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Volume 48, Number 02 (February 1930)

James Francis Cooke

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JOSEF HEYMANN, Director

The Curtis Institute of Music will designate this season a course in the art of bell-playing (Campanology) for advanced organ students. There is only one other cathedral school in the world at Milesius Belgiam.

Arno Ben, bellringer of three Singsa Towers — at Mission Lake, Florida, at Cranbrook, Detroit, and at Southside Temple, Indianapolis — has been appointed instructor in the new department.

Instruction will be given during January, February and March at Mission Lake, Florida, at Cranbrook, Detroit, and at Southside Temple, Indianapolis. Lessons will be given on a practice class and other sufficient training the students will be given the opportunity to play upon the cathedral bell, which consists of 21 bells of beautiful tone and perfect pitch.

The art of bell-playing will be of special advantage to organists, especially as there are in the United States very few qualified players.

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Philadelphia, Pa.

The Master Teacher

HERE and there throughout history we find that rare combination of mental proficiency with its extreme degree and pedagogical talent and experience which enables the individual to be ranked among the master teachers. Such an amalgamation of human genius is exceedingly uncommon. There is altogether too great readiness to apply the title, Maestro, or Master, or Maestro, or Master to any one who has the audacity to assume the title.

We have known men of distinction as persons who addressed teaching, who dismissed the thought of being hampered by the malice of envious people, who were wholly incapable of giving a really worth while music lesson, to be explained as master teachers.

The master teacher sees, first of all, less teaching. He sees also, like the Brahmin, regard the teacher's calling as the greatest vocation open to man, as it really is. He sees "openings" himself as a teacher. That is, he sees openings for coming lessons, yet as the pupil perceives his work every pupil becomes a work problem, a study in handling a human life in a great art calling.

We know of one teacher of American birth who stepped out his work six months in advance and was able at that time to send lots of the music he proposed to use with accompanying parts, to the music dealer, so that there could be no possibility of uncertainty that the exact composition he needed would be at hand just when wanted. The teacher commended logic first in his master classes, and he deserved them because he was able to do more for his pupils in an hour than his inferior, or untrained, or unprepared teacher could do in two hours.

Naturally the demand for such individuals determines the price of their lessons. The price is suggested above several values, because of the fact that the teacher has only so many hours to sell, and when

the demand increases he is perfectly justified in doing what every business man would do under the circumstances. Demands are responsive because the supply is limited and the demand enormous. For an opposite reason, quite jewels are cheap. This is the same reason why some teachers charge fifty cents a lesson and others fifty dollars. The principal thing for the student to consider is to find out whether he is getting his fair, large or small, for a real teacher or for some fast performer who is hardly as purveyor every minute he is teaching.

Luckily there was a great teacher, not because he was a fast player, but because he loved teaching. It was simply fascinating to him. He was devoted to the art of pedagogy. He loved to see young men and women develop under his care and carry on the traditions of the art he loved so well. Such teachers were Caspary, Wilhelm Mann, Moscheles, Stephen Baro, Farnock and W. S. B. Matthews.

Please do not think that we are making the error of calling the famous teacher great, or the great teacher famous. We have known of some very extraordinary teachers whose names we do not get into the "Who's Who" class. We have known of several "famous" teachers whose actual work was ridiculous in its weakness.

Years ago, in our own student days, we went to study with a pupil of the great Fyres Linn. At the end of six lessons we realized that whatever Linn had wanted the man had been long since drowned in alcohol. He was hardly conscious of our presence. Yet the man's name is still well known as a "Master," and the mere advertisement of having studied with him shells the credulous. To study with a real master is a lifetime privilege, but be sure that he is a real master.

The best test of a real master is the teacher's available love for the art of teaching.



THEODORE LINDENBERG

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The Struggle of the Negro Musician

By CARL DITON

STEWARD MEMBER OF THE NATIONAL ASSOCIATION OF NEGRO MUSICIANS, INC.

THE NEGRO musician has been facing a struggle which has been more a struggle of the spirit than of the body. He has been fighting for the right to be recognized as a musician in his own right, and not as a "Negro" musician.

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Portrait of Carl Ditton, author of the article.

Current Events

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At 11:15 a. m.—The first of the 100,000 copies of the new edition of the "Encyclopedia Britannica" were distributed to the press. The new edition is the most complete and up-to-date yet published. It contains 32,000 articles, written by 4,000 of the world's leading authorities. The new edition is the most complete and up-to-date yet published. It contains 32,000 articles, written by 4,000 of the world's leading authorities.

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Ministers of the Month
By ALVIN M. BROWN

Henry

Henry is a young man who is very kind and helpful. He is a member of the church and is very active in his work. He is a very good person and is very kind to everyone. He is a very good person and is very kind to everyone.

