A SERIES OF MUSIC APPRECIATION RADIO SCRIPTS FOR THE EARLY ELEMENTARY GRADES

Thesis for the Degree of M. A.

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This is to certify that the

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A SERIES OF MUSIC APPRECIATION RADIO SCRIPTS FOR THE EARLY ELEMENTARY GRADES

By

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THESIS

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Radio programs for the elementary grades, planned for in-school listening, are available in many parts of the country. However, Future Farmers and Adventures in Music, produced by WKAR, are the only programs of this type which are available on Lansing, Michigan stations. Toronto offers several programs and WLS in Chicago offers School Time. As reception from Toronto and Chicago is better in the evening in this area, in-school listening to these stations has not proved satisfactory. Future Farmers is planned primarily for the rural agricultural schools and Adventures in Music is, for the most part, on a later elementary level. This seems to indicate a need for programs planned specifically for the early elementary level.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to write a series of thirteen music appreciation radio scripts for the early elementary grades. As listening lessons seem to be more effective when they are not isolated parts of the school program, suggestions were included for follow-up activities and correlations with other subjects. The scripts were so written as to make it possible for the classroom teacher to adapt them for use with her own record player when the actual broadcasts were not available. They could also be adapted for use in creative dramatics.

Importance of the study. According to psychologists, man has the inherent capacity for the enjoyment of music as evidenced by the actions of primitive peoples and small children. As James J. Mursell points out, when music is made an integral part of the child's life; when he can experience, use, and enjoy music freely and naturally in all kinds of situations, he will not become apathetic toward it.[1] This series of scripts was planned as a part of such an integrated program.

II. DEFINITIONS OF TERMS USED

Early elementary. Early elementary is understood to mean kindergarten and the first two or three grades.

Music appreciation. Music appreciation is understood to mean the understanding of and enjoyment of music.

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[1] James L. Mursell, Music and the Young Child, Bulletin of the Association for Childhood Education (Washington D. C., 1936).

CHAPTER II

CHAPTER II

A REVIEW OF TRENDS IN MUSIC EDUCATION

"Literature courses there [in high school] draw very few students, very few have personal record libraries, radio listening is unselective, and, by the large, the great proportion of high school students have reverted entirely to the level of popular taste," states Marion Flagg[1] in pointing out the little carry-over into high school from the music appreciation programs of the elementary grades.

This situation has caused much concern on the part of music educators and has led to changes in the approach to music education in the schools. According to Marion Flagg, "The older education began with a predetermined content of what should be taught to children, so determined because that was what children ought to know."[2] The new method is to make music a dynamic part of the child's life by approaching it through his own interests and desires. As the modern philosophy in education has become "teach the child, not the subject", so the application of this principle to music has led to the teaching of children through music. Marion Flagg says, "This puts the education emphasis ... on the child as learner, with the subject matter, music, of value as it brings the child into realization of himself as an individual and

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[1] Marion Flagg, Musical Learning (Boston: C. C. Birchard and Company, 1949), p. 26.

[2] Ibid., p. 25.

as an effective social member."[3] "High-handed measures and pedantic techniques have no place in teaching for appreciation," states Louise Kifer Myers.[4]

In planning a music program for young children several things must be taken into consideration. Educators learned, through studying the child's way of growing and learning, that he learned more effectively if his whole self was involved. They also learned that his attention span was short. The consensus of opinion among music educators seems to be that it is much better to bring music into the daily program several times, wherever it fits naturally than to plan a formal, half hour class. Music should be a part of the whole, not an isolated subject. It must also be realized that young children are physically active and release for pent up energies must be provided.

According to James L. Mursell,[5] music is a part of the child's nature and he responds to it naturally. There should be no sharply drawn lines between listening and performing. The teacher should make use of the child's spontaneity. He says, "Music education should be planned in terms of self-expression, emotional release and the creative impulse."[6]

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[3] Ibid., p. 21.

[4] Louise Kifer Myers, Teaching Children Music in the Elementary Grades (New York: Prentice-Hall, Inc., 1950), p. 23.

[5] James L. Mursell, Music and the Young Child, Bulletin of the Association for Childhood Education (Washington D. C., 1936).

[6] James L. Mursell, and Mabelle Glenn, The Psychology of School Music Teaching (New York: Silver Burdett Company, 1938), p. 21.

