



KENYA EDUCATION CENTRE

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UNIVERSITY OF NAIROBI





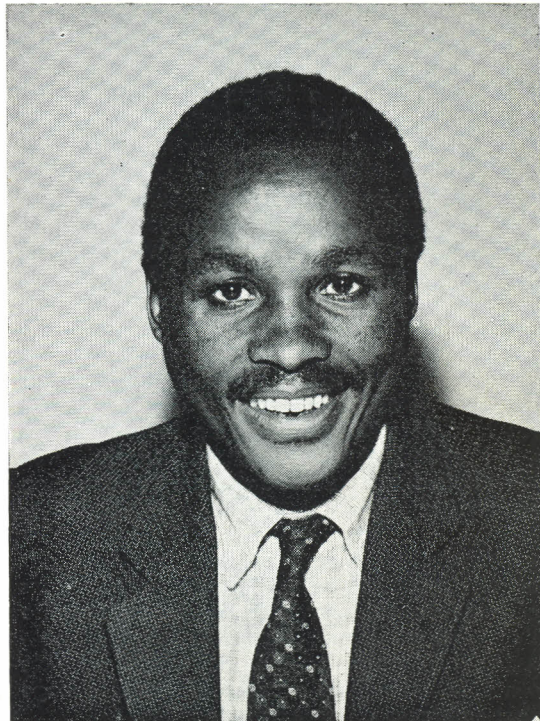
Chancellor of the University of Nairobi
His Excellency The Hon. Mzee Jomo Kenyatta, C.G.H., M.P.,
Hon. LL.D. (East Africa, Manchester and Haile Selassie)
President of the Republic of Kenya

Official Opening of the KENYA EDUCATION CENTRE

UNIVERSITY OF NAIROBI

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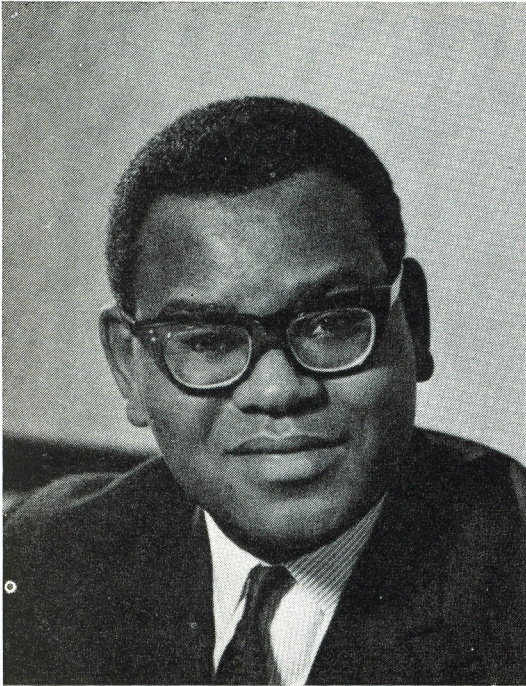
28 April, 1972.



The Hon. Mr. Arap Taita Towett, M.P.
Minister for Education

FOREWORD

by **DR. J. N. KARANJA**
Vice-Chancellor, University of Nairobi




The concept of a Kenya Education Centre can best be grasped if we look at our task of teacher education in the University of Nairobi as a double role. That is to say, not only as one of producing more graduate teachers for our secondary schools but also as part of the far bigger task of inspiring this whole nation, especially teachers at all levels of the educational system and at all stages in their professional preparation, to a greater sense of the need for more meaningfully innovative practices in education. We must aim for higher standards of personal achievement, as made possible by the kind of education we help to provide for our people, and for a better understanding of the total role of education within our changing society.

The changes that are taking place in our country are often apt to be seen only in terms of technological innovation. But we must realise that what we are involved in is not mere technological change but, in the widest possible sense, a compelling process of social change that embraces all aspects of our life.

This booklet details the background that has led to the establishment of the Kenya Education Centre and explains what we are doing at the present time and what we hope to do in the future in order to carry out this most important task of teacher education.

Today, as we open the Kenya Education Centre, the home of the Faculty of Education in the University of Nairobi, we express our thanks to the Government of Kenya, the Carnegie Corporation, the British Ministry of Overseas Development, the United Nations Development Programme and UNESCO, through whose grants and assistance the building and development of this Centre has been made possible.


J. N. Karanja
Vice-Chancellor

THE FACULTY OF EDUCATION

History and Development

The present Faculty of Education of the University of Nairobi began as a Department of Education, with assistance from the Carnegie Corporation of New York, in 1966. This was a year earlier than originally planned, owing to the urgency of the need to provide more teachers for Kenya's expanding secondary school system.

