

A FEW SUGGESTIONS
TO AID YOU
AND YOUR CHILD
IN HIS MUSIC STUDIES

THE PALAMA SETTLEMENT MUSIC SCHOOL

810 No. Vineyard Street

Honolulu

Dear Parents,

We welcome you to our Palama Music School Program. You and your child's music teacher and our staff must now combine our best efforts to develop your child's exploratory interest in music into a skill that will assist him in many ways in his development.

IT WILL TEACH HIM A SOCIALLY USEFUL SKILL.

IT WILL GIVE HIM NEW AND COMPATIBLE FRIENDS OF SIMILAR INTEREST.

IT WILL STRENGTHEN HIS SELF CONFIDENCE AND DEVELOP POISE.

IT WILL TEACH HIM THE ART OF COOPERATION AND SHARING.

IT WILL BEGIN AN APPRECIATION OF MUSIC AS AN ART WHICH WILL BROADEN HIS PERSPECTIVES AND APPRECIATION OF NOT ONLY OUR NATIONAL CULTURE BUT OF THOSE OF OTHER PEOPLES.

WITH YOUR HELP, THIS NEW MUSIC INTEREST WILL GIVE HIM NEW STATURE AND RESPECT IN THE FAMILY CIRCLE.

On the following pages we have put down a number of suggestions which may help you over some rough spots with your child's music studies. Please keep this little folder where it is convenient for an occasional reading. Some of these points may appear more meaningful as you and your child get farther along with his or her interest.

The Parent who is vitally interested in his child's development and advancement in music will do the following things:

1. Listen to his playing whenever possible and sing songs or tunes which he can accompany.

2. Comment favorably whenever possible on his playing.

3. Encourage him to go over his pieces or exercise again, pointing out the value that practice is needed to train hands, eyes and muscles.

4. Check the items in his music book that are to be accomplished for the next lesson **AHEAD OF TIME** so that he is sure to have covered all that was assigned. Also see that he brings his music the day of the lessons.

5. Expect your child to practice regularly even if it is only 4 or 5 minutes a day at first. It is far more important to get two or three or more times a day of a few minutes each than a long half hour or more at a time. This is especially true in the early stages. Later he will want to practice longer periods to fulfill the lesson assignment.

6. Help him to set a regular and agreeable time for practice every day that does not conflict with his favorite TV program or the team baseball practice. If possible, let it be the same time each day to set up a regular practice habit.



7. If the practice schedule falls apart, find out why. It may be a scheduling problem, on unclear lesson assignment, a conflict in interests, or interference from others in the family.

8. Attend recitals and programs whenever possible. Occassionally visit and observe the lessons.

9. Have as much good material relating to music around the house as possible. Records, sheet music, collections, books about composers, and musical subjects, for example, and share his interest in these things yourself.

10. From time-to-time, show your interest by bringing home new music, records, or books. Remember that your child must feel that you and the family are "with" him in his interest. If he feels that he is struggling along alone or without helpful interest from the rest of the family he may eventually give up. The Palama music library has a supply of records and books for free use by students.

11. If a serious problem develops concerning the assignment during the week do not hesitate to call in the Music School for help or send your child in for a short visit with the teacher to iron things out.



Here are a few "DON'TS" for parents in connection with practicing:

1. Don't nag a child into practicing. This immediately sets up a feeling of antagonism, and creates an unpleasant association with music in general.

2. Don't expect a first year pupil to do much profound practicing. After all, a beginner has very little knowledge to work with and the matter of "Teaching a Child to Practice" is just as important as the subject-matter involved.

3. Don't criticize a child in front of his teacher. This places you and the child and the teacher in an embarrassing position. If the teacher takes "sides" with the parent, the child resents it, and if the teacher takes "sides" with the pupil, the mother resents it. It is always better for the parent and the teacher to discuss matters of this type privately.

4. If you are a parent who knows how to play the piano, don't try to inflict your ideas of how a certain thing should be done (however correct you are) on the child, for in his estimation there is only one correct way of doing the job and that is the way the teacher has taught him (however right or wrong).

5. Don't keep the Radio or the Television set going while a child is trying to practice. Help create an atmosphere in the home conducive to serious practice.

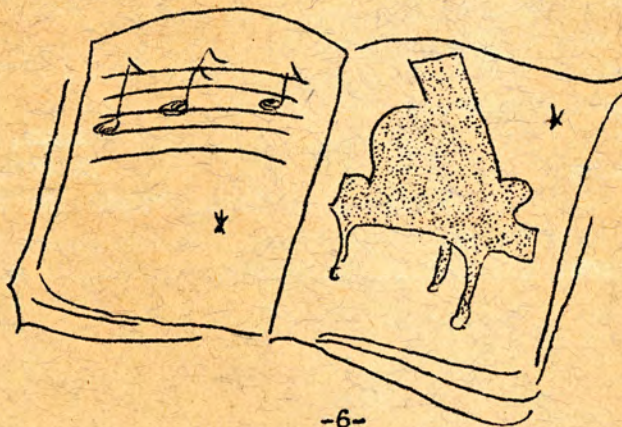
On the Attitude of Parents Toward Practicing

On the Attitude of the Child Toward Practicing

The young inexperienced pupil goes over a piece or exercise once and feels that his work is completed. As one advances, however, one realizes the need of more concentrated and detailed practice.

A piece or exercise should never be practiced faster than its hardest passages can be played. Stumbling from measure to measure makes for "bumpy" playing, and fluency of technique can be built up only by slow practice at first and later increasing the speed.

The old idea that one should practice an hour or two hours a day, is not keeping with progressive thought. Rather than "eyeing" the clock, emphasis should be placed on thoroughly going over the material in assignment book whether it takes half an hour or three hours.



PALAMA SETTLEMENT

MUSIC SCHOOL

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