

bon, charcoal and gas, are introduced and explained in the lecture on a candle. In like manner, the lecture on that "beautiful, magnificent and valuable metal" platinum, embraces illustrations of the welding, ignition, fusion and volatility of various kinds of metals. In these lectures Prof. Faraday has succeeded admirably in popularising what to the unscientific mind is often both dry and uninteresting.

## IX. Educational Intelligence.

### CANADA.

— UNIVERSITY COLLEGE, TORONTO.—The annual convocation of University College was held October 15th, in the Convocation Hall, a very large number of ladies and gentlemen being present. The first business was the admission of matriculants. The recitations of prize compositions followed. Mr. A. M. Lafferty, third year, Greek verse prizeman came forward amid loud applause to read his composition. The subject was—Massinger, "The Bondman," act I., scene 3, from "It is your seal" to "Do not repent." The Latin and English verse prizemen—Mr. N. McNish, second year, and Mr. S. Woods, third year—were equally warmly applauded. The prizes and certificates of honor were then announced as follows:

**ARTS.**—*Greek and Latin.*—S. Woods, prizeman, J. Loudon, W. G. Crawford, G. Cooper; N. McNish, prizeman, J. M. Gibson, A. M. Lafferty; J. W. Connor, prizeman, W. H. Vandersmissen, T. J. Robertson, W. N. Keefer, J. S. Small, H. E. Buchan. *Composition in Greek Verse.*—A. M. Lafferty, prizeman. *Composition in Latin Verse.*—N. McNish, prizeman. *Logic.*—N. McNish, prizeman, T. D. Craig. *Metaphysics and Ethics.*—G. Grant, prizeman, A. Grant; J. M. Gibson, prizeman; N. McNish, prizeman; J. McMillan, prizeman. *Chemistry.*—A. Grant, prizeman; W. Tyler, prizeman, W. M. Roger, R. A. Reeve, W. H. Withrow; R. Harbottle, prizeman, S. F. Ramsey; J. B. Thomson, prizeman, E. F. Snider, J. McMillan. *Mathematics and Natural Philosophy.*—J. H. Thom, prizeman, D. Ormiston; J. Loudon, prizeman, J. A. McLellan, J. Fisher; T. Kirkland, prizeman, A. M. Lafferty, T. W. Wright; T. J. Robertson and J. S. Wilson, prizemen, J. Rutledge, F. E. Seymour, E. F. Snider. *History.*—J. M. Gibson, prizeman, J. M. Buchan, S. Woods. *English.*—D. Ormiston, prizeman, J. Turnbull. *History and English.*—W. D. Ballantyne, prizeman, J. McMillan. *Composition in English Verse.*—S. Woods, prizeman. *Natural History.*—W. Tyler, prizeman, W. M. Roger; E. F. Snider, prizeman. *Mineralogy and Geology.*—A. Grant, prizeman; W. B. McMurrich and T. W. Wright, prizemen, R. Harbottle, T. Kirkland. *Modern Languages.*—J. Turnbull, prizeman; J. M. Gibson, prizeman, J. M. Buchan; W. Oldright, prizeman, W. Mulock; J. Wilson, prizeman. *Oriental Languages.*—G. Grant, prizeman; J. Hubbert, prizeman; J. M. Gibson, prizeman; F. Patton, prizeman, J. Harley, A. K. Baird.

**AGRICULTURE.**—G. Peck, prizeman; J. B. Thompson, prizeman, D. Schöfield. Special Prizes, established by the College Council, and awarded by the College Literary and Scientific Society. *Public Speaking.*—J. M. Gibson, prizeman. *English Essay.*—W. A. Reeve, prizeman.

