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Govt Raises 11-man Panel to Probe Frequent System Collapse

- TCN takes delivery of \$3m transmission monitoring mechanism
- NERC regularises operations of seven NIPP plants

Chineme Okafor in Abuja weeks investigate and report to it, underlying reasons for frequent trips in the nation's electricity transmission and distribution networks. This is just as the Transmission Company of Nigeria (TCN) yesterday launched an advanced measure aimed at prompt rectification of disruptions in power supply on its transmission networks and substations nationwide. The 13-man technical investigative panel on system collapse, which was inaugurated in Abuja yesterday by the Minister of Power, Prof. Chinedu Nebo, is to review all system collapses that have occurred from January 2013 and

Access Bank, UBA Get Positive Recommendations... Page 10

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TODAY'S WEATHER ABUJA 27-28°C MAIDUGURI 33-30°C ENUGU 22-27°C KANO 28-30°C LAGOS 27-28°C PORT HARCOURT 27-28°C

Lobby for Extradition of Hezbollah Suspects Worries Federal Govt

- Jonathan, security chiefs meet
- Court orders SSS, police to produce suspects

Muhammad Bello and Tobin Sonty in Abuja

President Goodluck Jonathan yesterday met with service chiefs and other members of the security council to consider a brewing diplomatic crisis thrown up by the arrest of some Lebanese businessmen and their accomplices for alleged involvement in terrorism. THISDAY checks revealed that the meeting was called against the backdrop of moves by countries sympathetic to Hezbollah, for which the suspects were accused of working for, to seek their extradition from Nigeria to prevent them from going on trial in the country.

The State Security Service (SSS) and the military had arrested in Kano four Lebanese - Mustapha Fawaz, Abdallah Tahini, Jala Ahmed Rouda and Khosai Nouridine - for illegal stockpiling of sophisticated weapons in a house in Kano and their business premises in Abuja. The suspects were accused of being part of a Hezbollah terrorist cell in Nigeria working to attack American and Israeli targets in the country. The SSS was also said to have discovered more arms cache in Amigo Supermarket and Wonderland Amusement

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Fashola Signs Bill Legalising Cremation in Lagos

Gboyega Akinsanmi

Despite the protracted controversy that trailed its passage by the House of Assembly, Lagos State Governor, Mr. Babatunde Fashola (SAN) yesterday assented to a bill legalising cremation of bodies in the state. He also signed into law two other bills seeking to establish Libile Oil and Gas Corporation as well as Christian and Muslim Pilgrims Welfare Board, both of which he said were designed to add values to the state and its residents. The governor signed the bills into law at a ceremony at the

TOP GAINERS	NGN	NGN	%
PWA	0.06	0.66	10
ROYALEXCHANGE	0.06	0.66	10
LIVESTOCK	0.59	6.53	9.9
USN	1.20	14.39	9.9
CHAMPBREW	0.48	5.32	9.9
TOP LOSERS	NGN	NGN	%
AGLEVENTIS	0.01	1.48	6.3
MANSARD	0.15	2.25	6.2
STANBIC	0.75	16.40	4.3
UBACAP	0.05	1.20	4.0
JAPPAUL	0.02	0.54	3.5
HPE/Nestle Ng P.:	N1,070		
Volume:	735.29 million shares		
Value:	N50.952 billion		
Deals:	6,890		
As of yesterday 10/05/13			
See details on Page 40			

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BACK IN PROFITABILITY

Group Managing Director/CEO, UBA Plc, Mr. Phillip Oduzo (l) and Chairman, UBA, Chief Israel Ogbuagwu, during the bank's 51st Annual General Meeting (AGM) in Abuja.

United Bank for Africa in Rebound

Goddy Egena

The three last year's bank losses on United Bank for Africa Plc were gloomy news because they did not receive dividend for the 2012 financial year. They had no dividend with an impressive N18 billion loss and that year. However, the story was different last week when the shareholders on the bank met in Abuja to consider the 2012 financial year accounts and the

They were all smiles as they declared the management for the year and in the form of a dividend. The dividend was N1.2 billion, a 100 per cent increase from the N1 billion loss in the year 2011. It was a victory for the bank's shareholders and the management. The management also announced that it would be paying a dividend of N1.2 billion to its shareholders.

2011 due to the off-balance sheet losses on the bank's investments. The bank's management also announced that it would be paying a dividend of N1.2 billion to its shareholders. The management also announced that it would be paying a dividend of N1.2 billion to its shareholders.

