

Law Teaching Specialisation and Legal Practice in Nigeria¹

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Abstract: The paper defined some keywords such as teaching, specialisation and legal practice. The paper also analyses the various methods of teaching law in our tertiary institutions. It further explains the concept of law teaching specialisation and how specialisation enhances legal practice. The paper further identified the challenges of specialisation in teaching and its effects on the training of lawyers for the legal market. It concludes with recommendations on various ways of improving law teaching specialisation and specialisation in legal practice.

Keywords: Law teaching, Specialisation, Legal Practice

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I. Introduction

The word 'teach' means to impart knowledge by lessons; give instruction to; guide by precept or example; instruct; to teach a class.⁵ It could be defined further to mean; to give instructions in; make known; communicate the knowledge of; to train by practice or exercise, etc.⁶ The art of teaching simply means to impart, instruct and show the way things are done with the aim of ensuring that the learner understands the knowledge of what is being taught or imparted. The Oxford Advanced Learner's Dictionary has defined the word 'teach' to mean to help somebody learn something by giving information about it.⁷ It further defined it to mean, to show somebody how to do something so that they will be able to do it themselves. Specialisation is defined to mean: to become an expert in a particular area of work, study or business; to spend more time in an area of work than others.⁸ Specialisation can be further described as the need to focus or concentrate and develop expertise on a given field. Practice has been defined as procedure and that which pertains to the actual conduct of legal proceedings and is governed by Rules of the Supreme Court.⁹ The phrase 'legal practice' entails an act of carrying out the practice of law and solving legal problems. It could also mean management of law firm, adjudicating over cases and rendering legal services. This paper defines the keywords captured in the topic under discourse. The paper examines the various teaching methods and dealt with the advantages and disadvantages of law teaching specialisation as well as specialisation in legal practice. The paper further identified the challenges of specialisation in teaching and its effects on the training of lawyers for the legal market.

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⁵ The New International Webster's Comprehensive Dictionary of English Language, Encyclopaedic Edition, 2003 Typhoon Int'l Ltd Florida

⁶ *Ibid* The New International Webster's Comprehensive Dictionary of English Language,

⁷ Hornby A S, Oxford Advanced Learner's Dictionary, [Oxford University Press] Special Price Edition, 1228

⁸ *Ibid*. Oxford Advanced Learner's Dictionary, Page 1142

⁹ Leslie Rutherford and Sheila Bone, Osborn's Concise Dictionary, 8th Edition [Sweet and Maxwell, 1993], 255

The Aim of Law Teaching in Nigeria

It has been said that the method used in teaching is determined by answering the question ‘What kind of lawyers does a Nigerian Law School want to produce?’¹⁰ So an analysis of the aims of law teaching in Nigeria ought to be examined before we look into the methods of teaching law adopted by law teachers.

The Nigerian Law School has as its Mission Statement, as follows:

- 1) To educate and train law graduates in vocational skills that will enable them function optimally in their role as Barristers and Solicitors;
- 2) To adopt skill based, interactive and clinical methods of learning that will adequately prepare law students for their role as lawyers to function as teachers, advocates, solicitors and advisers, leaders in private enterprise and public service;
- 3) Train students to conform to the ethics and tradition of the legal profession and exhibit the highest sense of integrity and candour in the discharge of their professional calling;
- 4) To inculcate in its graduates the ideal of rule of law, social justice, community services such as providing free legal service to the indigent and encouraging the development of opportunities for access to justice.¹¹

According to Akindipe, the ultimate aim of legal education in Nigeria is to produce competent lawyers whose aim is to defend the fundamental rights of citizens and their welfare.¹² Bajpai and Kapur believe that the aim of law teaching is to use the teaching methods that most effectively and efficiently achieve the desired educational objectives, employ context based instruction throughout the program of instruction and employ best practices when using any instructional methodology.¹³ Bajpai and Kupur further asserted that law teachers should be committed towards the overall developments of their students in terms of personality growth; values enrichment; sense of social responsibility, justice and wisdom.¹⁴

