

THE HISTORY OF NSAWAM ROAD PRIMARY BOYS' SCHOOL

Long Essay in Historical Study for the
Associate Certificate Course in Edu-
cation - 1959-60

BY



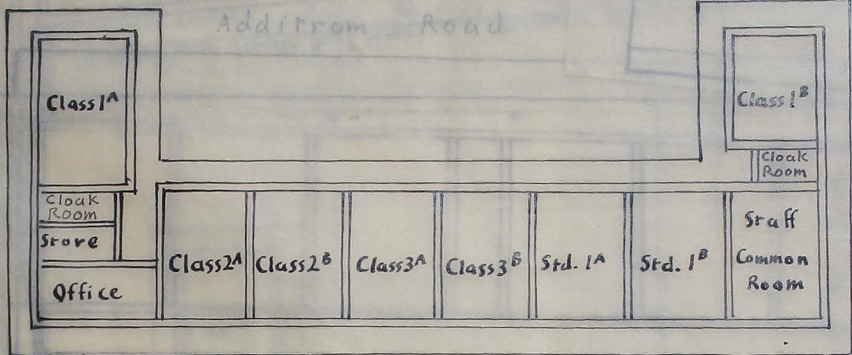
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May 1960.

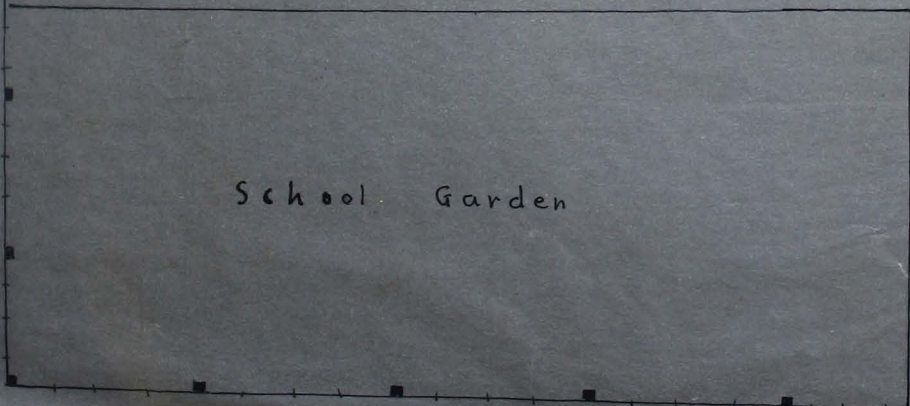
MSAWAM ROAD PRIMARY BOYS' SCHOOL AND COMPOUND IN 1930

To Accra



Playing Field

To Nsawam



⊞ = Pipe Strand

⊞ = Fence

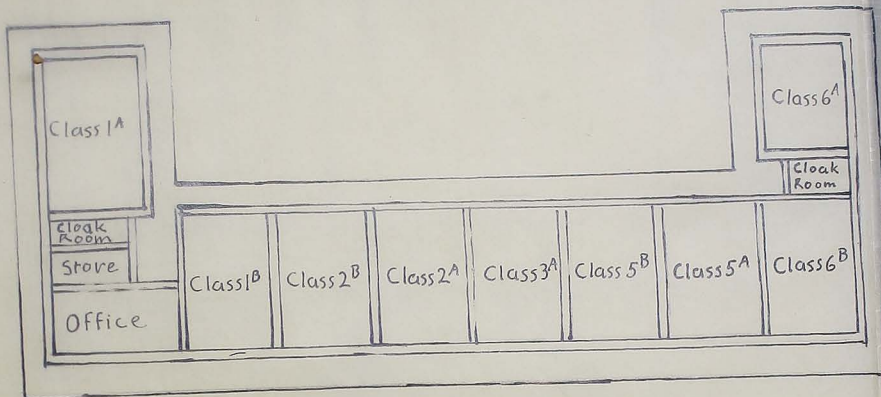
⊞ = Goa Posts

North

NSAWAM ROAD PRIMARY BOYS' SCHOOL AND COMPOUND AFTER 1962

Brewery Road

To Accra



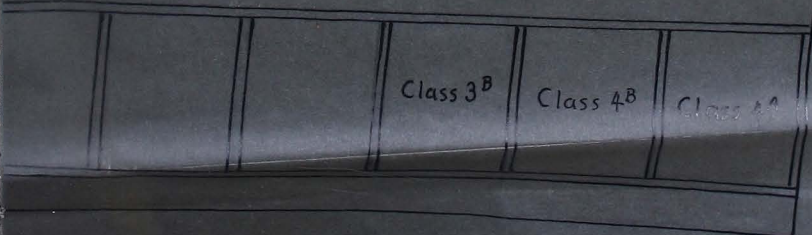
Playing

Field

King Tackie Memorial School - (Mixed Primary)

Nsawam Road Middle Boys' School

Nsawam Road Primary Boys' School



Additrom Road

To Nsawam



Latrine

North

- ⌈ = Pipe Strand
- = Fence
- [= Goal Posts
- ⌊ = Wall

C O N T E N T S

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I N T R O D U C T I O N

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There has been scarcely any school in Ghana today which had had so much educational facilities and so many privileges bestowed on it by the government of the then Gold Coast as thirty-two year old Nsawam Road Primary Boys' School ^{formerly} called Adabraka Government Primary Boys' School and now one of the Accra Municipal Council Schools. From my inquiries conducted through the school's Log Book, files and other records and by personal contacts with the present headteacher and members of staff, old headteachers, old boys and bodies who have had connections with the school, (the Ministry of Education and Accra Municipal Council) I found out that the school was a model infant school built by the government and served a very useful purpose in the educational scheme of the Government of Ghana's pre-independent days.