Should Students Have a Choice In Law School Postings?

In spite of the perceived decrease in the quality of legal education, Nigeria's Premier University, the University of Ibadan, has continued to excel both in the Law Degree programme and at the Nigerian Law School with majority of its first class graduates also going on to attain the same grade at the Nigerian Law School. **Jude Igbanoi** and **Yinka Olatunbosun** went to the Law Faculty of the university last Tuesday to find out from the Dean, Professor Oluyemisi Bamgbose what methods the faculty applies to groom such outstanding law graduates, including one who clinched eight of a total of ten prizes at the Nigerian Law School recently...

Students of the Law Faculty of the University of Ibadan of which you have been Dean for almost five years have continued to excel, both in the LLB programme and at the Nigerian Law School. Recently, too of your students gained a First Class in your faculty and repeated the same feat at the Law School. With recent complaints about the drop in standard of legal education, what is LLB Faculty doing differently that you are able to produce such outstanding students?

It has really been the grace of God. In addition, I must commend the academic staff. The diligence is there. You go to some universities and the lecturers are not on seat.

Go round our faculty now and you will see our academic staff, either in the library or in their offices. When you have lecturers in a law faculty who cannot do diligent research, how can they go and teach students? We must therefore commend our members of staff for being on ground and for being dedicated.

Secondly, the method of teaching in the University of Ibadan Law Faculty is exceptional. In fact we have adopted what is called Clinical Legal Education mode of teaching. It is different from the conventional way of teaching law. The traditional way of teaching is where the lecturer goes to class, dictates notes and a student who may not come to class would know where you are going to dictate from. Such students would not come to class because they know they can always collect notes from their fellow student which they can copy. They also know that lecturers take textbooks to class and simply read from those books. Most of the students can predict what the lecturer is going to say next.

the clinical legal education method of teaching. The method is student centered and not lecturer centered. The method encourages the use of drama, talk shows and other modern methods of teaching the students.

The students come to class and know that it is not Professor Bamgbose's class, but their own class. Once you miss the class, you have missed it. It is not something somebody can tell you what happened. For instance, somebody cannot describe a drama, no one can really explain to you what happened. The students go to the library, go on the internet and get all resources available to them. It is no longer the lecturer getting the resources and pumping it into the heads of the students. It's the students who go and do the research and come and present it in class.

You'll agree with me that since you watched The Sound of Music, you'll forever remember the movie and I know that you watched it as a child, but tell me what your lecturer told you on the 24th day of May some years ago. I am sure you would not easily remember! So, now when the students come to class, they are the ones that talk and express themselves. It's only when they make mistakes in some areas that the lecturer will now fill in the gaps.

Everything in this faculty is so real. One

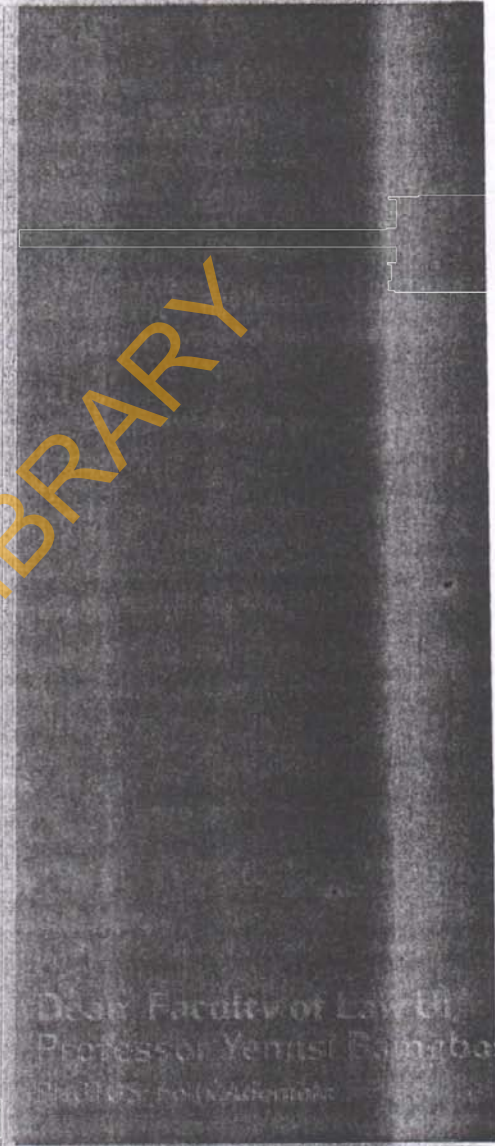
day some our students were acting out a crime scene and my son who is now a lawyer was in the cast. I gave them a case about a riot scene. It was a real life incident that happened in Oshogbo and I asked them to use it to explain a visit to the locus incuo. It was a riot scene in which so many of the rioters were arrested and taken to court.