Various Methods of Teaching Law

i. Lectures

Traditional teaching methods such as lectures may be delivered face to face or online via audio or video files. The aim of the lecture is to give an overview of the topic being taught. Lectures enable the lecturer to explain, emphasise, and demonstrate with teaching aids and examples on substantive or procedural points within a given context. Lectures help the learner to ask questions in areas of difficulty where it is face to face with the lecturer. Lecture as a traditional teaching method has been argued to be a pedagogy that is especially useful in instructing large classes and that it teaches students to read and think carefully, logically and critically, to make and defend legal arguments free from the impurities of policy, ethics, and the like.¹⁵ Lectures are efficient for teaching large classes because the information is disseminated to capture the audience at once. However, it is our view that lecturing is more efficient in teaching smaller teaching groups when combined with other teaching methods such as demonstrations, simulations to mention but a few. Lecturing is teacher centred and not really learner centred. The teacher is seen as all – knowing while the learner is seen as all – learning. The instructor is very active, doing all the talking. Learners on the other hand are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction.

ii. Case Study Method

¹⁰G,S Bajpai and N. Kupur, innovative Teaching Pedagogies in Law: critical Analysis of Methods and Tools, Contemporary Law Review, 2018, available at

<https://poseidon01.ssrn.com/delivery.php?ID=248031024064081084088126116066127101010040072058017034066064123120083091112083066066063000002000112000071105096086074093052047036085068080119109115092064014027064082077091015110112096010086099024114030102086030008094117093087081004003116084070083&EXT=pdf>, accessed 3/6/19, pg 95.

¹¹ Council of Legal Education, Professional Ethics and Skills Practice handbook, Panaf Press Nigeria, Abuja, pg V

¹² S.O Akindipe, An appraisal of the Objectives of Legal Education, available at <http://www.nigerianlawguru.com/articles/general/AN%20APPRAISAL%20OF%20THE%20OBJECTIVES%20OF%20LEGAL%20EDUCATION.pdf> accessed on 3/6/19

¹³ G,S Bajpai and N. Kupur, oppcit, pg 91,

¹⁴ Ibid pg 92.

¹⁵ Robert E. Oliphant, Will Internet Driven Concord University Law School Revolutionize Traditional Law School Teaching? (2000) 27 Wm, Mitchell Law Rev 841. See also James M. Dente, A Century of Case Method: An Apologia (1974) Wash. Law Rev. 93; Thomas Konop, The Case System: A Defense (1931) 6 Notre Dame Law Rev. 275

The teaching of law as a subject can be done through the use of case studies. Case study method focuses on creating or writing a story with detailed account of a scenario targeted at legal problems and tasking the learner to proffer solutions to the legal problem. The learner should understand the story and the inherent legal issues in it before delving to analytically proffer legal options for resolving the identified legal issues. Case study method is suitable for teaching small group sessions in a class. The values of this method are that it encourages the learner to develop skills for inquiry and also to develop problem-solving skills.¹⁶ This involves the use of one of the primary sources of law such as Judgment of courts. In this method, a decided case is given to law students to read and analyse in order to decipher the *ratio decidendi* and *obiter dictum* used by the court. The student will then be expected to review these cases in class. This method helps the student to learn the principles and rules developed by the courts and how to apply those principles and rules to facts and vice-versa.¹⁷

iii. The Assignment Method

In this method, students are assigned tasks from class work not only to keep them focused but to enhance their level of assimilation and problem solving skills. It is expected that students will consult reading materials to carry out the assignment. It enables the student to work with minimal supervision which is a quality employers look for in potential employees. The assignment method orients students to a topic prior to classroom participation.

iv. Teacher/Student Participatory/Interactive Method

In this method, both the student and the teacher participate in teaching and learning. This method is driven by the situational analysis of what is the most appropriate thing for the class to learn/do now given the situation of learners and the teacher.¹⁸ It requires a participatory understanding of varied lessons and factors. It should be teacher – guided in order not to derail the essence of the topic. For the purpose of this paper, this is also called the discussion method. Discussion involves two-way communication between the trainer and the trainee. In the classroom, the trainer and trainees all take part in discussion. During discussion, the teacher spends some time listening while the students spend some time talking and carrying out other tasks as may be directed by the teachers. The discussion is, therefore, a more active learning experience for the students than the lecture method.

