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THE GROWTH AND DEVELOPMENT OF
PHYSICAL EDUCATION AND SPORTS IN GHANA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Kwasi Opoku-Fianko Dip. P.E., M.Ed.

* * * * *

The Ohio State University
1985

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Donald D. Harper  
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School of Health, Physical Education, and Recreation
Copyright by
Kwasi Opoku-Pianko
1985
This dissertation is dedicated to:

My mother, Ayaw

and

My wife, Oseiwa

For their love, encouragement and understanding
ACKNOWLEDGEMENTS

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CHAPTER ONE
INTRODUCTION

The people of Ghana in their struggle for existence, have enjoyed some kind of physical activity and sports, but, sadly enough, there has been little documented history of these activities. Without some information it becomes difficult to know what has happened in a specific field of study and the effort to improve upon its merits becomes enormous. Eminent Ghanaian scholars as well as average Ghanaian citizens continue to express concern about the poor performances of Ghanaian sportsmen. These public outcries disclose the need to study the past and present and also to speculate about the future of physical education and sports in Ghana.

Formal programs in physical education and sports in Ghana have followed the same pattern over the years as those in Britain. The Ghanaian programs originated from the institution of early morning classroom drills and marching bands in the castle schools of the European merchants who arrived in the Gold Coast late in the fifteenth century.

Later in the twentieth century, when soccer was introduced in Cape Coast, various communities became involved in the game. Ironically, in Britain the course of physical education and sport improved with the passage of time, while in Ghana, the situation has been the opposite.\(^2\)

Although a lot of progress has been made in the various aspects of Ghanaian education, little has been done in the development of physical education and sports. Many educators have looked upon this discipline as the type of education meant for people who are not academically bright. This philosophy has influenced decisions affecting the growth, promotion and development of physical education and sports in Ghana.

Individual efforts have been made to alter this sad situation, but they have yet to be rewarded. In 1944, the Methodist Church of Cape Coast, Ghana and some members of the staff of the Mfantsipim school did not understand why Teye-Botchway (the first Ghanaian physical education specialist) had to go to Great Britain to pursue studies in physical education and sports. Even though Teye-Botchway returned to teach physical education, he was never allowed the opportunity to study beyond the Diploma Certificate Level.

Other physical educators including Zaney, Tehoda, Ohene-Djan, Dzakpasu and Amissah were treated in the same manner because many education authorities claim that development of play and play habits do not need in-depth studies. But, Ghanaians want to play, watch, and enjoy sports. They want to see their teams win in every competition organized at local, national and international levels. They also want to see improvements in the education of their children and the only way this can be possible is through the improvement of training programs, development of facilities and standards of performance and provision of quality training for teachers of all subjects including physical education and sports.

Statement of the Problem

Ghanaian educators need to take a long look at their past for physical education and sports to succeed. They need to know how their ancestors lived, how they used their leisure times, and what factors determined the nature of activities they engaged in. They also need to be aware of the factors that influenced the type of activities they engage in today with the view of making positive projections for the future. They must understand what faces shaped the administrative patterns of Ghana sports since independence and the necessary input of the various governmental and private associations.

\(^3\)Ibid., p. 32.
The search for such answers is not an easy task since there are no organized documents on the past. This dissertation seeks to alleviate part of this problem by specifically providing an organized source of information.

Renowned writers in Ghanaian history such as F. K. Buah, C. K. Graham, J. D. Page, and Adu Boahen did not touch upon the growth and development of physical education and sports in Ghana. Perhaps they had nothing to write because there were no sources to serve as their basis for data collection. This contention was among the topics discussed at a symposium held by the school of Oriental and African studies in London in June, 1983, on the topic, "Research Into Ghana in the 19th and 20th centuries." Significant among the various observations, was the one Caskie made. He wrote that "for historians in Ghana, everything remains to be done, and that in the future, the quality of research should take precedence over its quantity." He also said:

The hope that Ghanaian history could be written from an African perspective has also been left unfulfilled. Our understanding of Ghana's cultures, institutions and economic system remains superficial and distorted and remains so unless historians abandon their concentration on manageable topics that can be researched largely in Europe. Geographically, too there are vast areas of Ghana whose history remains unwritten.  

---


5 Ibid., p. 1454.

6 Ibid., p. 1454.
On the African continental scene, Adedeji, Agbogun, Ogunbiyi, Hall, Ohene Djan, Ramadhan, Kodzi, Ordia, have written about the various aspects of the roles physical education and sports have played in the nation building process of Nigeria, Kenya, and Africa in general. On the Ghanaian scene, Adwere-Boamah, Ayi-Bonte, are known for their presentations on physical education in Ghana at the international conferences. Summaries of some of these works have been provided in Chapter Two of this study.

My concern is based on the fact that even though Ghanaians, in their search for survival over the years, did play during moonlight nights and travelled distances to engage in dancing and other leisure time activities, their scholars have no written records of these activities. Where there have been attempts, such as at the Specialist Training College, the Public Relations office of the Sports Council, the offices of the Daily Graphic, (a daily newspaper published in Accra, Ghana) and the Ghana National Archives to keep unpublished and published materials, some of these have either simply been destroyed by disinterested administrators or have been left intact on library shelves. This is an interesting situation considering the fact that after many years of fumbling in formal education, leading Ghanaian educators have not realized that it takes more than the 3Rs
and religion to create better living standards for their people.

It is important to note that there are, in the streets of Ghana thousands of jobless middle and secondary school graduates who, during their school days, played and excelled in a sporting activity of some kind. To them physical education and sports experiences were mere pastimes. There is much justification for this; these individuals seldom read any literature on any aspect of Ghanaian sports or past performance. To many Ghanaians, participation in physical education and sports programs are pursuits that need no formal educational training. This notion primarily can be blamed on the lack of literature and exposure. This dissertation will attempt to address this situation.

THE PURPOSE AND SCOPE OF THE STUDY

This study attempts to survey the growth and development of physical education and sports among the people of Ghana from 1471 to the present time and to suggest factors that could be applied in putting further development of physical education and sports in Ghana on a sound footing.

The study will examine this theme within the following theoretical framework; Chapter One will contain the general framework and a discussion of the method of presentation while Chapter Two will be devoted to a review of literature. Chapter Three will investigate the general history of Ghana from 1471 (when Portuguese navigators arrived on the coast of Ghana) to 1984; a process that will expose the reader to the various stages through which Ghana as a nation has passed. This will include factors that led to the choice of the name Ghana after her independence in 1957.

Chapter Four examines the general history of education in Ghana including the main differences between traditional and formal education. This will help to provide the reader with enough information about the role the traders and the colonialists played in the growth and development of education in Ghana.

Chapters Five, Six and Seven will examine the pattern of growth and nature of physical education in schools and colleges in Ghana from the period after the arrival of the Portuguese through the era of the Castle Schools, the era of independence, and up to the present time. This section will provide the reader with a better understanding of the physical education programs over the years. These will include all factors available on professional preparation of physical education personnel in Ghana.
Chapter Eight will examine the history, organization and development of sporting activities outside the schools and colleges in Ghana just before the arrival of the Portuguese through the period of independence.

A discussion of Ghana's participation in international sports and factors that have led to Ghana's inability to attain necessary standards in sports and physical education as a fore-runner in Africa's struggle for independence will form the bulk of information in Chapter Nine.

A general summary of facts presented in this study and my recommendations towards the effective development of physical education and sports in Ghana will form the theme in Chapter Ten.

THE SIGNIFICANCE OF THE STUDY

1. The study could open more avenues for further research in the area of physical education and sports in Ghana.

2. The study will help to unearth some of the truths and fallacies in some of the historical facts which had hitherto been compiled.

3. The study will examine factors that have influenced the general administration and organization of physical education and sports in Ghana.

4. The study will serve as a basis reference document on studies in comparative sports and physical education in Ghana.
5. The study will serve as a contribution to the national history of Ghana.

MAJOR CONCERNS AND HYPOTHESIS

Historically, physical education and sports have not been considered as an important factor of Ghanaian education. To date, the factors which impede the promotion and development of physical education and sports in Ghana have not well been identified and examined. This study endeavors to draw conclusions on the implications of frequent political changes in Ghana on the development of physical education and sports. It further examines the impact of the introduction of British educational system, and the lack of research, on sports development in the country.

The introduction of programs to properly arouse the interests of Ghanaians in P.E. and sports have also been lacking. This study examines whether the incorporation of dance and other traditional activities in sports can significantly enhance participation. It further traces the impact soccer exerts on the recreational needs of the Ghanaian society.

LIMITATIONS OF THE STUDY

The study of physical education and sports is at its embryonic stage in Ghana. Information pertaining to sports development has not been properly documented. Coupled with this, sports events have not been properly chronicled as a
consequence of frequent political and administrative changes. Newspapers and magazines have traditionally been the media through which sports news are recorded. These publications, however, have been short lived in recent time creating discontinuity in the coverage of sports. More importantly, such information is lacking in both substance and depth. One of the major problems is the absence of distinguished sports authorities in the country. Besides, many respondents who have long been associated with games and sports in Ghana did not consider studies in physical education a worthwhile pursuit, and thus were less enthusiastic in providing information.

The political climate in the country at the time of the study also presented obstacles to the collection of data. Access to records held by military sports establishments was virtually impossible to obtain. Likewise, retrieving sports information from institutions headed by military personnel was very difficult.

METHODS AND PROCEDURES

The study necessitated the use of the historical method of research which included library research, interviews, questionnaires, visits and letters. Data collected were analyzed, interpreted and carefully written out. Most of the facts collected from primary sources were logically assembled and studied before generalizations were reached. I
conducted an extensive reading on materials available on Ghana in the following libraries: The Ohio State University in Columbus, Ohio; Howard University in Washington, D.C; the Northwestern University in Evanston, Illinois; Springfield College in Springfield, Massachusetts; the Balm Library of the University of Ghana, Legon; the University of Cape Coast in Ghana; the University of Science and Technology in Kumasi, Ghana; the Specialist Training College in Winneba, Ghana; the School of Journalism in Accra, Ghana; the British Council Library in Accra, Ghana and the offices of the Sports Council of Ghana in Accra; the Ghana National Archives in Accra and Daily Graphic (a newspaper published in Accra) Corporation. Visits were made to the Embassies of Ghana, Nigeria and Great Britain, all in Washington, D.C., U.S.A.

Information gathered from these places for the study were mostly from periodicals, newspapers, reports on microfilms, government press releases, magazines, books, and unpublished theses and dissertations. Documents from Ghana were the Daily Graphic and the Ghanaian Times, daily newspapers published in Accra, Ghana, the Ghana Soccer of the Gapo publications, the Sporting News, and the Achimotan (bi-monthly newspapers published in Ghana). The unpublished theses were mostly from the Specialist Training College in Winneba, Ghana. Useful information was also gathered from the following sources: The Ghana Teacher - a journal of the Ghana National Association of Teachers, the West African
Magazine published in Nigeria, microfilms on unpublished doctoral and master's dissertation, official releases from the former British Colonial offices in Ghana; journals of the Nigeria Association of Health, Physical Education, and Recreation, reports on Peace Corp activities in Ghana, releases from the offices of the UNESCO on its activities in the third world countries in Africa and printed programs of activities of the various national and international competitions Ghana had engaged in.

Interviews

Since studies in physical education and sports are at their embryonic stages in Ghana, the collection of facts for this project was protracted. Most of the facts, as mentioned, were from newspaper reports, questionnaires, letters, visits and interviews. A total of 26 interviews were conducted during the research trip to Ghana. Summaries of six of the interviews are published below. Among them were Ohene Djan, the first Director of Sports in Ghana and David Kotei Poison, the first Ghanaian to win the World Boxing Council's Featherweight Boxing title. The information gathered from the interviews helped to substantiate the facts gathered from the perennial newspapers.

Ohene Djan was the first Director of Sports in Ghana from 1957-1966. His interview was on April 24, 1983, at Nsawam, Ghana. As a first officer of sports under President Kwame
Nkrumah, Ohene Djan had a wealth of information on the growth and development of sports in Ghana from 1950 to 1982.

From his office at the Ministry of Education, Sam Nelson was interviewed. He is the Director of Physical Education in Ghana. His interview was conducted on March 28, 1983, in Accra. The interview was more informal and conversational. As Ghana's representative to the International Amateur Athletic Association, and for twelve years Director of Physical Education in Ghana, he had enough primary information on the topic, and most of these have been discussed in the main study. His hand-outs and recommendations were very helpful. He has been very instrumental in the proposed establishment of the school of physical education at the University of Cape Coast.

Adjin Tetteh's interview was held on March 29, 1983 in Accra. Adjin Tetteh, Ghana's first international track coach, was an honest, strict and simple narrator. Accounts of his ideas from 1945 through his leadership as a coach of the Ghana team to the first all Africa Games, and later as a coach of the African Team that participated in the first All Africa-United States Track Meet, were very helpful. Adjin-Tetteh's exposition was greatly needed because there was not much documented information on the development of track and field in Ghana.

D. K. Poison's interview was conducted in Accra, Ghana on April 15, 1983. Poison was the first Ghanaian to win the
World Featherweight Boxing Championship. The interview with Poison did not last long.

Richard Horsley of the Embassy of Ghana's Information Directorate in Washington, D.C., U.S.A., was very helpful. His interview was conducted on December 18, 1982. He regretted that the office space at the Embassy was not sufficient enough to assign one full room as a storage center for the numerous newspapers and magazines they receive.

Carl Reindorff was a Ministerial Secretary for sports in the Busia Administration—(Busia was the Prime Minister of Ghana from 1969 to 1972). Reindorff was interviewed about the government of Ghana and sports promotion. The interview was on March 28, 1983 and it was conducted in Accra.

Those interviewed were first served with letters and questionnaires explaining the subject of the interview to them. Extracts from the interviews were jotted on memo pads. Four of the sixteen interviews were recorded on tapes.

**Questionnaires**

Of the 55 questionnaires sent out, only five people returned them by mail. Fifteen others handed them in personally when I visited their offices in Ghana. In some cases some of the respondents submitted newspaper cuttings which they had kept over the years on certain aspects of sports in Ghana. Their responses have been critically analyzed and presented in the study. The questionnaires were sent to a
randomly selected group of physical educationists and current officers of the sports council of Ghana. The respondents generally agreed on most of the issues raised and these have been included in the suggestions.

Visits

I made visits to Washington, D.C. in December, 1982 and Ghana, West Africa in March, 1983. The purpose of the trip to Washington was to enable me to collect materials on the topic from the Library of Congress, the Embassies of Ghana, Nigeria, and the United Kingdom. Even though there were not enough materials available at these places, the visit was useful because the information staff of the Embassy of Ghana made all "closed" files and documents available to me. Some of these documents included newspapers printed in Ghana between 1925 and 1982.

The visit to Ghana was very helpful. I arrived at a time when the Schools and Colleges Sports Federation was holding its annual Inter-Regional Sports Festival. It was therefore easy to meet and talk to some of the country's leading physical education specialists on the topic. These informal discussions made it possible for me to gain access to possible primary sources. The field trips to Nsawam, Akwatia, Takoradi, Kumasi and Sunyani were educative as well.
Letters

Of the 87 letters sent out, only 34 of them drew replies. Most of the people to whom letters were sent in Ghana had left the country to work in neighboring African countries. Some of the information from the letters were quoted to support facts presented in this study.

DEFINITION OF TERMS

Academicals: Refers to junior athletic teams from the secondary schools and training colleges in Ghana.

Asantehene: Title for the King of the Ashanti tribe in Ghana.

Athletics: Track and field.

Cedi: This is the monetary unit used in Ghana. At the time of compiling this study, the official rate of the Cedi was 35.00 to one U.S. dollar.

Coach: Literally higher than a physical education tutor. In Ghana a coach handles teams beyond the school level.

College: Institutions of professional studies.

Diploma: A professional qualification, usually less than a degree (most British colleges award diplomas instead of degrees). One who holds a diploma is referred to as a Diplomat.

Football: Association football or soccer.
Gold Coast: Former name of present Ghana.

Hockey: Refers to field hockey.

Headteacher: Head of the teachers in the elementary schools.

Home Science: A term used for Home Economics in Ghana.

National Teacher Training Council: A body appointed by the Ministry of Education to coordinate activities (including examination and certification) of the teacher and different teacher training colleges in Ghana. Their work is similar to the NCATE of the U.S.

Regions: These are political divisions. Ghana is divided into ten political regions. They are: Greater Accra, Ashanti, Brong-Ahafo, Volta, Eastern, Central, Western, Northern, Upper East and Upper West Regions.

Secondary School: This term represents high school in America.

Sports: Games and track and field combined.

Sportsmaster: A physical education tutor in a high school. In Ghana the physical education tutor is the sole person responsible for coaching and teaching of lessons in PE and sports.

Term: In Ghana, the school year is divided into three terms.
Uniquely absent from physical education and sports literature are studies conducted on the growth and development of physical education and sports in Ghana. There are however, numerous studies conducted on Physical Education and Sports in general worldwide. Readings from some of these works have greatly influenced the result of this study. The purpose of this chapter is to present some of the writers and issues they have written about on the topic.

In their work, Van Dalen and Bennett mentioned briefly the existence of a teacher's college of physical education at Winneba, Ghana. They also did point out, that Ghanaians do engage in soccer competitions with Nigeria and that there is a sports council that oversees the organization of all sporting activities in Ghana including the Schools and Colleges Sports Federation.¹

The positive role Ghanaian physical education and sports have played in the political emancipation of Africa

is also discussed by Ramadhan in his book, *Africa at the Olympic Games*. Even though he devoted much of his exposition to Ethiopian athletes, he did point out, that, in Africa, sports and politics are incompatible. He did credit Dr. Kwame Nkrumah of Ghana for the role he played in the formation of the African Football Confederation and reorganization of the All African Games. Even though Ali was very speculative about when and how organization of sporting programs in Africa got started, his work provides a basis for information gathering on physical education and sports in Africa.²

Writing about the "All African Games," Abraham Ordia has pointed out that the idea of games was first conceived and initiated by Pierre de Coubertin.³ However, Adedeji⁴, a Nigerian, points out that, the whole idea of an All African Games was purely an African thought, a thought which was rejected by Ogunbiyi, another Nigerian, who wrote:

The idea of an All-Africa Games comes originally from the immortal Frenchman, Baron Pierre de Coubertin, the founder of the modern Olympics. After the revival of the

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modern Olympics, Coubertin took an interest in matters of African sportsmen as early as 1920. He in collaboration with the Egyptian I.O.C member, Angelo Balianaki supported the idea, and proposed to organize All-Africa Games at two year intervals.5

It is important to mention, that, such inaccuracies are bound to exist where there is little or no literature on the growth and development of physical education and sports on the various countries (including Ghana) that constitute Africa. Other published works on Africa, include, E. T. Kodzi's History of the All African University Games, which discusses briefly, the setting and the thoughts that led to the establishment of the games. He also traces the course of the games from the time of its inception through the early part of the 1970's.

Elsewhere in Africa, detailed work by Ogunbiyi, and Adedeji on the growth, development, and Nigeria's participation in international sporting competitions did carry some sketchy information on programs in Ghana. Ogunbiyi did document that Nigeria was victorious in most competitions she had with Ghana prior to the attainment of independence by these two British colonies. Detailed results of these competitions, especially the soccer encounters, were not recorded. Adedeji on the other hand was very informative

about cricket encounters between Ghana and Nigeria which he said started in 1904.\footnote{Adedeji, "The State of Physical Education in Nigeria," p. 125.}

Included in the Appendix is a list of some unpublished thesis of the graduates of the Winneba Specialist Training College. Information from some of these works which I found relevant to this study have been quoted. Following is a discussion of some of the works.

Beckley\footnote{Kenneth Beckley, "Nkrumaism and Sports in Ghana," (Unpublished diploma thesis, The Specialist Training College, Winneba, Ghana, 1965), pp. 24-32.} discusses in detail, how Kwame Nkrumah transformed his student day-dreams about the role of sports in nation building into a viable potential political tool. His work, "Nkrumaism and Sports" vividly narrates the pattern of Nkrumah's political struggle and how he used games and sports to foster African unity. Among the positive measures Nkrumah initiated were the establishments of the Sports Council of Ghana; the founding of the Supreme Council for Sports in Africa; the institution of the Africa Cup of Nations and the Gold Cup competitions. These bodies were used as platforms for the establishment of African Unity. Kwame Nkrumah's dedication to sports were summed up thus:

> Although I was desperately keen on learning as much as could be crammed into my head, I never became a snob, or a book-worm. Friendships came easily and I was keen on sports. I trained religiously over short distances and
ran in the inter collegiate sports in the 100, 220, and 440 yards. I discovered that sportsmanship was a vital part of a man's character and this led me to realize the importance of influence of sports in the development of a nation.8

Specifically written on Ghana are studies conducted by graduates of the Specialist Training College, Winneba, Ghana. These studies (none of them published but presented in partial fulfillment of the Ghana Teacher's Physical Education Diploma), did touch briefly on different aspects of physical education and sports in Ghana. Among those consulted were: Ocansey's "Professional Preparation in Physical Education"; Deletsu's account on "Vodoo and Sports in Ghana"; Agyei, Agbo, Addo, and Doe's accounts on the development of Track and Field, Soccer, and Field Hockey in Ghana; Osei-Antwi, Baah, and Asiamah's expositions on the development of physical education and sports in schools and colleges, Wusu Tsiquaye and Opoku-Fianko's expositions on the role of women; organizational problems and the adoption of the informal approach to the teaching of physical education in Ghana. These works and their relevance to the topic are further discussed.

In his work, Ocansey lists chronologically, the professional preparation process in Ghana and concludes that,

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"In order to implement programs to achieve basic competence in physical education in Ghana, the status of the profession needs to be raised from the diploma level to a degree awarding status capable of coping with the growing scientific needs of the profession." ⁹

The evocation of supernatural powers as an aid to winning at games formed the main theme for Deletsu's work. He identified such practices as funeral dances, puberty dances and other forms of dances such as pole dancing and fetish dance as activities, that are related to vodoo or supernatural practices. Citing examples from his own school days, he did affirm that many local soccer teams in Ghana practice vodoo as an aid to winning games. ¹⁰

Baah's exposition on physical education in elementary schools offered some insight into how the subject was treated in schools during the pre-independence era. He did offer some useful recommendations, which included the appointment of "District Physical Education Organizers", a practice which is currently in vogue. ¹¹


In his work, Osei Antwi examined the factors that led to the formation of the Schools and Colleges Sports Federation. Early programs were centered around some few secondary schools in and around Accra, Kumasi, Cape Coast, and Sekondi-Takoradi. Competitions which were mainly in soccer and track and field were heavily patronized by aspiring politicians who used pre-game and sports publicity as platforms for their political aspirations.12

The poor nature of Intramural Sports Programs in the three Ghanaian universities formed the theme of Asiamah's thesis. After discussing elaborately the types of programs run by each of the three universities, he observed, that, the total absence of adequate training facilities for advanced professional preparation programs in physical education and sports on the university campuses is detrimental to the status of the subject and its practitioners in Ghana.13

Works by Agbo, Addo and Agyei provided enough information on the status of soccer and track and field in Ghana. Agbo and Addo specifically wrote about isolated issues affecting the development of track and field and the national


soccer league programs run by the Central Organization of Sports and the Sports Council of Ghana between 1957 and 1970. The work of the Tsibo committee—a committee set up by the National Liberation Council in 1966 to review sports programs in Ghana formed the major portion of Agyei's work.

Opoku-Fianko holds the opinion that the culture and tradition of Ghana can be preserved by introducing traditional activities such as drumming and dancing, children's games and other informal activities in schools and colleges programs. He concludes that, since Ghana is a country with a multiplicity of cultural values, there could be a tendency to introduce too many things at the same time. For this reason he suggests, the selection of activities should start from the Specialist Training College. Finally, he writes: "The inclusion of informal traditional activities will expose students to basic democratic practice of freedom of choice."

Talking about problems of sports organization, Wusu states:

There are too many problems in Ghana's sports administration that need to be looked into...It seems, in Ghana, sports administration is the only field where a trained professional is not capable of being the boss. This idea will continue to be true until physical

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educationists prove the press wrong by taking the initiative to print on paper their points of view.15

I do share the same concern with Wusu, that something has to be done by Ghanaian physical educationists. And the only way to start is not only by putting sports information in an organized form but also going beyond newspaper reports. This dissertation seeks to attempt that task.

CHAPTER THREE
GHANA AT A GLANCE

GEOGRAPHY AND CLIMATE

Ghana lies on the West Coast of Africa entirely in the tropics between latitudes 5° - 11° N and longitudes 1° E and 3° West. The Greenwich Meridian passes through Ghana and in the city of Tema. The land area is 238,538 sq. kilometers (92,100 sq. miles). The distance from south to north is about 420 miles whereas the distance covering the widest part from east to west measures about 335 miles. It is about the size of Great Britain and equal to the combined total land area covered by Indiana and Illinois of the United States. In Africa, it is about one quarter the size of Nigeria.

Ghana is bordered by three West African nations: Togo, Ivory Coast and Upper Volta, which are on the east, west and north respectively. The 571.55 kilometer (335 miles) coast line of Ghana stretches along the Gulf of Guinea.

About half the total land mass of the country is less than 500 feet above sea level. The highest elevation in the Afadzato hills, is 2,900 feet above sea level. It is found in the Volta Region. The Afadzato hills comprise a belt of highlands that stretch from Gambaga in the northeast corner of Ghana through Kintampo in the Brong-Ahafo Region and forms
a barrier between the Volta and Ashanti Regions. The belt gradually slopes towards Keta a town in the southeast. There is another belt of highland that stretches from Wa in the Upper Region towards the southeast. This is called the Kintampo-Kwahu-Akwapim highlands. At the meeting place of these highlands is the Volta Dam. See Figs. 1 and 2.

Traveling inland from the coast, one can see that the low plain is gradually succeeded by the Ashanti uplands. This is a belt of tropical forest which stretches from Mampong and joins the Gambaga highlands from the north-east at Nkawkaw. It then slopes towards the north and east into the Savannas of the Northern, Upper, and Volta Regions respectively. This area includes Lake Volta whose 5,250 sq.km. (3,300 sq. miles) area makes it the largest man-made lake in that part of the world. Ghana is also drained by the rivers Ankobra, Densu, Birim, Tano, Ofin, Pra and Ayesu. The Volta is the largest and the longest river. It flows for about 1,000 miles and drains 15,000 sq. miles with 67 percent of this in Ghana. It takes its source from Upper Volta and drains into the Sea at Ada in Ghana.

The Volta River scheme consists of a high dam at Akosombo. It has a transmission system which delivers electric energy for consumption by an Aluminum Smelter at Tema, the mining industry and general consumers in the principal towns and villages in Ghana. The excess electric power is sold to neighboring African states of Togo, Benin and Upper Volta.
FIGURE 1. THE POSITION OF GHANA IN WEST AFRICA
FIGURE 2. GHANA AND HER NEIGHBORS
The project, which represents the largest single investment in the economic development enterprise of Ghana, ranks among the largest hydroelectric projects undertaken in Africa and Asia. Although it is basically a hydro-electric undertaking, the Volta River Project helps progress in lake transportation, agricultural and fisheries development.\(^1\)

The climate, which is one of the major factors in the determination and scheduling of sporting activities in Ghana, owing to lack of indoor athletic facilities, is the equatorial rain forest type. Ghana has two main seasons, rainy and dry. Temperatures are high, with little variations from month to month and the highest usually occurs between February and April. The average temperature is about 80°F and the mean relative humidity is about 60 percent.

Rainfall in the country is seasonal and there is great variability in monthly and yearly totals. Axim, a town in the Western Region, and on the coast, is the wettest part of Ghana, with a yearly annual average rainfall of 86 inches. The northeastern frontier receives 40 to 45 inches of rain. The driest part of Ghana is the Northwest where the average rainfall is below 10 inches.\(^2\) The rainless (harmattan) season is between November and April and the rainy season


\(^2\)Data obtained from the Ghana Meteorological Services Department, Legon, Accra in April, 1983.
covers May to October, but there are occasional rains and thunderstorms in the dry season. It is sometimes possible for some areas to be without rainfall during the wet season.

**POPULATION AND ECONOMY**

Ghana has a population of fourteen million. The population in the main cities of Accra, Kumasi and Takoradi is very dense, with Accra claiming about 2.5 million of the national total. The population figures quoted may not reflect a true situation in Ghana because the lack of political stability has forced many Ghanaians, especially since 1980, to seek employment in neighboring African countries. Nigeria alone had about 2.5 million Ghanaian immigrants of whom about 1.5 million were sent back in 1982. Most of those who remained are currently returning home owing to the current situation in Nigeria.

The country was in good economic standing at the time of its independence in 1957. However, today the economy is in shambles and the inflation rate is at its highest level, basically due to maladministration and political instability. When Ghana became independent, the colonial British Administration left her a sufficient economic legacy for her

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to stand on her own. The sale of cocoa was then at its peak and it generated large reserves in foreign exchange. Since Independence, over 70 percent of the total working population have engaged in farming of some kind, most of these are subsistence farmers. This percentage is more in the Northern Savannah Zone where the economic life is dictated by subsistence farming. The farmers practice livestock farming. In the forest zone, the commercial crop is cocoa, of which Ghana had been the world's largest producer until 1970. The decline is largely due to the smuggling of cocoa to neighboring countries for higher prices; the lack of continuity in official decision making; and the population drift by young Ghanaian potential farmers from the villages to the urban areas in search of clerical jobs. Cocoa's export tax is the largest single source of revenue in the country. The forests also produce timber for export and domestic purposes. Fishing is important along the coast, in the Volta river and in the creeks and lagoons.5

Mining contributes appreciably to the country's economy and the minerals which are presently mined include gold, diamonds, manganese and bauxite. Bauxite is in excess of 400 million tons per year and this feeds the Volta Aluminum Company's smelter at Tema.

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CULTURE AND RELIGION

The whole culture of Ghana has for sometime now been swinging like a pendulum between two cultural blocks, namely that of the East and that of the West. There are, however, some Ghanaians who continue to maintain necessary ethnic Ghanaian life-styles and are also trying to improve upon their indigenous way of life. Ghanaians are very sensitive to their tribal affiliations and accept this as primary to being a Ghanaian. There are about 100 ethnic groups and each speaks a different dialect. After independence Kwame Nkrumah, the first Prime Minister of Ghana, grouped these dialects into six main languages, Akan, Ewe, Ga, Dagbani, Hausa and Nzema. These languages are spoken on the government-owned national radio and television, and are studied in schools up to the university level. English, however, is the official language.6

Chieftaincy is one of the outstanding features of the cultures and traditions cherished in the country. The chiefs are traditional focal points of the tribes' collective activities. In institutions of chieftaincy are enshrined basic democratic ideas that are as old as the various tribal groups. Symbols of traditional cultures are vividly portrayed during functions and traditional occasions, including

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6Ibid., p. 54.
all ball games. A game between citizens of two villages, smaller towns or schools from different villages is never played without prior approval of the leaders of the tribal groups, usually the chiefs or their representatives. The same concept applies to international matches where the leader of the government in power or his representatives have to be informed.7

Long before Christianity was introduced into Ghana, the people believed in, and knew of, the existence of one God. In 1482, a Portugese secular priest celebrated the first mass in the country on the spot where Elmina Castle now stands. Islam, unlike Christianity formed part of the cultural lives of the people of Northern Ghana long before that portion of Ghana became annexed in 1902.8

Christians now form about 60 percent of the population and next in order are Moslems who form about 20 percent, pagans make up the remaining 20 percent. Complete freedom of worship is allowed and churches are spread all over the regions, but the Islamic religion is comparatively more concentrated in the Northern and Upper Regions of the country.

There is a Christian Council comprising the Protestant Churches. The Young Men's and the Young Women's Christians Associations have been affiliated to it. A Moslem council

also exists. Official working days are Monday through Friday. On Fridays Moslems work through noon and are allowed the rest of the day off to go and worship. Saturdays are mostly used as a day of rest and some workers use the day to work on their farms. Owing to the above reasons all national and international matches are played on Sundays.

**HISTORY**

Most African nations, after attaining independence from their colonial masters, chose African names. Ghana is one, and many people question the connection between modern Ghana and Ancient Sarakole Kingdom of Ghana. Fage, an eminent authority on West African History, argues that long before 1067, a group of people known as the Sarakoles lived between the equatorial forest and the Sahara of Africa. This was centuries before any accounts could be documented about any African Kingdom (See Fig. 3). Marquet also claims that around the year 1050, the Almoravides, an Islamic tribe from the northern part of Africa, undertook the conquest of the Sudan region. Their aim was to spread Islamic religion. In 1055, they seized the town of Awdoghast, a tributary state to the Sarakole Kingdom of Ghana and a strong defender of the

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FIGURE 3. KINGDOMS OF THE WESTERN SUDAN
capital of Ghana, Kumbi. This success gave the Almoravides an easy access to take over the capital of Ghana, Kumbi in 1076 A.D. Maquet points out that the Almoravides domination of Kumbi was short lived. The prosperity of Ghana continued to grow under its Black Islamic Kings until 1240 A.D, when a Susu tribe, then ruling Ghana, was overthrown by Sundiatta, Malinke King of a neighboring empire, Mali.

About the exact position of the Empire of Ghana, Maquet stated:

Several excavations, of which the earliest date from 1914 and the more recent, led by P. Thomassey and R. Murray, from 1951 allow us to identify almost certainly the site of the Capital of Ghana, Kumbi. It is the place now called Kumbi Saleh about 220 miles north of Bamako the capital of Mali. The ruins indicate that the capital was very large and had the population of about 30,000 inhabitants in the twelfth century....

The present day "Ghana" otherwise known as "Gold Coast" never used to be part of the Ancient Sarakole Kingdom of Ghana whose capital, Kumbi, Sundiatta of Mali destroyed in 1240 AD. The choice of the name was a mere historic connection. Maquet confirms this point:

By this it (Modern Ghana) wanted to indicate not a geographic connection—Ancient Ghana never extended its domination to the area which is now a part of the present day Ghana—but the continuity of an idea that of an African political sovereignty.

Fage points out further that geographically, the area formerly known as the Gold Coast Colony which is entirely

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11Ibid., p. 148.
12Ibid., p. 149.
south of latitude 11° was too remote from the line of great Sudanese commercial emporia to have been included in the great empires which waxed about them. It may be possible, however, that the settlement in modern Ghana may include some descendants of the people of Sarakole Ghana mentioned by geographers, Church and Moss. They wrote that the original inhabitants may have been pygmies who used stone implements, made pottery and lived on elevated sites in the forests. They also note the ancestors of the present Akan people probably arrived during the thirteenth and the seventeenth centuries, after the successive decline of the Ghana, Mali and Songhai Empires.13

Commenting on the skills of these people which were peculiar to the people of modern Ghana, Church and Moss wrote that some of the people came with the knowledge of metal smelting. They pointed out that early navigators traded with the people of Gold Coast in brass plaques, broken pieces of iron smelting ovens and above all, gold dust. That this barter trade was prior to the introduction of coins by the Europeans. Perhaps, the similarities mentioned above may have led historians to draw false conclusions about the original location of Ghana. Since most of the writings about the origin of modern Ghana were either based on speculations,

or written by Non-Ghanaians who claimed that the descendants of modern Ghana came from either Asia, from caves in the forest or from the Gulf of Guinea, I firmly believe that this will serve as the most recent accurate information about the connection between the Sarakole Kingdom of Ghana and Modern Ghana (See Fig. 4). It should also be noted that modern Ghana's existence as a political entity is derived from peace treaties which warlike tribal groups such as the Ashantis, Krobos, Gas, Mamprusis, Nzemas, Ewes, Brongs and the Fantis made with the British during its colonial era and not from the results of wars fought by the ancient Kingdoms of Sarakole Ghana, Mali and Songhai of the Sixteenth Century Western Sudan. Kwame Nkrumah had a perfect observation on the issue surrounding the origin of nation states in Africa when he wrote:

The natural movements of the African peoples and of their societies have from time immemorial swept along extensive axis as for example from the Nile to the Congo, from Senegal to the Niger, and from the Congo to Zambesi.

