

22 JUN 1970
Africana hub

The Legon Observer

Fortnightly Organ of the Legon Society on National Affairs

Vol. V No. 13

19 June—2 July 1970

Price 15np

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EDITORIAL

NATIONAL DEVELOPMENT AND REGIONAL CLAIMS

IN THE Sessional Address delivered at the opening of Busia's first parliament last October, the government through Brigadier Afrifa pledged itself to equable development throughout the country as a whole. Particular weight was thrown behind the undertaking to redress regional imbalance, and in both the expressed and implied arguments which discussion of the topic has generated since then, the cases of particular regions and areas have been pressed by advocates committed to these places. Readers of the *Legon Observer* will recall the elaborate case presented for the Volta Region last year by our occasional contributor "Educat", and the exhaustive rebuttal put forward by another writer calling himself "Ignoramus" (*L.O.* IV/22, 24, & 25).

During the present and closing stages of the first session of our first parliament under the new regime, the issue of equal and unequal regional development has been brought almost dramatically back to throbbing life, recalling the arguments and contentions of "Educat" and "Ignoramus". If the debate has not also succeeded in drawing an analogy with the famous and classic Nigerian one of revenue allocation by derivation *versus* development grants according to regional needs, this was no fault of the respective protagonists in that previous struggle; it was probably due only to the inapplicability of the derivation clause to the Ghanaian case. The point is that the argument, by the selective tricks of debate, can sway this way and that with great passion and seeming validity each way, where regional advocates have the evidence of poor development to push forward. But we can be led astray by what may be called progressive self-conviction, and this is what all good citizens have to guard themselves against in such matters.

On this occasion the issue of particularistic regional claims to priority consideration in the allocation of development funds was reopened with the motion of Mr. Ibrahim Mahama, the N.A.L. member for Tamale who is also secretary of the Alliance party. Mr. Mahama called for "a special accelerated development programme for the North", since, he stressed, the two northern regions (Northern and Upper) were "less developed" than others in the country. The motion called for this measure as a sure means of rapidly bridging "the gaps" between the north and the rest. Well, Mr. Mahama's plea promptly resurrected the temporarily "dead" issue between "Educat" and "Ignoramus": Is the North more backward or neglected than, say, the Volta Region? Is the Volta Region in worse

plight than equally extensive areas within Brong-Ahafo, the Central Region, or the West...?

Debaters, we repeat, can ever score good points off the opposition, and they don't always have to be extremely clever to be able to do so either. The fact is, though, that under-development, poverty, and other symptoms of neglect — if we must grant the charge — can actually be measured and quantified, to show that though all areas may have been neglected, some may have been more neglected than others. But in a country like Ghana this simply means a difference in degree rather than in kind; it is not like the difference between, for example, Ghana and Botswana: a contrast between lush though hardly developed potentials, and a parched and thirsty land with a hungry, freezing people huddled on it perpetually. So that though we can admit that the North is by and large less developed than the South, and the Volta Region than Greater Accra, any planned attempt to mount a differential scheme of development intended to bridge gaps will assuredly create more problems than it sets out to solve.

A graduated scale in development-fund grants which recognises imbalance among regions but is not panicked thereby, is clearly to be preferred to the mounting of development programmes which in some cases are accelerated and in others retarded: for the former, Mr. Educat would nominate *only* the Volta Region, and Mr. Mahama *only* the North — two conflicting claims right there. And who is then going to name the "deserving" candidates for "retarded development programmes"? We do not say the government already has this problem "licked" by the schedule of regional planning allocations read out to the House by the junior minister of the Ministry of Finance and Economic Planning, Jones Ofori Atta; but we say that for its limited and provisional, almost tentative, purposes it makes good sense as far as it goes: Northern and Upper Regions, NC202,000 each; Volta Region and Brong-Ahafo, NC184,000 each; Eastern, NC154,000; Central, NC151,000; Ashanti, NC150,000; Greater Accra, NC82,000.

That this distribution does not go far enough and is not going to solve all regional development problems is quite another matter. The fact is that the whole country is crying out loud for development and the ideal should be that we all develop together, though perhaps at graduated rates. In our present economic condition it is impossible, of course, to find the money

all at once for this; on the other hand, if we do not bestir ourselves more energetically to find it we shall die an economic death, slowly perhaps but surely. To save ourselves from slow economic death we need more imagination and greater resolve from our rulers, and from ourselves more seriousness and harder work.

International

INDUSTRIAL PRODUCTIVITY: SOVIET STYLE

By

Geormbeeyi Adali-Mortty

"MATERIAL Incentives for Specialists Working in Industrial Management Bodies" was one among other revealing and intriguing technical Papers circulated to the manpower experts who had come to attend the October 1969 Tashkent United Nations Inter-regional Seminar on the Employment, a Development and Role of Scientists and Technical Personnel in the Public Service of Developing Countries. The Author of this paper, the Moscow State University economist, Ghevork A. Egihazaryan, who was one of the Soviet Union consultants, was at hand to answer questions and to give elaborate analysis of the incentive system.

Even the manpower experts from the economically advanced countries of the West sat up to listen; and we, in whose home countries much is said about the need for higher productivity while little is done practically to raise labour output, could not but be particularly interested in the motivational gimmick. The special interest of our colleagues from the West derived from their awareness of the early Soviet approach to labour motivation.

Capitalistic Decadence

In the flush of Soviet socialist industrialization, the country had hoped to whip up labour enthusiasm at the job place by appealing to workers' sentiments of patriotism. Workers had at that time been exhorted to emulate high output units of labour. And, if any rewards were thought necessary at all, they were honours in the name of Lenin or in the odour of communistic sanctity. Material rewards would have been sheer heresy in the Stalinist period. Such material forms of incentive awards were believed to be bourgeois, and capitalistic decadence.

In Ghana, whether it be in religion, politics,

economics, socio-cultural or business problems, verbal exhortation flooded out concrete proposals and remedial action. Missionary-educated persons in positions of power today believe that, by merely moralizing or exhorting, their consciences would be set at peace, virtues would replace vice, and deeds would result.

Our business leaders, who are the more practical minded and the more realistic members of the society, ignore the application of commercial incentives. Contrary to general belief, salaries and wages which are time-based are not incentive-oriented. Recipients of such incomes do not link their job performance—its quantity and quality—with the end-of-month payments. There is no direct relationship between output and income. As in Ghana, a person is employed in the public services, and his progression through the salary scales is more or less automatic.

The Great Depression

After the expiration of the proving period, known hereabouts as the probationary period, an employee's periodic remuneration may be associated in some remotely vague way with job tenure at the pleasure of the employer, but this is gradually replaced by complacency and a sense of security. The ever-living consciousness usually associated with inducement earnings is replaced by a feeling of continuity of tenure, unless, perhaps, some gross misconduct or accidental collapse of the enterprise restores consciousness for earning one's keep. A feeling that one's job is there for keeps until some distant retiring age, when one attains the end of the employment contract with gratuity and pension, is the norm. The widespread terminations of tenure due to redundancy between 1966 and 1969 and, latterly, the termination of the 568 public servants had not been witnessed since the Depression years.

In the minds of employees, direct relationship between what one achieves by way of performance and one's paid income becomes opaque and then finally fades off. As an employee, one just carries on, and the job is held. Particularly is this the case in the public services, where involved procedures and rules insulate the employee against dismissals.

The principle of incentive payments rests on objective stimulation by the award of some form or other of reward, applied as a bribe, and aimed at the improvement of performance. In practice, there is usually a permanent or regular salary or wage, supplemented by a variable compensation depending upon additional output over and above the basic or expected normal output. In other words, a minimum unit of output is set

more or less, which those workers who exceed it are remunerated for withal.

The active elements in incentive payments are: that they are the variable extra; that they are consciously earned by exceeding a given performance standard unit or level; that they are stimuli for output over and above what would be achieved without the incentive bait; and that the additional unit of performance is assessable by objective means. In other words, the additional is actively worked for, and actively expected, unlike the periodic salary or wage, the earning of which is measured by the time span, not the job done extra well or in excess of a unit norm.

As a necessary background to the system of the Soviet incentive payments, we need to remind ourselves of the organization and management of industry in that State-centred, at once sprawling and tightly controlled bureaucratic system of economic administration.

Within the framework of central planning, each administrative unit—"from the shop up to the ministry" level—is held financially responsible and independent within the framework laid down from above. This is the principle known in the Soviet Union as the self-supporting principle.

Economic Solvency

Given the initial resources in the form of capital fund, the self-supporting principle expects that the fund shall revolve and gather operational returns. For this reason resources are given operational or functional autonomy. In other words, the unit of resources is isolated and is given economically functional independence "within the framework of which the enterprise or trust can operate its resources and select the most effective way of their utilization." The unit plans its own turnover of funds and controls the utilization of the funds in such a way that expenses are covered by returns. The unit is thus held accountable for its solvency and economic fertility.

The "basic and circulating capital" which we shall call production funds may, by virtue of growth or expansion demands, draw upon a number of credit sources for supplementation, over and above the profit addition to the circulating capital.

The resources from which the various Head Offices, Production Trusts or Ministries make the above allocations towards the temporary financial assistance to enterprises may be one or a number of the following: capital investment reserves, wage fund reserves, sinking fund reserves, the last of which is earmarked for capital repairs.

Such financial assistance may be extended to enterprises or purposes of introducing new ma-

hinery or for the designing of new machinery.

The question, then arises: whence the origin of the reserves in question? An example will best illustrate where such monies come from. Take the case of the Ministry of Wood Industry. In this instance, 1.9% of the Industry's profit are set aside for temporary assistance; towards introduction of new machinery: 0.25% of the "wage fund" is assigned; earmarked for material incentives: 10% of the profits are reserved; and centralized depreciation allocations are made up out of up to 50% of depreciation allowances.

Additional to such reserved allocations, some Trusts establish reserve wage funds of up to 2%; material resources reserve funds of up to 5%; reserve sinking fund for capital repairs of up to 10%.

