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# KUNKEL'S MUSIC STORE

DEVOTED TO MUSIC AND ART.

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No. 3.

## OVIDE MUSIN.

This distinguished artist was born in Liège in 1834, and is the son of a well known wine merchant of Belgium. His father had directed him as successor in his business; but at the early age of eight he received nearly a remarkable talent and strong inclination for music that he finally sent him to the Royal Conservatory of Liège, where he received the first prize for violin playing when but a boy of eleven. Meanwhile, his father endeavored to persuade him to give up music as a profession, but while pursuing his studies the boy never gave up the idea of becoming an artist. In 1859 the celebrated violin player and composer, Mosconi, having heard Mosin to long, was so well pleased with him that he tried and succeeded in procuring his services as first violinist in the career of an artist. Soon then he has played with the greatest success in nearly all the principal cities of Europe. In Vienna he played in the celebrated Philharmonic orchestra, under the direction of Hans Richter, who, in the name of the Board, sent him the following letter:

Vienna, March 20.—My dear Mr. Musin: The Board of the Philharmonic society has the honor to express to you warm thanks for your magnificent performance last evening, and also warmly commending you as an artist.

Believing that you may be fitted some time to visit Vienna, the Board has the honor to express to you the warmest wishes for the success of your journey, and to remain, Sir, your obedient servant,  
Hans Richter.

In Paris M. Musin played in the large concerts, in London in the Old Philharmonic, Crystal Palace and the New Philharmonic.

Besides, the artist has made several tours together with Mmes. Titzman and Trubert, and M. Esprit, &c. Since coming to this country a few months ago he has played before the most critical audience in the greatest success, the following extract from the New York Tribune being but one of a hundred of similar praise which they might be given:

"M. Musin is one of the artists of which great citizens are made. He has a remarkable facility of execution. His bowing is admirable, and equal to the nicest test of technique's studies. In particular playing the choppy is also excellent, and his execution correct. His playing of the slow movement of the concerto, was marked by beauty, deep expression, and exquisite phrasing."

## ZULU MUSIC AND POETRY.

The Zulus are in their way, masculine and brave. Their vocal music is of the most vigorous kind, and is not here being for hundreds of Zulu warriors singing in unison at the top of their voices, their different parts were simple. The Zulu singer invariably repeats when he begins, ending his body backward and forward, and often being the others suddenly against his ribs, in order to keep the air with positive force. The Zulu's way of singing is much like that of the Aborigine of Alaska, the musician being upon the same of Zulu, which he applies to himself, never, in his language, seldom, a form which the Chinese apply to themselves in the same way, &c., &c.

denoting their origin; they delight in strong contrasts, passing abruptly from the highest falsetto notes to the lowest and gruffest tones, the while in that peculiar nasal, hoarse, whistling, characteristic unarticulated singers the world over. The Zulu melodies are not pleasant to the European ear, although travellers say that, among the Zulus, they have a charm which cannot be understood when others attempt them. They know nothing of harmony, and do not attempt carrying that knowledge in. As a keeper of time the Zulu is said to be a perfect time-keeper. The Zulu women conclude the singing of the men by more powerful songs, and troops of them carrying milk, eggs, potatoes, wild fruit, &c., from their huts, to and from the suburbs of the blooming country, can often be heard repeating the strains of the journey with their shrill chants. The words of their songs are

"A fine melody of the Tshakha concludes notes, a voice which led to the sky."  
"The voice, which was in an hoarse, a sound."  
"The first singer of the color of another."  
"The voice, which was in the voice of another."

These extracts, necessarily weakened by translation, show a considerable poetic genius in their rude composers, although their songs referring, as they usually do, in figurative language to the personal history of the party in whom honor they are composed, are almost unintelligible to one not familiar with Zulu history. Thus, in the last extract, the next two lines refer to the skillful and secret manner in which Paula studied, by examining across a stream, the pursuit of his enemy Dugan; the third is his great wealth in cattle, and the last two to his overcoming the enormous Dugan in a battle which settled the royal succession.

