

MISS STRONG'S PUPILS CONCERT.

The pupils concert given annually by Miss Strong at Memorial Hall took place May 26th, and preserved its usual character for excellence. The programme, which was intended to represent the great periods of pianoforte composition consisted of Works by Bach, Scarlatti, Mozart, Beethoven, Schubert, Mendelssohn, Chopin, Schumann, Rubinstein and Gilchrist. The Bach concert for three pianos and five string instruments played by Miss Florence Hammon, Mrs. R. Atkinson, Miss Strong and Messrs. Schoen, Gecks, Mayer, Anton and Mayer, Jr. was one of the finest numbers, and the Gilchrist chorus, Sea Fairies, for female voices, is a charming composition. Misses May, Anderson, Foote, Phelps and Case did good work, while Misses Platt and Kniffin in their Mozart Concerto for two pianos and Master Richard Platt in his Schubert duo for piano and violin with Mr. Schoen's able assistance, distinguished themselves in a marked degree. Miss Lois Page played a brilliant Rondo with string accompaniment in excellent taste. Miss Marion Ralston in the Schumann Fantasiestücke proved herself rarely gifted, mastering the technical difficulties with ease and giving an artistic interpretation which won her a great success. The Chopin Concerto in F minor found a worthy interpreter in Miss Florence Baugh, who fully sustained the enviable reputation she has already made for herself. The pianissimo runs were beautifully light and clear, while she entered thoroughly into the poetry, grace and spirited rhythm of the composition. Miss Anna Vieths in spite of former successes surprised all her friends by her rendition of Rubinstein's D minor Concerto. Its difficulties are well known, but she mastered them thoroughly and displayed a finish of technique, accuracy of memory, beauty of tone and style, which fully entitled her to the certificate, which Miss Strong presented her in token of the completion of her musical course. Her harmony work was represented by a Sonata written by her for this occasion and played by her pupil, Miss Day. It showed taste and intelligent treatment and was an additional proof of the thoroughness and earnestness of her studies. It is understood she will now go abroad and pursue her work still farther and her many friends wish her continued success in her musical work.

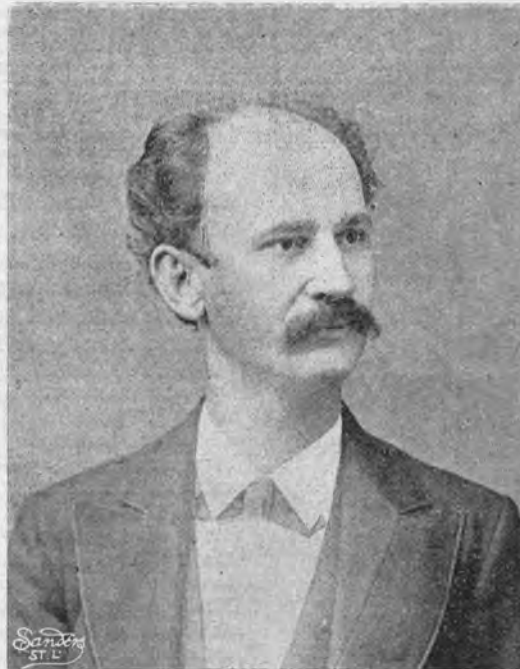
A. P. Ecker & Bro., the leading opticians, at 617 Olive st., have everything in the line of spectacles, eye glasses, opera glasses, telescopes, drawing instruments, artificial eyes, etc. They make a specialty of oculist's prescriptions.

There will be three free scholarships offered by the College of Music of the Forest Park University next September. This is a valuable opportunity for talented piano or vocal students to avail themselves of the privilege of obtaining a year's instruction free under first-class instructors. Those interested will do wisely to write the principal for particulars.

Verdi and Von Bulow Reconciled.—A reconciliation is said to have taken place between Maestro Verdi and Hans von Bulow, the German pianist. For years the two men have declined to come together, and have said hard things of one another. A better spirit, however, seems to have overcome Von Bulow while in Florence recently. At any rate, he wrote a long letter to Verdi, expressing his sorrow for the unkind things he had said about him, and hoping that they might pass the rest of their lives in peace. Verdi answered the letter at once, thanking his Northern colleague for his kind words and expressing unbounded admiration for his talents and accomplishments. Bulow will remain in Italy, it is said, for some time.

FRED. SCHILLINGER.

Fred Schillinger, the well known teacher of piano and violin was born in St. Louis, June 18th, 1856. He is a son of Charles Schillinger, the eminent flutist and pianist who has long been identified with the progress of music in St. Louis. Mr. Schillinger's early training in piano and violin was under the direction of his father who developed the young student's talent in a remarkable manner. After furthering his studies in violin under the guidance of E. Spiering and A. Waldauer



with whom he spent about three years, he proceeded in 1874 to Vienna where he pursued a two years course in violin under Jos. Hellmesberger and two years in piano under Prof. Schenner, studying harmony at the same time under Fuchs. Mr. Schillinger's progress there was rapid and a source of pride to his masters. He availed himself of the opportunity of hearing the best performers and played in the Gesellschaft and Opera House orchestras.

Since his return to St. Louis, Mr. Schillinger has been teaching piano and violin with great success. Many of his scholars

are now prominent players, some doing splendid work in orchestras. He is conductor of two of the principal societies in North St. Louis, the Apollo Gesang Verein, Freier Maennerchor, and Damenchor. For the past six years he has been connected with the Olympic and Grand Opera House orchestras.

Mr. Schillinger is a splendid accompanist for concert work and a composer of marked ability. Among his published works are piano compositions and male and female choruses. His latest composition is a mazurka for piano, entitled "Recollections of Vienna."

Mr. Schillinger is a young, energetic and popular musician and worthy the prosperity that has attended him.

THE WAY AND THE WORK.

There are too many young people in the world who complain of their unfavorable circumstances. They say that everything and everybody is against them. They think that if they only have friends to help them, or if opportunities were more propitious, they could succeed in doing something wonderful. There never was a greater mistake. To be born in easy circumstances is oftener a detriment than an advantage. Adverse circumstances really make a man.

Too many people are on the look-out for easy positions in life. Such people never will amount to much. It is the hard knocks that toughen the sinews and give strength and endurance.

Do not choose any course in life because you think it will be an easy and quick way of making fame and fortune. Every line of work has its difficulties and obstacles. When you see an obstacle in your pathway, no matter if it does seem to tower mountain high, don't become faint-hearted and despondent and turn back.

Perhaps when you get on the other side of that mountain of difficulty, you find that the object you desired is still farther on, and a river may obstruct your way. Don't sit down and cry in despair, or "shiver on the brink," for fear the water may be cold, or the current too rapid. Plunge boldly in, and with many a stroke make for the other shore.

This is the spirit that will carry one successfully through life. Almost every one would like to turn the world upside down, but if they are told that the way to do it is by taking a spade and beginning to turn up a little of the earth's sod or gravel, they draw back in despair or disgust.

The music life is no exception to the general rule. Difficulties beset it on every hand. To become a pianist, a violinist, a vocalist, or a composer, one must overcome many difficulties and obstacles that often seem to tower mountain high before the student. Without the pluck to boldly attack any and all such difficulties as may present themselves, one would better never begin. And when one has progressed to the point where he thinks he is ready to make music teaching his life-work, he will still find many difficulties before him, but it is to be hoped that by this time he has learned the secret of overcoming them, which is that indomitable courage called pluck.—Ex.

One of the numerous romances of real life in connection with music is the following:—Signora Runa Roscia was a few years since, a noted singer in Naples. In the year 1880, while staying at a hotel in Casamiciola, the wall of the building gave way during the night time, burying many of the inmates beneath the ruins. The Signora escaped unhurt, and was so affected by the calamity from which she had been exempted, as to there and then register a vow to become a nun. Returning to Naples she immediately carried this determination into effect, was assigned to the order of St. Anna, at Naples, of which cloister she is now the head.

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Not Bad for Dull Times.—The piano business of Mason & Hamlin's Boston house, for the first five months of this year, shows an increase of fifty per cent. over the same period in last year. This house has been behind orders on a number of their Upright styles for the past three months. Truly, the success of the Mason & Hamlin piano is great.

