

Gardner-Webb University

Digital Commons @ Gardner-Webb University

The Etude Magazine: 1883-1957

John R. Dover Memorial Library

3-1-1932

Volume 50, Number 03 (March 1932)

James Francis Cooke

Follow this and additional works at: <https://digitalcommons.gardner-webb.edu/etude>



Part of the [Composition Commons](#), [Ethnomusicology Commons](#), [Fine Arts Commons](#), [History Commons](#), [Liturgy and Worship Commons](#), [Music Education Commons](#), [Musicology Commons](#), [Music Pedagogy Commons](#), [Music Performance Commons](#), [Music Practice Commons](#), and the [Music Theory Commons](#)

Recommended Citation

Cooke, James Francis (ed.). The Etude. Vol. 50, No. 03. Philadelphia: Theodore Presser Company, March 1932. The Etude Magazine: 1883-1957. Compiled by Pamela R. Dennis. Digital Commons @ Gardner-Webb University, Boiling Springs, NC. <https://digitalcommons.gardner-webb.edu/etude/798>

This Book is brought to you for free and open access by the John R. Dover Memorial Library at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in The Etude Magazine: 1883-1957 by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please contact digitalcommons@gardner-webb.edu.

THE ETUDE

Music Magazine

March 1988

Price 25 cents



EVERY TEACHER IS PRIVILEGED TO KNOW THESE HELPFUL WORKS

Personal Direct-Mail Service Often Teaches the Opportunity of Obtaining Any of These Well-Established Works for Examination in Their Own Studies.

A "Leader" in All Stages of Piano Study



STANDARD GRADED COURSE OF STUDIES
By F. J. Schmitt
One of the leading piano teachers in the world, Mr. Schmitt's course of studies is a practical guide for the piano teacher and student alike. It covers the entire range of piano study from the first steps to the most advanced techniques.

Modern Piano Study Works in Various Grades

A NEW SET OF THE COMPLETE COURSE OF PIANO MATERIALS IN THREE NO. 100 MATTER SERIES

No.	Title	Grade	Price
100	Complete and Full Course of Study	100	\$1.00
101	First Steps in Piano Study	101	.50
102	Second Steps in Piano Study	102	.50
103	Third Steps in Piano Study	103	.50
104	Fourth Steps in Piano Study	104	.50
105	Fifth Steps in Piano Study	105	.50
106	Sixth Steps in Piano Study	106	.50
107	Seventh Steps in Piano Study	107	.50
108	Eighth Steps in Piano Study	108	.50
109	Ninth Steps in Piano Study	109	.50
110	Tenth Steps in Piano Study	110	.50
111	Eleventh Steps in Piano Study	111	.50
112	Twelfth Steps in Piano Study	112	.50
113	Thirteenth Steps in Piano Study	113	.50
114	Fourteenth Steps in Piano Study	114	.50
115	Fifteenth Steps in Piano Study	115	.50
116	Sixteenth Steps in Piano Study	116	.50
117	Seventeenth Steps in Piano Study	117	.50
118	Eighteenth Steps in Piano Study	118	.50
119	Nineteenth Steps in Piano Study	119	.50
120	Twentieth Steps in Piano Study	120	.50

The above list is a partial list of the entire range of piano studies in the "Modern Piano Study Works" for the purpose of "Modern Piano Study Works".

AND THIS IS YOUR COPY OF "MODERN PIANO STUDY WORKS" BY F. J. SCHMITT

STANDARD ALBUM FOR YOUNG PIANO PUPILS

STANDARD ALBUM FOR YOUNG PIANO PUPILS
This album is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

RECENT-GIVING PIANO CLASS BOOKS—MY FIRST EFFORTS IN THE PIANO CLASS

MY FIRST EFFORTS IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

MAKING PROGRESS IN THE PIANO CLASS

MAKING PROGRESS IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

PROFICIENCY IN THE PIANO CLASS

PROFICIENCY IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

BEGINNER'S BOOK

BEGINNER'S BOOK
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

THEODORE PRESSER CO.
1715-1716 GERMANTOWN ST. PHILADELPHIA, PA.