Eyebrows were lifted in the West a couple of years back when the news filtered through for the first time that the Soviet Union too had embarked upon a search for profits, and that earnings were becoming more related to performance practices which had once been regarded by Soviets as bourgeois capitalist.

Incentive Developments

Whatever other considerations might have led the U.S.S.R. to embark upon direct material incentive payments, otherwise described as motivational awards of a financial nature, the fact of mankind's common humanity must have had something to do with them.

The development of incentive awards has since then gone a long way, and in certain respects, it has developed a wider coverage, on a national basis, than in many diversified and decentralized economies of the west.

Two basic criteria govern the size of the material incentive fund which enterprises and Trusts are permitted to set aside. These are:

1. the degree of profitability as a ratio of the value of the production fund. The precise level of the ratio is a matter for higher authorities under which the particular enterprise operates; and
2. the rate of growth of profit or the growth in the volume of disposed produce in the given year as compared with that of the preceding year.

The alternative criterion has been arrived at in the interest of fairness. It is intended to spread the opportunities for sharing benefits on the part of different enterprises operating under different conditions. It is possible to continue making profits without necessarily improving the

processes and operations. The particular enterprise may happen to be in a favourable consumer market. If profitability alone were to be the criterion, such an enterprise might not have any further stimulus to improve its operations.

If, on the other hand, the rate of increase in the volume of sales or of the turn-over were the criterion, the enterprises with unutilized resources might have advantages over the "front-line" enterprises which have already utilized their natural resources advantages.

Production Quotas

We are not ignoring the over-riding performance test which must justify entitlement to bonus payment, viz., the fulfilment of the assigned plan within the framework of the central (or Gos) plan. As is well known, each operative unit in the Soviet Union works up to set production quotas or output targets. Now, any unit which exceeds its assigned target is assumed to have made a prima facie case for bonus payment. The target may take the form of sales volume in relation to the preceding period's volume; or the profit margin achieved.

Thus, assuming that the target for profit increases were 12% per annum and the bonus fund for the particular branch of industry were 0.2% of the wage fund for each per cent of profit increase then the bonus fund is 12×0.2 or 2.4%.

The rate of bonus fund in respect of turnover or volume of sales relative to the prior year's is set at 17% and the percentage assigned to this increase is 0.4%. The resulting figure is 17×0.4 or 6.8%.

Thus, one finds the equation: two yields $2.4 + 6.8 = 9.2\%$ of the wage fund. This becomes the amount earmarked for the bonus or incentive fund. Now, since there is no ceiling for the incentive fund, so long as the formula governing the rate per cent is applied, the incentive potential of the fund does boost output and quality.

One of the novel aspects of the Russian practice, which deserves attention, is that material incentive payments are not limited to direct labour only. It is claimed that "specialists working in the administration of the enterprise receive their bonuses from the same material incentive fund and this make them personally interested in the operational results of the enterprise".

Furthermore, experts and members of research teams are also entitled to "material stimulation". Incentives of this nature are designed to speed up scientific and technical progress and to introduce new or improve engineering designs.

An indirect incentive element covers the various

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levels of background qualification. Whereas, previously in the Soviet Union, specialists with degrees who were employed in the industry drew less salaries than their counterparts in research institutions, now standard rates are paid for holders of similar degrees. This system has made industry an attractive place for highly qualified specialists to work in for the development of scientific research in enterprises.

For example, a shop manager with a degree draws the same rate of pay as a head of a department of a laboratory at a research institute, who holds the same degree.

Russia is presently experimenting with a system of payment to research workers. The system has been known and applied in the West with regard to piece rate workers. In the Karpov Research Institute of Physics and Chemistry in Moscow, this experiment was begun in December 1968. The output-related system of payment has been fixed at 20 to 30 per cent below the previous standard or guaranteed minimum wage. This became the base minimum wage. Those who showed "good results" could earn up to 20 through 30 per cent above the previous standard wage.

This new system covers skilled workers, white-collar workers, and laboratory assistants as well.

Those who have tried their hands at quantifying intangible quality of work such as that of the performance of an administrative staff personnel can well imagine the difficulty involved. Difficult, but that is not to say impossible. We are not going to enter into the methods and techniques by which to determine this type of intangible output. The practical working of the system of evaluation of this kind of performance, should, however, repay the effort.

The Rigid Systems

Not much of the Soviet type of industrial practice and wage administration has much to teach the more sophisticated systems obtaining in the West, or even in our types of economies. The relative freedom of movement and of the exercise of initiative enjoyed in our parts of the world are such that most people would not want to trade them for the centralized and rigid system of the centralized States of Russia, Eastern Europe and China. But, this is not to say that there is nothing whatever of appeal in the Soviet and such like economies.

We who are involved in the subject of human resources are concerned over the problem of a virtual absence of motivational methods of remuneration in commerce and industry. Low productivity and wastage of capacity are known

to occasion serious handicaps in the course of resuscitating our sluggish economy. But, the country has not gone beyond merely decrying low output. Our incredible faith in wordy admonitions and exhortations stops short of prescribing practical remedies and of executing them.

To Ghana more than to any other country, studies of methods which stimulate motivation for high output are, and must be, of particular interest.

Education

THE STRUCTURE OF EDUCATION IN RURAL AREAS

By

R. K. A. Gardiner, (Executive Secretary, E.C.A.)

THIS address is supplementary to an earlier one on rural education (L.O. V/10). It contains suggestions for a modified structure of education for rural areas, which is briefly as follows, as regards formal education, a primary cycle of seven years (comprising two sub-cycles of 4 years and 3 years successively) is suggested. The first sub-cycle aims at teaching basic communication skills and number operations; the second at practical, pre-vocational education related to agricultural, rural constructional and manufacturing activities, which will enable school-leavers to engage in productive employment and receive further training on the job.

Some authorities have suggested postponing the entry of children into the first grade to about the age of eight or nine so that at the terminal stage of the primary school, they are fifteen or sixteen, and therefore mature enough to utilize the prevocational training in productive work.

A junior secondary sub-cycle of 3 years and a senior sub-cycle of 2 years, offering a diversified curriculum in comprehensive rural schools is suggested. Technical, vocational, commercial and home science courses based on rurally relevant syllabuses, with emphasis on practical accomplishments are suggested. The proportion of primary school certificated pupils to be allowed into the next secondary cycle will have to be carefully worked out in relation to the resources of the country, its planned economic growth and manpower requirements, the absorptive capacity of the labour market for varying skills (which includes, of course, the supply of teachers and intake into post-secondary education). Rural post-secondary tertiary level facilities, offering flexible programmes of instruction and training should be provided,

with emphasis on the applied sciences and arts, and undertaking problem-oriented research related to rural development. It is also suggested that an extensive system of non-formal education be organized for the out-of-school youth, the adult active labour force, and women.

A. Primary Level—Duration 7 years

i) The primary cycle extends over seven years, and comprises two sub-cycles of 4 years and 3 years. The first sub-cycle of four years (lower primary) is intended essentially to achieve a minimum level of literacy, including elementary number skills. It may be regarded as a preparation for the next sub-level of primary education (senior primary), and in cases where this is terminal its objective is also to prepare the mind to be receptive to new ideas. Educational attainment at this level does not prepare one for much more than unskilled labour. It will be noted that the duration, content and objectives of this sub-level are the same for the town and country child.

Two Educational Streams

ii) The second sub-cycle of three years (senior primary) is common to all town children and the objective is to provide a general education, with emphasis on the further acquisition of language and number skills. In so far as the country child is concerned, there are two streams of educational experience offered:

(a) a small percentage (which is a matter for political decision) of children will pursue the same general education course as urban children in preparation mainly for an academic (or grammar school type) secondary education or secondary commercial education;

(b) the great majority of rural children will receive a practical type of prevocational education in rural farm schools, concentrating upon activities related to farming operations, rural handicrafts, and home-craft (for the girls), though instruction in language and number skills will not be neglected. The objective of this sub-cycle is to orient the mind of the child to a knowledge of the rural environment and rural activities in which he is likely to find the source of his livelihood. The sub-cycle is a preparation for the vocational education and training of the next secondary cycle, but it is more than likely that it will be terminal for many a youngster at the age of 13 or 14 (especially

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girls), in which case, further training will have to take place on the job. It is hoped that the methods of instruction and the content of the course will be sufficiently interesting to prevent the alienation of the rural child from his environment, and stimulate him to exploit the economic possibilities of small or large scale farming (perhaps through co-operatives).

In terms of occupational fitness this level of educational attainment will be regarded as the minimum for employment as drivers, junior shop assistants, messengers, postmen, petty repairmen, semi-skilled factory machine operators, apprentices, tailors, seamstresses, junior agricultural assistants, etc.

B. Secondary Level—Duration 5 years

The secondary cycle extends over 5 years, and comprises two sub-cycles of 3 years and 2 years. It should be noted that the end of the secondary stage is reached after twelve years from the admission of the child into the first grade. There are many developed countries whose stock of educated manpower was built upon a 12 year primary-secondary cycle, and at this stage of economic development it should also prove adequate for the needs and resources of African countries. The savings effected by a one-year reduction in the 13 year primary-secondary cycle adopted in some African countries, following the practice in industrialized countries, could be diverted to other educational purposes. It is important for African educational development to examine critically the need to adhere to traditional cycles or duration of successive stages of education. What is important is not the length of a course but the relevance of its content to the local situation.