CHAPTER I

HISTORY OF ADABRAKA

To tell the history of Nsawam Road Primary Boys' School, it is most appropriate to start with a brief history of Adabraka, the area in which the school is situated.

Round about 1912, Accra was mainly the James Town area stretching towards Christiansborg (Osu) and westwards towards Korle Lagoon. The northern-most points looking from the Post Office were just a little north of the Railway Station and the Police Barracks which was built in 1916. The part of Accra now called Adabraka was then nothing but part of the Accra plains. It was formerly a piece of fertile grassland well watered. It therefore became the grazing grounds for the Hausa community in Accra who owned large flocks of sheep and goats. People went there to buy the sheep and goats and it became a bargaining centre. While bargaining with their customers, the Hausas who did not speak much of the local language used the word "alebareka" to signify disapproval of the bids made by customers. Later, it became the popular bargaining word for both seller and buyer. (The word is still used in that connotation today). By and by the area was associated with the word till the place became known as "Adabraka", a corrupted pronunciation of "alebareka".

The early twenties saw increased expansion of Accra and this grazing area rapidly grew into a suburb with the name Adabraka. Today, Adabraka is now more part of Accra proper than a mere suburb. It has very quickly developed into a busy centre. Today, the Hausas whose enterprise has given the place its name still live there and practise their trade. But the grazing grounds all having been taken up by the expansion, their flocks are now reduced greatly in number and size and they have to feed them in their homes, compounds and little remaining patches of grass.

CHAPTER II

EARLY HISTORY OF THE SCHOOL

The Nsawam Road Primary Boys' School is a double stream school in Adabraka situated at the Brewery Road junction on Kwame Nkrumah Avenue.

Formerly the school, undoubtedly one of the very best infant schools in the Gold Coast, was known as Adabraka Government School. It was the implementation of the Accelerated Development Plan which changed the name to Nsawam Road Primary Boys' School in 1952.

By the mid-twenties, Adabraka had become so populated that it was necessary to provide a school in the area. By that time, pupils in that area had to go all the way to James Town Government School. The Government therefore built Adabraka Government ^{School}, designed to be a model Infant School. The building was put up by the Public Works Department. The school actually came into being in 1928 under the headteachership of Mr. B.C. Arday Fio. In August, 1929, the school was officially opened by Mrs. Slator, wife of His Excellency the Governor. The school started with two dual classes, Infant Classes I^A and I^B and Infant Classes 2^A and 2^B. These were continued from year to year until classes reached standard One A and B. Pupils then left and continued at the Rowe Road Government School - now Rowe Road Middle Boys' School. In fact James Town and Adabraka Government Schools were meant to feed Rowe Road Government School.

As already, stated, Adabraka Government School was designed to be a model Infant School. It was put under the supervision and management of Miss L.M. Tucker, a Froebel trained Infant Specialist who was an Inspector of Schools (as Education Officers were called) in the Department of Education. To this zealous lady the school owed its high standard and prestige. Miss Tucker was so successful that it very quickly became the pride of the Department and the Government, receiving visits from almost any important person who happened to be in the country as the guest of the Department or the Central Government.

The school was staffed with experienced infant teachers picked from the existing Government Schools. It was looked upon as a privilege to be on the staff. The school started with four certificated teachers and a non-teaching Principal-Teacher - as headteachers were called. Miss L.M. Tucker visited the school at least twice a week. Her visits were not only supervisory but she often gave demonstration lessons in subject teaching and the use of pieces of apparatus. The school had special funds for the provision of apparatus. There were therefore many kinds of pieces of apparatus which made the running of the school on the principles of Froebel a success. The school was therefore so successful right from the beginning that as early as 16th December, 1929, Dr. J.B. Danquah wrote in the Log Book after a visit: "The Principal-Teacher has

invited me to write in his Log Book and I feel I can express my feelings in no better words than these: That I envy the children of this school for the great advantage for systematic education which has been brought to them. The children, one and all seem to be happy with their work and they seem to enjoy being in the school. One could almost say the children feel and look as if they were just playing and not learning....."

Like the other schools in the country, Adabraka Government School had the school year divided into quarters. The first started in late January and lasted till late March or early April when the school closed for the short Easter holidays. It re-opened again in April until the end of June; the mid-year holidays lasted for four to five weeks. It resumed in early August and broke off again in early October for another short holidays. School re-opened in October and closed finally for the Christmas holidays in December. There were quarterly tests in the school and promotions were made on the results of examinations and classwork by Miss Tucker and the Principal-Teacher. *The maximum number of roll per class was thirty-six pupils.

