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Winton J. Baltzell

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The ETUDE

VOL. XXI.

PHILADELPHIA, PA., MAY, 1905.

NO. 5.

MUSIC STUDY IN BERLIN.

BY JAMES FRANCIS COOKE.

Why Berlin holds the rank of being the greatest of German musical centers is somewhat difficult to ascertain. From the standpoint of natural situation it is obviously adverse to many of the German states—Vienna, Munich, Dresden, Stuttgart, and Wiesbaden have no more natural claims than they are allowed to exercise. "No wonder Mozart was rejected!" says the tourist, as he walks through Berlin, and, as he gazes upon the Schloss, settled in its majestic Alpine nest. The Schick family seems to be a particularly natural product of the Germanic Thuringian Forest, and one need not wonder why Berlin was given to taking long walks when one sees the surroundings of Vienna. That the genius of Mozart help all artists who are unable to there cannot be guessed, and it is all the more wonderful, then, that the new German music-center should be found in a city so actually unattractive as Berlin—situated in the broad, flat valley of an insignificant little stream. Neither are the conditions of paintings and products of literature in Berlin to be compared with those in Vienna, Munich, or Dresden. Neither is the Germanic legend city a great music-publishing center, such as Leipzig, nor has it the discernible great following such as one may find in the Bavarian cities. Now do we find in Berlin such an open house or exercise performance as one may see in Munich, Bremen, Vienna, Wiesbaden, Dresden, Paris, or New York. Neither is the fine literature as remarkable an asset of our very old-fashioned American music-lover, nor do the concerts given there more excel but those there to be heard in any other German, English, or American cities. As to well-equipped music-schools, Berlin has undoubtedly behind Vienna, Leipzig, Dresden, London, Berlin, and Baltimore up to the present year. The rivalry between Berlin and other German music-centers is great. The warlike is an amazing one, particularly that campaign conducted in the numerous papers, in which large quantities of virtual attacks and replies have been sent from Berlin to Vienna, and from Munich to Berlin. Never between Chicago and St. Louis was the heat of conflict so intense.

Why Berlin is a Great Music-Center

What, then, accounts for Berlin's importance as a

music-center? The answer is simple, and may be found in the Emperor's greatest love and respect for all that pertains to the Crown and the Court, with the accompanying rewards falling to the fortunate, and sometimes to the deserving. It is due to the desire to be near the favorite of royal patronage, study

A Government School.

The most notable of all advances recently made in Berlin is the new High School for Music, opened in November of last year. German universities are generally closed to high schools, whereas what we term a high school or American music under the class of gymnasia is Germany. It may thus be seen that the "High School for Music" is supposed to bear a triple personality somewhat higher than that of conservatory, though in reality the name differs but very little from that of the music schools throughout the world. The "High School for Music" is associated, for governmental and other purposes, with the Royal Academy of Art, which governs the school for the piano area as well. The buildings in the new quarter are entirely different in appearance, although adjacent. The governing body is the Senate of the Royal Academy, which was organized for the obvious purpose of relieving the artistic activity of the country along definite and safe lines. Governmental recognition is carried by a legislative council on all commercial, European, and only leaves a part of the musical and system, which, notwithstanding frequent revolutions, still remains in the form of a public spirit, even in the republic. The aim of general musical recognition seems somewhat incongruous to Americans, who praise the selection of the delegates to our great music-halls other than in that regard of the delegates to Congress.

The "High School for Music" dates from the reorganization of the Royal Academy of Art in 1871, although the so-called Division for Musical Education was started in 1881, and the "Division for Applied Music," under Bachstein, including the studies of viola, piano, and violin, and, later, organ, wood instruments, and solo and choral vocal classes was started in 1888. The appreciation of the state is generally far greater than the receipts from fees. About one-fifth of the pupils receive free tuition, while an extra allowance is made for study pupils.