A discussion is the means by which people share experiences, ideas and attitudes. It is apposite to state that some students may have some deeper skills than the trainer but may not have been certified to practise. Such a trainee will deepen the discussion in the class. For instance, some court officials who have worked in the court room for about 10 to 20 years may have a very robust experience from listening to proceedings and observing what lawyers do in court. Since observation is a method of learning, such an experienced court official may deepen procedural discussions on legal practice from experiences obtained over the years. As it helps to foster trainees' involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

Interactive method of teaching helps the students to develop a sense of ownership over their new knowledge and responsibility for their own learning. It enhances feedbacks from the class because it develops students' communication skills such as stating their ideas lucidly, listening to others, or responding appropriately to others.

v. Demonstration Method

One of the most beneficial ways of teaching occupational skills like law is to demonstrate it to the learner. The teacher demonstrates to the students what is to be done and how it should be done. It brings out the skills embedded in the students and practice – errors are nipped in the bud before the student is certified to practice independently for the public good. Demonstration method compels the teacher to have a workable lesson plan and enhances the teacher's level of preparation for anticipated teaching challenges or likely difficulties which may not have been envisaged using other teaching methods. One advantage of demonstration method is that the teacher is enabled to plan and use a skill or method per time and work from simple to complex, one step at a time. Student gets the clearer view of what is being taught and is privileged to practise on his own at his private time.

¹⁶Mmuozoba C. U., Legal education in Nigeria. Rethinking Intellectual Foundations Policy Paradigms for Best Practices in Legal Training and Law Practice. *Law and Policy Review* (2013) Vol. 5, 63

¹⁷Ibid pg 96.

¹⁸<http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html> Accessed 4 June 2019

Moot and mock trials are usually done using demonstration method of teaching. The teacher initially plays the role of a judge and the student – judge takes over as the teacher demonstrates the roles to be played by each student participant. In using demonstration method, allow the students to make individual or group presentation but individual presentation will help the teacher assess the level of understanding of the task being taught except where such task cannot be carried out individually.

vi. Teaching by Small Group Method

Small group teaching method deepens closer interaction between the student and the teacher. It helps to ensure effective teacher monitoring of students performance. At graduate level, we recommend a maximum of 40 students per teacher. Organising your students to work in small groups is a teaching strategy that is strongly recommended by many educators.¹⁹ Like discussion, group work relies on input from students.

Sometimes, group work does not produce the learning outcomes that the teacher hoped for, but this could be because of inadequate preparation by the teacher. When using small group work, you must pass control for some parts of the lesson to the students. You have to create the learning situation and then let the students complete the tasks. Your role becomes one of monitoring, rather than directing the learning. All group work involves students working together without direct intervention from the teacher (for at least some of the time). This does not mean that students are left to their own devices, but it does mean that the teacher must structure the learning environment. This allows the students to work productively, guided indirectly by the teacher.

The main reason for using this strategy is that it can offer greater opportunities for students to learn than would be possible in whole-class teaching. This does not mean that it is always preferable to whole class teaching, but many teachers use a combination of both during a lesson. For instance, the Curriculum of the Nigerian Law School is structured in such a way that the students break into small groups from plenary after which the overview of the topic must have been taken. Each small group is coordinated by the student – leader and presentation is made at plenary on the task the students worked on during their small group meeting. This method encourages participating students to reflect on what they have learnt and how they might apply it in their work. Breaking into small groups takes extra time and it is the duty of the teacher to build the extra time into his lesson plan in order to achieve the desired outcome of the lesson.

vii. Problem method

This has been described as an alternative to the case method as the focus of this method is on a hypothetical case conjured to test the students' analytical skills. Here, a hypothetical case is presented to the class then students are asked to select a course of conduct or predict the court's decision based on a variety of legal and non-legal materials. The students make use of courts opinions, statutory materials, administrative regulations, legal documents, articles and other documents relevant to the solving of the problem. Students are further required to present those solutions and discuss them in class. This method is said to impart knowledge of substantive law, judgment and analysis, lawyering skills and professional responsibility to the students.²⁰ According to Bajpai and Kapur, "the advantage of this method is that it forces law students to reflect on application of pertinent materials to new situations and accustoms them to thinking of cases and statutory laws as something to be used rather than merely assimilated."²¹

viii. Seminar Method

Seminar method: this is a teaching technique for higher learning. It refers to a structured group discussion followed by a formal lecture or lectures in the form of an essay or paper presentation on a theme. It deepens inter-personal learning by students from one another. It also enhances the advocacy or presentation skills of students as the case may be.