The school had organised Parents' Day celebrations, and yearly Art and Crafts Exhibitions including classwork and acting of plays. The Health Days fell on the first Monday of each school month. There were health talks given by a member of staff, the manager or an invited guest.

*This was not strictly adhered to as is shown by one of Miss Tucker's entries in the Log Book. See chapter three, page 8, paragraph three.

The present headteacher explains that the reason was due to the fact that there were at times the difficulty of government officials transferred during school term finding accommodation in any of the schools for their children. In that case, the officials had to report to the Department through their heads and then the Department permitted an intake over the stipulated number of enrolment.

(The something is applicable today with the approval of the District Education Officer.)

The talk was followed by practical activities. Miss Tucker must have taken a very keen interest in these health day activities, for the Log Book contains regular entries of her visits on such occasions. The Parents' Day and yearly exhibitions attracted many people including His Excellency the Governor himself and important persons and high-ups of the various government departments and of the community, in Accra and up-country.

The Project Method must have been extensively used. For the Log Book records many instances of this when children visited centres which were recorded as being the main theme in the work of certain weeks.

As early as 1930, the school was being utilized for improving the standard of teaching, by the Department. The Log Book recorded on 6:10:30 "There was not the usual Health Day cleaning activities on account of the new activities programmes in connection with the visits of Infant School Teachers of the Accra district to this school during this month."

By this time, it was clear that the proper foundation for the development of a model Infant School to serve the Department and the whole country in the field of education had been well and truly laid. Unfortunately, the headteachership of Mr. Arday Fio who had done so well in laying this foundation came to a dramatic end. For it so happened

that one afternoon, Mr. Arday Fio was late to school and Miss Tucker who was already in the school terminated his appointment as the Principal-Teacher forthwith. Thus came the end of the brief but successful work of the first headteacher of the school.

only one year and left, having obtained a Higher Certificate at The Prince of Wales College, i.e. Achimota College. He was replaced by Mr. S. J. O. Oduro who was transferred from Fata Road Government School and became the Principal-Teacher from January, 1931 to December, 1932. He was later made an Assistant Education Officer. He is now in retirement but has founded his own school, a Middle School at Akropong, a suburb of Akropong, the first rail-road crossing on the Akropong-Akropong line.

The standards set in the previous years by the school are faithfully guarded by the Department and maintained. The log book contains records which show that apart from Miss Tucker's supervision, the school was constantly visited by Inspectors of Schools heading the normal school inspections.

Miss Tucker must have been very thorough in her visits. One of her visits to the log book records "Registers for standards 10 incorrectly marked by the teacher and entered thirty-six and thirty-five for marking and writing respectively. He should have entered thirty-seven and thirty-six".

One of the most privileges the school enjoyed was regular health visits by the medical officers of the

CHAPTER 3THE GROWTH AND PROGRESS OF THE SCHOOL

Mr. B.C. Arday Fio's place was taken by Mr. C.S. Dey, but he was there for only one year and left, having secured a higher appointment at the Prince of Wales College, i.e. Achimota College. He was replaced by Mr. E.N.V. Oddoye who was transferred from Rowe Road Government School and became the Principal-Teacher from January, 1931 to December, 1942. He was later made an Assistant Education Officer. He is now on retirement but has founded his own school, a Middle School at Alagyo, a suburb of Accra near the first rail-road crossing on the Accra Nsawam lorry road.

The standard set in the previous years by the school was jealously guarded by the Department and maintained. The Log Book contains records which showed that apart from Miss Tucker's supervision, the school was constantly visited by Inspectors of Schools besides the normal school inspections.

Miss Tucker must have been very thorough in her visits. One of her entries in the Log Book reads: "Register for standard 1B incorrectly marked by the teacher who entered thirty-six and thirty-five for morning and evening respectively. He should have entered thirty-seven and thirty-six".

One of the many privileges the school enjoyed was constant health visits by the medical officers of the

Government. There are numerous entries of regular visits to the school by Dr. Saunders of the Gold Coast Hospital, accompanied by Miss Tucker. Here are a few entries.

9:9:32 - "Dr. Saunders was here both morning and afternoon to take blood from the arms of some of the Class 1 children to be experimented upon to see whether any of them has had an attack of yellow fever since birth."

On Feb. 1, 1933, it is recorded: "The M.O.H., accompanied by Mr. Thompson of the Sanitary Department paid a visit to the school this morning and examined the spleens of all the children in Classes 2 and 3 and Standard 1."

3:5:39 - "Dr. Taylor visited the school this morning and gave to the Principal-Teacher forms to be filled in against his medical inspection of the school."

5:6:39 - "Dr. Taylor began his medical inspection of the school."

31:10:40 - "Dr. F.M. Pincell visited the school at 3 p.m. and held a dental examination."

