JOURNAL AMERICAN VIOLA SOCIETY

Chapter of

THE INTERNATIONAL VIOLA SOCIETY

Association for the Promotion of Viola Performance and Research

Vol. 4 No. 1

Spring 1988



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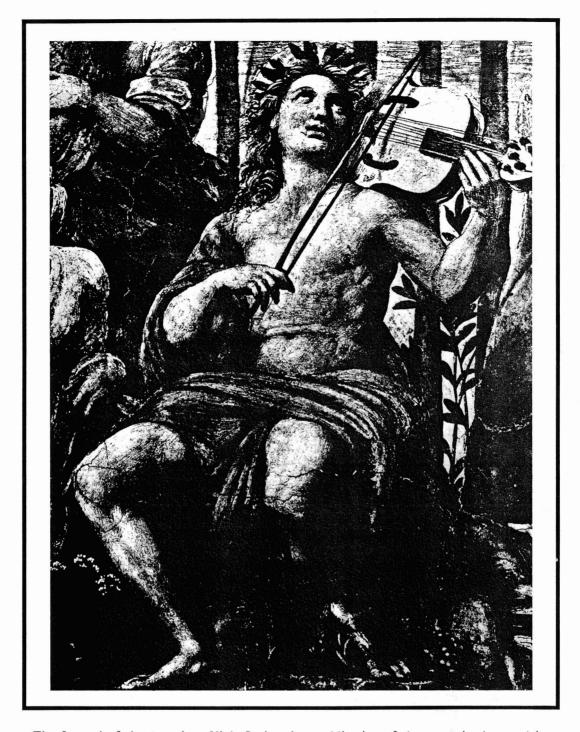
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TEACHING: QUESTIONING, IMAGERY AND EXPLORATION

bу

KATHRYN PLUMMER

As a teacher, I am not trying to produce more Primroses. I am looking for progress; period. One student's progress may take him to Carnegie Hall and another's may create an enthusiastic and intelligent concert goer. Both are great rewards for the teacher as I see it.

In some respects I am a rather conventional teacher. I use old and tried methods, such as Flesch, Sevcik, Schradieck, and Kreutzer. My teaching repertoire includes most of the standard works, but in tailoring my teaching to meet my students' specific needs, I try to be as creative and imaginative as possible. A teacher has to be willing to run the gamut of ideas from the tested to the unorthodox. I feel there are few boring students, truly only bored teachers who have given up searching for that magical word or idea that a particular student needs. In the teacher's behalf, the student must, of course, be receptive and eager to learn. If those ingredients are not inherent or cannot be awakened, then that student won't fit in my class.

It is impossible for me to encapsulate my teaching methods in a short space, but one aspect I want to address is the use of the Socratic approach in teaching. Teachers have basically two options: telling students what needs to be improved in their playing or questioning them in a manner that will reveal to them a clear understanding of a truth. I feel that if you can lead a student to a revelation, it makes a much greater impact and opens the way to faster progress. In essence you are teaching the student to think for himself. The

Socratic method can be successful with all ages. In the case of a ten year old violist whose first lesson showed signs of very poor concentration, I asked a series of questions beginning with. "Where do you practice and what is the atmosphere?" (As I suspected, it was amid the chaos of the typical American family with siblings frequently interrupting and noise from the television or radio inescapably interfering). "When do you practice?" (It was usually later in the evening after he was already tired from homework and a long day). "Do your parents keep a critical ear to the door expecting only 'concert-ready' sounds?" (His affirmative indicated concern that he was not pleasing his parents and thus not completely focusing on his practice). "How long do you practice and how many breaks do you take?" (His breaks often exceeded his actual practice time!). After these and a few other leading questions, he smiled at me sheepishly and then together we drew up some guidelines on practicing. I feel it is crucial to involve the student in the process of finding solutions.

Self Criticism

I frequently ask my students where they think their strengths and weaknesses lie, both generally and specifically relating to the particular piece they are playing. Often their responses show an exaggerated concern over relatively minor problems while failing to focus on the major ones. Moreover, they don't recognize and appreciate their strongest points. Their own assessment helps me understand and evaluate them much more effectively and gives me direction on how best to proceed. Some students have no idea how to recognize their those, a gentle mimic can quickly demonstrate the problem. Sometimes I play a game of role reversal. I imitate the student as accurately and fairly as possible and have the student teach me! Another successful method is to tape





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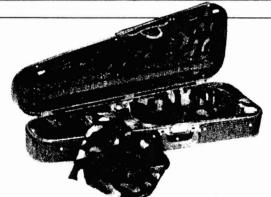


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record the student and have him try to objectively critique the playing.

I love to ask students how they feel about the music they are playing and whether they think they are interpreting the music as the composer might have intended. Sometimes they are brilliantly articulate and other times totally void of imagination. With repeated questioning I can usually get responses to come forth from even the most reticent student. Asking a student to describe what the piece is not saying can be a good first step. By starting with the obvious, I help the student gradually center on more elusive feelings and concepts. I encourage students to try to put themselves "in the composer's shoes" and imagine what he must have felt when writing the piece. Some biographical and general historical knowledge is essential.

Another exercise is having student attempt to describe how a certain technical motion is analogous to something unrelated to viola playing or to music in general. If they can isolate the motion and reproduce it without the viola, they come back to the instrument with greater understanding and freedom. Finding analogous motions can be very challenging but lots of fun. Sporting events, dancing, cooking, carpentry--you name it--can all be drawn upon. Applying an image to a technical problem can also have a wonderful effect in changing a student's perception. For example, with a student who grips his left thumb and finger during a shift, I tell him to imagine his left hand coated in automotive oil. Coupled with sound technical analysis and advice, the use of imagery can be remarkably helpful.

