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# DEVOTED TO MUSIC AND ART.

Vol. IX.

MAY, 1886.

No. 5.

## SINGING IN THE FAMILY.

ULTIMATE singing in your family. Begin when the children are not yet three years old. The songs and hymns your childhood sang—bring them back to your memory and teach them to your little ones; and when they all together, to meet the similar moods, as in after-life they come over us so mysteriously sometimes. Many a time and oft, in the very whirl of business, in the sunshine and gaiety of Fifth Avenue, amid the splendor of the drive in Central Park, some little things wake up in the memories of early youth—the old mill, the cool spring, the shade tree by the little school-house—and the next instant we almost regain the ruddy cheeks, the smiling faces, and the merry eyes of the schoolmates, some gray-headed now; most "lie mouldering in the grave." And anon, "the song my mother sang" springs unbidden to the lips, and soothes and sweetens all these memories. At other times, among the crushing mishaps of business, a merry ditty of olden time pops out its little head, breaks in upon the ugly train of thought, throws the mind into another channel; light breaks from the cloud in the sky, and a new courage is given to us. The honest man goes singing to his work; and when the day's labor is done, his tools aside, and he is on his way home, where wife and tidy table and cheery fireside await him, he cannot help whistle or sing. The burglar never sings. Moody silence, not the merry song, weighs down the dishonest tradesman, the perfidious clerk, the unfaithful servant, the perjured partner. —*Huff's Journal.*

## TRICK INSTRUMENTS.

THE requirements of modern operetta, musical extravaganza and such pieces as are advertised to be "a nonsensical musical whimsicality," have brought many strange musical instruments into use. "Trick instruments" would be a better name for some of the curious inventions shown to a reporter recently, in the orchestra room of a theatre, by Simon Davis, the drummer of the orchestra.

Mr. Davis, although called the drummer, to distinguish him, might be termed, with those of one of twenty-five or thirty other names, for he plays and operates that many instruments besides the drum. There is something to be said even about the base drum playing, for it is operated by a pedal which, with one action, plays the cymbals at the same time, leaving the operator hands free to use any other instrument which the music or action on the stage may require.

One of the instruments which Mr. Davis plays is commonly called the bells, or orchestra bells; in Germany called the "glockenspiel." It consists of a number of short bars of steel resting on straw ropes. The bars are played upon by short hammers, the metals of which are connected with the wood handles by which they are played. The full chromatic scale, two and a half octaves, are represented by the bars, which are tuned by size. The instrument most like the bells is the xylophone, which consists of a number of pieces of wood strung together by two cords and resting on ropes of straw. The method of tuning a xylophone is curious. If the note be flat, it is corrected in tone by having a section sawed off; if sharp, it is notched on the under side by a saw cut.

The anvils in an orchestra are far from being such as smiths play upon by the side of a forge, though their tones are somewhat similar to those of the real article. The anvil which Mr. Davis has is two pieces of hemi-octagonal brass, hollow, and about eight inches long. Hittes with a hammer, it is the scientific term for describing a tube which looks as octagonal if alike on both sides, but which looks as

if it had been octagonal and sliced down its length and the flat side covered over. That is what they are. They are contained in a little plush-lined case, and might be carried in an overcoat pocket, but when struck with a little hammer, give out a sound like an anvil. It tells a story of the times that there has been so much music written of late relating to champagne drinking that instruments have been devised and patented to imitate the "pop" of a champagne cork. Mr. Davis has two such instruments. One is a simple wooden cylinder, a piston working in one end and a captive cork in the other. It is as simple as a boy's pgun, but the sound has a \$5-a-bottle bang that is most captivating. The second pop imitator, recently invented, can be worked more rapidly, and made to imitate the sound around a race-course bar just after the field has won against long odds. This is a long brass cylinder, the piston running through the cork, and having a bolt on that end to prevent the cork from flying off and hitting the finger in the eye. The piston, pushed in rapidly, causes a deceptive "pop," and being as rapidly pushed back, plugs the cork tight in again, ready for another battle, which action can be kept up faster than the thirteenth crowd could cut the wire.

The crack of a whip is a noise that is heard under very different circumstances on the stage. It may be a chorus describing a rollicking sleighride, a *Lady Gay Spanker*, who emphasizes a story with a flourish of whip, or the overseer in Uncle Tom's Cabin. Whatever the occasion, the man sitting at the end of the orchestra supplies the "crack." Mr. Davis does this with a little instrument that looks like a big razor-stop split down the middle and then hinged. It is worked with one hand, for very frequently, at the same time, sleigh-bells must be heard, and the other hand is employed in shaking a bolt of silver bells right merrily.

The castnets used in the orchestra are not played, as by the dancers, in the palms of the hands, but are fastened (two pairs) on a fan-shaped piece of cedar, and all Spain could not produce a castnet player who could get more rattling out of the genuine article than does the drummer with this prosaic cedar fan waved with one hand, while the other rattles and raps a famboyance. When in a sensational play or burlesque, or orchestra number, the sound of a locomotive should be heard, the drummer turns to his assortment of trick instruments and selects three. The first represents the whizz and whirr and puff, and short and rattle. It consists of an axle of sheet iron, the ends being rolled in under the arch, making two supports for it to stand upon. This is "played" upon by two bundles of steel wire, fastened at one end by a chain of tin, and otherwise loose. —*Brooklyn Union.*

## INJURIOUS ADVERTISEMENT OF ARTISTS.

INJURIOUS advertisement of an artist is a curse to him. Every one who observes an lover of art will immediately be prejudiced against any pretender who places himself in an article which he is not qualified to reach, and very likely will never reach by many a league. The press in America is often guilty of misrepresenting artists, for, according to the advertisement a performer puts into the paper will his puffs be. The greatest charlatan, who spends enough of non-sense to get the greatest encomiums. A dog-fight reporter will be sent to "write up" a concert or an opera. We have lately heard of a really good artist, who refused to perform at Steinway Hall because his name was printed in smaller type than that of another artist. Is this not a disgraceful thing? would think of such a thing in Europe? There they place the names alphabetically and if the name of the artist is not in the list, his performances with a Z his name will be put last. Last was suggested to us by the announcement

of two pianists who have lately appeared in St. Louis, namely: W. H. Sherwood and Franz Rummel. Both of these gentlemen are good artists and have a right to be proud of their accomplishments, but they come to us heralded as the only rivals and equals of Von Bülow and Rubinstein. Having eagerly read this preliminary newspaper puffing we go to the concert with great expectations, and as these expectations are far, very far from being realized, we even forget to give the credit really due the gentlemen. In fact, we are inclined to call the whole thing a humbug. Suppose a man with \$100,000 capital should start a dry goods store in St. Louis, and advertise himself as "the only competitor of A. T. Stewart," or say he were to open a banking house and advertise himself as "the only successful rival of the Rothschilds," would not the very street boys laugh at him? And would not the other respectable capital divide into nothing by comparison? And yet he would be really a wealthy man, and with that amount of money could start a very fine dry goods store or establish a very respectable bank. So it is with our artists. They place themselves beside the greatest of giants, upon an elevated plane, from which they appear as mere figures when viewed by others.

