

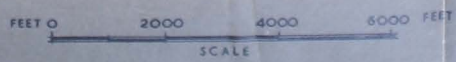
ACHIMOTA

LOCAL SURVEY OF ACHIMOTA SCHOOL

A N D

V I L L A G E .

ACHIMOTA AND ENVIRONS



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

IN this survey of the two Achimotas - the School and the Village - each community will be examined separately and then compared one with the other.

The Village was the first to be established. According to tradition it came into being some-time in the nineteenth century. The school came into existence in the first quarter of the twentieth century, in 1925.

The school owes its origin and continued existence to education. Those who live there are students, teachers, administrators and several types of workers. It has a mixed population of white and black, young and old. A large number of these who, because of their occupation or career, cannot be permanent settlers, leave the school at one time another.

This usually takes place either at the end of a course of study or at the end of one's service at the school.

The settlement at the Village has a sombre origin. The first settlers trace their settlement to a fleeing race of Grunshies from the North. They escaped from slavery, or the menace of it. When they were later freed from that affliction they made Achimota their permanent home.

The early settlers took to farming. As the community prospered other groups joined them. At the present day the Village has the character of a Ga community. It has a headman who is called Onukpa or Chief.

Achimota school also has a chief. But whereas the chief at the village is elected by the leaders of that community, chieftaincy at the school follows

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the line of succession of Principals or Headmasters. The "Chief" at the School, whose authority is relatively supreme, has no stool. The chief at the Village, depends for his authority on the advice of his elders. This is symbolised in a Stool.

The principal inhabitants of Achimota school are students and members of staff working towards a common aim, but the inhabitants of the Village - let us call them "the Villagers" - have limited interests and responsibilities. Each group in the village community caters for its own welfare but the groups share in the common idea of their being common inhabitants of one village.

Not all the villagers are today farmers; not all are Grunshies and Gas and not all are traders or pedlars. But one or more of these groups are to be found in the village. They all live together under the benign care of the chief and his elders.

A picture of a complete system of mixed activities meets the eye as one inspects the scene at the village, but, all the same, life goes on there according to a pattern - the pattern that is found in most mixed communities in the countryside of Ghana.

Earlier on, it was said that the authority of the Chief of Achimota School was relatively supreme. That statement is subject to a big qualification. Quite apart from the Principal's "chiefship" there is a higher authority, a governing body at Achimota School called the Achimota Council. This is an autonomous body. That is to say it governs itself and is not governed by any one else. This autonomous body has been in existence since 1930.

The Principal is not now a member of that body, but he is charged by the Council to look after the school as the chief administrative officer. Subject to directions and corrections by the Council, the Principal is supreme in authority at the School.

This structure of authority at the School has remained unchanged for over a quarter of a century.

It is otherwise with the village which has passed through various types of government since its foundation a hundred or more years ago. From being a village of freed men it passed into a community of farmers under a headman. It then grew into shape as part of the Ga State under the Ga Paramount Chief. It acquired a headman, and then a chief with a stool. Quite recently it has passed from the administration of the Ga Native Authority into the hands of the Accra Municipal Council. It is hoped that under this modern form of government Achimota village will enjoy some of the modern amenities desired by an enlightened community.

THE FIRST TRIUMPHATE OF ACHIMOTA SCHOOL.



Fig. 2.

They are from left to right.
Dr. Kweggyir Aggrey, His Excellency Sir Gordon
Guggisberg and Mr. Alec G. Fraser.

V.

A C K N O W L E D G E M E N T S

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VEGETATION.



Fig. 3 a

THE QUARRY.



b.

ACHIMOTA - ITS GEOGRAPHY.

ACHIMOTA lies $05^{\circ} 51'N$ according to Meteorological findings, and $13'W$. It is seven miles north of Accra along Nsawam road, in the Eastern Region of Ghana by the sea. The layout of Achimota School and Village is quite simple. The land lies in an earth-quake zone. The relief is gently undulating rising to 200 feet above sea level.

The river Onyansia which flows past Legon and Achimota Village and enters the Korle Lagoon at Accra, starts from the Akwapim hills. As it enters Accra, it is known as Odo. Near Achimota its course is sluggish but, in 1930, Achimota students were set to work on the river to improve its flow and thus prevent the breeding of mosquitoes in it.

The diurnal pattern is complex with rain during the first part of the nights in March, during the latter part of the nights in April and around dawn and in the late evenings in May. June is the wettest month. The mornings are the wettest periods with the late evening and early morning relatively dry. In October rains are most frequent around dawn (see *figraph*).
at back of book.

The rainfall is torrential and totals about 30 inches a year. Sometimes as much as 4 inches falls in a day. During the rainy season all the valleys and drains are filled. Sometimes the floods are so heavy they cause destruction of bridges.

The general wind directions are west-south westerly between November and March, and south westerly during the rest of the year. There are local variations. Surrounding Achimota on three sides is a Forest reserve (see Map, *Foot page*). This reserve was made for firewood. At the same time, it serves as an anti-erosion measure. The forest

gives more humidity.

Two of the typical trees grown in the forest are the Baobab with thick bark and *Elaeophorbia Drupifera* with very thick leaves. See Fig. 3a.

The soil is made up of organic and inorganic substances. Material is removed frequently from the top deposits of the hills to the valleys and therefore the valleys contain transported sand and clay. There is thus a regular movement of sand and clay and a regular pattern or 'catena' in the soil which is the same everywhere, depending on the relief.

There are termites also. They cease to be active, and they make ant hills.

There is great mineral wealth on the land, such as laterite, which contains some iron and is used for making road surfaces. Quartzite is also obtained in plenty from several quarries. Fig. 3b. The quartzites are used mainly for building.

Fire-wood is obtainable from the forest and is used extensively for cooking and for charcoal.

The villages are surrounded with subsistence farms where the cultivated products are tomatoes, garden-eggs, cassava, okroe, pepper and maize. The farms are found along the Dodowah and Nsawam roads.

THE HISTORY OF ACHIMOTA SCHOOL

IN THE year 1919, a Government Committee on Education, with Mr. Kingdon as chairman, submitted a recommendation that Government should construct a secondary school. The views of the Kingdon Committee, though welcome, did not go far enough.

On the 20th of February 1920, another Educationists' Committee, more thoroughly representative in nature than the first, submitted a recommendation for the construction of a secondary school and a training college for teachers in the neighbourhood of Accra.

A waterless, uncultivated hill covered with long grass and scrub near the village of Achimota and about eight miles from Accra was the site proposed. Upon inspection by the then Colonial Secretary Mr. A.R. Slater, and the Directors of Education and Public Works, the site on which the school now stands was approved. During the year a road was built from the main road at Achimota Village to the present entrance gate. In 1922, Major J.W. Skipper a Cambridge Architect, submitted a general design for the lay-out.

On 5th March 1924, the foundation stone was laid by the Governor Sir Gordon Guggisberg, in the presence of a large gathering and one that completely represented all sections of the population of the Gold Coast (as this country was then called). The estimated cost was £250,000.

In October 1924, the construction of Achimota School was begun by Messrs Thompson Moir and Gallo-way. During that same year and month, Rev. Alec G. Fraser, M.A., arrived in the country as the first Principal bringing with him a general scheme based

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on his wide knowledge and experience of educational requirements. In April 1925, Achimota school became the Prince of Wales School and the Prince of Walse College when his Royal Highness unveiled the tablet beside the main entrance to the Administration block to commemorate his visit and to authorize the use of the title. September of the same year saw the progress of work retarded by the resignation of the contractors. The Public Works Department took over under Mr. P. Hall, Chief Resident Engineer, who rapidly increased the rate of progress as each month passed.

In March 1926, a number of staff quarters were completed and occupied. During that same year the new College building was ready and consisted only of the teacher training classes, which had been formed by the transfer of the classes from Government Training College Accra. In November, sufficient buildings were completed to enable a Kindergarten section to open in January 1927 and for a second dormitory for 60 primary school pupils to open in April. In 1929 Upper Primary, Secondary and University classes were also opened. Thus from 1930 there was at the Prince of Wales College, a complete educational ladder from the Kindergarten to the intermediate classes with teacher training for both boys and girls. The total cost estimated at this point was £607,539. The formal opening took place in the presence of a distinguished and representative gathering.

PALM AVENUE OF ACHIMOTA SCHOOL



Fig. 4

The "Palm Avenue" is generally credited to the district architect. The trees were planted by the college.

The school, the "Palm Avenue" school, is one of a number of schools for boys and girls between the ages

DESCRIPTION OF THE SCHOOL

ACHIMOTA School was divided into Prince of Wales College and Prince of Wales School both within an iron fence with a hospital between them. Both grounds are oval shaped.

The grounds: The grounds, four square miles in area, were acquired by Government to afford ample space for future extensions of school and college. Some important areas within the school and college fence were cleared of bush and planted with lawn grass. Roses and Bourgain-villeas were planted to screen round some areas; royal palms planted in the avenues. Other trees, such as neem trees, were also planted. See Picture on P. 6
Fig. 4

Among the staff gardening, where labour is comparatively cheap, was made a hobby. Many members of staff living in bungalows and in staff-houses spent money and considerable time making bungalow gardens. There is a nursery with a keen nursery man in charge. There used to be a great demand for seeds from all parts of the country. New plants and new species were satisfactorily introduced from France, Peranderiya gardens from Ceylon.

The grounds have been maintained by labourers who used tractor and gang mowers. Avenues of one kind or the other have added beauty to the general setting of Achimota School grounds. See Fig 6.

THE SCHOOL AND THE COLLEGE

THE term "Achimota School" is generally applied to two district institutions: The School proper and the College.

The School: The Prince of Wales' School consisted of a Kindergarten for boys and girls between the ages

THE FIRST SIX BOYS OF ACHIMOTA SCHOOL WITH
THE DEPUTY-VICE PRINCIPAL AND THEIR MATRON.



Fig. 6

From left to right are: James Kwansah,
Kwami Hagan, Dr. Aggrey, Atakora Mensah,
Yaw Gyamfi alias Agyeman Prempeh, Mrs. Fanny
Ballard, Charles Acquah, and Kofi Asante.

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of five and six, a Lower Primary school for boys and girls up to the age of eight, and an Upper Primary School for girls only.

The College: As distinct from the School, the College comprised four departments: the Middle School or Upper Primary (formerly Standards IV to VII) the Secondary School leading to the Cambridge School Certificate and Matriculation, and the Teacher Training School leading to the Director of Education's Teaching Certificate. The fourth department was a Commercial course leading to the London Chamber of Commerce School Certificate.

THE KINDERGARTEN AND LOWER PRIMARY

IN January 1926, the Kindergarten section of the School was started with only six boys celebrated as the foundation scholars. Below is a list of them:

- See also Fig. 6. Page 8*
1. Kwame Hagan: He is a Fanti from Cape Coast who was brought to the school by lawyer Brew.
 2. James Kwansa - also a Fanti from Cape Coast.
 3. Atakora Mensah - (now dead), a son of the then Queen mother of Mampong-Ashanti.
 4. Kofi Asante - He is the son of Nana Ofori Atta I, from Kibi.
 5. Charles Acquaaah - a relative of late Rev. Gabriel Acquaaah.
 6. Yaw Gyamfi from Kumasi - He died in Achimota School during the course of his education. Gyamfi House was named after him.

The Kindergarten was mothered in Fraser House and supervised by various mistresses of whom the best known was Miss Armstrong. In 1938, Miss George now Mrs. Marshall was succeeded by Miss Beloe in the house and Miss Gbedema in the classroom. Miss George built a Kindergarten Zoo and the children became familiar with ducks and deer, guinea pigs, rabbits, donkeys, goats and cockerel.

