

It is to live twice to be able to enjoy the retrospect of our own lives.

Literary young man at a party: "Miss Jones, have you seen Crabbe's Tales?" Young lady: "I was not aware that crabs had tails." Literary young man (covered with confusion): "I beg your pardon, ma'am; I should have said read Crabbe's Tales." Young lady (angrily scornful): "And I was not aware that red crabs have tails, either." Exit young man.—*Ex.*

Should we, during our own lifetime, see that performed by another, to which we ourselves felt an earlier call, but had been obliged to give up, with many other things; then the beautiful feeling enters the mind that only mankind together is the true man, and that the individual can only be joyous and happy when he has courage to feel himself in the whole.—*Goethe.*

We clip the following from the *Reveille* of Lewis College Norwich, Vt: Among the many changes that have and are taking place for the best interests of our college, we are sorry to chronicle one change which is a great loss to us—that of the resignation of Prof. Fred'k W. Grube instructor in modern languages.

By this resignation we lose a ripe scholar, one of the ablest instructors in modern languages, a warm friend of the college and its students, and a firm supporter of the *Reveille*.

We acknowledge the receipt of the Oct. number of the *Religio Scientific Monthly*, Wilford's *Microcosm*. The journal is "devoted to the discoveries, theories and investigations of modern science in their bearing upon the religious thought of the age and other matters of public interest." In its discussions are many new departures in science. Two articles which we notice particularly contain statements and arguments, which set forth the errors of Sir Isaac Newton. Professors and students interested in the cause of Science should not fail to read this magazine.

DURING the past two years most of the courses have been revised and improved. Each has been enlarged and made more special and complete in itself. But there still seems to be some room for improvement. Does not the Scientific course undertake too much? According to the present arrangement the scientific student is required to take botany, zoology, biology, mineralogy, geology, and paleontology each for one term. Now the average student in studying a science for one term learns little more than the definition of a few words. What advantage has one gained by the study, if after completing the entire course, he is not able to tell the names or families of the common flowers he finds by the wayside? What profit has he derived from the study of mineralogy if he cannot tell malachite from gelsena, or distinguish a geode from an agate? Is there any discipline acquired in learning the bare names of the geological period, unless one has time to carry out each in detail, or opportunities to go into the fields occasionally to observe for himself and confirm the teachings of his books?

The fact is, no ordinary mind can get any definite, tangible knowledge of any of these great sciences in one term. To do this would require years of continued study. Instead then of requiring the student to take all of these "ologies," would it not be better to undertake only a few of them, and then devote at least a year or two to each?

People who do mean things throw poison in their own wells.

Alexander Dumas was among the most decorated of authors. He was often twitted for the number of patents of chivalry which were lying on his secretaire, and for the crosses, stars and colored ribbons artistically arranged on the chimney piece of his study. "Why, my dear Dumas," exclaimed one of his friends, who deplored in secret the emptiness of his own button hole, "what do all those baubles remind you of?" "Oh! of the fable of the fox and the grapes," retorted the author of *Monte Christo*, putting his interlocutor to confusion.

ON HALLOWE'EN.

On Hallowe'en the quick and dead
Stalk through the street with ghostly tread;
On Hallowe'en.

On Hallowe'en the boys are out;
Spirits and elves are on the scout;
On Hallowe'en.

Then nymphs and fauns and fairies staid,—
Goblins and imps disclose the way
On Hallowe'en.

Boxes and gates and signs take feet,
Sidewalks forget their ancient seat
On Hallowe'en.

Hollow and far the owl's low hoot,
Rasping and near the Cadet Band's toot
On Hallowe'en.

Skims swift and low the sombre bat,
Sings shrill and clear the Thomas cat
On Hallowe'en.

Demosthenes forsakes the stump;
Laves his hot brow beneath the pump,—
On Hallowe'en.

On Hallowe'en with ghostly tread,
Stalk through the streets the quick and dead,—
On Hallowe'en.

—Our Machine.

CONSERVATORY OF MUSIC

The number of pupils who have entered this department this school year already numbers thirty one pupils. Out of these three are music teachers and four school teachers. The system adopted by Prof. Draper seems to meet with general favor among the students and according to their own statements they practice and study two hours now where they formerly hardly gave one and some not half an hour. This of itself speaks of the Prof's. ability to interest his pupils and where there is interest there is sure to be progress. In the vocal department the Tonic Sol Fa Method is winning for itself the reputation that seems naturally to follow its adoption. Unfortunately (for the students) the University vocal class in which the Tonic system is not nearly as well attended as should be. This is especially felt to be the case in our chapel exercises. We think it would be of untold benefit to the students and also to the devotional service if even fifteen minutes per day could be set apart for vocal drill.

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