## THE MUSIC OF SPEECH.

ANY of the rules which apply to the music of singing, apply equally to the music of speaking. Both are regulated by the same laws, although the speech voice is more under the control of a musical sense, as its pitch varies through its duration. It goes to prove, however, that all are endowed by nature with the power of music, which may be greatly improved and enlarged by careful practice. We laugh and speak and cry and ask in music. A laugh is produced by repeating in quick succession two sounds which differ from each other by a single tone—a cry arising from pain or grief is the utterance of two sounds, differing from each other half a tone—a yawn runs down a whole octave before it ceases—a cough may be expressed by musical inflections, a question cannot be asked without a change of tone, which musicians call a fifth, a fourth, a sixth, or an octave, and the music of the human lip is loaded with music. This is the music of nature, and there is not a man who speaks five minutes without a reflection of the whole gamut, only, in his gliding, rising, falling, and descending, speaking, the tones not being protracted, glide imperceptibly into each other. It is this protraction of the tones which constitutes the singing voice, distinct from that of speech; but the laws of intonation remain the same, and the sound, though it receives the same impulses as in singing, is modified by the pitch of the voice. The notes by which the pitch of the voice is varied in speaking are termed slides, accents, and reflex notes; they may be imitated by sliding a finger along the finger-board of a violin, while the bows being applied to the strings. These slides, which are termed slides, are not in pitch; sometimes they have both on a syllable. The varying pitch of a speech-note may be illustrated by the reader, with an exclamation of inquiry, utter aloud such an exclamation as "Hallelujah," "pale or red?" The note on the "pale" will constitute an upward movement of the voice; while the note on "red" will be a downward movement, and in both words the voice will traverse so wide an interval as to be conspicuous to the most ordinary ear; while the cultivated perception of a musician will detect the subtlest shades of difference in the intonation, after altering the word "or" of the same sentence; and being able to record in musical notation the sounds which are uttered by the speaker, and the inflections traversed in these vocal movements, and the place also of these notes on the musical staff.

# Kunkel's Musical Review

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I. D. FOULON, A.M., LL.B.,

EDITOR.

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RELATIVE theorists may say as to the relative rank of absolute music and music set to words, the fact is that song, in its different forms, is, and in the nature of things must remain, the most universally appreciated and understood, and, hence, practically the most important department of musical composition. In view of that fact, it must be regretted that the majority of the better class of composers in this country should turn their attention to the production of piano or other purely instrumental compositions. It is true, that song words of a meritorious character are not so plentiful as might be desired, and yet the dearth is not so great as composers imagine. There are hundreds of good lyrics in the English language that have never been set to music, and not a week passes but the newspapers and magazines publish lyrical poems worthy of a musical setting. Let us have more songs from the pens of the better class of American composers.

## INFLUENCE OF MUSIC ON MANNERS.

THE influence of music in humanizing and polishing the mind is not a fanciful one. From the earliest ages it has been recognized. This is shown not only by such fables as that of Orpheus, whose magic strains could control even brute nature, but even so grave an historian as Polybius, eminent for solidity of judgment, speaking of the Cynetheans, an Arcadian tribe, writes as follows:

"As the Arcadians have always been celebrated for their piety, humanity and hospitality, we are naturally led to inquire, how it has happened that the Cynetheans are distinguished from the other Arcadians, by savage manners, wickedness and cruelty. I can attribute this difference to no other cause than a total neglect among the people of Cynetha, of an institution established among the ancient Arcadians, with a nice regard to their manners and their climate: I mean the exercise of that genuine and perfect music, which is useful in every state, but necessary to the Arcadians; whose manners, originally rigid and austere, made it of the greatest importance to incorporate this into the very essence of their government."

It is to be noticed that Polybius does not attribute this beneficent influence to music indiscriminately, but only to that "genuine and perfect music, which is useful in every state." He, a grave historian, exhibits here an accurate knowledge of music as proves him to have been an adept in the

musical science of his day; and the manner in which he states his conclusion as to the causes of the low state of morals among this tribe of Arcadians, shows that he expected his explanation to be received as most natural by his contemporaries. In other words, this passage shows that musical knowledge and criticism were, in the days of our historian, quite as extensive among the educated classes as they are now, with this difference, that music, which is now usually regarded as a mere accomplishment, was then seen to be an important factor in the humanizing and governing of nations.

WITH the majority of non-musical people, and with not a few of the more musical, the effect of music is probably, in most instances, one of association. They have, in their impressive childhood, heard certain strains of music sung to a certain text by the lips of a loved mother or father, and the perhaps homely strain has become hallowed by association until it would be impossible to make them believe it does not in itself contain an iota of the sentiment they think it expresses. It is useless to discuss such questions with the masses. They love their old tunes, and they stick to them. How often has it been tempted to give a new and better setting to old and favorite hymns! Yet a single instance of real success in this respect is yet to be recorded, so far as we know. To this same effect of association must be referred the mass of prejudices against music of certain kinds. The converted fiddler, whose recollection of his fiddling days are connected with the strains of coarse dances and ribald songs, could not be expected to do otherwise than protest against the introduction into the worship of the sanctuary of the tones which he associates perforce with a previous and regretted life of licentiousness, forgetting all the while (unless he be philosophically inclined than most fiddlers are) that the trouble is not in the instrument, but in his previous history. To him, indeed, the violin is really an irreligious instrument; its associations are improper, and for himself, if he cannot overcome the feeling, he is right to protest, since the sound of the violin puts him in an unfavorable frame of mind. It is only the most advanced musical taste that can rightly distinguish what is objective in music, what its real contents are, from that which is subjective in the musician or listener, in other words, projected into the music by his own views and feelings.

## PIANISTS AND PIANOS.

IN a recent issue we had the following editorial paragraph:

"The Musical Standard takes the manufacturers of musical instruments to task because, it says, they have been doing everything for music and musicians in this country, while, on the contrary, music and musicians have done nothing for them. We have usually found the makers of musical instruments willing to take what we think is the sensible view of this matter, namely, that musicians and instrument-makers have alike contributed to the spread of music in the United States, and in so doing have been helped by each other. Their cause is a common one and it would not only be idle but harmful, to attempt to assign greater or less importance to the services rendered in the good work of spreading 'the art universal'."

The editor of the Musical Standard, in his last issue, mounts his high horse and in reply says, speaking of us and another journal that had made similar comments upon his remarks:

"They are either not competent or are unwilling, for their own peculiar reasons, to draw the delicate lines between business and art. These journals

show that they are loyal to their advertisers even when circumstances demand of them to be loyal to musical art. Their brains of many members of the first and the prosperity of musical art afterwards, if we have any time means left to give the latter when we get through with the former. Still they reflect the sentiments of the majority of the music trade.

Business is business and art is religion. We have always admired business force and system, and we have the utmost respect for the business integrity and brains of many members of the music trade we know. The man who cultivates a business for the love of it as well as for its financial returns, will be the more successful. Still his endeavors as the greatest artist or scientist in the world.

Business and art may work legitimately with each other. But the delicate line must be drawn somewhere. They must not be mixed. They may work side by side to promote to their mutual interests, but they are not one. They are entirely separate things. If a piano manufacturer is smart enough to hire a renowned pianist to play his make of piano around the country, we admire the smartness of the manufacturer but we are disgusted with the pianist who will engage in such traffic and still have effrontery enough to parade before the public as an artist, for an artist must not be merely a musician, he must also be a man, etc."

