' system of instruction. Clearly there was room for more such innovations as part of the continuous process of improvement of University Science Education.

There was a danger of isolationism in University Science Education, with each faculty attempting to survive on its own. Here in East Africa we had channels of exchange through the Inter-University Committee which arranged subject conferences for our three Universities. At the continental level, the Association of African Universities had been founded so as to try and achieve similar aims. So far however, only the professional faculties such as Agriculture and Engineering have attempted to establish machinery of communication under the umbrella of AAU, at the faculty level. In many parts of the world science itself was now a profession and in Africa although the present strength of 'practising scientists' may be small, we can work forward to rapid growth in the number of such manpower. One can even foresee the recruitment and hence movement of research scientists transcending barriers in Africa.

In conclusion the Vice-Chancellor said that although every nation must be the master of its own destiny, it

was also clear that in this field of science, as in others, no nation could afford to be an island in itself. For rich and poor alike, a sharing of resources and putting together of experience could only result in the enrichment of all.

The Universities represented an enormous capital and human investment made by the Government and people. It was therefore our responsibility to make them institutions of the best quality with the highest possible standards.

PROFESSOR D. ODHIAMBO SUCCEEDS PROFESSOR J.M. MUNGAI AS NEW DEPUTY VICE-CHANCELLOR

The University has appointed Professor D. Odhiambo as the Deputy Vice-Chancellor to succeed Professor J.M. Mungai.

Professor Odhiambo until his new appointment was the Dean of the Faculty of Science. When interviewed on his experience as the former Dean and now as the new Deputy Vice-Chancellor Professor Odhiambo had the following to say:

Q Professor Odhiambo what would you say is the role of a Faculty after having worked as a Dean for two years?

A faculty is a very important institution in a university because it handles all the academic matters and the faculty members are in daily touch with the students. But more than that because they are better able to assess if there are any problems amongst students since these are often reflected in the academic performance of the students. The Faculty of Science is one of the oldest Faculties in the University and its Departments are well established as teaching and administrative Units with the Dean of the faculty playing only a coordinating role. More recently the Faculty of Science has been thinking out new academic areas to be developed and formed a Faculty Planning Committee for this purpose. The Committee required all the Departments to find



Professor D. Odhiambo

out as far as can be foreseen in the future what various industries and the country as a whole will require in terms of graduates in their respective disciplines, i.e. the number of undergraduates and postgraduates who should be trained in their particular field, and also any new areas in which demands for such personnel will arise. The Faculty Planning Committee has discussed the requirement of each department in order to satisfy itself that the faculties required for such training and research will be available, and on the basis of this will produce the Faculty Development Plan to be approved by the Faculty Board and finally by the Senate.

Do we have a lot of success in employing our students?

It has been a success in most departments but of course graduates in some departments like Mathematics now find it rather difficult to find employment.

What about the Government as an employer?

Most of our graduates get employment with the Government but as a Faculty we have not dealt with the Directorate of Personnel as such. Quite often our departments have been approached directly by prospective employers to recommend suitable candidates.

What about staff development in the Faculty? What is causing the drop of Kenyan staff in the Faculty? Are there fewer graduates than before or are things changing?

First of all there are now more students who can be admitted into the Faculty than in the past and this year's intake is larger than any before, and therefore the number of graduates will also increase and of course employment opportunities have also increased. Various openings such as Kenyatta University College and other research institutions have been recruiting Kenyan Scientific personnel at higher level in competition with the University. We have also not had a vigorous staff development programme so that we have not been able to train sufficient Kenyans specifically for staff positions in the Faculty.

People doing Arts-based subjects can take jobs in the Administration but scientists being specific in their areas, you expect them to sort of stick, What are your views?

There are quite a number of jobs in various organizations which carry more attractive terms for scientists. Thus Faculty members have left the University to take up such posts.

Would you have anything to say on Biological Sciences?

The Faculty has approved a proposal to set up a school of Biological Sciences. At present we have Botany, Zoology, Entomology, as separate departments. These departments have much in common and it was felt that they should be in one school with various sections. Although even now we try and integrate the courses where necessary, the formation of a school of Biological Sciences would greatly facilitate this. We already have the Physical Sciences Building which we are grateful for to the Government and Norad for funding. This will enable the Faculty to undertake an expanded programme of training in the physical sciences and also an increased number of students than present, but only if there is a corresponding increase in accommodation available for Biological Sciences. If this is not done then the Physical Sciences Building will not be used to its maximum capacity.

What would be the initial necessary infrastructure in setting up a Biological Sciences Building?

We would have to add to the present building. We have Botany and Zoology Departments which were planned for about 40 students. Many more students would like to do Biological Sciences if the number of students in the Faculty is increased, hence the need for increased facilities. The Faculty had set up a Committee to plan for a Biological Sciences building and I believe it is one area where perhaps external donors can be interested in so that we do not have a bottleneck in the training of our scientific manpower. NORAD assisted in the building of Physical Science complex.

Do you find that a lot of students who have done science join teaching?

Many of our graduates have in

fact gone to teaching but obviously the supply does not meet the demand. They are still joining teaching although B.Ed. students are expected to be the main source of school science teachers. I hope that many more graduates from the Faculty will opt for teaching. There are those who want to do B.Sc. first and then take the postgraduate diploma in education. In addition we have students who had trained at KSTC who come here to do B.Sc. and thus qualify as fully trained science teachers.

What about the Physical Science Building?

The Building is nice although we have not quite settled down in it. We have more room and facilities than we used to have. On the whole it is nice, much more comfortable. The Science Workshop is very good. It is used by everybody in the University and when it is finally completely equipped I think it will be one of the best workshops in Nairobi.

NEW OFFICE

What do you say about your new office?

I have not been here long enough to be able to give views and therefore I will only have something to say after I have been here for some time.

The little I can say is that the office deals mainly with academic matters through Deans Committee and Senate and the students welfare Committee. Right now we are trying to get a new students' organisation registered. The students welfare committee had gone through the constitution which had been forwarded to the Registrar of Societies and I am hopeful that it will be registered.

Coming back to you as Dean, perhaps you could tell us about your work

Apart from research work, I have

specialised in Physical Chemistry and in Surface Chemistry in particular. Surface Chemistry as the name suggests is chemistry of surfaces of substances. I have worked on Diatomite which is mined near Gilgil which is used as filter and as an absorbent and also as a filler for various preparations. I was doing research in the Department until I became Dean of the Faculty. Since becoming Dean, I was not able to do much research for the first few weeks but then somehow a lot of work began piling in my office as at that time we did not have assistants. When I left being Dean of the Faculty at the end of June, I thought I would go back to more research but then now there is this new post which I am sure is demanding and will take up a lot of time.

You are one of the people who have been here for a long time, 14 years? Why did you choose academic career?

The freedom which is in academic life — I can work until very late. Or come in very early. There is freedom to be oneself. I plan my own programmes. University teaching is also very challenging particularly when one has some good students. Before I came from U.K. in 1960 I had been offered a job by one oil company which I did not accept and I do not regret it.

Coming to students welfare, are students lacking in something the public expects of University students?

I have not dealt with them for long but I think there are areas that need quite a lot of improvement. I think they can look after their own social welfare better, shoulder more responsibilities in running their own halls, and on the whole make the University life academically and socially more lively. I think members of staff too can play greater role in the

stimulating students activities by joining some of their clubs, games, and societies, and generally help create

in the University an atmosphere more congenial for the total development of students potentialities.

OPENING ADDRESS BY THE HON. MR. J.J. NYAGAH, MINISTER FOR AGRICULTURE TO THE KENYA AGRICULTURAL TEACHERS FIRST ANNUAL GENERAL MEETING HELD AT THE FACULTY OF AGRICULTURE — KABETE ON 23RD AUGUST, 1975

Addressing the first Annual General Meeting of the Kenya Agricultural Teachers Association; the Minister said that in order to be able to improve agricultural production in this country we need to do research into new farming methods. In this regard we need basic as well as applied research. Basic research is needed to keep ahead of applied research since the latter is much more fundamental than the former and it is also the basic on which applied research depends. The Ministry of Agriculture therefore, at its various research stations is under pressure to produce more applied research for the farmers. As such officers at various Agricultural Education Institutions throughout the country, especially at the University can contribute in terms of basic research in two ways. Firstly, by the very fact that teaching requires involvement in research, and the fact that everyone is placed in doing research in basic aspects. Secondly, at the University for example we have the necessary personnel and equipment to carry out research of this nature. This does not, however mean that researchers should divorce themselves from applied research.

The association is very young having been established on 4th January 1975. Its main aims are:-

1. To promote the development of the Agricultural Industry in Kenya through Education at all levels, and
2. to encourage practices and activities which are designed to improve the professional capabilities of

members of the association such as conferences, seminars and workshops on specific topics of agricultural interest.

The membership of the association is very wide, covering agricultural teachers and institutions at all levels of education. Participants in the first conference had come from the Faculty of Agriculture, University of Nairobi, Moiben, Tambach, Kisii, Kajiado, Embu, Mombasa, and Egerton College.

FROM THE DEAN OF STUDENTS

The office of the Dean of students is now compiling data regarding the employment of the students leaving the University and a full report in this regard will be available very soon. Information from this office indicates that 50% of the total figure of about 900 persons this University has produced this year with their first degree will have found employment by the end of September 1975.

Vacational employment has been arranged for some students to work in their relevant areas especially for students in the Department of Surveying and Photogrammetry and Government.

Vacational employment is of course becoming increasingly difficult to obtain as some firms are unwilling to employ our students on temporary terms while many school leavers are waiting to be employed on permanent terms.

CAREER GUIDANCE

Some reading materials such as 'Kenya Careers Guide', 'How to prepare yourself for interview' are now available in the office for any student interested in the subject.

CONFERENCES

During this vacation the University has been host to a number of groups who have organised short courses at the University e.g.

1. In-Service Course for Drama Teachers.
2. Travelling Theatre Workshop.
3. Accounts Clerks Course organised by the Government Training Institute.
4. Course on Postal Statistical Forecasting and Planning

Methods organised by Universal Postal Union and East African Post and Telecommunications Corporation.

5. Workshop on Farm Equipment organised by National Christian Council of Kenya and Faculty of Agriculture.
6. Residential Training organised by East African External Telecommunications.

RENOVATIONS AND REPAIRS

In order to carry out repairs and other major maintenance jobs in the Halls of Residence including Central Catering Unit 4th term students have been accommodated in Halls 1 — 3 while Conference delegates have been accommodated in Jamhuri Hall.

ACCOMMODATION OF STUDENTS

The exercise of allocating rooms to students has been completed. All 1st, 3rd, 4th and 5th year students who had applied for rooms in the Halls of Residence have been allocated rooms. The remaining 970 bed spaces, 54 for women students and 916 for men students were allocated to 2nd year at random. This has been done in accordance with the Senate recommendation on precedural priority in allocating limited accommodation. Having exhausted the available bed spaces, 117 women students and 129 men students were not allocated rooms and they have been informed in writing that there will be no accommodation for them at the beginning of the session and they should look for alternative accommodation.