A German Statistician has ascertained that during the last 15 years Wagner's operas have been given in German cities the following number of times: "Lohengrin," 3,014; "Tannhauser," 1,976; "Flying Dutchman," 1,076; "Walkure," 823; "Meistersinger," 682; "Rienzi," 464; "Rheingold," 358; "Siegfried," 322; "Gotterdammerung," 314; "Tristan," 277; "Parsifal," 75.

The Graduate's Recital of Miss Martha Kendrick, assisted by W. D. Armstrong, organist, and P. G. Anton, jr., violinist, was held at Shurtleff College on the 1st ult. A very good programme was excellently rendered. Mr. Anton's violincello numbers made quite a hit and proved that artist's popularity. Miss Kendrick and Mr. Armstrong were received with the greatest favor.

The Death of Capt. J. Fitz Herbert Ruxton, manager of the Chickering & Sons piano house is announced with the deepest sorrow. Capt. Ruxton's tragic death was the result of injuries received in throwing his horse to avoid the necessity of tramp-

ling upon his friend, in a race of the Country Club, Brookline, Mass., on May 26. Capt. Ruxton was making an enviable record in his position; young and active he gave promise of great things. The warmest sympathy is expressed for his family.

The wealthy Chicago amateurs who induced Theodore Thomas to settle in Chicago have an opportunity to display their love of music by the outlay of solid cash. Fifty-two of these gentlemen bound themselves to pay the losses of the Thomas enterprise up to \$1,000 each. The results of the first year show a deficit of over \$53,000, so that each of the gentlemen in question will be called upon for the full amount of his conditional subscription. It is generally understood that the engagement with Mr. Thomas is for three years, so that there will be a chance for the investors to recoup themselves. The World's Fair summer will probably enable them to do this but their first season's experiment cannot be considered as very encouraging.

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PIANO POUNDING.

An American lady on being asked what was the prevailing impression produced upon her mind by the performance of an eminent pianist of the modern type, replied, "Oh I kept on feeling so thankful that he 'was not playing on my pianoforte.'" Truly, says the *Musical News*, a not unnatural remark when it is remembered that a disciple of Liszt is said to have smashed three instruments during a single season. When one hears too that a popular performer pounds away at the pianoforte until his fingers bleed, it is surely time to enter a protest against the undue striving after force which seems to characterize so many pianists of the present. A German lady stated to the writer quite recently that it was not at all an uncommon thing in her country for students to have to give up pianoforte playing on account of injuries done to their hands, through excessive technical work, and it is said that one of the best pupils of the Royal College of Music has had a most promising career suddenly arrested (let us hope not destroyed) by the vehemence of her performances. All this is very sad, and seems to point to "something wrong somewhere."

Nature is very yielding; she may be coaxed and persuaded to almost any extent, but attempt to force her and she will be revenged. To go on playing when the tired muscles are clamoring for rest is the very acme of folly, and yet how many students will persist in playing when their arms feel fit to break, under the influence of a mistaken feeling that some wonderful benefit will accrue to them by keeping on practising when in this state of tension! A few moments rest should be given at the smallest indication of fatigue; but as strength is gained these moments of relaxation will become less and less necessary, until at length the student will be able to play for a considerable time without feeling tired.

Of course, technical development is absolutely necessary for every performer, and not a word should be uttered against it, so long as it is kept within bounds and attained by legitimate means. It is only against the abnormal tendencies of a certain

Continued in Third Column.

MRS. REGINA M. CARLIN.

Mrs. Regina M. Carlin, supervisor of music in the public schools is a daughter of the Hon. John Mullery, one of our oldest and best esteemed citizens. She was born in St. Louis and evidenced musical talent at a very early age, composing and playing by ear in a surprising manner when only five years old. At the age of seven she was sent to the Academy of the Ursulines at Alton, Ill., where, under the direction of one of the most popular and successful teachers of the faculty, she made rapid progress as a pianist and vocalist. When ten years old she could extemporize on any given air in a remarkable manner. On her graduation at the age of eighteen, she was awarded a testimonial in the form of a solid gold lyre to be worn as an amulet.

Mrs. Carlin is also a pupil of Signor Tamburello in vocalization and of Alfred G. Robyn in harmony. She has a mezzo-soprano voice of good compass, well schooled, pure and sympathetic. Her first service was at the old Cathedral whence some of our best local singers have emanated. She has been organist at the Cathedral, Annunciation, St. Johns, 16th and Chestnut, and the Immaculate Conception, and has been frequently sought by other churches to play on extraordinary occasions. She has a special talent for organ accompanying.



Mrs. Carlin has appeared in opera, having taken the title role in Gilbert & Sullivan's opera, "Patience," given at the Pickwick; her work combined with a splendid stage presence, was highly commended. She had many offers for operatic work which were refused.

Mrs. Carlin is one of the two lady supervisors of music in the public schools. The appointing of ladies for this work was owing to the success attained by Mrs. Carlin at the Blair school where she taught in 1890.

Among her successful compositions are "Marche au Revoir" and "Veni Creator," the latter dedicated to Rev. D. S. Phelan on the occasion of his silver jubilee.

Mrs. Carlin is a lady of high culture and unusual scholastic attainments, possessing besides a refined musical nature, special talents for poetry and painting in which she is quite proficient. Her steadfastness of character is well-known. So great was her love and loyalty to her aged father that she has been surnamed the Cordelia of the modern version of Shakespeare's "King Lear." She is enthusiastic in her work and highly esteemed by all her pupils and friends.

There is trouble in the sacred fane devoted to classical music! Boston is perturbed! The serenity of the Back Bay is rudely broken! Sacrilegious voices have dared to give utterance to protests against Nikisch as a conductor, and it may now be expected that somebody will arise and protest against the Bunker Hill monument. The critics are arrayed against each other, and when Boston critics declare war, carnage, direful and gory must ensue. Bacon and Apthorpe are on record as eulogists and defenders of Mr. Nikisch, but against him are arrayed Hale, Elson, Woolf and Ticknor. Such divergence of opinion is something awful to think of, but the most saddening aspect of the case is the rude awakening of the Bostonese from their long dream of peace. Everybody thought that Nikisch was a permanent and unchallenged idol, and how the calm worship is rudely disturbed for impious hands are raised against the Nikisch cult! And we live to see such troublous days!

school that a protest becomes necessary. Piano pounding is not only injurious to artists, but is also detrimental to art, for there would be little advantage in being able to perform wonderful feats of strength, unless opportunities were afforded for their exhibition, and so those pieces get selected which are best calculated to allow the performer to show off his vigorous manipulation. Thus, among the followers of this school, Liszt is taking the place of Beethoven, while as for Mozart and Mendelssohn, they are much too mild and forceless for the piano pounders; indeed, the suggestion of their names is quite sufficient to hazard one's reputation with, and to call forth a pitying smile from the partisan of violence. With this type of performer, the celebrated aphorism about the musicians needing "hands, head and heart," seems in danger of being ignored. Little head and less heart characterizing the playing of some of these sledge-hammer pianists. Unfortunately the piano pounder is at present worshipped by a certain section of society, but that is possibly because he affords the greatest opportunities for conversation.

It is to be hoped that piano pounding may prove to be only a passing fashion, which ere long will give place to some more worthy treatment of the instrument. Happily, we have amongst us teachers who by precept and example are earnestly endeavoring to instill into the minds of their pupils the importance of developing, along with technical skill, an intelligent appreciation of the masterpieces of genius, a correct knowledge of the various art-forms in which musical thoughts are clothed, and, still further, the power to express these thoughts with a true perception of their real beauty and meaning.

CITY NOTES.

J. M. North goes to the fishing regions above Minneapolis.

Miss Agnes Gray will spend the summer at Lebanon Springs.

Miss Adelaide Kalkman has gone to Europe for professional study.

Charles Humphreys is in New York studying under Charles Adams.

E. R. Kroeger will play his Trio at the N. M. T. A. Convention in Cleveland.

Wm. Maddern is giving a series of twenty-five concerts at Tower Grove and other parks.

Mrs. Lucy B. Ralston and her talented daughter Marie, will spend the summer at Bar Harbor, Mich.

Aug. Wm. Hoffman was one of the judges at the \$1,000 piano contest held at Hardin College, Mexico, Mo.

