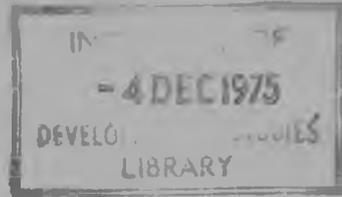


(794)



INSTITUTE OF ADULT EDUCATION
UNIVERSITY OF GHANA



I.A.E. MONOGRAPHS

No.1: Twenty-Five Years of University-
Based Adult Education in Ghana: A Review

K.A.B. JONES-QUARTEY

Institute of Adult Education
Legon - Accra - Ghana

**INSTITUTE OF ADULT EDUCATION
UNIVERSITY OF GHANA**

I.A.E. MONOGRAPHS 1

**Twenty-Five Years of University-based
Adult Education in Ghana: A Review**

By

**K.A.B. JONES-QUARTEY, M.A.(Col.)
Professor & Director, I.A.E.**

Published by The Institute, April 1974

TABLE OF CONTENTS

Preface	Page iii
The Beginnings	Page 1
The P. E. A.	" 2
Research & Training Schemes	" 5
Historical Background	" 8
Staffing History & Problems	" 11
Ghana Government & I. A. E.	" 15
The Philosophical Basis	" 16
'Adult' Equal to 'Continuing' Education	" 18
Roll of Honour	" 22

Preface

INSTITUTE OF ADULT EDUCATION MONOGRAPHS

This is one of a new series of Monographs launched by the Institute at the time of its 25th Anniversary celebrations - October-December 1973. The series is meant to circulate (among research students, university staffs, and other interested persons) a body of writing on various subjects which is always being put out by members of academic institutions like the IAE but seldom getting published for general circulation.

By the establishment of this series we hope we have embarked upon a corrective process, and that these monographs will serve the purpose of supplying a quantity of background material to many research subjects. They will not all, or always, be learned papers according to the strict academic definition of the term; they are not planned to be such, though some will in fact be learned and/or scholarly; many will be purely narrative or descriptive. Nor are they issued in strictly chronological order: No.1, for instance, carried the review history of the Institute, was written specifically for the celebrations but published after No.2, which was written in 1968.... The aim of the series is thus simply to release it as useful, helpful academic background material, for those who will find it so.

Titles in the series so far are the following:
"Twenty-Five Years of University-Based Adult Education in Ghana: A Review" (No.1) by K.A.B. Jones-Quartey; "Report on Dag Hammarskjold Seminar on the Use of Correspondence Instruction in Adult Education" (No.2) by E.A. Haizel, E.A. Mensah

and J. Opare-Abetia; "Exploring the Role of Literary Clubs and Youth Movements in Ghana Politics in the 1930s" (No.3) by Kwa O. Hagan; "The Role of Local Government in Nation Building" (No.4) by J.K. Ansere; "Awudome Rural Development Project - An Evaluation" (No.5) by Jette Bukh (Miss); "The Economic Power of Co-Operatives in Developing Countries" (No. 6) by A. M. Kusi; "Mass Education and Community Development in Ghana - A Study in Retrospect, 1943-1968" (No.7) by Kwa O. Hagan; "Joint Report on 1971 Third Conference of African Adult Education Association (AAEA) and First Africa Regional Meeting of International Congress of University Adult Education at University of Dar es Salaam, Tanzania" (No.8) by J. Opare-Abetia; "Oxford University and an Adult Education Experiment in Ghana, 1947-1950" (No.9) by Kwa O. Hagan.

All the authors named above are members of staff at the Institute, and the first dozen or so of these booklets will all probably be written by such staff members, or by research personnel even if only temporarily attached to the Institute. But in time the series could well carry titles by outsiders, when and as suitable and opportune.

K. A. B. Jones-Quartey
DIRECTOR

December 1973
Legon

THE BEGINNINGS

Twenty-five years ago, in October 1948, life began for the Institute of Adult Education in a little "prefab", ground-level building on the western compound of Achimota School, an area then on long 'loan' to the University. The Institute was first given the name of 'Department of Extra-Mural Studies'; its parent, the University of Ghana, was itself also known at the time under a different name: the 'University College of the Gold Coast'; for the country was in 1948 still Britain's Colony of the Gold Coast and had not yet assumed its present name and status, while the University was in effect no more than a college of London. Thus institute, university and country have all, so to speak, grown up together during an encompassing transitional period which has seen a change from subject status to full independence. As in the case of the country with respect to Great Britain, so for Legon with respect to London University.

Even with respect to territorial integrity! For at Achimota both the University College of the Gold Coast and the Department of Extra-Mural Studies were mere tenants, even guests, of that junior, though older - and famous - institution of that name, Achimota School; they, the University and the Institute, began to gain their territorial independence only from 1952, when the move into their own domain at Legon began to take place, gradually and in stages. Between then and 1960 the parent body went through its quota of name and status changes: University College of the Gold Coast to University College of Ghana (1957), to University of Ghana (1961). The Institute, for its part, changed names too: from Department to Institute in 1957, from Extra-Mural Studies to Public Education in 1962, and from Public to Adult Education in 1966. The country's new name of Ghana had, since 1957, of course become applicable to all its institutions and establishments. Before the close of this review we shall have occasion to revert to this subject of nomenclature.

Not merely in name but in programmes of study and activity, as well as in philosophy and objectives, the Institute

has undergone significant metamorphoses, these changes also falling into distinct periods. From the beginnings in 1948 to the attainment of political independence by Ghana in 1957 there was in the country a felt need for a progressively enlarging body of literate adults able to distinguish between a schedule of rational propositions in politics or economics and a bellyful of windy platitudes; between historical facts and wishful speculation, between the new sense of national responsibility and the old submission to a paternalistic and stunting regimen.