This reply to our good natured remarks is, to say the least, peculiar. The Musical Standard had made what seemed to us a useless and foolish onslaught upon the manufacturers of pianos, and in so doing had given as facts matters that were at variance with our experience. We stated, without in any way impugning the veracity of the Standard's editor. He might have taken the same view, but, like all the logical men, he got angry and accused us of either incompetency or falsification. In other words, because we politely say that our experience does not tally with that of Mr. Bulling, he impudently gives us our choice of being called a fool or a liar. And yet, in his very reply, the editor of the Standard admits that "business and art may work side by side to promote to their mutual interests" and that "if a piano manufacturer is smart enough to hire a renowned pianist to play his make of piano around the country we admire the smartness of the manufacturer, but we are disgusted with the pianist, etc." Now, if these statements are read in connection with the paragraph which aroused the indignation of our confere, it will be difficult, we think, to perceive wherein they differ. The fact is that the Standard cares little about the logic of its position, it simply is anxious to have "some gentleman thread on the tail as me coat." In its anxiety to provide attention to itself it entirely overlooks the fact that its original attack, the one against which we mildly protested, was aimed at the manufacturers alone and not at the pianists with whom they deal, while it now exonerates and even approves the former and blames solely the latter who had been left quite unmentioned originally. In the same breath it abuses us for saying a good word for the manufacturers our "advertisers" and says they are not to blame, then it pitches into the pianists, who, by the way, are not our "advertisers." The latter fact will not prevent us, however, having called the Standard's attention to the fact that it has abandoned its old battle ground, from putting this question in its proper light, obliging the Standard at the same time by gently, very gently for fear of the consequences (to the coat) "threadin' on the tail as me coat."

If we understand the Standard's position, it is that when the fiddle has King plays the Chickering or the Decker, Maas and Sherwood the Miller, Faellen the Knabe, Rummel the Steinway, Joseffy the Chickering or the Steinway, and so on through the list, all these artists, if they do so as the result of a business arrangement with the makers, descend to the level of the man who carries upon his back a sign advertising the merits of Currell's Corn







# COUNT ZICHY, THE ONE-ARMED PIANIST.

COUNT ZICHY has only one arm, and is the greatest living pianist, with the sole exception, perhaps, of his countryman and teacher, Albin Liszt. He was born in Hungary in 1849, and from childhood evinced a marked taste for music and poetry. When a boy he played on the piano, and it was his favorite. He imagined that he saw visions, and even composed serenades for them. His father placed him under the tuition of a teacher, but he did not make much progress. At last the teacher visited the father and sadly remarked: "That boy of yours has no talent, but his left hand is very amount to anything." Never was a prophecy more strikingly falsified. When fourteen years of age, the Count lost his right arm by an accident while hunting. His physicians forbade him pursuing any physical or intellectual pursuit for some time after the amputation. The Count chafed under this enforced inactivity for a time, and finally one day he banded his tutor a sealed note, with instructions not to open it for a year. The note, when opened, read as follows: "If within a year from this date I cannot do with my left hand anything that other people do with both hands, I will blow my brains out."

The young Count set to work resolutely to carry out his resolve. He devoted his time to the study of music, and was compelled to substitute the piano for the violin.

One day the famous Albin Liszt heard the one-armed youth practicing on the piano alone in his room. The master listened at the door with rapt attention, and then advanced on tip-toe to the boy's door, stooped down and laid his hand on the boy's forehead, exclaiming: "Young man, you will be without rival." The master, Albin Liszt, on the next day, Liszt's pupil, and remained under the instruction of the great master for six years. Liszt taught his pupil to substitute his left hand for the right hand in playing the piano. But the master afterwards declared that "he did not then dream that his pupil would ever succeed in playing in chromatic scale, or making thirty bounds of five and six octaves by the use of his thumb." After his six years' practice under Liszt, Count Zichy entered on his public career. His first appearance was at Vienna, where the celebrated critic, Hanslick, exclaimed, after hearing him: "I have never perceived so much delight as with it." "Pity him, my enchanters." The Count has never received any remuneration from his performances. They are given in the cause of charity, and he has traveled over all Europe in his philanthropic mission. He has realized hundreds of thousands of dollars for the poor of all countries. A lady, referring to Count Zichy's infirmity, exclaimed one day in the hearing of Liszt: "The poor man! How I pity him!" "Pity him!" replied the master, "not at all, Madame; but his piano is to be pitied; and the people who never heard him play it, still more so." The Count is a capital shot, and has been the victor in three duels.—*Exchange.*

# PERSONAL TRAITS OF CAMILLE SAINT-SAËNS.

THE retiring habits of M. Camille Saint-Saëns have always prevented him from being socially known to the public. Like M. Paul Baudry, the painter, who has just died, he never encouraged interviewers nor promiscuous callers, and his personal and social correspondent of the *Tribune*, from M. de Boeckhem, writes as follows: "At Paris, he has a limited number of stanch and true friends, who, with much staidness, rare leisure moments which intervene between his long hours of work. Camille Saint-Saëns is a thorough Parisian, and French in his tastes. He was not a musical prodigy. He played and composed long before he was in his teens, and, at the age of twenty, he was a pianist of some repute. Recently, at a musical soirée, a clever dilettante sang a baritone song, 'Le Pas d'Armes du Rhin,' of the recent song of the day. The Count, to an enthusiastic remark: 'I beg your pardon,' interposed M. de Moine, the director of the famous Parisian 'Saint-Saëns' note when he was fourteen years old. It is one of his oldest.' Saint-Saëns physiognomy is rather insignificant. He has the exception of his nose, which is French, and of Roman bend, his features are small and irregular. A crown of straight, blonde hair limits a feature baldness, and the hair of his temples. His figure is nervous and wiry. At the first glance, you detect a certain stiffness of gait and movement,

which you attribute to awkwardness; his friends say (and so do the piano) that he almost lacks the rigidity of an automaton. In society he is either very silent and taciturn, or very lively and talkative, depending on the one or the other extreme, according to the sympathetic or repellant quality of his surroundings. He never forces himself to talk, and he is never at a loss to find something to do to otherwise. According to his friends, his nervous temperament is the reason that a separation from his wife was deemed necessary. Two children were born to them; they are both dead. One killed itself by accidentally falling out of the window. The other is an infant of a few months, followed a few weeks after.

Saint-Saëns has a very original way of composing. This is one point on which he is superior of books, but no music whatever can be found in it. He never uses a piano, therefore has none in his workroom. He writes standing, and on a high unpainted writing-desk, and never puts down a note until the whole piece is entirely completed in his mind. It is then so clearly conceived that nothing can disturb his writing when he has once begun. "I have at in his study," said M. de Moine to me, "talking to him by the hour, testing him by throwing a volley of atrocious puns at him, asking him a thousand questions, which he would readily answer. He has forced him to speak almost entirely foreign to music, and the composer, as if entirely separated from his other self, would place his hand on his forehead, with a moment of hesitancy or the necessity of an erasero."

# MUSIC IN ST. LOUIS.

The last musical rehearsal of the Mary Institute under the leadership of Mrs. Kate J. Brainerd, proved that Mrs. Brainerd has lost none of the skill that made her so popular as a pianist. This is one point on which she is superior to many more pretentious ones: the works of all great composers, and the most difficult passages in singing is to lay the foundation stone of true song, and she does not use both hands to do her for this good work.

The Amphion Club, at its second annual concert, comprised a large and excellent program, the following interesting programme: 1.—Last Nighting, original composition, by the composer, Mrs. E. J. Brainerd. 2.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 3.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 4.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 5.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 6.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 7.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 8.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 9.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 10.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 11.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 12.—The Song of the Lark, by the composer, Mrs. E. J. Brainerd. 13.—The Song of the Lark, by the composer, Mrs. E. J. 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"CHACONNE," Op. 62.....Durand

This popular composition is here given as a number of Kunkel's Royal Edition of Standard Piano Compositions. It has all the merits of the other numbers of this best of all editions.