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A TEMPORALY SWISH HUT



Fig 7

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The Lower Primary girls were established in the Lower Primary House with Miss Page (now Mrs Neil) in charge while the Lower Primary boys came over each morning from the college compound where they lived in House 9, under Miss Dunnet.

In 1939 there was an earthquake of unusual strength in Accra. The children were little disturbed by it as a large numbers of them had slept. Miss Cooke, who had succeeded Miss Colbatch Clark as Headmistress in 1931, was at this time also the Supervisor of the Lower Primary classes. In 1940, there was a re-organisation of classes.

During the Second World War (1939-1945), the Kindergarten and Lower Primary had to give up their living quarters and class rooms for Military purposes in July 1940. The authorities of Achimota embarked upon a lot of improvised projects for temporary buildings. They erected swish huts to take the place of the permanent classrooms taken over by the Army. During the third term 1940, the Lower Primary Girls were removed to Agogo Girls School under Miss Cooke. They remained there from September 1940 to the end of 1941. The Kindergarten was still at Achimota in the Vice Principal's bungalow and they later moved into a wooden house. see Fig 7

In 1942, it was decided to move the whole of Lower Primary and Kindergarten up to the gardens of Aburi where the Governor's Rest House and an ex-Agricultural Department bungalow and offices provided most of the accommodation needed. A dining room and accommodation for Kindergarten classrooms and dormitories were built and in June 1942,

The Temporary Residence - Aburi.



they moved into them under Mrs. Wilkinson's motherly care. Miss Christian, Mr. Boatin, Miss Grant, Dr. Oku Ampofo, all other members of the Lower Primary and Kindergarten Staff matrons and kitchen Staff went along with the children. At Aburi, they had visiting as well as picnic parties from Achimota students. However, the Governor's Rest House could not be occupied indefinitely and therefore Achimota School Council decided to close the school at Aburi altogether. At the end of the third term in 1944, the School was closed. Some of the children returned to continue in the college.

THE COLLEGE CLASSES.

IN the first paragraph about the School and College I explained how the Prince of Wales' College now Secondary School was divided into four departments. In addition there were a few students who were taking special courses. In 1937, classes ran up to S.6. Students were admitted to S. 3 from the Achimota Middle School and also from outside schools. This set-up was continued until the end of 1939. In 1940, when the system was re-organised pupils from Achimota Middle IV or Upper Primary four were brought into the Secondary School as S.1 and those from outside were admitted into S.2. The School Certificate Examination was then taken in S. 5, and eventually S6 was abolished. Post Secondary classes grew from the secondary school and by 1930 two candidates were being prepared for the London Intermediate Arts and Science Examinations. The college was in a

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position to prepare candidates for the final B.A. of London. From 1936, the college itself awarded annually one scholarship tenable for three years at a British University.

Sixth Form: In 1949, for the first time, a sixth form was started for the Cambridge Higher School Certificate Examinations. The Secondary classes were enlarged so that more pupils could be trained. Now Achimota sends out students with Higher School Certificate yearly and they are well equipped to proceed straight to the University.

In 1948, the Teacher Training Section was removed entirely to Kumasi College of Technology and Achimota or Prince of Wales' College and School became the present Achimota School.

Teacher Training: Up to 1944, a four-year course of Teacher Training was provided for students who passed the seventh standard examination. The Teacher training students were of equal status to secondary school students. They lived with them in the same houses and were subject to the same discipline. Students did two years academic work and two years practical and method work. At that time it was not possible for them to specialise, and every student was expected to be able to teach in any class from Infants I to Standard Seven.

Later it was realised that students were less academically equipped and therefore more time was needed for an adequate academic background. It was then decided by the Council to abolish the four-year course and replace it by a two year course open only to students who had taken the school certificate examination. This change was carried out in 1946.

School Practice and Method: In the first year, all the students practised teaching in every kind of class; in the second year, they were allowed to specialise either as Senior School Teachers (now Middle classes) or as Infant Junior (now Lower and Upper Primary) teachers. In the second year so far as the linguistic situation allowed, the students were placed in classes according to the choice of specialization.

The College Post Secondary Department: In the Inspectors' Report of 1938, it was recommended that this department of the College should be separated from Secondary School. This recommendation could not be carried out owing to the war and had to be deferred until January 1947.

In 1938, the number of students studying for Intermediate and degree courses was 31 whereas in 1947 application for admission from students who had the London University Standard qualification of matriculation was 90. This considerable increase arose from the fact that more students had to obtain the matriculation exemption and also students worked hard and improved tremendously.

Courses led to Intermediate Arts, the First Medical examination, Intermediate Science, Intermediate and Degree Engineering. Inter Economics was introduced in 1943 and Inter Commerce in 1944. The majority of students doing science took Botany, Zoology, Physics and Chemistry.

A herbarium was built to contain the most important group of biological material at Achimota. Under the direction of Dr. Irvine, assisted by the late Mr. John Scholes, a great variety of types was collected, arranged and identified. Dr. Irvine

made a considerable collection of snakes and fish which were displayed in the zoology museum. Miss Foote, the Botany lecturer, also made a good collection of Marine Algae.

B.Sc. Engineering: In 1938, the B.Sc. Engineering was reinstated by London University. Surveying was added to this course for which the Public Works Department organised survey camps in connection with a Volta River Bridge site, Asamankese water supply, army water supply scheme and major improvements to Accra Surface Water Drainage.

The Survey Department employed students who had obtained B.Sc. including surveying in their examination as senior civil servants. They had three year practical training which normally includes two years training in Great Britain. After such practical training, old boys were obtaining appointments in the following Government Departments:- Public Works, Civil and Mechanical, the Electricity Department, the then Gold Coast Railways, Post and Telegraphs, Town and Country Planning and Broadcasting. The United African Company 3-plywood Factory at Sapele in Southern Nigeria also provided employment. The Schools engineering course was subsidised by Messrs Tarquah and Aboso Mines Ltd., Ashanti Gold fields and Marlu Gold Mining areas in scholarships, here and overseas. This opened a successful avenue in the mining industry to those students who had the character and ability to pioneer it. Staffing in this course became a difficult problem but Mr. R.P. Baffour, the first Engineering student, carried the course through until 1945, when Mr. J.E. Taylor joined

the staff as well as Major T.C. Watkins who returned from the army. Achimota School Council decided that all post secondary students including those taking the Post Secondary Teacher Training course should be separated and kept under a Warden.

Houses: Students of Achimota School and College live in houses of four dormitories each. Each House is built to contain sixty pupils with staff quarters at each end of the block to house the House-master and Assistance House-master. In the case of the girls, the attached residences are occupied by a House Mistress and an Assistant House-Mistress.

Nine houses altogether were built for the boys and girls in all the departments. They were formerly named by numbers. Houses 1 to 9, but subsequently re-named after enthusiastic and generous men and women to commemorate their contribution to Africa, education in Ghana and education in Achimota.

As far back as in 1931, the houses were divided up into Junior and Senior Houses and students settled with energy and enthusiasm and set about establishing their traditions. Houses spent their Saturday evenings listening in to lectures and debates, enjoying plays staged by individual houses and tribes. There has been a Senior Prefect chosen yearly to be responsible for all the Houses, House Prefects and their Assistants. After the war - the army left. This gave room for re-organisation of the settlement.

NAMES OF HOUSES AS UP TO 1958For Boys

House 1 - Aggrey: Named after Dr. Aggrey whose idea of co-operation, illustrated by the use of both the black and white keys on the keyboard to produce harmony, became the symbol for Achimota School and is found in the crest. Dr. Aggrey was the first Vice Principal. He started the college with Rev. Fraser the first Principal. Both men received the enthusiastic support of the Governor and Founder, Sir Gordon Guggisberg.

House 3. - Livingstone: Named after Dr. David Livingstone. He was a liberator who explored the Central, East and South Africa. He discovered a great central water course - the Upper Zambezi River, River Ngami and Lake Nyansa. He helped to stamp out the slave trade and finally died in Africa.

House 5 - Lugard: This house was named after Lord Lugard - a distinguished Governor of Nigeria who introduced 'indirect rule' into British West Africa. His voluntary exploration brought the African Continent out of many shackles of oppression.

House 6 - Cadbury: Named after Mr. William Cadbury who has been generous in giving money for scholarships yearly in the school. It is an appreciable piece of philanthropy not for Achimota alone but to Ghana. His recent gift to the school is a £5,000 Gymnasium to be built at the earliest convenient time.

House 7 - Gyamfi: This house was named after one of the six pupils who started Achimota School

KINGSLEY HOUSE - GIRLS' DORMITORY



Fig 9

GYAMFI HOUSE - BOYS' DORMITORY



and were therefore the foundation members of what Achimota is today. Gyamfi died during his course of study in the school.

House 9 - Guggisberg: Named after Sir Gordon Guggisberg who was Governor of the Gold Coast from 1919 to 1927. He is the most celebrated of the triumvirate whose names are associated with the glory of Achimota. These are Guggisberg, Fraser and Aggrey. Sir Gordon's deep interest in education in the Gold Coast and his application of his energies and the resources of the country to that interest laid the foundation for the great strides in progress witnessed by Ghana during the last 25 years.

FOR GIRLS.

House 2 - Clark: This house which houses girls only, was named after Miss. E.M. Colbatch Clark, First headmistress of the school site in the days when Achimota was divided into School and College. She retired after a long service during which she made a great contribution to the welfare of the girls.

House 4 - Slessor: Named after Mary Slessor who was a missionary in Calabar.

House 8 - Kingsley: Named after Mary Kingsley who did missionary work in Nigeria.

There have been yearly inter House matches athletics and other games.

There is not yet a house named after Rev. A.G. Fraser, the first Principal, but there is not a student to pass through the School and College who does not carry away with him a great ~~Fraser~~ impression of ^{Fraser's} achievement.

A PAGE OF SPORTS

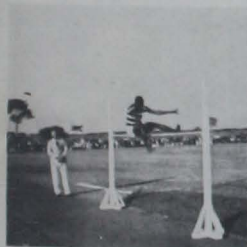


COLLEGE HOCKEY TEAM 1934



WAITING FOR THE CROSS COUNTRY RUNNERS

Fig. 10



HIGH JUMP 1934



ELISON DOGBATSE



HURDLES 1934

The Student who fell and died during an athletic meeting.

Fig 11



SPORTS AND GAMES.

ACHIMOTA attached great importance to games and athletics from the very start. School games for boys were run on the House system with house-masters mainly responsible for the coaching. The late Mr. A.R.H. Joseph gave valuable help in cricket and athletics. The following were some of the members of staff in charge of coaching - Messrs P.D. Quartey Jnr. H.C. Neill, and C.P. Woodhouse who were in charge of cricket and Mr. H.J. Andrews in athletics. There were inter-house competitions which were held every year in cricket, football, hockey, athletics, volley-ball and cross country running. Apart from interhouse competitions, the school has annual fixtures in football, cricket and hockey with schools in Cape Coast, Kumasi and Akropong. At the present time, the number of schools that take part in the inter-college athletics meetings has increased by the addition of new schools such as Prempeh College, Opoku Ware and others. The training colleges have left the group. During those meetings Achimota boys developed a very healthy competitive spirit which gained for them excellent results in athletics at the inter-college sports meetings in which between 1937 and 1947, Achimota won the Aggrey Shield seven times out of nine.

It was in one of those inter-college sports in a cross-country race that a young athletic enthusiast, Elison Dogbatse, met his fate. He was an Ewe student from Keta and a house-prefect of 'Gyamfi' who had completed his teacher-training course. He was just about to leave college when

he took part in the cross country race. He had been winning with ease. He was leading the team in the race but twenty yards from the tape he fell. He made two attempts to rise. A master of his school went to him and whispered to him that he had just twenty yards to go but the boy in struggling said: "I can't, isn't it sad, isn't it a disgrace? What will happen to my College?" With these words on his lips he died. This incident disqualified Achimota, giving the first place to Wesley College. A member of Wesley suggested to their master in charge of them that they should give the cup which they had won to Achimota in memory of Dogbatse, which they did. See Fig. 10 - 11

The girls play rounders, hockey and netball and some attempt was made during the war to start regular annual matches with other girls in the country. They took part in athletics. In 1937; Achimota constructed more tennis courts for the girls who readily started getting coaching in tennis. In that same year a modern and well equipped gymnasium was built. With the building of the gymnasium, physical education came to fill the place it deserved to hold in the life of school.