So the Institute started off with a programme of 'liberal studies' in politics and government, in history, economics, public affairs, international relations, and the like, with the aim of improving the quality of the individual in order to improve the quality of his performance as a functioning unit of his society, able to provide leadership in social organization, in political responsibility and local self-help - or, in topical terminology, 'self-reliance':

THE PEOPLE'S EDUCATIONAL ASSOCIATION

From the very beginning the Institute shared this idealism with a popular organization, the People's Educational Association (PEA), itself carved out by the Institute's pioneers from already existing historical conditions which were favourable to such a creation. Together with the PEA, the Institute mounted and carried this programme of liberal studies for nearly ten years, out of which developed a very considerable body of just the kind of people at which the system was then aiming. In short, from the classes, lectures, talks, debates, symposia, one-day schools, week-end conferences and residential courses 'graduated' a steady stream of men and women of various ages into higher forms of educational activity, into politics, parliament, ruling-party cabinets, holy orders and other forms of advanced citizenship. We nurtured poets, encouraged playwrights, trained debaters, and developed future administrators and publicists. By the time independence came to Ghana in 1957 there was a large cadre of men and women with the

necessary skills for competence in debate and reliability in political judgement. If some eventually employed these skills to less than noble ends, the Institute is not to be blamed! The majority came out well, and today they are all over Ghana, and beyond. The Appendix to this report, in the form of our Roll of Honour, will emphasize our claims in this respect.

The kinds of groups the Institute and the PEA worked on and with were legion: clerks, school teachers, chiefs, municipal workers, civil servants, local government personnel such as secretaries and treasurers, social workers, trade unionists and cooperative administrators. There were administrative officer cadet groups, a Unesco sponsored seminar of adult educators in 1954, an American Foreign Service cadet corps in 1958 (led by the present U.S. Ambassador to Ghana!), church ministers in annual seminars, other specialized groups. Lecturers and seminar leaders came from many parts of Africa, Europe, the United States, and elsewhere.... These people were all involved in a programme of informal studies completely free from party-political bias, religious denominationalism and social prejudice, though not binding or restricting the individual participant in any way in the exercise of his rights and personality. Quite the contrary.

But by the end of the decade of the 1950s the Institute had become a victim of its own success. Now the beneficiaries of the 'liberal', non-certificate system were pressing for more formal courses leading to 'paper qualifications': "If you can do so much for us, why not do more?", they asked.... Before the Institute could prepare to meet this challenge, however, we were overtaken and over-run by the one-party political ideology of the day, becoming more than less a mere unit of the party establishment and losing our academically objective orientation. And with loss of objectivity came loss of credibility also. This change in complexion, marking the end of our first distinctive phase, occurred in 1962/63 and lasted until the end of 1965; but,

fortunately, it was not all negative loss and no positive gain. During this period, as the Vice-Chancellor's Advisory Committee report of June 1966 said:

... an expansion of services to the younger aspirants to self-improvement did take place, notably in the G.C.E. undertaking; a new residential school, 'Bu Bere', was added to the calendar of popular adult education events in the country; and many new courses were also introduced. In addition, more people were led into the widening embrace of the movement.

But the party-ideological invasion and the concomitant erosion of academic standards to which the Institute was subjected between mid-1962 and just into 1966 were seen to have been disastrous, all in all, and after the events of February 1966 steps were taken to restore the organization to its former condition of non-partisanship and non-commitment to political, social or religious factionalism.

The aspect of our work which had been hardest hit by party politics under this heading was the PEA: it was almost completely shattered. After the 'restoration' of 1966 earnest attempts were made to revive the Association, but recovery was slow and painful. Indeed recovery was rendered virtually impossible, by the establishment of a new body in 1967 under official promotion. I refer of course to the Centre for Civic Education. This organization enjoyed government support in the form of massive grants, against which the PEA could not even begin to compete. So the decline continued.

That was the second serious set-back for the Association. There has been a third, and it happened last year, when the National Executive Secretary of the Association - a fulltime employee of the Institute - had to be taken away to serve another project, bringing the PEA finally into a condition very like that

of a ghost-town, with most of its inhabitants vague, shadowy zombies! It is expected that after these celebrations and the prominent part being played in them by the Association, both locally and nationally, the PEA will reorganize itself under a properly reconstituted National Executive, and a National General Secretary reappointed and restored to its exclusive service; and that the present government will come to realize what a useful instrument for the politically uncommitted reconstruction of Ghana has always been potentially at its disposal in the form of this Association.

The PEA once enjoyed the benefits of a small but useful government grant - paid to it through the Department of Social Welfare and Community Development during the colonial regime. May the time return soon when an enlightened government of Ghana will do even better for the Association than the Colonial government did!

RESEARCH AND TRAINING SCHEMES

The third period of academic and philosophical reorientation began, then, in September 1966. Since that year the programme of the Institute has been reorganized and/or modified, and now carries the following features, namely:

1. A General Certificate of Education (GCE) Programme
2. Professional Courses
3. Vocational Courses
4. A Continuing Teacher Education Scheme
5. Part-Time Degree Courses
6. A Research Unit

7. Correspondence Education
8. A Diploma in Adult Education Course
9. Residential Courses
(Notably the Annual New Year School)
10. Experimentation in Rural Development
11. Open Lectures, Symposia, Debates, One-Day Schools, Week-end Conferences with the PEA, Excursions, and the like.

The only completely new features in this schedule are: (1) the Research Unit, established in 1968/69 with technical and material aid from Britain's Ministry of Overseas Development and from a team of three from the University of Nottingham's education division; (2) Correspondence education, integrated at some points with face-to-face meetings; and (3) experimentation with rural development, at Tsito-Awudome in the Volta Region and at Tamale in the North. The GCE programme, as we have seen, was started in 1962/63 under pressure of demand and recognition of responsibility, as was the part-time degree course; but everything else in the schedule is something we were doing from the beginning, with only modification or alteration here and there.

The Research Unit established in the conditions mentioned above was a long delayed development which we were fortunate to have been assisted to bring about, before it would have been too late to catch up on all that had been left undone in the preceding twenty years. Immediately after its founding, the Unit, under its first director from Nottingham, set about unearthing some basic facts about our students, their backgrounds, motivations, the drop-out rate among them and the reasons why, the keeping or not keeping of proper records, by the Institute, of their performance and career, and much more. Other

members of the Unit have been looking into the existence and activities of other agencies and practitioners of adult education. The idea now is to integrate research with all other major preoccupations of the Institute, especially with respect to the newly-begun Diploma course and such experiments as the Tsito-Awudome farm project. Already the Research Fellows attached to the Unit are teaching in the Diploma course, and a Danish research student has just completed an investigation/report of the progress of the Tsito farm project. To round out the picture is to say that the Research Unit and the Teaching Unit of the Institute are regarded as two parts of the same thing, and are jointly integrated with the rest of our varied programme.

