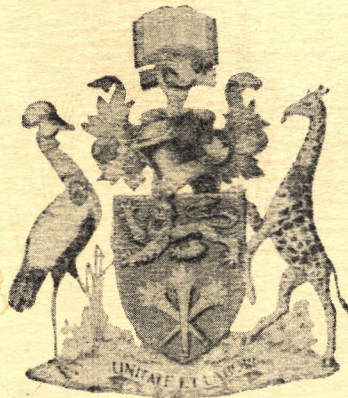


THE ROYAL TECHNICAL COLLEGE OF EAST AFRICA

INCORPORATING THE GANDHI MEMORIAL ACADEMY

FORMAL OPENING AND COMMEMORATIVE ADDRESS

UNIVERSITY OF NAIROBI
LIBRARY



FOREWORD

by

THE CHAIRMAN OF THE GOVERNING COUNCIL

The College was formally opened by HER ROYAL HIGHNESS THE PRINCESS MARGARET on Wednesday, the 24th of October, 1956.

It had been intended to issue almost immediately a souvenir brochure; but when circumstances prevented early publication, it was decided that it should appear on the first anniversary of the opening.

A very representative congregation, numbering some thousands from all parts of East Africa, attended the ceremony. Just before the Princess arrived, Members of the Governing Council, their wives and the wives of the Staff took their seats on the dais. The Students took up their positions on the balconies; and the Staff proceeded in academic procession to their seats on the dais.

Upon arrival HER ROYAL HIGHNESS inspected the Guard of Honour provided by the Kenya Police. The Visitor of the College, His Excellency Sir Evelyn Baring, G.C.M.G., K.C.V.O., presented to her the Administrator of the East Africa High Commission, the Chairman of the Governing Council, and the Principal, together with their wives. HER ROYAL HIGHNESS was then escorted to her seat on the dais, where she was presented with a bouquet by Miss Annabella Gale. The Chairman of the Governing Council welcomed HER ROYAL HIGHNESS and invited her formally to open the College.

HER ROYAL HIGHNESS accepted the invitation in a brief speech, praising the buildings and reminding the Staff and Students of the responsibilities which accompanied their privileges. She then declared the College open. To symbolise this she cut a white ribbon, setting in motion a servo-mechanism which slowly drew aside the College colours to reveal the College Coat of Arms above the main entrance.

The Principal thanked HER ROYAL HIGHNESS on behalf of the College, and presented her with a silver paper-weight, deeply carved with the College Coat of Arms and inscribed with the date of the opening.

Prayers by the Right Reverend the Bishop of Mombasa were followed by the singing of "God Save the Queen" by the Students, led by the band of the Kenya Police.

The Princess then unveiled a commemorative plaque, and proceeded to the Gloucester Hall, where she signed a parchment, and the Distinguished Visitors' book. Members of the Governing Council and the Heads of Faculties and their wives were presented to HER ROYAL HIGHNESS by the Chairman of the Governing Council and the Principal.

HER ROYAL HIGHNESS then inspected the building and showed such interest that the tour was extended much beyond the scheduled time allowed. Three cheers by the Students, led by Mr. Kimotho, greeted the planting of a flat-topped acacia tree by HER ROYAL HIGHNESS, which concluded the ceremony.

To complete the day, some 350 people assembled at the first function to be held in the Gloucester Hall, to hear an Address by Sir David Lindsay-Keir, M.A., LL.D., Master of Balliol College, Oxford; Chairman of the Advisory Committee for Colonial Colleges of Arts, Science and Technology; and Member of the Governing Council of the College.

The texts of the various speeches and Sir David's commemorative Address are reproduced here.

The College has received much encouragement from gifts in cash and kind, symbolising the goodwill of the donors. A list of gifts received to date is printed at the end of this Brochure. To all these donors and to those who have given service to the College I extend sincere thanks on behalf of the Governing Council.