The school was non-denominational^{al} and admitted all members of the community. It, however, respected the religious rights of the pupils. There is a record which showed that on one of the Moslem festivals looked upon by them as their "Christmas", the Mohammedan pupils were allowed a day off school to join their parents in their worship and celebrations.

By this time, the school had assumed its full role

as a model school, serving as observation and practical training grounds for officers of the Department, teachers, for special appointments as Principal-Teachers to key schools and as School Inspectors, mission teachers and students in teacher training colleges. The achievements of the school is given in the next chapter in detail.

In June, 1936, the Department began to make arrangements for a Radio Installation in the school. At the close of 1938, the zealous Miss Tucker was relieved of her post as Manager of the school by Miss G.M. Allen of the Department, and later by Miss Appleyard.

The school survived with some damage from the devastation of the earthquake which shook and damaged many buildings in Accra in the evening of 22nd June, 1939. School was closed the following morning by the Principal-Teacher's orders to relieve children of physical and mental strain. On June, 27th, 1939, it was reported that a pupil of the school, Anyetei Odoi died as a result of the earthquake. The District Engineer, Public Works Department visited the school to assess damage done. Because of the earthquake, the school was vacated four days earlier than normal for the mid-year holidays.

In January 1943, Mr. J.G. Anquandah, one of the foundation members of staff was appointed Principal-Teacher of the school, Mr. E.N.V. Oddoye having been transferred to Wiawso. On May 3, 1945, Mr. J.G. Anquandah, the Principal-Teacher was seconded for duty in the Northern Territories

by the Department temporarily and Mr. J.A. Mensah became the Ag. Principal-Teacher until his return in October the same year. In 1946, Mr. Anquandah left the country on scholarship to U.K. and Mr. J.A. Mensah became the Principal-Teacher on 17th July, 1946, and still is the Headteacher.

To conclude this chapter on the growth and progress of Nsawam Road Primary Boys' School, we come to the era of the Accelerated Development Plan the implementation of which has had great effects on the school. The first and foremost effect is the change of name. For in 1952, the management of the school passed from the direct control of the Central Government through its Department of Education to the tutelage of the Education Committee of the Accra Municipal Council - A.M.C. It was extended to Primary Class 6A and B and the number on roll raised from thirty-six to forty-six and renamed Nsawam Road Primary Boys' School. I cannot be sure, but from what I saw of the school in 1950 on a visit and from my impressions upon going through the records, I think perhaps with the change of name or management went all the pomp and glory of this once prosperous and envied, Primary School. For its special privileges have been withdrawn, its befitting spacious compound has been mutilated by the erection of two school buildings to house two other schools, King Tackie Memorial ^{Primary Mixed} School and Nsawam Road Middle Boys' School.* The strict supervision and jealous

* Nsawam Road Middle Boys' School is up to Middle Form 3 and pupils have to continue at Rowe Road Middle Boys' School.

maintenance of its standards have passed into the hands of an educational body which is understaffed. Today, the officers of the Ministry of Education and Information still visit the school on inspection because of this shortage of staff by the A.M.C. But all recommendations must be implemented by the A.M.C. The appointment of members of staff is no longer restricted to specially talented Infant teachers but for the mere fact that they hold teachers' certificates. Today the visitor sees the remnants of once purposeful sets of apparatus now not maintained or resuscitated for lack of funds. The only thing perhaps left the school is Mr. J.A. Mensah, ~~the~~ energetic Headteacher, who, having been one of the builders of the school and having known the school in its glory, is still striving hard to maintain standards.

I am not suggesting by what I have said that the Accelerated Development Plan had had bad effects. But I believe one could only expect the maintenance of the standards reached by the school and for the fact too that the school obviously had another part to play again in this very plan as a model school. Besides, there are very few of such model and desirable schools in the whole country.

During the years of its development and progress, the school achieved many successes in competitions with the other schools in the community. In 1937, the Department

CHAPTER 4SOME OF THE ACHIEVEMENTS OF THE SCHOOL.

One mark of a good school is the influence it creates on its community. To assess the changes Nsawam Road Primary School has brought about in its community, the best method of approach is first to consider what the school has done in the educational field as a model school and secondly to discover how its pupils have fared. This chapter will tell some of the achievements of the school in the light of the first approach. Another chapter will present the results of a follow-up questionnaire for information about people in the community who have been pupils of the school.

The fact cannot be refuted that Ghana has inherited a rich legacy in the educational field from the colonial government. Anyone who goes through records connected with Nsawam Road Boys' Primary School cannot help but being impressed for the part it played in the government's educational scheme of those days. For all the very able and experienced band of school inspectors who carved and executed the educational policies in the country (the African elements implied) have almost one and all have either been on the school's staff and earned promotion or had been attached to the school directly or indirectly for practical experience.

I knew some of them in my school days and others as a teacher. How surprised I became as their names came out one by one as I went through the school files and Log Book. Inspector Lawrence, Inspector Ayi Addo as they were called in those days and Mr. Anquandah, E. O. of more recent times.