THE SOCIAL LIFE OF ACHIMOTA SCHOOL.

FROM its very inception Achimota School has been an interesting social community, paying attention to various types of organised activities. Its 'clubs' and 'groups' have been many varied.

The chief of these and one of the earliest is the Red Cross Link, an organised local youth branch of the Red Cross Society. The 'Link' has prospered with the years, but it has passed

Fig 12



THE BUILDING OF A VILLAGE WATER SUPPLY—ANUM

Fig 13



Social Service, Students Dispensary.

through some difficult times, especially during the years 1937-1947.

Of the various organised groups and clubs the following may be mentioned. The Boys Club at Accra, Games group at Achimota Village and at Apenkwa, another village to the West of the Achimota Accra Road. In addition to these are the Agriculture group the Poultry group and the Pioneer group. There are Dispensaries at Achimota village, Anunmle and Dome. Visiting groups to Korle Bu Hospital and the Leper Settlement are a feature of the school's many-sided social activities. See Figs. 12 and 13

There is a school established for college servants, meaning those in domestic service at the School, and there is also a group for Infant Welfare. Much more utilitarian in character are the Sewing Group, the Tinsplate group and the Lantern service group.

During the war there was a fall in the number of activities. The main cause of this was the shortage of staff and a rise in the cost of materials. At the end of the period there were only twelve sections but these included the most essential branches of the school's social activities: dispensaries, children's games, adult classes, Sunday schools and hospital visiting. The membership consisted of two-thirds boys and girls and the rest were members of staff working in the various groups.

Another regular feature of the Link was to hold annual social service camps at places away from Achimota. This long tradition was abandoned in later years. The object of these camps was to

help the townsfolk to carry out some improvement of which they themselves felt the need. Very often this turned out to be some kind of improvement in the purity of their water supply. At Awisa and Bunso, students helped the villagers to construct works which led to such improvements.

See Fig. 12.

At Teshie, the Presbyterian School was helped to build a dispensary shed. There was a request from Anum to assist them in building a hygienic tank for their water supply. Mr. Deakin in charge of engineering led three of his engineering students and other members of the Link to assist in carrying out the project.

The society ran a daily dispensary in the town which proved very successful. Members planted trees and showed pictures of the life of our Lord and of Red Cross work. Agricultural shows were organised annually for villagers near Achimota.

Miss Sproat and her house-craft students organised the Infant Welfare work in a most efficient manner at Anunmle and Achimota Village. She introduced a new and efficient system of child bathing. This was a great attraction to mothers and children and contributed considerably to health work in the villages. There was educational and religious work at Achimota village and Dome. At Dome a church was built.

RED CROSS LINK AND THE SECOND WORLD WAR.

Not only were the activities of the link affected during the war but also in management. In 1939, Mr. F.E. Joseph was the president. But when he became the Secretary of the Junior Red Cross Links of the entire country, the Achimota Red Cross

Fig 13 b

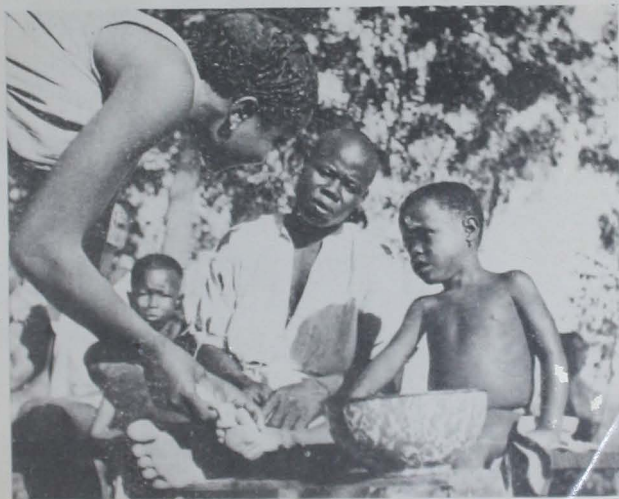


BABY WELFARE IN ACHIMOTA VILLAGE



DISPENSING IN ACHIMOTA VILLAGE

Fig 13 c



Dispensing in Achimota Village.

On week days, there are morning prayers in the chapels, and house prayers at night. On Sundays the younger children have a service for themselves in a vernacular at 10.30 a.m. Some of the Senior girls meet at that time in small groups for bible study. In the thirties before the kindergarten and Primary Schools were removed from Achimota, the services had been held in divisions according to age. In October each year, for four consecutive years, there were services of thanksgiving for God's gifts at which there was an offering of toys, clothes, games, materials clothes, fruit and money - most of them produced by pupils and students.

Donations were given away to the leper settlement and hospitals.

There was a confirmation service on the first Sunday in December which parents, relatives and friends of students attended. Now the children's service is organised by Mrs. Chaplain, Mrs. Honor Ward and Mrs. Dowuona with the help of some lady-students from the University College of Ghana. Children attend their service in a chapel which was used formerly by the University College when its students used to live at Achimota. The congregation is made up of school children from villages around Achimota, Anunmle, Christian Village, Kissema and from staff houses. In the course of the service, Sunday School is held where students divide the children into groups and tell them stories about Jesus.

Art and Leisure time activities.

Hobbies were started when the school was founded to fill up the leisure time on Saturday

FOUNDER'S DAY ACTIVITIES.



Fig. 15



Fig 15 b.

mornings. Some students who had the opportunity of working at some hobby later became professionals in the hobby they chose at College. An example of this is Mr. Gbeho, head of Music School, who started with music as a hobby in Achimota school when he was a student.

Instructors who were competent in the various arts and crafts were invited from town. Some members of staff who were good at particular hobbies also became instructors. Activities consisted of shoe making, knitting, painting, bookbinding, clay-modelling, drawing, basket weaving, engineering, photography, music and singing. Since January 1958, hobbies have been stopped because of shortage of funds to cater for them except music which is still being encouraged.

Music is an attractive and popular hobby in Achimota School. The first period on every Saturday is free to enable the school choir to function. Practical music which covers the playing of various instruments including the violin is taught. The study of African music in the form of drumming, singing and dancing is done in the school and the aim is to preserve the indigenous music which is embodied in our African culture. Students are divided into four main tribes: Twi, Ewe, Ga and Fante. There is a smaller tribal group for the Northerners. Teachers of various tribes are responsible for organising the tribes but experienced people from outside are invited from time to time to teach the various tribes to follow their tradition. To encourage this, dancers from all tribes are invited to mix with the students. Every year each tribe puts up its best performance to entertain the whole school. The result

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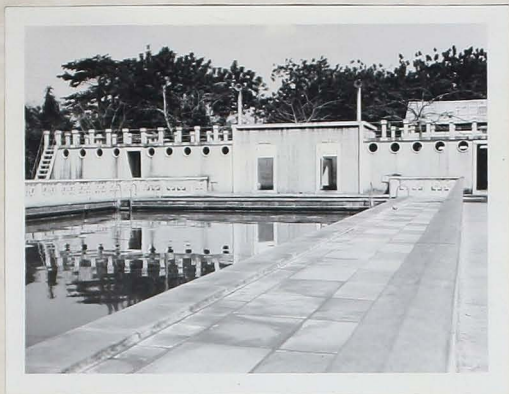
of all these can be seen during Founder's Day. The most colourful scenes at Achimota School are those occasions when students put on their national attire such as they do on Sundays when they attend evening service. But the most impressive occasion of the year is Founder's Day. It falls on 5th of March but the date is subject to changes at the discretion of the Headmaster. The function usually starts at 4.30 ~~o'clock~~ p.m. By then the whole school had assembled by the main gate and moves in procession to the administration block dancing and singing traditional songs. Talking drums announce the news of the day or extol the greatness of God and men.

The celebrations end with a display of dancing by the four main tribes - Twi, Ewe, Ga, Fante - then the school sings the yell - 'Ose Yee!' The meeting is then dissolved, the festival of Founders Day closes for the year. *see Figs. 15*

Swimming at Achimota School: The Founders of Achimota School considered how best its students could benefit from physical activities other than athletics and games and to occupy their leisure. Swimming was thought to be both enjoyable and at the same time a most important sport. Students were in the early years conveyed to Labadi beach for bathing. Later on a swimming pool was built. The work was undertaken by the maintenance officer and the total cost of work including a chlorinating plant was £1000.

On June 20th 1935, the swimming pool was opened by His Excellency the Governor Sir Arnold Hodson. The pool is situated at the southern part of

THE SWIMMING POOL.



Achimota School near the main gate. It is under the supervision of the maintenance officer who controls the chlorinating plant. The water is emptied annually when the pool is cleaned and disinfected.

Description of the Swimming Pool: The Swimming pool is not just a pool. Its mechanism, control and hygenic equipment show how an artificial Contrivance of this nature for the use of large numbers of people must be carefully planned.

The pool is in an enclosed fence made of iron railings. There is one entrance.

The chlorinating plant which purifies the water is enclosed in the fence. The pool is 75 feet long and 36 feet wide. It is 6 feet deep at the northern end slopping upwards to two feet at the opposite end. There is a narrow pool attached to it measuring 25 feet by 36 feet for children. The pool has a capacity of 75,000 gallons of water. The dirt is drained off every morning, and then the pool is filled to capacity from the school reservior.

There are two dressing rooms divided into cubicles for boys and girls. There is a balustrate for use of bathers only. They have to walk through a disinfected foot bath before entering the swimming pool. There is a diving board where swimmers balance themselves for diving.

The chlorinating plant which purifies the water is 12 feet from the water and is kept in a room by itself. The equipment comprises a 40 gallon rubber lined solution tank, a mixing pail, a solution pump and an injection fitting. There is an overflow and a drain fitting, an outlet

fitting and a strainer.

Alumina and soda are used to purify the water. The equipment for each of these chemicals is identical except that the tank for alumina is rubber lined whereas that for soda is galvanised. Each chemical is supplied with a 20-gallon tank, a dissolving tray, pump and injection fitting. Strainers are fitted to each of these tanks. A wall mounting type rate of flow guage is provided. This guage operates the pressure across the venturi tube.

Users of the Swimming Pool: The Swimming Pool was intended primarily for use of students of Achimota School and its staff. A special concession has however been made to the University College of Ghana and to distinguished people from outside Achimota and Legon to use the Pool. Recently, children from the Demonstration school at Legon, accompanied by their Mistresses, have been allowed to use it on Wednesday afternoons.

There are rules governing the use of the pool. Students go in for baths accompanied by their tutors. Each student has a swim suit. Those who have no experience in swimming are taught to swim and dive and students are encouraged to acquire the art. Under expert tuition good progress is often made by students.

There is a Royal Life Saving Society which awards medals to students who show keenness in swimming.

Swimming time is allotted to students on a house basis throughout the week and swimming sports are held once a year.

ADMINISTRATION



Fig. 17 a.



Fig. 17 b.

Administration: Achimota School as an

autonomous body has a School Council styled, "The Achimota Council" which has charge of the control and supervision of the general policy and property of the school. This autonomous power was given it by legislation.

The Council has been in existence in one form or another since the founding of the school. In the early years the Council was constituted as below. One of the members was elected yearly by the Council to be the President.

The Old Composition of the Council (Twelve members):

- (a) Four members were appointed by the Governor.
- (b) Six African members of whom four were elected by the Council and two by the Old Achimotan Association.
- (c) Two ex-officio members, the honourable the Director of Education and the Principal of the School.

