

PROFILE OF AN IDEAL LAW PROFESSOR

*By Dean Ernesto L. Pineda**

THE TEACHING of law is a noble vocation beyond compare. It demands multifarious assets and qualities not ordinarily required of other professors in the other disciplines. The exacting demands of law teaching are too grave to be taken for granted. Law students, who already obtained some bachelor's degrees, are trained and educated in the law which prepara-

tion is finally tested in the crucible of the dreaded Bar Examinations. The training and preparation for the Bar cannot afford to be mediocre. Reputations are involved: that of the school, the students, and the professors. Reputations are either built or destroyed by the results of the Bar Examinations. Hence, there must be an active and effective collaboration between the law professor and the law student. A school develops its reputation by its products.

A Bachelor of Laws degree alone does not make a lawyer. It is the passing of the Bar Examinations that will clinch it. But, success in the examinations many times has proven to be elusive to thousands of candidates. A grade below 50% in any of the bar subjects will spell failure no matter how high are the grades in the other

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subjects. Every bar subject has to be repeated. The tenseful and stressful repetition covers even the subjects successfully hurdled. The painful experience of failing in the bar examinations is always traumatic and scarring.

Academic preparations and the hurdling of the Bar Examinations being indispensable in the admission to the Bar, naturally preoccupy law schools and law professors. The stringent prerequisites are demanded by the nature of the legal profession. Unlike other professions, it is inherently involved in the administration of justice following the rule of law. Without justice, there is only chaos and tyranny.

It is worth-noting that the government of the Philippines is run by only three (3) big departments: Executive, Legislative and Judicial Departments. The third department is reserved only to those who are members of the Bar and called to dispense justice — whom we revere as judges. The judiciary is composed of men lifted from the Bar. No other profession is qualified to serve in the third Department of the Government, except those who already belong to the legal profession,

A great number of the leaders of the world, specially the members of the Legislative Departments are lawyers. The reason is in the nature of law-making functions of legislators.

It is therefore essential that law students be molded properly and fittingly to prepare them, not only as future lawyers and judges, but also as potential legislators and political leaders of the country.

The following former Presidents of the Philippines were lawyers: Manuel L. Quezon (UST); Sergio Osmena, Sr. (UST); Manuel Roxas (UP); Elpidio Quirino (UP); Carlos P. Garcia; (PCS); Diosdado Macapagal (UST); and Ferdinand Marcos (UP). In the United States, just like in other developed countries, the majority of their Presidents and leaders are lawyers.

Law schools are the only training grounds for future lawyers. There is no other place. Hence, the great need for great professors.

The personality of the student who becomes a lawyer is generally the offshoot of the strong molding influences imprinted in his mind by his professors.

Consequently, in the forming process, law professors have the biggest responsibility to share. A professor is said to be successful only, if he could, by his personal ability, personality, reputation and expertise in the academic realm, transform his students into good lawyers or good disciples of the law.

There is a universal standard required for law teaching, which every law professor has to fully satisfy if not to approximate. As a law

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teacher, the lawyer, judge, prosecutor, solicitor must strive to achieve the standard cast for an *ideal law professor*.

Qualities Of The Ideal Law Professor

It is universally recognized that a law professor to be fully effective, adequate and impressive as to play a role model for his students in his mission to evangelize the law and related disciplines must be possessed of the following unique and extraordinary assets and qualities:

1. Genuine Mastery Of The Subject And Possession Of Sufficient Working Knowledge Of Related Matters

Versatility is an essential element in law teaching. One who professes to be a teacher of the law must be knowledgeable in many things, that is, not only on the provisions of the laws, their amendments, leading decisions, and circulars but also related matters. Otherwise, he will not be an effective conveyor of legal vendibles and stocks.

Thus, a professor of a substantive law like civil law is required to have an expertise in related subjects like civil procedure. The enforcement of the specific rights endowed by the civil law through the various procedural remedies cannot be explained comprehensively and clearly, without the corresponding practical expertise in civil procedure. The pro-

fessor should be able to make immediate correlation of the two subjects whenever the need arises in classroom recitations and discussions.

This necessity applies to all other courses where a substantive law has a counterpart in the procedural law, such as criminal law correlated to criminal procedure; corporate law with the rules of Securities and Exchange Commission; succession with special proceedings, etc.