It is very tempting to record all the educational personalities, activities and functions associated with Nsawam Road Primary School as contained in the records. But space and time permit only a few examples.

The Log Book records: "On 3:5:37, Mr. Nathan Cojo Lawrence, B.A. Dip. Educ., Law Student-Inner Temple was attached to the school for six months to study infant work before his full appointment by the Education Department as an Inspector of Schools." (The Late Inspector Lawrence as he was popularly known, was one of the most devoted officers of Gold Coast Education Department, much respected by teachers for his understanding attitude, helpfulness and frankness. He rose to the post of Assistant Director of Education).

One of the school's former head-teachers, the late J.G. Anquandah was also a very popular and much respected Education Officer of recent times. My school has had visits and inspections by him and when I saw his record in the Log Book, I understood why late Mr. Anquandah was so calm, so confident and so methodical. He possessed a rich background of school teaching and management. He had deep sympathy and respect for the infant teacher.

External Teachers who were sitting for their External Certificate Examination were sent to the school for the practicals.

It was decided to open a school for the Gold Coast Police Depot and a suitable head-teacher had to be provided. The Log Book records:

"26:10:44 - Mr. E.B. Adjei of the Police Force was attached to the school for instruction and training for the new Police Depot School to be opened in 1945."

Newly appointed Government school headteachers were first attached to the school to study infant work and school management as is recorded in the Log Book on 3:8:45.

"Mr. S.N. Commey, Principal-Teacher designate of Enchi (a town in one of the most westerly states of Ghana) Government Primary Mixed School has been attached to this school to observe work in the school."

Teachers of the school were seconded to newly opened Government Schools. In 1941, Mr. P.O. Quartey was transferred to Anumle Government Primary School, Achimota. If you visited Obo in the Kwahu State today, you will find the name of Mr. J.A. Mensah, present headteacher of Nsawam Road Primary Boys' School still lingering there. He was the pioneer of that school.

In 1938, a batch of Teachers from the Northern Territories were sent to the school for three weeks observation lessons by the Education Department.

In the early forties, some of the educational units in the country began to emulate the government by trying to have model schools like that of Adabraka Government school to serve their units. "On 14:5:40, Mr. Anipare, Principal-Teacher designate of St. Mary's School, Accra, began his course of Infant School Management in this school." (This was a move by the Anglican Church Mission).

For teacher-training institutions, none have benefited more from Nsawam Road Primary Boys' School than the teacher-training section of Achimota College. Term in, term out, from the early days of the school, until the removal of the teacher-training section from Achimota, the section used the school for observation lessons and teaching practice.

The school added to the prestige of the Gold Coast's educational achievements because it was all the time being visited by high personalities from abroad who were guests of the Government or as in a few cases were on educational commissions. On such occasions, the honoured visitors were conducted to the school accompanied by the Director of Education or His Excellency the Government himself. The Log Book records:

"12:12:50 - The school had a visit from eleven members of the International West African Education Conference. They were accompanied by Mr. N.C. Lawrence - Assistant Director of Education - Colony, and Mr. S.J. Hogben - Director of Education.

Since it came into being, the Institute of Education University College of Ghana, has added to the long list of educational institutions which have made use of the school. It is likely there must have been previous visits, but the first recorded visit from the Institute of Education is 23/5/55 when it is stated: "Four University students are in the school for Experimental work as from today May 23 - May 27." On 1/11/55, another record is made of a visit by a University student. "1/11/55 - A student from the Institute of Education is in the school for teaching practice."

To have been able to serve such a useful purpose, life has definitely not been smooth all through despite many privileges. The school also had its anxious moments. There is an instance in which the school became involved with the public on an alleged unauthorised collections from pupils. Investigations by the Department vindicated the staff. There were also cases of some stubborn members of staff. It is recorded that during a meeting with a school inspector after his inspection, a member of staff behaved so untowardly that he had to be walked out. His revenge took the form of frequently taking his class for study outside the school compound without any knowledge of the Principal-Teacher whatsoever.

"On 27/10/37, thieves broke into the school office and forced open the school safe. Fortunately, there was

no money in it. The safe was so damaged that it had to be carried away by the P.W.D." Again in the night of 27/11/44, the school was robbed, thieves having broken into Class 3^A classroom. One school clock valued at £2 10s and twenty-nine mats were removed. (Today, the school has a watchman).

However, the school was able to live through all hardships that could be expected to hinder the progress of such educational institutions.

My name is J.K. Bekun. I am a native of Iba and was born on 2nd March, 1933. I attended the Newsum Road Primary Boys' School, then Adesokan Government School from 1939 to 1943. My father was working at the United Africa Company Limited in Nigeria and during this period I stayed with a Christian who was a teacher. My parents are literates but I cannot tell much about my father's education. My mother tells me she had her education at the Lagos Baptist Academy. Her father was then a clerk at the Lagos Branch of the United Africa Company Limited. I started school when I was six years old and left secondary school at the age of thirteen. I enjoyed my school days. When I was in the primary school, I was treated very well by my teachers. They had great interest in us because of our Christian background. I had many friends with whom I stayed close. In the Secondary

CHAPTER 5THE INFLUENCE OF THE NSAWAM ROAD PRIMARY BOYS' SCHOOL ON ITS COMMUNITY.

