

## OPEN FORUM

*Moderator:* The paper says the status of Political Science is not its concern. However, the paper also says that Political Science is a discipline. By being a discipline itself, gives political science a status. Moreover, the fact that the paper deals with political science is demanding. The implication in other words of the paper is that it assumes that Political Science already has a status, even in a developing country like the Philippines. Now, the paper focuses on the teacher in Political Science both as a teacher, that is, a classroom teacher, and as a researcher. We suppose the author of the paper assumes that she is a very useful political science teacher if she devotes so much of the time to research. There might be a question as to the definition of "research", what a research is. There is a theory that a political science teacher who reads so much on his subject matter, and on the different areas in political science is doing research, although he may not be a writer of a research work. Meaning to say, he does not produce a book, but by his readings in his field, of books authored by other people, he is supposed to be doing some research. That is a matter which deals with the definition of research. Probably that is a very "peculiar" concept of research. Well, probably so much of the paper is of Diliman context. Anyhow you would have to be from Diliman to feel the contextual feature of the paper. Probably because the paper is made by a UP teacher, the paper has not bothered to mention academic freedom. U.P. people take academic freedom for granted. But we thought that academic freedom is a must as a principle for both teacher-researcher and student. As we said, the author of the paper is a UP teacher, so she took it for granted that academic freedom will always be observed or respected. Now of course, we deduce that the best teacher in political science is one who tries to have a meeting of theory and experience concerning things political.

*Prof. C.T. Aguilar:* May I have a line or two. I would like to correct the impression here, that this paper is only suited for the Diliman people. But we have given allowance for an audience like this that the participants are coming from the highest level of political scientist, to the lowest echelon of political science teachers; pardon me for the term lowest. That is why we are talking of the needs and

the pressure on the ordinary teacher and how to cope with classroom needs, how to enrich materials by reading, and how to impart this to the students. The main focus is on how an ordinary teacher of political science can cope with the needs and demands of the discipline to be an effective teacher; that is the main thrust of this paper.

*Questioner:* This is Mr. Arnold del Castillo from the Ministry of Social Services (MSSD). My first question is: "How will a teacher analyze the facts without distorting it, so as not to make a student go astray?"

*Prof. C. T. Aguilar:* You are worried that a teacher when interpreting the course, may distort the facts. That is why the main thing here is, the ordinary teacher of political science must be one who is faithful to the course, by being an objective teacher. In other words, his or her personal biases must not come within the interpretation of the course. But she or he must try so much to give all sides of an issue. Now, that will depend on the teacher, on his truthfulness. I mean on his effort to be objective, not to distort, not to impose his own view. In other words, he must always give allowance for other views, including those of his students. I don't think there should be fear of distortion of facts if issues or the subjects are discussed honestly and intelligently.

*Mr. Del Castillo:* As I was saying, whether the facts presented are honestly presented or not, are not within the purview of the teacher only to interpret. It must also be considered by a student. The reason why the interpretation of political facts is often misunderstood by students, is due to the fact that students believe that they are not presented honestly by a teacher.

*Prof. C. T. Aguilar:* That is precisely the point of the problem we are trying to identify. There is a great need for a teacher to be knowledgeable with all the facts. Because sometimes when a teacher has very limited knowledge of the literature of things to be taken up, like the subject matter of political science, he is teaching, there is a tendency to also distort the necessary facts. But anyway, the common ground there, is, to arrive at a consensus after thorough discussion that is participated in by both students and teachers.

*Mr. Del Castillo:* In view of that, therefore, I recommend that universities and colleges must not allow teachers to teach political science if they do not have the proper qualifications. There are universities and colleges here in Iloilo that allow teachers to teach

political science although they are not qualified. There must be a special training for all political science teachers, so that they will know the correct mechanics of teaching the subject. Thank you very much.

*Mr. Isaias Diesto:* I would like to raise this question from the administrative point of view. Since this paper is about the qualification of a political science teacher, here is the question that I would like to ask: "Are lawyers the most qualified teachers in political science?" This is the prevailing practice in all colleges and universities in Iloilo. The teachers in political science are lawyers, and that is also true with Central Philippine University in some cases, or in most cases. I suppose that there are lawyers here attending this conference, and I would like a very frank answer to this. "Are the lawyers the most qualified teachers to teach political science in college, and if not are there some other teachers who are more qualified than they?"