The African "nations" of today, created artificially by foreigners for their own purposes, neither originate from ancient African civilization, nor do they fit in with African way of life or habits of exchange.14

The earliest contact between the people of the Gold Coast (Ghana) and Europeans was in 1471 when a Portugese trading fleet, led by Don Diego Da Azambuja, landed at Axim.

Figure 4. Map showing ancient Ghana and modern Ghana.
On arrival they learned about the abundance of gold in the hinterland in Ashanti and the area around Edina, also called Elmina. To monopolize the gold trade, the Portugese built in 1482 the first castle (Sao Jorge da Mina at Elmina). Other foreign traders followed the Portugese, including the Dutch, the Swedish, the Germans and the British. British traders later colonized the Gold Coast, arriving in 1553 under the captainship of Thomas Windham.\textsuperscript{15}

Between 1471 and the latter part of the eighteenth century, the English, Dutch, Danes, Germans and Portugese controlled various parts of the coastal area and built castles as permanent bases for their trading enterprises, thus making the European influence more pronounced among the native people living around the coasts. These merchants traded in gold, ivory, spice, and slaves in exchange for some manufactured commodities such as building materials, clothing, food and gun powder. Following the abolition of the slave trade in 1807, the whole trade on the coast became less profitable and, for this reason, most of the Europeans sold their forts to the British and left the country. By the beginning of the nineteenth century the British became the only trading partner in the Gold Coast.

Early in the nineteenth century, the Ashantis waged a series of wars with the tribes on the coast, namely, the

\textsuperscript{15}Fage, \textit{Ghana, A Historical Interpretation}, p. 10.
Fantis and the Gas. Their aims were to conquer the coastal tribes so that the Ashantis could have direct trade with the British. These wars, fought in 1807, 1811, 1814, and 1821, disrupted trade in the Gold Coast.

Following these wars, a British Parliamentary commission of 1821 abolished the Africa Company formed by the merchants of the early European settlements. For the first time in four centuries, the coastal line of the Gold Coast came under crown control. The Governor of Sierra Leone was made responsible for the administration of the Gold Coast. This approach lasted only eight years. In 1829, all garrisons were withdrawn and a council of merchants was empowered to direct affairs. Once more trading became the main mission of the Europeans. Captain George Maclean was the first president of this council. He used his influence as a judge to abolish such native customs as human sacrifices and exchange of humans for the payment of debts. He extended British jurisdiction by his reputation as a judge to other coastal areas. These extensions helped to open more trading centers, a factor which helped to bring the natives closer to and under the control of the Europeans.

In 1844, the Fanti chiefs in the immediate neighborhood of Cape Coast approved a pact or bond which indirectly marked the beginning of the British rule. This fact made the Fantis vulnerable to any Ashanti invasion. The chiefs agreed among other things to submit cases of murder and other crimes to
Queen Victoria's judicial officers sitting with the chiefs. This bond also assured the Fantis of British protection against any Ashanti invasion for a period of one hundred years. In 1852 an assembly of chiefs agreed to recommend a pool-tax, a form of taxation imposed on tribal lands, in order to raise money for schools, roads and hospitals, but the attempt was premature and failed.

In 1871 some educated elite and the chiefs of the coastal tribes foresaw that an unexpected departure of the British would leave them defenseless and unprepared. They met secretly and drew up a type of federal constitution which they presented to the Crown-Representative for study and implementation. The Crown Government so misunderstood the aim and the language of the constitution that it appointed Colonel Ord, a British general, to investigate the issue. He recommended that the British should play a relaxed role in the affairs of the chiefs. The Crown Government reacted immediately to this recommendation. A misunderstanding ensued between the Fanti chiefs and Colonel Ord, who ordered the arrest of the chiefs.

The Ashanti's took advantage of the dispute and declared war against the Fantis. The British, complying with the treaty of 1844, invaded Ashanti and declared the coastal line of the Gold Coast (now Southern Ghana) a crown colony. The British deported the King of Ashanti and some of his warriors to the Sychelles Islands then forced the Ashantis to accept
crown protection. In 1890 the Ashantis, under the leadership of Yaa Asantewa, fought back. The British Governor and his lady were besieged in the fort at Kumasi and when the war ended in the favor of the British, Ashanti was annexed. Ashanti was placed under a chief commissioner responsible to the Governor thus making Ashanti part of the Gold Coast Colony.

Following the formal annexation of Ashanti in 1902, the British were forced to organize the Northern Territories to protect the Ashantis from the attack of Samory, the Slave raider, and also to counteract French advance from Niger and German advance from Togoland. In 1922, the League of Nations mandated Togoland as a trust territory of Britain. In December 1946, British Togoland became a United Nations Trust territory which later became part of Ghana after a plebiscite was conducted. See Figure 5.

It should be recalled that by 1944 a growing sense of national consciousness developed among the educated-citizen of Ghana who felt the terms of the bond of 1844 needed to be used in seeking self government. However, the English crown government felt Ghana was not ripe for self rule. Also the government felt trade in the Gold Coast was so profitable that the crown government could not stand to lose their trading profits. When the official call was made to the

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16 Ibid., p. 18.
FIGURE 5. EXTENSION OF BRITISH CONTROL IN THE GOLD COAST
British representatives, the idea was rejected. This led to the organization of a series of positive action strikes and a total African boycott of European goods. In 1951, the British granted internal self government. Following this, an interim body was formed to draw up a constitution which was approved on April 29, 1954. In the elections which followed, the Convention People's Party, led by Dr. Kwame Nkrumah, won the majority of the seats in the new legislative assembly. Nkrumah was appointed leader of Government business with the Governor General as the head of state.

In May 1956, Prime Minister Kwame Nkrumah's all-African Government issued a white paper containing proposals for Gold Coast's independence, and for changing the name of the country to Ghana. After a general election held in 1956 the Convention People's Party led by Kwame Nkrumah won 71 out of the 104 seats. On March 6, 1957, Ghana became an independent nation, when the United Kingdom relinquished its control over the colony of the Gold Coast, Ashanti, the Northern Territories Protectorate and British Togoland.

Ghana became the first independent black African country after 113 years of colonial rule. Her people, led by the

\[17\text{Ibid., p. 22.}\]
late Dr. Kwame Nkrumah, chose a western-type democracy in which the president is the chief executive of the state.\(^{18}\)

The joy of being free from foreign domination had raised national consciousness to a level where regional or ethnic conflict was at its lowest ebb. On the international scene, Ghana was considered a champion of anti-colonial and anti-imperial struggle. Kwame Nkrumah had a broad pan-African outlook as evidenced by his independence eve speech. He said that:

> We again rededicate ourselves in the struggle to emancipate other countries in Africa; for our independence is meaningless unless it is linked up with the total liberation of the African continent.\(^{19}\)

In 1960, Ghana became a Republic and its leaders chose a one-party socialist form of government. The declaration of one-party parliamentary government came under serious criticism. The opposition, led by the late Dr. Kofi Abrefa Busia adopted several measures aimed at toppling the Nkrumah regime but these were in vain until February 24, 1966, when General E. K. Kotoka led a group of army officers in a take over of the Convention People's Party Government in a military coup. Kwame Nkrumah, the president, was then away from Ghana on a peace mission to Hanoi. Kotoka, who was killed


\(^{19}\)Nkrumah, *The Revolutionary Path*, p. 64.
some months after in an abortive coup, was later succeeded by General Afrifa as leader of the Kotoka's National Liberation Council.

The National Liberation Council ruled until 1969 when they handed over power to a civilian government headed by the late Dr. Kofi Abrefa Busia who became Prime Minister, with Justice Akuffo Addo as the president. Dr. Busia's government had barely settled for action when, on January 13, 1972, a group of soldiers led by Colonel Ignatius Kutu Acheampong forced them out of office in another military coup.

Colonel Acheampong's National Redemption Council, was overthrown in a "palace coup" which was led by General F. W. K. Akuffo in July, 1978. These series of military changes had a great impact on the development of physical education and sports as will be seen in subsequent chapters.

Barely ten months after General Akuffo's ascendency to the high office in Ghana, a group of young army officers led by Flight Lieutenant Jerry John Rawlings, in yet another coup, took over the government on June 4, 1979. Rawlings and his men chose to rule under the banner, Armed Forces Revolutionary Council (ARFC).

The main task according to Rawlings was to clean the "political mess" of the country created by the succession of corrupt army officers. He executed some top army officers including three former heads of state--Afrifa, Acheampong
and Akuffo—before handing over power in a democratic election to the civilian government of Dr. Hilla Limann and the People's National Party (PNP) on September 24, 1979. Rawlings, after two years of civilian life, overthrew the Limann Government on December 31, 1981, with the help of some army officers.20

After two years in office as chairman of the People's National Defense Council (PNDC) Rawlings has succeeded in abolishing most of the old social, political, educational and administrative institutions of the country. He replaced the Judiciary system with the "Peoples Courts (a type of court whose membership comprises men and women who do not necessarily have to be either highly educated or proficient in the formal study and interpretation of Law). He has sought to reorganize the country's three universities, (today most of the academicians in Ghana have left for neighboring African states to search for freedom and jobs) and turned them into the peoples cadre schools. He has abolished the civil service council and replaced it with Peoples Workers Defense Committees. He has forced most senior officers of the Armed Forces and the civil service to go on retirement.

After twenty-five years of self rule, Ghana's economic, social and political independence continues to remain an

illusion. For a long time to come, this will remain so until Ghanaian politicians accept an orderly change of government backed by the ballot box while bearing in mind the words of the late Kwame Nkrumah:

\[\text{We have reached a stage in the life of our nation when we cannot expect to move forward on mere sentiment and emotion. If we expect to move forward we have to face fact and reality.}^{21}\]

The only way Ghana could do this is through the education of her people. What constituted education and the process through which it has "travelled" in Ghana will be included in the next chapter.

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^{21}Nkrumah, *The Revolutionary Path*, p. 70.
CHAPTER FOUR
HISTORICAL DEVELOPMENT OF EDUCATION

EARLY EDUCATION

Since physical education and sports in Ghana have formed part of the general school program, the evolution of "Education" in this country needs to be examined.¹ When European traders, introduced schools in Ghana they treated those Africans who had been to school as 'educated'; all others, whether they had learned some trade or not, were regarded as "uneducated." Such was the situation in the Gold Coast prior to the arrival of the British merchants in 1553. However, McWilliam identifies the main stages of the development of Education in Ghana as: the era of traditional education; the period of the training of natives and mulattoes as sale assistants and guards at the castles; the era of missionary education; the introduction of government sponsored schools and the current period of fee-free and compulsory education.²

¹Formal Instruction in European Type schools.
Traditional Informal Education

Traditional education involved handing down experience from generation to generation by the family. It includes such activities as drumming and dancing at religious and traditional festivals, warfare, observation of puberty rights, wrestling, swimming, hunting, acrobatic displays, farming and blacksmithing. Throughout the child's daily activities and later in his adolescence, he was made aware of the material and spiritual fundamentals of social life.

There were no buildings or organizations comparable to modern schools. Farmers in the forests of Ashanti taught their children hunting, tree felling and farming. Among the coastal tribes of Nzemas, Fantis, and Efutus, fishing was a common activity, and children spent their time at the beach learning their parents' vocations. The Ewes of the sub-saharan region and the Akwapims of the mountain states practiced hunting, palm oil preparation, carving and traditional medicine. Hunting with bows and arrows, cattle rearing and mat weaving were among the educational pursuits of the people of the Northern Territories. During the daytime, the men and the boys worked on the farms, while the women and the girls stayed in the villages to prepare meals, nursed the little children and took care of the family homes. On market days the girls and their mothers travelled to marketing centers to sell the wares produced by the men. They carried these on their heads. After sales the mothers gave
the monies (Dowries) to their children to count. These forms of informal education continued until the boys were twenty years old and the girls eighteen years old. At this time boys and girls who were of age were initiated into the society as adults.³

Among the Akans, Kwahus, and the Ewes of the farming areas, fathers bought guns and cutlasses for their sons, while mothers sought suitable husbands for their daughters. The Fantis of the coastal tribes arranged with owners of fishing boats to send their boys out to sea. Among the Dagombas and the other northern tribes, youngsters were supplied with bows and arrows and were charged to take custody of the family cattle. These situations were intermittently disturbed by tribal wars, which, in most cases, caused permanent disintegration of families. Life in the precolonial era was mostly a preparation for survival.⁴ Some of these ancient methods of surviving are still practiced among people who live in the villages and smaller towns.

CASTLE SCHOOLS

The earliest schools in British West Africa for which there are definite records were all attached to the castles

³Diaz Offei Badu, (Personal interview, Winneba Secondary School, Winneba, Ghana, April 22, 1983).

in the Gold Coast (now Ghana). The early European merchants built huge castles along the coasts from where they lived and operated their business because they feared they could be attacked by the local inhabitants. In 1644, the Dutch established the first school at Elmina. The Danes started a school at Christiansborg in 1722, while the English began at Cape Coast in 1752.5

The Dutch West Indian Company founded a school at Elmina to educate the mulatto children for whom they felt some responsibility. Mulattoes were the offspring of Euro-African marriages. Euro-African marriage of convenience was a common practice in the eighteenth century when most of the European merchants, for fear of the weather, left their wives behind as they traveled on trade missions. The mulattoes were educated as Christians and taught to speak Dutch and behave as Dutchmen. The Dutch traders felt this breed of local Europeans would not suffer from the climate as pure Europeans did. The school at Elmina lasted until the Dutch were forced out of the Gold Coast after 200 years of operation.

Wise indicates that in the eighteenth century an Ashanti chief sent twelve boys and two girls to the Dutch school.

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He paid their fees in ivory. The pupils at the time varied from the spouse of the school teacher to a ten-year old boy.\(^6\)

The Christiansborg school, like the Elmina one, was also for mulattoes. It was started by a Danish resident, Chaplain, in 1722, and the teacher was a nurse. The first pupils were all boys who the Danish felt would grow to be guards at the castle. There was no age limit for admission. Girls, who were later accepted, were instructed in home economics. To keep the pupils away from the pagan community, they were all kept at the castle as "boarders". The Danish government paid for food and clothing for the pupils and the salary of the teacher. The Danes found it difficult to expand their school because the climate at the Gold Coast was such that teachers from Copenhagen would not travel to West Africa. McWilliam stresses that staffing was so poor that between 1822 and 1825, Governor de Richelieu, a Dane, then appointed to the Gold Coast, had to teach at the school.\(^7\)

Graham indicates that by the end of the seventeenth century trade on the Gold Coast was so promising that the merchants found an urgent need for the training of literature interpreters. For this reason, the Dutch Royal African Company decided to open up a school at the Cape Coast Castle.


\(^7\)McWilliam, *Development of Education*, pp. 10-11.
The type of language studied in the castle schools depended on where it was situated and which merchants lived in the castle. John Chiltman was the school's first teacher.⁸

By 1712 the Royal African School, which was mainly a subsidiary of the Merchant Company, had opened its doors to the training of both natives and mulattoes. Some of the students who excelled were later sent to Europe for further training. Among them was Captain Jacobus who, after studying in Holland's Leyden University in 1737, returned to the Gold Coast in 1740. The early school masters who preached and taught catechism in and around the Cape Coast and Anomabu areas were all students of Jacobus.⁹

Other children who benefited from the castle schools were Acquah, Sumanta (who studied in Liverpool) and Philip Quargoo (who studied in Britain). They were recommended by Rev. Thompson who was sent to the Gold Coast in 1752 by the Society for the Propagation of the Gospel (S.P.G.). Philip Quargoo became the first African to be ordained as a minister of the Church of England.

George wrote that apart from the merchant residents of the castle, the school at Cape Coast was founded by the SPG and the Torridzonian Society, a dining club of the merchants. When the club ceased functioning in 1787, members used their


funds to provide clothing and feeding for twelve mulattoes at the castle school. The Merchants' dominance of the school continued until 1821 when the administration of the forts in the Gold Coast was put under the Crown office in Sierra Leone.  

It is necessary to point out that the castle schools in Elmina, Osu and Cape Coast were started as isolated ventures rather than as an attempt to establish a widespread educational system. These schools functioned irregularly and had a narrow perspective of serving the needs of those who established them. They were founded in localities whose geographical conditions were conducive to the needs of the merchants. However, the schools not only influenced later developments in education but they also provided an educational tradition and a framework for later educational planners—especially the British colonial administrators of the Gold Coast, who in 1821 extended an invitation to the various missions to send missionaries to extend their educational programs to the British Colonies.

THE MISSION SCHOOLS

When the British appointed Sir Charles McCarthy as the Governor of the Gold Coast in 1821, there were 75 children

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at the Cape Coast Castle School. Their teacher was one of the African Cathechists Philip Quagoo trained. The Governor also found that the idea of education was so familiar to the natives that an extension of facilities could be an advantage. He ordered therefore the re-opening of all the schools in the forts. In addition, he opened a separate school for girls at Cape Coast and employed seven tutors at a salary of one thousand and sixty pounds sterling per annum. Crown control of these schools lasted for about six years. This was because the Africans feared the British had come to continue with the policies of the early merchant slave-dealers. Following the Ashantis assassination of Sir Charles McCarthy, then crown representative, the natives tried to maintain the schools at Dixcove and Anomabu. These schools were later absorbed into the Wesleyan school system. The castle school at Cape Coast, which was under McCarthy, is the oldest surviving school in the country today.

Members of the Cape Coast Anglican Church became the first community group to run a school in Ghana. The Anglican Church of Cape Coast still controls the school. From the humble beginning of a castle school, the missionaries, who arrived later, had no difficulty expanding their educational programs including the establishment of trading shops and missionary centers in the interior. Rev. Birch Freeman was the first Wesleyan missionary to respond to the official call of the British Colonial Administration in 1820.
Meanwhile, missionary education continued to expand as clerks and teachers were produced. In 1848, the Presbyterians opened a teacher training college at Akropong in the Eastern region. This was the first teacher training college to be opened in Ghana. This was followed by the passing of the Education Ordinance of 1852 which marked the determination of the Crown Government to develop education in the Gold Coast. In 1881, the first Roman Catholic missionaries (after the departure of the Portuguese) arrived to work in the country.

In 1882, another education ordinance was passed and this provided for the establishment of a General Board of Education with local Boards set up to inspect schools, certify the competency of teachers, and act as agents of the General Board. The Ordinance was not a success because the missions found it difficult to recast their systems to conform to the government requirements. Besides, the ordinance was prepared for both Lagos in Nigeria and Accra in Ghana. Consequently, a new education ordinance was passed in 1887 which formed the basis of the educational system until 1925. The 1887 ordinance, unlike the earlier one, recognized the independence of the missionary schools. It also concerned Gold Coast alone. The first Director of Education, Sir John Rodger, a Briton was appointed in 1908.11

Sir John Rodger visited Negro schools in the United States in 1908 to familiarize himself with conditions associated with educating the black child. On his return, he helped to open a combined institution for elementary technical education and the training of teachers in Accra in 1909. Missionaries opened other teacher training colleges. The Basel Mission opened the Presbyterian Training College at Akropong. The Methodists opened the Wesley College in Kumasi. The Bremen Mission opened a seminary at Ho, in the Volta Region, and the Roman Catholics opened colleges at Bla in the Volta Region and Amisano, near Cape Coast.\(^{12}\)

In the field of education in Ghana today, the only British governor still remembered in educational circles is Governor Gordon Guggisberg, a Canadian born Briton who served after World War I. He arrived at a time when British citizens were seeking reforms in school physical education. Among the reforms were the concern which the British chief medical officer expressed that organized games enhances greater academic pursuit and the acceptance of Clause 17 of the Fisher Education Act of 1918 (by local education authorities and the Board of Education) which states among other things that social training and physical training are linked.\(^{13}\)

\(^{12}\)Ibid., p. 77.

\(^{13}\)McWilliam, *Development of Education*, pp. 53-54.
Armed with his own experience about the usefulness of the Swedish gymnastic system and the various reforms that the British Board of Education were taking, Guggisberg regarded the education of the country as a keystone to progress, and stressed that both boys and girls should be educated.\(^\text{14}\) He also believed that there should be an opportunity for capable citizens to become leaders of their own country in thought, industries and the professions. He did not agree with the curriculum of schools and colleges that were run by the missionaries because these stressed religious knowledge, Latin, Greek and English. In 1920, therefore, he formed the Educationists Committee, which comprised the Director of Education, representatives from the Missions and some African elementary school principals to advise him regarding changes he wanted to make in the educational policies in the country. In 1925, the governor announced the following principles of education.

1. Primary education must be thorough and be from the bottom to the top.

2. Secondary schools should be provided with an educational standard that will prepare both boys and girls to enter a university.

3. Provision should be made for a University of the Gold Coast.

4. Opportunities given to boys should be equally provided for the education of girls.

5. Coeducation is desirable during certain stages of education.

6. The staff of teachers must be of the highest possible quality.

7. Character training must take an important place in education.

8. Religious teaching should form part of school life.

9. Organized games should form part of school life.

10. The course in every school should include special references to health, welfare and industries of the locality.

11. Sufficient staff of efficient African inspectors of schools must be trained and maintained.

12. While an English education must be given, it must be based solidly on vernacular.

13. Education cannot be compulsory unless it is free.

14. There should be cooperation between the Government and Missions, and the latter should be subsidized for educational purposes.

15. The government must have ultimate control of education throughout the country.

16. Trade schools should be provided for technical and liberal education that will prepare young men to become skilled craftsmen and useful citizens.\footnote{Ibid., p. 194.}

Governor Guggisberg's most important principles were the sixth and ninth. He believed in the production of good teachers, and the inclusion of games and sports in the school programs. He subsidized the missions with about eighty percent of the salaries of the college staff, and gave them assistance in providing permanent accommodation for some of
the teacher training colleges which had inadequate accommodations. McWilliam testified:

Wesley College opened in new buildings in Kumasi in 1924 after a year or two in temporary accommodation at Aburi, and the Government Training College in Accra was absorbed into the new Achimota College. In 1928, Akropong Training College had new buildings, and with the opening of two more colleges in 1930, the number of teachers in training rose to 600.\(^\text{16}\)

Alongside the teacher training colleges, Guggisberg also greatly increased the number of secondary and technical wages. He also instructed that all schools, irrespective of their location, must have a playing field. This order informally created a sense of awareness among both the general public and the school teachers that the teaching of physical education and sports was an important part of the school program. It must be recognized that Guggisberg's pragmatic approach to the solution of educational problems in the Gold Coast paid off greatly because barely twenty-five years after his reforms, the country had produced enough scholars to agitate for independence.

With the attainment of internal self government in 1951, the principles of Guggisberg were fully adopted by the government, and the "Accelerated Development Plan in Education" was introduced in 1951. This plan was aimed at

\(^{16}\)McWilliam, Development of Education, p. 57.
expanding all forms of educational institutions in the country. Education was made free and compulsory at the elementary level. Teacher training was made available without fee to attract middle school and secondary school graduates. The structure of the training was modelled along the British System of Education with some modifications in the teacher training program:

- Two-year training for middle school leavers leading to Teacher's Certificate "B."
- Two-year training for Post Certificate "B" leading to Teacher's Certificate "A."
- Four-year teacher training for middle school leavers leading to Teacher's Certificate "A" (Post-Middle).
- Two-year teacher training for secondary school leavers leading to Teacher's Certificate "A".
- Training in such courses as music, art, physical education and housecraft, were organized at the Winneba Teachers College.\(^{17}\)

In 1974 the military government sought to make changes in the educational system from the elementary school up to the university level, an approach which was designed to eliminate all traces of British influence in the Ghanaian Educational system. The current structure is as follows: A six year primary education, beginning at the age of six, extending through age twelve. This is followed by a three-year junior secondary program which is gradually replacing the former middle school. Also, three four-year advanced

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colleges and three universities are available to serve the needs of advanced studies.

The primary and junior secondary programs are established by the Curriculum Unit of the Ministry of Education, which prepares syllabi, common to all schools, in the various subjects taught. In addition, the Unit is responsible for preparing time tables, schedules, and recommending textbooks. The courses in the schools include English, Six Ghanaian languages, Mathematics, Elementary science, Social studies, Music, Art and crafts, Needle work, Physical education, Religious instruction and, quite recently, Technical and vocational subjects such as carpentry and tailoring. Teachers in the primary and junior secondary schools are class teachers and are expected to teach all these subjects including physical education. Each teacher handles an average of 30-36 pupils in an academic year.

Government Education in Secondary Schools and Training Colleges

For a long time, higher education lagged behind primary education. In 1924, the government founded Achimota College which initially started as a teaching college. It later was expanded to be a coeducational institution which catered to students from kindergarten through secondary grades. In 1927, Achimota was formally commissioned as a secondary school rather than a college. In 1955, there existed 31 government assisted secondary schools with 7,711 students;
by the 1968-69 school year there were 168 high schools with 46,509 students.18

Admission to high schools (now the senior secondary) is gained by a common entrance examination administered by the West African Examinations Council on behalf of the Ghana Ministry of Education. The same examination is used in selecting students to technical and commercial schools. The examination consists of objective papers in English, mathematics, English composition and verbal and quantitative aptitude tests. The secondary school program is based on the British pattern. It consists of a two-year basic general course (now senior secondary lower) and a further two-year course (lower and upper sixth forms) to prepare students for the universities. The basic secondary course leads to the General Certificate of Education (Ordinary Level), while the advanced secondary course leads to General Certificate of Education (Advanced Level). Both examinations are conducted in May-June each year by the West African Examinations Council. Admissions to the country's three universities are based on the results of the general certificate examination results. The grading scale for each subject consists of grade one through nine, grade one being the highest and grade nine the lowest, with grades eight and nine considered failing. Physical education is not examinable at any level

and in any form. General mathematics and English language are compulsory subjects studied at all levels of Ghanaian education.

Teacher training colleges in Ghana are not covered by this system as they are directly under the National Teacher Training Council formally set up by the Ministry of Education in 1959. This council supervises the programs and textbooks of all the initial teacher training colleges in the country, that is, all the Post-Middle and Post-Secondary Training Colleges. The Specialist or Advanced Training Colleges which train specialist teachers in music, home science, physical education, technical and commercial education, and Ghanaian languages are indirectly governed by the National Council for Higher Education as is the University of Cape Coast, which trains graduate teachers. Teachers from the initial training colleges teach in the primary and junior secondary, while the specialists and graduate teachers teach at the secondary, technical and commercial school levels in Ghana.

University Education

There are three main universities in Ghana. The first one was the University of Ghana, Legon started as the University College of the Gold Coast at Achimota in 1948.¹⁹ Mr. Wise, A History of Education, p. 120.
D. M. Balme was the first principal. The University College originally was affiliated to the University of London but in 1960 it achieved full university status with powers to grant its own degrees. It was formally inaugurated as University of Ghana on the 25th of November, 1961.

The University of Science and Technology was formally opened at Kumasi on August 22, 1961. It replaced the Kumasi College of Technology, which was established on October 6, 1951 and opened officially in January, 1952, with 200 teacher training students transferred from Achimota to form the nucleus of the new college. Among these teachers were the first Ghanaian trained physical education specialists. The University started awarding degrees in June 1964.

The third university is the University of Cape Coast which was opened in October 1962. The formal inauguration was on December 15, 1962. It was established as an institution for the training of teachers in advanced studies in education.

The Specialist Training College, Winneba

This institution is the only college in Ghana where physical education teachers are trained. Prior to the establishment of the institution, tutors of physical education in Ghana trained in Great Britain and Australia.

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The origin of the Physical Education Department at the Specialist Training College can be traced back to Achimota College when, in 1950, a one-year course was offered to prospective teachers of physical education in the elementary schools. This was part of the government's accelerated development plan in education. The department of physical education, in conjunction with other departments, formed the nucleus of the Kumasi College of Technology in 1952. In 1958 it was transferred with the Departments of Art, Music and Home Science, to the present site, Winneba, in order to make more room for the science and technological courses at the present University of Science and Technology.

The length of the physical education course was raised to a two-year course in 1954 and in 1962 it became a continuous three-year program. A four-year course leading to a diploma certificate was started in 1963. There is no degree program in physical education in any of the Ghanaian universities. One has to pursue further studies in this field in colleges mainly in Great Britain, and quite recently, in the United States.

The Specialist Training College has to date, turned out on the average, twenty teachers yearly in physical education, many of whom (in addition to those trained abroad), provide leadership in the various Ghanaian institutions and in the employment of the Sports Council of Ghana. A detailed study
of this particular institution, with regards to the professional preparation of physical education personnel, will be discussed in Chapter Six of this study.

The foregoing has been a brief history of the development of Education in Ghana from the time of the arrival of the Portuguese navigators until the present. With this background, therefore, it should be possible for readers to understand the factors which have influenced the growth and development of physical education and sports in Ghana in subsequent chapters.
Prior to 1900, Ghanaians rarely engaged in physical activities and contests that can be properly labelled "physical education and sports" in today's context. Their games were far less formal than modern sports. The rules of their games were relatively simple, unwritten, legitimated by custom and, sometimes, translated to suit circumstances of the moment. While no referees or umpires rigidly policed players to determine any act of wrong doing, like the Asafo Atwere of the people of Accra, the spectators were the arbiters of their games. Sometimes the significance of games and activities extended only to the immediate ethnic or tribal boundaries. Most of these activities involved drumming and dancing, craftsmanship and such traditional rituals as funeral dances.¹

Work and leisure-time activities were physical in nature, and everyone in the community took part. The search for food, shelter and peace were the main concerns of the early Ghanaians. Among these were: the dry season hunting camps

and farming among the people of the forests and subsaharan regions; fishing among the tribes of the coastal belt; leisure time vocations of the entire population; and leisure time activities of the various tribes.

The Dry Season Hunting and Farming Among the Ashantis

High forests of Ghana favor animals such as the buck and the duiker. Just before the planting of cocoa, hunters in these areas, especially those in Ashanti, pitched their camps in the forests and engaged in community hunting. They went in groups of four to ten and travelled from one point to the other, oftentimes without food.

In the forests they camped at selected spots, set fire and waited for dusk. They kept vigil by engaging in all kinds of activities including wrestling, wrist contests, and tug of war in pairs. They set out in groups of two or three, and each group usually was made up of a father and a son or brothers. They kept wandering till they were able to spot an animal's den. When a group made a kill, two members were made to carry the animals on a piece of wood. The search continued until dawn when all members of the group returned to the main camping grounds. This camping took between seven to fourteen days. The preferred time for hunting was the dry season (mainly November-March). The choice of this period was based on the fact that the dry weather kept all the rivers so dry that the animals had to move into the deep forests
where the thick canopy of the forests helped to keep some river spots wet.2

Farmers of the Pre-Colonial Sub-Saharan Volta - Akwapim - Kwahu Range

Among these people, hunting was organized during the interval between the main harvest and the first clearance of the bush, i.e., October-December. Unlike those in Ashanti, these hunters moved out in special community groups of between 10-15 people. They normally set out at dawn to a targeted area. Once there, they dispersed and traveled in different directions for about two hours. When it was believed each person had walked a considerable distance, the leader of the group signalled for the beginning of the search for the animals. The signal was normally a gun shot into the air. On hearing the shot, each member of the party started shouting and beating the bush towards the direction from which he had come. By this method the animals were indirectly surrounded and, as such, fell prey to any member of the party, who spotted them. This form of hunting was very dangerous as sometimes, some trigger-happy members of the hunting group mistakenly shot their friends for animals. Each time a

situation occurred, that particular hunter who had defaulted was banned from hunting for the rest of the season.³

At the end of each session, the group converged at a central spot and shared their catch. The sharing was usually done without any consideration to good or excellent marksmanship. The hunters of the coastal line used the bush-burning method. In this method, the group usually set fire to an area where there was game. While the bush continued to burn, the hunters stood at vantage points and looked out for animals that emerged from the burning bush. This method is still practiced by the hunters of the coast.⁴

**Weeding and Farming As a Physical Activity Among the Pre-Colonial People of Ghana**

The farming season was usually preceded by long vacations and interfamily visits. The visits were mostly carried on by the women and children who did not have much to do around that time of the year. The men and boys started the season by clearing the bush, felling tall and big trees, and chopping them into smaller pieces for easy burning (which did not start until three or four weeks later). The men used these transitional periods to engage in all kinds of activities including tapping of palm wine, weaving of baskets, mats


⁴Ibid., p. 55.
and ropes, repair of roofings, carving of mortars, stools and drums. The women, boys and girls spent most of their daytime cooking and maintaining the house. These daytime activities formed the main occupation of the people of the Gold Coast prior to the arrival of the Europeans.

Evening time activities included drumming and dancing, drinking, story telling, and visitation by the elderly people. Young men and women walked long distances from one village to the other to join their counterparts at play. Youngsters who were eligible to participate in these moonlight-night activities were mainly those who were above twenty years. These youngsters took their activities very serious because outstanding drummers, singers and dancers ended up earning husbands or wives.

Even though these activities were free and for fun, girls below the age of puberty were forbidden to engage in them outside their villages unless they had permission from their fathers (in Ghanaian homes, fathers made laws and they had to be obeyed by all members of the household). This practice is still in vogue among the Krobos of southern Ghana.

In the northern regions, hunters used bows and arrows, clubs, and dogs in hunting. They, unlike their forest counterparts, did not sleep in camps. Their hunting season was an all-year-round affair. Outstanding hunters were held in
high esteem for their marksmanship. They were often elevated as spokesmen or war captains for their tribal groups.⁵

Fishing Among the Tribes of the Coast

Among the Fantis, Nzemas, Gas and Ewes of the coast, sea fishing was the main occupation. The men normally went out in carved wooden boats at dawn. They went in groups of about six to ten people in a boat. They took turns in rowing as there were no 'outboard motors'. They traveled far into the sea until they spotted a bubbling area, where they cast their nets.

After casting their nets they tied the end of the net to a rope and then to the boat, and returned to the shore. On arrival the rope was tied to a coconut tree. The whole village or community was informed. Other teams of fishermen including school-age boys lined up along the rope and pulled it in unison amidst singing and shouting. When the net finally was dragged to the shore (a procedure which usually takes between three to four hours) the day's catch was loaded into baskets. The women and the girls carried the baskets on their heads to the village where the fish were smoked and sent to nearby markets.

