

of their characteristics being repeated again and again in the other members of the rose family; and they serve as good illustrations of the maturing fruit. The children can easily find in the fruit its relation to the blossom. The strawberry, cinquefoil, and rose may be studied in like manner.

Do not forget that the observation is made keener by every comparison. After one flower has been studied, compare it in detail with another which is similar, and again with one which is different. In such comparisons the pupil constantly reviews and impresses truths learned before, while he is relieved of the drudgery of formal review. When taking up the study of a new plant, lead the pupils to see and to express all they can of themselves before you lead them to a new thought. This will help to encourage free and independent work.

Do not fail to associate with the observation the poem and story which lead to fuller appreciation of the beauty and greater reverence for its Author. The lessons have not fulfilled their mission unless the children, through them, are led to "look through Nature up to Nature's God."—SARAH L. ARNOLD, in *School Journal*.

### **Editorial Notes and Comments.**

Our contemporaries the *Educational News* and the *Educational Journal* have become exercised over the so-called progress of the present time, which seems to be but the pendulum movement of the ages. Some advocates, says the latter, of an education elixir and cure-all thrust their banner to the front, embroidered with flowers and spangled with butterflies, and bearing the inscriptions: "Freedom to the Child," "Let Knowledge Come With Interest." This sounds well to the child, and to the child-like adult. Let us consider these questions: What do we mean by freedom to the child? What its quality, its scope, its end? Shall this interest be left to its own spontaneity? How long shall it be run in any one direction? When shall the will of the instructor, who has passed through childhood and youth and realizes the demands of life, be brought to bear? Shall nobody choose for the child at all, any time? What shall be the aim, the purpose running through all school life? Shall nothing be persistently taught for its own sake, largely dissociated from anything else? Shall geography, history, language and drawing group around arithmetic, then all in