

Imperial College  
London

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COMMUNITY REPORT FROM  
THE HISTORY GROUP

October 2021



## Introduction

### from the Chair of the History Group

It has been a great privilege for me to chair the College's History Group. We have had an intensive ten months gathering evidence and views from across the College community and its key stakeholders. The enthusiasm and level of engagement of all was wonderful to see; it's clear to me that there is a strong appetite to understand our history better, place our important findings in context and develop some insights and plans which will help us on our journey to becoming a fully inclusive organisation.

In the process of our work, we recognised the need to acknowledge the College's history, uncover missing information, and understand facts that have new resonance. Although our history cannot be changed, it is crucial that we know it completely and understand how it impacts the diverse communities of staff and students who now make up Imperial. This understanding is central to our recommendations, which focus on ensuring that our history is not a barrier to building an equitable and inclusive university. There is an opportunity for a step-change at the College in that endeavour and to celebrate the under-acknowledged contributions of many.

Whilst the College's name featured in our discussions, the group focused on people and activities rather than abstract entities. We acknowledge that our name came into existence at a certain time and we do not wish to erase our history. Our mission is primarily to inform and we look forward to receiving feedback; the next phase of this work will involve wide engagement and it will be an important time as we refine and implement our core recommendations.

In closing, I would like to express my deepest thanks to all the internal and external Group members. Our meetings were often intense but always undertaken in a very collaborative spirit, with a focus on evidence-based discussions and exploring the issues from all angles. I really appreciated the critical inputs and interventions from everyone and I hope they feel proud of their contribution.

**Professor Nilay Shah OBE**  
Chair of the History Group

## Context

The History Group was commissioned under the aegis of President's Board to examine the history of the College through its links to the British Empire, and to report on the current understanding and reception of the College's legacy and heritage in the context of its present-day mission.

The Group's project was set up as part of a series of initiatives to address racial injustice. An important rationale for the project was to develop an understanding of how Imperial is perceived by a wide range of stakeholders, how this is influenced by its history (or perception of its history) and the extent to which this perception will hinder our ambition to establish a truly inclusive environment which allows all to flourish and to feel at home.

The History Group have uncovered and reviewed various elements of the College's history – some of which are positive, and some of which are uncomfortable in the context of our modern values – to create a set of specific recommendations to President's Board. These recommendations address the College's past and the ways in which benefactors and others associated with the College are currently represented and highlight under-celebrated contributions to the College's mission. The recommendations empower the College to make a radical change to become a more inclusive environment for the whole community. We also make some more general, proactive recommendations to support inclusion.

## Background

### **Development of the Constituent College and Imperial College London 1845 -1907.**

**Anne Barrett, College Archivist**

#### **A new Technical Institution in the Early 1900s**

British industry became vocal in their perceived need for a national institution to teach technical subjects in a practical way, which would enable them to employ staff trained to a high level and so enable their businesses to be more competitive with overseas trades.

The mining and metallurgical institute was particularly sceptical about the training in mining given by the Royal School of Mines (RSM), and that the lecturers did not have enough experience of overseas mining and organisation to be able to support their requirements. This was despite the RSM being the first institution to include teaching of mining and metallurgy in its curriculum since its inception in 1851 and having the confidence of government in funding it from its foundation. (Roderick and Stephens) Local training was lacking in their view.

In response to these claims, the newly convened London County Council (LCC) set up a Technical Education Board, chaired by Sidney Webb, who was also a member of the University of London (UoL) Governing Body. The Chairman of the UoL Governing Body was Lord Rosebery, a friend of Lord Haldane, who also had an interest in University education. Haldane and Rosebery also knew Julius Wernher and Alfred and Otto Beit who, with their South African mining interests, were willing to fund a new institution in order to promote education in technical training. The LCC was prepared to give an annual grant of £20,000.

Lobbying went on amongst these protagonists, and Rosebery wrote an open letter to the LCC Technical Education Board, which accorded with their view on the need for a new institution. The UoL wanted any new institution to be under its remit. Although the protagonists were all aware of the RSM, Royal College of Science (RCS) and City and Guilds College (C&G) being in South Kensington, initially it was not the idea to create these as the new institution.