Subject to certain exceptions, it is highly difficult for a teacher of the law to sink into the minds of his students procedural matters, if he has no sufficient and efficient actual experiences and exposures in procedural law. It is for this reason, that most law schools hire as professors, lawyers who are tested trial lawyers, judges, prosecutors and solicitors. Of all people in the legal profession, these professionals are considered the most knowledgeable not only in the theoretical but also, and more importantly, in the empirical side of the law. They can apply actual cases to what they teach theoretically. The fitting combination of these two assets and talents, make the professor more effective and persuasive than those excellent only in one aspect of the law. They can easily and effortlessly demonstrate the actual application of the law in detail, and students love to listen to stories of actual experiences of their own pro-

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fessors specially when the professors, with wit and humor, admit some of their blunders and mistakes, prudently narrated to guide the students in future legal encounters.

The test of genuine mastery of a subject in law, is the capacity and concurrent ability of the professor to accurately visualize, discuss and lecture on the law, coupled with the magic of his power and ability in public speaking, without reading any notes or books. He can discuss the course in minute details perfectly and continuously if need be, with persuasive effectiveness without any dull moments. He can generate the burning passion in the hearts of his students to imbibe without question, the teachings and legal acculturations at them by the professor. Generally, students love to listen until the engaging professor slows down due to exhaustion. This ability of the professor is ordinarily illustrated by reputable and experienced Bar Reviewers who can speak for 6 to 8 hours without dulling the minds of the listeners. A professor who can maintain his mental and physical prowess for a long period of time displays a unique capacity that is needed most in law teaching. The ability to recall fast. The laws as well as the prevailing and leading decisions of the appellate courts under pressing moments is absolutely a mark of genuine mastery of the course by the law professor.

2. Ability To Inspire And Motivate And Not To Discourage

. The law professor must have the ability to inspire, motivate and stir his students to reach their goal. He must not deflate, depress and discourage. One does not train soldiers to run away from battle. A young soldier like a law student must be encouraged and inspirited to become gallant and fearless, so that his hidden nettle and spunk will spring up. Instead of disheartening students from the course they have chosen, they must be encouraged to go on. Thus, the professor should articulate on the advantages of the legal profession, the success of many lawyers in private practice, politics, judiciary, executive, etc. The students must further be emboldened to face the challenges of the legal profession just like soldiers being trained to fight and die in battle for patriotic causes. Law teaching transcends the walls of the University. It is hued with national interest.

It pays a lot, if the professor himself, can be the model to emulate. The motivation of the students would then become much easier when they can see and sense the professional qualities they admire in their own professor. Generally, students admire professors who graduated with academic honors, made good in the Bar Examinations, enjoy good reputation as legal practi-

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tioners, members of the judiciary or the prosecutorial arm of the government, etc. As the students are also generally attracted to the economic returns of the legal profession, the professor may cite outstanding trial lawyers, lawyer-businessmen who legally and morally amassed wealth out of their practice of law or combined professions. Students are also attracted to the glitter of power and prestige attached to the position of political leaders, judges, justices, prosecutors, etc. The professor may cite living examples of men to inspire the students like Manuel L. Quezon, a public prosecutor who later became President of the Philippines; a barber as well as a newspaper boy who became justices of the Supreme Court, etc. By setting idols for emulation, the students can easily be molded to become great lawyers at their own appointed time.

3. Capacity To Develop And Maintain An Engaging Personality

The good professor must be personable and inspiring both in appearance and in character. He must always be properly attired when performing his functions as a professor of law, as if he is appearing before a court of justice. It is preferable therefore that he be attired in coat and tie or in a long barong Tagalog — to exemplify and demonstrate the decent and personable appearance of a

respectable lawyer who appears in court (Rule 11.01, CPR). Judges, with more reasons, are required to be in proper attire without the robe. They are the visible representations of the law (*Arban vs. Borja*, 143 SCRA 634; *Ignacio vs. Valenzuela*, 111 SCRA 12). So, they must also be in appropriate attire in classroom sessions to make the students feel and experience the engaging presence of a personality who is the personification of the law. Subconsciously, the students will develop the attitude of respect for judges.

4. Capacity To Instill And Maintain Discipline

The professor must be firm and never to be submissive to the capricious clamors of students for cancellation of classes, recitations, examinations or quizzes for superficial reasons. *He must be in control all the time. He must instill discipline that no one shall derail his workings and mission as a professor.* Silence must be the rule in the classroom, broken only by lectures, recitations or questions. A classroom is not a marketplace. As senseless noise is offensive to the professor, he must stop or pause whenever noise emerges somewhere to show his displeasure. Discipline may be set by throwing a sharp look at the students.