The President of the Council presides as Chairman of the Council at meetings and the Bursar acts as its secretary.

The amended constitution of the Council brought about changes in membership and in constitution. The new composition of the Council is as follows:

1. Two persons with special interest in and knowledge of educational matters, of whom one is a woman, are appointed by the Minister of Education.
2. Two persons of the Old Achimotan Association are elected by the Association.
3. Two persons are nominated by the Central Advisory Committee of Education.
4. Three persons of whom one is a woman are appointed by the Minister to represent the interests of the general public.
5. The Principal of the University College of Ghana or his representative is a member of the Council.
6. One ex-officio member holding public office in the Ministry of Education is appointed by the Minister of Education.

7. The Director of Education or his representative .

In this re-organised Council the Headmaster of Achimota School is not a member but he attends normal meetings. He has no voting powers. No member of the staff of the School is eligible to membership of the Council. The title of Principal is now abolished and the new title Headmaster is borne by the head of the School.

A person appointed or elected to the Council can remain a member for two years after which the process of nomination or appointment or election takes place for re-appointment or for new members to come into office.

The Headmaster is appointed by the Council with the prior approval of the Minister of Education. The first appointment is for five years on contract terms. The contract may be renewed. The Principal is responsible for the internal administration of the school.

Internal Administration: The school administration is in the hands of the Headmaster. There is an Assistant Headmaster a Bursar and his assistant. Apart from his duties as Secretary of the Council the Bursar is the official responsible for finance. There is a maintenance staff which is in charge of buildings, furniture, and repairs. There is also a ground and garden overseer who is the head of all the labourers who work on the school grounds.

A domestic bursar is in charge of the school dining hall. She has her own staff whose duties fall under the following categories - Matronship, Cooking, stewardship and baking. There are kitchen boys who do odd jobs like cutting up firewood for

use in the kitchen. In the maintenance department, there are carpenters, masons, engineers, and painters who work for the school only.

Admission to the School: Enrolment at Achimota School has grown from a nucleus of six young pupils to a total number of six hundred (600) pupils, out of which two hundred are girls, all doing the secondary course. In 1937, the total enrolment for the year, that is, the total number of students who were taking different courses in the different departments was as follows:-

<u>DEPARTMENT</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
Kindergarten	36	27	63
Lower Primary	51	38	89
Upper Primary	85	68	153
Secondary	161	23	184
Teacher Training	84	67	151
Domestic Science Course - -	-	4	4
Commerce	16	-	-
Special Art	2	-	2
University Level	39	-	39
T O T A L S:	474	227	701

The above enrolment included 10 students from the Northern Territories, 14 Students from Nigeria 1 Student from Liberia and 5 students from Uganda.

When all departments, except the Secondary, were removed, an opportunity presented itself for a special place to be given to girls education. The extra room was allotted for Secondary Education. Since then the enrolment has increased tremendously. It was this practice which made it possible for the School to achieve the total roll 400 boys and 200 girls, making 600 altogether.

Admission by Territory.

Colony (Southern Ghana)..	183
Ashanti	125
Akim and Kwahu	32
Fantis	70
T.V.T.	114
Northerners'	27
Akwapim	44
Externals	5
	<hr/> 600

The average age of the students when they enter the School is 12 years.

Achimota draws its pupils from all parts of Ghana on the results of a common entrance examination held annually. All students are boarders. The School fees have varied from £60 to £78 per annum. Many students get financial grants from the school the Government and local Councils.

The Staff.

There have been great changes in the staff of Achimota since its establishment in 1924.

Principals.

The first Principal of Achimota School was Rev. Alec A. Fraser, M.A., He served the School for ten years and had to retire owing to ill-health. He and Aggrey and Guggisberg have earned undying fame as planners of the School.

Next was Rev. H.M. Grace who left in 1940, after serving for five years. Rev. Grace carried all the characteristics that make one a truly good man. Rev. R.W. Stopford was formerly a Principal in Kandy, Ceylon. When the Principalship became vacant in 1941, he came over with valuable experience to fill the place. He served on many education committees in the Gold Coast and served Achimota

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School for five years. He over-worked himself and had to leave in 1945 because of ill-health. After him came Mr. Rendall who served for four years and in 1954, Mr. Winlaw the present Headmaster came to replace him.

Vice Principals and Headmistresses: Dr. Kwegyir Aggrey was the first member of the Staff as well as the first African to hold the post of vice Principal. He was a person of high devotion whose life and work made a great impression on his students and on education in Ghana. Aggrey was not one of those who die without leaving a memorial. His very life is reflected today in the life of thousands who never knew him.

Rev. R.C. Blumer, one of the first to join the staff became a Vice-Principal. He left in 1939. For many years he was responsible for the School and College curriculum upon which Achimota's sound educational Foundation has been built.

Rev. Kingsley Williams, a leader in the Methodist Church, is remembered for his eloquent sermons and cheery good humour. Mr. W.E.F. Ward was a research scholar in Gold Coast history. He contributed much to music in the School and during the troublous time, when the second world war broke out, he acted as Principal. He left in 1940. Mr. S.T. Duncan who was always remembered as a firm Senior Housemaster acted when Rev. Grace resigned in 1940.

Mr. P.D. Quartey acted as Headmaster in 1951 and Mr. J. Andrews from 1952 to 1953, then followed Mr. B.A. Brown, Mr. Norkfold followed Mr. Brown and now Mr. Allen is the Assistant Headmaster.

Miss E.M. Cooke was a Headmistress in 1940. Her level-headedness helped to build up girls education which has now reached a high standard at Achimota.

Transport and Postal Communications

Achimota is some seven miles away from Accra's Central Post Office, and about six miles from the Kumasi-Accra Railway terminus. It is about the same distance from the Boundary Road Lorry Park which is the main end of the artery for road transport in the metropolis. Achimota School is therefore not cut off from the country's transport and communications.

Because of the foresight of its planners, both road and rail and the postal services of the country were organically linked with the School site.

As regards road and rail, it happens that the main Kumasi railway line passes down the western valley below the Achimota ridge. For the convenience of the School, an Achimota "Stop" or sub-station is provided by the Railway half a mile from the School. Students going away from the school or returning to it from vacation usually stop at this station. From there they ascend the ridge to reach Achimota School.

The road surface from Accra to Achimota is one of the best in the suburbs of Accra. The main motor road, from Accra to Kumasi and on to Tamale, also traverses the valley down the Achimota Ridge. Lorries and motor cars make it possible for students and staff to travel to most parts of the country by road, either using the main North road or the East to West coastal road at Nsawam, 23 miles from Accra.

The main entrance gate to Achimota School.



Fig 18

The Post Office - Achimota.



Fig 19.

The eastern area of the country is also reached by the road from Achimota, through the Achimota forest to the Dodowa Road at the Survey School. The road to the East then lies through Aburi to Akropon, or through Dodowah and across the Volta to Togoland, or through the Accra plains to cross the Volta at Tefle to Keta.

In the School compound there is a network of roads which makes it possible for buses, lorries and private cars to have access to the several Houses, classrooms and staff quarters as well as to the administration block.

There is a main entrance to Achimota but only private and school cars are allowed to pass through the main gate to the administration block. See Fig. 18

Lorries and buses and other commercial vehicles have to use the eastern by-pass to the former girls school compound.

The tarmac road surface at Achimota gives an all weather conditions to the road service at Achimota. The roads are maintained by labourers from the maintenance department.

The Post Office: Postal communication at Achimota has improved steadily and systematically since the founding of the school. Before 1933 the postal service was provided at the bursar's office under the supervision of a postal agent and the Bursar. Work became too heavy and so it was found necessary to detach the agency from the administrative work. In 1934, a Post Office was built by the school and the Government provided the services. The Post Office deals with registration, stamps, savings and telephone exchange. Letters are despatched twice daily. This Achimota Post Office serves the

See Fig 19

school and the University College of Ghana as well as the public who are near enough to use it.

Medical Facilities of the School: Achimota began with medical and sanitary facilities for the pupils and staff of the school. When the University College was started, the services of the hospital were extended to its students and staff also. There are at present two doctors, Dr. D. Murray who is responsible for Achimota school and staff Dr. A.M. Boyd for the University and its staff. Miss C.V. Teye a nursing sister has been on the staff for quite a long period. Dr. Griffith and Dr. Savage were among the first group of doctors who contributed greatly to the health of Achimota. To commemorate their good works, two wards in the maternity home have been named after them. Griffith's Ward and Savage Ward. See Figs. 20 + 21

Achimota hospital is open to outsiders at normal hospital charges. Outsiders come in as out patients. Very serious cases are referred to Korle Bu Hospital in Accra. The hospital was built on a small scale with four wards, two consultation apartments for school and College respectively, a dressing room and a dispensary, a storeroom and a kitchen.

The hospital staff live at the Achimota compound. In the early years between the periods 1930 and 1940, the services provided at the compound were largely of a sanitary nature. At the beginning of 1932, the tracing of mosquito breeding areas led to a voluntary effort by the students, under staff direction to drain, the nearest swamps. All the railway borrow pits and natural swamps, for a distance of two miles from the centre of the school, were drained. The number of flies in the model

THE COLLEGE HOSPITAL.



Fig. 20

A HOSPITAL WARD.



Fig. 21

village was reduced by the simple method of smoking the Pit-latrines. Once a week, a group of senior girl students go to the Model Village the dormitory villages and Achimota village to hold a weighing clinic, visiting babies and expectant mothers and advising them. The senior students gain invaluable experience in treating minor illnesses, such as sores, and in giving first aid treatment.

The Museum: In 1929 Lady Willcocks, wife of the late Sir James Willcocks, returned to the Gold Coast Government. The collections of antlers, swords, guns and curios which her husband collected in Ashanti and Burma, ~~The materials~~ were handed over to Achimota to be housed there together with different archeological specimens which were dug up during the building excavations. See Fig. 12

Many members of staff came gradually to take a keen interest in providing materials. Some European friends, notably Mr. William Cadbury, presented most valuable exhibits of local interest. To encourage enthusiasts for more collections, Achimota held special exhibitions of Northern Territory material both African and foreign pottery and mineral exhibits. These were open to the public.

There was no special staff in charge of the Museum other than the ~~Caretaker~~ but there was a student who gave voluntary assistance to the caretaker twice a week.

There was a great need for financial help. At this time Achimota received a letter from the Museums Association suggesting application for a grant for

THE MUSEUM IS OVERCROWDED.



Fig 22

Colonial Museums offered by the Carnegie Trust. The application was duly submitted. The first grant was made in the form of £150 for furniture for the construction of the anthropology museum and £250 for the science Museum. This generous help enabled the College to employ a full time assistant.

Membership of the Museum association linked Achimota up with other Museums in Europe. Duplicates of exhibits were sent to Mfantshipim to start a Museum there. In 1951, the contents of Achimota Museum were handed over to the newly formed Ghana National Museum in Accra.

THE ANTHROPOLOGY MUSEUM.

This was built on a very small scale. Mere tribute should be paid to Misses Deakin and Plumtre, and in the later years to the late Mr. A.H.R. Joseph through whose energy and enthusiasm the anthropology Museum grew from very small beginnings to contain the interesting collections it now has.

Collections were made from Southern Nigeria and Dahomey, in particular by Mr. and Mrs. Meyerowitz who collected dancing masks, other wood carvings, examples of metal work, basketry, textiles, pottery, decorated calabashes, tools and ornaments. These were brought from Abomey, Ife, Ijebu Ode, Ilorin, Oyo and Benin.

Other collections were made from Northern Gham, Ashanti, Akim, Krobo, Ga regions, Nzima and Aowin districts. This collection was sponsored by the Agriculture Department. An appeal was launched for students to make more collections during holidays from their daily observation and hearing but their response was really disappointing. There was a second application made for a Carnegie grant but the parent Association failed.