The musical instruments used by the Zulus are few and very imperfect. One of the most popular is a whistle, which is used by them with deafening effect to reinforce the power of the voice in the rendering of some of their songs. It is made of a reed sort of bamboo made out of the shell of a gourd, from which the top has been removed, and in the center of which pieces of shell are attached, which serve mainly in making the time of their rule simple. Then they have an instrument which has been given different names. It consists of a bow about five feet in length, made exactly as if intended to propel an arrow. Its cord is made of twisted hair, and is lightly or loosely strung according to the pitch desired by the performer. Near one end of the bow a catfish is lashed to increase the resonance of the bow. The instrument, when struck by the musician with a small stick, its tone is very feeble, and, like other Zulu instruments, it can serve but little more than to marking time.

Another Zulu instrument is made of iron rods on horse placed upon a rectangular board, seven inches long by four broad. The rods, laid in parallel lines, are attached to the end of the board by another rod (and perpendicular), which is fixed to the board with iron pins. A strip of wood running under the middle of the iron bars acts as a bridge, and the part of the rods emitting sound is that comprised between the bridge and the bottom end of the instrument, which is set in vibration by means of a thin metal shaped like the bar of a boat. Between these two bars are placed several shorter ones, like the black keys of a piano between the white ones. There is very little of them as properly about this instrument, which give forth a mixture of sounds quite devoid of melody. Upon the front of the board is attached a piece of gourd with fragments of shells, so that the instrument can be made to emit a series of sounds; for when the short bars are struck the vibration sends upon the gourd, which, vibrating in the general harmony, emits a series of sounds which they have borrowed from their neighbors, the Bushmen, and which in the only language that we recognize the best so far as known, of the instruments used in a Zulu orchestra. It is not difficult to learn to whether the Zulus have their Andia, Bishia, and Kertana. Doubtless, however, if the truth were known it would be that they have also their rival Thompson and Thompson.



OVIDE MUSIN

not devoid of poetry; indeed, some of them are full of the boldest, most original imagery. Take this, for instance, from a song in honor of Tshakha, one of their successful warrior chiefs, who has also been a poet; it is reported to have gained for more words to compose:

There they deluded, Tshakha the warrior:  
There they deluded, Tshakha the warrior:

See this, from a song in honor of Paula, (Tshakha's father):

# Kunkel's Musical Review.

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L. D. FOLLOWS, A. M., of R.

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## ART AND MONEY.

"I should go to New York and study singing under——." "I think that after awhile I could make a great deal of money, don't you?" This was the question put to me a few days since by a young lady who has been blessed with a more than average soprano voice. We made no reply, not because we thought it impossible that our fair questioner should "make money" out of her voice, but because we were disappointed and shocked at the discovery that she had no higher motive for study than the distant glitter of a few dollars. We might have been that when a young person is affected with the disease of the love of money, the case is hopeless. To argue with such people, to talk to them of higher and better motives is simply to subject yourself to the suspicion of having some concealed purpose in so doing which, if it were known, would represent many dollars and cents; it is a sheer case of "casting pearls before swine." They will repeat again and again that they "do not believe that anybody does anything for nothing," meaning thereby that only money or its equivalent is something they will judge you by themselves and any attempt on your part to claim for yourself other motives of action will only serve to make them suspect you of pretentiousness.

It is not for them therefore, that we pen these few words of warning; but for the many who, still uninfected perhaps, are, however, subject to the contagion of the day. We see the contagion of the day because, although we are now speaking of art and particularly of music, this mercenary spirit is one which runs through the entire fabric of our American society and degrades not only the arts but also the learned professions to the grossly vulgaritarian level of庸俗. And when we speak of American society let us not be understood to charge our political and social institutions with being the cause of its spirit. American it certainly is an existing in America, as having in the vast material resources of the country a congenial soil for its growth; but it has its origin largely in our foreign population, non-imitators of whose have left their native shores for the sake of bettering their financial condition, but not for more than the natives to get and especially to hold the wealth for which they have sacrificed all the ties of home and kindred.