Law Teaching Specialisation

What is meant by law teaching specialisation entails division of labour among the teachers by teaching specific subjects and developing capacity in such field of law to the extent that the teacher has mastery of it. It is apposite to state that specialization is the trend today. As law teachers, we are in the teaching and students' training chain. This is because teaching from Nursery school to Postgraduate level enables the teachers to guide students through their educational process. If you want to develop relationships with students and have a real

¹⁹ Lynne Hill, *General Teaching Methods: Student Support Materials*. (PASTEP Publishers) October 2002

²⁰ Hoffman Toll Peter, "Teaching theory versus practice: Are we training lawyers or plumbers?", *MICHIGAN STATE Law Review*, 2012, p. 625, available at <https://digitalcommons.law.msu.edu/lr/vol2012/iss2/12>, cited in Bajpai and Kupurpg p7

²¹ Bajpai and Kapur, *ibid*, pg 97.

impact on their lives, this could be a great career for you. Teachers usually specialize in a particular grade level, like primary school or secondary school.

Within the aforementioned teaching chain, teachers often choose a particular subject area to teach. These could include subjects like English, Mathematics, Art, Physical Education, Literature or countless other subjects. Within the teaching chain for different age groups and subject areas, there are several more specializations in teaching, which includes: Special education which entails helping students with learning, emotional, and physical disabilities. Career and technical education: teaching technical and vocational subjects like Law, Medicine and Surgery, Pharmacy, Engineering, Accounting and a host of others. Adult literacy and high school equivalency also involves helping adult students to learn literacy skills, or to earn their high school equivalent. The last but not the least is counselling. Counselling is simply rendering services to help students develop the life skills they need to be successful in school and in their future careers; you might enjoy working as a school counsellor.²² It is now the duty of the policy makers in our tertiary institutions to ensure that the teaching of law as a career and vocational course takes a deeper root in specialization. This trend of specialization can be enhanced and sustained where the certifications for employment of a particular teacher is based on existing vacancies in a particular course and the demonstrated and proven mastery of the teacher in that field of law. The beneficiary will be the students and the educational system at large.

In order to achieve the desired aim of law teaching specialization, it is the view of the writers of this paper that the budget for employment of qualified and specialised teachers must be increased geometrically. Today, specialization is the trend. The most respected and well paid doctors and dentists are often those who are specialists in their particular area such as medicine, gynaecology, paediatrics, internal medicine. In the same way, many attorneys cover just one area of law e.g. maritime law, constitutional law, election petition, land law, criminal law and others. Even at the elementary levels, kids are specializing in how they play.²³ Repetition and mastery of a very specific teaching schedule is now the current model. Teachers who are versed in an area of law or have developed capacity in such area over the years should be allowed to teach such area of law. The students who are at the receiving end of the well – researched and exposed teacher and system would be the best for it. It is much beneficial to the learners where the teacher is an expert in a particular field of law. For instance, an expert in Constitutional Law should teach constitutional law and build more capacity in that area.

In recent times, even college education, which used to aim at producing versatile professionals, is specialized. This has been the case for a long time; it has been a major trend since the end of World War II.²⁴ The expansion of the American university system, and more precisely, the growth of graduate certification, is a major factor here. A recent working paper from the National Bureau of Economic Research (NBER) applies this philosophy to education, exploring whether teacher specialization (strategically assigning teachers to fewer subjects like Mathematics, reading, science, and/or social studies) improves productivity in elementary schools.²⁵ Proponents of specialization argue that sorting teachers by areas of strength allows them to master subject content and spend more time on lesson planning.²⁶ It may even increase teacher retention rates. Other proponents against specialization have cautioned that while specialized teachers teach less content, they teach it to a smaller number of students. It is our view that specialization in teaching should be done at the micro teaching postgraduate level with fewer students. However, this is without prejudice to giving students various subject options at the undergraduate level. These options will help in preparing the students for the postgraduate research option and encourage deeper specialization where the student will be able to focus his research compass more and more on less and less for a more beneficial outcome to the society at large.

In the same vein, this paper discourages mono – specialisation due to the various complexities of different fields of learning. For instance, every law student must be taught how to be versatile in learning different computer applications. A student who specializes in a particular field of criminal law must have a working knowledge of cybercrime and the technical ingredients of crime to prove same. For effective specialization, our policy makers in the education sector must take advantage of our growing population to employ more specialist teachers in our tertiary institutions.

²²<https://www.collegechoice.net/faq/what-kinds-of-teaching-and-education-specializations-are-available/>
Accessed 8 June 2019

²³ Dan Gordon, Specialization vs. Generalization in Education. Published in March 10, 2008 via http://masshumanities.org/ph_specialization-vs-generalization-in-education/ Accessed 6 June 2019

²⁴Ibid

²⁵Victoria McDougald, How teacher specialization affects student achievement. <https://fordhaminstitute.org/about/staff/Victoria-McDougald> Accessed 6 June 2019. For further reading, see https://www.nber.org/people/roland_fryer 6 June 2019

²⁶Roland G. Fryer J. The ‘Pupil’ Factory: Specialization and the Production of Human Capital in Schools.