Miss Eugenia Williamson, the talented elocutionist is at Eureka Springs where she has a regularly organized class of young ladies in elocution.

Mrs. Strong, of Garrison avenue, accompanied by her daughter, Miss Nellie Strong, will spend a couple of months at the sea shore. They will go first to Rye Beach.

A Piano Recital was given by the pupils of Miss Cora Fish, assisted by Mrs. Schaeffer, and the Misses Hudson, vocalists, on the 24th ult. A varied programme was excellently rendered.

Miss Carrie Price, the esteemed organist and teacher, has located at San Antonio, Tex., where she will continue her teaching. Miss Price is well equipped for splendid work, having had thorough training in her musical studies.

Next season, Mr. Kroeger proposes to add to his recitals at the Forest Park University, several evenings devoted to special composers. The educational value of these recitals is very high and the pupils invariably await them with the utmost eagerness.

Loreto Acad'y at Florissant, Mo., gave its commencing exercises on the 21st ult. Among the principal piano numbers rendered were "Vive la Republique" by Kunkel played by Misses Donovan and Ghio and "Rhapsodie d'Auvergne" by G. Saint-Saens, Kunkel's Royal Edition, played by Miss Donovan.

E. A. Schubert, the pianist and composer, of St. Charles, Mo., has dedicated his "Bolero," which appears in this number, to Mr. E. R. Kroeger, of St. Louis, with whom he has passed several years of very successful study. Mr. Schubert is a musician of great ability. He is not satisfied with his excellent work, but is still aiming at something greater. We wish our young friend success in every way.

The Artists Recital given by the faculty of the College of Music at the Forest Park University was a notable occasion. Prof. Kroeger played several solos, including his brilliant "Fantasia Polonaise"; Prof. W. D. Armstrong played two selections; Mrs. Worthington and Prof. Kroeger played Milnotte's effective arrangement of the "Poet and Peasant Overture," and Madame Runge-Jancke sang several numbers. Miss Powell, the instructor in elocution, gave three recitations and proved herself to be in every way a thorough artist in her line of work. Refreshments were afterward served to the guests, Mrs. Cairns, the principal, being the hostess of the occasion.

The commencement exercises of the Forest Park University took place at the Memorial Hall on June 2d. Four graduates were presented, and one young lady received a diploma certifying that she had completed the Fifth Grade in her musical studies. The essays were without exception, far above those usually heard at such exercises. The piano solos were truly artistic and the performers certainly deserved the warm applause accorded them by the audience. The vocal numbers were also well received, and Madame Runge-Jancke, the vocal instructor, was good enough to favor the audience with two songs by the talented composer, E. R. Kroeger, who is the director of the College of Music at this institution. The principal, Mrs. Anna Sued Cairns, can certainly be congratulated upon the success of these exercises.

MAJOR AND MINOR.

Verdi, the Nestor of Italian composers, has consented to compose a cantata or symphony in honor of the Columbus celebration at Genoa, this autumn, and Baron Franchetti will write a Columbus festival opera for the same event. It is thought more than probable that both productions will be rendered also at the World's Columbian Exposition at Chicago, supplementary to the original musical compositions of the highest order, it is hoped, which are being prepared for that occasion.

Concert players looking for a beautiful and effective piano piece should have the "Alpine Storm," by Charles Kunkel, price \$1.00, or "Southern Jollifications," a typical plantation scene, by the same author, price 60 cents.

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Paderewski, the pianist, will revisit America, and will commence a tour at San Francisco on November 8. He will give 60 concerts, and play 100 compositions which Americans have not yet heard. He says that Boston is his favorite American city, from its musical point of view, and that its superiority in his mind is greatly due to the excellence of the Boston Symphony Orchestra.

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OUR GREAT
PREMIUM OFFER

See Page 55 for Description.



THERE ARE SIX FEATURES OF

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Great St. Louis Dry Goods House,

ABOUT WHICH THE PUBLIC SHOULD KEEP FULLY INFORMED.

- 1st. The fact that every article worn by woman is for sale under their roof.
- 2d. That full stocks of House Furnishing, House Decorating and Gents' Furnishing Goods are a specialty.
- 3d. That but one price, and that the very lowest, is put upon all goods.
- 4th. That this store is the most Central in St. Louis, and within but one or two blocks of any street railroad.
- 5th. That customers are satisfactorily waited upon, and goods delivered in half the time taken by any other large house St. Louis.
- 6th. That having 33 Stores (as follows) under one roof, they can and do guarantee the cheapest goods in St. Louis, viz:

Ribbon Store.
Notion Store
Embroidery Store.
Lace Store.
Trimming Store.
Gents' Furnishing Store.
Handkerchief Store.
White Goods Store.
Calico Store.
Summer Suits Store.
Gingham Store.

Cloth Store.
Black Goods Store.
Cotton Goods Store.
Linen Goods Store.
Silk and Velvet Store.
Dress Goods Store.
Paper Pattern Store.
Art Embroidery Store.
House Furnishing Store.
Parasol and Umbrella Store.
Hosiery Store.

Flannel Store.
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3

CONCERT WALTZ.

Moderato. ♩ 92.

Julia Rive King.

The musical score is written for piano and bass. It begins with a treble and bass staff. The first system includes a 'Ped.' instruction and a series of chords. The second system features a 'mf' dynamic and a 'P' instruction. The third system has a 'f' dynamic and a 'mf' dynamic. The fourth system includes a 'p' dynamic and a 'Ped.' instruction. The fifth system concludes with a 'Ped.' instruction. The score includes various musical notations such as dynamics (mf, sf, f, p), articulation (accents, slurs), and performance instructions (Ped., P, *P, cres.). The piece features a variety of textures, including chords, arpeggios, and melodic lines with fingerings indicated by numbers 1-5. The score concludes with a final cadence and a 'Ped.' instruction.

The P. signifies Ped.

376 - 11

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4 Waltz. $\text{♩} = 80$.

p dolce.

*Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. **

cres *cen* *do.*

*Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. **

f *N.B.* *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. **

cres. *f*

*Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. **

Con brio.

sf *p* *sf* *sf* *p* *sf*

*Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. ** *Ped. **

f *cres.* *sf*

*Ped. ** *Ped. ** *Ped. ** *Ped. **

376-11

N.B. The small notes are ad lib.

First system of musical notation, measures 1-6. The music is in 3/4 time with a key signature of two flats. It features a piano introduction with a forte (*f*) dynamic. The right hand plays a melody with triplets and slurs, while the left hand provides a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks. Fingerings are shown with numbers 1-4.

Second system of musical notation, measures 7-12. The music continues with a crescendo (*cres.*) and a forte (*f*) dynamic. The right hand features a triplet of eighth notes. Pedal points are marked throughout the system.

Third system of musical notation, measures 13-18. The tempo and mood change to *dolce.* (sweet). The music is marked piano (*p*). The right hand plays a triplet of eighth notes. Pedal points are indicated by 'Ped.' and asterisks.

Fourth system of musical notation, measures 19-24. The music continues with a crescendo (*cres.*) and a forte (*f*) dynamic. The right hand features a triplet of eighth notes. Pedal points are marked throughout the system.

Fifth system of musical notation, measures 25-30. The music continues with a forte (*f*) dynamic. The right hand features a triplet of eighth notes. Pedal points are marked throughout the system.

Sixth system of musical notation, measures 31-36. The music continues with a crescendo (*cres.*) and a forte (*f*) dynamic. The right hand features a triplet of eighth notes. Pedal points are marked throughout the system.

First system of musical notation. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 3 5, 4 2 1 4, 1 5 2 1 3 1, 3 2 4 3 1 3, 4 1, 4 3 1, 4 2, 4 3). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff.

Second system of musical notation. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 3, 4 1 4, 1 5 2 4 3 1, 3 2 4 3 1 3, 5 1, 4 3, 4 1 5, 2 3, 1). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff. Dynamics include *f*, *cres-*, *cen-*, *-do*, *f*, and *p*.

Third system of musical notation. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 3, 4 1 4, 1 5 2 4 3 1, 3 2 4 3 1 3, 4 1, 4 1, 4 2, 4 3). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff.

Fourth system of musical notation. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 3, 4 2 1 4, 1 5 2 1 4 3, 2 1 2 1 2 3). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff. Dynamics include *f*, *sf*, *ff*, *sf*, and *p*.