*Prof. C. T. Aguilar:* I don't want to offend but I want to be truthful. The reason why the University of the Philippines is developing the discipline of political science, is because lawyers have a different way and a wrong way of teaching political science. And by the way it is not only the schools here that are having that problem. Even schools in Metro Manila have the same problem.

*Dr. Anita de Guzman:* I raised this question because I am the one employing teachers in my department to teach political science, so in line with that question, the other teachers who teach political science are Bachelor of Arts degree holders major in political science. Are there other ways by which we might draw some teachers to teach political science aside from these two categories: lawyers who have finished Bachelor of Arts, major in political science, or a fresh graduate, or an experienced teacher in political science who is an AB graduate, with political science as major? Are there opportunities by which political science teachers can be more qualified to teach political science over and above an AB in political science or AB Political Science major, or a lawyer?

*Prof. C. T. Aguilar:* Let us face the fact that even if one is a graduate of an AB Political Science course but has stopped studying that will not qualify him to be an effective teacher. This discipline has a demand, a pressing demand that you must always update yourself with everyday events, political events in the world, in the country, everywhere. You must never stop reading. It must be your number one

exercise at the very start of the day. So, no matter what kind of training you had, you may have a Ph.D. in Political Science, but that Ph.D. has become stale because you have stopped developing yourself, you have stopped reading. You will still be an ineffective teacher and at the same time an outdated teacher of political science. It depends upon the individual. She may be an AB major in History or a lawyer with an AB in political science, but if one has not stopped studying, and has always been constantly keeping up with relevant subjects in the political science discipline, then one can be a "useful teacher."

*Mr. Isaias Diesto:* This is a suggestion. Can the Political Science Association of the Philippines conduct frequent seminars to upgrade the teaching of political science teachers giving more insight and knowledge on the techniques of teaching political science more effectively?

*Prof. C. T. Aguilar:* We do not specifically conduct a seminar on the methodology of teaching political science, but this conference that we have for instance is one attempt to enrich the substance of political science materials. And so, we feel that the papers that will be read here and the other papers that will follow, can be of help in updating the political science teachers, students, and practitioners with what are the latest in the area of political science. Dr. Francisco Nemenzo, Jr., our Dean of the College of Arts and Sciences in Diliman will probably help us explain more regarding this.

*Dean Nemenzo:* I am not going to ask a question, but I will supplement the answers of Mrs. Aguilar to the questions of the gentleman, and if there are people here who are responsible for hiring teachers in political science, I address myself to them, especially. The first question was, are lawyers best qualified to teach political science? My answer depends on what kind of legal training he went through. If he was trained in a school, in a "school of thought of law," which is called policy sciences, yes, I think he would be qualified to teach political science. But if you are trained in merely memorizing the provisions of the law, and you are trained to confuse what the law says the government is, for what the government actually is, then I think, such a person is not going to be a good political science teacher. This practice of many schools to hire lawyers to teach political science courses is understandable. Because at the start, political science really branched out of Law. It was highly legalistic. But political science today is getting closer to sociology and other social sciences than to law. And I would say in

answer to the second question that one who is trained in sociology, one who is trained in political economy, and in political history, would also serve as good substitutes for political science graduates. In reply to the third question on what we can do to improve the teaching of political science, I don't know what the plans are of the Association. But I can speak for the UP College of Arts and Sciences. We have an extramural studies program and if there is a demand for teachers in political science for a seminar on current trends in the teaching of political science, we would be very glad to oblige. As a matter of fact we have been very active under this program, in helping teachers in Chemistry and Biology; we will extend to teachers in political science if there is sufficient demand for this. Thank you.

*Moderator:* We have somebody here first. Will you kindly introduce yourself?

*Mr. Ganchorre:* I am Mr. Ganchorre. I'm not a political science teacher, but I came because I am interested in the subject matter. I am a radio commentator of Radio Station DYRI. My question, Prof. Aguilar, is in connection with your fourth statement of the demand; the need to make the course contemporary and relevant as part of the social responsibility of the teacher of the discipline. One of the important elements here is the question of freedom, and we are under martial law. Although at this time according to the President, law has been liberalized. We, who are making comments on the air are always careful about how we say things. That's why one of the requirements of the KBP is that when we are on the air on our commentary programs, we have to tape them; so that the tape can be reviewed if there is any question on the matter. Now the question is: In your experience in Diliman, how free are we really to deal with political questions, especially under martial law, and especially because if we are going to be contemporary and relevant, we really have to deal with decrees, PDs, general orders and LOIs. How free are we really in this? Or maybe in the classroom situation for example, how free are you in the discussion with your students? Your students might ask questions which are very critical and it may be misunderstood by the NISA people in a different manner, you know. How free are we so that we can really expose objectively as you say the weaknesses of our policies whether economic, foreign, or social? Thank you.

