

**THE
CULTURE AND TRADITIONS
OF
GOVERNMENT COLLEGE UGHELLI
(Preserving a Legacy of Excellence)**

Produced

by

**The National Executive Council
Government College Ughelli Old Boys Association
(GCUOBA) Worldwide**

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FOREWORD

Government College Ughelli (GCU) was founded as Government Middle School in Warri in 1945 during the colonial era. It was a model secondary school that served students mostly from the Delta province of the then Western region. The pioneer Principal, Mr. V. B. V. Powell and his immediate successor, Mr. C. C. Carter, set up standards, developed processes and maintained procedures that elevated the college to the pinnacle of excellence. These rules and regulations served the college well beyond Nigeria's independence in 1960 and up to 1963, when the Mid-Western region was created.

During the glorious era, the College graduated, year in and year out, disciplined students who were not only of excellent character but were also outstanding in academics and sports. The galaxy of exceptional Mariners and iconic Ancient Mariners who have served meritoriously at the local, state, national and international levels attests to the uniqueness of Government College Ughelli and the quality of its products in those glorious days.

Unfortunately, about three decades ago, the College began to decline so precipitously that the old boys were compelled to take remedial action. The first and immediate intervention was to refurbish some of the dilapidated buildings and reclaim sport fields that had been overgrown with jungle vegetation. The second action was to define a revival strategy, which was outlined in the "Vision 2015" document produced by Chief (Engr.) Joseph J. Akpieyi who used Government College Ughelli Old Boys Association, Lagos Branch as his resource and brain-storming group. The third action was to set up a committee led by Engr. (Chief) James B. Erhuero to review the culture and traditions of the College that elevated it to such high standards.

The National Executive Council of the Old Boys' Association decision to publish "The Culture and Traditions" (CAT) booklet is based on the work of the committee. Before the initial edition of the CAT was finalized, however, requests were sent to Ancient Mariners for their view and input into it. We greatly appreciate their contributions; especially those of Mr. Peter Enahoro (alias Peter Pan) of the 1948 September Class, Mr. James Efekodo of 1952 Class, Chief (Engr.) Joseph J. Akpieyi of 1954 Class and Dr. Taiwo Idemudia of 1960 Class.

The CAT booklet will be available to all the stakeholders of the College: government, staff, students, parents and alumni. All the stakeholders must be persuaded to buy into its contents so that it will provide the basis for all the actions to revive the College to its glorious past. I am convinced that if all the stakeholders adhere to the contents of the CAT booklet, students themselves will realize that they can aspire and attain whatever height they aim at provided they pay attention to their studies, embrace hard work and excellence. All of us involved in the project will see that with discipline, diligence and honesty the College will produce students that are as successful as those of the golden era.

I must congratulate the National Executive Council of Government College Old Boys Association for offering the leadership in the compilation and the publication of the booklet on the Culture and Traditions of GCU. I will like to implore the Ancient Mariners that have not forwarded their suggestions to do so as soon as possible so that they can be included in future editions. Their suggestions will enrich this publication for posterity. A digital copy of this publication would be produced and embedded in the digital library of Government College Ughelli to engender wide circulation.

Any omissions or errors noticed are regretted and should be communicated to the editors. I thank the incumbent Secretary-General and all the Ancient Mariners who participated in this exercise for their unalloyed support, contributions and cooperation.

Once more, I hope the College authorities, the PTA, staff and students will embrace the ideas encapsulated in this CAT booklet so that fallen standards are easily and speedily reversed for Government College Ughelli to regain its past glories. We count on the maximum cooperation of all stakeholders.

Prof. Oritsegbemi O. Omatete,
President-General Worldwide, GCUOBA.

ACKNOWLEDGEMENTS

Government College Ughelli Old Boys Association (GCUOBA) Worldwide, wishes to acknowledge the role played by its National Executive Council (NEC) under the able leadership of Chief (Engr.) Joseph J. Akpieyi in setting up the Culture Audit Committee under the chairmanship of Engr. (Chief) James B. Erhuero, a former Secretary to the Delta State Government, to unravel what still existed of the culture and traditions which the founding fathers had bequeathed to the college in its heyday.

The Culture Audit Committee comprising the chairman, Engr. James Erhuero, Dr. Taiwo Idemudia, and Engr. Ben Ogbogbaidi, diligently and painstakingly accomplished the task the Executive Council had set for it in a record time. GCUOBA Worldwide deeply appreciates the work of the Committee.

Robinson Roy Odoko, the Secretary General of the Association, spent many months compiling this booklet. His hard work that has resulted in the production of this booklet deserves the acknowledgement of the Association.

The draft of this booklet was given wide circulation to enable all Old Boys of different generations to critique the draft document and make their own contributions to bridge any gaps that may have existed. Only Ancient Mariners – Chief Peter Enahoro (alias Peter Pan), Mr. James Efekodo, Prof. Oritsegbemi O. Omatete, Chief (Engr.) Joseph J. Akpieyi, and Dr. Taiwo Idemudia forwarded comments, advice, and contributions that have enriched the final booklet. The Association thanks all these Old Boys who made it possible for the Association to produce a booklet that can stand the test of time.

OVERVIEW OF THE GCU CAT BOOKLET

- GCU Culture and Traditions (CAT) booklet is an initiative of the National Executive Council of GCUOBA Worldwide. This innovative CAT booklet is designed to give GCU **a new lease of life** and enable students to behave and perform more creditably. Both staff and students are expected to **leverage** on the CAT booklet to drive the growth and development of the College along the path that helped to establish GCU as a first class institution during its golden era (1945-1961).
- The founding fathers of GCU formulated rules and regulations that streamlined the activities and development of GCU and helped to mould the minds and characters of students. The gradual evolution of the College ethos ensured that students with sound minds in sound bodies were graduated annually in the golden era of the College.
- The ethos of the College was an assurance that every student that went through the portals of Ughelli acquired some fundamental values that were consistent with the culture and traditions of the College. To restore our cherished *alma mater* to its pristine glories as envisaged by GCUOBA Worldwide, it is hoped that staff and students will religiously adhere to the information contained in this booklet.
- The CAT booklet is an abridged documentation of the ethos, well-ordered systems, procedures and practices collectively referred to as GCU's culture and traditions. The ethos and systems of the College are to be inculcated into the minds and hearts of the present and future staff and students of Government College Ughelli to preserve the legacy of excellence. The CAT booklet is to be circulated widely among staff, students and parents.

PREAMBLE

- The Culture Audit Committee Report of GCUOBA Worldwide under the able chairmanship of Engr. (Chief) James B. Erhuero clearly confirmed that the culture and traditions of Government College Ughelli (GCU) that served the golden era so well to produce eminent citizens of the College and Nation have been completely eroded. In order to reposition GCU, it is necessary to restore, manage and sustain the erstwhile culture and traditions to regain the lost glories and values.
- The revival of the values and management style of GCU in its heyday will impact on the performance and achievements of GCU students. GCU core values such as **hard work, excellence, merit, fairness, discipline, sporting spirit** and **responsibility** were key to the success of the college and are the beacon of hope of GCUOBA Worldwide to implant the principles of success that promoted excellence in the golden era in the minds of both staff and students in order to reclaim the glorious era of GCU.
- In its heyday, Government College Ughelli prepared for Nigeria a rich and bountiful galaxy of men, richly endowed with a variety of gifts, acquired through their exposure, in the formative years, to the traditions and ideals of their *alma mater*. The best candidates available in the cognitive, affective and psychomotor domains were admitted through competitive examination to the college. Every student from the start was an above average individual.

PURPOSE OF CULTURE AND TRADITIONS BOOKLET

- To preserve the culture and traditions of GCU from one generation to another generation of students and staff of the College.
- To pass on the legacy of excellence in academics, sports and other extra-curricular activities to new generations of students and staff of GCU.

CHAPTER ONE

CULTURAL VALUES AND TRADITIONS

- The Boarding House System moulded Ughelli students into diligent, disciplined, neat, beauty loving, confident, service conscious and sociable people, obedient but not servile, respectful but not bootlickers, respecters of the rule of law and believers in due process and fair play.
- The high premium placed on college academics further improved the intellectual endowments of boys who were already well above average. The ubiquitous supervision and the graduated system of punishment inculcated lifelong habits of discipline and respect for law and order. The prefectural and responsibility system helped to develop qualities of leadership.
- All students imbibed all the cultural values in the two, five, six or more years they spent in the college. It was the level of their application of these qualities to the inevitable problems and challenges of life that led to the measure of success by them later.
- Government College Ughelli did not focus mainly on academics and sports. It placed a high premium on all-round cultural development of its students in such a way that they became leaders anywhere they found themselves.

GCU CULTURAL VALUES

- **Punctuality:** *Tradition of the college which inculcates into students the discipline of coming early to functions.*
- **Orderliness:** *Inculcates in students the habits of being neat, tidy, methodical and well-behaved.*
- **Hard work and Honesty:** *Students embrace hard work and shun cheating. There is dignity in labour.*
- **Sporting Spirit and Fairness:** *Students imbibe sportsmanship, discipline and playing by the rules.*
- **Independent Study:** *Students organize and self-manage their study time working on their own without a tutor to find out for themselves what additional reading is needed from the resources available in the library. Senior students help junior students to solve difficult problems. Seniors sometimes loaned their books and notes to their immediate juniors.*
- **Merit and Excellence:** *Qualified masters taught in the school and quality students were admitted to the school. The pursuit of excellence was cardinal in the life of all tutors and students.*
- **Authority and Responsibility:** *Awareness that those saddled with responsibilities are liable; and accountability instilled in all concerned.*
- **Respect for Seniors and Seniority Consciousness:** *Seniors are given maximum respect by their juniors.*
- **Maintenance Culture:** *Daily, weekly and monthly routine maintenance of facilities.*
- **Dining Hall Culture:** *Table manners, service to fellow members of the table and general courtesy to others at meal time.*
- **Good spoken English:** *Sole and exclusive medium of communication in the college that enhances quality of spoken English.*

- **Tribal Integration:** *No Tribal Identity; No tribal differentiation.*
- **Moral character:** *Weekly Sunday service, hymns of praise at morning assembly, moral instructions shaped the morals of students.*

These values are inculcated into all students at their character forming stage.