One important development arising from the institution of a teaching programme is a series of short courses being given during the long vacation for various categories of teachers of adults. Two such courses have been run in the last two years regularly, and the response of user agencies has been encouraging though not overwhelming. Just under twenty receivers of these courses have been present on each occasion. In this connection, it is to be noted that one great difficulty in adult education is the inability of most would-be adult students to find enough time to devote to formal study outside their working hours. Equally, employers find it even more difficult to release staff that could be assisted by adult education, for more than a few hours, a few days, or a few weeks, at the most, at one time. Hence it is true to report that membership of the Diploma course is small - under ten in our first year of experience - and likely to remain so unless we succeed in persuading everyone about the importance of continuing education and continuing training.

But training schemes the Institute cannot abandon as one of the vital aspects of its work. The short courses for the development of middle-range and sub-professional manpower is one example. The undertaking of training for young agricultural workers and would-be farmers, for instance in the

Tsito rural development farm project experiment, is another. There the Institute has had in training, under varying conditions of success and failure, a small group of young rural aspirants, under the Farm Supervisor employed to run the farm project. The conditions on the whole have been difficult, but they are no reason for not continuing experimenting in this field. . . .

THE HISTORICAL BACKGROUND

At this point a few paragraphs on the genesis of the whole movement in Ghana - and Nigeria - would not be amiss. First, I quote David Kimble:

Oxford has a special tradition of pioneer and experimental work in adult education. Nevertheless, it was an imaginative step when the Secretary of Oxford University Delegacy for Extra-Mural Studies - Mr. T. L. Hodgkin - paid a brief visit to the Gold Coast in February 1947. His aim was to discover if there was any potential demand for the kind of adult education such as is met in Britain through courses provided by University Extra-Mural Departments in co-operation with voluntary organizations. He discussed the idea with a large number of people in all walks of life, and as a result of his report the Delegacy arranged for Mr. J. A. McLean - their Resident Tutor in Kent - to give a 12-week series of lectures in Cape Coast, Sekondi, Kumasi and Accra from May to July 1947. The subject of these lectures was "Economic History and Problems". In the words of this Tutor: "The fear entertained that the initial enthusiasm everywhere displayed for the classes would be ephemeral, fortunately proved unfounded. Everywhere sizeable groups of students emerged who soon showed that they would stay

the course, and would indeed certainly have undertaken longer and more ambitious courses of study if such had been available. In stability of membership and in regularity of attendance, classes in the Gold Coast compared very favourably with their English opposite numbers". At a post-mortem conference held at Achimota with Mr. M. Dowuona in the chair - attended by representatives of the four classes - it was un-animously decided to ask Oxford for a further tutor for a longer period. This time it was suggested the subject should be politics rather than economics and the title provisionally proposed was "Problems of Government".

Purpose

As a direct result of this promising response the Oxford Delegacy in April 1948 seconded Mr. David Kimble - their Staff Tutor in Berkshire - to a long-range appointment as Resident Tutor in the Gold Coast for a period of up to two years....

That was the summary by our first Director. An even more detailed account is given in an as yet unpublished history by one of our original staff appointees, Mr. Kwa O. Hagan, who has written the following version of even previous moves:

...The invitation to the Oxford Delegacy to engage in an experimental scheme of Extra-Mural Courses in West Africa, prior to the development of higher education in the area seems, therefore, to have fitted well into Oxford's own past role in this field.

The initiative taken by Oxford to experiment in adult education in West Africa was considerably influenced by Col. George (now Lord) Wigg, MP (then an advisory member of the Oxford Tutorial Classes Committee) who visited West Africa in 1945, "to survey and report on the position in regard to Army education in the area". (Quoted from OUELC, Agendum 5, 9 March 1946). On the possibilities of university adult education in West Africa, Col. Wigg commented unofficially in 1946 to the Oxford University Extension Lectures Committee:

During my tour of West Africa last year I think I saw most of the developments which resemble adult education as we know it in this country. In Kumasi, Gold Coast, the Labour Officer, Mr. Oswald Kitching, who possesses considerable knowledge of the WEA both as a student and as a member of the Yorkshire North District, had gathered a group of ex-Achimota students and courses had been planned covering a period of a year.... The experiences I record, added to general impressions gained there by countless talks with Africans and Europeans, convinced me that an enormous and vigorous field of work on extension courses lines is ready to be developed in larger centres of population in West Africa.... The prestige of an established and respected university as the sponsor of such a scheme is essential ... some day it must be started if self-government is not to remain

a meaningless slogan.... I believe the time is ripe to experiment on the lines I suggest and I am convinced that such an experiment would be a success. (OUELC, loc. cit.).

Thus Wigg's comment [concludes Hagan on this point] provided a means whereby the Oxford University Delegation was called upon to launch an experiment in West Africa....

STAFFING HISTORY AND PROBLEMS

In the appendix to this report, already mentioned, are the names of the individuals, bodies, organizations, institutions and even foreign governments, that were involved in our founding or that have over the years served us in one capacity or another, or been our benefactors to one degree or a higher. Among these names will be found some which reveal certain felicitous facts in our staff history. Apart from our "Founding Fathers", most of whom have returned to Ghana to honour us on this occasion and to be honoured by us, we demonstrate with pride the fact that a number of our present senior staff corps and several from the junior ranks have been with the Institute since the beginning, or very near it.

Of the first four Organizers engaged in 1948/49, three are still with us, of whom one has become a Senior Resident Tutor (that is, Senior Lecturer status), and two are Chief Organizers. The fourth member of the group has gone on to become a Senior Lecturer in the School of Administration of the University. A young fellow (!) we took on in 1952 as a Clerk Grade II is now the top administrative officer of the whole Institute and the power behind the throne of every Director that has ever been, as well as every other officer of the Institute as well. Besides, taking advantage of our adult education theories and practices, the gentleman is now very near to achieving his part-time degree

from this University, the second of our staff to do so. Others are behind. And one of our drivers has also lasted the pace almost through the 25 years of our existence.