The Board of Education, particularly Robert Morant the permanent Secretary of the Board strongly opposed the idea of a new separate institution as it was already funding the new building for the RCS and could not justify what it saw as duplication in teaching with the RSM, RCS and C&G based in South Kensington.

Simultaneously another initiative to create a new technical institution was made by the Bessemer Memorial Fund Committee. The fund was set up in memory of Bessemer who revolutionised the steel industry with his discovery of cheap method of steel production. This funding was to be provided by the iron and steel industries. The outcome of the fund was intended to be to support a new mining and metallurgical school within the UoL.

The dissent led to the formation of the Board of Education committee 190 set up by Lord Londonderry, President of the BoE, Chaired by Sir Francis Mowatt retired Permanent Secretary at the Treasury, and as Mowatt's health declined, Lord Haldane.

#### **The remit was to:**

'..Enquire into the present working of the RCS, including

RSM; to consider in what manner the staff, together with the buildings and appliances now in occupation, may be utilized to the fullest extent for the promotion of higher scientific studies in connection with the work of existing or projected institutions for instruction of the same character in the metropolis or elsewhere, and to report on any changes which may be desirable in order to carry out such recommendations as they may make...<sup>i</sup>

The recommendation was that no new institution should be created, to rival those already in South Kensington. However, if the current organisations were to join together, as a new technological institution, the next challenge would be to bring the City and Guilds of London Institute to agree to it. Ultimately this is what happened, but it wasn't until the 1920s that agreement was reached with the University of London about Imperial's status with it.

The background to the development of ideas for a technological institution included discussions of imperialistic interests, by all concerned, not least the industrialists, as at that period of time, the Empire, its people and resources were central to the economic system. (The same remains true with the Commonwealth, which was created in 1926, though Dominions were created from 1887.)<sup>ii</sup>

The decision on the actual naming of Imperial College was probably taken by Civil Servants such as Robert Morant, but documentation as to this final decision has not as yet been discovered. The change of name from 'The New Institution' to 'Imperial College of Science and Technology' in the draft Charters came between 20th March and 5<sup>th</sup> April 1907.<sup>iii</sup>

There was some opposition to the name from former members of the Royal College of Science fearing that the Associateship and the RCS name would be abandoned.<sup>iv</sup>

The opinion of other universities was sought, and the response was again that there may be a threat to their government funding. Without justification they considered the possibility that their place in the world educational system could be compromised, if by using the name, 'Imperial' it was thought by those overseas that the British government sanctioned only that institution for collaboration.<sup>v</sup>

Along with those universities, Imperial College has shared the world educational stage since 1907.

[See Appendix 1 for the Chronology of Imperial College Development 1845 – 2020](#)

<sup>i</sup> Report 1906 and Minutes College Archives ABC/7/2

<sup>ii</sup> <https://thecommonwealth.org/about-us/history>

<sup>iii</sup> Note by Robert Morant 'name almost decided' but no discussion in the file. The National Archives ED24/538

<sup>iv</sup> J.L. Humberstone to Robert Morant 14<sup>th</sup> May 1907 The National Archives ED24/539

<sup>v</sup> University of Birmingham 5<sup>th</sup> June 1907 Principal Oliver Lodge and Vice Chancellor; various other institutions The National Archives ED24/540

## Approach

The group was composed of professional and academic staff and student representatives and designed to reflect a wide range of perspectives and roles. It was supported by internal advisors across the College Archives, Advancement, International Relations, the Centre for Languages, Culture and Communication and Equality, Diversity and Inclusion. There were also two external experts who have been involved in similar projects from University College London and The University of Oxford.

[The full list of members is in Appendix 2](#)

The History Group agreed that the extent of their focus should include review of the College in its current form since 1907, as well as constituent components prior to that date and external stakeholders.

The group met monthly for from September 2020 to May 2021 with the external members joining every second meeting. The core focus for the group was fourfold:

- To review a body of existing evidence in the form of various documents charting the history of the College
- To review the findings from a call for evidence targeted at the College community
- To review the feedback from a call for views from the College community and wider stakeholders; this process included some in-depth interviews with international alumni
- To develop a collective view on recommendations for the College based on the above

Having analysed the history documents and lists of named buildings, Chairs and gifts, and taken account of the items received in the calls for evidence and views, the group selected a number of items for further exploration and in many cases worked with the College Archivist to source original documents or other supplementary evidence. This resource base then formed the basis for extensive discussions and finally a set of recommendations.