As much as possible, the profes-

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sor shall not repeat the questions propounded but erroneously answered by a reciting student. This will warn and compel every student to be attentive on the ongoing recitations. It is presupposed, however, that the professor's questions are conveyed clearly and loudly. The professor must speak loudly and fluently to be heard and understood. If need be, he should use a microphone specially when the number of students is quite big, for those seated in the last rows may be too far to hear the professor. There must be no moment when the line of communication is cut off. It will be exasperating and disastrous to the students who care to listen. Discipline must always reign — which is the professor's sole responsibility.

5. Capacity To Pursue An Excellent System Of Recitations, Examinations And Grading System

The professor shall not conduct a system of recitation which is impossible to accomplish. Thus, a professor who assigns 30 to 40 cases for reportage in a two-hour class session is asking for the impossible. Even a full-fledged member of the Bar cannot be expected to read and digest perfectly or substantially such number of cases for recitation purposes. The human mind has its boundaries of effectiveness. Abuse it, it rebels. It would not cooperate. It is like forcing an engine to work beyond its

capacity. It will surely grind to a halt.

Students are no perfect machines. Even the professor himself cannot recite with perfection a great number of cases in one sitting, in the same way that one cannot digest and swallow a truckload of food in one meal. The impossible must be avoided, otherwise, the professor becomes an impossible mentor.

The students *must not be burdened more than what is necessary*. A professor is not the only professor whom they have to wait on. There are other professors and other subjects to contend with.

Only the *leading decisions* need be assigned to the students for recitation and/or digesting purposes. Additional cases where the leading cases had been cited and reiterated should only be lectured on by the professor indicating certain *deviations or modifications* if there are any. The professor must therefore keep himself abreast of the recent decisions specially the *novel* ones. The flow of information must be fast and smooth and no time should be wasted unnecessarily.

On the matter of examinations, if the teacher for instance, has taught his students "philosophy", he should not give them examinations in "physics". This is an abnormal way of testing the ability of the students. It is the way the unskilled and psychologically sadistic professors test their students. In such style, the professor

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merely wishes his students to be humiliated, believing wrongfully that by failing them, he will be elevated to a pedestal of honor and pictured as a wiser person. The opposite is the truth. Psychologists will affirm, "he is just suffering from a serious pervading complex" which unwittingly he wants to cover up. In brief, he has an inferiority complex deep down inside.

If a dance instructor has taught his client the lovely dance of "chacha", he should not test the ability of said client by requiring him to dance the "tango." Such an instructor needs a psychologist.

The point is, a fair examination is one the contents of which has been passed upon in the course actually taught by the professor or necessarily covered within the matters taught. If the professor desires to spring out of the perimeter of the course, he must timely advise the students. Short of this, the professor is definitely unfair. Such attitude, generally, is a reflection of the professor's past bitterness in life experienced during his student days.

If it is the dream of the professor to fail his students by giving them impossible questions which he himself and ordinary lawyers cannot answer with confidence, something must be wrong. A fair professor gives fair questions. Fairness is fairness. *The ethics of the legal profession is applicable to the ethics of the academe.*

Lawyers, in whatever endeavors they are in, like in the teaching of law, are not immune from the call of legal ethics.

In the giving of grades, the professor must follow the rules of the law school. He must be just and fair, not once in a while, but always. A student who deserves 99% must be given 99%. If he deserves 50%, he must be given 50% *but again it must be stressed, questions in recitations and examinations must be fair.* Other matters may also be considered in the giving of grades like quizzes, class attendance and similar others.

The professor must keep a *perfect* record of the performance of each student: absences, grades in recitations, quizzes, examination's. He must personally correct the examination papers with a judicious mind.

There was a time when in a law school (USA), a professor went to see his Dean and told the Dean with pride: "In my class of 45, I passed only 5. The rest just could not answer my questions." Looking straight to the eyes of the professor the Dean echoed back: "If only five had passed your own examinations, then. I am sorry to tell you, you have failed as a professor." In other words, the clear implication is, the students have not learned at all from the poor professor. This rule applies universally.