This group of old-faithfuls is a very small one, however, compared with the total number of staff members we have on the ground at present and that have passed through the Institute. And yet, for all that, we still have a lot to say about staffing problems, not an unfamiliar theme to administrators and establishments in many places. At the very top of the group, that is, in the ranks of those who form our Resident Tutor corps, we have a situation of chronic inadequacy. In the place of our present establishment of one Director and a number of Senior Resident Tutors, we are really in need of one Director, one Deputy, and several Assistant Directors to take charge of as many major divisions of our work as there are, apart from a number of ordinary Resident Tutors with the right qualifications that we do not now have and do need.

But this is a matter which should not take too much space in a review of this kind. As we have said before, it is a phenomenon well recognized by many administrators and institutions. On the other hand we admit - since we are not afraid of facing unpleasant facts in any situation - we admit that one or two visiting observers and contemporaries have formed the impression of an over-weighted staffing position. This is a problem which may look simple on the surface to others but is in fact part of a complex of political, social and economic factors in the developing world which apparently only economists understand, only sociologists can explain, and only politicians can justify. Since we are none of these wonderful people we can only say that we hire staff only when we begin to suffer from the need of them.

There is one pleasant feature about staff we should like to mention here. More than any other single department of the University of Ghana, the Institute has, throughout its history

and from almost the day the first appointments were made, enjoyed the blessing of practically limitless opportunity for staff training. Senior Members - that is, our lecturer class, but called in our system Resident Tutors - Senior Staff, and even some Junior Members, have all sooner or later had a chance for further training, new training or new experience of the field, somewhere overseas; and those who have not been away - for two weeks, three months, or three years - will eventually go, in their turn.

This is all made possible through many kinds of grants and awards: scholarships, fellowships, studentships, supplementations, and others. We have sought some of these ourselves, and gladly accepted others from a wide variety of donors. Principal among these givers (and lenders) are the Ghanaian authorities themselves, both in government and in the University, mainly; foreign governments, especially Britain, West Germany, Denmark, the United States, and Canada; but also Sweden, Holland, and one or two other western countries. We have not yet benefited much from our eastern contacts in this respect, mostly perhaps for the reason that we have not yet sorted out mutually the differences in orientation and programmes. As for fellow-African countries, we have attended various courses and conferences in some of them, but no staff training as such has been available anywhere on the continent. This is because we are all in Africa more or less beginners in this more than less new form of an old process, and because we in Ghana are ourselves among the oldest and most experienced strugglers! . . .

Now though we are very grateful for all these gifts from all the givers, we would not like to be thought to be well content with our lot and pleased beyond expression with everybody else. Oh no! First of all we should like to observe that it is obviously not for our personal beauty or for "fun and games" that we are given these opportunities. It is because, in spite

of the few skeptics and the fringe people, a great many persons and institutions recognize the importance of structuring and institutionalizing adult, continuing education - though not to the extent of suffocating it! Secondly, it is also obvious, by derivative view, that those who do the structuring and the institutionalizing must be trained and be professional. Thirdly, it is equally plain that such training is not yet quantitatively available in our own country, hence the need to go somewhere else for it. Over all, it is abundantly clear, we submit, that there is an important job to be done with and among the economically and socially important adult population of this country, and that whatever we get to enable us to do part of this job can never be too much.

In fact it can be, and often is, too little; and this is where we came in, as the cinemagoer would say. . . . We are grateful for what we are given, but we want more - much more. We want money badly to build and run a down-town centre, so to call it, in Accra; and in Cape Coast, Kumasi, and Sekondi, to mention only the principal towns in which we do not have a place of our own. We need money very badly, very urgently, to instal a desperately necessary water and sewerage system at Awudome Residential Adult College, which has been going for 22 years - thanks to the Tsito people, the Danes, the Canadians; to the U.T.C., U.A.C., G.B. Ollivant, and the Ghana government, principally. In spite of all these people and bodies, though, we have hosted a thousand groups, large and small, local and international, without running water; which is such a pity, since this item alone would make the project complete in essentials - until we can rebuild it on an advanced plan. . . . We need, finally, more funds to enlarge our teaching staff, so that we can establish ourselves strongly enough and quickly enough to begin to do our own training in the near future; for, when we talk glowingly about our wonderful luck with staff training overseas, it is not to say that that is how we want to live for the rest of the life of the Institute, which is for ever!

One last word on this topic, and that an important one. Those interested persons who will be reading our special commemorative brochure, "Portrait of a Movement", will not fail to observe a striking feature. They will observe that the names and faces of the majority of the academic staff of the Institute are in the beginning those of expatriates, mostly English, but that the pictures and staff lists of today carry not one expatriate identity. This is not evidence of discrimination in reverse: most Africans do not, fortunately, suffer from the inferiority of the race-superiority psychosis. Like most other people, we too practice some vicious forms of discrimination and prejudice, and these are inferior states of mind too. But certainly racialism is hardly one of our psychological burdens. We leave such luxuries to civilized ignoramuses.

No, the disappearance from our ranks of full-time expatriate staff happened with dramatic suddenness in the period of change discussed before and which opened in 1962/63. It was a purely political phenomenon, and, secondly, the University as an academic and learned body had nothing to do with it. But the bitterness of those two very features of the event was enough to have daunted the Institute from ever again contemplating the exposure of itself and of innocent foreign nationals to the vulnerability resulting from ideological intolerance. The situation may change again - we hope it will. But for the present we are trying to shoulder our own political burdens ourselves, until further notice!

GHANA GOVERNMENT AND THE INSTITUTE'S NEEDS

Inseparable from the problem of staff shortages raised earlier on is the main cause of it, namely finance. Let it be repeated here and now that all governments of Ghana: colonial, Ghanaian civilian, and military alike, have been as generous to the Institute as the economic position of Ghana would permit. Or at least almost as generous! So we have little to complain about in that respect; the only thing to regret is the fact of that

much limitation placed on our governments by the economy.