"The works of Holy Writ, that 'The love of money is the root of all evil,' are at least as applicable to music as to other subjects. It is in that that we see the lack of half good teachers, who strain like locusts' fantasies upon every grain of wheat, the teaching conventions called needed, that name of thousands of worthless publications which corrupt the musical taste of the people, from whom the money goes to 'We never speak as we pass by.' It is in that that

discourages the serious study of music by our young men, without which we can never hope to become a really musical nation, and stifles the elevated thoughts, noble impulses and refined sentiments which in the soul of the sensitive musician develop into sympathetic melody and noble harmonies.

Musicians whose principal aim in life is money-getting and improvement, reach great creative mediocrity. They never become great artists. This is because in an overrating of law of nature, which holds in the physical universe as well as in the material world, that a strain can run no higher than its base. Art for money's sake will not, cannot, show above the horizon of the vulgar, and artists who can make a great artist in any line, who have the attention to art for the sake of making money. True, money came to many of them, true also, some of them, in their later years, developed an order fondness for large fees, not only for the sake of letting the size of fee enhance the lustre of their fame by proof, but, still, this was who their fame had been established and proved nothing even if a few starkest exceptions could be considered as an argument against our assertion that the attainment of high artistic excellence is incompatible with a commercial purpose in the pursuit of art. Such a purpose is not only, as we have already suggested, inimical to any intellectual or artistic growth, it is not even a sufficient stimulus to enable one to endure the hardships, the labor and the waiting that so often fall to the early lot of artists. It thus comes to pass that the large majority of those who start out upon an artistic career with such motives never the rank further their march but, in the end, when they are indeed the wisest, find that their plans have defeated themselves. The public, as a rule, pay but the thought artist and the man who by his habits of thought, by his tastes and motives of action, has made it impossible for himself to become a leader in art, is very likely to be disappointed in regarding the show he not only lost the substance but the shadow itself.

It is not of those who object to the expenditure of money solely upon the ground that it might have been better spent. Indeed, we have so often noticed that those who are always taking issue with money keep on seeking without finding, that when we meet none of that stamp we entertain very grave doubts of the sincerity of their search. We will not therefore complain of the fact that St. Louis alone has, during the last month, expended more than fifty and sixty thousand dollars for opera. Whether the musical culture of our city was but a few years ago so little as we are warranted to question which could be answered only after having studied the value of musical culture in dollars and cents, and determined the exact amount of culture absorbed by the audience. We shall not even attempt to inquire into that matter, we leave the Opera did some good for the sake of music and for that good, be it little or much, we are happy to see. It is those institutions alone that can do more permanent good among us. A single home orchestra, a single home choral society, a single series of popular concerts with local talent does more for the cause of music in any city than all the combined opera troupes that can possibly visit it, and where in the American city the musical spirit is strong, thousands of dollars upon our home musical organizations or enterprises, we will not say in a month but in a year? And yet, the fact is that until we have learned to create our own musical atmosphere by the support of home institutions, we shall not breathe an independent musical life and we shall continue

to spend more money for less real music than any other civilized nation on the face of the earth. There is not a largeness in this country but would have heartily supported a first-class orchestra, from and to five years on the money it has spent this season alone on Italian opera. We repeat, it is not to be regarded the money expended, but a plea for a society that similar liberality in the support of home institutions.

It was some German philosopher, I believe, we believe, who said that Raphael would have been just as great a painter if he had been born without arms and had never held a brush. This statement is more philosophical than philosophical. As a form of putting the truth that the artistic spirit is not confined to the hands of the artist, but that it is, in measure, immaterial, it is not outside—the expression of an absolute fact, false and misleading. Exercise is the principle means of development in the spiritual as it is in the material world. Admitting that the artistic spirit is inferior, is an instinct if you please, the fact remains, that even instincts are susceptible of cultivation, and the performance of an artistic feat is no less a feat than the performance of a feat of strength. As we have achieved nothing our ideals as measured by the native light of what we might have achieved. In music, the ability to perform the works of art, and that of composing correctly are certainly distinct from the tied-given genius for the art, but it should never be forgotten that the cultivation of the power of genius, cultivates, indirectly, the power of the intellect, that very genuine and love. The fact that the great composers, with perhaps the sole exception of Beethoven, were also good performers, goes to show the truth of our views.