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THE HOUSE

Granddaddies of Our Pianos
By LOIS GOODWIN GREEN

Some time between the year 1820 and 1830 the piano came into being. It was a new instrument and was very different from the organs and harpsichords of the time. It was a very beautiful instrument and was very popular.

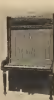
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A granddaddy of our pianos.

The piano is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular.



A piano of our day.

Granddaddy of our pianos. The piano is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular.

Granddaddy of our pianos. The piano is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular.

Granddaddy of our pianos. The piano is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular. It is a very beautiful instrument and is very popular.

A piano of our day.

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The Most Famous Virtuoso
BRIAN COPELAND

Notable Musical Women
By E. A. Benson

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The Development of the Left Hand

By FRANCISCO BERGER

REV. R. A. M. P. O. M.

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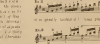
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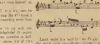
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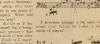
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Light and Shade in Piano Playing

By C. PURVES-SMITH

THE student who has learned good technique, possibly "good technique" in the traditional sense of the word, is often surprised to find that the most important thing in piano playing is the control of the fingers. He has learned to play the piano, but he has not learned to play the piano as it should be played. He has learned to play the piano, but he has not learned to play the piano as it should be played. He has learned to play the piano, but he has not learned to play the piano as it should be played.

A Study of the Tonal Book
LET THE teacher who has done his job of getting the student to play the piano as it should be played, know that the student who has learned to play the piano as it should be played, is often surprised to find that the most important thing in piano playing is the control of the fingers. He has learned to play the piano, but he has not learned to play the piano as it should be played. He has learned to play the piano, but he has not learned to play the piano as it should be played.



and play the key several times with each finger, not only with the right hand, but with the left hand. He should also play the key several times with each finger, not only with the right hand, but with the left hand. He should also play the key several times with each finger, not only with the right hand, but with the left hand.

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The Quality of a Child's

Back to

It is often said that the quality of a child's mind is a matter of degree. This is not true. The quality of a child's mind is a matter of degree. This is not true. The quality of a child's mind is a matter of degree. This is not true.

THE BELLS OF PROGRESS

When Mrs. Sutherland visited on the first day of school in August

THE BELLS OF PROGRESS
When Mrs. Sutherland visited on the first day of school in August, she was surprised to find that the most important thing in piano playing is the control of the fingers. He has learned to play the piano, but he has not learned to play the piano as it should be played. He has learned to play the piano, but he has not learned to play the piano as it should be played.

How Music Came to be Written

Second Part: Why We First Demanded the Notation System

By LESLIE FAIRCHILD

... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.

... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.

... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.



Development of Musical Notation



Figure 1. The Development of Musical Notation.

... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.

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... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.

Table with 2 columns: Name and Age. Rows include: John Doe (18), Jane Smith (22), Robert Jones (35), Mary White (45), Thomas Green (60).

... was a beautiful old man, his hair white, his eyes blue. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice. He was a great musician, and he had a great voice.

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Handel and Beethoven

The Pillars of Our Modern Musical Structure

By FREDERIC J. CROWST

IF WE COULD succeed in an endeavor to give to the world the same kind of music as we have today, we should find that the world would be a different place. The music of the world is a reflection of the world as it is, and the world as it is is a reflection of the music of the world. The music of the world is a reflection of the world as it is, and the world as it is is a reflection of the music of the world.

Handel's English Airs

HANDEL'S (1685-1759) was an early and a brilliant composer. He was a German by birth, but he became an Englishman by adoption. He was a composer of the Baroque period, and he was a composer of the English Baroque period. He was a composer of the Baroque period, and he was a composer of the English Baroque period. He was a composer of the Baroque period, and he was a composer of the English Baroque period.

Handel's English Airs are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs.

Beethoven's Op. 10, Second Part

Beethoven's Op. 10, Second Part is a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs. They are a collection of twelve songs.

MUSIC IN LIFE (CONTINUED)

There is very much that music can do for the individual. It can give him a sense of purpose and direction. It can give him a sense of purpose and direction. It can give him a sense of purpose and direction. It can give him a sense of purpose and direction. It can give him a sense of purpose and direction.

Beethoven's Op. 10, First Part

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BUT DON'T "DON'T" your pupils

It is a well-known fact that the majority of teachers who have been successful in their careers have done so by following a certain set of principles. These principles are based on the idea of "Don'ts." These "Don'ts" are: Don't be too strict, don't be too lenient, don't be too hard, don't be too soft, don't be too strict, don't be too lenient, don't be too hard, don't be too soft.

Discipline

Discipline is a word that is often used in a negative sense. It is often used to describe a harsh and unyielding system of control. However, discipline is also a word that can be used in a positive sense. It can be used to describe a system of control that is based on fairness and justice.

Self-control and Control

Self-control and control are two words that are often used interchangeably. However, they are not the same thing. Self-control is the ability to control one's own actions and emotions. Control is the ability to control the actions and emotions of others.

