

fully. The whole field of local customs and habits of seasonal dress, of seasonal variation of occupation and similar topics offer a host of interesting, valuable problems which can not be treated generally because they vary with any given locality.

As has been mentioned above, the study of rural life must be something more than the study of how to get more money out of the farms and local industries. It must be a study of how to get a better living in the broader sense, and the more each of the time-honored subjects can contribute to the development of this viewpoint, the better for the subject and the pupils. Geography is so personal to everyone that hardly a problem in life can be touched without touching the geographic background. If we are to lay the foundation in the elementary schools that will make boys and girls want to stay on the farms, we must not merely try to teach them to make more money, for then they will surely go to the cities. We must teach them the beauties, the wholesomeness and the advantage of rural life, make them acquire a love for the home region and an ability to make life more real, more interesting and more valuable as life, amid rural conditions. To this vast and almost untouched problem geography can contribute many helps and rural bred teachers, with the love for the soil, rightly taught and with a viewpoint that is not urban or ultra academic, can help enormously if they will but see the problems about them which have a basis in real, personal geography.—*Richard E. Dodge.*

"Grant the boy the privilege of having his friends to meals as often as you can conveniently arrange for it," says Christine Terhune Herrick, in *Woman's Home Companion* for September. "Perhaps you are among those fortunate ones who have a large family with a big table where the addition of an extra plate counts for little. If such is the case, your way is simple. Should there be several sons to plan for, consider a system of rotation that each may have his guest in a fair ratio. If your family is small so that it is desirable to have a little notice in advance, before adding another hearty boy's appetite to those you have reckoned for, fix on a certain time when your boy may ask a friend in to dinner or supper. Boys are delightfully uncritical creatures, bless their hearts! Give them a cordial welcome and plenty of food, and they will never miss frills of serving.

Summer School of Science.

The attendance at the Summer School of Science, just closed at Liverpool, N. S., was the second largest in the history of the school. The number enrolled was 271. Measured by the standard of work, however, it was by far the most successful session yet held. Over two hundred teachers worked earnestly seven, eight or even ten hours each day.

The enthusiasm of the students; their healthy attitude towards work; the kindly fellowship everywhere evident; the eagerness with which they endeavored to get all that was offered, made one feel that the outlook for our public schools was not bad after all. Surely two hundred schools will be better taught next year, as a result of this summer's course. It is unfortunate that this better service will not command better salary. The time will surely come, however, when worth will be rewarded.

Literature and Botany, always popular subjects, were the two largest classes. They enrolled about 100 and 130 respectively. Drawing, Geology, Physics and Zoology drew good classes. Dr. Andrews, of Mt. Allison, gave an excellent course in Agriculture. He had an experimental garden in connection with it.

Military drill took all the moments not given to other subjects. Four officers had classes nearly every hour from 7 a. m. to 8 p. m. Practically all who took this course got their Military Drill Diploma.

This year, the school tried a novel plan of learning the attitude of the student-teachers towards the course offered. Each person taking the examinations was asked to write a letter, saying what the school had done for her, and where it could be improved. The answers were certainly encouraging to all concerned.

Not only third class teachers, but graduates of colleges and normal schools were ready to admit that they got helpful hints from every lesson.

In daily conversation, one would hear "I never took Geology before; I think it is great!" "The Physiology is just fine!" "I studied Botany in Grade IX, but did not like it. It is so different here!" "I never liked Literature until I came to Summer School." "I wouldn't have missed this