

## CONSTITUTION AND BYE-LAWS.

D. McDonald, Esq., Vice President, had been appointed at the last Convention to draft a Constitution and Bye-laws for the Association. His draft was submitted, and after brief discussion handed over to a Committee to be examined and perfected. The Committee consisted of the following gentlemen—Messrs. Hollies, Ross, Phinney, McLean, McNaughton, Patterson, Hutton, Senn, and McArthur.

## MOTION.

E. D. Miller moved a resolution for the appointment of a Committee to arrange for the discussion of the subject to occupy the attention of the Convention on Wednesday morning, "The tenure of office in Educational appointments." J. Scott Hutton seconded the resolution. The following gentlemen were appointed a Committee—the President, Messrs. Condon, Hutton and McKenzie.

## REPORTS.

There being still a few moments left before the regular time for adjournment, reports from different sections of the Province were called for by the President.

Rev. Dr. Robertson, Chairman of the Board of Commissioners for Annapolis East gave a cheering account of Educational prospects in that County. He contrasted the present attainments of Teachers generally, with their attainments a few years ago, and spoke favorably of a uniform and somewhat strict system of Examinations for teachers. Mr. Fullerton also from Annapolis bore cheerful testimony to the great increase of attendance at School within the few last years. Opposition to the School Law in that part of the Province he represented as fast dying out. Mr. McNeil spoke of the evil consequences of a withdrawal of the superior School Grant. Much advantage had arisen from this Grant. Mr. Parsons made explanation justifying the act, only upon the ground of necessity. A retrenchment in some part of the Provincial Grant he showed was indispensable. To discontinue the Book Grant was to take away a boon from every school, while to withdraw the superior School Grant affected a very small number of Schools. Besides the superior School Grant had about done its work. It was doubtless not intended to be a permanent Grant, but merely as an incentive for a few years. The impulse which it had given would not soon be lost.

Meeting adjourned to 3 o'clock.

## THIRD SESSION—TUESDAY AFTERNOON.

Convention assembled at 3 o'clock. Prayer was offered by the Rev. T. A. Higgins. There was a larger attendance than during the preceding sessions, over one hundred being present. Minutes of previous sessions were read and approved.

## "MUSIC IN SCHOOLS."

The subject of discussion arranged for this afternoon was then introduced by Mr. H. Condon, Principal of the Public School, Milton, Yarmouth County.

He gave quite an animated description of the steps taken in Yarmouth by the advice and assistance of Professor Gates to secure regular instruction in this important branch. The efforts of the teachers under the instruction of this gentleman had been crowned with abundant success. Professor Gates he described as eminently qualified in every way to give the requisite instruction to teachers for conducting this branch of art on scientific principles. He had studied for a lengthened period in the schools of Maine in the United States, and in England, (was a fellow-student of Professor Doane of the Philharmonic Society, Halifax, N.S.) and on return took quite a lively interest in the School and Church music of Nova Scotia. He had brought with him a valuable series of charts, which were used under sanction of the educational authorities in England, France and Germany, and also in the United States. What object, asked Mr. Condon, had the Council of Public Instruction in having printed in the School Returns the question, "How many study music in this School?" They obviously designed that music should have its proper attention as well as other branches of higher importance. If then we are expected to teach music in the school let us do so properly, let us teach it on scientific principles. Especially is instruction in the principles of the art practicable in Graded Schools. And teachers in such departments should lose no opportunity to qualify themselves for this duty. The arrangement which had been made at Yarmouth, Mr. Condon thought might be effected elsewhere. At the request of the Teachers Institute at Yarmouth the Council of Public Instruction had been pleased to grant the teachers a week to receive such instruction from Professor Gates as would qualify them for the immediate introduction into their respective departments of the science and art of music. The system was so much simplified by the use of charts that in the course of a few weeks the children of the Yarmouth Schools had made very considerable proficiency in the knowledge of the principles of music. We may look for a vast improvement in reading among the results of the successful study of music.

