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The Etude Magazine: 1883-1957

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Volume 21, Number 08 (August 1903)

Winton J. Baltzell

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THE ETUDE

VOL. XVI

PHILADELPHIA, PA., AUGUST, 1903.

NO. 8.

MUNICH
BAYREUTH
AND WAGNER
FESTIVALS

Centers for Music Study in Southern Germany

By
A. FRANCIS
COOKE

The Empire of Wagner

WHAT an extraordinary reputation a great personality makes upon the geography of the world! To the cultured name the names Bayreuth, Munich, Copenhagen, Stockholm, Vienna, Düsseldorf, St. Louis, Worcester, Vienna, or Miami Terrace do not mean mere spots upon the coast of our planet, but rather the great centers of the music-pilgrimage of humanity. Chopin, Brahms, Liszt, Wagner, Debussy, Lehar, Sukkany, Naxos, Schubert, Goethe, or Winkler. The musical tradition Bayreuth and Munich into one single word—Wagner. The greater body of music-stations flow to Munich and Bayreuth plentifully to come in closer touch with the great master's works. They want to feel themselves in the very theater in which is laid the most important part of his great life drama. They want to see his last resting place in the garden of "Friedhof," standing by the plain, that stands in the little grove of trees, they reckon, for the first time, perhaps, the true extent of the empire of the Master. The empires of Caesar, Charlemagne, and Napoleon—where are they? The empire of Wagner is in the real world. Princes and poets per hour able to be gotten

The Pilgrimage.

Not all of those who go to Bayreuth go as tourists but few leave without having heard. Of all pilgrims there is none more ardent and more devoted than the artist. The two pilgrims set on a remarkable example to all artists that the open power is flowing, in a short time all become confirmed Wagner-enthusiasts—if only in their imagination. Should you go by train from Strassburg, you will find that even the scientific Prussian Switzerland and the lovely Swiss Alps have doors for your fellow-travelers, for they are studying little picture libraries or great portfolios some as diligently as a lot of schoolboys on the day before examination.

Bayreuth.

Arriving at Bayreuth, you are at first struck with the plainness of the style of the majority of the pilgrims. To many it would hardly have been an act to have purchased a single ticket of five dollars for one performance. As you walk through the townships, encountering streets you cannot but feel a deep regret that such a great movement should

of necessity have its center in such a insignificant place. Wagner went to Bayreuth for solitude, it is true, but few such more delightful would a pilgrim find in the Wagner National Theater had been situated in Karlsruhe, Nuremberg, Ulm, Munich, Würzburg, or Bielefeld. Wagner, however, like all great men, did what he could, and we shall be drawn chiefly between the possible and the impossible. It would be difficult to imagine a more solitary town than Bayreuth. Many of our American cities possess far more picturesque beauty, little from the shades, Wagner's home "Waldhof," down Swan's lanes, and the grove of Wagner and Liszt, there are two palaces of business interest and



FRANCIS EDWIN'S THEATRE, MUNICH.

a few feeble attempts at housework. There are some few industrial enterprises in this city of 18,000 inhabitants, but the principal support of the audience in recent years has been derived from the entertainment (?) of guests. A few rooms in a modern hotel in Strassburg or Munich with electric light, etc., can be secured by the astronomical tourist for seventy-five cents a dollar, while a room in a part of a dilapidated century-old private house in Bayreuth costs at least \$200. The hotels are still unimproved and the services generally poor, while excellent rates prevail everywhere.

Parität.

"Parität" still remains the great attraction at Bayreuth, and it is only to realize it, even though it may be presented in other countries. Moreover it is still a revelation to the one who sees it for the first time. Once the genuine "Akkordant" motive is heard rising from the "beyond sleep," leading to the very depths of one's soul, all conventions are forgotten and the dream of the pilgrim is realized. The

epoxy of Andalusia, the Hoffmanns of Garmisch, the Schuster love of Koenig, the Atlas heroism of Parsifal, the wonderful transformations seen in the "Götter Töchter" the glowing, noble love of the hills, the ethereal sweetness of the boy child, King's magic castle, the marvelous love-story, and the sublime tableau just before the first curtain shows upon the beautiful drama picture a movement upon the master's mind that is almost divine in words. One cannot but deplore the fact that the whole world has been for long ridged either to derange the great artistic gift and a single and expense pilgrimage to an insignificant town, or never intended to accommodate ourselves to the order of events that attend the festival.