Self-control

Self-control is a skill that is essential for success in any field. It is the ability to control one's own actions and emotions. It is the ability to control one's own actions and emotions. It is the ability to control one's own actions and emotions. It is the ability to control one's own actions and emotions.

Control

Control is a skill that is essential for success in any field. It is the ability to control the actions and emotions of others. It is the ability to control the actions and emotions of others. It is the ability to control the actions and emotions of others. It is the ability to control the actions and emotions of others.

Character-Development

Character-development is a process that is essential for success in any field. It is the process of developing the character traits that are necessary for success. It is the process of developing the character traits that are necessary for success. It is the process of developing the character traits that are necessary for success.

Don't "Don't"!

Why Some Teachers Are to Blame for the Failure of Their Pupils

By SIDNEY SILVER

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The Teachers' Round Table

Conducted by
PAUL CLARKE, G. HARRISON, M. A.
SPECIALIST IN PEDAGOGICAL METHODS, WESTMINSTER COLLEGE



...to be the best kind of...

...to be the best kind of...

...to be the best kind of...

Self-Instruction
I am sure that you are all familiar with the idea of self-instruction. It is a method of learning in which the student is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum. It is a method of learning in which the student is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum.

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Playing for Amusement
I am sure that you are all familiar with the idea of playing for amusement. It is a method of playing in which the player is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum. It is a method of playing in which the player is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum.

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The Piano of Success
I am sure that you are all familiar with the idea of the piano of success. It is a method of playing in which the player is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum. It is a method of playing in which the player is given a series of questions to answer and is expected to find the answers for himself. This method is particularly useful for the study of subjects which are not normally taught in the school curriculum.

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Lines of Academic Design
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DEPARTMENT OF BANDS AND ORCHESTRAS Conducted Monthly by **VICTOR J. GRABEL** LAKELAND BAND TEACHER AND CONDUCTOR

Solving the Technical Problems of the Clarinet

By CARL A. DEEMER

IN 1927 I was a student of the Band Department at East High School in Denver, Colorado. I was a member of the band and was interested in the technical problems of the clarinet. I was particularly interested in the problems of the clarinet which are not normally taught in the school curriculum. I was particularly interested in the problems of the clarinet which are not normally taught in the school curriculum.

Tongue Action
The tongue is one of the most important parts of the clarinet. It is the part of the instrument which is used to produce the notes. It is the part of the instrument which is used to produce the notes. It is the part of the instrument which is used to produce the notes. It is the part of the instrument which is used to produce the notes.



CARL A. DEEMER

Two Problems in
The first problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

How To Produce High Notes
The second problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Lock of Coordination
The third problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Hand Position
The fourth problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Diaphragm Positioning
The fifth problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Diaphragm Positioning
The sixth problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Two Hints
The seventh problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Two Hints
The eighth problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

Two Hints
The ninth problem is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum. It is the problem of the clarinet which is not normally taught in the school curriculum.

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SCHOOL MUSIC DEPARTMENT

Conducted Monthly by
GEORGE L. LINDSAY
DIRECTOR OF MUSIC, PHILADELPHIA PUBLIC SCHOOLS



Applied Psychology in Singing Classes

By T. P. GIDDINGS

REDACTOR OF MUSIC, PHILADELPHIA, PENNSYLVANIA

"Several times" "I don't know the reason." "I'm not sure that you did not sing." "I don't know how long it is, but I can't sing."

"I don't know the reason." "I'm not sure that you did not sing." "I don't know how long it is, but I can't sing."

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"I don't know the reason." "I'm not sure that you did not sing." "I don't know how long it is, but I can't sing."

A common way to find out if you are singing is to have a friend sing with you.

The Personal Contact

INDIVIDUAL instruction which is characteristic of the personal contact method is a very important feature of the singing class.

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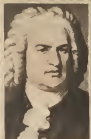
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THE NEW ETUDE GALLERY OF MUSICAL CELEBRITIES

NEW ESTABLISHED BY THE ACCORDIAN TRIBE NORTHWEST AREA GUILD ON BROAD



JOHANN SEBASTIAN BACH



MAUDIE TELFORD



JOHN VAN DYKE



GEORGE FRIDERIC HANDEL



GEORGE FRIDERIC HANDEL



GEORGE FRIDERIC HANDEL

What About the Rural Schools?

By CONN. MERRILL

ANY RURAL schools are needed in the United States, it is a question that has been asked many times in the past.

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A Cultural Approach

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THE NEW ETUDE GALLERY OF MUSICAL CELEBRITIES

The new Etude Gallery of Musical Celebrities is the first and largest collection of the best and most interesting studies ever published. It is the work of the most famous and successful composers of the present day. It is the work of the most famous and successful composers of the present day. It is the work of the most famous and successful composers of the present day.



