

Thoughts for the New School Year.

Vacation days are over, my friend, and have you gained the most possible good from these ten weeks? You, who had become nervously tired from last year's work, have you rested the overtaxed brain? Have you relaxed every muscle, grown physically strong, so that your body as well as brain is in the best possible condition, well able to stand forty-two weeks of earnest and delightful toil? I like to think that many of you have taken great draughts of the salt sea-air, and have become invigorated by plunging often into the grand old surf, acquiring new life and energy.

Others are resting at the quiet, old-fashioned, weather-beaten, delightful farmhouses of your youth, and happy memories of early days — days when earth held no greater happiness for you than that obtained from "riding on a load of hay" — come and go, as the hammock's slow, restful swing lulls you to dreamland.

We know that all teachers waste more or less nerve force — some much more than others, according to the different temperaments of the individuals — but he who wastes the least will "grow old gracefully" and more slowly and more lovably than he who wastes much. Take this thought with you, at this time, the beginning of the new year, and make up your mind fully that you will waste as little nerve force as possible. It will pay. By this I do not mean to advocate lethargy on your part — far from it. But I mean that in all things you should take matters calmly. Do not let the thousand and one little things which daily come up fret you, and, above all, do not allow your pupils to see that you are disturbed by these things. Just so soon as you show that, you have lost one strong point in discipline. By your quiet demeanor show your pupils that you have unlimited reserve power, that you are thoroughly master of the situation. And this leads me to say a word in regard to the tones of voice which many teachers get in the habit, all unconsciously, of using. It is so much easier to govern a school if your tones are low, clear, and agreeable. A noisy teacher invariably has a noisy schoolroom. This applies to movements of the body as well as to the tones of the voice.

But of all the secrets of the art of disciplining, I wonder if you know the greatest. If you are fond of studying human nature, you may have found it out for yourselves, but I know teachers who have taught years and years and have not found it out yet. Should this happen to cross the eyes of one who has not yet found out the secret, I will give it to her. Inspire each individual child in your room with the feeling that you have a personal interest in his welfare, and if you can make each child feel that you have this personal interest in him (and you can do it), the discipline will, in a great measure, take care of itself. As you start in upon your new year have high ideals, work toward them, and inspire your pupils with a love for the same. Children's minds are as potters' clay, which can be modelled as we will. Our responsibilities are great, and may we be strong to meet them.—*Adelaide V. Finch in N. E. Journal of Education.*

Current Events.

SPAIN'S LOSS OF EMPIRE.—On his accession to the Spanish throne, in 1556, Philip II. found himself ruler of the greatest empire the world had seen since Rome was at the zenith of its power. Its navies were famous for their greatness, and they ruled the ocean; its armies were famous for their prowess; she swayed the destinies of Europe; had possessions in all the continents, and may be said to have owned the Americas, North and South. . . . The Spanish empire was the result of marriages, conquest, and discoveries; its decline and fall may be ascribed to the ruthless character of the Spanish people. When Columbus discovered San Domingo it had a population of 2,000,000; in 1530 this population had dwindled to 350,000. Cortez in Mexico and Pizarro in Peru were ideal Spanish conquerors.

In the latter part of Philip's reign [he died in 1598] Spain lost all, or nearly all, of her dependencies in North Africa, and early in the next reign, Burgundy, Naples, Sicily, and then Milan. In 1609 the Netherlands were lost; in 1628 Malacca, Ceylon, Java and other islands; in 1640 Portugal; in 1648 all claims were renounced to Holland, Brabant and parts of Flanders; in 1649 were lost Maestricht, Hertogenbosch, Breda, Bergen-op-Zoom, and many other fortresses in the Low Countries, in which year the crown tacitly surrendered supremacy on the seas to northern Europe; in 1659 Rousillon and Cardague were ceded to France, making the Pyrenees the boundary between the two countries; in 1668 to 1672 the last of Flanders was given up; in 1704 Gibraltar was lost; in 1791 the Nootka Sound settlements; in 1794 San Domingo; in 1800 Louisiana; in 1802 Trinidad; in 1819 Florida; from 1810–21 were lost Mexico, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chili, Argentina, Banda-Oriental, Paraguay, Patagonia, Guatemala, Honduras, Nicaragua, San Salvador, Haiti, and numerous islands pertaining to the American continent, all the possessions in the Western Hemisphere, in fact, save Porto Rico and Cuba, which already apparently are as good as lost. The future of Spanish Morocco and of the Philippine, Caroline, Sulu, Ladrone and Canary groups has yet to be settled.—*Memphis Commercial.*

The Spanish-American war began April 21 and lasted 114 days. It cost the American nation a million dollars a day. Added to this are incidental expenses which will raise the sum to the total of \$160,000,000. The cost to Spain is almost inestimable. Thirty-five vessels of her navy, valued at \$36,500,000, lie buried in the depths of the sea; forty-seven others, chiefly merchant vessels, were captured by United States cruisers. Spain has surrendered in territory to the United States, directly Cuba, with a population of 1,500,000 and an area of 45,000 square miles, and Porto Rico, with an area of