Specialization in Legal Practice

On the whole, students' eventually graduate into lawyers for the legal market and lawyers who specialize in a skill are apt to be able to focus better, work easier and produce more of the same product. In the United States of America, once aspiring specialty lawyers gain significant experience in their desired specialty area, they may want to look into third-party certification from certification programs that have been accredited by the American Bar Association (ABA).²⁷ The ABA's Standing Committee on Specialization has a list of criteria that third-party certification programmes must require their applicants to meet. Lawyers looking to gain certification from these ABA-accredited, third-party certification programs must demonstrate substantial involvement in the specialty area and compile reference letters from legal and judicial professionals.²⁸ In addition, such lawyers must pass a written examination related to the subject area and complete a minimum of 36 hours of specialty training in the previous 3-year period and be willing to re-certify in the specialty area every five years.²⁹ This is commendable because it deepens the focus of the intending specialty lawyer and broadens his expertise. In essence, there must be Continuing Legal Education in the chosen specialty.³⁰

One of the best ways to obtain education in a chosen specialty is to take continuing legal education classes offered in that specialty. Most state bar associations publish continuing legal education courses that are available. Continuing legal education classes also keep the practicing specialized attorney current with the latest developments in his or her law specialty.

Specialized lawyers provide you with quality over quantity, but there are some disadvantages of specialization, as well.³¹ Some of the disadvantages of specialization include complacency due to repeated routines or tasks by the same person or set of persons. Another disadvantage of specialization is that the lawyer in the long run feels isolated from the general legal practice process. The lawyer may feel he is disadvantaged especially where there is paucity of patronage in his field of legal practice. This may lead to a decline in work ethics. Inflexibility is another disadvantage because where the specialized lawyer is not available due to one reason or the other, a non-specialized lawyer may cause more havoc to the analysis or performance of the task at hand. For instance, where a lawyer specializes in Antitrust law and he suddenly gives notice of voluntary retirement or expresses his intention to change location due to family relocation or some other cogent reasons, it may not be easy for a lawyer without a specialist knowledge of antitrust law to perform the same task and have a sense of mastery of the antitrust law instantly. The newly assigned lawyer has to research and develop capacity over a period of time. The clients are the victims of such a gestation period by the newly assigned hand into the specialized field.

In terms of the advantages, specialization in legal practice is time saving because the specialist knows what and how to do his assigned task per time. Another advantage of specialization in a task is that there is an assured guarantee of not having to expend money to perform the same task over again because the specialist has the technical expertise to deliver the right results within an assigned time frame.

In addition, having specialized hands has another advantage in the sense that the specialist develops a sense of a part owner of the entire service delivery process by the firm. This bolsters the morale of the specialist lawyer and in effect enhances productivity of the firm. It is our view that inter – disciplinary learning should be retained and sustained at the undergraduate level in order to adequately prepare the students for the numerous and growing challenges of a modern world.

How Specialisation in Law Teaching enhances Specialization in Legal Practice

From the points considered above, it is clear that specialization in law teaching enhances specialisation in the legal market. The teacher plays a central role in producing human capital for the economy. Specialisation encourages mentoring with its attendant benefits. A teacher will have no hesitation in recommending a student he has trained in a specialised field for a specialised market in need of such specialised skill.

²⁷[https://study.com/articles/How to Become a Specialized Attorney Info on Specialized Law Training.htm](https://study.com/articles/How_to_Become_a_Specialized_Attorney_Info_on_Specialized_Law_Training.htm)
1 Accessed 11 June 2019

²⁸[https://study.com/articles/How to Become a Specialized Attorney Info on Specialized Law Training.htm](https://study.com/articles/How_to_Become_a_Specialized_Attorney_Info_on_Specialized_Law_Training.htm)
1 Accessed 11 June 2019

²⁹Ibid.

³⁰In his essay, Llewellyn K. N. The Bar Specializes – With What Results? 167 *Annals* (1933), Llewellyn continued to emphasise that social differentiation has necessitated the need for specialization in America. He opined that: 'The Bar' is in this country an almost meaningless conglomeration. What we always have are lawyers, by their tens of thousands-individual lawyers without unity of tradition, character, background, or objective; as single persons, many of them powerful, as a guild, inert beyond easy understanding.³⁰ It could be deciphered that social differentiation as propounded by Llewellyn is a process of integration into the growing legal services needs of the society.