However, the office of the Dean of Students has collected details about the charges of the various residential accommodation within 15

miles radius from the University and these have been placed on the Notice Boards. Furthermore students may wish to contact the University Halls of Residence Institute at Post Office Box Number 43459, Nairobi, Telephone Number 336661 which is situated in the National Housing Corporation House, 8th floor Eastern wing on Aga Khan Walk. This Institute may have possible information on places of residence where students

may get accommodation at reasonable costs.

UNIVERSITY VISITORS

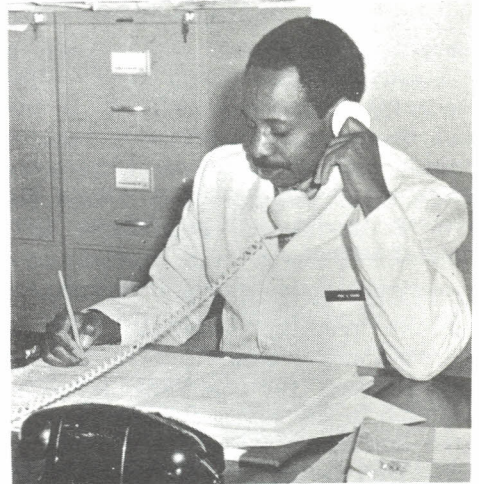
Mr. Tad Mitsui from the World University Service Headquarters in Geneva visited University of Nairobi from 6th to 19th August, 1975 during his tour of Eastern and Southern African and we had a chance of discussing and reviewing the activities of World University Service in Kenya.

FROM SENATE

NEW DEAN OF THE FACULTY OF MEDICINE

Professor KIHUMBU THAIRU Chairman of the Department of Medical Physiology has been appointed as the new Dean of the Faculty of Medicine. Professor Thairu, a Kenyan and married with two children qualified in Medicine (M.B., Ch.B. E.A.) in March 1967 at Makerere. After this Internship at Mulago Hospital Makerere Medical School Professor Thairu proceeded to United Kingdom where he did a course in Physics, Statistics and Neurophysiology between September, 1968 and July 1969 before embarking on his Ph.D. course in Neurophysiology at University of London. He completed this course in 1971 and returned to Kenya to assume duties as a Lecturer in Nairobi Univer-

sity Medical School and a year later was appointed a Senior Lecturer and Associate Professor in 1974.



Professor Kihumbu Thairu

Professor G.O.P. OBASI, Chairman of the Department of Meteorology has been appointed Dean of the Faculty of Science with effect from 1st July 1975.

Professor Obasi, a Nigerian, is married with two children and first joined this University in 1967 as a WHO Expert and Senior Lecturer, East Africa Institute, Nairobi. He was promoted to Professorial level in July 1974.

Professor Obasi graduated in B.Sc. in Agricultural Statistics, Mathematics

and Physics from McGill University, Montreal, Canada in 1959 and obtained his M.Sc., D.Sc. in Meteorology from M.I.T. Cambridge, Massachusetts, U.S.A. between 1959 and 1962.

RESIDENTIAL AND CATERING CHARGES

Last year students representatives requested that the Administration should set up a system whereby students would pay *only* for the meals taken and suggested that an indication of the charge to students for accommodation be given.

However, these requests could not be met during the last session as funds received for catering and accommodation purposes had already been committed and no prior arrangements had been made. The position has now been reviewed by the University Council, Senate and Students Welfare Committee and it has been agreed that a voucher system be introduced effective from the beginning of the next academic year in October, 1975.

In the view of the recent spiralling costs of food and other supplies, the University Council has reviewed the residential charges in the Halls of Residence for both accommodation and food. The new rates which will be effective as from the beginning of the new session will be,

- a) £230 for 3 terms and
- b) £290 for 4 terms.

The daily charge are KSh. 19.50 i.e. KSh. 5.70 for accommodation and KSh. 13.80 for meals.

VOUCHER SYSTEM

A Voucher System will also be introduced at the University at the beginning of the session at the request of students. Each voucher book will contain vouchers for breakfast, lunch and dinner representing the current costs of these meals which will be:



Professor G.O.P. Obasi

Breakfast Shs. 3.15 (30 coupons)
Lunch Shs. 5.00 (30 coupons)
Supper Shs. 5.65 (30 coupons)

It should be noted that prices for meals are subject to changes that may be effected in the country over which the University has no control.

The total value of the voucher book will be KSh. 415/- plus Sh. 1/- for the cost of printing. Each book will provide a student with sufficient vouchers for meals for 30 days.

VALIDITY

The vouchers will be valid initially for the 1975/76 academic session.

Each book has a serial number and other relevant conditions are printed on the voucher books and the student's attention is drawn to these conditions viz:

- a) *Check the Voucher Book at the time of purchase. No complaints will be entertained afterwards.*
- b) *This Voucher Book is valuable. Keep it safe as any loss will be borne by the owner. It is desirable to put an identification mark on the back of each Voucher e.g. University*

Registration number and the students signature.

c) Appropriate Voucher must be surrendered before any meal is served.

d) It is an offence to use Vouchers other than those issued by the University.

e) Refunds of unused vouchers in the book will be made only at the end of the term.

No refunds of loose vouchers will be made.

PURCHASING OF VOUCHERS

1. New Resident Students — After registration when the students arrive on the 29th September, they will be issued with the vouchers by the Students Finance Section in conjunction with the Catering Department.

2. Returning Resident Students — The Catering Department and the Student Finance Office will make

arrangements for the Students to be issued with their voucher books at the Central Catering Unit, Kabete and Kenyatta National Hospital campuses on arrival.

Service of Meals: With the introduction of this system students will be required to surrender a voucher for each meal that they require before such a meal is served. It is also emphasised that the security of the voucher book is the responsibility of the students.

The introduction of the voucher system will initially be on an experimental basis; and alterations of the servery counters in the various kitchen dining halls are in progress to cope up with the new system.

It is hoped however that since the system meets students' wishes it will, given everyone's co-operation and goodwill, be operated not only successfully but also easily and conveniently.

SENATE HAS APPROVED THE FOLLOWING REGULATIONS FOR THE DEGREE OF MASTER OF BUSINESS AND ADMINISTRATION (M.B.A.) AT ITS 30TH MEETING WHICH WAS HELD ON 8TH AUGUST 1975

1.00 Admission

1.10 The Common Regulation for the Master's Degree in all Faculties shall be applicable except where otherwise stated within these regulations.

1.20 The following shall be eligible for registration for the degree of Master of Business and Administration:

a) A holder of Bachelor's degree of the University of Nairobi.

b) A holder of a degree of any other recognized University or of an equivalent who has been admitted by the Senate to the status of a Bachelor's degree of the University.

2.00 Examinations

2.10 In Part 1 all candidates will be required to satisfy the Faculty

examiners that they have a basic working understanding of the six subjects areas contained in Part 1. These subjects will be assessed by the Faculty during the course and examined at the end of Part 1 by a two-hour written paper in each of the subjects.

2.20 Any candidate may apply for permission to write an exemption examination in any of the subjects listed under Part 1. A student who is admitted to such an examination and passes it will be exempt from further studies in that subject in Part 1. Any candidate who has successfully completed a comparable course of study may be exempted from any of the subjects listed under Part 1 and Part 11 at the discretion of the Board of Examiners.

2.30 Supplementary examinations will be permitted in a maximum of two subjects in Part 1 and failure on any supplementary examination precludes continuation to Part 11. Part 1 is subject to ratification by the external examiners at the end of the session.

2.40 In Part 11 the candidate must satisfy the Faculty examiners in each of the five subjects contained in Part 11. The candidate will be assessed by the Faculty during the course and examined at the end of Part 11 by a two-hour written paper in each of the five subjects.

2.50 A maximum of one supplementary examination will be permitted and failure will preclude continuation to Part 11. Part 11 will be subject to ratification by the External Examiner.

2.60 A candidate in Part 111 must satisfy the examiners in the subject areas of 'Policy Development and Implementation' and 'Organisations and the Environment' and one or more subject areas as determined by his Faculty Advisor before being allowed to present his thesis to the Faculty.

2.70 In Part 111 the candidates will be assessed by the Faculty by term examinations, term papers and other means and, at the end of this Part, by either a two-hour written examination or a final essay in each of the subjects areas assigned to him. Supplementary examinations will not normally be provided.

2.80 In Part IV of the programme each candidate, working under the general guidance of a Faculty Committee, including a Faculty supervisor assigned to him by the

Dean, must complete an indepth study and analysis of a particular topic related to one of the major areas of study within the Master's Programme.

2.90 The completed thesis must be submitted to and approved by the Faculty supervisor, and the Internal Examiner normally within twelve calendar months after completion of Part 111.

B. Curriculum for the Degree of Master of Business & Administration

Part 1 Quantitative Methods
Behavioural Science
Managerial Economics
Financial Accounting
Administrative Functions
Computer Science

Part 11 Managerial Accounting
Applied Economics
Operations Research
Finance
Labour Relations and Personnel Management

Part 111 Policy Development and Implementation
Organisations and the Environment

plus three additional assigned courses.

Part IV Thesis

C. Course Description for Master of Business and Administration Programme

Quantitative Methods

This course is to introduce the student to the mathematical tools

that will be employed in the other courses of the programme. Topics include (1) Algebra: basic concepts and their application including functions and relations, vectors and matrices, and the interpretation of graphical displays; (2) Statistics: concept and application of basic probability theory, variables and frequency distribution, sampling techniques, hypothesis testing and simple regression analysis; (3) Calculus: an introduction to the concept and application of differentiation and integration.

Behavioural Science

A survey of concepts and research from the social sciences, selected for their pertinence to the study of work and organizational behaviour. The relationship between research findings and application to organizations problems in East Africa will be stressed. Topics covered will include social perception, attitude, role theory, interaction groups, stratification systems and such institutional factors as the family, education and the community.

Managerial Economics

Micro economic concepts and their application within organizations. Topics include theory of individual choice processes; demand functions production, cost, and supply functions, the role of markets and market characteristics; general equilibrium analysis. Attention will be given to the problem of decision-making in the firm.

Financial Accounting

Understanding, interpreting and utilizing financial information emerging from the accounting records and

financial reports. Topics include financial statements, budgets for planning and control, expense concepts and their relevance to operating

decisions. The problems of income determination, asset measurement and equity will be stressed and the role of accounting in solving complex business problems will be explored.

Administrative Functions

This seminar will focus on the configuration and functions of modern administrative organizations. The emphasis will be on the exploration of relevant structural, functional, and behavioural phenomena involved in the understanding and analysis of modern administrative organizations.