To find out what changes Nsawam Road Primary Boys' School has brought about and the influence it has had on its community, I interviewed some Old Boys of the school on a questionnaire. Here are what they had to say.

First Old Boy.

"My name is N.K. Pecku. I am a native of Ada and was born on 3rd March, 1933. I attended the Nsawam Road Primary Boys' School, then Adabraka Government School from 1939 to 1942. My father was working at the United Africa Company Limited in Nigeria and during this period I stayed with a guardian who was a teacher. My parents are literates but I cannot tell much about my father's education. My mother tells me she had her education at the Lagos Baptist Academy. Her father was then a clerk at the Lagos Branch of the United Africa Company Limited.

I started school when I was six years old and left secondary school at the age of nineteen. I enjoyed my school days. When I was in the Primary school, I was treated very well by my teachers. They took great interest in me because my guardian was their fellow teacher. I had many friends with whom I played games. In the Secondary

School I liked my lessons for I had many helpful teachers. I also enjoyed the Inter-House Games and Sports Competitions though I did not take part.

I am very glad I had the chance of attending school, because I would never have had the privileges and opportunities now open to me. I am now an under-graduate at the University College of Ghana where I am reading for a degree with honours in history. I like and enjoy my course because of its prospects.

I am unmarried and have no children. When I was in the secondary school I enjoyed playing football and hockey but we were so many and there were so many better performers that I had little chance of playing. So I developed the habit of reading for pleasure which I still enjoy and find very helpful as an undergraduate. For I am using it as a means of broadening my mind in subjects outside my actual field of study.

I have no children yet, but there is no doubt that having realized the benefits conferred by education, I shall do my best to give my children the highest possible education. As for jobs, I cannot say anything since those will depend on my children and their attainments.

During College terms, I use English most of the time, but there is more vernacular than English during my vacations. As an under-graduate, it is obvious that I should say education has been a great benefit to the people of Ghana."

Second Old Boy

"I am Mr. F.W.L. Addy, a Ga. I was born on 30th December, 1934. My father is a retired Government Pharmacist and my mother a housewife. My father attended Presbyterian Schools at Keta while my mother had her education in Methodist Mission Schools.

I started school at the rather early age of five I completed my secondary education after the Sixth Form in 1953. I enjoyed my schooldays well. I remember I was so small and so smart that my teachers took much interest in me. I had many friends too among my school mates.

I am now an undergraduate and it is obvious that I am happy I was sent to school, the only means of rising to my present standards.

While in school, I played many games but my size did not make me reach any competitive levels. I cannot say I am very keen on playing games myself, but I enjoy watching matches and competitions. I like discussions and enjoy the pictures.

I am not married yet and having no children, I consider it premature to say anything about their education and jobs.

There is no doubt that for obvious reasons, education is a good thing and will continue to be a good thing, if well directed, for Ghana.

For most of my studies I use English but when at home and with my friends, I use Ga. As a student, I use English very frequently."

Third Old Boy

"My name is Mr. S. Ntreh. I am a Ga and was born in 1925. My father was a chief clerk in the Government service and my mother a petty trader. They are both literate but my mother did not go far in her education. I started school when I was five years old. I was seventeen when I left, having played truant for two years. I enjoyed my school years and I am very glad indeed that I attended school. For education has nurtured my nature and has helped to develop the man in me by widening my intellect and placing the world's treasures - books - before me so that I can pick and choose, broaden my own outlook and be widely informed of the world around me.

I am a teacher pursuing further studies at the Institute of Education in the University College of Ghana. I like the teaching profession because it still affords me the opportunity of increasing my knowledge. Besides, I like being with children. Except for a year's study-leave, I have been teaching since I left the Training College.

I could not be a school teacher without having been to school. School education has helped me to be literate both in English and in my mother tongue and given me the

training for my advancement. All my siblings are attending school.

My schooling has affected my leisure hours tremendously. My chief delight is reading for pleasure. I also enjoy attending plays by eminent writers such as Shakespeare and Bernard Shaw. I like musical entertainments too, and wherever I have been stationed, I have joined the Church Choral Society or the Singing Band.

My children are now having primary school education. It is my wish to educate them right up to university level.

I can say definitely that the spread of education has helped the people of Ghana. For it has helped modern civilization to spread quicker than otherwise and has brought Ghana into closer link with other countries of the world, politically, socially and economically.

Due to my profession, I use English very frequently."

Fourth Old Boy

"I am David Nii Aryee, a Ga born in 1923. My father is educated and is a civil servant. My mother is illiterate. I started school at the age of six and finished at sixteen. I enjoyed my school days. I can now read and write and I am able to seek any clerical job. I am now an Accounts Clerk and enjoy my work. I think I chose this job because when I was in school I was very good at figures

and I liked arithmetic best of all my school subjects. Besides, there are good prospects and chances of promotion in my branch. This is not the only job I have been doing since leaving school. I was formerly a police constable. I could not possibly do my work without school education. Schooling has given me the ability to read and write in English and work accurately with figures.