MEANS OF MEASURING SOUNDNESS AND LEVEL OF ACADEMICS

- The West Africa Senior School Certificate Examination results.
- Results of the Joint Admissions Matriculation Board Examination for the admission to Universities.
- The post Universal Matriculation Examination (UME) results.

PROMOTION OF EXCELLENCE

Excellence in the college was promoted by:

- High level of discipline.
- An objective selection process (guarantees the best available students are admitted).
- Dedicated, well qualified and highly motivated teachers (the best available locally)
- Students study independently.
- Students adapt themselves to the tradition of not neglecting their studies
- Students help one another in difficult exercises.
- Academic staff offer extra tutorials to final year students to adequately cover the syllabus.
- Students are encouraged to consult academic staff on baffling or difficult problems.
- Senior students are encouraged to lend their books and notes to their immediate juniors
- Weak students are helped by the teaching staff and with the support of fellow students.

FACTORS THAT PROMOTE ACADEMIC SUCCESS

Four major factors that promoted high level of academic success:

- High level of discipline
- Competitive entrance examinations and the selection of pupils strictly on merit.
- Dedication and academic readiness of the teachers of the college
- Students are trained not to be completely dependent on teachers.
- Students are encouraged to borrow books from, and read in, the library.

FACTORS THAT PROMOTE DISCIPLINE

- Moral training - the Principal's admonition at the morning assembly
- Moral instructions after classes, on some days of the week
- Weekly Sunday Service, Students' songs and hymns of praise at the morning assembly
- Daily evening prayers.

REWARDS FOR EXCELLENCE IN ACADEMICS AND SPORTS

- Special diets given to sportsmen.
- College colours given out as incentives to outstanding sportsmen in Football and Athletics.
- Cricket colours (caps) given as incentives to outstanding Cricketers.
- Best student in academics in each of the classes of the school awarded a prize
- Best student in all of the major sports (Football, Athletics and Cricket) awarded Victor Ludorum prize.
- Best-behaved student in the school awarded a prize.
- College Prizes given to staff and students on Reunion Days.

CHAPTER TWO

CULTURAL VALUES AND TRADITIONS

SCHOOL ORGANISATION AND MANAGEMENT

Board of Governors

- College Advisory Council for GCU
- First inaugurated for the school in July, 1947
- Manages and administers the College
- 3 GCUOBA members (PGWW and 2 others) – new proposal
- Government representatives
- Chaired by the Principal, Government College Ughelli, Mr. V.B.V. Powell.

College Identity

- College Emblem** - Ship on which is mounted the heraldic emblem.
- College Uniform** - Same set of dresses to all students except final year students
 - Final year students supplied grey trousers, college tie and blazer.
 - Final year students wore the special outfit only on Sundays to church services and ceremonial occasions.
- College Badge** - A piece of yellow cloth on which a ship and College motto are inscribed in red colour and sewn to the breast pocket of school uniform and blazer.
- College Motto** - Keep the Ship sailing

Dress Codes

- Gray shorts and white shirt (School uniform for JS1-SS2)
- Gray trouser and white shirt (School uniform for SS3)
- House vest and black short (after classes).
- Wrapper and shirt (Evening wear for dinner and prep)
- Clothes other than approved wears were forbidden in the college compound
- School uniform worn with black belt, a pair of black leather sandals and well buckled.
- No rings, bangles, necklaces, caps and unauthorized eyeglasses.

Admissions Process

General

- Admissions process was designed to select boys on the basis of character, academic abilities and suitability for life in a boarding school.
- Admission was through a competitive Common Entrance Examination.
- Open to all Nigerians
- No automatic entry.
- All students went through rigorous admission run by the West African Examinations Council.
- Successful candidates were shortlisted for interview at Ughelli.
- Best students available were admitted.
- State Government Scholarships (boarding and tuition) award for first six students in the common entrance examinations
- Principal could remit fee in deserving cases for indigent students that established clearly their suitability for securing school education.

- Native Authorities (equivalent of present day Local Governments) gave one scholarship each
- State Government Scholarship was increased to 10 by 1954.
- Only boys are admitted.
- Students for the sixth form (Higher School Certificate (HSC)) were chosen by Entrance Examinations and Interviews.

Entrance examination Process

- Tests in English, Arithmetic and General Knowledge.
- English paper in two parts (Objective questions and essay).
- Questions in General Knowledge and Arithmetic had two sections: objective question sections - tested simple recall, discrimination and ranking capabilities; essay question sections - tested organization, reasoning and presentation.

Interview

- Interview to confirm candidates academic rating in the entrance examination
- Helps to confirm candidate's ability to translate or transfer his rating to problem solving and social adaptation in a new environment.
- Candidates stayed in the College for three days: Written test, Oral interview and sports.
- Interview panels comprised the Principal, Vice-Principal, Housemasters, and House Tutors: experienced teachers are good judges of character.
- Oral examinations are penetrating without being intimidating.
- Intelligence, resourcefulness, transfer of learning, enthusiasm and self-confidence were highly scored at the orals.
- Candidates are checked into Houses under the supervision of Housemasters, House tutors and senior boys.
- Interview period is one of orientation and introduction into the culture of the college in all its aspects.

Annual Examinations

- Annual examinations, one in May and one in early November
- Weak students sometimes had to repeat JS2 or JS3
- Students with unsatisfactory academic results are told to withdraw.

Scholarships and Bursaries

- State Government Scholarship awards for first six students in the common entrance examinations; later increased to 10.
- Principal remits fee in deserving cases for indigent students that established clearly their suitability for securing school education.
- Each Local Government gave one scholarship
- Scholarships of students who had unsatisfactory academic performance were withdrawn.

Academic year

- The academic year ran from September to September; it was sometimes varied to run from January – December in accordance with the educational policy of the State Government.

School Administrators

- Principal: Head of Administration.
- Vice Principal
- House Masters

- House Tutors
- Duty Masters
- School Prefects
- House Prefects
- Class Monitors.

The super structure is made up of the House Masters and House Tutors. They control, train, discipline, reward, and record the activities of students in the boarding Houses.

School Prefects

- Appointed by the Principal in consultation with the House Masters.
- One School Prefect appointed Head of School and one in each House as Head of House.
- Head of School is also Head of his House.
- All Heads of House are School Prefects.
- Cricket Captain, Football Captain and Athletics Captain are appointed based on proven ability and were also School Prefects.
- Chief Librarian
- Responsible to the Principal.
- Head of School prepares “School Notes” to record key events and activities during a school year.
- Take oaths to perform duties with dedication, loyalty and honesty.
- Final year students SS3 students or SS2 as applicable.
- The body of prefects is foundation of the administrative edifice
- SS3 students perform prefectural and college duties.
- SS2 students are appointed to take over prefectural duties from SS3 students in the beginning of the third term: to enable SS3 students to concentrate on their final WASSCE (West African Secondary Schools Certificate Examinations).

Class Monitors

- A boy in each class serves half of a term as Class Monitor, beginning with No.1 in JS1 and continuing in rotation in class order.
- Monitor students’ conformity to rules.

College Organisation

- College consisted of two streams of classes, A and Alpha, from Class 1 to Class V; and an Upper and Lower VI.
- The School Certificate courses followed for five years to the end of Class V; there was a 2-year course in Lower VI and the Upper VI for the Higher School Certificate.
- A certain proportion of students from other Secondary Schools was admitted to the HSC course’
- Bulk of HSC students are GCU students
- Students chosen from interview are approximately of equal academic ability whether they are in the A or Alpha stream.
- All students were boarders, living in Boarding Houses.
- Certain members of the senior class are appointed School Prefects by the Principal in consultation with the Housemasters.
- One of them is appointed Head of School and one in each House as Head of House.
- Classes are normally of 24 students except in the Sixth form where 8 were admitted in the Arts stream and 16 in the Science stream.

School Timetable

- 6.00 a.m. Students wake up and fold their mosquito nets. Beds are dressed and dormitories are cleaned up. Every student must wear his house vest and black short during this period.
- 6.45a.m. Students shower and dress for breakfast and other college activities.
- 7.05 a.m. Students go the dining hall/refectory for their breakfast in college uniform. The first bell for breakfast is at 7.00 a.m. while the second bell is at 7.05 a.m. At meals, all the students who arrive after the second bell may forfeit their rations. Grace will be said before and after every meal. No student is allowed to leave the dining hall until the final grace is said at 7.45 a.m.
- 7.55 a.m. The first bell for morning assembly is at 7.55 a.m. while the second bell is at 8.00 a.m. Assembly is absolutely compulsory for all students. Hymn books must be taken to the assembly.
- 8.00 a.m. Morning assembly. The students stand according to their arm/class and wait for instructions from the Principal. Class registration is immediately after assembly. First period/lesson starts and the students must be in class/classes.
- 8.30 a.m. - 2.00 p.m.
- a) Classes last from 8.30 a.m. until 2.00 p.m. with a short break from 11.45 a.m. to 11.00 p.m.
 - b) Students must attend all classes. Sit for all prescribed tests and examinations. All class works and assignments must be done.
 - c) All dormitories and Prep halls in the houses/hostels must be locked up before morning assembly and the keys kept by the Principal's office or with the Housemasters.
 - d) The dormitories, prep halls and the dining hall are out of bounds during classes. Loitering around the main block is forbidden.
 - e) No student should be found around the swimming pool and the houses.
 - f) No student must leave the main block until the final bell 2.00 p.m.
- 2.00 p.m. - 2.45 p.m. Lunch and all students eat in the dining hall
- 3.00 p.m. – 4.00 p.m. Students must observe siesta in their dormitories for one hour.
- 4.00 p.m. - 5.00 p.m. After prep for all students and is compulsory in the prep hall.
- 5.00 p.m. - 6.00 p.m. Compulsory games for all the students. The students must be correctly dressed in their house vests (colours and black shorts).
- 6.00 p.m. - 6.45 p.m. Students go the dining hall or refectory for dinner/super. The first bell for dinner is at 6.00 p.m. while the second bell is at 6.05 p.m. All the students who arrive after the second bell may forfeit their rations. Grace will be said before and after every meal. No student is allowed to leave the dining hall until the final grace is said at 6.45 p.m.
- 7.00 p.m. – 9.15 p.m. Evening prep and it is compulsory for all the students in the prep hall for each house/hostel.
- a) All the dormitories are out of bounds to the students during preps and all lights should be out during this period.
 - b) Prep for JSS 1 to 3 ends at 9.15 p.m.
 - c) JSS 1-3 students must be in bed by 9.30 a.m.
- 9.45 p.m. Senior students (SS1-3) should leave the prep hall for their beds.
- 10.00 p.m. Lights out in the prep halls and dormitories in all the houses/hostels. Security lights are put on in the lavatories and the corridors.
- 10.00 p.m. - 6.00 a.m. All the students must be on their beds sleeping.

