

quantities. It is a source of nitrogen to plants. Sulphurous and sulphuric acids are present in the atmosphere of towns where coal is burnt.

## 224 Organic Matter.

The atmosphere also contains various organic vapors and particles of dust, which are partly organic and partly inorganic. Amongst the organic substances are the germs of plants and animals. These bodies are the propagators of fermentation and putrefaction, and air which has been freed from them, either by filtration through cotton wool, by ignition, or by subsidence, may be left in contact for any length of time with milk, the juice of meat, etc., without the liquids undergoing the slightest change. When a ray of light is allowed to pass through air thus freed from solid particles, no reflection is noticed, and the space appears perfectly empty, the notes which in ordinary air reflect the light being absent.

## ENTRANCE LITERATURE.

### LESSON LXX.—A CHRISTMAS CAROL.

BY THE EDITOR.

Page 207. Scrooge's transports were caused by his escape from the horrible visions which had been tormenting him, as he had been going about under the guidance of three phantoms—the ghosts of the Past, the Present and the Future. He had awakened on Christmas morning to find that the future was still in his power, and that it was not yet too late to prevent the prophecy from becoming a dread reality.

*Transports.* (from *trans*, a noun, and *porto*, I carry).—Used figuratively to denote such an excess of joy or grief, as carries one, so to speak, out of himself, or beyond his ordinary state of feeling. Compare in point of derivation ecstasy, rapture.

*Lustiest.*—Lusty refers primarily to the physical nature, meaning stout, able of body. The transfer of meaning to the sound of bells, is easy.

*He had even heard.*—Of course the peals were no louder than on any previous Christmas. Scrooge's state of mind made all the difference. The pupils might be asked to give as illustrations cases in which the keenness of perceptions is affected by the mood of the moment.

*Cash, clang, etc.*—The pupils should be practised in reading this imitation of the sound of the bells until they catch clearly the effect of the choice and order of the words. What is the rhetorical term used to denote this imitation of sounds in words?

*No fog, no mist, etc.*—Note the brief, abrupt expressions, and the absence of connecting words. The mind, in a state of high emotion does not stay to frame its sentences, or put in any words not absolutely needed. Get the pupils to think and explain the philosophy of this fact, and to see how skillful and true to nature is Dickens' illustration here given. This would be an excellent passage for the children to expand, by writing a full description of the day, bringing out the force of each of the epithets employed.

*What's to day?*—Let the pupil supply the ellipsis. Why does Scrooge ask? Has he any doubts in regard to it? (A passage in the original story which is omitted in the extract shows that Scrooge had been through so much since the previous evening that he feared the day must have passed, and was delighted to find that this was not so, the spirits having done it all in one night).

*Loitered in.*—Scrooge's chamber was in a pile of buildings away up a yard far off the street.

*"I should hope I did."*—Have the pupils read this with the boy's emphasis, and explain what is implied in it. The poulterer's was evidently a place of interest and wonderment.

*"An intelligent boy."* etc.—Note how Scrooge is in a mood to be delighted with everybody and everything.

*"As big as me."*—Have the pupils parse *me*, and apply the common rule of syntax. Note also the almost universal tendency to use this form, and other arguments in its favor.

298. *"What a delightful boy."*—Scrooge was experiencing a new sensation, in the discovery that cheerful, kindly speech, would elicit cheerful, kindly response. He had hitherto shunned and despised all the little courtesies which do so much to make life pleasant.

*"I'll give you a shilling . . . a half-crown."*—How the spirit of generosity grows upon him as he yields to its impulses.

*"I'll send it, etc."*—The pupil should if possible have read the whole story; otherwise, the teacher should tell so much of it as to make clear who Bob Cratchit, and Tiny Tim were, and Scrooge's connection with them.

*"It was a turkey!"*—The paragraph commencing thus is an excellent one for class purposes. Let the pupils contrast the Scrooge it presents with the Scrooge of whom no beggar ever asked a coin, or boy the time of day, and at whose approach even the blind men's dogs would tug their owners into door-ways and up courts. Notice the effect produced by the succession of short sentences, and repetition of the conjunction in the sentence beginning, "He went to church." The passage is in Dickens' most effective style, and when the pupil fully enters into the spirit of it he can scarcely fail to read it with expression and animation.

209. Why did Scrooge find it so hard to muster courage to knock at his nephew's door? Let the children give their opinions.

*"Nice girl, very."*—Scrooge, for the first time in his life was enjoying the luxury of feeling kindly towards others, and interesting himself in their welfare. As the result he looked at them with new eyes, and saw good qualities of which he had never dreamed before.

*"Siddled his face in."*—Notice how true to the life this and other bits of description are.

*"His niece looked just the same."*—The same as what? They all were accustomed to the geniality and hearty good-will of Christmas-time. To Scrooge it was a revelation, new and almost incredible. We are apt to credit others with the same feelings for us which we cherish for them.

210. *Jiffy.*—This colloquial word is a corruption of "gliff," a word used in the North of England to denote a glimpse or glance. Scrooge's reception of Bob Cratchit shows how his new-born benevolence had all at once made him humorous and facetious.

211. *"Some people laughed."*—People are slow to believe in the genuineness of sudden transformations of character.

*"Malady."* What malady? What would be a less attractive form?

Pronounce *trigger*, *blithe*, *nephew*, *unanimity*.

Define *lustiest*, *joyful*, *loitered*, *poulterer*, *unanimity*, *momentary*, *borough*.

Give sentences to distinguish the following pairs of words: *air*, *ere*; *might*, *nite*; *sent*, *cent*; *four*, *fore*; *great*, *grate*; *there*, *their*; *heart*, *hart*; *feign*, *faun*; *weakly*, *weekly*.

Express the meaning of the following clauses in other language: "Checked in his transports," "stirring cold," "cold piping for the blood to dance to," "all his might of wonder," "looked so irresistibly pleased," "nervous on such points," "in a jiffy."