It was clear during the process that the Group was dealing with complex issues relating for example to:

- interpretation of historical events and teachings in the light of present day values and exploring the historical context in terms of prevailing thinking
- the multifaceted nature of the work where researchers have made major scientific contributions but also proposed theories or been involved in activity that we would not consider acceptable today
- understanding the potential impact of the findings on our community and making sure we are taking all perspectives into account

To support the development of recommendations, it became clear that a set of governing principles should be established to guide decision making. In all of the above, time was taken to have extensive discussions and establish a consensus view on behalf of the entire group. Periodic inputs from our external advisers were extremely valuable in this respect.

The group have categorised their main findings into three recommendation categories:

- a) Recommendation for a particular action
- b) Further research and analysis required
- c) To be documented and acknowledged in our publication but no particular action required

### Category a):

The group have offered a moral stance on action that should be taken on current representation of named individual's historical activities. The group have considered that where links are no longer active, recommendations aim to make tangible changes that would be evident to the community and repurpose funds for good where possible. Where bodies associated with individuals of interest still exist (e.g. trusts/trustees), engagement with such groups would be required to agree how to acknowledge past activities and any proposed actions.

### Category b):

Due to time constraints and limited resources, some evidence uncovered requires further research and analysis before a recommendation can be formed. Some information requires clarification in the National Archives which were closed for the duration of the review due to the pandemic.

### Category c):

The perceptions gathered from the community have shown that some historic activities require clarification, but no action to change today's representation. This report provides the full and complete context to the College's history.

# Recommendations

The group have agreed general recommendations and recommendations for specific activities/individuals as listed in the table below.

## GENERAL RECOMMENDATIONS:

### Implementation Committee

An Implementation Committee should be set up to take forward recommendations, including the implementation of agreed category A actions and further research into category B findings. This Committee should also periodically review the portfolio of evidence collected to reassess new information as it arises and to take a view on further recommendations required.

### Recognition Committee

A Recognition Committee should be established to review honorific naming for significant contributions to science, engineering, medicine and business. The group should periodically review all named buildings, rooms, Chairs and scholarships and set a protocol to complete due diligence and approve any new naming. In addition, a proactive approach should be taken to seek new naming opportunities and find people to celebrate from a more inclusive lens, including our recommendations below.

### Scholarships and widening participation

The review process has highlighted a number of under celebrated members of the community and we suggest that a

named scholarship would be one way to acknowledge their contributions. The group are aware the strides the College is making to reimagine the College as a place for everyone and where everyone feels at home. The recommendations create opportunities to help address and improve access, which aligns with the Outreach Team's strategy, the widening participation agenda, the Scholarships and Studentship Steering Committee aims and recent announcement of the £20m Scholarship Challenge Campaign. This should be supported by a range of complementary activities to support a more diverse community, building on concepts such as allyship and increased pastoral and wellbeing support.

## PRINCIPLES

The group have developed some principles regarding renaming of buildings or rooms, these include:

- i. Building/room names should be considered as way of projecting the College's ethos and values. Names should be consistent with the diverse and global community today and with the College's desire to be an inclusive place of work and study.
- ii. When thinking about how names may be perceived, the perspectives of all our stakeholders should be considered, rather than just a majority.
- iii. The process of naming and renaming buildings should not be seen as an extraordinary event but rather part of the normal course of operations, reflecting the evolving nature of our activities and the ever-growing number and range of contributions to be celebrated.
- iv. Where renaming is proposed, the concerns associated with the namesake's teachings, views, behaviour etc. should be considered carefully. The context of the time and the degree to which the namesake was a key protagonist must be taken into account, without diluting or denying the active detractors and oppositional voices to this prevailing context and time, while also keeping principle (i) in mind. In all cases, a clear rationale must be published.
- v. The Imperial community could be engaged by framing this periodic activity as a design process: how should we arrange our physical spaces to best make the institution reflect who we are, and what we stand for? This would include how we consider the names on our buildings and rooms, and how we use our spaces to celebrate undersung members (including former members) of our community. A "design charrette" method may be a good way to proceed with this process.