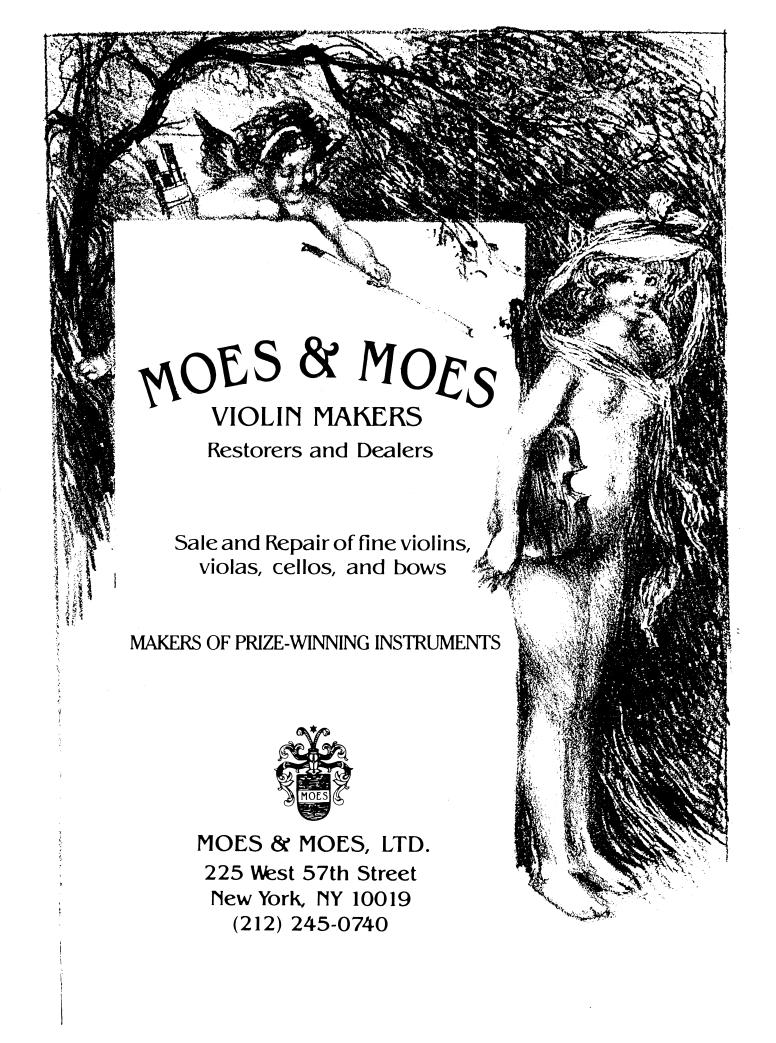
A Helpful List

One final point I want to emphasize is the teacher's obligation to explore different means to help students. Both the student and the teacher benefit from this and it certainly keeps teaching

from becoming routine. I will list a few varied examples of ideas I have stressed in more recent years. Without the benefit of explanation, some of these ideas may forfeit creditability. I hope that this list serves as an incentive for those teachers who have lost some of their original zest for teaching.

- 1. I challenge students to search and discover their personal convictions of music.
- 2. Some students greatly benefit from learning relaxation through yoga or from studying such methods as the Alexander Technique.
- 3. Related to tension reduction, I instruct students to practice intermittently in a big cushy arm chair or propped up in bed.
- 4. I insist that they be able to walk in rhythm as they play and be able to count aloud through complicated passages.
- 5. I teach them various ways to use the metronome without letting it become a crutch. (One student made tremendous progress after practicing with a click track I prepared for her of the Meditation by Bloch).
- 6. I keep and use a tape recorder at my side when I teach. Sometimes I assign the student to make weekly recordings of his practice.
- 7. I encourage most of my students to practice special left hand exercises senza bow while watching TV or reading. I encourage the same for certain bow grip exercises. These exercises should not take time away from actual practice, for they require minimal, if any, concentration. I myself have made fine progress in my own left hand technique while traveling across





William Primrose, and Walter Trampler.

country (holding an inexpensive viola, I might add). Some of the train compartments in Europe are also very conducive to good practice. On a train from Berlin to Cologne I gave a mini concert for an East German conductor, i.e., train conductor!

- 8. In general, I encourage students to utilize "dead time" for something musically constructive. Trying to mentally visualize a piece for the aid of memorization is an excellent use of the time while waiting for a bus or standing in a long grocery store line.
- 9. For violinists having trouble reading alto clef, I suggest they carry a xeroxed page of viola music in their pocket or purse and look at it several times throughout the day to become familiar with the notes.
- 10. For students without perfect pitch, I ask them to keep a tuning fork in the car so while listening to the radio they can try to determine the keys of the music being broadcast.

These are but a few examples. There is no magic formula to teaching; no one method that guarantees success for every student. The only assurance I give as a teacher is in the form of a commitment: a promise to do the best possible for each student. I have yet to have two students alike. That is why it is a teacher's obligation to continue searching for new, innovative ways. The imaginative mind is limitless.

Kathryn Plummer teaches at the Blair School of Music, Vanderbilt University, and was for thirteen years the violist of the Blair String Quartet. She was formerly assistant principal violist of the Cincinnati Symphony and a member of the Casals Orchestra in Puerto Rico. Her teachers were David Dawson,

WRITING FOR THE VIOLA, NOT AGAINST IT

by

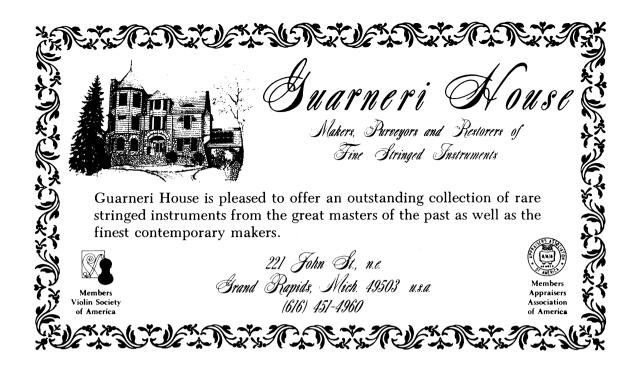
Alan Shulman

There is a good reason why the French scores read alto; that precisely describes the Viola. I feel the same way about my instrument, the cello: both are not exclusively A-string instruments. Entirely too much music is composed for the upper positions on these instruments. As a result of the shortened string length, the sound becomes tight and constrained. Idiomatic writing is the order of the day. If you want the sound of the "95th" position, write for the violin!