The students were acting out that scene and it was so real and incidentally, my son was the one acting the part, leading the rioters. The student that acted the policeman was dressed in real police uniform. When he was arresting my son in the play, it was so real that as he was dragging and struggling with my son, one of the staff who was passing nearby saw it and was like 'No! That is the Dean's son! Please, someone call the Dean!' The students were trying trying to shake the staff away, saying, 'Don't spoil our drama, don't spoil our drama!' I eventually came out and asked what was happening and saw it all and laughed. Now, tell me, if you ever ask such students to explain what is locus incuo, will they ever forget?

So, this is the method that is now used in the Law School and when our students get to the Law School, it's no longer strange to them. A student once told her father 'I don't understand what they are teaching in law school, they don't give us notes'. I had to explain to the father that it is the new method of teaching in the Law School. Lecturers no longer dictate notes.

This explains why if any our students have a first class here, that student will surely have a first class in law school. Incidentally, at the last call to Bar, out of the 10 prizes in Law School one of our students, Damilola Odesola, got eight of the awards. She had a first class from here and she also had a first class at the Law School. This is what makes LLB very unique.

"WITH THIS INSECURITY IN THE COUNTRY, IF THESE STUDENTS ARE POSTED TO THE NORTH OR TO BAYELSA STATE, DON'T THEY HAVE A



"EVERY UNIVERSITY WANTS TO HAVE A LAW FACULTY, BUT NOT EVERY UNIVERSITY IS FIT TO HAVE A LAW FACULTY"

Law is their baby. The university administration has supported the faculty and its clinical legal education programme so well. In fact, we have a Women's Law Clinic in which our students participate.

There is the Association of Law Teachers and they have their yearly conferences. Have you made any efforts to share this idea of clinical legal education with them, so that other law faculties can benefit from the method?

Yes. The Law School has advocated this. Incidentally we have an association called Network of University Legal Aid Institutions, NULAI, that advocates for this clinical legal education. The law school is championing this cause. But you know there are some institutions that can never change. For them, it's like 'the old time religion! Most of the older generation law faculties have this attitude of 'as it was in the beginning, is now and ever shall be'. Some of these institutions are just not prepared to buy into it!

But I believe that as they see our success story and see what is going

"WE HAD OKONKWO AND NAISH. THESE WERE GREAT MEN! A GOOD BOOK IN CRIMINAL LAW, BUT WHEN THEY WERE WRITING THERE WASN'T ANYTHING LIKE GENOCIDE, TERRORISM, EUTHANASIA AND OTHER RECENT TRENDS IN CRIMINAL LAW"

A university has a quota of 150 and they go ahead and admit 200 students, how do you ever want them to go on to Law School?

The Nigerian Law School is about to start a system where they will give every law student a number right from their 100 level. If the university has a quota of 150 the students will know their numbers right from the start, so if you are a student in a university that has a quota of 150 and you are not within that 150, then you automatically know that you are not a candidate for Law School. I don't think any reasonable person will agree to stay in a system, knowing that you will not go to Law School!

I am proud to say that for the past 12 years, the faculty of law of the University of Ibadan has never flouted the rules on quota. The Vice-Chancellor has received two recommendation letters from the Director-General of the Nigerian Law School on this. The VC would always put down his foot on quota and say that we cannot admit up to that number and he will defend it anywhere.

Some few years ago, many law faculties in Nigeria did not have full accreditation. Most had provisional accreditation and some universities don't even have a single law professor. Are the rules too stringent that some law faculties are not able to meet up with these requirements for accreditation?

Every university wants to have a law faculty, but not every university is fit to have a law faculty. A university wants to have a law faculty and there are rules and regulations to follow, but some don't even have the facilities for more than a secondary school! It doesn't work that way.