The good professor, by his ability, dedication and devotion to teach

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can mold and change even a *poor-minded* student into a bright one. It is here where ability, dedication and patience count most. Many are called to teach, but few know exactly *how* to teach. So, we have many bar flunkers. Bar flunking is ascribable to two evils: incompetence of the students and impatience of the professors. Of course, sometimes, it is due to impossible or ambiguous questions of the bar examiners who must not be good professors themselves, if they were professors before.

In recitations, waste of time should be avoided. If two students who have been called could not answer a question, the professor need not waste any time further. He must give the correct answer *immediately*, explaining the answer with clarity and booming emphasis for memory recall. *He must not leave a question hanging without answer.* To do so would be sowing confusion. It must be avoided. But the professor must impose the necessary sanctions upon the lazy and indolent students.

At every classroom session, at least one-half of the students shall be called to recite. Three or two questions will suffice. The idea is, in each session, every student must have a chance to be called. This will put them all on the guard everyday.

6. Ability To Constantly Provide

Extra Legal Information

The students are not being trained just to pass the professor's subject/s. They are being trained to become disciples of the law and to pass the Bar Examinations — where the examiners are unknown to them and even to the professors until the results are finally released.

Consequently, a good professor should provide the students *more and more legal information and data like the recent laws, the new amendments to the laws, new decisions, new circulars, etc.* — which will adequately prepare and equip them for the great battle. A professor has to be a good shepherd to his sheep — the students.

7. Ability To Simplify Complicated Provisions Of Law and Jurisprudence

Many provisions of laws are complicated and complex. The complications may be due to the long incongruent sentences, incoherent arrangements, patent ambiguity, obscurity, grammatical deficiencies, etc., leading students to unfathomable confusions and mystifications.

When the complications are not explained in the textbooks prescribed, or in the decisions assigned, the professor should outrightly and quickly explain the same without any manifestation of impatience, irritability and impetuosity. The students need not be burdened with such "brief extra things" which are time-consuming

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when combed and scoured in Law Libraries. If the professor, in *a few seconds*, could give the information or data efficiently and proficiently, he must do so outrightly. The reason for this is *to save hours* for other things which might be left behind for lack of opportune time. The realm of law has been increasing incessantly that little "spoon-feeding" is justifiable *to gain time*. It is worse to leave important matters untouched. The students' time should be focused more on bar-related matters. After all, when they embark on the practice of law, they will learn these other extra things by themselves, or while under apprenticeship in law offices which they would join.

8. The Professor Shall Not Compare Himself With The Students

Students, specially the freshmen, are practically unknowledgeable of the laws. They read for the first time provisions of laws and decisions of the appellate courts which the professor has been reading since time immemorial. To the professor, these matters have become too hackneyed and common place, but novel and new in the minds of the students. The professor shall not wittingly compare his fully-packed mind with those of his students. He must therefore have some flexibility in attitude, by imagining himself in

place of the students. Just like teaching a small kid the rudiments of the "A, B, C", the professor must be supremely patient in tutoring his students. He must be like a good dependable father teaching his kindergarten child with spelling, arithmetic, etc. The point is, the law professor must not treat his students as if they are already law-

"Ethical professors generally produce ethical students, who later become ethical lawyers, and ethical judges and prosecutors."

yers like him and already engaged in the practice of law for quite sometime. If the professor is a judge, he must not treat them as practicing lawyers. There can be no justification for a professor feeling alarmed by the ignorance of the students which is expected. It is the professor's duty to make them know the law. Precisely, that is the reason why the students are in school and why the professor is there too. It is the professor's duty

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to fill what is lacking.

A professor who has no patience with his students has no pleasant place in the academic realm. His impatience will only make him sick — physically and emotionally. He soon becomes a neurotic without him knowing it. Though he may feel on top of the world, as he perceives and judges himself using his own limited view and opinion, he is misleading himself. He is judging his own character by his own opinion. He will be judged rather by his own students — who happen to be professionals in their own right before taking up law. Some law students are doctors, CPAs, engineers, businessmen, commerce graduates, military men, etc. The impatience and irritability of the professor will create unhealthy influence upon his students. If he insults them with impunity, abusing their meekness and their dependence, these students, who dream to become lawyers will only remember the professor in shame, if not with deep-seated hatred and contempt in their hearts. Law students in the Philippines are already degree holders because of the requirements of the law curriculum. They are no small naughty kids to be bawled out in classroom sessions.