ERIC ARON KAMARIN
 Kamarin was born in 1896, in the town of Minsk, in the Russian Empire. He studied at the Conservatory of Music in Minsk, and then at the Conservatory of Music in Leningrad. He is a composer and pianist. His works include the opera "The Snow Maiden" and the ballet "The Firebird".

FRITZ KUBLER
 Fritz Kubler was born in 1892, in the town of Berlin, Germany. He studied at the Conservatory of Music in Berlin, and then at the Conservatory of Music in Leipzig. He is a composer and pianist. His works include the opera "The Song of the Lark" and the ballet "The Firebird".

JOHANN SEBASTIAN BACH
 Johann Sebastian Bach was born in 1685, in the town of Arnheim, Germany. He is one of the greatest composers of all time. His works include the "Well-Tempered Clavier" and the "Mass in B Minor".

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LONGING FOR HOME

WALTER NIEMANN, Op. 91, No. 4

"Longing for Home" by Walter Niemann. Copyright 1934 by G. Schirmer, Inc.

NOTE: This is the first of a series of articles on the study of music. The first article is on the study of music. The second article is on the study of music. The third article is on the study of music.

THEMES FROM THE
SLAV FANTASY

EDOUARD HESSELBERG

Deutsche Grammophon Records

Andante con moto M. M. $\text{♩} = 100$

Musical score for the first section, marked "Andante con moto M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a steady eighth-note accompaniment in the bass and a more melodic line in the treble.

M. M. $\text{♩} = 100$ Valse M. M. $\text{♩} = 100$

Musical score for the second section, marked "Valse M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The tempo is moderate, and the music has a waltz-like feel with a clear 3/4 time signature.

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

Musical score for the third section, marked "Allegretto M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The tempo is lively, and the music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Subito allegro M. M. $\text{♩} = 100$

Musical score for the fourth section, marked "Subito allegro M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The tempo is fast, and the music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the fifth section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the sixth section, marked "Tempo di Marcia M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The tempo is moderate, and the music has a march-like feel with a clear 2/4 time signature.

Tempo di Marcia M. M. $\text{♩} = 100$

Musical score for the seventh section, marked "Molto rit.". It consists of two staves (treble and bass clef) with piano accompaniment. The tempo is very slow, and the music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the eighth section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the ninth section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the tenth section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the eleventh section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

Musical score for the twelfth section, marked "M. M. $\text{♩} = 100$ ". It consists of two staves (treble and bass clef) with piano accompaniment. The music features a rhythmic accompaniment in the bass and a melodic line in the treble.

M.M. $\text{♩} = 120$

Copyright 1940 by Thomson-Baker Co.

A graceful waltz for dancing

in 3/4 time, 3/4

Moderato M.M. 1-25

POND LILIES

CHARLES E. OVERHOLT

Copyright 1940 by Thomson-Baker Co.

Expressive and melodious. Grade 19

SONG AT SUNSET

ROMANCE

GEORGE S. SCHULER

Moderato $\text{♩} = 72$

First system of musical notation for 'Song at Sunset', featuring a piano accompaniment with a moderate tempo of 72 beats per minute.

Second system of musical notation for 'Song at Sunset', continuing the piano accompaniment.

Third system of musical notation for 'Song at Sunset', marked 'Più mosso'.

Fourth system of musical notation for 'Song at Sunset', marked 'Tempo I'.

Fifth system of musical notation for 'Song at Sunset', marked 'Trio' and 'Fragorillo'.

Sixth system of musical notation for 'Song at Sunset', continuing the Trio section.

Seventh system of musical notation for 'Song at Sunset', continuing the Trio section.

Eighth system of musical notation for 'Song at Sunset', concluding the piece with a 'D.C. al Fine' marking.

A charming, original little
short movement. Grade 4

SOUVENIR OF ANTWERP

HAROLD E. OWEN

Moderato cantabile $\text{♩} = 64$ *pp* *legato*

First system of musical notation for 'Souvenir of Antwerp', featuring a piano accompaniment with a moderate cantabile tempo of 64 beats per minute.

Second system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Third system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Fourth system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Fifth system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Sixth system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Seventh system of musical notation for 'Souvenir of Antwerp', continuing the piano accompaniment.

Eighth system of musical notation for 'Souvenir of Antwerp', concluding the piece.

SUN RAYS

RICHARD KRENTZLIN, Op. 131

A very story waltz movement. Grade 4

VIOLIN NO. 1 - 71

© From here go back to the beginning and play to *Poco* then go to *Finis*
Copyright, 1919 by Thomson Press Co.

International Copyright secured

For lightness and alterations of the sun. Grade 4

LYRIC STUDY

JAMES H. ROGERS

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THE MOON ROCKET

MARCH

THE STUDY

WALTER ROLFE

A brilliant waltz march. Study 1.