G. P. WILLOUGHBY.

Karen,

24th October, 1957.

SPEECH MADE BY
THE CHAIRMAN OF THE GOVERNING COUNCIL
of the
ROYAL TECHNICAL COLLEGE OF EAST AFRICA
on the occasion of the Formal opening
by
HER ROYAL HIGHNESS THE PRINCESS MARGARET

YOUR ROYAL HIGHNESS, YOUR EXCELLENCY, YOUR WORSHIP, LADIES AND GENTLEMEN:

Those who have come here this afternoon to see the formal opening of this College represent all the East African Territories and the people who live in them.

The College is the first institution in East Africa for higher technological education. These buildings bear witness to the united efforts of all communities, efforts which have been so generously supplemented by advice and funds from the Mother Country. All these aspirations and endeavours reach their proud fulfilment in this ceremony which Your Royal Highness has so graciously consented to perform.

It is nearly ten years ago that Sir Philip Mitchell, then the Governor of Kenya, entrusted a committee under my Chairmanship with the task of preparing a scheme for the development of technical education in Kenya. Using that Committee's report as a basis, the Secretary of State for the Colonies decided, with the concurrence of the Governments of the neighbouring Territories of Tanganyika and Uganda, that the proposed institution should serve the whole of East Africa.

HIS MAJESTY KING GEORGE THE SIXTH took a great interest in the project, and the present title of the College—The Royal Technical College of East Africa—was personally chosen by him. The College is proud that this Royal interest is being continued by the presence here to-day of Your Royal Highness.

Active planning was commenced late in 1950, by a Siting and Buildings Committee, followed by an interim Governing Council, working under a Charter. This in turn gave place to the present Governing Council, legally constituted in 1954 by an Act of the Central Legislative Assembly.

I am grateful to have this opportunity of paying tribute to all the members of these bodies—two Committees and two Governing Councils—for their valuable contributions to the establishment of this institution, which, I am confident, is destined to play a very important part in the educational life of these East African Territories.

Building began in 1951, and the Foundation Stone of the College was laid in April, 1952, by the Chairman of the East Africa High Commission. It has been hoped that tuition could have begun in 1955, but this main building was only completed last month.

Meanwhile the decision, reached after prolonged negotiation, to merge the Gandhi Memorial Academy with the College resulted in a very welcome addition to our resources. East Africa owes a debt of gratitude to the statesmanship and vision of the officers of the Society in relinquishing its earlier aim of a separate institution. The second floor of this building has been designated the Gandhi Memorial Academy. The College, however, functions in every way as one, without administrative or academic division. Already over £300,000 has been contributed by the Society to College funds; and there can be no doubt that this joint institution will further the growth of understanding and co-operation between the various communities in East Africa.

In 1953 the Principal was appointed. Heads of Faculties followed early in 1955; and by the beginning of this month almost all the required Staff appointments had been made. I think that the College has every reason to be proud of the calibre of those to whom has been entrusted the early development of the academic life of the College. It is a great challenge that they have accepted, and a great opportunity that they have seized.

During the building of this first stage of the College it was extremely difficult to gauge the numbers that would seek admission. The need for the product of a technical college in East Africa was self-evident; but there was no guide to the degree of interest that the youth of East Africa would take in technical subjects. In the event, the number applying for admission was most surprising, and far exceeded the capacity of the College. The Governing Council took advantage of this to raise the standard of entry as being the most adequate and equitable means of reducing applications to manageable proportions.

With this brief survey of all that has led up to this great day in our history, Your Royal Highness, I now have the honour to ask if you will formally open the College.

SPEECH OF HER ROYAL HIGHNESS

PRINCESS MARGARET

AT THE OPENING CEREMONY OF THE ROYAL TECHNICAL COLLEGE

ON THE 24th OCTOBER, 1956

It gives me great pleasure to be here today, and I am delighted to have been asked to perform this opening ceremony, especially since it was my father who gave the Royal Technical College its title.