Everything in Music. Publishers - World's Largest Stock



THE ETUDE Music Magazine

Published by THEODORE PRESSER CO., 1715-1716 GERMANTOWN ST., PHILADELPHIA, PA.



THE WORLD OF MUSIC

Increasing and Increasing Items Offered in a Constant Flow to Subscribers and Customers Following to Things Music Everywhere

RECENT GIVING PIANO CLASS BOOKS—MY FIRST EFFORTS IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

MAKING PROGRESS IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

PROFICIENCY IN THE PIANO CLASS
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

BEGINNER'S BOOK
This book is a collection of the best piano pieces for young pupils. It includes pieces from the works of Bach, Beethoven, Chopin, Debussy, and many other great composers. The pieces are arranged in a logical order, from simple to more complex, and are suitable for pupils of all ages.

THEODORE PRESSER CO.
1715-1716 GERMANTOWN ST. PHILADELPHIA, PA.

Everything in Music. Publishers - World's Largest Stock



THE ETUDE HISTORICAL MUSICAL PORTRAIT SERIES

An Alphabetical List of Collectors of
THE WORLD'S BEST KNOWN MUSICIANS
Who have will be continued alphabetically until the publication of each
is completely covered. This makes a collection of
History like the best ever before seen.



NAPOLÉON BONAAPARTE

The Duke of Wellington

THE DUKE OF WELLINGTON

Napoleon Bonaparte was not merely a soldier; he was also a great politician. Although he was
not particularly trained in a musical art, he had the most extensive of means in the field, and in it
abundant personal interest for the musical art. On the other hand, the Duke of Wellington
he was the master of Wellington, was actually trained in a musical art, and all his life lived with, deeply

The Musical Tragedy of the Duke of Wellington

Few people know that Arthur Wellesley (later
known as the Duke of Wellington), son of Lord Morning-
ton, and later Duke of Wellington, was trained
as a musician. The "Iron Duke" the names of
Napoleon Bonaparte—the greatest military genius
in history—was brought up in a musical atmosphere
of the most extraordinary kind, since his father was a
Duke of Music and for a time Professor of Music
at Trinity College, Dublin.

The musical life of the Irish capital was centered
in the Mornington house circle, and little Arthur,
who was born in 1769, heard little of his father's
music of Apollo. Goffa and Handel were favorites
in the house, and possibly these moderns of their
day, Handel and Mozart. Arthur learned to play
the violin, and finally and loved his instrument
above all things.

The father, meanwhile, when with his teaching
conducting, composing and his devotion to the
shepherd art itself, had little time to concern him-
self with raising a large, and the family suffered by
his supercilious habits. Little Arthur, therefore,
was designed for the career of a soldier.

The father died when the boy was twelve. The
education of the youth proceeded cheerfully, but
all the time again was his beloved vocation.
Pretty soon of his friends, who feared that his
devotion to music might wreck his military career

blessed him so much that in a moment of despair
he took his precious violin and cast it in the
flames. The greater was the courage demanded to
put with this violin than that of any student in
the field of Waterloo. Music was up the blood
of England's great hero. Eloquent as he became, the
might have been even greater if he had not been too
often reluctant to trust the musical heart from his life.

Few greater soul tragedies could be imagined.
It was clearly unnecessary for him to end his
musical life thus, for did not this other great mili-
tary master, Frederick the Great of Prussia, continue
to compose the heights of musical activity until the
end? Wellington loved music, and he continued in
passionate concern and energetic progress for musical
events in his own home, but he never played again.
Nor did he forget his advances who led him to give
up music. Nevertheless, he had the advantage of a
musical training and may be blamed with the large
number of agonies and experiences those faced,
who have risen to the highest heights in many other
callings.