Cox, facile

SECONDO

Tempo di Marcia 3/4 *allegro*

THE MOON ROCKET

MARCH

WALTER ROLFE

Cox, facile

PRIMO

Tempo di Marcia 3/4 *allegro*

Musical score for the Second part of the minuet. The score consists of eight systems of piano and bass staves. The music is written in a minor key and features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. The score includes dynamic markings such as *mf* and *dim*, and concludes with a *rit.* and *dim.* marking.

Musical score for the First part of the minuet. The score consists of eight systems of piano and bass staves. The music is written in a minor key and features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. The score includes dynamic markings such as *mf*, *dim*, and *rit.*, and concludes with a *rit.* and *dim.* marking.

FESTIVAL POSTLUDE IN C

FOR ORGAN

CLARENCE KOHLMANN

Or copied to be with Strauss

Allegro con brio

Musical score for the first system of "Festival Postlude in C" for organ. It consists of two staves (treble and bass clef) with various musical notations including notes, rests, and dynamic markings like *rit.* and *rit. p.*

Andante sostenuto

By Franz

Op. 10, No. 10

Musical score for the second system of "Festival Postlude in C" for organ. It consists of two staves with musical notations, including a section marked *ritardando* and *rit.* and a section marked *Fin* with *rit.* and *rit. p.*

DELIGHTFUL PIECES FOR JUNIOR ETUDE READERS

Elementary "seven hand" work Grade II

A DARK CLOUD GOES PASSING BY

MILDRED ADAIR

Moderato 2/4

Musical score for "A Dark Cloud Goes Passing By" for piano. It consists of two staves with musical notations, including a section marked *Tutto più mosso*.

Copyright 1910 by Theodore Presser Co.
Equal work on the Ten Finger position Grade II

British Copyright secured

THE JUMPING JACK

E. R. KROEGER

Allegretto 2/4

Musical score for "The Jumping Jack" for piano. It consists of two staves with musical notations, including a section marked *rit.* and *rit. p.* and a section marked *Fin* with *rit.* and *rit. p.*

Light and characteristic. Grade VI
Allegretto vivace M.M. 60

BIRD CALLS

THE STUDY

N. LOUISE WRIGHT

Musical score for "Bird Calls" by N. Louise Wright. It is a piano study in 4/4 time, marked "Allegretto vivace M.M. 60". The score consists of four systems of piano accompaniment, each with a treble and bass clef. The first system includes the instruction "Soprano granato". The second system includes "Fid. exacto". The third system includes "Fid.". The fourth system includes "Fid." and "D.C.". The piece features intricate arpeggiated patterns and rhythmic figures.

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An interesting beginning piece.
Grade I

BUTTERCUP WALTZ

ROB ROY PEERY

Musical score for "Buttercup Waltz" by Rob Roy Peery. It is a piano study in 3/4 time, marked "Moderato M.M. = 74". The score is for Voice and Piano. The vocal line is on a treble clef staff with lyrics "Buttercup, Buttercup, Buttercup, Buttercup". The piano accompaniment is on a grand staff (treble and bass clefs). The piece is in the key of G major and has a waltz-like feel.

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THE STUDY

Musical score for "Buttercup Waltz" (continued). This page contains the continuation of the piano accompaniment from the previous page. It includes systems for the vocal line and piano accompaniment. The piano part features a steady waltz rhythm with a bass line that provides a strong harmonic foundation. The vocal line continues with the lyrics "Buttercup, Buttercup, Buttercup, Buttercup".

© From here go back to 124 and play to 125, then play 124

THE FREEBOOTERS

RICHARD J. FITCHER

A good "high class" Grade 2

Bobby M. M. 2-100

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International Copyright secured

FROLIC AMONG THE AUTUMN LEAVES

Light with easy Grade 2

Gus Williams M. 2-100

WALTER ROLFE

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EDUCATIONAL STUDY NOTES ON MUSIC
ON THIS STUDY

By EDGAR ALLEN BARNES

Langue in D-flat, by Walter H. Mason.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

Wagon from the North Pacific by Edward MacCarthy.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

Paul Lee by Charles B. Grinstead.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

Dance of Anthony, by Harold B. Owen.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

The Voice of Spring, by Amy Pfeiffer Baker.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

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Lute Study, by James H. Brown.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

Piano Sonata, by Walter A. Johnson.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

Scales, by Harold Wainwright.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.

The World's Prayer, by Charles Walter Coffey.

This study is a fine example of the modern school method of teaching music. It is a study in the language of music, and is designed to be used in the classroom. The study is in the key of D-flat major, and is in the 2/4 time. It is a study in the language of music, and is designed to be used in the classroom.



Lexus XV Grand — Length, 5 feet

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Choirmaster's Guide

FOR THE MONTH OF APRIL, 1933

It is found in our columns day by day of valuable material, with the assurance of being in season.