The School Buildings

The new buildings in the Marienburger Strasse are no very fine in style, but they are a good description. The buildings devoted to the piano area have already seen the same oversight, while the buildings devoted to music have upon a side street, and do not show their architectural beauty to advantage. They are built of a light stone, in a broad Renaissance style, and are three stories in height. Entering from the Marienburger Strasse, one comes upon a most beautiful courtyard, light blue above,



ROYAL HIGH SCHOOL FOR MUSIC, BERLIN. MAIN ENTRANCE.

at all times to fill order its significant lessons—a recognition of present and material, if not hence and immaterial, time. And has not the "Father of the Sacred Flute" also shown that of good and proper times he can remove the gifts of war and respect, to preserve the arts of peace, and in doing this has he not shown good judgment and sense alike? Although the beginning of the presence of Berlin as a music-center has celebrated the academy of the present Kaiser, its glorious career has undoubtedly led much to do with the artistic activity in all lines which now characterize his capital.

THE ETUDE

The Etude Music-Study Clubs.

Conducted by
LOUIS RUSSELL.

LESSONS IN THEORY

11

The previous lesson was based on the Major Diatonic Scale, which is the scale most frequently used in musical composition. It is not the only one, however, and in the lesson for this month we shall study some points about the Minor Scale, which is next in rank to the one last known as the Heptachord Minor Scale.

If the members of THE ETUDE MUSIC CLUBS are carefully followed the Lessons in History of Music, they will remember the Dorian (D-flat) scale, coming in as the first of the seven modes, and the next three between the second and sixth, and fifth and sixth members of the scale, also the intervals of this scale, the Hypochord, commencing at the notes, B, C, D, E, and G, making the full scale:

(D) Two Flats, D, E, F, G, A, B, C, D.



If we make a Major Scale commencing on C, with seven intervals between the second and third, third and fourth, and fourth and fifth degrees, we will be obliged to flat the G. An examination of the notes shows that the two semitones of the Dorian are being taken by the scale of D-flat, which is the third of the scale of C major (see paragraph 2). Hence the degree of C minor is a third of D-flat.

(D)



The Minor Scale does not have a second signature, but one that of the Major Scale with which it has the greatest number of notes in common. For the purpose of harmonization the seventh degree of the Heptachord Minor Scale is raised so that between the sixth and eighth degrees a semitone third must be introduced. It is known as the Chromatic Minor Scale:



If we examine the above note we find that it is the same note also in the key of C major, except the chromatic change in the G. Hence in the system of C Major, and in those of the Relative Major of C Major, naturally, C Major is the Relative Major of A Minor. From this observation we can deduce the principle: To find the Relative Major of certain Minor key take the major note on the third of the minor scale. This note has the same sign as the major. To find the Relative Major of the Major Scale, we know as the Relative Major of C Major, naturally, C Major is the Relative Major of A Minor. From this observation we can deduce the principle: To find the Relative Major of certain Minor key take the major note on the third of the minor scale. This note has the same sign as the major. To find the Relative Major of the Major Scale, we know as the Relative Major of C Major, naturally, C Major is the Relative Major of A Minor.

STUDIES IN MUSICAL GEOGRAPHY.

BY ARTHUR W. WALKER.

I.

THE student who is studying in this department should be made to understand the nature of the subject, and to find the steps of his recent development. Hence the student who has been in the study of the subject for some time should be made to understand the nature of the subject, and to find the steps of his recent development. Hence the student who has been in the study of the subject for some time should be made to understand the nature of the subject, and to find the steps of his recent development.

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LESSONS IN HISTORY OF MUSIC.

BY EDWARD W. A. BARNETT.

V.

In the lesson for April mention was made of the fact that the music of the Middle Ages was the work of the monk. The student who is studying in this department should be made to understand the nature of the subject, and to find the steps of his recent development. Hence the student who has been in the study of the subject for some time should be made to understand the nature of the subject, and to find the steps of his recent development.

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THE ETUDE

posed music to get or print a representation of the work of the score used in the study of the church music. The student who is studying in this department should be made to understand the nature of the subject, and to find the steps of his recent development. Hence the student who has been in the study of the subject for some time should be made to understand the nature of the subject, and to find the steps of his recent development.

