

More Concerning B.-P. Test Method

Opinions—and Replies by Mr. Jas. Lockington.

The article in the July B.C.M. entitled "An Outlined Adaptation of the Boy Scout Test Methods of Examination to All Curricula of All Schools Everywhere," called forth the following expression of opinions which we publish with Mr. Lockington's replies.

Opinion I.—That 'responsiveness' of students varies in all schools—but is directly proportioned to the personality, teaching power and experience of the teacher.

Reply I.—Quite so! This is thoroughly true, and 'responsiveness' has ever been in evidence. But has every teacher used it, encouraged it, "as his most valuable co-operation and aid to" progress? No! Or has every teacher by praiseworthy notice of it encouraged the others, the unresponsives? No. To do this is the B.-P. method.

Opinion II.—That credits and excellencies have been "starred" already to many students in many schools. Witness "recommended for promotion without examination" in our graded schools.

Opinion III.—That the principles advocated are characteristic in those High Schools which produce best results.

Reply to II and III—Best teachers and best schools in their daily mark sheets, I am glad to learn, 'star' individual excellencies, steadily all thro' the term and recommend the 'star clusterers' for promotion without examination. I say to these teachers, "Go further! apply this unconscious adaptation of B.-P. methods to 'Revised Home Lessons Planning' and your growing appreciation of the B.-P. methods will surprise you.

Those who have expressed these three opinions and already put them into practice are half convinced already; and are included in the first three words of my July article "Every Teacher Knows."

Opinion IV.—But No. 4 objects—that it is not possible for "students to offer themselves voluntarily for individual tests at set times, and for set portions of each and every subject" because it would upset the present curriculum which allocates all the time to compulsory work.

Reply to IV.—Of course it would upset everything—for it is impossible to apply the B.-P. method in its entirety in any school yet, either Primary, Secondary or University.

But it is possible now at once, in every school to introduce the tests gradually; adapting them systematically and experi-

mentally to each and every subject taught, tabulating them and collecting evidence term by term, year after year.

Further Progress: Grammar School teachers or High School teachers who have faith in B.-P.'s more excellent way and who have the opportunity to prove it "more excellent" in any one subject that they teach and love best, whether it may be—

Theoretical Science or Experimental Science;

Pure Mathematics or Applied Mathematics;

History or Literature or Language, Classical or Modern—please let me know what results accrue. Also there will be enthusiasms kept alive between teacher and student, improved teaching and increasing responsiveness always making for happiness and success.

OUT OF THE FOG

By M. E. Colman

The fog came down like a pall today,
Silent, pitiless and gray,
And blotted all the world away.

Only yellow headlights showed
Like staring, evil eyes they glowed,
Crawling along the silent road.

I wept the death of all that is fair,
When lo, from the foul and lifeless air,
A tree rose up to greet me there.

October, 1923.

Vancouver, B. C.

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