

ity in this respect has increased to an undesirable degree, and a few days before the Christmas holidays it appeared necessary to arrive at a final decision. The question of all or none, has, greatly to our own satisfaction, been decided in favor of all wearing the gown, which has now become the regulation costume. If it is true that women's colleges are worthy to hold an honorable place among the educational institutions of our land, it is clearly our duty as well as our privilege to fall into line in this matter and recognize this feature of school life, which is so inseparably connected with men's colleges. We are pleased to see the girls entering so heartily into the spirit of the enterprise.

Rev. Dr. Badgley, of Victoria University, delivered a lecture on Saturday, the 10th, under the auspices of the Alumnae Association. His subject was John Stuart Mill. The speaker evidently believed that no man of purer morals or higher integrity was to be found in the society of his time, neither had he in his life or writings violated any fundamental principle of Christianity. Dr. Badgley reviewed the political struggles and measures of reform which took place in Mills' early life and influenced his thought and actions. His early education in his father's office was sketched. The immense amount of reading he had accomplished at the age of eight—more than any ordinary university student of the present day. The character of his education was altogether of the intellect to the exclusion of any cultivation of the better feeling of the heart and soul. His early connection through Ricardo, with political economy and social questions, was referred to. His authorship centres around logic, social problems and discussions relating to mental and moral philosophy. His metaphysical theories center around the problems: the nature of man, of being of knowledge, the knower and the thing known. The hardening influence of his education upon his emotional nature and the distinction he drew between reason and faith were referred to; also the failure of his education to meet the practical demands of life, and its consequent modification by Mills' own personal experience. A brief reference was

made to Mills' connection with Canadian history during Lord Durham's administration, and the lecturer demonstrated the empirical character of this great intellect, his philosophy following the lead of Locke, Hume, Hartley and Bentham. The lecture closed with a brief resume of Mills' ethical and theological views.

Alumnae Notes.

BROWNING.

"A TOCCATA OF GALUPPIS."

1. "Venice spent what Venice earned." What is Browning's judgment of Venetian life here, and how does he profess to form it?
2. "How they brought the Good News from Ghent to Aix." Show the minute, realistic power of the poet's description.
3. Notice any of the more frequently occurring ideas of life or situations in Browning's poetry, and compare the expression of them in different poems.
4. Browning's literary rhythms have a strong and almost coarsely marked accent, but are free, natural, and strikingly adapted to the subject. Discuss or illustrate.
5. Give examples of the more peculiar or striking use of rhyme, assonance or ellipsis of Browning.
6. The characteristics of Browning as a poet of love.
7. Comment on the way in which the picture is put before us in "Home Thoughts from the Sea," or the first stanza of "Love among the Ruins."
8. Mention what you consider the chief difficulties in writing a poem like "An Epistle," and give your opinion as to how Browning has met them.
9. Compare Browning with Shakspeare.

BROWNING.

1. "Venice spent what Venice earned." What is Browning's judgment of Venetian life here, and how does he profess to form it?

IN the poem "A Toccata of Galuppis" Browning gives us a vivid picture of Venice in her so-called palmiest days. She