It is, a few months ago, we stated, as one of the objections in the proposed diploma of the proposed National College of Music teachers, that if there were a demand for its diploma, other similar institutions, some good and many bad, would spring up to supply the want; but diploma would mean nothing, it was thought by many that the situation, however valid it is, was not to be ignored in practice. Now, to fore the Music Teachers' National Association has done anything, before the College has even a paper existence and certainly in advance of any diploma or certificate, a rival organization, being put on foot by Mr. Goldbeck, whose proposed "Harmonic Union" is to give diploma or certificate, but no money of feature, etc. And why? If a diploma signed by Mr. Downes is good, why not one signed by Goldbeck? In fact, it is good. It is as good as one, however, whose title will not, if St. Louis alone has already expended more than fifty and sixty thousand dollars, who will be able to count the number of those that will spring like mushrooms, north, south, east and west if it should be discovered that there is a demand for their want? At any rate, that which we see through the fog of the long-lingering year, our ability has already come to us. We may add that we have heard of at least two other similar plans to be put into effect in other cities. The link of diploma, but, not music, is what we hear through all this talk of elevating the standard of the music teaching profession.













# Under the Rainbow

Charles Auchester Op. 32.

Moderato ♩ = 120

B

pp

a tempo

B

Ped. Ped. Ped.

B

Ped. Ped. Ped.

B

Ped. B

cres.

L. II.

B

Ped. Ped. Ped.

B

Ped. Ped. Ped.

cres.

Ped. Ped. Ped.

Copyright - Kessel Bros. 1884

First system of musical notation, featuring a grand staff with treble and bass clefs. The bass line contains four measures, each marked with a fermata and the instruction "Ped.". The treble line contains four measures of complex, multi-voice polyphonic texture with various articulations and dynamics.

Second system of musical notation, continuing the grand staff. The bass line has four measures with "Ped." markings. The treble line continues the polyphonic texture, with a "cresc." marking appearing in the third measure.

Third system of musical notation, continuing the grand staff. The bass line has four measures with "Ped." markings. The treble line continues the polyphonic texture.

Fourth system of musical notation, continuing the grand staff. The bass line has five measures with "Ped." markings. The treble line continues the polyphonic texture. A section marker "B" is placed above the first measure of this system. A "cresc." marking is present in the first measure of the bass line. The system concludes with a double bar line and a "C" time signature change.

Fifth system of musical notation, continuing the grand staff. The bass line has four measures with "Ped." markings. The treble line continues the polyphonic texture. A section marker "B" is placed above the first measure of this system.

System 1: Treble and bass clefs. Treble clef contains a complex melodic line with many beamed notes. Bass clef contains a simpler accompaniment. Dynamics include *mf* and *crs.*. A first ending bracket labeled "1. II" is at the end.

System 2: Treble and bass clefs. Treble clef continues the complex melodic line. Bass clef accompaniment. Dynamics include *mf* and *crs.*.

System 3: Treble and bass clefs. Treble clef continues the complex melodic line. Bass clef accompaniment. Dynamics include *mf* and *crs.*.

System 4: Treble and bass clefs. Treble clef continues the complex melodic line. Bass clef accompaniment. Dynamics include *f*, *do.*, and *crs.*. A copyright symbol is present.

System 5: Treble and bass clefs. Treble clef continues the complex melodic line. Bass clef accompaniment. Dynamics include *crs.*, *do.*, and *pp*. A second ending bracket labeled "II II" is at the end.

*marcato la melodia*

This system contains the first three measures of the piece. The tempo is marked *marcato la melodia*. The music is written for piano with treble and bass staves. Dynamics include piano (*p*) and forte (*f*). Pedal points are indicated by 'Ped.' with a circle below the bass staff.

*a tempo*

This system contains the next three measures. The tempo changes to *a tempo*. Dynamics include piano (*p*) and forte (*f*). Pedal points are indicated by 'Ped.' with a circle below the bass staff.