At the XIV International Viola Congress in Ann Arbor, I yearned-mostly in vain--for the sound of the two lower strings. When it too infrequently occurred, it was as if I was bathed in velvet. In this regard, Smetana achieved perfection in the quartet Aus meinem Leben, Brahms in his quartet, op. 67 and the quintet, op. 111, and Debussy in his quartet. As a composer I always consulted with colleagues as to the playability of a passage (not only violists, but all the instrumentalists of the orchestra). Sometimes the addition or deletion of a note will make for more comfort and will not disturb musical values.

The full symphony is too heavy for a viola soloist to cut through, no matter how big his tone. If you want the violist to be heard, a chamber orchestra or wind octet, or string orchestra with one added instrument—preferably harp—is sufficient, in my opinion. Yes, the reader will ask, but





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what about the Walton, Bartók and Hindemith concertos, for instance? It can be done, but only if there is a sensitive accompanist on the podium, ready to assume a subordinate role—an idea not always easily achieved. I also love a huge tonal palette, but with a viola soloist, it must be as a SUPPORT-ING CAST.

Early Start

I started composing when I was ten years old. I loved chamber music, and we used to have quartets at our house in Brooklyn practically every week. I started to write little arrangements for string quartet. We would play through a quartet by Haydn, or a Beethoven quartet, and then before we broke up. I would generally present a chart." We tried it over, and one thing led to the other until in 1933, our efforts were called to the attention of a producer at NBC and our quartet went on the air with the horrible name of the "Sweet Rhythm String Quartet" playing popular arrangements. I knew loved Kern, Gershwin, Rodgers, Cole Porter, and others. These were the giants of popular song. I consider Jerome Kern to be the Franz Schubert of popular song. I was brought up in that atmosphere and I loved jazz, too. I heard all the great black bands, and I think I learned a lot from them.

After graduating from Juilliard, I joined the NBC Symphony under Toscanini, and I also took lessons from the great Emanuel Feuermann. I studied composition with Paul Hindemith and played in the Stuyvesant Quartet.

Among violists, I am known for three works: Suite for Solo Viola (1953, Swanee Press), Variations for Viola and Piano/Orchestra (1940, Chappell), and Variations for Viola, Harp and Strings (1984).

The Suite for Solo Viola is dedicated to my good friend Milton Preves, former

principal violist of the Chicago Symphony Orchestra. The fourmovement suite has no program, but the second and third movements were influenced by sounds of nature. In the second movement, the sixteenth note passage followed by an eighth (Pochissimo più mosso, measure 16) is based on a bird call I heard in southwest Maine during a summer I spent composing there. The Vivo is based on the sounds I heard, also in Maine, during a severe windstorm in late August, nearing equinoctial time; thus the reference "wind through the trees."

My Theme and Variations for Viola and Piano/Orchestra was premiered by Emanuel Vardi and Vivian Rivkin at Town Hall, New York City on Febraury 17, 1941. Vardi and the NBC Symphony under Frank Black, gave the first orchestral performance over the NBC network on 11 March 1941. The work has since become standard repertoire. Some of its performers have included William Primrose, David Dawson, Milton Preyes, Milton Thomas, Nathan Gordon, Milton Katims, Joseph de Pasquale, Max Aronoff, Michael Tree, Karen Tuttle, Kim Kaskashian, Carlton Cooley, Yizhak Schotten, Paul Doktor, Walter Trampler, Oscar Shumsky, Toby Appel, Paul Neubauer, Ernst Wallfisch, Richard Young, David Schwartz, etc. It's wide acceptance naturally makes a composer feel good.

A Second Set

In the early 1980's I decided to write a second set of Variations. After almost a half century, my style naturally has changed. But there was a desire to write a conservative work as a companion piece to the 1940. Thus the Variations (1981, revised 1984) came into being and had their first performance with orchestra at the Ann Arbor Congress.

The work is dedicated to the



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memory of the late David Dawson. Dave and I were fellow students at Juilliard in the early 1930's, and our friendship--and occasional collaboration in chamber music started at NBC--lasted until his death. He was an elegant artist with a sound comparable to Tertis's, and like Bill Primrose (if my memory serves me correctly), he was a cracker jack pingpong player. His students at Indiana University revered him, and we enjoyed the fruits of his labor in his former student, Kathryn Plummer, who performed the Variations at the congress. The new work compared with the 1940 Variations has one difference, possibly two. It is almost more virtuosic than the first set, and one of the variations has a touch of jazz in it. Also, the harp plays a more prominent part.

The 1940 Variations were scored for full symphony, and subsequently rescored for string orchestra and harp. I decided to utilize the latter scoring in the new Variations so the viola could be more prominently displayed.

In my youth, I was tremendously taken by French impressionists. Subsequently, I have been influenced by many national schools. I feel that the fewer notes I put into a score, the better I like it. I do not approve of the school that camouflages a paucity of music ideas under a barrage of orchestration. I also feel that there is too much "intellectual" music being written today. That doesn't mean that one should necessarily "write down" to an audience; it means that the lay person (who represents the majority of music lovers) wants an aural satisfaction which will arouse his emotions. He must have something to grasp and retain-namely, a tune.

Alan Shulman studied cello with Felix Salmond and composition with Bernard Wagenaar at the Juilliard School. He joined the NBC Symphony under

Toscanini and later became principal arranger for Wilfred Pelletier, director of the Metropolitan Auditions of the Air. As a teacher, he has been associated with Sarah Lawrence College. the Juilliard School, and other institutions. He has enriched the viola repertoire, and of his Theme and Variations (1940), Felix Borowski of the Chicago Sun wrote: "Shulman wrote gratefully and, on occasion, brilliantly, for the instrument. He knew its strongest points and made a great show with them; but he knew the orchestra as well, and caused it to be more than mere background."