This fine modern building is well worthy of the inspiration and hard work which has been devoted to the College from its inception, ten years ago, to this beginning of its active life as an institution for higher education.

In territories such as Kenya, Uganda and Tanganyika, and Zanzibar, whose activities whether agricultural, commercial or industrial, are increasing so rapidly, it is easy to see the importance of a College of this nature; for it must be the training group for your future leaders. By this means of training your own professional men and women, you will be able to find the skill and knowledge needed for your country's development. A splendid start has been made here by providing these facilities in a College which I have no doubt the years will steadily expand.

I would like here to say how much I hope that the Governing Council and the academic Staff will ensure that the education which is offered to the students will be made as broad as possible, and will avoid too close a concentration on purely technical subjects.

As I see it, they have a two fold task: it is first to produce men and women trained in a specialised and extremely practical field; secondly, and I am sure that this is even more important, it is to send out into the world people with wide interests, who have by their association with their fellow students been firmly set on the road leading to wise citizenship. A great part in this is played by the corporate College life, the working and playing together, and the sharing of many activities, all of which lay the foundation stone of life-long friendships and respect for the view-point of others. It is certain that the development of this country is going to need not only professional skill, but also good manners and the ability to live in harmony with one's fellow men. You already have a happy augury for the future in the incorporation within the College of the Gandhi Memorial Academy. The vision and generous attitude which led to this step is, I think of even more significance than the gift of money which accompanied it, for it meant the rejection of separation and an endorsement of the growing unity of different sections of your community.

I am much looking forward to seeing more of this magnificent building; and I now have great pleasure in declaring open the Royal Technical College of East Africa.



HER ROYAL HIGHNESS receives a bouquet from Miss Annabel Gale



THE VISIT OF DR. RADHAKRISHNAN TO THE COLLEGE

FROM LEFT TO RIGHT: His Excellency the Governor of Kenya. The Hon. A. B. Patel. Dr. Radhakrishnan. Sir David Lindsay-Keir

A COMMEMORATIVE ADDRESS

delivered by

SIR DAVID LINDSAY-KEIR, M.A., LL.D.,

Master of Balliol College, Oxford,

in the

GLOUCESTER HALL,

ROYAL TECHNICAL COLLEGE OF EAST AFRICA,

ON THE OCCASION OF THE OFFICIAL OPENING OF THE COLLEGE

by

HER ROYAL HIGHNESS THE PRINCESS MARGARET

This hour brings us to the close of an historic day. The Royal favour bestowed on this College at its establishment five years ago, when our Sovereign King George the Sixth approved the title "The Royal Technical College of East Africa" to denote it in the Charter of 1951, which is its foundation deed, has today been signally renewed by his daughter, HER ROYAL HIGHNESS PRINCESS MARGARET. In a ceremony as moving as it was dignified and impressive, HER ROYAL HIGHNESS has inaugurated the work of the College, set forth its duties and its opportunities, and inspired all who are to fulfil them with a spirit of resolve and of courage and adventure. The College is deeply grateful to HER ROYAL HIGHNESS for her gracious presence here, for the conspicuous service she has rendered it, and for the sense of purpose and dedication her words have left with all who heard them. It is grateful also to the many friends who have honoured it by their company on a day so memorable in its history, and indeed, as we believe, in the history of East Africa.

Tomorrow, and for many another tomorrow, it will be our business to look ahead and to plan the future of the College. This evening brings leisure to look back at the road along which we have travelled; no long one, it is true, but already full of incident. The needs the College was intended to meet had for years been foreseen and studied. In 1947 a Committee was appointed to consider ways and means of carrying out a recommendation that there should be established in Nairobi a Technical and Commercial Institute for Kenya. The report of this Committee, submitted in 1949, can be taken as having originated the idea which the College seeks to realise; but, as is perhaps the natural result of cultivating an idea in the invigorating climate of East Africa, it grew bigger and faster than anyone had expected. In 1950 it expanded into a scheme for promoting technical education for the common benefit of all the East African Territories; and in this form it commended itself both here and to the Secretary of State, and thus begun to attract contributions both from the East African Governments and also from the Colonial Development and Welfare Fund, which important object of endeavour