On their off days, the men and boys trooped to the shore where they mended holes in their boats and nets. Oftentimes,

⁵Ibid., p. 63.
special periods were set aside for such activities as wrestling, gymnastics, somersaulting, vaulting, tug-of-war and swimming. Participation in these activities, though informally organized, was considered a necessary approach towards the growth and development of a good fisherman. In terms of equipment, the early fishermen were no different from the Ghananian fishermen of today. Both generations practiced in the sand and performed all acrobatic and organized activities at the sea shore. Today, the shores of Ghana remain underdeveloped and fishermen continue to participate informally in the same activities their ancestors engaged in during the pre-colonial era.6

Leisure Time Vocations

The early people of Ghana engaged in such vocations as tailoring; carpentry; tinkering; mat making; carving of mortars; bartering; tree felling; and drumming and dancing. From these physical activities they made their living. Even though they did not consider the activities as a means to developing themselves physically, from physical education point of view they were essential for the growth and development of the body. Master craftsmen took advantage of services of young boys and men who would not want to go to the farm with their parents. These apprentices received no

6Edwin Efa, Forosie, p. 46.
remuneration, yet they served and obeyed their masters. They lived with their masters and ran such errands as going to fetch water from the riverside, going to fetch firewood or food from the farm on specified days, and ran such errands as may be required by their masters. The duration of apprenticeship was often indefinite and depended, to a large extent, upon the loyalty of the apprentice to his master.  

Leisure Time Activities

These were planned activities that the local tinkermen and women engaged in after their daily vocations and were organized during moonlight nights. The activities varied from one tribe to the other; however, the most popular among them were drumming and dancing. Participation in the above activities helped in the physical development of the body through movement. Music as a recreational activity catered to the emotional and social development of the people of Ghana. Besides the above, preparation by the tribes for intertribal wars which were rampant in the precolonial era involved such physical activities as conditioning, running, wrestling, activities which could be considered in modern times as physical education. A warlike Ashanti tribe, for example, kept the rest of the Ghanaian population on the defensive. In order to prepare their men for war, the various

7Diaz Offei Badu, (Personal interview, March 23, 1983).
tribes engaged in military training of some kind. Young men were taught the skills of using such weapons as the gun, bow and arrow, and the spear. The northern tribes were noted for the use of bows and arrows and the spear as war and hunting weapons.

The southern tribes engaged in such activities as boat racing, puberty dancing, marbles or "oware", swinging contests, "ozimzim" or circle dance wrestling, pole dancing, hide and seek and other running games, deer hunting and other festival games, funeral games and traditional drumming and dancing. The moon had an important role to play in the lives of the children because during moonlit nights, they engaged themselves in such physical activities as chasing, singing and other games.®

Funeral Games

In the olden days, it was a common practice among Ghanaians to honor the dead just before they were buried. The honorarium ranged from the singing of dirges, the firing of muskets, the organization of games, to the demonstration of dances. The type of activity performed at each funeral differed from tribe to tribe. Most popular among these activities were the hunting dance of the Ewes and the Asafo Companies, and the Funeral March of the Akan women. Unlike

®Diaz Offei Badu, (Personal interview).
the funeral games of the Homeric Greeks, which included religious festivities, athletic events as chariot races, boxing, wrestling and foot races, the funeral games of the Ghanaians were peaceful, non-contestant and open to the general public.  

The hunting dance of the Ewes involved armed men, who were usually contemporaries of the deceased. Prior to the dance, they wore brown gowns and tied their heads and hands with red bands. Between their teeth, they stuck palm leaves as a sign of mourning, and wore no shoes. 

From about five blocks away to the funeral home, they ranged themselves in two parallel rows and, to the accompaniment of drums, galloped through the principal streets of the village. Amid stampeding, shouting and singing of dirges, they marched slowly into the compound of the deceased. At the podium where the corpse lay in state, the hunters advanced in pairs and in a stealthy manner, advanced in pairs. Each couple bowed in respect before the corpse, fired their muskets into the air and gently joined the crowd. This continued until all hunters had taken a turn. For the finale, the chief hunter moved to the podium, and as the tempo of the drums increased, the women assembled ran helter skelter singing dirges. The chief leapt and danced with his musket 

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in hand. Acrobats among the hunters performed acrobatic feats. These continued until the chief hunter fired his musket to end the display.

Addo\textsuperscript{10} and Deletsu\textsuperscript{11} accounts indicate that these ceremonies were performed not only as an honor to the dead but also as a sign of the men's preparedness to defend their ethnic group in the absence of their missing fellow.

The funeral march of the Akan women, though, it had the same purpose as that of the men, was quite different. Prior to the burial of a deceased woman in the community, women gathered at the burial grounds of the village and with sticks in hand, they started a procession to the funeral home. On barefoot they sang dirges, stamped the ground with their sticks and marched solemnly to the funeral home. Oftentimes the solemnness of the occasion was interrupted by a member of the group running forward and demonstrating particular mannerisms of the deceased some of which included how she talked, walked, danced, or carried a load on her head. The procession continued until the group arrived at the funeral home. Here they surrounded the dead and sang their final dirge to bid her farewell. This done, the men placed the

\textsuperscript{10}Kofi Addo, (Personal interview, Adawso, Ghana, March 23, 1983).

deceased in a coffin in readiness for burial. As a rule, it was considered a taboo for women to follow the dead to the burial grounds. These and many other performances were banned when the missionaries introduced Christianity in the Gold Coast in the sixteenth century.

Some Games Played in Ghana

Besides the funeral games, the activities described below were among some of the sporting pursuits of a cross section of the people of Ghana:

a. Krakurokrakuro – An Akan circle game
b. Oware – A marble game
c. Asafo Atwere – Street fighting in Accra
d. Dipo – A puberty dance of the Krobos
e. Sakrabodú – A pole dancing competition organized by the tribes of the coast
f. Ampe – A swinging game for girls
g. Ozimzim – An imitation game
h. Akom – A fetish dance
i. Adowa – A traditional dance
j. Osoba – An akan male contest
k. Atam – A wrestling game

A. Krakurokrakuro or An Akan Circle Game

**Equipment:** A bean bag or small stone for each player.
Formation: All players squat or sit in a circular form.

Play Action: At command, each player passes the object in hand to the player sitting on his right. The players continue picking up the objects from the left and passing them to the right in a rhythmic manner to the tune of any song that may go with the rhythm. Players who fumble leave the circle, taking their stones with them.

Comment: Informally, the game helps its players to improve upon their powers of concentration and sense of teamwork.

B. Oware or A Marble Game

Equipment: A wooden stool that has 12 holes bore in it. The depth of each hole should be enough to contain twenty-four marbles of about the size of the last digit of a finger. Forty-eight marbles are needed for a game. Occasionally, players dug similar holes on the ground and used stones as a substitute for a stool and marbles. See Fig. 6.

Formation: Two players sit facing each other with the stool in-between them. Each player claims six holes with each hole containing four marbles.

Play Action: One player digs four marbles from any hole in front of him and places them one at a time in the next four holes to his right. With one hole empty, the other player continues the process from his end. As the process of regrouping continues, more holes become empty as the marbles keep piling in certain holes. It is the purpose of each
FIGURE 6. GHANAIAN YOUTH PLAYING OWARE
player to prevent any rearrangement of the marbles in twos or threes in his territory by his opponent. Should this happen, the opponent claims all the marbles he had regrouped in twos or threes. The game continues until the last three marbles are won. The player with the greatest count, out of the forty-eight, wins.

Comment: This game was very popular among women during the tribal wars. A story is told of an Ashanti king, Ntim Gyakari, who after committing his soldiers to war stayed home just to play the game with his wife. When his soldiers lost the war, his enemies rushed to his palace and beheaded him while he was playing the game with the wife.12

Asafo Atwere or Street Fighting

This was a form of an organized street fighting among the Ga tribe of Accra. It was an annual affair between two tribal groups as a means to test their strengths. In the olden days the contest took place on the present Bannerman Road near Bukom Square between the people of Jamestown and Usher Town.

The contest had its own rules, umpires and first aiders. It was usually a one day affair which started in the morning with juveniles as curtain raisers. They were later joined by the youth with the adults joining later during the day. The local police were usually around to restore order in case

it got out of hand. The Gas believed in this sport because, besides fishing, it was the only main means open to the Ga boy as a preparation for war.

The Akwapims had a similar form of street fighting called "Osoba," unlike the free-for-all fighting of the Ga's, two tribal groups, living at the opposite ends of a town, met at the town centre (usually a durbar ground). Here each group presented her best men for an open tribal combat. Among the activities contested in were 3-man team wrestling, 2-man team wrestling, and pole throwing contests.13

Dipo or Puberty Dance of the Krobos

The dance is part of a seven-day ceremony the Krobos of Ghana used to initiate their young girls into adulthood. On the eve of their eighteenth birthday, prospective candidates were sent to the fetish priestess of a local village for a physical examination, the purpose of which was to find out if the girls were still virgins. The priestess did this by first consulting with her oracle, and second by observing the candidate before passing judgement that the candidates had had no "pre-dipo sex".

After the examination the girls were taken to a special place where the chief priestess became the only attendant. Here the girls were given series of lectures on their lives

13Ibid., p. 72.
after eighteen as women. Among the wide variety of topics discussed, were sex, dating, marriage, pregnancy and motherhood. Among the Krobos, it was considered a taboo for a woman who does not go through this ritual to get pregnant.

On the next day, the girls were dressed as in Fig. 7. They besmeared their bodies with white clay (a sign of success). They wore nothing to cover their chest or breasts except a chain of beads that hung from their necks to their waist. Around the waist, they wore numerous chains of beads that supported a piece of cloth that ran from the top of the vulva of their vagina through their thighs and in-between the buttocks cavity and knotted at their backs. A strip of the cloth was left to hang from the waist to the ground.\(^{14}\)

On the last day of their preparation process, the young women were made to dance through the principal streets of their town or village to the tune of drums that were played by women. At the center of the village, a large stone was placed on a raised platform, and each girl had to climb the stone and publicly make a vow that she would be a good mother. When all participants had taken a turn, the girls continued to dance till dusk. On such occasions outstanding drummers earned their life's partners.

\(^{14}\)Ibid., p. 42.
FIGURE 7. A PUBERTY DANCE
The young men of puberty age also went through a similar process. They were sent to the bush near a river where they were circumcised and kept for seven days. During this period, they were taught lessons in marksmanship, endurance, hunting, and the basic principles of manhood. On their return, their parents bought them guns and cutlasses, and proclaimed them old enough to join the village hunters. These and many other rituals were performed to initiate both boys and girls into adulthood.

Sakrabodu

This was pole dancing, a practice whereby young men and children tied ends of bamboo sticks against their legs and danced on them during festivals and other special occasions. Pole dancing is still popular among the tribes of the coast. The coastal tribes inherited this practice from the ancient people of Liberia. Also, it was revealed that pole dancers used the art to pluck fruits from trees. The introduction of the Asafo companies brought in healthy rivalries among the various tribes. The situation did not change much even with the arrival of the European teachers who found such activities as Ampe, Akom, Osoba, and Adowa (forms of fetish dances of the indigenous Ghanaians) undesirable. As a result, these activities have faded away with the introduction of Western values of worship.
Physical Education in the Mission and Government Schools—1800-1920

Much cannot be said about physical activities in the "Castle Schools" because there were no available records. However, one cannot rule out the fact that since the main aim of these schools was to train people to work with their colonial masters, the practice of healthy standards of living might have been taught. Also, there is a possibility that during break periods, between daily lessons, these students might have played games of some kind.

Even though the missionaries were not anti-sports they preached against anything involving traditional drumming and dancing. Such cultural activities as festival dancing, puberty dancing and drumming were condemned as being fetish and unchristian. On this aspect McWilliam wrote:

Since in most places the only education available was in mission schools, it tended to produce "two worlds," separating the literates from the rest of the community. The missionaries realized that African religion, art, music and other social activities were very closely connected with each other. They therefore concluded (wrongly as many Christians think today) that they could not replace existing beliefs by the Christian faith unless they banished the other activities as well.15

The school authorities not only prevented students but also their followers from partaking in these activities, as

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well as anything involving citizenship training. McWilliam again noted:

...(as, for example, the Dipo custom among the Krobos) were regarded as bulwarks of Satan, and school children were trained to be citizens of minority Christian communities rather than of the community as a whole.\(^{16}\)

These Christian schools were isolated from the general public. They insisted on the teaching of what they called physical training. Their activities included (track and field), games such as wrist contests, swinging games, oware, dancing (without traditional African drums but with the school band), singing European folk songs and Christian hymns, and marching. These activities were performed to stimulate interest in school children and to urge them to be punctual and regular.\(^{17}\)

On "market days" (a day when people from different parts of a district converge at the nearest commercial center to engage in trading) and important community functions the school band provided music and the whole school, in four lines, marched through the principal streets of the village. On such occasions, one teacher "commanded" the children (usually the teacher in charge of discipline and games) while the headteacher and the other teachers walked at vantage points along the line to correct the children who either

\(^{16}\)Ibid., p. 25.

\(^{17}\)Ibid., p. 29.
marched with their heads down or outpaced other members of the group, or did not walk on time. This was the missionaries' way of educating the villagers about what the school was all about. Such were the activities of the schools until the introduction of the "Empire Day Celebration" in government schools in 1880. The Empire Day Celebration was on a day set aside by the British Colonial Crown to commemorate the achievement of the Crown's activities and also for the commemoration of Queen Victoria's birthday.\textsuperscript{18} The Empire Day Celebration marked the highlights of an all year-round physical education and sports programs in the Gold Coast. This meant all the schools and various voluntary organizations had to prepare towards it.\textsuperscript{19}

The Empire Day activities were held in two sessions, morning and afternoon. The morning activities included the singing of the British National Anthem, the reading of the Empire Day message from the British throne, the distribution of British flags and commemorative cups, and a marching parade through the principal streets of the various villages and towns. As years rolled by, afternoon activities were included. The afternoon activities were track, 100 and 200 yards for boys and girls and a one mile race for boys. The

\textsuperscript{18}Edward N. Teye-Botchway, (Personal letter from the Specialist Training College, Winneba, Ghana, December, 1980).

\textsuperscript{19}Sam Nelson, (Personal interview, Accra, Ghana, March 28, 1983).
field events were high and long jumps (for boys and girls) pole vault, threading the needle, catching the train, lemon and spoon, sack race, three-legged race, tug-of-war, and pole dancing. The fields used for these activities were the local primary or middle school playing grounds. The officials of the events included local clerks, mostly postal agents, elementary school teachers, storekeepers, and elementary school graduates from the various community schools who were athletes themselves.\textsuperscript{20}

The year 1882 saw the passing of the first educational act which sought among other things the provision for the teaching of physical training in schools under the supervision of ex-servicemen. Their training was popularly called "Drill" which was introduced mainly to develop strength in the pupils.\textsuperscript{21}

The "Drill" approach was such that children were placed each morning in four lines with the ex-servicemen "commanding" them to perform physical activities in unison. During and after school pupils spent so much time learning the "Drill" exercises that academic standards began to fall. In 1902, therefore, the Board of Education introduced a system called "Payment by Results" (by this system the amount of a school's annual grant, which was in most cases the

\textsuperscript{20}Teye-Botchway, (Personal letter).

\textsuperscript{21}McWilliam, \textit{Development of Education}, p. 31.
teachers' salaries, depended on how many children in each class passed the annual examination conducted by the inspector of schools).\textsuperscript{22}

The Payment by Results was a setback to the already inadequate drill instruction by the ex-servicemen because under the system a grant of two shillings per pupil per year was paid for each pass in Arithmetic, Reading, Writing, Geography, History, and English Grammar. Grants ranging from six pence to two shillings were also paid in respect of a pupil's average attendance, and a pass in each of the other subjects on the inspectors' examination list. The list did not include performance in either the early morning drill or participation in the afternoon games. The system encouraged rote learning by pupils, and created animosity between teachers and school inspectors, and unnecessary rivalry among schools in local communities.

Pupils who did not do well in the prescribed subjects were sometimes flogged and forced to memorize facts taught them by their teachers. This method of discipline which was aimed at forcing the pupils to meet the so-called academic standards, prevented many pupils from participating in the early morning drills and after-school games programs; (most students opted to study for examinations during "drill"

\textsuperscript{22} McWilliam, \textit{Development of Education}, p. 33.
periods). This situation was similar to what public opinion sought in Great Britain in the early 1900s. By 1906 most schools had cancelled the "drill" which originated from Britain and formed part of the schools general program.

The situation however changed when Governor Rodgers arrived in 1907. This governor appointed an educational committee which, in 1908, recommended the abolition of Payment by Results. The adoption of a new system of education the following year gave teachers more professional freedom. Practical subjects such as gardening, technical training, physical training and hygiene were added to the school programs. In the same year, 1909, the Accra training institution was opened and, for the first time, the government started to train her own teachers. The Gold Coast continued to benefit from the reforms of Governor Rogers until the appointment of Sir Gordon Guggisberg in 1919. On his appointment as governor of the Gold Coast soon after the first World War, Guggisberg made education his first priority. He recommended sixteen principles as the main guidelines for educational development. Among them were character

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24 Ibid., p. 172.
training and organized games and sports as a necessary factor in the educational process of the country.25

Some of Guggisberg's recommendations, particularly the ones that dealt with games and sports, were not readily acceptable to the local educationists of the 1920's. About games and sports Harman wrote:

Some items on the list will puzzle our present-day student. Why he might ask, did Guggisberg say that 'organized' games should form part of the school life? Was there any need to emphasize a point which is now so commonly accepted? In fact, the present country-wide popularity of football (soccer) in particular is mainly due to the efforts made in the schools in the 1920's to put Guggisberg's ninth principle into practice. Before the first World War, games were almost nonexistent and where they were practiced, they were unpopular.26

Unpopular as the decision was, Guggisberg still remained on firm grounds as indicated below:

Today, the air-traveler over Ashanti will see, by the side of the majority of the villages he passes, the small green rectangle, carved out of the forest marking the football (soccer) field on the school compound and he will think it strange that Guggisberg had to rule in 1920, 'No extension of schools to be sanctioned unless provision made for playground.'27

Prior to and after the first World War soccer was the only popular game played outside the schools in the Gold Coast (Ghana). Children and adults kicked the ball around in any open space available, especially, at the village durbar

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grounds (a meeting place for the chief and his people on festival days) and in the streets. Thanks to Governor Guggisberg, and the 1920 Education Committee whose recommendations included the provision of playing fields in towns, both for school children and for the public.\textsuperscript{28} Guggisberg's approach reflected the trend in Britain, for it was during this same time, 1921 that the British National Playing Fields association was formed.\textsuperscript{29}

Following the implementation of Guggisberg's report in 1920, many schools were opened throughout the country, and participation in games and sports increased; marching, soccer and athletics continued to feature in the physical education and sports program in the schools until the period immediately after World War II.

\textbf{THE INFLUENCE OF THE FIRST AND SECOND WORLD WAR IN THE DEVELOPMENT OF PHYSICAL EDUCATION AND SPORTS IN GHANA}

The idea of war created so much awareness among parents in the Gold Coast that they accept the morning drills as an important aspect of the development of physical strength. By the middle of the 1930's the great global depression had pushed many Ghanaians into farming. Cocoa and palm oil production were the main occupations. At the various farming

\textsuperscript{28}McWilliam, \textit{Development of Education}, p. 55.

\textsuperscript{29}McIntosh, \textit{Physical Education in England}, pp. 223-24.
villages and towns, community schools were opened and rectangular playing grounds had become the main attractions in these schools. Early morning drills, coupled with early hours of marching around the school field, formed part of the school life. Soccer and such events in track and field as high jump, pole vault, long jump, sprints, and distance-running formed part of an informal afternoon games program. In the classrooms calisthenic movements were performed in unison between lessons as a means to keep students awake. On the negative side, pupils who misbehaved were sent to the school field and subjected to lengthy hours of drill exercises. The use of physical activities as a means to developing strength and maintaining discipline in schools was an accepted practice of the thirties in colonial schools prior to the outbreak of the Second World War of 1939-45.30

During the war, many able-bodied men were recruited into the West African Volunteer Force which the British Armed Forces formed and commanded. Schools and farms were the main target centers for the recruitment. Drill Inspectors were sent to villages and into farms and schools for instant recruiting. The recruitment exercise was simple; men seen on sight were forced into military trucks and taken to temporary camps pitched on nearby school fields. Here the

recruits were openly drilled in marching, physical combats, and rifle handling before they were shipped overseas as combat troops. It is important to observe, that this approach created a very negative image for physical education and sport in Ghana.31

Graham, points out that not only did the recruitment exercise affect Ghanaian nationals but also European inspectors of schools. He wrote that:

> The outbreak of the war in 1939, educational development was affected to some extent. The Inspectors, Principals and Masters of Schools and Colleges were mobilized for Military Service.32

As more able-bodied men were recruited into the army, activities on the farms and in the schools subsided. With fewer male teachers in the classroom, most boys left school to join their mothers on the farms. Organized games, mostly soccer, became the main activities after each day's work on the farm. This could account for one of the major reasons soccer became popular in Ghana after the war.

Soldiers who returned to their villages after the war became heroes and self-styled drill instructors in their local community schools. Most of these veterans used the drill and other military exercises as a means to maintaining

31B.A. Anakwa, (1939-45 war veteran), (Personal interview, Mampong Akwapim, Ghana, March 30, 1983).

discipline in schools and keeping the pupils strong. They did, however, introduce new games into the secondary school program. Among them were field hockey, cricket and volleyball. It is important to point out that by the year 1950, the Ghanaian public had had two sides of what is called physical education and sports, i.e., organized drill for fitness which was introduced by the world war veterans, and recreational informal games and sports introduced by the missionaries and the British merchants. These two approaches were all based on the British and Swedish models of physical education. It was no surprise, therefore, that proponents of higher education, most of whom had studied in Britain, did not consider formal studies in this discipline a necessary pursuit.

CONCLUSION

Under colonization the people of Ghana never separated sports and leisure from their daily search for survival and freedom. Ghanaians had their own dances and dance forms games and combat activities, they were never encouraged to do so because the colonialists who introduced schools found all activities alien to them as evil practices. Therefore, in judging the evolution of physical education in Ghana, one needs to take into consideration the subjugation that characterized the long evolutionary and political history of the
people, bearing in mind that while organized sports were thriving in Europe and other developed countries, the average sportsman in Ghana knew little about his counterparts in other neighboring countries. This does not mean the colonial governments were anti-sports. Briefly, the situation was such that each colonial government imposed her own favorite traditional sports banned indigenous activities and sought to limit its participation to her colonial country. The situation in the Gold Coast was not different from what happened in other African countries as Ramadhan indicated:

England brought polo, cricket, field hockey and netball to its colonies; France introduced cycling and handball to the West Central Africa. And both powers avoided any inter-mixing or regional competitions.33

Thus by the end of World War II, the only known international competition between the people of Ghana and an African country was with Nigeria (which was also a British Colony).

CHAPTER SIX
GROWTH, DEVELOPMENT AND CURRENT STATUS OF ORGANIZED PHYSICAL EDUCATION AND SPORTS IN GHANAIAN SCHOOLS AND COLLEGES

Organized physical education and sports did not form part of the general educational program in schools and colleges until the end of World War I. This was when, in his sixteen principles, Guggisberg made mention of the subject as a necessary discipline, the study of which, he observed, could form a basis for character training.1 As an officer of the British Army, Guggisberg's decision came as no surprise to Ghanaians who, through payment by results, had tried to suppress the practice of physical education and sports in schools. During this same period to formally welcome organized sports into their school's program. Agyei's account indicate that the staff and students of Achimota school organized the first inter-house athletic competition in October, 1926.2

This chapter examines the factors that have influenced the growth and development of physical education and sports


in Ghanaian schools since the end of World War I. Other topics to be discussed will include a general history of physical education and sports programs in schools and colleges, the birth and work of the schools and Colleges Sports Federation, and the present status of physical education and sports in Ghanaian schools and colleges.

The Beginning of Organized Physical Education And Sports in Ghanaian Schools and Colleges

As a follow up to Guggisberg's educational reforms, the Colonial Government, in 1927, ordered that physical education be taught in all government schools as the basis for character training. This order was in accordance with what was then in vogue in English schools. Schools in most parts of the country started to participate in such activities as netball, track and field, soccer, cricket, volleyball, rounders, and field hockey. Dance and traditional activities of all forms were considered inappropriate. Consequently, many educational units concentrated on activities which their expatriate staff were prepared to teach. Physical education activities and programs were based on the British Board of Education Syllabus of Physical Exercise of 1904.5

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3 McIntosh, Physical Education in England, pp. 210-16.
Each educational unit, therefore, was made responsible for its own program considering the availability of funds and the supply of equipment. Parents were made to pay sports fees, and the money collected was used in paying for the cost of travelling, feeding and the purchasing of trophies for inter-school competitions. Most schools devoted their physical education periods to preparation towards annual inter-school programs.

In 1927, the Ghana Inter-Collegiate Athletic Association was formed at a meeting of representatives of some secondary schools and training colleges. Their main aims were to raise the standards of athletics and to develop the spirit of unity and friendliness among its members. Officers elected at the meeting were:

- President: Major H. A. Harman
- Vice-President: Mr. McLaren
- Vice-President: Mr. A. Botton
- Secretary: Mr. A. H. R. Joseph

About rules and regulations governing their activities, the meeting decided that these would be agreed upon by competing schools prior to a competition. Dr. Emmanuel Kwegyir Aggrey, the first African Vice-Principal of Achimota School, presented a shield to the association. At the same meeting, the government made a grant of 100 pounds sterling available to
the association towards the transportation, boarding, and general expenses of its competitors.⁶

These competitions generated much enthusiasm among Ghanaian sports fans. As the years rolled by, open spaces became practicing grounds for games and athletic events of all types. Parents could not just watch their children play but paid to get involved. As a result, many juvenile soccer clubs were formed, prominent adult teams emerged, and the government came out strongly to support the course for the formal integration of physical education and sports in the daily activities of all schools, irrespective of their status.

In 1944, an Education Act was passed in Britain.⁷ One of the provisions of this act was the inclusion of physical education in the school curriculum. The colonial administration organized workshops for some selected teachers who were interested in the teaching of games and calesthenics. For the first time, in the educational history of Ghana, physical education as a subject appeared on all school time tables. One would have expected interested Ghanaian teachers to take advantage of this official backing in promoting the subject but, contrary to expectation, the time allotted was used for weeding and sweeping of the school compound. This

was due to the fact that there were not enough trained personnel to handle the subject. At the end of 1944, therefore, when the Gold Coast Athletic Association was formed, the colonial government approved of an overseas training program for its members. E. N. Teye-Botchway and Ayi-Bonte were sent to Loughborough College of Physical Education in Great Britain.®

In 1950, George Ayi-Bonte was appointed the first Ghanaian physical education organizer. In the same year, a one year teacher training course was introduced at Achimota College, Accra. Two years later, the college was transferred to the College of Technology in Kumasi. E. N. Teye-Botchway was appointed head of the newly created department. This could be considered a positive step in the growth and development of physical education and sports in Ghana. After this, the Ministry of Education adopted a more positive approach to the organization of physical education programs by appointing physical education specialists as teachers and regional sports organizers to play the role of supervisors.®

As physical education ambassadors, Ayi-Bonte, then Senior Physical Education Officer of the Ministry of Education,

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reminded the new officers of the general perception of the subject as follows:

The term physical education has been in general use for only a few years in this country. It covers a wide field of physical activity, ranging from play-with apparatus, bodily movement to develop suppleness and promote agility to activities of an athletic nature designed to promote skills and stamina. Games have played and continue to play an important role in the organized physical activities for our youth.  

It could be seen from the above that these newly appointed specialists had no definite framework within which to operate. They went into the schools and succumbed to whatever situation that was operating. Ayi-Bonte summarizes the confusion that surrounded the work of the "detached" physical education specialists:

At the beginning was it really clear where we wanted to go in "educating the physical" and did we quite know what we were striving for, what we hoped to accomplish? We played the games and enjoyed competitions in track and field and in all allied sports.

Out of this confusion more people were sent to British institutions and those who went, came back as scholars of British Physical Education with ideas from a single world. From these groups of early British trained physical educationists, the aims and objectives of physical education and sports in Ghana were formulated as follows:

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11Ibid., p. 42.
1. To develop physical fitness through participation in physical activities that promote optimum growth and through the accumulation of wholesome experiences which should lead to further opportunities for self-expression, emotional control and living according to acceptable social standards.

2. To promote good health through education of the child.

3. To develop a fuller understanding and appreciation of our local environment so that leisure time can be spent more profitably.

4. To strive to perpetuate the best characteristics and practices of our own nation.

5. To develop skills and abilities which will prepare one for adult life.

6. To give the youth as favorable an introduction as possible to a variety of activities. These activities should enable the youth to develop interests in direction which will lead them into a lifelong program of worthy activities on increasingly higher levels.\(^\text{12}\)

The above aims and objectives, which have not changed since the attainment of independence, represent the Ghanaian philosophy of physical education and sports. In subsequent pages, the general nature and state of physical education programs in schools and colleges in Ghana will be examined, and how they have been administered since Ghana became independent in 1957.

Physical Education and Sports in Pre-Schools

In Ghana, most nursery schools are privately-owned. This means each school runs its own program according to what

\(^{12}\text{Ibid.}, \ p. \ 43.\)
funds are available and how many children enroll in the school. Generally, children between the ages three and five are admitted to nursery schools. Since children in this age group love to play and learn through play, all activities are in the form of play. Their play activities include tumbling on straw mats, kicking of tennis balls, climbing of trees and ladders, running with worn out automobile tires, and performing other push-and-pull activities involving small apparatus, and singing-games.

Most of the nursery attendants do not take any certified courses. The nature and form of the type and quality of the activities taught, therefore, depends on what the attendants know and what they see the children do. Almost all Ghanaian children enter grade one without participating in any formal activity taught by a physical educationist.

Physical Education and Sports in the Elementary Schools

In Ghanaian lower and upper primary schools, every class, according to the 1944 Education Act, should have three periods of 35 minutes in a week for physical education, and one period of forty minutes for games (in a week.) In middle schools, each class has two periods of forty minutes each week for physical education, and sixty minutes of games each week. The total enrollment for each class is 35 pupils.\(^\text{13}\)

\(^{13}\text{Graham, History of Education in Ghana, pp. 174-75.}\)
During the early years of physical education and sports in Ghanaian elementary schools, the programs were geared towards competitions. Local schools organized inter-sectional competitions, in soccer, track and field and personal hygiene which took the form of inspection of finger nails, teeth and school uniforms. These competitions were held weekly and the champion section was awarded a trophy. Oftentimes, students belonging to a section that came last were made to do all the janitorial work in the school for the following week.

Pupils planned training and preparations for these weekly competitions. They used any available space in the school, or at the village, during and after daily school sessions. Annually, schools in neighboring villages came together to compete. These annual inter-school competitions were the pinnacle of the school's sports programs until the establishment of the Elementary Schools' Sports Federation in 1966.14 (The federation and its activities will be discussed later in this study.)

Today, physical education is a compulsory subject on the elementary school curriculum but it is not examinable. It is generally taught by the classroom teacher, who assumes full responsibility for the teaching of his class. As a rule,

all elementary school teachers in Ghanaian schools are assigned to classes at the beginning of each academic year, and each teacher is expected to teach all the subjects that appear on the time table for the class he or she is assigned to.

Since the teaching is a responsibility of the class teachers, what is taught depends mainly on the individual teacher's interest. At places where a school is lucky enough to have two soccer balls, the balls are oftentimes given to the pupils with the teacher acting as a supervisor or referee. In most cases, boys and girls do not work together during physical education lessons. While the boys play soccer, the girls play netball. There are some few exceptions. In schools where the head teacher is interested in sports, the children who don't have the appropriate sports outfits are sent to the school farm, as a punishment, while those who complain of sickness are forced to stay in the classroom.

Most schools use their games periods to prepare the school's soccer, volleyball, track and field, and netball teams towards inter-school competitions. Pupils who do not fall into the above mentioned categories are either sent to the school farms or made to clean the school compound. Sometimes, where the administration can afford to purchase extra equipment, such equipment is supplied to pupils who do not make the school team for learning purposes. These pupils are
seldom supervised. The main track and field activities are sprints, middle distance races, high and long jump.

As mentioned in Chapter Five, every school in Ghana has a soccer field, and this is where all physical education and sports activities take place. There are no gymnasias in the elementary schools. This means during rainy seasons when the fields get wet and muddy, all activities come to a standstill.

The Ministry of Education controls schools in Ghana and finances all activities in the schools, including sports and games. But the money given for sports and games is never sufficient to buy enough equipment. Oftentimes, two soccer balls and a netball are the most a school of about 240 pupils could buy. In some schools, especially in the rural districts, the children are made to do such odd jobs as cracking of palm kernels and helping with community labor in order to raise extra funds to purchase sports equipment. At places where there is not enough labor, the children are made to pay sports fees.15

Owing to the lack of trained personnel, general supervision of work in the elementary schools is done by "detached" physical education organizers. The training and

duties of these specialists will form part of the discussion in Chapter Seven of this study.

Physical Education and Sports in Secondary Schools

About 75 percent of secondary schools in Ghana are boarding institutions with student population of between six hundred and one thousand pupils per school. Of this number, about one third are girls. There are some all-boys and all-girls secondary schools. There is about an average of thirty students to a tutor in each school. Accommodation is provided for both tutors and students on each campus. Unlike the primary schools, all tutors in the secondary schools are subject tutors who are specialists in their fields of work. This means, trained physical educators teach physical education and sport lessons in most schools. There is generally one physical education tutor to each secondary school in Ghana. All teaching appointments are made by the Ministry of Education's central office in Accra.

There is no systematized syllabi for the physical education and sports programs in the secondary schools; however, with the acceptance of the need for physical education and sports as part of a general system of education, programs are designed to suit the needs of the pupils in the various schools. Oftentimes, the nature of a school's program depends mostly upon the following factors: the philosophy of the school; the tradition of the school as handed down by members of the alumni; the main interests of the principal;
and above all the interests, the ability, and willingness of the physical education tutor to draw up an interesting program that would attract the students as well as members of a school's academic staff.

Despite the above mentioned facts, the Ghana Education Service broadly outlines the main philosophy of the physical education and sports program in the schools as that which should cater to the emotional, social, mental and physical growth and development of the pupils in this age group. In most schools, there are two periods of forty minutes each of formal physical education lessons per class per week for students in forms 1 to 4, and one period of sixty minutes per week for all students for games. The physical education periods form part of the main school schedule. Physical education lessons are conducted during the early morning periods while game lessons are conducted in the afternoons. With the exception of the Adisadel College in Cape Coast and the Achimota School in Accra, none of the other secondary schools in Ghana has a gymnasium. This means all physical education lessons are taken outdoors. Often, during rainy seasons, activities are held in the school's assembly hall and, in some cases, at the main cafeteria.

Generally, the choice of activities by the various physical educationists are dictated by the type of competitions the Schools and Colleges Sports Federation organizes. (This is an association of all the schools and colleges in Ghana.)
This association sees to the promotion of physical education and sports standards in Ghana through the organization of competitive activities for the schools at zonal, regional and national levels. It is an equivalent of the National Collegiate Athletic Association in the United States.

The schools' programs are drawn in such a way that a number of activities are taught during a particular term or quarter. Activities in the first term include field hockey, table tennis and netball. The second term's activities include track and field, volleyball and badminton, while third-term activities include soccer and basketball.

During the morning physical education periods, students are taught the basic skills of the games played during the term. Games are played in the afternoons and these are organized on "house" basis. Owing to the lack of facilities, members of each house, under the leadership of their house prefects, practice once a week. Students are often supervised by their house masters. The physical education tutor uses the afternoon game periods to prepare the school teams for any impending games. This means he does no coaching during house games.