- (ii) The first sub-cycle of three years (junior secondary) is common to both the urban and rural sub-system. It represents the end of 10 years of schooling, and a big fall off in school enrolment beyond this stage, when young people enter the labour market (if they had commenced at the age of five or six); A diversified curriculum is offered in the urban and rural sub-systems. In the urban sector there are the usual general education, commercial, technical, home science, and vocational (trades) streams, which can be designed to be terminal for those who would wish to leave school and receive on-the-job training. In the rural sector, pupils completing the upper primary

level (general or prevocational farm schools) have three broad optional streams of education with a technical/vocational bias. If comprehensive schools are set up, as I would propose, then a commercial stream may be added to these options. Some boys will enter the junior agriculture school stream to learn the theory and practice of agriculture (crop and animal production), and the related sciences, plus some language and literature; others more inclined towards engineering and constructional activity will enter the rural technical/vocational (trades) school and learn such things as engineering drawing, wood and metal work, bricklaying, brick making, house building, combustion engines, etc.; and, others clerical skills. In many ways the skills learnt in the rural technical/vocational junior high schools are applicable in urban industrial employment, if the growth in industries does exert a pull on the skilled rural labour force. Therefore, there is not much advantage for the rural youth to seek this kind of education and training in the urban system when it is readily available in the rural system. However, if the occasion should arise, junior secondary rural trades graduates will qualify to follow appropriate courses at the senior level in the urban system. On the other hand, urban secondary certificated school pupils may also be able to utilize their education and training in the rural economy.

Occupational Fitness

Girls, in general, will follow the junior home science courses, in the rural areas, and this should qualify them to enter a nursing school or a teacher training institute exactly in the same way as urban girls; but some would also enter the commercial stream.

In terms of occupational fitness the junior secondary level of educational attainment may be regarded as the minimum for employment as sales assistants, junior agricultural extension workers, clerical assistants, machine operators, craftsmen, and journeymen, policemen, small farm operators, etc.

- (iii) The next sub-cycle (senior secondary) is of 2 years duration, and takes the student to the matriculation or university qualifying entrance stage, i.e. the end of the high school stage. The same diversified curricula are offered as continuation of the junior secondary school. Graduates of the senior secondary school would constitute the core of the



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supply of the middle-level manpower, and thus the courses are designed to be terminal at this sub-level, both in the urban and rural system. At the same time, the completion of the courses at this level would qualify for further academic, professional, scientific and technical education and training at the tertiary level.

In terms of occupational fitness, this level of education would overlap with the post-secondary undergraduate level of studies, and may be regarded as a minimum attainment for positions carrying a fair degree of individual responsibility as technicians, supervisors and foremen, nurses, stenographers, office machine operators, salesmen, sub-professional assistants, production engineers, draughtsmen, laboratory assistants, clerks, etc. In the rural sectors they could also be trained in management science to take charge of farming operations and small-scale rural industries.

C. Tertiary Level—Duration 1-6 years, or more.

(i) The tertiary cycle, ranging from 1-6 years or more, provides for progression from the secondary graduate level to a wide variety of education and training in the pure and applied sciences and arts. The terminal courses may also range from one-year to three-year diplomas of technical institutes in certain professional and technological studies and in applied sciences with undergraduate status; and from three to six-year degree courses at universities.

(ii) An important feature of the proposal is to eliminate the dichotomy that exists in the status between the kind of academic studies undertaken at traditional university-type institutions, and the kind of studies and training undertaken in the applied sciences and technology at advanced polytechnics, institutes or colleges of technology. The tendency—a carry over from the pre-industrial past—is to regard the practical and applied studies as being somewhat inferior to the so-called "pure", "theoretical" studies.

African countries which are trying to develop their economies and societies as rapidly as possible by the application of modern science and technology cannot be hampered by this artificial status division between the "pure" and the "applied", the "mental" and the "manual". Hence the proposal is to follow a uniform practice of

awarding "certificates", "diplomas", and "degrees" irrespective of whether the tertiary level courses completed are in the "academic" or "applied" fields. Secondly, the proposals provide, in particular, for transfers from the "academic" to "applied" courses, and vice versa, depending upon the growing interests and aptitude of the individual for specialization. Thirdly, the proposals also provide for continuation of specialist studies and training for research in university-type institutions (academic or technological) from the undergraduate institutes, eg. technical institutes, agricultural institutes, rural engineering institutes and teacher-training institutes.

Fourthly, the proposals allow for mobility from the rural institutes to the urban advanced universities, in the appropriate field of specialization. For example, if the educational objective is to enable the rural population to throw up scientists or technologists whose area of interest continues to be in the development of rural economic and social activities, opportunity is provided for them to proceed from the agricultural institute or rural engineering institute to an academic type of university or a technological university. This assumes concurrence between the educational institutions on course credits, which is not impossible if the educators would take an integral view of education and national development needs, and are less tradition-bound. It is also feasible to establish completely autonomous rural universities, when developments justify this, with the focus on rural development needs and problems.

Adjusting to Rural Environment

(iii) Another feature of the proposals for coherent, parallel sub-systems of education is the provision made for teacher-training institutions both in the urban and the rural sectors, thus ensuring a supply of teachers, whose minds are adjusted to the rural environment, for the rural system of schools, colleges and institutes. The same applies to the training of rural nurses and social workers in the agricultural institute or the teacher-training institute. There need be no hard and fast lines of institutional separation in the early stages, at least, of the training of agricultural production specialists, agricultural extension workers, community development workers, nurses and

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social workers for there is much to be said for taking an integral and inter-disciplinary view of the development of human resources.

- (iv) Both the agricultural and rural engineering institutes will provide a variety of one-year, two-year and three-year diploma level courses, in accordance with the high-level and middle-level skill requirements of the rural development plan. It is intended that the attention given to the basic agricultural sciences, as distinct from their applications to production, will encourage some young men and women to continue their studies with a view to engaging in pure or applied research of relevance to agricultural production, e.g. plant and animal genetics, plant and animal pathology, the conservation and utilization of soil and water resources, plant and animal pests, preservation, etc. Similarly, the rural engineering institute could provide engineering courses (civil, mechanical, electrical) of relevance to rural agricultural production as well as for the industrial processing of agricultural products. However, the needs of rapid development suggest a sharing of the curriculum time between the classroom/laboratory and the field of workshop. The field and workshop assignments can be made a real life experience if the students are allocated for appropriate periods in production enterprises, very much along the lines in which teachers, nurses, doctors, lawyers and accountants, for example, are trained.

D. Adult Education

Arrangements for (i) part-time education, and (ii) adult education programmes, especially functional literacy programmes, for those who are employed. Continuing education services should be available in the rural sector, and reinforced through the use of mass communication media (radio, television, films, newspapers, etc.) The emphasis of adult education will be on vocational training, on upgrading skills, and on creating receptivity to change.

Farmer training centres, offering full-time courses of 2-12 months duration for producing farmers, should be established.

Implementation

The reorganization of the rural sub-system of education so that it may become a realistic system, oriented to development needs and priorities is a long-term programme

which should be, for each country, preceded by detailed surveys, studies, planning and preparation of administrative and teaching personnel. It is important that we should proceed cautiously, step by step, lest the whole programme founders through insufficient understanding and appreciation of the new goals set for rural education by the community at large and the educationists.

It is exceptionally difficult to bring about a conceptual change in educational practice modelled for generations on alien systems, and the resistance to change affects parents as well as the professionals themselves who are products of the archaic system. Perhaps, what we ought to do first is stimulate a dialogue on our university and teacher-training campuses on this concept of development education, of examinations and standards of achievement, of the alleged antinomy between the cultural and vocational in education, and so on. The curriculum of teacher education is not complete without a course on development education. It is paradoxical that such courses are more readily available in developed countries than in the universities of the developing countries.

Retraining the Teachers

The bottleneck in changing an educational system is not so much money as the lack of a suitably prepared teaching force. We often make the mistake of trying to introduce changes in educational practice without having taken the necessary steps to retrain the existing teachers in terms of content, attitudes and capabilities, and to ensure the adequate preparation of the future supply of teachers. It appears to me that because the development of the rural areas has not had the kind of attention it should have had, the theory and practice of rural education itself tended to be neglected.

This state of affairs would have to be remedied first by the establishment in rural areas of teacher-training institutes, staffed by teacher-educators of high calibre who will train teachers for the special needs of integrated rural development and will also promote and undertake research into the specific problems of rural education.

Organizationally, I think these teacher-training institutions should be incorporated within the framework of the rural agricultural/engineering colleges or institutes. Pilot projects of this kind should be established in

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selected areas before expanding the system. Since the emphasis in rural education, at this stage of the socio-economic development of most developing countries, would be on practical, work-oriented training on the farms, workshops, offices, clinics, laboratories and homes, we would need a large corps of instructors and demonstrators of vocational subjects or skills. The gross shortage of teachers of practical trade courses is likely to be the main constraint to the development of the rural education programme. The urban technical and vocational schools and the industries themselves are competing for the services of such trained personnel. Sufficient experience has been gained in the last World War and since then in the industrially-advanced countries, on short-intensive training of personnel in manual, mechanical and technical skills. The highest priority should be given to this part of the programme.

Agriculture and Mechanical Arts

Rural secondary schools should be organized on the lines of comprehensive schools offering a variety of courses. One might also look into the possibilities of devising a core curriculum exposing boys to both agriculture and mechanical arts, the girls to home science and agriculture or clerical skills. This is a complex operation full of problems, especially of location and accessibility to rural students. They would have to be established for their success in some central locations such as rural towns, or village complexes planned for rapid urban development. We see in this instance alone how important it is to co-ordinate the educational development programme with other social and economic development programmes. This suggests the early establishment of co-ordinating machinery at local, rural, and national levels.

I also think that the management of secondary and tertiary educational institutions should be closely associated, as partners in development, with the design, supervision and evaluation of integrated rural development projects. In this way, the educational institution will get to know whether it is turning out the type and quality of manpower skills required and whether or not its education content and methods are having the anticipated impact on individual motivations and attitudes.

What I have left for my last point is, perhaps, the most feasible area of educational

action; and this is the development of non-formal educational services for the school-leavers who have left without any working skills and for the actively employed adults, men and women. Firstly, functional literacy classes should be started for farmers and industrial workers, men and women. Extension work—both agricultural and industrial—will have its best effect only if it is directed to a literate population. ■

Some countries are finding that training of active farmers—men and women—at farmers' centres, for short periods yields immediate results in the way of increased farm production, which is the demonstration effect on which rural development can be brought about more quickly. The young school-leavers may also be enrolled at these centres and taught agricultural vocational skills, including some mechanical skills. In this field of action, the mass media of communication (newspapers, radio, films and television) also offer great possibilities for imparting techniques and general information, and for changing attitudes.