Beyond the study of languages and letters, of philosophy, law and history, even of mathematics and the established physical and biological sciences, lay vast domains of knowledge into which the Universities had penetrated only to varying depths, if at all. Here and there, as in medicine and dentistry, in engineering and agriculture and veterinary science, their responsibility was still, or had until recently, been shared by other teaching bodies: such, for example, as the Royal College of Surgeons, the Wye Agricultural and the Royal Dick Veterinary Colleges, and above all by the technical colleges. In this borderland spheres of authority were vague and hard to define. Sometimes the boundaries, such as they were—and they were often overpassed—had been drawn by convenience or accident, not by design. And often the Universities had acquired their power so lately that they were still uncertain how to use it. In the United Kingdom we are still working out these problems. For the overseas territories a momentous decision was made: that however things went at home, responsibility for higher technical education—whatever that might mean (and no one was altogether sure)—should be handed over to a body of equal status to the Inter-University Council. Thus in 1950 there came into being the Advisory Committee on Colonial Colleges of Arts, Science and Technology, commissioned to make a policy, to do so quickly, in the light of the best available experience, and to give all possible help in carrying it out. So began the task in the fulfilment of which today's ceremony will be remembered as a famous occasion.

Six years have gone by since that was done. To survey so short a period requires a keener eye for perspective than most of us have got. But no very keen eye is needed to appreciate how confused was the scene that had to be surveyed in 1950. Except at Hong Kong and Kuala Lumpur nothing calling itself a Technical College yet existed overseas. They would have to be made, and their work defined. With no approved model overseas, it was natural to ask what we had got at home. The answer was all too much: not one approved model, but dozens, all working and all different. By contrast to the Universities, twenty-two in number, each controlling its own policy, but nevertheless all fashioned to the same pattern, financed and governed in the same way, offering studies similar in content, leading to examinations conducted by themselves but on equivalent standards, and so to degrees identical in name and comparable in reputation, there are in the United Kingdom nearly six hundred miscellaneous institutions devoted to technical education. They are called by all sorts of different titles: Polytechnics, Technical Colleges, Technical Institutes, Colleges of Arts, Science and Commerce, Colleges of Further Education, and many more: only now in this year's White Paper are nomenclature and functions beginning to be sorted out. They are very variously controlled, financed and administered. Their educational activities are widely spread and seldom under their own sole authority. Sometimes they teach for the degrees of Universities; sometimes for qualifications awarded by themselves; much more often to meet or to gain exemption from the requirements of an immense number of external examining bodies, such as the City and Guilds of London Institute, the Royal Society of Arts, the Engineering Institutions, the Royal Institute of British Architects and the Royal Institution of Chartered Surveyors, and dozens more. A few teach only for professional examinations; but most of them for examination at every lower level as well. They teach

every kind of subject—from accountancy to advertising, air transport and Arabic, to lace making, Latin, laundry work and law, and so on to welding, Welsh and zoology. They teach every kind of student, part-time and whole-time, and under every conceivable condition, for some live much like a University, while in others the chance of enjoying any corporate life barely exists. Finally, compared with the small size of the University Student population, some 80,000 all told, the Technical Colleges of England, Scotland and Wales are teaching two and three-quarter million. It was easy to see the form and idea of a University. It was hard to define a Technical College; harder still to define technical education, or to distinguish “technical” from “technological”, except that the second sounded grander.