Recognizing its clear responsibility to assist in this great task of teacher education, the then University College of Nairobi identified itself fully with the development of the new Department, which was integrated into the Faculty of Arts. The wide range of the Department's activities, its links with educational bodies outside the University College, its role as a servicing Department for both the Faculties of Arts and Science, and the rapid growth of its programme all made it necessary, however, to re-constitute it in 1970 into a separate Faculty with three new Departments: Educational Foundations and Curriculum Studies, Educational Communication and Technology, and Educational Psychology. At the same time the Department of Home Economics was transferred from the Faculty of Commerce to the new Faculty of Education, and the Child Development Research Centre was made a Unit of the Faculty.



Dr. F. F. Indire
Dean, Faculty of Education

The most recent development in the departmental structure of the Faculty has been the creation of a full Department of Educational Administration and Curriculum Development from the Curriculum Studies section of the Department of Educational Foundations, as originally envisaged when the Faculty of Education was established. The new Department will start functioning in the coming academic year.

The building which we now know as the Kenya Education Centre, and which houses the Faculty of Education, has been erected with funds provided by the Kenya Government, the Carnegie Corporation of New York and the Ministry of Overseas Development (U.K.). The Faculty of Education moved into it from the already over-crowded fifth floor of the Gandhi Wing early in 1971, some months before it was formally handed over to the University of Nairobi by the firm of building contractors.

Following an agreement signed between the Government of Kenya and the United Nations Development Programme in 1964 UNESCO, as the participating and executing agency for UNDP (Special Fund), began to give assistance to the Faculty of Education from June, 1968. This assistance, which was envisaged to continue for an initial period of five years, has been mainly in the form of specialist educational personnel, fellowships to Kenyan citizens who will take over from the Unesco specialists, equipment and supplies.

The Faculty of Education has a manifold task in Kenya's system of education. Its aims may be stated briefly as:

- * Training graduate teachers for the secondary schools of Kenya by providing teaching at both the undergraduate and post-graduate levels;
- * Training tutors for teachers' colleges, and personnel for other sectors of the education system: educational planners and administrators, educational psychologists, educational technologists, etc.;
- * Assisting, in partnership with the Kenya Institute of Education, in the preparation of primary and non-graduate secondary school

teachers, through participation in in-service teacher education programmes;

- * Conducting research into educational problems and collaborating in curriculum development throughout the education system.

Hitherto, Government policy has been to persuade rather than direct students into the teaching profession, and the targets which were set in an earlier Development Plan were that one-half of Arts and one-third of Science students passing through the University should be trained for teaching posts in secondary schools. While considerable progress has been made in respect of Arts students, a lot still remains to be done to achieve the targets for Science students. A fair number of Science graduates, regardless of their lack of professional training, do take up teaching posts; one question now under serious consideration is how best to provide them with professional training; another is how to increase the Faculty's intake of Science students and thereby to contain the growing need for secondary school teachers of Science.

At the undergraduate level the Faculty of Education has, so far, provided an Education Option programme which enables students studying for the B.A. and B.Sc. degrees to offer Education as one of their options if they wish to enter the teaching profession. With the coming academic year, however, the Faculty plans to introduce a three-year B.Ed. degree programme for undergraduate students. This will mean phasing out the present B.A. and B.Sc. Education Option.

With the introduction of the full B.Ed. degree programme other changes are bound to take place, not only in the structuring of the secondary school teacher education courses, but also in the coverage of the degree programme, which will be considerably expanded to include a wide spectrum of specialisms that the educational needs of Kenya make it now imperative for the Faculty to recognize and cater for. Symbolically, therefore, the formal opening of the Kenya Education Centre at this time is significant: with this formal opening we enter a new and challenging phase in the history and development of the Faculty of Education and of secondary teacher education in Kenya.



AND THE FACULTY

by Mr. R. Sanderud, Unesco Chief Technical Adviser

The Unesco Project in the Faculty of Education has grown with the Faculty itself. It started in the Department of Education in the old University College, and now all of us who work as international civil servants of Unesco feel part and parcel of a constantly expanding Faculty of Education.

The involvement of the United Nations Development Programme in the education of secondary school teachers began when an agreement was signed on 1st October 1964 between the Government of Kenya and the United Nations Special Fund. A Plan of Operation was drawn up and Unesco started to send the first internationally recruited specialists in June 1968. Today the team of 10 specialists is an integral part of the staff and makes its presence felt in teaching and supervision of practice teaching, giving advice and building up science laboratories, TV and sound studios, a language laboratory, audio-visual workshops, and taking on responsibilities requested by the Dean.

These 10 specialists constitute a truly international group, and one may hope that the international support to the Faculty of Education will in turn contribute to give Kenya secondary education its own character. Kenya needs to have an independent curriculum. The Unesco team may help to solve this problem.

