the cellar was full of dead men's bones. He fled away; but when Duessa came back, she went in search of him, and found him sitting beside a river quite unarmed. He still believed that Duessa was good and true, and stayed talking to her, forgetting all about Una. While he was thus wasting his time, there came a terrible giant, Orgoglio, who would have killed him at once, but Duessa interceded for him, so the giant spared his life, but threw him into the dungeon of his castle.

(To be continued).

French Words in "Ivanhoe."

Inquiry has been made as to the pronunciation of the French names in Sir Walter Scott's "Ivanhoe." The following notes may be of use, but it is to be borne in mind that nothing more than an approximation to French sounds can be expressed by English letters; also that there is no stress on one particular syllable more than another, except a slight stress on the last. *An* and *on* are pronounced nearly like *ang* and *ong* in sang and song, prolonging the *g* sound but slightly; *en* is like en in encore:

Brian de Bois Gilbert—(Bree-an deh, Bwah Gilbare).
Front de Boeuf—(Fron deh Buff).
Malvoisin—(Mal-vwah-san).
Grantmesnil—(Gran-may-neel).
Ralph de Vipont—(Ralf deh Vee-pon).
Montdidier—(Mon-did-ee-ay).
Jorvaulx—(Zhor-vo).
Beaumanoir—(Bo-man-wahr).
Cœur de Lion—(Kur-deh-lee-on).
Beauchamp—(Bo-cham).
Le Noir Fainéant—(Leh nwahr Fay-nay-an).
Beau Séant—(Bo Say-an).
Mortier—(Mor-tee-ay).
Mont joie Saint Denis—(Mon jwah San Den-nee).
Faits vos devoirs—(Fate vo dev-wahr).
Laissez aller—(Lay-say al-lay).
Outrecuidance—(Ootr-cwee-dahns)\
Preux chevaliers—(Preu shev-al-ee-ay).

Eu in the last is nearly like *u* in fur. In "leh," "deh," the sound of *e* is like our unstressed "the" before a noun.

The St. John County Teachers' Institute will be held in the high-school building on the 21st and 22nd of October. Addresses will be given by Dr. H. S. Bridges, superintendent of city schools; W. M. McLean, inspector of schools; J. P. McInerney, M. D., M. P. P.; T. B. Kidner director of manual training; Mr. Henry Town, Miss E. G. Hannah, Miss Katherine Robinson, and Mr. W. L. McDiarmid. It is expected that W. S. Carter, M. A., chief superintendent of education, will be present.

A Course of Mathematical Geography.

Recent discoveries in the Arctic regions have led to a great interest in geography, not only in schools, but everywhere among intelligent readers of current events. All teachers, whether called upon to teach mathematical geography to pupils of the seventh or eighth grades, will be greatly interested in working out the fine course of lessons here outlined, which is reproduced from the *School News* of September:

1. The Earth a Member of the Solar System.

In the solar system there are eight large planets, of which our earth is one. It will be of interest to pupils to know that there are seven other planets (or earths) beside ours that revolve around the sun. Many interesting things may be learned about the planets.

The equatorial diameters of the planets in miles are as follows: Mercury, 2,962; Venus, 7,510; Earth, 7,926; Mars, 4,920; Jupiter, 85,390; Saturn, 71,904; Uranus, 33,024; Neptune, 36,620.

By use of above table, let pupils compare the size of our planet with each of the others of the solar system.

The following table shows the mean distance of each planet from the sun: Mercury, 35,393,000 miles; Venus, 66,131,000 miles; Earth, 91,430,000 miles; Mars, 139,312,000 miles; Jupiter, 475,693,000 miles; Saturn, 872,135,000 miles; Uranus, 1,753,851,000 miles; Neptune, 2,746,271,000 miles.

Show pupils how to get information about the planets from the dictionary, astronomy, cyclopedia, and other books of reference. Assign a planet to each member of the class, and have him write a composition about it. 1. Why so named; 2. History of its discovery, etc.; 3. Comparative size; 4. Distance from Sun—comparative; 5. Length of year—comparative; 6. Items of interest.

2. Form of the Earth.

By the use of models, or molding in clay, make pupils familiar with the following forms: 1. Sphere; 2. Spheroid; 3. Oblate spheroid; 4. Prolate spheroid.

In studying the form of the earth, first give proofs of the earth's rotundity and then of its being an oblate spheroid: 1. Circumnavigation; 2. Apparent change in the position of the North Star; 3. Eclipses of the Moon; 4. The Horizon; 5. Appearance of ships on the sea; 6. Plumb lines; 7. Digging of canals; 8. Analogy..

1. Magellan was the first to circumnavigate the globe, Drake the second. Have pupils trace on a map or globe the route of each of these explorers. Men have travelled around the world, however, only in a belt extending in an east and west direction. This proof is not, therefore, conclusive, for the same thing might be done if the earth were a cylinder. It is a proof that the earth is round east and west.

2. In travelling toward the North Pole, the north star appears to rise; in travelling toward the South Pole, stars unseen before come into view in front, while others disappear behind, showing that in these directions also the surface is curved. (Teachers shou'd illustrate with a black-