*Prof. C. . Aguilar:* I will agree with you that there is no real freedom. There is no real freedom to express things you would like to say, in

the way that you think you should. There is this "sword of Damocles" over your head all the time. As a classroom teacher, one has to have guts to be hold. Now, when I say bold, it doesn't mean you attack senselessly, or name names that are unnecessary. That will sound like black propaganda, or a smear campaign. When we say criticize or evaluate policies—we always use the term evaluate—and when we say evaluate, we always take the two sides of the issue: what is good and what is bad. So it is an objective discussion of policies or decrees. The two sides of the issue are seen by the students without being biased. In other words, let the students think. Students are intelligent people. They can think more than you expect. So give always evaluation from the two sides. As I've said a while ago, truthfulness is not fault-finding. In our case for instance, when we discuss Philippine Government and Politics, we always discuss the output of government which are the policies. We discuss foreign investment, laws, or land reform. We discuss them not to disseminate to the students the provisions of the law, but rather the validity of the law, the weakness of the law and how we can help to make it strong if possible. In other words, it becomes now the task of the teachers to be very clever and to use the proper language, to adopt the necessary nuances so that the two sides can always be honestly discussed with all the guts that a teacher has.

*Mr. Ganchorre:* Just a follow-up. Can you elaborate on what you mean by "validity of the law?" How does one determine the validity of the law, or the policy? What will be the basis? What will be the criteria for determining whether the policy is valid or not?

*Prof. C. T. Aguilar:* Well, there are two concepts of validity here that we have to consider. From the legal point of view, a law that has been passed is valid and legal. That is not the kind of validity that we are looking for in Political Science. The validity that we are looking for in Political Science are the provisions of the law that are suitable to the problems that we have to face in this country. Therefore, we are after the substance of the law, not what is legal because it is passed by policy-makers.

*Moderator:* Dr. Pedro Abelarde.

*De. Abelarde:* Mrs. Aguilar, in response to the observations of some of the gentlemen here, I can say that I have been teaching Political Science for more than 30 years, here as well as abroad. But I still do not know many things about Political Science. Secondly, I would like to commend Mrs. Aguilar for her wonderful paper here. The only

thing that I wonder is, why she has missed mentioning Philippine participation in international organizations. Because after all, as a nation, we cannot be an island among nations. We have to collaborate, we have to cooperate with them, for the purpose of living in peace. And then another observation I'd like to make is in relation with Mr. Ledesma's mention of academic freedom. This is of course referred to later on by other speakers as well as Mrs. Aguilar, that there are times when we have to compromise, and of course, I'm sorry to admit that this word "comprise" is rather unfortunate. Because I, for one, believe in sticking my neck into what I believe in. The point is this, that sometimes many of our students think that they know better than their teachers. The idea of collaboration must be encouraged; that the students and teachers must collaborate in finding what the truth is, for the sake of the truth and accepting that there are points in life that we have to accept. Well of course, under the Constitution, when the President thinks that our country is going to have an imminent invasion, then martial law is desirable. But in teaching political science, at least on the basis of my own experience, the point is: you must not only read and do your own research, but at the same time reflect or try to make your research relevant to what is taking place, or what are taking place. There are many American students in the States where I was fortunate enough to teach, who do not even know what are their principles of their government. Many of our people do not know that we have borrowed many things from England by way of the United States, have these principles incorporated in our own way of life. So here we are approaching a sort of a time in the lives when we can no longer be an island by ourselves. We have to cooperate with other countries, whether economically, politically, or socially. Consequently, I truly feel that a mention of Philippine participation in international associations is a must. Thank you.

