Jaques-Dalcroze, Vocal Teacher. Found Solfeggio Pupils Could Not Keep Time with His Playing as They Walked About—Room—System of Rhythmic Gymnastics, or Eurhythmics. Elaborated to Overcome Defective Rhythmic Sense—All-Around Musical Training Offered by Dalcroze Method—Possibilities of New Art Opened Up—Method Has Significance for All

It was an old, rather dark building on Fifty-third Street, a few doors east from Fifth Avenue, is housed the New York School of Dalcroze Eurhythmics. It seems a common-place building enough, but if approached, its doors not noticed, it would look more like a Greek temple, so fine are the ideals for which it stands. From the first, therefore a voice crying in the wildness.

Originally, Jaques-Dalcroze was of the freemasonry of vocal teachers. One of the rhythmic sense is a greater ability to play a passage of music with a faultless timing, a more perfect realization of the beat, even a self-control of the breathing, an understanding of the rhythm of the music.

It is one of the principles of the Dalcroze method that the pupil's first contact with music shall be with the body, that he come to realize that the music is to be interpreted in the body. This is the basis of the system, for the primary object of the system is to develop a rhythmic sense in the pupil, a sense which is not acquired by learning the notes and pitches of the music, but rather a sense of the time elements of the music, the rhythm, the pulse of the music.

It is the pupil's first contact with music that is the basis of the Dalcroze method. The pupil is taught to listen to the music, to feel the rhythm of the music, to understand the music. This is the basis of the system, for the primary object of the system is to develop a rhythmic sense in the pupil, a sense which is not acquired by learning the notes and pitches of the music, but rather a sense of the time elements of the music, the rhythm, the pulse of the music.

Dalcroze was a man of great vision, a man who believed in the power of music to transform the lives of people. He believed that music was not just a form of entertainment, but a powerful tool for education and transformation.

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