

In this connection, we may refer to the charges made by the Senate of the University of Toronto for passing the matriculation examination. A candidate may divide the examination into two parts and a year must intervene between the examination in each of these parts.

(I.) Arithmetic and Mensuration, English Grammar and Rhetoric, Physics, and the History of Great Britain and Canada; (II.) Greek, Latin, French, German, English Composition, English Literature, Ancient History, Algebra, Geometry, and Chemistry.

Candidates for the Matriculation examination of 1896, may, in 1895, take Part I. of the examination on the courses prescribed for 1895 in the subjects of Part I.

The percentage for Pass shall be thirty-three and one-third per cent. on each paper, at the examination taken by the candidate.

The marks for sight-work on each of the "Authors" papers shall constitute at least thirty-three and one-third per cent. of the whole of the marks for the paper.

Junior Leaving certificates will be accepted *pro tanto* at both Part I. and Part II. of the Pass Junior Matriculation examination, but candidates who desire to compete for scholarships or relative standing will not be granted this exemption in the case of Part II.

Candidates for Honors and Scholarships will be examined only on the Honor papers in a department, always provided that such candidates may receive pass standing on these papers.

What the effect of this arrangement will be remains to be seen. From all we hear, we are inclined to say that the result will be the opposite of that which the Senate intended. As

to the expectation that the standard will be raised for Matriculation, not a few say the effect will be contrary. Time, in due course, will tell us.

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Careful attention to little things in the school life is not only required by a sensitive conscience and a high ideal of personal attainment, but it has a positive commercial value. This is illustrated every day by countless incidents in business life, the moral of which has its significant relation to the duty of teacher as well as pupil. For instance, we were recently interested in the fate of a number of candidates who were recommended for an important position in connection with a large business house having a capital of several millions. The winning of that position meant an attractive and remunerative life work, in all probability, for the successful candidate. We happened to call on the member of that firm having the matter in charge just as he returned from a conference with the other members, at which a decision had been reached and a choice made between the applicants. He laid several letters before us and said that the contest was very close between the writers of two of them, and that the decision had finally turned in favor of one because of the neat handwriting, careful wording and business-like heading and addressing of his letter. Probably the candidate himself never will know about this, much less his teachers who required of him carefulness in the details as well as in the main objects of his school work. All the same it counted materially in his favor, and the slovenly methods of the other candidate were a handicap on his success. Elaboration of the point is not needful. A word to the wise is sufficient.—*Education.*