

7-1-1907

## Volume 25, Number 07 (July 1907)

Winton J. Baltzell

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## TRUE LOVE

TREUE LIEBE

CABINET ORGAN or PIANO

Thuringian Folk Song

RICH KUGLER

*Andantino* 2/4  $\text{♩} = 70$

*Andante*

*Allegro*

How can I love thee? How can I love thee best? These can be best expressed.

How can I love thee? How can I love thee best? These can be best expressed.

No one can love, than thou a love!

## UNDER THE DOUBLE EAGLE

UNTER DEM DOFFEL-ADLER

March

SECOND

J. F. Wagner, Op. 150

Intro *And. J. 120*

March

*And. marcato*

## UNDER THE DOUBLE EAGLE

UNTER DEM DOFFEL-ADLER

March

PRIMO

J. F. Wagner, Op. 150

Intro *M. M. J. 120*

March

## THE ETUDE

SECONDO

TRIO

The second system of the musical score for 'THE ETUDE' consists of six staves. The first two staves are a grand staff (treble and bass clefs) with a 'TRIO' label on the left. The first staff has a 'p' dynamic marking. The second staff has a 'p' dynamic marking. The third staff has a 'p' dynamic marking. The fourth staff has a 'p' dynamic marking. The fifth staff has a 'p' dynamic marking. The sixth staff has a 'p' dynamic marking. The score includes various musical notations such as notes, rests, and dynamic markings.

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## THE LITTLE PAGES

WALTZ

A. GILIS

Tempo di Valze 3/4 = 22

Tempo di Valze 3/4 = 22

Delicato

Allegretto il poco

Delicato





# IN A MOORISH GARDEN

INTERMEZZO

BY ENGELMANN

Moderato e brillante in G, 2/4

Musical score for 'In a Moorish Garden' by Engelmann. The score is in G major and 2/4 time, marked 'Moderato e brillante'. It consists of a piano introduction and a main piece. The main piece features a melody in the right hand and a bass line in the left hand. The score includes various musical notations such as slurs, accents, and dynamic markings. The piece concludes with a 'CODA' section.

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Crescendo

Musical score for 'In a Moorish Garden' by Engelmann, showing the 'Crescendo' section. This section features a more complex texture with multiple voices in both hands, including chords and arpeggiated figures. The dynamics increase throughout this section.

Dolce tranquillo

Musical score for 'In a Moorish Garden' by Engelmann, showing the 'Dolce tranquillo' section. This section is marked 'Trio' and features a more delicate and slower texture. It includes a 'Crescendo' marking and concludes with a 'Dim.' (diminuendo) marking.

© Press here go to the beginning and play to A, then play Trio

By Miss Alice Mather Pope, England, 1878

## HEART'S MESSAGE

F. CLIPTON MAREN

Tanto con più espre,  
il canto del cuore mio

Moderato marcato

Musical score for "Heart's Message" by F. Clifton Maren. The score is written for piano and includes five systems of music. The first system is marked "Moderato marcato". The second system is marked "Tanto con più espre, il canto del cuore mio". The third system is marked "Andante". The fourth system is marked "Andante". The fifth system is marked "Andante".

Continuation of the musical score for "Heart's Message" on page 463. It contains five systems of music. The first system is marked "Andante". The second system is marked "Andante". The third system is marked "Andante". The fourth system is marked "Andante". The fifth system is marked "Andante".

Moderato marcato *rit. all. rit.*

First system of musical notation for the etude on page 144, featuring a treble and bass clef with various notes and rests.

Second system of musical notation for the etude on page 144, continuing the piece with similar notation.

Third system of musical notation for the etude on page 144, showing a continuation of the melodic and harmonic lines.

Fourth system of musical notation for the etude on page 144, featuring a variety of rhythmic patterns.

Fifth system of musical notation for the etude on page 144, concluding the piece with a final cadence.

First system of musical notation for the etude on page 145, starting with a treble and bass clef.

Second system of musical notation for the etude on page 145, continuing the piece.

Third system of musical notation for the etude on page 145, featuring a prominent melodic line in the treble clef.

Fourth system of musical notation for the etude on page 145, showing a continuation of the piece.

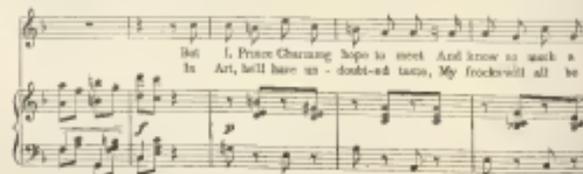
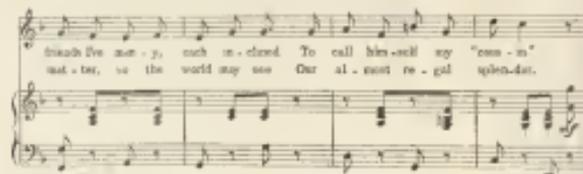
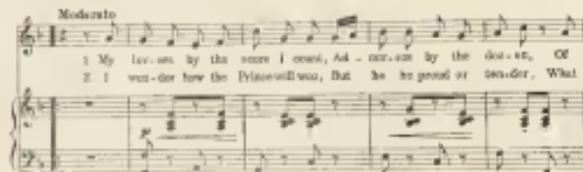
Fifth system of musical notation for the etude on page 145, concluding the piece with a final cadence.