*Grandioso*

This system contains the final three measures. The tempo is marked *Grandioso*. Dynamics include piano (*p*) and forte (*f*). Pedal points are indicated by 'Ped.' with a circle below the bass staff.

Musical score system 1, featuring a treble and bass clef. The treble clef part contains a complex melodic line with many beamed notes and slurs. The bass clef part has a simpler accompaniment. Dynamics include *ff* and *rit.*. There are several *ped.* markings below the bass line.

Musical score system 2, starting with the tempo marking *al tempo*. It features a treble and bass clef. The treble clef part has a dense, rhythmic texture with many beamed notes. The bass clef part has a steady accompaniment. Dynamics include *ff* and *ped.* markings.

Musical score system 3, continuing the piece. It features a treble and bass clef. The treble clef part has a dense, rhythmic texture with many beamed notes. The bass clef part has a steady accompaniment. Dynamics include *ff* and *ped.* markings. A *riten.* marking is present in the bass line.

Musical score system 4, continuing the piece. It features a treble and bass clef. The treble clef part has a dense, rhythmic texture with many beamed notes. The bass clef part has a steady accompaniment. Dynamics include *ff* and *ped.* markings.

Musical score system 5, continuing the piece. It features a treble and bass clef. The treble clef part has a dense, rhythmic texture with many beamed notes. The bass clef part has a steady accompaniment. Dynamics include *ff* and *ped.* markings. A *riten.* marking is present in the bass line.

First system of musical notation, consisting of a grand staff with treble and bass clefs. The right hand features a complex, multi-measure arpeggiated figure with fingerings 1-2-3-4 and 1-2-3-4. The left hand plays a simple, rhythmic accompaniment. The system is divided into four measures, each labeled with a dynamic marking of *For.*

Second system of musical notation, continuing the piece. The right hand's arpeggiated figure continues with fingerings 1-2-3-4 and 1-2-3-4. The left hand accompaniment remains consistent. The system is divided into four measures, each labeled with a dynamic marking of *For.*

Third system of musical notation. The right hand's arpeggiated figure continues with fingerings 1-2-3-4 and 1-2-3-4. The left hand accompaniment remains consistent. The system is divided into four measures, each labeled with a dynamic marking of *For.*

Fourth system of musical notation. The right hand's arpeggiated figure continues with fingerings 1-2-3-4 and 1-2-3-4. The left hand accompaniment remains consistent. The system is divided into five measures, each labeled with a dynamic marking of *For.*

Fifth system of musical notation. The right hand's arpeggiated figure continues with fingerings 1-2-3-4 and 1-2-3-4. The left hand accompaniment remains consistent. The system is divided into four measures, each labeled with a dynamic marking of *For.*

Handwritten musical score system 1. Treble and bass clefs. Treble clef contains a complex melodic line with many sixteenth notes and slurs. Bass clef contains a simpler accompaniment. Dynamics include *mf* and *f*. A section marker **B** is present. The system ends with the Roman numeral **I. II**.

Handwritten musical score system 2. Treble and bass clefs. Treble clef contains a complex melodic line with many sixteenth notes and slurs. Bass clef contains a simpler accompaniment. Dynamics include *f* and *mf*. A section marker **B** is present.

Handwritten musical score system 3. Treble and bass clefs. Treble clef contains a complex melodic line with many sixteenth notes and slurs. Bass clef contains a simpler accompaniment. Dynamics include *mf* and *f*. A section marker **B** is present.

Handwritten musical score system 4. Treble and bass clefs. Treble clef contains a complex melodic line with many sixteenth notes and slurs. Bass clef contains a simpler accompaniment. Dynamics include *mf* and *f*. A section marker **B** is present.

Handwritten musical score system 5. Treble and bass clefs. Treble clef contains a complex melodic line with many sixteenth notes and slurs. Bass clef contains a simpler accompaniment. Dynamics include *mf*, *dim*, and *f*. A section marker **B** is present. The system ends with the Roman numeral **I**. The lyrics "dim in uen do." are written below the bass clef.

