

finances justify the appointment of special teachers.

During the Convention there was a Music Discrimination Contest held all over the United States. Twenty-five of the children in the hall won prizes in this Contest, and 12 children in a single school in New York were successful.

The Contest was a very hard examination which I am afraid very few Canadian school children could attempt.

The prizes were scholarships to attend the summer camp at Interlochen, Mich.,

I also enclose a copy of the programme of the Band Festival, which shows the details of the programme on the band evening, a copy of the programme of the Pageant of Music in America and two copies of the climax of the Convention, namely, the Jubilee Concert of the National High School Orchestra, and the National High School Chorus. On Pages 10 and 12 you will see the names of the sopranos, altos, tenors and basses, and on Pages 13, 14 and 15 you will see the names of the players of the various instruments and the large variety of instruments in the Orchestra. You will also observe that the chorus came from 20 different states and the average age was 17, and that the orchestra came from 30 states, including Alaska with an average age of 17. Another remarkable fact is that 117 students out of the 300 could play two instruments, and 96 could play more than two instruments.

In Cleveland instrumental lessons are given at two High Schools, the John Hay High School on the East side serving 52 schools from which 250 pupils come for instrumental instruction under 34 teachers. This schools is open on Saturday from 8.30 to 12.30, the fees being 50c. per lesson - not more than six pupils in each class. All band and orchestral instruments are taught by teachers who are either professional artists, regular music teachers, or students from the Department of Music in the School of Education of Western Reserve University.

For certain sessions when alternatives were offered at the Convention, Mr. Stanton, Mr. Small and I attended different sections in order to pool our results. We all agreed that much more time was given to Music, more credit was given to children for instrumental Music, more attention was paid to the higher forms of choral Music, more specialists were engaged, fewer grade teachers were compelled to teach their own Music, school boards spent more money on this subject, parents were also spending more on their children, a remarkable organization culminating in the National Orchestra and National High School Chorus being the climax of the whole system.

Some of the class teaching seen in junior High School was, however, no better than we have in our own city schools in Montreal, and elsewhere. In Quebec we have made provision for giving credit for Music but we have not sufficiently provided the courses and teachers so that pupils might profit by the credits offered.

Some day I hope to see Canada organized to provide for a National High School Chorus and Orchestra. The Royal York Hotel