Computer Science

The three objectives of the course are (1) to provide an opportunity to acquire the skills associated with computer programming, (2) to introduce the use of packages, especially for the analysis of data, and (3) to analyze the uses of computers in organizations and to determine how best to use computers in developing countries.

Applied Economics

Topics include introduction to economic concepts for the economy as a whole; effect of governmental policies on individual choice and business decisions; international trade and comparative advantages.

Finance

Sources of finance; capital budgeting; nature of costs and benefits in both the public and private sectors, interest rates, capital markets and social discount factors (including social costs and benefits).

Marketing

Analysis of the marketing concept and its application to all organizations. The marketing mix, product design, personal selling and distribution. The planning implementation of marketing through private, co-operative and parastatal organizations.

Operations Research

The course is designed to develop further the student's ability to approach problems in an analytical manner using quantitative techniques coming under the heading of Operations Research. Topics include network analysis, linear programming, decision theory, inventory models and stochastic simulation. No prior knowledge will be assumed about these areas, but an acquaintance with basic statistics will be essential. The use of the various techniques will be illustrated by practical applications. Some use will be made of the University computer to assist with problem solution.

Labour Relations and Personnel Management

A course designed to examine the role of productive endeavour (work) in the modern industrial setting. The special position of the first line worker will be studied in an historical context to determine the means that they have used to articulate their interests such as class struggles, politics, unions, law, co-operatives, and individual actions. The special position of the developing countries with respect to their pool of labour will be emphasized. The second salient stress will be on collective bargaining (the tactics and strategy of resolving industrial conflict by confrontation), and on the personnel function in management: recruitment, training, wage determination, job evaluation, merit rating and employee services.

Managerial Accounting

Accounting systems and financial computations are basically analysed as complex messages which are intended to influence the behaviour of persons involved. Accounting is viewed as a control system for organizations at all levels of resolution of that problem. Cost accounting will be analysed in terms of motivation, aspirations, conflicts, congruence, coalition, etc. as behavioural and organizational concepts particularly as they relate to the budgetary control process. The relevance of incremental analysis and means of calculating will be studied along with the theory of sunk costs and value of historical cost. In addition to developing an appreciation for objective numerical analysis the student will be made aware of estimation errors, strategy and the possibility that qualitative matters and subjective judgement may be decisive. The nature of fixed and variable expenses and their relevance over time will be reviewed in the light of cost/volume, profit relationships.

Policy Development and Implementation

This course is an examination of top management decisions with emphasis on the development of corporate strategy. Several approaches are used in the course to examine the area of business policy. A framework is developed for corporate strategy and cases are used for class discussion and written reports. Readings are used to supplement the text and cases.

Organizations and the Environment

The economic and political environment within which organizations must operate in East Africa; specific consideration of the supply of labour,

capital, and raw materials; investigation of the problems and opportunities involved in the quest for 'economic Independence'; particular emphasis on the manner in which such environmental considerations affect policy development and implementation.

Special Topics in Accounting 1.
Special Topics in Accounting 11.
Special Topics in Business Administration 1.
Special Topics in Business Administration 11.

THE FOLLOWING REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS WERE APPROVED BY SENATE ON 8TH AUGUST, 1975

The Department of Linguistics and African Languages proposes to offer an M.A. Programme in Linguistics by course work only, commencing next academic year October 1975. The course will be open to students who have satisfied both University and Faculty of Arts Regulations for the Master's degree. In addition they will be expected to have formally studied linguistics at the B.A. level since the M.A. course assumes a certain undergraduate level of familiarity with the subject.

The two year programme by course work only is particularly aimed at 3:2:2 students, who because of the nature of the degree structure, do not get a deep enough grasp of theory and descriptive methods to enable them to embark straightaway on writing an M.A. thesis. Due to adverse staff/student ratios we have not yet been able to institute the 3:1:1 or 3:2:1 structure, but we hope we shall have adequate staff next year to do so. Such 3:1:1 or 3:2:1 students of Linguistics who have shown adequate ability might be encouraged to do the M.A. programme in one year, a sort of 'comprehensive' preparation for work on a Ph.D. thesis. There is another category of students who might benefit from this programme. These are

students who have done one year Masters programmes in linguistics in other universities. A number of overseas universities now offer one year M.A. programmes in Linguistics which are terminal for those who do not show aptitude for further formal academic work, and a preparation for admission into a Ph.D. programme for those who have proved capable enough to continue with work leading to this degree. For such students we would propose that they be exempted from their first year course-work and start their second year. If they pass their examinations, they should be encouraged to register for the Ph.D. degree. The aim is to train people who in future might want to take up an academic career in either in Nairobi or Kenyatta University College in the field of linguistics. Since there will probably be a limited number of such posts in any given year, we would not like to encourage someone to continue with postgraduate work and then find on completion that there are no immediate vacant posts. We already have two Kenyan students in the Department. One is doing a Ph.D. and the other is about to complete his M.A. Another Kenyan who did linguistics here at B.A. Level

and has an M.A. from U.C.L.A. has also applied to do a Ph.D. and we are likely to register him since he was appointed a Tutorial fellow at Kenyatta University College with a view to being absorbed into a substantial post there. In the circumstances we would recommend we take a maximum of four students in the next two years as a first intake.

**PROPOSED M.A. COURSE:
STRUCTURE OF THE
PROGRAMME**

Part 1 First year: Three Compulsory Papers.

- 1.1 Theoretical and Descriptive Linguistics.
- 1.2 Research Methods in the Rescription of Language.
- 1.3 Paper outside of Linguistics to be chosen with respect to the students' primary interest in linguistics and in consultation with the staff of the Department of Linguistics and outside departments. Choices could be from History, Sociology, Literature or other relevant subjects.

Part 11 Second year:

- Two of four alternative papers from the following:-
- 1.1 Sociolinguistics
- 1.2 Comparative-Historical linguistics
- 1.3 Stylistics
- 1.4 Structural or practical study of a language: Swahili, French, English, Italian, German, Russian, Arabic, Latin. One only to be selected.

EXAMINATION SCHEME

(1) The course will normally last for two years with respect to B.A. students. At the end of the first

year, there will be a three-hour written examination in each of the three first year papers. Students will only be allowed to proceed to the second year on successful completion of their first year work. There will also be an examination in the second year, when students will sit two/three-hour 2nd year papers. Successful students will be awarded the M.A. degree in Linguistics, which would be regarded as qualifying them for registration for the Ph.D. degree in Linguistics; and they would be encouraged to continue if they so wished. (2) Selected 3:1:1 or 3:2:1 students may be allowed to take all the five papers in one year, after which they will sit examinations in all the five papers.

**OUTLINES OF THE COURSE
ARE AS FOLLOWS**

Part 1

- 1.1 *Theoretical and Descriptive Linguistics*
- (i) **Phonetics:**
Modern theories of universal phonetics and the relationship between phonetics and phonology. Further practice in speech and ear-training.
- (ii) **Phonology and Morphology:**
 - a. Phoneme theory: its development and current trends.
 - b. Traditional morphology, inflection, derivation, and morphophonemics.
 - c. Prague School phonology.
 - d. Prosodic analysis.
 - e. Trubetzkoy and Jakobson: the development of distinctive-feature analysis.
 - f. Current trends in generative phonology and morphology.
 - g. Alternative views: Fudge, Brown, Saumjan, Lamb, ect.
 - h. Adequate practical exemplification of the above.

- (iii) **Syntax:**
 - a. The bases of syntactic and analysis and the development of syntactic theory in the European (Firth, Martinet, etc.) and American (from Bloomfield to Harris) Traditions.
 - b. The development of generative-transformational grammar.
 - c. Case grammar
 - d. Examination and discussion of important theoretical contributions combined with a study of practical applications, with particular reference to African languages.
 - (iv) **Semantics:**
 - a. A study of traditional and modern theories of meaning, including a basic course in logic.
 - b. Structural semantics and modern developments in generative semantics, with emphasis on the relationship between syntax and semantics.
- 1.2 *Research Methods in the Description of Language*
- (i) **Purpose of Linguistics Research**
 - a. Goals and Scope: Survey or individual study of language, dialect or situation.
 - b. Preparations: Preplanning and flexibility.
 - (ii) **Human Factors in Research**
 - a. The community
 - b. The investigator
 - c. The language-informant: need, selection, number, qualification, training.
 - (iii) **The Linguistic Corpus:**
 - a. Factors which determine the kind of data required.
 - b. The characteristics of a good corpus.
- (iv) **Collecting the Corpus:**
 - a. Elicitation techniques: question/answer interviews; questionnaire-construction and use; using interpreter; use of tape recorder; analysis during elicitation.
 - b. Interview session: length, structure, interference factors.
 - (v) **Field Analysis**
 - a. The I/you problem.
 - b. The slot-filler technique.
 - c. Pictures and diagrams: possibilities and limitations.
 - d. Storage and collation of data.
 - (vi) **Practical Application**
 - a. Analysis of languages unfamiliar to students.
 - b. Discussion and analysis of data drawn from a wide variety of languages covering all aspects of descriptive technique.
 - c. Examination and discussion of published grammars and partial language analyses.

Part 11

11.1 **Sociolinguistics**

The following are general topics the course will cover. The approach will be to discuss current hypotheses within the various areas of sociolinguistics in the practical context of the East Africa situation. As will be obvious, many of the topics below are interrelated. Their inclusion under any specific heading is intended chiefly as a guide.

- (i) **What is sociolinguistics?**
 - a. Domains of sociolinguistics.
 - b. Some basic sociolinguistic concepts.
- (ii) **The Interactions of Language and Culture**
 - a. Models of interaction of language and social life.
 - b. Cultural patterning of speech reference to Kenyan, East African, and African situations.
- (iii) **Language and Nationalism: the Forces underlying Social Change**
 - a. Nationality, Nationalism, Nation.
 - b. National integration: formation of new focuses for national solidarity and identity.
 - c. Rural v. urban condition of linguistic change.
 - d. Impact of nationalism on language change and language planning.
- (iv) **Language in Education**
 - a. Educational implication of multilingualism.
 - b. Choice and implication of medium: pedagogical, linguistic and political.
 - c. Language interference, limited competence and registers.
 - d. Roles and functions of vernaculars, lingua francas (African) and world languages in the education systems of East Africa.
- (v) **Language Policy and Language Planning**
 - a. Typology of situations and problems: general treatments of the enunciation and implementation of language policies in East Africa.
- b. Factors of decision: education, urbanisation, language profile, language of external communication (including higher education and technical education) alphabetisation, standardization, literacy. Ad hoc and organized language-planning bodies: Kenya, Tanzania, Somalia.
- c. Language maintenance and language shifts.
- (iv) **Language in Small-Group Interactions**
 - a. Microlinguistics and micro-level of language usage.
 - b. Typology of situations.
 - c. Status and knowledge of language.
 - d. Language of address and solidarity.
 - e. Code-switching, inter-code adaptation, bilingualism/multilingualism.
- (vii) **Language in Social Groups and Sectors**
 - a. Language and socio-economic differentiation.
 - b. Power and solidarity.
 - c. Diglossia.
 - d. The rural/urban situation.
 - e. Standard and nonstandard language.
- (viii) **Pidgins, Creoles and Lingua Francas**
 - a. Historical and current forces shaping language usage.
 - b. Code-switching/language maintenance and shift.
 - c. Relexicalisation.
 - d. Linguistic typology.
 - e. Development of pidginized Swahili and English in urban centers.
- (ix) **Folk Sociolinguistics**
 - a. Myths, opinions, attitudes to language phenomena, specifically in East Africa.