*9. Reign Of Terror Is Abominable
And Unethical*

According to psychologists, students do not learn in an atmosphere of fear. The mind works better in an atmosphere of cordiality. The students must be treated as if they are the professor's own friends in the community, school, church, etc. Thus, preachers are generally crowd-gatherers because they appeal to the hearts and minds of their listeners in an atmosphere of congeniality. They persuade with the logic of their proposition or force of their faith. They do not insult their listeners nor shout at them. It is this kind of atmosphere which is most effective in convincing people. It is hard to convince, if the speaker shows disrespect to his audience.

Respect generates respect, whether in or outside the classroom. And when there is respect, the mind is open to wisdom. Generally, the terroristic professor feels he is respected because he sees the students stymied. That superficial impression exists only in his imagination. Outside the classroom, he is not respected a bit. He is an object of hate and spite. The students wonder, why the professor is still alive next day they see him. This, should not be the kind of reputation which a normal professor would want himself to be remembered. A normal professor dreams that, even after death, he be highly respected because he was a gentle-

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man and one reputed to be learned in the law and lived by the law, who inspired students to move on to their dreams. He is remembered as the ethical lawyer who argues in court using only respectful language to drive home his points. He is remembered because he treated his students as his own men to become soldiers of the law, who are truly needed by the country in the administration of justice and maintenance of peace and order.

Every lawyer is bound by the rules of legal ethics. In the Code of Professional Responsibility, it is provided —

Rule 8.01. - A lawyer shall not, in his professional dealings, use language which is abusive, offensive or otherwise improper.

A lawyer's language should be forceful but dignified, emphatic but respectful as befitting an advocate and in keeping with the dignity of the legal profession (*Surigao Mineral Reservation Board vs. Cloribel*, 31 SCRA 1; *Republic of the Philippines vs. Ferrer*, 20 SCRA 441; *In re: Climaco*, 55 SCRA 107). The lawyer's arguments, whether written or oral, should be gracious to both the court and opposing counsel and be of such words as may be properly addressed by one gentleman to another (*National Security Co. vs. Jarvis*, 278 U.S. 610;

People vs. Taneo, 284 SCRA 251).

A lawyer who uses intemperate, abusive, abrasive or threatening language betrays disrespect to the court, disgraces the Bar and invites the exercise by the court of its disciplinary power (*Surigao Mineral vs. Cloribel*, 31 SCRA 1; *In re: Almacén*, 31 SCRA 562; *Montecillo vs. Gica*, 60 SCRA 235; *In Re: Gomez*, 43 Phil. 376; *Sulit vs. Tiangco*, 115 SCRA 207; *Zaldivar vs. Gonzales*, 166 SCRA 316).

These principles apply with equal, if not greater force to law professors as they preach the law and do not cease to be members of the Bar when they teach.

The members of academe are required no less to follow the rules of ethics. The reason is, they set the living example of the respectable lawyer, judge or prosecutor. If they habitually display unethical acts, the students may take the same as the standard of morality for the members of the bar. By the bad examples they see, they are misguided and become arrogant, insulting, bad-mouthing, disrespectful people when they become lawyers, imitating wrongfully their professors who had improperly influenced them. When they become judges, prosecutors, etc. they carry the same stigma and characteristics. All because of the bad influence imprinted in them by their profes-

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sors.

Ethical professors generally produce ethical students, who later become ethical lawyers, and ethical judges and prosecutors.

Ethics therefore must rule and crown the world of the law professors.

10. Industriousness In Preparation Of Well-organized Outline Or Brief Of The Course Or Subject Matter

A prepared law professor has a comprehensive and well-organized outline of the subject he is teaching, with all the necessary cases/decisions needed for the understanding of the provisions of the law. Without an outline, he will be deviating aimlessly in asking questions during recitations. Authors generally use the table of contents of their books as their outline supplemented by new matters as they arise. The need for an outline cannot be overemphasized. It is a "must" to every law professor. Man's memory does not always serve well its master. Important matters might be omitted for failure or lapse of memory. Hence, the supreme need for a written guide.

