

variable in quantity. If this were proved to be incorrect and the amplification of electricity shown to be possible, it would not necessarily imply that the principle of conservation of energy would be influenced.

The mere existence or isolation of electricity does not by itself constitute a source of electrical power, any more than the existence of a practically unlimited supply of water in the ocean constitutes a source of hydraulic power.

"Another great law to be taken into consideration is the conservation of matter. According to modern theory matter and energy are two forms of one substance, and all matter is also electrical in its ultimate nature. Hence the conversion of energy or matter. Electricity is not a theoretical impossibility, but it is unlikely that it can be accomplished without the expenditure of power."

Gordon. The minuet was arranged by Miss Phyllis Leitch, and the pianist was Miss Muriel Prince. A number of floral tributes were handed to the performers at the close of the performance. The opera will be repeated to-night with a different cast.

subject of examination, based on the opportunities of judgment afforded by daily contact between teacher and student in the classroom or the laboratory. With an external examiner, it is true, it is likely that the agreement would be far less satisfactory.

ing in importance the mere power of assimilating facts (by your leave, Mr. Gradgrind and Mr. McChoakumchild), can be satisfactorily tested by the written examination. Nor is it likely that their development in the mind of the pupil will be encouraged by educational methods dominated by the examination system. In fact, the "good" teacher (judged by the successes of his pupils) is actually the one who most carefully represses the exercise of these undesirable attributes in his pupils.

Another count in the indictment is the alleged tendency of the examination system to stereotype knowledge, to perpetuate forms which are obsolete, useless, or actually refuted by new advances in scholarship.

Adv. 23-11-28  
"LOCHINVAR."

ELDER CONSERVATORIUM  
OPERA.  
A FINE PERFORMANCE.

There was a large attendance at the Norwood Town Hall last night at the first performance by the Conservatorium Opera Class of "Lochinvar." The music of this charming romantic light opera was composed by Mr. Winsloe Hall, of the Conservatorium. The libretto is by Murray Bemister and Sam Walsh (friends of Mr. Hall), and the lyrics by H. Haig Brown. It is a period play of 1688, and the costumes were designed and made under the supervision of Madame Delmar Hall and Mrs. E. Harold Davies. Mrs. Paddock was responsible for the men's costumes, and the wigs were by Mr. V. Andrade, of Melbourne. The period furniture was lent by Mr. George Holman. Mr. Frank Johnston, who produced the opera, succeeded in getting extremely good effects. The play was supported by members of the students' orchestra, led by Miss Kathleen Meegan, and assisted by a number of professionals.

The opera is full of bright, tuneful music, with a number of catchy airs. There are rollicking choruses and lilting melodies, duets, and a charming madrigal, which evoked well-merited applause. The orchestration was a triumph.

The play is in three acts, the first and second of which are delightful fiction, leading up to Sir Walter Scott's story of young Lochinvar. A great feature in the music is the old-fashioned finale at the close of each act. The opera opens with 16 bars of prelude, and runs straight into a solo half way through which the curtain is raised. The music begins softly and gradually swells into rich melody. The beauty of this, unfortunately, was marred by the arrival of late-comers. The students acquitted themselves well, and held the interest of the audience throughout. In places words were somewhat indistinct, and nervousness was probably the cause of slight faults in intonation. The acting of the principals, on the whole, was very good, though the love-making of Helen Graeme (Miss Hilda Barnes) might have been a little warmer. As leading lady, however, she sustained her part well. Mr. Mostyn Skinner had the difficult role of Lochinvar, and with his strong baritone voice and good acting, coupled with an easy manner, he was a credit to the part. Miss Stella Sobels as Elsie O'Ray (maid to Helen) was a saucy but kindly serving wench, and her sweet voice gave much pleasure. The dignified role of Lady Graeme was ably acted by Miss Edna Lawrence, who was warmly applauded for her graceful movements and rich contralto voice. Mr. Donald McKie, as Sir John Graeme, was suitably cast as the peppery Lord of Netherby, and Mr. J. C. Gordon, in the kilt of his clan, carried out the character of Jock O'Ray (an old Scotch retainer) with commendable ability. Mr. Robert Steer made an amusing James Musgrave (cousin of the Graemes and affianced to Helen), and was suitably rapid and foppish, though well-meaning. The parts of Dogsbody (a sheriff's officer), Mr. Noel Webb; king's messenger, Mr. Ted Watson; and Robin, Mr. Alfred Higgins, were also well filled. Misses Rita Watson, Lois Thomson, Mary Davies, and Lilian Wegener were cast as Marjorie, Beatrice, Josephine, and Gwendoline (friends of Helen), respectively. The chorus was made up of soldiers, guests, retainers, &c. In the last act a delightful minuet was charmingly danced, and with all the old-world airs and graces, none of its beauty was lost. Suddenly, with a sweeping bow and mocking "Farewell, my friends, farewell," Lochinvar carries off his lady, the faithful Jock guarding the doorway while his young master safely gallops away to happiness "over the border."

