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which do not suit good teachers. Such teachers will find this book just what they want.

JOACHIM AND RUBINSTEIN.

An interesting account is given in Mrs. A. M. Diehl's "Musical Memories" of the debut of Joachim and Rubinstein in London. Mrs. Diehl says that the most careful research has failed to find any printed record of the concert, "which would seem to have been at the Hanover Square Rooms" in the early Fifties. As a fact Rubinstein made his London debut in 1842, when he played at the Philharmonic. However, we will not quarrel about dates.

"The violinist was a gawky, heavy lad, with a grim, short-sighted expression on his thick, somewhat heavy features, and as he bowed and began tuning his fiddle, a thick lock of dark hair tumbled over his broad snub nose. The young pianist had a flat leonine face; and the suggestion of the lion in his face, massive brow was accentuated as he gazed around with his keen grey eyes—a slightly frowning glance—while he played a few subdued chords. It was a stirring evening. One surprise followed another, one effect seemed greater than the last. While the lion-faced young pianist maintained his fierce expression and cold unconcern, and the violinist's lumpy visage seemed more and more somnolent—his eyes, indeed, seemed to recede into his head as the performance proceeded—there was a youthful fire, a passion of enthusiasm, about their feats which ended in creating a furor. The audience rose to them at the end, and seemed unwilling to end their first acquaintance with the extraordinary prodigies there and then.

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HOW TO SUCCEED.

"How did you ever achieve all this?" asked a listener of Mendelssohn, on hearing him play several of his compositions. "I lived like a hermit and worked like a horse," was the answer of this great musician, too honest to affect an excellence as costing him nothing.

Some time ago I heard a man say to a successful musician, "You are a lucky chap." The musician replied, "Nothing of the kind. Years ago, when we were young together, I was employed in the same business you were. Every evening you spent on the corner of the street with the boys, and thought you had worked enough through the day. I had no liking for that, and went home, shut myself up in a room, and studied hard; but there is a difference in our surroundings now. You are in the same old rut, and think it is luck with me because I got out of it. It was nothing but hard work. You had your good time then; I can afford to have mine now. I am sorry for you; but it would be impossible now for you to rectify your mistake."

The man who has nothing but talent looks upon his work with a self-satisfaction, but a man of genius is never satisfied. Discontent is both the burden and the stimulant of genius. For often the less one knows about a subject the more he talks about it. There is an excellent couplet that comprises a great deal of truth, which reads:

"He that studies and digests things most
Is more apt to despair than to boast."

The salaries paid at German opera houses are amazingly low. The first soprano, the prima donna, seldom gets over \$8,000 a year; the first tenor a little less, and so on down to the chorus and orchestra, who are paid \$200, \$300, or \$500 a year.



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THE MUSICAL FORMS.

Professor Niecks opened the Edinburgh University music class with a lecture on "The Musical Forms." He said that at no time had there been so much need for studying the study form as in our day. Barbarism and dilettantism were gaining ground more and more. The art-producers appeared offended to be judged in the same manner as the art-consumers had lost almost entirely the taste for anything but violent sensations. How characteristic of the now dominant art is Haydn's master that the philosopher Nietzsche—often a safe guide, but in this case not off the truth—in enumerating a long list of dazzling qualities, included the magnificent, the beautiful, the grandiose, the terrible, the ecstatic, the noisy, and even the ugly, but excluded the beautiful—the beautiful, let it be understood, being here, in this sense, which implied temperateness and harmoniousness, health and sanity. Wagner, though the principal was, however, not the only offender. His contemporaries, Berlioz and Liszt, bore a large share of the responsibility for the prevailing fashion, and in some measure Chopin and Schumann, and even Beethoven might be called to account for favouring certain moods, or by neglecting certain exigencies of form, they gave indications of possibilities which they themselves did not fully follow, but to the extent of grotesque exaggeration. The undeniable fact was that music was now a question of pathology rather than of aesthetics. It had become in the highest degree sensualized and brutalized. The elemental, not the artistic quality of a work of art, decided in our day its success. Speaking generally, the modern musical compositions—one might say that the public and composers held these artistic qualities equally cheap. The time was past when music was a refining and beneficent art. It was no longer the ideal of culture; it could no longer be beneficent, because it had become a strong and violent influence on the body and soul. What was the present day music but a vast machinery for exciting our nerves, a monstrous pandering to our senses, a denial of the serenity that once reigned in our art? Let them not imagine that he was blind to the excellences of the music of our day. He was quite aware that, although it was not beautiful, it was magnificent. Musicians had enriched their means enormously. In this respect Haydn and Mozart were but miserable beggars compared with the composers of our time. His complaint was that these more fortunately situated men wasted their wealth in riotous living, instead of spending it wisely and profitably. It was high time that the music of our day, as an art movement should be initiated, and a return made to health and sanity. Without health and sanity they could have no music. The music of the true beauty no true art. Lack of sobriety carried with it lack of harmoniousness, and this showed itself not only in the education of the mother nature of the controls, but also in the ragged, neglected condition of the form. His complaint against modern music was not that it was altogether formless, but that the regard for form was not what it ought to be. The professor afterwards discussed in detail the nature of musical form, pointing out that the three principles of musical form were harmony of proportion, unity of tonality, and affinity of materials, and that by these means the ultimate aims were attained, unity and variety—unity tempered by variety, and variety tempered by unity.

HOW CHOPIN PLAYED.

His fortissimo was the full, pure tone without noise, a harsh, inelastic note being to him painful. His nuances were modified, the crescendo, decreasing to the faintest, yet always distinct *pianissimo*. His singing *legatissimo* touch was marvellous. The wide, extended *arpeggio* in the bass were transfused by chords and pedals in the right hand, and by chords, and swelled or diminished like waves in an ocean of sound. He kept his elbows close to his sides, and played only with the fingers. He came from the arms. He used a simple, natural position of the hands as conditioned by scale and chord playing, adapting the easiest fingering, although it might be against the rules, that came to his changed fingers upon a key as often as an organ player. It is interesting to be told on the authority of Princess Czarsky that Chopin was not one of those whose playing he approved, that the composer's own interpretation of his own works should not be looked upon as the interpretation, as too many of his pupils have upheld. His correctness was what he says that Chopin was essentially one of those geniuses who are kaleidoscope in their shades of moods and humors. As he was always correcting, altering, remodeling his manuscripts—until his unhelpful editors would be confounded by meeting with the same idea expressed and treated sometimes a score

of different ways—so he seldom sat down to play in the same state of mind or in the same mood, that, perhaps, he seldom played one piece again if he had played it before.

