

### ANOTHER GRADUATING DEPARTMENT WANTED.

"Graduate" in No. 4 of THE WHITE AND BLUE expresses the want felt by many students of University College in his plea for the establishment of a chair of Civil Polity in that institution. This reminds me of a change which I have long desired to see brought about in the curriculum of the University of Toronto—a change which would, I believe, do more towards the establishment of the chair referred to than anything else.

We have already five graduating departments, *i. e.*, five departments of learning, by taking honors, in any one of which a candidate may obtain the degree of B. A. without standing an examination in any subject not included in the department he selects. These are (1) Classics; (2) Mathematics; (3) Modern Languages, including English; (4) Natural Sciences; and (5) Metaphysics, Ethics, Logic, and Civil Polity. It will be noticed that history is not required of any candidate for either a pass or an honor degree in his last year. The change I advocate is the creation of a new department by grouping together Civil Polity, Constitutional History and Jurisprudence, adding to them, if they are not considered sufficient, English, which can still remain attached also to the department of Modern Languages.

If it be objected to this arrangement that there are already enough of graduating departments, the obvious answer is that at one time graduating departments were much fewer in number than they now are; that each proposal to create a new one was met by precisely the same objection; that, nevertheless, each experiment of the kind has proved a triumphant success; and that the line with respect to the number of graduating departments must be drawn just where enlightened experience dictate. Who can settle by his *ipse dixit* just how many of such departments the Senate should prescribe?

Now for the arguments in favour of the re-arrangement proposed, and, as it is impossible to treat subjects exhaustively within the limits of a paper like this, I shall merely outline them, leaving each reader to think over and elaborate them for himself. And surely I may be permitted to urge, by way of premise, that as it is one aim of a university education to equip men for becoming more successful in the battle of life than they would be without it, so no important calling should be ignored in the preparation of the curriculum. What preparation does our University and College curriculum provide for him who looks forward to a political or a journalistic career? General culture he can get, but if matters can be so arranged as to secure that, and at the same time afford him something in the way of special training, then so much the better for the community, which can ill afford to have ignoramuses either in its legislative assemblies or wielding the vast powers of its press.

There is far too little Jurisprudence required in the university course, far too little Constitutional History, and far too little Political Economy, and yet it is impossible to exact more without affording those who are willing to pursue these important branches more extensively an opportunity of proceeding thereby to their degree. Not one graduate

in ten knows anything about the constitution of even our own country until he leaves college. We are rapidly creating a constitutional history, with the minutest details of which every public man and every publicist should be acquainted. There are constitutional questions coming up continually for settlement, and each year they are settled in either one way or another. There are also fiscal problems to be solved, and questions of banking and currency to be dealt with, the solution of which should not be left entirely to empirics. Manifestly such a department would be most practical in the curriculum, while it would be second to none as an instrument of mental discipline. If any one doubts the truth of this statement let him read for himself the magnificent productions of Austin and Maine, Hallam and Stubbs, Adam Smith and John Stuart Mill.

A word in closing as to the Blake Scholarship. It was instituted by its far-seeing and liberal founder for the purpose of encouraging the study of Civil Polity and Constitutional History. The special department thus created in the third year would be popular, and the Scholarship would have the effect intended, were it not that to take up the department and compete for the prize is simply to enter a *cul de sac*, from which there is no outlet to a degree. The student who does so has to keep up something else in his third year as a graduating department with a view to his fourth year work, and few honor men are disposed to risk their honors for two years merely for the chance of winning a special scholarship, the work for which tends in no academic direction. The Blake Scholarship is evidently doomed under the present arrangement to become a prize for competition amongst pass men, and thus the noble object of its founder is certain to be to a great extent defeated. But create a graduating department of Civil Polity, History, and English, and the Blake Scholarship work of the third year will at once become the natural preparation for it, while the scholarship itself will become an object of keen competition amongst those who propose depending on the honor work of that department for graduation. I have no doubt that the Blake Scholarship and the attractiveness of the course would soon make this the most popular and important department of fourth year work.

M. A.

### EXHUMING THE LO'S.

Professor Wilson, of Toronto, in company with several local gentlemen, on Saturday last visited the Indian burial ground at the "Fort" on the farm of Mr. Murphy, Lot 14, in the 6th Con. Whitchurch.

Delving to the depth of about two and half feet we espied the vertebra, collar bone, shoulder blades, and the bones of the body, arms and legs commingled, forcibly impressing upon our recollection of a stanza from Fenau's "Indian Burying Ground"

"Thou stranger, that shall come this way,  
No fraud upon the dead commit;  
Observe the swelling turf and say  
"They do not lie, but here they sit."

The Professor, who is an enthusiastic archaeologist, was anxious to obtain specimens of the ancient relics of this tribe of Indians to add to the museum of Toronto University. Grave after grave however was opened without unearthing any skulls that were worth carrying away and preserving. Some flint arrow-heads and hatchets were found and consigned to the Professor's basket.—*Markham Economist.*

In 1869 a number of graduates of our University signed an agreement to meet and dine together ten years afterwards, which agreement was deposited with Professor Loudon, then Dean of Residence. The ten years expired last week, and a dinner was held at the Toronto Club. Death had not lessened the number of the signers of the agreement, and all but two were present. Telegrams, expressing regret at their inability to attend, were received from the two who were absent. It may be considered that the reunion was regarded as a success, for a new agreement, similar to the old one, was entered into by those present.

In a complimentary notice of this paper, the editor of the educational column of the *Mail* asks if white and blue are the college colors or the university colors. This is a question which we are unable to answer, for the reason that no definite information can be obtained with regard to it. Perhaps some of our readers know. One of the foot ball clubs adopted these colors some years ago, having been informed that they belonged to the institution.

At Washington and Lee University 'the freshmen are talking calico with such a degree of recklessness as to cause no little uneasiness in the minds of the staid Seniors.'

THERE was a large attendance at the thirty-eighth public meeting of Knox College Metaphysical and Literary Society on Friday night last. The glee club supplied music, and recitations were given by members. The President, A. B. Baird, B.A., read his inaugural address. Choosing as his subject, "Esprit de Corps," he treated it from a purely College standpoint, showing it to be a necessary element in college society, indicating the methods by which it may be developed into a grand power for refining college manners and morals, and pointing out that it is the duty of professors, graduates, and students to advance a spirit which is so healthful to college life.

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