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bel's setting, the first attempt at harmonization was by the use of fourth, fifth, and octave, according to the distance in the room of the organ. The student who is studying in this department should be made to understand the nature of the subject, and to find the steps of his recent development. Hence the student who has been in the study of the subject for some time should be made to understand the nature of the subject, and to find the steps of his recent development.

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DIXIE LAND.

CONCERT PARAPHRASE.

Vivace ma non troppo.

ROBERT GOLDBECK.

The musical score is written for piano and consists of six systems of music. Each system has a treble and bass clef staff. The first system begins with a treble clef staff containing a melodic line and a bass clef staff with a rhythmic accompaniment. Dynamics markings include *pp* and *sempre pp*. The second system continues the piece with a *mf* marking. The third system also features a *mf* marking. The fourth system has a *f* marking. The fifth and sixth systems conclude the piece with various musical notations and dynamics.

Musical score for the left page, featuring piano and bass staves. The score includes various dynamics such as *pp*, *sempre pp*, *cresc.*, and *rit.*. It also features articulations like *acc.* and *tr.*. The tempo is marked *a tempo* and *al animato*. The score is written in a key signature of two flats and a 3/4 time signature.

8 While the sustained melody, in the right, is being played softly, yet with some fullness of tone, the motive of "Dixie Land", in the bass, should be heard but faintly, yet with well defined rhythm.

Musical score for the right page, continuing the piano and bass staves. The score includes dynamics such as *cresc.*, *rit.*, *pesante*, and *rit.*. It also features articulations like *acc.* and *tr.*. The tempo is marked *a tempo* and *al animato*. The score is written in a key signature of two flats and a 3/4 time signature.

A Scottish Tone Picture.

On the rockbound coast of Scotland,
An old gray castle looks down
On the wildly dashing breakers.
At a high and vaulted window
A woman's face is seen,
With pallid cheek and tear-dimmed eye.
Her harp she plays, and while she sings,
Through her flowing tresses the wind blows wild,
Bearing her mournful melody far
O'er the wide, tempestuous main.

*Am an schottischer Felsenküste
Wo das graue Schloßlein hinanragt
Über die brandende See,
Dort an hochgewölbten Fenster,
Steht eine schöne, kranke Frau,
Zärtlichkeitsig und warmblütig,
Und sie spielt die Harfe und singt,
Und der Wind durchwehlt ihre langen Locken
Und trägt ihr dunkles Lied
Über das weite, stürmende Meer.* *Hum.*

E. A. MAC DOWELL, Op. 31, No. 2.

Allegro tempestoso. M.M.♩ = 126.

pp
una corda

sempre cresc.

tre corde

ff

The first system of the piano score for 'A Scottish Tone Picture'. It begins with a piano (pp) dynamic and 'una corda' instruction. The tempo is marked 'Allegro tempestoso' with a metronome marking of 126. The score is in 3/4 time and features a driving, rhythmic accompaniment in the right hand and a more melodic line in the left hand. The system concludes with a fortissimo (ff) dynamic.

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sempre cresc.

fff

rit.

subito pp

cresc.

ff brioso

marcato.

poco a poco

dim.

rit.

molto rall.

The second system of the piano score. It continues the driving accompaniment. Dynamics range from fortissimo (fff) to piano (pp). The tempo remains 'Allegro tempestoso' but includes 'rit.' (ritardando) and 'molto rall.' (molto ritardando) markings. The system ends with a 'molto rall.' instruction.

4091

Andante, a piacere.

pp parlando un cuore di lontano

pp

Tempo I.

molto rall. perdendosi *pppp*

una corda

esce

tre corde

sempre esce.

ff

fff risoluto

brio *marcato.*

rall.

Andante.

molto rall. ppp *marcato*

una corda

MARCH OF THE GYPSIES.

MARCHE DES TZIGANES.

Leon Dequin.
Arr. by Preston Ware Green.

Tempo di Marcia. M.M. ♩. = 120.

