

TONIC SOL-FA NOTATION OF MUSIC.

Music should have a place in the school-room—in every school-room, in every home. Music makes the work of the school-room more cheerful, and has a soothing, restful and invigorating influence. Further, it is helpful to discipline. By its pleasant, rhythmic flow it secures order in the various necessary class movements. These in themselves should be sufficient to secure a place for it in the school-room.

But music has an educational power apart from and more important than this: of helping on the other work of the school. At this time I shall only speak of its aid towards physical culture and development. It is well to have a sound, cultivated, educated mind in a strong, healthy body. In large towns and cities intellectual education is cared for without sufficient opportunity for the proper development of the body. This partly accounts for the unfavorable comparison of city with country children, and also for much of the sickness attending or following work in high schools and colleges.

Correct breathing is an important factor towards securing good health. Vocal music, with the preparatory drill necessary for the production of good, pure musical sound, strengthens and increases the breathing capacity of the lungs. Voice training, and the physical exercise attending it, secure right position of the shoulders, broad chest, and deep, steady breathing, and so reduce to a minimum the evil effects of sitting so many hours at the desk. Further, the distinctly marked rhythm in music is conducive to the rhythmic action of the vital forces.

Dr. B. W. Richardson, a great authority on matters of health, says, "It is one of the points of life to get music into the home. If a doctor visits a sick child, and is told that it has been singing, he knows that an advance has been made in the health of that child. We associate the idea of singing with mirth, and with health, and wherever there is a family that cultivates music, and that is fond in the evening of passing the time away by the singing of delightful songs and hymns, that family is a happy and a good family. Let all the nation be a singing nation, and we have direct evidence of a happy nation."

If singing is to be taught in the schools as a branch of education we should use the simplest, the most natural, most intelligent methods and notation. The Tonic Sol-Fa methods and notation have been proved to have these points clearly in their favor.

Principal Chas. A. Hoyt, New Jersey, says, "I have secured better results with the Tonic Sol-Fa in three months than in three years with the staff sys-

tem. My grammar department can now, after only three months of the Tonic Sol-Fa, sing any ordinary church music at sight. The results with even the smallest primary children (5 years old) are perfectly surprising."

Rev. E. P. Parker, North Carolina, says, "I regard Tonic Sol-Fa as the greatest musical invention. * * * It is emphatically the system, the notation—nature's method."

Miss A. Brooks, Kindergarten teacher, says, "I regard the introduction of the Tonic Sol-Fa system as one of the great movements of the century."

At the annual meeting of the Tonic Sol-Fa College, in Exeter Hall, London, in June, the chairman said: "In the School Board for London, in every single department of every school, the children are taught to sing by note. In every single one of these departments, save one, they are taught to sing according to the Sol-Fa method." The Secretary stated at that meeting that in the last six years the College had granted on an average 16,980 certificates, and last year 22,277.

Professor Cringan, Toronto, who has thirty-four schools, with about 14,000 pupils and 200 teachers under his care for musical instruction says, "In order to demonstrate the usefulness of the system, I will take a class of children who have studied from Sol-Fa not more than eight months, and have never had a lesson on the staff notation, and after an hour's transition from Sol-Fa to the established notation they will read at sight any tune containing modulation to related keys, or relative minor, written by any musician of known impartiality, such as Mr. A. E. Fisher or Mr. Torrington."

J. A.

Musquodoboit Harbor.

NEED OF A MINING SCHOOL.

The mineral wealth of Nova Scotia has long been known, but comparatively little has so far been done towards its development. Coal and gold have both, it is true, been mined to a considerable extent, but the yearly results, compared with the enormous extent of the coal and gold districts, are almost infinitesimal.

While the mineral deposits of other countries have been rapidly developed, and capitalists have always been eager to invest in what, when honestly managed, is one of the quickest means of securing wealth, our own business men have held aloof from mining; and, whenever they have had the opportunity, have done all in their power to prevent foreign capital coming into the country. Having no knowledge of mining