

him as Christopher North towered above De Quincey, a raw country lad steps up clad in homespun, and in his pocket his recent earnings in the harvest-field. A few of the "exquisites" smoking their cigars pass a joke at our big friend's expense, as he strides past them, but before his curriculum is finished they have, in many a well-fought fight, learned to respect him as the "facile princeps" of his day. We have followed his career since with interest. As a popular divine, a ripe scholar in the German theology, and an able review writer, he has amply fulfilled the high expectation raised by his success as a student. It is a noble characteristic of the Scottish Universities, that while they exhibit on their rolls the names of Princes and Dukes, they do not scorn to show on the same page the handwriting of the peasant boy, who, amid self-denial and hardship, of which Canadian students have no conception, is earning for himself a college education.

The scene presented at the opening lecture which takes place in the chemistry class-room in the absence of a common hall, is rather remarkable. Every nook and corner of the capacious room are filled, and some lofty positions of considerable peril are held in jubilant mood by adventurous youth who arrive too late for a seat on the common level. The fame of the University in the special department of Philosophy and Medicine attracts to its classes youth from distant countries. In manifest contrast with the fresh and ruddy complexion of the Scottish type, may be seen the swarthy skins of Lousianians and Italians, and the still duskier hue that characterizes natives of Hindustan and Bengal. Wild riot reigns while the audience expects the learned Principal. Paper pellets fly fast and thick; the cries of various birds and beasts are successfully imitated, the feet of the audience beat in response to the tread of each late entrant, and impatience for the lifting of the curtain becomes deafening. The Principal enters, accompanied by the *Senatus Academicus*. The popular professors, as they appear, are cheered; and the unpopular ones, hissed. If the lecture is, in the estimation of the fastidious audience, good, it is listened to with profound attention; but if the reverse, neither authority nor entreaty can preserve respectful order. In this respect the conduct of the Edinburgh students is not exceptional: for we notice in a late Scottish newspaper that Principal Forbes of St. Andrews, having, for some reason, become unpopular with the students, was, at the recent opening of that university, almost driven off the platform by the ungovernable uproar of his audience. Indeed this free expression of praise and censure on certain privileged occasions seems a prerogative of the student from an early period in the history of universities. "Modern education is," a recent writer remarks, "the outgrowth of mediæval schools." The ancient universities, as those of Bologna and Paris, were corporations of students constituting, with their teachers, a *demos*, with