All this was a bit of a jungle compared with the trim, well-ordered scene of University life. But if there was disorder, there was also life and energy. Into these six hundred institutions there enter yearly two in every five of the school-leaving youth of England and Wales. In them is trained the skilled man-power on which industry, commercial life, and many of the professions depend. Technical education has become more valuable than ever to the older industries and quite essential to the newer ones that spring from the industrial application of scientific discovery—a lengthy list, which would include for example, aircraft construction, telecommunications and television, medicinal products, rubber, plastics, celanese and nylon, paint and varnish, lighting equipment, and many more. On the commercial side, it has to train men and women for the specialised operations involved in the conduct and management of modern business. Such training for professions like architecture and surveying as is not undertaken by the Universities, which in fact do comparatively little, falls to the technical colleges. Throughout all these complex tasks, they have to retain and develop a sense of mission, for much of the promising youth of a great nation is put in their care. Their business is not just to put skill into men’s hands and know-how into their heads; but to make the most and the best of them as individuals and as citizens.

Here then there was, if not a single model to be followed, for more existed, a stimulus to action. If the need for University education overseas was urgent, that for technical education was no less so. There was plenty of experience to draw on. There was no prescribed model to be followed. A new type of Technical College could be devised, differing from any at home. So the great task began. It has been wonderfully interesting and encouraging. Its results, within the past five years, have been the reconstitution of Fourah Bay College, the establishment of Kumasi College and the Nigerian College, and of the Royal Technical College of East Africa, the scheme for a Polytechnic at Singapore, and the prospect of another in the West Indies.

What is the task of these foundations, and the others which are bound to follow in later years? They are, of course, primarily technical. They have to choose from the whole content of technical education the kinds suited to the needs of each territory; to the stage each has reached in other branches of education, its capacity to produce a supply of properly qualified students and the likelihood of their being absorbed in the different sectors and the various levels of the employment market; and to the financial

resources on which technical education, like everything else, must ultimately depend. In an advance so rapid, there must necessarily be a good deal of guesswork and some taking of risks, not all of which can be calculated in advance. The results so far have naturally varied from one territory to another. Where industrialisation has proceeded quickly because of the presence of raw materials and power, where the schools are producing a large flow of suitably educated pupils, where industry and commerce, the professions and the public service can predict an increasing need for staff of all grades, and where the whole system can be under-pinned by a strong and expanding economy, the pace of advance is swift: but these favourable conditions have not always occurred together, and the patterns so far evolved have not been identical. It could hardly have been otherwise. Nor will identity come about soon, if at all. Indeed, as colonial territories move towards fuller control of their own affairs, differences may become more evident than similarities. But as the Colleges were set up on the same pattern, and will draw on the experience, help, and goodwill of British technical education, and on the ideas and ideals for which it stands, they will, I expect, go on looking rather alike.

Having measured their job in general, they must meet it in detail. Technical education has to satisfy multiple demands; for training in the crafts of the artisan, the mechanic and the cultivator; of the clerk, the book-keeper, the draughtsman; of the foreman, technician, supervisor, clerk of works and inspector; and for the professional education of the architect, the engineer, the surveyor, the accountant and of the teacher of technical knowledge. The shortage of trained man-power is, by general consent, most acute at the sub-professional, supervisory and technician grades; but technical education must meet the need at every level, and the system should be devised as a whole. It should offer the opportunity of continuous progress from the trade and technical schools up to the technical institutes and on to the technical colleges; so that theory and practice are kept close together, individual talent discovered, developed and encouraged to its utmost, and adequate recruitment at every level of skill and responsibility ensured. The distinction between various grades of technical education must not be allowed rigidly to determine educational organisation, or to form sharp divisions between educational institutions of different types. How much will be done by Technical Colleges, how much by the rest, is not a point of principle, except that they alone must deal with the top level. Though in time differentiation must occur and certain institutions will, as now they do at home, limit and specialise their work, most will have to keep it very broad.