All my children are attending school. Through my education I have known how to usefully employ myself in my leisure hours. My most interesting game is an indoor one called "Monopoly". I enjoy film shows in the evenings.

At present all my children are in the Primary School and I am hoping to give them secondary education.

I can say that Ghana is fortunate for education. It has made her grow quickly into a civilized country which has now many contacts with other countries. It is helping to give more employment to the people. Without education, we would not be able to compete with other nations and play our part in world affairs as we are doing now.

Except during business hours when I use English, my environment is such that I use the vernacular most. I use English, but little."

Fifth Old Boy

"My name is Joshua O. Ashitey. I am a Ga and was born in 1921. My father is a civil servant and is literate. My mother is illiterate and sells things in the market. I started school at the age of six and finished when sixteen years old. I cannot say I enjoyed my school very much. For there was the frequent use of the cane which I feared very much. I am glad, however, that I attended school because it has prepared me for my adult life and given me opportunity to live better than I would without it.

I am a tailor by occupation. I enjoy my work for it gives me a handsome income to support my family and dependants. I have the satisfaction also of being my own boss. There is also the feeling that I am ^a useful member of the community, for people do not think well of the unemployed. Then too, I come into contact with many people due to my work. Tailoring has been my only occupation since I left school.

There are illiterate tailors but I think my schooling makes me a better tailor with greater advantages. School education has made me able to read and write and to do calculations more skilfully. This is an important factor in my occupation. I can also study and understand designs. I am abreast with standards and styles of my occupation because I can read about up-to-date sewing

methods and machines from magazines and catalogues.

All my children are attending school.

I learnt the purpose of games and sports in school. I actually played games in school. But now I must say, except watching them, I play little games myself. This is because I spend most of the day at my work. I, however, enjoy some hours looking at pictures of suits and cuttings in catalogues. I used to play 'Ludo' with my family and some friends. I occasionally attend the pictures, especially when I hear of a new and good film.

My children are now in the Primary School. I have decided to do my best to help them by sending them to the Secondary School. For nowadays, when you stop schooling at Middle Form Four, you cannot get any good employment.

Ghana has been helped a great deal by school education to become a great nation. It has trained our leaders, civil servants and other workers. We are even able to send people to the big nations far and near. We can read books and newspapers so that we learn more about other people and what happens in other parts of the world.

I use vernacular most of the time. Occasionally I have to speak English with some of my customers, but this is not often. I can say I use little English."

CHAPTER 6CONCLUSION.THE VALUE OF THE STUDY OF A SCHOOL'S
HISTORY IN HISTORY TEACHING.

The study of the history of a school can be of much use to the history teacher in many ways.

It can be usefully employed in the teaching of local history. Most history lessons in our schools do very little in the teaching of local history. This is due to the fact that very little book material and information are available to make the planning and teaching of such lessons less difficult. Secondly, greater importance has always been attached to the teaching of history on a broader basis than to the study and teaching of local history. But the study of the history of a school will be a very good starting point in history teaching. There will be so much material to discover and use that the question of lack of materials and information will not arise. Children will be learning actively about things with which they are connected and will enjoy doing so. Again, every school is closely linked with its community. The study and use of the history of a school will throw more light on important events and

persons, thus opening up other fields of study and providing more material and information for work. A very good example is the case of King Tackey who has become part of the history of Nsawam Road Primary Boys' School because of King Tackey Memorial School on its premises. It will form a very interesting lesson for investigation and teaching to find and learn who and what King Tackey was and why a school has been erected to his memory.

The ~~thus~~^{the} history of a school can therefore form the basis for the study of local history while at the same time serve as a good introduction to the study of history on its broader basis. The enthusiastic history teacher will also find the history of his school a stimulus for the study of the history of the locality in which he is teaching.

One of the things children find difficult to understand in history lessons is how long ago an event took place. It is equally difficult for the history teacher to explain and convey this understanding to children simply. If they have studied the history of their school, dates of events can be used as references to explain and convey to children the implication of other dates and their duration. Children will be able to form an idea of how long ago five or ten years - a decade - is, then twenty, thirty, fifty, hundred years and so on.

In the study of the history of their school, children will come to know about important persons

connected with the school and the town. They will know how these have helped in building the school and the community. Children being hero worshippers, will naturally admire and desire to emulate some of these people. Thus they will be encouraged to grow into useful citizens of the future. This sort of hero worship and emulation should of course not be our aim in the teaching of history. But whether we like it or not, there are many examples in history where the efforts and achievements of people had been the source of inspiration to greater achievements by others of later years. Like the other subjects of the curriculum, the history subject will have its information influence and the study of a school's history can be a major contributory factor in this influence.