Money was not forthcoming and therefore improvised containers were made to hold up exhibits. A circular appeal explaining the aims of the Museum and inviting exchange of materials, literature and photographs was sent out to about a hundred Museums and institutes in Europe, America and South Africa. This appeal received encouragement but there was no money therefore many offers had to be rejected. Finally the Principal and those concerned met to discuss the policy of the Museum. They decided that the collection should be representative of collections from the Gold Coast

and West Africa and other parts of the world.

THE PRINTING PRESS.

When the Training College was removed to Achimota in 1926 it brought a foolscap platen machine and about four cases of type. Students used it to produce class lists, invitations programmes and small notes. In January 1927 a member of staff with a knowledge of printing was employed and he took charge of this small plant. In 1928 the Printing Press moved to Achimota and on the 1st of April a paid hand was employed, In 1930 it was decided that Achimota College should undertake all the work done by the Government Press on its behalf. Owing to this, the press was expanded by the addition of a Harrild Foolscap Rapid Cylinder Press. It grew rapidly in staff and performance and within a year it had outgrown its accomodation,

In 1932, Mr. Grant who had been keenly interested in printing as a hobby in his training college days arrived from the Government School Cape Coast. His work made a huge difference to the efficiency and reliability of the Press which gained a high reputation for Achimota. There have been full time employees as well as unpaid apprentices who are taken on from time to time at their own request to learn the work. The plant has been enlarged to enable the press to do for Achimota work which is similar to that done by the Government press for Government institutions and also for the printing of the pamphlets and other material produced by the staff and the annual reports of the College. The printing press turns out the vernacular reading cards and books as well as sketch maps and drawings and all the time-table forms and other routine requirements.



Fig 23



Fig 23 b.

The staff of the Government Printing Department gave much appreciated assistance to the College. Mention may be made, in particular, of Mr. Hutton, the Press Engineer, who has devoted many hours of his free time to the erection and maintenance of the machinery, and to Mr. Townley, the Government Printer, who kept up general interest in the Press and helped to make it the efficient organization it is today.

ACHIMOTA LIBRARY.

The library is one of the oldest institutions of the School. It suffered a great deal of damage from book worm in the years 1930 to 1934, but a vigorous campaign was carried on to overcome this. Many damaged books were re-bound and an entire edition of the Encyclopaedia Britannica was repaired by the book binding hobby students.

In December 1934, the Portrait of the Principal Rev. Fraser presented by members of staff to the College Council, was hung on the west wall of the library facing the entrance. It dominates the attention of a visitor at the moment of his entry, photographs of some personalities connected with the school or library. See fig. 23.

Gifts of Library books to Achimota School:- The library has grown from small beginnings into the large collection it is today through generous gifts from interested people. The Principal presented 40 volumes ranging from Mahan's Influence of Sea Power upon the French Revolution and Empire to novels by Stanley Weyman and detective novels by Conan Doyle. The following are among many who have presented gifts of books to the library: Mrs. Dunstan, Mrs. Watkins, who presented, among other books, a valuable six-volume History of English Poetry Mrs. Joselin, Mrs. Deakin, Messrs. Woodhouse, Clark, Ellis,

Marshall, Ballinger, Adamte-Awate, Rapp, the Rev. Kingsley Williams, Dr. Voehringer and the Methodist Book Depot. There are others whose names have not been mentioned but who need grateful acknowledgment. There is also a loose leaf volume of College photographs to identify some of the earlier groups and teams as well as recent events of Achimota.

When the Secondary and University classes were started in 1929 sections of the library were poorly represented and did not give adequate facilities for the study of various subjects to students. As from 1930, numerous additions have been made with the object of filling up the very wide gaps in those sections. By 1934, every subject required for the School Certificate and London Intermediate examinations was widely represented on the library shelves. As the library grew, more shelves were added to house the ever-increasing number of books. Today the library has become an unflinching source of information and delight to those who seek knowledge or who would read for pleasure.

THE OLD ACHIMOTAN ASSOCIATION.

This association was founded in 1927 for people who had gone through a full course of secondary education or teacher training or any other complete course of not less than two years duration at Achimota School.

The aim of the Association is to renew friendships among old Achimotans of both sexes from all parts of the country, to gain knowledge through lectures on chosen subjects, and to enjoy the various athletic and social amenities provided. Members hold annual re-unions at Achimota School. There are branches in many populous towns in Ghana such as

Accra, Cape Coast, Sekondi, Kumasi, Keta, Swedru and Ho.

Membership: To become a member of the O.A.A. a past student must pay a life subscription fee of £2. 2s. or 2s. every year. Membership has increased from two hundred and thirty-six in 1934 to over a thousand now.

The year 1934 was remarkable in the life of the association. It was the last year of Rev. Fraser and Mrs. Fraser's stay and administration at Achimota after serving for ten successful years.

The Old Achimotan Association gave a send off dinner party for the Frasers. Over three hundred students sat down to this first dinner. Out of this number were guests including His Excellency the Governor and Lady Hudson and many distinguished Africans and Europeans. These included the Honourable Togbi Sri II Fia Sri of Awuna, who came from Kets for the occasion, the late Nana Sir Ofori Atta I, Mr. Ward Brew and Mr. Awoonor Williams. John Dei and old boy proposed the toast of Mr. and Mrs. Fraser on behalf of the Old Achimotans. The other speech of the occasion was a reply to the toast by the outgoing Principal. See Fig. 24 Page 57.

The Association is an autonomous body which gives keen attention to matters of nation-wide interest, e.g. discussing the salary and status of the Junior Civil Service and problems of high education.

The local branches have activities varying in quality and in scope from branch to branch and from time to time but in general a satisfactory standard has been achieved. The programmes of local branches have included socials, drama and social service work. There have been outstanding achievements of which one has gained a well deserved publicity namely the

establishment of a night school at Kumasi by the Old Achimotans there.

During the years of the second world war, many of the old boys served with credit in various activities with the land forces in Africa and Burma. Some took part in the civilian protection organisations. Major Seth Anthony was the first African to be given a commission in the modern British Imperial Army. Old Achimotans have brought credit to themselves in various professions and in the general social and political life of the country. The first three Africans to be appointed to the Gold Coast Political service were all Achimotans.

They have had a fine tradition to uphold. Some of the present leaders of the country were trained at Achimota. To mention a few these are the Prime Minister of Ghana, Dr. Kwame Nkrumah, Mr. Daniel Chapman now Ghana Ambassador to the United States and Permanent Delegate to the United Nations, Mr. A.E.A. Ofori Atta, Minister of Local Government, Dr. Susanna Ofori Atta, medical practitioner Dr. Jemina Hayfron-Benjamin also medical practitioner, Nene Azzu Mate Kole, O.B.E., K.M.C., Konor of Manya Krobo, R.P. Quartey, Secretary of the Sports Council and Mr. K.A. Gbedemah, Minister of Finance. There are lawyers, and statesmen also lecturers at Kumasi College and the University College of Ghana and distinguished teachers who are old Achimotans.

The running of the Association has fallen into the hands of different people, some of whom have left our shores for good such as Mr. A.G. Fraser, Junior who was Secretary in 1937, Mr. Woodhouse, also a Secretary and Mr. C.S. Heakin, who for many years was treasurer. He was succeeded by Mr. Dowuona in 1939. The Association has grown in membership and

in branches and is still giving useful service in various directions. Still to play a worthy part in carrying out the many plans for the development of this country its members will have to redouble their efforts to bring to bear the best qualities of mind, heart and body which they possess.



THE OLD ACHIMOTAN DINNER

THE ACHIMOTA CREST.

A proud privilege of Old Achimotans Association is that members are entitled to wear the Achimota Crest of white and black keys on their blazers. See Fig. 25

The origins of their crest revives vivid memories of Dr. Kweggyir Aggrey, first Vice-Principal of the School and College. The story takes us to America where the problem of white and black has for some centuries assumed acute proportions. Dr. Aggrey, a Fanti of Anomabo, spent many years of his early training in the United States, studying, teaching, and preaching as well as gaining intimate experience of the racial problem. Subsequently he had occasion to tour the whole of Africa as a member of the Phleps-Stokes Commission of 1920.

Almost everywhere in Africa Dr. Aggrey saw black and white races trying to live together but without a marked degree of success. He turned from the tour more deeply convinced than ever of the essential importance of impressing upon the two races their need for each other and the urgency of finding a solution for racial cooperation and harmony.

This conviction, added to his personal charm, gained for him in the United States much admiration from educational leaders.

When eventually Aggrey came to Achimota as the Deputy-Vice-Principal, he put his experience to great use. Not only was he able to break the misunderstanding and opposition that had grown up in connection with the new college but also, to a large extent, he was able to create mutual understanding between the Africans and the Europeans in the College.

Achimota Crest



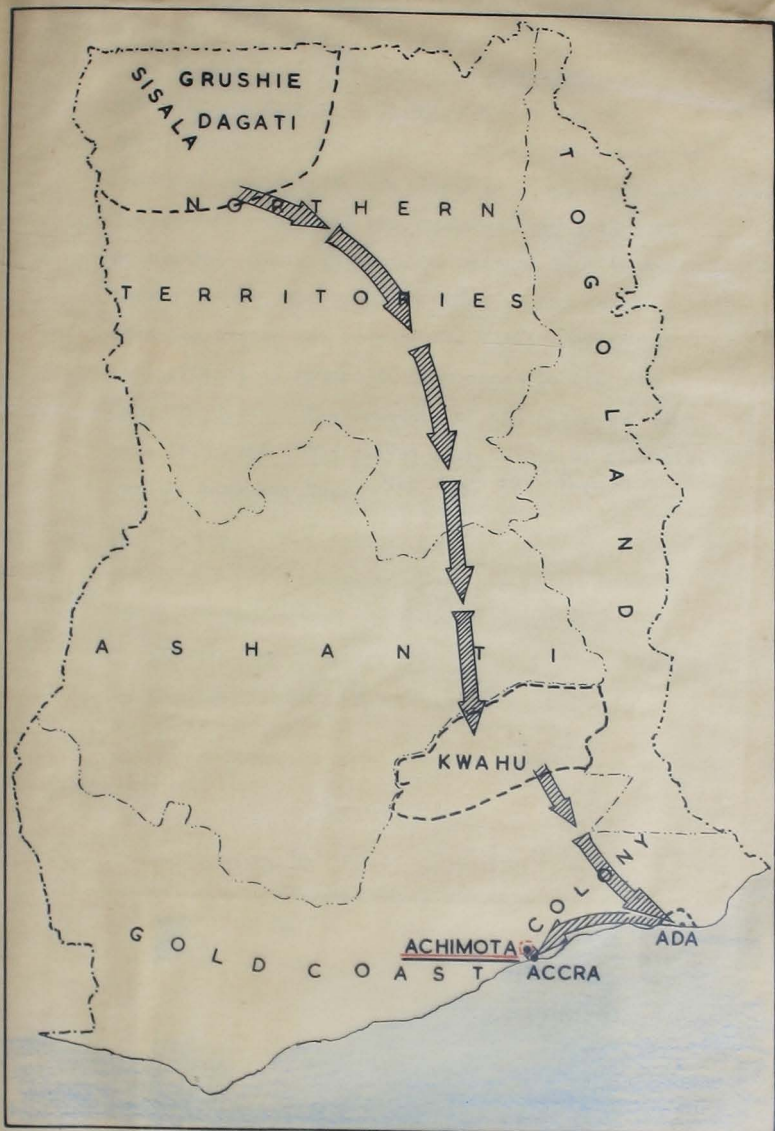
Fig. 25

More than once Dr. Aggrey spoke of this conviction of his figuratively in terms of the black and the white keys of an organ or a piano. Each set of keys he said, was capable of producing music. But to produce very beautiful music both black and white keys were essential. To put it in his own words; "In the harmony of the world as in the harmony of an organ or a piano, the black and white keys are both essential".

