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Waltraud Suzuki

b: March 20, 1905 - Berlin, Germany
 d: December 25, 2000 - Matsumoto, Japan

Mrs. Shinichi Suzuki died in her sleep early
 Christmas Day. She was deeply loved and will
 be sorely missed by all.

A REVOLUTION IN EDUCATION THROUGH A METHOD BY WHICH EVERY CHILD CAN LEARN

A plea to elementary school teachers of the world

All over the world, children learn to speak the language of their native country. They develop a marvelous ability to speak it freely and effortlessly. Reflecting on the basis of this natural learning ability and the way in which it is acquired, I realized the following very important fact. Children learn their mother tongue by a method which is very different from the teaching methods practiced in today's elementary schools where the curriculum moves quickly from one thing to the next. When children learn their mother tongue, ability is firmly and gradually developed at one level before advancing to the next. By this method, every child develops an excellent ability to speak their native language.

For example, when babies master three or four words, mothers encourage them to use those words every day as they talk to them. In the process of repeating those words, children gradually acquire the ability to speak. As their ability develops, they then add a few more words to their repertoire. As they repeat the words they know every day, their ability develops and deepens, and almost unnoticed, ten words grow to fifteen and they begin to speak. Adding words in this manner, their vocabulary increases in accord with their ability and as they practice speaking every day, they soon freely use many different words. By the time children become five or six years old, they have developed the ability to speak three or four thousand words - a fact which merits amazed admiration. This is none other than the result of training based on incremental practice. Here we have the secret of an educational method by which all children can develop excellent ability.

It is strange that although we see this phenomenon before us every day, children's potential to develop superior ability as demonstrated by their effortless mastery of their mother tongue has never been recognized, and no one has ever considered the educational method by which this ability develops. When I

realized this phenomenon fifty years ago, I applied this method to musical education and teaching young children to play the violin. Since that time, I have described and demonstrated to the world this method by which every child can be educated to a superior level. However, in Japan it has not been well understood either by educators or the general public. Twenty-odd years ago, when I introduced the method abroad, it was widely appreciated. Known today as the Suzuki Method, more than 300,000 children in over twenty countries have grown up studying violin and piano by this approach. It has been recognized as a revolution in education.

To return to the beginning of the discussion, since I knew that the mother tongue method gave excellent results in teaching music, thirty-seven years ago I tried to find someone who would apply this method to teaching such subjects as mathematics and Japanese language in the elementary schools. I was very fortunate to meet Shigeru Kamijo, the principal of Hongo Elementary School in Matsumoto. I was invited to give a lecture at the school, and afterwards I requested him to apply this method of education to the teaching of mathematics and Japanese. He agreed, saying "It's a wonderful challenge. Let's try it."

Next April, when the school year began, the forty students of class number three were chosen by lot to be the experimental group from among the four new classes of first graders. Shigeki Tanaka was chosen to teach the class, and the experiment began. Because Mr. Tanaka's child was studying violin by the Talent Education Method and he had a good understanding of the method's principles, Mr. Kamijo had chosen him to teach the class. Among the forty students was one who couldn't understand the concept of the number three. I asked the teacher to set the rate of curriculum presentation to his speed. I assured the teacher that there would be no problem, as the child could speak Japanese without any difficulty.

Every day the children received training to develop their ability through the teaching of mathematics, Japanese language, and other subjects by the mother tongue approach. Through the method of incremental practice, enjoyable classroom activities allowed daily training in "making what one can already do even better." When all students' ability had been developed, the next new step was

introduced. Daily classroom study was gauged so that every child received a perfect score ever more quickly and finely. Because at the beginning of first grade children's ability was still low, the rate of curriculum presentation was very slow, but as the class's ability developed, the rate of progress gradually increased. The goal was to develop the habit that all children achieve perfect scores every day, and as children succeeded easily and as their ability grew, the next new thing was added.

In teaching Japanese language, we had the students read and write from the beginning. As their ability developed, they were trained to close the books, and recite and write the lessons out from memory. I observed the class as they completed a textbook. Any child the teacher called on could stand and without opening the book, immediately recite any part of the text fluently in a loud and clear voice. Also, every single child could perfectly write out any part of the text the teacher chose without consulting the book! They worked very quickly and seemed to be enjoying themselves. I saw that every student had developed excellent ability. When given the confidence that they can do things, children become cheerful and enthusiastic.

Similarly, in teaching arithmetic, the same educational method was used. By practicing so that all students got perfect score from the beginning and then adding new things one by one, it became an established habit for each child in the class to get a perfect score, and all progressed happily.

At the beginning of the second grade, Mr. Tanaka again invited me to observe the class during the arithmetic lesson. They were practicing how to add a one-digit number to a two-digit number. On their desks were sixty problems such as $28 + 7$, or $35 + 6$, to which they were to write the answers. At the teacher's signal, all students took up their pencils and started to work. Ten minutes later, everyone had finished, and came forward to submit their papers to the teacher. Later I checked the children's work and there was not a single mistake. This was an unremarkable routine for them as they had been doing it every day.