## IL TROVATORE

Verdi.

Carl Sidus Op. 125

Andante  $\text{♩} = 72$ 

Secondo

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# IL TROVATORE

(Verdi.)

Carl Sidus Op. 125.

Andante  $\text{♩} = 72$

Primo.

The musical score is written for piano and consists of five systems of music. Each system contains two staves: a treble clef staff and a bass clef staff. The key signature is one flat (B-flat major or D minor). The time signature is 2/4. The tempo is marked 'Andante' with a metronome marking of quarter note = 72. The score includes various musical notations such as slurs, ties, and dynamic markings. The first system is marked 'p' (piano). The second system has no specific dynamic marking. The third system is marked 'f' (forte). The fourth system is marked 'p' (piano). The fifth system is marked 'pp' (pianissimo). The piece concludes with a double bar line and a repeat sign with first and second endings.



*Forc.* *Primo* *Allegro* ♩ = 138

The musical score is written for piano in 3/4 time. It begins with the tempo marking *Allegro* and a metronome marking of ♩ = 138. The score is divided into two main sections: *Forc.* (Forcissimo) and *Primo*. The *Forc.* section is characterized by dense, rapid sixteenth-note passages in both hands, often with a forte (*f*) or fortissimo (*ff*) dynamic. The *Primo* section features a more varied texture, with the right hand playing chords and moving lines, while the left hand provides a steady accompaniment of eighth or sixteenth notes. The piece concludes with a double bar line and a repeat sign.

Moderato  $\text{♩} = 60$ 

Secondo.

Allegro  $\text{♩} = 96$ .

Moderato  $\text{♩} = 66$  Primo

*p cantabile.* *f*

*mf* Allegro  $\text{♩} = 96$ .

*f*

*f* *ff* *f* *ff*

112

# MARGIE WALTZ.

C. T. STANBIL.

Fine 6-80.

The musical score for "Margie Waltz" is presented in six systems. Each system consists of a treble clef staff and a bass clef staff. The music is written in a 2/4 time signature. The first system begins with a key signature of one sharp (F#) and a tempo marking of "6-80". The score includes various musical notations such as chords, arpeggios, and melodic lines. The word "FINE." is written at the end of the fourth system. The piece concludes with a final cadence in the sixth system.

Musical staff 1: Treble clef contains a melodic line with eighth and sixteenth notes, some beamed together. Bass clef contains a rhythmic accompaniment of chords and single notes.

Musical staff 2: Treble clef continues the melodic line. Bass clef accompaniment includes a *mf* dynamic marking. The piece concludes with a double bar line and repeat dots.

Musical staff 3: Treble clef continues the melodic line. Bass clef accompaniment includes a *mf* dynamic marking. The piece concludes with a double bar line and repeat dots.

Musical staff 4: Treble clef continues the melodic line. Bass clef accompaniment includes a *mf* dynamic marking. The piece concludes with a double bar line and repeat dots.

Musical staff 5: Treble clef continues the melodic line. Bass clef accompaniment includes a *mf* dynamic marking. The piece concludes with a double bar line and repeat dots.

Musical staff 6: Treble clef continues the melodic line. Bass clef accompaniment includes a *mf* dynamic marking. The piece concludes with a double bar line and repeat dots.

Repeat from the beginning to Fine.

# I wrote my Love a Letter.

I HAB MEIN SCHATZ GESCHRIEBA

Revised Edition

Lady Dufforia.

Moderato. ♩ = 88.

First system of piano accompaniment. Treble and bass clefs, 2/4 time signature. The piece begins with a piano (p) dynamic. The melody is in the right hand, and the bass line is in the left hand. The first four measures are marked with 'Ped.' (pedal) below the bass line.