The provision of equipment and money for the efficient running of the program continues to remain a dual responsibility of the Ghana Education Service and the parents who pay sports fees as a supplement to what the government provides. The government spends about $3.00 per pupil per year
on physical education and sports, while the parents pay not less than $3.00 per year per student as a supplement. The amount per pupil is paid as part of a general grant provided by the ministry to the various schools for the running of their schools.\textsuperscript{16}

Physical education, as a subject, does not appear on the time tables of most privately owned secondary, commercial and technical schools, because almost all of these schools do not have physical education teachers. In other words, the Ghana Education Service does not provide any subsidy for the promotion of physical education and sports in these schools.

**Physical Education and Sports in the Teacher Training Colleges**

The Ghana National Teacher Training Council directly supervises the program for the training of teachers. Teacher training at all levels is fee-free. The basic program falls into four main categories, the main differences being the point of entry and the duration of the course. The colleges fall into the following categories:

\begin{itemize}
\item[a.] Two-year training for middle school leavers (pupils who had ten years of continuous elementary education) leading to the Teacher's Certificate "B".
\item[b.] Two-year training for Post Certificate "B" leading to Teacher's Certificate "A" (Post "B").
\end{itemize}

c. Four-year teacher training for middle school leavers leading to Teacher's Certificate "A" (Post middle).

d. Three-year teacher training for secondary school leavers leading to Teacher's Certificate "A" (Post secondary).

In these colleges, emphasis is laid on training in such courses as music, art, physical education, and house craft. Students in each of these colleges are prepared as class teachers for work in the elementary and junior high schools where the curriculum includes all subjects among which is physical education and sports. There are fifty-two teacher training colleges in Ghana.

The main objectives of the programs in the training colleges include the introduction of the students to the basic aims, objectives and theoretical principles of physical education and sports; helping them to keep physically fit through participation in such activities as track and field, gymnastics, games and sports, and hiking. Also, weekly demonstration lessons are organized as part of the practical teaching program. In addition, the students are taught general rules and regulations including the teaching of the basic skills in all the games played in the elementary schools. In each case, stress is laid on the adaptation of foreign ideas in physical education to suit local needs. The adaptation process includes the construction of such apparatus as wooden cones, wooden field-hockey balls, weaving of nets and preparation of such push and throw equipment as bean
bags, hoops, baseball bats, table tennis paddles and straw-mats. Owing to the specialized nature of the program, the teaching of physical education and sports in the training colleges are handled by qualified physical education specialists. They are appointed by the Ghana Education Service upon completion of their courses at the Specialist Training College, Winneba.

Periods devoted to physical education vary from one college to another; however, there are at least three periods of forty-five minutes each week for theory, practicals and teaching methods. Physical education classes are, oftentimes, held between 6-9 a.m., when the temperature is cool. This allows the students ample time to rub down. All lessons are compulsory and participation counts towards the final grading of all students.

The afternoon periods are organized on "hall" basis. One afternoon each week is set aside for members of each hall. During each period, senior students help train their hall members for inter-hall competitions. General supervision of the games period is done by the student assistants various student sports secretaries. Occasionally, they are assisted by their class or hall tutors. All fixtures are planned by the physical education tutor who uses the afternoon games period to prepare members of the school teams for inter-college programs. Apart from the Presbyterian Teacher Training College and Wesley College in Kumasi, training colleges
in Ghana do not have gymnasia. During the rainy season, physical education classes are held in the school's assembly halls. The organizational structure of the physical education program in a typical institution in Ghana is shown in Figure 8 of this study. 17

The academic year is divided into three terms, and activities taught in each term are as follows:

Term I  September-December: Athletics, Cricket and Baseball.

Term II  January-April: Field Hockey, Volleyball and Table Tennis.

Term III  May-July: Soccer, Netball and Lawn Tennis. Annual competitions are held in these games at hall, college and regional levels. Trophies are awarded at the end of the academic year during each college's open day.

The Ministry of Education finances all activities in the training colleges. Apart from the provision of fixed facilities such as classrooms, soccer fields and tennis courts, the total amount spent by the government of Ghana per student per year in a training college is about $2,700 and of this amount about $0.03 is spent on each student on physical education and sports. This amount is so insufficient that

students travelling outside to play games share free meals and accommodations with host schools.  

**Physical Education and Sports in the Universities**

There are three major universities in Ghana. They are the University of Ghana at Legon in Accra, the University of Science and Technology in Kumasi, and the University of Cape Coast. Besides the Specialist Training College, there are other diploma awarding pre-university institutions such as the Advanced Teacher's College at Winneba, and the Adjumako and Mampong Agricultural Institutes. The Council for Higher Education is responsible for the general policy decisions that affect these higher institutions while those affecting their day-to-day administration are made by a Vice Chancellor appointed by the government for each of the three universities. Each university is autonomous.

Apart from the University of Cape Coast, a teacher's university that offers general lectures in physical education and sports as part of its teacher education program, physical education as a subject is not formally studied at the university level in Ghana. The students, however, do engage in intramural programs. According to Mr. E. T. Kodzi, the athletic coach of the University of Cape Coast, the students engage in sports programs for the following reasons:

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(i) As a means to keep fit; (ii) As a means to socialize; (iii) As a recreational activity; (iv) As a carry over pursuit; (v) For fun, because there are all forms of equipment provided by the university; and (vi) As a preparation for inter-club, university and international competitions. He did point out that as students attain higher status in their studies, their interests in sports and sporting activities decline.19

The department of Physical Education has a three member faculty, all of whom hold Masters Degrees in Physical Education. Mr. E. T. Kodzi, a senior lecturer, and also the current head of the department is Acting Dean of the College of Education. Besides the teaching of physical education courses, the staff of the physical education department coordinates activities of the Sports Clubs of the University, offer coaching assistance to University teams, take responsibility for all University athletic facilities including recommendations for purchasing, care and maintenance of equipment.

Facilities at the University of Cape Coast include an all-weather 400 meter outdoor track, two soccer fields, two field hockey pitches, open facilities for volleyball, three basketball courts, ten lawn tennis courts and an equipment

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There is no swimming pool or a gymnasium at the University of Cape Coast.

The athletic directors of the two other Universities in Kumasi and Legon in Accra respectively, act as coaches whose responsibility include the general training, and preparation of university teams for inter-university competitions. Facilities for the University of Science and Technology in Kumasi include the "Pa-Jo Sports Stadium" which has an olympic-size swimming pool, three basketball courts, an all-weather 400 meter track, two soccer fields, a field hockey pitch, and six tennis courts. Legon in Accra has an all-weather 400 meter track, three soccer fields, a field hockey pitch, ten lawn tennis courts and a cricket oval.

Organization and Administration of Sports in the Schools and Colleges

During and immediately following the attainment of Independence in 1957, sports programs in the schools were centered around soccer and track and field. The school's annual inter-house and inter-sectional competitions were preceded by vigorous training under the leadership of hall masters, hall prefects and hall Sports Prefects. They often used the general training schemes drawn by their sports masters.

These were followed by inter-school competitions. Athletes for these competitions were selected after the inter-house competitions. The training of the school teams was the
responsibility of the physical education tutor. Schools in neighboring school districts competed against each other annually. In most cases, the number of competing schools was very small. Oftentimes, two or three schools were involved.

The schools were not many at the time. After the zonal (each zone comprising 4-8 schools) meetings, the first and second athletes in each athletic event, and the winning schools in each team-sport, met at a central point to compete for individual awards. As the number of schools increased, there came the need for the reorganization of the general schools and colleges sports program. This need led to the formation of the Schools and Colleges Sports Federation.

The Schools and Colleges Sports Federation and How it Works

The Schools and Colleges Sports Federation was formed as an integral wing of the Central Organization of Sports on November 4, 1961, upon the recommendation of Dr. Kwame Nkrumah, the first president of the Republic of Ghana. The following is a summary of the main aims as outlined by the president at the inaugural ceremony:

a. To reorganize and revitalize sports for the benefit of all schools without discrimination;

b. To create a nursery ground for the growth of Ghana sports;

c. To make the youth of Ghana aware of the importance of participation in sports and games;

d. As a means to bringing the youth of Ghana together under a healthy competitive atmosphere;
e. To create awareness among the educated youth of Ghana that participation of sports and games forms a vital part of their education;

f. To lead the children to appreciate the values of sports in the national life of Ghana.

Of these aims, Kwame Nkrumah commented:

Place the youth at the head of the awakened masses. You do not know what strength, what magic influences the youth have on the crowd. You will find in them apostles of the new social order. But youth lives on movement, grows greater by example and emulation. Speak to them of the country of glory of great memories.²⁰

The following were the original membership of the standing committee of the federation:

Mr. Kwaku Boateng, Minister of Education, Chairman
Mr. Ohene Djan, Director of Sports: Executive Director
Mr. Peter Renner: Executive Director
Mr. J. O. Djan: Administrative Secretary
Dr. A. K. Konuah (Medical Officer) member
Mr. Sam Blankson, member
Mr. J. T. Leigh (Rep. University of Ghana) member
Mr. K. E. Odum, member
Principal of a Women's Training College, (Training Colleges representative)

The day to day administration of the federation was to be the responsibility of the administrative secretary who was responsible to the Executive Director of the Federation.²¹

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²¹Ibid., p. 2.
In the same year, 1961, Ohene Djan appointed nine regional sports organizers, he directed them to consult with their regional physical education organizers in drawing up a program for the first inter-collegiate festival. Below is the original program of activities recommended by the joint committee:

**First Term:** September-December  
Track and Field/Cricket

**Second Term:** January-April  
Field Hockey/Table Tennis

**Third Term:** May-July  
Soccer and Netball

Soon after the formation of the Federation, schools and colleges all over the country were engaged in an elimination competition at zonal levels. There were 13 zones in all. The first two competitors in each event, from each zone, qualified for the national collegiate athletic championship meeting which was held on the 13th and 14th of March, 1962. Ninety-four schools were represented. Money for trophies and general expenditure of the first collegiate meeting was provided by the Kwame Nkrumah Government. A total of $10,000, about $2,750, was voted for the festival.\(^2^2\) See Appendix.

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Kwame Nkrumah administration also donated trophies which were competed for at the zonal, regional and national championships. Today, owing to the excessive cost of silver plated trophies, medals have replaced the trophies which are presented to individuals every year. These medals are highly worshipped by the students who have them because this is considered as part of their life-time achievements.

In 1966, the military leaders who overthrew Kwame Nkrumah's government in a coup, placed the administration of schools and Colleges Sports Federation under the administration of the Director of Physical Education of the Ghana Education Service. Through the office of the Director, all governmental policies concerning the administration of schools physical education and sports programs are channelled. The focal point of the Federation's activities is the organization of the annual Regional Sports Festival. (See Appendix B for results of the festival since 1962.)

In 1966, the Ministry of Education decided to extend the activities of the federation to include primary and middle schools. At a meeting of the nine regional physical education organizers and the director of sports in Accra, the Elementary Schools Sports Federation was formed. The main

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aims were to promote and organize sports at the primary and middle school levels on a competitive basis to introduce competitive sports to Ghanaian youth at a younger age and to plan activities that will help raise the health standards of the youth.24

Since pupils in the elementary schools were considered too young to compete at National and International levels, a three-star athletic award has been introduced. The aim of the award is to encourage participation in games and athletics by school pupils in Ghana. The scheme requires all pupils to attain a set standard in performance (height/distance/time) in either: One track and two field events, or two track and one field event.25 (See Appendix C.)

According to Sam Nelson, a pupil may try to select "set events" as many times as he wishes until he achieves the required standard(s). As soon as the class teacher gets satisfied that a number of his pupils have achieved the standard, he notifies the head teacher of his school, who will submit an application to the regional Physical Education Organizer, through the District Education Officer, for testing. The Regional Physical Education Officer is then invited


to conduct the test on behalf of the Physical Education Association and the Sports Council of Ghana.

A pupil who qualifies for the award is given a certificate, and a pass which entitles him to enter any stadium in Ghana free of charge for twelve months. In addition, all recipients of the award are given a cloth badge. Should a pupil's standard continue to improve in succeeding years, he is supplied with training kits for the particular event he excels in. This approach is aimed at helping pupils in elementary schools to develop interest in a school's athletic programs.26

A summary of the administrative guidelines of the award and a table of standards set for the pupils is published below,

1. The administration of the three star awards will be controlled by the Executive Committee of the Physical Education Association of Ghana.

2. Physical Education Organizers, of the Ministry of Education, will be responsible for the testing of pupils in their regions. They may request any Physical Education Specialists to conduct or supervise tests on their behalf where necessary.

3. The Physical Education Organizers will also be responsible for the awards to be presented to deserving pupils, at a fitting ceremony, e.g., at a District or Regional Sports Festival.27


27Nelson, Evaluation of physical education in Schools, p. 45.
Besides the award, the Elementary Schools Sports Federation and the Schools and College Sports Federation team up to organize the Annual Schools & Colleges Inter-regional Sports Festival.

**Administration and Management of the Federation at Zonal and Regional Levels In Elementary/Secondary Schools, Technical and Teacher Training Colleges**

The administration and management of the Federations' activities is a joint responsibility of the Regional Physical education organizers and the various physical education specialists in the schools. Each region has a central committee which is made up of all physical education specialists, the heads of all institutions, and the regional physical education organizer. At the beginning of each academic year, a general meeting of all headmasters, whose schools belong to the federation, and their physical education tutors meet to elect Regional Officers.

Apart from the Regional Physical Education Officers and the National P. E. Director, all offices of the Federation at zonal, regional and national levels are non-paid portfolios. Each committee meets at least twice in a term to plan their activities.

At the zonal level, sub-committees exist and they are solely concerned with the planning and organization of activities as would be referred to them by the regional committee.
The appointment of referees, umpires and officials for athletic meetings is purely a matter for the zonal committee. However, the Regional Secretary Organizer and the Regional Physical Education organizer must make sure that competent and "seasoned" referees are appointed to handle matches. Marking of fields and pitches for competitions remain the duty of the zonal committees. Should a zonal or regional committee decide to hold an athletic meeting or a zonal festival in a particular school, the physical education tutor of the school concerned takes up the major responsibility of field preparation, accommodation and feeding, and later sends out a bill through the zonal secretary treasurer to the Regional Secretary Treasurer who, with the Regional Chairman, controls the federations' accounts.28

The activities of the Federation are open to all schools and colleges without discrimination. Before a school enters to compete, it has to pay an admission fee. The amount paid differs from region to region. In some regions, the Central Committees have decided on a fixed sum, and this is paid by the school before it is allowed to take part in all activities.

All matters connected with finance are handled by the Secretary/Treasurers, the Regional Chairmen and the Regional

Organizers. Each regional committee handles their own accounts. The zonal committees do not deal with money. (All business connected with money is referred to the Central Committees). In order to run the Regional activities smoothly, most of the Central Committees keep banking accounts, and all checks issued for the withdrawal of money are signed by the Regional Chairmen and their Secretary/Treasurers.

After zonal or regional competitions, bills covering transport expenses are sent to the Secretary/Treasurers and payments are made accordingly.

All gate fees collected at matches and at athletic competitions, as well as membership fees, are deposited in the Central Committee's account at the bank.

When competitions are held for two or three consecutive days, visiting athletes share dormitories with students of host schools. In such cases about three dollars per student is paid to the host school.

The Regional Central Committees receive financial subsidies from the Ghana Education Service. The various schools also pay dues. The printing and sale of tickets is in the hands of the Regional Organizer and, at each Regional Central Meeting, he renders statement of accounts to the Central Committee.

While the Regional Organizers center their work in the Regions, the National Administrative Secretary coordinates the activities of the schools in the various regions and in
the Accra area. He also prepares the way for the National Championships which rotates from one regional capital to the other.

The money needed for the running of the National Championships is provided by the central government through the Ghana Education Service. Over the years, this program has been a great success. Not only have many schools and colleges identified themselves with the federation but, many renowned Ghanaian national athletes including Stan Allotey (1966, Commonwealth 200 meter Gold medalist), Ohene Frimpong, Ghana National 110 meter hurdles record holder, and such internationally-acclaimed athletes as Alice Anum, Joe Oke, Okine Quaye, J. C. Amui, A. Y. Sogah and V. J. Amoah were products of the federation.

Professional preparation, training, and an outline of major duties of the Ghanaian physical education and sports practitioners will form part of the presentation in the next chapter.
CHAPTER SEVEN

PROFESSIONAL PREPARATION PRACTICE AND
GENERAL STATUS OF PHYSICAL EDUCATION
AND SPORTS PRACTITIONER IN GHANA

The Status of the Profession Prior to the Attainment of Independence

Physical education and sports, like other disciplines of study, demand a great deal of attention and expertise from their leadership. In Ghana, owing to lack of adequate facilities and the fear of injuries, parents require that those who handle physical education and sports are specially trained. This chapter is mainly concerned with how the Ghanaian professional preparation program started, and how this process has influenced the general practice and administration of physical education and sports programs in Ghana.

Even though Ghanaians participated in physical education and sports of some kind since the beginning of the fifteenth century no formal attempt was made to prepare people to handle these subjects until the second half of the twentieth century. Prior to this period, their formal organization and administration remained voluntary. Many factors accounted for these attitudes. Most important among them were the introduction of the system called "Payment by Results"—a process whereby head teachers were paid according to the scores pupils in their school achieved in an aptitude test the Chief Education Officer conducted, and the
assesment of the quality and size of a school's garden. Owing to the above concerns, physical education and sports periods were used on the school farms. Also relevant to the delay in the growth and development of physical education and sports in Ghana was that early Ghanaian scholars did not see the need for formal training in these subject.

Soon after the second world war, the situation drastically changed. The British colonialists recognized that there were no qualified Ghanaians to handle physical education in the elementary and secondary schools as well as in the teacher training colleges. As a result, a handful of people were sent to Britain to do courses in physical education.¹

The British and Overseas Commonwealth Educational Development Scheme sponsored the program. Pioneer recipients of the award were E. N. Teye-Botchway who went to Loughborough College of Physical Education, S. G. Ayi-Bonte who went to Jordanhill College of Education and Sam Nelson, who attended the Carnegie University at Leeds. Just before 1950, these Ghanaian educationists returned from overseas to help in the teaching and organization of physical education and sports in Ghanaian schools and colleges. Between 1950 and 1984, the government of Ghana and the British Council

¹E. N. Teye-Botchway, (Personal letter from the Specialist Training College, Winneba, Ghana, December, 1980).
sponsored thirty-five students to pursue further studies in the various aspects of physical education and sports. Of these number, twenty-six have since returned home.

Besides the people who were sent to Britain and other foreign countries for studies in physical education, the need was felt for the training of Ghanaians locally to handle the huge programs in the schools. In 1950, a physical education department was opened at Achimota, Accra, as part of the Achimota Teachers College. Lord Hemingford, a British educationist, was appointed as the head of the department.²

In 1951, following the introduction of the government's accelerated development plan for education, (a system which called for compulsory education for all children in the country), the Ghana Teacher's Union proposed that more teachers should be trained to meet the needs of the schools. The government reacted by introducing short term training programs for teachers in all subjects including physical education.³

In 1952, the physical education school was transferred from Achimota to Kumasi College of Technology which was then a teacher's college for the sciences and humanities. E. N. Teye-Botchway headed the school. The duration of the course

²Teye-Botchway, "Personal Letter, Winneba".

³From the Foreward to the Accelerated Development Plan for Education in Ghana, (Accra: Ghana, 1951).
was one year, and the teachers were trained to teach in the elementary schools. In 1954, a second year further course for those who had completed a year's work was introduced. These two-year trained specialists were certified to teach in higher institutions.

By 1955, the course had developed from a duration of one-year to a two-year continuous program. The department continued to function until 1958 when, following the government's decision to turn the Kumasi College of Technology into a University of science and technology, the schools of art, home science, music, and physical education were transferred to Winneba to form the nucleus of the specialist Teacher Training College.4

THE SPECIALIST TRAINING COLLEGE

The training of physical education teachers in Ghana has been the responsibility of the Specialist Training College since 1959. When the course was transferred from Kumasi, its nature and structure changed considerably from studies in theory and practice of physical education and sports to a generalist type of program that involved in-depth studies in other related subjects in teacher education. Programs

offered by the school consisted of course units leading to the two-year Specialist Certificate, and a four-year Diploma Certificate which is equivalent to the bachelor's degree in an American university.

Prior to 1962, the department offered one-year and two-year certificate courses. The diploma course was started during the 1962/1963 academic year alongside the two-year certificate course. The pioneers of the diploma program were mostly post secondary certificate 'A' teachers who followed a four-year program. The four-year program continued until 1974. Since 1974 the students of the department have been following a three-year program leading to the diploma in physical education. This was in accordance with the Ghana Education Service's directive which stated that non-degree courses offered by Ghanaian institutions of higher learning should not exceed three years.5

The Ghana Educational Service, the National Organizer and the University of Cape Coast are responsible for the development of syllabi and certification for the physical education course in Ghana; however, planning and organization of instruction are the sole responsibility of the Winneba-based faculty.

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Admission Requirements and Qualifications for Entry into the Various Programs

The Two-Year Certificate Course

This course did not lead to the diploma certificate course in physical education. It was an intensive program intended as a qualification for teachers of physical education in primary and middle schools. All persons admitted to the course were holders of the Ghana Teacher's Certificate 'A' with at least two years teaching experience in the case of men, and one year teaching experience in the case of women. They should, in addition, have an aptitude towards physical education. Prospective candidates had to pass an entrance examination which included the following:

I. Two written papers in English,

II. Two general papers on games and athletics, and

III. A practical examination which is aimed at testing fitness, coordination and practical knowledge of selected activities in games, track and field, precedes an attendance of interview.

Second Year: Organization and Administration of Physical Education in Schools; Theory and Practice of Physical Education; Games and Sports; English Literature; Teaching Practice; Swimming; Education and Practicals comprising selected games and events in track and field. At the end of the second year, students were expected to obtain at least 40 percent pass in all subjects attempted in the final examination.

The Four-Year Diploma Course

The Diploma in Physical Education is intended as a qualification for teachers of physical education in Secondary/Technical Schools and Training Colleges. Until 1974 it was awarded on the successful completion of a four-year course. The duration of all diploma courses were changed to three-years as an economic measure. The following have been the requirements of the program.

1. Admission:

   i. Candidates for admission to the course must have either:

      a. Teachers' Certificate 'A' with at least three years teaching experience

      or b. Teachers' Certificate 'A' (Post Sec.) with at least three years' teaching experience

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or c. General Certificate of Education with four ordinary level passes one of which should be English Language.

ii. Candidates must present a certificate of good health and satisfy the college examiners at an entrance examination which consists of:

a. One paper designed to test the candidates' powers of comprehension and expression in English.

b. One paper designed to test the candidates' background knowledge in General Science, Health Science, and Biological Science.

c. Practical work to test motor ability and personal performance in selected games and athletic events.

d. An interview.\(^7\)

2. Exemptions

Exemption from part of the course may be granted to candidates who possess the appropriate entry qualifications and have completed a two-year course in Physical Education at the Kumasi College and who pass the entrance examination to the college; such candidates may be exempted from the first year Preliminary Course.

3. **Preliminary Examination:** This is held at the end of the first year in: English; Education; Anatomy; Physical Education—Principles, History and Methods; Games-Theory; Athletics-Theory; Mechanics—Basic Principles of Motion, Health Education. A two-hour paper is set in each subject.

The progress of each student is reviewed at this time to determine his or her fitness to continue the course. Students who fall below average in the overall grading are dismissed.

4. **Second Year Examination:** This is held in the following subjects: English; Education; Anatomy; Physiology; Physical Education—Principles, History and Methods; Games-Theory; Athletics-Theory; Health Education; Mechanics as applied to human motion; Camping/Leadership Training. A two-hour paper is set in each subject.

5. **Final Part I Examination:** This is held at the end of the third year. The subjects include: Camping/Leadership Training; Health Education; Anatomy. A three-hour paper is set in each subject.

6. **Final Part II Examination:** This is held at the end of the fourth year. The subjects are: Physical Education; Principles, History and Methods; Kinesiology; Testing
7. **Internal Examination**

i. Assessment of Practical games, athletics gymnastics and swimming is done internally according to the following scheduled time periods. Lawn Tennis—term of the 3rd year; hockey—1st term of the 3rd year; volleyball—1st term of the 3rd year; swimming—1st term of the 3rd year; soccer—1st term of the 4th year; gymnastics—2nd term of the 4th year; cricket—2nd term of the 4th year; netball—2nd term of the 4th year; basketball—3rd term of the 4th year; athletics (Decathlon)—3rd term of the 4th year.

ii. The assessment of the theory of the games is done at the end of the course for each game.

The standard of performance achieved throughout the course is taken into consideration in the final examination. All assessment of the student's progress is made available for use by the external examiners.

iii. Candidates must take part in at least eighty percent of practical sessions before they are presented for practical examinations.
iv. The final grade for the practicals is based on the average mark for all activities performed.

8. **Final Part I Examination**

A candidate who fails to satisfy the examiners in one subject only in Part I of the examination may, at the discretion of the examiners, be referred in the subject concerned. Such a candidate does not proceed to the Part II examination until he passes in the Part I examination.

9. **Re-Admission to the Part I Examination**

i. A candidate who fails to satisfy the examiners at the Part I examination by failing in more than one subject is not permitted to return to the college, unless otherwise decided by the examiners.

ii. A candidate who fails the Part I examination and is permitted by the examiners to resit the examination the following year may be readmitted to the college if he is successful. Such consideration is given only once.

10. **Re-Admission to Part II Examination**

A candidate who fails the final examination or is referred in any section of that examination is allowed to resit the appropriate section at not more than two of the three following examinations.
A detailed numerical account of the various courses of study and their duration is included in the appendix. All students who graduate from the Specialist Training College are appointed as teachers, Organizers and Inspectors of Physical Education and Sports by the Ghana Education service, upon the recommendation of the National Physical Education Organizer.

**Student Teaching During the Professional Preparation Process**

The pursuit of excellence in professional preparation in physical education and sports involves participation in a wide variety of organized and progressive professional laboratory experiences. The professional student in physical education in Ghana is introduced gradually, but early, to directed laboratory experiences through participation in games leadership training, and teaching experiences with pupils, and students on and off-campus, upon admission to Winneba.

The student teaching practice at the Specialist Training College is held twice each year during the first and second terms of the junior and senior years for a period of four weeks during each term. The senior student teachers live and work in the schools to which they are placed. This practice is called "Block Teaching Practice". Students in
their third and fourth years engage in block teaching practice.\(^8\)

Secondary Schools and Training Colleges in the Central, Eastern, and Greater Accra Regions of Ghana are selected for this purpose. The students are normally sent out in pairs, and the pairing is a sole responsibility of the tutor in charge of the program. The students do not play any role in the selection of schools or teaching mates. The choice of schools and regions is based on the following criteria:

i. proximity of the schools to the Specialist Training College Campus;

ii. the willingness of the Principal and physical education tutor of the institution concerned in providing accommodation, meals and facilities for the practicing students; and

iii. availability of adequate transportation for the supervising tutors from the Specialist Training College, Winneba. Owing to lack of efficient transportation for the tutors, students who have had previous experience in the teaching of physical education prior to their admission are often sent to schools farther away from Winneba. On

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arrival in the schools, the student-teachers report to the cooperating teacher with whom they plan the program for their stay.

Visiting lecturers of the Department of Physical Education at Winneba inspect the work of the students. Each student is seen at least two times during the entire period by not less than two different tutors whose gradings are computed at the end of the period by the tutor in charge of the program. The teaching practice director of the program reads critiques by all the supervising tutors and makes sure that assessment of students is based on the following guidelines: 9

1. Lesson Plan
   Suitability of activities: age, class, sex; Selection of activities: their relation to major theme of lesson; Systematic progression during lesson; Lesson Notes: students are expected to write daily lesson notes.

2. Organization of Lesson
   Preparation of the field; Suitability of class formations for various activities; Class procedure at beginning and end of lesson; Good use of time, space and equipment.

3. **Personal Qualities**

Voice control, efficient use of language and clarity of expression; General appearance before a class; Demonstration, its quality, suitability, and necessity; Exhibition of definite signs of leadership.\(^{10}\)

4. **Class Response: Consideration of the following:**

Overall response of class during lesson; Respect of class for teacher's authority; Ability to prevent lesson or activity from getting out of control.

5. **Overall Rating:**

Consideration of the overall result of the lesson. Did the pupils enjoy the work? Did they learn something new or consolidate something already taught? What is your rating of the student as a teacher at the present stage?\(^{11}\)

The final grading of the students is made after a general meeting of the entire faculty. Here, the performance of each student is discussed in detail, and the final grades are assessed. According to the regulations of the Ghana Diploma Examinations Board, as quoted by Manford, the following

\(^{10}\)Specialist Training College, Winneba, Student Handbook, 1970, p. 15.

marking scheme is used. (Also see appendix for a sample transcript of the four-year program, Appendix D.)

- 70% Upwards = A First Class
- 60 - 59% = B Second Class Upper
- 50 - 59% = C Second Class Lower
- 40 - 49% = D Third Class
- 39% and below = E Fail.  

Those who obtain first and second division passes are usually given first considerations for overseas studies. Those who fail at the end of the final year are allowed two chances to make the grade at two consecutive sittings following their years of graduation. (As a rule, all final examinations in Ghana are held once in a year). Students who fail are appointed as physical education instructors but are not considered "diplomats" until they have passed their exams. This means they do not enjoy the same salary as their counterparts. The Man-Power Division of the Ghana Education Service determines salaries and appointments. All appointments are based on manpower needs of the various regions, as may be recommended by the National Physical Education Organizer. Most usually, prearrangements, initiated between graduating seniors and some heads of high schools and teacher training colleges are given priority considerations during the appointment process. In such cases, the heads of the

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schools submit written requests for and in behalf of the students concerned to the Director of Physical Education.

Generally the Ghanaian's perception of the physical educationist depends, to a larger extent, upon his job placement and the kind of role he plays in that capacity. Summaries of the main tasks of the physical education practitioner in the following capacities are given below: a teacher, an organizer, and a coach.

Responsibilities of the Physical Education Tutor/Sportsmaster in a Pre-university Institutional Setting (7-12 Grade level)

(a) The general planning of the school's physical education and sports program.
(b) The supervision of all physical education and sports programs.
(c) The teaching of the physical education lessons to junior classes as may be required of him.
(d) The selection, training and preparation of his school's teams for inter-school competitions.
(e) The teaching of health science.
(f) Budgeting and purchasing of equipment.
(g) Caring and maintenance of all sports equipment and facilities.
(h) Planning and recommending construction and improvement of facilities.
(i) Organizing annual inter-house games, track and field meetings.

(j) Acting as the schools first aider.

(k) Acting as a public relations officer for his institution, and

(l) Accepting responsibilities as may be assigned to him by the head of his institution, the regional physical education officer, and the Secretariat of the Schools and Colleges Sports Federation.

Figure 8 indicates the position of the physical education and sports teacher in a typical Ghanaian school setting.

The Administrative position of the physical education tutor in a typical school in Ghana.

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Principal
  Vice Principal
    Academic
  Accountant and
    Head of Administrative Services
  Vice Principal
    Domestic
  Physical Education Tutor
    Subject Masters
      General Sports Captain
        General Games Captains
        Class Games Captains
        Hall Games Captains
        The Student Body
    Hall Masters

FIGURE 8. THE ADMINISTRATIVE POSITION OF A PHYSICAL EDUCATION TUTOR IN A GHANAIAN SCHOOL SETTING
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From the diagram shown above it will be seen that the physical education tutor of a typical school in Ghana reports directly to the head of his school. He has direct access to the two Vice Principals, the school accountant and administrative head, his fellow tutors, and the student body. He runs a "one-man" show with the General Sports Captain as his main assistant. In his absence, absolute power is handed down to his General Sports Captain. Most physical education tutors, for their numerous duties, which include maintenance and promotion of school discipline enjoy rent-free accommodation.

**Duties of the District Physical Education Organizer**

In the Education Offices of each education district, the assistant Director of Education has an advisory body composed of specialists in various fields of study, and among them is the physical education organizer. He enjoys the same salary as his counterpart in a school setting. His duties include:

(a) Advising the Assistant Director of Education on matters affecting his subject in the district.

(b) Assuming the responsibility for all matters affecting the teaching and practice of physical education and sports in his school district.

(c) Organizing demonstration lessons for teachers in his school district and advising them on latest developments in teaching methods.

(d) Organizing seminars and workshops for classroom teachers.
(e) Helping teachers in his school district to organize inter-school competitions and acting as chief advisor.

(f) Preparing of schedules and programs of activities for schools under his jurisdiction.

(g) Preparing of monthly and annual reports.

(h) Dealing with complaints and interpret the policies of the Ghana Education Service as pertaining to physical education and sports.

(i) Budgeting, ordering and receiving of equipment for various schools under his care.

(j) Overseeing to tournaments, leagues, and other programs.

(k) Reporting to his district Director for assignments as may be required of him from time to time.

(l) Helping head teachers in the planning and construction of physical education and sports facilities, and

(m) Helping voluntary organizers to prepare district teams for inter-district competitions.

Duties of the Regional Physical Education Organizers

There are 10 political regions in Ghana. Regional officers perform all the activities named above including the supervision of all specialists in his region, recommending to the Director of Physical Education on the appointment of physical educationists, and assuming responsibility for all policies affecting physical education and sports at regional

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13Schools and Colleges File, (Physical Education) #17, Accra, Ghana, 1972, p. 45.
levels. They also serve as consultants on professional preparation matters and coordinate the work of their district organizers.

Regional physical education organizers constitute the executive body of the Schools and Colleges Sports Federation. Organizers receive no special training for their work. As physical educationists, they are considered highly trained for their work, and are well-respected by those whom they supervise and the communities in which they work.

Since Ghana practices a nationally centralized system of school administration. The National Physical Education Organizer, whose office is in Accra, therefore, makes all policy decisions affecting schools and colleges in Ghana.

**Summary of the Schedule of the National Physical Education Officer**

The following are among the operative areas of the director of physical education in Ghana.

(a) Initiation of policy matters on the teaching and administration of Physical Education in the Service.

(b) Organization of courses, clinics, workshops and in-service training for specialist and non-specialists teachers.

(c) Organization of conferences and seminars.
(d) Development and Promotion of Physical Education in schools.

(e) Planning and costing of national annual Physical Education and Sports programs, i.e., Sports Festivals.

(f) Research, Curriculum development, and review of text books.

(g) Related issue with national and international bodies, e.g., United Nations Educational Scientific and Cultural Organization, (UNESCO), International Council of Health, Physical Education and Recreation, (ICHPER) and the National Sports Council.

(h) Representation on committees.

(i) Evaluation of the teaching of P.E. in schools, i.e., visits and inspection of schools.

(j) Matters in respect of Civic duties, i.e., the organization of Mass Gymnastic Displays.

(k) Data processing on the professional training and requirement of physical education teachers.

(l) Capital development of playing fields and courts.

(m) Updating records on P.E. personnel in the Service.

(n) Provision and distribution of physical education equipment to Regions.

(o) Preparation of annual estimates for the Unit.

(p) Public Relations.

(q) Scholarship awards for further studies on P.E.
(r) Appointments, postings and transfer of Physical Education personnel.

(s) Matters in respect of Protocol and Cultural Agreements with other nations.

(t) Any other business that the Director General of Education or the Minister of Education, Culture and Sports may so direct.