The basic principle of a Unesco education project is to give help to self-help, and the experienced Unesco specialists help to organize departments of teaching, to draw up syllabuses and to support their colleagues in implementing them. Under the agreement between the Government and Unesco there is also a number of fellowships, and Kenyans are thus both trained on the spot and sent abroad for further training. Under the leadership of the Dean, Dr. Filemona Indire, co-operation between Unesco specialists and their colleagues has now come to a stage where the Faculty of Education has got a firm structure of four departments, and several others are under development.

With the new B.Ed. Programme these departments will have a full time job in pre-service training of secondary school teachers. But our

programme involves also in-service training of teachers. Particularly in the field of science there is a great need for up-grading courses. The UNDP, the Ministry of Education, and the Ministry of Finance and Planning have just recently reviewed the Unesco participation in the training of secondary school teachers, and Unesco has been requested to continue its support for another 2 to 3 years. Under the new phase of the Unesco Project, research and in-service training courses will be incorporated in a regular programme.

Where activities have started, further developments are needed. In the basement of the building where the audio-visual aids unit is situated two Unesco specialists will be busy developing further techniques in using television for micro-teaching, and the film department will also have to expand its capacity. From mid-1972 we hope to have Kenyan counterparts for the Unesco specialists so that all the sophisticated equipment in the basement can be fully utilised and maintained. In the library on the ground floor, we hope to see the Unesco specialist being able to start courses for librarians. Till now she has had her hands full building up the library together with a Kenyan colleague. Higher up in the building we find the language laboratory also contributed by Unesco, and the Unesco language teaching specialist with his colleague, who recently returned from a Unesco fellowship abroad, will introduce the language laboratory as one modern language teaching technique. On the same floor Unesco equipment is being installed in the new science laboratories. The science and mathematics specialists are involved in implementing new teaching techniques, and the specialist in testing and measurements is engaged in a research programme using new techniques of measuring educational progress. Last but not least, let me mention that the Unesco educational planning specialist has attracted the interest of not only educationists but planners from other ministries, who have studied her charts and statistics on Kenyan development.

These examples are sufficient to show that the Unesco specialists are fully involved in the development of the Faculty. It is most important to get the new teaching methods and techniques efficiently introduced in the secondary schools and we hope to see the practice teaching programme organized in such a way as to facilitate new techniques. A Unesco specialist is involved here also, and with good co-operation from secondary school headmasters teaching will no doubt be improved.

As has been mentioned in the beginning Unesco is involved in all the developments of the Faculty of Education and the new phase of the Project will most likely see even more

Unesco contribution in the form of new specialists, in the field of curriculum development, social studies and the sciences. Equipment funds will be made available for the sciences, audio-visual aids, etc., but it is also most important to make efficient use of the equipment which Unesco has already contributed.

The good co-operation between the University authorities and lecturers and the Unesco staff members will no doubt continue. Unesco is happy to have had the opportunity of assisting the Kenyan Government in establishing the Faculty of Education at the University of Nairobi and in contributing to the development of education in general in Kenya.

THE KENYA EDUCATION CENTRE

A purpose-built concrete structure consisting of a basement, ground, first, second and third floors, it is situated in close proximity to the Library and Faculty of Science buildings on the main University campus and completes the fourth side of the great quadrangle.

Architect:

Graham McCullough of TRIAD
Architects, Planners and Engineers

Quantity surveyors :

Baker & Richard

Consulting engineers:

Cowi-Consult

Building contractors :

Golar & Co. Ltd.

University Clerk of Works:

S. Grimes

Value of contract:

Kshs. 4,263,488

Date started :

22 September, 1969

Date completed:

28 December, 1970

Basement: Closed-circuit TV Studio, Sound Studio, Audio-visual Development Workshop, Audio-visual Demonstration Room, Reprographic Unit, Library Stack Room, Coffee Bar, Cloakroom and Toilets.

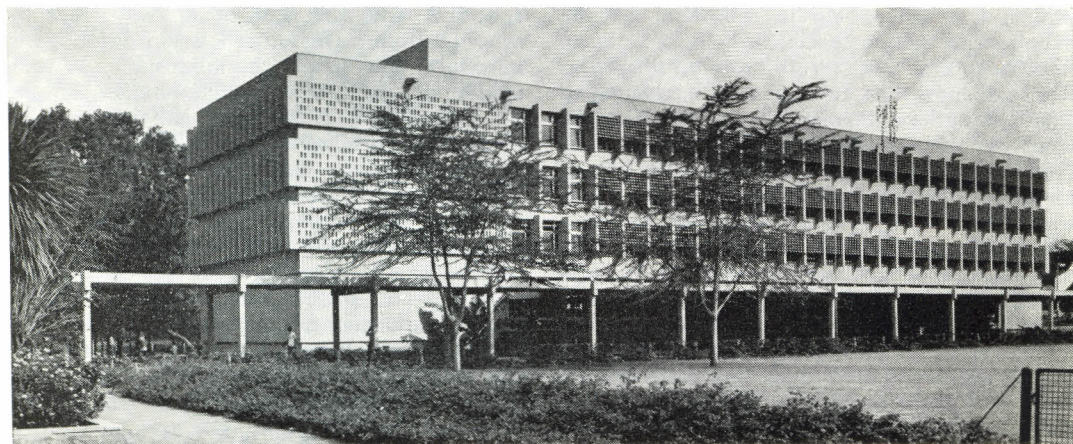
Ground floor: Entrance Lobby and Exhibition Hall, Education Library and Resources Area, Large Lecture Room (Stage and 300 seats), Small Lecture Room (100 seats).

