

5. "To her may all things live, etc." Connect this couplet with the sentiment—

"In our life alone does Nature live."

6. What personal characteristic of the poet is revealed in the closing lines of the ode?

ENTRANCE LITERATURE.

LESSON LXXIX.—THE CAPTURE OF QUEBEC.

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[The following notes are intended for the use of the teacher, not for that of the pupil. The writer's experience has impressed on him the fact that notes are of most service when they come from the lips of the teacher. The first reading of the lesson generally calls up only such questions as are necessary for the proper understanding of the lesson. These questions, in almost every case, should be asked by the pupil. The teacher should suggest them only when he observes that the pupil has failed to call attention to a point in which there is some chance of misconstruing the author's idea. These notes and exercises are intended for the subsequent perusal of the lesson. It is almost impossible completely to separate notes from suggestions and exercises; therefore, for convenience, we enclose the notes in brackets.]

The numbers refers to the paragraphs.

I.

The closing scene.—What was it?

[French dominion began with the discovery of Canada by Cartier in 1635. It ended with the defeat of Montcalm in 1759, or rather with the Treaty of Paris in 1763.]

Circumstances.—Name them.

Deep and peculiar interest.—Why so?

Romance can furnish.—Why? ["Truth is stranger than fiction."]

Striking.—Why? Supply the ellipsis in this sentence.

Plan.—What was it?

Combat.—Pronounce. Spell phonetically.

Success and fortune. Distinguish.

Party.—Is this used correctly? See "Verbalist."

Equal in military, &c.—Explain. [See paragraph XIII.]

The—fume.—Expand this sentence into a paragraph. [See in the old Readers "Death of Montcalm," and the Notes to the same.]

Honorable fame.—Give, in one word, the opposite of this.

Give other expressions for—*The closing scene, dominion, circumstances—interest, brought—combat, success—execution, unparalleled, the—numbers.*

II.

[Note the resemblance between the two opening sentences, as regards construction. Their construction is said to be *parallel*. Since a contrast is desired, this is a point of excellence.]

Firmly, hopefully.—Why? [These words refer to the last sentence in paragraph I. They are said to mark the *transition*.]

Wise in contrast to young. Montcalm was older than Wolfe.]

Chivalrous, heroic.—What is the difference? Distinguish heroic, brave, bold, &c. "Verbalist."

The magnificent stronghold.—What was it?

Staked.—What figure?

The—hand.—What consonantal sound predominates throughout the sentence?—Is it a blemish or a beauty?

[The former because it gives a whispering, hissing sound when the subject does not require it.]

Viles and miles.—What is the effect of repeating this word? [Illustrate by referring to "a big, big, b-i-g fish,"] *as fair a land*, etc. Is this true? [See below.]

Mountain.—Parse.—What words are co-ordinate with it?

Mountain and Valley, etc.—What figure?

Grouped—beauty.—Paraphrase.—Note carefully the idea conveyed by each word.

[With the third and fourth sentences compare:— Jacques Cartier, crossed the ocean and sailed up this magnificent waterway. . . . For hundreds of miles the sea kept its great breadth, more like a sea than a river, till the huge bluff of Quebec, seen from afar, appeared to close it abruptly from farther advance. By means of this bluff thrust into the stream and the opposite point of Levis stretching out to meet it, the view is actually narrowed to three quarters of a mile. . . . It needed no prophet to tell that the power which held that dark red bluff would hold the key to the country beyond. . . . What a landscape for an explorer to gaze upon! Shore and forest bathed in the mellow light of the September sun, for forty miles up and down the glorious stream. Wealth enough there to satisfy even a king's pilot and captain-general. Between the summit and the river far below he may have seen amid the slate the glitter of the quartz crystals from which the rock afterwards received its name of Cape Diamond. . . . The picture seen from the citadel on Cape Diamond, is as fair as the eye can desire to see. The sun shines on the glittering roofs of Quebec, and the continuous vista of clean, white houses extending miles down to the white riband of Montmorency, and on cultivated fields running up into still unbroken wilderness, and on the broad river bosom enclosing the island.—*Grant's Picturesque Canada.*]

III.

Portion.—Distinguish from part. "Verbalist."

The Plains of Abraham do not lie near the river at the top of the heights, but a short distance inland.

For—heights.—Paraphrase.

Wolfe's—battle-ground.—What are the important words in this sentence? What are the emphatic places in a sentence? Improve the construction of this sentence. Do not change the words.

Secretly.—What does this modify? Improve the position of this word.

Battle-ground.—Parse. Mason, § 395.

Great—made.—Paraphrase.

Throughout.—What is the force?

The.—Is this necessary? Mason, § 463.

Kept secret or secretly; which?

Collect in groups the words in this and the next paragraph that may be considered synonymous. From these, what do you know of Mr. Warburton's vocabulary? Is it a blemish or a beauty properly to use synonyms? Why?

IV.

O'clock.—Parse. [=of the clock, therefore it is an adjectival phrase.]

1600 strong.—Parkman has "sixteen hundred;" which is the better form?

In high spirits.—Why? [They were looking forward to the crowning event of the campaign, for it was not until after they were embarked that they were first informed of "the particulars of the enterprise in hand."]

Boats.—"Thirty boats." Parkman.

Wolfe led in person. "Wolfe's malady had abated." Parkman. Concerning his sickness Garneau says, "A malady, the germ of which was present in the bodily frame of Wolfe long before, now suddenly developed itself, and brought him almost to death's door."

He had inherited the disease from his mother.

The—motionless.—[Note the parallel construction of these two propositions.] Express this in a few words. [Parkman says they "floated downward in perfect order."]

Save.—Parse. Mason, § 282. [Save (the words spoken) by the young general.]

Young.—Wolfe was born 1726.

As.—What is the force?

Midshipman.—What is the force of *mid* in this word?

"John Robison a young midshipman—long after well-known as Professor of Natural Philosophy in the University of Edinburgh—was in the same boat with the general, and lived in after years to recall the incident." Dan. Wilson.

He was "the coadjutor of James Watt in perfecting the theory and applications of some of the greatest discoveries of modern times."—H. H. Miles.