Mr. Winsloe Hall conducted the opera, which was stage-managed by Mr. J. C.

AGRICULTURAL SCIENCE.  
At a meeting of the University Senate on Wednesday next the regulations for the establishment of Master and Bachelor of Science degrees which have already appeared in "The Advertiser" will be submitted for approval. It is proposed that the Bachelor course shall extend over four years, of which the second shall be spent at Roseworthy Agricultural College. An additional year will be required for the bachelor's honours degree, and a student may take out the Master of Agricultural Science degree by presenting a satisfactory thesis on an approved subject, and passing a prescribed examination at the expiration of two years after passing for the Bachelor degree.

News 23-11-28  
Prof. W. A. Laver, of Melbourne, arrived by train this morning to conduct the examinations at Adelaide Conservatorium of Music for third year diplomas and the degree of Bachelor of Music.

Mail 24-11-28.

Posers for Students that Would Puzzle Many Adults

Examinations have been causing students many a headache and a heartache at the University of Adelaide this week. When the lay person takes a glance at some of the questions set, he is not surprised.

"Discuss some of the most important ways in which the grammatical system of English has been simplified since the period of Old English," is one of the posers which appeared in the third year English language and literature first paper.

The average person merely accepts the fact that grammar and speech have been simplified, but how, when, where, or why are entirely beyond him.

How many people could answer, "What are the qualities of 'Paradise Lost' which entitle it to be called a classical poem?" Although this work is claimed to have been read by the masses, not many have read it intelligently enough to be able to answer the question.

"Discuss the influence of Old Norse upon the English language." Probably the lay person would reply with a counter question, "Who is Old Norse, anyway?" The student is also asked, "What is the relationship between slang and (1) educated colloquial speech from the man in the street you might receive an answer something like this:— "Gee! Why pick on me? I should worry," or some equally bright reply.

As Shelley is popular among those who affect classical poetry, perhaps the following