³¹Olivia Durden, *The Advantages & Disadvantages of Specialization in Employees*. 2008

Challenges of Law Teaching Specialisation

Various challenges bedevil specialisation on the part of the teacher which in turns affects his level of productivity in his students. One of such challenge is lack of expertise in training the trainer. At the postgraduate level, graduate teachers ought not to supervise a student delving into a field of law where the teacher himself has not developed adequate capacity in such specialized field.

Funding the various teaching towards specialising in core subject areas may be expensive. With the recent quest for graduate studies, the need for our teachers to specialise in subject areas cannot be over emphasised. Specialisation will lead to duplicity of various core courses and there will be need to employ more specialised hands to handle these specialised courses. Capacity building on the part of the teacher is a *sine qua non* in curbing mediocrity in a specialised field. The teacher may need to fund trainings online, abroad, locally and invest huge resources in honing his skills towards training others.

The Nigerian Law School should continue teaching its five courses to students. However, it should through its continuing legal education programmes offer education in chosen specialties to lawyers. It may carry out this function in conjunction with the Nigerian Bar Association.

According to Idigbe, the size and depth of a particular legal market determines the level of specialisation it can accommodate.³²For instance, it is the size of the Nigerian capital market that determines the market operators and the number of professionals across different fields of expertise it can accommodate. The fact that you need to register as capital market operator though you are qualified as a Solicitor to practise in Nigeria reduces quackery practice tendencies from the capital market. It is a notorious fact that the Lagos State Judiciary have in recent years operated courts with varying areas of legal practice and this has helped the judges have a mastery of the field of law they handle and gain more experience and expertise over a period of time. The academia should rise up and feed such state Judiciary with the right personnel to solve legal issues and attain justice in technical fields of law with ease.

In the same vein, specialisation among Chicago lawyers engenders prestige in legal practice.³³Clients feel more relaxed when they are with specialist legal practitioners to solve a particular legal problem especially if it is a referral from another lawyer to the specialist legal practitioner. More than 40 years ago, Karl Llewellyn said of the 'modern metropolitan bar:

Most of its best brains, most of its inevitable leaders, have moved masswise out of court work, out of a general practice akin to that of the family doctor, into highly paid specialization in the service of large corporations.³⁴

The point being made above is that as far back as the 19th century, lawyers are being encouraged to go into specialisation in different areas of legal practice. The Nigerian society needs more specialized hands: the foreign investors need not come to Nigeria, armed with legal advice of their foreign legal practitioners. Capacity building for the law teacher is a way to enhance specialisation in law teaching with the resultant effect in specialized legal practice and expertise.

II. Recommendations

- i. A think – tank committee of the Nigerian Universities Commission in conjunction with the Council of Legal Education and the leadership of Nigerian Association of Law Teachers should be set up to ensure more departmental specialisation in the various fields of law.
- ii. The practice of students taking more than four law courses at the Master of Laws (LLM) level should be discouraged. The Council of Legal Education and the Nigerian Bar Association Section on Legal Practice should network properly with the various sectors in the legal market to ensure hitch free continuing legal education in the various areas of law and simplify the certification processes where necessary.

III. Conclusion

In terms of teaching, it is important to note that the choice of any form of methods should not be arbitrary, but needs to be governed by the criteria we have already examined. It should also be noted that no method is fool-proof, rather, each has its own advantages and disadvantages. For this reason, we recommend the use of complementary methods rather than one method. In the same vein, specialisation should be the trend where it is not yet the trend in our tertiary institutions. The effect of teacher specialisation on the human capital market cannot be over emphasised. It is useful and should be adopted to meet the current developmental realities and our geometric population growth.

³²Idigbe A., Discussion paper on “The Future of Legal Practice Specialisation and the Barrister-Solicitor Divide” presented at SPA Ajibade 2012 Annual Lecture La Scala Restaurant MUSON Centre Onikan Lagos 22nd November 2012

³³ Edward o. Laumann and John P. Heinz, Specialization and Prestige in the Legal profession: The Structure of Defence. *American Bar Foundation Research Journal* Vol. 2, No. 1 (1977), pp. 155-216

³⁴Llewellyn K. N. The Bar Specializes – With What Results? 167 *Annals* (1933)