PROGRAM MUSIC DISCUSSED.

I once read somewhere an ingenious defence of program music. The plea put forward was that it is not worse for a composer to give you a printed description of what he means to express than it is for a painter to give a description of what he means to express in a catalogue; and it was also pointed out that many pictures would be quite unintelligible if they lacked an explanatory title. That sounds very plausible, and I am sure that Edward Brough, the painter, to begin with, though a painter should not require a long printed description to explain his picture, is not the composer, program music, inasmuch as, description or no description, a picture actually presents the outward semblance of life, whereas music cannot, does not, so that in the one case the description is merely explanatory, but in the other, is an arbitrary labeling of certain musical phrases. The mistake the modern program composer has made is that he has not confined his music to the description of feeling, but has attempted to illustrate material events and actions, and thus he has lost the power to express. Most of us believe that music had its origin in the desire to express emotion, though there are those who hold that it originated in a wish to control the world, and that it was a well remember arguing the point with a well known musical critic at Covent Garden, and he, the better to convince me, drew some hieroglyphs on the floor, clean wall with a very black lead pencil, much to the disgust of one of the attendants. The hieroglyphic did not convince me, and I still believe that music has its origin in the desire to express feeling. If you hold with that critic why you must admit the art has been developing since Beethoven wrote the "wring lines" of his "Fidelio." In my opinion you will agree that the expression of feeling must be its aim. If the art is to remain a form of human utility, and that all the program music demand. That the composer should express feeling, either his own or what he may imagine someone else would, as the song-writer has to do, for instance, but the "wring lines" of his "Fidelio," and by their absurdities they are bringing about a reaction which will stop the growth of the popularity of the program music. If you wish to go back to the beautiful pattern-music of Mozart and express nothing but music, the art will lose its hold on the public and will only attract cultists. It is the human and expresses feeling that our musical audiences have increased in the last thirty years. The music of the street was frightened of music because he did not understand it are passing away and he is gradually learning that Beethoven was not a dry, scientific musician, but in most of his compositions a tone poet. The man in the street could be made to see Bach in the same light, too.

VERDI'S HEALTH.

Although his bodily health is good, Verdi has, since the death of his wife, been in a state of such complete depression as to give rise to some anxiety. It is with the utmost difficulty that he can be induced to take food, and in his great grief he shows little interest in what is passing on around him. Of course, is only natural in a tender-hearted man of the advanced age of 84, who has suddenly been bereaved of his only wife, married life having been a few months short of half a century. It is hoped, however, that in a week or two he will be able to leave Sant' Agata for Genoa.

Verdi is generally well known, has prepared his own grave. Only a year or two ago he obtained permission from the Italian government to bury his last garden at Sant' Agata, and there his wife was interred.

READING AND WRITING.

To read music fluently from an early stage of study is of vast advantage to the student, whether young or grown up, and accuracy in reading should be cultivated early and accurately until proficiency has been reached. Nevertheless, to be able to play by memory is of even greater importance to the awakening of the student's musical sense. The student at the pianoforte that is the reading of the conventional notation as a system of signs for the real things of music, and the student who is not able to write music should be practiced assiduously from the beginning; but the pupil's power of memory, which fairly fling themselves at the teacher in their

craving for recognition and use, ought never, in the theory, to be neglected, and the student should be related to the needs of notation. To place the fingers of a beginner over the proper digital keys (keys) for playing a simple scale, and to be able to play a measure repeated 100 times before studying the notation of said measure, will in the course of a few measures result in worlds of delight and wonders of memorization. It is a reality, actually, even in the case of very young students.

SCHUBERT, THE MEISTER-SINGER.

Before Schubert, the song, in spite of its beauty, was, with very few exceptions, limited in range; the accompaniments were for the most part of the simplest description, or were not an integral part of the whole, while the general structure was lacking in dramatic interest. In harmony and variety of the words. Schubert appropriated says that which was best in the national song, elaborated it, idealized it, made it over into a fairer, sweeter, larger form.

Entering with the strength and passion of a true poet into the meaning of the poetry he chose to set, feeling with the practical of the poet, thrilled by the same emotion, he reproduced it with vivid and striking power in his music—the vocal parts being the outstanding feature. The accompaniments, the accompaniments. We are again confronted by the difficulty of definition. But one secret of Schubert's power in the song, writes Kenyon West, is that he seemed to have a sense of the human voice, and a variety of emotion of which the human heart is capable. Beautiful melodies, frequent and unexpected modulations, in harmony with words, for his means of expression. He so entered into the spirit of the poems of Goethe and other poets that he seemed to have a divine intuition, the most characteristic and fitting music for them. With glorious freedom and insight, he followed the changes in the thought or the action of the poetry. Then, too, nature's beauties, like the "wring lines" of his "Fidelio," and the Schubert's songs are among the finest examples of what is called descriptive music. His tone-painting, his color-music, his "wring lines" and "wring lines" are magnificent contrasts, not only between the different songs, but often between the individual parts of the same song.

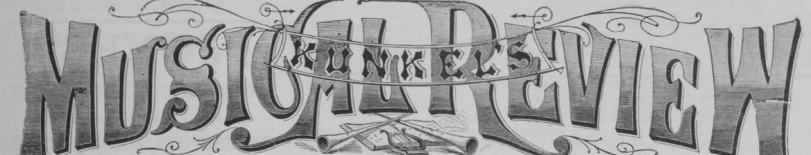
THREE SUGGESTIONS.

I have three short suggestions, says a writer in *British Musician*, like a good teacher, a good music teacher, young or old, whether at the beginning of work, or ripe with the experience of years. The first is: Be careful how you speak of your competitors. Do not say "I am better than" or "I am better than" others. None of us "know it all," and it is quite possible that other teachers may reach the goal of perfection as ourselves by an entirely different route. Every teacher should have his own method, and should believe in it thoroughly, but he should be broad enough to acknowledge that other systems may also not be good of this, but is very courteous, or musical ethics, or good morals, but it is good sound policy. You will be more successful if you speak courteously and respectfully of other teachers.