The foregoing has been an effort to survey the course of the professional preparation program of Ghanaian physical education practitioners and the various roles they play in the education of the Ghanaian youth. It is worthy of mentioning that irrespective of his mediocre training, the Ghanaian physical educationist is highly respected in society, especially at governmental level where politicians use sports as one of the tools to maintain foreign policy decisions.

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14 Ghana Education Service, (Division of Physical Education and Sports, Accra, Ghana, 1972), File #20.
CHAPTER EIGHT
EVOLUTION, GROWTH, DEVELOPMENT AND ORGANIZATION OF COMMUNITY SPORTS

Since the beginning of the twentieth century, participation and practice in such sporting activities as soccer, table tennis, lawn tennis, track and field, golf, oriental sports, basketball, badminton, and team handball have become part of the Ghanaian community life. This chapter traces the evolutions of these activities, and the various bodies that have been involved in their growth and development.

Soccer in Ghana

Soccer was introduced in Ghana soon after the British annexation of Ashanti in 1902. This was when the Crown Government appointed Sir Frederick Hudgson as the Governor of Ghana. He was stationed at Cape Coast which was then the seat of the Government. Governor Hudgson's initial staff included a team of British civil servants and some traders who represented British concerns. They all stayed in Cape Coast. These traders and settlers played soccer of some kind and this caught the fancy of some of the local inhabitants.

By 1903, the joy of kicking objects about had so caught up with the people of Cape Coast that it became easier for James Briton, a Jamaican educationist, to arrange practice
sessions for some 22 boys from the Cape Coast Government Boy's school. Briton, who was then head-teacher of the school, and his boys practiced at night at the Cape Coast Victoria park, which was a well kept open space for public social gatherings.¹

Briton's group progressed so fast that after some few months of training, they ordered some equipment which included jerseys, football boots, pairs of hose, and caps from Great Britain. While waiting for these equipment, the young boys decided to expose their new-found game to the public. Ohene Djan pointed out that the exact day and time was not known. However, he did note that the game was played on a sunny day in October, 1903, and the venue was Cape Coast Victoria Park.² The teams were the regular and reserve sides of Briton's twenty-two boys.

The spectators included the Governor, Sir Frederic Hudgson, other government officials, sailors, trading representatives, the chief, and the people of Cape Coast. All the players wore pairs of soccer boots which they borrowed from the sailors. The Governor was so impressed that at the end of the game, he ordered the formation of the first all native


²Ohene Djan, (Personal interview, Aburi, Ghana, April 24, 1983).
soccer club. Thus, from the nucleus of these twenty two boys, the first all native soccer club, the Excelsior Club was formed in 1903.³

The first ever challenge soccer match played in the Gold Coast was between the Excelsior XI and an European side comprising some sailors from a ship which had docked at Cape Coast port and some resident Europeans. The match was played on Boxing Day, (December 26, 1903), at the Cape Coast Victoria Park. The Excelsior Club lost the game two goals to one. Among the native players who took part in the game were George Arthur, John Pobee, John Arthur, Charlie Christian, Duncan Morrison, Morge, and J. K. Ackah. This game made soccer in Cape Coast and in its vicinity so popular that by 1905 such clubs as Rose XI, Blanksons XI, Evertons XI, Titanics, Swallows, and Bolton Wanderers had sprang up. European traders officiated at the early soccer matches.⁴

In the coastal towns of Winneba, Elmina, Saltpond, and Accra, soccer became the most popular recreational activity both in the schools and in the communities. From this early enthusiastic beginning at Cape Coast, one would have expected soccer to spread very fast to the other parts of Ghana, but

⁴Ibid., p. 3.
the lack of efficient transportation system hindered this development.

Soccer in Sekondi-Takoradi

By 1919, the Sekondi-Takoradi railway line and port workers had formed the first two departmental soccer teams, the Railway Apprentices and the Western Wanderers. After the formation of these teams, soccer became the major recreational activity for the Sekondi-Takoradi Railway Line and Port Workers. Sunner Wilson, a Colonial District Commissioner, became the chief organizer. In 1919, he formed the Western Region Football Association. In the same year, Sir Charles Tachie Menson, then Chairman of the Public Services Commission, was appointed the first Chairman of the Western Regional Football Association. In 1925, Sekondi Hassacas Soccer Club was formed. ⑤

Takoradi played her first inter-district match against Accra in 1926 at the Accra Government school pitch. Accra won the game by three goals to one. Between 1930 and 1950, soccer rapidly progressed in Sekondi-Takoradi under the leadership of Techie Menson, K. Dadzie, and Goodwin. By 1957, soccer organizers found no problem recruiting such players as James Adjei and Aggrey Flynn who were from

⑤Ohene Djan, History of Soccer in Ghana, p. 7.
Sekondi-Takoradi to participate in the first Independence Day games\(^6\) which were held in Accra.

**Soccer in Accra**

Sekondi-Takoradi was not the only coastal town that caught the soccer fever in the early 1900s. In James Town, a suburb of Accra, the Invisibles Soccer Club was formed in 1910. In 1911, the boys in Usher Fort, another suburb founded the Accra Hearts of Oak Football Club.\(^7\) It is important to mention here that, whenever the British opened a trading center, they appointed British natives to stay in that community. These traders supplied the natives with soccer and tennis balls which became marks of British presence. Boys utilized this opportunity by playing soccer—both in the streets and at any open spaces available. Unlike cricket and lawn tennis, one did not have to go to a formal school before gaining access to a soccer ball or any round object that could be kicked about. Parents could just not stop their children from kicking and so, with soccer, the British traders made yet another impact.\(^8\)

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\(^6\)Ibid., p. 8.


\(^8\)Sam Nelson, (Personal interview, Accra, Ghana, March 28, 1983).
By 1912, Mr. J. W. Blankson Mills, the Town Clerk of Accra, had commissioned the formation of four other football clubs. These were the Auroras, Wolves, Robert's Standfast, and Africs. Mr. Mills also encouraged the introduction of soccer in the schools in Accra. The first inter-school soccer competition was played between James Town and Usher Fort schools in 1915.9

In 1922, Governor Guggisberg of the Gold Coast Colony, donated a trophy to Accra municipal council. Mr. J. D. Omar, the then Director of Education in the Gold Coast, brought the teams in Accra together to compete in the first ever league organized in Ghana, (there were eight teams in all). Hearts of Oak won the Guggisberg Cup, for the first time.10

Growing out of the "barefoot" years, in Accra, Hearts of Oak, the oldest existing soccer club in Ghana was able to win the first National Soccer League Championship title which was organized in 1956. Eight clubs from Accra, Kumasi, Sunyani, Cape Coast, Sekondi-Takoradi and Koforidua took part in the competition.

9Ohene Djan, A Short History of Soccer in Ghana, p. 11.
10J.W. Blankson, "Accra City Council Closed File on Richard Blankson's Administration. 1910-1925".
Soccer in Kumasi

Soccer reached Kumasi, the Ashanti capital, in the early 1920's. Members of the first two teams, the Royals and the Evergreens, were pupils from the Catholic and Wesleyan mission schools. Ohene Djan indicates that matches between these two schools were played on Saturdays at Fort Park.\textsuperscript{11}

Weekly games were preceded by a procession through the principal streets of Kumasi by the Catholic School band. Competitions between these two schools generated so much enthusiasm that in 1926, Kwasi Kuma, a Kumasi truck driver and L. Y. Asamoah, an electrical engineer, and eleven other friends founded the Ashanti United Soccer Club.

By 1930, five other clubs, Evertons, Royals, Europeans, Primrose, and Highlanders had been formed. Leaders of these clubs, in the latter part of 1930, came together to draw up fixtures for the first inter-club competition in Kumasi.\textsuperscript{12} The Swiss African Company and Mr. F. H. Ryden provided trophies for the league. At the end of the league, Mallam Salu, a Kumasi businessman, provided another trophy for inter-club knock-out competitions.

In 1932, the Ashanti Football Association was formed with Major R. Blackburn-Kane (Town Clerk of Kumasi), R. E. Hunt (Public Works Department), J. S. Kankam, and John Darkwa

\textsuperscript{11}Ohene Djan, \textit{A Short History of Soccer in Ghana}, p. 16.

\textsuperscript{12}Ibid., p. 8.
as its executive members. The seriousness with which this four-member soccer executive worked, was such that in 1935, the King of Ashanti sought the formation of a powerful team to represent Ashanti against other regions. J. S. K. Frimpong, therefore, founded the Asante Kotoko Soccer Club whose membership was initially limited to Ashanti nationals and Nzimas resident in Kumasi. In the same year, Jackson Park was built and, for the first time, the collection of gate fees was introduced.

As soccer in Kumasi continued to spread under John Darkwa's leadership, the standard of players in Ashanti significantly improved that, in 1945, players from Kumasi, were included for the first time in a selected team that represented Ghana against Nigeria in an international encounter. Among the players who represented Ghana were Kojo Derby "Gold Coast Pillar" from Cape Coast, Coker and Hart from Sekondi, and Kwaku Kuma from Kumasi. Ghana beat Nigeria by 3 goals to 1. From the "1945 coalition", it became clear that the Gold Coast (Ghana) was then ripe for the formation of a strong association for the organization of soccer at the national level. This dream did not mature until 1950, when the British Government extended an invitation to an all-Ghanaian soccer team to play in England. To present a unified team, a meeting was held at the Hudson Club in Kumasi on October 29, 1950. At this meeting, a United Gold Coast Amateur Football Association was formed with John Darkwa and
Richard Akwei as its first chairman and vice chairman respectively. Mills, of Accra, did not attend this meeting because he feared that such a merger would affect his leadership role. Despite his opposition, the merger was fostered. This positive move led to the formation of the Gold Coast Amateur Soccer Association, the first organized public body for the promotion of adult and community sports in the Gold Coast. It is worthy of mentioning that the blocking of such positive moves by Ghanaians in authority do affect other fields of endeavor including politics and soccer leadership which is further discussed later in this chapter.

The foregoing has been a chronological account of the birth, growth, and development of soccer in Cape Coast, Sekondi-Takonadi, Accra, and Kumasi from 1900-1950 when executives from the various clubs in these cities came together to form the Gold Coast Amateur Soccer Association. The growth and control of soccer by this association prior to and after independence is further discussed.

THE GHANA AMATEUR SOCCER FEDERATION AND THE CONTROL OF SOCCER IN GHANA

Richard Akwei of Accra led early efforts to control soccer in Ghana. In 1947, he called a general meeting of all soccer clubs in Ghana. Forty-four clubs were represented. Akwei was elected chairman of this maiden meeting, but all the club representatives did not accept his policies. By the
close of 1947, therefore, some clubs in Accra joined Mr. Darkwa's clubs in Kumasi to form the Gold Coast and Ashanti soccer association with Mr. Darkwa as its President.13

Following an invitation by the British government to the Ghana Amateur Soccer Association to play in England, in 1950, Akwei, Mills, and Darkwa met again in Kumasi to settle their differences. Akwei was again elected chairman with Darkwa as his vice chairman. The Akwei's administration continued to control soccer in Ghana until 1957 when at a General meeting of the Ghana Amateur Soccer Association Akwei was forced to resign for what they termed as his dictatorial policies.

The motion to unseat Mr. Akwei was read as follows:

In view of the fact that the present Ghana Amateur Football Association is incapable of maintaining the international prestige and national unity of Ghana Football, we, the individual Associations here assembled do severally and jointly constitute ourselves into a new progressive National Football Association, and resolve that all legitimate efforts be made to obtain recognition by the Ghana Amateur Sports Council within the shortest possible time.14

Following this motion, fresh elections were held and Mr. Ohene Djan (in whose name the motion stood) was unanimously elected as the new chairman. For his contribution, Ohene-Djan who had then returned from studies in England, appointed

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13 Football, p. 4.

14 Ohene Djan, A Short History of Soccer in Ghana, pp. 18-19.
Akwei as a chief Adviser to the Ghana Soccer Association. Even though this action might seem awkward, I strongly believe that Akwer's appointment was made on the account of his experience. Also important to mention here that in Ghana, the public perception of the average man who has worked through the ranks of a special profession is always greater than the highly foreign trained specialist. And it could have been worse for Ohene-Djan to have chosen the "old guards".

Prior to the 1957 elections, the Akwei Administration had failed to organize a national league following a boycott by the Ashanti teams who felt Akwei was a dictator. In 1958, the Ohene Djan administration at a meeting of all thirty-two soccer clubs in Ghana, mandated that only eight clubs from Kumasi, Accra, Cape Coast and Sekondi-Takonadi would take part in the league.15 The eight-team National league was repeated for three successive years until 1961 when the number was increased to sixteen. In the same year, the Real Republican, a semi-professional soccer team, was formed. The team comprised two best players from each of the eight first division clubs. The Republican team was dissolved after the 1966 military coup because the military government felt the use of public funds for the maintenance of such a team was

15Ohene Djan, (Personal interview).
not right. Also the formation of the Republicans brought together tribesmen from all the nine regions of Ghana, a move the tribal leaders did not appreciate. To date, Ghana has no professional soccer teams.

Between 1962 and 1980, the Ghana Amateur Soccer Association has been the sole organizer of domestic and international soccer in Ghana. Chairmanship of this association has been described as the "hottest" administrative seat in Ghana. Tribal sentiments which nearly marred the formation of a union to administer soccer is always forgotten when a team from Ghana engages in an international competition. Ghanaians attach so much importance to winning soccer games that each time the national team loses in an international competition, especially to Nigeria, Ghana's closest rival, the general public, led by the press demand an immediate change in soccer leadership. Owing to popularity of soccer, politicians have also used it as a means to seek stability and success of their regimes. It should be noticed that, public perception of player performance is among the strongest tools that dictate nominations to high offices of soccer in Ghana. It is no wonder that between 1962 and 1980, there have been eleven chairmen of the Ghana Amateur Soccer Federation. The Soccer Federation is a wing of the Sports Council of Ghana and it is affiliated to the African Football Confederation (AFC), the West African Football Confederation
(WAFC), and the Federation of International Football Association (FIFA).

The main activities of this association include the following:

(a) organization of the Ghana National Soccer League comprising eighteen Division I and Division II teams.

(b) Selection of players to represent Ghana at international matches, details of which are discussed under Ghana in intellectual competitions.

(c) Acting as a liaison between the International bodies and the affiliated member clubs.

(d) Governance and formulation of rules for the various competitions under its control, and

(e) The appointment of referees to handle its league matches. This is done in conjunction with the Referees Association of Ghana (R.A.G.), which has a permanent office and trainer at the Accra Sports Stadium.

Of the various associations the soccer association is the only one that attracts public scrutiny in Ghana.

**TABLE TENNIS**

Ghanaians did not play table tennis until the early part of the 1940's. Indian traders who flocked into the country
during the early part of the Second World War, introduced the sport. Table Tennis was played mainly as a non-competitive indoor recreational activity among children of the Ghanaian middle class and foreign traders. These privileged children were those whose parents could afford the cost of a table and other equipment that were needed for the game. The playing spaces were mainly garages. These children carried the game to elementary and high schools. In most cases the schools could not afford to buy both balls and ping pong tables. Interested pupils placed wooden obstacles on teacher's tables and used them as playing tables. The game could not be popularized in elementary schools owing to lack of equipment, however, in some high schools where most students of middle and upper class families studied, physical education tutors made provisions for the few students who could play on their own.

This informal approach continued until 1952 when the Ghana government ordered the formation of sporting associations including the Ghana Amateur Table Tennis Association. In the same year, Ghana played her first international tournament against Nigeria. Nigeria won by 5 games to 2. Between 1953 and 1956, Ghana engaged in series of annual tournaments with Nigeria; Ghana won each tournament.16

16D.G. Hathiramani, (Personal interview, Accra, Ghana, April 23, 1983).
In 1957, the West African Table Tennis Federation was formed. Member countries were Ghana, Nigeria, and Sierra-Leone. The Federation's initial activities were centered around preparation for the 26th World Table Tennis contest to be held in Peking, China in April 1961. Ghana was represented by E. A. Quaye, Okine Quaye, E. A. Aryee, S. K. Allotey, Ethel Jacks, Theresa Akuetteh, and Ernestina Akuetteh. Ghana did not win any medals at the Peking Games, but Kwame Nkrumah personally met the team at the airport and commended them on their achievement.

The Peking experience made more people aware of the values of the competitive nature of the game. In December 1961, a national "talent-hunt" festival was held, and the scope and facilities of the game were expanded. The following people were selected to form the first ever Ghana National Table Tennis team: I. Aryeetey, E. K. Ekuban, M. A. Balougun, E. E. Riverson, J. D. Jackson and Thompson Quartey. Two members of the Peking Squad, E. A. Quaye and S. K. Allotey were appointed national and regional coaches respectively while Mr. D. G. Hathiramni, an Indian, was appointed as an honorary coach and patron of the association.

Given the full mandate to explore the possibilities of improving the standard of table tennis in Ghana, Hathirimani opened a school for interested children in Accra. Hathirimani sponsored the school and its training program from the profits he made out of the sale of sporting goods.
Between 1958 and 1968, table tennis in Ghana became popular as her players kept winning their West Africa and African annual championships. In 1961, at the All-Africa Table Tennis Federation's Inaugural tournament, Ghana's E. A. Quaye won the Men's Singles championship title. Ghana's team however placed second to the United Arab Republic (U.A.R.).

In 1964, Ethel Jacks (a Nigerian, then resident in Ghana, now a coach in Nigeria) not only won the women's singles championship title but also teamed up with Ernestina Arkuetteh to clinch the woman's doubles title, both, for Ghana. This was their first international success after the Peking Games.

At the third All-African Table Tennis contest held in Nigeria in 1968, Ghana won three gold medals and the overall championship. The winners were E. A. Quaye-Men's Singles title, and Ethel Jacks-Women's Singles title; the mixed doubles titles was won by Quaye and Ethel Jacks again. Other members of the 1968 team were E. K. Ekuban, S. K. Allotey, James Buckle, Samuel Hammond, B. Hanson, and Ernestina Akuetteh.

Ghana's team placed thirty-second at the 27th World Table Tennis Competition which was held in Yugoslavia in 1969. Ethel Jacks was adjudged the best player from Africa and was nick-named "Miss Spent." She received a bouquet of flowers. Also, the Ghanaian teams placed 31st and 37th at
the 29th and 37th World Championships in Stockholm and Sweden respectively.

By the beginning of the year 1970, it had become clear that the standard of table tennis was gradually declining. Ghanaian players could no more claim any supremacy over their Nigerian counterparts. Furthermore, Ghana would not win a single championship game at the 14th West African Table Tennis Championships held in September 1970 in Lagos, Nigeria. Oheneba Charles, a Ghanaian sports writer had this to write about the situation:

Table Tennis which has for years been one of our Best games (had joined) the land of post-war Ghana sports retrogression. Our defeat in no other game but table tennis along the West Coast of Africa, is a serious pointing finger that, Ghana sports needs a saviour to rescue it from sinking into absolute ignomity. Ghana sports looks like a desperate, drowning person indeed. It is disgraceful that Nigeria should whip Ghana to a seven nil defeat in table tennis, a game bursed and well boosted primarily by D. G. Hathiramani, the Indian table tennis servant of Ghana.17

Many reasons were attributed to this situation. Among them were, the return of Ethel Jacks, to her home country, Nigeria and the resignation of Mr. D. G. Hathiramani, an Indian voluntary coach from the coaching staff of the G.A.T.T.A. to open his own coaching school. His students were 5, 8-11 year old children whom he adopted.

The Ghanaian coach player E. A. Quaye was not experienced enough in coaching techniques to handle the national team to an appreciable international standard; lack of seriousness on the part of a few players who had attained national standards. These players like Okine Quaye and E. Ekuban would not accept any further coaching because they felt they were the best in Ghana and Africa as a whole.

Apart from the above mentioned observations, D. G. Hathiramani described the situation as follows:

In Ghana, table tennis is Accra and Accra is table tennis. There are loud-mouthed pretenders who have no knowledge and interest in the game but they preside over matters. Majority of these people are so saddled with a lot of paid functions that they treat matters affecting table tennis as secondary. To him the situation was no better when General Acheampong took over the reins of government from the Busia Administration. He pointed out that even though Acheampong sought to re-organize table tennis by appointing a new management committee, the committee's program did not offer any solution.18

Between March and August, open tournaments were held for schools, colleges, and universities at local levels. Between July and August tournaments were held at the District levels. District champions met at the various Regional Capitals for Inter-District Championships between September and October. Inter-Regional Championships were held in December, while January was left open for National Clinics.

18G.D. Hathiramani, (Personal letter, from Accra, Ghana, January, 1982).
In addition to the above, provisions were made for the camping and training of the National Teams. These efforts, though sound on paper, did not help to remedy the declining situation of table tennis in Ghana, and the Ghana National Sports Council is still making efforts to raise the standard of the game. Perhaps the Ghanaian sports administrators need to re-examine the wise counseling of Oheneba Charles, a Ghanaian sports writer who wrote in 1971:

If we hope to re-capture our fading glories then the Ghana Amateur Table Tennis Association must settle down to serious planning. Knowledgeable men must all put their hands in the pie. Without them table tennis will soon go to the dogs.19

The history of table tennis in Ghana cannot be complete without a brief mention of D. G. Hathiramani's contribution since 1952. He helped in diverse ways to keep the game in existence. Born in 1919 in India, he arrived in Ghana in 1952. He opened a sporting goods store at the "Post Office Square" in 1954. In the same year, 1954, he opened a table tennis school at the Y.M.C.A. center in Accra. Outstanding students of the school who later became the country's leading international stars include E. A. Quaye (now coach of the Sports Council of Ghana), his brother, Okine Quaye, Ernestina Akuetteh, Ethel Jacks, and Samuel Hammond. These players are all residents in Accra. The school was closed down in 1964

19 Oheneba Charles, Ghana Sports, p. 22.
following Ohene Djan's re-organization of the national sports program. Hathiramani's other contributions include, the adoption of 7 Ghanaian school children who he personally trained as table tennis stars. He is a life member of the Ghana Amateur Table Tennis Association. The association is also a member of the International Table Tennis Association. Owing to his contribution to Table Tennis in Ghana, Hathiramani has survived all governmental probes that had caused many Indian businessmen to flee Ghana.

**LAWN TENNIS**

There is no historical record of when this game was introduced into Ghana. However, during a fact finding visit to Elmina, Saltpond, and Cape Coast Castles, I noticed that there were signs of unattended tennis courts and hand rollers which were used in keeping the loose latrite courts smooth. Early courts were made of latrite surfaces, and the first known tennis courts were constructed in 1909 at the Achimota School, as part of the school's facilities.

Even though the courts at Achimota were built on a school campus, the facilities were mainly used by members of the

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teaching staff. Other British residents in Accra used the courts. By 1920, many private tennis clubs were formed in Accra, Cape Coast, and Takoradi, and interclub competitions were organized, but the game and the use of the courts were restricted to paid-up members only. Tennis continued to be a private game for mainly the British until after World War II, when soldiers who returned from the war started building courts near their houses. By 1950, many tennis clubs had sprang up. Among the popular ones were, the British Council Club, the Achimotan Club, the Ridge Club, the Old Achimotans, the 37 Military Hospital Club, and the Legon Club.

In 1951, the Accra Sports Stadium, was built as a gift from the United Africa Company of Gold Coast to the government of Ghana. It had two tennis courts. This was a great boost to young Ghanaian scholars. Most of the "ball boys" who had spent some time at the private clubs took advantage of the public facility at the stadium,22 which then had a capacity of 70,000 seats. Also, in 1959 the same company built the Kumasi Sports Stadium. It has a capacity of 40,000 seats. Among the outstanding players who rose to international fame were Mark Tetteh, Sergeant Odartey Annan, E. H. Brew, Jim Quansah, Isaac Lartey, and Amanor.

As a morale booster, the Ghana Amateur Lawn Tennis Association, in 1972, invited Arthur Ashe and Stan Smith, both United States Davis Cup Winners, to Ghana for a 5-day exhibition tour. Among the preparations for the tour, which formed part of the twentieth anniversary of the Ghana Amateur Lawn Tennis Association, was the upgrading of the Accra Sports Stadium courts to an international playing level and an increase in the courts from 3 to 9. The visit of Ashe and Smith, coupled with the increase in the playing courts at the Accra Sports Stadium, could have helped in improving the standard of the game, but the administrative instability that haunted the Sports Council kept the public's interest at "bay".

In 1973, L. T. K. Ceasar, the Deputy Director of sports under Francis Selormey, was appointed as an Executive Secretary of the Schools and Colleges Sports Federation. He sought to improve upon the standard of the game at the schools and colleges level by appointing district coaches to the schools. In 1974, the Ministry of Education ordered tennis rackets and balls to be distributed to the schools. In the same year, a tennis clinic was held at the specialist teachers college at Winneba for outstanding tennis players from all the ten regions of Ghana.

Even though these efforts have been limited to very few schools and communities, owing to lack of courts and equipment, the schools and colleges continue to make progress by
building cement courts. Between 1961 and 1982 the Schools and Colleges Sports Federation has built 24 tennis courts in twelve secondary schools and training colleges. Students from schools and colleges have won international awards. Among their current successes was the outstanding performance of Miss Harriett Quaye in Tripoli, Libya in 1983. Representing Ghana, Harriett, a 10 year old pupil of a school in Accra, Ghana won all her games at an international youth festival held in Tripoli, Libya from August 22 to August 31. Besides helping her mates to clinch bronze and silver medals in women's and mixed doubles respectively, she was able to win for Ghana, the gold medal in the women's singles championship by beating Amousouga, a 21 year old champion from Benin, 6-3; in two sets. From the fore-going it could be considered, that, should the Ghana Lawn Tennis Association embark upon consistent programs aimed at improving standards of the game in the schools especially by raising funds to build more courts, more Ghanaians could one day find themselves among international stars.

ATHLETICS IN GHANA

Even though running, jumping, and throwing have formed part of Ghanaian life prior to the introduction of formal

education, very little is known about the exact time when organized track and field became part of Ghanaian life. Before the introduction of formal education, young men ran errands on foot. Asafo companies performed acrobatic displays at their various meetings, while hunters ran in pursuit of game in the forest. With the introduction of schools, competitive running became part of school lives. School children participated in such running events as sack-race, and long-distance races during the celebration of British Commonwealth day festivities.

In the early 1920's there were organized inter-schools competitions between the Achimota College of Ghana and Katsina Colleges of Nigeria. The events were 100 yards, 220 yards, 440 yards, 880 yards, one mile, high jump, long jump, pole vault, and cricket. Track and field organization became part of Ghanaian school's programs after World War I. The lack of interest by the Ghanaian public was mainly due to innocence for, at the time, many Ghanaians had not been to formal schools and they were content with the amount of time they spent in their daily vocations. In 1926 the members of staff of the Achimota school formed the first body to organize track and field, the Inter-Collegiate Athletic

Association. At that time, individual persons purchased trophies for competitions and among them was the "Aggrey Shield" which was provided by Dr. Kwegyir Aggrey the first African Vice Principal of Achimota School.  

The Association organized annual competitions among students of higher institutions. In 1947, students from Ghana competed at the first inter-colonial meet with athletes from Nigeria at Obalande Police Grounds in Lagos, Nigeria. Nigeria won. Ghana's involvement in athletics, and the role played by the schools and colleges are discussed in Chapter Nine of this study.

**GOLF**

There are no definite records from which the exact day, time and year golf, as a game, was introduced into the country. It is known that, prior to the beginning of World War I golf of some kind was played in Accra. The players were mainly British residents of the Osu Castle. The area encompassing present offices of Ministries of Transportation, Trade, Finance, and Economic planning used to be a golf course. When the facilities at the Achimota School was opened in 1909, it included a golf course. Golf, however,

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did not form part of the school's program. The course has remained a private property of some interested staff members and military officers who have trained overseas.

The high cost of running golf clubs and lack of exposure were the basic reasons for the game's low patronage among many Ghanaians. There are about eight golf clubs in Ghana, among the current top Ghanaian golfers are: S. Amandi, L. Obintan, Kate Yeboah, Elise Wilson and Sprigge Mensah.26 These previously named golfers took part in the 1980 inter-club golf competition held at the Achimota Golf Course. Even though there is no national golf association, individual groups continue to play golf when there are facilities.

**ORIENTAL SPORTS**

**Judo**

At the invitation of the Sports Council of Ghana, two Japanese Judo experts arrived in Ghana in 1968 to engage in public demonstrations. The experts, Chikashi Hashimoto and Shinichi Enshu, stayed in Ghana for 20 days. They gave public demonstrations at the Accra Sports Stadium to selected members of the Armed Forces, Police, and Prison services.

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In 1969, two Ghanaians, Sergeant F. A. Owusu and Corporal Mathaias Garruba, were sponsored by the Japanese government to undertake a two-year training course at the "Kodokan" Judo Training Center in Tokyo. On their return, these scholars had since limited their activities to the confines of the armed forces, the police, and prison services. This means judo, as a sport, is not publicly practiced by Ghanaian sportsmen.

Karate and Tai Kwando

Like judo, these two martial sports are also practiced extensively by the members of the armed forces and police. The Ghana Tae Kwando and Karate Association sponsored these activities. This is a private association whose membership is limited to members of the army. Mr. Bok-Mam Kim and Lt. Colonel Joe Kumi are the joint-chairmen of the association.27

The association coordinates and organizes instructional courses for its members and members of the armed forces, the police, and the prison services. It could be inferred, that, participation in oriental sports is at its embryonic stage and with the passage of time, Ghana may find developments in this sport beneficial.

Basketball was introduced in Ghana by members of the American Peace Corps who were sent to teach in the various Ghanaian institutions after Ghana became independent. By 1966 schools with Peace Corp teachers had latrite courts. Here, selected students engaged in the game with their foreign tutors. As the number of Peace Corps volunteers increased some of them were sent to teach at the country's three universities. Facilities provided by these universities were such that by 1967, the game had become very popular at the campuses of the three universities. Consequently the American consulate in Ghana got so attracted that in December of the same year, he sponsored a clinic led by Sal Red Verderame (a sports officer attached to the consulate) at the campus of the University of Science and Technology in Kumasi. At the end of the three day clinic, an exhibition game was arranged between members of the Lebanon Club (a group of Lebanese nationals resident in Accra), and selected students of the University of Science and Technology in Kumasi. The game was played at the Pa Joe Sports Stadium in Kumasi. The scores were 45 to 31 in favor of the Lebanon Club.

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A supply of equipment to 10 schools with basketball courts by the consulate helped to boost up the game in 1968. Ghana played her first international match against a Togolese representative side in 1969. Ghana lost. In 1969, D. G. Wisdom, an American Peace Corps, was sent to the Specialist Training College to help draw up a comprehensive curriculum for the study of basketball at the college level. Today, basketball is played in all secondary schools in Ghana. At the club level, little is done owing to lack of public facilities. It is interesting, however, to mention that the Ghana Basketball Association, like other associations, does not have the power to raise money or operate any independent accounts outside the main framework of the council.

EVOLUTION OF OTHER GAMES

Since the last decade Ghanaians have been participating in such games as volleyball, badminton, netball, team-handball, cricket, field hockey, and swimming. Besides netball and volleyball which are played in every institution of learning in Ghana, participation in the other games is limited to schools and communities that have the facilities.

There are only two schools that have swimming facilities in Ghana. They are the Achimota Secondary School and The Akosombo International High School. Eight students from these two schools represented Ghana for the first time at the
first Economic Community of West African (ECOWAS) Games held in Nigeria in 1977. Ghana won one bronze medal in this event.

FIELD HOCKEY

Field hockey is played in the high schools in Ghana. Some Ghanaian soldiers who studied at the British Military Academy in Sandhurst introduced the sport into Ghanaian schools in the late 1950s. Until 1961/62, academic year when it became part of the school's and college's program, some few government officials, members of the Armed Forces and the Police Service played hockey. There are many reasons for which the game could not reach the schools in time. Among them are; (i) Most officers were products of the Government Sec- Technical Institute, Prempeh College, Opoku-Ware, Adisadel, Krobo Odumase Presby Secondary, Achimota, and Mfantsipim Schools. (ii) The above-mentioned Government Assisted Secondary Schools which received grants in aid from the Central Government had enough money to expand their sporting facilities. (iii) They had tutors contracted from foreign countries who were interested in field hockey and therefore helped to coach the game. (iv) Also, the supply of hockey equipment to these schools came directly as Technical Aid from countries whose nationals were contracted to teach in the government assisted schools. India and Pakistan played a major role in this exercise.
Initially the game was considered too dangerous for women. Girls in high schools were barred from playing until the formation of the school's and colleges Sports Federation in 1961. By 1963, the game was popular among some girl's secondary schools and some few women teacher training colleges that had female physical education instructors. Among the pioneer schools that played women's hockey were the Aburi Girls Secondary School, the Aburi Women's Training College, the Akropong Presbyterian Teacher Training College, and the Achimota School. Players of the Aburi Girls Secondary School won the first national inter-school's competition which was held in 1963. Field hockey continues to be one of the commonest games played by women in Ghanaian high schools and colleges. The National Hockey Association depends heavily on the cream of players from the schools and colleges for selection into the national team.

**BOXING IN GHANA**

Boxing is one of the oldest sports ever played by the people of Ghana. Among the Ga's (a tribal group in Accra), boxing is considered as an improved version of "Asafo Atwere" a kind of a Ga tribal street fighting. (See Chapter Five.)

Boxing, as a modern sport, was started in Ghana in the early 1930's. The exact time and place is not known but according to G. W. Amartefio, first Ghana International Boxing Referee/Judge, an inter-school boxing tournament was
first held in Accra. He recalled that he participated in the first Accra Inter-district boxing championship in 1937. The prize at stake was the "Bishop Aglionby Trophy".

In 1945, he represented Ghana Regiment in the South East Asian Inter-Services Championships in India. In 1950, Roy Ankrah won the Commonwealth Featherweight title. This was the first international title won by Ghana in a professional sport.

This win spurred many Ghanaian youth on, especially boys from Accra. In 1952, a private boxing school was opened at Christiansborg, Accra. In the same year, Ghana sent three boxers to the Olympic Games but they won no medals.

In 1959, following the reorganization of the Ghana Amateur Sports Association, Roy Ankrah and other dignitaries formed the Ghana Professional Boxing Council. Their aim was to improve the standard of professional boxing in the country.

At the amateur level, Ghana won four gold medals at the All Africa Boxing Championship in Cairo, Egypt in 1962, then four gold medals in Accra in 1964, and shared the top position with Egypt in 1966 at All Africa Championship in 1966.29

At the Commonwealth Games in Perth, 1962, Eddie Blay and Ike Quartey returned with 2 gold medals. At the 1966 Games

in Jamaica, all the 12 boxers who were members of the Ghana Armed Forces, returned home with four gold, three silver, and five bronze medals. Ghana was then adjudged the best boxing nation in the Commonwealth. After this spectacular win, the boxers returned home to face a total reorganization of the National Sports Program as directed by the National Liberation Council Government.

Attention was so shifted from amateur boxing to professional boxing that, in 1968, Ghanaian boxers for the first time, returned from the 4th All Africa Boxing Championships without a medal.

Between 1968 and 1984, Ghana has won just an Olympic Bronze medal, which was in 1972, and has failed in any attempt at subsequent Olympics. Ghana's sure hope at the 1984 Olympic Games, Taju Atei was eliminated at the preliminary stages. David Kotei Poison, the first Ghanaian to win the World Boxing Council's (BC) Featherweight Boxing Championship title in 1977 remarked during an interview that Ghana's sports authorities need to consider expanding their programs to cover the needs of those who are interested in professional boxing. The deteriorating nature of Ghana's sports he observed, is due to lack of continuity, selfishness, lack of facilities and unnecessary sentimentalism. He believes

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Ghana abounds in so much talents that with the proper facilities the nation can achieve numerous world records.