- b. Metalinguistic expression: letters to the press, popular publications media.
 - c. National debates, reactions of participants to ongoing processes
- 11.2 **Comparative-Historical Linguistics**
 The outline below is intended as a guide to the major topics in the field of historical-comparative linguistics and not as a definitive statement of the structure of the course. These topics will be illustrated and discussed in terms of the languages of Africa and in particular of East Africa where representatives of the major language families of Africa are found.
- (i) **Genetic Classification**
 - a. Form-meaning resemblances.
 - b. Historical and non-historical factors: chance, symbolism, borrowing, genetic relationship.
 - (ii) **Internal Reconstruction and the Comparative Method**
 - a. Indo-European methodology.
 - b. Bantu two-stage method.
 - (iii) **Language Change**
 - a. Phonological
 - b. Assimilation/dissimilation: regressive/progressive, complete/partial, palatalization, monophthongization, diphthongization.
 - c. Loss: apocope, truncation, apheresia, aphasis, haplology, syncope, vowel reduction, consonant weakening and loss.
 - d. Gain: anaptyxis, prosthesis, opensthesia, excrement consonants, gemination.
 - e. Morphological.
 - f. Semantic
 Metaphor, specialization, generalization, pejorative, meliorative, taboo, cultural change.
- (iv) **Loan Words**
 - (v) **Typological Classification:** isolating, inflectional, agglutinative, polysynthetic.
 - (vi) **Dialectology:** dialect versus language, isogloss, relic area.
 - (vii) Discussion of the classification schemata for Africa languages and the criteria established for the inclusion of such East Africa languages as Luo, Kalenjin, Nandi Maasai, Turkana, Galla, Kikuyu, Swahili etc.
 - (viii) **Historical-Comparative Linguistics and Generative Grammar:** primary change, grammar simplification, sound change and analogy, syntax, reconstruction, causality of change.
- 11.3 **Stylistics**
 The proposed course in Stylistics will introduce students to theories and practical approaches to the analysis of textual materials. Both oral and written texts in Swahili, English and French will be discussed. Texts from African languages other than Swahili will be considered if interest is shown by the participants in the course.
- (i) **The Theory of Stylistics**
 - a. The foundation: stages of communication, objectively verifiable versus subjective impressions; additions to a central core of thought or expression; choices between alternative expressions, a set of individual norm; macro versus microlinguistics.

- b. **Origins and Developments:**
Aesthetics, rhetoric, poetics, literary criticism oral literature, psychology, statistics, linguistics.
- (ii) **Models of Description**
 - a. **Textual context:**
Phonological/Graphological manifestations: segmental, non-segmental. Syntactic manifestations.
Typology and structure: paragraph, sentence, clause, group, word.
 - b. **Extratextual context:**
period, genre, register relationship at speaker/listener and writer/reader situational,
- (iii) **Practical Analyses of Texts**
 - a. **Approach to analysis:-**
Genre, period, comparative, individual.
 - b. **Language types:-**
conversations: formal, informal, interviews, unscripted
commentary: sports, descriptive,
journalism: newspaper, radio, television, magazine,
visual: religion, societies
legal: spoken, written
scientific
advertising
written instructions
public speaking.

NEW COURSE STRUCTURE IN ELECTRICAL ENGINEERING APPROVED BY SENATE ON STUDENTS TAKING ELECTRICAL ENGINEERING FROM 1975/76 SESSION

Survey of the main changes made as given in the New Course Structure, Compared with the Current One

General

The B.Sc. in Electrical Engineering is a 3-year course, comprising also 4th term activities in the 2nd year, and an engineering project in 3rd year. Major revisions in the course-structure have not been made over the last eight years, although minor changes were introduced some 5 years ago.

The load on students in the New Course Structure is comparable with other Departments in the Faculty of Engineering.

1st year

Totally, the New Course Structure suggests a decrease in 1st year lectures load compared to the current one. This is effected by a slight reduction of lecture hours in "Electrical Physics," "Electromagnetic Fields," "Electric Circuit Theory" and "Engineering Drawing," removal of the subject ME-15 ("Production Technology") and transfer of the subject "Insulating Materials" to 2nd year. Part of the current syllabus of ME-15 has been included in ME-28, "Mechanical Engineering for Electrical Engineering" in 2nd year. On the other hand, "Electrical Machines" "Electrical Measurements," and "Computing I" have been introduced in the 1st year. This results in a net decrease of 3hrs/week in lecture load.

The practical part, basic measurements laboratory, has been increased from 3hrs/week to 6hrs/week. Design of new experiments are now carried out. All electrical and mechanical engineering syllabi have been revised.

2nd year

"Control Systems" has been introduced in this year, whereas it currently is a 3rd year course. There is a reduction from 4hrs/week to 3hrs/week lectures for "Passive Circuits and Transmission Lines," and "Management for Engineers" has been moved to 3rd year. All syllabi have been revised, and revision of the laboratory programme has partly been done already. The net decrease in lecture load is 2hrs/week.

3rd year

The important change here is that there is suggested 2 possibilities only for the students, in the form of 2 different schemes of study among which one of them is to be chosen. Previously, a student had several options (when studying for honours degree). All students study 4 common subjects ("applied Electronics," "Control Engineering," "Management for Engineers" and "Engineering Project"). Those who choose telecommunication engineering, study "Telecommunications" and "Microwaves & Antennas," whereas those choosing power and machines engineering, study "Electrical Machines & Electrical Power Generation" and "Power Systems." Laboratory experiments are carried out in conjunction with each scheme of study. All syllabi have been revised or completely redesigned.

The idea of the new scheme is to produce engineers whose professional level is more uniform, having also a stronger education within their main field of interest.

The possibility of introducing optional courses may be considered at a later stage, depending upon the staffing at any time and experience with the new scheme. If such courses are introduced, the appropriate adjustments in the regulations for the award of a degree has to be made.

The Award of Degrees

The general regulations follow what is as laid down in the University Calendar for the Faculty of Engineering. However, some additional regulations are necessary to make it completely clear how honours and pass degrees are awarded, and what happens in the case if a student fails in a subject (course).

At this point, it should be mentioned that the Faculty has a subcommittee working on new examination regulations for the Faculty, in order to make the current regulations more flexible, and get more uniform rules for all Departments in the Faculty. This will of course eventually effect the content of this document, as far as rules for the award of a degree is concerned, and we will have to streamline the rules to fit in with such forthcoming regulations. However, in the meantime, some Departmental regulations have to be laid down.

1. A pass degree, Lower Second Class Honours (L.S.C.H.), Upper Second Class Honours (U.S.C.H.) or First Class Honours Degree (F.S.C.H.) is awarded on the basis of the average marks obtained in the 3rd year subjects. The common rules in the Faculty of Engineering, as far as marks versus degrees is concerned, are followed:

Degree	Average Marks
Fail	40
Pass	40 - 49

L.S.C.H.	50 - 59
U.S.C.H.	60 - 69
F.C.H.	70

The candidate must not fail in any subject when the above applies.

2. A 3rd year candidate who has failed in one subject only, may be awarded a pass degree notwithstanding the failed subject, on the following condition:

If such a candidate fails in one subject, the candidate is required to an average mark of at least 45%, counting the marks of all the subjects inclusive of the subject the candidate failed.

3. If a 3rd year candidate fails in one subject, and obtains an average mark of less than 45% including the subject the candidate failed in, the candidate has failed the year.

4. If a 3rd year candidate fails in 2 or more subjects, the candidate has failed the year.

M.A. REGULATIONS AND SYLLABUS IN EDUCATIONAL PLANNING ADMINISTRATION AND CURRICULUM DEVELOPMENTS AS APPROVED BY SENATE ON 8TH AUGUST, 1975

Admission Requirements:

(i) General Requirements:-

All candidates must satisfy the University entry requirements for admission into Masters Course.

(ii) Faculty Requirements:-

All candidates must satisfy the Faculty requirements for the degree of Master of Arts and Master of Education.

(iii) Departmental Requirements:-

The background with which an individual comes to the course will be put into consideration when deciding on the course units he takes.

Course Duration:

(i) The coursework will take three academic terms at the end of which a written examination will be given.

(ii) The second year will be devoted to field work and thesis writing.

Examinations:

(i) All candidates must sit 3 three-hour papers at the end of the third term of the first year.

(ii) The papers will be as follows:-

Paper I — Statistics and Research Methods

Paper II — The General subjects

Paper III — The Special subjects

(iii) Continuous Assessments will carry 50% and the written examination 50% of the final assessment of the course at the end of the first year.

Course Work:

(i) All candidates will be expected to complete at least seven courses during the first year.

(ii) The course work will be divided into the following three areas:

(a) **The Core Course**

The following will be compulsory to all candidates and will constitute the core course:

1. Statistics and Research Methodology.
2. General Subjects:
 - (i) General Principles of Economics of Education and Educational Planning.
 - (ii) Overview of Educational Administration
 - (iii) A general course in Curriculum Development.

(b) **The Special Subject Areas**

Candidates will do three other courses chosen from one of the following subject groups, according to their special interests.

Area of Economics and Planning of Education:-

1. Micro-Economics of Education
2. Macro-Economics of Education
3. Education and Socio-Economic Development
4. General problems of Educational Planning in Developing countries
5. Planning for change in the Educational system
6. Administrative Factors and Educational Planning

Area of Educational Administration:-

1. Theories of Administration
2. Primary School Administration
3. Secondary School Administration
4. Fundamentals of National Educational Administration
5. Policies and Educational Institutions

Area of Curriculum Development:-

1. Principles and Procedure of Curriculum Development
2. Teacher Education Curriculum
3. Elementary School Curriculum
4. Secondary School Curriculum
5. Curriculum Development in the area of Languages
6. Curriculum Development in the area of Social Sciences
7. Curriculum Development in the area of Physical and Biological Sciences
8. Curriculum Development in Special Education
9. Adult Education
10. Higher Education
11. Curriculum Development in the area of Technical Education
12. Curriculum Development in the area of Physical Education

(c) Candidates may be required to take some course outside the department.