Upon his sudden death in the Summer of 1927, Rev. Fraser, the Principal of the College asked two artists on the staff of the College to design a Crest for the College to embody Aggrey's favourite idea. The result is the present crest of Achimota School - three black keys of an organ with their corresponding white keys and beneath them, the words "Ut omnes unum sint" "That all may be one".

To the artists belong the design, to Rev. Fraser the vision but to Aggrey the credit for the original idea.

Migratory Route of Achimota Village People



History of Settlement. The original settlers of Achimota were Grunshies. It happened this way.

In the latter part of the nineteenth⁹ century the Zabramas fought with the Grunshies in the north-western part of Ghana. The Zabramas defeated them and as a result, the Grunshies became scattered. The Zabramas captured the Grunshies and sold them as slaves. These slaves were brought down to Ada through Kwahu, crossing the Volta in the North. Once the slaves had crossed the Volta they found it difficult to return if they chose to run away from the South. The crossing of the river served as a deterrent. The slaves were bought by Ashantis, Kwahus, Adas and Ewes. See Fig. 26 Page 61

THE VILLAGE.



Fig. 27

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The Grunshies were all called Sisslas. Among the Sissala, one Awa Kwami was bought by a Lagosian woman in Accra. During the Danish time there was no village at Achimota. When the Danes declared that all slaves should be set free, the slaves who had come to Accra scattered. Awa Kwami went and settled at Alajo down the Kpehe valley to farm there. Later he moved to Abofu where he met his sister and her husband who were farming on a large cassava area where Achimota village is situated now.

The Odo valley is between Abofu and Achimota village. Every morning before he went to farm Awa Kwami had to wade through water, so he decided to remove from Abofu and to live at Achimota where both his sister and her husband were. The sister and husband left Awa Kwami there and settled at Oko near Dome thus leaving Achimota for him. Some of his freed slave brothers or countrymen joined him at Achimota one after the other and it became a village. Awa Kwami started his farming.

The dispersed slaves who had joined him also made farms. As the Grunshies lived among the Gas the practice of inter-tribal marriage became common between the Grunshies and the Gas. The farming settlement grew to become a village or town. Awa Kwami was the head-man who looked after the interest of the farm.

A time came when the inhabitants rebelled against him and refused to serve him. The people therefore entrusted the affairs of the village to one Bakano. Bakano's linguist was one Adam. Awa Kwami became annoyed with this and so he went and stayed at Apenkwa with his children Kwaku Fio and Na Dei. Awa Kwami died at Apenkwa.

After his death, Bakano went to Apenkwa to collect the corpse for burial at Achimota, but Kwaku Fio refused to give the corpse to Bakano. He buried his father at Apenkwa. Bakano nevertheless went back home and performed the funeral rites of Awa Kwami at Achimota.

This narrative of the settlement at Achimota was given by "Regent" Nii Yafet Kwaku but Sordjiah Kwaku of Achimota village, who was born and bred there seventy-six years now, gave an account of the history of settlement which varies from that of Yafet Kwaku.

His account was that, the first man to settle on Achimota land was called Munie Kwame. This man came to Accra as a result of frequent waging of war in the North. He left Accra for Abofu after all wars had ceased and slave trade had been abolished and Europeans had fully settled in the country. He came from Abofu to farm near a road leading from Accra to Kwabenyam. He made a hut in which he took shelter when it rained. As he was a poultry farmer he stopped going to Abofu when his poultry grew to a considerable number. He therefore lived in the hut and took care of his chickens.

One fine morning, he was washing his face when he saw a certain man going to Kwabenyam and both of them entered into an interesting conversation. Munie Kwame gathered that the man who had met him in the village was no less a person than the Gbese Mantse, that is to say, the Chief of the owners of the land at Achimota. Munie Kwame asked the Chief whose name was Nii Armah whether he could help him to acquire some title to the land. Nii Armah undertook to do so. He took Munie Kwame down to Accra to the Korlewe people who are known also as Adain Onomloko family. The Korlewe people

told him that there was a powerful ill-mannered fetish in the bush of Achimota but if Munie chose he was welcome to make his home there. If he was not afraid of this fetish or god who killed people whose names become known to him. Munie Kwame did not express any fear of this fearful god and told the Korlewe family that he would stay on the land. He was invited to come to terms.

The terms of agreement were that he should send the following things to the family: One sheep, one pot of wine, a bottle of gin, and one head of tobacco. He sent the things and he was offered the land to dwell on and carry on with farming. Again he was asked to pay a yearly tribute of one basket of millet, one sheep and a bottle of wine, and, to the Gbese Mantse, he was to give one sheep, three logs of fire-wood and a bottle of wine.

After performing all customary rites Munie Kwame settled at the place which is now Achimota village. Many people came there to settle with him. Among them may be mentioned Laditse-Kwaku, Mr. Beletsere Dagarti and Ashanti Kofi.

In fine, the land of Achimota was acquired from the Adain Onarmloko family, headed today by Dr. Reindorf, through the Gbese Mantse.

In consequence the settlers of Achimota village regard themselves and members of the Onormloko family or Korlewe people as one family and live with them as such. The town is now over one hundred years old since its foundation.

In these two narratives, we are given two parallel stories neither of which crosses the other at any point, except as to the origin of the people. In Yafet Kwaku's story, Awa Kwami founded the village whereas Munie Kwame founded it according to Sordia Kwaku. Both stories seem to agree that it was as the

SKETCH PLAN OF ACHIMOTA VILLEGE

Fig 28



NOT DRAWN TO SCALE

60

outcome of war that the first Grunshies settlers came down to the South. They were of the Sissala tribe. They found themselves serving as slaves in the South and when slavery was abolished, they looked for land to settle on and to farm. From this point the two narratives differ in respect of how the land was acquired.

Owing to the custom of Ghanaians affecting land tenure, namely that a man cannot make use of, or own, any property on any piece of land without first acquiring it through customary rites from the owners, the settlers had to take steps to strengthen their title. Munie Kwame is shown in the story to have performed rites or complied with conditions which made him a tenant of the land at Achimota. After this the village flourished from a small hut built by the first slave settler. The inhabitants were at first mostly Grunshies and some Gas and Ewes. During the second world war Kwahus, Hausas and Ayigbes came and asked for lands to build on or farm. Others leased the lands from Nii Yafet Kwaku who became a regent. See sketchmap Fig. 28

~~A separate and special chapter on the chieftaincy of Achimota tells how Yafet Kwaku became "Regent" and how after a considerable "constitutional" dispute, a Chief was eventually obtained.~~

The houses at Achimota are made of swigh and see corrugated iron sheets. Others are thatch roofed. A few modern buildings of concrete are found along the main Nsawam road to the east of the village. The main population of Grunshies and Dagarti are farmers but groups of the village people from other tribes do carpentry, bricklaying, black-smithy, fitting and weaving.

b 1
The Anglican School at the Village

It serves two purposes - (a) Church (b) School



Fig. 29.

A majority of the younger men from the village work at the Achimota School and at the University College. They are engaged there mainly as steward boys, cooks, washermen and watchmen. Some of the Ewe inhabitants of the village who have other trades add farming to their occupations. After closing at four o'clock they spend the last hours of the day working in their farms.

Formerly, Apenkwa was the only village near Achimota that had a school of its own. Some time after the foundation of Achimota School, the educational and religious facilities so abundantly available at the new establishment spread to Achimota Village. One Mrs. Martha Akwei led this movement. She gave zest to the religious and educational work. Today, partly through her inspiration and efforts and the co-operation of the Link, a flourishing branch of the English Church Mission and a Primary School exist in the village. Members of the Roman Catholic Church usually attend service at an old chapel at Achimota School compound and other denominations often go to Accra. See Fig. 29. Page 67

Festivals: There are four main tribal groups in the village Dagarti, Grushi, Ewe, and Akan. The Akan community is comparatively small at the village. The Dagarti, Ewe and Grunshi tribal communities have each a distinct drumming and dancing group. These dancing groups are, I was told, not strictly exclusive to the particular tribesmen, at least not formally. These drumming and dancing groups usually perform during ceremonies connected with birth, marriage, death. They perform also for pure entertainment during moonlight nights especially on festive occasions like Christmas, installation of a new chief or some such great event.

The Ewe group perform the traditional 'Agbadza' dance and another dance mainly by youth called 'Agesaka'. The Dagartis likewise perform a traditional dance in which traditional flutes made from bamboo are used in the music. The Grunshi also perform a traditional dance not much different from that of the Dagarti except that they are accompanied by a woman soloist who shrieks out intermittently. Most of these Grunshi and Dagarti have intermarried with the Ga and have to a large extent been assimilated into Ga culture and therefore participate fully in the Ga traditional ceremonies such as "Kpekple".

SOCIAL SERVICES:

(1) Water - There are two fresh water stand pipes for the use of the whole village and its surrounding hamlets. The population served by these two pipes is a little above one thousand. The villagers express dissatisfaction with the present situation. They feel that much inconvenience is occasioned by the inadequacy of the stand pipes. They have taken up the matter through their Councillor (Mr. Maclean) ^{to} ~~in~~ the Accra Municipal Council. It certainly is the case that during most part of the day a long queue waits to fetch water from one or ^{other} ~~either~~ of the two stand pipes in the village. The perfect solution will of course be to let each household have a water tap in the house. Failing that an increase in the number of stand pipes seems called for. It should be noted, however, that waiting at the stand pipes for one's turn to pump water is an exciting social occasion. It gives villagers an opportunity to exchange greetings of the day and to pass on the news of the day from one person to another in the manner of a village club.

Electricity: There is no electricity for supply of light or power. The villagers allege that their

H O U S E S :

Fig 30 a



(b) A MODERN TYPE OF BUILDING.

b.



(a) A TYPICAL VILLAGE

demands have been turned down because the buildings are poorly made - many of them with thatched roofs. See Figs 30 to Page 70

Sanitation: There are no public latrines, Individuals have to arrange in groups or by household to make provision for themselves. The result of this is that the outskirts of the village are very unhealthy, in fact positively polluted with night soil carelessly disposed of. Refuse is similarly carelessly disposed or as there are no special incinerators or any public arrangements for disposal of refuse.

Medical Service: The village does not boast of a dispensary nor of any type of regular medical service. People have to go to Accra for medical needs. The distance is seven miles. Considering the great distances inhabitants of some other towns and villages in this country have to come for any medical service, this distance of seven miles between the village and Accra is near enough, although ^{aid} it could be brought nearer. Those villagers at Achimota employed at the College, as also their families, are allowed to attend the college hospital half-a-mile up the hill.

Postal Service: There is no postal service. The nearest post office is at the School compound. Here again the College workers use the college Post Office. Apart from that the General Post Office at Accra is available.

Rent: According to information received, rent by tenants vary from 10/- to 25/- per room. They are pretty poor rooms but being close to the college and most of the workers being bachelors the tenants find it tolerable from the point of view of convenience and the higher rates which they would have to pay in Accra. Many of those who live at the village are college labourers and stewards and as already stated some are clerks. These Clerks live in the better class

72-9
THE VILLAGE MARKET



Fig. 31

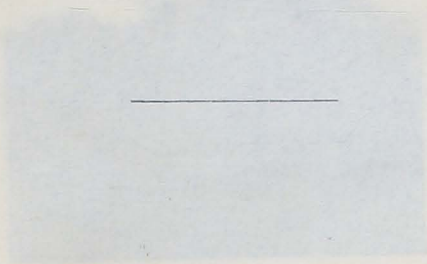
72

apartments, the 20/- to 25/- type of rooms. These vary from 9' by 12' to 12' by 15'.