The requirement is that a university must have a provisional accreditation before they even start a law faculty. Many universities will start their law faculties without the provisional accreditation. The rule of the Council of Legal Education is that once you do that, those students that had been admitted will never go to Law School and it is happening in some universities now.

Then, some universities don't have the basic facilities for a law faculty. It's not that the rules of the Council are too stringent, it's just that many universities don't strive to meet those rules and it doesn't work that way.

The issue of law publications is one that has also been of concern. These days the number of law publications is dwindling and even those already published hardly get reviewed. What can be done about this?

I think it's our responsibility as law academics to see to this issue of research. As law academics, we do teaching, we do research and we do administration. It is possible we all teach and we all research, but we may not all do administration.

It is therefore compulsory that for you to be able to teach effectively you must research. A law lecturer should be sensitive to what is happening in his environment. If there are new legal issues that are coming up, we should be able to address them.

presented was on the success story of the University of Ibadan Clinical Legal Education. So, they are aware and I am sure they would eventually change.

What about the character of your students? Because at the Law School and before you are called to the Bar they require that you must be found worthy in learning and character. How do you prepare your students in terms of their character, outside of their academic training?

I really must commend the law students of the University of Ibadan. We have a very good Law Students Society. The society has rules and regulations and when any student breaches any of these rules, there are sanctions. The Law Students Society has a 'Judiciary' and they have a very firm 'Chief Judge'.

What we do at the faculty level, we ensure that students obey all the rules. You must dress properly in the mandatory black and white. The comportment must be there. You cannot find any of our students speaking vernacular, it is not allowed!

An accreditation team came here recently and they were going around. They went into a lecture hall and they immediately asked, 'Are you sure a lecture held here?' and they asked, 'Why is the lecture hall so clean? No piece of paper on the floor, no sachet on the floor?' I said, 'Why should there be pieces of paper on the floor?'

Incidentally, do you know our law students don't take sachet water? They drink water from the bottle. That is why they call them the 'Penguins of LL'. You know penguins are very elegant and stylish. I invite you to go around the faculty. This is how the faculty looks

paper on the ground anywhere.

So, the Law Students' Society has strict rules and the faculty has a disciplinary committee as a check. For instance, for the final year students, the Dean will have to sign their Law School forms. There is a section in the forms that asks whether the student is fit and proper and we will never tell a lie!

We cannot say you are fit and proper if we cannot vouch for you. If you have ever faced any disciplinary committee of the university, all that will be reflected there.

Our students are given a sensitisation programme at the beginning of every session. They are told about the importance of the legal profession and what flouting the rules in the faculty would do to them.

For instance, our female students are not allowed to go for any fashion parade. They must not take part in any beauty pageant. They must comport themselves all the time. Any law student who takes part in such is out.

It is a fact that law graduates do not have a choice as to where they are posted for their Law School programme. Now that incidents of violence are rampant in the North and with militant groups in the Niger-Delta, should the authorities continue to send these law graduates to campuses of the Law School located in these violence prone areas?

This issue came up recently at the Human Rights Conference organised by the Nigerian Bar Association. The issue is, with this insecurity in the country, if these students are posted to the North or to Bayelsa state, don't they have a fundamental right to say no? They have

cannot protect their lives, they have a right to take their lives into their hands.

I think that as much as they want students to interact between the tribes and regions, just like the NYSC, for new people should be allowed to stay within their regions. They know their regions very well and when crisis comes, they know who they can run to. For new law students should be allowed to stay in their regions for the Law School.

We had one of our students who had a first class and was posted to the Kano Campus of the Law School. During one of the riots two years ago she was caught up because there were no flights to Kano and there was a curfew imposed. Her mother had to prevail on her to stay back and she eventually missed part of the Law School programme. Her mother said she preferred having her daughter alive than going to Kano and losing her life. She had to go with the next batch and she is now in Lagos Campus. These are some of the things we experience.

The National Universities Commission has constantly accused law faculties of overshooting their admission quota. The result is that often times many law graduates from such institutions are not able to proceed to Law School and would have to wait for a year or two before they are admitted to Law School. What is responsible for this and how can the issue be addressed?

