

has his nickname. Some one has added that it generally describes a mannerism or physical defect that the pupils have noticed at their first acquaintance. "The great object of the teacher's first day's work in school is to make a favourable impression upon the pupils by winning their confidence and respect."* It is unfortu-

* Wickersham's *School Economy*, p. 63.

nately true that the majority of parents form their opinions of the teacher at second-hand; according as the children like or dislike the teacher, so do their parents. The first report carried home usually inclines the parent one way or the other. Hence "that teacher is fortunate with respect to whom on this first day of school their (the pupils') criticisms are favourable."

THE NEW DEPARTURE IN COLLEGE EDUCATION.

CRITICISM OF IT BY JAMES M'COSH, D.D., LL.D., D.L., PRESIDENT OF PRINCETON COLLEGE, U.S.

I HAVE been drawn into this three-cornered debate by no merit or demerit of mine. I was told by the Nineteenth Century Club that the President of Harvard was to advocate what was called his "new departure," and I was invited to criticize it. I have noticed with considerable anxiety that departure as going on for years past without parents or the public noticing it. I am glad that things have come to a crisis. Fathers and mothers and the friends of education will now know what is proposed, what is in fact going on, and will have to decide forthwith whether they are to fall in with and encourage it, or are to oppose it.

I asked first what the question was. President Eliot has shaped it as follows: "IN A UNIVERSITY THE STUDENT MUST CHOOSE HIS STUDIES AND GOVERN HIMSELF." I saw at once that the question thus announced was large and loose, vague and ambiguous, plausible to the ear, but with no definite meaning. But it commits its author to a positive position and gives me room to defend a great and good cause. The form is showy but I can expose it; I can

prick the bubble so that all may know how little matter is inside.

On the one hand I am sorry that the defence of solid and high education should have devolved on me rather than on some more gifted advocate. But on the other hand I feel it to be a privilege that I am invited to oppose proposals which are fitted, without the people as yet seeing it, to throw back in America (as Bacon expresses it) "The Advance-ment of Learning."

I will not allow any one (without protest) to charge me with being antiquated, or old-fashioned, or behind the age—I may be an old man but I cherish a youthful spirit. For sixteen years I was a professor in the youngest and one of the most advanced universities in Great Britain, and I have now been sixteen years in an American college, and in both I have laboured to elevate the scholarship. I act on the principle that every new branch of what has shown itself to be true learning is to be introduced into a college. My friends in America have encouraged me by generously giving me millions of money to carry out this idea. I am