Market: The market was built in 1940¹² by the Accra Town Council but no rates were charged because the market was poor and business was not brisk. Most people do their shopping in Accra. Apart from butchers who are men, the market is women's affair. The butchers have a headman but no unions, as they are so few. The meat they sell comes from Accra and is inspected before sale at the villages. If they slaughter any animal for the market they have to get it inspected before sale. Meat prices and prices for other goods are equivalent to Accra prices. Scales are used to weight the meat. There are altogether four butchers and about ten women engaged in selling at the market. Market goods include local vegetables, peper, onions, tomatoes, and imported tinned meats. The usual variety and quantity of goods cotton, fruits, etc found in Accra markets are not on display. The foodstuffs sold here are brought from up country e.g. Asamankese, Coaltar, Suhum. See Fig. 31

By local standards, Achimota village is a brisk and thriving place. Its educational and religious facilities - its things of the mind and spirit - outrun its physical and material well being. This situation seems to reflect the conditions of the age in which we live. The emphasis is not on higher standard of living but on exalted ideas of thinking. Achimota Villagers have their own elected Councillor on the Accra Municipal Council who sits with his colleagues in Council seven miles away from the centre of life in the village. They discuss rates and buses and schools, and income and expenditure, at the Council Chambers, and they expect the Achimota Village inhabitants to "vote them into power" from one

election to another. The question that remains answered here as it remains unanswered in most villages in the countryside is: What is the individual getting out of his community? To whom is he immediately responsible and who is responsible to him for his material as well as his social wellbeing!



17
The Village grove where the god - Atsimota
is situated.



Fig. 32

PREPARATION FOR SALAH FESTIVAL

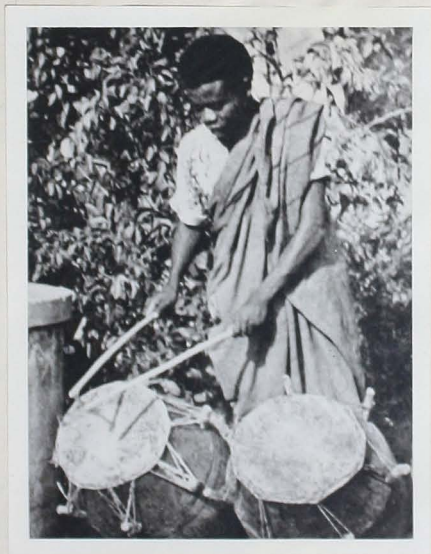


Fig. 33

RELIGION AND FESTIVALS.

The Village Priestess. The chief object of worship is the chief's stool and a young priestess is in charge of all ceremonies and rituals.

The present priestess has been chosen according to practice from one of the village families under the direction of the stool god. Like her predecessors, she was sent for training after her selection to another village. In her case it was Ofankor, nine miles away from Accra on the Accra - Nsawam road. There she was apprenticed to a chief priest who instructed her in "the trick of the trade", for three years. It costs quite a lot to be trained a priest or priestess under the tutelage of this chief priestess. In the case of the village priestess, she had to pay an admission fee of £3. Another £40 was required to cover the cost of drinks fowls and goats to be given to the priest. A subsistence fee of £4 was also charged. After the training and before she was released to return to her village, a qualifying fee of £150 had to be paid to the chief priest and all these expences were met by the chief and people of the priestess.

The priestess is an important person in the village. She is also a physician and a prophetess. Her local clients pay her small fees when they consult her but strangers make large payments. At the close of the year, she renders accounts to the chief and his elders who share the profit with her.

THE SALAH FESTIVAL.

The chief festival observed in the village is the Salah and is celebrated in March each year. The village priestess is the sole celebrations officer. When the day arrives, sacrifices consisting of a male goat, two fowls and a meal called 'fotoli' are made to the village god called atfifimota. These

articles are carried to the grove where 'atfiimota' is supposed to live. see Fig. 32.

A linguist slaughters one of the fowls. He makes a deep insertion in the throat and throws the fowl to the ground. The fowl struggles until it dies. If it falls finally with its under part facing skyward it means the god approves of the sacrifice and the celebration of the festival. It also means prosperity for the people in the succeeding year. But if the back of the fowl faces upwards then the festival cannot be observed until the priestess has consulted her oracle to find the cause and has performed the necessary rites to pacify the god as custom demands. When the god is thus pacified the remaining fowl and the goat are also killed. Their entrails are given to the god and the meat is shared among the elders. The food 'fotoli' is eaten by all present at the grove.

After the sacrifice has been made, the adherents and their priestess return to the village amid shouts of dancers and merrymakers as well as the booming of drumming. Salah is a festival for all, both young and old.

COMPARISON

THE SCHOOL

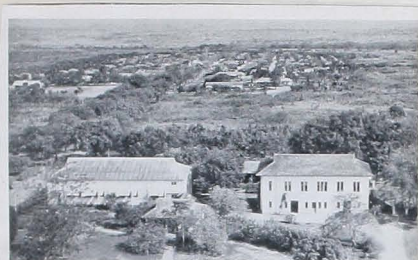


Fig. 34 b.

THE VILLAGE



34 b.

Comparison of Community life in the Village and the School and the differences in the development of young people.

One of the things which strike a visitor to an underdeveloped country such as ours is the vast contrast he sees everywhere in the general way of life of the educated and uneducated. The School and the Village provide such contrast. The School is the temporary home of many teachers and many students whereas the Village has a population predominantly illiterate.

The contrast is shown in many aspects of life of the people. See Figs 34 a - b.

Layout of the Village: The Village buildings are made of swish and roofed with thatch and iron sheets. The narrow untarred streets have no drains to avoid dust and mud, The empty spaces are over-grown with bushes littered with empty bottles, tins stagnant water. Buildings at the School are of brick and block made and roofed with iron sheets or slates. The rooms are well ventilated as well as adequately furnished. The streets are tarred with deep drains on either side and flanked with trees and flowers. The empty spaces are green with grasses and have provide good recreation grounds.

Health Services: The Local Government has not provided the villagers with health services, nor has it been able to educate them on hygiene and sanitation. The result is that the villagers live in object squalor which renders them liable to diseases.

In the School there is a hospital to cater for health. The pupils are educated in hygiene and sanitation and therefore are clean both bodily and in their environments. It is pleasing to the sight to see the School pupils in their neat uniforms. It is a comfort to the heart to see them living in their

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spacious clean and airy houses, sleeping in their well ventilated and well equipped classrooms. No wonder they make so much progress in bodily growth and mental development.

In the village polygamy is commonly practised whereas in the school the Western pattern of marriage is the rule for the Teachers; and the school boy leaves the school with the idea of leading a monogamous life.

Leisure: The villages especially women and girls indulge in idle talk, gossiping which occasionally develop in to quarrels. They spend some time on the game of "ampe". The boys will often be found playing football, draughts or cards. Many parents incidentally frown upon the game of cards as it is the first step on the road to gambling. In the school, leisure is regulated with the ulterior motive of promoting both physical and mental development of the child. Activities are netball, tennis, (lawn and table) swimming, hockey, cricket, football, reading, music, drama and other interesting activities.

The typical 'school boy' acquires moral discipline in a boarding school where the background of conflicting cultures represented in the severe old patterns of paternal discipline does not exist. He is able to develop strong character, perseverance, straight thinking and good general conduct. The close contact between pupils and masters, makes it easy for any signs of emotion maladjustment to be detected and put right. Having been selected from different places we must expect the school products to receive different training and acquire different behaviours. But extreme behaviour is likely to be tempered by the influence of others. The school boy

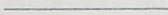
is trained to be out spoken and for others to benefit from his ideal experiences. In the village the parent-teacher and pupil-teacher contacts are lacking and therefore if there exist any maladjustments, they will surround the pupil's life and easily lead him to delinquency. The boy has no time or opportunity for extra-curricula reading, drama and other opportunities to broaden his intellectual outlook.

Manners: It is not altogether impossible to come across a good natured and well-bred village boy or girl. Generally, however, the unsystematised discipline given to village children produce not-too-good-manners. This is true of children in this village. A few of them show good manners but the greater proportion are ill-mannered. The respect they show to their seniors leaves much to be desired. Often you will hear some making a liberal use of foul words and some of their jokes are lurid and not fit for gentle ears.

In the school the situation is the contrary. The ill-mannered child is very uncommon. The greatest majority show good manners and give promise of growing into gentle ladies and gentlemen. They observe respect for and obedience to their seniors and masters. Their mode of speech and general comportment jointly qualify them for any civilized society. Indeed they are well behaved.

Although the village background is open to uncontrolled social activities, the village boy is more fortunate in his daily experience in life. By sharing in the work of the home, he builds up mind and character without any consciousness of

effort. He sees in the immediate neighbourhood of his own home all the processes of home activities such as weaving, carpentry and smithy and helping with cooking. The village product has a chance to learn by doing at an early age and thereby individualize himself the moment he acts. There is little chance for the school boy to learn by doing because it is difficult for children at desks to do anything but listen and absorb what the teacher has prepared for them. The school products are dealt with in masses and not as individuals. The village boy learns through the social converse and constitution of the family. Also by joining in the daily conversations and gets habits of industry order and regard for the rights and ideas of others.



C O N C L U S I O N

WHICH OF THESE TWO WILL BE MORE USEFUL
MEMBER OF THE STATE OF GHANA IN THE 20th
AND WHY?

THE environment in which a child grows affects his behaviour, culture and outlook in life. It is evident that a child who has been trained in Achimota School has been given the opportunity of living in a good environment. His education has been liberal, he has been led to understand how to determine values by his very training. This helps him to develop the ability to adapt himself easily to new situations.

Native intelligence grows when it is cultivated in an environment where it is constantly brought into play. The child who has been trained in a predominantly rural environment has what is good in his surrounding but he lacks that which is obtained from larger comprehensions and systematic education. He has a limited outlook on life and this places him at a disadvantage compared with his counterpart from the Public School.

The present social and economic structure of Ghana is changing rapidly. It is therefore the boy who is able to adapt himself very easily to these fast changing conditions, (the boy who is able to discriminate between and select deliberately what is good in both worlds and make good use of it) who will become a more useful member of the state of Ghana in the twentieth century. In this case, I think the boy who has been trained in Achimota School stands the better chance.

THE TEMPERATURES OF A PERIOD OF ONE YEAR.

<u>Highest</u>	<u>Monthly</u>	<u>Maximum</u>	<u>Temperature in Fahrenheit.</u>		
Jan.,	Feb.,	March	April	May	June
95°	97°	95°	96°	93°	92°
July	Aug.,	Sept.,	Oct.,	Nov.,	Dec.,
88°	88°	91°	91°	92°	94°

<u>Lowest</u>	<u>Monthly</u>	<u>Maximum</u>	<u>Temperature.</u>		
Jan.,	February	March	April	May	June
80°	81°	83°	81°	78°	76°
July	August	Sept.,	Oct.,	Nov.,	Dec.,
76°	74°	77°	75°	80°	78°

<u>Highest</u>	<u>Monthly</u>	<u>Minimum</u>	<u>Temperature</u>		
Jan.,	Feb.,	March	April.	May	June
77°	79°	79°	82°	78°	77°
July	Aug.,	Sept.,	Oct.,	Nov.,	Dec.,
76°	74°	76°	76°	76°	77°

<u>Lowest</u>	<u>Monthly</u>	<u>Minimum</u>	<u>Temperature</u>		
Jan.,	Feb.,	Mar.,	April	May	June
65°	67°	67°	68°	69°	67°
July	Aug.,	Sept.,	Oct.,	Nov.,	Dec.,
64°	64°	65°	68°	67°	63°

19 57 - RAIN-FALL AND NUMBER OF RAINDAYS.