We have used these principles to guide our recommendations and invite the Recognition Committee to review and refine these.

### **Communication of the history for the community**

The History Group's report provides context to the College's history and the rationale behind the recommendations made, as well as a broader narrative around all our findings. This historic information provided is based on material in the College Archives, along with other research, and written by the College Archivist. It is intended to be live, as a continuing information construct for on-going contributions, and updated by the College Archivist for the future.

In addition, we recommend that communications to the community and stakeholders are forthcoming and highlight the positive work that the College is doing in this area. It would be beneficial to hold townhall discussions to allow two-way dissemination of recommendations and provide an opportunity to submit suggestions for name changes.

### **Preservation of the College's history**

The College's history should not be erased, but all aspects of its history fully realised, therefore if a building is renamed, the historical context should be provided and the rationale for the name made clear. This could be achieved, for example, by providing the information in situ via a plaque with a QR code placed at the entrance. This would create a QR code tour around the College to acknowledge our history and the series of changes made.

It has been suggested by the Artworks Group that a museum/ interpretation space of items under current discussion could be created to display the College's history to the community. The History Group are supportive of this idea to encourage continued discussions of complex historical issues. The space could be used to house themed subjects and objects

which have been removed from around the sites, as being under contention, and allow a system of organised tours for access instituted, for example as for the Queen's Tower, which are run by Estates and the College Archives.

## Specific Recommendations

### Category A: Recommendation for a particular action

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<b>Professor Abdus Salam</b>	<p>Professor Abdus Salam (1926-1996) was a Professor of Theoretical Physics at Imperial College 1957–1996 and his work was recognised by the 1979 Nobel Prize for Physics, with Glashow and Weinberg. He dedicated his life to the betterment of science and education in post-colonial countries and in 1964 founded the International Centre for Theoretical Physics in Trieste, Italy to support scientists in the Global South, he also founded the Theoretical Physics Group at Imperial.</p> <p><u><a href="#">See Appendix 3 for biographical information</a></u></p>	<p>In consultation with the Physics Department, Salam should be widely celebrated, potentially through naming the theoretical section after him. To note, the Artwork Group’s action to make his portrait more prominent to the wider College.</p> <p>A new scholarship should be set up in his name and there is a Professorship in his name which should be filled or philanthropic support to fill it should be sought.</p>
<b>Dr Margaret Fishenden</b>	<p>Dr Margaret Fishenden (1889-1977) was an industrial researcher in the Department of Mechanical Engineering during the 1930s and 1940s. During this time, Imperial became pre-eminent in Combustion and Heat Transfer, with pioneering work done by Margaret Fishenden and Owen Saunders. This research contributed to wartime studies into aircraft gas turbines, flame-throwers, and airfield gas-burners.</p> <p>There is currently a Margaret Fishenden Centenary Memorial Prize awarded in Mechanical Engineering for the best PhD thesis within the previous five-year period.</p> <p><u><a href="#">See Appendix 4 for biographical information</a></u></p>	<p>In consultation with the Mechanical Engineering Department, Fishenden should be celebrated and, for example, a scholarship set up in her name.</p>
<b>Constance Tipper</b>	<p>From 1917 to 1929, Constance Tipper (1894-1995) was a Research Assistant in the Royal School of Mines. She made her career mark by establishing the reason for the breaking up of the so-called Liberty ships in mid ocean in freezing conditions during WWII. She was awarded an Imperial College Fellowship in 1963.</p> <p>There is a Constance Tipper Centenary Memorial Prize for PhD student showing most industry and independence in research with outstanding contribution to Materials Science.</p> <p><u><a href="#">See Appendix 5 for biographical information</a></u></p>	<p>In consultation with the Earth Sciences and Engineering and Materials Departments, Tipper’s contributions should be celebrated and, for example, a scholarship set up in her name.</p>