Class	MORNING SERVICE	EVENING SERVICE
Soprano	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"
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Alto	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"
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Tenor	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"
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Bass	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"	PRAYERS 1. "The Lord's Prayer" 2. "The Lord's Prayer" 3. "The Lord's Prayer" 4. "The Lord's Prayer"
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SPECIAL NOTICES AND ANNOUNCEMENTS

PURCHASE FOR SALE WANTED
ANNOUNCEMENTS
FOR THE MONTH OF APRIL, 1933
 It is found in our columns day by day of valuable material, with the assurance of being in season.

ORGAN AND CHOIR QUESTIONS ANSWERED

By HENRY S. FREY

Practical Questions on the Organ and Choir Department, Organ and Choir Department, Organ and Choir Department.

No question will be answered in THE GUIDE unless approved by the full organ and choir staff of the organ. Questions should be sent to the Editor.

Q. I have a problem and would like to ask you to solve it. I have a choir of 20 voices and I am having trouble with the organ. I would like to know what to do about it. I would like to know what to do about it.

A. I would like to know what to do about it. I would like to know what to do about it. I would like to know what to do about it. I would like to know what to do about it.

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 This is the easiest way to play piano. It is the easiest way to play piano. It is the easiest way to play piano.

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BANDS AND ORCHESTRAS

(Continued from page 99)

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Summer Session
 June 30—August 9, 1930



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 5. In Business, given by special faculty.
 6. In Law, given by special faculty.
 7. In Medicine, given by special faculty.
 8. In Engineering, given by special faculty.
 9. In Agriculture, given by special faculty.
 10. In Forestry, given by special faculty.
 11. In Fisheries, given by special faculty.
 12. In Game and Insect Management, given by special faculty.
 13. In Plant and Animal Pathology, given by special faculty.
 14. In Plant and Animal Physiology, given by special faculty.
 15. In Plant and Animal Anatomy, given by special faculty.
 16. In Plant and Animal Histology, given by special faculty.
 17. In Plant and Animal Microbiology, given by special faculty.
 18. In Plant and Animal Botany, given by special faculty.
 19. In Plant and Animal Zoology, given by special faculty.
 20. In Plant and Animal Entomology, given by special faculty.
 21. In Plant and Animal Malacology, given by special faculty.
 22. In Plant and Animal Mollusca, given by special faculty.
 23. In Plant and Animal Crustacea, given by special faculty.
 24. In Plant and Animal Insecta, given by special faculty.
 25. In Plant and Animal Arachnida, given by special faculty.
 26. In Plant and Animal Myriapoda, given by special faculty.
 27. In Plant and Animal Chelicerata, given by special faculty.
 28. In Plant and Animal Hexapoda, given by special faculty.
 29. In Plant and Animal Insecta, given by special faculty.
 30. In Plant and Animal Crustacea, given by special faculty.

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LOCAL QUESTIONS ANSWERED
 By ROSE BRADY

For names of correspondents THE RECORD writes, answers to the following questions are given. In all instances, the names of correspondents are given in full.

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Handed and Bothered
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SUMMY'S CORNER

Reach EITHER for ORGAN which contains...
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 The answer to this question is that the...
- DE LAUNDETT, ERIC, Note On Music**
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TEACHERS' ROUND TABLE

(Continued from page 95)

For those paid to instruct, a strong appeal is made to these supervisors... In teaching with a system, however, the teacher must not lose sight of the fact that the system is only a means to an end...

Notable Musical Writings

(Continued from page 95)

NEW MUSIC WRITERS. A. J. GARDNER, "The Song of the Lark" (Op. 20). G. J. GARDNER, "The Song of the Lark" (Op. 20). G. J. GARDNER, "The Song of the Lark" (Op. 20).

BANDS AND ORCHESTRAS

(Continued from page 100)

The following picture



The following picture shows the same arrangement on the staff... The first two measures on a case and some notes on the left hand.

MASTER DISCS (Continued from page 93) - Musical scores for 'The Song of the Lark', 'The Song of the Lark', 'The Song of the Lark'.

EDUCATIONAL STUDY NOTES

(Continued from page 97)

Continued in the next number of The Studio... The author explains that the study notes are designed to help the student understand the principles of music...

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THE REVIEW

World of Music

World of Music
The world of music is a vast and varied one, encompassing a wide range of styles and traditions. From the classical to the modern, the music of different cultures and eras continues to inspire and captivate listeners around the globe. The diversity of musical expression is a testament to the human spirit's creative potential.

New Avenue Book

New Avenue Book
The New Avenue Book is a collection of works that explore the intersection of music and literature. It features a variety of genres, including poetry, fiction, and non-fiction, all of which are deeply influenced by the rhythms and melodies of music. The book is a must-read for anyone interested in the arts.

Classic and Modern Books

Classic and Modern Books
This section highlights a selection of both classic and modern literary works. From timeless masterpieces to contemporary bestsellers, these books offer a rich and diverse reading experience. They explore a wide range of themes and styles, providing readers with a comprehensive view of the literary world.