11. Criticisms Of Students Must Be Constructive And Not Go Beyond The Walls Of Decency

The professor has the prerogative to criticize a student. But the criticism must be constructive and

never destructive. A student who is flatly unconcerned; rude and unruly; habitually unprepared in recitations; who cannot articulate his thoughts both verbally and formally; whose grammar is subpar or subnormal, etc., deserves criticism, admonition or warning but always in a way diplomatically conveyed. The patience of the professor is needed more than ever in these situations of deficiencies. *He must not give up.* He must still do his best to correct the deficiencies of the students by being fatherly — using tactful persuasions in *private* as much as possible. Public ridicule and insult are never approved in any decent Law School. Students must be seen as comrades, not as enemies and rival characters who must be subjected to daily assassination — through moral, emotional and physical assaults. If a friend displays some inefficiency, he is advised about it, but only in a manner that will not destroy the friendship. Criticisms must always be instructive and constructive but never destructive and vindictive.

Any reference to the personal defects of the student is unethical like calling attention to his physical defects or making allusions thereto.

Students who are incorrigible by all normal standards, must be meted the appropriate sanctions. Students who commit acts of dis-

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respect to their professors, who under the law are persons in authority, must be reported for disciplinary action. Such students should be dismissed from law schools. They will be a bane to the legal profession, if they become lawyers.

12. Knowledge Of The Basic Techniques Of Teaching

The professor at the orientation time — usually at the beginning of the classes — must advise the students of the proper techniques of studying the law. The students must be advised of the particular books to use; what laws and decisions to read; how to familiarize themselves with the table of contents of books prescribed because the table of contents constitutes a complete *outline* of the subject matter. The professor must prescribe a book if there is any in the market. Psychologically, it is not good to tell the students that they could use *any* book on a particular subject. The students must have *definite* textbook to use in addition to two or more books as references. Otherwise, they will be at a loss in recitations. The professor and the students will be talking on different wave lengths. Recalling process will be adversely affected, for the students cannot memorize with focus when there is no specific book prescribed to be used as

compass in the sea of recitations.

The students must be encouraged from the start to consult with lawyers/professors on complicated laws and issues; to visit the law library; to be enlightened on the methods of research, compilation of notes or memorandum, digesting of cases, etc.

The use of law dictionaries both local and foreign must always be emphasized by the professor to update students with the definitions of technical words and terms.

Many students, due to inexperience, do not know how to begin the study of the law. Hence, they must be taught the right techniques. Ignorance of techniques will result in inferior and middling study of the law. Knowing the techniques will turn ordinary students into scholarly ones. Knowing the techniques, coupled with perseverance and dedication, is the beginning of wisdom in the study of the law.

13. Punctuality And Ability To Finish The Coverage Of The Subject

A professor must be excellent in time-management. He must be able to anticipate the number of holidays that will cut short some of his time. He must be wary always of the forces of nature that use to come causing suspension of classes. Awareness of these will prompt the professor to manage his

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time properly so as to allow him to cover the *entire* gamut of the subject/s he is teaching.

One great and unforgivable omission of a law professor is his inability to finish his subjects just because he had spent more time telling jokes, irrelevant stories, dragging recitations on a single point, constant absences without make-up for the lost time, free-wheeling or unorganized recitations. Lack of preparations and lack of mastery of the subject matter are also among the basic causes for not finishing the course or subject. In recitations, both the students and the professor must recite. It is a two-way ticket, so to speak. They must paddle the boat on both sides. If only one paddles, the boat only moves in circles and would not go far. If one or two students have been called successively and could not answer the given question, the professor, calling the attention not only of the two, but *everybody*, must give the correct answer *right away* with patience and in good mood, and then immediately go to the next question, and so on. A well-organized professor do not ask the *same* question (if not answered correctly), to all the students present until it is answered. This is killing time. This is a sign of lack of proper teaching technique. The professor must never leave the classroom without hav-

ing sunk some new legal knowledge into minds of his students — whether the students come prepared or unprepared. It is unethical under all standards, for a professor to walk out of the room just because the students are not ready for the recitation. This is a serious act of disrespect to the students who pay his "honorarium" — who are entrusted to him for guidance and education. This unethical act must be avoided.

14. Recognition Of Code Of Ethics

While there is no written Code of Ethics for law professors, there are existing rules of ethics which the professor must obey. A good conscience is foremost of them.

There being no formal Code of Ethics for law professors, many create their own styles. In the process, harmony in law teaching results.

It is proposed therefore that the competent authorities promulgate an appropriate Code of Ethics for law professors by following the applicable principles of the Code of Professional Responsibility and the Code of Judicial Conduct, in addition to the universal ethical standards recognized in other countries.

This country will have great men by having great professors. This is the dream of the ideal law professor.