

REGULATIONS FOR DIPLOMA EXAMINATIONS :

1. The examination-papers to be forwarded by the secretary to the presidents of the boards.
2. At the meetings of the several boards, on the morning of the examination, the president or chairman of the meeting, to open the papers, and cause them to be distributed to the candidates.
3. If there be no candidate for any diploma, the papers set for that diploma to be returned unopened to the secretary.
4. The times and places of meeting of the several boards for holding the examinations to be advertised by the secretary of each board.
5. No omissions or alterations to be made by the examiners in any of the questions printed.
6. The examiners to take due care in the placing of candidates, &c, to prevent copying or communication of any kind.
7. Pens, ink and paper to be provided for each candidate, and no other paper than that provided to be allowed to be used.
8. Writing to be on one side of the paper only.

1. "It appears that some Boards give full marks for reading, others find the candidates very defective in this important subject. It is recommended that much attention be given to accuracy and style of reading.

2. Boards of Examiners will observe that it is imperative that the fees should be prepaid. The Examiners are authorized to expend so much as may be necessary of the fees for stationary and books, and for hiring examination-room, if necessary, and for travelling expenses of Examiners from a distance,—any surplus to be transmitted by the Secretary of the Board with an account of expenditure, and number of candidates entitled to re-examination without Fee to the Secretary of the Committee on or before December 1st in each year.

3. Under the Head "2 special (a)," "Elementary Diploma,"—the two thirds required is the aggregate of Art of Teaching, History of England and History of Canada. It is also understood that candidates for French certificates are held to pass in the English Branches. Should Candidates offer knowing French only without English, these may be examined, but such cases must be regarded as altogether exceptional, and their acquaintance with French only, must be specially mentioned in their Diploma. It is understood that all French Teachers of Protestant Schools are expected to know English as well, and that the French in the Model School and Academy Examination is imperative on all. Teachers, however, may be allowed to answer the question in French, and may have the questions translated to them at the discretion of the Examiners. Further "in the (b) Model School Diploma," "use of Globes, or Linear Drawing" should be number 9, and "in (c) Academy Diploma" "Natural Philosophy" or Scientific Agriculture should be number 7, and Art of Teaching number 8.

4. Special attention is directed to the requirement on the part of Elementary Teachers of an examination in the Art of Teaching, and in Canadian and English History, and it is suggested to republish the regulations with these explanations in an early number of the *Journal of Education* to be sent to all schools, and to each member of the Board of Examiners. It is also requested that a thousand extra copies be placed in the hands of the Secretary for distribution.

5. It is suggested that specimens of the Examination-Papers might be occasionally published in the *Journal of Education* for the information of Teachers and intending candidates, and that copies remaining over after the examinations be circulated by the Secretary."

MISCELLANY.

What our Boys are Reading.

By Prof. W. G. SUMNER.

Few gentlemen, who have occasion to visit news-offices, can have failed to notice the periodical literature for boys, which has been growing up during the last few years. The increase in the number of these papers and magazines, and the appearance from time to time, of new ones, which, to judge by the pictures, are always worse than the old, seem to indicate that they find a wide market. Moreover, they appear not only among the idle and vicious boys in great cities, but also among school-boys whose parents are careful about the influences brought to bear on their children. No student of social phenomena can pass with neglect facts of this kind,—so practical, and so important in their possible effects on society.

The writer was confirmed in the determination to examine this literature, by happening to observe, last summer, the eagerness with which some of these papers were read, and the apparent familiarity with which they were discussed, by a number of boys, who seemed to be returning from boarding-school, and to belong to families which enjoy good social advantages. The number of copies examined for the present purpose was not large, but they were taken at random and from all the different periodicals to be found.

These periodicals contain stories, songs, mock speeches, and negro minstrel dialogues,—and nothing else. The literary material is either intensely stupid, or spiced to the highest degree with sensation. The stories are about hunting, Indian warfare, California desperado life, pirates, wild sea adventure, highwaymen, crimes and horrible accidents, horrors (tortures and snake stories), gamblers, practical jokes, the life of vagabond boys, and the wild behavior of dissipated boys in great cities. This catalogue is exhaustive. There are no other stories. The dialogue is short, sharp and continuous. It is broken by the minimum of description, and by no preaching. It is almost entirely in slang of the most exaggerated kind, and of every variety,—that of the sea, of California, and of the Bowery; of negroes, 'Dutchmen,' Yankees, Chinese, and Indians, to say nothing of that of a score of the most irregular and questionable occupations ever followed by men. When the stories even nominally treat of school-life, they say nothing of school-life. There is simply a succession of practical jokes, mischief, outrages, heroic but impossible feats, fighting and horrors, but nothing about the business of school, any more than if the house in which the boys live were a summer boarding-house. . . . All the teachers, of course, are sneaks and blackguards. In this same story, one of the assistant teachers (usher, he is called) gets drunk and insults the principal, whereupon the latter holds the nozzle, while he directs some of the boys to work a garden pump and throws water on the assistant, who lies helplessly drunk on the grass,—all of which is enforced by a picture. There is not a decent good boy in the story. There is not even the old type of sneaking good boy. The sneaks and bullies are all despicable in the extreme. The heroes are continually devising mischief which is mean and cruel, but which is here represented as smart and funny. They all have a dare-devil character, and brave the principal's rod as one of the smallest dangers of life.

Another type of hero who figures largely in these stories is the