Then I suggested to Mr. Tanaka a game for the class to play each day to develop their ability. Challenge them to a game of quickness to see how many pages of 60 one and two digit arithmetic problem they can answer perfectly in ten minutes. See how quickly and correctly they

can add one and two-digit numbers with this "speed game." Mr. Tanaka said "It sounds interesting. Let's try it."

After two months had passed, Mr. Tanaka again invited me to observe the class. All forty of the students seemed very happy when Mr. Tanaka passed out the pages of sixty arithmetic problems. When he gave the signal, they all picked up their pencils and started to write the answers at once. Only 80 seconds later, they rushed to Mr. Tanaka's desk with their completed papers. How quickly they finished! They worked without any pause between the sixty problems, needing only as much time as it took to write the answers. Even the students who couldn't understand the concept of the number three at the beginning of the school year answered at the same speed as the others. I checked all fury papers and there was not a single mistake. Also, the shapes of the numerals were well-formed and clear.

I think it is necessary to provide practice during elementary school so that children learn to write the ten numerals they will use all their life correctly and beautifully. Because the children began using numeral practice books at the beginning of first grade, in a year they had become accustomed to forming the shapes clearly and neatly. The numeral practice book was very effective. When I saw the fact that all forty students could solve 60 one and two digit addition problem in 80 seconds, I realized happily that it was an example proving the fact that if children are taught according to the mother tongue method, every child can develop superior abilities.

In the experimental class, ability was developed in an enjoyable fashion during the daily teaching of mathematics, Japanese language, and other subjects. However, no homework was given because it was unnecessary. The only homework was to write each day in a diary they kept at home. By teaching so that students' ability was developed and they became accustomed to practicing to receive a perfect score every day, all children's ability was firmly established and they came to school cheerfully and happily.

When they were in the fourth grade, I described the necessity of strong concentration for human ability and asked Mr. Tanaka to show me an experiment to see how well the students' concentration had developed. Mr. Tanaka agreed to my request and make plans

Tanaka agreed to my request and make plans to invite me. On the day I arrived, there was a mountain of arithmetic problems stacked on the desk of each of the forty students. The teacher instructed them to answer all of the problems. Everyone set to work seriously, and continued to work hard even as more and more time passed. When they finally finished at the end of two hours, all were still concentrating well. Full of gratitude, I told Mr. Tanaka "These children have been excellently nurtured. Thank you very much."

A number of years later, I heard that the student who didn't understand the concept of the number three when he entered elementary school also passed the entrance examination to a highly competitive high school. All of the children had developed into individuals with fine ability.

Unfortunately, this important and highly successful experimental class at Hongo Elementary School did not continue past the fourth year, due to Mr. Kamijo's death. The loss of this great teacher was a sorrow to us all. The principal who succeeded Mr. Kamijo was unsympathetic to the experiment and dispersed the forty students among the other classes, reasoning that one teacher should not lead the same class for four years. Lack of understanding is a terrible thing. Consequently, this important experiment with implications for a worldwide revolution in elementary education was discontinued after four years. However, the educational results were clearly successful.

One of humanity's greatest blindnesses has been not realizing the excellent potential all children possess for developing superior ability. Only children's native language is trained to a high level; in the world of what passes for education, a mistaken environment is created in which it is impossible for children to develop. Then it is said helplessly that the result is an outcome of children's innate superiority or inferiority.

Ability is not inborn. How thoughtless humans have been. Think of the present situation of the world's children in this inhospitable environment, who although born with the wonderful gift of the life force are blighted by being raised in miserable circumstances. Sometimes, alone at night, I weep for them. How unkind this world is to its children!

I believe that modern elementary

education has several weaknesses which have been inherited from the past. Although society deeply appreciates teachers' earnest efforts, their very enthusiasm causes them to "teach and teach," moving from one problem in mathematics or Japanese language to the next, advancing rapidly through the teaching material. This age-old method of elementary school teaching is the root of the problem. Then, a test is held to see how much the students have learned or forgotten. If all students don't get perfect scores, rather than reteaching the material so that all will master it, it is assumed that those who did well on the test are excellent students and those who did poorly are dull and lacking ability. The results are announced as indicating inborn level of ability and both parents and teachers ordinarily evaluate those who do poorly as naturally inferior and born with low intelligence. However, no one pauses to think that even the poorest student has excellently developed a fine ability to speak the Japanese language.

If the purpose of testing and retesting is to help students achieve perfect scores, I am in complete support. However, if test scores are reviewed not to examine and improve the child's miseducation, but to announce the relative superiority or inferiority of the recipient of this education, I cannot support such evaluation. As educators we should consider test scores as a chance for self-evaluation and as ratings of our own teaching ability. If, as occurred in Hongo Elementary School, an educational method designed to develop ability is applied and children practice in such a way that they all receive a perfect score every day, there is no need for extra testing. Similarly, no one in the world tests children regularly as they learn their native language. This is because all children develop that ability.

In Japanese, the word *kyoiku*, or education, is made from the roots *kyo* (teach) and *iku* (nurture, raise). In other words, developing ability is written as a combination of teaching and nurturing. Simply teaching by moving from one lesson's material to the next might be termed *kyo kyo* (teaching and teaching). I believe in nurturing the heart and developing fine human beings. Imparting these abilities is what can truly be termed education.

