

The rulers of the provinces that now make up Spain had a number of kings called "Great" and "Catholic." Then they also had the "Monk" and "Gouty," and included others who were "Infirm," "Bad," "Noble," "Strong," "Valiant," "Gracious," "Sickly," "Impotent," "Beneficent," and "Ceremonious." Ferdinand III., of Leon and Castile, was the "Saint and Holy."

Hungary has her rulers described as "Saint," "German," "Thunder," "Venetian," "Great," and a "King" Mary, who was probably the only woman who had ever a like title. Over Portugal reigned the "Fat," "Idle," "African," and "Great and Perfect."

—The Canadian *Week* says lately: "We confess that, as we understand it, we do believe in the new education. It may yet fall far short in its principles and methods of an ideal standard, but it certainly is better than the old. We understand, for instance, that it aims to substitute intellectual for mechanical processes in the school; to appeal to the natural love of discovery and delight in mental activity, rather than to the fear of the rod, or even the hope of reward, as incentives to effort; to replace dogmatism with induction. For instance, in the old school-house which fills so large a place in the memories of most of us, the text-book in arithmetic was put into our hands, and we were told to first learn the rules, and then follow them in the solution of the examples. If any principles were enunciated we were expected to accept them on authority. In no case, so far as we can remember, were we permitted to taste the delight of discovery. The New Education, as we understand it, requires the teacher to throw aside the text-book at the outset upon a new voyage of discovery; to state the problem in a form suited to the capacity of the learner; and to leave him to reason out the solution with just the minimum of help necessary to save him from failure. His stimulus is his innate love of discovery and his natural delight in the exercise of mental power. His reward is the consciousness of power successfully applied. A further educational gain is the certainty that what he has once done he can do again, that he has acquired a knowledge as well as developed a strength which he cannot lose through any failure of memory. Then he is led on step by step from the particular to the general. The essential element in the variety of individual cases is discovered, and a broad principle established. By a similar method applied to the analysis of a few familiar sentences, the general laws of grammar—that *bête noire* of the old-