## Specific Recommendations

Category A: Recommendation for a particular action

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<b>Narinder Singh Kapany</b>	<p>Narinder Singh Kapany (1926 to December 2020) was born in a Sikh family in Moga, Punjab. He graduated from Agra University before joining the College in 1952 where he was the first to transmit images through fiber optics in 1954 and laid the foundation for high speed internet technology. He was later a teacher of physics at Stanford University, California. In 1962, he co-founded the Sikh Foundation International in California, with the mission to preserve and promote Sikh heritage. Kapany was named one of the seven "Unsung Heroes" of the 20th century by Fortune magazine and was a role model for many in the Imperial community.</p> <p><u><a href="#">See Appendix 6 for biographical information</a></u></p>	<p>In consultation with the Physics Department, Kapany should be celebrated widely and, for example, a scholarship set up in his name.</p>
<b>Professor Francis Allotey</b>	<p>Professor Allotey was born in 1932 and raised in Saltpond, Ghana, before completing a degree in maths and physics at Imperial in 1960. From there he gained advanced degrees at Princeton University before returning to Ghana to become the country's first Professor of Mathematics. He has had an illustrious career and there is a scientific theory named for him (the Allotey Formalism). He has worked tirelessly to promote maths, physics and computer sciences in Ghana and Africa more widely, and is working with Imperial mathematicians to create a network of maths researchers in developing countries. To recognize his achievement to the promotion of science development, the government of Ghana issued a postage stamp with his portrait.</p> <p><u><a href="#">See Appendix 7 for biographical information</a></u></p>	<p>In consultation with the Mathematics Department, Allotey should be celebrated widely within the Mathematics Department and, for example, a scholarship set up in his name.</p>
<b>Philip Allsopp</b>	<p>Philip Allsopp (1926-2021) was born in Charlestown, Guyana and was awarded a victory Engineering Scholarship in 1949 to pursue mechanical engineering at Imperial. He was the first Black President of the City and Guilds College Union and editor of Felix. The submission in the call for views noted that he always spoke very fondly of his time at Imperial.</p>	<p>In consultation with the Mechanical Engineering Department, Allsopp should be celebrated widely and a scholarship set up in his name. As part of this, the college should connect with his family to find out further information.</p>

## Specific Recommendations

Category A: Recommendation for a particular action

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<p><b>Refugees from Nazism and Communism</b></p>	<p>It has been highlighted how Imperial welcomed refugees from Nazism, where it is estimated that over 1200 academics had been dismissed between 1933 and 1935. Imperial’s corporate response to the refugee crisis may have initially been insular and muted, but many individuals assisted colleagues escaping Nazism.</p> <p>The presence of WWII Hungarian refugee Dennis Gabor, then a member of the Electrical Engineering Dept., contributed to a sympathetic reception of the Hungarian refugees from Communism in 1956.</p> <p>See Appendix 8 for additional information:  <a href="#">Refugees at Imperial – Hannah Gay Book extract</a>  <a href="#">C. Brinson Imperial College and the Refugees from Nazism</a>  <a href="#">Refugees at Imperial Exhibition</a>  <a href="#">Walter Hayman recognised as a refugee 2016 Reporter Article</a></p>	<p>The College’s welcoming response should be celebrated.</p>
<p><b>Sir Alfred Beit, Sir Otto Beit and Julius Wernher</b></p>	<p>The German brothers Alfred Beit (1853-1906), Otto Beit (1865-1930) FRS 1924; British Citizenship 1896, and German born Julius Wernher (1850-1912) who all became part of the British Establishment, living in London and the home counties, made their fortunes through diamond and gold mining in South Africa. They were financiers and philanthropists, and had many other educational, scientific, social and cultural interests.</p> <p>All funded Imperial College, directly or indirectly, and Julius Wernher and Otto Beit were particularly close to College, Julius being on the founding Haldane Committee, and subsequently donating and bequeathing funds. He and Otto were Governing Body members. Otto took a particular interest in the students welfare, and funded the student hostel and the Student Union Quad in Prince Consort Road and scholarships.</p> <p>‘...practically the whole of the endowment of the College since its incorporation [in 1907] has been provided by Sir Julius Wernher, Mr Alfred Beit and Sir Otto Beit.’ (Nature No. 3194, VoL. 127 January 17th 1931)</p> <p><a href="http://www.nature.com/nature/journal/v127/n3194/pdf/127097ao.pdf">http://www.nature.com/nature/journal/v127/n3194/pdf/127097ao.pdf</a></p> <p>The Beit brothers’ wealth came largely from the development of the diamond and gold mining industries in South Africa. Most of their interests were focused on the Kimberly diamond</p>	<p>Many submissions as part of the community consultation have shared concerns about the representations of Beit, Beit and Wernher around the College due to the treatment of workers during the expansion of the Kimberley mines. This publication acknowledges the contributions made to the College and the wider context of general support of educational institutions as encouraged by the Government of the day. A clear and unbiased explanation of the source of their wealth has been shared to the best of our knowledge.</p> <p>It is recommended that the Beit Quad and Hall are renamed subject to consultation with students. The consultation should clarify the history and then gather and understand any strong objections. This is not intended to be a majority vote which is not always representative and inclusive.</p> <p>It was hard to achieve a complete consensus on the statues on the front of the RSM building; however all members felt</p>