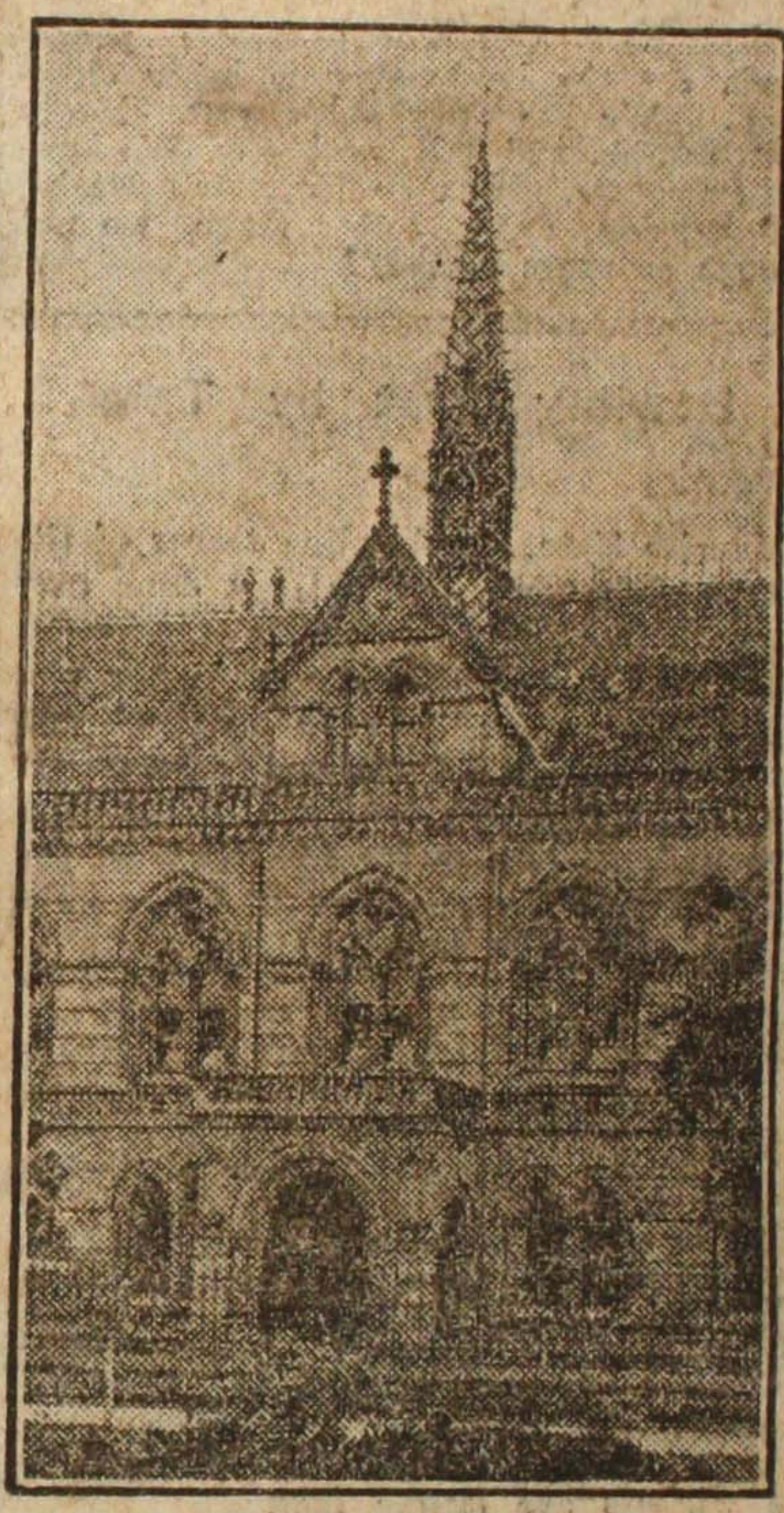
Acquiring Information  
But what mental qualities and what type of knowledge is it that an examination does test? Mainly it tests the power of acquiring information from the written page or the spoken deliverance, of retaining and rapidly reproducing the information thus acquired; in a lesser degree, and given a type of question which invites it, applying this information to the discussion of various associated problems.

It may be freely admitted that the examination system tests them as fairly as any machinery devised for the purpose can be expected to do.

But, say the defenders of the examination system, its value and utility do not end there, for properly conducted examinations furnish a means whereby the teaching work of the schools may be directed along sound lines by the authorities most competent to direct it; the desire to succeed in the

Tests Necessary  
Many other arguments have been urged against the excessive prominence given to examinations. That serious evils are inherent in it cannot be denied, but the complete abolition of examinations lies at present outside the sphere of practical educational policy.

Tests are necessary to decide whether or not students are fitted to enter upon or proceed farther with a



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ing questions may be elucidated by those intellectuals.

"On what grounds does Shelley base his condemnation of didacticism in poetry? To what extent is his own poetry free of it?"