COURSE OUTLINES

In the Area of Economics and Planning of Education (PAC. 1.2/M)

PAC/1.2/M 1. Principles of Economics of Education and Planning

The course surveys the basic concepts of the economics of education and the fundamentals of educational planning. Some of the topics will include history and evolution of educational planning; extension of education to all. Determination of aims and policies; diagnosis of social, economics, cultural and educational development and integration with general development planning, and various models of educational planning.

PAC/1.2/M 2. Micro-Economics of Education

This course concentrates on the analysis of efficient allocation of scarce educational resources in the formal educational institutions. The school is analyzed as a firm in process of production with empirical illustrations relationships between socio-economic backgrounds, distribution of educational resources and academic achievement among students.

PAC/1.2/M 3. Macro-Economics of Education

This course analyzes the concepts related to investment in human capital and the ways by which various patterns of this investment affect the process and rates of socio-economic development. It places emphasis on the basic concepts such as financing of education, cost-benefit analysis, residual analysis, education and economic growth, models of educational planning and patterns of educational development in historical perspective.

PAC/1.2/M 4. Education and Socio-Economic Development

This course investigates the major issues and problems relevant to relationship between education and social, political and economic development. The course is comparative with emphasis on East Africa and Kenya in particular. The issues of political-economy of educational development in Kenya are special interest in this course.

PAC/1.2/M 5. General Problems of Educational Planning in Developing Countries

Problems of planning in Primary, Secondary, Technical, Higher and Adult Education Sector; all with special reference to Kenya.

PAC/1.2/M 6. Methodologies of Educational Planning with Particular Reference to Developing Countries

Statistical data its analysis and appraisal in terms of (i) students (ii) teachers (iii) demographic factors (iv) school (v) manpower targets (iv) enrolment ratios (vii) development.

Educational Financing; Expenditure and Unit Costs-sources of funds, expenditure, proportion of national spending and problems arising, Unit costs and costing.

PAC/1.2/M 7. Planning for Change in the Educational System

Curricula and Syllabuses, communication and Technology, methods, qualifications of teachers, class size and teachers student ratio, the structure of the school system, promotion policies, timetable and calendar, research in educational planning.

PAC/1.2/M 8. Administrative Factors and Educational Planning

The planning unit, plan implementation, information legislation, delegation of authority and responsibility, evaluation and review technique, revision, comparative studies of the organisation of educational planning.

**In the Area of Educational Administration
(PAC/3/M)**

PAC/3/M 1. Overview of Educational Administration (Elective)

Principles, practices and problems at Central, Provincial, local and individual school level.

PAC/3/M 2. Theories of Administration

Nature of theory, theory building and current theory of administration.

PAC/3/M 3. Primary School Administration

The Headmaster's role in the supervision and improvement of instruction, in-service education of teacher; school organization; physical plant operation. School community relations.

PAC/3/M 4. Secondary School Administration

The administrative function of Headmaster. Organisation and management of Secondary School. Supervision and improvement of instructional programme. Problems of secondary school administration. Headmaster staff and personnel relationship.

PAC/3/M 5. Policies and Educational Institutions

Teacher recruitment, retirement, pension, tenure, salary. Educational rules, regulations, codes and acts pertaining to education. Professional ethics. Teachers Service Commission.

**In the Area of Curriculum Development
(PAC/4/M)**

**PAC/4/M 1. General Course in Curriculum Development
(Elective — for Non-majors)**

Problems and issues in Curriculum development, their rational and implications for education. Theory and practice of Curriculum development and instruction.

PAC/4/M 2. Principles and Procedures of Curriculum Development

Relation of educational objectives to curricular plans, instructional strategies and styles of learning and teaching. Advanced and topics in theory and research in Curriculum designing, execution, analysis, and evaluation.

PAC/4/M 3. Teacher Education Curriculum

A critical examination of curriculum issues in the education of teachers. Strategies for assisting teachers at different stages of professional development. Conceptual models of teacher education. Approaches to the study of the teaching process, and the problem of accountability.

PAC/4/M 4. Elementary School Curriculum

Curriculum and instructional practices in elementary schools. A critical examination of current teaching approaches and methods. Criteria for selection and organisation of educational experiences. An appraisal of innovations in elementary education. The elementary School curriculum and the problems of youth.

PAC/4/M 5. The Secondary School Curriculum

A comprehensive consideration and critique of newer secondary school curriculum practices and changes — their philosophical and psychological basis. A critical examination of current instructional approaches and appropriate criteria for the selection and organisation of educational experiences.

PAC/4/M 6. Curriculum Development in the area of Languages

The basic principles of the disciplines in the languages area. The contribution of the language disciplines to the general education of students. A critique of development — old and — recent in the teaching of the languages in schools with particular reference to Kenya. An appraisal of teaching material aids in the languages.

PAC/4/M 7. Curriculum Development in the area of Social Sciences

The basic principles and method of the Social Sciences. A survey of the teaching of the Social Sciences in Schools in East Africa at all levels. Innovations in the Social Sciences.

**PAC/4/M. 8. Curriculum Development in the area of the
area of Social Sciences**

The basic principles and methods of the physical science disciplines. The Physical Science curriculum and economic and industrial development with special reference to Kenya. Innovations in the teaching of the Physical Sciences.

PAC/4/m 9. Curriculum Development in Special Education

Curriculum and occupational education for the mentally retarded, Curriculum development, methods and materials, school programming for the physically handicapped.

PAC/4/M 10. Adult Education

Curriculum for the out-of-school education of adults. Development of adult education in East Africa and its relation to economic, social and political development.

PAC/4/M 11. Higher Education

Problems and issues of Curriculum development in University Education with particular references to Kenya. Development of higher education in Kenya and East Africa and its relation to economic, social and political development.

PAC/4/M 12. Curriculum Development in the area of Technical Education

Technical education and economic growth of the country. What type of technical education for developing countries? A critical examination of the curriculum for technical secondary schools in Kenya. Comparative studies in technical education for schools. The technical and vocational education for the youths who have left school.

PAC/4/M 13. Curriculum Development in the area of Physical Education

A critique of the problems and issues in the development of physical education as a strong discipline in schools. Physical education and national development. Curriculum designs in the teaching of physical education. Basic principles of physical education as a discipline.

HIGHER DEGREES AWARDED

The following Higher Degrees have been awarded by Senate at the
30th Meeting of Senate held on 8th August, 1975.

S.G. Habib Parpia	M.Sc. in Engineering	Thermal Resistivity of Kenya Soils
P. Duncan	Ph.D. in Science	The feeding of ecology of Topi, Damaliscus Lunatus
A. Guchu (Miss)	M.A. in Education	A Parental Punitive Scale for the Kikuyu Rural Adolescents
T.O. Wandera	M.Sc. in Engineering	Economic Optimisation of Alternate Routes in the East African Telephone Trunk Network
G.P. Kaaya	M.Sc. in Vet. Medicine	Experimental Trypanosomiasis: A Study of the Pathology of Trypanosoma Congolense in the Goat, with a Special Emphasis on the Pathogenesis of the Anamia
M. Yambo	M.A. in Arts	Technological Innovation and Occupational Mobility: a case Study in Nairobi

J.K.G. Mati	Ph.D. in Medicine	Studies on Pregnancy Eypertension in Kenya
J.H.S. Sihra	M.Sc. in Science	A Study of the Ecdysone Content of some Selected African Plants
D.S. Shah (Miss)	M.Sc. in Science	Mathematics
S.P. Malvestuto	M.Sc. in Science	Contracecumiasis of Tilapia Laucesticta in Lake Naivasha
D.M. Okioga	M.Sc. in Science	The Biological and Control of the Organisms Causing the Roselle and Kenaf Root and Stem Rot Disease in East Africa
H.S. Rwigema	M.B.A.	A comparative analysis of Little-Mirrllles and Mishan's methods of valuing social costs and benefits
D.D.C. Don Nanjira	M.A. in Arts	The position of Aliens in East Africa
S.E. Surani	M.B.A. in Commerce	Hire Purchase Financing in Kenya
A.R.K. Saba	M.Sc. in Science	A Study of the Ecology of Lions (Panthers Leo Massaica Neuman) in the Masai Mara Game Reserve, Kenya
U. Wangwe	M.Sc. in Medicine	Nutritional Patterns (dietary and extra-dietary) in Pregnancy, Lactation and Childhood among the Abasamia
F.J. Odit	M.B.A. in Commerce	The Kenyan Supervisor and his attitudes: A Study of Two Companies
G.K. Chybire	M.B.A. in Commerce	Problems in Estimating the costs and Benefits of a Road Project
E. Martin	M.B.A. in Commerce	Certain Aspects of the Amadiyya Movement in East Africa
M. Mureria (Miss)	M.A. in Education	The Acquisition of some Geometrical Concepts among Kikuyu Primary School Children
K.D. Parkar	M.A. in Education	The Impact of the Programmed Work Cards on the quality of teaching mathematics in the Secondary Schools in Kenya

FROM THE DESK OF THE REGISTRAR

ADMISSIONS 1975/76

Nearly 4,800 school and private candidates applied for admission to the University next academic year, 1975/76. Of these some 2,700, i.e. 56%, met the minimum University entrance requirements of at least two Principal passes at EAACE level and 5 passes at EACE level.

Nearly two-thirds, 3,031, of the candidates applied for admission into Arts-based courses mostly offered in the Faculty of Arts, Architecture, Commerce, Education and Law, and the remaining third, 1,735, for places in the Science fields in the Faculties of Agriculture, Engineering, Medicine, Science and Veterinary Medicine.

Places in Arts at the University have been restricted partly by limitations in academic facilities available and the staffing provided for them and partly by financial constraints on the part of the sponsoring authorities. As a consequence of these

limiting factors, only 41% of those who qualified for Arts-based courses are to be admitted in 1975/76. This represents an intake of 682 out of 1,650 who qualified.

The grades of passes of Science candidates who qualified for admission to the University was relatively low. But the University and the Government gave preference to candidates offering science subjects. Consequently of the 1,020 who qualified, 881 (or 86%) were offered admission.

Overall, 1,563, candidates out of some 4,800 will be joining the University (including Kenyatta University College) in October this year. This intake is just over half of those who qualified but only about a third of those who have applied to enter University. A table setting out the break-down on the intake is given here below.