## Specific Recommendations

### Category A: Recommendation for a particular action

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
Sir Alfred Beit, Sir Otto Beit and Julius Wernher	mines, which oppressed a largely Black migrant labour force. Alfred Beit was also involved in the planning and financing of the botched Jameson Raid of 1895, which aimed to trigger a coup in the Transvaal Republic. The raid was one of the factors that spurred the Second Boer War. <a href="#">See Appendix 9 for additional information</a>	that a substantive intervention was required. This could include removal, but other options may achieve the same objective and be more informative. Examples include, retaining them and adding an acknowledgement of compromised / discriminatory beliefs and activities alongside the wider context. This could be done in a range of ways, via plaques, QR codes and commissioning an artist to reinterpret the statues, e.g. modification of the figures portraying mining practices at the base of the statues. The endowed Beit PhD Scholarship from 1902 is under review with the Beit Trust to be repurposed and awarded to African Scholars.

### Thomas Henry Huxley

Thomas Henry Huxley (1825-1895) was an alumnus of Charing Cross Medical School, a lecturer in Natural History at the Royal School of Mines in 1854 and the first Dean of the Royal College of Science from 1881-1885. Throughout his career, he contributed significantly to scientific education across class and gender boundaries and to scientific discovery e.g. determined that birds descended from dinosaurs. Principal defender of Darwin's theory of Evolution. Huxley also studied the geographical modifications of mankind, and might now be called 'racist' in as much as he used racial divisions and hierarchical categorisation in his attempt to understand their origins in his studies of human evolution, but he expressly opposed any notion that racial ranking could justify oppression or slavery. The College has a building named after Huxley which also contains a bust of him.

A balanced view of Huxley written by his biographer, Adrian Desmond, has been included in appendix 10 for reference with an explanatory introduction by Anne Barrett College Archivist.

[See Appendix 10 for further information:](#)

[Huxley and Racism by Adrian Desmond](#)

[Thomas Huxley Chronology](#)

There have been concerns raised about the 'scientific racism in Huxley's work'. Huxley studied the geographical modifications of mankind and, while a slavery abolitionist, his essay Emancipation – Black and White espouses a racial hierarchy of intelligence, a belief system of 'scientific racism' that fed the dangerous and false ideology of eugenics; legacies of which are still felt today. The group believe this falls far short of Imperial's modern values and, in light of this, the group recommend that the bust of Huxley should be moved from the building for preservation with this historical context to College archives and the building should be renamed. An explanation of the renaming process should be visible as outline in the general recommendations.