In conclusion, I might, perhaps, be allowed to observe that unless the people themselves are motivated ideologically and take to development as a religion, committing themselves to effort and sacrifices for a future life of abundance for themselves and their children, the results attending any scheme of education or economic progress are likely to be meagre.

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CAPE COAST UNIVERSITY— A Rejoinder

By E. Asiedu-Akrofi

IN HIS article which appeared in the *Observer* of 10-23rd April, 1970, Mr. K. A. Karikari expressed concern about the primary and secondary aims of the U.C.C.C. The primary aim is to train "graduate teachers in arts and science subjects for secondary schools, teacher training colleges, polytechnics and technical institutes". The secondary aim is to "provide higher Education, to undertake research, to disseminate knowledge and to foster relationships with outside bodies and persons".

He pointed out that these aims need constant reappraisal in terms of the shifting changing demands of Ghanaian society. All people who are honestly involved in the affairs of this institution share this concern in one way or the other. However, in his anxiety to discuss some of the problems that face the college, he misled the public about the role of the Faculty of Education in the gamut and entirety of the work of the whole college.

Aristotelian Concept

Mr. Karikari made the following unfortunate assumptions:

- (1) Fulfilling the primary aim of U.C.C.C. will not permit research;
- (2) if the secondary aim is to be achieved, the primary aim will have to be sacrificed;
- (3) students devote more time to Education and less to other subjects;
- (4) very little research has been done by the Faculty of Education into students' needs.

Let us consider the validity of these assumptions.

In all institutions dealing with teacher education at University level, research and teaching go together. One reinforces the other. This type of educational research is an entirely new field now developing. It differs from the classical research in that it has to contend with many variables posed by its main subject, the student. This is the kind of research that this college's particular experiment exposes us to. Teacher education in Cape Coast neither sacrifices research nor does it make the institution look like a glorified teacher training college. Instead it opens new vistas for exploration and challenge to Lecturers.

The concept underlying Mr. Karikari's assumption is Aristotelian and out of fashion with modern scientific thinking. Like all people of Aristotelian persuasion, Mr. Karikari presumes that if a higher institution does not dispense with aca-

demically respectable subjects then it does not merit being called a university. He forgets that at the turn of the century economics and sociology were treated academically with as much scorn as it is being done to education today.

The uniqueness of the Cape Coast experiment is that education courses run concurrently with the content subjects instead of it being taught as a topping-up post-graduate course. The advantage of this is the creation of a bridge among the different specializations and the development in students of attitudes that cognitively compel a sense of responsibility to education as a whole. It is this posture of attitude that forces recognition of the social problems with which education must deal. It also makes students see teaching as a unified enterprise and not as segregated elements called subjects and methodology. In budgeting time for this purpose, education courses take 5 hours per week while the others take 22 hours per week. The five hours include teaching practice. No one can grudge the faculty of education with this time in an institution that is dedicated to education.

Unfortunately Mr. Karikari does not appear to be conversant with time budgeting in the U.C.C.C. He should be aware that this is the fashion in our sister universities in Africa. What is wrong with time budgeting in the other faculties is not the 5 hours devoted to education but rather unnecessary coverage of ponderous ambitions and improperly integrated syllabuses which take away student time and so rob them of even the opportunity to work out their lecture notes.

Time Budgeting

On this score Professor Kay, Pro-Vice Chancellor of Sheffield University who visited both the Faculty of Science and Education recently commented on time budgeting as follows:

The Faculty of Education's courses can only contribute marginally to this tightening of the syllabuses since their proportion of the whole curriculum is relatively small. It would seem that the most effective action would aim, not so much at curtailing the length of Education course, as in integrating the work of the two Faculties.

Thus other experienced university opinions find Mr. Karikari's argument weightless and untrue. We can save student time by integrating the courses. For instance, the Science Faculty should stress the teaching of the biological sciences which are relevant to our schools instead of sticking to zoology and botany which have no meaning in our schools. Our students become

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of little or no use at all to the schools. The other faculties will have to learn that courses of study alone do not determine the degree of intellectual activity possible in students.

Mr. Karikari is, however, right to say that on the whole very little research has been done in the college. There are several reasons for this. A few are worth mentioning here:

- (1) The heavy teaching load of lecturers, who are few, in relation to other duties;
- (2) Lack of funds for research;
- (3) Lack of encouragement on the part of the Ghana Universities Press which insists on *best sellers* as if they should only be interested in the world of novels and not materials that contribute to scientific knowledge.

These handicaps are shared by lecturers in all the three universities. Mr. Karikari, however, stumbles badly when he says that very little research into students' problems has been done by the faculty of education. At least the faculty can pride itself over a few in the field of teacher attitude among students.

Impasse Between the Faculties

Perhaps the most significant point made in his article is the impasse between the faculty of education, on one hand, and the faculties of science and arts on the other. It is ironical and unfortunate that a university dedicated to education has about 85% of its staff without any background in education. One would have expected a fair balance of interests. Among this number one finds people who think traditionally that one is necessarily a good teacher if one knows one's subject and can pour it out to students. Their subjects are more important than the students or anything else. If the lecture makes meaning to a student, God bless him; if it does not, he is a dunce. We of the faculty of education think differently. We consider three things:

- (1) mastery over subject content;
- (2) the manner of communicating subject matter to the student; and
- (3) whether the subject matter makes meaning to the student. Learning does not occur until the student understands what is taught. Unless this is achieved the lecturer is deemed to have spoken for nothing.

Obviously these two stands create impasse between us. The impasse exists in all institutions of this kind. It is not bad in itself. It has the advantage of facilitating a dialogue. To encourage this, the faculty of education in co-operation with the other faculties has instituted occasional lec-

tures called "Teaching in the University". At such lectures attended by people from all the faculties, we discuss modern teaching techniques in university teaching. I am proud to say it has made a good start. It is only people of Mr. Karikari's thinking who think that the faculty of education is imposing its will upon the other lecturers and who refuse to attend these in-service training discussions.

Lastly, there are about three reports on the faculty of science and on the college as a whole. The writers are eminent scholars drawn from European and American Universities. I wonder if we have exhausted their recommendations for improvements in the following areas.

- (1) the quality of students;
- (2) the nature of the staff;
- (3) the quality of teaching;
- (4) the facilities available for teaching;
- (5) the structure, content and organization of courses; and
- (6) examination requirements and conditions.

What has happened to these reports?

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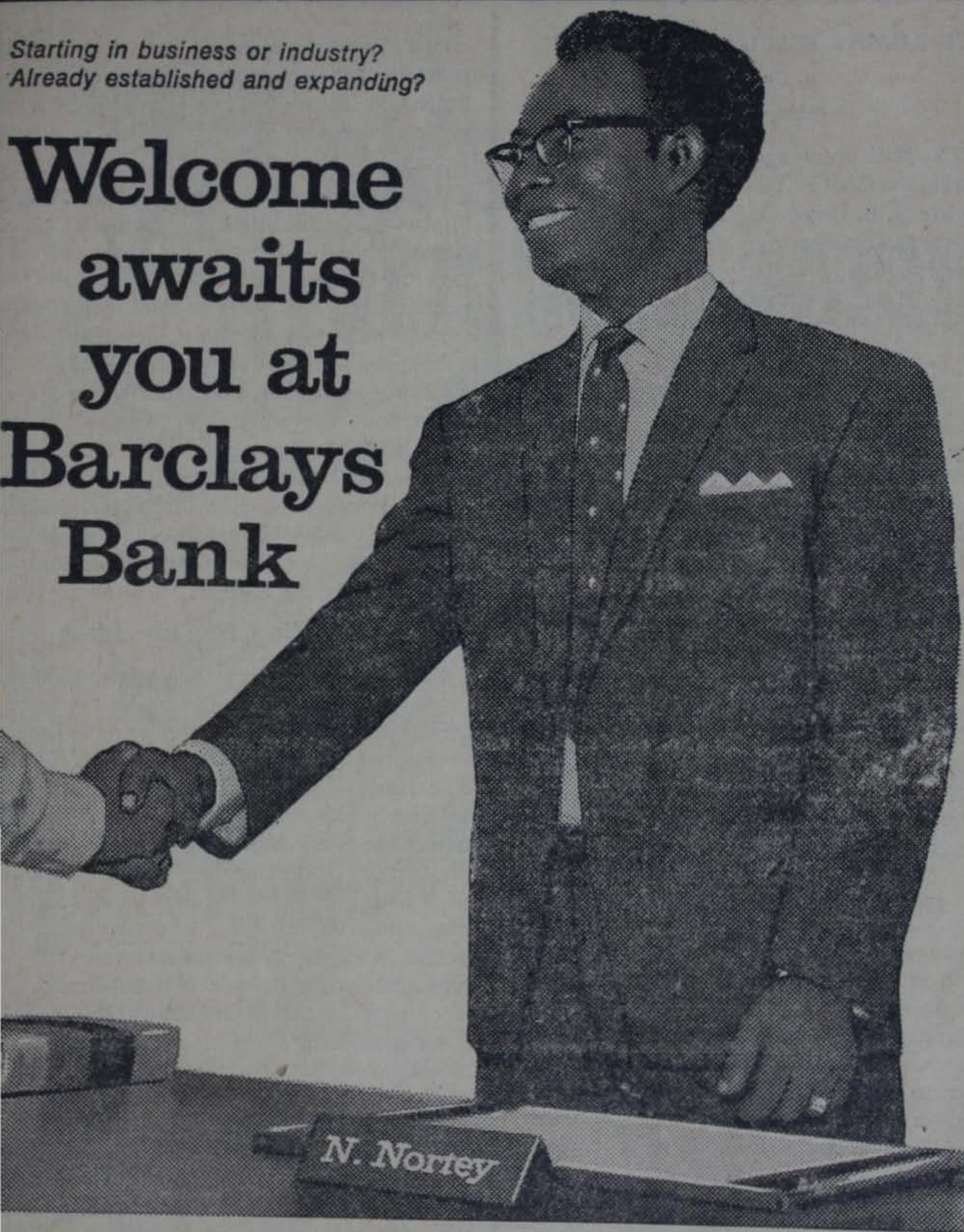
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ONCE AGAIN: TEACHERS' UNIFORM

By

Ghanapat

TWENTY-ONE years ago when I was seriously considering the Civil Service as a career, I consulted the late J. B. Danquah for advice. He pushed his lips forward, as he often did when he was in doubt or found a particular problem he's turning over in his mind distasteful, and said: "The Civil Service mind insofar as it can be said to have mind, works anti-clockwise and when it decides to back a certain point of view, it will go on backing it even when the point is no longer valid". I decided instead, to become a secondary school teacher.