THE STORY OF

VIOLA WORLD

Robert Mandell

In the quaint colonial town of Huntington on Long Island, New York, a noteworthy contribution to viola literature is taking place. From the pen of the American composer, arranger, string player and teacher, Alan Arnold, more than sixty publications have flowed in a short nine year period. Devoted entirely to enhancing the repertoire of the viola as a recital instrument, the new publications all appear under the name "Viola World."

All these publications are skillful transcriptions for viola and piano of classic repertoire borrowed from string and non-string sources of music composed between the 18th and 20th centuries.

While the initial reaction of today's purist may be to frown upon the idea of transcriptions, one can immediately point to Bach's transcriptions Vivaldi, Beethoven's transcription of his D-major violin concerto. Brahms transcriptions both his clarinet of for viola, and Schubert's "Arpeggione" Sonata written for a now



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extinct instrument, but kept alive through transcriptions for both cello and viola. Indeed "transcription" was an honored and esteemed practice up until the middle of the 20th century, when, with the coming of the technical revolution in recording via tape and the long playing record, the theorist/performer came to the fore, and with him a reaction of puritan intensity with what was and what was not acceptable in terms of musical presentation.

Between the years 1953-1985 Alan Arnold was a principal teacher of strings in New York City and later on Long Island. An accomplished violist, he quickly became aware of the lack of literature for the various levels of competence required by viola students. His solution was direct and simple. As a skilled composer and arranger he would write material to fill his needs. Equally important was that his young students be exposed to the music of great composers, which led him to transcribe classic violin literature for the viola. He showed transcriptions for his more advanced students to his colleagues in the music profession. The general response was that of admiration and, on occasion, a request was made for the loan of a transcription for recital purposes. School teaching, followed by afternoons of private teaching and performing as an orchestral player, left Arnold little time to nurture the seed he had planted. Consequently, his output was sporadic over the succeeding years.

Lincer's Encouragement

In the mid 1970's, Arnold made the acquaintance of William Lincer. Lincer had only recently retired as principal violist of the New York Philharmonic. Arnold showed some of his viola transcriptions to Lincer and the noted violist's response was immediate, declaring an interest in editing these works, the first edited publications appearing on the Viola World list.

Alan Arnold brought his new publications to the distinguished music house of Joseph Patelson in New York City. Patelson agreed to carry the line on a limited basis to judge general reaction. The response was encouraging, not only for re-orders of existing publications, but for new publications as well.

Arnold had divided his catalogue three tiers: solo repertoire, ensemble repertoire and pedagogical studies. In the solo repertoire, major classics such as Bach's "Chromatic Fantasy and Fugue," Tartini's "Devil's Trill" Sonata and the six sonatas by Paganini were juxtaposed with lighter works, such as Debussy's "Girl with the Flaxen Hair," Ibert's "Little White Donkey" and Wieniawski's "Scherzo-Tarantella." In the ensemble repertoire, Vivaldi's "Concerto for Four Violins" was transcribed for four violas as were two Telemann concertos and twelve duets of Mozart. The pedagogical side of publishing also proved an immense success with large demand for Tartini's "The Art of Bowing" and Blumenstengal's "Viola Scale Technique."

Broad Response

Alan Arnold now began to attend international viola congresses in the United States and Canada, Arnold's publications were usually sold out in short order. At his home base in Long Island the pattern of daily orders changed to include not only performers and teachers, but music dealers from all over North America. The reputation of Viola World soon began to spread internationally with orders from Central and South American, Europe and the Orient. The increasing demand for Viola World publications brought Arnold to the decision to retire from teaching and devote himself entirely to the international expansion of Viola World. Bosworth & Company of England now distributes Viola World in the U.K. and Europe, and Viola World publications





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can be found on the shelves of music stores, libraries and conservatories in Korea, Hong Kong and Japan.

Over the years, the general neglect of the viola literature by international publishers helped to create the climate of success that has greeted Viola World publications. The concept of concentrating a publishing house's output on a single instrument is, however, not in itself new. It was the overall pressing need for publications of quality, drawing upon distinguished repertoire, that formed the foundation of Viola World's sustained success.

The case for Viola World is reinforced if one considers that the artistic basis of its transcriptions of the classics is not merely the reproduction of music from one instrumental form to another to suit a particular performer's talents a special celebratory occasion. Rather, it is an effort to strengthen a wider and more balanced repertoire for a major instrument whose musical worth has been underestimated for more than 200 years. If, in the future, viola players cease to be viewed cynically as "failed violinists," but rather as great exponents of a great instrument, it will be due in part to the efforts of musicians like Alan Arnold who took a career risk to open up new possibilities for the instrument with his Viola World.

Robert Mandell studied at the Juilliard School and conducted at Tanglewood. He became a special associate to Leonard Bernstein on his awardwinning TV series "Omnibus," and his "Young People's Concerts." Since 1968 Mr. Mandell has resided in Englandwhere he is today a noted conductor, broadcaster, composer, orchestrator and writer on music.



WILLIAM MAGERS

by

ROSEMARY GLYDE

Editor's Note: This is the fifth in a series of articles by the author on prominent violists and those who have had influence in our field.

There is always a first time for everybody. I went to Arizona this last February for the first time, a trip that enabled me to meet one of our distinguished AVS members, Dr. William Magers.

Dr. Magers met me in the lobby of my hotel. A comfortable, silver-haired gentleman, he is immediately likable with a congenial, affable way about him. We left for the half-hour ride from Phoenix to Arizona State University at Tempe.

For a newcomer to Arizona, the ride to Tempe was fascinating-flat plains interspersed with the sudden rise of sharp peaks, first Squaw Peak, then the range in the distance known as the McDowell Range. Definitely western, earth colors abound: beige sand, red clay, imported palms. Great Saguaro cacti shooting up from time to time, flat orphan roofs, adobe-colored homes.