- Shinichi Suzuki

Musings - Koji Toyoda
Talent Education Research Institute
International Suzuki Association
International Academy of the Suzuki Method



"What is human happiness?"

If I were asked to answer this question in one word, I would say, "Emotion."

Emotion lends life force to humans and brings happiness.

Emotion is created in moments when "the limits of, and expectations relating to, human ability are surpassed." In other words, when the Self is annihilated. At the instant when one feels an emotion, one is by definition in a state of non-thought and utter defensiveness.

Emotion, precisely, is a gift of God.

Its scope includes all manner of content (types) and degree (intensity). It is immeasurably diverse, varying in size, duration, height, depth, strength, and richness; and between the material and the spiritual.

One is moved when savoring delicious food,
When facing beautiful nature,
When listening to a wonderfully moving story,
When encountering one's sweetheart.

Every human being on earth undoubtedly experiences emotion. It is as real as a star glittering in the heavens, yet it generates a world of salvation that is beyond reality. Or so it seems to me.

Among the most outstanding emotions, I think, is one that is derived from music, which embraces the entire human senses. Music encompasses countless areas from old songs, popular songs, and jazz to religious music like Negro spirituals, Buddhist chanting, and Gregorian chant, and to minutely constructed European classic music. The varying emotions stirred in people differs from one listener to the next, and from genre to genre.

Rock music seems to be physically stimulating rather than spiritually uplifting to its young listeners. In contrast, while worshippers who attend the three- to four- hour long Christmas mass at the monastery of Solesmes, France, are physically numb from the chill the the air and the length of the program, they are nevertheless filled with a strange elation and sense of liberation. The nature of emotion might be said to differ according to one's life experiences.

How fortunate are those infants who are privileged to experience emotion from birth. We might say that such infants are fated to enjoy "happiness."

It would be wonderful if parents could read their child's motion instead of failing to sense it.

Talent Education may now be at a point where it ought to make the effort to learn from children rather than simply providing for them.

Berlin

January 21, 2000

"Musings" no. 10 from *Saino kyoiku* vol. 131
Translated by Kyoko Selden and Lili Selden

The 9th Suzuki Pan Pacific Conference International

Hosted by
Korea Suzuki Talent Education Association

In Cooperation with
International Suzuki Association

Pan Pacific Suzuki Association

Asia Suzuki Association

Conference Information

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Conference Period

Wednesday, January 3 - Monday, January 8, 2001

Venues

Mokwon University - Expo Art Hall - Riviera Hotel - Yuseong Hotel

Registration

13:00-17:00 Tuesday, January 2 Mokwon University Music Department

8:30-17:00 Wednesday, January 3 Mokwon University Music Department

Shuttle Bus

Shuttle bus services will be provided daily between conference hotels and the various conference venues.

Faculty

Violin: Koji Toyoda (Japan), Hiroko Yamada (Japan), Hiroko Masaoka (Japan), Brian Lewis (USA), Louise Behrend (USA), Harold Brissenden (Australia), Yasuki Nakamura (Australia), Kyung Ik Hwang (Korea)
Cello: Mineo Hayashi (Japan), Akira Nakajima (Japan), Yoshihiko Terada (Japan), Suk Jeong Lee (Korea)
Piano: Michi Hirata North (USA/Japan), Sheila Keats (USA), Yuhri Hirata (USA), Kasia Borowiak (England), Nada Brissenden (Australia)
Flute: Toshio Takahashi (Japan), Rebecca Paluzzi (USA), Belinda Youn (Australia)
Viola: Fances Gall (Australia)
Guitar: Zeah Riordan (Australia)

Lake Geneva 2000

Fourth Swiss Suzuki Institute ("ISS") National Workshop

The long awaited and planned Lake Geneva 2000 Workshop or to give it its more formal name, Fourth ISS National Workshop, was held in Montreux from Friday 19 May to Sunday 21 May 2000.

National Workshops are organised as a combined biennial event of the Swiss Suzuki Institute (ISS) of Suzuki pupils, parents and teachers throughout Switzerland, frequently with the participation of Suzuki groups from neighbouring and overseas countries. The Montreux Workshop followed the highly successful Gwatt Third ISS National Workshop of May 1998.

Montreux is a well known venue for musical and cultural events at the Eastern end of Lake Geneva. The Suzuki parents and teachers of Geneva undertook responsibility for organising the ISS Fourth National Workshop

in the same way that the Biel/Bienne regional Suzuki group had prepared the previous Gwatt Workshop.

In this connection, it must be recalled with deep appreciation, that the mother of a young Suzuki pianist in Geneva, Aviva Birr, combined the talents of an impresario, fund raiser and organiser over a two year period, thereby making a signal contribution to the success of the ISS Fourth National Workshop.

This attractive site drew a large attendance, including two hundred violinists, forty-two pianists and thirty-five cellists, their teachers and families. Individual and group sessions were arranged for all instrumentalists.

To assist the younger Suzuki pupils to better focus on their playing, special relaxation sessions were provided at Indian "Mandala" art-drawing groups and similar Japanese "Origami" paper-folding groups which were well attended and highly effective.