## Specific Recommendations

### Category A: Recommendation for a particular action

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<b>Ronald Fisher and John Haldan</b>	<p>Lecture rooms in the Hamilton Building at Silwood Park are named after influential figures related to W.D.Hamilton (1936-2000), a lecturer in Genetics Imperial College from 1964 to 1977. Some of which, including Hamilton, have past connections in eugenics, i.e. Ronald Fisher (1890-1962) and John Burdon Sanderson Haldane (1892-1964) who developed mathematical theory of population genetics, and was the first to discuss human cloning and its implications in eugenics. The controversy around Fisher involves his legacy as a founder and advocate for eugenics, and the Society for the Study of Evolution has recently renamed a prestigious award that commemorates Fisher.</p> <p>To note, the Haldane Collection is named after Richard Burdon Sanderson, 1st Viscount Haldane of Cloan, one of the proponents of the College.</p>	<p>Silwood lecture theatres should be renamed with suggestions to be welcomed from community and agreed via the Recognition Committee.</p> <p>Their impact in the field remains in the curriculum and therefore background should be shared with the community to inform discussions on including this context at a local level.</p>
<b>Sir Basil Zaharoff</b>	<p>Sir Basil Zaharoff (1849-1936) was an arms dealer and industrialist. Zaharoff was described as a "merchant of death" and his success was forged through his cunning business tactics. These included the sale of arms to opposing sides in conflicts, sometimes delivering fake or faulty machinery and skilfully using the press to attack business rivals. Zaharoff made a significant financial contribution to the Department of Aeronautics and the Zaharoff Chair of Aviation remains today.</p>	<p>The group have clarified that the Zaharoff Chair was taken over from the University of London and there may be a covenant on the funds. The group recommend that the Chair is renamed through working with the Department of Aeronautics.</p>

### Category B: Further research and analysis required

<b>Environmental Due Diligence</b>	<p>Submissions from the community raised questions about the College's role in modern day 'Imperialism' through companies which currently support the College, but which may be involved in environmental damage.</p>	<p>The College needs to ensure due diligence is completed and that current donations or funded research will not be detrimental to the College. The SRI Engagement Group approach is an excellent start.</p>
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## Specific Recommendations

### Category B: Further research and analysis required

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<b>The Delhi Committee</b>	The College started its connection with the Indian Institute of Technology in Delhi in the 1950s, when Professor Sir Willis Jackson (1904-1970), Professor of Electrical Engineering, was Chair of the Technology Committee of the Delhi College of Technology which was established by the British government. In 1963, a charter celebrated the formal partnership between the two institutions. Under this agreement, Imperial College contributed to the training of Indian staff, and academics from Imperial went on long term secondments to Delhi. A mutual highly positive relationship was created.	Further research is being undertaken to determine the composition, purpose, and achievements of the committee noted in the College Archives.
<b>Gary Tanaka</b>	Gary Tanaka, an alumnus of Imperial, agreed to make a substantial donation to fund the transformation of the School of Management into a research-led business school in 2000. In August 2008, the school was renamed Imperial College Business School to emphasise its association with the College. Tanaka's was tried and found guilty of conspiracy, securities fraud and investment adviser fraud.	Further research and consideration are required on the live relationship with Tanaka and consultation with ICBS to be undertaken. The College needs to ensure due diligence is completed and that the current Tanaka Chair will not be detrimental to the College.

### Category C: To be documented and acknowledged in our publication but no particular action required.

<b>Sir Henry De la Beche</b>	<p>Sir Henry De la Beche (1796-1855) was founder of the Geological Survey of Great Britain, The Mining Record Office, The Museum of Economic Geology and the Government School of Mines of which he was the first Director. The Royal School of Mines developed out of these institutions with De la Beche as the driving force. His family wealth came from slavery, and De La Beche inherited and ran his father's slave plantation in Jamaica (ended in 1830). He held enlightened views as to slavery on the family plantations, abolished whipping and prepared the slaves for eventual freedom, which he knew would come. (P.J. McCartney Henry de la Beche: Observations on an Observer. Cardiff 1977).</p> <p>The plantations failed by 1830 and De la Beche had to find work, which he did in the geological mapping of Devon, obtaining the first of his funding from the Government to do so. He obtained further Government funding for all the institutions he founded, including the School of Mines.</p> <p><a href="https://www.bgs.ac.uk/about-bgs/our-work/our-history/#1835">https://www.bgs.ac.uk/about-bgs/our-work/our-history/#1835</a></p>	The group have reviewed De la Beche's history and clarified that his own money was not used in the founding of any Imperial College Institutions. Instead he succeeded in getting the government to fund all the organisations e.g. The Geological Survey of Great Britain (BGS), The Mining Record Office; The Geological Museum (NHM) The Royal School of Mines. The document on the history of College which is being prepared will show this and reflect on changes already implemented in the Department of Earth Sciences and Engineering.
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## Specific Recommendations