The entrance to the University is architecturally. Almost imstrong mediately rises the Gammage Auditorium which was designed for the imminentlyto-be-dethroned Shah of Iran, but ultimately found its way to University. The color of deep red clay marks this prominent building with encircling decorative crescents at its apex. The Music Building, just across the way from Gammage, is of the same red clay color and built in the round. Just seventeen years old, it was designed by Wesley Peters (son-in-law at one time of Frank Lloyd Wright.)





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Publisher: Julius Schönwetter jun. A-8230 Hartberg, Michaeligasse 26, Austria After a brief elevator ride and walk down the circling hallway, we came to Dr. Mager's office. Bill informed me that the University has 42,000 students, making it one of the largest schools in the West. The Music Department has six hundred students, two-thirds of whom are undergraduates.

Bill's office is lined with Indian wallhangings, one from Mexico, others from Arizona and Guatemala. There is an old Navajo rug and gifts from friends and students. A viola pillow (my first!) adorns a far wall; signed photos of friends and colleagues, including our own AVS Vice-President Louis Kievman. and our English colleague, Nannie Jamieson, are on his desk. A framed copy of Halsey Steven's Unaccompanied Lullaby is above the desk. (Halsey Stevens was on Bill's doctoral committee.) There is even a floridly adorned viola thermometer from China atop the vast collection of books and music files.

We toured the music building. The larger concert hall is again in the circular treatment and "favours the treble," Bill told me. The Juilliard Quartet had only just performed there in the last week, and Sam Rhodes had given a master class as well. Bill showed me a program of the class. A large and impressive program, Bill's students played a wide range of repertoire, and "all from memory." The strength of his class is formidable.

The smaller concert hall is inviting, again in the round, slopping to the stage and rising to a wrap-around terrace used for concert receptions. Bill told me it was soon to be refurbished. Though not perfect, it appeared in fine shape. Again as we entered the stairwell, Bill apologized for the lack of "polish," but it seemed not so lacking. For a seventeen-year-old building, it has not of the wear compared to the wear-and-tear suffered by our schools back East.

His Background

learned that Bill set up residence in Arizona because he feels truly at home in western climes. He grew up in northern California, in Santa Rosa, just north of San Francisco. He presently lives in Tempe, just three-and-a-half miles from the University, though he says he is practically never there owing to his teaching schedule. He had the opportunity to come to Tempe when an opening occurred in the New Art Quartet. The first violinist, Frank Spinosa, had been a colleague at their old school, The University of Illinois, where they were both doctoral students. At present, the New Art Quartet plays extensively and has a local manager for the state. They rarely tour outside Arizona as they prefer to devote themselves to the teaching circuit.

Bill's musical background is very diverse, from a wide range of teachers and schools. Beginning as a piano student, Bill later studied the violin and then quickly moved to the viola. Among his early teachers were Lucien Mitchell, a student of Max Aronoff, and Stefan Krayk, a student of Flesch. Bill was with Krayk at the University of California in Santa Barbara.

A move to Los Angeles brought Bill into contact with Sanford Schonbach, solo violist of the L.A. Philharmonic. This association prompted Schonbach to suggest Bill go to New York to work with Schonbach's teacher, Raphael Bronstein. He lived in Brooklyn and studied with Dorothy Delay. Bill was very impressed at the time with her powers of analysis.

From 1958-63 Bill played with the St. Louis Symphony, and commuted at the same time to Indiana University to work with David Dawson, violist with the Berkshire Quartet. He later moved on to the University of Illinois and underwent vast changes in his playing and thought owing to his work with







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Paul Rolland. The emphasis on playing with the least amount of tension and anxiety "opened up new things," Bill recounted to me. Bill also spent three summers with Paul Wolff of the New College Quartet at the Sarasota festival.

Again at the University of Illinois, he studied with John Garvey. This friendship led to Bill's appointment as visiting viola professor, 1969-71, in addition to playing in the Walden Quartet when Garvey left. 1971 brought him to Tempe.

Additional studies took him to the University of Southern California with Milton Thomas from 1975-77, and in 1981, Bill began what he considers his most important work with Louis Kievman. Of the many teachers he has studied with, Bill singles out his work with repertory Garvey and Thomas, his technical studies with Rolland and Kievman. Bill also wrote after our visit that he is a devoted student of the Alexander Technique. Bill is an extremely well-versed professor.

Mager's Class

Not only is he now teaching at Arizona State, but he has also taught for the last three years at the Meadow-mount School. A single man, Bill takes the long drive alone each summer to the East.

Bill has sixteen viola majors, hailing from diverse places, such as California, Virginia, Wisconsin, and including one from my native Alabama. I was pleased to meet briefly a fellow Alabamian, who studied with me one summer at the Sewanee Festival, Tennessee. Of the sixteen viola majors, two-thirds are performance majors, the remainder are music education majors, and one a music therapy student. Those who are enthusiastically interested get double lessons a week, the second hour a gift from Bill.

Bill Magers, considers himself "old-fashioned," employing a traditional approach in his lessons, alternating between emphasis on repertoire to emphasis on technique. Bill emphasized certain aspects of his teaching. "I teach older music first. The older the student becomes, the newer the music." He finds his teaching has grown more personalized over the years, while developing his own ways of coaching. He teaches the "violin Bach" for style but not for performance, and he believes in all sizes of violas.

He allows the students to finger their own music because "they have to become independent, but we go over every fingering and every note!" He has the students decide on recital repertoire by including two traditional works and then "a third work must be chosen, a special work that is seldom played and not so well known." I heard two students play the morning of my visit, and I found Bill evincing true pedagogical control laced with a sincere concern and friendliness for each student.

The first student was Denice Haney, a teaching assistant who is presently applying for professional positions. A serious violist, her doctoral recital includes the Reger D Major Suite, the Penderecki Cadenza and the Paganini Gran Sonata. The second student, Hetty Hou, was formerly a student at the Chinese Cultural University in Taipei. A gifted student, she and Bill communicated miraculously with very little common language between them. Bill was introducing the portato stroke to the young Taiwanese. He constantly had the instrument in hand, demonstrating as they went along. He has beautifully formed and trained fingers with abundantly round pads; his thumb is up and he uses a shoulder rest.