The Montreux organisers were fortunate to be able to secure the participation of well known European Suzuki teachers. An American



Suzuki group under the direction of Melinda Daetsch coming from the State College of Pennsylvania, also took part.

The Montreux Workshop further had the good fortune of obtaining the services of the distinguished violinist Igor Ozim who directed a master class for advanced Suzuki students.

The "Trio du Lemman" composed of three Suzuki teachers giving classes in Geneva, Liana Mosca violin, Lola Tavor piano and Luca de Marchi cello, gave a recital featuring the Mendelssohn Trio Op. 66.

The principal events took place on Sunday 21 May when all the students took part in a succession of concerts at which solo pieces and chamber music were performed.

The closing concert of the Fourth ISS National Workshop took place at the Théâtre de Vevey. It began with the Bach Concerto for Three Pianos in C Major performed by nine Suzuki soloists, with three different students for each movement. Their consistently high standard of performance was enthusiastically acclaimed. They were accompanied by the Swiss Suzuki Orchestra ("OSS") recently created, rehearsed and conducted by Sven Sjögren of Sweden. The assistance of Martin Schaeffer who greatly contributed to the Orchestra's development, was highly appreciated.

Amongst other works, the OSS played the C. Stamitz Orchestra-Quartet in C Major, with the participation of two promising young violinist Patricia Ecklin and Julia Baniewicz, pupils of Dominique Jeanneret of Neuchatel, in two movements of the Vivaldi "Four Seasons".

The concert ended with the traditional Suzuki repertoire played by all the string instrumentalists, starting with the more advanced levels and ending with the youngest in the time hallowed manner of their beloved maestro Shinichi Suzuki.

All participants felt that the Lake Geneva 2000 Workshop was a memorable event.

We now look ahead to the Fifth ISS Workshop scheduled to be held in Luzern in May 2002.

Geneva, 24 September 2000

-Lola Tavor

The 2000 Suzuki Method Asian Grand Concert in Taiwan

The Taiwan Suzuki Association (TSA) was founded in 1993, and is currently chaired by Mary Ko. The association has grown rapidly since its inception, and now offers classes in four musical instruments. It has also established its own teacher-training program, student certification program and teacher selection guidelines. Beginning in 1995, the International Suzuki Association (ISA) assigned a piano teacher trainer (Ms. Michi Hirata North) to Taiwan to start a training course for piano instructors. Later, other master instructors came



to give classes in other instruments, including Mrs. Hiroko Masaoka for violin, Mr. Toshio Takahashi for flute, and Mr. Yoshihiko Terada for cello. Now the Taiwan Suzuki Association has invited other teacher trainers to come to Taiwan, including Mr. Kyung-Ik Hwang, Mr. Yasuki Nakamura and Mr. Tzuneo Kobayashi for violin, Mr. Akira Nakajima for cello to help assist the association to train outstanding instructors. The TSA has maintained an exemplary and balanced development of instruction of the four musical instruments, thanks to the hard work and dedication of the four principal instructors: Mr. Ai Lin Chang for violin, Ms. Mary Ko for piano, Ms. Heny Hwang for flute, and Ms. Ya Lin Yang for cello.



To increase the quality of its pedagogy, to train excellent Taiwanese Suzuki instructors, and develop the potential talent of preschool children as we enter the 21st century, the TSA has sponsored a range of events. In January of this year, the TSA invited Kyung-Ik Hwang, Chair of the Korean Suzuki Association (KSA), and KSA General Affairs Manager Mr. Cheol Woong Jeong for a visit to Taiwan. In April, Mrs. Hiroko Yamada, Chair of the ISA also visited Taiwan, and took part in the TSA teacher audition process, graduation ceremonies and violin instructor training course. In May, Mr. Yasuki Nakamura, Chair of the Australian Suzuki Association, also visited Taiwan on an exchange trip.



On September 27, 1998, the TSA successfully held a national concert at the Dr. Sun Yiet Sien Memorial Hall. Mr. Ai Lin Chang was in charge of the concert, which went over very well. The TSA then held the 2000 Suzuki Method Asian Grand Concert on August 28 in the Dr. Sun Yiet Sien Memorial Hall, with seats for 2,600. Mr. Ai Lin Chang was again placed in charge of the concert, and 50 talented teachers and students from Japan, South Korea, Singapore, Australia and the US were invited to attend and perform. Their outstanding performance was widely acclaimed. The TSA was instrumental in mobilizing its students and teachers to attend and help out in the concert. Most of the students in attendance had also attended the 1998 concert, and students, teachers and parents alike were clearly impressed by both concerts. We were honored to receive congratulatory notes from the chairs of Suzuki Associations throughout Asia, and ISA Chair, Mrs. Hiroko Yamada, KSA Chair, Mr. Kyung-Ik Hwang, and ASA Chair, Mr. Yasuki Nakamura all personally attended. The concert helped to bring together the Suzuki associations throughout Asia, and did its part to increase

world peace, one of Dr. Suzuki's guiding principles.