In the second place, study each pupil. Never give two lessons alike. See if you can not find out what is in the brain of each of your pupils. If you can, as one teacher has expressed it, "get inside your pupil's head." Don't forget that it is the brain that is the most important part of the body. A study pupil can be made to advance rapidly if you can only get his point of view and explain things in a way suited to his comprehension. Study each pupil.

In the third place, have a list of things which to keep a list of teaching pieces. You can not remember all the good teaching pieces you see and hear, or if you can, you will not be able to teach them. You need them. Divide your book into four or five grades, corresponding to the first four or five grades of the piano. Whenever you find a good teaching piece, put its name in the proper grade, and give it the publisher and price. It is best to add a short note concerning the character of the piece, whether it is valuable for technical or for musical grounds, whether popular in style or not, or anything of interest connected with it. It is also well to note the name of the composer, and the year, but this takes more time and trouble. By having such a book, and by constantly adding to it, you will not only be able to give to your pupils a selection of the best teaching pieces, but you will be able to meet to their needs, but you will add to your own knowledge of composition, and will avoid that most common fault of the teacher, the repetition of the same, and over again, the same unvarying round of pieces.

"Pa, what is the difference between a violinist and a fiddler?" "Pa"—anywhere from one to five thousand a year.



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THOMAS M. HYLAND, . . . EDITOR.

DECEMBER, 1897.

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PRIVATE RECITAL.

Messrs. Charles Kunkel and Louis Cornath gave a private recital for two pianos at the warehouses of the Estey Co., 916 Olive street, on Sunday afternoon, the 14th ult. It was listened to with the most rapid attention by one of the most critical audiences ever assembled together in this city. Every number on the programme evoked the greatest enthusiasm, and it was justly deserved, for no such magnificent duo playing has ever been heard here. It will be a severe loss to the musical world if Messrs. Kunkel and Cornath do not make a tour and present their unrivalled repertoire of duos for two pianos.

The following programme was rendered, all the numbers being for two pianos:

1. Prelude—"Sounds from Elysium." Bergt. (Transcribed by Kunkel and Cornath).
2. Sarabande and Variations. Cornath. Suite in form of a series of characteristic pieces: (1) Tema; (2) Dialogue; (3) Momento Giocoso; (4) Scherzino; (5) Romanza; (6) Intermzzo; (7) Alla Rococo; (8) Marcia Funebre; (9) Finale Marcia Trionfale. 3. Scherzo—Dance of the Fairies, Theme. (Transcribed by Kunkel and Cornath).
4. Der Ritt der Walkuren (The Ride of the Walkyrs) from Wagner's Music Drama. Transcribed by Kunkel and Cornath.
5. Norma (Bellini)—Grand Fantasia, Thalberg.
6. (a) Gallarde (Vivacity)—An Ancient Dance, Thome; (b) Dream of the Flowers—(Waltz). Delibes. (Transcribed by Kunkel and Cornath).
7. Gavotte—Queen of the Ball, Proh. 7. Overture—William Tell, Rossini. Grand Concert Piece. Paraphrased by Kunkel and Cornath.

Moritz Moszkowski has left Berlin to settle in Paris, where he will continue his teaching and other musical labors.

The death of the wife of Giuseppe Verdi, the well-known composer, is announced as having occurred at Rome on November 14th. Signora Verdi was the second wife of the maestro, and was the widow of one Strepponi. She was a singer of celebrity, having sang in various Italian operas.

DEATH OF LOUIS MAYER.

Louis Mayer, one of the most prominent of St. Louis musicians, died Dec. 6th, after a brief illness, at his home, 531½ North Sarah street. Mr. Mayer's reputation as a violinist had extended throughout the country, and few musicians were more favorably known or had a more varied experience than he.

He was a pupil of Wagner and graduate of the Munich Conservatory, coming to this country at the age of 18 years. He spent many years at New Orleans, where he led the orchestra of the St. Charles Theatre. In St. Louis he did commendable work as leader of the orchestra in De Bar's Opera House and of the old St. Louis Grand Orchestra. He was also an esteemed member of the Symphony Orchestra. His ability as a musician was unquestioned. Many of his pupils have gained eminence in their professions.

The funeral took place from the family residence, where an appropriate musical programme was rendered by his fellow musicians, and an address made by Mr. Owen Miller. A band of 100 members of the M. M. E. accompanied the remains to the cemetery. The active pall-bearers were Messrs. Val Schopp, R. Buhl, P. G. Anton, F. Gecks, C. Froelich, Louis Hammerstein, Alfred Ojeda and B. E. Sellers.

Mr. Mayer leaves a wife and five children and the entire musical profession to mourn his loss.

W. W. KIMBALL'S FORTIETH YEAR.

Wm. Wallace Kimball, founder of the W. W. Kimball Co., was forty years in business on Nov. 17th. The veteran piano and organ manufacturer's employes, with whom he has ever remained, are exceedingly popular, decorated his desk with bright flowers as a tribute of their attachment, and many congratulations were poured in upon Mr. Kimball during the day. What vast changes Mr. Kimball has witnessed in the music trade of Chicago and the country at large since his significant advent therein! From a modest beginning, he has become one of the largest factors in the American piano industry, but ever bears in mind the poetic injunction: "Why should the pride of mortal be proud?" Nevertheless, we venture the opinion that Mr. Kimball is justly proud of the cordial relations that have always existed between him and the faithful employees of his line of industry, of which the incident above was a token.

NEW SOHMER BUILDING.

The new Sohmer Building, now in course of erection, southwest corner of Fifth avenue and Twenty-second street, New York, will be ready for occupancy on or about the first of next February, when the well-known Piano Manufacturers of that name, who have been located for the past twenty-five years at 140 to 152 East Fourteenth street, will occupy the ground and lower floor for their warehouses. This move will accommodate their large upturn trade, which presses more conveniently, being centrally located and readily accessible by all surface and elevated lines. A full line of their celebrated manufacture will be constantly on exhibition.

