

**STUDIES IN MUSICAL EDUCATION HISTORY
AND AESTHETICS, SEVENTH SERIES: PAPERS
AND PROCEEDINGS OF THE MUSIC TEACHERS'
NATIONAL ASSOCIATION AT ITS THIRTY-
FOURTH ANNUAL MEETING, VASSAR
COLLEGE, POUGHKEEPSIE, N. Y., DECEMBER
30, 1912, TO JANUARY 2, 1913**

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MUSIC TEACHERS NATIONAL ASSOCIATION

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AT ITS
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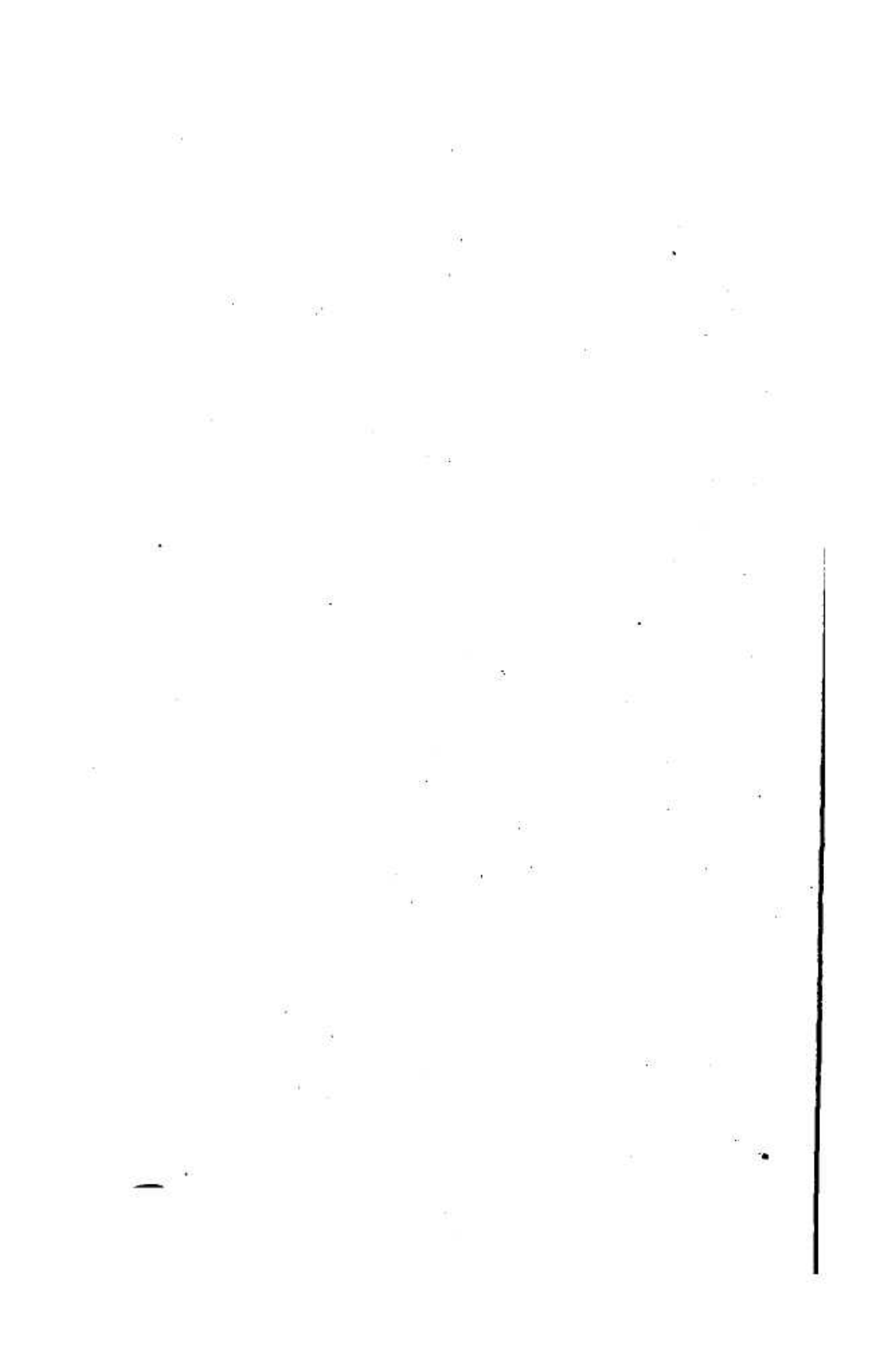
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Part I—Papers



ADDRESS OF WELCOME

PRESIDENT JAMES M. TAYLOR, LL. D.

Vassar College

On behalf of Vassar College, I have the honor of welcoming your Association. Its presence here emphasizes our sympathy with an aspect of education too much neglected in our colleges. Though we may differ in certain practical details, we unite in our faith that education concerns the whole man—not merely the intellectual and moral, but also the aesthetic nature, in the broad sense in which Aristotle used the word.

Mark you, I am not forgetting the intellectual element in the aesthetic. The fact that to so many hearers the sensuous factor in music is the sole one does not blind us to the intellectual power which discovers and develops the relations of tones, constructs systems of harmony, and traces through a composition the acts of the composer's mind as surely as a philosopher follows an idea through the brilliant pages of Bergson, or a reader thrills with intellectual delight, *as well* as emotion, in hearing a page of Browning or Tennyson. The ministry of the arts to society is not merely pleasurable sensation, but the expression of an ideal grasped by the intellect and embraced by the emotions. The genius which creates great forms calls for an answering appreciation of the whole man. The great trinity of the soul—truth, beauty, goodness—is not a trilogy, nor a tri-unity, but an essential and abiding unity in an Eternal One. "Not art for art's sake," said George Sand, "that is a vain word; Art for Truth, Art for Beauty and Goodness—that is the Religion I seek."

But after all, the paramount element which distinguishes the arts is the imagination. "The product of imagination fructified by thought" was a definition of Dr. Ritter's. There lies its special value in education, setting against fact the equal truth of imagination, and, against the pragmatic demands of life and our proneness in general education to exalt the intellect alone, insist-