

half payable on entry: the second on the 1st January. If the pupil leave before the expiration of the half year he shall be liable to pay the price of the full half term. This money is employed to defray the expenses of tuition, for use of Library, and for the use of tools and implements, of bed and bedding except linen. Books, stationary, &c., furnished to pupils, parents consenting, at Quebec prices.

Washing, mending, linen, towels, articles of toilet are, with the board, at the expense of the parents.

The school of Agriculture, though under the control of the Corporation of the College, is not in the College buildings. It is an entirely distinct institution, and its course of studies has nothing in common with it, the pupils of the College not attending the lessons on agriculture, and the classical course being of the usual duration from 9 to 10 years.

### The English and French Languages in Canada.

We have to thank the *Toronto Leader* for the handsome manner in which he has taken up our remarks on this subject. At the same time we beg leave to state, that the young debaters, at the Laval University, were speaking more on the defensive and in favor of retaining French as the medium of tuition—*la langue enseignante*—in our colleges, than they were opposing the teaching of the English language. In several colleges in Lower Canada and in several convents especially, the English language has been introduced as the medium of tuition to a certain extent. English text books on geography, botany, chemistry, &c., are used in preference to French works. Our *confrère* may well imagine what hue and cry should be raised in Upper Canada were it suggested there, to *frenchify* the institutions of learning to that extent. The remark also about *anglicisms* was not out of place. There is such a thing as *courir deux lièvres à la fois et n'en attraper aucun*. However desirous of learning other languages, great care must be taken that a partiality to an acquired idiom spoil not the vernacular. We have known a gentleman, who had entirely forgotten his native tongue, the German, and had failed to master either English or French. His position was by no means enviable.

We copy, with great pleasure, the concluding part of the *Leader's* reply:—

"We repeat we are glad to see the new view of the question presented by the *Lower-Canada Journal of Education*; and we trust we have shown that if we erred as to the extent to which the English language is taught in the French Colleges of Lower Canada, we were misled by persons who ought to have been fully acquainted with the facts. We feel however that the official authority must be the correct one; and that the orators at the two hundredth anniversary of the arrival of LAVAL, in Canada, were all in the wrong.

Coming to the other side of the question, we must admit that the study of French, in Upper Canada, does not appear to be receiving the attention it deserves. The contrast presented in the Legislature is enough to make us blush for the ignorance of our Upper Canada members. Nine-tenths of them are as ignorant of French as of Sanscrit; and the French Canadians appreciating this fact always speak English when they wish to appeal to the Upper Canada members. We insist upon a properly qualification for members; but no one has ever thought of a much more indispensable qualification; the ability to use and understand both languages. Without this qualification, no man is fitted to perform the duties of Legislator in Canada; because he cannot comprehend the reasons addressed to him in a language of which he is profoundly ignorant. It is all very well to blame the system—to say that the two races will never get on together—but it is a wretched substitute for indispensable knowledge after all. The ability to use both languages is a qualification which members should impose upon themselves; for the law can never be invoked to do it. It is

natural that the French Canadians should pay more attention to the English language than the English Canadians pay to the French language; for the circumstance of this being a British Province cannot be without its influence. Still the fact that the French is the vernacular of a large portion of our population is a good reason why the other portion should make themselves acquainted with this language. This is not the case, at present; but there is no reason why we should not have a little educational reform to meet an obvious necessity."

### Eighth Conference of the Association of Teachers in Connection with the Laval Normal School, Held the 28th August, 1859.

The minutes of the last meeting having been read and the officers for the current year elected, Mr. Deguise, a pupil-teacher of the Laval Normal School, resumed the course of lectures on natural philosophy commenced by the Rev. Principal. Mr. N. Lacasse delivered the first of his course of lectures "On the proper teaching of the different branches of instruction."

The question: "Whether corporeal chastisements should be abolished, and to what extent other punishments could be substituted," was discussed, and the principal points thus resumed by Principal Langevin:

I.—Should corporeal chastisements be abolished?

Ans. No, because, 1o. God gives the example when he inflicts them on man.

2o. The child being composed of two substances, it is necessary, in educating it, to act on either.

3o. The teacher fills the parents' post: now the Holy Ghost saith "that the father who spareth the rod on his son hateth him."

II.—The objections to corporeal chastisement are applicable only to the abuses of it. We should, therefore:

1o. Use it as rarely as possible, as the last resource, and only after other means had failed; otherwise the children being accustomed to it, would treat it lightly.

2o. Employ it with great moderation and without angry feeling strike on the hands only, with a leathern strap, a few times, try and excite the child's honor, rather than his mere animal sensibility.

3o. Never inflict such punishments as might injure the health, or offend decency.

With these precautions the teacher will no longer be liable to the accusation of degrading and stupefying the child.

III.—To what extent could other punishments be substituted?

Ans. Other punishment nearly in every case, could be substituted, and with advantage, by the following means:

1o. On the teacher's part, by gravity and moderation in speech.

2o. In acquiring the love and the respect of the children.

3o. In chastising proceed from slight to severe measures; first a single look, a sign; then private admonitions; general reproaches; threaten to name the guilty before his schoolfellows; reprimands in public; privation of good marks, recompenses, marks of distinction, esteem, confidence; finally bad marks, unfavorable report to the parish priest, to the commissioners, to the parents; seat on a separate form; extra work; keep in after school hours, on holidays; insertion in the black book.

But always shew the guilty the feasibility and the facility of amendment, inspire him with the desire, encourage him in his first attempts.

After the usual formalities, the following question was proposed for discussion at the next conference, (to be held the last Saturday of January, 1860): "What are the best means to ensure the regular payment of the salary of the teachers under control of the commissioners?"

### Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extract from the Report of Mr. Inspector ARCHAMBAULT.

The Table annexed to this Report will shew that there are in my District 26 municipalities, 127 sections, 109 school-houses, 135 schools under control, 130 elementary schools, 5266 pupils, 3 superior primary schools for boys (283 pupils); 3 dissentient schools, (130 pupils); 2 superior primary schools for girls, (186 pupils); 4 academies for boys, (704 pupils); 4 industrial colleges, (606