

Music in the Home

Amused at Seeing Man with Violin String Coiled up in His Hat

A high school student laughingly confided to his chum that he had heard of women keeping a roll of money in their stocking; he has seen a boy stick his gum under the desk for safe-keeping; but never until that day had he seen a person in a music store buy a violin string and carry it off coiled up in his hat. Yet that is often done. The violin string is similar to a piece of fine steel wire. It cannot be doubled or kinked without injury. And for that reason some find it safe and convenient to carry home the strings in their hats.

Strings have been ruined by thoughtless persons carrying them around in the pocket where they become crumpled, bent and spoiled from the effect of perspiration. It may not be generally known to those who do not play the violin that to get the finest results, each instrument needs strings of a certain size. To be sure of getting the same sized string every time, the violinist has a gauge which is calculated to measure four different sizes. With this he tests each string before purchasing.

Essence of Leadership

The qualities that make for leadership are born of infinite experience, the most pointed adjectives can scarcely describe them. How do we know the leader? Not by what he said, but how he said it. Not by what he did, but how he acted. He touches the common mind and it flashes a new glory. His manner reveals a definite line of cleavage between current doubts, vague apprehensions and positive faith and assurance. He soothes to a wiser conviction. Fear has no place in his calculations. There is no "to-morrow" in his vision. His message is for all time. The universal energy speaks through him. Everything conspires to bring him success. He understands his brother man. He kindles the latent forces that hunger for self-expression. He laughs at obstacles. He creates new conditions. Nature aids and abets his program. God is his ally. There are but few of him at one time.

A conductor of a chorus must possess leadership qualities, at least in part, before he can make good. He must recognize success and nothing but success. He must never be discouraged. The moment he loses confidence in himself, blames conditions, shifts responsibilities, relies on mere magnetism or physical personality to carry him forward, he is lost. Consciously or unconsciously, he must reflect a spiritual ideal far above and beyond passing conditions. He must be a practical idealist. Expertness in musical technique alone does not suffice.

Placing Music Next the Three R's

It is rather to be expected that those directly interested in music should advocate a greater place for musical education. Indeed it would be a surprise and thought rather unprofessional for a member of the profession not to remark, at least occasionally, that the time should be looked for when every child would be taught music. But when school teachers themselves can no longer refrain from pressing the importance of music in education, the case is very materially strengthened.

At a recent convention of teachers from the state of Pennsylvania an address was given by Mr. C. F. Hoban, superintendent of public schools for Dunmore, a town in that state. In the course of a lengthy review of the musical advancement of his state, Mr. Hoban took occasion to include some pithy remarks on music in the public schools. "Personally," he said, "I would place it next the three R's."

After defining education as the preparation for complete living, Mr. Hoban made the application to music in these words: "Being necessary to complete living it should have a vital place in every curriculum. At least twenty minutes every day should be devoted to music. This properly distributed will prove a great time saver. Introduced when children are tired or when the atmosphere is depressing it will give refreshment, renewed inspiration and put them in the proper attitude of mind for what is to follow. Some music—when things are at

a high tension—will serve as a safety valve through which the excess pressure will escape and the atmosphere be made pleasant.

"Given its place in the course of study, pupils should be required to pass music just as they are required to pass other subjects. Proper credit should be given for music work done in and out of school. It should count toward graduation just as geology, botany and Latin count. I have always felt that the boy who can play the violin or the girl the piano—thus having the power to give joy to others; or the student who can hum Rubinstein's "Melody in F," Schumann's "Traumerei," or recognize the "Soldier's Chorus," "The Anvil Chorus," Schubert's "Serenade" or the "Hallelujah Chorus"—thus being utilizers of the beautiful—is more highly educated, and better pre-

pared to live completely, than those who cannot do these things. I believe that the teachers who introduce into the classes the folk-songs of the people when studying England, Ireland, Scotland, Wales, etc. teach geography more effectively than those who do not. Music should be correlated with every subject with which it has any connection."

It looks as if the teachers were pretty much alive to the urgency of giving greater attention to music in the schools. But the school boards throughout Canada need to be brought face to face with the question to obtain definite action.

Singing First—Then Piano Study

Mothers who think they are doing but a small thing when they teach the little tots in the home, snatches of songs should be heartened by the declaration of Harold Bauer, the pianist, that with

every child who is to study music or in whom the musical feeling is to be awakened, singing should be the basis upon which future progress is founded. This is because singing is the medium offering least resistance, a method of expression which can be inculcated in a child almost simultaneously with its beginning to talk.

Give the child a sense of melody, which is of more or less interest to all, urges Mr. Bauer. Beginning with the simplest of little tunes, proceed gradually to these more elaborate, and finally to the dramatic ones. Then let musical expression follow. Study of notation comes when knowledge of what they are doing can be explained. Sense of rhythm which is so vital may be developed through rhythmical movements of the body associated with the musical spirit. This is the way Mr. Bauer would teach all the beginners for then there is a basis to start from without the baffling keyboard where first steps are stumbling and seemingly uninteresting.

THE ADVERTISEMENT WHICH WON THE \$10,000 PRIZE

Text of the Prize Winning Advertisement

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"It is a wonderful thing to see and hear an instrument Re-Creating a human voice that is right there beside it, the singer thrilled by the consciousness of a second personality. The problem 'to hear ourselves as others hear us' has been solved by the Edison Diamond Disc Phonograph."

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Earle Inley, Nanuet, N. Y.

IT is safe to say that no such advertisement as the above has ever appeared before. The man who received \$1000 for preparing this advertisement did not write a single word of it. The words were written by representatives of various newspapers, who after hearing a direct comparison between living artists and the New Edison's Re-Creation of their work, pronounced the Re-Creation in every case an exact counterpart of the original music. The music critics of approximately 1500 newspapers have described these remarkable comparisons and are unanimous in their favorable verdict. The prize-winning advertisement illustrated on this page is composed of extracts taken from newspaper accounts of these daring comparisons.

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THOMAS A. EDISON, INC., Orange, New Jersey.

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Third Prize—\$250

John P. Kelly, 318 S. Water St., Crawfordsville, Ind.

Fourth Prize—\$100

Miss Leta Worrall, 1034 W. 17th St., Des Moines, Ia.

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Gordon Diver, 888 Girouard Ave., N. D. C., Montreal

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