"I can't!" it is impossible," said a lieutenant to Alexander, after falling to take a rock-creeper for treacher. "Begone!" thundered the great Macedonian; "there is nothing impossible to him who will try." With the head of the phalanx, he swept the foe from the stronghold.

MAJOR AND MINOR.

The late Franz von Suppe was one of the most productive composers of the day. His compositions number over 2,000.

All musical people seem to be happy. It is the engrossing pursuit—almost the only innocent and unpunished passion.—*Sidney Smith.*

The Seidl concert to be given at the Astoria Hotel in New York will be a most expensive luxury. There will be twelve of them, each to cost, it is said, \$3,000. No single tickets can be procured. Any person desiring to attend must pay for the entire series, the cost of which is \$60.

An artist giving a concert should not demand an entrance fee, but should ask the public to pay just before leaving, as much as they like. From the sum taken he would be able to judge what the public think of him, and we would have less concerts anyhow.—*Rubinstein.*

Felix Mottl has accepted for this winter the conductorship of the concerts at the Kurhaus, at Wiesbaden. Among the artists whom he has engaged are Sarasate, Joachim, Eugen d'Albert, Teresina (ua, Carreno, Siliti and Gaborilovich, besides Madame Gullrausson, who was one of the principal vocalists at Bayreuth last summer.

David Henderson has assumed the management of the Great Northern Theatre, Chicago, and has engaged the Boston Lyric stock company, which is producing grand operas and has in the neighborhood of sixty operas in its repertoire.

England is evidently determined not to let the grass grow under her feet in the matter of educating her public-school scholars in music. For this, last year, she spent \$1,000,000 in giving instruction to the pupils attending the elementary schools.

The musical and dramatic profession of New York mourn the passing away of the Rev. Dr. Geo. H. Houghton, pastor of the "Little Church Around the Corner," which has given "Christian burial" to George Holland, Lester Wallack, Dion Boucicault, Harry J. Montague, James Lewis, Edwin Booth, Jacob Gosie, and a host of other stage folk. Dr. Houghton was 77 years of age, and a native of Deerfield, Mass. He was a member of the Players' Club. Action was taken on his decease by the Actors' Fund, the Lambs' and the Twelfth Night Club. In the Rev. Dr. Houghton, a noble old man, who loved humanity, has ceased a useful life.

It is probable that the recent Donizetti centenary festival, at Bergamo, will cause a revival in the interest felt in the melodious music of that graceful composer. In various cities of Europe, notably at Madrid, his familiar old operas have been brought again before the public and viewed with all the old-time favor. In point of years, they are really no older than most of the modern works, but they seem to antedate them simply because they have been given more often. Yet, several of Donizetti's finest lyric productions have not been heard here at all. Were they produced in good style, they would awaken wonder as well as admiration, both for their dramatic force and their fresh, unfeeling melody.

This nation's immense musical collection is soon to become accessible to the masses. There is no history. Within the past few weeks the whole collection, which has been steadily growing for the past half century, has been placed under the new Library of Congress, where a special department will be given up to it, and where it will, before long, be made available to the public. Its burial in the capitol has been so long that there was no possibility of getting at any of its contents. The collection comprises 166,000 separate compositions, without counting bound volumes of music. Among the latter are English madrigals, Scotch, Irish and Welsh ballads, folk-songs of Scandinavia, Chinese and Hindoo music. The opening of this storehouse of music to the public will afford musicians opportunities hitherto unknown.

Miss Dollie Dowser, the popular teacher of piano, as removed from 310 West End Place to 3094 Russell avenue.

Louis Hammerstein, the well-known pianist and organist, filled a special engagement at Belleville, where he played for the Liederkranz Society on Thanksgiving Eve. He also participated in the programme given by the St. Louis Liederkranz on the 27th ult. his selection being the Meyerbeer-Bendel Grand Fantasia from L'Africaine.

The tenth annual piano recital by pupils of Miss Carrie Vollmar was given recently, and proved a very interesting event. The programme was admirably selected, and was rendered in the most commendable manner. The pupils were assisted by Miss Julia Vollmar and Messrs. E. Kolker, H. H. Jacoby, F. Schreck, E. Dunker, D. Dunker and Memorial Choir. Miss Vollmar received much praise for the splendid work of her pupils.

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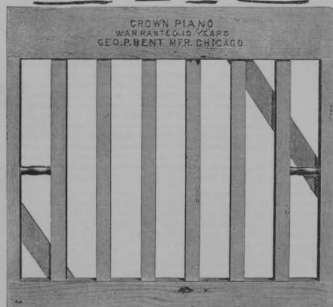
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Allegro ♩ = 100 to ♩ = 126.

Duvernoy-Buelow Op. 176.

3

Practice this study, at first, with the upper fingering for the right hand and with the first (solid chord) bass. When the exercise has been mastered with the first bass, use the second bass, which gives more variety and offers finger practice, while the first has given wrist exercise. Then the lower fingering for the right hand should be used with either bass.

This second (lower) fingering gives special and very necessary practice to the much neglected fourth finger. It must, however, be left to the judgement of the teacher, whether, considering the age, advancement and ability of the pupil, the second fingering should be practised forthwith, or at a later period.

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979-14

4 *Moderato.* ♩ - 100 - ♩ - 132.

2

Moderato. ♩ - 100 - ♩ - 132

3

Fine.

Repeat from beginning to Fine.

Moderato. ♩ - 100 - ♩ - 132.

4

Musical score for "The Rose Tree" (No. 100). The score is in 2/4 time and consists of two staves. The upper staff is for the voice, and the lower staff is for the piano accompaniment. The key signature has one sharp (F#), and the tempo is marked "Allegretto". The score includes dynamic markings such as "cres." (crescendo) and "dim." (diminuendo), and articulation markings like "p" (piano). The piano part features a rhythmic pattern of eighth and sixteenth notes. The vocal line is a simple melody with lyrics in German.