## PRINCE CHARMING

NELLA

Cresc. *spiritoso*

Moderato



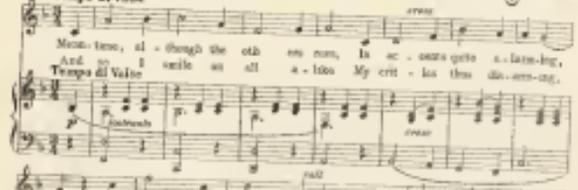
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HENRY PARKER



Tempo di Valze



3 The Prince will be immensely rich  
And hand-me-downing and kindly,  
I'll see what she'll do at night,  
And love my soul and kindly,  
I'll let me rain, although perhaps  
I may want dinner.  
I came not this, by way of change  
He proved himself his master  
So let me not be come I want,  
Myself the marginal money  
I can't afford to lose a chance  
Now once I meet Prince Charming

4 This later when my step is slow  
And he no longer drowsy,  
When others breathe over his hair,  
Let me be in his glowers,  
Across the hall my Prince and I,  
With you without reprieve,  
Contented as each other's eyes  
The love light will be shining  
The old years may grow, but Time will not  
For an hour's party of loveliness,  
No change in the my Prince and she,  
And he will still be charming?

## A PRAYER FOR LOVE

GEORGE CHOLY

HARRY HALE PEE

*Andante tranquillo*

Spur - it of God, do  
 speak up - on my heart, Whom I love earth, through all the realms men,  
 Sleep to my weak-ness, might-y as Thou art, And make me love Thee as I  
 ought to love Sleep to my weak-ness, might-y as Thou art, I  
 ought to love

*more rapid*

*more rapid*

*Andante* *more rapid*

make me love Thee as I ought to love, And make me love Thee as I  
 ought to love I ask no dream, no prophet or - so - nics, No  
 and thou read me of the veil of sleep, No an - gel or - so - nics, no things that  
 take the dust from my soul away I ask no dream,  
 no things that will lift the burden of my soul

THE ETUDE VOCAL DEPARTMENT

**Traps I.**

Hail Thee, God King.

All, all These own soul heart and strength and mind,

cause there teach my heart to sing,

soul Thee, and let

There soul let me lend.

A PRIMER FOR SINGERS.

BY G. S. SUTHERLAND.

There is a very important point for singers to bear in mind when they sing the lyrics of a song. It is not enough to know the words, but they must be able to sing them in a way that is pleasing to the ear. This is done by using the voice in a way that is pleasing to the ear. The voice should be used in a way that is pleasing to the ear. The voice should be used in a way that is pleasing to the ear.

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THE VOICE. The position with respect to the voice and breath. The position of the head, neck, and throat. The position of the chest, back, and abdomen. The position of the feet, knees, and hips. The position of the arms, hands, and fingers. The position of the legs, feet, and toes.

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SANTLEY AND THE FALLS SINGING OF SINGING.

It is the purpose of this department to provide a means for the study of the voice. The voice should be used in a way that is pleasing to the ear. The voice should be used in a way that is pleasing to the ear. The voice should be used in a way that is pleasing to the ear. The voice should be used in a way that is pleasing to the ear.





# VIOLIN DEPARTMENT

COMPOSED BY KARL F. ZEMMANN

### TECHNICAL EXERCISES

These exercises are designed to develop the technical skills necessary for playing the violin. They cover a wide range of techniques, including scales, arpeggios, and bowing exercises. The exercises are arranged in a logical sequence, starting with simple patterns and gradually increasing in difficulty. The goal is to improve the student's control over the instrument and their ability to play with precision and confidence.

The exercises focus on developing the student's left hand technique, including finger placement, shifting, and vibrato. They also include exercises for the right hand, such as bowing patterns, dynamics, and articulation. The exercises are designed to be played on a violin, but they can also be adapted for the viola or cello.

The exercises are suitable for students of all levels, from beginners to advanced players. They can be used as a daily practice routine or as a supplement to other technical studies. The exercises are designed to be played on a violin, but they can also be adapted for the viola or cello.

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### THE STUDENT'S VIEW

As a student, you should always be looking for ways to improve your playing. This means practicing regularly, listening to recordings, and seeking out a good teacher. It's also important to stay motivated and to enjoy the process of learning. Don't be afraid to ask for help or to make mistakes. The more you practice, the better you will become.

One of the most important things to remember is to always play with good posture and technique. This will help you avoid injuries and play for a longer time. It's also important to listen to your body and to take breaks when you need them. Practice should be fun and rewarding, not a chore.

Remember, the only way to become a professional musician is to practice every day. Don't give up, even when it's difficult. Stay focused and determined, and you will achieve your goals. The violin is a beautiful instrument, and it's a joy to play. Keep practicing and you will love it even more.

When you think that you are a player who can really play, you should be prepared to play in an orchestra. This is a great opportunity to play with other musicians and to perform in front of a large audience. It's a challenging but rewarding experience. Make sure you are ready for it by practicing hard and staying motivated.

The student's view is that practice is key. They emphasize the importance of consistent practice and the need to stay motivated. They also mention the importance of good posture and technique to avoid injuries. The student encourages other students to practice every day and to seek out a good teacher.

They also mention the importance of listening to recordings and staying motivated. They encourage students to enjoy the process of learning and to not be afraid to ask for help. The student emphasizes that the only way to become a professional musician is to practice every day.

They mention the importance of playing in an orchestra and staying motivated. They encourage students to be ready for the challenge of playing in an orchestra by practicing hard and staying motivated. The student emphasizes that the only way to become a professional musician is to practice every day.

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