Taiwan is located at the heart of Asian, and we are proud to have successfully hosted the 2000 Suzuki Method Asian Grand Concert, which received critical acclaim both internationally and domestically. Over 3,000 people took part in activities sponsored by TSA the week of the concert, and the media covered the event extensively. We wish to thank the Japan Talent Education Research Institute, ISA, ASA, KSA and Singapore Suzuki Association for their assistance and support. Taiwan will host the 2nd Suzuki Method Asian Grand Concert on Sept. 2, 2001, and we invite members of the ISA the world over to join us in spirit.



British Suzuki Institute Report

Teacher Training recruitment

Recruitment for future courses remains a high priority. The Open Days held in June each year have been successful in attracting new trainees but there is still an urgent need to attract more.

The School Committee is considering a short presentation, accompanied by a video, to be given to music graduates at universities and music colleges. In November 1999, the BSI again ran weekend introductory courses for violin, piano and cello which were also credit-bearing courses for the Trinity College London Diploma and Certificate in Music Education. The weekend included a one-day course on Teaching Chopin, with Kasia Borowiak and was well attended. Regional teacher training is now available for piano, cello and flute.

Events

The second National Suzuki Teachers Conference at Bath College Newton Park was our main event in the past year. It was well attended and very successful. The weekend had a good variety of speakers and practical sessions provided by our own teachers and outside speakers. Ed Kreitman, who attended from America with six of his students and their parents, gave the keynote address and final concert. The conference ran very smoothly due to excellent planning by the organising committee.

A concert in memory of Dr. Suzuki was held at St. James Church, Clerkenwell. Professional ex-Suzuki students joined the programme of Suzuki cello, piano and violin students from London, Bristol and Taunton.

Across the country, groups and teachers affiliated to the BSI held a National Busk to support the NSPCC in their Full Stop campaign. The BSI was invited to assist in the planning of a concert held by the Orpheus Trust at St. John's Church, London W11. Suzuki students joined the programme narrated by Richard Stilgoe. Helen Brunner fulfilled an invitation to the BSI and led her students in Santa's Starry Night in aid of Children in Crisis at the Drury Lane Theatre.

An International Flute Workshop was held in Seaford, with Anna Brett as convenor and Sarah Murray-Hanley as director.

Projects and Plans

A number of events were at the planning stage as this report was being prepared. They include the following:

- 4th National Piano Concert, Cambridge.
- Suzuki Celebration Concert, Adrian Boulton Hall, Birmingham.
- An International Flute workshop at Seaford, East Sussex, 1-5 August 2000.
- Piano Demonstration Day at the Steinway Studio for teachers and musicians interested in the Suzuki Method. This will form part of the Introductory weekend course being held at Oak Lodge School, 17-19 November 2000.
- SUZUKI CONCERT 2001 at the Royal Festival Hall, 3pm 21st January 2001.
- SUZUKI PIANO CONCERT 2001 at the Linbury Studio, Royal Opera House, 11am 21 January 2001.
- Viola Teacher Training at Oak Lodge School 7-12 April 2001.
- The Third National Suzuki Teachers' Conference, September 2001.

Recent and ongoing developments

- Increasing public awareness of the benefits of the Suzuki Method through use of the new logo and improved PR.
- Successful marketing of the BSI's Regional Teacher Training Scheme.
- Compulsory BSI membership to perform in the SUZUKI CONCERT 2001 has increased the number of members among Suzuki families.
- Discounted musical instrument insurance through British Reserve is a recent membership benefit.
- The establishment of a BSI website.

News from Denmark

Suzuki teaching in Denmark is mainly incorporated in the many public music schools and function within the framework of the school activities. Albertslund Music School invited all Suzuki string players to join in a concert in Tivoli Concert Hall last May. There were 400 children on stage and together with 30 teachers they made a concert of great success.

As a result of teacher training courses over the past year, 5 piano teachers and 10 violin teachers will have their examinations in October.

The Danish Suzuki Institute (www.detdanskessuzuki-institut.dk) has had a busy and enjoyable year with workshops and concerts of many kinds. Our little chamber orchestra, conducted by Bela Detrekoy, visited the U.S.A. where they played a concert together with the Ithaca violin group and the State College Suzuki Group. They even managed to listen to the first day of the Carl Nielsen competition in New York.

Some of our "old" pupils seem to be doing well outside of Denmark. Runi Back, now studying with Dorothy DeLay at Juilliard, has won first prize in the Arts International Music Competition. The Prize is a recital in Carnegie Hall on the 4th of March 2001. Charlotte Rafn, violinist, who was a member of the Royal Danish Orchestra for some years, has now moved to Berlin where she has obtained a contract with the Berlin Philharmonic Symphony. Martin Quist Hansen, pianist, has formed a trio together with a Swedish Suzuki violinist and a Norwegian cellist. They won first prize in several chamber music competitions in Europe and were selected to represent the German organization, "Villa Musica" for 3 years.

Our new school year has started with many new pupils. At the moment we are busy preparing a concert, "Young Nordic Tone" with participation of Swedish, Finnish and Danish former Suzuki students, now on the way to a professional career. The program includes Nordic music, new and old, plus Bach, Bruch, Vieuxtemps, and others.

Our chamber orchestra is preparing for a tour to Hungary in December, where they will also play together with the Hungarian children.