We can by no means certain that such a powerful
genius might yet have made a more lasting and more
constructive contribution to civilization through
music than through war. His contemporaries,
Ludwig van Beethoven, is now a more important
personage in human history.



THE COMING OF SPRING

WALTZ CAPRICE

A Japanese mood of fragrant blossoms and gentle sighs

Allegro M. M. 3/4

SARAH BALL BROUWERS

WALTZING IN THE MOONLIGHT

CAROLINE H. CRAWFORD

THE STONE

A charming waltz for study of trills and grace
Tempo di Valze Allegro M. M. 4-4

ENCHANTMENT

CLARENCE KOHLMANN

Andante con molto espressione

Musical score for "The Stone". The score is written for piano and voice. It features a complex arrangement with multiple staves. The tempo is marked "Allegro" and the key signature has one flat. The score includes various musical notations such as treble and bass clefs, notes, rests, and dynamic markings like *f* and *pp*. There are also performance instructions in Italian, such as "Tutti primo" and "Tutti secondo".

SCOTTISH LOVE SONG

W. CAVEN HARRON, Op. 12

This "different" kind of a piece will be appreciated by many. The capstan, a Chaudron, has a very high standing in the profession as a musical leader.

With simplicity w w w

Musical score for "Scottish Love Song". The score is written for piano and voice. It features a complex arrangement with multiple staves. The tempo is marked "Allegro" and the key signature has one flat. The score includes various musical notations such as treble and bass clefs, notes, rests, and dynamic markings like *f* and *pp*. There are also performance instructions in Italian, such as "Tutti primo" and "Tutti secondo".

A sparkling exposure with full opportunity for virtuosic effects.

Allegretto scherzoso M.M. 4-16

THE FLIRT

THE STUDY

JAY SPECK

MINUET No. 6, IN D MAJOR

In reading this minuet one is continually impressed with the so modern but very much as though they were written yesterday. However in this delightful Minuet Mozart is strikingly modern and stimulating.

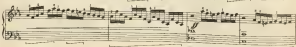
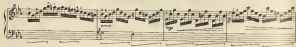
WOLFGANG AMADÉUS MOZART

SOLFEGGIETTO
FOR LEFT HAND ALONE

K. F. EMANUEL BACH

This very important and thoroughly graphic left hand arrangement of a famous piece will prove a treat to those at every evening recital.

Non troppo vivo



LOVE DREAMS

Notturmo II

LIEBESTRÄUME

Death is Ecstasy

Poetry by Oswald

As you died was I
By you re-generated
In her arms lay I
Lacred, her grace

As you died was I
Was I then re-generated
And again lay I
Within her arms

Seliger Tod

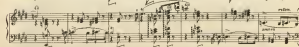
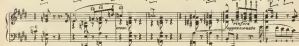
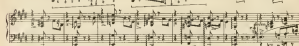
Poetry by Oswald

Gertrude was ich
Vor Lichthausen
Begraben lag ich
In ihres Armes

Gertrude was ich
Vor ihres Kruzus
Sich im Arm lag ich
In ihres Armes

Quasi Lento, abbandonando

FRANZ LISZT



சமீப காலங்களில் அமைந்துள்ள சமூக நலத் திட்டங்களில்

[illegible]

COLIN GEARTY

SPRINGTIME IN DERRY

EMMET CLAYTONLEY

Allegretto con brio

[illegible]

FOREST VOICES

Trans. by ROB EY PRENT
Moderate

*And some play within p
Merrill's*

JAMES FRANCIS COOKE

[illegible]