I think it's a matter of indiscipline by the universities' administration and by the faculty. Until the Council of Legal Education of which I am a member, puts down its foot and says, 'If you have a quota of 150, only that number will be admitted into law school, most of these

UNIVERSITY OF IBADAN LIBRARY

SHOULD STUDENTS HAVE A CHOICE IN LAW SCHOOL POSTINGS? CONTINUED FROM PAGE 9

Recently, the Evidence Act came out and I had to quickly react by comparing the old Evidence Act 2002 to the new Evidence Act 2011. This should be useful for legal practitioners out there to know that there is world of difference between the two. It's not for those in practice to do this. It is for us in academics to bring out these new developments.

Incidentally, you heard when I was talking with my secretary about a new book that is coming out. Before now, we had Okonkwo and Naish. These were great men! A good book in Criminal Law. But when they were writing there wasn't anything like genocide, terrorism, euthanasia and other recent trends in criminal law.

So, Honourable Justice Sonia Akinbiyi and I wrote a recent book on criminal law to be published by Evans Publishers, on recent updates in cases. Professor Okonkwo did a good job! But so many things have come up since that time that need to be addressed.

I think more Law teachers should do meaningful research, not just publishing anything at the backyard publishing houses, but with good publishers and with good research work.

There were complaints some years ago that some University lecturers engage in writing handouts and forcing their students to buy such handouts and we learnt that the NUC came down heavily on them at that time but we heard that the practice is still going on. What has been the situation in your faculty in this regard?

Like I earlier said, the clinical legal education method of teaching will not allow you to be giving handouts to students. It is more of students-centered learning. You will not believe it, these students are intelligent students. Give the students a chance; you are on your feet and a student will come to class and say, 'Professor Bamgbose, yesterday on the internet, a case.' So, if I am not on the internet and I am not abreast of what is happening, a student will come and floor me. But in those days the traditional way of teaching was to give students your brown-coloured handouts, the ones your lecturer used to teach you and then you will reproduce it and give it to the students and when you are saying 'A', the students say 'B' because they know what follows! That's not teaching!

In the University of Ibadan, what we

do is this. For instance, in my own class, I will give you a case of June 1 2013 and tell you to look at the citation from the 2013 Nigerian Weekly Law Report up till date. Before, when you give a case from an old date, the students would say 'ha'. But nowadays, they simply google it or bring along the Weekly Law Report.

The handout method is for lazy lecturers. These are the kinds of people that we don't want in academics. That means that if a student should ask anything outside the handout, you are not likely to know. You want to teleguide the students but here, it is the students that teleguide the lecturers. Handouts will only show to the students that really you don't know anything.

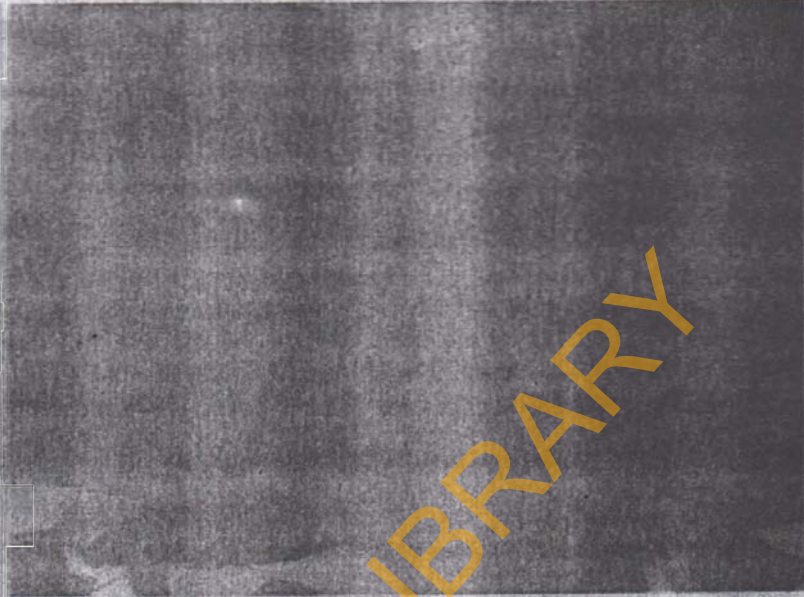
There's a view that the Criminal Code and the Penal Code should be unified because Nigeria has come to such a stage that both codes should be unified to have better criminal justice administration in the country. Do you share that view?

That should have been the ideal thing, but presently in this country I don't think we are ripe for it. I say that there should be a fusion but looking at the reality on ground, we will have some problems.