"PIZZICATI" (From Delibes' Ballet "Sylvia").....

Arranged for piano by.....Sidus  
Leo Delibes' "Sylvia" is an orchestral composition, and this is one of its most taking numbers. For this reason, it has before been arranged for the piano, but always awkwardly. An orchestra is one thing, a piano is another, and a servile transcription or reduction from an orchestral score to a piano score is always bad. Some things that are easily executed on string or wind instruments are almost impossible upon the piano and vice versa. A good transcription or reduction is like a good translation, one which gives the real contents of the work, the thought, without logging in by the cars idiom that are foreign and must remain so. The special merits of this arrangement of the composition is that it preserves the orchestral effects while being much more piano-like and hence, not only more graceful and effective but really effective for other arrangements for the piano.

"POLISH DANCE," (Op. 3, No. 1), Xavier Scharwenka.  
This beautiful piece is in the concert repertory of all good pianists. It is another one of the numbers of the Royal Edition and has been made doubly acceptable by the work of its editor.

"JOHNNY'S FAVORITE SCHOTTISCHE" (Duet),.....Sidus.  
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"JOHNNY'S FAVORITE SCHOTTISCHE" (Duet),.....Sidus 60  
"ECHOS".....Goldner 35

TOTAL.....\$2.80

## NEW MUSIC.

Among the latest of our issues we wish to call the special attention of our readers to the piano music which we will send any of these compositions to those of our subscribers who may wish to examine them, with the understanding that they may be returned in good order, if they are not suited to their taste or purpose. The names of the authors are a sufficient guarantee of the merit of the compositions. It is a fact now so well known that the house of Kunkel Brothers is not only fastidious in the selection of the pieces it publishes, but also issues the most carefully edited, fingered, phrased, and revised publications ever seen in America, that further notice of this fact is unnecessary.

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Franz Rummel,  
gewidmet.

E. R. Kroeger.

*Allegro moderato leggiero* ♩ - 132.

una corda.  
ffo

cres.

Ped.

tre corde.

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

Ped. Ped. Ped.

Ped. Ped. Ped.

dim. rit.

*a tempo.*

8

*pp*

*il melodia ben marcato.*

Ped.

3 5 3

8

*p*

Ped. Ped. Ped. Ped. Ped. Ped. Ped.

8

*pp*

Ped. Ped.

8

*riten.*

*dim.*

Ped. Ped. Ped.

*Andante con espressione. ♩ - 92.*

*Cantabile.*

*p*

Ped. Ped. Ped. Ped. Ped. Ped.

First system of musical notation. The right hand plays chords with fingerings 5, 4, 3, 2, 1. The left hand plays a descending eighth-note scale with fingerings 5, 4, 3, 2, 1. Pedal points are marked with 'Ped.' and asterisks.

Second system of musical notation. The right hand has a *ritard.* (ritardando) marking. The left hand continues the descending eighth-note scale. Pedal points are marked with 'Ped.' and asterisks.

Third system of musical notation. The right hand plays chords with fingerings 5, 4, 3, 2, 1. The left hand continues the descending eighth-note scale. Pedal points are marked with 'Ped.' and asterisks.

Fourth system of musical notation. The right hand plays chords with fingerings 5, 4, 3, 2, 1. The left hand continues the descending eighth-note scale. Pedal points are marked with 'Ped.' and asterisks.

Fifth system of musical notation. The right hand plays chords with fingerings 5, 4, 3, 2, 1. The left hand continues the descending eighth-note scale. Pedal points are marked with 'Ped.' and asterisks.

*simili*

Ped. \* Ped. \* Ped. \* Ped. \* Ped. \* Ped. \*

Ped. \* Ped. \* Ped. \* Ped. \* Ped. \* Ped. \* Ped. 2 5 1 \*

*appassionata.*

Ped. \* Ped. \* Ped. \* Ped. \* Ped. \* Ped. \* Ped. \*

*dim.* *tristemente.* *calando.*

*molto rall:* *a tempo.*

Ped. \* Ped. \* Ped. 1 Ped. Ped. 1 Ped. 1 Ped. 1 Ped. 1

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

*cren - cen - do*

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.



First system of musical notation. Treble and bass staves. Dynamics: *ff* (fortissimo) and *mf* (mezzo-forte). Pedal markings: Ped. 5, Ped., Ped., Ped., Ped., Ped., Ped. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Second system of musical notation. Treble and bass staves. Pedal markings: Ped., Ped., Ped., Ped., Ped. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Third system of musical notation. Treble and bass staves. Pedal markings: Ped., Ped. 5, Ped. 5. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Fourth system of musical notation. Treble and bass staves. Pedal markings: Ped., Ped., Ped. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Fifth system of musical notation. Treble and bass staves. Pedal markings: Ped., Ped., Ped. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Sixth system of musical notation. Treble and bass staves. Dynamics: *ff* (fortissimo) and *mo* (mezzo-forte). Pedal markings: Ped. 5, Ped. 5. Fingerings: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2.

Tempo primo.

8

*il melodia ben marcato.*

Ped.

8

Ped.

8

Ped.

8

Ped.

8

Ped.

*dim. e rit.*

*a tempo.*

8

*pp*

Ped.

8

Ped. Ped. Ped. Ped.

8

Ped. Ped. Ped. Ped. Ped.

8

*dim.*

Ped. Ped. Ped. Ped.

8

*rit.*

*pp* *ppp*

Ped.

# CHACONNE.

New, Revised Edition

Auguste Durand. Op. 62.

*Allegretto.* ♩ - 120.

*Ped.*

*or thus.*

*poco rit.*

*a tempo.*

*mf*

*f*

*p*

*p*

*Ped.* 



*or thus*  **FINE.**

*Ped.* 



*a tempo.*

*mf*




*cres.* *f*



*sans ralentir.*

*f* *f* *f* *p* *pp*



*Repeat from S. to Fine.*

# PIZZICATI.

from Leo Delibes' Ballet "Sylvia"

Carl Sidus Op. 120.

*Allegretto* ♩ = 100.

The musical score is written for piano and bass. It begins with a tempo marking of *Allegretto* and a quarter note equal to 100 beats per minute. The key signature has one flat (B-flat). The score is divided into five systems, each containing a piano (treble clef) and bass (bass clef) staff. The music is characterized by rapid sixteenth-note passages, often in triplet groups. Fingerings are meticulously notated above the notes. Dynamic markings include *p* (piano), *pp* (pianissimo), *mf* (mezzo-forte), and *f* (forte). Pedal points are indicated by 'Ped.' and an asterisk (\*) below the bass staff. The piece ends with a 'FINE.' marking and a *mf* dynamic.

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First system of musical notation, measures 1-6. Treble and bass staves with various fingerings and pedaling instructions.

Second system of musical notation, measures 7-12. Treble and bass staves with various fingerings and pedaling instructions.

Third system of musical notation, measures 13-18. Treble and bass staves with various fingerings and pedaling instructions.

Fourth system of musical notation, measures 19-24. Treble and bass staves with various fingerings and pedaling instructions.

Fifth system of musical notation, measures 25-30. Treble and bass staves with various fingerings and pedaling instructions.

Repeat from the beginning to Fine.