SEE STORY

CODA

SEARCHED

Page 1011

ADORATION

Asplasia pallidus n. n. 1-77

J. G. CUMMINGS

ECHOES FROM ERIN

IRISH THEMES
SECONDO

Arr by WILLIAM M. FELTON

Allegro vivo

Moderato x 2 = 4/4

ECHOES FROM ERIN

IRISH THEMES
PRIMO

Arr by WILLIAM M. FELTON

Allegro vivo
GARY OWEN

SENNY DANCE

Moderato x 2 = 4/4

LONDONDERRY AIR

Allegro con spirito N. N. 4-114

SECONDO

A LITTLE MARCH

Moderato N. N. 4-115

SECONDO

N. LOUISE WRIGHT

Allegro con spirito N. N. 4-116

PRIMO

A LITTLE MARCH

Moderato N. N. 4-117

PRIMO

N. LOUISE WRIGHT

JUANITA E. ROOS

HIDE NOT THY FACE

STANLEY S. EPPINGER

Moderato

1. O bear my prayer and
 speak it to the Lord -

Let my voice be heard in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

2. O bear my prayer and speak it to the Lord -

Let my voice be heard in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

After Interlude

O let me walk in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

DELIGHTFUL PIECES FOR JUNIOR ETUDE READERS

BIDDY WITH THE RED, RED COMB

Moderio 2/4-32

HELEN L. CRAMM, Op. 20, No. 1

Bid- dy with the red, red comb. And here is full spot - too bright. Yes

Look in ev'ry day. In case that you don't get. Where do you hide your nest?

Bid - dy, Bid - dy, Bid - dy, Bid - dy. Where do you hide your nest?

Copyright 1932 by Silver Birch Company International Copyright

IN A TOY SHOP

LOUISE CHRISTINE KISS

Heavily 2/4-32

O let me walk in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

O let me walk in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

O let me walk in Thy house, O Lord, when I sing praises to Thee.
 For Thy name is great and wonderful, and Thy works are marvellous.

Copyright 1932 by Theodore Presser Co. For International Study Notes, see Junior Study Department British Copyright secured

CAVALRY COMING
MARCH

A very easy march for orchestra

C. C. GRAMMOND
Orchestrated by Rob Roy Perry

Tempo di Marcia

Violin

Piano

TRIO

CAVALRY COMING
MARCH

C. C. GRAMMOND

1st & 2d B^b CLARINETS
Tempo di Marcia

CAVALRY COMING
MARCH

C. C. GRAMMOND

B^b ALTO SAXOPHONE
Tempo di Marcia

CAVALRY COMING
MARCH

C. C. GRAMMOND

1st & 2d B^b TRUMPETS
Tempo di Marcia

CAVALRY COMING
MARCH

C. C. GRAMMOND

TROMBONE (Baritone) CELLO
Tempo di Marcia

COWBOY SONG

TAR SPOT

The Cowboys sing as they ride over the plains
Tempo di Valce R. R. 4-112

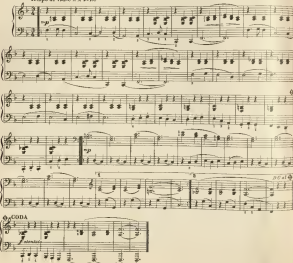
KATHRIN BEMIS-WILSON

Copyright 1931 by
G. Schirmer Music CompanyTHE BULLFROG'S SERENADE
LITTLE HUMORESCUE

DONALD CLAFFLIN

Tempo di Valce R. R. 4-112

International Copyright Secured



Copyright 1931 by Theodore Presser Co.

British Copyright Secured

THE SPOT

EDUCATIONAL NOTES
on The Study Music
By EDGAR ALDEN BARNELL

During the last few years, the study music has become a very popular subject. It is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher.

The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher.

The Coming of Spring, by Sarah Bell

The coming of spring is a time of great joy and hope. It is a time when the world is reborn, and when the sun is shining brightly. The coming of spring is a time of great joy and hope. It is a time when the world is reborn, and when the sun is shining brightly.

Indigestion, by Earl Philip Bennett

Indigestion is a common ailment which affects many people. It is a condition which is caused by the stomach not digesting food properly. Indigestion is a common ailment which affects many people. It is a condition which is caused by the stomach not digesting food properly.

Lute Strains, No. 2, by Fritz

Lute strains are a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher. Lute strains are a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher.