[illegible]

1 4 2 4 1 5 2 5 1 4 2 4 1 5 2 5 3 5 6 5 4 3 2 1 3 5 6 5 4 3 2 1

cres. *sempre* *cres.* *f* *ff*

1 1 2 1 3 3 3 1 1 1 2 1 3 3 3 1

Allegro moderato. ♩ - 100 - ♩ - 132.

A musical score for the song 'The Rose Tree'. It features a treble and bass staff. The melody is 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 2/4. The score includes various musical notations such as notes, rests, and fingerings. The lyrics are written below the bass staff.

Handwritten musical score for a piano and violin. The piano part is in G major (one sharp) and 2/4 time. The melody is written in the treble clef with various fingerings indicated by numbers 1-5. The bass line is in the bass clef, mostly consisting of single notes and rests. Dynamics include 'cres.' (crescendo) and 'f' (forte). The score is for a scene from 'The Merry Widow' (Act II, Scene 1).

6 Andante. ♩ - 88 - ♩ - 112

6 *p dolce, cantabile.*

Fine.

Repeat from the beginning to *Fine.*

7 Moderato. ♩ - 100 - ♩ - 132.

7 *p*

Fine.

Repeat from the beginning to *Fine.*

Cantabile. ♩ - 88 - ♩ - 112

8. *dolce.*

Fine.

f marcato.

Repeat from the beginning to Fine.

Allegro moderato. ♩ - 100 - ♩ - 132.

9. *p* *cres.* *p* *cres.* *cres.*

p *cres.* *cres.* *cres.* *f* *f*

f *p* *cres.* *cres.* *cres.* *f* *f*

Andantino. $\text{♩} = 68 - \text{♩} = 112.$

10

Fine.

Repeat from the beginning to *Fine.*Moderato. $\text{♩} = 100 - \text{♩} = 132.$

11

Fine.

Moderato. ♩ = 80-♩ = 112.

9

12 *dolce leggiero.*

dolce leggiero.

dolce leggiero.

dolce leggiero.

dolce leggiero.

10 *Allegro comodo.* ♩ - 100 - ♩ - 132.

13

Repeat from the beginning to Fine.

Allegro moderato. ♩ - 100 - ♩ - 132.

14

Andantino. $\text{♩} = 88$ $\text{♩} = 112$

15

Exercise 15 is in G major, 2/4 time. The treble staff features a melody with various slurs and fingerings (1-5). The bass staff provides a steady accompaniment with eighth-note patterns. The exercise concludes with a repeat sign and a 'Fine' marking.

Continuation of exercise 15. The treble staff continues the melodic line with slurs and fingerings. The bass staff maintains the accompaniment. The exercise ends with a 'Fine' marking.

Continuation of exercise 15. The treble staff continues the melodic line with slurs and fingerings. The bass staff maintains the accompaniment. The exercise ends with a 'Fine' marking.

Repeat from the beginning to Fine.

Allegretto. $\text{♩} = 100$ $\text{♩} = 132$

16

Exercise 16 is in G major, 2/4 time. The treble staff features a melody with various slurs and fingerings (1-5). The bass staff provides a steady accompaniment with eighth-note patterns. The exercise concludes with a repeat sign and a 'Fine' marking.

Continuation of exercise 16. The treble staff continues the melodic line with slurs and fingerings. The bass staff maintains the accompaniment. The exercise ends with a 'Fine' marking.

Continuation of exercise 16. The treble staff continues the melodic line with slurs and fingerings. The bass staff maintains the accompaniment. The exercise ends with a 'Fine' marking.

This etude should be practiced with both of the fingerings indicated.
The lower will be found especially useful for the development of the fourth and fifth fingers.

Mouvement de Valse. ♩. 132 ♩. 80.

17. *leggero.*

Fine.

Repeat from the beginning to Fine.

Allegretto. ♩. 112 ♩. 152.

18.

Fine.

f marcato.

dim.

Andante. ♩ - 100 - ♩ - 132.

13

19 dolce.

f

Allegro comodo. ♩ - 100 - ♩ - 132.

Repeat from the beginning to Fine.

20 *mf*

21

Allegretto ma non troppo. ♩ - 100 - ♩ - 132.

22

Repeat from the beginning to Fine.

Allegretto. ♩ - 80 - ♩ - 112.

23

Fine.

Repeat from the beginning to Fine.

Allegretto. ♩ = 100 - 132.

24 *p staccato.* *simili.*

simili.

cres. *f*

Fanfare. ♩ = 84 ♩ = 112.

25.

dim.

simili.

dim.

simili.

dim.

sempre dim.

pp

CHRISTMAS BELLS.

GAVOTTE.

Notes marked with an arrow must be struck from the wrist.

Carl Sidus Op. 214.

Allegretto. ♩ = 132

1210 - 3

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4

cres. *Giacoso.* *mf*

2

a tempo.

The musical score for 'The Rose Tree' is presented in a two-staff format. The upper staff is in treble clef with a key signature of one flat (B-flat) and a 2/4 time signature. The melody consists of eighth and quarter notes, with some measures containing beamed eighth notes. The lower staff is in bass clef, providing a harmonic accompaniment primarily with eighth notes. Fingerings are indicated by numbers 1-5 above or below notes. The score is divided into two systems by a double bar line. The first system contains four measures, and the second system contains four measures. The piece concludes with a final double bar line.

[illegible]

A musical score for the song 'The Rose Tree'. It is written for voice and piano. The key signature is one sharp (F#), and the time signature is 2/4. The score consists of two systems. The first system contains the first two lines of music, and the second system contains the next two lines. The piano part features a rhythmic accompaniment with eighth and sixteenth notes, often beamed together. The vocal line includes various ornaments and slurs. The lyrics 'The Rose Tree' are written below the piano part in the second system.

A musical score for the song 'The Rose Tree'. The score is written for a single melodic line and a piano accompaniment. The melody is in G major, with a key signature of one sharp (F#). The tempo is marked 'Moderato'. The piano part features a steady eighth-note accompaniment in the right hand and a more complex pattern in the left hand, including sixteenth notes and eighth notes. The score includes various musical notations such as slurs, ties, and dynamic markings like 'cres.' (crescendo). The lyrics 'The Rose Tree' are written below the melody.