This situation affects the very important matter of our physical holdings. As long ago as the time of the National Liberation Council (the NLC) regime, the Institute was given a piece of land in Accra for a dearly desired town centre in this capital city of Ghana, a centre which would serve the multi-lineal purpose of providing a focal point for classes and groups, conferences and meetings, debates and workshops, libraries and reading rooms, right in the midst of the people. In the years since the granting of this plot, the Institute has had constantly to shut its eyes every time it passes by the place, for the simple reason that there are no funds to develop it into our dream centre.

The same applies to wishes of ours to have and to hold smaller properties in all the regions, which would serve the same purpose as an Accra centre, though naturally on smaller scales of operation. It is true that apart from our substantial plant here at Legon itself, we do own, through the University, three large regional premises in three different parts of the country, and that this is more than most contemporary and colleague institutions of our kind can say for themselves. We know it, and are proud of our good fortune in this respect. But - what is life, or service, without the ambition to do better? If you stop making progress you stagnate, and very soon you will be thoroughly dead!

THE PHILOSOPHICAL BASIS

The philosophy of adult education upon which the work of the Institute is based and which informs these ambitions of ours consists of a few, very simple but very fundamental principles. The first of these is the belief that learning is a lifetime process, and that the man or woman who stops learning altogether is also dead from the neck up. The second principle, drawing its validity largely from the first, is that no one is ever too old to learn.

A third is that even informal education can and should be undertaken by a formal institution, like this one, in aid of those to be benefited. For the fourth principle we have not only to turn to Professor Sir W. Arthur Lewis's dictum but to enlarge upon it. Professor Lewis made a statement sometime ago on the subject of the adult student which we now often cite in our own support: to the effect that it takes 10 years to produce little from the education of a child, "compared with the potential contribution of efforts devoted to improving adult skills". (There is, incidentally, a temptingly reminiscent analogy between this and Dr. Aggrey's own famous dictum about educating a man for himself but a woman for a whole society, a whole nation!... But let that pass).

Sir Arthur Lewis's assertion becomes even more important for us philosophically if we enlarge upon it by saying that thus adult, or continuing, education becomes for developing countries a philosophy of necessity and of progress, in social terms: it is not merely one of improvement of the individual in personal enlightenment or wage earning capacities, though this is part of the necessary results too.

At this point in the discussion of philosophy and policy matters, we are reminded that the Institute has not always had easy passage in the acceptance either of its ideas or of its philosophy. In a warm-hearted, flattering tribute to our work, the first Principal of the then University College of Ghana, David Balme, now a Professor in Classics at London University, refers to the personal battle he had had to wage against certain unnamable officials, and other persons, during our organizational and establishment period. This is in reference to the fact that the Institute was at the very beginning subjected to colonial-type political suspicion for two or three years, and that even within the University College itself we had academic colleagues who never wanted to regard the practitioners of this strange cult as anything even remotely academic! Quite naive

efforts were made every now and then by British colonial officials to find in the activities and discussions mounted by our first Director some signs of so-called communism, which in those days (and up to very recently, for that matter) was a bogeyman people talked glibly about but could not even tell apart from something you wore or something you drank! And in the University College the practitioners of adult education were considered to be somewhat like hewers of wood and drawers of water, even though in strict principle they were employed on the same academic terms as everyone else on the teaching staff.

Although a lot of this kind of prejudice, both political and educational, has been dissipated with time, it is still true that our subject is often misunderstood around the world, for many reasons. Some of these are semantic: Adult education is often confused with mass literacy campaigns and missions. Or it is considered to be a purely remedial exercise. Or other people connect it with one group of individuals and not another. So that many educated adults say, for instance, that "since I am adult and educated, adult education cannot possibly mean me! . . ." In short, we have to twist and turn in semantic convolutions to make our philosophy understood from place to place, from time to time, from group to individual.

'ADULT' EQUAL TO 'CONTINUING' EDUCATION

This brings up, for the last time, we hope, the problem of nomenclature. We have already referred to the number of changes of name that this Institute has been through, and hinted darkly that this question would arise again before the end of this review. The occasion has now arrived.

It was while preparing for the commencement of our Diploma courses that one of the senior members of the Institute came upon a revelation. He had been talking about us and our work, and

what adult education was all about, to an equally high official in Accra. But he was getting absolutely nowhere with his audience of one, until he mentioned 'continuing' education, simply as another way of saying 'adult' education. Upon which the gentleman his audience practically leapt to the illumination that he was personally involved, after all, in the subject of the conversation. Whereas he could not previously fancy himself going through a process of adult education, he could readily see himself continuing his education as long as he lived. 'Eh-heh! Now you're talking!' - that kind of sudden illumination!

This remarkable incident was a revelation to ourselves too, in more ways than one. It suddenly made it dawn upon us why so many of our colleague-institutions are changing their name to include the term 'continuing education' in it; why every year or so we have a new 'Centre for Continuing Education' established somewhere or other in the adult education world, or replacing the previous name at several such institutions. In short, we have now been made to realize that the notion of continuing education as a process is even more easily understood by more people than that of adult education as a system, which last we had previously said was more understandable than 'public' education, 'extra-mural studies', and so on. Let me not fail to mention, in passing, that time was when we used to be asked what this 'extra-moral' business was all about anyway! Painful therefore as the process has become, we think we yet need to make one more change in our name, but definitely for the very last time! In due course, not very distant from now, we shall approach the University-our-parent for another and final change in our name. It will be something like 'Institute of Continuing Education' or 'Centre for Continuing Education'.

The rest of our history during the 25 years under review can be very largely gleaned in the elaborate 'Scroll' and 'Role of Honour' we have prepared and produced as an Appendix to this Review, as well as these Honour lists being a special

feature in our commemorative exhibition in brochure form called "Portrait of a Movement". These lists of our founders, staffs, benefactors, sponsors, supporters and friends tell, between their columns and their lines, the rest of the story of our first 25 years of life and effort.

What of the next quarter-century? In our second 25 years we expect, inter alia:

1. To build and run a town centre in Accra where the people can meet the University, and vice-versa, more frequently, more intimately and for longer periods than hitherto - in fact continuously. A Ghana government having already given us land for that purpose, we hope the present regime will help us develop it, or anywhere else they may place us as an alternative;
2. to develop our Tsito-Awudome place into an ideal rural centre for study (the plans of which are already completed), and for agricultural/rural development experimentation and invention (a fully-operative water and sewerage system being all that is required now to complete the first phase of development);
3. to build modest science laboratories at our Tamale Workers' College, where there is already sufficient land for development around the College;
4. to improve our printing facilities and thus reduce our printing costs - unless there is a pooling of departmental printing units into a university printing press soon;

and

5. also to acquire town centres of our own in Kumasi, Cape Coast, Koforidua, and all the other regional capitals.