Of course Danquah's opinion of the Civil Service at the time was much coloured by his frequent clashes with the top expatriate Civil Servants, though he was on excellent personal relations with one or two of them to whom he occasionally submitted his literary efforts (mainly poetry) for comment and criticism.

As I listened on Sunday (May 17, 1970) to Adjei Bekoe's lively T.V. programme, "Comment," I couldn't help recalling Danquah's rather cynical description of the Civil Service mind. The panel, you will recall, was made up of Messrs Hesse, (not Fifi), Panford and J. W. L. Mills, Chief Education Officer—and of course the host himself.

Unacceptable Comparisons

Only the previous day, I had been reading an article in the "Ghanaian Times" (May 16, 1970) by one Mr. E. T. Osabutey in which he demonstrably failed to give one sound or respectable reason why elementary school teachers should wear uniforms to school. There was the usual mindless comparison of school teachers with policemen and soldiers—a comparison, I must confess, which always puzzles me. Surely it is not with policemen and soldiers that teachers should be compared!

One profession—the teaching profession—is primarily concerned with teaching children how to think; the other professions, with teaching adults how to obey instructions. The distinction between the two professions is not so sharply marked but it will do for our purpose. In other words, there is all the difference between education and regimentation. For example, I would venture to suggest that there is more room in the teaching profession for argument, for the meeting of minds, between the teacher and his pupil, and between one pupil and another, than there is in the military or police service, where the meetings of officers and men can hardly be des-

cribed as meetings of minds. But I do not therefore conclude that the teaching profession is a superior profession. The utmost I can claim for the teaching profession is that I would rather be a teacher than a soldier or policeman.

I found some of the arguments of Mr. Osabutey intolerably puerile. Here is a sample of his capacity for logical analysis, in his own words, according to his remark in the Accra daily under reference: "In fact both the teacher and the priest are not only public servants, but also God's representatives on earth. The teacher teaches Religious Knowledge in the school where the good foundation of every future generation is built". From these weighty reasons Mr. Osabutey concludes that the teacher must wear a uniform to school. It might be inferred from Mr. Osabutey's article that if one is unfortunate to teach such mundane subjects as arithmetic or history, then he need not wear a uniform.

Defending Mouldy Ideas

You can imagine how relieved and delighted I was when Dr. Bekoe announced the topic for Comment. Here at last we were going to be treated to reasoned argument which would surely be higher than the level attained by Mr. Osabutey. In fact by adroit and careful questioning, Adjei Bekoe tried to ensure a high level of discussion: it was not his fault that he did not succeed. The Ministry of Education representative, I fear, was mainly responsible for this poor level of debate.

Mr. Mills struck me as one who was well-rehearsed in the defence of mouldy and dated ideas. He knew that as far back as 1961, the C.P.P. government decided to impose uniforms on elementary school teachers, without assigning any reason whatsoever for this action. Whether Mr. Mills agreed with this government action or even bothered to ascertain its underlying reasons cannot be determined with certainty. Nevertheless like a good civil servant, he dutifully ensured that this order was carried out.

But he excelled himself when he came to give what appeared to him to be reasons why teachers should wear uniforms to school. Wearing uniforms he informed listeners, enabled school children to identify their teachers; again it enabled the species of important personages called Education Officers to identify the teachers. If teachers didn't wear uniforms, it would be difficult for a 5-year old pupil to find someone help him find his way to the toilet. If they did not wear uniforms, some teachers would wear cloth, top-hats, stockings etc. to school. And as for the female teachers if they were not compelled to wear uniforms, elementary schools would degenerate into fashion parade

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and the female teachers would waste all their money on expensive clothes.

Mr. Mills's cold detachment was a trifling pompous, I thought, and it stood in sharp contrast to the warm and passionate hammer-strokes of Mr. Hesse who unmistakably gave me the impression of one who personally felt the insult of teachers being compelled to wear uniform—and, what is more, was prepared to do something about it. Whereas the Chief Education Officer was labouring hard to pronounce his words meticulously—and by so doing overdid the pronunciation of "tutors"—Mr. Hesse was mainly concerned with making his points as vigorously as possible, while Mr. Panford most calmly held the balance.

Imposed from Above

On my part I don't intend to concede that anything said by Mr. Mills that evening or anything I have come across so far in the local papers by the champions of uniforms for teachers remotely resembles reason. The fact of the matter simply is that the thing was imposed by somebody with a taste for seeing as many people as possible labelled so that he or his spies, to use the foolish phrase, could easily identify them. The taxi-drivers openly rebelled against being put into uniform, and because they were a sizeable political force, they got away with it. But teachers being the spineless creatures, we have always been slipped quietly into our uniforms and have worn them for more than nine years. And because teachers have worn them for nine years some people are trying to invent reasons why they should wear uniforms all their lives.

As Mr. Hesse pointed out that evening, elementary school teachers have not always worn uniforms in this country. And, as Mr. Mills very well knows, there are many countries where elementary school teachers do not wear uniform. But not even Mr. Mills would argue that the absence of uniforms made for indiscipline in the past in Ghana, or in any of the countries where teachers don't wear uniforms. Nor would he contend that this made it any more difficult for pupils to identify their teachers or for school inspectors to make out which teacher taught standard 6 or 7. But is it a fact that children recognized their teachers only by the uniform they wore? If an Education Officer cannot recognize the teachers in a school he is inspecting without the aid of uniforms to improve his vision or memory then hadn't he better consider a permanent job in an office? All this emphasis on identifying the teacher is a little humiliating, as if teachers were a sub-species of humanity who, in order to be identified, must first be labelled.

At one stage of the T.V. discussion I wasn't quite certain whether Mr. Mills meant to be taken seriously or whether he was being merely facetious, when he said that if teachers were given the option of wearing what they liked to school, some of them might turn up at school in top-hats, bowler hats, cloth and stockings. But good manners compel me to take the Chief Education Officer seriously since I cannot imagine a responsible public officer mounting a public platform to talk in the way he did.

Meanwhile, however, I say nothing about whether or not wearing bowler hats to school infringes the Constitution, the teachings of the Church or the Educational Code; or whether it interferes with anybody's freedom. But, granted that some teachers will wear these alarming costumes to school, is this a matter that should exercise the mind of the Ministry? On the contrary, I should have thought that wearing these conspicuous and unmistakable objects to school would solve one of Mr. Mill's serious educational problems, namely, the inability of school children and Education Officers to identify school teachers. Surely any Education Officer of minimum intelligence can identify a teacher in a bowler-hat.

The remaining points made by Mr. Mills do not deserve any notice. The shortest reply to all of them is that if Junior Civil Servants can wear what they choose to work, there can be no reason why primary school teachers should not, at least, enjoy the same freedom; unless of course, it is contended that Junior Civil Servants are more responsible than teachers. As for Mr. Mills's concern that the schools might degenerate into fashion parades if female teachers scandalously overdressed themselves to school, all I can say is that I have not noticed that in the University Primary Schools, the International and Private schools springing up all over the country, the female teachers dress immodestly to school. In one school some of the female teachers wear traditional attire to school.

I would be the first to concede that the schools I have listed above are exceptions. Nevertheless I would rather see the female teachers sometimes wear bright cotton prints to school than this drab white uniform some of them wear. But by far the most important consideration—the most overriding consideration—is that school teachers must have the right to choose the sort of clothes they would wear to school. They may all to a man decide to wear uniform; well and good. Personally I would regret their decision but I would respect it, nevertheless, since it represents the clear decision of responsible adults.

Observer Notebook

Mr. John Matthew Poku: The New Asantehene
 HE newspapers reported on the 15th of June that Mr. John Matthew Poku, a nephew of the late Otumfuo the Asantehene, had been nominated to the Asantehemaa and unanimously accepted by both the Kumasi Traditional and Asanteman Councils as the Asantehene-elect. Nana Atakora Naniampong II, Mamponghehene and Acting President of the Ashanti Region House of Chiefs who made the announcement to the Press is reported to have said that a convened meeting of the Asanteman Council had unanimously accepted Nana Poku's nomination and declared to "cheers and wild applause": "Therefore I, Atakora Naniampong II, Mamponghehene and acting President of the Ashanti Region House of Chiefs, on behalf of the queenmother, paramount chiefs, the chiefs of Kumasi and on my own behalf, declare Nana John Matthew Poku as the . . . Asantehene-elect."

No one who has been in Kumasi and other parts of Ashanti since the death of the late Otumfuo

has any doubts that the 'cheers and wild applause' were representative of the affectionate feeling and respect that the people of Ashanti have for Nana Poku. Those who have known in his work as an official of the Kumasi Municipal Council, in his student days in London (where he was the uncrowned chief of the Ashanti community in that city) and in his brief career as a barrister readily testify to his courtesy and very humane qualities, very important prerequisites of modern chiefship: here is no person inclined to lord it over others. It was these qualities that won him high office under the National Liberation Council and have made him the widely acclaimed king of Ashanti.

He is the most successful blend of tradition and modernity that one could possibly come across and this capacity to combine tradition and modernity should serve him well as Asantehene in the middle of the twentieth century.

For the qualities required in a modern Asantehene are slightly different from those required in the Asantehenes of old. In the great days of Ashanti, her embattled people required an ambitious king who "knew no fear." Today what is

Choose...



required is not so much fearlessness as cautious diplomacy, imaginative flexibility, a capacity for accommodation, forthrightness which would indicate ability to see and accept the inevitability of change.