News from Hungary

After a slow start in 1993, the seed that we planted is now growing. Nine examined violin teachers are, with great success, covering the first five books in different towns in Hungary. They fully understand the Suzuki philosophy and are all very enthusiastic. It is a great pleasure to work with them.

The Turnhout Suzuki group from Belgium is much involved in the Hungarian project. Jeanne Janssens is helping with the teacher training. The parents have sent books and CDs, and the two young teachers, Koen Rens and Wilfried van Gorp together with Marja Olamma from Finland, teach every year at the summer camp at lake Balaton. All of this is donated.

Two piano teachers will have their first examination in October in Denmark, where they have been trained, and Annette Costanzi from London is training three cello teachers in Budapest with examinations next summer. No doubt the Suzuki Method will continue to grow in Hungary.

"Nurtured by Love" is now translated into Hungarian, but not yet printed. Printing is extremely expensive. Bela Detrekoy has met the translator, a professor in arts and pedagogy. It is, Bela says, a very beautiful translation. It has all the spirit and grace of the Suzuki method.

-Tove Detrekoy

Obituary

A remarkable man passed away this spring. **Paul Hartling**, auxiliary director of the International Suzuki Board, was a Suzuki grandfather, former United Nations High Commissioner of Refugees, former Prime Minister of Denmark, priest and amateur violinist.

For many years he served as a member of the Danish parliament. He was the head of the Danish Liberal Party.

After his retirement he had time for his lifelong interest, music, and he followed his grandchild's musical development very closely.

We honor his memory.

News from Finland

Cello

Teacher Training started in October with Anja Maja as the teacher. There are now twelve teachers in training in Finland. Anja Maja has trained teachers also in Holland and Spain during 2000.

Finnish cello teachers are in regular contact with each other. They have organized many workshops for children in different areas. Cellists have participated in the Suzuki Association's winter and summer workshops. More experienced students will play 5.11.2000 in the concert for young Nordic Suzuki players in Copenhagen.

-Anja Maja

Flute

Some interesting happenings and workshops for flutes have been organized also this year. One of the most interesting ones was the Nuori Osaaja 2000 - happening in Helsinki in 19-21.5. Thousands of young people were showing their skills in playing and singing during three days. There were also two Suzuki flute groups taking part. PKMO flute group from Kouvola with Eija Puukko and Hilpeät huilut - group with Heli Talvitie from Helsinki. Both groups played their programs in concerts held in Sibelius Academy and got quite good notices, too.

In this summer, there were 24 flute students (more than ever) and three teachers in Ellivuori National Suzuki Workshop. Anders Ljungar-Chapelon from Sweden was leading the flute master class. Once again it was lovely to hear his playing in the old Sastamala church.

Marja-Leena Mäkilä has taught in children's workshops in Kouvola, Finland, Jönköping, Sweden and in Seaford, England. She also directs flute courses for teachers in Sweden and in Finland. In both countries new level one courses have been started.

The concert for young musicians of the northern countries is taking place this time in Copenhagen on 5.11.2000. The Finnish flute representatives are the group Hilpeät huilut with Heli Talvitie and Martina Ahlström. Heli's group is also playing in quite a few other significant occasions too, so we wish them good luck.

-Eija Puukko

Guitar

Little guitarists were performing in "Ung Nordisk Ton" last autumn in Helsinki and also on smaller occasions. During this "Scandinavian weekend" in Helsinki there was also a workshop for Finnish guitarists. The teacher was Harald Söderberg from Sweden, and there was also the Scandinavian teachers meeting. Many traditional guitar teachers in Finland are interested in starting Suzuki teaching. But we do not have any teacher training at the moment in Europe. Guitar was also among other instruments in Ellivuori summer camp. Raimo Päiväläinen has been invited to lecture about Suzuki guitar teaching during a big guitar festival in Espoo in autumn 2000.

-Paivo Päiväläinen

Piano

Pianists have had training three times in Järvenpää during 2000. Teacher Trainers have been Riitta Kotinurmi and Ruth Muira. Ruth Muira was also a guest teacher in piano during the National Summer Workshop in Ellivuori.

Suzuki pianists have had week-end courses for children in Mikkeli, Järvenpää Kuopio and Tampere. In December, pianists had their own concert in Mikkeli. Forty children came to play from all around the country.

-Kaisa Saarikorpi

Violin

The past year many activities have taken place e.g. several workshops for children, many teacher training weekends, National Christmas Concert and our big summer workshop with guest violin teacher Wilfried Van Gorp from Belgium.

The Suzuki Method has spread all over Finland and we do have more and more teachers who start the training. The violin courses are run by Hannele Lehto and Marja Olamaa.

The violin kids from Kotka lead by Airi Koivukoski won the first prize in the International Pro Archi Competition in the Czech Republic in May. Airi's group has also made a record of Christmas music which will be released around Christmas time.

Sven Sjögren was conducting the Nordic String Orchestra in Estonia and we had some of our violin students taking part in this Danish-Swedish-Finnish-Icelandic orchestra.

-Hannele Lehto

Voice

In January 2000 Päivi Kukkamäki was in Peru training teachers and voice students with the help of Finnish Foreign Affairs and Ambassador Mikko Pyhälä. She also gave a lecture at the University of Lima during the International Music Educators' seminar. Lola Marques from Peru continues her training in Finland for 1.5 years during 2000-2003.