We have long recorded our plans and specifications for these projects; we shall now go forward to seek the enablement towards their implementation. And we shall do so with immense confidence in the future of institutionalised adult education, or, that is, of institutionalised continuing education for the adult. That future, even if taken in periods of 25 years at a time, promises changes of a fundamental nature in the approach, even the imperative direction, which educators will have to take towards meeting the challenges that human development will continue to throw at society: to get on with it, or perish!

We may approach our next quarter-century responsibilities to the nation from the Tanzanian standpoint that "economic development without adult education can be . . . worse than sterile"; or we may do so from the angle of the expectation of some world university heads today: that tomorrow adult education will supersede undergraduate education, even at the university, in essentiality. From whichever perspective we view ourselves now, we can have no doubt about our importance to national development. And on the basis of that conviction we look forward with great excitement to our next quarter-century - already with us as I speak these words!

Finally, the inscribing of names on our golden Roll of Honour means that these are the persons, groups, organizations, institutions and governments that have served us well and whom we thank and honour greatly. It was utterly impossible to enscroll everybody, but even so we are bound in our human frailty to have left out many essential names by default of record or of memory. If so, we ask everyone we have thus wronged to forgive us our trespasses.

ROLL OF HONOUR

COLONIAL OFFICE, LONDON

Arthur Creech-Jones (RIP)
Sir Christopher Cox
W. E. F. Ward

OXFORD UNIVERSITY

Very Rev. John Lowe (RIP)
Prof. G. D. H. Cole (RIP)
Lucy Sutherland
Leonard Barnes
A. D. Lindsay

Col. George Wigg (Coöpted)
(now Lord Wigg)

REWLEY HOUSE, OXFORD

T. L. Hodgkin
J. A. McLean
David B. Kimble
Henry Collins (RIP)
F. W. Jessup

COLONIAL SECRETARIAT, ACCRA

A. T. Kerr
Peter H. Canham

ACHIMOTA COLLEGE (ACHIMOTA SCHOOL)

Modjaben Dowuona
C. S. Deakin (RIP)

EDUCATION DEPARTMENT, ACCRA

T. Barton

BRITISH COUNCIL

London Headquarters

Frank Cawson

A.R. Snodin

British Council Teachers of English

OVERSEAS UNIVERSITIES & INSTITUTES

Oxford University	U. K.
Manchester University	U. K.
Chicago University	U. S. A.
St. Francis Xavier University	Canada
Wisconsin University	U. S. A.
Nottingham University	U. K.
Glasgow University	U. K.
Ibadan University	Nigeria
Dag Hammarskjold Foundation	Sweden
Fircroft College	U. K.
Hillcroft College	U. K.

FOREIGN COUNTRIES AND THEIR

LOCAL EMBASSIES AND MISSIONS

United Kingdom	Denmark
West Germany	Canada
U. S. S. R.	U. S. A.
Sweden	Yugoslavia
Israel	

OVERSEAS ORGANIZATIONS

Unesco

Mellemfolkeligt Samvirke, Denmark

Canadian Women's Association

Deutscher Volkshochschule-Verband EV, West Germany

International Federation of Workers Educational
Associations

LOCAL FIRMS AND ORGANIZATIONS

U.A.C.	G. B. Ollivant
U.T.C.	Cadbury (Ghana)
Kingsway Stores	Valco Trust Fund
Pioneer Tobacco Co.	

PIONEER GUEST SPEAKERS, SPECIAL
LECTURERS, CHAIRMEN, AND SPECIAL

PERSONNEL: 1948-1961

Sir Leslie McCarthy
Sir Richard Ackland, M. P. (U.K.)
Sir Ivor Jennings (U.K.)
Prof. Sir W. Arthur Lewis (W.I.)
Prof. G.S. Graham (U.K.)
H.E. Rameshwar J. Rao (India)
Dr. M.J. Colbourne (U.K.)
Dr. Mogens Pihl (Denmark)
Sir Kobina Arku Korsah (RIP)
R.K.A. Gardiner
Dr. L. Duncanson (U.K.; Kumasi Tech.)
Dr. K.A. Busia
Prof. S.G. Raybould (U.K.)
Prof. Sir Lancelot Hogben, F.R.S. (U.K.)
Prof. Cyril O. Houle (U.S.A.)
Prof. Daniel McCall (U.S.A.)
David Williams (U.K.)
Dr. J.B. Danquah (RIP)
Nene Azu Mate Kole
Mr. Justice N.A. Ollennu
A. Casely Hayford
Prof. Asa Briggs (U.K.)
Dr. E. Kurankyi-Taylor (RIP)
Prof. Ayo Ogunsheye (Nigeria)
A.K. Sempa (Uganda)
Prof. K. Kirkwood (U.K.)

J. H. Boyden (U. K.)
H. E. Issa Wali (RIP) (Nigeria)
H. H. The Timi of Ede (Nigeria)
A. L. Adu
G. E. A. Lardner (Sierra Leone)
F. H. Cawson (U. K.)
Dr. E. Akwei
L. Stephens (U. K.)
R. E. Wraith (U. K.)
Rt. Rev. R. R. Roseveare (RIP) (U. K.)
H. E. Hans A. Biering (Denmark)
Commander Sir Robert Jackson (Australia)
Hon. C. M. Woodhouse (U. K.)
Sir Geoffrey de Freitas (U. K.)
Sir John Wolfenden (U. K.)
John Hatch (U. K.)