Cantabile.

Fifth system of musical notation, marked *Cantabile*. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 2 4 3 4, 4, 4 3 2, 4 3 2). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff. Dynamics include *p*.

Sixth system of musical notation. Treble and bass staves. Treble staff contains a melodic line with various fingerings (e.g., 2 1 4 3 2, 2 1 4 3 2, 2 1 4 3 2, 2 1 4 3 2, 2 1 4 3 2, 2 1 4 3 2). Bass staff contains a harmonic accompaniment. Pedal points are indicated by 'Ped.' and asterisks (*) below the bass staff.

7

Ped. Ped. Ped. *

crescen-do

Ped. Ped. Ped. *

Con bravoura.

ossta.

Con bravoura.

sf

Ped. *

Ped. *

sf

Ped. *

This page of musical notation consists of four systems of staves. The first system has three staves: a top staff with a treble clef and a key signature of one sharp (F#), a middle staff with a treble clef, and a bottom staff with a bass clef. The second system also has three staves with similar clefs. The third system has two staves, both with treble clefs. The fourth system has two staves, both with treble clefs. The notation includes various musical symbols such as notes, rests, and dynamic markings like *ff*, *f*, *cres-cen-do*, and *cantabile*. Pedal markings (*Ped.*) and asterisks are used throughout. The page number '8' is in the top left, and '376-11' is at the bottom center.

9

p

Ped. Ped. Ped. *

Ped. Ped. Ped. * Ped. Ped. Ped. *

p

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

cres. - cen- do. f p

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

cres. f ff f

Ped. * Ped. * Ped. * Ped. * Ped. * Ped. *

Finale.

[illegible]

First system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music features chords and moving lines in both hands.

Second system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music includes a crescendo marked "cres." and a vocal line with the lyrics "cen - do" in the treble staff.

Third system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music includes dynamic markings such as *sf* (sforzando) and *p* (piano), and fingerings like "1 2 4" and "3 2 1 3".

Fourth system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music includes dynamic markings such as *sf* and *f*, and fingerings like "1 2 4 3" and "3 2 1 3".

Fifth system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music includes dynamic markings such as *sf* and *p*, and fingerings like "1 2 4 3" and "3 2 1 3".

Sixth system of musical notation. Treble and bass staves. Pedal points marked with asterisks and the word "Ped." are placed below the bass staff. The music includes dynamic markings such as *sf* and *f*, and fingerings like "3 2 1 3" and "3 2 1 2".

First system of musical notation. Treble and bass staves. Treble staff has a melodic line with eighth notes and slurs. Bass staff has a harmonic accompaniment with chords. The tempo/mood is marked *p. dolce*. Pedal points are indicated by "Ped." and an asterisk below the bass staff.

Second system of musical notation. Treble and bass staves. Treble staff has a melodic line with eighth notes and slurs. Bass staff has a harmonic accompaniment with chords. The tempo/mood is marked *cres* and *-cen*. Pedal points are indicated by "Ped." and an asterisk below the bass staff.

Third system of musical notation. Treble and bass staves. Treble staff has a melodic line with eighth notes and slurs. Bass staff has a harmonic accompaniment with chords. The tempo/mood is marked *f*. Pedal points are indicated by "Ped." and an asterisk below the bass staff.

Fourth system of musical notation. Treble and bass staves. Treble staff has a melodic line with eighth notes and slurs. Bass staff has a harmonic accompaniment with chords. The tempo/mood is marked *cres* and *Animato*. Pedal points are indicated by "Ped." and an asterisk below the bass staff.

Fifth system of musical notation. Treble and bass staves. Treble staff has a melodic line with eighth notes and slurs. Bass staff has a harmonic accompaniment with chords. Pedal points are indicated by "Ped." and an asterisk below the bass staff.

To abbreviate go from Φ to \mathcal{S} , page 13.

8

cres.

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

f

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

8

cres. *cen-* *do* *f*

Con bravoura.

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

8

f

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

8

f *molto* *cres.* *cen-* *do.* *ff* *sf* *sf*

Ped. *

MAGYAR.

Hungarian Dance.

Johannes Brahms.

Allegro. ♩ 138.

Secondo.

The musical score is written for piano and consists of 138 measures. It is in the key of D major (two sharps) and 2/4 time. The tempo is marked 'Allegro' with a quarter note equal to 138 beats per minute. The piece is the 'Secondo' (second) version of the 'Magyar' (Hungarian Dance) by Johannes Brahms. The score includes various musical notations such as dynamics (f, p, sf, cresc., p, leggiero), articulation (Ped., *), and fingerings (1, 2, 3, 4, 5). The score is published by Kunkel Bros. in 1892.

MAGYAR.

Hungarian Dance.

Johannes Brahms.

Allegro. ♩ 138. **Primo.**

Allegro. ♩ 138. **Primo.**

leggiero.

f marcato.

a tempo.

poco rit.

1420-6

4

Secondo.

f *p* *p* *f* *p* *f* *p*

f *p* *f* *p* *f* *p* *f*

cres. *mf* *cres.*

ff *ff*

ff *p* *ff* *p*

1420-6.

Primo.

5

Giocos.

The musical score is written for piano and consists of six systems of staves. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The tempo is marked 'Giocos.' (Allegretto). The piece is in the first position ('Primo.').

System 1: The right hand plays a series of eighth-note patterns with fingerings 1-2-3-2, 3, 3-1, 4-2-3-2, 4, 2, and a final triplet. The left hand plays a similar pattern with dynamics *rf* and *p*. Pedaling is indicated with 'Ped.' and asterisks.

System 2: The right hand continues with eighth-note patterns and fingerings. The left hand has a *rf* section followed by a *p* section. Pedaling is indicated with 'Ped.' and asterisks.

System 3: The right hand features a *cres.* (crescendo) section followed by a *mf* (mezzo-forte) section. The left hand has a *cres.* section. Pedaling is indicated with 'Ped.' and asterisks.

System 4: The right hand has a *ff* (fortissimo) section. The left hand has a *ff* section. Pedaling is indicated with 'Ped.' and asterisks.

System 5: The right hand has a *rf* section followed by a *p* section. The left hand has a *rf* section followed by a *p* section. Pedaling is indicated with 'Ped.' and asterisks.

System 6: The right hand has a *rf* section followed by a *p* section. The left hand has a *rf* section followed by a *p* section. Pedaling is indicated with 'Ped.' and asterisks.

4 2 1 5 2 1 4 2 1 3 2 1 4 2 1 5 2 1 A . 4 2 1 5 2 1

p *cres.* *ff*

Ped. * *Ped.* * *Ped.* *

Fin.

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

f

1 2 1 3 * 1 2 3 1 2 1 2

Ped.

Primo.

f

poco

Ped. *

Ped. *

The image shows a page from a musical score for 'The Merry Widow' by Franz Lehár. The title at the top is 'The Merry Widow' in a decorative font, followed by 'Act II' and 'The Dance of the Cuckoo.' The score is for piano and voice. It features a complex arrangement with multiple staves, including a vocal line and piano accompaniment. The tempo is marked 'a tempo.' and 'Presto.' The score includes various musical notations such as notes, rests, and dynamic markings like 'rit.', 'sf', 'f', 'sf', 'rf', and 'Ped.' The page number '1420-6' is visible at the bottom.

Primo. 7

p *cres.* *ff*

Ped. *

f *Ped.* *

f *Ped.* *

f marcato. *p poco rit.*

Ped. *

a tempo. *Presto.*

f *f* *f*

Ped. *

MERRY COSSACKS.

(LUSTIGE KOSAKEN.)

RUSSIA. ~~~~ RUSSLAND.

Allegretto ♩ 108.

Moritz Moszkowski Op. 23. No. 1.

Secondo.
ten.

p

*P * P **

mp

mf

dim.

pp

ten.

ten.

poco rit.

1435-4

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MERRY COSSACKS.

3

(LUSTIGE KOSAKEN.)

RUSSIA

RUSSLAND

Allegretto ♩ 108.

Primo.

Moritz Moszkowski Op. 23. No. 1.

semplice.

p

*P * P **

mp

mp

espress.

mf

poco rit.

ten.

4

a tempo.

Secondo.