Thirdly, the Colleges must relate technical education to that given elsewhere; they cannot go to it alone. The schools determine the supply of students in a flow that can be measured. At the primary stage, and to some extent the intermediate, the figures of pupils enrolled are not, because of the high rate of wastage, to be taken as a wholly dependable guide. At the secondary level, however, they are exact. There, in fact, are the potential students, shown year by year, on whom alone all places of higher education can count; those young people, and no more. And, as on them the Universities and University Colleges must also draw, there must be a reasonable allocation between technical and academic education. This in turn depends on assessing the prospective requirements of each territory for the graduate on the one hand, and for the technician

and technologist on the other. The risk of a total over-production is slight, perhaps negligible. The risk of an unbalanced production is real: too many of one kind, too few of another: a surplus at the top, and under-manning below.

Now let us see things from the Advisory Committee's end. The task of applying British experience to these diverse needs brings one back to the fundamentals of education; behind practice to theory, beyond technical education to the scientific and literary studies with which it has necessary, though ill-defined, connections. What sort of education, in what sort of institution, was it wisest to try to build up? How could the best we have to offer best be used? We in Great Britain have the richest and most varied educational experience in the world: many peoples have drawn upon it; surely when it is asked for by our younger sister-countries in the Commonwealth, the whole sum of our riches should be unfolded and the best chosen. There is plenty to choose from.

We can offer, not a single all-embracing tradition, but several, though so far we have not managed to connect them up very satisfactorily. The oldest is literary and philosophical: it sets out to examine the ideas and values which underlie Western civilisation: it is concerned with the nature of man as an individual and in society, his beliefs and the forms through which they have been expressed, his achievements in literature and art, his speculations about himself and his world. Inherited from Palestine, Greece and Rome, enriched by centuries of European culture and of fruitful contact between European culture and that of other civilisations, it has become a strong, close-knit body of ideas, very sure of its power and superiority. It has encouraged the love of beauty and truth; it has upheld the dignity of the human mind, and has inspired noble ideals of individual excellence.

It has also, as one of its most eloquent advocates, Sir Ernest Barker, has said, often involved a danger—that of “making the classical heritage the absolute canon of truth and taste, and imposing it as a yoke on man's living and growing mind”. Against its dominance the most significant witness during the last three centuries has been of experimental science. The classical tradition I have just described had in fact recognised science, observational, it is true, rather than experimental, as part of human experience, and therefore as a proper study for the human mind, with a proper part to fulfil in men's intellectual training. How it happened that the study of man himself, professed by the arts, and the study of man's environment and of himself only as part of it, professed by the sciences, fell apart, and how they began to find the way back to each other, forms a chapter of educational history which has extended over at least three hundred years, and is not yet by any means over. The conflict, for that is what it has too often been, seems so far to have resulted in a partial victory for the sciences, gained in so incomplete a fashion as to win for them a place in which they are still seen as rivals rather than as partners of the liberal arts.

Even less satisfactory has been the progress won by technical studies, though they are in a real sense the converse and complement of the other two. If the glory of liberal education is to focus attention on man's essential nature, that of technical education is to examine his activities and cultivate his gifts as merchant, craftsman, artist, architect

and engineer. If that of a scientific education is that it trains the mind to reason from first-hand observation of the physical and biological world, that of technical education is that it carries the mind back from manual skill to scientific experiment, and thence to abstract speculation. It should train a man's mind by getting him to look scientifically at the work of his own hands, just as it should dignify his spirit by making him aware of the worth of that work—not only its suitability for the purpose it is intended to meet, but also its artistic quality, and the wholesomeness of its influence on the individual and on society. The fact, however, is that technical education has not yet achieved parity with science and the arts. Of course it is a very late starter. The quest for recognition on which experimental science has so long been engaged, is for technical education hardly more than a century old, and it has not yet come into its own.