SECONDO

Musical score for the second part of the march, featuring piano and bass staves with various musical notations including dynamics (ff, f, sf), articulation (accents), and repeat signs with first and second endings.

MARCH OF THE GYPSIES.

MARCHE DES TZIGANES.

Leon Dequin.
Arr. by Preston Ware Green.

Tempo di Marcia. M.M. ♩. = 120.

PRIMO

Musical score for the first part of the march, featuring piano and bass staves with various musical notations including dynamics (ff, f, sf), articulation (accents), and repeat signs with first and second endings.

SECONDO

TRIO.

PRIMO

TRIO.

No 3982

CORNELIA WALTZ.

GEORGE DUDLEY MARTIN.

Tempo di Valse. M.M.♩ = 60.

Musical score for "Cornelia Waltz" by George Dudley Martin. The score is in 3/4 time and consists of 16 measures. It features a piano accompaniment with a steady bass line and a melody in the right hand. Dynamics include *p*, *mf*, *ff*, and *craso.* (crescendo). The piece concludes with a *ff* dynamic and a *rit.* (ritardando) marking.

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No 4111

THE BROWNIES.

HEINZELMÄNNCHEN.

LES NAINS BIENFAISANTS.

HUGO REINHOLD, Op. 55, No. 5.

Allegro energico. M.M.♩ = 120.

Musical score for "The Brownies" by Hugo Reinhold. The score is in 2/4 time and consists of 16 measures. It is characterized by a lively, energetic feel with a strong bass line and a melody in the right hand. Dynamics include *f marc.*, *p*, *f*, and *pp*. The piece concludes with a *pp* dynamic.

Musical score for "The Flying Horses" by R. d'Acèves. The score is in 2/4 time and consists of 16 measures. It features a piano accompaniment with a steady bass line and a melody in the right hand. Dynamics include *p*, *mf*, and *f*. The piece concludes with a *f* dynamic.

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No 4155

THE FLYING HORSES.

LES CHEVAUX DE BOIS.

R. d'ACEVES, Op. 93, No. 10.

Allegro. M.M.♩ = 138.

Musical score for "The Flying Horses" by R. d'Acèves. The score is in 2/4 time and consists of 16 measures. It features a piano accompaniment with a steady bass line and a melody in the right hand. Dynamics include *p*, *mf*, and *f*. The piece concludes with a *f* dynamic.

The piece may be played through twice, ad libitum.
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THE SPINNING GIRL.

TONE PICTURE.

"She sings by her wheel at that low cottage door,
Which the long evening shadow is stretching before,
With a music as sweet as the music which seems
Breathed softly and faint in the ear of our dreams!

How brilliant and mirthful the light of her eye,
Like a star glancing out from the blue of the sky!
And lightly and freely her dark tresses play,
O'er a brow and a bosom as lovely as they!"

Whittier.

Chas. Edwin Veon, Op. 14.

Allegro. M.M. 120

Musical score for 'The Spinning Girl' in G major, 3/4 time. The score consists of four systems of piano accompaniment. The first system begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The tempo is marked 'Allegro. M.M. 120'. The music features a steady eighth-note accompaniment in the bass and chords in the treble. The second system continues the accompaniment. The third system includes a dynamic marking of 'pp' (pianissimo) at the end. The fourth system concludes with a 'CODA For Piano only' section, marked 'p. A.' and 'pp'.

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CODA section for piano only, marked 'p. A.' and 'pp'. It features a treble clef and a key signature of one sharp (F#). The music is in 3/4 time and includes a dynamic marking of 'pp'.

Musical score for 'The Spinning Girl' in G major, 3/4 time. The score consists of four systems of piano accompaniment. The first system begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The tempo is marked 'Allegro. M.M. 120'. The music features a steady eighth-note accompaniment in the bass and chords in the treble. The second system continues the accompaniment. The third system includes a dynamic marking of 'pp' (pianissimo) at the end. The fourth system concludes with a 'CODA' section, marked 'p. A.' and 'pp'.