"Songs for Sharing" happening was held in Barcelona between Catalan, Icelandic and Finnish Suzuki singers during 4.6 -11.6.2000. Jaume Fargas, Helga Björk Gretudottir, Teresa Duch Rhodes, Päivi Kukkamäki and their students had two concerts: one in Barcelona, Spain and another at Pablo Casals' hometown Prada, France. The trip was memorable for everyone.

In April 2001 Kukkamäki will train teachers and teach children in Australia. Laura Bernay (Perth), Katrina Pezzimenti (Melbourne), Suzie Stojkov (Sweden), Jaume Fargas (Spain), Paula Analia Caapponi (Argentina) and Lola Marques (Peru) are coming to study in Finland during June 2001.

Mary Lu Hofer, from Stevens Point, is the first teacher from the USA, who did ESA's level 1 and 2 voice exams on March 2000.

Voice Teacher Training in Finland

4.6-30-6.2001

Teachers in training come from these countries: Argentina, Australia, Finland, Peru, Spain, Sweden.

Exam dates:

8.6.2001 Level 1 and 2

16.6.2001 Level 3

29.6.2001 Level 4

International Suzuki Voice Workshop in Finland

31.7-4.8.2002, Suzuki Voice celebrates its 15th anniversary!

Teacher Training, Childrens' Course, Master Course for Teenagers

4.8.2002 "Puss In Boots" Opera for children.

Acceptance to the Voice Training

In order to be accepted as a teacher-in-training, an audition video tape and a resume should be submitted. The resume should include tertiary qualifications, professional

experience and teaching experience. If this information seems limited, please include any other information you feel may be relevant for you application. Don't forget to mention any previous association with the Suzuki Method or experience working with young children. Please note that these suggestions help the panel to get a complete picture of you. It is sometimes difficult to explain what you have done only in terms of qualifications.

Audition requirements:

Unaccompanied pieces from Book 1:

"Mozart's Lullaby" by Bernhard Fliess

"Twinkle Twinkle Little Star"

Accompanied pieces:

"Come il candore" (Vaccai Vocalise #7)

Lied of your choice

Aria from opera or oratorio

Please take care with the quality of your video tape and its sound. The video gives an important first impression.

The Teacher Trainers are Mette Heikkinen and Päivi Kukkamäki.

For more information, please contact:

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London, ON Canada
•Preucil School of Music
Iowa City, IA USA
•The Music School, Inc.
Bethesda MD USA

COUNTRY MEMBERSHIP

•Asociacion Suzuki
del Ecuador
•Korean Suzuki Talent
Education Association
•Philippine Suzuki
Association
•New Zealand Suzuki
Institute, Inc.

SCHOOL MEMBERSHIP

•Turnhoutse Suzuki
Vereniging, Turnhout
Belgium
•Children's Talent

International Suzuki Association Board Meeting

Omni Netherland Plaza Hotel
Cincinnati, OH, USA
May 29-31, 2000

Hiroko Yamada, Chair, presided and called the meeting to order at 2:34 pm.

Directors in attendance: Hiroko Yamada, Harold Brissenden, William Starr, William Preucil, Evelyn Hermann, Haukur Hannesson, Akira Nakajima, James Maurer.

Guests in attendance: Koji Toyoda, President of TERI; Michi North, assistant for Mrs. Yamada

Translators in attendance: Yuko Honda, Yoko Abe Acheson, Satoko Robert

Mrs. Yamada announced that this is a closed meeting.

MONDAY, MAY 29, 2000

MOTION 1: That Section 4.10 of the Bylaws be amended to read: "The Chief Executive Officer or CEO is an officer of the corporation and a non-voting member of the Board and shall be hired by the Board of Directors to manage the Corporation."

M: Hannesson S: Preucil Passed

MOTION 2: That the Minutes be approved as written.

M: Starr S: Hannesson Passed

MOTION 3: That a simplified version of the ISA Journal be reinstated to subscribers.

M: Hannesson S: Starr Passed

Meeting recessed at 4:56 pm.

TUESDAY, MAY 30, 2000

Meeting reconvened at 9:00 am.

Treasurer's Report presented by Haukur Hannesson. Discussion followed.

CONSENSUS 1: Each region will send materials and a description of their regional teacher training to the ISA USA office.

MOTION 4: That Haukur Hannesson be appointed as a committee of one to investigate an ISA website and report back to the ISA Board.

M: Starr S: Preucil Passed

MOTION 5: That the ISA office in Japan be declared the world headquarters for ISA. There will still be a registered office in the United States.

M: Hannesson S: Brissenden Passed

Meeting recessed at 6:12 pm.

WEDNESDAY, MAY 31, 2000

Meeting reconvened at 8:32 am.

Nominations opened for At-Large board member to replace William Starr.

MOTION 6: Nomination of Dr. Birte Kelly

M: Starr S: Maurer

MOTION 7: Nomination of Mr. Yasuki Nakamura

M: Nakajima S: Brissenden

MOTION 8: That nominations be closed.