General College Rules

- School uniform should be worn from 7.00 a.m. until 3.00 p.m. and all occasions when students have legitimate reasons and permission to leave the college compound.
- House vests should be worn as from 3.00 p.m. until 6.00 p.m.

- Coloured clothes should not be worn in the college compound irrespective of the class or status except as evening wear.
- All students should show evidence of payment of relevant fees on or before resumption.
- All students should show evidence of payment of house fund on or before mid-term break.
- Food:
 - a) No food should be removed from the dining hall or eaten outside the dining hall. Food for sick students is only authorized by the possession of a sick bay permit or the doctor's permit.
 - b) All students should use cutlery while eating in the dining hall.
 - c) No student is allowed to eat at the detriment of others in the dining hall.
 - d) Any students found eating at the detriment of others will be made to pay for the table's food.
 - e) A table of food should be set aside for ten students of different classes (i.e. JS1-SS3) and or different houses (i.e. Forcados House, Warri House, School House, Sapele House etc.)
 - f) All the college prefects must eat with the other students in the dining hall.
- Staff quarters and labourers' premises are out of bounds to all students.
- Smoking, consumption of alcohol, use of scents, perfumes and drugs are strictly forbidden.
- All finger nails and toe nails must be trimmed and kept tidy, hair must always be well kept.
- Nothing is allowed to protrude from students' pockets including pens and pencils.
- Students are not allowed to wear beards and moustaches.
- Students are not allowed to have in their possession more than one hundred Naira (N100) at a time. All students' money must be deposited with the House master.
- Principal's Saturday's inspection starts at 10.00 a.m. every Saturday and ends at 12 noon. All students are to remain quiet in all their respective dormitories.
- On Saturdays, 2.30 p.m. to 3.30 p.m. is the time for club/societies. Every student may belong to two clubs or societies approved by the college authority. Each club or society must have a teaching staff as a patron or patroness.
- All students who are Christians must attend services on Sundays. The college may organize interdenominational service for them in the Assembly Hall. The Catholics were not lumped with the Protestants.
 - a) No student shall go to town without his exeat card signed by his House master and those going outside the town had their exeats signed by the Principal/Housemasters.
 - b) Exeat-were-issued by the House master on Saturdays after inspections as necessary
 - c) No student shall travel out of town without the express permission of the Principal /House Master.
- All litters must be put in the dust bins provided.
- a) Trespassing of lawns was strictly forbidden in the school. Offenders were detained.
- Students found guilty of wanton destruction of college property were dealt with and made to pay for them.
- Students found guilty of bullying, fagging, extortion (a.k.a. broke), assault, theft and other serious crimes or offences were severely dealt with or dismissed from the school.
- Students found guilty of cultism, robbery, sodomy and other serious crimes were severely dealt with or expelled from the school.
- Visits to neighbouring stream, rivers and ponds and swimming in them and the climbing of trees were strictly forbidden.
- Visits of girls to the houses were strictly forbidden.
- Queens English was the sole and exclusive medium of communication.

- Speaking of vernacular was strictly forbidden to enhance the quality of spoken English, eschew tribal tendencies, inculcate in the student strong sense of nationalism and provide good neighbourliness among students from diverse ethnic and cultural backgrounds.
- Entertainment and social gatherings in the various prep halls on Saturday evenings were compulsory for all students.
- Visits of parents and relatives were on Sundays as from 4.50 p.m. to 6.00 p.m.
- No parents or relatives were allowed to take any student out of the college compound for any reason without permission from the Principal or House Master.
- Visits to the Sick Bay by students were on Wednesday at 3.45 p.m. to 4.30 p.m. and Sunday 9 a.m. to 10 a.m. and 3.45 p.m. to 6 p.m.
- Parents or relatives visiting on ordinary days were directed to the office of the Principal to obtain the necessary permission.
- No student shall be arrested by any person without the consent of the Principal or House Master.
- General labour was absolutely compulsory for all students. Light cutlasses or “Ojagbe” must be taken to the labour site.
- The Duty master and form teachers were on the sites to organize and give further instructions to prefects and students.

Noteworthy information on School Rules

- Each new teacher was given a copy of the School Rules. If he was not, he demanded one.
- Enforcement of rules was the responsibility of the Principal, House Masters and School Prefects.
- All staff were expected to cooperate and ensure that rules were observed.
- Staff may note in the Detention Register names of boys who have misbehaved.
- Punishment was used sparingly.
- Serious misbehaviour and disobedience in particular were promptly reported to the Principal.
- Staff room was out-of-bounds to all students during class hours.
- Staff minimized sending of students to staff room.
- Classrooms were kept tidy.
- Students were encouraged to learn to control their visits to the lavatory. Thus there were short breaks at 10.30 a.m. and 12.30 p.m. to allow for such necessities.
- Classroom doors and windows were closed during classes but opened at the end of classes to allow new classes to enter easily.
- Apart from the SS3 classes, all other classes were not allowed in Laboratories if the masters-in-charge had not arrived.
- A student who is ill in class may be sent to the Sick Bay but NOT to the Boarding House by the class master.
- Principal and House master were promptly informed of the illness.
- Dormitories were out-of-bounds to students during school periods.
- Every student was expected at the Assembly Hall before the Principal arrived.
- **Late coming to all college activities was not tolerated.**
- Classes 1 – 3 (now JS1 to JS3) went to bed by 9.30 p.m.
- Classes 4 and 5 (now SS2 & SS3) stayed on till 9.45 p.m.
- Light outs were enforced from 10.00 p.m.
- “Ghosting”, reading at unauthorized hours during the night, was strictly forbidden.
- During class periods, conformity to rules was monitored by the class monitors, the Form Masters and the School Prefects.

- After school hours, this duty was taken over by the weekly Duty Master, the School Prefects, the House Masters and Tutors and the Masters and students in charge of the various games, activities and societies.
- The same sets of dresses are to be worn by all students except the Class 5 (SS3) students.
- Laundry service was provided and every student marked his own dresses for easy identification.

Weekly Duty Masters

- Masters-in-charge of various games
- Monitor and report on compliance of school rules and regulations after school hours
- Enforce lights out in all Houses
- Report observations and actions taken in Duty Master's Report Book
- Submit report to the Principal for his comments and directives.

Morning Assembly

- Compulsory for all students and teaching staff.
- School began at 8:00 a.m. with morning Assembly
- Assembly lasted 25 minutes.
- Students stood according to their class
- All students must be at Assembly before the Principal arrived.
- Latecomers were punished through detention.
- Hymn books were taken to the Assembly.
- Piano played at the Morning Assembly (by student).
- First lesson began immediately after Assembly finished.

Exeat System

- Introduced in 1947.
- The Exeat System operated at all times.
- Students cannot leave their classes before the closing time.
- Students needed written permission from their Class masters to leave the classroom.
- Students needed official permission to leave the school on any particular day for stipulated hours.
- Date and time are entered into the Exeat Card
- Exeat Card was signed by both the Principal and House Master of the student.
- Needed to check unauthorized movement of students out of the school premises,
- One free day allowed every month without need for an exeat.

Visiting Hours

- Visiting day for parents and relatives was Sunday
- Visiting hours were from 4.50 pm to 6.00 pm for any visitor to see a student
- Visiting outside this period and on ordinary days required permission from the appropriate authority (The Principal or House Master).
- Defaulters ended up in detention or got more serious punishment.

Detention System

- A "name and shame" process.
- House Detention.
- School Detention.
- House Prefects deal with House detention.
- School Prefects deal with School detention.

- House offenders' names were read out to students in the Prep Hall.
- School offenders' names were read out to students in the Dining Hall.
- Names were read out to all students in the Dining Hall at lunch on Wednesday afternoon.
- A student whose name enters the Detention Book spends his siesta time on Wednesdays to do detention work which entails the cutting of grass as punishment.
- **Lateness to any college activities fetched a student double detention (two detentions).**
- Students were given the chance to explain their conduct to prevent punishments without due process.
- Students were trained to understand that the safe way to operate outside school rules was to obtain permission from the appropriate authorities.

The system helped to implant the seeds of self-discipline, punctuality and law - abiding principles in individual lives.

Detention book

- Masters and School Prefects entered sanctioned students' names in the school detention book.
- School detention was reviewed by the Principal or a designated Vice Principal.
- All offences committed by students were recorded in detention books, and entered into the student's record.
- Detailed the name of the offender and nature of the offence
- Detailed where and when the offence was committed.
- Student was referred to Principal for corporal punishment if name was entered into the detention book over three times in a term.
- Name of such student was announced at the morning assembly.
- Offence was communicated to students' parents or guardian in annual report cards.

Discipline does not thrive in a state of neglect, for it promotes indiscipline.

Offenders reported to Principal

- The student was never considered for any college appointment or office.
- It could mean deposition for a School Prefect.
- A student is caned by the school principal only if the principal considered the reasons for the detention grievous and if he thought the student proved incorrigible by committing the same type of offence in the term.
- Any student who received the Principal's corporal punishment thrice in a year could be expelled or given many days of hard work during siesta periods, six strokes of the cane, or suspension depending on the severity of offence.

