

Examination Questions.

GRAY AND "THE ELEGY."*

LIFE OF GRAY.

1. In the Life of Gray give dates for the following events and associate them with the nearest epochs of importance in British, European, or Literary History; i. e., fix each by reference to great wars, great statesmen, great authors, or great books:—1st, his Birth; 2nd, his Eton Days; 3rd, his University Course; 4th, the Composition and Publication of the Elegy; 5th, the Publication of "The Bard"; 6th, his Appointment as Professor of Modern History; 7th, his Death.

2. Give short notices of Gray's personal and literary friends.

3. Describe Gray's personal character and literary tastes, and illustrate these traits by references to his life and writings.

4. Compare Gray with the authors whom he most resembles as: (1) a Subjective, (2) a Natural, (3) an Artificial Poet with the "art to conceal art."

5. Sketch the line of thought in the Elegy, introducing into your epitome briefly apt quotations.

6. Quote from the Elegy passages in which the thought is similar to that in each of the quotations cited below:—

1st. "The day is done and the darkness
Falls from the wings of night."—*Longfellow*.

2nd. "Vital spark of heavenly flame!
Quit, oh quit this mortal frame:
Trembling, hoping, lingering, flying.
Oh the pain, the bliss of dying."—*Pope*.

3rd. "Sed omnes una manet nox
Et calcanda semel via leti."—*Horace*.

(But the one night awaits all and the path of death must be trodden once.)

4th. "Pallida mors æquo pulsat pede pauperum tabernas
Regumque turres."—*Horace*.
(Pale-faced Death knocks with impartial foot at the hovels
of the poor and the palaces of kings.)

5th. "The Roman gathered in a stately urn
The dust he honored."—*Howe*.

6th. "With lisp of leaves and ripple of rain."—*Swinnburne*.

7. Name the figures, explain the points of resemblance in all similes, and illustrate the allusions in:

(a) "The curfew tolls the knell of parting day."

(b) "Each in his narrow cell forever laid."

(c) "The breezy call of incense-breathing morn."

(d) "Let not Ambition mock their useful toil,
Their homely joys, and destiny obscure."

(e) "If Memory o'er their tomb no trophies raise
Where through the long-drawn aisle and fretted vault
The pealing anthem swells the note of praise."

(f) "Storied urn"—"animated bust"—*mansion*. (Explain.)

(g) "Ample page"—"rich with the spoils of time"—"growing virtues"—"uncouth rhymes."

(h) "Or heap the shrine of Luxury and Pride
With incense kindled at the Muse's flame."

(i) "Ev'n from the tomb the voice of Nature cries" (How?)

(j) "And read their hist'ry in a nation's eyes."

8. Quote the Epitaph in full, then explain its sentiments and similes in detail.

9. Enumerate the advantages denied and temptations spared to the "rude forefathers of the hamlet" by their destiny obscure.

10. Give two examples each of onomatopoeia, alliteration, antonomasia, and aphoresis, explaining in what each figure consists.

Time—2½ hrs. Composition (50) judged from the style of the answers.

Most teachers lack enterprise to strike out anew, they prefer to cling to the wreck year after year. Let your heart counsel you; take courage. Determine to improve your condition. Yield to no discouragement. The past year may be a stepping stone to a prosperous future.—*N. Y. School Journal*.

An exchange well says that "men who are afraid of dying from overwork of their brains, would commonly improve their prospects of a long life if they would work their brains more, and worry less about their brains."

Practical Department.

* SCHOOL HYGIENE.

There are few subjects of as much importance in their bearing upon the welfare of the people of this Province in the near future as that of "School Hygiene." I am therefore glad that it is one of the subjects which you have selected for discussion at this meeting of your association. I trust that the remarks which I have been requested to make will be taken as merely the opening of the discussion, that others will follow me, and that we shall have an earnest consideration of the questions taken up. I suppose it is hardly necessary for me to prove that, as a general rule—not in exceptional instances merely—boys and girls, as well as their teachers, are not improved in health by their school life; in other words, that there is plenty of room to struggle after the ideal hygiene conditions in connection therewith. Were it necessary to prove this I would do so by pointing to either teacher or pupil at the close of school term and again at the close of vacation. I need only point: you have seen the contrary pictures often enough to be able to recall them to your mental vision. Shall we not then inquire whether there are changes which we can help to bring about to improve the condition of school life, and what they are? And shall we not one and all do our part and do our best to bring them about? I feel that if any good is to come from a discussion of this subject, it must be by each one of us taking hold of it in this practical way; and I do believe that it will be so taken hold of. One of the first things then that we shall enquire into is the condition of the

AIR IN OUR SCHOOLS.

It is a well-known physiological fact that a healthy adult man exhales $\frac{1}{10}$ of a cubic foot of carbonic acid per hour. It has also been found by experiment that six parts of carbonic acid in 10,000 of air is all that can be breathed with proper regard for health: i. e., 2 parts in 10,000 in excess of the amount naturally contained in the atmosphere. A very simple calculation then tells us that to keep the air at a healthy standard 3,000 cubic feet per hour must be supplied. It has further been found that with the ordinary appliances for ventilation, and taking into consideration our climate, three times in an hour is about as often as the air in a room can safely be changed. This, then, would require that a room should be so capacious as to give 1,000 cubic feet of absolute space to each individual adult; this, in a room twelve feet high, would be a floor space of a little over nine feet square. But it may be said that children do not require so much because they are smaller, and there is not so much blood to be oxidized. True, there is not so much blood, but remember that there is more growth and waste in proportion; their blood circulates more frequently, and their respirations are more frequent; and that their organizations are more delicate and susceptible to unhealthy influences. Hence we cannot safely deduct much from the amount of fresh air, and consequently from the air space, required by children. I am aware that the army regulations only allow to the soldier 600 ft., and should we ever give our children less than the hardy soldier? I now ask you to tell me in the discussion which will follow in what proportion of our schools we will find an air space of 1,000 cubic feet per individual; and to tell me also what is about the average space that is to be found. I hope that we shall get answers to these questions, as the presence of so many who are able to answer is an opportunity of which I feel sure the board with which I am connected would desire to avail itself in its labors in regard to this subject. Having

* The above has been kindly furnished by J. A. Clarke, H. S. Master, Smith's Falls.

* A paper read at the Ontario Association by Dr. Oldright, M.A., July, 1883.