GUEST SPEAKERS, SPECIAL LECTURERS,
CHAIRMEN, AND SPECIAL PERSONNEL
POST 1961

Nana Asantehene, Agyeman Prempeh II (RIP)
Dr. R. P. Baffour
Mr. Justice V. C. R. A. C. Crabbe
Fred Arkhurst
Mrs Justice Annie Jiagge
Chief G. Akin Deko (Nigeria; U. N.)
Wole Soyinka (Nigeria)
Archbishop J. K. Amissah
Alex Quaison-Sackey
Dr. Letitia Obeng
Rt. Rev. Peter Akwasi Sarpong
Mr. Justice H. Griffith-Randolph
Mrs. F. Griffith-Randolph
Dr. Oku Ampofo
B. K. Mensah
S. E. Arthur

Dr. Seth Cudjoe
H.P. Nelson
Victor Owusu
E.S. Arthur
E.L. Quartey
Dr. Kwamena Bentsi-Enchill
Dr. E. Evans-Anfom
Dr. J.W.S. de Graft-Johnson
J.H. Frimpong-Ansah

UNIVERSITY OF GHANA (UCGC): SENIOR MEMBERS

D.M. Balme (1st Patron & Protector)	
Modjaben Dowuona	J.D. Thomas
L.J. Lewis	J.G. St.-Clair Drake
J. Graham	T.E. Lawrenson
Oliver Davis	Rowena Jackson
Walter Birmingham	G. Jahoda
A. Taylor	E.H. Pyle
T.E. Hilton	Margaret Priestley
B.M. Niculescu	Doreen Tulloch
H.P. White	D. Tait (RIP)
Margaret Niculescu	L.D. Lerner
S.G. Williamson (RIP)	C.D. Adams
D.B. Sawyer	P.H. Nye
J.P. Hickinbotham	F.H. Hilliard
G. Walton	H. Blaney
J.G. Oddoye (RIP)	B. Higman
J.H. Price	P.T.W. Baxter
E. Amu	A.H. Ward
H.J. Bevan	E.A. Boateng
B.J. Harris	W. Manshard
P. Strevens	Adam Curle
R.W. Clayton	W. Belfield
C.G. Baeta	J.H. Nketia
L.H. Ofosu-Appiah	D.T. Gauld
J.W. Williams	J.R. Koster

J. F. V. Phillips
D. A. Kidd
Noel Q. King
The McCalliens
J. D. Fage
A. Spicer
Emil R. Rado
H. Fearn
T. A. Dunn
R. H. B. Graves
T. Tomson
T. A. Stock
A. A. Kwapong
J. Yanney Ewusie
A. M. Opoku
R. F. Storch
A. S. B. Wilson
A. C. Denteh
A. N. May
W. S. Robertson
Pearl Jones-Quartey
H. J. Andrews
D. K. Greenstreet
C. E. Fiscian
A. Killick
Nana Kobina Nketsia II
Conor Cruise O'Brien
K. E. de Graft Johnson
E. N. Omaboe
A. A. Boahen
K. B. Dickson
D. A. Bekoe
K. A. Dickson
Yaw Manu

A. Hyndman
W. E. Abraham
W. C. Ekow Daniels
E. A. Mohan
E. Laing
I. Ackom Mensah (RIP)
D. K. Afreh
Jones Ofori-Atta
K. A. Sey
J. A. Dadson
G. Ansre
S. O. Gyandoh
Efua Sutherland
S. La-Anyane
J. C. de Graft
E. Yaw Twumasi
K. E. Senanu
G. K. Agama
E. Bortei-Doku
J. M. Assimeng
I. K. Chinebuah
E. Q. Blavo
N. O. Addo
J. S. Pobee
J. L. S. Abbey
J. A. K. Quartey
H. C. A. Bulley
L. N. K. Ababio (RIP)
J. A. Peasah
P. A. Twumasi
A. K. Quarcoo
J. K. Nsarkoh
K. Arhin

EXTRA-MURAL & P.E.A. ACTIVITIES

Oswald Kitching	E.B. Odunton
L.A. Creedy	A.K. de Heer
K.G. Konuah	Jacob Banful
Gilly O. Jones-Quartey (RIP)	
K.A. Gbedemah	A.J. Dowuona-Hammond
Kojo Botsio	J.D. Amankwa
J. Kwesi Lamptey	W.I. Kofi
Kofi Baako	R.M. Abbey
Dr. E.W.Q. Bannerman	Nana Gyebi Ababio
S. Ben-Kwofie (RIP)	Nana Otu Anobaah Sasraku
Matthew Poku (now Nana Opoku Ware II, Asantehene)	
J.W. Tsiboe (RIP)	Nana Agyemang Badu
Festus Addae	P.K.K. Quaidoo
Isaac Eshun	J.W.K. Dumoga
Philip Gbeho	S.T. Fleku
Kofi Antubam (RIP)	Charity O. Parker (RIP)
David Acquah	Michael J. Prince Anawomah
A.E. Bannerman	J.G. Roger Vanderpuije (RIP)
Alhaji Yakubu Tali	J.C. de Graft-Johnson, Sr. (RIP)
J.A. Braimah	E.A. Winful
Daniel Chapman Nyaho	Isaac Vanderpuye (RIP)
J.A. Alhassan	Bartlett Lamptey
B.K. Adama	Lawson Doe
M.D. Pokoo-Aikins	Najib H. Nader
E.W. Note Dowuona (RIP)	Enock Okoh
C.V.M. Forde	A.K. Okine
J. Magnus Sampson (RIP)	K.A. Manuel

PART-TIME TUTORS & SEMINAR LEADERS

F.L. Bartels	Ako Adjei
A.F. Greenwood (U.K.)	Charles Quaye
Helen Kimble (U.K.)	Herbert Winful
William Ofori Atta	J.V.L. Phillips
Margaret Niculescu (U.K.)	J.S. Annan

M. Dei-Anang	S.K. Odamtten
E.V. Asibene	Kobina Bucknor
Ione Acquah(RIP) (U.K.)	T.D.K. Gbeddie (RIP)
K.K. Apeadu	S.H.M. Jones (Gambia)
C.F. Amoo-Gottfried	C.M.O. Mate
E.A.W. Engmann	E.B.A. Essuman
E. Lartey	Mrs. C.C. Burton (U.K.)
Edmund Al-Hassan (RIP)	N.O. Quao
A.B. Attafua	H.N. Saunders
B.A. Brown	A.A.K. Tse
William F. Conton(Sa. Leone)	
B. Spio-Garbrah	S. Blankson
F.K. Buah	M.A.B. Sarpong
A.K. Asem	U.V. Campbell
Rev. J.W. de Graft-Johnson	
J.J. Mensah Kane	A.K. Okine