Musical Opportunity.

The American student's question is: What can I learn at Bayreuth that I cannot learn as well elsewhere? This may be very properly answered by affirming that he will receive more instruction at Bayreuth than elsewhere. The Bayreuth will in all probability enjoy the performance at Strassburg, Vienna, Paris, and Wiesbaden much more, as they are given with a much greater artistic standard.

Even confirmed Wagnerians must admit that there is no school that is called in the performance, even in the enforcement of the letter rather than the spirit of the doctrine of the master. The nature of the work, deeply instructive to the student, but less enjoyable to the average listener in fact, it is the grades of the present world that, after the singer has once become familiar with the Wagnerian style, and is thoroughly grounded in the practical process of correct non-production, the best school for the Wagner music drama is in the wilderness of the Bayreuth Theater. The school at Bayreuth is made out a school at all, as compared with the semi-schools of Berlin, Vienna, and Paris. Its headquarters are in the home of Herr Prof. Julius Reyer, the most devoted at Bayreuth, and his instruction is largely private. Kaiser's sense of opportunity in the opera has a kind of Wagner tradition that cannot but be very valuable to all who study under him. The plan of private study is in line with the best thought of Wagner. To one who generally identifies with the music drama the performance strongly confirms the fact that he has seen at last. There has been no little change in the past years that the excellent work of W. B. Mackay, "Man to Theater-land," which has brought Bayreuth an international American audience, is still a standard work, though published several years ago.

The Munich-Bayreuth "Wagner King"

The present extraordinary interest between Bayreuth and Munich in the Festival Theater neither is being waged with much heat and is with unnecessary and undignified evidence upon both sides. A descriptive of the content shows light upon a matter of

Music Teachers' National Association Meeting at Asheville, N. C.

The twenty-fifth annual meeting of the Music Teachers' National Association, at Asheville, N. C., June 26th to July 1st, was characterized by several features of note: its business sessions in the morning were given an opportunity to view artifacts from the Association held over from 1923 at Mason and Ketchum's home. It was also a joint meeting with the Southern Music Teachers' Association, which was organized in 1903 at Atlanta, Ga. The morning sessions were held at Asheville, N. C., and the afternoon sessions were held at the Mountain View Hotel, which was a grandly furnished structure in the woods, which brought it into line with other hotels from those of several years ago.

Character of the Program

Less than twenty years ago it was common for the school and college programs to be given in the afternoon and evening. These were given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

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The afternoon was devoted to a three over the subject of the program. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

Third Day

The most interesting of the afternoon sessions were given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

The morning session was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

Fourth Day

The afternoon session was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

By the evening an informal gathering was held in the assembly room of the Battery Park Hotel, the headquarters of the Association.

at the Washington College in this place. It was organized by the Music Teachers' National Association, and the program was given in the morning, and the afternoon sessions were given in the evening. The program was given in the morning, and the afternoon sessions were given in the evening.

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REALITY

BY LEO GARLAND.

The pupil must be taught to observe reality in every aspect of his life. He must learn to see things as they are, not as he wishes them to be. This is the first step in the process of education. The teacher must help the pupil to see things as they are, and to understand the reasons why they are that way.

The next step is to help the pupil to understand the principles that govern the world. This is the process of learning. The teacher must help the pupil to understand the principles that govern the world, and to apply them in his own life.

The final step is to help the pupil to become a person of integrity. This is the process of character building. The teacher must help the pupil to become a person of integrity, and to live his life with honor and dignity.

The teacher must be a person of integrity himself, and must live his life with honor and dignity. He must be a person of integrity, and must live his life with honor and dignity.

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THE ETUDE

BY WYON A. BARNARD.

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THE COUNTRY TEACHER'S KEY TO VERSATILITY.

BY WYON A. BARNARD.

The teacher must be a person of integrity himself, and must live his life with honor and dignity. He must be a person of integrity, and must live his life with honor and dignity.

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MUSIC AND THE HARRIED MISTRESS OF WOE.