School manual labour

- All students in the school participated except exempted. Light cutlasses or "Ojagbe" were taken to the labour site by students.
- School Prefects supervised
- Helped to physically develop the students.
- Helped to beautify the environment.
- Helped to keep the environment clean.
- Lawn mowers complemented students labour.

Supervised School manual work made students appreciate the dignity of labour and orderliness of the environment.

House manual labour

- All students in the House participated. Light cutlasses or “Ojagbe” were taken to the labour site by students
- House Prefects supervised
- Helped to physically develop the students.
- Helped to beautify the environment.
- Helped to keep the environment clean.

Supervised House manual work made students appreciate the dignity of labour

Students’ Dossier

- Introduced by V.B.V. Powell in 1947.
- Covers all aspects of a student’s school record: medical history, academics, sports, extra-curricular performance, discipline, character etc.
- A file was opened for every student of the college
- Became a source of materials for testimonial or reference report.

Punishments

- The administering of corporal punishment was confined to the Principal and to Housemasters, or whichever staff was acting in those positions
- Students were *not* sent out of lessons to stand on the verandah or sit in the library, because of an offence committed in class. If the offence could not be met by the imposing of a detention, the offender was sent to the Principal.

Duty Master

- Each master, except Housemasters and the Games Master, took turns as Duty master on Wednesday afternoons. He had to supervise the students doing detention. The Duty Prefect reported to him where the detention would take place. Roster of Duty Masters was placed on the Staff Room Notice Board at the beginning of each term.

Dress for Classes

- Masters were expected to wear stockings, not socks, with shorts and a shirt preferably short-sleeved. Ties were optional.
- If a master wore trousers, he was expected to wear a tie with his shirt.

Punctuality

- To inculcate the discipline of going early to functions into students.
- It is almost unnecessary to stress the great importance of setting a good example of punctuality to students. Masters were requested to begin their lessons on time and also to finish them when the bell was rung to signal the end of the period.
- Invigilators for the College, entrance and external examinations were expected to be in place not less than 10 minutes before the scheduled times. Examination periods, particularly in a crowded timetable, were meant to begin on time and this was not possible unless answer paper, examination papers, etc., were distributed to students before that time.

Leave

- Staff who were going to be absent from Ughelli for a few hours on normal days, or at weekends and public holidays signed out in the register kept in Principal’s Office, so that their movements were known. Staff wishing to be absent overnight, except at weekends and on public holidays, informed the Principal first.

- Staff could not be absent from teaching periods except with the prior permission of the Principal, or when sick. If the Master was sick, he informed the Principal that he was not fit to attend lessons and, if the Rural Medical Officer was present at Ughelli, he obtained government form authorizing absence from duty, as soon as was convenient. It was appreciated if Masters, whenever absent, set written work to occupy their classes, whenever possible.
- Vacation leave was taken on an institutional basis, during the long school holiday, except by those who had been given permission by the Permanent Secretary to the Ministry of Education to accumulate leave. Expatriate staff took leave to fit in with school terms, so that lengths of tour might vary.
- The principal was empowered to grant casual leave, during school holidays, for periods not exceeding five days.

Staff Room

- Staff room was out-of-bounds to all students during class hours. Staff were required to minimize sending of students to staff room.
- Left open until 6.30 p.m. daily, except on Sundays, for staff use.
- Masters were asked not to use the room after that hour as it could mean inconvenience and longer hours of work for the Caretakers, whose duty finished at that hour.
- If a Master wished to use the staff room during hours when it was closed, he obtained the keys from the School Duty Master, and returned them to him as soon as he finished and had locked the Staff room again.

School Office

- The office and clerical staff existed for the administration of the college and were responsible to the Principal only.
- If staff had any requests, queries, or complaints which necessitated investigation, they sought audience with the Principal and did not interfere with clerical staff or messengers, who had been given definite jobs to do.

Poultry and Dogs

- Staff were requested to keep poultry, if they had any, securely penned to prevent the College compound resembling the street of a village.
- Fowls, which wander around outside a staff compound, were considered a nuisance as they frequently entered college kitchen and on occasions entered and caused damage to plants in other staff compounds.
- Dogs were expected to be under control, and not allowed to wander around making a nuisance.
- Dogs were made to have collars and anti-rashes injection. The consequences from a rabies-infected animal in the compound filled with students were obvious.
- The Head labourer had instructions to impound poultry which continued to wander, after the owner had been requested to pen them.

Staff Compounds

- Staff compounds were out-of-bounds to all students.
- As a privilege, and whilst sufficient labour was available, the College labourers cut grass in staff compounds at suitable intervals. That task, however, came last in order of priority of work and staff remained fully responsible for the care of their own compounds.

SS3 (Class VI) Free Periods

- The Class 5 (now SS3) students were given a certain number of free periods for the specific purpose of doing their own work and those periods were not to be utilized by staff for extra teaching without the prior permission of the Principal.

College lists

- Lists of all students by classes in alphabetical order were issued to all staff each January and to a new master when he joined the College. These class orders were used by staff in their registers and records.

Form Masters

- Certain masters were designated Form Masters.
- Their duty was to collect examination marks from staff and then to compile the half-yearly and annual Mark Lists for their forms.
- Mark lists were kept in files in the Principal's office and collected when necessary and returned after each list was completed.
- Mark lists (showing final class orders of merit) were confidential and the information in them must not be divulged to students.

Students Reports

- Grades: A = Excellent, C = Credit, P = Pass and F= Fail, not actual marks, were shown on student's half-yearly and annual reports. Staff were requested to keep to approximately the same level when deciding grades, as the College did not want 50% in one subject to be graded Credit and in another subject to be graded Fail. It was requested that the following grades be borne in mind when marking:

A	-	70% and above	(Excellent)
B	-	60-69%	(Very Good)
C	-	50-59%	(Good)
D	-	40-49%	(Fair)
E	-	0-39%	(Fail)

Upkeep of Buildings

- Decoration and maintenance of all buildings were under the control of the Ministry of Works and Lands. Staff reported to the Vice principal any repairs which were necessary in their quarters or school buildings of which they were in charge (Gymnasium, Boarding Houses, Pavilion, Laboratories, etc.) and he arranged for them to be carried out.

Crossing of Lawns

- Strictly forbidden

Changing Classes

- Students proceeded in orderly manner to their next classes.
- No feet shuffling or noise making along the corridors was condoned.
- All students were to be seated before lesson teacher arrived class.
- All students stood up when the teacher entered the classroom and remained standing until asked to sit down

Subject Masters:

- Each academic subject was under a master designated by the Principal.
- Staff were required to keep diaries or records of work done each term and do work generally according to syllabus for the subject.

- When masters left the school, they provided handing over notes for the guidance of the new master.

Dining Hall Culture

- First bell for breakfast was at 7.00 a.m.
- Second bell for breakfast was at 7.05 a.m.
- Breakfast was between 7.00 a.m. and 7.45 a.m.
- Grace was said before and after breakfast.
- First bell for lunch was at 2.00 p.m.
- Second bell for breakfast was at 2.10 p.m.
- Lunch was between 2.00 pm. and 2.45 p.m.
- Grace was said before and after lunch.
- First bell for dinner was at 6.00 p.m.
- Second bell for breakfast was at 6.05 p.m.
- Dinner was between 6.00 p.m. and 6.45 p.m.
- Grace was said before and after dinner.
- Every student was assigned to a table and each comprised students from every class and House with the most senior students as Head of table.
- Cooks were provided by the school.
- Food, adequate in quantity and quality, was served in a central bowl shared into individual plates by chosen students.
- Special dinner consisting of rice, peas, baked beans, fried plantain, and chicken were served before students went away on Christmas break.
- Some food was left in the central bowl so students requiring second helping could “bowl”.
- Students were aught table manners – use cutlery set, chewing habit and drinking from tumblers.
- Plates and cutlery were set.
- All school announcements were made in the dining hall.
- Dining Hall was a venue for socializing after meals.
- Tuck shop adjoined dining hall so that students who desired extra “chops” could avail themselves.
- By rotation between Houses, one of the waiters was designated “Head Waiter”.
- Each House nominated on a rotational basis an SS2 student to serve on the school’s “Food Committee”.
- Waiters also put water jugs on tables and helped scullions set cutleries serving spoons and cups.
- Students in JS2 and SS2 of each House were organized to serve as waiters on rotational basis.
- Waiters cleared the dining hall, dining tables and benches as well as carried bowls of food from the kitchen to assigned tables.
- No student shall be allowed to bring any food of his own into the dormitory or dining hall.
- Students of various classes shall be allocated to the same table over which a senior boy shall be the head of table.
- Food shall be served in bowls and the boys shall take turns to serve the food into plates.
- Everyone shall eat the same food and junior students are to be introduced to table manners and the correct handling of cutlery by their seniors.
- Punctuality to all college activities including the dining hall was insisted on.
- Offence and punishment meted out are entered in the student’s records, and are announced at assembly the following day and duly communicated to the boy’s parents or guardian in the annual report that followed the results of the promotion examinations.

The Sick Bay

- Supervised full time by a trained nurse.
- Housed indisposed students.
- A student who was ill was sent to the Sick Bay by a master taking a class but his House Master and the Principal were promptly informed as soon as possible.

The Laundry System

- College workers laundered students' clothes with steam operated machines.
- Each student marked his own clothes for easy identification with Kandahar ink, a water resistant ink.
- The Laundry sorted out and sent ironed clothes to student dormitories.
- Students collected their clothes from the dormitories or from the Games Room.