# JOHNNY'S FAVORITE SCHOTTISCHE.

Carl Sidus Op. 100.

Moderato  $\text{♩} = 88$ .

Secondo.

The score is a piano arrangement of a Scottish dance. It begins with a piano (p) dynamic and a forte (f) dynamic. The tempo is marked Moderato at 88 beats per minute. The key signature has two flats (B-flat major). The piece is in 2/4 time. The notation includes various fingerings, slurs, and articulation marks. The piece concludes with a final cadence in the right hand.



## JOHNNY'S FAVORITE SCHOTTISCHE.

Carl Sidus Op. 100.

*Moderato* ♩ — 88.

**Primo.**

*Moderato* Op. 88. Primo. Carl Sidus Op. 100.

The image displays a musical score for a piece titled "Moderato Op. 88. Primo." by Carl Sidus Op. 100. The score is written for piano and right-hand parts, featuring various musical notations such as notes, rests, slurs, and fingerings. The tempo is marked "Moderato". The score is divided into four systems, each containing a piano part and a right-hand part. The first system begins with a piano (p) dynamic. The second system includes a "dolce" marking and a piano (p) dynamic. The third system includes a "cres." (crescendo) marking and a mezzo-forte (mf) dynamic. The fourth system includes a piano (p) dynamic and a mezzo-forte (mf) dynamic. The score concludes with a final cadence marked "f".

Secondo.

First system of musical notation. The upper staff is in bass clef and the lower staff is in bass clef. The music features chords and single notes with dynamic markings *mf*, *f*, *sf*, and *ff*. Fingering numbers (1-5) are present above several notes. The system concludes with a double bar line.

Second system of musical notation. The upper staff is in bass clef and the lower staff is in bass clef. The music continues with chords and single notes, featuring dynamic markings *mf*, *f*, and *ff*. Fingering numbers (1-5) are present above several notes. The system concludes with a double bar line.

Third system of musical notation. The upper staff is in bass clef and the lower staff is in bass clef. The music continues with chords and single notes, featuring dynamic markings *mf*, *p*, *f*, *mf*, and *p*. Fingering numbers (1-6) are present above several notes. The system concludes with a double bar line.

Fourth system of musical notation. The upper staff is in treble clef and the lower staff is in bass clef. The music continues with chords and single notes, featuring dynamic markings *mf*, *p*, *f*, and *f*. Fingering numbers (1-5) are present above several notes. The system concludes with a double bar line.

Primo.

This page contains six systems of musical notation for a piano piece, labeled "Primo." The notation is written for the right and left hands on grand staves. The music is characterized by intricate fingerings, often indicated by numbers 1-5 above or below notes, and various dynamic markings such as *mf*, *ff*, *f*, *p*, and *sf*. The piece begins with a treble clef and a key signature of one sharp (F#). The first system includes a measure with a fermata over a triplet of eighth notes. The second system features a change in dynamics from *mf* to *ff*. The third system shows a transition from *ff* to *f* and then to *p*. The fourth system includes a measure with a fermata over a triplet of eighth notes. The fifth system features a change in dynamics from *f* to *p*. The sixth system includes a measure with a fermata over a triplet of eighth notes. The piece concludes with a final cadence in the right hand.

Seconda.

First system of musical notation, featuring a piano (*p*) dynamic marking and a treble clef.

Second system of musical notation, continuing the piece with a treble clef.

Third system of musical notation, featuring a mezzo-forte (*mf*) dynamic marking and a *rit.* (ritardando) instruction.

Fourth system of musical notation, featuring a forte (*f*) dynamic marking and a treble clef.

Fifth system of musical notation, featuring a fortissimo (*ff*) dynamic marking and a treble clef.

**Primo.**

*dolce.* *crudo.*

The musical score is for the piano piece 'L'Espresso' by Debussy. It is written for piano and features a melody in the right hand and a bass line in the left hand. The melody is in G major and 4/4 time. The left hand has a simple bass line with a few chords. The right hand has a more complex melody with many slurs and fingerings. The score is divided into two systems, each with a 'dolce.' and 'crudo.' marking. The first system is marked 'dolce.' and the second system is marked 'crudo.'

8.

Handwritten musical score for 'The Rose Tree'. The score is written on two staves, Treble and Bass clef, in 2/4 time. The melody is in the treble staff, and the accompaniment is in the bass staff. The key signature has one flat (B-flat). The score includes various musical notations such as eighth notes, quarter notes, and half notes, along with fingerings and articulation marks.

[illegible]

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of a single staff with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The melody is written in a simple, folk-like style with eighth and quarter notes. The second system also consists of a single staff with a treble clef, a key signature of one flat, and a 2/4 time signature. The melody continues with similar rhythmic patterns. The score is marked with 'cres.' (crescendo) and 'f' (forte) dynamics. The piece is identified as 'The Rose Tree' and is noted as being from a collection of songs from the 'The Rose Tree' collection.

A musical score for the song 'The Rose Tree'. It features a treble and bass staff. The melody is written in the treble staff, and the accompaniment is in the bass staff. The key signature has one flat (B-flat), and the time signature is 4/4. The score includes various musical notations such as eighth notes, quarter notes, and rests, along with fingerings and articulation marks.

8

Handwritten musical score for 'The Rose Tree'. The score is written on two staves, Treble and Bass clef, in 2/4 time. The melody is in the Treble staff, and the accompaniment is in the Bass staff. The key signature has one flat (B-flat). The score includes various musical notations such as eighth notes, quarter notes, and rests. There are also some handwritten annotations and a large '8' at the beginning of the first measure.

# ECHO.

Words by Thomas Moore.

W. Goldner.

*Allegretto* - 80.

The piano introduction is in 6/8 time, marked *Allegretto* with a tempo of 80. It begins with a treble clef and a key signature of one sharp (F#). The melody is in the right hand, starting with a quarter rest followed by eighth notes. The left hand provides a steady accompaniment of eighth notes. The piece ends with a double bar line and a 'Ped.' (pedal) marking.

How sweet the answer Echo makes To music at night.....When roused by lute or horn she wakes by

The first system of the vocal and piano accompaniment. The vocal line is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are: "How sweet the answer Echo makes To music at night.....When roused by lute or horn she wakes by". The piano part features a steady eighth-note accompaniment.

lute or horn she wakes..... And far away o'er lawns and lakes Goes answer - ing light..... And

The second system of the vocal and piano accompaniment. The vocal line continues with the lyrics: "lute or horn she wakes..... And far away o'er lawns and lakes Goes answer - ing light..... And". The piano part continues with the same accompaniment pattern. The system ends with a double bar line and a 'cres.' (crescendo) marking.

*rit.*  
far a-way, o'er lawns and lakes, Goes an - swer - ing light..... Yes love hath echoes tru - er far And

*cres.* *rit.*

far more sweet .... Than e'er beneath the moonlight's star than e'er beneath the moonlight's star the

moon light's star ..... of horn ..... or lute ..... or soft gui - tar The songs re - peat

*mf*

the songs re - peat re - peat..... 'Tis

*marcato* *mf* *rit.*

when the sigh in youth sincere And on - ly then .... The sigh that's breathed for one to hear that's

breathed for one to hear ..... Is by that one that on - ly dear Breathed back a - gain! ..... Is

*cres.* *mf*

by that one that on - ly dear .... Breathed back a - gain

*rit.* *cres.* *rit.* *mf* *Pod.* *♯*

*Pod.* *rit.* *Pod.* *♯*



# POLISH DANCE.

New Revised Edition

Xavier Scharwenka Op.3 No.1.