At the professional level, Ghana has since 1950 won the Commonwealth and world titles in the following divisions.

**FEATHERWEIGHT**

1950 - Roy Ankrah Commonwealth Title

1960 - Floyd Klutei Robertson, Commonwealth title

1963 - Joe Tetteh, Commonwealth Title

1964 - Floyd Robertson was named the first contender to the World Featherweight title but he failed twice to win the title even when he had the return match in Accra, against Sugar Ramos of Cuba.

1977 - Sulle Shittu, Commonwealth Title.

1977 - D. K. Poison, World Featherweight Title. Defended it twice and lost it the third time.

1981 - D. K. Poison, won Commonwealth Title by rank.

1982 - D. K. Poison, retained Commonwealth Title.

1982 - D. K. Poison, failed to win World Featherweight Title

1984 - Azumah Nelson won the World Featherweight Boxing Title.

Apart from Floyd Robertson all the Ghanaian boxers have relied on overseas training facilities. From the records, it is obvious that, Ghanaians love boxing, and it is therefore important that a boxing facility is built to train potential boxers locally.
CRICKET

Cricket in Ghana is as old as soccer. One year after the Excelsior soccer club of Cape Coast played the first international game on the soil of Ghana, against the European Merchants their resilient in Cape Coast, the British residents of Accra, challenged their Nigerian counterparts to a cricket test match at the "Old Polo Grounds" in Accra. The match which lasted two days, was played in December, 1904. The all-British team from Accra was beaten by their Nigerian counterparts from Lagos, by nine wickets.31

Cricket was so restricted to the British officers and some few Ghanaians educated elite that, it did not initially attract much public attention as soccer. The few Ghanaians who took to the game; continued to practice with their "colonial masters." Their efforts paid off, for in 1912, when the Accra Sports Club sponsored a test match between an Accra representative side and the Lagos Cricket Club, in Accra, three Ghanaians played on the Accra team. Once more, the Accra team lost by six wickets. In 1913, the venue for practices was moved to the Ministries sports grounds near the Castle, Christiansborg.32


In the same year, the Achimota Cricket Club was formed, following the opening of the first international Cricket Oval at the Achimota School Grounds.33

Following the outbreak of the First World War in 1914, many British citizens in Accra left for Britain. This caused a temporary break in the annual Ghana-Nigeria encounter. Public interest in the game also died because most people could not afford the means of transportation to and from the "Achimota Oval" which was then about ten miles away from the city of Accra. With the equipment and the oval at the disposal of the staff and students, cricket became part of exclusive weekend entertainment on the Achimota school grounds.

In 1937, an all-Ghanaian representative side played for the first time against a selected all-Nigerian representative side in Accra. Ghana lost to Nigeria. The outbreak of the Second World War, brought the annual Ghana-Nigeria encounter to a halt until 1947. The game, however, attracted the fancy of the students of such government-assisted secondary schools as Prempeh College and Opoku-Ware, all in Kumasi, and Mfantsipim and Adisadel in Cape Coast.34

33Teye-Botchway, (Personal letter from the Specialist Training College, Winneba, Ghana, 1980).

34Teye-Botchway, Personal letter.
When the Inter-Colonials between Ghana and Nigeria were resumed in Lagos, Nigeria in 1947 Ghana was represented by an all scholar representative side drawn from the tutors of the Government schools. This annual encounter involving students and scholars from Nigeria and Ghana has, since 1947, formed part of the activities of the annual sports encounter between the two countries.

In 1965, Ghana, Sierra Leone, Nigeria, and Gambia (all former British colonies) came together to form the West African Cricket Association. Ghana and these three countries are members of the British and Overseas Commonwealth Cricket Association.35

Even though cricket is not played in most high schools in Ghana, the physical education department of the Specialist Training College continue to teach the game in its teacher preparation program. This effort is however wasted because most schools do not have the equipment. They are so expensive that most heads of institutions discourage their physical education tutors from purchasing them. The Schools and Colleges Sports Federation, however, continues to supply equipment to some selected schools. With more and more people getting involved in such active games as basketball, soccer, team handball, field hockey and track and field,

cricket, the old British Aristocratic Game, is gradually dying in Ghana.

In the next chapter, I will present a chronological survey of Ghana's participation in some of the games discussed in this chapter at the international level thus bringing to date Ghana's progress in the various sports at the amateur and professional levels. Of the activities described in this chapter, soccer, boxing, table tennis, and track and field continue to be the most popular pastimes of Ghanaians. This is because these are the major events Ghanaian athletes compete in during their annual Ghana Nigerian festivals. To Ghanaians a loss in any of these events to Nigeria in their annual encounters means a national defeat.
Since the beginning of her struggle for independence through the early part of 1980 the organization and administration of sports in Ghana, has gone through many stages. Initially, there were efforts of private individuals who constituted themselves into "one-game interest associations." Then came the era of "association-controlled" but centrally-supervised organizations. Today the state centrally controls the organization and administration of sports in Ghana. The Sports Council of Ghana is the sole body responsible for this task. This chapter traces the history of the Council and its role in the promotion and development of sports in Ghana at the local, regional, and international levels.

The organization of sporting activities in Ghana before 1950 was mainly a concern of private individuals, corporations such as the United Africa Company (which built the Accra and Kumasi Sports Stadia), and the army and the police, (which helped to organize the First Intercolonials between Ghana and Nigeria). Among the activities that attracted their concerns were soccer, lawn tennis, track and field, amateur boxing, field hockey, and cricket. Interest-groups
arranged annual competitions with their Nigerian counterparts on a home and away basis. The Achilles Athletic Club of Kumasi, the Gold Coast and Ashanti Amateur Football Association, the Accra Boxing Club, and the Gold Coast Cricket Club were the outstanding names associated with sports promotion prior to the beginning of the second half of the 20th century. Notable personalities in these ventures were, Richard Akwei, and J. Darkwa—Soccer, A. H. R. Joseph—Track and Field, E. W. Amarteifio—Boxing, and D. G. Hathiramani—Table Tennis.

In 1949, the colonial government invited Sir Sydney Abraham, a prominent English Sports Organizer and a legal advisor to the British Colonial Office to Ghana to advise her on matters concerning sports organization in the country. Sir Sydney's major task was to co-ordinate all existing sporting bodies into a centralized-body. His initial approach was met with some resistance from the local sports enthusiasts, including the educated elite, who were then agitating for self rule from the British Government. To enable him to pursue his policies, Abraham helped to arrange a three-month game tour of twenty-two Ghanaian soccer players to England in 1951.1 The success of this arrangement coupled

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with Kwame Nkrumah's (the leader of government business in the first all African cabinet 1950-56), support helped "cool" down tensions. The situation was further strengthened when, in April of 1952, parliament approved of the establishment of a central body to control sports. This was the Gold Coast Amateur Sports Council.²

The Gold Coast Amateur Sports Council -- 1952-1960

In 1952, while the political turmoil in the Gold Coast was at its peak, the Colonial Administration signed into law, "The Gold Coast Ordinance #14 of April 7, 1952." The passage of this Ordinance was the first comprehensive legal backing given to sports in Ghana. The Council was placed directly under the Ministry of Education. Its initial membership included representatives from the Amateur Athletic Council, the Cricket Association of Accra, Boxing and Lawn Tennis Unions, Association Football, the Police, and the Armed Forces. The ordinance further empowered the Council to do the following:

i. To make provision for the recognition of any other Amateur Sporting body.

ii. To assist financially or otherwise, in the training of amateur sports coaches.

iii. To promote and improve amateur sports in schools, colleges, and among the general public.

To oversee but not to interfere with the organization and day-to-day activities of its affiliated members.

To solicit funds for the provision of facilities and equipment for its members and

To serve as a liaison between the central government and other local, national, and international sporting associations.

The offices of the Council were located at the Accra Sports Stadium which was officially opened on September 2, 1952. (See Appendix E.)

During its first year of operation, the Council, with a government subvention of about $6,000, was able to organize an athletic meeting between Ghana and Nigeria. Also for the first time, the Council sponsored Ghana's first Olympic team which went to the Helsinki Games. In 1954 the Council's affiliates, the Olympic and Overseas Commonwealth Games Committees, jointly sent a team to the 5th Commonwealth Games in Vancouver, Canada. The Council could not, however, raise a team to represent the nation at the 1956 Olympic Games in Melbourne, Australia owing to lack of funds. Efforts to remedy the situation were made in 1958 when a team was sent to the Cardiff Commonwealth Games in Wales. The ill-prepared

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athletes fared so badly that the sporting public demanded a resignation of the Council's officials, but the Council refused and blamed their failure on the lack of technically-qualified trainers; the absence of sufficient and adequate training facilities; and the Council's lack of authority in controlling the various associations.  

By the end of 1959, the Council had succeeded in organizing soccer competitions with Togo, Mali, Upper Volta, and the Republic of Niger. Ghana won the five-nation competition, for which Kwame Nkrumah donated a Gold Cup, by defeating the Republic of Niger 12-1 during the finals. The Gold Cup competition was never held again. Ghana thus won the cup for good. At the beginning of 1960, it became clear that given the proper backing Ghana sports could reach higher heights. The Kwame Nkrumah-administration realizing this, called for a central government control of sports.

**THE CENTRAL ORGANIZATION OF SPORTS (COS)**  
**1960-66**

As part of his political reforms, Dr. Kwame Nkrumah, on October 1, 1960, dissolved the Gold Coast Amateur Sports Council and announced the establishment of the Central Organization of Sports (C.O.S.). He appointed Ohene Djan, who

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5 Agyei, "Athletics in Ghana," p. 28.
had then returned from Great Britain with a Bachelor's degree in Sports Administration, as its director. Ohene Djan was made the administrator of a seven-member council, and was given wide powers to run, control, and administer amateur and professional sports in the country. In a political speech marking the council's inauguration, Dr. Nkrumah proclaimed:

On July 1, 1960, the day of our Republic, it dawned upon me that a more positive attitude should be adopted towards the development of sports in Ghana to ensure that within the shortest possible time our young nation took her rightful place among the great sports nations of the world. I accordingly set up the Central Organization of Sports and charged its Director, Mr. Ohene Djan, with the responsibility of working out an effective, accelerated program to hasten the dawn of that day.

I also commissioned the Director to go into the regions, towns, villages, schools, and colleges and stir interest in the new approach to sports in Ghana. The Central Organization of Sports has been established to develop Ghana Sports in its entirety, both amateur and professional.6

The Director established a new centralized structure, (see Appendix F.) under which he reconstituted the various autonomous associations into Federations, each, with a chairman. Existing soccer clubs were also directed to reorganize themselves into sporting clubs. As outlined in the President's inaugural speech, the main philosophy of the C.O.S. was to adopt any means possible to raise the standard

of sports in Ghana to a world-class level within the shortest possible time.

Besides community sports, schools and colleges were also mobilized into one massive body—The Schools and Colleges Sports Federation on November 4, 1961. At the Regional, District and local levels Ohene Djan appointed sports organizers whose main functions were to create public interest and enthusiasm in sports. They had to lead, train, and spot out talents for the benefit of national sports programs.

Sportsmen enjoyed special benefits, and their successes were considered as political gains by the socialist administration of Kwame Nkrumah. Sportsmen and women were given employment in state-sponsored enterprises like the Farmer's Council, the Young Pioneer Movement, the Workers Brigade, and other organs of the government.

Financially, the C.O.S. enjoyed free flow of money from the central Government. In 1964, the government's annual subsidy for sports was 100,000 pounds sterling. The Central government was so much involved in immediate positive results that the Director and his associates appropriated funds without much accountability.

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7The Tibo Committee Report, p. 6.
Equipment and training facilities were imported in great quantities. Foreign as well as local coaches were recruited to work for the C.O.S.. Ghanaian teams fared well in both their domestic and international assignments. Ghanaian soccer teams such as the Black Stars, the Real Republicans, Asante Kotoko, Accra Hearts of Oak, and Sekondi Hassacas were outstanding. As mentioned earlier, sports was so married to the Kwame Nkrumah administration that when Nkrumah's government was overthrown in 1966, the new military leaders dissolved the Central Organization of Sports, dismissed its Director, Mr. Ohene Djan, and appointed a 15-member council headed by a Chairman, Mr. A. K. Deku, to manage the affairs of sports in the country. This measure became the greatest blow for Ghana's sports because the Deku administration abandoned all projects started by Ohene Djan. As it has always been in Ghana when there is a change of leadership, no one bothered to research into either the successes or failures of the Ohene Djan administration. Thus the new Sports Council and its leadership, embarked upon a task of rebuilding, an effort which to date has not been a success after twelve sports administrators. Kofi Badu, a newspaper editor and one of the directors made this observation two months after his appointment in 1973:

As can be expected, the unsuspecting public and the unfortunate half schooled ones take everything from the press as God-sent authoritative faults. Incidentally the substance of all the expert-suggestions these years has only been constant demands for the removal from
office of personalities. The result is that from 1966 to this date, (1973) Ghana has seen no less than five Directors of Sports, nine Ghana Football Association Executive Secretaries and five G.F.A. chairmen in office.9

THE SPORTS COUNCIL OF GHANA--1966-84

Soon after the "1966 February Revolution", the organizational structure of the C.O.S. fell into pieces. Sports administration was completely disorganized. The first step taken was the appointment, in April, 1966, of a new Director of Sports. The new director appointed a committee headed by Nana Fredua Mensah, a sports journalist, to advise on the effective organization of soccer in Ghana. The committee recommended that Ghana Amateur Football Association becomes a federation and be placed directly under the Sports Council of Ghana. In another development, the government appointed a National Sports Review Committee (The Tibo Committee) to consider the general problems of the organization and the administration of amateur sports in Ghana. The committee was empowered:

(a) To undertake a review of Ordinance No. 14 of 1952 which established the Gold Coast Amateur Sports Council, to scrutinize the provisions of the Executive Instrument No. 17 of 1964 and to recommend to the National Liberation Council Member responsible for Sports, which of the two legal instruments is more appropriate for the future of Ghana Sports.

(b) 
(i) to examine the existing structure of the C.O.S. in order to ascertain if it is truly representative of the whole country and of the Sports Associations;
(ii) to recommend its future structure, constitution and membership;
(iii) to find the best method of improving all levels of Sports in Ghana, and
(iv) to make any other recommendations considered important.  

The committee recommended a total reorganization and streamlining of the C.O.S. under Decree 224 which took effect from November, 1968.

Under Decree 224, the C.O.S. was restored but it became an adjunctive organ to a 15-member Sports Council. The Sports Council members were partly appointed by the National Liberation Council and partly by specific educational and Public Service institutions. Under the new set-up, the C.O.S. became the basic organ through which the policies and objectives of the Council were to be carried out in programs previously approved by the Council. See Appendix F for structures of the Council.

The following was the recommended membership of the Council: The Council was headed by a Director of Sports assisted by a deputy, a member of the technical committee and four other members to be nominated by the National League Clubs Association. The aim of this re-constitution was to

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eliminate the over-powerful one-man control which characterized the Ohene Djan administration. Initially, the Council had to overcome the following problems:

i. The imposition of new restrictions on the various associations which had enjoyed autonomy under Ohene Djan's administration.

ii. the demand for financial accountability which was non-existent under Ohene-Djan.

iii. the acceptance of a national technical committee that would be responsible for the selection of athletes for international assignments, and

iv. the appointment of technically-qualified sports administrators to run sports at Regional and National levels.

In 1973, the Chairman of the Council, Kofi Badu, sent a memo to the National Liberation Council which issued a decree, (N.L.C. Decree #330). This Decree 330 dissolved the C.O.S. and the Sports Council of Ghana was established with a Secretariat headed by a Director of Sports as its chief executive.11 It also spelled out an elaborate constitution for the various National Sports Associations. A Finance and Economic Board for the Sports Council was established for the first time. The Board was to be responsible for the proper administration of the finance of the Sports Council; in addition, it was specifically charged to do the following:

(a) Study the present and long-term financial requirements of the Council and advise on how best grants and moneys provided by the Government to the Council can be used in the interest of Sports in Ghana;

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11The Tibo Committee Report, p. 4.
(b) work out a financial policy for the disbursement of finance to all the national associations of sports or groups of sports;

(c) advise on the establishment of a body to take over the importation and sale of Sports equipment in Ghana; and

(d) keep under constant review the finances of the Council and keep the Council informed as to the state of these finances.

The Decree also made the Special Commissioner appointed by the military government, the Chairman of the Sports Council and, defined in some detail, what should be the functions of the Council; it also established, in some cases, guidelines for proper organization and administration of sports in the country.

In a nutshell, therefore, the organizational and administrative structure as well as functions devised by Decree 330 were as follows: Under the direction of the Sports Council was the Director of Sports, Mr. W. T. Marsell, who was assisted by a Deputy Director in the day-to-day administration of the Secretariat, the central organ of the Council, and in its relations with the regional branches including Sports Clubs and national associations throughout the country. The Secretariat was responsible for the execution of the Sports Council's policies and decisions. It was to provide technical advice, training, coaching, as well as
recreational facilities for all sports lovers in Ghana. (See Appendix F for an annual program of activities prepared by the council.)

For organizational purposes, Decree 330 provided that a branch of the Sports Council should be established in each Region of Ghana. For organizational effectiveness and active promotion of sports throughout Ghana, the establishment of regional and district sports associations were also recommended. The organizational ladder was made up as follows:

(a) The National Sports Council, with its Secretariat headed by the Director of Sports who was also the Chief Executive and responsible for the day-to-day administration of the Council.

(b) Nine Regional Sports Councils, with their Secretariats headed by the Regional Sports Organizers.

(c) One hundred and forty district Sports Councils with their Secretariats headed by the District Sports Organizers.

The above mentioned were among the new innovations Decree 330, introduced into the organization, administration, and development of amateur sports in Ghana. During the National Liberation Council era, Ghana continued to take part in international sports competitions. The Sports Council and the N.L.C. Government made fairly appreciable efforts in organizing, encouraging and financing amateur sports.

By 1968, it had become evident that sport standards were being lowered and Ghana's achievements at the international level were fast deteriorating. This state of affairs was attributed to many factors, among them were:
i. defective organizational structures of the central organ and various associations responsible for the organization and promotion of sports in the country,

ii. lack of incentives to sportsmen and women,

iii. lack of adequate sports services,

iv. lack of facilities and equipment (for example, playing fields in the country), insufficient funds to most of the sporting clubs.\textsuperscript{12}

Also detrimental to sports promotion were certain provisions of the two National Liberation Council Decrees (224 and 330), which called for the establishment of State organs for the control, promotion and development of sports in Ghana. In particular, the National Liberation Council Decree 330 seemed contentious. One of its main criticisms was that its provisions did not make for a democratic and efficient Sports Council. The sporting press claimed that the National Associations were not sufficiently independent. For example, the presence of the Chief Executive of the Sports Council on National Associations interfered with their independence. While this may be true, the Chief Executive's presence on the National Association helped, at times, to reduce to a bare minimum red-tape between the Associations, the Secretariat of the Sports Council and the Council itself. Sports administration under Ohene Djan might have been dictatorial as the coup makers of 1966 claimed. Nevertheless

\textsuperscript{12}\textit{Ibid.}, p. 36.
events after 1966, including the deteriorating standards of Ghana sports since 1969, prove that the new establishment of the Sports Council of Ghana has not helped in any way to improve standards in Ghana's sports. The administration of Sports in Ghana today has not changed from the dictates of Decrees 224 and 330.13

GHANA-NIGERIA SPORTS COMPETITION

Bilateral sporting activities between Ghana and Nigeria date back to the early 1920's when the British Colonial administration in both countries established what was called "The Inter-Colonials."

The Inter-Colonials were organized on the basis of individual sporting events. Different events were, therefore, spread throughout the years. The oldest of the Inter-Colonial encounters was the annual cricket competition between an Accra-representative side and Lagos City cricketers started in 1903. The players were European merchants who were residing in Accra and Lagos.14

Generally, the Inter-Colonials were aimed at improving sporting standards and forging harmony and understanding

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13 Ibid., p. 39.

between these two countries. More important was that such games helped the colonial powers to keep countries under their control together, e.g., the French organized competitions between Senegal, Togo, and Niger. Abraham Ordia had a different view of the Inter-Colonials. He wrote:

Colonization and Colonial influence were a great obstacle to the development of sports at the continental level. Many of the African territories which now engage in mutual regular sports exchanges on home and away basis, were more geographical expressions in colonial days. Each colonial power kept its colonies in watertight compartments. Hence the average Nigerian sportsman knew very little about Sports in Dahomey...his nearest French speaking neighbors.15

Ordia's observation proves a point which many Africans have in mind that is the colonialists came to Africa for Africa's goods and not for the welfare of the African. One may disagree but the tone which was set by these merchant administrators has left an indelible mark on sports in Africa. Today many countries in Africa continue to adopt the popular games of their colonial masters as their national games. It is important to point out that, for which ever reasons that the "Inter-Colonials" were established between Ghana and Nigeria, the joy of participation, the feeling of nationalism, the absolute belief in one's nationalistic superiority have never ceased to be at their peak each time sportmen from Ghana and Nigeria met to run, jump, hike,

throw, hit, or converge to finally brood over or celebrate the result of a healthy competition.

Record keeping about Ghana-Nigeria sporting encounters was not taken seriously until after World War II. Available records indicate that the first ever recorded encounter between Ghana and Nigeria was in April, 1947. When Nigerian athletes met athletes from Ghana in a track and field encounter at the Obalande Police Grounds. Recounting the activities thirty years later, S. O. Jolasoo (head of the organizing committee of the first West African Games—1977) had this to say:

Let me first re-capture this athletic meeting held in Lagos. More than 5,000 persons paid admission to watch the first Inter-Colonial (as it was then known) athletic meeting between Nigeria and Ghana, held at the Police ground, Obalende, Lagos by courtesy of the then Commissioner of Nigeria Police on April 19, 1947.16

The first event of the meeting was the men's 880 yards race which Ghana won.

Jolasoo had a vivid description of the race:

Ghana athletes taught Nigerian runners a lesson in middle distance races. At the start of the 880 yards race, both Augusts Labode and Eugene Lipede of Nigeria shot out from their lanes leading the two Ghanaians with about ten yards. But at the run of the second lap of the race, tall and lanky late A. A. Kwofri of Nzima (Gold Coast) beat his first string, E. C. Nyarko, now an athletic coach with the Central Organization of Sports in Accra, Ghana, by two yards to win in an appreciable

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time of 1 minute 59.5 seconds, Lipede was third and Labode fourth. Later in the afternoon, Kwofi again won the one mile race by the same distance from Nyarko, Clement Anuju and Labode in 4 minutes 32 seconds.17

Nigeria beat Ghana to lift the handsome silver cup the Amateur Athletic Association of Nigeria presented. It is important to mention here that no women took part in this maiden encounter between these two sister British Colonies. Summaries of the results of subsequent annual encounters between Ghana and Nigeria in Track and Field, and Soccer are listed in Appendix G.

Sportsmen who participated in the early encounters between Ghana and Nigeria were mainly drawn from residents in Lagos and Accra. The first soccer competition between Ghana and Nigeria was in 1953; Ghana won 1-0. The first game that included people from outside Accra was in 1955 when the soccer team included C. K. Gyamfi (who later became the first national soccer coach), Asebi Boakye, and James Adjei. Ghana won the encounter in Accra by seven goals to nothing. The Nigerians played against Ghana in soccer boots for the first time.18

As years rolled by the number of activities was increased to include such games as field hockey, lawn tennis,


18Ohene Djan, (Personal interview, Nsawam, Ghana, April 22, 1983).
table tennis, boxing and women's programs. The number of days set aside for the annual encounters also increased. The concept of which nation was the better side in sports kept haunting the games. With a population and size five times bigger than Ghana, Nigerians would not dominate the annual games with Ghana. Cricket was always won by Nigeria while Ghanaian teams excelled in track events, soccer and boxing. The worst of it all was the seven to nothing defeat Nigeria suffered in the hands of the Ghana Black Stars in 1957. This situation could not be controlled. In 1971 and 1975 respectively, there were clashes between Nigerian and Ghanaian fans in soccer which resulted in the burning of a Ghanaian 50 seater Setra Bus in Lagos and an open fight between Nigerian and Ghanaian athletes in Accra.19

Following the clash in Accra, authorities in both countries called for the abolition of the games, and suggested that in order to tone down the rivalry, other West African Nations be allowed to join. This suggestion did not become a reality until 1977 when the first West African Games was held in Lagos, Nigeria. The opening of the games expanded the horizon for the 30-year old inter-country encounter between Ghana and Nigeria. At a recent meeting between the Ghanaian Commissioner for Youth and Sports and his Nigerian

counterpart the two leaders agreed to resume the Ghana-Nigeria annual encounter in July 1985.20

**GHANA AND THE WEST AFRICAN GAMES**

The colonial powers who ruled West Africa during the early part of the 20th century sought to divide this sub-region by encouraging sporting competitions among the territories they controlled, and keeping those outside their jurisdiction apart. Thus, athletes from Togo, Dahomey, Cameroons, Upper Volta, Niger, and Senegal met to compete under the umbrella of the French Colonial government on sub-regional basis, while sportsmen from Ghana, Nigeria, Sierra Leone, and Gambia, met on inter-country basis under the British Colonial Flag.

In 1975, there was an unhealthy encounter between Ghana and Nigeria during their annual sports festival in Ghana. For two days during the 1975 festival, the games came to a standstill following an open fight between athletes of both sides following a defeat of the Nigerian Academicals Soccer Team by their Ghanaian counterparts.

General's Obasanjo of Nigeria and Acheampong of Ghana, then heads of states of the two countries, had to intervene to save the games. At the end of the Accra games, Major

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20 *Daily Graphic*, (Accra, Ghana, April 7, 1984), pp. 6-7.
General Olutoye of Nigeria led a group in a crusade to save future games by including other West African nations.

The idea was well received in the sub-region and in 1976, ministers and sports commissioners were summoned to Lagos to prepare and ratify the rules and regulations for the sub-regional games.

On August 27, 1977 sportsmen from Mauritania, Senegal, Ivory Coast, Guinea, Upper Volta, Niger, Mali, Togo, Benin, and Ghana joined their counterparts in Nigeria to compete in the first West African Games. Since this gathering, political instability and food shortage as a result of drought, have brought the gathering of the people of West Africa together to a standstill since 1977.

THE GOLD CUP COMPETITION

In 1958, Dr. Kwame Nkrumah donated a gold-plated trophy to be competed for by West African nations. The cup was donated at the inaugural session of the West African Soccer Federation. The finals of the first competition was played between Ghana and Upper Niger. Representing the southern sector, Ghana beat Upper Niger by twelve goals to one to lift the cup.

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During the second competition held in Lagos, Nigeria, in 1960, Ghana beat Mali by five goals to one to lift the trophy. During the encounters in 1961 and 62 Ghana met Mali again on home and away basis. Ghana again beat Mali by a score of three goals to nothing. After beating the Malian national team by four goals to nothing during the 1963 encounter, Ghana lifted the cup for the third time and for ever. The competition suffered its final blow after the 1966 coup in Ghana. The Ghana, Guinea, Mali Union, was Nkrumah's idea of the beginning of a West African Union. Today the cup remains one of the numerous collections of the Ghana Amateur Football Association.  

**GHANA - SIERRA LEONE GAMES**

Annual international competitions between two commonwealth nations started in 1954. This was when Ghana played Sierra Leone in soccer at the Accra Sports Stadium. Ghana won by two goals to nothing. The following are the results of their encounters in the soccer between 1954 and 1960.

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<th>Year</th>
<th>Venue</th>
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<th>Sierra Leone</th>
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<tr>
<td>1954</td>
<td>Accra</td>
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<td>0</td>
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<tr>
<td>1955</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>1956</td>
<td>Accra</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1957</td>
<td>Freetown</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1958</td>
<td>Accra</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1959</td>
<td>No Games</td>
<td>-</td>
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</tr>
<tr>
<td>1960</td>
<td>Accra</td>
<td>6</td>
<td>2</td>
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</table>

From the results it could be seen that for seven years, Sierra Leone never won a game and the frustration was sufficient enough an excuse for the Sierra Leonean authorities to call for an end to the competitions. Today, Ghana meets Sierra Leone only at such regional games as the All Africa Games and the ECOWAS Games.

**COMPETITIONS BETWEEN GHANA AND OTHER AFRICAN NATIONS**

In November, 1963, the New Horizon, a third division soccer team for the Black Stars, was formed. The New Horizon represented Ghana against Togo national team in a two game encounter. They lost to the Togolese in Lome and beat them by four goals to two in Accra. In another international match involving Ghana and the Ivory Coast, in December, 1963, the New Horizon won by a lone goal. In 1964, the New Horizon deputizing for the Black Stars of Ghana, successfully lifted
the Zambian Independence Trophy by beating the Zambian na­tional team by three goals to nothing in the finals. The New Horizon was dissolved soon after the overthrow of Kwame Nkumrah in 1966. Today the Black Stars of Ghana has no permanent second division team.

GHANAIAN UNIVERSITIES AND INTERNATIONAL GAMES

The campus of the University of Ghana, Legon, was the venue for the first ever inter-university games in West Africa in 1951. The encounter was between students and faculty members of Legon and their counterparts from the University of Lagos, Nigeria. The encounter involved cricket, lawn tennis, and track and field. The events in Track and Field attracted students while faculty members participated in cricket and lawn tennis. The Nigerians won both games while the Ghanaians excelled in the track and field.

This annual encounter between Legon and Lagos continued until 1965 when the scope of the competition was widened to include the Universities of Ibadan, Ife, Ahmadu Bello and Zaria (all in Nigeria); soccer and field hockey were included. Also, in 1965, faculty members were excluded from the competitions for the first time. Between 1965 and 1967,

23Beckley, Ibid., p. 64.

24Teye-Botchway, "Cricket Lecture Series".
the competitions were held in Ghana and Nigeria respectively. In 1969, the Fourah-Bay College of Sierra Leone entered the competition for the first time and played host. At the Sierra Leone-games, the officials from these three former British colonies proposed that the scope of the games be extended to include other West African Universities. Adedeji notes that the proposal was among the topics discussed during a meeting of ten African Universities in Lagos, Nigeria on April 11 and 12, 1971.25 At this meeting the Federation of African University Sports (Faus) was formed.26 Prior to the formation of the FAUS, other bodies had been organizing sports among universities in Africa. Ramadhan observed:

Prime mover behind (FAUS), was the Council of West African University Games, which has been organizing and promoting inter-university games throughout West Africa since 1965. East Africa, too, has been staging University games in Nairobi and other locations for many years.27

The first All-Africa University Games were held in Accra on December 27, 1974 under the auspices of the African University Games. Ghana was represented by the Universities of Ghana, Legon, Cape Coast, and Science and Technology,


26Ibid.

Kumasi. Nine countries were represented. Since 1975, Ghana has not attended any other All-African University Games. About the nature of representation, Adedeji wrote:

They agreed that the meeting should be based on institutional representation. This system of organization was preferred to national representation which had been a failure in North African University Games.28

In 1975, the University of Ife, Nigeria, became the host for the 7th West Africa University Games. Ghana won the soccer competition and placed second in the overall ratings. Following clashes between students of Ghanaian Universities and the military regimes of Acheampong (1971-1976), Akuffo (1976-1977), and Rawlings (1977-1978) and (1981-1984), Ghanaian universities have virtually been absent from all international competitions because the government has refused to give grants for such competitions. It is hoped that following a re-organization exercise initiated by the present government, organization of sporting activities on the University campuses will return to normal.

GHANA AND THE AFRICAN FOOTBALL CONFEDERATION

The African Football Confederation (A.F.C.) was formed in 1956 with Lt. General Abdel Aziz Mustapha of Egypt (UAR) as its first president. The founding nations were Egypt, 28Adedeji, "The Role of Physical Education", p. 185.
Sudan, Ethiopia, and South Africa. Their aim was to run soccer competitions for African nations. They also had in mind the search for closer contacts among African soccer players through competitions and the improvement of soccer standards in Africa.29

Since the idea of bringing the whole of Africa together politically has been cumbersome, many scholars might doubt the seriousness of the pioneers of the AFC, but they were a determined group who saw a united Africa a possibility on the sports field. Ali comments on the situation thus:

The wave of political independence which surged across the continent in the late 1950's, however, began to give fresh impetus and tangible form to African sports. The spirit of pan-Africanism which the late Dr. Kwame Nkrumah generated in politics also inspired pan-Africanism in sports. This led haltingly to the start of continental games. The first Africa Cup of nations Football competitions was held in 1957 in Khartoum...30

The AFC current membership stands at 42 including all the independent African football associations. This is considered the largest of the six continental federations affiliated with the Federation International de Football Association (FIFA), the world's governing council of Association football.31


30Ali Ramadhan, Africa at the Olympics, p. 114.

31Ohene Djan, (Personal interview).
The headquarters of the AFC is in Cairo, Egypt. Elections to the AFC executive committee are held every four years. The AFC is financed by its member nations. The AFC organizes three tournaments for its affiliated members and these are the Africa Cup of Nations, The Africa Cup of Champion Clubs, and The Africa Cup Winners Cup Competitions.

**The Africa Cup of Nations and the Ghana Black Stars**

For the purpose of soccer competition, the continent of Africa is divided into four Zones, i.e., North, West, East, and Central. Member-states hold elimination series, and the first two from each zone meet every two years for the championship duel. The first Africa cup of Nations took place in Khartoum, Sudan in 1957 between three of the four founding nations, namely, Sudan, Ethiopia, and Egypt. (South Africa's absence was due to an expulsion order initiated by the first ordinary General Assembly of the AFC in Khartoum over her apartheid policy). Egypt beat Ethiopia 4-0 in the final to become the first recipients of the championship trophy which was donated by the 1st President of AFC, Lt. General Mohamed Abdel Aziz Mostapha of Egypt.\(^{32}\)

The competition is held every two years and the finals attract 8 nations of which the host nation and the defending

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champions are always automatic members. Owing to the lack of a strong national team, the Ghana Black Stars did not enter this competition until 1963 when, as a host nation, Ghana won the cup in Accra. (See Appendix H for the results of the competition since 1957.)

It could be seen from the results table that Ghana's victory on March 18, 1978 made her the first nation to win the cup 3 times ever since the inception of the competition. Ghana's opponent at the 1978 finals, which was played at Accra, was the Cranes of Uganda. They won the game by 2 goals to nothing. Ghana's team was made up of the following players, Carr, Paha, Ofei Ansah, Awuley Quaye, Acquaye, Dadzie, Adai Kyenkyenhene, Yawson, Anas Seidu, Kayede, Opoku-Afriyie, Abdul Razak and Mohammed Polo.