1st floor: Conference Room, Tutorial and Seminar Rooms.

2nd floor: Conference Room, Science Laboratories, Tutorial and Seminar Rooms.

3rd floor: Offices.

Off Mezzanine Landings: Toilets.



THE DEPARTMENTS...

... EDUCATIONAL FOUNDATIONS

Head: Dr. F. F. Indire

The Department deals with four main areas of educational study: History of Education, Comparative Education, Philosophy of Education and Sociology of Education.

The aim of the Department is to focus attention on inquiry methods for foundation studies in education, including the critical, comparative and comprehensive evaluation of politico-socio-economic educational policies in empirical-causal terms. It is hoped that through such inquiry more inclusive and unified theories would be developed as a basis for improving socio-educational policy and educational practice.

... EDUCATIONAL ADMINISTRATION AND CURRICULUM DEVELOPMENT

The youngest Department of the Faculty, its aims are:

- * To develop and offer instructional courses in Educational Planning, Administration and Curriculum Development for secondary school teachers, at both the undergraduate and postgraduate levels;
- * To develop and offer a programme of in-service training for up-grading the quality of existing planning procedures and of administrative leadership in education;
- * To conduct research into current problems in the field;
- * To act as a clearing house for ideas, data and information on research and training in Educational Planning, Administration and Curriculum Development;

- * To offer assistance upon request and work in close collaboration with planning and administrative officials at the central, provincial and local levels and at the Kenya Institute of Education.

... EDUCATIONAL COMMUNICATION AND TECHNOLOGY

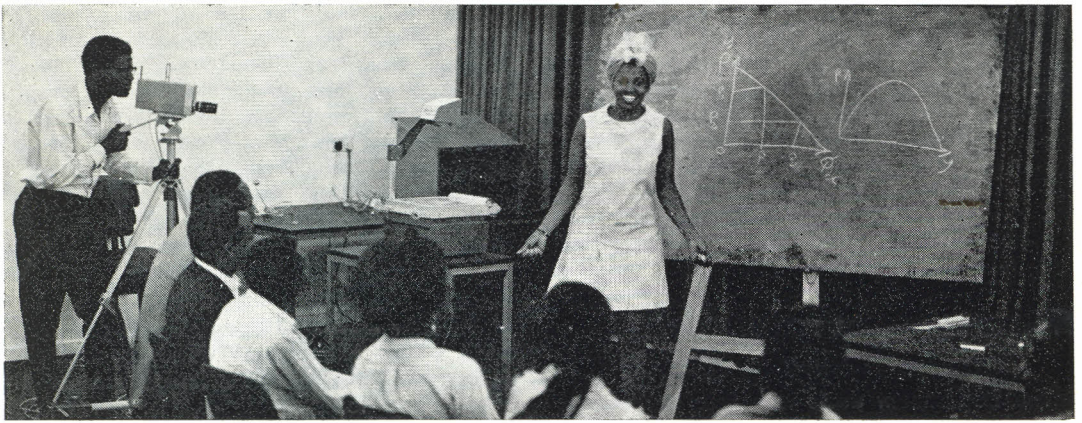
Head: Prof. F. C. A. Cammaerts

- * How best can the teacher's effectiveness in the classroom be improved?
- * How can the learning process be enhanced through the application of modern techniques and teaching aids?
- * How can a just balance be achieved, in the education of the teacher, between the acquisition of professional skill and a sound knowledge of the subject to be taught?

These are a few of the important questions to which the Department of Educational Communication and Technology addresses itself.

The present range of the Department's activities covers the provision of courses in general and special methods of teaching, experiments in micro-teaching, constant evaluation of teaching practice procedures and a search for better criteria for the assessment of teacher performance, and the harnessing of all available expertise and experience — through the formation or activation of subject teacher associations like the Mathematics Society — for the improvement of syllabuses and teaching.

One of the biggest tasks the Department is tackling is the training of graduate science teachers on a considerably larger scale than has hitherto been possible.