We were talking about Death Penalty the other time I chaired a committee for the country on Death Penalty and this issue came up that should it be abolished or not. It became a very sensitive issue. What one could say at that time was that let's have a moratorium. When a particular law in a particular part of the country says it is part of their law and religion and you now say that it should be removed, there is an irony in trying to bring about change. Let's still leave it like that and see whether very soon we may be able to come to terms with one common strategy but still allow the issue of religion is a very sensitive one. Looking at the codes, there are some aspects of religion there which some people may not want to compromise.

It has been argued that law teachers should be allowed to practice law because it will help to enhance their work and what they impart to students based on hands on experience. Some have argued against it that it will be a distraction for the teachers because some of them may go and take big briefs and may not have time for students. On which side of the divide do you stand?

Big question! The law now allows



academics to practice, so it is not illegal unlike what was obtainable in the past. But I believe it is good. However, you must be able to discipline yourself and balance the two. There is no way in which you will be involved in practice so heavily and you'll think you want to move ahead in academics.

Here, in academics, it is either you publish or you perish. In practice, it is either you work hard and go to court or you perish. You cannot mix both of them. While you are publishing and doing all the work your publishing will suffer and the students are watching you. If you really get to the top in practice and you know what you want to do, you don't want your students to make fun of you, you would not do anything to jeopardise it. You have been a Lecturer II and you remain a lecturer because you are in practice. You won't do so well in that practice because you still have to come to classes here and you will have to be balancing between the two. I think it's a good regulation for those that can balance it. I really would not advocate it for junior colleagues in the academics. Let them establish themselves and then you will be able to do the two at the same time.

But if at Lecturer II level you think you want to go into practice you will remain there and you won't grow and your students who know who is who will make fun of you. Every three years, you are entitled to promotion that is if you publish. Those who do the two and are not able to balance it are those who use the academic work to support their practice - maybe because the money is regular as an academic but in legal practice you are not so sure of the income. Some may not even bother about the income but it will not augur well for such a professor.

It has also been argued that law teachers because of their background, patience and civility make good materials for the Bench. Examples of other jurisdictions like the US have been cited to back this view. There are a number of law professors at the US Supreme Court. A Senior Advocate even argued that the academics will perform better as they have not been exposed to the corruption at the lower Bench. Do you share the view?

I do. Two weeks ago, one of us, a lecturer, Mr. Lifu (now Justice Lifu) was just appointed as a Judge at the National Industrial Court. We also have Professors Justice Owoade and Justice Ditan Akintola who were picked from the University of Ife.

It is on record that these people are doing very well in writing their judgments. They know what research is. They know how to go deeply into the nitty-gritty of the case. With what has just happened in the University of Ibadan with Justice

"THE HANDOUT METHOD IS FOR LAZY LECTURERS. THESE ARE THE KINDS OF PEOPLE THAT WE DON'T WANT IN ACADEMICS"

hope that more law lecturers will be appointed to the Bench.

A lot of arguments have trailed the introduction of technology into learning. Some have said that technology can be as much distraction to students as they are valuable. Some have even tied the decline in academic performances to new media. What's your position on this?

In every angle, there are advantages and disadvantages. When you're talking about technology, let's look at it from the positive side. In those days when we were in the university, there was no ICT. But now, the interactive board must be there. To teach, you should not be restricted to your classroom. You should be able to go into a classroom in the US while you're teaching. You should be able to google something while you're teaching. That's technology and that's an advantage because learning is enhanced. It brings about collaboration and networking and then when you are in class, somebody says a particular thing you should be able to search for it on the internet. But now, the student must be disciplined, you cannot have your laptop in class and while the lecturer is teaching, you are on facebook when you should be looking up cases on references. That does not say that facebook and other platforms on the internet will not distract the students. There must be a balance.

The Jonathan administration is implementing a policy which disallows anyone without a Ph.D from becoming a university lecturer. Given that people like Nobel Laureate, Professor Wole Soyinka, does not have one and in fact, you do not have one, what is your opinion about this policy? Is it a step in the right direction or is it wrong-headed and unnecessary?

It is not the Jonathan Administration. It is the NUC policy. As you are aware, many of our Professors in those days did not have a Ph.D and they wrote all the textbooks we are using now, very sound and brilliant scholars. New rules and regulations are evolving all over the world. Many kicked against this policy but it is now in place. This does not mean that we cannot have brilliant scholars without a Ph.D coming in as visiting professors to the University. This Policy will only affect those coming in