**Category C:** To be documented and acknowledged in our publication but no particular action required.

INDIVIDUAL/ACTIVITY	BACKGROUND	RECOMMENDATION
<b>Imperial Institute</b>	<p>The Imperial Institute was built to mark Queen Victoria’s Golden Jubilee in 1887 and was established by Royal Charter for the purpose of carrying our research into the resources and raw materials of the Empire. Since opening in 1893, the Institute was not a great success and in 1899, the University of London took over half of the building as administrative offices. In 1953 the government announced the scheme for the expansion of Imperial College London and partial demolition of the Institute began in 1957. In 1958, the Imperial Institute changed its name to the Commonwealth Institute and in 1962 it moved to Holland Park. The College is only located on the same land and the Queen’s Tower is all that remains of the Institute today.</p> <p><u><a href="#">See Appendix 11 for additional information</a></u></p>	<p>The group discovered that there is a common misunderstanding that the College was part of the Imperial Institute. As outlined in this publication, there was no connection other than the location.</p>
<b>Constituent Colleges</b>	<p>The Constituent Colleges include, The Royal College of Chemistry, The Royal School of Mines, Royal College of Science, City &amp; Guilds College and Wye College. The community have requested that information on the formation of these Colleges is shared to help provide context to the College’s history and present-day decisions.</p> <p><u><a href="#">See Appendix 12 for additional information</a></u></p> <p><u><a href="#">Imperial College History Booklet</a></u></p> <p><u><a href="#">Imperial College School of Medicine History Booklet</a></u></p> <p><u><a href="#">Royal School of Mines History Booklet</a></u></p>	<p>The group have noted the historic context of the constituent Colleges and how these formed the College in 1907. A more detailed document is in preparation which will be a living document updated as information becomes available.</p>

## Summary

Over the course of the past year, the History Group has reviewed a large number of documents supplied by the College Archivist and information and perspectives provided by the wider community. Although we feel it to have been a comprehensive activity, there is value in maintaining some ongoing endeavours; for example we have launched some supplementary student projects. We shall update our core documents over time and use these to inform the relevant bodies that currently exist or will be established as part of the recommendations of this report.

We have found that there are a relatively small number of important findings where activities and teachings associated with the key namesakes are no longer compatible with the values and culture of a twenty-first century global institution. After considerable review and debate, we have proposed a set of measured recommendations. In all cases, it is our view that the rationales for any actions must be clearly explained, and that prior to action, a process of engagement (to share these findings and the associated original research) and dialogue (to debate and ultimately agree actions) will be invaluable. In all cases, it should be clear that we are not attempting to erase the historical record, but rather to add to it and to enhance the College as a place to work, study and grow.

## Membership

### CHAIR

**Professor Nilay Shah**, Professor of Process Systems Engineering

### MEMBERS

**Dr Anna Barnard**, Advanced Research Fellow (Sir Henry Dale Fellowship), Chemistry

**Paul Brown**, Mechanical Instrumentation Workshop Manager, Physics

**Professor Edwin Chilvers**, Head of the National Heart & Lung Institute

**Emma Couves**, Research Postgraduate, Life Sciences

**Melanie Lee**, Senior Organisational Development Consultant, Human Resources

**Professor Liz Lightstone**, Consul (Clinical) for the Faculty of Medicine

**Dr Wayne Mitchell**, Senior Teaching Fellow, Immunology and Inflammation

**Dr Mirabelle Muûls**, Assistant Professor in Economics, Business School

**Professor Washington Ochieng**, Head of the Department of Civil and Environmental Engineering

**Shervin Sabeghi**, 2019-21 Deputy President (Welfare), Imperial College Union

**Professor Sir Tejinder Virdee**, Professor of Physics

### ADVISORS

**Chris Banks**, Assistant Provost (Space) and Director of Library Services

**Anne Barrett**, College Archivist & Corporate Records Manager

**Professor Stephen Curry**, Assistant Provost (Equality, Diversity and Inclusion)

**Nicola Pogson**, Director of Alumni Relations

**Clare Turner**, Senior International Relations Officer

**Dr Michael Weatherburn**, Field Leader in Humanities and Social Sciences

**Heather Williamson**, Director of Principal Gifts

### EXTERNAL ADVISORS

**Dr Caroline Bressey**, Reader in Cultural and Historical Geography, University College London

**Dr Erica Charters**, Associate Professor in Global History and the History of Medicine, University of Oxford