*Allegro* ♩ - 132.

The musical score is written for piano and features five systems of music. Each system consists of a piano (treble) staff and a bass (bass) staff. The key signature has one flat (B-flat). The tempo is marked 'Allegro' with a metronome marking of 132. The score includes various musical notations such as triplets, slurs, and dynamic markings like 'f' (forte) and 'p' (piano). Pedal points are indicated with 'Ped.' and asterisks. Performance instructions include 'ten.' (tenu), 'dolce' (softly), 'decres.' (decrescendo), and 'poco rit.' (slightly ritardando). The piece is marked 'Allegro' with a tempo of 132 beats per minute.

*a tempo.*

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

*ten.*

Ped. Ped. Ped. Ped. Ped. Ped. Ped.

*a tempo.*  
*poco rit.*

Ped. Ped.

*Piu mosso.*

Ped. Ped. Ped. Ped. Ped. Ped. Ped.

*a tempo.*  
*rit.*  
*piu mosso.*

Ped. Ped. Ped. Ped. Ped. Ped. Ped.

*a tempo.*

Ped. Ped. Ped. Ped. Ped. Ped.

First system of musical notation, measures 1-4. Treble and bass staves with various dynamics and fingerings.

*pp* *ff* *ff* *ff*

6 2 3 4 1 2 3 4 5 6 7 8 9 10 11 12

Ped. Ped. Ped. Ped.

Second system of musical notation, measures 5-8. Treble and bass staves with various dynamics and fingerings.

*ff* *ff* *ff* *ff*

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

Third system of musical notation, measures 9-12. Treble and bass staves with various dynamics and fingerings.

*f* *ff* *ff* *ff*

*ten.* *dolce*

Ped. Ped. Ped. Ped. Ped. Ped.

Fourth system of musical notation, measures 13-16. Treble and bass staves with various dynamics and fingerings.

*ff* *ff* *ff* *ff*

Ped. Ped. Ped. Ped. Ped. Ped. Ped.

Fifth system of musical notation, measures 17-20. Treble and bass staves with various dynamics and fingerings.

*ff* *ff* *ff* *ff*

*decres.* *rit.*

Ped. Ped. Ped. Ped. Ped.

*Allegro* *meno mosso.*  
*espress.*  
*marcato il basso.*

*a tempo.*  
*Allegro*  
 Ped. \* Ped. \* Ped. \* Ped. \*

*a tempo.*  
*ff*  
 Ped. \* Ped. \* Ped. \* Ped. Ped. Ped. Ped. \*

*ff*  
 Ped. \* Ped. Ped. Ped. \* Ped. \* Ped. \* Ped. Ped. Ped. Ped. \*

*ten.*  
*f*  
 Ped. \* Ped. \* Ped. \* Ped. \*

## A MUSIC LESSON.

Y DEAR FRIEND:—It gives me great pleasure to comply with the wish you have expressed that I should give you a few hints which may help you in carrying out the musical education and vocal training of your daughters. I should first suggest that unless a child shows some natural aptitude for music, it seems a mistake to devote much time to the attainment of that art. Such an aptitude generally manifests itself in early childhood, as when it exists, the child will evince pleasure and attention in listening to music, and will try to imitate the sounds it hears. If successful in this attempt, there can be no doubt of its being gifted with a musical ear.

If I had the musical training of a child, I should adopt the system of calling the seven notes constituting the scale according to the Italian name, viz., Do, Ré, Mi, Fa, Sol, La, Si, and by striking each one of these notes on some musical instrument, or singing it out. Associate at once, from the very beginning, the sound of every note with its proper name, just as the alphabet is taught before spelling or subsequent reading is attempted. Then the child's eye must get used to the five lines forming the staff in the treble clef, and each note must be taught by its position on the said staff.

After this, the same process must be gone through with the bass clef, so that in due course of time the study of the pianoforte may be pursued. But it is in my opinion, a very great mistake to teach a beginner music by the help of the key-board, or *clavier*, as it is called in French, of the pianoforte. Such teaching does not tend to the formation of a musical ear, or help the student to read easily at sight, which is the first object to be attained by the musician. The appellation of the notes, their respective value or duration, the rests, division of time, the theory of the staff, must be well taught. It is a work of time and patience, but when thoroughly attained, is never forgotten, and is indispensable to the acquirement of instrumental and vocal talent.

*Solfège*, which is the first kind of singing taught to children on the Continent of Europe, consists in singing out the notes by their appellation: Do, Ré, Mi, Fa, Sol, La, Si, and simultaneously beating time with the right hand, in order to designate the proper division of each bar, and mark the rhythm, which is of the utmost importance.

The study of *Solfège* is absolutely indispensable to a vocalist, and ought to be pursued in childhood, when it is not fatiguing. It will thus establish a good and solid foundation to the subsequent vocal studies.

The age at which a girl may begin to learn singing must depend upon her health and physical strength, and also on the natural development of her voice. Some voices being much stronger than others, may be exercised early in life without injury: such was Patti's case and mine; but these being exceptional instances, one cannot present them as examples.

From sixteen to eighteen months should be the average age, when easy exercises should be taught to the student, carefully avoiding straining the voice in any way.

The proper way of drawing breath, which should be from the diaphragm or waist, is a study in itself; also the opening of the throat and mouth, in

order to insure, from the first, a good emission of the sound. Garcia, Biondini, Randegger and other celebrated masters in the art of singing, have written excellent works on the subject, with clear and practical observations and instructions, and also the study of the art they so thoroughly understand; nevertheless, students cannot teach themselves singing even with the best of written methods; and without the assistance of an experienced and capable teacher, directing, watching and guiding the student, bad habits are formed which are most difficult, and sometimes impossible, to correct.

As there are different kinds of voices, some being naturally high, such as the soprano, some low, pitched, as the contralto, or others varying between the two, more of the mezzo-soprano kind, it is important that they should be guided according to their natural tendency, in order not to force or strain them; and of this the teacher must judge, and direct the studies of his pupil accordingly. It therefore requires an experienced professor, particularly at the commencement.

Singing must not be practised too long at a time, so as to fatigue the voice. A period of twenty minutes together is sufficient; but may be repeated twice or three times a day, when once the pupil has understood how to practise alone. At first it is better to be content with the lesson, as wrong practising is worse than none.

Lessons, therefore, should be taken frequently in the commencement, if rapid improvement is desired; and by degrees the pupil will be able to practise alone, without running the risk of going astray. No songs or pieces should be attempted too soon. Exercises and vocalises on *ah* according to French or Italian pronunciation, and sometimes on other vowels, as the case may be, should be studied for at least one year, before melodies and words are allowed; the formation of the voice a good emission of sound, evenness and smoothness of execution, cannot be obtained otherwise.

Some voices are not destined to sing, and this gift of nature should be carefully cultivated, for an easy and brilliant execution is one of the great attractions of the vocal art.

Florid and elaborate music, however, ought only to be attempted (save for the sake of practice) by persons who have attained great finish and perfection in the *Flourish* style, which, however great the natural gift, requires much study.

When songs or pieces are taken into practice, pronunciation or articulation must be a special study, for it is most important that words, whatever may be the language, should be thoroughly understood by the learners.