Nana Poku should not find his new role difficult. He is a man of wide experience and in touch with most of the Ashanti articulate and influential youth who have wished him to be kind and who would be ready for consultation on matters relating both to Ashanti and to Ghana as a whole. He has a flair for getting on with people and has the support of the overwhelming majority of his people, particularly of those who know what should be the business of a modern Ghanaian chief.

The **Observer** congratulates the chiefs and people of Ashanti for a relatively smooth election and Nana Poku for the near-unanimity of his selection. We wish him a pleasant confinement in his *apatam*, a successful installation and a long and prosperous reign.

GBC-Television

IT will come as no sensational news to anyone even remotely connected with the developing world to be told that one of its most painful handicaps is technological inefficiency; also that this arises out of combinations of many factors, both human and material. Moreover, it does not require the imagination of dreamers and story-tellers to complete the picture of what happens in many places and on particular occasions; in other words, what we don't know for sure as the facts of our technological inefficiency we can easily imagine.

In the case of our television service from Broadcasting House for instance, we know that Ghana's economic plight in general affects them in particular, to as great a degree as in the case of any other government financed establishment in this country. We know they are often, or perhaps permanently, short of essential equipment, either because they have not been able to buy the necessary machines themselves originally, or because these have broken down "and there are no spare parts". We know too that trained and highly skilled technical manpower is (a) hard to get, (b) hard to retain, and (c) hard to replace. And we can imagine that efficiency on the human level often falls by default, by carelessness, negligence, irresponsibility, inability or sheer worthlessness, and that the transportation and handling of huge, complex, expensive equipment must

present enormous technical problems and difficulties.

All this and more we know, or can imagine, and do understand. What we cannot accept is that therefore we have to endure anything at all that GBC-TV puts out. And much of what it does put out these days is a scandal on standards and an affront to our self respect.

First of all the handling of equipment is obviously incompetent, to an intolerable degree. Camera work is so poor as to be below the line of amateurism; projection, focus, continuity, sequence, lighting, angling, framing—all of these details of the cameraman's art are just a big laugh on GBC-TV at the moment. The newsreels and shots from outside-broadcast events are sometimes a mere succession of spooky blots and patches, though the work of individual newsreel cameramen is often beautiful. Overseas pictures and sequences are sometimes completely ruined in the mere screening here.

Granting that a lot of this affliction is the result of the handicaps we have listed before, the question is: do we have to be subjected to these intolerable standards? It were better we got the news straight from the fine voices and creditable delivery of our team of newscasters, without the illustrations, than be presented with these documentary and newsreel monstrosities. And why, oh why, do we have to endure persistent and prolonged bad focussing, so many breaks in transmission, so much disjunction and mis-juxtapositioning, so much jumping and twisting and turning of headless torsos and dismembered appendages?

We think the service can rid us all of some of these exasperating experiences by simply holding back camera items which are too poor to be shown. It is better to be thought poor and unable than to be dismissed as ignorant and vulgar. As for bad technicians, well, if you don't train more of them, give them status and make them proud of their function, those who are not all this will continue to ruin the best work of your high-powered script-writers, editors, producers, and what have you.

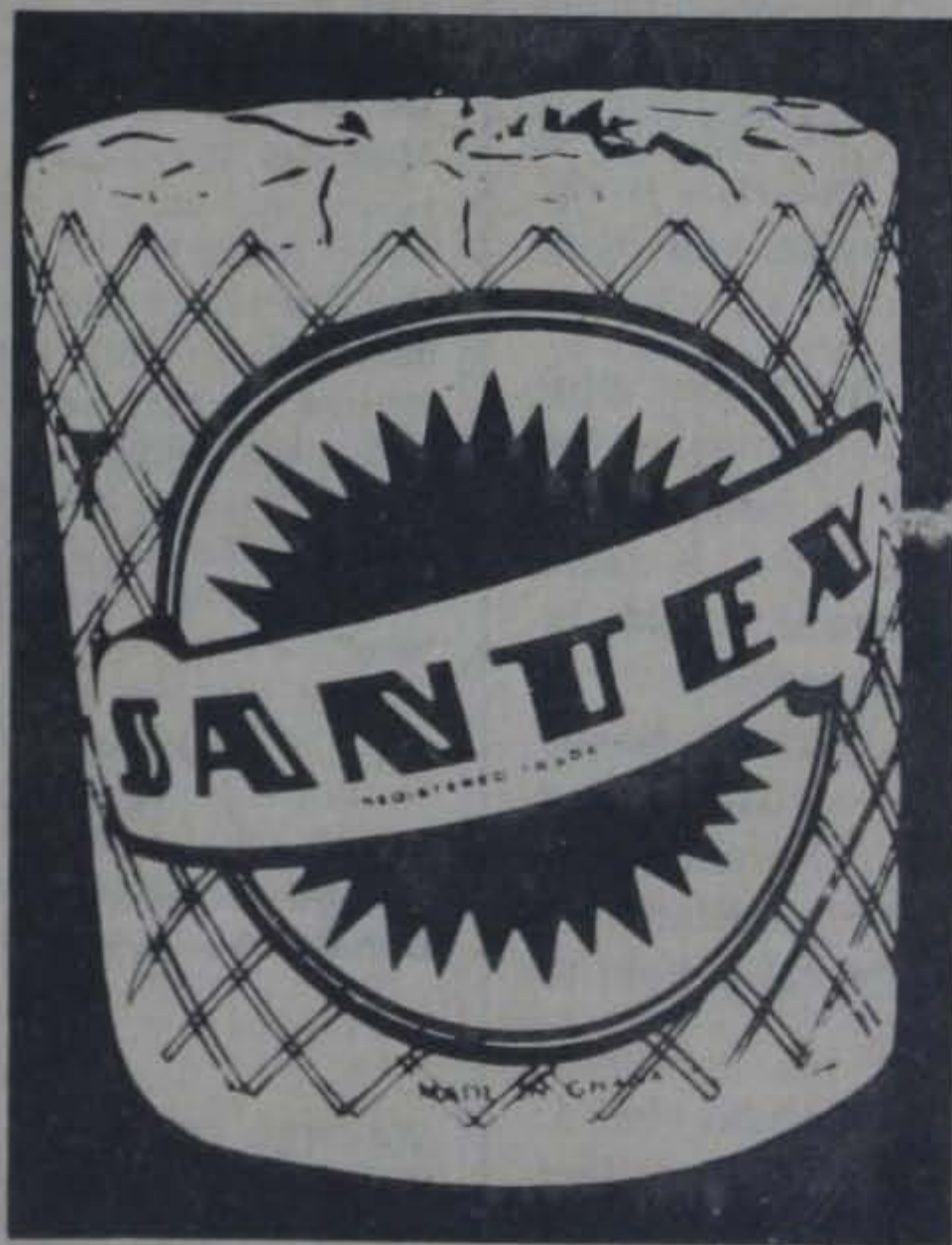
Those Afternoon Jumps

WITH THE impending school vacation, especially since it is a long vacation, some members of the older generation will by now have started developing ulcers about the afternoon jumps our younger set will be engaged in. What are the objections to these jumps?

It is held that they are venues for drinking

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and smoking by people who are too young to indulge in such things. They are also blamed for the alleged increase in promiscuity among our young people. That these are social problems is undeniable. But have the older set really examined their contribution to this woe-ful state of affairs?

If there had been proper parental care in all homes would there be any wayward children? If older men did not so persistently corrupt young girls, would there be as much of a twilight zone in our society? And, most important of all, what does the older generation expect our young folks to do with a two-month free time? What alternatives have we opened out for them?

Football? You can't watch football for ever! Besides, it is no fun always being a spectator; even in a spectator-sport like football there is more heroism in being a player.

National Service Corps? It is not off the ground yet. And it is not even entertainment. True, it will help direct some of the young energy into productive channels, but it is work, and after work our young people will seek relaxation.

No, the *Observer* believes the whole problem needs closer looking at. Certainly, the Kumasi City Council's proposal to just ban all such dances fights shy of the question. Is there not a real danger that the Council would be forcing the young people underground?

Even the proposal to restrict entry to people over 18 is not so simple to execute. What magic thing happens to a youth on his eighteenth birthday? With our very poor standard of documentation, how do we easily get people to provide evidence of their age?

A way out of this problem would be to combine any feasible checks on bad conduct with realistic alternative avenues of entertainment and relaxation. For instance, some schools have introduced traditional drumming and dancing into their programme, mostly for Speech Day delectation of parents and guardians. Is it not possible to organise some of the youth groups along these lines so that they can perform these dances in our cities, possibly on a commercial basis? Remember, these are open air activities, and they could even become part of the programme of the National Service Corps.

Our older generation cannot arrogate to themselves the outward-looking craze for Benzes, wigs and other consumer goods and expect any

miracles from the youth. They merely look on and carry our *mores* to their logical extreme. If we want change from them, we have to provide the framework for change: not by clamping down on manifestations of their youthful exuberance, but by providing opportunities for their direction into more socially acceptable channels. And the first step to that is to change the whole value system and artistic orientation — first, that of the older generation.

Letters

Luxury And Sacrifice

SIR — I congratulate you on your recent Editorial (L.O. V/11) of which I share the views.

The Minister of Education tells me I have to accept a teaching appointment in a rural area or I will be sacked. After all somebody has to teach in such an area. Later the Minister goes on a tour of educational institutions in a region — the Brong Ahafo Region for instance. He is using a luxurious, comfortable Mercedes Benz 220SE Car. He visits the regional capital and other towns nearby which have, of course, tarred roads. He fails to do a thirty mile journey from Berekum to Dormaa-Ahenkro to visit Dormaa Secondary School — the highest in the region — presumably because the road is not tarred. This is what I believe.

Another officer from this same Ministry visited this same school on official duty. I received him, and the first thing he said after getting out of his car was "Ah! Ah! as for this your road. That's why I hate coming here".

What will you say if I refuse to accept an appointment in a rural area if my superior officer builds into me this negative attitude towards things rural?