In 1982, Ghana won the championship for the fourth time, thus winning the Houpheit Boigney cup (a trophy donated by the Head of State of Ivory Coast) for the first time. Their opponents were the Libyan National Team. The scores were 7-6. In 1984, however, Ghana failed to reach the finals in Abidjan, Ivory Coast.33

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The Africa Cup of Champion Clubs
and Ghanaian Clubs

The second tournament is the African Cup of Champion Clubs. This tournament, was started in 1964 and is staged every year among the champion clubs of the affiliated associations. Like the Africa Cup of Nations, the first tournament attracted only four clubs, namely Orxy Club of Cameroon, Stade Club of Mali, Real Republicans of Ghana, and the Cotton Club of Egypt. The finals were played at the Accra Sports Stadium on Sunday, February 7, 1964. Osagyefo, Dr. Kwame Nkrumah, the first and then President of Ghana, donated the trophy which was named The Osagyefo Trophy. The Orxy Club of Cameroon won the cup by beating the Stade of Mali, 2-1 in the finals.34

Presenting the "Osagyefo Trophy" to Lt. Gen. Mustapha on the eve of the final match between Orxy and Stade, the late Dr. Nkrumah stated:

It is encouraging to note that with progress towards the attainment of African unity at the political and economic levels, the inter-change of sports and cultural activities is making its influence felt in the creation of a healthy atmosphere for Africa unity and total independence. It is for this reason that I, as a citizen of Africa have donated "the Osagyefo Trophy" for annual Africa Clubs Championship to help consolidate the foundation of a continental movement to bring all Africa together in the field of sports. This competition, if properly organized, will help bring African Soccer into

maturity and for our dear continent, a greater respectability and recognition at the Universal level.\textsuperscript{35}

It is interesting to note that while the Ghana National Soccer team has won the African Continental Championship Cup four times, at the club level, soccer clubs have fared badly at continental club championships.

At the club level, while Accra Hearts of Oak, on 5 occassions (1972, 1974, 1977, 1979 and 1980) failed to win the cup at the finals, Sekondi Hassacas and Accra Great Olympics emerged runners up in 1972 and 1975, respectively.

Asante Kotoko played at the finals on five occasions in 1967, 1971, 1973, 1982, and 1983, and won the championships twice. These were in 1971, when they beat Englebert of Zaire by 2 goals to 1 in Kinshasa and their 1-0 win over El Ahly of Egypt in Kumasi, Ghana on December 11, 1983.

The Africa Cup Winners Competitions and Ghanaian Champion Clubs

The third tournament the AFC organizes is the Africa Cup Winners Competitions which began in 1975. It is a a simple knock-out contest similar to the knock-out Championship Tournament (FA Cup) of Britain. Ghana was represented in this competition for the first time by Asante Kotoko Soccer Club in 1979. Kotoko was bitterly shown the exit by the Kadigo Soccer Club of Upper Volta in the first round.

\textsuperscript{35}Ibid., p. 30.
Representing Ghana in 1980, 1981, and 1982, Sekondi Eleven Wise, Accra Great Olympics, and Sekondi Hasaccas respectively, could not win the championship. Once more, as in the Africa Cup of Champion's Competitions, Ghanaian Clubs have failed to win any championship. The concern of many Ghanaians and their frustrations is summed up thus:

The painful manner in which Fabulous Asante Kotoko were kicked out of last year's African Cup Winners Series lingers on in the memory of Ghanaians and for another Ghanaian club to be eliminated in like manner would only lead to grief of disastrous dimensions...It is rather a sad commentary that despite the heavy investments individual clubs continue to make towards the upliftment of football in the country Ghana has won the Africa Clubs Cup only once. The regret become over-whelming when it is considered that the cup that Hafia of Guinea won for keeps in 1977 was donated by the first President, the late Osagyeo Dr. Kwame Nkrumah. If there could ever be a chance for Wise to do an honor to Ghana, this is it.36

In 1980, Wise, after winning the first game by 3-0 over Sodiam of Central African Republic in Sekondi, could not sail through the finals, thus, once more shattering a Ghanaian dream. Sekondi Hasaccas (1981) and Accra Great Olympics (1982) have each tried but failed to come closer to winning this championship tournament.

GHANA AND THE ALL AFRICA GAMES

The first truly All-Africa Games was held in Congo Brazzaville in 1965. The games attracted 27 independent African Nations including Ghana. Prior to this date African nations had participated in such sub-regional and international games as the East African Games, the North African University Games, the West African Games, the British and Overseas Commonwealth Games, and the International Olympic Games. According to Abraham Ordia, president of the Supreme Council for Sports in Africa, the coming together of all Africa could not have been possible earlier because:

Colonization and Colonial Influences were a great obstacle to the development of sport at continental level. Many of the African territories which now engage in mutual regular sports exchanges on home and away basis, were more geographical expressions in colonial days. Each colonial power kept its colonies in Water-tight compartments....Politics, differences in language, communication and economic difficulties, all played their part in the obstacles towards the earlier organization of the All African Games.37

Besides lack of available records to support what was done in Africa before 1965, that lack of effective means of transport and communication were the major setbacks in the development of sports in Africa. Looking back on how it all started, one cannot help but give the basic credit to Pierre de Coubertin of the International Olympic revival fame for his efforts. Abraham Ordia stated:

37Ordia, History of the All African Games, p. 3.
The idea of an All-Africa Games was perhaps not originally conceived by an African. It came from the immortal Frenchman, Baron Pierre de Coubertin. In 1928 he, in collaboration with the Egyptian I. O. C. member Angelo Bolanaki, who fervently supported the idea of the French pioneer, wanted to establish and organize an All-Africa Games to be held at two yearly interval. Participants would be Africans only.\footnote{Ibid., p. 6.}

Even though the British and the French vetoed an attempt to hold the games in Alexandria, Egypt in 1929 the idea of an All-African Games did not die. From year to year, nations sought to organize friendly competitions at regional and sub-regional levels until 1956 when the All-African football championship was organized in Alexandria.

Between 1960 and 1965, as many nations on the continent gained their sovereignty from their colonial masters, the idea of all Africans competing against each other gained increasing acceptance. In 1960, the first community games which attracted sixteen French-speaking African nations and athletes from France, was staged in Tananarive, Madagascar. In the same year (1960), Nigeria hosted the Independent Games in Lagos as part of her independence celebration. Even though this competition was opened to all West African countries, athletes from the Francophone communities stayed away. In 1963, however, the French speaking colonies organized the Dakar games which was held from April 11-23, 1963. Twenty-four African nations including (for the first time)
the five English speaking countries of West Africa—Liberia, Sierra Leone, Nigeria, Gambia, and Ghana took part. These countries sent observers to the games permanent committee conference which were sponsored by the French Colonial Administration. Ramadhan states that it was at this meeting that a final effort was made to bring the whole of Africa together on the sports field.39

A preparatory conference to the first All-Africa Games was held in Congo Brazaville to consider all matters relating to the games in February 1964. At this meeting, an organizing committee was appointed and the date of the games set for July 18 to 25, 1965.40 Details were agreed upon and rules drafted. On July 13, 1965, 27 African Nations, including Ghana, met to compete in the first ever All-Africa Games. Ghana placed fifth in the overall rating.

The date and venue for the next games was set for Bamako, Mali in 1969, but following a military take over of the government of Mali, in 1968, that country could not host the games. Nigeria was, thus, chosen as the venue for the 1973

39Ramadhan, Africa at the Olympics, p. 119.

games. The meeting in Lagos, Nigeria (January 7-18, 1973) attracted 37 independent African Nations including Ghana.41

The venue for the third All-Africa Games was Algiers, Algeria, and the date was July 1978. Ghana was represented by one-hundred and ten sportsmen and officials. Hannah Afriyie of Ghana was named the fastest woman in Africa by winning the 200 meter race in 23.01 seconds. Ghana placed seventh in the overall total. Political instability in many African states has brought the games to a stand still since 1978.42

GHANA AND THE COMMONWEALTH GAMES

Among the series of entertainment performed in honor of the coronation of His Majesty King George V in 1911 was an Inter-Empire Sports meeting that attracted teams from Australia, New-Zealand, Canada and South Africa. They competed against a team from Great Britain in track and field, boxing, swimming and wrestling. The Canadian team emerged as the overall winners.43 From this early beginning, some sports enthusiasts brought up the idea of widening the scope of the

43Ogunbiyi, "Nigeria's Participation in International Sports", p. 95.
games to include all countries in the British Empire. Their idea paid off in 1930.

Following the initiative of Mr. M. M. Robinson, a Canadian and a member of the International Olympic Games Federation, eleven nations assembled in Hamilton, Ontario, Canada from August 16-23, 1930 for the games. The games were not held owing to the series of unrest in the world that led to the Second World War. The games resumed in 1950 and Nigeria's participation marked the first entry of black Africans. Ghana first entered the games in 1954 when it was held in Vancouver, Canada. Ghana was represented by 3 boxers and 5 athletes. Ghana won no medals at these games. At the 1958 games Ghana also did not win a medal in the 1958 Games. Consequently the general public demanded an efficient reorganization of the Nations sports administration.

Ghana boycotted the 1962 Perth Games following a diplomatic dispute with Great Britain over what Ghana called Britain's interference in the internal affairs of Ghana. (It should be recalled that in 1960, Ghana became a Republic and chose a one-party socialist form of government a system opposed by Britain.)

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44Ibid., p. 95
45Ibid., p. 95.
46Beckley, "Nkrumaism and Sports", p. 66.
Ghana, however, made the greatest come-back at the 1966 Kingston games. Her athletes, Stan Allotey, J. A. Addy, Owusu Mensah and B. K. Mends, won the gold medals in the 4 x 100m relay race in a record time of 39.9 seconds. At the same games Stan Allotey won the 220 yards event in a record time of 20.7 seconds. The performance of the Ghanaian Boxing Squad was such that, Ghana was adjudged the best boxing nation in the commonwealth. In boxing, Ghana won four gold, three silver, and five bronze medals.47

Preparations for a political change over in Ghana from military to parliamentary democracy in 1969 prevented Ghana from participating in the 1970 games in Edinburgh, Scotland. However Ghana was represented by 5 officials at the games. Once more, for political reasons, the Acheampong's military regime stopped Ghana from participating in the 1974 games.

Ghana joined other African countries to boycott the 1978 Commonwealth Games held in Edmonton, Canada. The boycott was in protest against New Zealand's continued sporting links with Apartheid South Africa. The Supreme Council for Sports in Africa led the call for the boycott. According to the African leaders, New Zealand's action was in contrast with Gleneagles Declaration, which re-affirmed that: "Apartheid in sports, as in other fields, is an abomination

and runs counter to the principle on which the Commonwealth of Nations was founded".48

At the 1982 games, held in Brisbane, Australia, Ghana was represented by a 6-member track team, and 3 officials including Mr. Sam Nelson—the director of Physical Education in Ghana. Ghana performed so badly that at the end of the games Sam Nelson said:

If Ghana will continue to participate in the games then of course she needs to re-organize her sports program. Also countries in the commonwealth union need to help one another in their search for perfection.49

THE GHANA AND OVERSEAS OLYMPIC COMMITTEE AT THE OLYMPIC GAMES

In July 1969 the Ghana and Overseas Olympic committee was formed. Their inaugural meetings were held at the conference hall of the Accra Sports Stadium. The initial members comprised representatives of each of the existing olympic associations and 3 officials nominated by the Director of Sports, Francis Selormey. The initial members included G. S. Sackey, Hockey Association, H. P. Nyametei, Soccer, Captain Simpe Asante, Athletics, Messers P. Anim Addo, E. Ohene,

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Francis Selormay (Director of Sports 1968-71), and Dr. I. L. Ohene represented the sports council.  

The main tasks of the GNOG included coordinating of the activities of the Olympic movement as may be necessary, and helping to raise funds for the training and preparation of Ghana's Olympic and international athletes. Prior to the formation of the association, the office of the Director of Sports handled Ghana's Olympic and overseas programs. Between 1952 and 1969, Ghanaian athletes participated in three Olympiads and three Commonwealth Games. The following are the highlights of Ghana's role in the games:

Ghana was represented at the 15th Olympic Games in Helsinki, Finland, by a 7-man team comprised of three boxers, two athletes and two officials. The team did not win any medals. The entry of Ghana in the games was made possible by a petition submitted on her behalf by the British Government. The government of Ghana sponsored the team through an interim Olympic and Commonwealth games committee which was formed just before the team emplaned for Helsinki. This was the first time Ghanaian athletes participated in the Olympics. Ghana did not partake in the 1956 Melbourne Olympic Games because there were no outstanding athletes in the country whose performances came near to the Olympic qualifying standards besides the whole country was so wrapped up

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preparing for the 1957 independence celebration that no one had time to think of Olympic Games.

Eight sportsmen and officials represented Ghana at the Rome Olympic Games in 1960. Ike Quartey won a silver medal in the boxing division.\textsuperscript{51} At the Tokyo Games in 1964, seven boxers, eighteen players, and nine officials represented Ghana. Eddie Blay won a Bronze medal in the boxing division. Even though the Ghanaian Soccer Team, (the Black Stars) did not qualify for the finals they beat Japan, one of the top seeds. The following were the scores of their games: Ghana 1 - Argentina 1; Ghana 3 - Japan 2; Ghana 1 - U.A.R. (Egypt) 5.

Ghana's Olympic team at the Mexico City Games of 1968 was comprised of 36 sportsmen made up of athletes, boxers, soccer players, and officials. Ghana won no medals. Her soccer team, (the Black Stars) placed fourth in their group 'D' elimination games. The following were the results: Ghana 2 - Hungary 2; Ghana 1 - ElSalvador 1; Ghana 3 - Israel 5.

Ghana was represented at the Munich Olympic Games by a team of boxers and soccer players. Prince Amartey won a bronze medal in the boxing division. In soccer, the Black Stars of Ghana could not reach the finals. The following were

\footnotesize{\begin{itemize}
\item \textsuperscript{51}Ohene Djan, (Personal interview, Nsawam, Ghana April 22, 1983), Also recorded accounts of Ghana's participation in the Olympic Games at his personal library.}
\end{itemize}}
the results of the games they played during the first round elimination series: Ghana 0 - East Germany 4; Ghana 0 - Poland 4; Ghana 0 - Columbia 3. Ghana's soccer team was invited, as a last-minute substitute, when Egypt refused to play Israel (for political reasons) during the Zonal Preliminaries.

During the 1976 Olympic Games, Ghana joined 24 other black African nations to boycott the Montreal Games to protest against the participation of New Zealand whose rugby team was then touring South Africa. Once more, the move was led by the Supreme Council for Africa whose president, Abraham Ordia pressured the various heads of states to withdraw their teams. As a firm believer of the Pan African movement, the government of Ghana was obligated to succumb to the pressures from other heads of states by withdrawing her team. The Organization of African Unity founded the Supreme Council for Sports in Africa as a platform through which political issues affecting sports in the African continent can be addressed.

Ghana, in 1980, again joined the call by the United States of America in boycotting the Moscow Games following the Soviet Union's invasion of Afghanistan. Since 1952, Ghana has missed three Olympics mainly for political reasons. Apart from the 1956 games which she did not attend because of the country's general preparation towards self rule, the 1976 and 1980 boycotts were initiated by outside political
forces. In both cases Ghanaian public opinion did not favor the boycotts, however there was little they could do to influence the decreed decisions of military leadership. These Olympic boycotts do not mean governments in Ghana are anti-sports. It is rather important to observe that the governments for economic and political stability often succumb to such outside pressures as initiated by countries friendly to Ghana. This means, no matter how poorly Ghana performs, all Ghanaians share the Olympic ideology of not winning but taking part. Looking back at the decisions of the various military leaders and the initial proposals put forward for the promotion of physical education and sports in Ghana one cannot reject the fact, that, Ghanaian political leaders may disagree on the various aspects of political leadership, all Ghanaians share a common philosophy when it comes to the growth and development of physical education and sports. Ghana must take part to either win or get represented.

In Los Angeles in 1984, Ghana sent a 27-member team comprising ten athletes, seven boxers, and ten officials. Ghana's hopes of winning a medal was shattered when Phillip Attipoe, placed 7th in the finals of the men's 100 meter race with a time of 10.7 seconds. Since its inception, Ghana has never qualified to be among the last 16 teams to play in the World Cup.
CONCLUSION

The foregoing has been a brief summary of Ghana's participation in international sports. The decisions that have affected the participation of Ghanaians in the various activities, and the results of their performances, have been dictated largely by the political pendulum which has been swinging from constitutional democracy to military leadership.

There is little doubt that each time there is a change of leadership in Ghana, genuine efforts are made to place physical education and sports on the priority list of government. However, Ghana sports requires more than sentimental participation and political rhetorics. Ghanaians, by nature, love sports and are willing to participate in good spirit at all costs. They cannot do this if they lack the necessary leadership, consistent planning, adequate equipment, excessive governmental intervention and the absence of the proper atmosphere in which to perform. Perhaps the observations that follow may help future planners of Ghana's Physical Education and Sports.
CHAPTER TEN

PHYSICAL EDUCATION AND SPORTS IN GHANA
SUMMARY, CONCLUSION AND IMPLICATIONS FOR FUTURE DEVELOPMENT

SUMMARY

Many factors including participation in physical education and sports have helped to shape the life structure of the people of Ghana. However, sadly enough, little has been done to document some of the things that have happened over the years. This study, therefore, was conducted to draw up a chronological record of the growth and development of physical education and sports in Ghana from the time of the arrival of the Portuguese merchants on the shores of the Gold Coast (Ghana) in 1471 to the latter part of the twentieth century.

The study involved a broad discussion about the general history of Ghana; the story of the eighteenth century "Castle Schools", their systems of governance, the type of play activities Ghanaians engaged in, and how these activities affected their daily lives. Also discussed were the period of British colonization and the influence this had on the lives of the people, the era of Ghanaian struggle for nationalism, and the period of Ghanaian emancipation, and how these political events have influenced physical education and sport.
Reviewing the questions developed for this study, I wish to point out, that, the Ghanaian considers sports as any activity that involves the wearing of human effort through individual competition, e.g., running, jumping, throwing, and boxing. Physical education on the other hand, is considered as any formal studies in a school setting that involves the playing of organized games, and other informal activities students engage in. These notions permeate through the study and this accounts for the reasons for which early efforts to include physical education and sports in the school curriculum in Ghana were delayed until after the Second World War.

The study further reveals that until the 20th century, little was known as physical education or sports in the castle schools. During this period, tribal groups engaged in such informal activities as festival dances, funeral games, hunting, puberty dancing, and community fighting as means for the preparation of their youth and other able ones for the future and for war. These activities were performed as part of the day-to-day vocations of the people and least did they consider them as a means for growth and development of the body. With the introduction of government-controlled schools, however, the purpose for some of these activities was defined because they were performed at certain specified times and as part of the school program.
The study also lists in detail, the major sporting activities of the period of Ghanaian political emancipation (1950-57) and how participation in soccer became the primary tool for fostering harmony between the colonial administration and the radical political leaders of the Gold Coast (Ghana).

The period of the sports-for-all policy of Kwame Nkrumah administration is discussed. The personal roles played by Kwame Nkrumah by setting up the Central Organization of Sports, an institution that helped to place Ghana sports on the world map were amply examined.

Results of the study reveal that direct governmental involvement in physical education and sports in Ghana is very positive and there is the need for physical educationists, to tap this, if they want to achieve long-term goals which physical education and sports strive to pursue in the country.

When one comes to consider how school boys of the early twentieth century at Cape Coast enthusiastically trained under moonlight nights just to master the basic techniques of soccer, it becomes clear that Ghanaians, like many people of the developed world can improve upon their quality of play if there is a school of knowledge that can initiate programs that will lead to less governmental interference in the quest for mass and international participation in physical education and sports activities.
Despite the long history of education in Ghana, the actual organization of programs involving physical activities as a coherent discipline with clearly defined standards and goals has been neglected. Perhaps, much effort has not been put into the research and documentation of what the people of Ghana have practiced in their leisure time to amuse themselves at home, in their communities and at international levels.

Today, the Ghanaian physical education and sports programs, which are closely tied with the country's political and economic growth, continue to face many problems. Among them are the frequent changes of sports administrators, lack of long term planning owing to frequent changes in the political philosophies and lack of information.

Technically, in Ghana, physical education and sport have no clearly defined philosophies. There is virtually no literature on these subjects and, in Ghanaian schools and colleges, participation in physical education and sports is neither compulsory nor regarded as essential to the student's academic pursuits. This notion transcends to the community in general whose understanding of physical education and sport continue to be mere participation in such competitive activities as soccer, field hockey, boxing and track and field. To them, participation in sports is not something that individuals should think of as a
necessity. Sports is leisure and it is only for those who have time to spend. Very few people in Ghana hold the view that sporting activities need to be studied for their own merits and that their administration and teaching need to be handled by highly trained men and women in the various aspects of the subject. The events, as chronicled in this study, show a serious demand for organized education that will go far beyond the mere call for the production of winning athletes as a criteria for progress in physical education and sport in Ghana. I consider the following recommendations therefore as pertinent to such progress.

**RECOMMENDATIONS**

Facts and figures already presented in this study give very clear indication that Ghanaians, have to some extent, either directly or indirectly participated in physical education and sport activities of some kind for various reasons, and in different capacities during different time zones of their emancipation. In most cases, the aims and objectives for which these activities were performed were neither clear nor specific to the concerns of modern physical education and sports.

Today, even though Ghanaian sportsmen are striving to rub shoulders with people from other nations of the world, at different levels of their performances, the quality of
their participation and their achievement levels need to be improved. This is because, internally, Ghana lacks the necessary drive, equipment, technology, facilities, and above all enough qualified personnel to handle her programs. Improvement, however, cannot be envisaged without knowing and understanding, from the Ghanaian point of view, the needs and potential of physical education and sports, and how they relate to Ghanaian lives.

The study of the growth and development of physical education and sport in Ghana show that Ghanaians perceive activities as mere recreational pursuits or games and for fun and not as potential instructional tools in an organized academic setting. For an all-around development of the child, they believe in voluntary and informal participation. They do, however, recognize the benefits of spectator sports such as soccer and boxing in the promotion of Ghanaian nationalism.

Fewer scholars participate in any organized school physical education programs. This is due to lack of proper education and understanding of the subject. One other reason for non-participation is lack of such facilities as gymnasia, courts, equipment, and instructional incentives. For activities such as soccer or volleyball which can easily be performed in open fields at any given time, there is little or no technical, or psychological drive to motivate people to participate in them. Generally there is little or
no conscious educational drive that aim at promoting any concern for participating in physical education and sporting activities. This can only be changed if there is constant co-operation between The Specialist Training College, and the Sports Council of Ghana. The existing situation is that the Sports Council operates as a politically directed institution that has very little to do with formal physical education programs taught at The Specialist Training College.

One cannot blame the society for this lack of enthusiasm, drive, and ignorance. However, it is not enough to make people aware of conditions that hinder progress, stability, peace, and harmony without finding practical ways of dealing with them. To develop effective programs in physical education and sports in Ghana, it is recommended, that the government and people of Ghana need to consciously examine current facilities with the view to improving upon them; step up efforts to improve upon sports education; seek to re-organize the administrative structure of the national sports programs and, finally seek to develop a sound school of thought that could be acceptable to all Ghanaians. The following specific suggestions are further offered:

1. Democracy and democratic principles should be the underlying factor for the promotion and development of sports in Ghana.
In totalitarian states, sports are used as a means to condition their youth for war and as ambassadors of their national ideological principles. This approach is not wholesome. I do wish to see Ghana develop into a nation that can help her youth make use of available resources in training in order to face future crisis. The type of training I have in mind is the one which could leave enough room for her people to freely choose what activities they desire to participate in. Also the respect and practice of democratic principles could help promote a sense of national preparedness, a smooth and systematic change in sports leadership based on laid down professional criteria, the preparation of flexible, workable, longterm programs; encourage individuals to experiment what they can think of or believe in and, above all, respect and practice the rule of law both outside and on the fields of play.

I wish to point out, however, that the practice of democracy may not be wholesome unless it is tied up with basic sets of goals. Ghana, therefore, needs to adopt a sound philosophy for sports and physical education programs.

2. There should be a basic reason why Ghana has to engage in any activity of some kind whether international or national:

There is not yet a defined governmental philosophy for sport and physical education. Since sport is for all
citizens, there is the supposition that individuals may have their own sense of diversion, or an approach which for sometime has thrown the basic methods of sports administration and promotion in Ghana into disarray. For this reason, participation in sporting activities in Ghana should be based on defined and unified goals. The formulation of such goals should not be the responsibility of the government, but able sports administrators, and the citizens of Ghana. Such an approach will help create uniformity of thinking between the sporting bodies in Ghana especially the Schools and Colleges Sports Federation and the Sports Council of Ghana. It is not enough to shout slogans, "sports must be for all"; or "sports must be developed", when national programs do not have defined goals that are designed to meet the needs of all sections of the population. For such goals to reach the people, promotional methods need to be stepped up.

3. At international meets, more qualified athletes than officials need to make trips.

For example, at the 1984 Los Angeles Olympic games, Ghana sent a contingent of 29 sportsmen, of this number, 13 were athletes and 4 were technical men. The remaining 12 were government and other officials who made the trip on the ticket of the Ghana Olympic Association. This practice which had been in vogue since Ghana became independent was based
on Kwame Nkrumah's principles that Ghana must, at all costs participate and also, honor the Olympic Creed.

Sports promotion should include the creation of necessary motivation to all types of athletes and the provision of incentives to performers at all levels. It should also include the revival and practice of indigenous Ghanaian activities which both literates and illiterates may enjoy to play together. Reaching out to meet the extensive needs of the disabled, the elderly and the disadvantaged rural folks, calls for the utilization of stronger promotional methods.

4. Standards in physical education and sports cannot be improved if formal studies in these disciplines are not encouraged at all levels of the Ghanaian educational process. Besides the training of people for basic concerns of physical education and sports in running, jumping and throwing, a society needs people with the industrial knowledge to design facilities; administrative capability to man programs, and the intellectual capacity to think ahead of what the future could be for Ghana sports.

Unfortunately, past planners of the Ghanaian educational program did not consider formal studies in physical education and sports as a necessary tool for the development of the child. But, it is only through formal studies that an improvement in a subject can be made in a country. Informal participation in physical activities could also go a long way to help improve the health habits of a people. Ghanaians need physical education teachers,
sports administrators, coaches and leaders in the field of recreation and health. These people cannot be motivated to train if they are not offered the opportunity to study the subject as a necessary discipline. At the high school level, the subject should be examinable and, at the University level, students could be encouraged to "minor" or "major" in physical education and sports as part of their general program of studies. This method has proved successful in such developed countries as Great Britain, the United States, and Canada. Such an approach calls for the provision of enough information on the subject and the training and supply of qualified personnel.

5. It is important that the training of personnel and the provision of literature is stepped up, for this will help eliminate all bottlenecks and increase administrative competence.

It is of paramount importance that knowledgeable and qualified people are appointed to direct the course of physical education and sports in Ghana. For the training of such people, it is suggested that current programs at the Specialist Training College be expanded and the status of the college raised to a degree-awarding institution. It can initially be a department or a college under the School of Education of the University of Cape Coast. This way, people with varying interests could choose to pursue courses of their interest. Subsequently, the school must provide post
graduate experiences in physical education and sports for the advancement of students who are trained in other fields of studies. Meanwhile, the creation of a department of research in sports studies at the Specialist Training College is long overdue.

While it is important to send people overseas to pursue advanced studies in physical education, adequate provision must be made for such people to put their knowledge into practice on their return home.

6. More physical facilities and equipment need to be provided for the effective development and promotion of physical education and sports at school, local, regional and national levels, for such an approach would be sufficient to motivate people to go out to participate. Current facilities which include the Accra Sports Stadium, built in 1951, the Kumasi Sports Stadium, also built in 1959, and the El-Wak Military Stadium, built in 1969, are all too small and have room for very limited activities.

The two stadia in Kumasi and Accra were built for the government of Ghana by the United Africa Company in Accra and the Overseas Breweries Corporation in Kumasi. The El-Wak Military Stadium which is the current standardized international sporting facility in the country is the only one so far provided by the government. It is, therefore, suggested that a National Playground Association be formed. There should be a total reorganization of the functions of the National Parks and Gardens. This body should be severed from the Ministry of Agriculture and placed under the
Ministry of Culture and Tourism and be charged, among other things, with the responsibility of developing facilities for sports, recreation and tourism. The department should be headed by a full-time director who should be responsible for planning, directing, and constructing of recreational facilities for the schools, communities and the nation.

The Director of the National Parks and Recreation should co-ordinate his activities with the Director of the proposed National Playgrounds Association and the offices of the Sports Council of Ghana. Generally much cannot be achieved in physical education and sports if the people do not have places to practice. For this reason improvement of existing facilities and their dual use are suggested, e.g., school facilities should be made accessible to members of the immediate community. Fees should be charged each time members of a community express the desire to use a school's facilities. Such fees should go to the facility maintenance and repair funds of the schools. Such an exercise could help bring the communities closer to the schools and also encourage more people to participate in sports. Current practice does not encourage members of local communities to use high school facilities for any purpose in Ghana. Also existing soccer clubs such as Kotoko, Hearts, and Hassacas must be encouraged to construct their own playgrounds. Area building contractors could be of much help if they are contacted and requested. This way Ghana can save a lot from
the huge foreign exchange which she spends annually on the training of teams overseas.

7. The training-tour of Ghanaian Sportsmen to European and other overseas countries be either stopped or reduced to the barest minimum.

Ghana does not earn enough in foreign exchange to buy food and clothing for her people. It is therefore an unwise practice to send sportsmen overseas for some few weeks training-tour only to return to Ghana where facilities do not exist for follow-up training programs. Monies for such sponsorships could be used in providing fixed facilities that would enhance local training. Concerning programs needing high altitude training, facilities in institutions such as the Presbyterian Training Colleges at Akropong, Abetifi, Nsaba, and Amedzofe could be improved for use. Climatic conditions in these areas of the country are quite moderate enough to meet any European standard.

8. In order to develop an efficient all-round sports for all programs, training programs must be properly planned and scheduled. They must also be opened to all members of the community irrespective of their vocation, status in life, or physical ability.

Accounts presented in Chapter Three of this study indicate, that, Ghana has been politically unstable since it attained independence in 1957. I believe that the main problem has been the rift between the civilian population
and the members of the armed forces, and the police. This rift can be bridged if physical education and sports pursuits are more organized to embrace both the military and the civilian population.

It is imperative that, the Physical Education Division of the Specialist Training College opens its doors to interested sportsmen in the armed forces and the police service for leadership training. By the same token the Physical Training Division of the Military Academy and Training School, and the Police Academy could extend lectureship invitations to tutors at the Specialist Training College. This mutual exchange of ideas could bring both factions together for mutual co-existence and open up more areas for research.

9. Women must be encouraged to take active interest in physical education and sports. This will call for the active inclusion of retired sports women in the decision making process. Those few who are currently active should be given further training.

Most Ghanaian women continue to live in the "Old Victorian Age" where physical education and sports were considered taboos for women. The only way to change this attitude is the creation of a healthy atmosphere in which women could feel free to practice, participate and compete.

It is suggested that more women be encouraged to study physical education and sports. Presently in a country where
the population of women is about the same as men, an average of three women graduate annually from the School of Physical Education and Sport at Winneba. This number is about one-tenth of the total number of graduates who pass out from the college annually. It should, also, be possible to appoint a national committee to come out with recommendations for the improvement of women's physical education and sports programs in the country.

10. There should be a mutual co-existence between all recognized bodies administering physical education and sports in Ghana:

The Physical Education Association of Ghana in conjunction with the Ghana Medical Association, the Sports Writers Association of Ghana, the Sports Council of Ghana, and the Armed Forces and the Police division of Physical Training should hold a joint consultative meeting to appoint a standing committee to review the status of physical education and sports in Ghana in various establishments with the view to improving the lot of the subjects.

11. Vacation clinics could be organized for students in schools and colleges.

At such clinics, students could, in addition to practical training, be taught the theory and philosophy of participation in sports. Clinic centers should be located in the rural areas where adequate facilities do not exist.
Such an approach would help improve the image of the subject. In a country where students are not allowed to engage in employment, while in school, such a program could give the students more opportunities to train.

12. One of the major concerns of parents is the safety of their children whenever they are involved in any human endeavor:

Since participants of physical education and sports cannot escape injuries, it is proper that the various sporting bodies develop a closer relationship with the para medical units of Ghana. Such a relationship could enable the medical school extend its syllabi to include such studies as sports medicine and exercise physiology. Also in this perspective, more Ghanaian physical educationists could be sent to such countries as the United States of America, England, France, Germany, Japan, and the Soviet Union on attachment courses.

Finally, I think the following need immediate attention.

1. The establishment of a National Hall of Fame for all outstanding Sportsmen and women.
2. The development of a national literature for physical education and sports.
3. The development of standardized criteria for the selection of sportsmen for national assignments.
4. The creation of a national research center for the coordination of activities of the subject at local, national and international levels, and

5. The establishment of a National Advisory and a consultative council to deal with issues affecting physical education and sports in Ghana.

CONCLUSION

The suggestions presented have carefully been analyzed, and perceived to be workable if they are studied and practiced in Ghana, at least, over a continued period of time. For, it is only when less money, time and effort are spent on criticisms of who is administering sports in Ghana and more attention is paid to provision of facilities and mass co-operation that Ghana sports can count on growth and better results.

Looking back at the foregoing pages and the appendices that follow, I am confident, that, for the first time, a comprehensive but general documentary profile that traces, among other things, the historical process of physical education and sports in Ghana is amply presented. The suggestions that follow the historical account could form a basic guideline for future researchers.
APPENDIX A

SAMPLE LETTERS AND INTERVIEW QUESTIONS
Dear Sir,

I am a Ghanaian doctoral student at the Ohio State University currently collecting data for my Ph.D. dissertation on the topic "Growth and Development of Physical Education and Sport in Ghana."

I shall be grateful if you can grant me an interview and also help in supplying me with some sources of information based on the following:

a.
b.
c.
d.
e.

I shall also like you to help me prepare a list of athletes, coaches, teachers, clubs, and associations that can help in the study. I will also welcome other suggestions which you think will make the result of my trip and investigation successful and informative. I plan to be in Ghana between April 1, and May 1, 1983.

My correspondence address between April 1, and May 1, 1983, will be c/o The Department of Physical Education, The Specialist Training College, Winneba, Ghana.

Yours sincerely,

Kwasi Opoku-Fianko
SAMPLE LETTER – 2

Dear Sir,

I am a graduate doctoral student at The Ohio State University currently collecting materials and information for the completion of my dissertation. My topic is related to "The Growth and Development of Physical Education and Sport in Ghana.

I shall be obliged if you could allow me the use of your library/facility and help me collect some relevant materials on the topic during my field trip to Ghana in April, 1983.

My correspondence address in Ghana between April 1, and May 1, shall be as follows:

Kwasi Opoku Fianko
c/o The Department of Physical Education
Specialist Training College
Winneba, Ghana

Yours sincerely,

Kwasi Opoku-Fianko
TENTATIVE SAMPLE OF OPEN-END QUESTIONS FOR INTERVIEWS

1. Interview with the staff of the current and former directors of sports in Ghana.
   a. What are/were the functions of your office with regards to sports in Ghana?
   b. What are/were the exact period you worked as Director of Sports?
   c. Which sports have organizations that have/did receive any form of attention by your office at any given time?
   d. To whom were/are you responsible?
   e. How do you communicate (if any) with the various regional bodies and the Ministry of Education Culture and Sports?
   f. What problems do/did you encounter in the process of your duties?
   g. How free were/are you in the decision making process of your program?
   h. What were/are the main contributions you have/did made/make to the growth of sports and games in Ghana?
   i. What would you like to see happen in sports, physical education and recreation in Ghana?
   j. What suggestion have/did you make in an attempt to achieve answers to question #i?
   k. What is/was the organizational set up of your council?
   l. Which sports do/did you cater for?
   m. How do/did you recruit your staff/coaches/organizing secretaries, etc.?
n. How do/did you get accurate feedback on your programs?

o. What steps do/did you take to encourage increased participation, by more people at all age levels to guarantee human resources?