CHAPTER THREE

THE BOARDING HOUSE SYSTEM (BHS)

Distinct Features of Boarding System

- A complete character training apparatus
- Imperative for imbibing the culture and traditions of GCU.
- Compulsory (all students board).
- Students resided in different Houses.
- Each student remained in the particular House to which he was allocated throughout his stay in the college, unless there were compelling reasons to move the student to other Houses.
- Helped to mould students into diligent, emphatic, disciplined, neat, beauty loving, confident, service conscious, sociable and obedient people.
- Made students respecters of the rule of law.
- Made students believers in due process and fair play.
- Made students respectful but not bootlickers.
- Did not make students servile (i.e. too eager to serve and please someone else in a way that showed they didn't have much respect for themselves).
- Helped to control, train, discipline, reward and record the activities of students in the boarding Houses.
- Facilitated the organization of sports and other extra-curricular activities which shaped the outlook of students.
- Necessitated the appointment of House officials – House Masters, House Tutors, and House Prefects.
- Transmitted all the traditions of character and practice from generation to generation.
- Students were supplied with two pairs of black shorts, two pairs of uniform, two house singlets, one badge and one brooch.

Boarding Houses

- Boarding Houses - traditionally named after prominent towns in Delta Province.
GCU Boarding Houses are:
 - School House (April, 1947)
 - Warri House (May, 1947)
 - Forcados House (September, 1948)
 - Sapele House (April, 1951)
 - Ashaka House (September, 1954)
 - Oleh House (1967)
 - Orerokpe House (1970)
 - Powell Hall – for post-secondary school students (1970) and was converted to two Houses - Obiaruku House (1974) and Agbarho House (1974)
- Each House was encouraged to develop a corporate and close knit existence.
- Each House had a standing social committee.

Inter-House co-operation and Inter-House competitions are encouraged to promote in students the spirit of commitment and loyalty to their Houses as well as willingness to help other Houses in times of need.

Dormitory Arrangement in a House

- JS1 & JS2 students shared the same dormitory with a Prefect as dormitory prefect.

- JS3 & SS1 share another dormitory with a prefect as dormitory prefect;
- SS2 & SS3 are in the same dormitory with Head of House as the most senior student in the dormitory.

In order to improve the relationship between the senior boys and their juniors, and to enable the senior student school the junior student in the college ethos, students in the junior dormitories were arranged such that a senior student was placed next to a junior student

Boarding House Administration

House officials were critical to the control, training, discipline and recording of activities of students in Houses.

House Masters

- Each House had a House Master.
- Highest authority in the House
- The Chief Executive Officer in his house.

Duties of House Master

- Responsible for the formulation of House policy subject to the overall authority of the principal.
- Responsible for all decisions relating to boarding houses
- Had overall control over discipline and every activity of the House
- Responsible to the principal for good governance of his House.
- Made written reports in a register of inspection in each house
- Kept a Record Book for the students.

The Principal or Vice Principal (Administration) periodically went through the Inspection Book for necessary endorsement or comments on how effectively the house was managed by the House Master, Head of House and the House prefects.

House Tutor

- Appointed by the Principal to assist the House Master.
- Responsible to Housemasters for the day-to-day execution of policy,
- Responsible for the performance of all House duties
- Responsible for the maintenance of discipline
- Supervised House Prefects.
- Made written reports in a register of inspection in each house
- Kept a Conduct Book for the students.
- Occasionally up to two House Tutors were appointed for a House.

House Prefects

- Appointed by House Masters.
- Senior students were House prefects
- House prefects helped their Head of House and School Prefects in supervising other students in their Houses.
- SS3 students performed prefectural and house duties.

Boarding House Activities

- a) **Morning activities** - Mondays through Saturdays

- Bell at 6.00 a.m. - Students wake up and fold up their mosquito nets, dress up their beds and clean their surroundings.
- Arrangement of students' beds, corners and the dormitory in general;
- House vest and black short must be worn.
- Morning duties: making of flowerbeds, paths and hedges and cutting grass short in their compound; planting of flowers and beautiful sweet-smelling blossoms in the compound of Houses; ensuring the symmetry of paths and hedges in the compound of houses
- 6.50 a.m. - Students prepare for breakfast. Students proceed to the bathroom for washing up and toiletry; change into school uniform; preparatory to gathering in the school Assembly Hall for Christian worship led by the Principal.
- 7.00 – 7.45 – Breakfast
- 8.00 – 8.30 a.m. – Morning Assembly.

Boarding House activities have great impact on the development of close-knit House community and character of the students.

b) Publication of House magazine.

House magazines complemented the college magazine

c) Prep (School work done after school hours)

- An important activity of the Houses.
- Prep Room was the reading place for all students.
- House Prefect on duty put on detention all students who came late to or were completely absent from Prep without permission from evening prep.
- One hour's prep in the afternoon.
- Evening prep started at 7.15 p.m.
- Two hours prep at night.
- Night prep - juniors (JS1- JS3) retired to bed at 9.15 p.m. and seniors (SS1 - SS3) at 10.00 p.m.
- Every student had a permanent seat in the prep. Room for the year.
- Senior boys were alternated with those a year junior to them
- The arrangement made it easy for junior students to receive help in their studies from seniors sitting next to them.

Prep, a community affair, promotes the development of habits of resourcefulness, intelligence, independent study and the seeking of intellectual assistance as and when necessary.

d) Evening prayer

- Conducted at 9.00 p.m. either by the Housemaster or House tutor.
- Consisted of reading from the Bible, a few songs of praise by all and a short exhortation.
- Concluding prayer by the Housemaster or House Tutor.
- Ended at 9.15 p.m.
- Lights out for junior students at 9.30 a.m.
- Lights out bell for senior students at 10.00 p.m.

Evening prayers shape moral character and promote spiritual development.

e) Weekend

- Free time is between 3.50 p.m. to 5.30 p.m.

f) Saturday night entertainment

Participation in House concerts and entertainments.

- Houses present short plays (Concerts were reserved for the school in the Assembly Hall)
- Impromptu speeches, dancing to musical records
- Mock Parliament in the Prep. Hall
- Dance, debate, musical chairs, treasure hunt, short plays, recitation, moonlight stories.

A tradition of having an interesting community life.

g) Inter House Sports

- Established tradition of the School
- Fosters the House spirit and loyalty
- Focus was on Athletics, Football and Cricket
- Debates, Chess, Inspection, Academics, Table Tennis, Lawn Tennis other
- Grouped into juniors and seniors (for Athletics, Football, Cricket)
- Victory celebrated by every member of the House.

Drives home the dictum of all work and no play makes "Jack a dull boy" i.e. "Mens sana in corpore sano".

h) House inspections

Foster habits of cleanliness, personal hygiene, and appreciation of dignity of manual labour. Students are encouraged to keep their Houses clean by a weekly Saturday House inspection.

- Each student is expected to dress his bed, clean and arrange his surrounding and cupboard very well.
- Each student is expected to be neatly dressed and stand at attention by his bed waiting for the inspection of himself, his dressing, bed, surrounding and cupboard which should be left wide open.
- Each student is expected to co-operate with others in keeping the whole dormitory clean both inside and outside.
- Students are allotted daily jobs like sweeping, removing cob webs from the walls and ceilings, washing the floor, weeding and straightening the paths, making flower beds and watering them, planting hedges or trimming them, and cutting the grass low in the compound etc.
- Usually, students work hard under supervision to keep the surroundings clean and the general comment is "Inspected and found satisfactory". Where faults are detected, these are pointed out for correction.
- If for any reason, the faults pointed out are found to persist without convincing explanation at the next inspection, an adverse report or reprimand may follow and may affect the prospect of the officers of the House.

i) The library

- House library pioneered by Ashaka House (1954) and well established in 1956
- Borrowing section located in the Games Room
- Reading section located in the Common Room
- Warri House library established (1957)
- Sapele House library established (19??)

THE PRINCIPAL'S / HOUSEMASTER'S INSPECTION- The Three Saturday Inspections

- **Prefects' Inspection - The first** is the prefect's inspection. He is accompanied by his assistants; he goes around the whole compound, checking to make sure that everything is orderly as it should be. Then he looks into every nook and cranny of the dormitory to make sure that everyone had done his job properly.
- **House tutor's Inspection - The second** inspection was the House Tutor's inspection. He was accompanied on his tour by the House Prefects who had to be ready with convincing answers to any of his questions or queries. Usually, he came much earlier to the House to make sure that all students had risen from their beds and were doing their morning duties under the supervision of the Prefects. He then retired, leaving the Prefects to carry on and returned later smartly dressed for his own inspection of the House.
- **Principal / Housemaster's Inspection - The third** inspection was conducted either by the Principal or the Housemaster. Usually, the Housemaster and the Principal alternated. The Principal's inspection was the most serious, for the students and the House officials (Prefects, House tutor and House Master). If the Principal was coming for inspection, the House tutor's inspection is followed by that of the Housemaster to make sure that everything was in order and that he had explanations for all queries that were likely to arise. It was the Housemaster that welcomed the Principal and followed him on a tour of inspection inside and outside the dormitories.
- At the end, the House master's or the Principal's observations were recorded in the inspection book.
- After inspection, the students gathered in the common room for post inspection address by the Housemaster or House tutor.
- The result of the inspection was read out, analysed and evaluated. Individuals and groups who merited it were praised and commended and those whose efforts were below expectation were identified and warned.
- The allocation of jobs for the week was made and a general advice as to what was expected of all in the House was given.
- The assembly was then dismissed, ending the Saturday inspection.
- Unity Cup competition among Houses was introduced in 1955 for academics and Compound inspection.

House Rules and Regulations

- Crossing of lawns within the Houses premises is a detention offence
- Dropping of litters inappropriately is a detention offence
- Loitering during siesta or prep was a punishable offence
- The Boarding House was out of bounds during class hours
- Students could not be sent to the Houses to bring books they have forgotten.
- Siesta was from 2:50 p.m. to 3:50 p.m. daily.
- Noise making during siesta or prep was not tolerated and could be a punishable offence
- Grouped sports/College compound cleaning was from 3.50 p.m. to 5.30 p.m.
- Bringing food to the dormitory was strictly forbidden to forestall unhealthy habit of eating between meals, showing off and to keep rodents from the dormitories.
- Keeping of cash in the dormitory was strictly forbidden.

Constant supervision, the need to obey all House rules and regulations and the detention which followed violation, trained students in habits of self-discipline and respect for law, order and constituted authority.