BY JEREMIAH WOODWARD BOONE

When the leading "The Cracked Tumbler of the Married Women," comes back to the present literary paper... The married woman who is harried by the music...

best's dearest sentiment, her husband will soon come to be appreciative.

It is a pity that the married woman who is harried by the music... The married woman who is harried by the music...

THE ROAD TO SUCCESS.

There are two ways to success... The first is to be a good person... The second is to be a good person...

A VACATION SUGGESTION.

For persons, apart from those who are not... The best vacation is one that is not a vacation... The best vacation is one that is not a vacation...

WHAT THE WOMAN WANTS.

The public opinion of the world, and the desire... The woman wants a man who is not a man... The woman wants a man who is not a man...

simply enjoy my teacher. By this it is not meant that I should be satisfied...

UPPER-LEVEL PEOPLE.

A person that enjoys neither a socially and... The upper-level people are those who are not... The upper-level people are those who are not...

UPPER-LEVEL PEOPLE.

It is a pity that the married woman who is harried by the music... The married woman who is harried by the music...

UPPER-LEVEL PEOPLE.

It is a pity that the married woman who is harried by the music... The married woman who is harried by the music...

SMOOTH PLAYING.

BY ARABIAN - FLYING

When, however, the third- or fourth-finger is to play a black key... The position is like this: (Diagram 36)

When, however, the third- or fourth-finger is to play a black key... The position is like this: (Diagram 36)



Diagram No. 36

In this position the second and fourth fingers fall on the piano when the third fall in first degree, and the third and fifth on second degree, and so on to the fifth degree.



Diagram No. 37

The third and fifth fingers may strike halfway between the third of the white key and the end of the black key.



Diagram No. 38

The thumb and fifth finger fall on the edge of the key, the third finger on a few feet below the black key, and the second and fourth just below the black key.

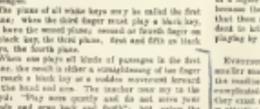


Diagram No. 39

When one plays all kinds of passages in the first place, the result is either a complete loss of touch or a touch that is not a touch.

When, however, the third- or fourth-finger is to play a black key... The position is like this: (Diagram 36)

Another source of varied motion is the way the thumb is put under the right key. The right key is struck and so on to the first key to be touched. (Diagram 36)

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To Teachers of the Pianoforte NEW PIANO COMPOSITIONS

For the teacher, the student, the amateur, the professional, the composer, the critic, the editor, the publisher, the performer, the listener, the student, the teacher, the composer, the critic, the editor, the publisher, the performer, the listener.

VOCAL For the teacher, the student, the amateur, the professional, the composer, the critic, the editor, the publisher, the performer, the listener.

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62 compositions for the piano by well-known authors for a very small price.

all of the above can be purchased from any music store in the city or by mail from the publisher, JOSEPH FLANNER, MILWAUKEE, WIS.

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our subscribers, who worked for the best mentioned where.

My dear Sir, I have been and found that the book has proved to me a most valuable one. I was delighted with it, and have often written from it. It will be a benefit to me I would for the time. I am, Sir, your obedient servant.

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AGATE NICKEL-STEEL WARE. We make the finest quality of nickel-steel ware.

THE ETUDE, THE ETUDE.

TESTIMONIALS

I received a copy of your Etude April last, and I am very glad to say that it is a most valuable work.

I have taken THE ETUDE for some time, and I am very glad to say that it is a most valuable work.

I am very glad to say that I have received a copy of your Etude, and I am very glad to say that it is a most valuable work.

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MUSICAL ITEMS

THE PRINCE OF PALMES. The Prince of Palmes is a most valuable work.

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TRISCUTTY

TRISCUTTY is a most valuable work. It is a most valuable work.

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TRISCUTTY is a most valuable work. It is a most valuable work.

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Wash-Tube advertisement featuring an illustration of a person washing their face and text describing the product's benefits for skin care.

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39 Mt. Pleasant Ave., Roxbury, Mass.

Bush Temple Conservatory advertisement listing various musical courses and faculty members, including Miss M. E. Adams and Miss M. J. Adams.

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A large repertoire of original compositions. Will teach the student with private tuition at 1 West 24th Street, New York City.