4. So hab I no kein Ant wort nüt, Die Post ist werth kein Plunder, Mi neh.  
3. Beim Schreiba hat mir klopf't mei Herz; Nöt Al - len hab I g'schriebe; I kann  
2 I hab mei. Brief. te x'samne g'falt Und wä - ker - le bit - scht. ret, A mäch.  
1 Ihr Müd - le, horch - et, was I sag' I hab' mein Schatz ge - schriebe; Ist d'Ant.  
*Andante con espressione.*

Second system of piano accompaniment. Treble and bass clefs, 2/4 time signature. The piece continues with a piano (p) dynamic. The melody is in the right hand, and the bass line is in the left hand. The first four measures are marked with 'Ped.' below the bass line.

1. Oh, girls dear, did you ev - er hear, I wrote my love a let - ter, And al -  
2. I wrote it, and I fold - ed it, and put a seal up - on it, 'Twas a  
3. My heart was full, but when I wrote, I dared not put the half in, For the  
4. Now girls would you be - lieve it, that post - man so con - sa - ted, No an -

4. met's au nüt Wan - der Wann's mein Brief ver - lo - ra  
 3. doch nix für's Lie - be, Ob es Freund' mir bringt, ob  
 2. dig's Pet - schaft ist drauf, I weiss, dass ihu z'sam - men  
 1. wort schul - dig blie - ba, A - ber s'ist bei uns kei

1. though he can not read, sure I thought 'twas all the  
 2. seal al - most as big, as the crown of my best  
 2. neigh - bors know I love him, and they're might - ty fond of  
 4. swer will he bring me, though so long as I have

4. hält!... I weiss nüt, wov I den - ku soll Ton  
 3. Schmerz. I hab mie vor die Nach - barn g'scheut Auf  
 2. halt. I will nüt, dass der Pa - stil - lon Soll  
 1. Frag! Du brauchst's kei lang's Stu - di - ra nüt: Es

1. bit - ter, For why should he be pun - shed 'with hard  
 2. bit - ter, For I would not have the post - mas - ter make  
 3. chaff - in', So I dard not write his name out - side for  
 4. wait - ed, But may - be there might be one, for the

4. so am lan - ge Schwei - ga, S'ist wahr, mein Schatz hat frei -  
 3. der Ad - dress ihn z'nen - na; "Die Han - ne an den Schatz"  
 2. drü - ber Späss - la ma - cha, Den geht mein Schatz gar nix  
 1. ist leicht Aus - zu - mes - sa; I hab ihm's ju deut - lig

1. spell - ing in the mat - ter, When the man - ing was so  
 2. his re - marks up - on it, As I'd said in - side the  
 3. fear they would be laugh in' So I wrote "from lit - tle  
 4. ra - son that I sta - ted, That my love can pay - ther

1. ti	Nüt le - sa und schrei - ba g'iernt	Zum
3. heisst's	I müsst nüt ken - na die Leut!	Zum
2. an	Der wött' drü - ber la - che bios.	Zum
1. g'sagt	Dass I tha zum Fres - sa lieb.	Zum

1. plain that I love him faith - ful - ly. I  
 2. let - ter - that I lov'd him faith - ful - ly. I  
 3. Kate to one whom she loves faith - ful - ly." I  
 4. read nor write, but loves me faith - ful - ly. He

3-4. Fres - sa	liebt er - mi	Zum Fres - sa	liebt er - mi	I
1-2. Fres - sa	lieb' I ihn!	Zum Fres - sa	lieb' I ihn!	Er

1-2-3 love him faith - ful - ly I love him faith - ful - ly I  
 4 love him faith - ful - ly I love him faith - ful - ly I

3-4. weiss es, oh, I weiss es,	Ob er au gar nix sagt.
1-2. weiss es, oh, er weiss es,	Ob I au gar nix sag'."

1-2-3 love him and he know - it With - out one word from me.  
 4. know where 'er my love is That he is true to me.

117

# Pure as Snow.

Revised and fingered by Chas. Kunkel.

(Edelweiss)

Gustave Lange Op. 31.