CHAPTER FOUR

SPORTS AND SPORTING ACTIVITIES

SPORTS SEASONS

- Year was divided into three sports seasons.
- First term was Athletics season: January to March
- Second term was Football season: May to July
- Third term was Cricket season: September to December

SPORTING ACTIVITIES

- All students were to participate in sporting activities at the House level.
- All the units of GCU activities were designed to produce high caliber manpower for Nigeria
- Sporting activities developed habits of healthy rivalry, sportsmanship in human relations
- They promoted success through persistent, skillful and intelligent application of effort.

INTER HOUSE SPORTS

There were Inter House competitions in the following sports:

- Athletics
- Football
- Cricket
- Table tennis
- Lawn tennis
- Hockey
- Basket Ball
- Volley Ball

Inter-House sports are important in developing a close-knit House society and the House activities are indelible college traditions.

INTER SCHOOL SPORTS

The college participated in the following sports in the appropriate season:

- Athletics
- Football
- Cricket

The college was also involved in other sports like Table tennis, Lawn tennis etc.

INDOOR GAMES

- Dominoes, Chess, Monopoly, Cards,
- Table Tennis, Draughts, Ludo, Lexicon,
- Bagatelle, Snakes and Ladders
- Piggy-Puzzle, Scrabble, Darts
- Musical chairs, Brains trust

OUTDOOR GAMES

- Outside in their House compounds, students engaged in stump cricket.
- Lawn Tennis
- Basket ball
- Bush Cricket

- Volley ball
- Hockey
- Tenniquoit
- Golf
- Badminton
- Boxing

CHAPTER FIVE

EXTRA CURRICULAR ACTIVITIES

SCHOOL CLUBS AND SOCIETIES

Friday evenings were devoted to hobbies:

- The Dramatic Society
- The Photographic Society
- The Literary and Debating Society
- The Historical Society
- The Geographical Society
- The Mariners Dance Band
- Le Cercle Francais (The French Society)
- The Nigerian Boys Scout Troop
- The Nigerian Red Cross Society
- The Young Farmers Club Press Cutting
- The Scripture Union
- Music Society
- Philatelic
- Naturalist
- Table tennis
- Net Making

Clubs and societies promote leadership, initiative, selfless service, sociability and habit of relaxation after work.

COLLEGE MAGAZINE

Helps students to express themselves lucidly, logically and orally and on paper.

- College magazine, ***The Ship***.
- An Editor-In-Chief
- Editorial committee members.
- Head of School contributes “School Notes” to the magazine

HOUSE MAGAZINES

- Each House published a House magazine.
- Every House magazine had an Editorial Board.
- School House published ***The Star*** (1948)/***The Limelight*** (1973)
- Warri House published ***The Torch*** (1953)
- Sapele published ***The Herald*** (1954)
- Ashaka House published ***The Key*** (1955)
- Forcados House published ***The Cados*** (1956)
- Oleh House published ***The Lamp*** (1967)
- Orerokpe House published ***The Anchor*** (1975)
- Obiaruku House published ***The Militant*** (1974)
- Agbarho House published ***The???***

House magazines complemented the college magazine and were avenues for improving the students’ organization of ideas and of developing their ability to express their thoughts lucidly and logically in good English – improve their writing skill.

FOOD COMMITTEE

- Supervised activities of the Food Contractors.
- Ensured the food supplied was of right quality and quantity
- Chairman was an SS3 student.
- Other members were in SS1 & SS2
- A member came from each of the Boarding Houses

At a tender age, the Chairman was given the responsibility of leadership to take care of a vital aspect of school life.

CONCLUSION

- GCU was a prestigious boarding school that gave students the best possible start in life in an environment conducive to human habitation and learning.
- CAT was designed to encourage, support and fully embrace the way and manner things were excellently done in the glorious years of the college so as to improve on them for the growth and development of the college.
- The ethos and management style of a college contribute significantly to the students' performance while in the college and later in life.
- The ethos of the college revolved around nurturing strong character and attitude such as self-reliance, self-worth, hard work, and students to be good in whatever they did or do outside college life.
- Students were encouraged to work hard at school, participate in school extra-curricular activities and become active members of the college community.
- It is hoped that the painstaking use of this booklet would help generations of staff and students to perpetuate the ethos of GCU that were solidly laid by the founding fathers of this remarkable college.

APPENDIX

REPORT ON GCU CULTURE AUDIT

GOVERNMENT COLLEGE UGHELLI OLD BOYS ASSOCIATION (GCUOBA)

INTRODUCTION

Government College Ughelli, founded in 1945, was until the late 1960s, one of the best secondary schools in Nigeria. This was the realisation of the dream of the founding Principal, Mr. V. B. V. Powell and his successor, Mr. C. C. Carter, both of blessed memory. Most of the school's graduates, especially in the period up to the very early seventies were men of outstanding performance in their fields of endeavour. In many ways, they positively impacted on their society. **Merit, fairness, discipline, and responsibility** were their watch words. As the years went by and students who studied under the founding Principals and those students supervised graduated, the culture of excellence established in the school began to deteriorate. This was made worse by the disruptive effect of the Nigerian civil war on education in the years 1967 to 1970 and by the parochial education policy of the UPN government in the defunct Bendel State (Edo and Delta states) in the years, 1979 to 1983.

In response to the precipitous decline in the school's standing, alumni as individuals and as OBA branches made various contributions towards the restoration of the school to its qualities of excellence in its glorious years. The Assembly Hall, the Main Block, the Library, The V.B.V.Powel Archives and Library Centre, the Houses and their dormitories, the Pavilion and the Apian Way were refurbished and rehabilitated. Students who performed well in their examinations were given scholarships by old boys; teachers who excelled in their duty were given grants. Inter-House athletics completion was re-introduced as was the game of cricket as part of the school's extra-curricular activities. Parallel to these developments, the OBA National Executive Council lobbied the state government and its officials in its quest to restore the school to the state of its glorious years. NEC registered considerable success in this endeavour. It got the state government to reintegrate the two schools Government College, Ughelli had become; it received government approval that the school will become a fully boarding institution; its views were sought and considered in the appointment of the school's Principal; and its request for the establishment of a school Board of Governors has been given a favourable hearing by government.

These achievements notwithstanding, the present GCU ethos is unlike its culture of excellence of its glorious years. In consequence, NEC organised visioning sessions and published the *Vision 2015* document in which it set out a road map for restoring the GCU ethos to what it was in its early years. As part of realising the objectives of *Vision 2015*, NEC has directed that a culture audit of GCU be carried out. On the completion of the audit, staff, students and alumni will fully appreciate their roles in the task of restoring the school to its past glories while making it one of the best secondary schools in Nigeria.

APPOINTMENT OF THE CULTURE AUDIT COMMITTEE

By a letter dated March 15th, 2012, and signed by the President General Worldwide (PGWW), GCUOBA, Chief Joseph J. Akpieyi, FNSChE, FNSE, the Culture Audit Committee of GCUOBA was appointed. Among other duties, the Committee was mandated to evaluate the present GCU culture and its consistency with the objectives of GCU's Vision 2015. The object of the latter, one would recall, is "positioning the school to becoming the centre of educational excellence of first choice in Nigeria, committed to providing total education of exceptional quality to all pupils, to achieve the highest standards in learning and character as the lighthouse of excellence to other secondary schools in Nigeria while being comparable to the best international public schools".

The members of the Culture Audit Committee which was formally inaugurated on the 17th of March, 2012 at the ISHAKA HOTEL, EFFURUN, were as follows:

- I. Henry T. Bozimo, Ph.D, (Sept., 1952 set) – of Warri branch - Chairman;
- II. Late Mr. Edwin Udogu (Sept., 1956 set) of Lagos branch - member;
- III. Engr. (Chief) James B. Erhuero, FNIM, MNI, OON (Jan., 1959 set) of Sapele branch - member;
- IV. Taiwo Idemudia, PhD, JP. (Jan., 1960 set) of Lagos branch - member; and
- V. Engr. Ben. Ogbogbaidi (Jan., 1973 set) of Lagos branch – member/Secretary.

TERMS OF REFERENCE

The terms of reference of the committee were as follows:

- I. To determine the culture and tradition laid down by the founding fathers which have either been diluted or eliminated altogether;
- II. To determine, in light of changing circumstances, whether any culture and tradition should be discontinued or modified and why;
- III. To recommend what remedial actions the GCUOBA Worldwide should take to restore any culture and traditions which the committee believes should continue to be sustained;
- IV. To recommend what attributes should be ingrained in the present generation of students from inception to the end of their academic life in the college to ensure that they attain the highest standards of learning and character; and
- V. To examine any other matters which the committee considers germane to the restoration of the pristine glories of the college and make appropriate recommendations.

The committee was to submit its report to NEC, GCUOBA Worldwide, in eight (8) weeks from the date of its inauguration.

APOLOGY

By the terms of reference indicated above, the committee should have submitted its report to NEC, GCUOBA not later than the end of May, 2012. However, due to a number of unforeseen circumstances, the committee was not able to keep to the dead-line for the submission of its report. This was mainly due to the ill health of the chairman, the death of one of its members and the frequent travel out of the country of most of the other members.

The committee held its first meeting on the 28th Of March, 2012 at 104 OPEBI Road, Lagos, (a venue generously provided by the President General Worldwide), but the chairman could not attend due to the delay of his flight from Warri. Members therefore met and brainstormed on the subject in the absence of the chairman, whose presence, they considered very important, that being the committee's inaugural meeting. The second meeting took place on 25th, April, 2012. at the ISHAKA HOTEL, Effurun (venue provided by an Ancient Mariner – Chief Miller Uloho, proprietor of the hotel). The chairman presided at the second meeting. Thereafter, unfortunately, the chairman fell seriously ill and for a long time the committee could not meet as the chairman could not call a meeting. However, members decided to make individual findings on the existing cultural situation at the school with respect to Academics, Character and general behavior of students at the school. Enquires were also made on the environmental maintenance and upkeep, the administration of the school, especially with respect to the roles of the principal, staff, students and the Delta State Ministry of Education.