I recount some of the specifics of



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C-550 HFAC BYU Provo, UT 84602 the lessons and Bill's language in teaching:

"I would almost do it under the winding; then the weight of the bow will do it for you."

"Do a smooch there, a slide."

"Do an impression of a legato there."

"Hang onto the pivot string."

"What is the dynamic?" "Piano." "Do you think we should be under the winding?"

"The trio needs much more shaping. Shape it like an oboe."

"We shouldn't be able to see a portato, no waves. Just concentrate on the sound."

"Let's try the automatic viola positioner, to keep the viola from coming in too far over the stomach:"



Among his past students are Jim Een, Acting Assistant Principal, Sacramento Symphony; Dr. Leslie Straka, Assistant Professor Viola, University of Oregon; and Li Quo Chang, Chicago Symphony.

Bill has recently published Shifting Development Studies with Frank Spinosa and Harold Rusch for the Kjos Music Company of San Diego. A very attractive publication, it covers intermediate shifting work in a very useful and gradual compilation.

This month Bill will perform Harold with the University Orchestra. He will no doubt play his "concerto viola," the powerful 16 3/4 inch Johannes Gagliano. Perhaps his choice will be his 19th century 16 1/4 inch viola by Felice Guadagnini II that he said is a "dream to play." Others in his collection of instruments include a big Tertis-

Richardson model viola that he uses for his commercial playing, and a modern Brothers Amati copy of a baroque viola by Colin Nicholls made in England in 1980.

My visit with Bill was all too brief. But in that short time together, I glimpsed the totality of his personality, his busy involvement in teaching and in the lives of each student, with vigorous emphasis on performance and research.

One of Bill's students was kind enough to drive me back to my hotel in Phoenix. As we chatted, he shared with me, "Dr. Magers is like a mother hen to all of us."

Rosemary Glyde received her doctorate of Musical arts from the Juilliard school under Lillian Fuchs. She will be on the faculty at the Yellow Barn Music Festival summer of 1988, and is a teaching assistant to Scott Nickrenz at the Hartt School of Music. Ms. Glyde is the treasurer of the American Viola Society.



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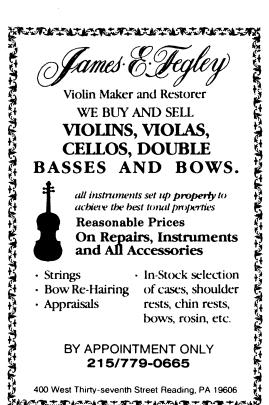
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*Leave of absence 1988.

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Forum

Published recently is the definitive biography of Maud Powell, America's first virtuoso violinist—a long overdue tribute to the violinist who introduced, and sometimes premiered, fourteen concertos (Tchaikovsky, Sibelius, etc.) in the USA. Inasmuch as many violists have been violinists, this book should be of interest to many in the AVS.

When at our Toronto and Boston congresses, I made a point to inquire among our membership. I was amazed to find so many who had never even heard the name Maud Powell! Primrose, when I talked with him in Toronto, said he had heard her when she concertized in Europe. I heard her in 1916, and even as a child of ten, fell under her spell.

The history of our musical forebears should be taught along with the technique of the instruments they played. This book will certainly be of particular interest to the many outstanding women violinists and violists, and is available from the Iowa State University Press, 2121 South State Avenue, Ames, IA 50010.

Kind regards and gratitude for the work being done in the AVS.

Paul K. Stolz Satellite Beach, Florida

I am a veteran teacher and longtime member of the American Viola Society and believe in the teachings of Kato Havas. The Kato Havas Association for the New Approach has benefitted performers and teachers. Students of the New Approach report release from physical aches and pains, tendonitis, shaky bow arm, stage fright and other

problems associated with string playing. KHANA provides an opportunity for members to meet and keep in touch with each other around the world to exchange ideas and experiences.

KHANA publishes two journals each year which contain an editorial by Kato Havas as well as contributions from physicians, performers, teachers and students on various aspects of the New Approach. Membership forms are available from: Wade Alexander, Greystone Farm, Freeville, NY 13068.

Robert L. Stoskopf Asheville, North Carolina

Of Interest

Kassel Viola Congress

XVInternational The Viola Congress will be held 16-19 June 1988 at Kassel, West Germany. This will be the twenty-year Jubilee Congress of the founding of the International Viola Society. A preliminary list of participants has the following artists, lecturers, and ensembles participating: Paul and Christoph Angerer, Christian Euler, Jerzy Kosmala, Günter Ojstersek, Dwight Pounds, Hariolf Schlichtig, Franco Sciannameo. Martin Straakhalder, Barbara Westphal, Ann Woodward, Franz Zeyringer, David Dalton, the Düsseldorf Viola Quartet, Habá Quartet of Frankfurt, Schönberg Ensemble of Amsterdam, and the Verdi Quartet from Cologne.

A travel agency which can be helpful to North Americans wishing to attend the Kassel Congress and travel





afterward is:

Bassett Travel 3290 Genesee Street Buffalo, NY 14225 Tel. (1-800-828-7166)

Further information can be requested from the host chairperson:

Uta Lenkewitz-von Zahn Ahornweg 9 D-5308 Rheinbach West Germany

XVI International Viola Congress

As announced in the previous issue of JAVS, the 1989 Congress will be hosted for the first time on the West Coast by the School of Music, University of Redlands, Philip J. Swanson, Director. The dates have been established as June 21-25. Prof. Lucille Taylor, faculty member of the University of Redlands, will chair this event.

She will work directly with a planning committee for the congress, headed by Louis Kievman, and consisting of several members of the board and officers of the AVS. Proposals for lecturers and performers for the congress, as well as recommendations of new works, will be considered by the committee. Mr. Kievman's address is: 1343 Amalfi Drive, Pacific Palisades, CA 90272.

Redlands, California is located about 75 miles east of Los Angeles, and is convenient to some of the well known attractions of the Southern California area, such as Disneyland.