A musical score for the song 'The Rose Tree'. It features a treble and bass staff. The melody is in the treble staff, starting with a G4, followed by a series of eighth and sixteenth notes. The bass staff provides a harmonic accompaniment with chords. The key signature has one sharp (F#), and the time signature is 4/4. The score includes a bridge section with a key signature change to two sharps (D major). The piece concludes with a final chord in the bass staff.

HOPE.

Song without Words.

Gustav Hoelzel.

Andantino $\text{♩} = 80$.

The musical score is written for piano and includes the following markings and dynamics:

- First System:** *con espress.*, *f*, *dim.*, *f*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.
- Second System:** *f*, *cres.*, *f*, *ff*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.
- Third System:** *dim.*, *ff*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.
- Fourth System:** *f*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.
- Fifth System:** *cres.*, *f*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.
- Sixth System:** *dim.*, *ff*, *poco più tranquillo.*, *ff*. Pedal markings: Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped., Ped.

MENUET.

Arranged by Louis Conrath.

Allegretto $\text{♩} = 138$.

Secondo.

J. J. Paderewski Op. 14. N^o 1.

p

cres.

p

f

Ped.

MENUET.

Allegretto $\text{♩} = 138$.

Primo.

J. J. Paderewski Op. 14. No. 1.

The musical score is written for piano and consists of five systems of music. The first system begins with a piano introduction marked 'm.p.' and includes six measures with 'Ped.' markings. The second system contains four measures. The third system contains five measures, including a 'Cres.' marking. The fourth system contains six measures, including a 'f' marking. The fifth system contains six measures. The score includes various musical notations such as triplets, slurs, and fingerings.

Con moto.

Musical score for "The Rose Tree" in 2/4 time. The score is written for piano (p) and includes a pedal (Ped.) section. The key signature is one flat (B-flat). The melody is in the right hand, and the bass line is in the left hand. The score includes dynamic markings such as *ff* and *fz*. The tempo is marked *Allegretto*. The score is divided into measures, with some measures containing multiple notes and rests. The pedal section is indicated by a "Ped." marking and a star symbol.

Handwritten musical score for the right hand of "The Swan" by Camille Saint-Saëns. The score is in G major (one sharp) and 3/4 time. It consists of a single system with a treble clef. The music begins with a series of chords and melodic lines, featuring fingerings (1-4) and dynamics (f, sf, f). The score includes a repeat sign and a fermata. The piece concludes with a final chord and a fermata. The notation is in a clear, handwritten style.

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of a treble and bass staff. The treble staff contains a melody with a key signature of one sharp (F#) and a 2/4 time signature. The melody begins with a quarter rest, followed by a quarter note G4, a quarter note A4, and a quarter note B4. The bass staff provides a simple accompaniment with a key signature of one sharp (F#) and a 2/4 time signature. The second system continues the melody and accompaniment, ending with a double bar line. The score is written in a clear, legible font, with notes and rests clearly defined.

Con moto.

First system of musical notation for the 'Primo' part, marked 'Con moto.' It features a grand staff with treble and bass clefs. The right hand plays a series of chords and single notes, while the left hand plays a rhythmic pattern of eighth notes. Fingerings are indicated by numbers 1-5. Dynamics include 'cres.' and 'ff'. A 'Secondo' part is indicated below the left hand.

Second system of musical notation. The right hand continues with a series of chords and single notes, while the left hand plays a rhythmic pattern of eighth notes. Fingerings are indicated by numbers 1-5. Dynamics include 'Ped.' and 'ff'.

Third system of musical notation. The right hand plays a series of chords and single notes, while the left hand plays a rhythmic pattern of eighth notes. Fingerings are indicated by numbers 1-5. Dynamics include 'cres.', 'ff', and 'Lunga Pausa.'

Fourth system of musical notation. The right hand plays a series of chords and single notes, while the left hand plays a rhythmic pattern of eighth notes. Fingerings are indicated by numbers 1-5. Dynamics include 'ff' and 'Ped.'



or thus.

quasi trillo.

Secondo.

a tempo.

f

Con moto.

p

cres.

ff

ff

ff

a tempo.

First system of music, marked *a tempo.* The score shows a piano accompaniment with a steady eighth-note pattern in the right hand and a more active melody in the left hand. Pedal points are indicated at the bottom of the left hand staves.

Second system of music, continuing the piano accompaniment. It includes various fingering numbers and a forte (*f*) dynamic marking in the left hand.

Con moto.

Third system of music, marked *Con moto.* The score shows a piano accompaniment with a steady eighth-note pattern in the right hand and a more active melody in the left hand. Pedal points are indicated at the bottom of the left hand staves. Dynamics include *cres.* and *ff*.

Secondo.

Fourth system of music, continuing the piano accompaniment. It includes various fingering numbers and a forte (*f*) dynamic marking in the left hand. Pedal points are indicated at the bottom of the left hand staves.

Fifth system of music, featuring a piano accompaniment with a steady eighth-note pattern in the right hand and a more active melody in the left hand. Pedal points are indicated at the bottom of the left hand staves. Dynamics include *cres.*, *ff*, and *Lunga Pausa.*

First system of musical notation, featuring a piano introduction with a forte (*f*) dynamic. The right hand plays chords and moving lines, while the left hand provides a steady bass accompaniment.

Second system of musical notation, continuing the piano introduction. It includes fingerings (1-5), pedaling instructions (*Ped.* with a star symbol), and a crescendo (*cres.*) marking. The right hand has more complex rhythmic patterns.

Third system of musical notation, featuring a tempo change to *Presto* and an acceleration (*accel.*) marking. The right hand plays a rapid, ascending scale-like figure, while the left hand continues with chords.

Fourth system of musical notation, concluding the piece. It features a forte (*f*) dynamic, a fortissimo (*ff*) dynamic, and a fortissimo (*fz*) dynamic. The right hand plays a rapid, descending scale-like figure, while the left hand continues with chords.

First system of musical notation. Treble and bass staves. Treble staff has a forte (*f*) dynamic. Fingering numbers are present above many notes. The key signature has one sharp (F#).

Second system of musical notation. Treble and bass staves. Treble staff has a piano (*p*) dynamic. Fingering numbers are present above many notes. The key signature has one sharp (F#).