Why this is so makes a familiar story. The liberal tradition in education derived from Greek sources a disdain for manual work, trading and the gainful arts, which the influence of feudalism on medieval education only served to strengthen. There was plenty of technical skill in the ancient and medieval worlds, as the history of engineering, war, sea-faring and such crafts as, for example, glass-making, constantly remind us. But such knowledge did not enter into the accepted idea of education. Classical and feudal prejudices, combined at the Renaissance, prevailed for the three hundred years preceding the Industrial Revolution; and the Industrial Revolution itself served only to widen the gap between traditional education and the education required by the new industrial society. When in the nineteenth century technical education was at last accorded some sort of place, it was thought of only as "the alternative and inferior type of training suitable to a cramped existence, devoted to material purposes, to the massing of wealth and the pursuit of economic self-interest". This low valuation was widely accepted. Not much, or anyhow not enough, has been done to break it down. It is disturbing that the belief that there is some fundamental incompatibility between liberal and technical studies—a belief which some "pure" scientists may have come to share—should still be held at a moment when the case for promoting technical education is so urgent as it has now become.

These ill-defined relationships between arts, science and technology, the prejudices and conflicts of interest with which they have in the past been connected, and the practical difficulties they create, could not be forgotten when the task of carrying British technical education overseas was undertaken. They must be set aside, as being relevant only to the historical development of British education itself, and decreasingly so to its present situation and prospects; and even more irrelevant to the position in new countries where the paramount concern is to promote higher education of all three kinds. But it is not enough merely to set them aside. There must be a positive policy, aimed at bringing together in the same system all three of the traditions of which it might be made the heir. Such is the fundamental idea of the Colleges of Arts, Science and Technology, of which this Royal Technical College in Nairobi is one, and among which it will, I hope, become one of the greatest. Technical studies are their core and main purpose; but they do not stand in isolation from science and the arts. They have need of each other, in a type of College which values them all.

Already the idea has borne fruit. The Colleges show significant resemblances to each other, and when they do so, they differ from anything found in the United Kingdom outside Universities. They are self-governing and independent, which no British technical college is. They are fully residential and can from the outset cultivate a full corporate life. Above all, their purpose, reflected in their title and expressed in their policy, is to combine humanistic, scientific and technical studies so as to emphasise their mutual significance. These studies are not mutually exclusive, still less antagonistic. They belong together. The world of industry, concerned with marketing, banking, and exchange is studied in a College of Arts, Science and Technology, not just to make sure that the need for skilled manpower is met, but also because it forms part of the world of the scientist and the humanist, and in fact, cannot live apart without damaging itself. It cannot do without the chemist, the physicist, the biologist, the mathematician, whose work, for them an end in itself, is work which technology translates into practical applications. Techniques get out of date. The sciences they are founded on constantly advance.

There is another witness which these Colleges affirm. They must constantly refer to the standards by which all human endeavour will in the end be judged: those set forth in the finest utterances of literature and philosophy, in the beauty of the poet's or the artist's vision, in the summing-up of human experience through the teachings of history. So the three-fold discipline inculcated by Colleges of Arts, Science and Technology will bring overseas the best that a great nation has discovered, has thought, and done, and has learned to value. We in our country have cared for all these things, but unequally, and in some isolation from each other. Others will, I trust, do better. Arts, Science and Technology can no longer afford to dwell apart.

This seems especially true here, where a new society is being created. If all that the West can put into it is technical knowledge, and all it seems to care for is material progress, we shall fall far below the measure of our task. What we do will not last. What we fail to do will be done by other men with other ideas. We shall have missed our chance of greatness.

This evening is rightly dedicated to commemorating what has been done in the past and the hopes and ideals that inspired it. But the pause is only for a moment. Soon it will be time to look ahead once more. Interest will shift from today's events, and what led up to them, in East Africa and elsewhere. Tomorrow we shall be thinking of what the future has in store for the College. What kind of place is it destined to be? What will be its value to East Africa? How can it best justify the hopes, and dispel the fears and anxieties which attend the start of any great new venture? This hour would be incompletely used if we did not for a moment turn our minds to the problems which these coming days will bring. Prophecy is hazardous; but one does not need to be much of a prophet to peer for a moment through the curtain and guess what will occupy our minds from now on.