Let us practise what we preach.

Dormaa Secondary School
Dormaa Ahenkro

Ernest Osei

Delays at the Licensing Offices

SIR—The Licensing Office near the Airport in Accra has been affectionately christened "House of Delays" by all well-meaning Ghanaians and foreigners alike. This is not a play on words but an apt description of events that go on there.

Frustration, tiredness, annoyance and dismay are the lot of those members of the community who possess motor vehicles and who are enjoined by law to obtain licences or renew them.

At the end of every quarter of the year, one sees long queues of persons seeking to obtain or renew their licences. One sees also Policemen in uniform either sitting behind the counter or walking to and fro in an atmosphere of empty dutifulness.

In order to avoid the long delay, I suggest that

- (a) fast but accurate writers be put at the counter;
- (b) collection of files and filling-in of vehicle record cards before licences are issued be stopped;
- (c) files and records should be filled in and brought

up to date after licensing hours from the duplicate or triplicate copies left in the receipt books; anomalies, which are bound to be few, can be investigated and communicated to the owners of the vehicles when detected later.

These criticisms and suggestions hold good for the zonal Licensing Office which is allegedly due to be published soon at the Ridge Police Post; for it is the same administration, the same system of work, the same ideas and, perhaps, similarly instructed personnel are going to be deployed there.

Chambers
Hall

H. K. Akuffo

An African in Latin America

Mr. Ofori Akyea's interesting impressions from Latin America made me remember a thought that had been at the back of my mind since I came to Ghana seven years ago, and which might offer a practical and feasible approach to the problem of changing the lack of awareness of Ghana in some Latin American countries. Why don't we try a recipe the U.S.A. have exploited to their advantage and let Music be our ambassador! The power of music over the heart of Latin Americans is undoubted (one has only to think of the festivals, of the activities of Brazil's unique "música de recorded sound", etc.).

There is a strong African flavour permeating their popular music, some of which reminds us of what we hear here as "Congo" music. Generally, the level of musical sophistication in orchestration (though not in drumming) appears to be higher in Latin America. Why not our producers of records of African music aim at breaking into the Latin American music market? (I am deliberately excluding any variety like jazz, influenced only too obviously by Western models, as this has not the ghost of a chance of competing with what they have already got direct from the States and Europe)

And, why should we ourselves not import Latin American records direct from Latin America, to give our hands some relevant and stimulating ideas? I am sure they would be much liked by Ghanaian musicians. A musically knowledgeable private entrepreneur would well make a fortune on these ideas.

At the government level a well-publicized tour by the best dancers and, above-all, drummers might help arouse interest in and awareness of Ghana. Once popular music and drumming have opened peoples' hearts in Ghana, politicians could come and consolidate the rapport with their usual methods of diplomatic action. For several reasons I believe that Brazil would make a likely starting-point for such a campaign.

of Linguistics

H. M. J. Trutnan

"Non-Education" for Africans?

Some people do not seem to want Africans to be educated. I am referring, not to any white racist outburst, but to an article in *Insight* 1969, mostly about Botswana, and also one of a recent issue of the *Observer*, which praises Botswana at the expense of Ghana because the education there is rural, vocational, and conducted in little round huts, and says that it is

somehow wrong for little Francophones to learn French poetry. Also many other articles. They seem to say four things.

The first is that education should be rural, manual, and simple, which is rather like saying "We do not want any education". And perhaps it should be—for the unschoolworthy. But why the unschoolworthy should have to be the Africans, in Botswana or anywhere else, nobody seems to say.

The second is that there ought not to be an elite, which means that if a lad is clever at something he ought not to be taught to do it, because the others cannot do it too.

The third is that education should be technological. The trouble with this one is that it is impossible to have technological education more complicated than scrubbing the floor without having an elite. It might be possible to avoid an elite of literary men, artists, and people who make life worth living, but why should anybody want to?

The fourth is that education should be patriotic: "Beowulf" for the English, but Ananse for the Ghanaians. That is magnificent so long as they do not include Greek and Latin literature on the black—or should it be the white?—list. After all, they are written in African languages, for if Arabic counts as an African language, brought into Africa by invaders in the seventh century AD, then Latin has to be one too, for it was spoken seven hundred years earlier; and so must Greek, for it was spoken more than five hundred years before that.

A patriotic education might make one of these languages the medium of instruction throughout Africa, abolishing Anglophony, Francophony, and Cacophony.

Classics Dept.
Legon

Daphne Hereward

The Plight of the Photographer Here

SIR—May I make an observation or two on the letter of K. B. Forge on "Preserving Ghana's Monuments" (L.O. V/12).

Photography, both amateur and professional, forms one of the main and effective means of recording current history, culture and tradition. In addition to these utilitarian aspects it is also an art capable of expressing beauty and mood. It is used extensively in research and at the same time may be a creative medium in the hands of the talented.

A photographic record has a distinctive role which transcends linguistic barriers. This is attested to by the impact of the pictures on television and in the newspapers of the funeral ceremonies of the late Asantehene. It is therefore a great pity that in Ghana today photography has become so prohibitively expensive as to make it virtually impossible to engage in it as a hobby. The professional photographers have been feeling the pinch for many years now.

The complaint is often made that not many Ghanaians have hobbies, and that we do not make good use of our leisure hours. Yet we frustrate any inclination towards the development of a better life by an injudicious system of taxation, and high overhead and profit margins by some wholesalers and retailers. An example would not come amiss. The basic price for one roll of 35mm Kodachrome II is NC1.90 for the 20 ex-

posure cassette. The same film sells in Ghana for NC6.75. The 36-exposure cassette is listed at NC2.80 basic, but sells here at NC9.25. The basic prices I have quoted are from the Kodak catalogue of November, 1969.

Thus, between freight and insurance, import duty, sales tax, wholesale and retail overheads and commissions, the selling price across the counter is more than triple the basic price.

If posterity has little or no visual record of our age and times except the written word, our historical records, our art and our culture will be that much the poorer.

Ghana Medical School (Dr.) C. O. Quarcoopome
Korle-Bu
Accra

Ghana's Unemployment Problems

SIR — I agree with Mr. Joseph Gyinayeh that Mr. G. A. Donkor's article on the above topic (L.O. V/8) was a good one. I however fail to agree with Mr. Gyinayeh's formula for solving the unemployment problems in Ghana (L.O. V/12).

Firstly, foreign investments or loans *per se* cannot bring about "real" employment. Many of Nkrumah's factories built through foreign loans did employ many people, but these factories were run at fantastic losses. What Ghana needs then is "sound economic policy" designed not only to pile up debts but to utilize the loans effectively. Ghana's educational system must be geared towards the production of skilled manpower to serve the factories which Mr. Gyinayeh recommends.

Secondly, the cutting down of the retiring age to 50 years in order to open up job opportunities for the youth is again an ad hoc solution to the unemployment problem. The cutting down of the retiring age may be necessary not for the sake of opening up job opportunities alone, but rather for bringing about efficiency.

Accra
Lagos Town

Isaac Tano

Promotion of Teachers

SIR — I would like to comment on Mr. Edward Obeng Yeboah's article in the *Observer* (L.O. V/12) on "Promotion of Teachers".

While I appreciate Mr. Yeboah's fears that this may make teachers pay more attention to their books than teaching their pupils, I feel the promotion examination is necessary.

Promotion examinations are held in many establishments in this country, and I think the teaching profession, which has a direct influence on formal education, should be included. This will keep ambitious teachers reading in order to improve upon what they acquire from college. It is often said that "a teacher should know a gallon so that he may teach a pint."

In the rural areas, where the majority of teachers live and work, people approach teachers with many questions, academic as well as social. A teacher who fails to give a satisfactory answer to any of the questions is regarded as incompetent. Also, a teacher who neglects his books for about five years after college finds that he is falling fast behind current issues. For this reason, I feel that if professional efficiency is pro-

moted at the expense of academic competence, the pupils will equally have much to lose.

P. O. Box 125
Kpandu

Albert K. Taetee

Book Review

YORUBA POETRY: AN ANTHOLOGY OF TRADITIONAL POEMS

Ulli Beier, C.U.P., 1970, Price 33/-

Reviewed by Ime Ikiddeh

THIS is the latest in the now familiar series of Ulli Beier's translations and anthologies of African literature. From his Mbari publication of *Yoruba Poetry* in 1959 to *Political Spider* 1969, Mr. Beier's list in prose and verse is longer than any other collector in this field can claim. A fair proportion of these has been devoted to the Yorubas, the people among whom he lived and worked for many years until recently. Let it be said that like all devoted collectors everywhere, Mr. Beier has sometimes suffered from an obsession with quaint trifles and gorgeous nothings. Sometimes his missionary approach and over-confident pronouncements have threatened to bring the house down on his head. Yet even his critics recognize his over-all impact, and very few would deny that now and again he does make a considerable contribution—like the present volume.

Yoruba Poetry brings together samples of Yoruba praise-songs, the famous *oriki*, as well as the *ijala*, the poetry of hunters, a few dirges, children's songs, two ballads, and other forms of Yoruba traditional poetry. The value of this work notwithstanding, many scholars will be disappointed that once again they are treated to samples that carry a strong suggestion of material held back for another anthology and remind them of Mr. Beier's 1966 'volume', *African Poetry*.

The Yoruba pantheon must be among the largest on the African continent and Yoruba kings among the most numerous in African history. Given these, and the introductory statement: 'The *oriki* is the basic form of Yoruba poetry. Nothing is exempt from it; kings, gods, towns, animals, plants', one has expected for sometime a volume of the *oriki* comparable in wealth of material to Schapera's *Praise Poems of Tswana Chiefs*. Funeral songs alone could make up another volume of considerable size. Mr. Beier could have enlarged his present collection into such a work. He seems well placed enough to attempt more than pocket anthologies.