Third system of musical notation. Treble and bass staves. Treble staff has a forte (*f*) dynamic. Fingering numbers are present above many notes. The key signature has one sharp (F#).

Fourth system of musical notation. Treble and bass staves. Treble staff has a forte (*f*) dynamic. Fingering numbers are present above many notes. The key signature has one sharp (F#).

Fifth system of musical notation. Treble and bass staves. Treble staff has a forte (*f*) dynamic. Fingering numbers are present above many notes. The key signature has one sharp (F#).

SWEETHEART.

3

(MEIN LIEBCHEN.)

Words by "W. A. B."

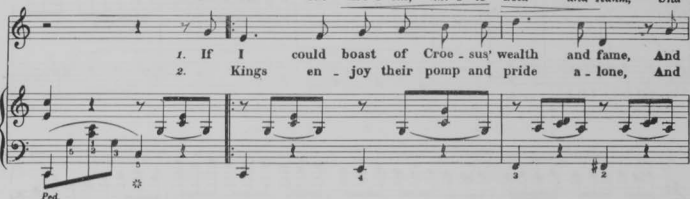
Translation by H. Hartmann.

Music by Louis Conrath.

Moderato $\text{♩} = 76$.



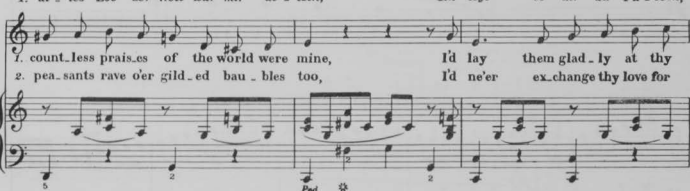
2. Kö - ni - gen den Prunk, die Macht, den Schatz, Den
1. Wä'r' ich ein Krö - sus, hüt - te Geld, und Ruhm, Und



1. If I could boast of Croe - sus' wealth and fame, And
2. Kings en - joy their pomp and pride a - lone, And

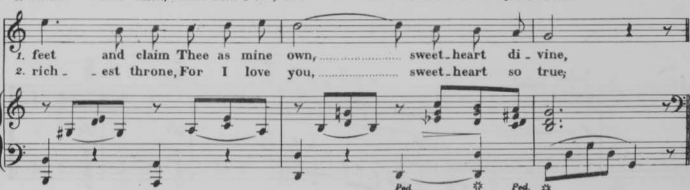
2. Stol - zen th - res Dünkels scha - len Lohn!
1. al - les Lob der Welt wä'r' mir al - lein,

Nie tausch' ich dei - ne Lieb' für
Ich leg' es dir zu Fü - ssen,



1. count - less prais - es of the world were mine, I'd lay them glad - ly at thy
2. pea - sants rave o'er gild - ed bau - bles too, I'd ne'er ex - change thy love for

2. gold - nen Thron, In mei - ner Brust wohnst du al - lein.
1. nenn'! dich mein, Mein theu - res, sü - - - - - sses Ei - gen - thum.



1. feet and claim Thee as mine own, sweet - heart di - vine,
2. rich - est throne, For I love you, sweet - heart so true,

1459-3

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2. Der Sil - bermond ist ge - gen dich nur matt, Du ü - ber - strahlt der Son - ne hel - len
 1. Kein schön - res Bild führt mir die See - le vor; Ver - gli - chen dir ein je - des Bild er -

1. No bright - er im - age can my thoughts em - ploy, None else compare with thee, dear love so
 2. No silv' - ry moon can ri - val all thy charms, Nor or - ient sun thy glo - ry e'er out -

2. Glanz, In dei - nem Arm un - fängt das Glück nich ganz, Der nur dies
 1. bläst, Da dich mein Herz, nur dich al - lein um - fasst. Zu dir nur
 accel.

1. true. No oth - er love can fill my soul with joy, For I love
 2. shine, No joy so sweet as when with - in thy arms, For I am

2. Glück auf Er - den hat, Ich lieb' dich, ich lieb' dich,
 1. bleckt mein Aug' em - por. a tempo. ♩ - 66.

1. you, sweet heart so true, I love you, but you
 2. thine, sweet heart di - vine,

Sü - sser En - gel mein,..... Ich lieb nur dich mein En - gel, Ich lieb nur dich mein
 sweet. est heart so true I love but you, but you Sweetheart, sweetheart so

En - gel Ich lieb nur dich!..... Ich lieb nur dich Ich
 true I love but you, I love but you sweet.
cres.

lieb nur dich mein En - gel, Ich lieb nur dich al. 1.
 heart, sweetheart so true I love but you, love you.

Lass' || 2.
 Let you.

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ADOLPHE HENSELT AS A TEACHER.

Henselt as a teacher was rather terrible. He would come in in his white suit, a red fez on his head, a fly-flapper in his hand, and, motioning his pupil to seat herself at the piano, would say, in his short, brusque way, "Falsch! Falsch! Falsch! Then, as she began, he would first go to the window, appear to see something that he took exception to, then pace backward and forward for a minute or two, stop suddenly, and, with a furtive glance at her, cry "Falsch! Play it again! Falsch!" But what? where? She had, perhaps, played a part nearly a page. Was it the way she played it that was wrong, or were there wrong notes? She would begin again, and "Falsch! Falsch!" would follow her, she seemed piqued, with small snorts, instead of that first big bullet. Then he cried, "Stop!" The flag of truce. He came across, eyes gleaming, his very skin pale, his hair bristling, his mouth hissing tones, far more terrible than angry shouts, would contemptuously push her off the stool and intimate her, then play the passage himself slowly, stopping now and then to repeat and snout out notes and hints. Then, as if slightly pacified by his victory over himself—by not having given himself the impulse of annihilating her forever—he would stride off and begin killing flies upon the wall.

The pupil would make another attempt with the fly-batching continued, until there was a stamp of the foot and "Stop!" Then Henselt became intensely polite, which was almost more trying than his savage. In a little while he would tell the pupil to get up, and, seating himself at the piano, would play the passage as he thought it should go. When he was not in the humor for teaching, as would cry "Falsch!" in various tones for the first half-hour, then kill flies silently till he marched out and leaped the dog, and then he would bring in the dogs and play with them, and let the unhappy pupil do her utmost without comment, even at the end—Er.

