

available to him as by reading current books and journals, attending conferences, study and work at other institutions;

2. That occasional examination and re-evaluation of his courses will enable even the experienced teacher to define objectives more clearly, and to improve the selection and arrangement of material, manner of presentation, adaptation to current trends, type of examination employed;
3. That teachers pay special attention to voice and manner of speaking, and utilize interest-producing devices suitable to the subject and type of class;
4. That every instructor, no matter how familiar he is with the subject, make careful daily preparations for his classes, as of lectures, assignments, demonstrations, laboratory experiments, recitation plans; (This procedure will insure a more effective presentation of the subject, and will serve as an excellent example to the student who is expected to give daily attention to his subjects of study.)
5. That the instructor at the beginning of the term, especially at the Freshman-Sophomore level, advise students of the best ways to study the subject or course in view of its objectives, and also emphasize general points on how to study such as budgeting time, daily preparation, periodic reviews, noting interrelations of subjects, learning to read rapidly with understanding;
6. That the teacher make clear to the student the objectives of the course and of its several divisions, and relate the particular course to other courses in the same field and to the subjects and work of other departments;
7. That quizzes and other sorts of individual assignment be given frequently in order to stimulate the student to do regular study and thus avoid the bad practice of cramming immediately before a few quizzes over large portions of the course;