The College must define and make known its place in the complex and ever-changing scene of East African life. No College, least of all a College which is centred on

technology, can live in a world of its own, unrelated to the activities that go on outside it. The essential task of any such College is to relate itself to commerce, industry and the professions that lie outside the scope of University studies. It will be to this College that they will increasingly turn for recruitment, in the professional, but also in the sub-professional, grades. The needs of every branch of industry and trade, and any professions, will have to be scrutinised, measured and met. Every branch will have to ensure that the College knows what it wants, in what number of what kinds. Guesswork by the College will not do. Its educational programmes can be realistically based only through a constant interchange of information. But contact with this part of the outside world must go deeper. The College depends on industry for that practical training of the student which is indispensable in technical education: for all schemes of day-release, "sandwich courses", office experience, and refresher courses. And there is an interrelation at deeper level still. The technologist, as distinct from the technician, deals not in skills and techniques, but with fundamental science applied to production. It is his task to keep practice in line with scientific knowledge, to be alert to see what can be more efficient, more economical, and what is no longer worth retaining. He is the essential link between the library, the laboratory and the production plant; but how important his role is requires no emphasis in a week which has been marked by two Royal Openings—the opening of this College and the opening of the Atomic Power Station at Calder Hall.

What I have said about productive industry could be extended to commerce and the professions. To forge their links firmly with the College is one of our most immediate tasks. But there are others to which I must turn.

East African education is proceeding apace elsewhere than here. This College must relate itself properly not only with industry, commerce and the professions, which is the supremely important issue, but also with all other educational activities—those of schools and trade schools, technical institutes and the University college. Spheres of responsibility still uncertain, will have to be defined; but definition must not harden into mutual isolation. There is too much to be done for any rivalry to arise save that of emulation in the performance by each of its appointed task. We have still to see how responsibilities are to be allotted. The answer, one would guess, is that the East African Government, taking all East Africa into account, will state in broad terms what is wanted, and where; and that the institutions concerned, their obligations so laid down, will together frame within the limit of their respective powers and resources a policy designed to fulfil them. A complicated task—but it is urgent, and it awaits us now.

But, I shall be reminded, East Africa is not one unit, but three or four; and it is not a unitary, but a plural society. How can this or any College frame a policy which embraces all these various and sometimes divergent interests? Here one's guess at the future is not easy. Of one thing, however, it seems reasonable to feel confident. An institution which raises itself to a commanding eminence in the world of learning is not easily deprived of its sovereignty. Its resources, its reputation, the quality of its teaching, and above all, the personality of its teachers will continue to draw students from far and

near. This College has been declared inter-territorial. That alone will not make it so. How to win and keep the position for itself? To that problem too we must find an answer.

So much for external relationships. But I would not wish to say, nor would you like it if I did, that a College should guide its fortunes by reference to external circumstances and needs. It must stand for its own beliefs. If, as I believe, and as Dr. Radhakrishnan so eloquently said, the creed of the College is that technology is not enough, that it needs the liberal arts and the pure sciences to keep it company, at first as auxiliaries, but soon in their own right, it will raise the most difficult internal problem that can confront it. There is no obvious answer, but one will have to be found, and it may involve the re-casting of technological education, such as lies, so far, outside British experience.

When, fifty years from now, someone—whom I envy—delivers here the Jubilee Address of this College, he will be able to say that all those problems, and many more, have been solved and belong only to history. Looking back over the years between, he will also be able to say that in 1956 there entered into the life of East Africa a strong and beneficent new force, which has helped to create there an enlightened, generous, and prosperous community of many races. He will salute the College from whose work so much good has come: a College full of vigorous and promising youth, happy in its life and work, serving with diligence, renowned all through the world. He will recall this day, when it was committed to your care by a Princess whose words you have heard and whose hopes have through you come true.

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