

great question of overpressure in the higher education—one of paramount interest, not only to this generation, but to the next; not only to this colony, but to the whole of Australia—we did expect that our antagonist would meet the various issues we raised, or else acknowledge that he concurred in our views. We asked for the same privilege for seniors as for juniors as regards the junior examination, and he discusses at length a pet theory of his own, namely, that the students fix the standard of an examination. We challenged him to defend the hard-and-fast lines on which the B.A. course is framed, and he makes a digression to another land ten thousand miles away, and dilates on the great social advantages in connection with the two great Universities in England. We pointed out that the unbending severity of the Adelaide system might exclude some of the most brilliant intellects, and we are told that some very distinguished men have not an inaptitude for other studies than their own speciality. We demanded in equity that each subject passed in less than the whole should merit a certificate, and thus save the candidate the unnecessary inconvenience of passing in the same subject repeatedly, and he tells us that the University will grant a certificate on nothing less than the six compulsory subjects. We desire our opponent "Theoretikos" to declare himself in his true colours. Is he a thorough defender of the Adelaide curriculum for matriculation and Arts degree, or not? or is he a thorough reformer, or a partial reformer? The customary laws of discussion require each antagonist to state what issues he attacks or defends. At present our opponent appears to be under a cloud, and to our view spends his mighty energies in cavilling at trifles only. I beg to remind your readers that in my first paper on "Competitive Examinations Injurious to Mind and Body" I said that we would endeavour to establish the fact in our next paper (merely supplementary to the first) that over-pressure and its evils in education existed here as elsewhere, and had their origin in the severe curriculum of the Adelaide University. It cannot be denied that a University in the district where it is established will always influence and control, either for weal or woe, the higher education, that being one of its essential functions. If, then, in the eyes of the enlightened and cultured few, whose learning, influence, and authority have deservedly elevated them to the responsible position of framing, modifying, and reforming the curriculum of the Adelaide University, we have established (for we do not expect to convince our opponents) what we first proposed to ourselves, we are contented, and our task is now accomplished.

I am, Sir, &c.,

J. LINDSAY LEARY.

UNIVERSITY REFORM.

TO THE EDITOR.

Sir—I have read with pleasure the letters of many who are endeavouring laudably to effect a reform in the Adelaide University, and read also the replies of Mr. Chapple, "Didaskalos," and others, and also the efficient review of the whole in your leaders. In a letter signed "Paterfamilias" a suggestion is thrown out when he asks, "Did Mr. Chapple . . . and the other five teachers

having a seat on Council or Senate raise their indignant voices against the above-named paper, &c.?" The question I should like to ask is, Do Mr. Chapple and other teachers see the papers before the examination? I should hardly think so, and should not have gained the impression from the above quotation had not "Paterfamilias" further on said, "Did they when such a paper was set remove their pupils, &c.?" "Paterfamilias" must think that Mr. Chapple and others see the papers beforehand, for unless how could they withdraw their pupils, not knowing what was set? I think the matter should be cleared up for Mr. Chapple's sake, and for the benefit of the public. In asking for the information I cannot believe that such is the case. If it is, then words cannot express the feelings of any sane person on the farce of examination and the injustice to private students.

A few words about the cramming system and the spread of general knowledge through the influence of schools. A youth who had been sent to a College from a public school to get "a finish" for commercial life, after returning from his course at the College was asked on one occasion, "Why do you not care to perform before Mr. —? Are you afraid he will criticise you?" "Criticise me!" (pause). "What's that?" "Well, I should think you knew what 'criticise' meant." "Oh, yes, I know. No, that's not the reason. He doesn't like me well enough to 'criticise' me." When this collegian is now praised for anything he says he was criticised for it, and is continually talking of his College life and of the clever men at the institution.

I am, Sir, &c.,

ANTI-TRAPPER.