In view of the long indisposition of the chairman which had greatly affected the work of the committee, on 27th March, 2013, Mr. Eddy Udogu was appointed the new chairman of the committee by the President General Worldwide of GCUOBA. A meeting of the committee was then scheduled to hold in May, 2013 but regrettably, the new chairman also became ill and the meeting could not hold. The new chairman unfortunately died on the 24th of May, 2013. This further delayed the work and report of the committee. In Nov. /Dec., 2013, Engr. (Chief) James B. Erhuero was appointed yet another new chairman for the committee. The committee became a 3-man committee of: Engr. (Chief) J. B. Erhuero, Dr. Taiwo Idemudia and Mr. Ben Ogbogbaidi as Member/Secretary.

These unfortunate incidents resulted in the very late submission of the committee's report. Members of the committee regret this situation which definitely is not in character of GCU alumni.

METHODOLOGY

From the first meeting of the committee and the unfortunate events narrated above, the culture audit report as presented in this document is based on individual member's findings and presentations, discussed at the meetings in which members made such presentations. Earlier, on the 23rd of March, 2012, the first chairman, Dr. H. T. Bozimo and Engr. (Chief) J.B. Erhuero visited the school during which they held discussions with the then Principal of the school, Mr. Nelson Erhijefe with some Housemasters, and the then Head of School in attendance. Also, Dr. T. Idemudia submitted in writing, some of his findings and observations (attached as annexures 1 and 2 to this report). These findings, observations and narrated experiences of individual members of the committee formed the basis of a final meeting of the committee held on Wednesday, 19th, February, 2014 at Dr. T. Idemudia's residence at the Dolphin Estate, Ikoyi Lagos. During this last meeting of the committee, references were made to the *GCU Vision 2015* document, the school rules (old & new) and write-ups by some old boys of the school (including Prof. Itse Sagay's) in the 2013 edition of the *Mariner* magazine.

FINDINGS

The Committee at its meetings and discussions agreed that it would consider its findings in the culture audit exercise under the following headings:

- I. The school's academic culture as of old in relation to present academic practices.;
- II. The roles of character, discipline and orderliness as well as the part played by school rules and extra-curricular activities in the upbringing of the GCU student in the golden years and in what form these subsisted thereafter; and
- III. Management and care of school premises with the objective of providing proper sanitation and healthy environment for the school community as lessons in good citizenship for all and sundry.

The findings in each of these areas of consideration form the next section of this culture audit report. The Committee considered these attributes of the training an Ughelli boy was exposed to as very important because they are instrumental in moulding disciplined and well behaved citizens during the formative stage of their life. Furthermore, these constituted the foundation of the GCU ethos taught by the school's founding fathers. Most of those who passed through the school during its glorious years, 1945-late 1960s, were made to imbibe these attributes

A. ACADEMIC CULTURE

Practices As Of Old	Observed Current Practices
<p>I. Admission into the school was through a National Common Entrance Examination conducted by the West African Examination Council (WAEC). This was followed by an interview with written and oral examinations conducted by the Principal and senior staff. The process was based strictly on merit. Only those who met the school's cut-off scores were admitted. The National Common Entrance Examination was open to all Nigerians. Hence the school was a cosmopolitan community of students from diverse parts of Nigeria.</p> <p>II. Teachers posted to the school were experienced and their posting was based on the school's areas of need. They were dedicated and made sure students were well</p>	<p>Admission into the school as at present is through the results of the Primary Six School Leaving Certificate Examination conducted by the Delta State Ministry of Education. The principal and his staff have no input into the selection of students admitted to the school. This process, the committee feels, encourages mediocrity. The students' fate, from admission, is not within the control of the school's authority. Until recently only students from the school's catchment area were admitted to the school thereby making the school inadequate in the task of preparing students for citizenship, since students are now mono-cultural in upbringing.</p> <p>Teachers canvass to be posted to the school. Those with the "right" connection to political power brokers and senior officials of the</p>

taught.

Based on I and II above, the principal as of old made it a personal duty to give newly admitted "class one" students, sound foundation in the English language, the medium of communication of all other subjects.

III. The student/ teacher ratio was small and class sizes were manageable because the number of students admitted into the entry class was limited. This enabled strict control and easier monitoring of students' development. Furthermore, all students being boarders, their supervision all day long was easier for staff and prefects.

IV. The school provided all students with their required text books and with other learning materials on the payment of the prescribed school fees. This ensured that students were truly equipped for learning.

V. Study times (classroom lectures and prep times in the Houses) were ordered, programmed and strictly enforced. This factor played a major role in the excellent results achieved by the school's graduating students.

supervising ministry get posted to the school. No serious consideration is given to the school's skill-deficit status nor is there consultation with the principal. In some cases, staffs were posted to GCU because their spouses worked as public servants in town.

The English language is practically no longer the lingua franca in the school; pidgin English and the local vernacular are now the media of communication, a situation which has affected students' performance in all subjects.

The school's population has exploded in-line with the present population growth in Nigeria, even though infrastructure and facilities have not kept pace with that growth. As the promise by the state government to make the school fully boarding is implemented, some of the aspects of the decline of GCU's culture will be mitigated.

Text books and learning materials for school work are now the student's individual responsibility. Some parents may see text books as extras which they cannot afford for their sons.

As of now, there is inadequate supervision of lecture and study times. This has adversely affected learning and results achieved by graduating students since the late 1960s. The situation makes the call for the return to full boarding system more urgent. Furthermore, it is necessary to reinstate the old prefectorial system in the school and in the Houses so as to enable proper supervision of students.

. Students have generally become unruly. The

<p>VI. All aspects of student life were governed by well-laid-out school rules. This ensured strict discipline and orderly conduct of all students while the school was in session. Copies of the school rules were made available to all students and their parents/guardians.</p> <p>VII. In the glorious era, senior students saw and treated junior ones as their younger brothers and took delight in supervising the latter in their studies and and at prep. This positively encouraged obedience to senior students which was the foundation of a citizen's understanding of his obligation to obey the instruction of lawfully constituted authorities.</p>	<p>committee considers the non involvement of the school management in the admission process and hence opportunity to assess the students as fit and proper persons to be admitted into the school, as one of the causes for the general unruly behavior of a number of the current students. School rules should be widely circulated and enforced by staff, School Prefects and House Prefects without fear or favour. The practice of making approved school rules available to parents prior to the arrival of new students in the school no longer exists and should be re-instated.</p> <p>Reports say senior students now are wont to bully and intimidate junior ones; victimisation and favoritism are rife. Junior boys are quite often dispossessed of their property by older students. The principle of the survival of the fittest which rules in the school does not encourage civility or obedience to duly constituted authority.</p>
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B. CHARACTER AND BEHAVIOUR

Practices As Of Old	Observed Current Practices
<p>I. It was mandatory for a junior student to show respect to a senior student; the senior student was responsible for discipline and orderliness. He corrected erring junior students and was expected to lead by example. All students were encouraged to be civil to each other. Punishment was intended to be productive to both the offender and the school community at large. Hence punishments by senior students and</p>	<p>Senior students do not now think it is their duty and responsibility to lead their juniors by setting good example. Instead of correcting improper behaviour, many senior students see the opportunity of personal gains in their relationship with their juniors in school. For example, a senior student would ask a junior student to go purchase items costing one hundred Naira but would give the junior student only fifty naira, and yet, would ask the</p>

staff were intended to correct an erring student and to give the school some benefit. For example, students on detention were made to cut grass during siesta on Wednesdays. In some cases, erring playful junior students were sent to the school library to spend two hours reading magazines and periodicals after which to do a summary of what they read.

II. School and House prefects as well as Housemasters and House Tutors were appointed for the supervision and management of students and House activities. This provided leadership training to students and teachers. The individuals charged with such responsibilities were appropriately monitored by the school's superior authorities.

III. The principal and his vice effectively supervised other teachers to ensure that they carried out their assigned duties and responsibilities. They saw to it that all teachers not only prepared their notes of lessons and taught their lessons, but covered all topics earmarked for teaching every term.

IV. The boarding system brought all students to the dining hall for all meals at the same time, taught students good table manners and the need not to be selfish or greedy. Students were by association, taught to be reasonably sensitive and considerate to the feelings of others in whatever they did. Movement out of bounds was strictly controlled by the principal and the Housemasters

junior to return with change of twenty Naira. This amounts to asking the junior student to either go steal or lie to his parents for more money, in order to meet the senior student's demand, for fear of further punishment or victimisation.

While there are School Prefects, it is not certain they have the responsibilities their precedents had in the school's glorious years. Prefects ran the school and the Houses. Now, it does not appear there are House Prefects, except Heads of Houses and their deputies. A Housemaster would not know who is a House Prefect in a dormitory in his House. Teachers should not only be there to effectively teach their lessons but must see themselves as having responsibility for making the students productive and useful citizens.

Until recently the principal lived off campus and was in all intent and purposes a part-time administrator of the school community. Old boys observed cases of insubordination of staff to the principal. The way a GCU student of old was brought up to recognise the need to do what was right without necessarily waiting to be forced to do so, is no longer so with present day-students.

With the school not yet fully boarding, the positive impact of the Dining Hall system is yet not restored to the school. The exeat is meaningless when many students walk in and out of the school as they wish. The duty of care students had for each other has waned considerably.