A micro-teaching lesson in the Closed-circuit TV Studio

...NEW METHODS, NEW TEACHING AIDS...

The Closed-circuit TV and Sound Studios

These areas have been designed and equipped mainly to assist in the training of teachers, by providing an effective means of evaluating micro-teaching. Furthermore, with the CCTV Studio it is now possible to provide support materials for lecturers. Television 'modules' can be recorded which may include demonstrations, learning situations, panel discussions and interviews. These can then be played back, at will, in tutorial rooms and lecture theatres.

In the Sound Studio audio tapes can be recorded of educational programmes such as play readings, photo-play sequences and talks, and the quality of these can be compatible with professional broadcast requirements.

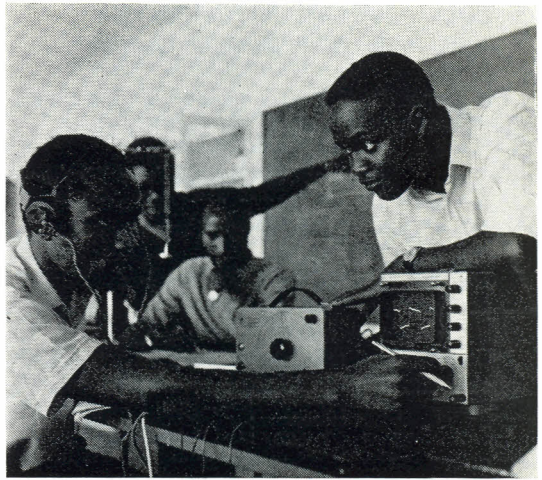
The Audio-visual Development Workshop, Demonstration Room and Reprographic Unit

These rooms provide a means of assessing, selecting and practising the operation of audio-visual aids.

The Development Workshop contains a collection of all kinds of non-projected visual aids and provides facilities for the production of teaching charts.

In the Audio-visual Demonstration Room there is a range of projected aids, and students are given an opportunity to learn the use of equipment, employing self-instructional techniques.

The different methods of reproducing and duplicating quantities of printed and drawn materials are demonstrated in the Reprographic Unit. In addition the Unit supplements the reproduction services of the Faculty.



Students at work in the Physics laboratory

The Language Laboratories

The larger sixteen-seater audio-active comparative laboratory with its tutor console provides a valuable means of practising spoken language. It enables the students to compare their performance with a pre-prepared 'model' and to receive the tutor's help if needed.

The smaller audio-active laboratory is a simpler type which, incidentally, could be provided in secondary schools more easily at less cost. It enables twelve students to listen to prepared language tapes, practise their pronunciation or intonation, and hear their own voice over the headset. Again the tutor can monitor the students' performance individually.



A lesson in progress in the language laboratory

... EDUCATIONAL PSYCHOLOGY

Acting Head: Dr. F. M. M. O. Okatcha

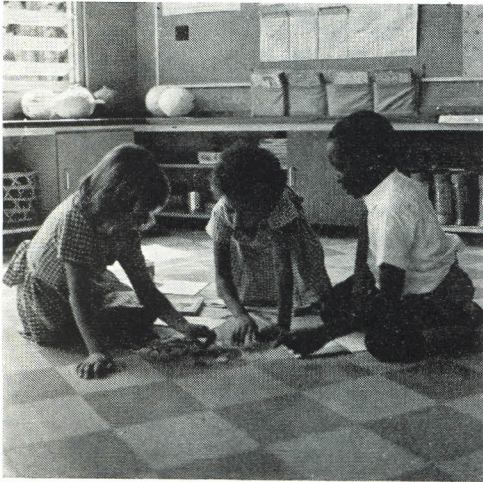
The Department has a number of objectives, chief among which are:

- * Giving prospective secondary school teachers the necessary psychological skills for effective execution of their duties;
- * Training graduate students in educational psychology;
- * Carrying out research in various aspects of educational psychology;
- * Providing a service in counselling in co-operation with other agencies.

The courses of the Department seek to increase insight into the nature of the learner, the learning process and the factors which influence this process, and also how best the knowledge gained in learning could be systematized, transmitted and utilized.

Understanding the behaviour of children in learning situations is a major preoccupation of the Department of Educational Psychology.

Another important area of inquiry is Educational Testing and Measurement, where the Department's programme will be increasingly concerned with work on the feasibility of aptitude tests standardized on the Kenya population, and advising the East African Examinations Council on problems in Examinations which face Kenya.



'... The measure of our success in teaching must be the amount of learning that has resulted. The scientific and most precise way of measuring the amount of learning that has taken place is by examinations, and it is important that those who teach must also be competent examiners. That is why teachers trained in the Faculty of Education have to take full courses in examining and reporting techniques ...'

