

High Principal Talks of Work At Local School

Experimental Methods Said to Be Very Beneficial

Teaching Exceptionally Well Done

"There are a great many differences between the University high school and other high schools of the state," declared R. U. Moore, principal, yesterday. Previous to his coming here, Mr. Moore was principal of Salem high.

"In the first place, the school is organized for a different purpose," he pointed out. "Here there are two distinct purposes—the training of teachers, and the developing and working out of new methods that are best suited to a particular line of work. There is the element of experimentation, and although other schools in the state may work along this line, they are not called upon to do so or to develop teachers.

"The school is much smaller than Salem high, only about one-fifth the size, so that there is more chance for the development of individual initiative, and also more chance for individual attention. Students here seem to display a great deal of interest and initiative in their work, although that does not mean that there was a lack of this at Salem, for it was very noticeable there, as well.

More Select Group

"Although we do not aim to make it so, it seems to be true that University high is composed of a more select group than the average high school," said Mr. Moore, and gave as a reason for this, the fact that applications were necessary for admittance and that it was only in the cases where parents showed sufficient interest in their children that these applications were made, and accordingly a higher type of family is represented. Applications for admittance as far ahead as 1930 and 1932 have been filed with others dating in the nearer future, according to Mr. Moore.

System Declared Good

Concerning a common objection to the pedagogy of practice teachers, Mr. Moore said that there is more to be gained than lost from the system. "The practice teachers have a close acquaintance with the departments which they represent, and their work is fresh and up to date. There is a constant exchange of new ideas, and they are carefully supervised by the heads of their departments. If they are weak as teachers they are let out, and they have to make good to get their credit and recommendations. In another

school if a weak teacher is employed, she must be kept in charge of the students for a whole year."

Campus Has Little Effect

Mr. Moore finds little effect of University atmosphere on the students of University high when he compares them with those of Salem high. He says that all students of high school age are more or less sophisticated already, and that underneath this there is a genuine understanding that is about the same everywhere. A considerable amount of friendly feeling is allowed between the students and faculty, and the students are willing to cooperate with the practice teaching system.

Has Student Government

"University high has a system of student government similar to that of Salem high, and most high schools," explained Mr. Moore. "The school is, however, divided into the lower division, the seventh, eighth, and ninth grades, and the upper, the tenth, eleventh, and twelfth. For the most part high school students are loathe to take upon themselves the judgment of each other; so that, although a certain amount of self-government exists, matters of discipline are left to the faculty adviser. All student government to be thoroughly organized and successful must be worked out gradually, and must be backed by a faculty adviser, whom the students will understand and trust."

Committee

(Continued from page one)

that its idea is basic in the Canadian, English, and Continental divisions of students into "pass" and "honors" groups. In this country too, it has been the governing principle in the reform of higher education generally. Several leading American universities do follow at the present day honors plans of some kind.

Northwestern University permits students who have shown marked capacities to do independent work in their major course and exempts them from regular class attendance and term examinations. A comprehensive examination is given at the end of the senior year.

At Smith a somewhat similar plan is used. A student may read for honors if her average work to the end of the sophomore year has been "B", or exceptional. She is given examinations over the final two years, and a thesis is required at the completion of the course.

At Swarthmore about fifty juniors

and seniors read for honors. Work is done in major and minor courses as well as in a special problem which the student himself chooses. There is no compulsory lecture attendance; and no examinations are given until the end of the two-year period, when a very comprehensive and difficult examination is given.

In President Lowell's annual report to the Harvard regents, 1923-24, he says: "It is interesting to observe the progress recently made in this country by the idea of substituting for a degree based wholly on credits in courses a degree to be obtained by personal study in a chosen field, under individual guidance and tested by a general examination. From the use commonly made of it the latter is often termed an honor course."

Yale and Harvard Reformed Plans

At Harvard the tutorial system includes a comprehensive examination plan. The system is extended to any department which may wish to use it, and it is widely employed. Provision is made in the junior and senior years for work done individually under tutors and tested by comprehensive examinations as a substitute for some of the regular courses. Professor Burbank in his discussion of the tutorial system at Harvard admits that the most difficult problem arises from the impossibility of applying the tutor system to all students, as had been the ideal a few years before. Individual instruction is expensive, and if anything is to be done it is our opinion that the start must be made with a small group of students, who have shown themselves especially capable in lower division courses.

It seems to be the general practice that where a scheme for providing for exceptional students exists it has certain very definite characteristics. First, only the highest grade students are permitted to do independent work for honors. Second, some system of comprehensive examination is provided for. Third, there is some measure of release from required work for graduates.

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uation, and the time gained is put in upon independent work.

A very interesting arrangement has been proposed by President Little of Michigan, which provides that a student shall be given a degree or diploma after he has completed the two underclass years. This is as far as some students intend to go with their education, and some such suggestion seems eminently practical.

A statement recently released by the Yale school of law announces an extension of an honors plan in that institution. The announcement says in part:

"The first Honors Course in any law school was introduced this fall at the Yale School of Law, and plans have been made for extending this work. Under this plan, the better men in the third year are allowed to do independent work, individually and in small groups, free from the regular routine of the classroom."

Says President James Howland Angell, of the Yale School of Law: "The present program means a departure from the traditional idea of

American law schools, some kind of education for all who come, and the adoption of a policy of giving a better kind of education to those most capable of profiting by it."

The several summaries of already operating plans and their aims indicate the general direction of the reform which this committee is advocating for the University of Oregon. A proposed plan of fundamental particulars which it is believed might be found practical is to follow in the final division of this report.

THE INDEPENDENT UNDERGRADUATE COMMITTEE

Student Registration Expected to Be Over 3000 Spring Term

The entry of 179 new students at the beginning of the winter term brought the total campus registration so far this year to 2993 and by June this figure will be well over 3000, it is expected. There were

305 students who failed to return for the winter term.

For the year 1925-26, the total enrollment for the three terms and the summer sessions reached a total of 11,037. In view of the large number who have already entered this year, registration officials are looking for a total that will be quite a bit larger than that of last year.

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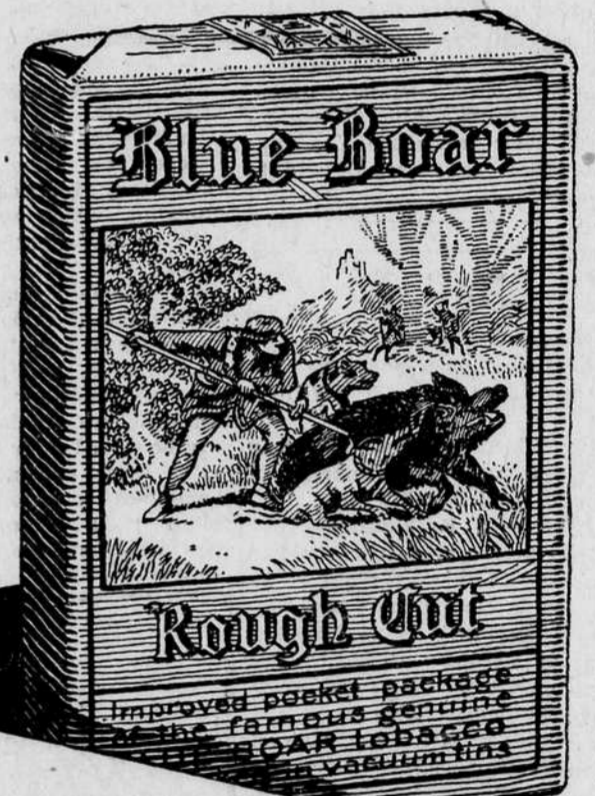
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