Last, but not least, come the phrasing and expression, which are of paramount importance in singing, and must be properly applied, or otherwise may have quite the contrary effect to that intended. The proper pronunciation and rendering of the words play a great part in conveying the feeling of sentiment of a musical composition, and that is why articulation is so important. Moreover, persons who sing should have the capacity to hear sound forth, and frequently gives the impression of a larger volume of voice than is really possessed by the learners.

It is a good plan to sing in front of a looking-glass, in order to study the proper position of the neck, and avoid contortions which tend to cultivate an agreeable expression of the face.

All these, and many other hints, can only be suggested, as the need occurs, by an experienced and conscientious teacher, who has a thorough knowledge of the formation of the voice and its different registers, and who insists that the being straining beyond their proper limit. The chest-notes, particularly in young people, should not be carried up too high, as such straining frequently causes serious mischief; and great care should be taken to unite the chest with the medium register, and the latter with the head notes, so that equality throughout the compass of the voice be obtained.

All this may seem very complicated to the uninitiated, but the study of singing, like that of any other art, is most interesting, and to those who are well gifted, it is not so arduous as some long explanations of his might make it appear.

Before I conclude, I should recommend that young people be taught how to play on the pianoforte some years before they attempt to sing, and not give up that instrument because they are studying singing, as is frequently the case. It is a mistake to think that playing on the pianoforte, when done in moderation, say one, or even two hours a day, injures the voice.

The pianoforte is so useful, not only in itself, but also for the sake of accompanying, that those who can use it freely find it very convenient. It is to be feared that most young people who drop their playing for the sake of singing, do so more from laziness than really in the interest of their voice.

Moreover, the voice fails sooner or later, whereas the facility and talent acquired for playing lasts, and is a source of much pleasure and usefulness to one's self and others.

Hoping, my dear friend, that these suggestions may meet your views, and give you some help, I remain, yours very sincerely,—CHRISTINE NUSCO, in *Youth's Companion*.

## RUBINSTEIN'S TOUCH.

RUBINSTEIN'S touch is thus analyzed by Sp. in the *Wiener Freudenblatt*, relative to the cycle of seven concerts recently given in Vienna. "What makes the pianist is not his touch, at first glance, touch seems the result of mechanical labor, of a lever action. If this were the case, touch might be taught and acquired. But this is not so. The mechanical conditions of touch alone can be taught or learned, touch itself by no means. It lies deeper, and may be found in the physico-mental nature of the person. Out of the finger-tip that strikes the key, and thereby causes the string to vibrate, the soul speaks. Touch is the person himself. This personal mark, this 'I am I,' is also disclosed by Rubinstein's touch. And this touch, so massive, so round and warm, displays the most diverse varieties of touches. Let him play with his hand arched, or with straightened fingers; let him shake his tone from the wrist, or hit the keys with a stiff wrist; each time his tone will be different in shade; and from every position of the hand, or of the fingers, there arise new and remarkable touches. He understands how either to compel or to coax his effects from the instrument. At the same of magic, the colors we meet elementary effects that are only prevented from becoming noises by the force of his soul-power; noises which arise under storms and the gently dropping spring rain."

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## MAJOR AND MINOR.

The French normal diapason has now been definitely introduced in the orchestras of the Berlin Philharmonic Society and of the Vienna Hof-Theater.

An article signed "Observer," in a recent issue of the *American Art Journal*, shows up in very good style some of the ignorance as well as false pretensions of the humbug "American College of Musicians." We were tempted to reproduce the article, but it is too long to send.

Of the early childhood of "Old Bull," the following very characteristic story is told: One day he was found standing in a meadow before a group of bluebells, imitating with two pieces of wood the playing of a violin. When asked what he was doing, he replied, "That he was accompanying the ringing of the bluebells!" So was the child the father of the man.

The *Mestre Verdi* paid a visit to the French capital last month, with the object probably of coming to an arrangement with the directors of the Grand Opera respecting the performance of his new opera—"Iago," or as it appears now to be called—"Othello." No definite understanding seems however to have been as yet arrived at.

There was at least no affectation of technical knowledge in the respect once addressed by a French official to his chief, with regard to the manner in which the local theatre was conducted, for he wrote: "The conductor of the orchestra has not played a note since his arrival. If he continues to do nothing but make gestures, I suggest that he may be discharged."

About one half of the sum required (\$3,000) for the projected Vester statue is to be erected in the composer's native town, Eutin, has so far been subscribed for. Hopes are still entertained by the committee that sufficient funds will eventually be forthcoming, not only for the above purpose, but likewise for the acquisition by the nation of the small statue where the composer of "Freischütz" first saw the light.

THOMAS GREATEREY was a frequent companion of the Prince of Wales (afterwards King IV.) who bestowed upon him a mark of esteem upon him. On one occasion Greaterey was dining with the prince, upon a subject which he had been asked to give a State concert, at which the king and queen were to be present. He pleaded the necessity of being present on account of the majesty of "Oh! never mind them," said the royal joker: "my father is Rex, I confess, but you are a greater Rex!"

THOMAS the title of *Le Roi d'Espagne* (the French version of *Shakespeare's* "A Midsummer Night's Dream") was produced at the Paris Odeon in the last year of the first empire. M. Paul Meurice, the adaptor of the French version, has compressed the original play into three acts, and it is said to have made and have with Shakespeare's beautiful creation. The whole of Mendelssohn's music executed by an excellent orchestra and chorus, under the direction of M. Colonne.

A WAGNERITE'S VIEW OF WAGNERITE.—There are two classes of Wagnerite. One class, composed chiefly of Wagner's earliest admirers, goes to as great an extreme as do the anti-Wagnerite; the other class has learned, through its thorough understanding of Wagner, to appreciate some of the merits of his great predecessors—notably, however, Bach and Beethoven. A Wagnerite of the latter class, while placing Wagner head and shoulders above every other composer, sees, for instance, more beauty in a Beethoven symphony than even the anti-Wagnerite, who places Beethoven head and shoulders above Wagner, can discover the same beauty in a not an extremist appreciates the dramatic possibilities of Beethoven. It is also peculiarly well known to the Wagnerite who is not an extremist that the orchestral and choral works of Bach were not rated at their full value until Wagner's works became generally appreciated.—*Mail and Express.*

The condition of King Ludwig, of Bavaria, has been ascertained to be most deplorable. Were he an ordinary mortal, he would be locked up in an insane asylum. He labors under the delusion that the notes of the piano, when he has finished so nobly, is constantly with him and is composing marches, operas and overtures for his imperial ear. This has been found to explain his great desire for late rehearsals. He has grown fat, and looks the picture of an unkempt tramp; but they say that it is really touching to see him sitting in a vapour, with clasped hands and upturned eyes, listening—now with a smile, now in tears—to the strains of the spirit. He fears that others may hear the music, and steal it. He should not, he says, be played on instruments made with hands, as his harmonies are too exquisite and too deep for mortals to produce. His delusions are incredibly large and the prices of the Bavarian blood royal have resolved on a regency and some sort of composition with his creditors.