Viola Marathon

A Primrose Memorial Concert "Viola Marathon" took place on Saturday, 2

April 1988 at Brigham Young University. The concert started at 8:00 a.m. and ran continuously until 5:00 p.m. Clyn Barrus and David Dalton, BYU faculty violists, students, members of the Utah Symphony, Michael Palumbo of Weber State, community professionals and teachers, numbering about twenty-five violists, took part. Viola solo and ensemble works from Bach to Joplin were featured.

ISMA 1989

The International Symposium on Musical Acoustics is announced by the Catgut Acoustical Society for 19-22 August 1989 at the School for Violin Makers in Mittenwald, West Germany. Topics are Acoustics of musical instruments and the human voice, Psychoacoustics, and Musical aspects of room acoustics. For information:

Sekretariat des ISMA 1989 c/o Muller-BBM Robert-Koch-Str. 11 8033 Planegg West Germany

PIVA Duplicates

The Primrose International Viola Archive has accumulated about 300 duplicates of published viola works. These titles are already in the collection and so will be sold beginning September. Patrons who wish to examine this list of pieces--mostly new, some antiquariat--should request the list including prices from:

David Day, Music Librarian PIVA, Lee Library Brigham Young University Provo, UT 84602

JAVS

Some past copies of the Journal of the American Viola Society are available on request by members of the AVS at \$3.00 each. These back issues can be ordered from the editorial office: Newsletter No. 28, April, 1985; JAVS editions: Vol. 3 No. 1, April 1987; Vol. 3 No. 2, August, 1987; and Vol. 3 No. 3, November, 1987.

Contained as an insert in *this* issue of JAVS is a membership solicitation mailer. These can be provided free of charge to members of the AVS on request at the editorial office.

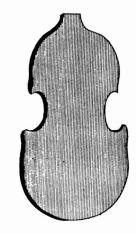
Editor's note: Readers are reminded that any information pertaining to the viola or violists of general interest may be submitted to the editor for inclusion in the JAVS.

New Works

Playing the Viola

Playing the Viola. Conversations with William Primrose by David Dalton. With a foreword by Janos Starker.

"This volume is an invaluable contribution to the string player's bookshelf. The clarity with which Mr. Dalton has distilled the ideas of the great William Primrose forms a wonderful basis for a complete technical approach on both violin and viola. As one who had the rare privilege of studying and performing with this great master, it was very much like a person-



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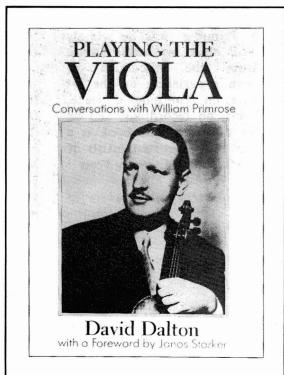
—Joseph Silverstein, eminent violinist, former Concert Master of the Boston Symphony Orchestra and Music Director of the Utah Symphony

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Playing the Viola

Conversations with William Primrose

DAVID DALTON, Brigham Young University Foreword by JANOS STARKER

Before the death, in 1982, of the renowned violist William Primrose, David Dalton engaged the musician in a lively series of conversations that touched on almost all aspects of viola technique, performance, repertoire, recording, and history. This book is a transcription of that dialogue, containing illuminating advice on holding the viola, bowing, tone, fingering, and practicing, all supported by copious illustrations and musical examples, as well as insights on repertoire for the viola—"an instrument without tradition"—and on performances of the great concertos by Bartok and Walton. Punctuated with frankness and humor, this book is a tribute to one of the great artists of this century.

Contents:

To the Reader • Viola via Violin? • Teacher and Student • The Lesson • On Practising • Holding the Viola • The Art of Bowing • More on Bowing and Tone • The Matter of Fingering • Left-hand Techniques • Other Left-hand Considerations • About Performing • On Stage • The Repertoire • Performance Practice and Interpretation • Programming • Recordings: How, and What to Make of Them • Competitions • Toward a Career • Eulogy • Index

1988 264 pp.; numerous halftones and music examples



al visit." -- Joseph Silverstein, of the Boston Symphony Orchestra, and music director of the Utah Symphony.

"In all areas of human endeavour, time and again an individual appears who, due to a multitude of personal attributes, elevates his or her field to a hitherto unknown height. Such an individual was William Primrose. His name and the viola are synonymous."—

Janos Starker

This unique book is the result of a series of conversations with Primrose in the last years before his death in 1982. David Dalton describes how he came to the great artist armed with every question he could think of pertaining to performing on and teaching the viola. Their lively dialogue contains a wealth of illuminating advice for the student on the technicalities of playing the viola. It is, however far more than a technical guide. The two violists discuss the unique position of their instrument -- "an instrument without tradition" is Primrose's bald description. They cover the topic of repertoire with fascinating insights into the performance of the great concertos by Bartók and Walton, with which Primrose was so closely associated. Still more invaluable advice emerges from discussion the Primrose's own experience, on the art of performance, on demeanour on stage, on competitions, on recordings, and on preparing for a career. The book is a tribute to one of the greatest artists of this century.--Oxford University Press

Readership: Players and teachers of the viola and of other string instruments, both amateur and professional; musicians and music lovers in general; anyone interested in the life of a prominent musical figure.

6½ x 9½ inches, hardbound, 256 pages, numerous photos and music examples. Oxford University Press, 1988. \$45.00.

The History of the Viola

The first edition of The History of the Viola, published in 1980, is now out of print. The author, Maurice W. Riley, is now working on Volume II, which is due at the printer by May, 1988. One section of the new book will contain short biographies of "20th Century Violists." It will be an extension of the Appendix of the 1980 edition. All violists will be included who have been prominent as soloists, or who were principal violists in professional string quartets, or who were professors of viola in college music departments or conservatories of music, or who distinguished themselves by their contributions to the art of viola playing.