Dvorak is working upon an opera of which the subject is "Uncle Tom's Cabin."

Muscle is a stimulant to mental exertion.—*D'Israeli*.

It was said that Calve's season in America realized her \$75,000.

Muscle is the essence of order, and leads to all that is good, just and beautiful.—*Plato*.

Muscle, once admitted to the soul, becomes a sort of spirit, and never dies.—*Bulwer*.

He who sets limits to himself will always be expected to remain within them.—*Schumann*.

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SINGING THREE HUNDRED YEARS AGO.

In Byrd's "Collection of Psalms and Sonnets," bearing date 1588, that quiet old fellow, endeavoring to impress on his readers the moral obligation they lie under of learning music, makes use of the following arguments:

"Firstly," says he, "it is a knowledge easily taught and quickly learned, where there is a good master to instruct the scholar. Secondly, singing is delightful to nature, and good to preserve the health of men. Thirdly, it doth strengthen all parts of the breast, and doth open the pipes, which is a singular good remedy for a stuttering or stammering in the speech. Fifthly, it is the best means whereby to procure a perfect pronunciation, and make a good orator. Sixthly, it is the only way to know where nature hath bestowed a good voice; and in many that excellent gift is lost by nature, and by the use of instruments whatsoever comparable to that which is made by the voices of men, when the voices are good, and the same well sorted and ordered. Eighthly, the better the voice is the meeter it is to honour and serve God therewith; and the voice of man is chiefly to be employed to that end."

Our friend winds up with two doggerel lines:

"Since singing is so good a thing,
I wish all men would learn to sing."

They give this reason for Sarasate's celebrity: "When he gave the first prize at the Paris Conservatory, Auber touched him on the shoulder and said: "Above all, young man, don't marry."

The Emperor William has refused to pardon Herr George Liebling, who was sentenced to a couple of years of imprisonment for assaulting a policeman. It is said that the court pianist will emigrate rather than undergo his punishment.

The Society of St. Gregory the Great, of Rome, offers a diploma and a silver medal for the best setting for four voices, written with artistic refinement, in the severe style prescribed by the Congregation of Rites. The mass will be sung at the annual commemoration of the patron saint on March 12, 1898.

French song writing is despaired of by the Academie Francaise. The first set of songs sent in for the prize established by M. Montariol two years ago, that the academy has just closed, has returned over the bequest of 10,000 francs to the founder's heirs.

The quality of the true artist is best shown in his rendering of small prices, for in larger works—as scenic painting—the finer details are easily overlooked in, or overshadowed by, technical bombast, which covers a multitude of sins. There are many opera performers who manage to get through a difficult composition of Liszt's who could not play decently a simple nocturne of Field's, because, partly, they are so nervous, and partly, they are so difficult for them.—*Christians*.

Mrs. Sembrich said lately: "It is such music as 'La Sonnambula,' 'Lucia,' 'Linda de Chamounix,' and 'Il Barbiere,' that trains one to sing well. Learn to sing thoroughly and let the modern composers alone for a while. If there was anything needed to prove the truth of my theory, one would only have to look at Mme. Patti. She is over fifty now and yet she sings remarkably, and she has her voice left still. Of what other woman can the same thing be said? Look, too, at Lilli Lehmann, who began her career as a singer of the Italian music, and is to-day another great example of what that training has done. It was not until she had learned thoroughly the Italian repertoire that she began to sing Wagner. She and Mme. Patti are two of the last great singers. No young ones are coming up to take their places, and the reason is that the old music, which trained the voices best, is no longer taught to-day. Even in Italy it is not taught to the singers. They immediately begin to sing Rossini or Mascagni, which is just as bad for their undeveloped voices as Wagner's music. After a girl has learned to sing, the next important thing for her to learn is what she should sing. Certain voices, as so many singers seem to forget, are suited only to certain kinds of music. One's voice and one's voice which would last for a long time in singing the music suited to it. But if it is used in singing Wagner or dramatic music the younger generation will not endure. There is only a certain quantity of it, and if it is used up in two or three years by singing music to which it is not suited, only one thing can happen. But singers often seem to forget that with a voice suited only to certain kinds of music it is impossible to succeed in entirely different fields. That is a thing which the singer must learn for herself."

A PLACE TO GO.

In answer to the question, how to get acquainted with St. Louis, we advise you, if stopping for several or more days, to go to the Hotel de Ville, a room on the European plan, and eat at Frank A. Nagel's Restaurant, 6th and St. Charles streets. Ladies out shopping will find at Nagel's Restaurant an elegant Ladies' Dressing Room on second floor, and will be delighted with the table and service, which are the best in St. Louis.

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A cultivated musician may study Raphael's Madonnas with as much profit as a painter may study Mozart's symphonies.—*Edert Schumann*.

Paris, Dec. 1.—Antonio Terry and Sibyl Sanderson, the American prima donna, were married in this city to-day. The wedding was a quiet affair, the bride being converted to Catholicism two days ago. The civil ceremony was performed at the Mairie de Passy, and the religious ceremony at the Convent Chapel in the Avenue Malakoff.

Tamago, the famous tenor, has it, it would seem, been better able to make money than to keep it when he has made it. He recently bought a hotel in Rome for \$400,000 in the hope of being able to sell it at a profit. He has now sold it at a loss of \$100,000, realizing only \$300,000 when it was resold. By these two transactions alone, said to have been entered upon at the friend's advice, Sig. Tamagnino has lost \$300,000.

Some interesting remarks of Brahms are told by his friend Widman in the *Deutsche Rundschau*. In the master's early days music was very popular in the city. One day he was drinking beer in a cheap tavern, "Widman writes: 'I expressed some surprise that he should listen so attentively to mediocre dance music of a poor pianist, whereupon Brahms said: 'It does not seem so very long ago since I was playing dance music in much cheaper places than this. At that time I had not yet begun to compose, but only early in the morning, for during the daytime I had to arrange marches for little dance orchestras, and drivers ordered the piano for tavern dances. The best ideas for my compositions always came to me while I was blacking my shoes in the morning.'"

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