Books of the Week

Books of the Week
A curated list of new books that are worth a closer look. These titles cover a variety of subjects, from science and history to fiction and self-help. Each book is accompanied by a brief review or description, helping readers decide if it's the right addition to their library.

Books of the Month

Books of the Month
The Books of the Month are selected for their exceptional quality and contribution to their respective fields. These titles are highly recommended and are sure to provide readers with a wealth of knowledge and entertainment. They represent the best of contemporary and classic literature.

Books of the Year

Books of the Year
The Books of the Year are the most outstanding titles of the year, chosen for their exceptional quality and impact. These books have captured the attention of readers and critics alike, and are considered essential reading for anyone who loves books. They represent the pinnacle of literary achievement.

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Books of the Decade
The Books of the Decade are the most significant titles of the past ten years, reflecting the major trends and themes of the time. These books have shaped our understanding of the world and our place in it. They are a testament to the power of the written word to inspire and change lives.

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New Reviews Catalogue
A comprehensive list of new books and their reviews. This catalogue provides readers with a detailed overview of the latest publications, including author bios, plot summaries, and critical acclaim. It is an essential resource for anyone looking for their next great read.

Books of the Week

Books of the Week
A selection of new books that are currently trending. These titles are based on sales and reader interest, providing a snapshot of what is popular in the current market. They offer a mix of genres and styles, reflecting the diverse tastes of the reading public.

Books of the Month

Books of the Month
A list of books that are being promoted as the best of the month. These titles are chosen for their unique perspectives and high-quality writing. They are a mix of fiction, non-fiction, and poetry, offering a wide range of reading options.

Books of the Year

Books of the Year
A list of the most notable books of the year. These titles have received widespread acclaim and are considered some of the best works of the year. They cover a wide range of subjects and are a testament to the enduring power of books.

Books of the Decade

Books of the Decade
A list of the most influential books of the past decade. These titles have had a significant impact on culture and society, and are considered essential reading. They represent the best of what has been published in the last ten years.

Books of the Future

Books of the Future
A list of speculative books that explore the future of our world. These titles are a source of inspiration and provide a glimpse into the possibilities of what is to come. They are a mix of science fiction, fantasy, and dystopian fiction.

Books of the Past

Books of the Past
A list of classic books that have stood the test of time. These titles are considered essential reading and are a testament to the enduring power of literature. They offer a wealth of knowledge and insight into the human condition.

THE REVIEW

SPRING ENTERTAINMENT MATTERS

Leaders of the Spring Entertainment Matters
The Spring Entertainment Matters are a series of events and activities that take place throughout the year. These events are designed to celebrate the arts and provide a platform for emerging talent. They are a vital part of the cultural landscape and are enjoyed by people of all ages.

RAISES MUSIC

Raises Music
Raises Music is a collection of works that explore the power of music to uplift and inspire. These titles are a mix of fiction, non-fiction, and poetry, all of which celebrate the beauty and diversity of music. They are a testament to the transformative power of the written word.

Books of the Week

Books of the Week
A list of new books that are currently trending. These titles are based on sales and reader interest, providing a snapshot of what is popular in the current market. They offer a mix of genres and styles, reflecting the diverse tastes of the reading public.

Books of the Month

Books of the Month
A list of books that are being promoted as the best of the month. These titles are chosen for their unique perspectives and high-quality writing. They are a mix of fiction, non-fiction, and poetry, offering a wide range of reading options.

Books of the Year

Books of the Year
A list of the most notable books of the year. These titles have received widespread acclaim and are considered some of the best works of the year. They cover a wide range of subjects and are a testament to the enduring power of books.

Books of the Decade

Books of the Decade
A list of the most influential books of the past decade. These titles have had a significant impact on culture and society, and are considered essential reading. They represent the best of what has been published in the last ten years.

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YOU HAVE NEVER SEEN THIS MAGNIFICENT PICTURE OF FRANZ LISTZ

This is, unless you have been so fortunate, what is now published by the first time from a new set of paintings by Franz Listz in the Royal Hungarian series, entitled, "The First of the Series."

This picture represents the first existing oil painting of the most famous of painters, an exponent of the first and last of the great masters of the world, Franz Listz. It is a portrait of the composer and pianist, Franz Listz, as a young man, in a formal setting. The painting is a masterpiece of portraiture, capturing the essence of the subject with remarkable skill and insight.

THE SUNDAY PICTURE TO GO

The Sunday Picture to Go is a collection of works that are perfect for a weekend read. These titles are a mix of fiction, non-fiction, and poetry, all of which are easy to read and enjoy. They are a great way to spend a few quiet moments and are a must-have for anyone who loves to read.