If you qualify, and if you have not received a Questionnaire (which requests information to be used in preparing your biography), please send your name and address immediately to:

Dr. Maurice W. Riley 512 Roosevelt Blvd. Ypsilanti, MI 48107

Viola da braccio

Franz Zeyringer, president of the International Viola Society, announces the imminent release of a new book (German text) entitled, Die Viola da braccio, published by Heller Verlag, Munich. This volume has been five vears in the writing in which the author addresses and finds solutions for important problems concerning the viola. Such subjects of general interest as the development of the instrument, history of viola performance, problem of size, a small lexicon of viola terms, judging an instrument and the bow, etc. are handled. The first edition, clothbound, contains 280 pages written in German. Order forms can be acquired from:

Rosemary Glyde P.O. Box 558, Rt. 2 Golden's Bridge, NY 10526

Music for Viola

Editor's note: Our reader's are invited to submit titles, and when available, reviews of new works for the viola with other pertinent information that will be helpful to the viola community.

Collection Panorama. **Oeuvres** contemparaines for viola and piano is a collection of five short pieces by as French composers, many including Alexandre Tansman. They range in difficulty from easy to moderate, and are intended as an introduction for vounger students to contemporary music. Published by Gérard Billaudot and available through Theodore Presser Co.

Altomobile for solo viola by Philippe Hurel, published by Billaudot and available through Theodore Presser Co., is No. 34 in a series Musiques pour l'alto under the direction of Serge Collet. This piece is about four minutes in length in an advanced modern idiom.

From one to another (I) for viola and tape by Thea Musgrave, is dedicated to Peter Mark. Contemporary idiom for an advanced technique; ten minutes in length. Published by Novello.

Bachiana for unaccompanied viola by Christian Woehr, currently assistant principal viola of the St. Louis Symphony. A seven-movement work of a conservative modern style, medium to advanced technique, as a kind of homage to Bach and the baroque suite. Publisher: Viola World.

Kalamatiano and other works for viola and accordion by Nick Ariondo. Though one might be incredulous about

the compatability of these two instruments, on one hearing, any doubts will fade. Unpublished, but available with tape recording from the composer at 4120 W. Avenue 41, Los Angeles, CA 90065, Tel. (213)254-1621.

Sonata for Viola and Piano by Lowell Lieberman. From a recent review in Ottawa: "Lieberman on the strength of this piece alone is a musician and composer of significance. What is so astonishing is not so much the skill with which it has been organized, which is impressive, but the incredible range of emotion it covers. This is music that has something to say." Unpublished, but available from the composer at 155 W. 68th Street, New York, NY 10023.

Sonata for Viola and Piano by Martin Amlin is dedicated to Patricia McCarty and consists of three movements: Chaconne, Inerlude, and Rondo. Conservative modern idiom, requiring an advanced technique. Unpublished, but available from the composer at P.O. Box 887, Prudential Station, Boston, MA 02119, Tel. (617) 536-9276.

Concertino for Viola, Violoncello and Bassoon by Alessandro Rolla. Publisher: Jeronao Music Corporation, P.O. Box 5010, Hackensack, NJ 07606.

Concerto No. 1 in D Minor for Viola and Piano by J. S. Bach. This is a transcription of the familiar Concerto in A Minor for Violin. The editor, N. C. Urrasio, has made several emendations, compared with the violin concerto, based on Bach's own transcription of the same concerto for Clavier in G Minor. Publisher: Henri Elkan, P.O. Box 7720, F.D.R. Station, New York, NY 10150.





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Rosemary Glyde Treasurer

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Competitions

Tertis International Viola Competition

The Executive Committee (John Bethell, Harry Danks, Lillian Tertis and John White) are delighted to announce that the Third Lionel Tertis International Viola Competition and Workshop will take place at Port Erin, Isle of Man, U.K. from 27 August to 3 September 1988.

The Jury for the Competition will include Harry Danks and Sidney Griller (both former students of Lionel Tertis), Thomas Riebl, Milan Skampa, Emanuel Vardi and Sir David Lumsden (Chairman). The Workshop is full of very exciting events including recitals by Nobuko Imai, Emanuel Vardi, Thomas Riebl, Yuri Bashmet and Eric Shumsky. The great Russian violist Yuri Bashmet will perform the Walton Concerto with the BBC Philharmonic Orchestra. Masterclasses to be given by Louis Kievman, Nobuko Imai, Zlatko Stahuljak, Thomas Riebl, Milan Skampa, and Eric Shumsky.

Daily Viola Ensemble class with John White. Lectures on instruments and bows by Man Seng Chan and Wilfred Saunders.

Tully Potter will give three talks about Tertis, Primrose and the late Peter Schidlof. Paul Patterson, who has composed a new solo work for the competition, will give a lecture on "The Role of the Composer."

The Bochmann Quartet will present two recitals, and their viola player Martin Outram will give a rare performance of Benjamin Dale's Suite, op. 2, a favorite of Lionel Tertis. Harry Danks will be featured on the viola d'amore. Traditional Manx Teas and a daily cocktail hour plus the competition newspaper THE DAILY BRATSCHE will be offered. No viola enthusiast should miss this wonderful event!

For further information contact:

The Secretariat
Mananan Festival Office
Port Erin
Isle of Man, U.K.

Vieux Competition

The 3éme Concours International d'Alto "Maurice Vieux" will be held 7-12 March 1989 in Orléans, France. This event is sponsored by the École Nationale de Musique d'Orléans, the Délégation Régionale a la Musique Ministère de la Culture, and the Association Les Amis de l'Alto, which is the French chapter of the International Viola Society. For further information, write:

Les Amis de l'Alto 11 bis, rue Neuve Saint-Germain 92100 Boulogne France

Washington Winner

The Washington International Competition for Strings was held on March 25-26. First place winner with a \$3,500 prize in viola was Roberto Diaz, age 27, from Santiago Chile who is now living in Boston. Violist Evan Wilson from Los Angeles was also honored. Mr. Diaz will be presented in a debut recital at the Phillips Collection in Washington, D.C. The next Washington competition for strings will be held in 1991.