*Prof. C. T. Aguilar:* Thank you, Dean Abelarde. Thank you for such extensive observation. Now may I say something about some of these points. The paper that have is supposedly some kind of preliminary guidelines on approaching the different areas of teaching Political Science, the way the University of the Philippines is developing, and I think other universities including Silliman, are developing. The five areas of Political Science are namely: Comparative Government and Politics, International Relations, Political Dynamics, Political Theories and Philippine Government and Politics. What I have mentioned in my paper is just a sample of one

of the subject matters of International Relations. However, your suggestion of Philippine participation in the international scene is in the area of Philippine Foreign Policy. I suppose that the paper of Dr. Fernandez on Philippine Foreign Policy will give extensive information on that. I said that my paper is not a complete one in the sense that it does not discuss all possible ways of teaching the different areas of political science because of the limited length of time for this. But any teacher can go beyond my recommendation in developing the five areas of Political Science as they see fit. The observation that students and teachers collaborate, I suppose is necessary for a classroom partnership. It can arrive at a very effective classroom participation. And one thing about comparison of Filipino and American students, I would not underestimate our own students. I believe that our own students are more politically conscious than American students. I have taught also in Clark, for one semester. In fact the students there are older than the ordinary students. They are servicemen themselves, and family men at the same time, and they have to go to college just like other young students. I believe that our own students are more politically interested and politically conscious than the Americans. I came out with that conclusion after an exposure with them.

*Moderator:* Mrs. Diocares of ISAT.

*Mrs. Diocares:* Prof. Aguilar, in ISAT we are implementing bilingual instruction in Social Science and in Social Studies. My question is: Is there a possibility of Political Science being taught in Pilipino? If so, how can we teach it effectively?

*Prof. Aguilar:* Well, Yes. There is a possibility of teaching Political Science in Pilipino. And some of us are attempting to do that. However, there is a limitation. We have not yet arrived at an accurate conceptualization of Political Science terms, one that will fit Pilipino terminology and the language of Political Science. But bilingual teaching is done in the explanation of concepts. Concepts are used in English because this is the standard. Otherwise we will mislead our students. But we explain the concepts in Pilipino to make it easier to understand. This is the extent of our attempt at bilingual teaching.

*Moderator:* Mr. Julius Elvas.

*Mr. J. Elvas:* Professor, my notions have been confirmed that a lot of "professors" are teaching Political Science when in fact they are not qualified. What shall PPSA do to solve this tragic problem? Shall



we say is it too much to suggest that PPSA conduct an evaluation or a survey of these professors of Political Science in all of the schools here in the Philippines?

*Prof. Aguilar:* Please let me say this; my paper did not accuse any Political Science teacher of being unqualified, but rather how one can make himself qualify. Now, how will PPSA help to improve teaching? Well, we do not have yet that project wherein we can teach them or we can conduct a seminar on the method of teaching Political Science. But, as I've said a while ago, this kind of conference is towards that effort. What ever new subjects are learned from this conference, in the papers that will be read here, will nourish the substance for teaching. The Dean here, Dr. Nemenzo has already given us his program of improving the teaching of Political Science from the point of view of the College of Arts and Sciences. But for the PPSA to do it all over the Philippines I suppose that is still in the planning stage. It will depend on the institutions and the individuals themselves to train and to have a choice where they want themselves trained.

*Moderator:* Atty. Gregorio Rubias.

*Atty. Rubias:* Well, I'm a lawyer. It has been stated here that there seems to be a common conception that lawyers are the only qualified teachers of political science. Well, I will not quarrel with that. As a matter of fact, we lawyers are very, very proud about the fact that we belong to the most popular profession. And I think, the popular conception that lawyers are the most qualified teachers of Political Science, is due to the fact that lawyers deal with this matter everyday. I mean if we are going to be strict about this, political science is the study of people. Is it not? Study of people — and a lawyer meets people as a matter of fact he talks about people, he lives with people. And that's one thing which more or less makes him qualified. Now I don't want to be an apologist for all lawyers here. My question is this: Do you gauge the success of a Political Science teacher on his being able to publish a book?

*Prof. Aguilar:* No, not really. As I've categorized we have placed that as the highest accomplishment of a Political Science teacher. But you see, in every university, the rule of the academe is to require the professors to do some kind of real writing. And one cannot be recognized unless he has made so many researches in the discipline, and publish his book. But we are not saying that, that is the most effective way. As I have also said, this is a warning, or shall we say, a

suggestion to the writer — he must be able to impart his book effectively to the students. I'm not saying that one who has written enormous volumes of books is the most effective teacher. That is not the only criterion.

