

An Outlined Adaptation of the Boy Scout Test Methods of Examination to all Curricula of all Schools Everywhere

(By permission of Sir Robert Baden-Powell, K.C.B.)

Every teacher knows there are boys and girls who willingly and readily will submit themselves to School Methods and Discipline—and there are those who will not. There are Students who are keen and anxious to get all they can from their teachers—and there are those who will not. In other words, there are obedient and responsive "students" whom it is a joy and pleasure to teach and help onwards; and there are disobedient and unresponsive "pupils" whom it is neither a joy nor pleasure to drive or compel onwards.

My view of present education requirements is that there should be a dual recognition in the "Education Code" of these two sets of children—who need not however be taught separately in the schools.

Set A. The responsive and obedient "Students" should be encouraged to offer themselves for Individual Test Examinations and so progressively establish their Leaving Record and Certificates.

Set B. The unresponsive and disobedient "Pupils" should be given no such opportunities—until it was seen that they were taking the General Class Examinations through probationary periods with more care.

N.B.—These probationary periods would be longer or shorter, as responsiveness arrived.

Thus briefly the Compulsory-Broad-casting-General-Class-Examinations now prevalent at the end of term—which adequately test the term's work—would be brought into competition with Baden-Powell's more excellent way of Voluntary-Progressive-Individual-Test-Examinations continued frequently throughout the school life of the "Student."

And this rivalry of competitive methods should always continue in the schools that the excellencies and deficiencies in both be noted, compared, contrasted and amended.

So enthusiasms would live and education be made more efficient.

The cumulative results of these successive test examinations in each and every subject made by "Students" voluntarily offering themselves at set times for set portions of each and every subject, could readily be recorded in every school by detailed organization and registration.

Neither need these tests interfere in any way with the ordinary curriculum of lessons in the schools—but they could be noted as "credits" or unit steps, or excellencies towards an excellent leaving record.

Times for registration would not always be within the set times for set tests, but Teachers adopting these tests would save much and many disagreeable time and times.

These Individual Records would be available at any time not only for placing and promoting "Students" during their school life—but would be especially valuable on leaving—indicating in no uncertain way—what each "Student" had loved to do—what he or she has accomplished—and what he or she is severally and probably most fitted for in the future.

Many evils of compulsory examinations would disappear and enthusiasms would take their place.

A more joyous school life for thousands of children would ensue and teaching methods would be improved.

Better choice of better workers in the world's many enterprises would result for all who serve by learning, labour and industry.

But all this is not yet ready for adoption by the Councils of the State-aided Schools under Government Code Regulations. In 1931 however the British Council of Educa-

tion will celebrate the Centenary of their first grant to public Elementary Education—and changes may then be made.

During the ensuing eight year probationary period, 1923-1931, it is my hope that the Grammar Schools with their free curricula will be the first to help in systematising the tests, in proving them workable, and valuable to their students as joyous incentives to steady perseverance, and as the measure of their progress in their studies. There are Private Grammar Schools, such as my own, with a free preparatory curriculum. And Public Grammar Schools; with a Governing Body, and free choice from an university curriculum. Both gladly adopt all enthusiasms, which make students more responsive, and teaching methods more efficient.

Some such tests as here are outlined and suggested, are soon to be systematized. They will bring the joyous enthusiasms of the Outdoor Schools of B. P. into the Indoor Grammar Schools of B. C. first of all—but later into all schools of Canada and of the British Empire.

Grammar schools interested please line up!

—(Jas. Lockington.)

VANCOUVER GRAMMAR SCHOOL AND ITS PRINCIPAL

The article in this issue by Mr. Lockington suggested to us that a note would be in place concerning this citizen of Vancouver and his real community service—affecting Boy life and work.

On inquiry we find that the school was opened in 1912 by Mr. and Mrs. Lockington at the request of the parents of their first Vancouver pupils. Other pupils have been received through recommendation.

Letter testimonials from parents of former pupils, and from the heads of British Public Schools, show that Mr. and Mrs. Lockington were recognized as highly qualified and practical teachers of wide experience.

Their experience was in favor of a small school where individuality might be developed. They believed in placing the boy in happy surroundings; awaking in him enthusiasms in work and play; teaching him how to learn, and how to play the game of life honorably.

That personal influence and the efficiency of the teaching might be maintained the number of boys received at this school has been strictly limited. The instruction given is on the lines of the Old Country Grammar Schools, whose traditional aims have ever been the formation of character and of sound scholarship, together with refinement of manners, and the "Code d' honneur" of a gentleman.

Past and present students from well known Vancouver families reveal such surnames as: Abbott, Burns, Bushnell, Benson, Bright, Bain, Clayton, Cornish, Dayton, De Pencier, Carr, Clogstoun, Elliot, Forsyth, Gilman, Griffith, Griffin, Hobson, Helliwell, Hayward, Johnston, Jayne, Kelly, Kenworthy, London, Livingstone, Lockington, Marpole, Merritt, McNeill, MacDonald, McMullen, McKirdy, Palmer, Procter, Pearson, Ray, Ridley, Rorie, Roberts, Rogers, Storrs, Shallcrass, Tait, Vaughan, Walkem, Winch, Woodworth, Wilkinson, Whitaker.

The success of the school is indicated by the fact that former students have taken worthy places in (1) University of British Columbia, McGill, Montreal and Cambridge, Eng. (2) Canadian, British or Indian Army. (3) Vancouver High School, English Public Schools; and (4) in Business.