APPENDIXA RECORD OF HEAD-TEACHERS, MEMBERS OF STAFF
AND PUPILS ADMITTED: 1928 - 1960.1. A List of Head-Teachers

1928 - 1929	:	Mr. B.C. Arday Fio.
1930	:	Mr. C.S. Dey.
1931 - 1942	:	Mr. E.N.V. Oddoye.
1943 - 1945	:	Mr. J.G. Anquandah.
1945 - 1960	:	Mr. J.A. Mensah.

2. This list shows members of staff who have served
for at least five years in the school.

1.	Mr. J.M. Okae		1929-1934	5 yrs.
2.	Mr. J.A. Bruce Tague	: Now retired Educ. Officer.	1929-1952	23 yrs.
3.	Mr. J.A. Ankrah	: Now Educ. Officer	1930-1939	9 yrs.
4.	Mr. E.A. Addo	: Now Asst. Educ. Officer.	1930-1952	22 yrs.
5.	E.N.V. Oddoye	: Hd. Teacher, Asst. Educ. Off-Retired	1931-1942	11 yrs.
6.	Mr. D.J. Nortey	: Now Educ. Officer	1932-1944	8 yrs.
7.	Mr. C.O. Botchway	: Now Asst. Educ. Officer - Resigned	1933-1946	13 yrs.
8.	Mr. P.A.C. Hall	: Now Asst. Educ. Officer.	1935-1951	16 yrs.

9. Mr. R. Halm-Lutterodt:	Now Hd. Teacher King Tackie Mem. School.	1937-'42, '43- 46	8yrs.
10. Mr. B.S. Arthur		1940-1944	5yrs.
11. Miss Elizabeth Tettey		1944-'48: 1950-'52	6yrs.
12. Mrs Nyumuttei		1947-1951	6yrs.
13. Mr. S.A.D. Bampo		1950-1955	6yrs.
14. Miss M.D.O. Nyumuttei:	Still on the staff	1952-1960	8yrs.
15. Miss Beatrice Beeko :	" " " "	1950-'56: 1958-'60	9yrs.
16. Mr. S.D. Lamptey :	" " " "	1950-1960	10yrs.
17. Miss Theresa Ayesu :		1954-1958	5yrs.
18. Mr. J.A. Mensah :	Present Hd. teacher Still on staff	1940-1960	20yrs.

3. A list of the number of pupils that have been admitted in the school since it was started in 1928.

Decade	Year	Pupils Admitted	Total to Date for Decade
1st & 2nd Decades	1928-1949	2,147	2,147
3rd Decade	1950-1959	1,577	3,724
4th Decade	1960:Jan.-Mar.	115	3,839

NSAWAM ROAD PRIMARY BOYS' SCHOOLDISTINGUISHED VISITORS BOARD

<u>Date</u>	<u>Name</u>	<u>Title</u>
4:3:31	Nana Sir Ofori Atta, K.B.E.	Omanhene of Akim Abuakwa.
18:4:32	W.W. Vaughan	M.V.O., D.Litt., late Formerly Headmaster of Rugby.
"	E.R. Hussey	Director of Education, Nigeria.
"	Arthur Mayew, C.I.E.	Joint Sec. Advisory Comm. Ed. Colonies.
5:3:35	Plymouth	Early of Plymouth.
30:3:38	Bernard de Bunsen	Board of Education, London.
20:2:42	G.A.F. Dundas	British Council Representative
24:9:43	Rt. Hon. Colonel Oliver	S. of S. for the Colonies.
"	Alan Burns K.C.M.G.	Governor, Gold Coast.
28:9:43	Harold Gibson	Ministry of Information, London.
24:1:44	Rt. Hon. Walter Elliot, M.C, M.P.	Chairman, Higher Educ. Commission.
"	Professor H.J. Channon, D.Sc., B.A.	Member, Higher Education Commission.
"	Julian Huxley, M.A. D.Sc., F.R.S.	Member, Higher Education Commission.
"	Margaret Read, Phil.	Member, Higher Educ. Commission.
21:4:44	Ida C. Ward Ph.D.	School of Oriental and African Studies, University of London.
2:6:44	C.J. Jeffries	A.U. S of S for the Colonies
27:6:45	Dr. Wellesley Cole, F.R.C.S.	Member of S of S Advisory Comm. on the Welfare of Colonial Peoples.
"	Emory Ross	Foreign Miss. Con. of North America.

<u>Date</u>	<u>Name</u>	<u>Title</u>
27:6:46	Mrs. Ross	Foreign Miss. Conf. of North America.
22:11:46	H.J. Larcombe, Ph.D,M.A.	
18:6:47	R. Scott, C.M.G.	Colonial Secretary, Gold Coast.
8:6:48	G. Creasy, K.C.M.G.	Governor, Gold Coast.
18:10:48	Miss F.H. Gwilliam	Asst. Ed. Advisor, Col. Office.
12:12:50	T.H. Baldwin, C.B.E.	Colonial Office, London.
6:5:52	J.H.M. Wilhelm	Architect Ed. Officer, Holland.
1:8:52	I.M. Garba-Jahumpa	Ex. Co., Gambia.