First system of musical notation, measures 1-4. The treble clef staff contains chords with fingerings 4 1 and 5 3. The bass clef staff contains a single note with a fermata. Dynamics include *mp* and *mp*.

Second system of musical notation, measures 5-8. The treble clef staff contains chords with fingerings 4 1 and 5 3. The bass clef staff contains a single note with a fermata. Dynamics include *dtm.* and *pp*.

Third system of musical notation, measures 9-12. The treble clef staff contains chords with fingerings 3 2 1 3 2 and 4 1. The bass clef staff contains a single note with a fermata. Dynamics include *mf*.

Fourth system of musical notation, measures 13-16. The treble clef staff contains chords with fingerings 4 1 and 5 3. The bass clef staff contains a single note with a fermata. Dynamics include *a tempo.*, *ten.*, *rit. un poco.*, and *p*.

Fifth system of musical notation, measures 17-20. The treble clef staff contains chords with fingerings 4 1 and 5 3. The bass clef staff contains a single note with a fermata. Dynamics include *ten.*, *poco rit.*, and *p * P **.

Primo.

5

a tempo.

Allegro molto. ♩ 104 (♩ 66 to 88.)

8. *ff* (A) 5 4 (B) *ff* (C) 5

Il basso sempre marcato.

Ped. * *Ped.* * *Ped.*

Ped. * *Ped.*

- (A) The mechanical aim of this study is similar to that of studies VI and VII, in Book I, to which we refer, as all remarks expressed there, as to steady hand, loose wrist, and smooth legato, will be found applicable here.
- (B) The appoggiatura must be struck precisely with the first note of note of the right hand, and its value is, therefore, to be deducted from the following C.

Execution.

- (C) Strike C vigorously from the wrist with the first finger after which silently substitute the fifth.

First system of musical notation. The right hand features a complex melodic line with many accidentals and fingerings (1, 2, 3, 4, 5). The left hand plays a simple accompaniment. Pedal points are marked with 'Ped.' and asterisks. A measure rest of 8 measures is indicated at the beginning of the system.

Second system of musical notation, labeled (D). The right hand continues with a melodic line. The left hand has a more active role. Pedal points are marked. The instruction *marcato il Basso.* is written below the first measure of the left hand.

Third system of musical notation. The right hand has a melodic line. The left hand has a simple accompaniment. A *cres.* (crescendo) marking is present. Pedal points are marked with 'Ped.' and asterisks.

Fourth system of musical notation. The right hand has a melodic line. The left hand has a simple accompaniment. Pedal points are marked with 'Ped.' and asterisks.

Fifth system of musical notation. The right hand has a melodic line. The left hand has a simple accompaniment. Pedal points are marked with 'Ped.' and asterisks.

Sixth system of musical notation. The right hand has a melodic line. The left hand has a simple accompaniment. Pedal points are marked with 'Ped.' and asterisks. The instruction *marcato.* is written above the right hand. The system ends with a *f* (forte) and *rf* (ritardando forte) marking.

(D) Hold the hand steady and sustain the quarter notes their full value.

Allegro molto vivo ed energico. ♩ - 88. (♩ 104 to 132.)

9. (A) *ff* *sf* *ff*

(B) *rf* *ff* *ff*

(C) *ff* *sf* *sf*

The musical score is for a piano piece, measures 104 to 132. It is in 2/4 time and consists of six systems of two staves each. The first system is marked with a '9.' and contains three measures. The second system contains three measures. The third system contains three measures. The fourth system contains three measures. The fifth system contains three measures. The sixth system contains three measures. The score includes various musical notations such as dynamics (*ff*, *sf*, *rf*), articulation (*Ped.*), and fingerings (1-5). The first system is marked with a '9.' and contains three measures. The second system contains three measures. The third system contains three measures. The fourth system contains three measures. The fifth system contains three measures. The sixth system contains three measures. The score includes various musical notations such as dynamics (*ff*, *sf*, *rf*), articulation (*Ped.*), and fingerings (1-5).

- (A) The object of this study is nimbleness of the thumb, and a smooth legato of the fingers of the left hand.
- (B) In passing the thumb an undisturbed flow and connection of tones must be preserved even in the widest extensions; by stretching the fingers (1-2) and turning the wrist pliantly it can be effected.
- (C) See remark (D) No. VIII treating similar passage.

This musical score is for the song "The Rose Tree" from the opera "The Mikado". It is written for a 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 shows the vocal melody and piano accompaniment. The piano part features a rhythmic pattern of eighth and sixteenth notes. The second system continues the melody and accompaniment, with the piano part becoming more complex, including triplets and sixteenth-note runs. The score is marked with "ff" (fortissimo) and includes various musical notations such as slurs, ties, and fingerings.

ossia.

First system of musical notation, measures 1-4. The top staff contains a melodic line with fingerings 3 2, 4 3, 4 2, 4 3, and 5 4. The bottom staff is a piano accompaniment with a *pp* dynamic. The key signature has two sharps (F# and C#). The system concludes with a *cres.* (crescendo) marking.

Second system of musical notation, measures 5-8. The top staff continues the melodic line with fingerings 4 3, 5 4, 5 4, 5 4, and 5 4. The bottom staff features a *marcato.* (marked) section starting in measure 6, with a *f* (forte) dynamic. The piano accompaniment includes fingerings 5 1 2 1, 5 1 2 1, and 5 1 2 1.

Third system of musical notation, measures 9-12. The top staff continues the melodic line with fingerings 4 5, 3 4, 4 2, 1 3, and 4 5. The bottom staff features a *ff* (fortissimo) section starting in measure 10, with a *ff* dynamic. The piano accompaniment includes fingerings 5 1 2 3, 5 1 2 3, and 5 1 2 3.

Fourth system of musical notation, measures 13-16. The top staff continues the melodic line with fingerings 5 2, 2 1, 2 3, 3 2, 1 2, and 5 4. The bottom staff features a *ff* (fortissimo) section starting in measure 14, with a *ff* dynamic. The piano accompaniment includes fingerings 3 1, 3 1, and 3 1.

21

(A) An important exercise for the study of thirds, sixths, &c. Do not yield to the inclination to break the double notes, but raise both fingers to an equal height, and strike the keys simultaneously, observing a scrupulous legato throughout.

The interweaving and alternating of hands must not interfere with an even succession of tones and the perfect smoothness of the movement.

ten.

ten.

ten.

dim.

cres.

ff (B)

Ped.

Ped.

ff

(B) * The skips of the left hand over the right by means of a elastic wrist.

Presto. ♩ - 108 (♩ 120 to 152.)

11. *leggierissimo.*

(A) 8 8 8 8 8 8 8 8

simill.

Ped. *Ped. simill.* *Ped.* *Ped.* *Ped.* *Ped.* *

ossia. *Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *

8 8 8 8 8 8 8 8

ff *cres.* *ff* *cres.*

Ped. *Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *

8 8 8 8 8 8 8 8

ff *f*

Ped. *Ped.* *Ped.* *Ped.* *Ped.* *Ped.* *

(A) This study is of approved utility for acquiring skillfulness and rapidity in running arpeggios. The passing under of the first finger (thumb) and crossing over of the fingers must be smoothly executed; they must strike their keys in exact time, the arm is to be held a little from the body, avoiding the twisting of the elbows which can be easily done with a little practice.

The study will be rendered very attractive, when the proper attention will have been paid to the marks of expression, *crescendo* in ascending and *diminuendo* in descending passages.

(B) Changes and additions contained in this *ossia*, are not suggested by technical considerations, but to impart to the study the character of a piece.

First system of musical notation. The top staff is in treble clef, and the bottom staff is in bass clef. The key signature has two flats. The system includes fingerings (e.g., 5 4 3 2 1, 5 4 3 2 1, 1 2 5 2 4), dynamics (*f*, *dim.*, *dolce.*), and pedaling instructions (*Ped.* with asterisks). A bracket with the number 8 spans the first two measures of the top staff.

Second system of musical notation. The top staff is in treble clef, and the bottom staff is in bass clef. The system includes fingerings (e.g., 1 2 3 4 5, 1 2 3 4 5, 1 2 3 4 5), dynamics (*fz*, *f*), and pedaling instructions (*Ped.* with asterisks). A bracket with the number 8 spans the first two measures of the top staff.