*Andantino tranquillo* ♩ = 72

*dolce*

*Andantino tranquillo* ♩ = 72  
*dolce*

*Andantino tranquillo* ♩ = 72  
*dolce*

*Andantino tranquillo* ♩ = 72  
*Leggiero.*

*Andantino tranquillo* ♩ = 72  
*Leggiero.*

*Andantino tranquillo* ♩ = 72  
*Leggiero.*

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First system of musical notation, featuring a treble and bass clef. The music consists of dense, multi-measure chords and arpeggiated patterns, primarily in the bass register. The notation includes various accidentals and dynamic markings such as *f* and *rit.*

Second system of musical notation, continuing the dense, multi-measure chords and arpeggiated patterns from the first system. It includes dynamic markings like *f* and *rit.*

Third system of musical notation, continuing the dense, multi-measure chords and arpeggiated patterns. It includes dynamic markings like *f* and *rit.*

Fourth system of musical notation, continuing the dense, multi-measure chords and arpeggiated patterns. It includes dynamic markings like *f* and *rit.*

Fifth system of musical notation, concluding the piece. It features a large, sweeping melodic line in the treble clef, marked with a *p* dynamic. The bass clef continues with dense chords. The system ends with a double bar line and a final chord.

*leggiero.*

The first system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of two flats (B-flat and E-flat). It features a series of sixteenth-note chords, each with a slur and a fingering number (1 or 2) above it. The lower staff is in bass clef and contains a simple accompaniment of quarter notes.

The second system continues the piece with similar notation. The upper staff has slurred sixteenth-note chords with fingering numbers. The lower staff continues with quarter-note accompaniment.

The third system introduces a change in the upper staff, which now contains eighth-note chords with slurs and fingering numbers. The lower staff continues with quarter-note accompaniment.

The fourth system features a more complex texture. The upper staff has sixteenth-note chords with slurs and fingering numbers. The lower staff continues with quarter-note accompaniment.

The fifth system concludes the piece. The upper staff has sixteenth-note chords with slurs and fingering numbers. The lower staff continues with quarter-note accompaniment. The system ends with a double bar line and repeat signs.



First system of musical notation. It consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The music is written in 2/4 time. The upper staff features a complex melodic line with many sixteenth notes, some beamed together, and some notes with slurs. The lower staff provides a harmonic accompaniment with chords and single notes. There are several dynamic markings, including 'f' (forte) and 'p' (piano), and a 'Ped.' (pedal) marking. A circled '11' is written above the first measure of the upper staff.

Second system of musical notation, continuing the piece. It follows the same grand staff format. The melodic line in the upper staff continues with intricate sixteenth-note patterns. The bass line remains accompanimental. Dynamic markings and 'Ped.' instructions are present throughout the system.

Third system of musical notation. The upper staff shows a continuation of the melodic development. There are some rests in the upper staff in the second measure. The bass line continues with its accompanimental role. Dynamic markings and 'Ped.' instructions are present.

Fourth system of musical notation. The melodic line in the upper staff becomes more rhythmic and repetitive in some sections. The bass line continues with its accompanimental role. Dynamic markings and 'Ped.' instructions are present.

Fifth system of musical notation, the final system on the page. It concludes the piece with a final cadence in the upper staff and a sustained bass line. Dynamic markings and 'Ped.' instructions are present.

The first system of musical notation consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The music is written in a key signature of one flat (B-flat) and a common time signature (C). The upper staff features a melodic line with eighth and sixteenth notes, often beamed together. The lower staff provides a harmonic accompaniment with chords and moving bass lines. The system concludes with a double bar line.

The second system of musical notation continues the piece. It features similar melodic and harmonic textures. The upper staff has a more active melodic line with frequent sixteenth-note patterns. The lower staff maintains a steady accompaniment. The system ends with a double bar line.

The third system of musical notation shows further development of the musical themes. The upper staff includes some triplet-like rhythmic figures. The lower staff continues with a consistent accompaniment. The system concludes with a double bar line.

The fourth system of musical notation continues the melodic and harmonic progression. The upper staff features a mix of eighth and sixteenth notes. The lower staff provides a solid accompaniment. The system ends with a double bar line.

The fifth system of musical notation is the final system on the page. It features a more complex melodic line in the upper staff, including some sixteenth-note runs. The lower staff continues with the accompaniment. The system concludes with a double bar line and a final chord in the bass clef.



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