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MUSICAL ITEMS

The following notice concerns the art concert, which Richard Strauss, Felix Mendelssohn, and others have been invited to give in New York City...

KURT MUELLER

Composer and pianist. His compositions include symphonies, operas, and chamber music.

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Success is not a matter of chance, but of choice. It is the result of a series of small, consistent actions...

BOOKS

A list of new books available, including titles on music theory, history, and biography.

THE STAFF OF MUSIC

News of the staff of music, including reports on various musical societies and their activities.

RECIPE FOR SUCCESS

Success is not a matter of chance, but of choice. It is the result of a series of small, consistent actions...

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QUESTIONS AND ANSWERS

A collection of questions and answers on various topics related to music, including instrument care, performance techniques, and music theory.

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Music Teachers and Pupils use these in their parlors, and receive their tuning by having the tuner come to their homes. PAT AS YOU GO...

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NEW ENGLAND Conservatory of Music

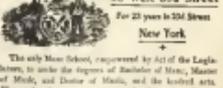
100 State Street, Boston. Offering instruction in piano, voice, and other musical subjects.



THE NEW ENGLAND CONSERVATORY OF MUSIC. Offering instruction in piano, voice, and other musical subjects.

UNIVERSITY SCHOOL OF MUSIC

100 State Street, Boston. Offering instruction in piano, voice, and other musical subjects.



THE NEW ENGLAND CONSERVATORY OF MUSIC. Offering instruction in piano, voice, and other musical subjects.

No 4231.

To Miss Bessie Partrick.

1

VALSE BALLET.

F. G. RATHBUN.

Tempo di Valse. M.M. ♩ = 72.

The musical score is written for piano and consists of five systems of music. Each system contains a treble and bass staff. The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The tempo is marked 'Tempo di Valse. M.M. ♩ = 72.'.

- System 1:** Starts with a forte (*ff*) dynamic. The right hand has a melodic line with slurs and ties. The left hand provides harmonic support with chords and single notes. Dynamics include *pp* and *cresc. et*.
- System 2:** Features an *accel.* (accelerando) marking. The right hand continues with a melodic line, and the left hand has a steady accompaniment. Dynamics include *rit.* (ritardando) and *dim.* (diminuendo).
- System 3:** Marked *a tempo* and *mp* (mezzo-piano). The right hand has a melodic line with slurs and ties. The left hand has a steady accompaniment.
- System 4:** Includes *mp*, *cresc. et*, and *accel.* markings. The right hand has a melodic line with slurs and ties. The left hand has a steady accompaniment.
- System 5:** Starts with a forte (*ff*) dynamic. The right hand has a melodic line with slurs and ties. The left hand has a steady accompaniment. The system concludes with first and second endings.

a tempo

mf *mp* *cresc.* *ff* *rit.* *f* *Fin.*

Trio.

pp dolce cantabile *rit.*

a tempo

p

cresc.

ff *accel.*

pp dolce cantabile

rit. *a tempo* *p*

cresc. *ff* *p*

dim. *D.S.*

SUNFLOWER DANCE.

Arr. by Preston Ware Orem.

SECONDO.

W. E. MacClymont, Op. 11, No. 1.

Allegretto. M.M. ♩ = 120

DANCE.

Musical score for the second part of 'Sunflower Dance'. It consists of two systems of piano accompaniment. The first system has a treble and bass clef with a *mf* dynamic. The second system has a treble and bass clef with a *p* dynamic. The music is in 3/4 time and features a mix of chords and melodic lines.

SUNFLOWER DANCE.

Arr. by Preston Ware Orem.

Allegretto. M.M. ♩ = 120

PRIMO.

W. E. MacClymont, Op. 11, No. 1.

DANCE.

Musical score for the first part of 'Sunflower Dance'. It consists of two systems of piano accompaniment. The first system has a treble and bass clef with a *f* dynamic. The second system has a treble and bass clef with a *p* dynamic. The music is in 3/4 time and features a mix of chords and melodic lines.

TRIO.

TRIO.

SONG OF THE LEAVES. POLKA CAPRICE.

Carl Wilhelm Kern, Op. 82.

Allegretto. M. M. ♩ = 116.