Third system of musical notation. The top staff is in bass clef, and the bottom staff is in bass clef. The system includes fingerings (e.g., 1 2 3 4 5, 1 2 3 4 5, 1 2 3 4 5), dynamics (*p leggiero.*, *cres.*, *fz*), and pedaling instructions (*Ped.* with asterisks). A bracket with the number 8 spans the first two measures of the top staff.

The first system of musical notation consists of two staves. The upper staff is in treble clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The lower staff is in bass clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The system is marked with 'Ped.' (Pedal) and includes a '*' symbol in the fifth measure of the lower staff.

The second system of musical notation consists of two staves. The upper staff is in treble clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The lower staff is in bass clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The system is marked with 'Ped.' (Pedal) and includes a '*' symbol in the fifth measure of the lower staff.

The third system of musical notation consists of two staves. The upper staff is in treble clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The lower staff is in bass clef and contains a series of eighth-note chords, with a dotted line and the number '8' above the first four measures. The system is marked with 'Ped.' (Pedal) and includes a '*' symbol in the fifth measure of the lower staff.

This page of musical notation is for a piano piece, likely in a minor key given the presence of flats. It consists of three systems of staves, each with a treble and bass staff joined by a brace. The notation is highly detailed, featuring numerous fingerings (numbers 1-5), slurs, and dynamic markings such as *sf* (sforzando), *ffz* (fortissimo forzando), *fp* (forzando piano), and *cres.* (crescendo). Pedal markings are indicated by an asterisk followed by "Ped." and are placed below the bass staff. The first system contains two systems of staves. The second system also contains two systems of staves. The third system contains two systems of staves. The notation is complex, with many beamed sixteenth and thirty-second notes, suggesting a fast tempo. The page number "26" is in the top left corner. The page number "1369-27" is at the bottom center.

1369-27

First system of musical notation, measures 1-7. The music is in 3/4 time with a key signature of two flats. The right hand features a continuous eighth-note pattern with triplets. The left hand has a steady eighth-note accompaniment. Pedal points are indicated below the left hand in measures 1, 3, 5, and 7. A *ff* dynamic marking appears in measure 6. The system concludes with a *f rit.* marking in measure 7.

Second system of musical notation, measures 8-14. Measures 8-11 show a complex right-hand passage with many beamed eighth notes and fingerings (e.g., 2 1, 3 4 1, 2 8, 1, 3 4 1, 2 8, 3 5 3 5, 4). The left hand continues with a simple accompaniment. Pedal points are marked in measures 8, 10, and 12. Measure 12 includes a *f* dynamic. Measure 13 is marked *a tempo.* Measures 14-15 show a return to a simpler right-hand pattern. Pedal points are marked in measures 14 and 15.

Third system of musical notation, measures 16-21. Measures 16-17 continue the previous patterns. Measure 18 begins a *ff* section with a new right-hand pattern. Measures 19-20 continue this *ff* section. Measure 21 features a *f* dynamic and a final chord. Pedal points are marked in measures 16, 17, 19, 20, and 21. A final pedal point is shown in a separate staff at the bottom right.

Allegro molto. ♩ 92. (♩ 120 to 152.)

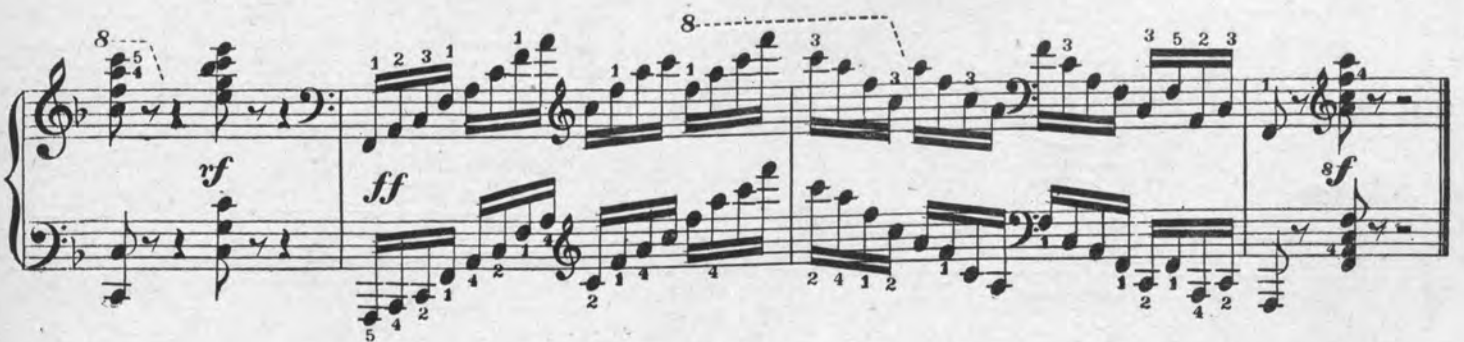
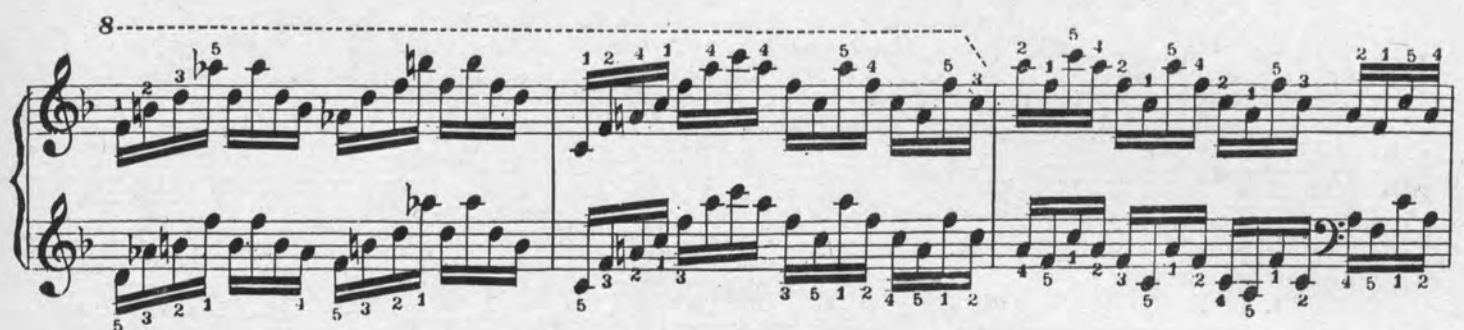
12.

(A) This study has the same technical ends as the preceding one, No. XI.

Both hands must practice separately paying especial attention to the left hand.

When each hand has acquired equality and certainty of execution practice both hands together, slowly at first.

The rapidity with which this study should finally be played, must be unconstrained, and must not be acquired at the expense of accuracy and clearness.



Embarrassment

(VERLEGEN HEIT.)

Franz Abt.

3. Ich möch. - te dir ein Brieflein
 2. Ich möch. - te dir so ger. ne
 1. Ich möch. - te dir wohl et. was

Andantino. $\text{♩} = 88.$

1. There's some. - thing I would say to
 2. I fain would sing to thee a
 3. To thee a let. - ter I'd in

Andantino.

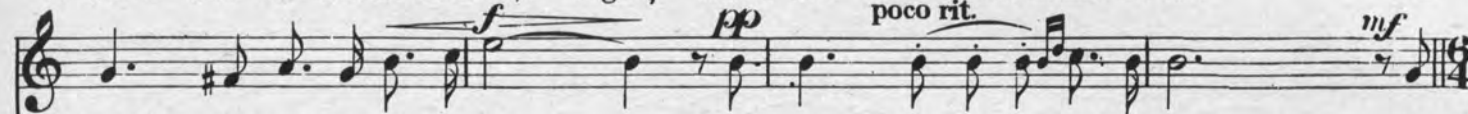
p Con leggerezza.

pp

3. schrei. - ben Da. rin mein Herz dir schüt. - ten aus; Al.
 2. sin. - gen Ein Lied das tief ins Herz dir dringt, Doch
 1. sa. - gen Und weiss doch selbst so recht nicht, was! Und

1. thee But I'm not sure I know just what, And
 2. strain That to thy heart should make its way, But
 3. dite That should my in. - most thoughts dis. close, 'Tis

3. lein auch das muss un-ter-blei- ben, Denn stets bring ich nur das her- aus: B
 2. will mir ei- nes nur ge- lin- gen Das stets in meiner See- le klingt: "
 1. wur- dest du darum mich fra- gen, Wusst ich wohl selber nichts als das: Ich
 poco rit.