The prizes were awarded to the students by the Professors of the respective departments, all of whom highly complimented the successful competitors upon their industry and application to the various subjects in which they had shown themselves so successful. The prizes consisted of handsome and valuable books from the establishment of Mr. H. Rowsell, King Street, printer to the University. After their distribution the President closed the Convocation with an address of some length, in which he displayed his usual eloquence and spirit. He said that on such occasions as the present it was customary to close the proceedings by some brief statement explanatory of the present condition and future prospects of the institution of University College. Conformably to this usage, he proposed to direct the attention of his audience for a few minutes to some of the leading features connected with the topics he had just mentioned. This institution of University College, Toronto, was of very recent origin. It traced back no farther than the year 1827, when by an act of the Legislature the then existing University of Toronto was divided into two branches, two institutions—one retaining the name of the University of Toronto, and the other called the University College, Toronto. They both had their homes in the same building, but they were very distinct and differed materially in their functions. The functions of the University were to prescribe subjects of examination, to appoint examiners, to confer

degrees, scholarships and prizes; of the College, to teach those subjects to the students. In the University, the knowledge was tested; in the College, the knowledge was acquired. In a word, the main duty of one was to examine, of the other to instruct. In the year 1853, as he had said, the act was passed to erect University College. In comparing its condition then with the present condition there were three leading features to be referred to—the staff of teachers, the subjects to be taught, and the number of students. The year 1853-4 was a year of transition. He would not therefore refer particularly to it, but pass on to the next. First, with regard to the staff, comparing that year with this, there were no changes. All the professors remained the same, with this exception, that a professorship of meteorology was conferred upon Prof. Kingston, Director of the Observatory, and a Classical Tutorship upon Dr. Wickson. With regard to the subjects of instruction changes had been made since that time. Those changes had been made by the University, and accepted by the College, inasmuch as in the Provincial statute provision was made that the College should adopt the law of the University so far as the subjects of examination were concerned. It might be proper to state, however, that the general features of these subjects were the same—embracing classical literature, metaphysics and the laws of natural and revealed religion, history, languages and so on. But the greatest and most important change made since 1853-4 was in the number of students. The Registrar (Dr. Wickson) had prepared for him a statement of the number of students from the commencement, and with their permission he (the President) would read it, as perhaps the best way of showing what had been done in the College. He found that in the year 1853-4 the total number of students was 110; 1855-6, 145; 1856-7, 126; 1857-8, 192; 1858-9, 168; 1859-60, 188; and 1860-61, 225. (Applause.) Satisfactory as these statistics appeared, they would prove even more so if analysed. In these totals were included both matriculants and occasional students. Now, one of the characteristics of this institution, derived from the newer academic institutions at home, was that they admitted those unable to pass the matriculation examination to attend such lectures as they might think would prove advantageous to them in their path through life. This was a benefit both to them and to the institution; but he need scarcely say that its main strength arose from the number of matriculants, those who took up all the subjects prescribed, those who went forward for degrees, and those to whom the College looked, when they advanced their position in life, as affording the best practical evidence of the sound and substantial instruction received in the institution. (Applause.) He found that in these last University College had steadily increased from 28 in 1854-5, 35 in 1855-6, 37 in 1856-7, 56 in 1857-8, 63 in 1858-9, 80 in 1859-60, to 129 in 1860-61. (Renewed Applause.) So far he had merely spoken of the past, but it might be inquired what was the condition of the institution at the present moment? They had just commenced a new academic year; the returns he had read were made up to the end of last year, and did not embrace the beginning of the present. On referring to the register he found that they had of matriculated students at the present time no less than 127. (Applause.) These statistics, he thought, justified him, or any one, in stating that this institution had been steadily advancing and moving forward. He thought the inference that might be drawn from the facts he had given was, first of all, that throughout the country there was a growing appreciation of the benefits of collegiate education. The knowledge was rapidly spreading throughout the land that there were benefits to be derived from this source which the people were not before aware of. They began to perceive now that a grammar school education, however excellent in itself, was not to be the end, and that when they left those schools they were then qualified to commence their studies in this institution. It was not to be wondered at that this knowledge had been so long in spreading in this country, that the people heretofore should have been so little interested in this University—more especially when it was remembered that the people of Canada could point to some of its sons who occupied and adorned the highest walks in life, who had not had the advantage of an academic education—men who discharged their high duties with honour to themselves and benefit to the country to which they belonged. But it should never be forgotten that of those men there was not one who did not regret that he had not had the opportunity of an academic career, the best proof of which was to be found in the fact that they invariably sent their sons to the University. Another inference which he thought might fairly and legitimately be drawn from the figures he had presented, and an inference that any one might draw, was that this institution was growing in the confidence of the people of Canada, that they