2. Tentative sample of open end question for interviews with the current former tutors of the Department of Physical Education at the Specialist Training College, Winneba.

a. When was the Department or School of Physical Education Established?

b. Who was the first Head of Department?

c. Can you recall any names of the first students of the college?

d. Under what conditions was the Department established?

e. Under what Educational or Government Instrument was the department established?

f. What was to be the main mission of the Department?

GENERAL QUESTIONS
Answer these questions as briefly as possible

I. SPORTS ORGANIZATION

A. In your opinion what are the 6 problems facing Sports organization in Ghana?

B. How can the problems be solved?

II. TRACK AND FIELD

A. When was the Ghana Amateur Athletics Association Formed?

B. Who are invited to camp to compete for the nation?

C. Who trains them in Camp, how long do they stay?

D. Are athletes given incentives while in Camp, (Yes/No)? If yes, in what form? If no, what do you suggest?
E. How many times in a year are athletic trials organized to keep Ghana's top athletes in form?

F. In your opinion, what are 6 of the problems facing Ghana Amateur Athletic Association?

G. Why are Ghanian girls not showing active interest in athletics?

H. Name some women athletes and when they performed.

III. SOCCER

A. How was soccer introduced into Ghana?

B. Where was it first played?

C. Name some of the early players.

D. Name some people whose association with the game can help me to collect enough information on my project.

IV. PROFESSIONAL BOXING

A. In your opinion, what are the setbacks of our professional boxers?

B. Six difficulties facing Professional Boxing in Ghana include:

C. Has the Government any influence on Professional Boxing? Yes/No. If yes, how? If no, why?

D. How best can the standard of Professional Boxing be raised?

E. Are there any professional boxers in Ghana?
   a. Name those you know.
   b. Indicate their rank and their achievements.

V. AMATEUR BOXING

A. Has Ghana Amateur Boxing Association adequate equipment and facilities for training?
B. When was the Ghana Amateur Boxing Association formed?
C. Who were the Foundation members?
D. What are the main difficulties facing boxers in Ghana?
E. How does GABA know the difficulties of chaches and boxers?
F. What steps should GABA take to arrest the fallen standards in boxing?
G. Why is boxing not popular in Schools and Colleges?
H. How do you organize a nationwide campaign for boxers?
I. Give at least 4 difficulties encountered in selecting boxers to represent the nation?
J. Who prepares Ghanaian boxers for international competitions?
K. Do you give incentives to boxers when they are in camp (Yes/No)? If yes, in what form do the incentives take? If no, what do you suggest?
L. What things might prevent a boxer from training regularly?
M. Is boxing popular in the rural areas (Yes/No)? If no, why?
N. Why do the same old players continue to represent Ghana in international matches?
O. How many amateur boxers have turned professional since 1966?
P. Why have they chosen to be professionals?
Q. Do Ghanaian amateur boxers train regularly (Yes/No)? If yes, how often: (i) once, (ii) twice, or (iii) 3 times a week. If no, why?
R. Does the country have honorary Boxing Coaches? If yes name some of them. If no, why?

VI. TABLE TENNIS
A. When was table tennis introduced into Ghana?
B. Is table tennis centered in Accra (Yes/No)?

C. Has Ghana Amateur Table Tennis Association any difficulties (Yes/No)? If yes, name some of the difficulties.

D. Has there been any attempt to discover table tennis stars in rural areas (Yes/No)? If no, why?

E. How are players selected to represent Ghana in international matches?

F. Are incentives given to table tennis players (Yes/No)? If yes, in what form? If no, why?

G. Why is the standard of our women so low?

H. How is table tennis financed?

I. How best can the standard of table tennis be improved?

VII. LAWN TENNIS

A. How was lawn tennis introduced into Ghana?

B. Why is lawn tennis concentrated and centralized in Accra?

C. How best can the standard of lawn tennis be raised taking the players and coaches into consideration?

D. Does Ghana take part in international competitions (Yes/No)? If yes, which are some of the countries they played?

E. How are national stars kept in form?

F. How are players selected for national assignments?

G. Did Ghana benefit from the visit of Arthur Ashe and Stan Smith?

H. Which body is responsible for giving financial aid to the Lawn Tennis Association?

I. What are the problems facing the association?

J. What are some of the causes of our recent defeats in international matches?

K. How is a team prepared for international matches?
L. Do women show active interest in Lawn Tennis (Yes/No)? If no, why?

VIII. CRICKET

A. When was cricket first played in Ghana?
B. Is cricket popular in Ghana (Yes/No)? If no, why?
C. Is cricket in the other regions given the attention as it has in Accra (Yes/No)? If no, why?
D. Has the nation a cricket coach (Yes/No)? If yes, who is the coach? If no, why?
E. What are some of the difficulties facing cricket in Ghana?
F. Are Ghanaian top cricketers given the opportunity to go abroad to gain experience and acquire better skills (Yes/No)? If no, why?
G. How is a team selected to represent Ghana?
H. Are Ghanaian cricket teams camped before international Assignments (Yes/No)? If yes, where? For how long?
I. Do commercial firms help in the development of the game (Yes/No)?
J. Has the national team been having constant friendly international matches (Yes/No)? If no, why?
K. Can the standard of the game be improved (Yes/No)? If yes, how?
L. Will it be beneficial to invite foreign teams to tour the country (Yes/No)?

IX. VOLLEYBALL AND BASKETBALL

A. Who and when were these games introduced in Ghana?
B. Why is volleyball and basketball played mostly by the military people?
C. Have the games been popular with the civilian population (Yes/No)? If no, why?

D. Do you organize a nationwide "talent-hunting" competition?

E. Is basketball popular in Ghanaian Institutions (Yes/No)? If no, why?

F. Are volleyball and basketball popular among our women (Yes/No)? If no, why?

G. How best can the game be popularized?

X. HORSE RACING

A. When was this sport introduced in Ghana?

B. What are some of the problems facing racing in Ghana?

C. How best can the standard of racing be improved?

D. What are the setbacks of our jockeys?
APPENDIX B

RESULTS OF THE 1ST NATIONAL COLLEGIATE SPORTS MEETING - 1962

and

GHANA SCHOOLS & COLLEGES
ATHLETIC RECORDS - 1962-1984

267
DETAILED RESULTS OF THE
FIRST NATIONAL COLLEGIATE MEETING
ACCRA GHANA, March 13-14, 1962

FINAL PLACING OF FIRST SIX TEAMS
(Girls)

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<thead>
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<th>School or College</th>
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<th>Points</th>
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FINAL PLACING OF FIRST SIX TEAMS
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AWARD OF MEDALS
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<td>Abu Mohammed</td>
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<td>A. Ewule</td>
<td>R.S.T.C.</td>
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<td>G. H. Hoega</td>
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<td>A. Amegashie</td>
<td>Volta</td>
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<td>Time/Distance/Height</td>
<td>Name</td>
<td>Institution</td>
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<td>-----------------------</td>
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<td>-----------------</td>
</tr>
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<td>100 meters</td>
<td>11.8 sec</td>
<td>C. Quartey/H. Afriyie</td>
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<td>200 meters</td>
<td>23.7 sec</td>
<td>Cynthia Quartey</td>
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<td>400 meters</td>
<td>55.9 sec</td>
<td>Mary Addy</td>
<td>Greater Accra</td>
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<td>2:12.9 min</td>
<td>Mercy Adoma</td>
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<td>15.1 sec</td>
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<td>Ashanti</td>
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<td>32.49 meters</td>
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<td>G. Andrews</td>
<td>Wesley Grammer</td>
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<td>Shot-Put</td>
<td>10.91</td>
<td>Mary Tetteh</td>
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APPENDIX C

THE THREE STAR ATHLETIC AWARD
FOR ELEMENTARY SCHOOLS
Three-Star Athletics Award for Elementary Schools
Standards Table

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<td>660 yards</td>
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<td>880 yards</td>
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<td>1 mile</td>
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<td>60 yds. Hurdles</td>
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<td>13 ft. 6 in.</td>
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<td>Hop Step &amp; Jump</td>
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<td>High Jump</td>
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<td>Throwing the</td>
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<td>27 ft. (6 lb)</td>
<td>35 ft. (6 lb)</td>
<td>23 ft. (6 lb)</td>
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PHYSICAL EDUCATION ASSOCIATION OF GHANA
MINISTRY OF EDUCATION CULTURE AND SPORTS
APPENDIX D

SAMPLE TRANSCRIPT OF THE 4 YEAR
DIPLOMA COURSE IN PHYSICAL EDUCATION
Subject Requirements for the 4-Year Diploma Certificate at the Specialist Teacher Training College, Winneba, Ghana

(There are 3 terms of 12 weeks per term; 35 periods per week and 45 minutes per period.)

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35 35 35 35

Block Teaching Practice in Secondary Schools and Training Colleges

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6 wks 6 wks
APPENDIX E

CONSTITUTION OF THE GOLD COAST AMATEUR SPORTS COUNCIL
1. The Council shall consist of the following members.

   a. The principal officer, or a representative, of the Amateur Athletic Association, the Lawn Tennis Association, the Cricket Association and any other sports body recognized by the Council and affiliated to it under the Ordinance.

   b. The officer commanding the Gold Coast military forces, or his representative.

   c. The Commissioner of Police, or his representative.

   d. The Principal of the University College of the Gold Coast, or his representative.

   e. The Principal of the Kumasi College of Technology, or his representative.

   f. The Director of Education, or his representative.

   g. The Director of Social Welfare, or his representative.

   h. Two representatives from every Regional Amateur Sports Association.

   i. Three persons appointed by the Ministry of Education and Social Welfare.

   j. Not more than six invited members whose membership, in the opinion of the Council, is desirable in the interest of amateur sports.

2. The terms of office of the members under (i) and (j) of 1. above shall not exceed three years and one year respectively, but members shall be eligible for reappointment.
3. A member holding office under (a) of 1. above may be removed from the Council if it appears to the Council that he no longer represents a body controlling an amateur sport in the country or upon cancellation by of the affiliation to the Council of anybody represented by such manner.

4. The Council may invite any person whether a resident in the Gold Coast or otherwise to be a Patron or a Vice-Patron of the Council.

5. The Council shall be a body corporate, having perpetual succession and a common seal, and may sue and be sued in its corporate name.

Powers and Procedures of the Council

1. The Council may do all things for the promotion, encouragement, development and control of amateur sport in the Gold Coast, and in particular may:

a. enter into contracts, acquire and hold movable or immovable property, and sell, mortgage, lease or otherwise deal with such property;

b. maintain land and buildings for the practice of, or competition in, amateur sport and may admit the public thereto without charge or at charges;

c. organize or assist financially or otherwise, the holding of matches and competitions in amateur sport, whether between participants from the Gold Coast alone or between participants from the Gold Coast and other territories, and may provide or present trophies and prizes for the same and may prescribe the rules under which such matches or competitions shall be held;

d. assist the participation of any Gold Coast team, or person representing the country in the Olympic Games, Empire Games or other amateur contests held in the Gold Coast and outside it;

e. establish and maintain schools and similar institutions for any form of amateur sport, physical culture or exercise ancillary to amateur sport;
f. assist the education overseas of any person indigenous to the Gold Coast to fit him to be any instructor or organizer for any form of amateur sport, physical culture or exercise ancillary to amateur sport in the country;

g. assist schools and clubs or other organizations devoted to amateur sport in matters related to amateur sport;

h. affiliate with any amateur sport organization outside the Gold Coast;

i. employ and remunerate employees including a Secretary to the Council.

2. The Council may from time to time appoint from its members committees with delegated powers by the Council.

3. The Committee shall have a majority vote and regulate its own procedure.

4. The Council may, upon the application of any body purporting to exist for the promotion, encouragement or control of amateur sport in the Gold Coast, grant to such body the status of a body affiliated to the Council.

5. Fees may be determined by the Council and shall be payable to it by the bodies affiliated.

6. A copy of the affiliated body's annual audited accounts for the proceeding year shall be furnished to the Council after the 1st of January every year.

7. The Council may, on being satisfied that it is in the interests of amateur sport in the Gold Coast that anybody affiliated to the Council shall cease to be so affiliated, cancel such affiliation provided that such cancellation shall be valid only after due enquiry by the Council, and in pursuance of a resolution in favor of such cancellation carried by the votes of not less than two-thirds of the members of the Council.

8. The Council may establish Regional Amateur Sports Associations to advise it on any matter on which advice may be sought and also to nominate members to the Council.
9. The Council shall in January, at Accra, hold an annual meeting and at such meeting shall elect a President, a Vice-President and a Treasurer to hold office for the ensuing year, but the Council may, if such President, Vice-President or Treasurer vacates his office before the completion of the year, elect a successor for the remainder of the year.

10. The Council may meet at such other times as are appointed at the annual meeting.

11. The President may and on the request in writing of not less than six members of the Council call a meeting of the Council on giving not less than ten days' notice thereof.

12. At every meeting of the Council the President, if present, shall preside, but in the event of his absence or a vacancy in the office of President, the Vice-President, or in the absence thereof, the members present shall elect one of their number to preside at the meeting.

13. Every matter which comes before the Council at any meeting shall be decided by a majority of the votes of the members present and voting.

14. Minutes of the proceedings of every meeting of the Council shall be entered in a book and minutes, after approval by the Council, shall be signed at the next ensuing meeting by the member presiding at the time.

15. The member lawfully presiding at any meeting of the Council shall have a vote and in the case of an equality of votes, a second or casting vote.

16. Half the members of the Council, at any one time, shall form a quorum at any meeting of the Council.

17. The Council may from time to time make Standing Orders to regulate the proceedings of the Council and of any committees of the Council.

18. The Standing Orders for the time being in force shall be followed and observed by the Council and any committee of the Council.
Finance of the Council

1. The funds of the Council shall include all monies raised for the general purposes of the Council; all moneys accruing the Council by way of endowment, donation or otherwise; all charges or fees received by the Council; and all interest on moneys invested in the Council.

2. All sums of money received on account of the Council shall be paid into such bank or banks as may be approved by the Council to the credit of the Council's general account.

3. The Treasurer shall be responsible to the Council for the receipt and disbursement of all monies accruing to the Council.

4. The Council shall appoint a Finance Committee consisting of a Chairman appointed by the Council, the Treasurer and three members of the Council who shall authorize all payments to be made by the Treasurer and prepare and submit for the approval of the Council estimates of revenue and expenditure for each financial year.

5. The Finance Committee shall not, without the prior approval of the Council, authorize any expenditure unprovided for in the estimates of revenue and expenditure.

6. The Council shall cause to be prepared not later than the 31st of May every year a statement of income and expenditure and the profit or loss, and another statement of the assets and liabilities of the Council existing on the 31st of March immediately preceding.

7. Such statements shall be audited and published in such manner as the Council shall direct.

8. The auditors shall be elected annually by the Council and shall be eligible for re-election.

9. All real and personal property, assets and rights vested immediately prior to the commencement of this Ordinance in the body known as the Gold Coast Amateur
Sports Council, or the trustees thereof, shall vest in the Council, without further assurance at the date of the commencement.

10. The Council shall be subject to all the liabilities to which the said Gold Coast Amateur Sports Council, or the trustees thereof, was subject at the date of commencement of this Ordinance.
APPENDIX F

ADMINISTRATIVE STRUCTURES OF THE
CENTRAL ORGANIZATION OF SPORTS 1961-1966
THE SPORTS COUNCIL OF GHANA - 1967-1984
AND SPORTS COUNCIL OF GHANA'S
SAMPLE PROGRAM OF ACTIVITIES
ADMINISTRATIVE STRUCTURE OF THE CENTRAL ORGANIZATION OF SPORTS 1960 - 1966

Executive Director

- Development Department
  - Regional Organization
  - District Advisory Committees

- General Administration
  - Regional Coaches
  - Publicity & External Affairs
  - Executive Secretaries
  - Regional F. & F. Officers
  - District F. & F. Officers
  - National Federations
STRUCTURE OF THE SPORTS COUNCIL OF GHANA
AFTER THE FEBRUARY 1966 COUP

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<td>Technical</td>
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**PROFESSIONAL SPORTS**
- Boxing
- Horse Racing

**AMATEUR ASSOCIATIONS**
- Soccer
- Boxing
- Athletics
- Hockey
- Cricket
- Table Tennis
- Volleyball and Basketball
- School & Colleges
- Cycling
- Rugger
- Swimming
- Lawn Tennis
- Regional and District Bidies
<table>
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<td>4</td>
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<td>Ghana Vs. Dahomey</td>
<td>Boxing Clinic - Boxing</td>
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<td>Prep. for Tour of Kenya -</td>
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<td>Basketball &amp; Volleyball</td>
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<td>February</td>
<td>Lower League</td>
<td>Regional Stars</td>
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<td>Friendship Games Ivory Coast</td>
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<td></td>
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<td>📺 Soccer</td>
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<td>🏆 Commonwealth Games-Athletics</td>
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<td>31</td>
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<td>National Knock-out Soccer</td>
<td>🏴‍☠️ Tour of African and European Countries-Athletics</td>
<td>🏏️ Justify your Inclusion-Athletics Clinic-Boxing-Hockey Justify Your Inclusion-Athletics</td>
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<td>🏺 Commonwealth Games-Athletics</td>
<td>🏸 Boxing</td>
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<td>One-Upper League</td>
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<td>🏺 Commonwealth Games-Athletics</td>
<td>🏸 Commonwealth Games-Athletics</td>
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<td>🏖️ European Tour-Hockey</td>
<td>🏸 European Tour-Hockey</td>
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<td>26</td>
<td>(Off Season)</td>
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<td>🏐️ Tour of U.K.-Lawn Tennis</td>
<td>🏸 Tour of U.K.-Lawn Tennis</td>
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<tr>
<td>August</td>
<td>2: Invitation-Meets</td>
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<td>🏷️ Athletics</td>
<td>🏸 Invitation-Meets-Athletics</td>
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<td>9</td>
<td></td>
<td></td>
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<td>🏸 Ghana Vs. Upper Volta-Boxing</td>
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<td>National Knock-out Soccer</td>
<td>🏷️ 4th All-African Table Tennis Championships</td>
<td>🏸 4th All-African Table Tennis Champions</td>
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<td>League</td>
<td>Knock-Out</td>
<td>International</td>
<td>National Stars</td>
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<td>Upper League</td>
<td>Inter Clubs-Cricket</td>
<td>Invitation-Meets-</td>
<td>Athletics</td>
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<td>Invitation-Meets</td>
<td>Athletics</td>
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<td>November</td>
<td></td>
<td>National Knock-out</td>
<td>All African Championships-Boxing</td>
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<td>1</td>
<td></td>
<td>Soccer</td>
<td>West African Championships-Boxing</td>
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<td>Table Tennis</td>
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<td>15</td>
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<td>Ghana Vs. Nigeria</td>
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</tr>
<tr>
<td>22/29</td>
<td></td>
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<td>Lawn Tennis</td>
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<td>Ghana Vs. Nigeria-Boxing</td>
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<tr>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Athletics</td>
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RESULTS OF FIRST INTER-COLONIAL ATHLETIC MEETING
BETWEEN NIGERIA AND GHANA - APRIL 19, 1947

<table>
<thead>
<tr>
<th>Event</th>
<th>Name</th>
<th>T.D.B.</th>
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<tbody>
<tr>
<td>100 yards</td>
<td>J. Adesla (N)</td>
<td>10.0 sec</td>
</tr>
<tr>
<td></td>
<td>E. Ekesku (N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. Obeng (G)</td>
<td></td>
</tr>
<tr>
<td>220 yards</td>
<td>J. Adesla (N)</td>
<td>22.7 sec</td>
</tr>
<tr>
<td></td>
<td>S. Obeng (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Ekesku (N)</td>
<td></td>
</tr>
<tr>
<td>440 yards</td>
<td>J. Awasere (N)</td>
<td>53.8 sec</td>
</tr>
<tr>
<td></td>
<td>E. Kwarko (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Ekesku (N)</td>
<td></td>
</tr>
<tr>
<td>880 yards</td>
<td>A. A. Kwofi (G)</td>
<td>1:59.4 sec</td>
</tr>
<tr>
<td></td>
<td>E. C. Myarko (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Lipide (N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Labode (N)</td>
<td></td>
</tr>
<tr>
<td>One Mile</td>
<td>A. A. Kwofi (G)</td>
<td>4:34 sec</td>
</tr>
<tr>
<td></td>
<td>E. C. Myarko (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Lipide (N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Labode (N)</td>
<td></td>
</tr>
<tr>
<td>120 yards hurdles</td>
<td>C. Ibisi (N)</td>
<td>15.4 sec</td>
</tr>
<tr>
<td></td>
<td>S. O. Kadiri (N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K. Korsah (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V. Addo (G)</td>
<td></td>
</tr>
<tr>
<td>4 X 220 yards</td>
<td>Nigeria</td>
<td></td>
</tr>
<tr>
<td>4 X 880 yards</td>
<td>Ghana</td>
<td></td>
</tr>
<tr>
<td>Long Jump</td>
<td>K. A. B. Oluwn (N)</td>
<td>23'2&quot;</td>
</tr>
<tr>
<td></td>
<td>E. Jagha (N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K. Korsah (G)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. Obeng (G)</td>
<td></td>
</tr>
<tr>
<td>High Jump</td>
<td>S. T. Owoo (G)</td>
<td>6'</td>
</tr>
<tr>
<td></td>
<td>B. Goubadia (N)</td>
<td>5'11&quot;</td>
</tr>
<tr>
<td></td>
<td>D. Ehioaghae (N)</td>
<td>5'8&quot;</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>E. Ekpeta (N)</td>
<td>11'6&quot;</td>
</tr>
<tr>
<td></td>
<td>Okoro (N)</td>
<td>11'0&quot;</td>
</tr>
<tr>
<td></td>
<td>J. Janney (G)</td>
<td>9'6&quot;14</td>
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GHANA - NIGERIA ANNUAL SOCCER COMPETITION
1953 - 1963

<table>
<thead>
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<th>Year</th>
<th>Venue</th>
<th>Ghana</th>
<th>Nigeria</th>
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<tr>
<td>1953</td>
<td>Accra</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1954</td>
<td>Lagos</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1955</td>
<td>Accra</td>
<td>7</td>
<td>0</td>
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<tr>
<td>1956</td>
<td>Lagos</td>
<td>0</td>
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</tr>
<tr>
<td>1957</td>
<td>Accra</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1958</td>
<td>Lagos</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1959</td>
<td>Accra</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1960</td>
<td>Lagos</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1961</td>
<td>Accra</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1962</td>
<td>Lagos</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1963</td>
<td>Kumasi</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1964</td>
<td>Lagos</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1965</td>
<td>No Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>No Contest</td>
<td></td>
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</tr>
<tr>
<td>1967</td>
<td>Ghana-Nigeria Games.</td>
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*The phase of the competition was changed to include other sports. See 1968-1984 in previous table.
### Records of Friendly Athletic Contests Between Ghana and Nigeria, 1947-1980

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<th>Year</th>
<th>Country</th>
<th>Venue</th>
<th>Winner</th>
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<tbody>
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<td>1947</td>
<td>Lagos, Nigeria</td>
<td>Police Grounds, Obalende</td>
<td>Nigeria</td>
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<tr>
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<td>***</td>
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<tr>
<td>1949</td>
<td>Lagos, Nigeria</td>
<td>Police Grounds, Obalende</td>
<td>Nigeria</td>
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<tr>
<td>1950</td>
<td>Accra, Ghana</td>
<td>Accra Stadium</td>
<td>Nigeria</td>
</tr>
<tr>
<td>1951</td>
<td>Lagos, Nigeria</td>
<td>Police Grounds, Obalende</td>
<td>Nigeria</td>
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<tr>
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<td>Accra, Ghana</td>
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<td>Ghana</td>
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<td>1953</td>
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<td>Police Grounds, Obalende</td>
<td>Nigeria</td>
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<tr>
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<td>Accra, Ghana</td>
<td>Accra Stadium</td>
<td>Nigeria</td>
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<td>Nigeria</td>
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<td>Police Grounds, Obalende</td>
<td>Nigeria</td>
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<td>Accra, Ghana</td>
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<td>Accra Stadium</td>
<td>Nigeria</td>
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<td>National Stadium</td>
<td>Nigeria</td>
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<td>No Contest</td>
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<td>National Stadium</td>
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<td>E. L. Wak Stadium</td>
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<td>All West African Games Nations</td>
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</tr>
<tr>
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<td>***</td>
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<td>1981</td>
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<td>***</td>
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<td>***</td>
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</tr>
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<td>1983</td>
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APPENDIX H

DETAILED RESULTS OF THE
AFRICA CUP
1957 - 1984
<table>
<thead>
<tr>
<th>Year</th>
<th>Participating Nations at Finals</th>
<th>Teams/Scores</th>
<th>Hosts</th>
<th>Winner</th>
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<tr>
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<td>3</td>
<td>Egypt-4/Ethiopia-0</td>
<td>Sudan</td>
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<td>Egypt-2/Sudan-1</td>
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<td>1961</td>
<td>9</td>
<td>Ethiopia-4/Egypt-1</td>
<td>Ethiopia</td>
<td>Ethiopia</td>
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<tr>
<td>1963</td>
<td>6</td>
<td>Sudan-0/Ghana-3</td>
<td>Ghana</td>
<td>Ghana</td>
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<td>1965</td>
<td>6</td>
<td>Tunisia-2/Ghana-3</td>
<td>Tunisia</td>
<td>Ghana</td>
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<tr>
<td>1967</td>
<td>The competition could not be held because of political unrest in Ghana and Nigeria.</td>
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<tr>
<td>1968</td>
<td>6</td>
<td>Ghana-0/Zaire-1</td>
<td>Ethiopia</td>
<td>Zaire</td>
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<tr>
<td>1970</td>
<td>8</td>
<td>Sudan-1/Ghana-0</td>
<td>Sudan</td>
<td>Sudan</td>
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<tr>
<td>1972</td>
<td>8</td>
<td>Congo-1/Mali-0</td>
<td>Cameroon</td>
<td>Congo</td>
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<tr>
<td>1976</td>
<td>8</td>
<td>Monocco-1/Guinea-0</td>
<td>Ethiopia</td>
<td>Monocco</td>
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<tr>
<td>1978</td>
<td>8</td>
<td>Uganda-0/Ghana-2</td>
<td>Ghana</td>
<td>Ghana</td>
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<tr>
<td>1980</td>
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<td>Nigeria-3/Algeria-0</td>
<td>Nigeria</td>
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<td>8</td>
<td>Libya-6/Ghana-7</td>
<td>Libya</td>
<td>Ghana</td>
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<tr>
<td>1984</td>
<td>8</td>
<td>Cameroon-3/Nigeria-1</td>
<td>Ivory Coast</td>
<td>Cameroon</td>
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APPENDIX I

GHANA NATIONAL TRACK AND FIELD RECORDS
## GHANAIAN NATIONAL TRACK AND FIELD RECORDS—1957-78

<table>
<thead>
<tr>
<th>Event</th>
<th>Performance</th>
<th>Name</th>
<th>Date</th>
<th>Place/Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 yards</td>
<td>9.2 sec</td>
<td>G. Daniels</td>
<td>23-04-71</td>
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**WOMEN**

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NOTABLE ISSUES, PERSONALITIES AND DATES IN GHANA'S SPORTS HISTORY
1903 - 1984
NOTABLE ISSUES, PERSONALITIES AND DATES
IN GHANA'S SPORTS HISTORY - 1903-1984

1903 The first soccer game was played in Ghana. The teams were the Excelsior Club of Cape-Coast, and an all foreign sailors team. The game was played at the Cape Coast Memorial Park. The sailors beat the local team by two goals to one.

1903 British nationals resident in Ghana played a Cricket Tournament with their Nigerian counterparts.

1911 On November 11 the Accra Hearts of Oak soccer club was formed. In 1984, Hearts continues to be the oldest existing soccer club in Ghana.

1926 Governor Gorden Guggisberg in his sixteen principles, ordered that physical education and sports be taught in all schools in Ghana as a means to maintaining discipline. He ruled that every school in the country must have a playing field.

1926 The first inter-school athletic competition was held at the Achimota School, Accra.

1927 Teachers of Achimota school came together to form the Inter-Collegiate Athletic Association.

1943 As an affiliate of the English Football Association, Ghana was admitted into F.I.F.A. membership as a non-voting member.

1944 The Gold Coast Amateur Athletic Association was formed.

1944 E. N. Teye-Botchway was sent to Britain to pursue a course of study in Physical Education. He was the first Ghanaian to receive such an award in the field of physical education and sports.
1947 The first Ghana-Nigeria Track and Field competition was held at the Obalande Police grounds in Lagos, Nigeria.

1947 In May of this year, Stanley Mathews a British Soccer Coach visited Accra at the invitation of Accra Hearts of Oak.

1947 Ghana was accepted into full membership of F.I.F.A.

1949 Sir Sydney Abraham arrived in Ghana at the invitation of the British Government to help organize sports.

1950 A one year course was opened for the training of physical education teachers at the Achimota College in Accra.

1951 Twenty-two soccer players from Ghana toured Britain at the invitation of the English Football Association. They played 10 matches, won two and lost eight. They played barefooted.

1951 Roy Ankrah became the first Ghanaian boxer to win an international award. He was the first Black African to win the Commonwealth Featherweight Boxing Title.

1952 The Accra Sports Stadium was formally opened on September 27 by Sir Charles Noble Arden Clarke then Governor of the Gold Coast.

1952 For the first time, Ghanaian sportsmen participated in the Olympic Games. Ghana sent 3 boxers and two officials.

1952 First Legislation on sports was passed. Ordinance #14.

1952 The duration of the Physical Education course was changed from one to two years.

1954 D. G. Hathiramani opened a Table Tennis School at the Y.M.C.A. center in Accra. The school was closed down by the end of the year owing to lack of co-operation from the leaders of the Y.M.C.A.

1956 George Ainsley, a British national was appointed first Ghanaian Soccer Coach at the cost of £G 2000 per annum about ($4,500). He was nicknamed "Angles Don't Play Soccer" for his insistence on the ball being kept on the ground during play.
1957 The Ghana National Soccer Team was named the "Black Stars" and C. K. Gyamfi became its coach player. He was the first Ghanaian to hold such office. Gyamfi was also a member of the 1952 soccer squad that toured Great Britain.

1960 On July 1, this year Ohene Djan was appointed as Director of Sports in Ghana.

1960 The Central Organization of Sports was formed.

1960 Floyd Klutei Robertson became the second Ghanaian to win the Commonwealth Featherweight Boxing Title.


1961 The Schools and Colleges Sports Federation was formed.

1963 The duration of the physical education specialist course was extended to three years, and the status raised to "Diploma Level".

1963 Ghana Black Stars entered the All Africa Cup competition for the first time and won the championship.

1964 Ghana staged the first World Featherweight Boxing championship in Accra. The fight was between Floyd Klutei Robertson of Ghana-(Challenger) and Sugar Ramos of Cuba-(Champion). Floyd Robertson lost the bout by 2-1. At the end of the fight, members of the Ghana Boxing Authority felt that Robertson had been robbed. The Ghanaian authorities met the next day to reverse the decision in favor of Floyd Robertson. Some few weeks after his first fight with Robertson, Sugar Ramos fought Saldivar Vincent of Cuba and lost the title to him.

1964 Members of the Ghana Professional Boxing Council that reversed the controversial decision of the Ramos-Robertson World Featherweight encounter were: Prince Yaw Boateng-Chairman, Professor Yaw Francis Nkrumah, Aair Vice Marshall Otu, Mr. Mowbery Eliott and Mr. H. P. Nyame Tei (Secretary).

1964 An executive instrument was passed to give a legal backing to the Central Organization of Sports as a body co-operate.
1966 Sarpel Singh, a Field Hockey Coach from Pakistani was appointed as a National Field Hockey Coach for the Ghana's National Black Sticks.

1966 At the Commonwealth Games in Kingston, Jamaica, Ghana's 4 x 100 yards quartet won the gold medal in a record time of 39.8 seconds. At the same games S. F. Allotey of Ghana won a Gold medal in the 220 yards event in a record time of 20.6 seconds.

1966 Following the overthrow of Kwame Nkmmal's Government and the dismissal of Oheme Djan the first Director of Sports in Ghana, a committee was appointed to investigate alleged malpractices in the Ghana Soccer Association. The committee was headed by Nana Fredua Mensah, a journalist.

1966 W. T. Marbell was appointed the Director of the Newly Constituted Sports Council of Ghana in April.

1966 Dr. Yaw Nkansah Djane became the first Ghanaian to serve on the International Amateur Boxing Association. In the same year, he was charged to serve as the African representative of the Association.

1967 Willie Evans became the First Ghanaian to play professional soccer in the United States of America. His team was the Atlanta Brave Chiefs Soccer Club.

1967 S. G. Ayi-Bonte Senior Physical Education Organizer, was appointed Acting Director of Sports in Ghana.

1967 Mr. A. K. Deku was appointed Commissioner for Sports.

1967 The Tsibo Committee was appointed to review matters affecting sports and make recommendations for future improvement.

1968 Francis Selormey was appointed as Director of Sports with L. T. K. Caesar as his deputy.

1968 The National Fair-play Cup was introduced. The cup was donated by the Overseas Breweries Limited. The cup was to help instil disciplinary behavior among the members of the league clubs.

1969 N. L. C. decree 330 was passed. It made provision for the representation of other clubs on the council. The Decree also dissolved the Central Organization of
Sports and gave a backing to the establishment of the Sports Council of Ghana.

1969 A. E. Sampson was appointed First Stadia Superintendent of Ghana. In the same year he attended a conference of International Groundsmen in London.

1969 Kofi Badu was appointed Chairman of the National Sports Council.

1969 The President of the International Olympic Committee (IOC), visited Ghana.

1970 The 4-year Diploma Course in Physical Education was introduced.

1977 Ghana Black Sticks, The national Men's Field Hockey Team, represented Africa at the World Hockey Festival. Ghana did not win any games however, she won three trophies; they were: the Best Loser Trophy; the Most Disciplined Team Trophy; and the Fair Play Trophy.

1979 S. M. Alhassan was appointed first director of the prison's sports service.

1982 Kwao Ekem Hooper, Winfred Nkunu Akyea, S. K. Antwi and Laud Ashong became the first Ghanaians to be appointed Handball Referees, Class 'B'.

1982 Ghana won the African Champion of Champions Soccer Cup for the fourth time. This was the second time coach C. K. Gyamfi has led the Stars to victory in the finals. He was the team manager, Osam Dusdu was the head coach.

1984 Two weeks before the Africa Champion of Champions Soccer Finals in Ivory Coast, the Ghana Football Association fired Coach Osam Suodn for an alleged technical incompetence. Mr. L. T. K. Ceasar, was the head of the Ghana Football Association at the time.

1984 Ghana failed to win the Africa Cup for the fifth time during the finals in Ivory Coast. Following this loss, the Ghanaian public demanded the immediate resignation of Mr. L. T. K. Ceasar a day after the team returned from the Ivory Coast. This was complied with.
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