M: Maurer S: Starr Passed

ELECTION: Dr. Birte Kelly was elected an At-Large ISA Board member for a term of 5 years from August 1, 2000 to July 31, 2005.

Mr. William Starr was thanked for his long and excellent service to the ISA.

Haukur Hannesson was re-elected by ESA as regional representative to the ISA Board. The ISA Board welcomed him.

Discussion of membership fee.

Meeting recessed for lunch at 12:11 pm.

Meeting resumed at 1:35 pm.

MOTION 9: That Finance Committee shall review the financing of ISA and make a recommendation to the ISA Board. The committee shall have all necessary information from the regions to assist in making its recommendation.

M: Brissenden S: Starr Passed

MOTION 10: That Harold Brissenden, James Maurer, and Hiroko Yamada be appointed to the Finance Committee. Haukur Hannesson, as Treasurer, is chair of the committee.

M: Hannesson S: Preucil Passed

MOTION 11: That the ISA Board study the application from the Asian Suzuki Association, including the policies from the Taiwan and Korean Suzuki associations.

M: Starr S: Hannesson Passed

CONSENSUS 2: Hiroko Yamada will write a letter to Korea and Taiwan requesting information about their association policies.

MOTION 12: That the ISA Board recognizes the documents presented so far as part of the incorporation of the Pan Pacific Suzuki Association. The Board encourages the Pan Pacific to continue with the application process.

M: Maurer S: Starr Passed

MOTION 13: That Section 4.4 of the Bylaws be amended to read:
 "PRESIDENT AND HONORARY PRESIDENT OF THE ISA: The President and Honorary President of the ISA shall be ex-officio officers of the Board. The titles shall be given in recognition of the persons' role as benefactors, guides and life-long service."

M: Hannesson S: Starr Passed

MOTION 14: That Haukur Hannesson investigate the legal implications of removing the term "ex-officio" from the bylaws in Section 4.4 and report back to the board.

M: Starr S: Brissenden Passed

MOTION 15: That Professor Koji Toyoda be appointed President of the ISA effective immediately.

M: Hannesson S: Nakajima Passed

Professor Toyoda graciously accepted the appointment of President of the ISA.

Announcement of appointments to the ISA Instrument Committees:

PPSA: Violin: Harold Brissenden, Piano: Nada Brissenden, Viola: Yasuki Nakamura, Flute: Prue Page, Cello: Tako Mizusshima

ESA: Violin: Tove Detrekoy, Viola: Eva Nilsson, Cello: Cary Beth Hockett, Piano: Christine Magasiner, Flute: Sarah Murrey, Guitar: Harald Soderberg

TERI: Violin: Hiroko Yamada, Cello: Akira Nakajima, Viola: Hiroyuki Aoki, Piano: Ayako Aoki, Flute - to be announced

SAA: Violin: Louise Behrend, Viola: William Preucil, Cello: Barbara Wampner, Piano: Mary Craig Powell, Guitar: Frank Longay

CONCENSUS 3: The ISA Secretary will write to Instrument Committees to inform them of the committee membership and ask them to begin their work.

CONCENSUS 4: That Evelyn Hermann will check on copyrights and trademarks with the attorney Pasquale Razzano.

Announcement that a correct copy of the name agreement will be signed with TERI.

CONSENSUS 5: The next ISA Board meeting will be held in Tokyo, Japan beginning on January 29, 2001.

MOTION 16: That the ISA Board adopt the same budget as last year.

M: Starr S: Brissenden Passed

Meeting adjourned at 5:07 pm.

TREASURER'S REPORT FOR THE INTERNATIONAL SUZUKI ASSOCIATION
 FISCAL YEAR, AUGUST 01, 1999-JULY 31, 2000

REPORTING PERIOD: Ending July 31, 2000

CASH ON HAND (CHECKING ACCT) AUGUST 01, 1999.....\$48,931.07

INCOME:

Memberships.....	\$43,065.51	
Gifts.....	<u>1,157.00</u>	
Total.....	\$44,222.51	+ \$44,222.51

EXPENSES:

Secretarial services.....	\$2,429.24	
Office supplies.....	6,881.89	
Postage.....	2,246.42	
Telephone.....	1,533.10	
Legal Fees.....	5,402.25	
Officer's salary.....	12,388.48	
Taxes:		
Withholding tax.....	2,590.83	
FICA (Soc.Sec.+Med.).....	2,869.57	
Washington Employment tax.....	24.99	
Washington Dept. of Labor.....	31.78	
Bank charges.....	27.00	
Printing.....	4,454.77	
Travel.....	2,451.29	
Conference & Bd. Meeting.....	7,955.45	
Funds to Japan.....	325.00	
Rent.....	<u>1,200.00</u>	
Total expenses.....	\$52,812.06	<u>-\$52,812.06</u>

INCOME FOR FISCAL YEAR..... (-8,589.55)

BALANCE ON HAND: from 1999..... +48,931.07

TOTAL CHECKING BALANCE July 31, 2000..... \$40,341.52

CD ACCT. BALANCE May 8, 2000..... +7,588.35

TOTAL FUNDS ON HAND July 31, 2000..... + \$47,929.87