A Scottish Lute Song, by W. G. G.

A Scottish lute song is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher. A Scottish lute song is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher.

During the last few years, the study music has become a very popular subject. It is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher.

The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher. The study music is a subject which is of great importance to the student, and it is one which is of great interest to the teacher.

Music No. 4, by D. R. R.

Music No. 4 is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher. Music No. 4 is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher.

Indigestion, by Earl Philip Bennett

Indigestion is a common ailment which affects many people. It is a condition which is caused by the stomach not digesting food properly. Indigestion is a common ailment which affects many people. It is a condition which is caused by the stomach not digesting food properly.

Lute Strains, No. 2, by Fritz

Lute strains are a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher. Lute strains are a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher.

A Scottish Lute Song, by W. G. G.

A Scottish lute song is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher. A Scottish lute song is a type of music which is played on the lute. It is a type of music which is of great interest to the student, and it is one which is of great interest to the teacher.

AN
ADVENTURE
IN THRILLS!

A visit to Switzerland is an adventure in thrills! It is a country of great beauty and interest. It is a country of great beauty and interest. It is a country of great beauty and interest.

The visit to Switzerland is an adventure in thrills! It is a country of great beauty and interest. It is a country of great beauty and interest. It is a country of great beauty and interest.

The visit to Switzerland is an adventure in thrills! It is a country of great beauty and interest. It is a country of great beauty and interest. It is a country of great beauty and interest. The visit to Switzerland is an adventure in thrills! It is a country of great beauty and interest. It is a country of great beauty and interest. It is a country of great beauty and interest.

SWITZERLAND

LAND OF THE MAGIC CARPET

THEODORE PRESSER CO.

CHICAGO, ILL.

NEW YORK, N. Y.

PHILADELPHIA, PA.

BOSTON, MASS.

ST. LOUIS, MO.

SPRINGFIELD, ILL.

INDIANAPOLIS, IND.

CINCINNATI, OHIO.

CLEVELAND, OHIO.

DETROIT, MICH.

KANSAS CITY, MO.

ST. PAUL, MINN.

PORTLAND, ORE.

SEASIDE, CALIF.

LOS ANGELES, CALIF.

SAN FRANCISCO, CALIF.

HONOLULU, HAWAII.

MANILA, PHILIPPINES.

YOKOHAMA, JAPAN.

OSAKA, JAPAN.

KYOTO, JAPAN.

BEIJING, CHINA.

HONG KONG, CHINA.

SINGAPORE, SINGAPORE.

BATAM, NEDERLANDS-INDIË.

SURABAYA, NEDERLANDS-INDIË.

SOERABAYA, NEDERLANDS-INDIË.

SEMARANG, NEDERLANDS-INDIË.

YOGYAKARTA, NEDERLANDS-INDIË.

PROFITABLE
THEORY TEACHING

Thousands of Teachers Could Add to Their Income By Teaching Theory 'N' THEY ONLY KNOW! BOB

With the "New Law" now in force, it is a fact that the teacher is now in a position to add to their income by teaching theory. The "New Law" now in force, it is a fact that the teacher is now in a position to add to their income by teaching theory.

The name of the book is "HARMONIC EAR TRAINING AND THEORY". It is a book which is of great interest to the student, and it is one which is of great interest to the teacher. The name of the book is "HARMONIC EAR TRAINING AND THEORY". It is a book which is of great interest to the student, and it is one which is of great interest to the teacher.

It is a book which is of great interest to the student, and it is one which is of great interest to the teacher. It is a book which is of great interest to the student, and it is one which is of great interest to the teacher. It is a book which is of great interest to the student, and it is one which is of great interest to the teacher.

Published by the Theodore Presser Co., Philadelphia, Pa.

TEACHING MUSIC
BY COMPARISON

Teaching music by comparison is a method which is of great interest to the student, and it is one which is of great interest to the teacher. Teaching music by comparison is a method which is of great interest to the student, and it is one which is of great interest to the teacher.

