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THE present Number contains the distribution of the Fund raised by County Assessment in all the counties except Cumberland. In the next No. we shall give the conclusion of these lists, with a general summary and digest of the whole.

The number of pupils attending school in each Section is also inserted. Though the Fund is distributed on the basis of daily attendance, yet there are reasons why the registered number of pupils should be given. The amount received from the Fund will indicate in each case the regularity with which the pupils attended.

PRESIDENT HILL ON THE STUDY OF LANGUAGES.

AT a meeting of the Association of New England Colleges, held in Providence, R. I., October, 1865, the presidents of Yale College and of Brown and Harvard Universities, were requested to prepare a brief statement of the views which, from the discussions of that meeting and the meeting held in 1864, it was evident that the majority of the Association held concerning the ordinary mode of teaching both ancient and modern languages.

The modes of teaching should undoubtedly vary, to some extent, with the age of the pupil, with the nearness of the relationship between the language taught and the pupil's vernacular, and with the object in view in learning.

The objects in view may be classified under two heads, the uses to be made of the knowledge when acquired, and the usefulness of the process of acquisition.

Again, the uses of the knowledge may be classified under three heads, arising first, from the ability to read the language, and interpret the thoughts of those who use it; secondly, from the ability, to speak and write the language and express our thoughts to those who understand it; thirdly, from the light which the grammar and vocabulary of the language may throw upon our vernacular, or upon some other tongue which we may be studying, or upon the history of the nation using it. It is evident that for the second use a much greater familiarity with the tongue is required than for the first or third.

Still further, the uses of the process of acquisition may be classified under various heads, in the cultivation of memory, of the ear, of judgment and reasoning power,—and if the writings studied be classical, in the cultivation of taste and imagination, and in increased power to use our own language with elegance and force.

The processes of acquisition involve seven different kinds of labor, and each of these seven kinds is divisible into two degrees of nicety, the one for those who would simply learn to read, the other for those who would learn to speak the language. For the ordinary purposes of liberal education, the first degree is sufficient. These seven kinds are as follows:

First. Orthoëpy; in which the degrees are the correct and the elegant pronunciation of the vowels and consonants in combination. For example, a sufficient reading knowledge of German may be obtained without the ability to give the softened vowels in an elegant and easy manner, but not without knowing their approximate value.

Secondly. Prosody and the laws of accent, first as they affect the pronunciation of prose, afterwards as they affect the melody of verse. For examples of the first degree, compare the English words holy and wholly, boot and foot, stone, as pronounced in New England and as pronounced in New York.

Thirdly. The inflections of declinable words, first of the regular and the frequently-recurring irregular words, afterwards of the rarer anomalies.

Fourthly. The vocabulary, first of the current words, afterwards of those more rarely met with.

Fifthly. The derivation of words and the laws of etymologic changes, first in the most general and extensive laws, afterwards in the more anomalous cases.

Sixthly. The syntax in its ordinary laws and usages, afterwards in the rarer idioms.

Seventhly. The genius of the tongue and the spirit of its literature.

The tools or instruments used in learning a language are usually a manual of grammar, a book of exercises in reading and writing, a dictionary, and a work written in the tongue. These works are put into the learner's hands in the order in which they are here named, but this is almost a complete inversion of the true order of study. Grammar is an analysis of the usages of a language and cannot be profitably and intelligently studied without some previous familiarity with those usages. Reading ought therefore to precede the study of grammar, and the study of grammar be entered upon gradually, only as fast as the needs of the reading require it. The boy fitting for college should learn only so much of the grammar as may be required to enable him to construe intelligently the books on which he is to be examined; and this can be comprised in a very few pages of paradigms and rules. It would be hard to overstate the mischief wrought by forcing children to commit to memory several hundred pages of Greek and Latin grammar before they can read the simplest books written in those tongues. A thorough analysis of the syntactical arrangement and etymological forms of words actually found in reading is of vastly more intellectual value to the beginner, than the committing of rules to memory can be; and of more permanent value, as the grammatical principles developed in studying a passage in which the pupil is interested are fastened in his memory by a natural mnemonic aid.

In regard to a dictionary, there is an apparent saving of time in using a brief vocabulary prepared for the special book which the student is reading,—but the apparent gain will be a loss if the meanings given to each word are not full and various, and arrayed in the natural order of their development.

The learner should be taught to free himself as much as possible from dependence on the lexicon. Reading by its aid is like swimming with bladders, or like reading with an interlinear translation. The meaning found in a dictionary slips from your memory tomorrow, but the meaning discovered by a patient consideration of the context is never forgotten. The more remote the tongue which we are studying is from our vernacular, the more we must depend upon our lexicon. But let a student master Latin, and know one Teutonic tongue, and he can learn any language of western or central Europe almost without dictionary or grammar. Thus, German, English, Danish, Swedish, Italian, French and Spanish people, can learn each others' languages, from classic writers almost without the aid of grammarians or lexicographers, by simply reading incessantly and attentively standard works in the tongue which they wish to learn.

Of course this habit of reading does not absolutely dispense with the need of referring occasionally to a lexicon, nor with the need of studying text-books on grammar, but it prepares the pupil for such a subject, renders it easy, and can alone render it profitable.

One very marked advantage in larger reading and less extensive grammatical drill at the beginning of the course, is that of making the pupil most familiar with what is of most frequent occurrence, and thus giving due perspective to the facts and principles of the language,—a perspective which cannot be correctly given by the artificial mode of using two sizes of type in the grammar. We say less extensive drill—but in intensity of drill on the constantly recurring forms and idioms met with in reading there should be no abatement; the ordinary paradigms should be made as familiar as the alphabet.