INSTITUTE'S FULL-TIMERS - THE PIONEERS

(Appointments before December 1961)

David Kimble (U. K.)	-	1948-1961
E.E. Sackey	-	1949-1956
Lalage Bown (U.K.)	-	1949-1955
Dennis Austin (U. K.)	-	1949-1959
G. Adali-Mortty	-	1949-1959
MacGregor Mamattah	-	1949-1959
William Boatin	-	1949-date
Kwa O. Hagan	-	1949-date
Newlove Mamattah	-	1949-date
F.K. Ayawili	-	1949-date
Ababio Nortey	-	1950
K.A.B. Jones-Quartey	-	1950-1962
Diana Korsah	-	1950-1953
J.N.O. Lamptey	-	1950-1954
William Tordoff (U. K.)	-	1950-1960
J.C. de Graft-Johnson	-	1950-1964
Kwame Tweneboa	-	1950-1955
B.A. Yankson	-	1950-1954

J. K. Opoku-Ampomah	-	1950-1961
M. F. Owiredu	-	1950-1951
K. M. Quarshie	-	1951-1952
S. K. C. Osei-Baidoo	-	1951-1956
Eric A. Mensah	-	1952-date
P. K. Asiedu	-	1952-1960
C. T. Teyegaga	-	1952-1959
J. R. Blankson	-	1952-1957
K. Atiemo	-	1952-1960
D. A. Boye	-	1952
G. L. Thompson	-	1952-1955
J. A. C. Darkwah	-	1953
J. G. Amamoo	-	1954
G. Y. Tovieku	-	1954-1964
S. K. A. Gyebi-Ofosu	-	1954-1956
J. K. Owusu	-	1955-1957
Ivor Wilks (U. K.)	-	1955-1961
P. H. Bertelsen (Denmark)	-	1955-1963
T. M. Goodland (U. K.)	-	1956-1961
A. B. Asante (RIP)	-	1956-1962
C. Y. Senoo	-	1956-1962
R. Tonyigah	-	1957-1963
Cleophas Futuri	-	1958-1962
J. S. Onumah	-	1958-date
A. S. Y. Andoh	-	1958-1962
R. A. Banibensu	-	1959-date
J. A. Nagba	-	1959-date
E. Ampene	-	1959-date
E. K. Tetteh	-	1960-date
J. J. Holden (U. K.)	-	1960-1965
S. B. Asiedu	-	1960-1970

SPECIAL APPOINTMENTS (PIONEER PERIOD)

R. B. Davison (U. K., Trade Union Studies)	1951-1953
J. I. Roper (- do -)	1952-1954
L. Winston Cone (Purdue Univ., U. S. A.)	1958-1959

D. F. Petersen (Denmark; Tsito Dev.)	-	1958-1959
H. Jorgensen - do -	-	1959-1961
Kirsten Jorgensen (Mrs) (Denmark; Tsito Dev.)	-	1959-1961

SPECIAL APPOINTMENTS

(Post-1961)

Alan H. Thornton (Nottingham; Special Dev.)	-	1967-1968
Harold C. Wiltshire (Nottingham; Special Dev.)	-	1968-1970
J. B. Neilson (Nottingham; Research Development)	-	1968-1970

FULL-TIME STAFF

(Appointments after 1961)

RESIDENT TUTORS

Kobina Hagan	-	1962-1966
C. H. Grant (W. I.)	-	1962-1965
P. W. C. Maxwell (U. K.)	-	1962-1965
W. F. Sterling (RIP) (U. K.)	-	1962-1964
J. S. Gregory (U. K.)	-	1963-1964
C. N. Wadia (India)	-	1963-1965
Paul Jenkins (U. K.)	-	1963-1968
Miss Jean McCrindle (U. K.)	-	1963-1964
J. F. Rohdie (U. K.)	-	1963-1964
E. A. Addo	-	1963-1968
Mrs. Miranda Greenstreet	-	1963-date
J. K. Ansere	-	1964-date
E. A. Haizel	-	1964-date
A. M. Kusi	-	1964-date
J. Opare-Abetia	-	1964-date
G. Hosu-Porbley	-	1964-1969
N. O. Anim	-	1964-1966

K.A. Oduro	-	1965-date
K.A. Karikari	-	1965-1969
K.A.B. Jones-Quartey	-	1966-date
B.S. Kwakwa	-	1967-date
P.Y. Kuivi	-	1970-date
B.K. Kwofie	-	1970-date
E.A. Adagewine	-	1971-date
M.M. Owusu-Ansah	-	1972-date
J.O. Barnor	-	1973-date

ORGANIZERS AND OTHER SENIOR STAFF

K.O. Dankwa	-	1962-date
I.B. Acquaye	-	1962-date
P.D. Agborson	-	1962-date
L.A. Okraku	-	1962-date
E.D. Afari	-	1963-date
E.K. Frimpong	-	1963-date
J.M. Avereireh	-	1963-date
J.C. Abatey	-	1963-date
Comfort Kuma	-	1963-1970
F.E.K. Ekuban	-	1963-1967
E.C. Garr	-	1963-1969
K. Ampadu-Apea	-	1963-1964
N.K.K. Aggrey-Orleans	-	1964-date
Mrs. Edith Kpakpo-Allotey	-	1965-date
K. Ntim-Sarpong	-	1965-date
Z.D. Kouribo	-	1965-1971
Miss Janet Opere	-	1965-1969
C.K. Dzikunu	-	1966-date
S.H. Agyekum	-	1969-date
Mrs. Mary Frimpong-Manso	-	1970-date
N.K. Avotri	-	1971-date
Kofi Hagan	-	1973-date
J.K. Asuh	-	1973-date



This work is licensed under a
Creative Commons
Attribution – NonCommercial - NoDerivs 4.0 License.

To view a copy of the license please see:
<http://creativecommons.org/licenses/by-nc-nd/4.0/>

This is a download from the BLDS Digital Library on OpenDocs
<http://opendocs.ids.ac.uk/opendocs/>