Advertiser June 30th 1885

We hear that Professor Lamb is likely to accept a mathematical professorship in connection with Owen College, Manchester. If this should turn out to be the case the professor's removal will certainly be a great loss to the Adelaide University, which can ill spare the services of such a distinguished man.

PRESENTATION TO PROFESSOR LAMB.

On Wednesday morning, July 29, about forty students, with three or four graduates of the Adelaide University who had studied under Professor Lamb, attended at the Library of the University, North-terrace, for the purpose of making a presentation to that gentleman previous to his departure for England. Dr. Stirling, M.P., Professor Boulger, Professor Rennie, and the Registrar were also present.

Mr. W. E. COOKE, B.A., occupied the chair, and addressing Professor Lamb said they could not let him leave on his trip to England without some mark by which they might testify to the esteem and affection in which he was held by them. The more they saw of him the more they liked him. He was always ready to explain any mathematical difficulty to students, and he took a deep interest in them after they had finished their course of studies under him. His kindness and willingness to assist his students had contributed more than anything else towards the formation of the address, because his ability as a scholar was recognised throughout the world. He trusted that the Professor would soon return, as his absence would be a great loss to the country, and he suggested that an address should be prepared for presentation to Mr. Todd in England, requesting him to use his influence to induce Mr. Lamb to come back. Mr. W. A. E. TUCKER, B.A., stated that they felt in losing Professor Lamb they lost not only a gentleman of high attainments but a friend. Professor Lamb had assisted them not only in a direct way but in an indirect way. He occupied a position in the Council, where he was always ready to place his ability, time, and energy at the service of the University to promote her interest, and they all felt how much the institution was indebted to him. He then read the following address, which had been engrossed upon vellum:—
“Professor Lamb, M.A., F.R.S.—Dear Sir—
We who have enjoyed the rare privilege of sitting at the feet of so able an instructor as yourself gladly avail ourselves of the occasion of your departure for England to enjoy a well-earned holiday, to express in some slight form our high appreciation of your ripe scholarship and the universal esteem in which you are held. The zeal displayed in the discharge of your arduous duties, and the interesting and happy manner in which you have delivered your able lectures, will not soon be forgotten by those who have attended them. Your ready and generous assistance in times of difficulty, and the kind interest you have always shown in our welfare, have become bywords to us who in the pursuance of our studies have come under your care. It is therefore with mingled

Register
July 30/85

feelings of pleasure and regret that we join in wishing Mrs. Lamb and yourself a very pleasant journey, and we trust that at no distant date we shall have the pleasure of seeing and hearing you again."

Professor LAMB, who was received with applause, said he felt very deeply their kindness in paying him the mark of respect and friendship they had. The portion of the address and of the remarks which pleased him most was that which referred in far too flattering and far too feeling terms to his personal relations with the students. It had been his constant endeavour that the relations between a professor and his pupils should be those of good-fellowship and friendship, and not those of a *domine* and his pupil. He felt that when he was addressing University students he was speaking to those who had passed the schoolboy stage, and who could not be treated in the same manner as schoolboys. He did not rely upon severity and threats, but upon good feeling and self-respect, and he was bound to say that during the ten years he had been connected with the University he had found that plan to answer uncommonly well. Looking back on the past he could say for himself and for his colleagues that the most cordial relations had existed between them and the students, and he could not recall a single instance in which he had had a misunderstanding. (Hear, hear.) That sort of feeling was very good, and he hoped as long as the University stood it would continue. With reference to the old students of the University, it had been a pleasure for him to keep up a correspondence with a great many of them who had gone to England to hold scholarships and continue their studies. He had corresponded with Mr. Murray, the Messrs. Donaldson, Mr. Holder, and others, whose careers he would watch with very great interest; and though he was going away—at all events for a time—he would be most happy to help in every possible way any past, present, or future student of the Adelaide University, whether he was in England or in Australia. (Hear, hear.) He felt very grateful to them for the address, and he would carry away with him pleasant personal recollections. He wished them all prosperity and good luck. (Applause.)