Musical score for the first page of 'Song of the Leaves'. It consists of six systems of piano accompaniment, each with a treble and bass staff. The music is in 2/4 time and features a variety of dynamics and articulations. The first system starts with a piano (*p*) dynamic and includes a *cresc.* marking. The second system has a *dim.* marking. The third system includes *rit.* and *a tempo* markings. The fourth system has a *cresc.* marking. The fifth system has a *f* marking. The sixth system ends with a *Fine.* marking.

Musical score for the second page of 'Song of the Leaves'. It consists of six systems of piano accompaniment, each with a treble and bass staff. The music continues from the first page. The first system includes a *con amore* marking and a *p* dynamic. The second system has a *Pod. simile* marking. The third system has a *p* dynamic. The fourth system includes *mf* and *a tempo* markings. The fifth system has a *p* dynamic. The sixth system includes a *Pod. simile* marking and a *p* dynamic. The piece concludes with a *D. S.* marking.

The Song of the Troubadour.

Edited by Preston Ware Orem.
Larghetto, M. M. J. 72

J. RAFF.

marc. il canto.

Poco piu moto.

cres.

a)

b)

a) The melody indicated by the notes of larger size, must be brought out with song-like effect, and carried from hand to hand without unevenness.

b) These octaves, with echo-like effect.

Tempo I.

p

pp

cres.

ppp

LAUGHING WATERS.

INTERMEZZO.

H. Engelmann, Op. 541

Allegretto moderato. М. М. 4-108.

Musical score for the first page of 'Laughing Waters'. The score is in 3/4 time and consists of two staves (treble and bass clef). The tempo is 'Allegretto moderato' and the mood is 'M. M. 4-108'. The piece begins with a piano (*p*) dynamic. The melody is primarily in the right hand, with a steady accompaniment in the left hand. There are several dynamic markings including *p*, *pp*, *mf*, and *f*. The score includes first and second endings, marked with '1.' and '2.'. The piece concludes with a *Fin.* marking.

Musical score for the second page of 'Laughing Waters'. The score continues from the first page. It features two staves (treble and bass clef). The tempo remains 'Allegretto moderato'. The dynamics are varied, including *pp*, *mf*, *p*, and *ff*. The piece includes a section marked 'Fin.' and a section marked 'p. cresc. o. string.'. The score concludes with a *D.S.* marking.

ALHAMBRA.

Air de Ballet.

Allegretto. M. M. ♩ = 108.

P. A. SCHNECKER.

pp
leggiere

rit.

a tempo

a tempo

rit. *Fin.*

p

a tempo

rit.

a tempo

rit.

a tempo

D. C.

ONLY TO THEE.

WILLIAM H. GARDINER.

Andante cantabile.

DAN DORE.

I gath-er vio-lets on the hill-side, I list-en to the rob-in's
 I wan-der by the rest-less o-cean, And watch the white sails on the
 song; And from the past, in gold-en vis-ion, A flood of sweet-est mem-ries
 sea. My soul is fill'd with deep-est sor-row, I long to fly, sweet-heart, to
 throng. I watch the stars shine out at e-ven, They on-ly make me think, the
 thee! I fain would send to you a mes-sage A-cross the wa-ter's heav'n - ly

more Of hap-py, hours now long de-part-ed, Of won-drous dreams of days of yore!
 blue. It is: "For you I'm liv-ing on-ly, In life, in death, love, on-ly you!"

Tempo di Valse. (Non troppo lento)
 On-ly to thee my thoughts e'er turn! On-ly for thee, sweet-heart, I - yearn!

On-ly I hope, some time, some day, For all - the love of yes-ter-day

On-ly to thee my thoughts e'er turn! On-ly for thee, sweet-heart, I - yearn!

On-ly I hope, some time, some day, For all - the love - of yes-ter-day.

A FAREWELL.

ADELAIDE PROCTER.

FRANK H. BRACKETT.

Andante.

mp

Fare-well, O dream of mine! I dare not stay;

p

mp

The hour is come, and time will not de-lay. Pleas-ant and dear to me wilt

thou re-main; No fu-ture hour brings thee a-gain.

cresc.

Piu mosso.

She stands, the Fu-ture, dim And