*Atty. Rubias:* I have another question. This has something to do with truthfulness. In Political Science we are teaching the students principles. Now you stated in your paper that these principles should be made to correlate to contemporary events. Let's be more specific. In the Philippines, we are teaching our students about principles of government, what is a republic; what is democracy; what is a representative government. Here is a smart aleck, who is your student, stands up and say, "Sir, what is the system of government in the Philippines?" Will you be truthful about it, or will you elaborate on it to suit the principles of Political Science that you are teaching them?

*Prof. Aguilar:* Yes, we must be truthful about this as long as it is within the context of the constitutional development of the Philippines. While we trace the background of this Constitution, and the structure that had been evolved from the Constitution, at a certain point, we come to identify the present system. We have no fear in saying that it is a Constitutional Authoritarian Regime and the characteristic of this regime as a method of comparative study of democratic structure in the concept of a Republic and a Constitutional Authoritarian Regime in the context of a dictatorship. Then we compare the two, and become truthful on the reality of the two structures.

*Atty. Rubias:* Thank you. As a matter of fact, to be candid with you, that is the first time I've heard of that word "Constitutional Authoritarianism."

*Prof. Aguilar:* It is a government pronouncement in a way.

*Moderator:* Do you mean by your paper, that what is needed by Political Science, is a research, not necessarily that what is needed to be an effective political science teacher is to be a researcher?

*Prof. Aguilar:* To be an effective teacher one must be knowledgeable in all subjects of political science by keeping-up with reading — and to be knowledgable is to do research. I have qualified here, the types of research to prepare: 1) original researches in political science; 2) using secondary materials for your textbooks. But what can an ordinary political science teacher do if he has not achieved that status of a book writer or of one who can make original

researches? He has to read and read and read. That is the third type of research. To read, to reflect, and to use that as the substance of her subject, of her teaching. We have categorized here three types of research. But this is the end of Political Science.

*Moderator:* Anyhow, we have another question.

*Lemon Cerebias:* I am Lemon Cerebias from University of Iloilo. I would just like to ask whether Political Science is a dying discipline in the Philippines, and would the decreasing enrolment of students in that course point to the fact?

*Prof. Aguilar:* Decreasing enrolment, dying discipline. Well I suppose that when martial law was declared, the impact had a great effect on Political Science. Because some universities for instance changed the substance of their curriculum. Like how Philippine government and politics has to be taught has been uprooted from the way it used to be taught. Some courses on Political Theory have been curtailed in the Political Science curriculum. The suspicion that Political Science is a subversive discipline has been there. But we feel, or I feel, I will say I feel because this is a personal view, that that is an unjust accusation. However, the University of the Philippines has not budged from its political science; well, the way the curriculum has always been, and I suppose, has not been uprooted the substance of the curriculum the way the Department of Education has done to other schools. I will not say that it is a dying discipline. The everyday events in the Philippines, all the things that you read in the newspapers is Political Science.

\_\_\_\_\_: Professor, being a political science student, we are aware of some inconsistencies in the curriculum in some schools here in Western Visayas. My question is: Are there moves in the PPSA to conduct evaluation with regards to the status of the Political Science curriculum in Western Visayas? What recommendation could you give regarding the matter?

*Prof. Aguilar:* The curriculum of your political science courses will really depend on your academic director. We cannot intervene and tell them what to include in their curriculum, unless they invite us to sit with them. Well I will cite to you one instance. U.P. in its January budget tried to improve its curriculum such that political science could be accommodated into the social science curriculum. What was done was to ask the Diliman Social Science Division to help the Department of Political Science to improve its subject offerings. That is how it can be done. We have to be invited. Or you can invite

people from U.P. to help in your curriculum-making. But it will actually depend on the institutions and their openness to improve their curriculum.

*Moderator:* Mr. Hontiveros from the DEC.

*Mr. Hontiveros:* I am the sole representative from the Department (Ministry) of Education and Culture here. There are no standards or criteria for the selection of teachers of political science. In such a case therefore, we from the DEC (MEC) would like to request the PPSA for criteria whereby we may be guided in the selection of teachers for Political Science.

*Prof. Aguilar:* Yes that it is a very useful recommendation, that we give you suggestions, some criteria. Maybe Dr. Fernandez can sit with you. However, that is a suggestion from the regional level: I wonder if the Central Office will have the same request.

*Moderator:* Mr. Escalona of Western Institute of Technology.

