

seems to me that the "spheres" of the *Institute* and the *Journal* are distinct, while, the *cause* is common; that the former has to do with the *heart*, the *soul* of education, while the latter should address itself more to the intellect, the calm judgment, and provide for its *material* wants. The *Institute* should be the pioneer, and by actual contact with the teachers, warm the heart, and arouse the energies, thus creating a demand for further information, and then a *la Bonheur*, inform the people that "the remaining chapters of this story will be found in" (*The Journal of Education*).

Of the results of this growing interest none are more evident than the number of new school-houses going up in every section of the State; and it would not seem amiss to present some thoughts in reference to the proper location of such a building.

That a site may be well adopted to the purposes of a school-building, it should possess these three essential qualifications:—1. Ease of access; 2. Perfect salubrity; and, 3. Beauty of landscape. Of these, the first two address themselves so directly to the senses, and seem so eminently practical, that they need no advocate. In fact, so prominent do they appear, that the danger lies in their being regarded as the only requisites. But because the third is not so apparent, it is more the less real.

We build school-houses for the purpose of educating our children. They are the theatres where we hope to develop their minds symmetrically, and, at the most impressive period of their lives, to give them characters such as shall make them, not only useful, but *happy*. Most thoughtful parents have concluded that something more than a knowledge of arithmetic is necessary. They see the defects in their own education, and would gladly supply them in the training of their children. We think we may safely say, One of the greatest defects in our national education is a neglect to cherish a *love of the beautiful*.

The contented and happy Germans look on our careworn brows, they read our books—even our poems—and deprecatingly say, "You are so *practical*." Our own countrymen return from their travels in Europe to deplore the lack of those little evidences of *taste*, to be seen around the dwellings of the poorest in many parts of the Old World. And why this lack? Ask the practical question, "Will it not *pay*" to *adorn*, as well as to acquire?

It can not be that our people do not appreciate beauty. No people on earth admire more a beautiful dwelling and grounds. The great mistake is that they are taught to regard them as belonging to the wealthy alone—too expensive luxuries for poor people to indulge in. And thus this gift, intended to produce only happiness, furnishes another inducement to work for gain. It only increases the thirst for wealth, which is already consuming the finer portions of the soul.

That this is an evil, to be eradicated at once by setting the school-house in the right spot, we would not be so foolish as to contend; but that we can do *much*, by a proper attention to landscape and ornament, will not admit of a reasonable doubt. The very fact that the school-house—in which every family has an interest—stands in a fine grove, surrounded by shrubbery and flowers, will, of itself, have an influence. But to have the *child*, the greater portion of each day, surrounded by such scenes—to have his hours of labor cheered by the singing of birds and the music of the wind in the tree-tops; to have his hours of recreation devoted to beautifying the spot, under the kindly directions of a cultivated female; to let the students prove that they can, by their own exertions, make the place beautiful—these and similar influences must have great weight in forming the character of the future man or woman. Emulation will take a new and lovely form. Practices begun at school will be continued at home, and soon the yards in the vicinity will vie with each other for beauty. With those students, the memory of school-days will remain in after life. They will seek for happiness in beauty around them, and their own hands will furnish the means of gratification. A love of home will be the natural consequence; and thus will be raised at once a safeguard against vice, and a check to that roving disposition so characteristic of our people.

Do not then, in selecting a site for the new school-building, neglect to provide for the education of the sensibilities. Better is it by far that your children walk a little farther, than that they stop on that barren sand-knoll, or on the dusty street-corner, or by the side of that unsightly marsh. Better that you pay well for that beautiful lot, with the grove, and leave your pay well for wealth of a happy hear.—(*Michigan Journal of Education*.)

Are Young Teachers Successful?

By O. HOSFORD, A. M.

There are many things to be considered in the discussion of this

question. The teacher's work is of such a nature that, at first thought, we very naturally conclude, that the young teacher must, from necessity, fail to do any thing worthy of the name of a success.

Of all the arts requiring experience, none can be more *imprudent* in its demands than the art of teaching. If, however, a thorough examination should be made of reliable school statistics, kept for a series of years, it will ever be found true that those who have become noted teachers, were, in the earliest years of their labor, successful instructors. Thus we find facts to contradict our first impressions, and we are led to inquire into the reason of our false conclusions.

There surely was no mistake made in supposing that experience was requisite to perfect one as a teacher. But the assumption that one must have experience as a teacher, before he becomes qualified to instruct with any degree of success, was a great mistake. That teacher is successful who thoroughly accomplishes the work assigned him. He may not have done the work in the best way; he may not have been able to practice the most thorough economy, but the work has been done, and well done. The results of any enterprise determined whether it has been a failure or not. It is always interesting to know that a given work has been performed in the best and most economical way, yet it does not so much concern us to know the manner in which a given edifice is erected, as the fact that it is built and well built.

It is not pretended that the young teacher is as successful as he will be after he has had years of experience—that he will do his work as economically; but facts show that he does a noble work, and does it well. In the development of every mind, *facts* first attract attention. Theories to account for these facts, and their true philosophy, come afterwards.

These facts may be successfully communicated by those who are ignorant of that method which experience may reveal to the best. The mere child is eager to communicate the new fact it has just learned, and it does so tell its story that all understand the truth; so, many young teachers successfully instruct those under their charge, in those branches which they themselves understand.

It is by no means true that the pupils of those who are teaching their first schools are compelled to submit themselves to be practised upon by a novice, and no one to reap a benefit save the unskillful teacher. They are not to be turned off as the imperfect work of an apprentice.

Young teachers are not now compelled to enter upon their work, entirely ignorant of its nature or requirements. Each one who now commences his career of a teacher has the benefit of the suggestions of many who have devoted their lives to the business of teaching—who have had a large and varied experience, and who have given the results of it to the world. Teachers may, to a considerable extent, make this experience their own, and from it they may not only take hints and suggestions, but may take it, at first, as a guide in laying their plans, and in forming their own methods.

It is true, this experience is theirs only as truth communicated, not what they themselves have wrought out, yet it is a knowledge which will enable them to make any thing but a failure in their first efforts at instructing.

Then, again, what one has learned, he has had experience in learning: he knows *how* he learned it; he understands the difficult points, and how they were explained to his mind; and he knows how to explain them to others. He has grasped the clue and safely followed its leadings through the mazy labyrinth, and he is now able to place the same clue into the hands of others, and bid them follow its leadings.

In thus speaking of young teachers, it will of course be understood, that none are meant but those who have thoroughly mastered the various subjects they propose to teach. It is often said that such and such persons are very acceptable teachers, who have but a mere smattering of what they try to teach; that they have retained their places term after term. Yet nothing can be more pernicious than to render important that fact, by calling it a success. These take on the airs—I had almost said, of those who *know*; but that should not be said, for those who know need not the airs, but they take on airs as *if* they knew, and so long as they are able to keep up the show of knowledge, they seem to move on the topmost wave-crest; but the bubble must at length burst, and reveal the fact that the pupils have made no real progress. Their heads are filled with a medley of false ideas, and it will cost the true teacher no little labor to clear away the rubbish and make ready for a true work.

But in addition to a thorough familiarity with the branches taught, an earnest desire to succeed must be felt. That teacher, whether