BREAK DOWN OF UNIVERSITY ADMISSION FOR 1975/76

COL. 1	COL. 2	COL. 3	COL. 4	COL. 5	COL. 6	COL. 7	COL. 8
<i>Field of Study</i>	<i>No. Applicants</i>	<i>Percentage of Grand Total</i>	<i>No. Qualified</i>	<i>Percentage of Total</i>	<i>No. Admitted</i>	<i>Percentage of No. Qualified</i>	<i>Percentage of Total Applicants</i>
Arts	3,031	64%	1,650	54%	682	41%	23%
Science	1,735	36%	1,020	59%	881	86%	51%
TOTAL Arts & Science	4,766	100%	2,670	56%	1,563	58%	32%

Explanatory Note:

- Column 1 – Field(s) of study
2 – Number of applicants by field(s)
3 – Number of applicants in each field as a percentage of the total number of applicants
5 – Those qualified (Col. 4) by field(s) as a percentage of those who applied (Col. 2)
6 – Number admitted by field(s)
7 – Those admitted (Col. 6) as a percentage of those qualified (Col. 4)
8 – Those admitted by field(s) (Col. 6) as a percentage of the total number of applicants (Col. 2)

**THE UNIVERSITY SENATE AT ITS 30TH MEETING APPROVED
UNIVERSITY EXAMINATION RESULTS ON
8TH AUGUST, 1975 AND A FEW STUDENTS(S) WERE AWARDED
A FIRST CLASS HONOURS DEGREE IN THEIR RESPECTIVE
AREAS AS FOLLOWS:-**

Education

Ateng, B.A.
Marangu, G.M.
Githige Renison M
Obondi Pamela

B.A.

Osotsi, W.B.

B.S.C. Engineering

a) Civil –

1. Katale David P
2. Mohamedbhai Asgarali A
3. Ragen William Ombura
4. Soin Sukhpah K
5. Somani Nazim K

b) Mechanical –

1. Enemuo Victor C
2. Fazal Riyaz A

c) Surveying & Photogrammetry –

Mattey Sen Nyasingiooky, B

Science

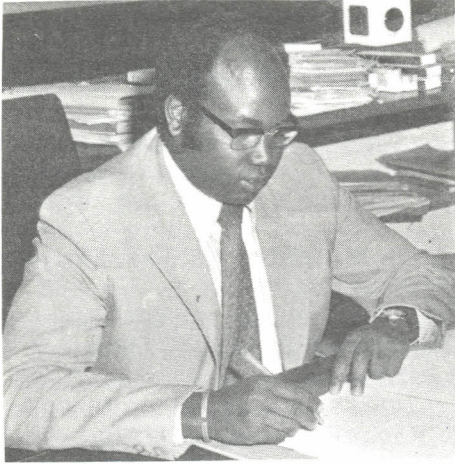
Simwogerere Arthur, S

Land Economics

Ngugi George

STAFF NEWS

ACADEMIC APPOINTMENTS



Professor G. Moriaso Ole Maloiy

G. MORIASO OLE MALOIY has been appointed as Professor in Animal Physiology. Prof. Maloiy was a Senior Lecturer in the Department of Animal Physiology until his recent elevation. Born in Kajiado District in 1939, Prof. Maloiy is the first

Masai to hold a professorial position from the Rift Valley Province. He was awarded a B.Sc. degree by the University of Columbia, Canada in 1964 and a Ph.D. in Animal Physiology in 1968 from Aberdeen, Scotland.

Prof. Maloiy has a wide experience in academic field which includes the following:-

in 1965-68 he held a post of Research Graduate Studies in the Department of Physiology at the Rowett Research Institute and University of Aberdeen Scotland.

in 1969-71 he served as a Research Officer, and Senior Research Officer, with EAVRO at Muguga. In 1970 he was a Visiting Lecturer in the Department of Zoology, University of Khartoum as well as a Research Scientist in the Environmental Physiology Department in Neger Institute for Arid Zone Research Beersheva Israel.

in 1973 Professor Maloiy was appointed the Chairman of the Department of Animal Physiology.

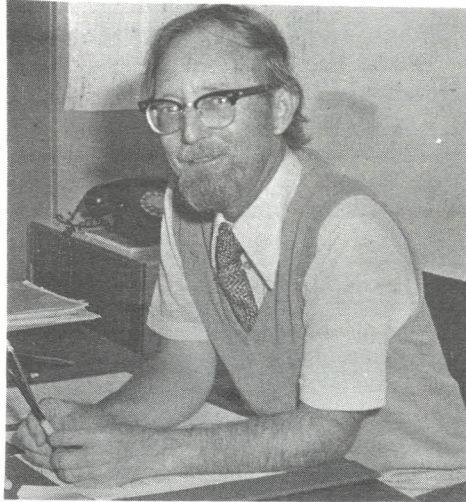
HILLARY PETER OJIAMBO currently Professor of Medicine in University of Zambia has been appointed to the Chair in Medicine. Professor Ojiambo is married with four children aged 13, 9, 6 and 2. His wife Dr. Julia Ojiambo is a member of Parliament and an Assistant Minister in the Ministry of Housing and Social Services.

Professor Ojiambo attended Mangu High School from 1948 to 1950 before joining Makerere in 1951. At

Makerere he was awarded M.B. Ch.B. degree in 1957 and M.D. in 1971. In 1963 he was awarded M.R.C.P. from Edinburgh and Glasgow and F.A.C.C. in 1972 from United States of America. Before his resignation in 1974 to go to Zambia Professor Ojiambo had worked in University of Nairobi as a Senior Lecturer for 6 years from 1968 in Medical School and as a Consulting Physician, Kenyatta National Hospital since 1964.

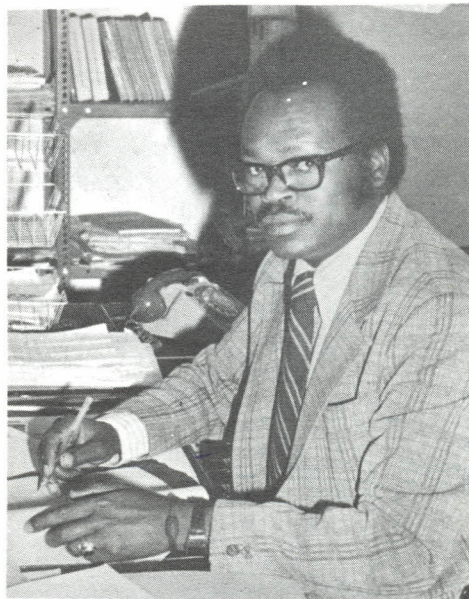
FRANCIS JOHN BENNETT has been appointed to the Chair of Community Health with effect from 1st June 1975. Born in 1927 Professor Bennett is married with five children aged from 15-25 years. His first degree was M.B.Ch. from Cape Town and D.P.H. with distinction in 1953 from University of Witwatersrand. After working as Medical Officer in-charge of Polela Health Centre Natal from 1955 to 1959 he was appointed Medical Officer, Makerere University 1959 to 1963. In 1963 to 1967 he was a part-time and Honorary Medical Officer still in-charge of University Health Service which catered for students and non-academic staff together with their families. On the teaching side Professor Bennett was a Senior Lecturer in Preventive Medicine at Makerere from 1959 to 1965, a Reader from 1965 to 1971 and Professor in the same field from 1971 to 1973 still at Makerere. From

1973 to May 1975 he was a Professor of Community Health in the University of Dar-es-Salaam.



Professor Francis John Bennett

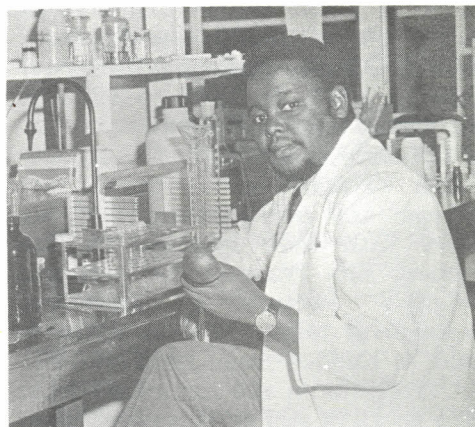
JOSEPH K. MAITHA a Kenyan and married with 1 child has been appointed to the Chair in Economics becoming the first Kenyan to hold this position. Professor Maitha obtained his first degree B.A. in Mathematics from State University College, Oswego, New York, and both his Masters and Ph.D. in Economics from State University of New York, Buffalo. He was appointed Professor with effect from 1st June 1975. Professor Maitha who joined the University in December 1968 as a Lecturer has served as Senior Lecturer and Associate Professor in the same Department. He is a member of a number of Associations such as Economics Club of Kenya, Kenya Mathematical Association, Econometric Society, East African Academy and American Economic Association.



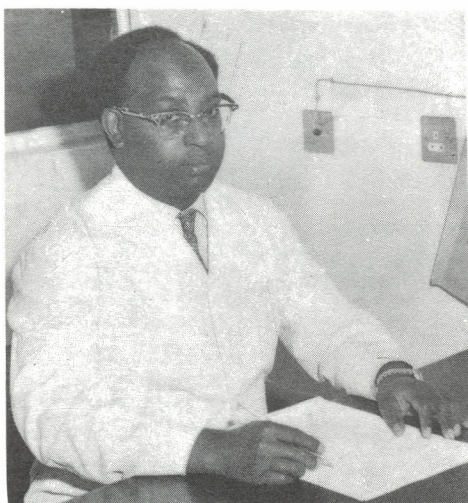
Professor Joseph K. Maitha

JAPHETH KIMANZI GIDEON MATI a Kenyan has been appointed to Chair of Obstetrics and Gynaecology. Professor Mati is married with 2 children and was born in 1938. He attended Alliance High School, Kikuyu 1954-57 and then joined Makerere in 1958. Professor Mati graduated in Medicine in 1965 and proceeded to Kenyatta National Hospital for Internship for a period of one year which ended in the middle of 1966 and in the same year he was appointed as Medical Officer in charge of Kisii District Hospital. At the end of 1966 he came back to Kenyatta National Hospital as a Registrar in Obstetrics and Gynaecology where he remained until 1968 before joining the Queen Mother's Hospital, Glasgow as Supernumerary Registrar whilst under WHO Fellowship. He worked under Professor Jan Donald at Queen's and under Professor D.V.I. Fairweather at the University College Hospital, London. In January 1970 he became a member of the Royal College of

Obstetricians and Gynaecologists. Professor Mati joined the University as a Lecturer in 1970 and he was promoted to Senior Lecturer the following year 1971 and in January 1974 he became an Associate Professor. Professor Mati has been awarded the degree of Doctor of Medicine for his thesis entitled "Studies of Pregnancy Hypertension in Kenya."



