

10. Mention three of the commonest faults in composition, giving examples of each.

HISTORY.

1. Sketch the gradual extension of the Roman empire from the termination of the Second Punic War to the death of Julius Cæsar.

2. Give a brief outline of the Roman method of Provincial government.

3. State clearly what were the political abuses which the Gracchi attempted to reform, and in how far they were successful.

4. Relate briefly the history of the struggle of the barons with King John and his successor, and specify the principal provisions of Magna Charta.

5. Show why the loss of England's possessions in France was beneficial to the English people.

6. Sketch the policy of Wolsey and Thomas Cromwell, and the growth of despotic power under the Tudors.

7. Describe the condition of Canada during the administration of Champlain, and give a sketch of that Governor's voyages and explorations.

8. Give an account of the first founding (under French rule) of Quebec, Montreal, Kingston and Toronto, with dates, and names of founders.

9. What were the terms of the Union between Upper and Lower Canada in 1841, and on what were they based?

PAPER ON COWPER.

Answers by T. H. Redditt, B.A., St. Catharines, to Questions in April number of the CANADA EDUCATIONAL MONTHLY.

1. Licentiousness or infidelity writers from Restoration up to Cowper's time had caused poetry to be rejected, or to be regarded as dangerous. The art, neatness, elegance, and measured cadence—in other words, the only merits, not indeed of Pope himself, but of his many imitators—had begun to pall. Cowper, almost unknown until his fame was carried far and wide by his poem, "John Gilpin," appealed then strongly to the favour of the *religious classes*,

especially to *readers who were strongly realistic, and naturally prosaic, and who did not consider the imaginative as a high or even necessary element of poetry*. Such readers are always gratified and flattered on finding in a writer descriptions and feelings given in words and similes which they are sure they themselves would have used had they been in the writer's place. For example, the description of the "squirrel," of the "woodman going to his work," of the "barn yard and its denizens," the lines "I was a stricken deer," etc., etc., etc. To these causes of popularity must be added the poet's moral purity and religious fervour: evinced in all his works, and especially in his hymns.

2. (a) Love of retirement, ll. 1-41, 675-689. (b) Love of home joys, ll. 41-58; 290-305. (c) Strong Christian feelings, ll. 108-121, etc. (d) Contempt and narrow-minded dislike of all knowledge that did not *at once* bear on human salvation, ll. 137-190. (e) Strong attractions of a rural life, *passim*. (f) Plain, hospitable, kind, l. 743 to end of book.

3. Cowper's poems are of the reflective-didactic-moralizing kind. It is doubtful if more than twenty lines can be found in the whole range of his works marked by *imagination*—that quality, pre-eminent in Shakespeare, and in a much lower degree in Milton, Byron, etc.

Of humour he had none, if we except a small vein, least narrow in John Gilpin, and hardly discernible elsewhere.

4. Ll. 21-26; 92-97; 164-169, etc., etc. The arrangement of the words, and the fact that the first word of each line is spelt with a capital letter, alone proclaim these passages to be poetry.

As examples of "trivial thoughts," etc. :—

(a) The stable yields a stercoraceous heap,
Impregnated with quick fermenting salts,
And potent to resist the freezing blast.

(b) Heat and cold, and wind and steam,
Moist and drought, mice, worms, and swarming flies
Minute as dust and numberless, oft work
Dire disappointment that admits no cure.