

8. That the student's work be examined and checked carefully within the first 2 or 3 weeks of the term, especially in non-recitation courses, so that if necessary he may be given guidance and assistance at an early point in the course;
9. That care be taken to report at mid-term all weak students, including borderline cases, together with comments that will be helpful to both the student and the adviser;
10. That objective quizzes (true-false, completion, multiple-choice) not be used to the exclusion of other types of examination;
11. That a considerable amount of written work be assigned in all subjects, such work to require organization of material, logical development of thought, and expression in clear and correct English; also that such written work be read and marked promptly and thoroughly, preferably by the instructor, to check not only the content and the student's grasp of the subject, but English usage as well; (The Committee believes that this teaching procedure, if employed consistently throughout the College, would increase markedly the transfer from English Composition courses, not only owing to the additional practice, but further because people in large measure do what is demanded of them.)
12. That special effort be made in organizing courses and in planning assignments to stress thinking (understanding and reasoning) rather than mere memorizing; also that applications of the course material be stressed in lectures, discussions, assignments, projects, field trips and field work;
13. That instructors make positive efforts to know the individual student through recitations, reading the student's written work, and conferences; (The Committee wishes to suggest that conference work be done with more students, not more conference work with a few weak or persistent individuals.)