In the school hygiene paper set for those who study for the diploma of education the question:—"How would you furnish a school?" may interest mothers. The problem, "What are the ill-effects on the children of unhygienic furniture?" would call forth murmurs of approbation from many who blame school conditions for many childish ailments.

School Homework  
"Discuss the question of homework in schools from a health standpoint." There are three distinct sides to this question apparently: those of the teachers, the parents, and the children themselves, although the last mentioned would hardly discuss it from any view other than that it is a "beastly bore."

Psychology is a subject which is growing in popularity, but from a technical point of view the general public knows little about it. How would they face a problem like this? "If we say the mind grows it is because there is a growth in experience, and if we say that there is a mind at all, it is because the nature of experience demands it.—Discuss this statement."

"In a conflict of desires it is said that the strongest desire determines the will. How would you determine the strength of desire? What do you understand by will?"

When such introspective questions as these are asked the reader will begin to wonder whether will and desire and character and other things are all connected or whether they work separately.

THE NEWS  
SATURDAY, NOVEMBER 24, 1928

EXAMINATIONS

(By Prof. Kerr Grant, M.Sc.)  
Annual examinations are again upon us. Hundreds of our brainiest young men and women, students at the Adelaide University, are sitting day by day in its halls, writing, writing, writing—some calmly, confidently, even correctly; some dubiously, disjointedly, even despairingly.

Next week it will be the turn of the pupils of the secondary schools to undergo a similar ordeal in the public examinations.

While many, and perhaps the majority, of those who are cognisant of the existence of examinations doubtless look upon them as an essential and a beneficial ingredient of our educational system, there are others, less complacent, to whom the Carlylean query, "What is the good of it all, this great 'examinational' hurdy-gurdy?" recurs at this season with insistent urgency.

Unquestionably it may be claimed that the written examination is a method of testing, and on the whole of testing fairly, certain mental capabilities and the possession of a certain type of knowledge on the part of the examinee. In a long experience as a teacher I recall few cases in which the result of an examination has conflicted with a considered estimate of the student's ability and proficiency in the

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examination supplies a strong stimulus and a definite objective for study for which it would be extremely difficult to find a satisfactory substitute; finally, it is a criterion by which the interested public may judge whether or not its children are being efficiently instructed.

All this, I think, must be conceded in favor of the examination system.

Arguments Against System  
Let us look now at the other side of the ledger. There are many and weighty items here.

In the first place, it is asserted by critics of the system that the tendency of the examination test is to substitute for that real knowledge which is in truth a part of the mind of the possessor, operating spontaneously with it in every act of thought, a fictitious semblance of the reality, a parcel or parcels of information stowed away in the lumber room of memory, adding no more to the power of the mind than does a mass of food lying undigested and unassimilated in the stomach add strength and vigor to the body.

Secondly, and perhaps with greater force, the objection is urged that, whatever value may be assigned to the acquirement of knowledge and the cultivation of the memory, we do ill to obtain these at the expense of ignoring and neglecting other and much more valuable mental faculties—imagination, originality, or inventiveness, independence of thought and initiative in action, the capacity for persistent self-sustained effort, creative or constructive mental activity.

None of these qualities, far outweigh-

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course of higher academic instruction or professional training.

We should see to it that such tests take a form which imposes the least possible restriction upon the freedom of teacher and student alike, which, either because of unreasonably high standards of attainment or by the inclusion of too many subjects in the curriculum, not only puts too severe a strain upon the adolescent minds of the scholars, but entirely prevents their exercise in more spontaneous, although not the less educational, activities.

The examination undoubtedly looms too largely in our educational horizons. Every effort should be made by all concerned to prevent enlargement and if possible bring about reduction of what is baneful in its influence. This can be done not merely by action directed against further expansion or encroachment of the system, but by upholding the idea of true education—the provision of such an environment for the growing mind of the child or adolescent as will promote spontaneous and well-balanced growth of every mental faculty.