

power to make their own laws, elect their own officers, and maintain order. The democratic element of the Italian schools re-appeared in the English and Scottish universities, and has manifested itself in many a college rebellion, and still manifests itself in scenes like those to which we refer. This, professors who happen to be men of sense, know right well, and with that discretion which often is the better part of valour, they, in conformity with one, of many Scotch adages which embodies this sage sentiment, "Jouk and let the jaw gae bye." This noise and uproar will, under wise management, soon give place, as each class forms, to order, attention, and hard, dogged work.

The University comprises the four faculties of Arts, Law, Medicine and Divinity. The total of 1299 students that had matriculated for the present session, we find thus distributed:—Faculty of Arts, 585; Faculty of Medicine, 427; Faculty of Law, 232; Faculty of Divinity, 55. These figures, we may remark, represent fairly the usual relative strength of each faculty since the disruption of the Scotch Kirk in 1843, withdrew from the Faculty of Divinity all save the students of the Established Church as it now exists.

Students in the Faculty of Arts are generally, for the first session, engaged in the study of Latin, Greek, and Mathematics, under the respective professors of these branches, to each of whom a fee of three guineas is paid per session. The Professor of Latin, in our time, was James Pillans, well known to the past generation for his works on education, and immortalized, in the wrong way however, by Lord Byron, in his English Bards and Scotch Reviewers. He still lives, with Brougham, the last we suppose of that castigated race. For the government of his class, he had drawn up a very complicated, and no doubt a very perfect system of laws, but, some how or other, probably through the perverseness of his subjects, he could never get his laws to work. At the commencement of each session the code was promulgated in due form and in classic style, and the students seemed to appreciate the performance as a matter of theory; but when it came to practice the case was completely altered, and the treatment we *seniores* now-a-days give to many a good sermon, these *juniores* gave the worthy professors legislative enactments—the breach was the rule, the observance the exception. Delivering, on one occasion, an "oration" on the Duke of Wellington, he was annoyed by the frequent and loud applause with which the performance was greeted. Several times he tried to check it, but failing, he paused, and with indignant gravity assured the class that the next time they applauded he would cease his oration. Little understanding how small the grief such a calamity would occasion, he resumed with seeming confidence that he had effectually secured himself from further plaudits. In less than five minutes the applause was louder than ever. This was a time for him to act firmly