Professor Japheth Kimanzi Gideon Mati



Dr. Walter Gitau

WALTER GITAU has been appointed Associate Professor in Medicine. Dr. Gitau who is 37 years is married with three children. He graduated

from Makerere in 1964. After his Internship at Kenyatta National Hospital Dr. Gitau worked as Medical Officer in Provincial and District Hospitals at Nyeri, Voi, and Kajiado between 1965-66 before returning to Kenyatta National Hospital as a Registrar in Medicine. In 1967 he joined the Kenya Army as a Medical Officer and held various positions such as Major, Senior Medical Officer, Officer Commanding 1st Medical Company and his last rank was Specialist Physician Kenya Armed Forces Medical Service. Dr. Gitau in course of his Medical career took a Post-graduate medical training course in Britain from November 1970 to December 1971 in Britain. He was awarded the M.C.R.P. (U.K.) in Jan. 1972. Dr. Gitau's University career started in 1973 when he was appointed as a Lecturer in the Department

of Medicine and a year later promoted to Senior Lecturer. His last promotion is effective as from 1st July this year. Finally Dr. Gitau has proceeded on study leave to Canada under the auspices of McGill-Kenya Medical Project.



Dr. Onesimus Kimweli Mutungi

ONESIMUS KIMWELI MUTUNGI born in September, 1940 at Kitui has been appointed as Associate Professor in Commercial Law with effect from 1st August, 1975. Dr. Mutungi was educated at Alliance

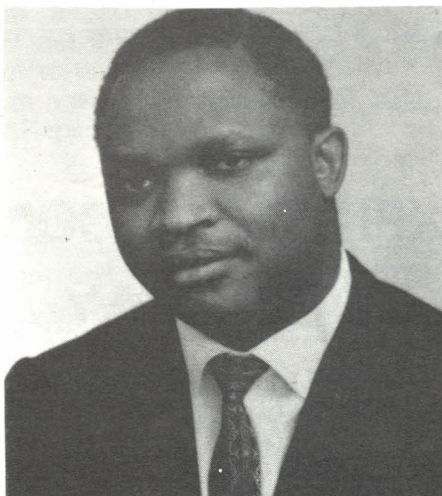
FREDERICK MOSES OKATCHA has been appointed as Associate Professor in Psychology. Dr. Okatcha was until his recent promotion a Senior Lecturer in the Department of Educational Psychology. Dr. Okatcha was educated in the United States of America, Michigan State University where he was awarded a Bachelor of Arts degree, a Master and a Ph.D. degree in 1963, 1965 and 1968 respectively. He was appointed a Lecturer in Educational Psychology in September 1968 in the University

High School from 1958 to 1963. In 1967 he graduated from University, of Dar-es-Salaam in Law and Proceeded to Columbia, New York for a Masters Degree. Between 1972 to 1973 he attended Yale University Law School in Satisfaction of residential requirements for the degree of Doctor of Science of Law which was awarded in 1974, on a thesis "Business Organisation and the Africanisation of Commerce and Industry in Kenya".

Dr. Mutungi started his University career as an Assistant Lecturer, Faculty of Law, University College, Dar-es-Salaam in 1967. A year later he was appointed as a Special Lecturer in the Department of Law, University College, Nairobi and a Lecturer in 1969. Dr. Mutungi was promoted to Senior Lecturer in 1971.

Prof. Mutungi who is currently the Chairman of the Department of Commercial Law has been appointed the New Dean of the Faculty of Law.

College Nairobi and promoted to Senior Lecturer in 1972. Dr. Okatcha is the Chairman of the Department of Educational Psychology.



Dr. Frederick Moses Okatcha

**FURTHER ACADEMIC APPOINTMENTS HAVE BEEN OFFERED
TO THE FOLLOWING PEOPLE**

- | | | | |
|-----|--|---|---|
| 1. | DR. L.N. GLEESON — Professor | — | Department of Clinical Studies |
| 2. | DR. J. MINATTUR — Professor | — | Department of Private Law |
| 3. | DR. R.B. RIDDEL — Professor | — | Urban and Regional Planning |
| 4. | DR. S.O. WANDIGA — Senior
Lecturer | — | Department of Chemistry |
| 5. | MR. H.S. ZAIDI — Senior Lecturer | — | Department of Design |
| 6. | DR. E.K. RAGUI — Senior Lecturer | — | Department of Business Administration |
| 7. | MR. K.K. KANUGA — Lecturer | — | Department of Meteorology |
| 8. | MR. T.W. BRIDDES — Lecturer | — | Department of Surveying and Photogram-
metry |
| 9. | MR. V. SINGH — Lecturer | — | Department of Surveying and Photogram-
metry |
| 10. | MR. K.K. PATEL — Computer
Manager | — | Institute of Computer Science |
| 11. | MR. R.A. WARREN — Lecturer | — | Department of Accounting |
| 12. | DR. K.P. MISHRA — Lecturer | — | Department of Orthopaedic Surgery |
| 13. | MR. R.K. GREEN — Lecturer | — | Department of Mechanical Engineering |
| 14. | DR. C.J. MARQUAND — Lecturer | — | Department of Mechanical Engineering |
| 15. | MR. S.G.K. KAMAU — Lecturer | — | Department of Mechanical Engineering |
| 16. | MR. J. GECAGA — Lecturer | — | Department of Civil Engineering |
| 17. | DR. T.A. FRENCH — Lecturer | — | Department of Medical Pathology |
| 18. | DR. V. ROSS — Lecturer | — | Department of Medical Pathology |
| 19. | DR. J.O. NDINYA-ACHOLA
Assistant Lecturer | — | Department of Medical Pathology |
| 20. | MR. J. VELZIAN — Games Tutor | — | Games Department |
| 21. | MR. P.M. SYAGGA — Lecturer | — | Department of Land Development |
| 22. | MR. F.P. RANJI — Assistant Games
Tutor | — | Games Department |
| 23. | MRS. E. PINFOLD — Lecturer | — | Department of Architecture |
| 24. | MR. R.C.W. WONG — Lecturer | — | Department of Architecture |
| 25. | MR. J. ARCHER — Lecturer | — | Department of Architecture |
| 26. | MRS. M.N. DOWNIE — Lecturer | — | Department of Architecture |

EXPIRY OF CONTRACTS BETWEEN MAY AND AUGUST 1975

THE CONTRACT OF THE FOLLOWING MEMBERS OF STAFF
HAVE EXPIRED ON THE DATE SHOWN AGAINST THEIR NAMES

MRS. P. STEWART	Comp. Centre	Lecturer	31/8/75
DR. J.M. GACHUHI	I.D.S.	Research Fellow	28/2/75
DR. A.H. WALLIS	I.D.S.	Research Fellow	27/5/75

DR. B. AALVIK	Public Health	Senior Lecturer	18/8/75
DR. A.T. MUGOMBA	Government	Lecturer	1/6/75
DR. R. MARTIN	Private Law	Senior Lecturer	27/6/75
DR. R.A. WILLEM	Mech. Engineering	Lecturer	3/7/75
DR. R.J. WALLACE	Obs. & Gynaecology	Lecturer	30/6/75
DR. C.W. ANDERSON	Business Administration	Senior Lecturer	9/6/75
MRS. B.W. ANTHONY	History	Lecturer	31/5/75
PROF. I. LIVINGSTONE	I.D.S.	Visiting Research Fellow	19/8/75
DR. K.E. WEIBEL	Food Science & Tech.	Lecturer	27/8/75
DR. J.B. WALLACE	Management Science	Senior Lecturer	8/8/75
DR. B. BARNERJEE	Entomology	Visiting Professor	11/7/75
DR. A.R. BEATTIE	Mathematics	Visiting Senior Lecturer	15/8/75
DR. J.F. COLLIN	Surgery	Lecturer	3/9/75
DR. J.D. STEWART	Medicine	Lecturer	31/8/75
MISS J.W. HARMSWORTH	I.D.S.	Research Fellow	31/7/75
DR. L. HALBO	Elect. Engineering	Lecturer	3/9/75

ANNUAL REPORT FROM THE FACULTY OF ARTS

The University is drawn into the public eye through official ceremonies or crisis and there is a tendency of paying very little attention on what goes on in a particular Faculty or Department especially in connection with staff, students numbers, examinations, research activities and publications. It is therefore the wish of this paper to carry out a routine report on activities in various Faculties and Institutes from time to time.

Contribution have been requested from various disciplines and we have a factual report on the Faculty of Arts and Department of Geography.

FACULTY OF ARTS

During the period 1972/73 to 1974/75 there has been some changes in students population and staff as a whole. The students population in 1972/73 session (Undergraduates) was 809 as compared with 742 during 1973/74 session, and 523 during the 1974/75 session. These changes reflect a marked consolidation and careful development of University resources as stipulated in the Government Development Plan. We expect yet a smaller number for the coming session 1975/76 of about 514 students (Undergraduates).

Taking the 1972/73 figure of 809 students as our base, it will be observed that our student population decreased by 8.3% during the 1973/74 session, and by 35.4% during the 1974/75 session. During 1975/76 session, the decrease seems to be 36.5%.

With regard to the examinations, it will be noted that, out of the 181 1st year students for the 1972/73 session, 86.7% passed, the 364 second years were 95.6% successful, while the 264 third years were 97.4% successful. During the 1973/74 session the respective figures were, 1st year: 212 (96.7% successful); (2nd year 175 or 89.7% successful); and (third year 355 (98.0% successful). During the 1974/75 session the position was, 1st year: 141 (95.0% successful but we are awaiting supplementaries); 2nd year: 213 (95.8% successful, also awaiting supplementaries), and 3rd year: 169 (96.5% successful) ... The Post-graduate students were about 30 during the 1973/74 session, and nearly the same during the 1974/75 session. Staff (academic) increased in the Faculty from about 77 during the 1972/73 session to 101 during 1974/75. In 1973/74 session the figure was 86.

DEPARTMENT OF GEOGRAPHY

Having given a broad view on the students and staffing position in the Faculty of Arts, we present a detailed annual report on Department of Geography for the period 1972/73 to give a picture of what happens in the Departments.

The 1972/73 academic session was characterised by a further drop in the first year enrolment of the B.A. students to total of 37. There was a steep rise of the B.Ed. enrolment to 82. The number of First Year B.Sc. students was 12 making a total of 131 first year students including repeaters. The second year enrolment included 6 B.A. students and 70 B.A. (with Education) students. A total of 14 B.Sc. students were registered in the second year. There were 83 students enrolled in the Third Year including 13 B.Sc. finalists. In addition there were 6 registered post graduate students. The total registered number of students therefore rose to 310 as compared to 271 in 1971/72.

11. Examinations

In the final Third Year examinations 62 of the 63 B.A. students passed their examinations in Geography. In addition there were 7 students who took the Single Subject Honours examination. Three of them secured Upper Second Class Honours and 4 Lower Second Class Honours. Of the 13 B.Sc. students 8 took the combined Honours examination and passed. The Single Subject Honours group included 3 finalists who secured an Upper Second Class Honours award and 2 who secured Lower Second Class award.

Among the post graduate students, Mr. G.S. Ongweny was awarded an M.Sc. Degree for his work on 'Geology and Geographic Background of Groundwater Chemistry in Kenya'. Two Population post graduate students passed their written examinations and were allowed to continue with their research work on dissertations.

