A Sonnet in Quotations.

The sonnet which follows has been sent to us by an ingenious contributor, who has compiled it from the works of thirteen well-known writers. Who were the thirteen?

"The curfew tolls the knell of parting day,"
"The vapors weep their burthen to the ground,"
"The lone and level sands stretch far away;"
"Nothing but plane to the horizon's bound."
"The holy time is quiet as a nun;"
"Oh! deep-enchanting prelude to repose!"
"Last in the shadows when the day is done,"
"The toil-worn cotter from his labor goes."

"The moon is rising, broad, and round, and bright;"
"Mother of light! how fairly dost thou go!"
"All sleeps in sullen shade or silver glow,"
"Within the hollow silence of the night;"
"And lovers loitering wonder that the moon
Has risen upon their pleasant stroll so soon."

—*London Journal.*

A Departure in Education.

With the beginning of the year 1898, Teachers' College, New York, entered upon a new era. Sympathy, proximity, and, from an educational point of view, necessity, have brought about an alliance with Columbia University by which the college has become one of the schools of the university on the same basis as the law and medical schools, with the important difference that the teachers' college retains its corporate existence with its separate board of trustees and financial independence. The college will be under the direct administration of President Low, and a number of the university professors will occupy seats in the college faculty. The teachers' college was founded in 1887, and its first president was Prof. Nicholas Murray Butler, of Columbia University, and several of its original trustees were also members of the Columbia faculty. In 1893 the college moved to its present site on Morningside Heights, New York, immediately adjoining the grounds of the university, the land on which its buildings stand being the gift of George W. Vanderbilt. It is considered to be one of the best housed and equipped institutions in the world for the training of teachers, its buildings and grounds alone having cost over $1,200,000.

One of the more striking effects of the new union is to put under the control of Columbia the most complete opportunities for the education of teachers enjoyed by any university, either in this country or abroad; for, coupled with the theoretical work in pedagogy, is a school of observation and practice, in which each successive step in teaching, from the kindergarten to the high school, can be practically demonstrated. A feature not to be overlooked is that all these opportunities are offered to both men and women on the same footing, and that the opportunities for observation likewise embrace the teaching and management of both boys and girls. The importance of this elevation of the profession of teaching to university rank cannot be overestimated. It places the professional study of education on the same high plane as the study of law, medicine, theology and engineering.

PRIMARY DEPARTMENT.

The Study of the Weather.

The following points are from an interesting paper on "The Study of the Weather in Elementary Schools," by Miss Williams-Wilson, read before the Educational Club of Philadelphia:

"In the intermediate grades it is better to begin work by teaching the points of the compass. Several short excursions to observe the direction of the wind will also be necessary. Teach them at the same time to estimate roughly the velocity of the wind by using accurately the old nautical terms—calm, light, moderate, strong, gale. Take advantage of the short excursions to teach them the names of the commoner cloud forms.

After they have become accustomed to daily observations of the wind, its direction and force, and a blackboard record of the same, each child should be given a blank on which there are spaces for these facts.

At the Practice School, following this, the children are given the next month another blank, with an additional column for the clouds. Later in the year a third blank is given them, with additional columns for the temperature and rain or snow. In the grammar grades a fourth form has additional spaces for wet and dry bulb readings of the thermometer, relative humidity, and the barometer.

When the children have become somewhat familiar with the phenomena of weather, give them an insight into some of the causes which produce clouds, rain, snow, dew, and frost. Let them then explain clouds, their structure and formation. Make rain in the school-room by still further condensation of the steam clouds, perhaps, on the cold surface of a plate. Let the dew form on a pitcher of cold water. If it is not convenient to watch the formation of snow and frost crystals, it is instructive, easy, and agreeable work to watch the formation of crystals from a warm supersaturated solution of oxalic acid or lead acetate."

Nature in Winter.

"Outdoors" does not come to an end with summer or autumn. Winter has much to offer to seeing eyes.

If there is a little cold "dry" snow, try a little window work. Bundle the children into hats, coats, and mittens; give each one a slate, and open a window.

Let each child hold his slate out under the falling snow until it is lightly powdered with flakes—then look at them?

Beautiful? Indeed they are! And what infinite variety of shapes! But there is one characteristic common to all, six ways or points. That is the law for snowflakes when formed under favorable circumstances undisturbed. They are crystals and are always true to their type as are any of the gems or other durable crystals.

But there are many and most beautiful variations of the type, all keeping the six rays, but decorating them, and forming designs which will suggest to you cathedral windows, or beautiful old carvings or fretwork.

Hold a magnifying glass over each one and let the children look through it. Children always love a magnifier, and I never saw a child who did not also delight in snowflakes.