The poetry in the collection is interesting in its variety and beauty. Apart from its rich imagery, a significant feature of Yoruba praise-songs, even when directed to deities, is their subtle interplay of reverence, flattery, light-hearted humour, and sometimes, downright abuse. In the immensity of his power, Sango, the Thunder God, is the

Invulnerable one

Who can behead a fly

who can crush a tortoise

who can swallow a hedgehog

his ways are unpredictable and his temper volcanic;
 He lends money and does not ask it back.
 If you do not offer him a seat
 he will sit on top of your nose.
 If you do not share your maize gruel with him
 he will slip under your finger nail
 and take his share.
 larly, Ogun, the feared God of War is at once
 Master of iron, chief of robbers....
 Ogun is a mad god
 who will ask questions after seven hundred
 and eighty years.
 God of the Forest is praised and insulted in
 same breath:
 Erinle mends the broken pot
 Erinle mends the broken fortune
 in two lines after comes the shocking abuse,
 Erinle, ragged god,
 Your cloth is full of lice
 Beggar and thief!

Cultural Items

One of the finest poems in the volume is the lone
 e under 'Marriage', entitled, **Recitation of the**
 e. It is a young woman's apprehensive expecta-
 of the 'strange house' that is to be her new
 e. There is something in the sentiment and move-
 t of the song which constantly reminds one of
 t p' Bitek's celebrated **Song of Lawino**. But some
 ral items mentioned in the poem raise in my
 the basic question: What in fact is a traditional
 n? The items include 'bright scarf' and 'angry
 rs'. If traditional implies a handing down from
 past, then it follows that either the translation
 oo modern here, or that the poem is traditional
 in form, or that traditional is used to embrace
 oral forms whatever the period of composition.
 Beier presenting Yoruba poetry as a living tradi-
 which it is, would probably subscribe to the
 view.

part of the value of this anthology is the Introduc-
 On Translating Yoruba Poetry. This should be
 interest to translators and students of West African
 uages generally. But Yoruba is a unique language.
 peculiar modulations of tone and highly precipi-
 patterns lend it that sing-song quality which is
 the bane of the verse translator and the source
 the possibility of rendering a whole poem in
 ninging drum sounds. Mr. Beier has taken care
 llustrate the rich tonal subtlety of the language
 adequate examples.

or the benefit of literary historians and research-
 however, it would have been appropriate here
 provide answers to such background questions as,
 is the approximate date of the earliest known
 , what proportion of it can be identified as
 y modern, how widespread are changes in version,
 differences might one expect in performers and
 ence composition according to the type of poetry
 function?

ritical observers of Mr. Beier have good humoured-
 suggested that he can only work among so-called
 ward races, that he packed his bags the moment
 ria became too 'civilized' for his taste and took
 more 'primitive' climes, namely, Papua and New

Guinea. The present work on Yoruba poetry may
 convince such critics that if Ulli Beier has deserted
 Nigeria, his interest in Nigeria has not deserted him.

Miscellaneous

CONVERSATIONS WITH JOE APALAHALA

1. OF CRICKET AND POLITICS

By

Kwame Ademoawa

LAST week, so to speak, I introduced Joe to you as my
 companion-piece, my shadow, my devil-twin; a most
 extraordinary, exasperating, disgusting, delightful—in
 short, impossible—fellow. I said Joe and I spent a great
 deal of time in conversation, argument, and verbal
 fights, and I ended that introductory exercise by pro-
 mising to reproduce for you today a typical set-to be-
 tween Joe and me. Well, I am going to do just that,
 but first allow me to tell you a little more about Apala-
 hala, the better for you to appreciate the fantastic
 complexities of the man when you come to them. Be-
 lieve you me, this extended introduction will pay off
 handsomely for you.

By some unaccountable mental process, at any rate
 unaccountable to me, all the elements of speech: words,
 expressions, idioms, construction; as well as the pro-
 cesses of speech, of thought itself and meaning, are
 subject to lightning-fast transformation in Joe's mind.
 So that in that mind words take on their own oppo-
 sites in meaning, or become distorted, or assume alter-
 native forms, or go through all these changes, in rapid
 succession within the same context or situation, some-
 times within the same breath of Joe's lungs—which he
 calls his "breff bags", incidentally.

Often, Joe would mix not only words and ideas but
 accents. He would, for instance, in the same sentence
 use the correct form "English" as well as a distortion
 of it such as "Hinglish" (as he does in the Conversa-
 tion which follows shortly hereunder). He would also
 often regale me with his rendition of the different
 forms of "pidgin" English. He would say "jodge", as
 in Sierra Leone or Nigeria, and "jedge" as in Ghana,
 for "judge"—as in English! He twists proverbs, indul-
 ges in "spoonerisms", mangles pet idioms, and altoge-
 ther makes tatters of the English language. Especially
 the English language.

(A "spoonerism", I might explain in passing—for it
 isn't too familiar a figure of speech—is named after
 the Reverend William Spooner, and English Clergyman
 who lived from 1844 to 1930 and was a warden of New
 College, Oxford. Mr. Spooner was in the habit of
 transposing sounds in a succession of words, especially
 initial letters, in such a way as to achieve some very
 funny results sometimes. For an example from the
 dictionary: "A crushing blow" beocmes a "blushing
 crow"! Well, Joe invents his own spectacular spooner-
 isms all the time).

In addition, more than anybody else I know in Ghana,
 Joe makes a wreck of Twi, Ga and, say, Hausa. He
 sometimes talks in all three of these languages at once,
 in one cascade of purple words and phrases, uttered

without pause or breath. Needless to add, Joe curses and swears like a market woman too!

And all this, remember, when he is sober, "normal". When Joe has been keeping company with the palm-wine or pito calabash, then he is different, miraculously different. (O yes, I should have told you last time that palm-wine and pito are Joe's traditional vehicles to that other condition of mind I've been telling you about). Now to our first conversation. And, You have been warned!

Me: By the way, Joe, did you hear all about the English (bless them!) getting ready to provide the world with a certain spectacle during their coming summer?

Joe: Ho, the English can't promote any...

Me: I say provide.

Joe: Okay, okay. The English can never provides anything. The English is a empty portmantos with empty holes!

Me: Joe, can't you be serious, once in a while, when you're not soaking drunk? I'm telling you about a very interesting thing about the English, and there you go starting your usual rubbish again.

Joe: Caustic!

Me: Caustic yourself, if it comes to that! Just the same, let me repeat. Did you hear how the English people were getting ready to do something I must describe as "Cricket in Arms"?

Joe: What are them?

Me: "It", you idiot! I'm talking about cricket.

Joe: Well, go on. Tell me what the English brokes was going to do with theirselves.

Me: They invited the South Africans to come and play cricket in England this coming summer, right? But a lot of people, among the English themselves as well as among the foreign colonies there,...

Joe: Ho, the British has now transfer their koloniss to Hinglan, there at its own self?

Me: No, no, no. I mean the pockets of foreign people living in Britain.

Joe: Pockets? Some people is now living in other people's pocket? Coats, or trousers pockets?

Me: Oh, go to hell!... As I was trying to tell you, many English people and many foreigners were piping mad at the hypocrisy of those Englishmen who were insisting on bringing the South African cricketers to England and playing against them in these so-called Test matches. People were angry because the South Africans practice the racial discrimination thing in sports too. The protesters were led by people like the Bishop of Woolwich (who is himself the former great England cricketer, David Sheppard), by more clergymen, parliamentarians, educators, and others of note.

Joe: So what were going to happens during this cricket games?

Me: Well, it was going to happen before as well as during the games; and even long afterwards too. You see, because of the hostility of so many people in England to the South Africans, and because of these people's threats to disrupt the games and make life problematical for the players, the English hosts were going to some extraordinary lengths to protect the visitors, the grounds on which the matches were going to be played, and everything and everybody involved in the Test and other matches.

Joe: How dey were going to do dat?

Me: By hiring policemen at about £14 per man per day to guard the grounds, the players, some of the spectators, and so on. They put barbed wire around the pitches and between the spectators and the players; they were going to floodlight around the grounds...

Joe: Wa-la-hi! Caustic! But you know, mother is the invention of necessity!

Me: Eh? What did you say?

Joe: I sayed: Necessity is the invention of mother.

Me: Joe, what ARE you talking about now? First of all, the saying is: "Necessity is the mother of invention", not that nonsense you are mouthing. Secondly, what in the world have mothers and inventions got to do with what I'm telling you about? I think you are daft, Joe. In fact there's no doubt about it. You're cuckoo!

Joe: Yeah? But not like you. The Hinglish invented the cricket, are they not? That is the same like if they born it, right? So if you have a baby theres necessity to protect he, right?

Me: Yes, but it's not the cricket they were going to protect, it was the players. And the English were doing this because some of them pretend to believe that politics should not be allowed to interfere with sport. So, just to play cricket they were virtually going to fight people.

Joe: Yeah, but look-o, you too you are not tokking right. You mean they were going to fight cliket, not play it! Anyway, what about that Shakespiah?

Me: Shakespeare? What about him? What has Shakespeare got to do with this?

Joe: Nothing, but he has got to do with tennis, which is sport; and war, which is porritics.

Me: Shakespeare playing tennis and mixing it with politics?

Joe: Sure. You see, Kwame, I got an ejication more than you—sometimes. Shakespiah were not playing tennis hissself, it was Henry the Five. Henry was playing porritics with the Flench people—war porritics—and playing balls, tennis balls, with the French's king daughter. You don't know dat? Are you hig'orant in your own self? The British is a hypocrites for a long time now. They were mixing sporting with porritics for centuries ago. So what they are doing now is just plenty-plenty poli-tricks. I agree wit you that the English is a master hypocrites! And it was that Shakespiah who telled me all dis.

Me: Joe, are you sure you were not in the palm-wine bar before coming here?

Joe: Caustic!

Me: But you can't be drunk, because if you were you would show the good sense of making some exceptions among the English, instead of making them all look like hypocrites and double-crossers. For instance, some of them forced the cricket bigshots to cancel the South African tour, and then others managed to have it replaced with an even more exciting international series, now under way already, this week. So not all the English are fakes and hypocrites, you see.

Joe: Walahi!

Me: Walahi what?

Joe: Walahi caustic!

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