It is a method which is of great interest to the student, and it is one which is of great interest to the teacher. It is a method which is of great interest to the student, and it is one which is of great interest to the teacher. It is a method which is of great interest to the student, and it is one which is of great interest to the teacher.

CONSERVATORY METHOD

Conservatory method is a method which is of great interest to the student, and it is one which is of great interest to the teacher. Conservatory method is a method which is of great interest to the student, and it is one which is of great interest to the teacher.

It is a method which is of great interest to the student, and it is one which is of great interest to the teacher. It is a method which is of great interest to the student, and it is one which is of great interest to the teacher. It is a method which is of great interest to the student, and it is one which is of great interest to the teacher.

THEODORE PRESSER CO.

CHICAGO, ILL.

NEW YORK, N. Y.

PHILADELPHIA, PA.

BOSTON, MASS.

ST. LOUIS, MO.

SPRINGFIELD, ILL.

INDIANAPOLIS, IND.

CINCINNATI, OHIO.

CLEVELAND, OHIO.

DETROIT, MICH.

KANSAS CITY, MO.

ST. PAUL, MINN.

PORTLAND, ORE.

SEASIDE, CALIF.

LOS ANGELES, CALIF.

SAN FRANCISCO, CALIF.

HONOLULU, HAWAII.

MANILA, PHILIPPINES.

YOKOHAMA, JAPAN.

OSAKA, JAPAN.

BEIJING, CHINA.

HONG KONG, CHINA.

SINGAPORE, SINGAPORE.

BATAM, NEDERLANDS-INDIË.

SURABAYA, NEDERLANDS-INDIË.

SOERABAYA, NEDERLANDS-INDIË.

SEMARANG, NEDERLANDS-INDIË.

YOGYAKARTA, NEDERLANDS-INDIË.

Musical Jargons of the Radio Classified

(Continued from page 170)

Remnant (French, German, Russian musical term). Italian, *rimanente* to remain. 1. A tone applied to composition in which the melody is unfinished rather than the fact. Thus in the "Toccata in D minor" of Chopin, there is no lack in technique and beauty in the melody as in the case of a piece which is a complete work. 2. A tone applied to composition in which the melody is unfinished rather than the fact. Thus in the "Toccata in D minor" of Chopin, there is no lack in technique and beauty in the melody as in the case of a piece which is a complete work.

Remnant sans finale (French). A musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished.

Remnant sans finale (French). A musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished.

Remnant sans finale (French). A musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished.

Remnant sans finale (French). A musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished. It is a musical melody which is not finished or is not intended to be finished.

Curse of the Piano

By Mrs. Dorothy Jolly

When something goes wrong with the piano, it is a headache to the owner. The piano is a household fixture, and it is a headache to the owner. The piano is a household fixture, and it is a headache to the owner. The piano is a household fixture, and it is a headache to the owner.

VIOLIN QUESTIONS

Answered
By ROBERT BRADY

My question will be answered in THE REVIEW unless accompanied by the full name and address of the inquirer. Only correct, or possible, points, will be justified.

Question 1. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 2. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 3. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 4. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 5. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 6. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 7. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 8. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

QUESTION AND ANSWER DEPARTMENT

Conducted by
ARTHUR DE GRADY

My question will be answered in THE REVIEW unless accompanied by the full name and address of the inquirer. Only correct, or possible, points, will be justified.

Question 1. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 2. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 3. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 4. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 5. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 6. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 7. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 8. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

SHERWOOD MUSIC SCHOOL

THIRTY-SEVENTH ANNUAL
Summer Session
Six Weeks: June 27 to August 6, 1932

My question will be answered in THE REVIEW unless accompanied by the full name and address of the inquirer. Only correct, or possible, points, will be justified.

Question 1. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 2. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 3. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 4. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 5. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 6. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.

Question 7. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin. I am a violinist and I am interested in the question of the violin.