Ⓜ From here go back and play first page, then go to A.

A

ppp

cres *cres* *do*

p

cresc.

D.C.

© From here go back to first page, using Coda
4115

IN THE PARK.

FREDERICK A. WILLIAMS, Op. 35.

Allegretto. M.M. ♩ = 80

mf

Fin.

p

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First system of musical notation on page 18, consisting of a treble clef staff and a bass clef staff. The treble staff contains a melodic line with eighth and sixteenth notes, while the bass staff provides a harmonic accompaniment with chords and moving lines.

Second system of musical notation on page 18, continuing the piece with similar melodic and harmonic development in both staves.

Third system of musical notation on page 18, featuring a piano (*p*) dynamic marking in the bass staff.

Fourth system of musical notation on page 18, showing further melodic and harmonic progression.

Fifth system of musical notation on page 18, concluding the page with a piano (*p*) dynamic marking in the bass staff.

First system of musical notation on page 19, continuing the piece with complex melodic lines in the treble staff.

Second system of musical notation on page 19, featuring a mezzo-forte (*mf*) dynamic marking in the bass staff.

Third system of musical notation on page 19, showing intricate melodic and harmonic textures.

Fourth system of musical notation on page 19, continuing the melodic and harmonic development.

Fifth system of musical notation on page 19, concluding the page with a forte (*f*) dynamic marking in the bass staff and a *d.c.* (da capo) marking at the end of the system.

GRANDMOTHER BROWN.

MARGARET EYTINGE.

Andante con moto.

LOUIS F. GOTTSCHALK

Dear Grand-moth-er Brown, Liv'd in Cran-ber-ry-town, And a

kind - ly old wo - man was she; There was no one so bad, Ei-ther

las - sie or lad. But some good in the same she could see. One June af - ter-noon Miss-tress

Pol - ly Mul-doon just ran in for that mo-ment that end. In an hour or more, And did

naught but talk o'er The short-comings of neighbors and friends. But in

vain did she scold. A - bout young folks and old, On - ly pa-tient ex-cus-es she heard; Till at

last she cried out, "You would speak, I've no doubt, For old Sa-tan him-self a good word." Then said

Grand-moth-er Brown of Cran-ber-ry-town, Well, what - ev - er his fall-ings may be, I don't

think we could find Ma - ny peo - ple who mind Their own bus-ness as close - ly as he."

To my Wife.
THERE IS A BLESSED HOME.

(MEDIUM VOICE.)

G. H. FAIRCLOUGH.

Moderato.

p *tranquillo*

There is a bless-ed home, Be-

yond this vale of woe, Where tri-als nev-er come, Nor tears of sor-row flow; Where

cresc.

faith is lost in sight, And pa-tient hope is crown'd, And ev-er-last-ing

rit. *pp* *pp a tempo*

light, Its glo-ry throws a-round. There is a land of peace; Good

rit. *pp* *a tempo*

poco cresc. *cresc.*

an-gels know it well; Glad songs that nev-er cease, With-in its por-tals swell, A-round its glo-ri-ous

poco cresc. *cresc.*

throne, Ten thousand saints a-dore Christ, with the Fa-ther one, And Spir-it, ev-er-more.

lento.

colla voce

Piu animato.

mf *dim.* *p*

O joy, all joys be-yond, To see the Lamb who died, And count each sacred wound, In

f *dim.* *p*

Tempo I.

rit. *mf*

hands, and feet and side. To give to Him the praise Of ev-'ry tri-umph

rit. *mf*

cresc. won, And sing thro' end-less days, The great things, the great things He hath done! *ad lib.*

cresc. *f* *colla voce* *dim.*

f *allargando* Look up, ye saints of God! Nor fear to tread, be -

rit. cresc. f *allargando*

mf *p* low, The path your Saviour trod, Of dai - ly toil and woe. Wait but a lit - tle while, In

p *rit.* un-com-plain-ing love! His own most gra-cious, smile Will wel - come you a - bove.

pp rit. *pp*