*Mr. Escalona:* Professor, I would like to ask your opinion on the meaning of academic freedom especially in the teaching of Political Science. You see I have the impression that academic freedom is a right. But it seems that in U.P. it has another meaning. What do you say?

*Prof. Aguilar:* Let us just summarize what academic freedom is from the way it was conceived. Academic freedom, supposedly is the freedom to discuss all sides of the issue regarding a subject matter. However, there is one limitation to academic freedom. A teacher must not impose his personal view and insist that students accept this as true. That is a limitation on academic freedom. Free discussion I suppose can be as free as possible as long as it comes from all sectors. But not the imposition of one personal view. That is a limitation.

\_\_\_\_\_: You see the question was motivated by an incident which happened in a classroom where you have the NISA people with a tape recorder before a social science professor. I think this is an impediment to academic freedom in as much as the teaching of Political Science is concerned.

*Prof. Aguilar:* That is why I do not want to go to the basic thing of accusing the NISA people, but that is a limitation of academic freedom.

*Moderator:* Okay, be that as it may, we have a question from Dr. Corcino of Silliman.

*Dr. Corcino:* This is more of a comment. First of all, I would like to say that we are phasing out lawyers from our faculty. Secondly, it is my personal opinion that for as long as we talk about a sword of Damocles over our head, there could be no real academic freedom in the teaching of Political Science in any university in the Philippines. But my question here is related to what you said, Prof. Aguilar, about "publish or perish" which I see not really as a Philippine perspective, but more of an American perspective to mind. I'm not saying that we should not publish. But publishing is a very complex matter which involves first of all the presence of basic research materials, and in this regard I would like to question the fact that Philippine Center for Advanced Studies, or the PCAS at U.P. does not open its resources to teachers or students from other universities of the Philippines. If PCAS is being supported by the people's money, why should it be limited in its use to only those who are directly working there. This is very necessary if those of us from Central Visayas, or Western Visayas, and other parts of the Philippines will have to have access to a greater reservoir of materials.

*Prof. Aguilar:* I would like to say here that first, PCAS is not a part of the University of the Philippines even if it is situated in the University Campus. And therefore the policies are not within the purview of the University of the Philippines. There is a law supporting PCAS.

*Moderator:* Oh, what is it a part of?

*Prof. Aguilar:* Can the Dean help us with that?

*Dean Nemenzo:* The Philippine Center for Advanced Studies is an anomaly. It is not only situated physically, but it is supposed to be part of the University of the Philippines in the sense that it carries the name of the University of the Philippines. But it is not under the Board of Regents. They have their own budget, they have their own accounting system, they have their own auditing system, their own salary scales and so on. So as far as we are concerned, Mrs. Aguilar is right, that this is the feeling of the faculty of the University of the Philippines that PCAS is outside. In spite of its name, it is not even an academic institution properly so called although they have some academic programs. The researches you are referring to, are the so-called task-force researches that are assigned to them by some government agencies. It is not only you who are complaining about this. We of the University of the Philippines are also complaining about this, because we are not given access to their research output. And

the PCAS people will always say, that even those already in PCAS but who do not belong to the particular task force can have no access to the data collected by the task force. So I really think that PCAS is not an academic institution. And please do not blame us for the policy of PCAS.

\_\_\_\_\_ : I am a student of Silliman University taking up Political Science as my major field of concentration. As a student, these are my observation. With regard to the professors, there are some professors or part-time professors in some colleges of Dumaguete who are employed in government offices. When questions from students would come up, in so far as policy-evaluations are concerned, these professors could not give an impartial evaluation. My question is: can these part-time professors be effective teachers? There are some professors who could not even dare allow their students to give their own reactions on what they have lectured in classes. My question is, is this also effective teaching?

*Prof. Aguilar:* My answer to the three questions is no. First, there are teachers who are government employees and partial when questions about their offices are raised. They refuse to answer because they may be affected. That is one sign of ineffectivity. Second question on indoctrination and inculcation: I suppose, if they cannot inculcate the right kind of substance to the subject matter, then they are ineffective. And the third, when they do not allow the students to discuss or the raise questions, I think that is the worst of ineffective teachers.

*Moderator:* I think the discussion, the open forum has been dynamic and fruitful, but time is up. It's twelve and we have to negotiate the distance to UPI, where we will have lunch. And then after lunch we will be back here to resume the afternoon session. Thank you very much.