PLAYING PIANO FOR CHILDREN

Playing Piano for Children is a book that is designed to help young people learn to play the piano. It features a variety of simple and fun songs and exercises that are easy to learn and play. It is a great resource for parents and teachers looking for a good way to introduce children to the world of music.

OUR GOALS THIS MONTH

Our Goals This Month
The goals for this month are to continue to expand our collection of books and to provide a high-quality reading experience for our readers. We are committed to bringing you the best of what is published in the world of books and to ensuring that you have access to a wide range of titles that are of interest and value.

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Address of Publication Office

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The address of the publication office is located at 123 Main Street, New York, NY. We are open from 9 AM to 5 PM, Monday through Friday. For more information, please contact us at (212) 555-1234.

It's Not Too Early to Prepare for Summer Reading

It's Not Too Early to Prepare for Summer Reading
Summer reading is a great way to spend your time and to keep your mind sharp. There are a variety of books available that are perfect for a summer read, including fiction, non-fiction, and poetry. Start your summer reading list now and enjoy the best of what is published in the world of books.

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SCHOOL OF MUSIC TEACHERS

As to how the... School of Music Teachers... will be held...

ANNOUNCEMENT OF PUBLICATION

Announcement of Publication... by the author...

WARNING

Warning... to the public...

MANAGER LONELY ARTIST

Manager Lonely Artist... advertisement...

How Givers for Subscription

How Givers for Subscription... to the Editor...

WARNING

Warning... to the public...

MANAGER LONELY ARTIST

Manager Lonely Artist... advertisement...

HOW TO GET THE BEST OF Educational Music Books

How to get the best of Educational Music Books... advertisement...

MUSICAL EDUCATION IN THE HOME. Conducted by MARGARET WHEELER ROSS. Includes an illustration of a woman playing a piano.

It is a common-sense... musical education... in the home...

JUNIOR ETUDE. CONDUCTED BY ELIZABETH A GEST. Includes an illustration of a young girl playing a piano.

My Heart Understands... If We Only Had 'Time'... Musical Arithmetic and Mental Math.

Can You Tell? Includes a list of questions and a musical staff with notes.

Ready Help... How to get the best of Educational Music Books... advertisement...

A Musical Meal... Includes a list of items and a musical staff with notes.

JOSEF HOPMANN - EUGEN YAYCE. Music Printers and Engravers. Includes an illustration of a person playing a piano.

Printing for Drawing... How to get the best of Educational Music Books... advertisement...

THE NEW IT FINALLY LOOKS... Includes a musical staff with notes and an illustration of a person playing a piano.

JUNIOR ETUDE—Continued

Little Biographies for Club Meetings

No. 31—Randy Kowack

SCOTTIE'S team composed the entire team. It was a very successful team. This is a club that has demonstrated more than just Randy Kowack as a member.

The first team in history in 1887 was a team of the outstanding Kowack club. It was started to play on the ground in the top of a tree and began composing it in the top of the tree.

Through his parents' influence he had his first piano when he was ten years old. He was a very good player. He was a very good player.



Randy Kowack

He is known throughout with some of the best pianists in America and studied to study under "Mickey" Wildie for ten years. He has studied under several famous teachers but continued to compose. It was confirmed in the national and the public that they were surprised to find this man.

Answers to "Ask Another"

1. Ask
2. Write a student essay.
3. For the time of the club
4. Yes
5. If it is to be
6. It is a very good idea to have a club
7. Yes, but it is a very good idea to have a club
8. Yes, but it is a very good idea to have a club

Dear Joanette:
This is a very good idea to have a club. It is a very good idea to have a club. It is a very good idea to have a club. It is a very good idea to have a club.

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committee was a party in each school. After this he composed some compositions and played them to the club. This is a very good idea to have a club.

He is known throughout with some of the best pianists in America and studied to study under "Mickey" Wildie for ten years. He has studied under several famous teachers but continued to compose. It was confirmed in the national and the public that they were surprised to find this man.

The history of progress of music in the United States is a story of progress. It is a story of progress. It is a story of progress. It is a story of progress.

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Questions On Little Biographies

1. Why did Randy Kowack leave?
 2. What kind of a man was he?
 3. What kind of a man was he?
 4. What are the characteristics of his music?
1. Yes, but it is a very good idea to have a club. It is a very good idea to have a club. It is a very good idea to have a club. It is a very good idea to have a club.

Everybody Practices
By James M. Downes

"Every day I think I am practicing on my own. But I find that I am not practicing at all. I am not practicing at all. I am not practicing at all. I am not practicing at all.

"Yes, but I find that I am not practicing at all. I am not practicing at all. I am not practicing at all. I am not practicing at all.

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GRASSHOPPER
Grasshoppers are insects. They are found in many places. They are found in many places. They are found in many places. They are found in many places.

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Dear Joanette:
I will write a book of all the things I have done. I will write a book of all the things I have done. I will write a book of all the things I have done. I will write a book of all the things I have done.

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