W. H. DONLEY, the well-known music teacher of Waterloo, Iowa, gave a concert on the 20th of April, of which the following is the programme: First—1.—Due for two trios. "Homage to Verdi," Duce, Misses Clara Jackson, William Fish, Mrs. L. L. Donley. 2.—Donley, "The First Solo," "Cavatina," *For Leonard*, Prof. Lewis. 3.—Piano Solo, "Fountain of Love," M. J. Lewis. 4.—Vocal Solo, "The First Solo," "Cavatina," *For Leonard*, Prof. Lewis. 5.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 6.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 7.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 8.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 9.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 10.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 11.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 12.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 13.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 14.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 15.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 16.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 17.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 18.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 19.—Piano Solo, "Heather Bell," *For Leonard*, Prof. Lewis. 20.—Piano Solo, "Heather 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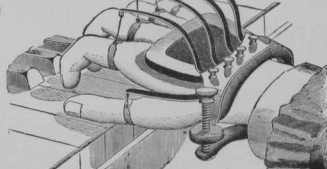
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Sing, and to you! No, no—with one note Jarred,  
The harmony of Life long chord is broken.  
Your words were light, and by light lips were spoken,  
And yet the music that you loved is marred.

One string, my friend, is dumb beneath thy hand—  
Strife, and it is broke and vibrates at your will,  
Falters upon the verge of sound, and still  
Falls back as sea-waves shattered on the sand.

Touch it no more, for you shall not regain  
The sweet, broken tone that was left in, or lost,  
Life's music leads to Death, Let us forget  
The perfect melody we seek in vain.

And yet, perchance, some day before we die,  
As half in dreams we hear the night-wind sweep  
Around our windows when we fall, we sleep,  
Laden with long, sobbing, moaning cry.

One faint, far tone will waken and will rise  
Above the rest, and waken in our mind,  
Hand will touch hand, and lips will touch lips again,  
As in the darkness it receded and died.

Or, lingering in the summer evening glow,  
Then, when the passion of the crimson West,  
Burning like some great heart, can cannot rest,  
Stains as with blood the waters as they flow—

Some old, forgotten tones may rise and wake  
Our dying youth, and set our hearts aflame  
With their old sweetness—in our lips the name  
Of Love shall softly, for the old love's sake.

—Walt.

In 1842, Mendelssohn and Berlioz met at Leipzig, and there exchanged batons. Berlioz, always with a fondness, was not so enthusiastic. Mendelssohn, however, was very kind to him. "Chief Mendelssohn," Berlioz said, "I have agreed to exchange batons; here is mine!" It is coarse, thin is plain. Only quires, and pale, like a love ornamented weapons. He my brother; and the great spirit shall have sent us to hunt in the land of souls, may our warms have our tomahawks at the door of the council chamber." Mendelssohn's reply is not extant.

This following characteristic anecdote of Christine Nilsson affords a significant proof of her innate tact and ready wit. One night at Madrid, when she was singing the Jewel-song in "Faust," her namesake, the fair young Queen, was sitting in the state box facing the stage, and Christine, as she warbled the lines—

"C'est la fille d'un roi  
Qu'on salue en passage!"  
[The king's daughter,  
One salutes in passing.]

dropped a quick little courtesy to Her Spanish Majesty. The audience took the cue on a man, rose to its feet, and broke into rapturous shouts of "Viva Christine! Viva la Reyna!" It was a "happy thought," and delighted the artist.

A violinist, one of the number in the Court, played one evening no less than nine pieces. At the end of the first was asked to play the second, and he refused to do so, or a presiding, he, meaning that the present would be a diamond pin, but he could show, and he left it to her highness to give him a suitable souvenir, and her highness, immensely pleased to see so much talent combined with so much disinclination, was graciously pleased to invite him to tea, *à la suite* tout. But his misadventure bore good fruit for another student to whom he told his story, and who also played at Court. When he was asked whether he would prefer a decoration or 200 marks, replied: "A cross (of the order proposed) costs 15 or 16 marks, let us say 20. So give me the order and 50 marks, and we'll try quit."

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THE GROVESON & FULLER piano, says the Boston Home Journal, may be called a successful effort to place in the hands of the purchaser a thoroughly made, substantial, durable and handsome instrument of real musical worth, at a price which places it within the reach of many who have hitherto found themselves unable to own one. The enterprise is due to the Yankee ingenuity and business sense of Mr. George W. Carter. Mr. Carter has taken the position of general manager of an old concern with capital, facilities, and reputation, and by commencing entirely new in the matter of scales, designs, modern appliances, and most approved methods of construction, has already turned out instruments which are a marvel when viewed from either an artistic or a business standpoint. The cases are elegant in design and detail, the keys of fine ivory, without any suspicion of polished wood underneath; the action light and elastic, being constructed in the most reliable manner the folks who have used them are satisfied that so much to deplete the manufacturer's pocket-book, are not found wanting in other quality or quantity.

COLONEL FRISKER has a wretched memory. He is very much puzzled to remember the simplest thing that is told to him.

"What is the name of that patent medicine Colonel Witherspoon told me to get for my liver?" he asked his wife.  
"I can't remember her name," he said.  
"I can't either. My memory is getting worse and worse every day. Let me see. I had it at the end of my tongue a minute ago."

Little Johnson spoke up and said:  
"Stick out your tongue, pa, and let me see it. Perhaps the name is in it yet."—*Times-Signals*.



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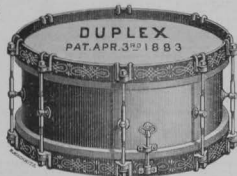
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ST. LOUIS, MO.

## MY DEBUT.

It is a good many years since I made my debut, writes Myles Beetham in *Musical Society*, but I remember it as if it were yesterday. It was at our village concert, when I was a boy. My people had busied themselves about the affair, and the rector had, out of compliment to them, asked me to sing—at least, Aunt Jemima said so. I got my father to advance me two months' pocket money, and invested it in new songs. I drove my sister to desperation with my eternal accompaniments. I sought the advice of all my friends respecting the merits of the songs I had purchased. Each individual chose a different one, assuring me it would "take." I agreed with them all. One song had been overlooked—discarded; it appeared on the programme. The evening and the hour arrived, and with that feeling one generally experiences when buying a lottery I repaired to the mission-room. The band opened the houses; then a pale-faced young woman sang a sentimental ditty which caused the young men in the sixpenny seats to smile, and then glare furiously at each other. The sentimental ditty proved an immense success, and the pale-faced young woman was encored. Our village carpenter gave "Let me like a soldier fall," with thrilling effect, followed by the sexton with "I'm aloof." A nudge in the region of my ribs, reminded me that my turn had come. I broke out into a violent perspiration, especially about the finger tips. I clutched my sister's hand, intending to lead her to the pianoforte, but, owing to my progress being more rapid than dignified, she shook me off and left me mid-way. I stood facing the audience, with closed eyes. The signal chord was struck. I opened them. A sea of grinning faces seemed to float before me. The chord was struck again; still no sound from me. My tongue seemed to be glued to the roof of my mouth. My knees grew feebly sympathetic. The music I held in my hands fluttered visibly. The chord was struck yet once more. I heaved a deep sigh, took a step forward, and produced an awful discord. I went on; there seemed to be a litch somewhere, but I kept at it and gained confidence as I proceeded. After the first verse, all went well and I tasted my first bit of triumph. On mounting the platform I had forgotten to make my obeisance, on leaving I rectified the mistake and broke my collar-stud with the effort.

"You—you donkey!" hissed my sister, affectionately, during the *fortissimo* of a stormy quartet; "what did you sing that for?"

"Sing what for?" I echoed.

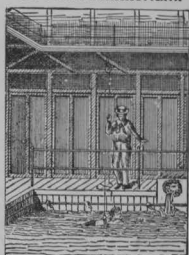
"The Bay of Biscay." It will be a long time before I accompany you in public again, my boy. Suppose I had not known it by heart, what then?"

Yes, indeed, what then? I had sung the wrong song.

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