111. Staff

In May 1973, Professor S.H. Ominde was awarded a United States Government award to tour several universities in the States prior to taking a Sabbatical Leave in Europe. During this visit Professor Ominde made contacts with departments of geography and institutions having population programmes. On his return he took up the Sabbatical Leave touring planning institutes in Yugoslavia. A visit was made to the Department of Cartography in Helsinki to finalise the printing of the Kano Plains soil map now available in the Department. Professor Ominde also attended a Conference on 'Environment and Peace' in Stockholm and the IUSSP Population Conference in Liege, Belgium before returning home. While in Britain he represented the University in Edinburgh at a special Conference to examine the Commonwealth Educational Exchange Programme.

Dr. R.S. Odingo and Miss Wanjiku Muiruri attended the 22nd International Geographical Union Congress in Canada. During the same year Mr. J.N. Muinde attended a Conference on 'Ethical Aspects of Population Planning' at the invitation of the Institute of Society, Ethics and Life Sciences, Hastings Centre, U.S.A. In September Mr. Muinde also attended the IUSSP International Population Conference in Liege, Belgium and presented a paper on 'Population Distribution and Family Planning Programmes in Meru, Kenya'.

In December, Dr. P.A. Memon assisted by Dr. P.G. Holland and Dr. A.R.T. Hove took a party of 95 students to Mombasa for the annual field class. The party studied the urban geography of Mombasa and toured parts of the north and south coasts. The Department is grateful to the Town Planner and Mombasa Polytechnic for the assistance given.

The Department suffered a loss as a result of resignation of the late Dr. S.M. Kimani and Dr. A.R.T. Hove. The late Dr. Kimani resigned to take up an appointment as Senior Lecturer in the Department of Geography, Kenyatta University College. Dr. Hove moved over to Department of Geology as Lecturer. In July Dr. M.J. McFarlane joined the Department as Temporary Lecturer. Mr. G.S. Ongweny joined the Mines and Geological Department of Kenya following successful completion of his M.Sc. Miss Wanjiku Muiruri was appointed Assistant Lecturer in the Department, (Now on study leave). Mr. Simon Mbugua joined the Department as Technician Trainee.

IV. Research Activities

a) Departmental

1. Preparation of the volume on 'Kenya in Maps'.
2. Urban survey of Kisumu Town (preparatory).
3. Urbanization in Kenya. A Case Study.

b) Individual areas of research interest

- Professor S.H. Ominde
- i) Population of Kenya.
 - ii) Preparation of Material for a book on
— Population of Kenya-Uganda and Tanzania.

Professor R.B. Ogendo Industrial Geography of East Africa.

Dr. R.S. Odingo	Agricultural Geography and Settlement in Kenya.
Mr. F.F. Ojany	Geomorphology of Kenya.
Dr. P.A. Memon	Evolution of Kenyan Urban System.
Miss W. Muiruri	The eco — system concept. Examination of Resources within and around the Kenyan Forest Areas with emphasis on Aberdares.
Mr. G.S. Ongweny	Groundwater quality in Kenya.
Dr. M.J. McFarlane	Geomorphology
Mr. J.N. Muinde	Demography (Fertility and Mortality in Kenya.)

V. Publications

- S.H. Ominde
1. *Population and Environment*. Environmental problems of the developing countries. Symposium on Population, Resources and Environment, Stockholm, 1973.
E/CONF.60/SYM.III/II.1973.
 2. *Environment Development and Peace*. A Kenya Study. Vasterhaninge Seminar, Sweden, 1973.
 3. *Population and Environmental Problems* (WAY). 1973.
 4. *Demography and Ethnic Groups in Kenya*. Health and Disease in Kenya. Edit. Vogel and Odingo, E.A. Lit. Bureau, 1973.
 5. Some Population Characteristics of the main urban centres in Kenya. IUSSP, Liege, 1973.
 6. *The Land and the People*. In Kenya Official Handbook p. 11.21. EAPH, 1972.
- R.B. Ogendo
- A Study in Physical and Human Geography*. Longmans (Jointly with F.F. Ojany).
- R.S. Odingo
1. *A Study of Agrarian Change in Kenya with special reference to Kericho District*. F.A.O. (U.N.) 1973.
 2. *Typological Characteristics of subsistence agriculture in Kenya*. IGU Symposium on Agricultural Typology, Ontario, Canada, 1972 (in "Agricultural Typology and Land Use", Edited by Prof. L.G. Reeds, Hamilton Ontario, Canada, 1973).

3. "The Natural Resources of Kenya". Kenya Official Handbook p. 45-46. EAPH. 1972.
4. *Health and Disease*. (Edited jointly with Prof. L. Vogel) E.A. Lit. Bureau, 1973.
5. *Agricultural and geographical research considerations in a co-ordinated research programme on Schistosomiasis Control*. Nobel Workshop on Schistosomiasis and Water Development, Stockholm, August, 1973.

F.F. Ojany	<i>Kenya</i> . A study in Physical and Human Geography. Longmans, Kenya. (Jointly with R.B. Ogendo).
A.G. Ferguson	Aspects of Measuring Employment specialisation in Great Britain. AREA 1973.
J.N. Muinde	<i>Population Distribution and Family Planning Programmes in Meru, Kenya</i> , IUSSP, Liege 1973.
W. Muiruri (Miss)	<i>The Maintenance of Ecological Stability: Some examples from Kenya's Wildlife Areas</i> . IGU Montreal, Canada, 1972.
G.S. Ongweny (with F.F. Ojany)	Resources and their Development. 1st World Congress on Water Resources, Chicago, U.S.A. (1973).

VI. Visitors

A number of distinguished visitors called in the Department during the year. These included: Dr. Alvin S. Lackey, USAID Regional Population Officer, Dr. Bengt Lundholm from SIES (Sweden); the Yugoslav Counsellor, Miss A. Germain, Ford Foundation, New York; Dr. Prakash C. Mathus, UN Development Programme; Dr. Fred Shorter, Deputy Director, Demographic Division, Population Council; New York, Professor R.A. Henin, Professor of Demography, 'BRALUP' Dar es Salaam and Regional Representative of the Population Council in Eastern Africa. Dr. R. Ramachandran, UN Regional Population Centre, Accra, Ghana; Dr. Roney, Chairman of Geological and Geographical Society of St. Lawrence University. The Department had Professor K.B. Dickson as External Examiner for the second time. Once again the comments made by Professor Dickson proved very useful.

VISITORS: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

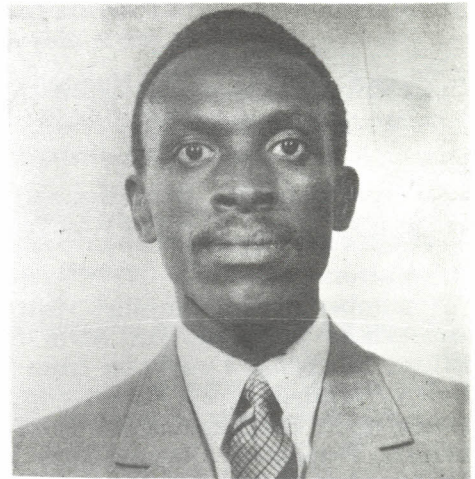
August 26 Dr. Sidney H. Irvine, Professor of Psychology and Dean of Education at Brock University (Canada) visited the Department
 August 31 in connection with the Second Pan-African Conference on Psychology which will be hosted by the University of Nairobi from December 29, 1975 to January 2, 1976.

August 29 Professor P. Drenth, Head of the Department of Psychology,
to Free University, Amsterdam, Netherlands, and his colleague,
August 31 Professor H. van der Flier, visited the Department to discuss the
project on Intelligence and Development Tests for East Africa.
The project will be executed by the Laboratory of Psychodiagnostics and Industrial Psychology, Free University of Amsterdam, Department of Educational Psychology, University of Nairobi, Department of Psychology, Makerere University, and Department of Education, University of Dar-es-Salaam.

KENYAN EDUCATOR RETURNS FROM STUDY LEAVE

Mr. Peter E. Kinyanjui who has been on a two-year Study Leave from the University of Nairobi has returned to Kenya. Mr. Kinyanjui, 35, has been pursuing his doctoral studies in the field of distance teaching media at Cambridge, U.K. where he was also a Director of the International Extension College — an educational consultancy whose purpose is to make available services advice and information on distance education throughout the developing world.

During his leave, Mr. Kinyanjui has been engaged in a number of consultancy missions on behalf of UNESCO and the Ford Foundation in Nigeria, Botswana and Papua New Guinea. He has specialised in distance teaching media particularly the combination of correspondence, radio and face-to-face teaching. He has also attended several international conferences and presented papers in his specialised field. Mr. Kinyanjui is the current Chairman of the African Association for Correspondence Education which was founded in June, 1973.



Mr. Peter E. Kinyanjui

Mr. Kinyanjui is Head of Correspondence Course Unit and an Assistant Director of the Institute of Adult Studies at the University of Nairobi. On resuming duties, Mr. Kinyanjui will be involved in the establishment of external degree studies programme proposed by the University. He has studied the operations of the Open University in Britain and other 'open learning' systems elsewhere in the world. He is a keen broadcaster and adult educator. Mr. Kinyanjui is married with four children.

UNIVERSITY GAMES

The university offers facilities for various games and it has built up an enviable reputation with many of its sporting teams despite the fact that they are all run as voluntary clubs. These sports include soccer, hockey, cricket, basketball, volleyball, athletics and swimming etc. In every two

years the Universities of East Africa organise University Games which are staged in any of the three sister Universities i.e. Nairobi, Makerere or Dar es Salaam. This year Nairobi is the host and these games are expected to begin on 13th to 23rd December, 1975.

ORIENTATION WEEK

Orientation programme for the new students who have been admitted into the University of Nairobi for the coming session 1975/76 begins on Monday 29th September and will last for one week until Sunday 5th October, 1975. During this period students will be required to register officially with the University, Faculties and their respective Departments. They are also expected to get acquainted with various University facilities which are provided such as University Library, Lecture Theatres, Laboratories, Students

Health Centre and Catering Unit etc. Besides registration there will be addresses by various officials in the University including the Deputy Vice-Chancellor, Registrar, Dean of Students, Senior Medical Officer and Deans of Faculties and Directors of Institutes.

Needless to say new students should make use of this period to learn as much as possible about the University so that when lectures start on Monday 6th October one does not find himself running to the wrong place instead of being seated in the relevant lecture theatre.

Dr. J. Geoffrey Wandera, Associate Professor of Veterinary Pathology, attended the 20th World Veterinary Congress, in Thessaloniki, Greece, from 6th to 12th July, 1975. He read a major invited paper entitled, "Sheep Pulmonary Adenomatosis: A Transmissible Lung Cancer." He also acted as Vice-Chairman to two of the sessions under the section of Pathologic Anatomy.