1. should'st the rea-son ask of me....., My on- ly answer must be that: I
 2. there is on- ly one re- frain..... Rings in my soul both night and day: "
 3. all in vain, for, as I write....., The ink but tra- ces as it flows: "



lie- be dich herz- in- nig- lich, Nur dich al- lein..., nur
 love... thee, love, All else... a- bove, Aye, none but thee... But



dich..... Ich lie- be dich herz- in- nig- lich, Nur dich... al- lein, nur
 thee..... I love thee, love, All else a- bove, Aye, none... but thee, But



Tempo 10 dich. Ending- dich.



thee. thee.
 Tempo 10
 549-2
 Ped. *
 Ped. *

KILLARNEY.

M. W. Balfe.

Moderato. - 112.

[illegible]

1. By Killar - neys lakes and fells,
 2. In - nisfal - len's ruin - ed shrine,
 3. No place else can charm the eye
 4. Mu - sic there for e - cho dwells,

1. Em' - rald isles and winding bays, Moun - tain paths and woodland dells, Mem' - ry ev - er
 2. May suggest a passing sigh. But man's faith can ne'er de - cline, Such God's won - ders
 3. With such bright and va - ried tints, Ev' - ry rock that you pass by, Ver - dure broi - ders
 4. Makes each sound a har - mo - ny, Ma - ny voiced the cho - rus swells, 'Till it faints in

1. fond - ly strays.
2. float - ing by.
3. or besprints,
4. ex - ta - cy.

Boun - teous na - ture loves all lands,
Cas - tle Lough and Gle - na Bay,
Vir - gin there the green grass grows.
With the charming tints be - low,

cres. *ff* *pp*

Ped. * 944 - 2

1. Beau - ty wan - ders ev' - ry where, Foot - prints leaves on ma - ny strands,
 2. Moun - tains Tore and Ea - gle's nest, Still at Mu - cross you must pray,
 3. Ev' - ry morn springs na - tal day, Bright hued ber - ries daff the snows,
 4. Seems the heav'n a - bove to vie, All rich col - ors that we know,

rall. *dim.* *pp a tempo.*

1. But her home is sure - ly there! An - gels fold their wings and rest, In that E - den
 2. Though the monks are now at rest. An - gels wonder not that man There would fain pro -
 3. Smil - ing win - ters frown a - way. An - gels oft - en pausing there, Doubt if E - den
 4. Tinge the cloud wreaths in that sky. Wings of An - gels so might shine, Glanc - ing back soft

riten. *pp a tempo.*

1. of the west, Beau - ty's home Kil - lar - ney, Ev - er fair Kil - lar - ney.
 2. long life's span, Beau - ty's home Kil - lar - ney, Ev - er fair Kil - lar - ney.
 3. were more fair, Beau - ty's home Kil - lar - ney, Ev - er fair Kil - lar - ney.
 4. light di - vine, Beau - ty's home Kil - lar - ney, Ev - er fair Kil - lar - ney.

mf

And. *

cres.

And. *

QUEEN OF THE BALL.

POLKA BRILLANTE.

Tempo di Polka ♩ - 138.

Fritz Spindler Op. 111.

System 1: Treble and Bass staves. Treble staff begins with a long melodic line, followed by a series of eighth-note patterns. Bass staff provides harmonic support. Dynamics: *f*, *dim.*. Pedaling: *Ped.*. Fingerings: 1, 2, 3, 4, 5, 8.

System 2: Treble and Bass staves. Treble staff features a series of chords and eighth-note patterns. Bass staff has a steady eighth-note accompaniment. Dynamics: *f*, *p*. Pedaling: *Ped.*. Fingerings: 1, 2, 3, 4, 5.

System 3: Treble and Bass staves. Treble staff continues with eighth-note patterns. Bass staff has a steady eighth-note accompaniment. Dynamics: *p*, *f*. Pedaling: *Ped.*. Fingerings: 1, 2, 3, 4, 5.

System 4: Treble and Bass staves. Treble staff features a series of chords and eighth-note patterns. Bass staff has a steady eighth-note accompaniment. Dynamics: *p*, *f*. Pedaling: *Ped.*. Fingerings: 1, 2, 3, 4, 5.

System 5: Treble and Bass staves. Treble staff features a series of chords and eighth-note patterns. Bass staff has a steady eighth-note accompaniment. Dynamics: *pp*, *f*, *p*. Pedaling: *Ped.*. Fingerings: 1, 2, 3, 4, 5.

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

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

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

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

2nd time.

Ped. *

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

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

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

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

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

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

This image shows a page of a musical score, likely for a piano. The score is written in a single system with six systems of staves. Each system consists of a grand staff (treble and bass clef) and a single bass staff. The music is in a key with two flats (B-flat and E-flat) and a 3/4 time signature. The notation includes various musical elements such as notes, rests, and ornaments. Fingerings are indicated by numbers 1 through 5. Dynamics include *f* (forte), *p* (piano), *pp* (pianissimo), and *dim.* (diminuendo). Pedal markings are present throughout, often accompanied by asterisks. The score concludes with the instruction *accelerando*. The page number 1487-4 is visible at the bottom center.



First system of musical notation, featuring a treble and bass staff. The music includes a series of chords and single notes. Pedal points are indicated by "Ped." and asterisks. Fingerings are shown with numbers 1, 2, 3, 4.



Second system of musical notation. The bass staff features a section marked *f* (forte) with a key signature change to one flat. Pedal points and asterisks are present.



Third system of musical notation. The treble staff has a melodic line with a slur. The bass staff has a section marked *p* *accelerando e cres.* (piano, accelerating and crescendo). Pedal points and asterisks are present.



Fourth system of musical notation. The treble staff continues the melodic line. The bass staff has a section marked *f* (forte). Pedal points and asterisks are present.



Fifth system of musical notation. The treble staff features a section marked *ff* (fortissimo) with triplets. The bass staff has a section marked *f* (forte). Pedal points and asterisks are present.



Sixth system of musical notation. The treble staff features a section marked *ff* (fortissimo) with a slur. The bass staff has a section marked *f* (forte). Pedal points and asterisks are present.

BOLERO.

3

E. A. Schubert.

Allegretto ♩ - 88. Marziale.

The musical score is written for piano and consists of five systems of music. The first system is marked *f* and includes fingerings (e.g., 3 2 1 3 2 1 3 2) and a *Ped.* marking. The second system is marked *rf* and includes a *Ped.* marking. The third system is marked *rf* and includes a *Ped.* marking. The fourth system is marked *rf* and includes a *Ped.* marking. The fifth system is marked *rf* and includes a *Ped.* marking. The score includes various musical notations such as notes, rests, and dynamic markings. The tempo is marked *Allegretto* and the time signature is 3/4. The key signature is one sharp (F#).

1434-5

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First system of musical notation. Treble and bass staves. Treble staff begins with a melodic line, followed by a half rest, then a series of eighth notes. Bass staff features a continuous eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks. A dynamic marking of *mf* is present.

Second system of musical notation. Treble staff continues the melodic line with various fingerings (1, 2, 3, 4, 5). Bass staff continues the eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks.

Third system of musical notation. Treble staff continues the melodic line. Bass staff continues the eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks. A dynamic marking of *f* is present.

Fourth system of musical notation. Treble staff continues the melodic line. Bass staff continues the eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks. A dynamic marking of *sf* is present.

Cantabile.

Fifth system of musical notation, marked 'Cantabile'. Treble staff features a slower melodic line. Bass staff features a slower eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks.

Sixth system of musical notation. Treble staff continues the melodic line. Bass staff continues the eighth-note accompaniment. Pedal points are indicated by 'Ped.' and asterisks. A dynamic marking of *cres.* is present.

First system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 1, 2, 1, 2, 5, 3, 4, 2, 1, 2. Bass staff has a supporting line with fingerings 3, 2, 1, 2, 1, 3, 2, 1, 2. Pedal points are marked with 'Ped.' and asterisks.

