

A system which educates its pupils so highly justifies itself by success. Its leading features seem to be these: Care not to over-tax the children; short school-days; easy positions on the seats, and an atmosphere of freedom; so that the mind works easily in harness; short vacations for young scholars, to avoid that mental back-stitching by which half that is learned in a term is forgotten in a long vacation; an economical use of every moment of school hours, so that while the child is in school, he is instructed and not left to himself; and teaching, wherever possible, not from books, but from the thing itself. To such an extent is this carried that, though every one else must pay his way, children in the company of a teacher enter botanical gardens, museums of natural history, and scientific collections free; the teachers making use of these to instruct their pupils by the eye.

The management of the German schools is equal to the management of the German army, and the tactics of the German teachers in their school-houses are as skilful as those of the German officers on the field. Much is said of the excellence of the German universities and their superiority to American colleges. The writer is well acquainted with both systems, and he is inclined to think that year by year the progress of the American colleges is equal to that in the German universities. Germans get their load in their common schools. One year of a common school in Germany is worth two or three in the common schools of our own country.

—*The New York Observer.*

### ANDREW BELL:

#### AN OLD EDUCATIONAL REFORMER.

Readers of the *EDUCATIONAL RECORD* will remember the sketch given of the system of Bell and Lancaster in Dr. Robins's interesting account of the British and Canadian School. The life of the former of these worthy men has lately been written by Professor Meiklejohn of the University of St. Andrews. The following is an extract from a review of this work by the eminent educationist, Mr. J. G. Fitch. It was contributed to the pages of the *Academy*.

Andrew Bell was the son of a barber. He was born at St. Andrews in 1753; and was educated at the university of that city, which, however, he quitted before he had reached the age of