- * To develop cross-culturally valid theories to replace those currently based only on Western samples; and
- * To provide a foundation of knowledge on which Kenyan scholars can conduct specific and applied research.

The unit has now collected basic data on over 3,000 individuals in seventeen communities throughout Kenya. Each research team, consisting of an **outsider** trained in the ethnographic method and an **insider** from the culture being studied, spend over a year living among the people of the community. Apart from the gestures of friendship that usually occur, the C.D.R.U. has made several contributions to the communities co-operating in the research: donations of books and funds to primary schools, the salary of a secondary school teacher and, in one community, a weekly medical clinic and ambulance service.

... THE CHILD DEVELOPMENT RESEARCH UNIT

Director: Prof. J. W. M. Whiting (Harvard University)
Field Director: Dr. R. E. Daniels

Established in Kenya in 1966, the C.D.R.U. has been funded by a grant from the Carnegie Corporation of New York awarded to Prof. J. W. M. Whiting of Harvard University and administered by the University of Nairobi.

The Unit was established for the following purposes:

- * To conduct basic social-psychological research in Kenya on children and the institutions that influence their growth and development;
- * To train Kenyans as professional researchers in the behavioural sciences;
- * To disseminate findings in the form of teaching materials and research reports.

Research:

The research goals of the C.D.R.U. were chosen

- * To fill a gap in the basic information on children and their basic environments in Kenya which is needed by a wide range of people (e.g. educators, planners, public health personnel);

Training:

The training programme has three aspects. University students are hired as research assistants during their vacations and given apprentice training through involvement in research fieldwork. Over 50 students have been involved, taking part in virtually all of the Unit's projects. In addition, the C.D.R.U. has provided formal instruction in child development at the University of Nairobi through a lectureship funded by the Carnegie Corporation. Graduate level training is also available through Carnegie Overseas Fellowships in Child Development. The training programme is designed to lead to the localization of the top research and administrative positions.

Publications:

Descriptive portraits of several of the communities studied, to be known as the **Family Life Monograph Series**, are in preparation. These are designed for use at university and teacher college levels. Research findings in the form of professional level articles, many of which are already published, will be printed in Kenya as the **C.D.R.U. Occasional Papers**. A bibliography and several working papers are available on request.

This programme, broadly conceived, provides general education through the study of a core of basic courses and disciplines as required for the home economics degree. It also provides for specialization in various aspects of home economics — for general education or for gainful employment.

... HOME ECONOMICS

Head: Miss E. Ricketts

The Department offers a 3-year degree programme which has been planned with a triple purpose of educating the aspiring student for personal development, family living and professional specialization.

There is provision in the Department's programme for higher degrees also. At present the higher degree work is done by research only; however, it should be possible at a future date to offer postgraduate diploma/certificate courses in specialized branches of home economics.

ACHIEVEMENT THROUGH CO-OPERATION . . .

Co-operation with other educational bodies or institutions in Kenya and, indeed, outside Kenya, is an essential aspect of the Faculty's mode of operation. This co-operation finds expression in such activities as

- * providing service teaching for other Departments of the University;
- * assisting various educational bodies with in-service courses for their personnel;
- * participating in international educational conferences such as the Universities of Eastern Africa Conferences on Teacher Education;
- * participating in the African Social Studies Programme;
- * contributing to the deliberations of the Regional Council for Education and the Association for Teacher Education in Africa.

One of the institutions with which the Faculty of Education is in permanent co-operation . . .

... THE KENYA INSTITUTE OF EDUCATION

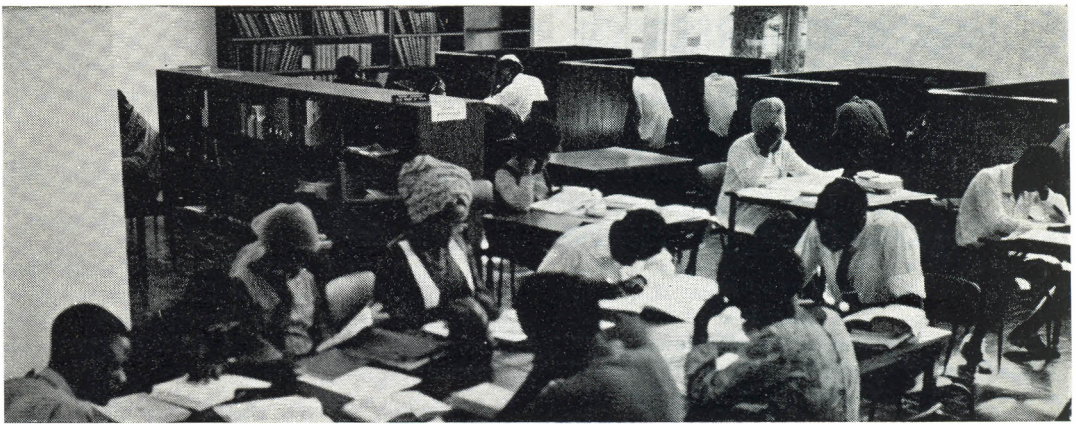
Director: Mr. J. A. Lijembe

Established in April, 1964 as a direct result of the then University of East Africa Conference on Institutes of Education held in Mombasa in January of that year, the Institute's role in the educational life of the nation may be summarized as

- * Preparing new and relevant curriculum materials for primary schools;
- * Revising the content of existing courses;
- * Co-ordinating programmes in teacher education;
- * Initiating and promoting innovative practices that would improve the quality of education in Kenya.