Second system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 3, 2, 5, 3, 2, 3, 4, 1, 2, 5, 4, 3. Bass staff has a supporting line with fingerings 3, 1, 2, 4, 5, 2, 1, 1, 2, 1, 3. Pedal points are marked with 'Ped.' and asterisks.

Giocoso.

Third system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 2, 3, 2, 1, 2, 1, 2, 1, 3, 3, 4. Bass staff has a supporting line with fingerings 2, 1, 2, 1, 2, 1, 2, 1, 2, 1, 2. Pedal points are marked with 'Ped.' and asterisks. The dynamic marking *mf* is present.

Fourth system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 2, 3, 2, 1, 2, 1, 2, 1, 3, 2, 3, 2, 1, 2, 1, 2, 1, 2, 3. Bass staff has a supporting line with fingerings 2, 1, 2, 1, 2, 1, 2, 1, 2, 1, 2. Pedal points are marked with 'Ped.' and asterisks.

Fifth system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 5, 4, 4, 1, 5, 1, 2, 4, 3, 5, 2, 4, 2. Bass staff has a supporting line with fingerings 5, 4, 4, 1, 5, 1, 2, 4, 3, 5, 2, 4, 2. Pedal points are marked with 'Ped.' and asterisks. The dynamic marking *f* is present.

Sixth system of musical notation. Treble and bass staves. Treble staff has a long melodic line with fingerings 3, 4, 5, 2, 4, 3, 2, 1, 2. Bass staff has a supporting line with fingerings 3, 4, 5, 2, 4, 3, 2, 1, 2. Pedal points are marked with 'Ped.' and asterisks. The dynamic marking *cres.* is present. The system ends with two endings, labeled 1 and 2.



First system of musical notation. Treble and bass staves. Treble staff has a melodic line with various fingerings (1, 2, 3, 4, 5) and a dynamic marking of *mf*. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol.



Second system of musical notation. Treble and bass staves. Treble staff has a melodic line with a *Ped.* marking and a star symbol. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol.



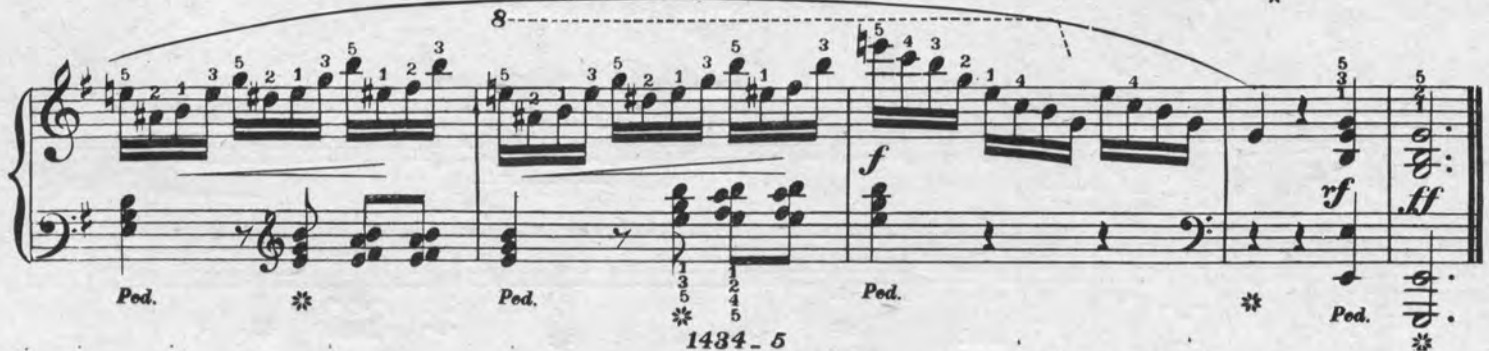
Third system of musical notation. Treble and bass staves. Treble staff has a melodic line with a *Ped.* marking and a star symbol. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol.



Fourth system of musical notation. Treble and bass staves. Treble staff has a melodic line with a *Ped.* marking and a star symbol. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol.



Fifth system of musical notation. Treble and bass staves. Treble staff has a melodic line with a *Ped.* marking and a star symbol. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol.



Sixth system of musical notation. Treble and bass staves. Treble staff has a melodic line with a *Ped.* marking and a star symbol. Bass staff has a rhythmic accompaniment with a *Ped.* marking and a star symbol. The system ends with a double bar line and a *ff* marking.

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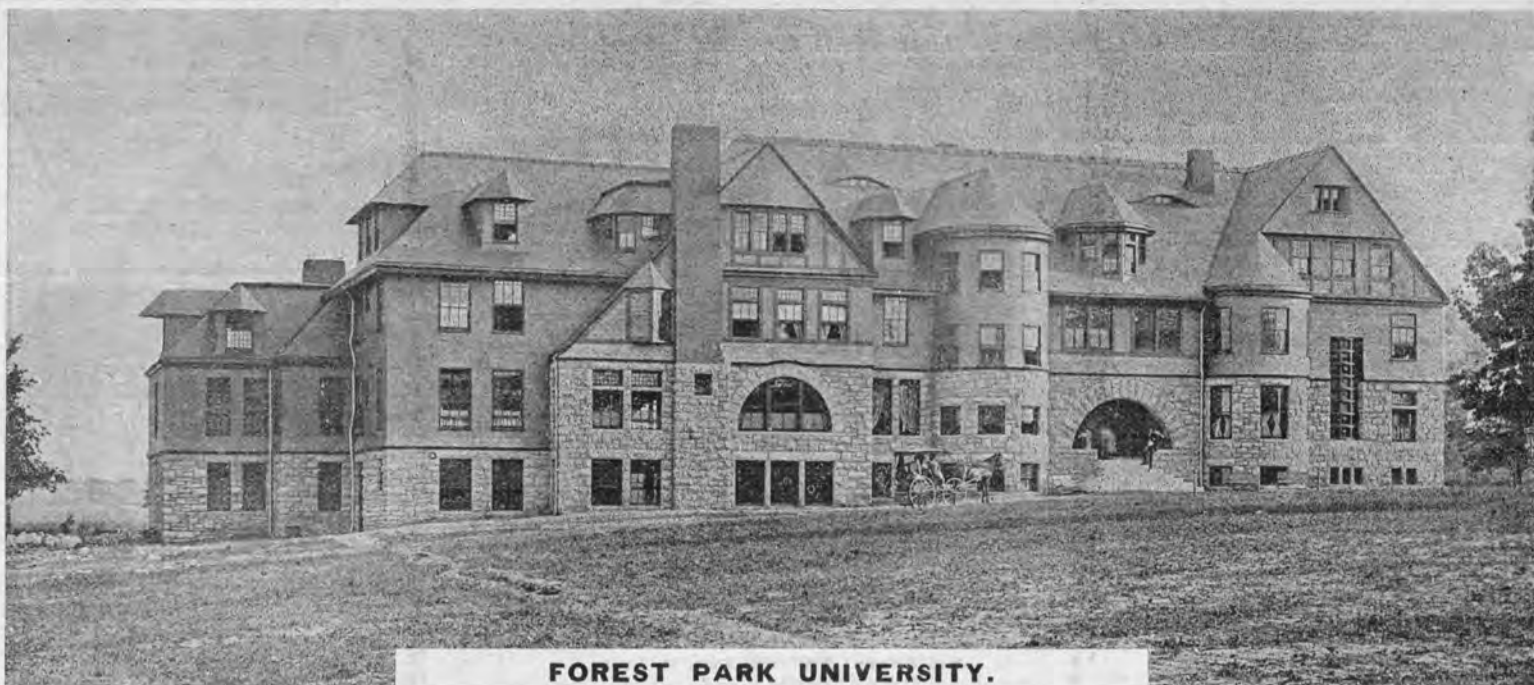
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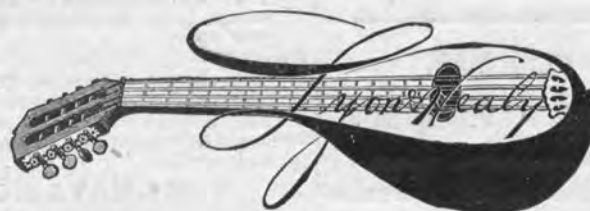
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