

MUSIC SCHOOL ANNUAL REPORT FOR 1949

Miss Dorothy Allen, in charge, director.
Miss Ernest Overton, Assistant Teacher

The year 1949 in comparison with the preceding year proves to be a year of success and growth in many ways: educational and musical growth, more effective musical service to community, increased attendance and definite steps taken in formulating school policy.

Miss Hawthorne, Teacher
Miss Hope Linger, teacher on leave studying in Paris.

Educational Musical Growth.
Decided growth in comprehension and retention of material learned was more evident in the third year than in the first year since the school was established. This growth is made possible through required Theory Classes, which requirement ~~makes this music school unique.~~ *was unique* ~~We are able to do this which other music school are not able to do.~~

Community Interest in Music.

Community interest in music was *captured* *sustained* aroused and retained through many means:

Harp recital
~~The~~ public recitals offered ~~were~~ *which were* varied and interesting ~~such as~~ *such as* Harpsichord, Dance Recital of 16th. to 18th. Century, Dance Forms, Violin, and Faculty Recital of Piano, *voice* Voice and Clarinet. *For the Spring of a women's* choral ensemble, harpists, and other instruments will be presented *as a continuation of this recital program.*

"Music for the Community".

A "Music for the Community" class was offered to the parents of music school students and other adults not only as a service to the community but to serve as a means of bringing about more effective musical development in the children through parents who understand and enjoy music themselves and also to prove to adults that music is not lost to them simply because they have not had it in their youth.

Publicity.

There was a more frequent use of publicity sent out to bring about an awareness in the city of the music school ~~as an entity.~~ *and its curriculum.*

Increased Attendance.

Total attendance 1949 as compared with that of the first year 1946 shows an increase of almost 2,000. For the year 1949 attendance was as follows:

Attendance 1949 (Continued)

Number of practice periods	2,762
Number of private piano and voice lessons	2,586
Number of class attendance	6,850
Concerts	788
Music for the Community	112
Advisory Committee meetings (6)	37
Total Attendance	<u>13,135</u>

Advisory Committee.

The Advisory Committee met six times and have formulated a statements of policy, concerning Origin, Organization, Purpose, Admission, and Scholarship. There is still considerable work to be done in the year 1950 before the policy will be completed.

Curriculum.

The required *The theory of* theory class spoken of under educational growth includes ~~Theoretical~~ Harmony, Sightsinging, Eartraining and Keyboard Harmony. History and Appreciation are required of advanced students.

"Music for the Young"

"Music for the Young" class was resumed with great success. This is chiefly a summer course for the children between the ages of four to seven. Private lessons are given in piano and voice. Lessons in other instruments will be given when they are requested. *Children learned rhythms then the use of a toy orchestra*

has this simple back games and songs.

Student Activities.

The students were taken to the Music Festival at the University of Hawaii, the Mass in B Minor and the Messiah to encourage increased attendance at concerts and for the sake of learning through observation.

A Music Camp Scholarship was awarded to the student with the highest scholastic standing in June. This Camp Scholarship and membership in an organization called the G Clef Club for students with high scholastic standing are two of the many incentives for better efforts in studies. Monthly class room recitals are held to give ~~poise~~ *assurance* and practice in performance.

Problems and Needs.

The problems and needs are not impossible to meet but are such as will take time, money and education.

Because many of our students come from homes which are of first or second generation immigrants there is this to contend with - their thinking that music is not essential, a luxury,

except a lack of awareness of the importance of music in the lives of their children.

is considered to be

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Problems and Needs (Continued)

It is not considered to
and cultural advantage it is true, but not as important ~~as~~ *as* English or language school. Music then takes a back seat and is treated rather indifferently. This will be remedied as the later generations of educated and modern-thinking parents realize the necessity and value of music and will be adamant but gentle in helping their children persist in a musical education which is just as essential if not more so towards a healthy development of one's personality. Towards this end an appeal and solution is being worked out now in attempting to give far-sighted and interested parents a chance to further their childrens music development in the "Music for the Community" class.

Problems and needs ~~soluble through money~~ are the following:

There is need for an extra class-room and ~~facilities~~ *another*, ~~one~~ practice piano, and funds for our scholarship pupils. There are seven pupils on scholarship, present funds will take them to the end of January. After that there are no funds for their lessons.

Future Plans.

As a Music School a musical goal is all that is required of it but as a Settlement Music School the purpose and goal is changed considerably. As a Settlement Music School we must seek to ~~embrace~~ *include* the seemingly average and the non-talented as well as the musical genius. The maladjusted as well as the normal. We must ~~prove~~ *demonstrate* that music has something to offer to everyone. To accomplish this takes long-range planning and a long period of time. Music in Honolulu is very embryonic in its stage of development although ~~great~~ *some* strides have been taken in the last two years. This development has taken place mostly because and among people of considerable education and cultural background which is not true of all who live in the neighborhood of Palama. There are a few but not enough to render successful a full and extensive program which should be in operation in the Music Department of a Settlement House. A program has been offered in the past but died down because the time was not yet ripe. People enjoy music it is true but there are not yet enough people interested to the extent that they want to devote an evening a week consistently to it. It is possible to offer classes because classes do not necessitate a large attendance to survive whereas musical organizations such as choral groups and instrumental courses do. It is the vision and hope of the Settlement that our program be expanded ~~to~~ *to* that of a full afternoon and evening program. We will work zealously and diligently towards that end with patience knowing that such a state will not come about easily or soon.

*Unadaptable
in Honolulu
to the last
2 yrs.*

*This is
downright
for the large
audience
and gather
all the
music school
auditorium
for the parents*

*As that many kinds of
instruments may be taught
and choral groups developed.*

Continue to expand
Respectfully Submitted

Dorothy Chew