In pursuance of this role, the Kenya Institute of Education undertakes curriculum research the results of which it publishes; provides teaching aids, apparatus and equipment for use in schools, teachers' colleges and other educational institutions; provides an advisory service and library facilities for school teachers and college tutors; disseminates information to schools and colleges on new teaching methods; promotes educational conferences, workshops, seminars and in-service courses for teachers; administers examinations for students in teacher education institutions, on behalf of the Ministry of Education; and provides advisory service to Government and other organizations as requested by the Minister of Education.

The K.I.E. has been in the vanguard of the movement to provide better text-books for primary school children, and work produced so far includes 149 titles under the **Tujifunze Kisoma** Project, the **Kenya Primary Mathematics Course**, the **Safari English Course**, and 61 titles published by the Jomo Kenyatta Foundation. The Institute also spearheaded the New Primary Approach (N.P.A.) technique of teaching.



Students at work in the Education Library

THE EDUCATION LIBRARY

The Library offers both a lending and a reference service for staff and students of the Faculty and also for other educationists in Kenya. It has now a basic stock of some 7,500 volumes, and so already has the largest collection of education books in Kenya. Well over 5,000 of these books have been acquired since early 1971, a fact which testifies to the rapid growth of the Library since its very modest beginnings in 1968. In addition, the Library subscribes to some 90 journals in the field of education.

Hours of Opening:

| | |
|------------------|--------------|
| Monday to Friday | 8.00 — 12.30 |
| | 2.00 — 4.30 |
| Saturday | 8.00 — 12.00 |

The following developments are envisaged for the future:

* Library acquisition

Books : emphasis will be given to the acquisition of Education Africana including theses and other unpublished material.

Non-books : The Library is to become a total resource centre housing both book and non-book materials such as films and sound recordings on disc and tape, and other audio-visual aids.

* Dissemination

In co-operation with other libraries in Kenya, it is planned to encourage the development of school and college libraries by compilation of book lists to help with book selection in the libraries, and by dissemination of educational information relevant to the needs of Kenya.

* Teaching

It is hoped to provide optional courses for students in the Faculty of Education, to prepare teacher librarians for secondary schools, as well as postal and residential courses for practising teachers already concerned with the running of school libraries.

Outlines of COURSES OF STUDY

The B.A. and B.Sc. degrees with Education Option

Candidates wishing to qualify as graduate secondary school teachers may take 'Education' as one of their subjects in the Faculties of Arts or Science. The courses offered in the Faculty of Education towards the B.A. or B.Sc. with Education Option are :

A. Department of Educational Foundations

History of Education, including Comparative Education; Philosophical Foundations of Education; Sociological Foundations of Education. **The following courses, at present given by the Department, will be taken over by the new Department of Educational Administration and Curriculum Development:**

Economics of Education; Educational Planning and Administration, Principles and Procedures of Curriculum Development.

B. Department of Educational Communication and Technology

(a) General Principles of teaching, class management, and school management including teaching materials and use of audio-visual aids.

(b) Special methods of teaching subjects for which the students are preparing their degree, e.g. Language Teaching Methods, Science Education, etc., etc.

(c) Practical Teaching experience in schools.

C. Department of Educational Psychology

General Psychology; Human Growth and Development; Personality Dynamics; Tests and Measurements; Learning; Attitudes and Motivation; Principles of Guidance and Counselling; Elementary Statistics.

The B.Ed. degree

As from next academic year (beginning July, 1972), the Faculty of Education will offer courses towards a B.Ed. degree. This will mean phasing out the B.A. and B.Sc. degrees with Education Option.

Candidates for this degree will be required to satisfy the prescribed minimum entrance requirements of the University of Nairobi.

The degree programme will cover three years of study, in the broad fields of Educational Foundations, Educational Administration and Curriculum Development, Educational Communication and Technology, and Educational Psychology.

The courses will cover substantially the same areas as those listed under the B.A. and B.Sc. degrees with Education Option, but with the following differences:

- * The degree structure will be modified to make for a more rational course selection;
- * The 'professional' subjects will be studied in greater depth;
- * The 'school subject' courses will be modified to take better account of innovation in the secondary school curriculum and the professional needs of the secondary school teacher.