C. THE ENVIRONMENT CULTURE

Practices As Of Old	Observed Current Practices
<p>I. Waking up and tidying up one's environment followed by 45 minutes of manual house work used to be part of everyday life of the students in the halls of residence.</p> <p>II. The dormitories and house premises were cleansed regularly and inspected every Saturday by House Masters or House Tutors while at least once every five months, there would be inspection by the principal at each house.</p> <p>III. Daily cleaning of the Dining Hall was the duty and responsibility of the student waiters on duty.</p> <p>IV. The whole school premises was regularly maintained during daily school works (4.30 p.m. – 6 p.m.), in addition to the efforts of permanently employed labourers. The clean environment told the story of an organised, well ordered and disciplined school environment where orderly living and pursuit of excellence in all undertakings at the college were paramount and achievable.</p> <p>V. In the past, there were facilities for students to send their dirty clothes for</p>	<p>In the absence of properly supervised boarding and living facilities, the pre-lecture morning manual house work by the students, is not now strictly observed. In the 1990s boys cut grass simply by setting the lawn on fire! The intervention of the OBA through remonstrations and the provision of a lawn mower saved the day.</p> <p>The weekly House inspections by House masters and/or House tutors are not now regularly carried out, nor are the principal's inspection.</p> <p>It is not certain if there are student waiters anymore or if the student Food Committee functions in GCU.</p> <p>Even though the lawns are well tended for public occasions, the work ethics with which GCU trained its students is lacking. The over-dependence of the school on lawn mowers does not allow the teaching of the Ughelli ethics which preaches "the dignity of labour". Extra-curricular training in chosen areas of interest no longer exists in a formal and programmed manner as it was in the days of yore.</p> <p>Students now wash their uniforms and other clothes themselves. While this could be good training, it might take some of the student's</p>

<p>laundering once a week. This ensured that students' uniforms and other clothes were properly washed, ironed and maintained clean at all times.</p> <p>VI. The regular manual house and school works by students, in maintaining the house and school premises provided good training for personal cleanliness, and the appreciation of the dignity of labour.</p> <p>VII. Visit to the town (Ughelli) was strictly controlled and supervised by school and house prefects.</p>	<p>study time Of the two school work days, it might be proper if one day is devoted to laundry and the other continues as work day; after all, the use of the lawn mower will make up for the man hours lost.</p> <p>The strict training for personal and environmental cleanliness and hence the appreciation of cleanliness as next to Godliness as well as the appreciation of the dignity of labour are lost to the students.</p> <p>The strict control of students' movements and visits to the town (Ughelli) are no longer as supervised and monitored as they were in the golden years. Students can now be seen in town most times and usually improperly dressed. People from the school's surrounding communities now breach the school perimeter and trespass through the campus freely. Such careful distinction as to capacity and preparedness for certain tasks is no longer the norm in the school.</p>
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SPORTS AND OTHER ACTIVITIES

Practices As Of Old	Observed Current Practices
<p>I. In its glorious years, 1945 --the late 1960s, GCU had three (3) distinct sporting periods coinciding with the three terms of the school's calendar year. The sporting periods were: (i) the Athletics Season (Jan. – April); (ii) the Football Season (May --- August); and (iii) the Cricket Season (Sept. --- Dec.). During these seasons, all students participated in the specified sports in different groups to which they were assigned. The school also successfully held and participated in inter House, inter school and inter regional competition in these sports.</p>	<p>These days, the school's performance in sports is extremely poor. In some cases, such as Cricket and Football, the activity did not exist for many years in the school. Luckily, the GCUOBA is trying to revive the school's cricket culture.</p>
<p>II. Education, in the glorious GCU years, was</p>	<p>Today the GCU student struggles to keep pace</p>

not just the acquisition of knowledge but the development of the whole being; that is the development of the student's mental and physical abilities as well as his full potential. These included effective participation in debating, training in ball room dancing and the development of the student's I.Q. through activities such as "Treasure Hunt" on Saturdays as part of weekend entertainment.

with his academic work. Hobbies are few and far between, if any. Subjects such as Woodwork and Metalwork no longer exist. The school no longer has an orchard. For decades, the pavilion was in disrepair and out of use until the OBA refurbished it. From lack of practice and inadequate attention to the school's culture, House colours were wrongly assigned in a recent inter-House competition!

RECOMMENDATIONS

1. ACADEMICS:

- I. **Entry Procedures:** The school should revert to procedure through which admission was based on a candidate's performance in a Common Entrance Examination, open to every qualified student in the state. Thereafter, students who passed at a predetermined level are to be invited for a selection interview to be conducted by the principal and his senior staff. The state Ministry of Education would conduct the Common Entrance Examination, while the school's management conducts the interview. Admission into the school should not be based on the principle of "CATCHMENT AREA" but on merit at every stage of the entry and admission process. In this way, each student knows his stay in the school is solely dependent on his academic performance and his character as assessed by the school authorities.
- II. **Supervision of staff, academic work and general administration:** Strict supervision of teachers by the principal and his Vice principals for Academics and Administration should be maintained in the school. This will ensure that teachers do not only properly prepare their notes of lessons but also teach to a well prepared scheme of work and the relevant syllabus for their subjects.
- III. As part of ensuring effective supervision of school activities, it is suggested that there should be a SCHOOL PREFECT for each of the following areas of the school's administration: Library; Athletics; Football; and Cricket. These are in addition to having Heads of Houses who shall be students found worthy in character and in learning. On the average, there should be about two school prefects per house, while there should be one HEAD OF SCHOOL who shall supervise all the school prefects in their assigned portfolios. The prefects, on a rota basis as their counterparts of the glorious years, shall serve as weekly Duty Prefect. House prefects will do the same in the Houses. The current practice of wasting staff time by dedicating a teacher as a "Labour Master" who does nothing else must be discouraged. The prefects should be empowered to run the school under the watchful eyes of the principal and staff.
- IV. Special attention should be paid to the teaching of the ENGLISH LANGUAGE and MATHEMATICS. The teachers who handle these subjects in all classes should be given opportunities of training and retraining. The use of pidgin English and vernacular in the school premises must be discouraged and penalised by the school.
- V. There should be terminal examination in every subject and in every class. Every student's report should be reviewed and signed by the principal before same is forwarded to the student's parents/guardian NOT later than two weeks after the end of each term. (This

will be part of the staff rules which the principal and vice principals will ensure are kept to the letter).

- VI. Until the school is fully boarding, GCUOBA should not relent in its pursuit of the restoration of a full boarding system to the school.
- VII. The N.E.C, GCUOBA. should discuss with and if need be assist the State Ministry of Education in re-instating full periodic inspection of secondary schools in the state by government appointed INSPECTORS (from the inspectorate department of the ministry of education). Copies of the quarterly reports on GCU should be sought and made available to the PGWW, to enable GCUOBA know areas where it can be of better assistance to the school.
- VIII. Discussions should be held by N.E.C, GCUOBA with the State Government to solicit assistance from the state Government and Local Government Councils in the provision of Secondary School scholarships to deserving, indigent and bright students of the school. Similarly, successful and high net worth alumni should be encouraged to do likewise.

2. MOULDING OF STUDENT CHARACTER

- I. Full boarding system should be re-introduced. Similarly, a well articulated set of school rules, which must be strictly enforced, for the proper running of the school by teachers and School and House prefects. In this connection, there should also be well articulated set of rules and regulations for the management of staff by the principal, assisted by his vice principals for Academics and Administration. It needs hardly be stressed that all authorities involved in the enforcement of school rules and in the regulations for teachers (that is, School and House prefects as well as the principal and his two vice principals) MUST lead by example.
- II. Term reports to parents/guardian and testimonials must be comprehensive and factual; where necessary the reports should be interactive and parents/guardian requested to comment on areas of the principal or Housemaster' concern.
- III. The team of House masters and House tutors should be re-introduced. Each House master or House tutor should make written reports in a register of inspection in each house while keeping a Conduct Book for the students. The principal or his vice (Administration) should periodically go through the Inspection Book for necessary endorsement or comments on how effectively the house is managed by the Head of House and his House prefects.
- IV. In order to improve the relationship between the senior boys and their juniors, it is suggested that students in the dormitories should be arranged such that students in JS1 & JS2 share the same dormitory; JS3 & SS1 share another dormitory; and SS2 & SS3 are in the same dormitory. All SS3 students should be House prefects who help heir Head of House in supervising their students in their Houses.

- V. During the GCUOBA reunion at the school, enough time should be provided for interaction with the student body of the school through having a meal at the dining hall, during which the PGWW and a few other old boys of the school would address the students on career opportunities and the responsibilities of citizenship. This will serve to inspire the students as well as help find out directly from the students what their feeling is about their student life.

3. THE ENVIRONMENT

Full and properly supervised House and school manual work periods should be re-introduced as part of the students' life while in school as it was during GCU's glorious years. This will not only make students appreciate the dignity of labour but will help with prowess and with their physical development. The old detention system in which erring students spent their siesta time on Wednesdays doing detention, that is cutting grass as punishment should be reintroduced. The school Detention Book, both Masters' and School Prefects' should be reviewed by the principal or a designated vice principal before these are read to all students at lunch on Wednesday afternoon. This is not only a "name and shame" process but it also helps to inculcate the lessons intended by the School Rules while making every student know what is considered unacceptable behaviour by the school.

CONCLUSION

This audit of the culture of present day's Government College, Ughelli reveals major departure from the school's management and cultural practices in the days of the founding fathers. It is imperative the practices which stood the school well in its glorious years be restored. These practices led to the renown and excellence for which the school was reputed in its hey days. Because of these practices GCU, in its earlier years, was ranked amongst the very best secondary schools in Nigeria. To fully restore the school to the level envisaged by GCUOBA, will involve a lot of political Will on its part and maximum cooperation from the Delta State Government. To get the government to make the desired commitment, GCUOBA must continue its role in the public-private partnership it has established with the Delta State government. It must be noted that government processes, (especially governments in the developing world) are slow; politicians and public servants are usually not too time conscious. However, the envisaged task of the full restoration of the school to the state in the era of its pristine glory requires quick action, if the school is not to slide into further decay. The GCUOBA's National Executive Council therefore, must not relent in its current efforts.

In addition to the Parents'/Teachers' Association, GCUOBA should continue to urge the Delta State Government to appoint a Governing Council for the school. The Council will supervise the school and serve as its board. Matters relating to the school budget, short-term policies and other pressing management issues brought to it for resolution by the principal will be taken at

Council meetings. The Governing Council should have a chairman appointed by government and a vice chairman who, if possible, should be a nominee of GCUOBA.

Finally, members of the committee wish to express their appreciation to the PGWW and all GCUOBA for the opportunity given them to serve the association on the Culture Audit Committee.

Engr. (Chief) James B. Erhuero, FNIM, MNI, OON.	Chairman
Taiwo Idemudia, PhD., JP.	Member
Engr. Ben Ogbogbaidi	Member/Secretary