Mr. Condon referred to the success attendant upon similar efforts in the schools of Britain, and on the Continent and concluded by moving the following resolution:

Whereas,—Musical instruction forms a part of the curriculum of study in the Public Schools of Great Britain, France and Germany, and also those States of the Union which have offered the best examples for imitation; therefore

Resolved,—That it is the opinion of this Convention that the study of music on scientific principles may be introduced at this time with great advantage into the schools of this Province.

Mr. Hollies seconded the resolution, and recommended that the teachers should, upon the evening of the 30th, hear the performance at Temperance Hall of Handel's Oratorio, the "Messiah," by the Philharmonic Society, under the training of Prof. Doane.

Mr. Parsons remarked, that what training we have in the schools of the Province at the present time, is generally nothing more than the acquisition of a few pieces of music by ear. He maintained that the study of music scientifically by children, who have already acquired some pieces by ear, was no more impracticable than teaching the same pupils to read a language, the words of which they already have employed in their everyday conversation. He gave it as the experience of several female teachers in Halifax County, that the science of music could be taught to children at an early age.

Mr. Spinney thought that the purchase of the charts which Professor Gates proposed to introduce, was one difficulty in the way of poorer sections, and sufficient to preclude any effort on their part to make this one of the branches of daily school-work. Let the Government, "as the fountain head," take hold of this matter, and include the charts among the books and apparatus, at reduced rates, or devote a part of the book-grant to the purpose of securing charts for schools at a moderate rate.

Mr. Greenough thought it important that opinion should be expressed on this subject. Speaking from experience, he corroborated the statements of the introducer of the resolution in respect to children understanding the principles of music. Difficulties would be met with in poorer sections. Some parents knew nothing of music; others considered it of no practical benefit, and in a miscellaneous school the great difficulty was want of time. Still he thought the difficulties might be overcome, and the teacher would be amply rewarded in the results of his labors. If worth while singing at all, why not sing scientifically.

A call for the question was then made, and the resolution being put, passed unanimously.

## SUPERINTENDENT'S ADDRESS.

T. H. Rand, Esq., M. A., Superintendent of Education, was then introduced, and delivered an address, replete with facts of the highest practical interest. He was pleased to observe the every-day increasing interest throughout the country in educational matters. There is scarce a household throughout the Province in which the subject is not now agitated to some extent. An increasing widening, deepening sentiment is being lodged in the hearts of the people in favor of the School System. The whole question in regard to its quantity, so to speak, is calculated to cheer the heart of every patriot. Throughout all the ups and downs, successes and defeats, in the workings of the system there had been one steady, broad path of progress. This was evidenced by the increased number of enrolled pupils during the last five years. In 1861 there were unrolled at school 33,000 pupils in the winter, 37,000 in the summer, and some 48,000 during some portion of the year.

In 1869 there were 72,000 in the winter, 75,000 in the summer, and about 95,000 during the year. Thus in Nova Scotia there has been the large average of 1 in 4 of the population receiving education at school during the year 1869. This proportion is most encouraging. England has 1 in 7.7 registered in attendance at School. The best educated countries give an average of 1 in 6.5 of the population. The question of Free Education is thus a settled fact. These figures warrant the statement.

The quantity of education supplied then in this province is large, but we cannot, and would not, avoid the question, What of the quality of the mental pabulum daily furnished? When the people show faith in the matter, are we having the care we should, in respect of the nature of the education imparted? What of the qualification of the living agent and his adaptation to his profession? Experience seems to be the great desideratum on the part of the members of the teaching profession. Of the 1500 teachers in the province last summer, 850 had taught a period less than three years, 238 between three and five years and 207 between five and ten years, whilst the numbers above this diminish rapidly. Thus there is not yet with us in the teaching profession a large amount of experience. Under these circumstances it had been represented to the Legislature that there should be a discrimination made amongst teachers in respect of experience, by a distinction observed in the distribution of the Provincial Grant. If the law of the land were to make such a distinction the people would likely observe it too and give the preference to experienced teachers. A college course or attendance at Normal School, might be reckoned as so many years experience.