	<u>Jan.</u>	<u>Feb</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>
Ins.	0.59	1.33	2.27	3.40	5.46	7.10	1.80	0.58	1.40
Dys.	2	2	5	6	10	13	7	5	7
	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>						
	2.63	1.38	0.88						
	8	4	2						

800000008

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P O P U L A T I O N

THIS table shows 1948 census of Abofu and Achimota Village and estimated present population increased by 17%.

	Total	Male	Female	Adult Male	Adult Female
Abofu	114	59	55	36	31
Achimota	1408	897	511	610	297
	1522	956	566	646	328

Number of Houses = 109

Number of Rooms = 206

Persons per house = 9.1

Persons per Room = 3.8

Estimated Present Occupation increased by 17%

<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Adult Female</u>	<u>Adult Male</u>
1522	956	566	646	328
259	163	96	110	56
1,781	1,119	662	756	484

A SCHEME OF WORK FOR MIDDLE FORM ONE

Subject

A study of development from a Village
life to a more advanced community set
up as Achimota School

There are 12 weeks in a School term with 5 periods of 35 minutes each week making a total of 175 minutes per week.

I would arrange it in the following way:

4 periods in one afternoon - Wednesday.

The remaining period will be on Friday morning.

1st Week

To study the Social Amenities of Achimota Village by 3 groups and the 4th group to make a sketch map of the village.

Children will be divided into four groups of 10 pupils each.

Group A will make a sketch map of the village.

Groups B, C, D will study the social amenities there.

1 period on Friday - Teacher will collect children's data and discuss them.

2nd Week

4 periods, Wednesday afternoon.

Teacher will draw the outline map of the Village on the blackboard and ask children to insert in the various places of interest - the lanes, school, market, weavers' centre, the chief's house, the bus stop and a few shops at the junction.

There will be a discussion about children's study in the 1st week. The cost of articles in the market; where things are brought from - dependence of the people of the village on the larger community of the country and the world. Compare exports and imports of the village market.

5th period. Let children copy the map into their books and then prepare a chart on the market.

Discussion of the following week's work.

3rd Week

Children will study the Government of town, the occupation of the people, the chief and his duties including

installation of a chief.

4 periods: Visits by 4 groups.

Group A & D will visit the Chief to collect data.

" B will visit the weaving centre.

" C will visit the chief farmer.

Group C will study the various implements used for farming in the village and whether modern methods are used on farming.

5th Period. Collection of data and group discussion of them.

4th Week.

4 periods: Children will prepare charts under the guidance of the teacher. The charts will show the different occupations of the village and the various materials used for the occupations.

Discussion on the chief and his responsibilities, rites and privileges.

5th Period: Teacher will help children to dramatize the installation of a chief.

Home work. There will be written exercises.

A Study on Achimota School

5th Week.

Note: This lesson will be taken on two separate days as follows:

1. A double period on Wednesday afternoon.
2. A double period on Friday morning.

Topic on Wednesday - The effect of the 2nd World War on the School's activities.

- (a) The removal of the Girls' School from the College to the School side.
- (b) Removal of the Lower Primary Classes to Agogo and finally to Aburi.
- (c) Class work + Set class exercise on the blackboard.

Friday: First ten minutes will be used to discuss children's written exercises for correction.

- (a) With the help of teacher children will make maps of Ghana showing where the Schools were removed to;

(b) Time charts showing when these removals happened.

6th Week.

Wednesday - The History of the School.

- (a) Discuss why Achimota School was founded.
- (b) Discuss the first Triumvirate of the school.
- (c) Class work - Children will answer questions from the blackboard for their written work.

Friday: Discussion of the work of the different Headmasters of the School.

*C. Children's written exercises will be discussed for them to make corrections.

Children's practical work - Preparation of time chart.

7th Week.

Social Activities of Achimota to be studied by groups.

Visit - Children will visit Achimota School to find out details of the following societies:

- (i) Red Cross
- (ii) Girl Guide and Boy Scout Movement
- (iii) Cadet Company
- (iv) Founder's Day.

5th Period. Dramatization of Founder's Day.

8th Week:

Plan of Achimota School including Anumle.

Visit. Children will be divided into three groups.

1st Group: To survey Anumle.

2nd " To survey the area from the main gate on the right towards the sports field including Clark, Slessor and Kingsley Houses.

3rd " To survey the area towards the left of the main gate covering the Post Office, the hospital and the dining hall.

9th Week.

2 periods on Wednesday afternoon.

- (a) Work on the survey of the School Blackboard work.

Teacher will draw the outline of the whole College on the blackboard for the groups to insert details.

(b) Friday afternoon - 2 Periods.

Children will copy work on the blackboard into their books.

Written work - Children will write about the survey.

10th Week.

Debate - Teacher will use one period to explain procedures in debate.

Give them the topic to be prepared for the 2nd period.

Children will choose speakers for the proposition group and opposition.

2nd Period: Children will debate on the following topic "We would like to become Achimota Village school products rather than become Achimota School products".

11th Week.

(a) Revision of Term's work.

(b) Children will complete charts, notes, and diagrams for a display in the 12th week.

12th Week.

Children will display their work for exhibition.

Last Period - Test and ~~De~~ Discussion.

Conclusion.

It is often observed that when children are asked to reproduce the work of somebody else they do not attach any interest to it. Moreover mere reproduction through tracing of maps does not help children's reasoning powers to find out the why and how of sketches in maps.

For this local study, children will have much practical work to do with maps, time charts and drawings. If children begin from making their own sketch maps, they will develop some interest in it because it is connected with their own personal survey of their locality. They will also acquire skill in the production of maps and diagrams and understand

what they do better.

The survey at the village will present some difficulty. Children will have to sift out from legends and depend on traditional stories for their own information and it would not be an easy task trying to distinguish between what is true and what is merely legendary. But Children's evidence about the village can form the basis of recorded history for the village.

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G L O S S A R Y

- GYEMANWON - Ga word for god.
- AMPE - An African game played by girls and women.
- FOTOLI - A meal prepared during the celebration of Salah.
- SALAH - Festival celebrated once in a year at the village. Refer to Religion and Festival.

AMPE is played at any time during the day but it is often played at moonlight.

It is played between two to ten girls. They form an arch and a leader faces the arch of girls starting with the first girl. Both of them jump to rhythm of the clapping. As they land, each of them places one foot forward to meet the other. If the legs meet crossways the leader scores one mark. Otherwise she jumps again with the same first girls and if their legs meet exactly so that one's right foot meets with the others left in then the leader is overtaken. The rhythm becomes faster and the shouting comes to a climax when a leader is being overtaken by a player - from the arch.

When a leader is overtaken, she changes place with the girl who overtook her. The first girl to score the maximum becomes the queen of "Ampe" for that period.

F O T O L I

INGREDIENTS:

Fresh Corn-dough
Pepper and Salt.
Palm Oil. Water.

METHOD:

Water is brought to the boil. Salt is added to taste.

When the water gets to the boiling point, some of the water is put aside to be added gradually.

The dough is put in the pot with little boiling water and a large wooden-spoon is used to turn briskly the dough in the pot. The other boiling water is added, gradually stirring all the time until a required consistency is obtained. Pepper is fried with the palm oil and this mixture is poured over the dough on the fire. The whole thing is mixed gently together until it is well cooked.

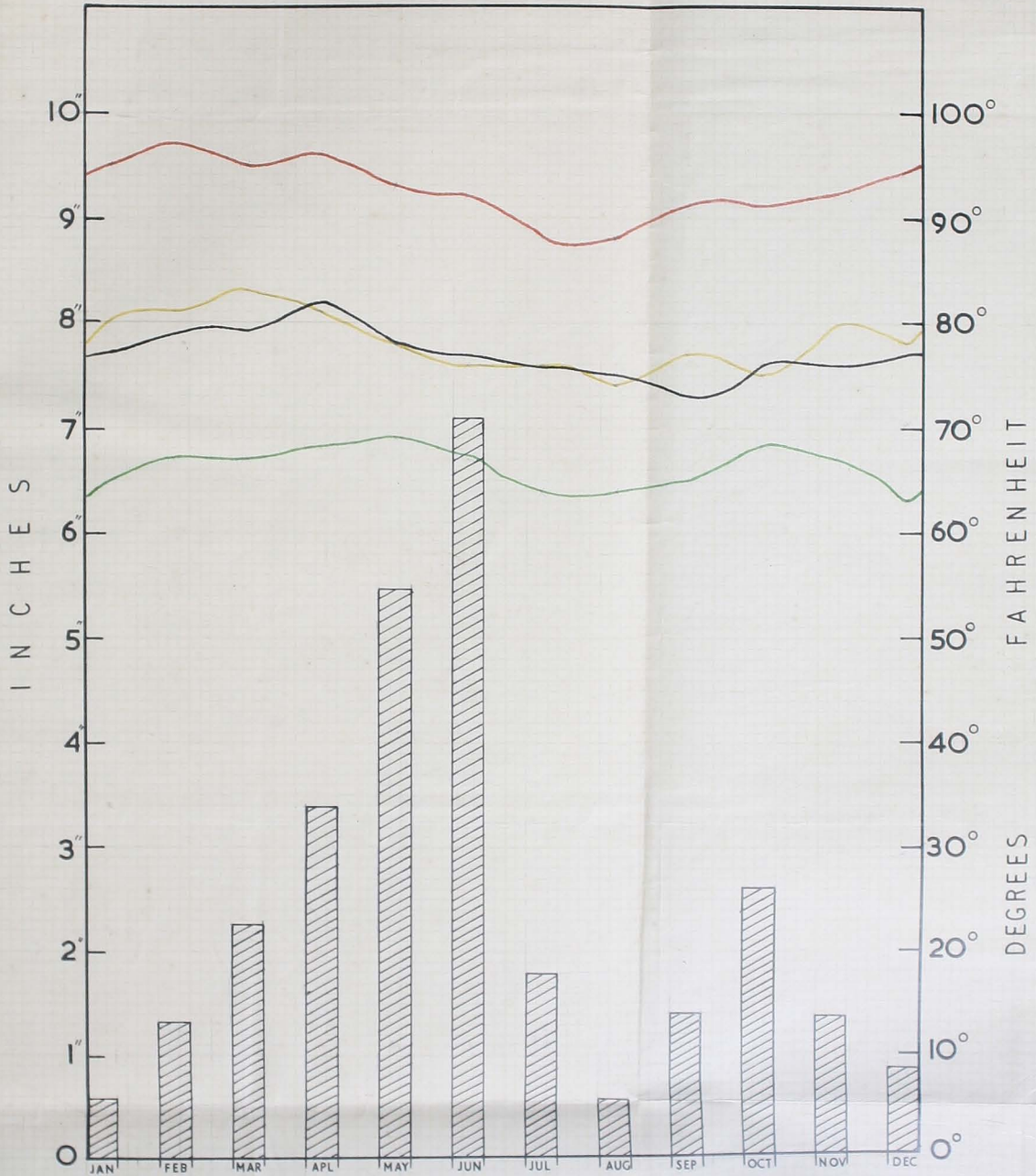
From my investigation many women in the village do not know how to prepare this kind of meal because it is not a national or native food. Fotoli is used not only on Salah festivals but also for purification after serious illness and after a person has been exorcised of an evil spirit.

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B I B L I O G R A P H Y

1. Achimota Review - 1937
 2. A Short History of Education in British West Africa by F.H. Hiliard, B.D., Ph.D. Pages 86-90.
 3. Bliblica Quotation
 4. Ghana Meteorological Service, 1952 - Annual Summary of Observation in Ghana.
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RAINFALL & TEMPERATURE — ACCRA



	RAINFALL			
	HIGHEST	MONTHLY	MAXIMUM	TEMPERATURE °F
	LOWEST	"	"	"
	HIGHEST	"	MINIMUM	"
	LOWEST	"	"	"