Students studying for the B.Ed. degree will be registered in the Faculty of Education.

The Postgraduate Diploma in Education

This Diploma is awarded to graduate candidates who satisfactorily complete a one-year course of study in the Faculty of Education and pass the stipulated University examinations at the end of that period.

Apart from the usual courses in Educational Foundations, Educational Administration and Curriculum Development, Educational Communication and Technology (including an 8-week

period of teaching practice in a secondary school), and Educational Psychology, students are required to undertake a Project relating to some aspect of Education and to present a minor thesis on it.

The B.Sc. degree in Home Economics

Candidates who wish to register for the B.Sc. degree in Home Economics must satisfy the prescribed minimum University entrance requirements. Further, Departmental entrance regulations stipulate that candidates must have a credit in Chemistry and Biology in the E.A.C.E., or must have obtained a subsidiary pass in Chemistry and Biology, or a principal pass in Home Economics along with a principal pass in any other recognized advance level courses.

The degree programme covers three years of study, as follows:

First year : Foods and Nutrition; Clothing and Textiles; Chemistry; Sociology.

Second year : Foods and Nutrition; Human Development; Physiology, Biochemistry and Microbiology; Home Economics Extension Education; Design.

Third year : Human Development; Foods and Nutrition; Rural Development; and an option chosen from either Home Extension Education or Applied Nutrition.

During the second year each student is required to select, with the advice of her tutors, a subject in which she wishes to carry out some original research in the following session. Papers are presented for the final degree examination.

Higher degrees in the Faculty of Education

The **M.A.** and **M.Ed.** degrees may be taken in the Faculty by candidates who wish to pursue higher studies in Education. These are programmes of at least 18 months' duration, and cover both course work and research.

The **M.Sc.** degree in **Home Economics** is at present awarded only on work done by research.

Requests for further information about Regulations for the Faculty's degrees may be addressed to the Dean of the Faculty of Education.

Some Statistical Information

TABLE OF STUDENT/TEACHING SUBJECT DISTRIBUTION*

| Teaching Subject | 3rd year B.A. & B.Sc. with Education Option | | | | | Postgraduate Diploma in Education | | | | | | | |
|------------------------|---|---------|---------|---------|-------|-----------------------------------|---------|---------|---------|---------|---------|-------|------|
| | 1968-69 | 1969-70 | 1970-71 | 1971-72 | Total | 1966-67 | 1967-68 | 1968-69 | 1969-70 | 1970-71 | 1971-72 | Total | |
| History | 11 | 25 | 42 | 43 | 121 | 6 | 16 | 16 | 12 | 14 | 17 | 81 | |
| Geography | 11 | 20 | 41 | 39 | 111 | 5 | 16 | 11 | 13 | 12 | 3 | 60 | |
| English | 6 | 18 | 32 | 33 | 89 | 6 | 13 | 13 | 9 | 21 | 18 | 80 | |
| French | 4 | 4 | 3 | 4 | 15 | — | — | 1 | 2 | — | 1 | 4 | |
| Kiswahili | — | — | 12 | 5 | 17 | — | — | — | — | 4 | 7 | 11 | |
| Economics | 10 | 5 | 20 | 10 | 45 | — | — | 3 | 7 | 7 | 2 | 19 | |
| Home Economics | — | — | — | — | — | — | 1 | 3 | 1 | 1 | — | 6 | |
| Fine Art | — | — | — | — | — | — | — | — | 4 | 2 | 4 | 10 | |
| Chemistry | 3 | 1 | 3 | 1 | 8 | 7 | 3 | 5 | 4 | 6 | 9 | 34 | |
| Botany | — | — | } 3 | 2 | — | } 5 | } 5 | 5 | 4 | 4 | 7 | 5 | } 30 |
| Zoology | 1 | 1 | | 2 | — | | | | | | | | |
| Mathematics | — | 1 | 20 | 9 | 30 | 6 | 5 | 2 | 3 | 4 | 12 | 32 | |
| Physics | 2 | — | 2 | 1 | 5 | 7 | 1 | 3 | 3 | 2 | 6 | 22 | |
| Religious Education | — | — | 1 | 5 | 6 | 1 | — | 1 | 3 | 3 | 9 | 17 | |
| Actual No. of Students | 24 | 51 | 66 | 68 | 209 | 21 | 32 | 31 | 32 | 28 | 40 | 184 | |

- *Note : 1. Figures represent numbers registered at the beginning of the academic year, and may include drop-outs.
 2. Each student is normally required to take courses in two school teaching subjects. The list of subjects, therefore, does not include non-school subjects like Sociology or Government, or Drama in Education which is optional for PGDE students.

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