Carl Seashore has made several important statements concerning rhythm. He says, "Rhythm is instinctive." ..... "Rhythm is a primary motive for play." ..... "Rhythm stimulates and lulls." ..... "Rhythm gives us a feeling of freedom, luxury and expanse." ....."Rhythm arouses sustained and enriching association." ..... "Rhythm finds resonance in the whole organism."[7]

With children, building a favorable attitude toward music is more important than a skillful performance. Louise Kifer Myers' definition of appreciation is, "Appreciation is enjoyment with understanding; appreciation is understanding with enjoyment."[8] The problem, then, is to lead children into enjoyment and understanding. Mary P. O'Donnell and Rose Jockwig agree, in Music and the Child, that the physical response of the child to music gives it reality to him. Children naturally "listen out loud" by singing or moving about with the music. Rose Jockwig says, "Through this physical reaction, the child comes to understand the meaning of the music, its theme, mood, tempo and rhythm."[9]

To be understandable, however, music must relate to the child's experiences and knowledge of the world. Such knowledge and interests in small children are limited to the home, toys, animals and friends and gradually extend out into community life and activities. Mursell[10]

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[7] Carl E. Seashore, Psychology of Musical Talent (New York: Silver Burdett Company, 1919), pp. 120-123.

[8] Myers, op. cit., p. 21.

[9] Rose Jockwig, Music and the Child, (New York: Child Study Association of America, 1930), p. 21.

[10] Mursell, op. cit., see footnote 5.

believes when children grow increasingly apathetic to music it has been presented to them through patterns of activity and learning remote from the realities of living and of their natural interests and concerns.

Music should also appeal to and satisfy a child's imagination. According to Emma Dickson Sheehy, "Children have unlimited imagination and the ability to identify themselves with an idea."[11] As Carl Seashore says, "Music is in the first and last instances, in the mind of the composer and in the mind of the listener, not actual sounds but images, ideas, ideals, thoughts, and emotions."[12] Beatrice Landeck[13] believes that a good musical background will give a child scope for imaginative thinking and feeling.

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[11] Emma Dickson Sheehy, There's Music in Children (New York: Henry Holt and Company, 1946), p. 6.

[12] Carl E. Seashore, Psychology of Music (New York: McGraw-Hill Book Company, Inc., 1938), p. 14.

[13] Beatrice Landeck, Music and the Young Child, Bulletin of the Association for Childhood Education (Washington, D. C., 1936).

CHAPTER III

CHAPTER III

THIRTEEN MUSIC APPRECIATION SCRIPTS FOR EARLY ELEMENTARY GRADES

Certain characteristics of children, which were pointed out in Chapter II, have been considered in writing the following series of thirteen music appreciation scripts for early elementary grades. The characteristics were as follows: the young child's attention span is short, he has great need for activity, he learns best when his whole self is involved, his imagination is unlimited, and his response to music is natural.

The series has been planned on the basis of one program a week from the first week in October through the first week in January.

SCRIPT I*

THEME: A Whistler and His Dog (cut at end of phrase without fading)

SOUND: rather timid knock, door opens

MUSIC: Any good march music under following

WOMAN: Why --- hello there.

BOBBY: (a little shy and uncertain) H-hello. I'm Bobby. I just moved next door. And this is my dog, Wags. Wags, shake hands with the lady and say hello.

SOUND: two barks

WOMAN: Oh, he's holding up his paw to shake hands with me! Hello there, Wags. Won't you and Bobby come in?

SOUND: several barks

BOBBY: Thank you. We'd like to. That's awfully nice music. You know, that's why I knocked at your door. I was outdoors playing and I heard it. It sounds just like a Fourth of July parade. And -- well -- we wanted to hear it better, didn't we, Wags? (bark)

WOMAN: Well, I'm glad you like it, Bobby. Come in and meet my little girl, Betty. I was playing the music for her.

MUSIC: up a little and then out as if victrola were stopped

WOMAN: Betty, this is Bobby who has just moved next door.

BOBBY: Hello, Betty.

BETTY: Hello, Bobby. I'm glad you moved next door. Now I'll have some one to play with!

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* Selection of music for this script and the following scripts was approved by Pauline Austin, Director of Music in the public schools in Lansing, Michigan.

BOBBY: This is my dog, Wags. Wags, say hello to Betty.

SOUND: two barks

BETTY: (excited) Oh, mother, look! He's shaking hands with me! Hello, Wags. My, you're a smart dog.

BOBBY: You bet he's smart. And he likes music, too. Don't you, Wags?

SOUND: several barks

BETTY: Do you like stories, Bobby? Do you like to act them out?

BOBBY: Oh, sure.

BETTY: Mother knows lots of stories. Some of them are about music. Mother, please tell us the story about the tailor and the bear?

WOMAN: Of course, if Bobby would like to hear it.

BOBBY: 'Course we'd like to hear it. Wouldn't we, Wags? (bark)

BETTY: Let's see --- the tailor -- the bear --- the man, that's three. Oh, goody, there are enough of us to act it out while you play the record!

WOMAN: So there are, now that Bobby's here. First, I'd better tell the story so that Bobby and Wags will know what it's all about. Let's all sit down where we can be nice and comfortable. --- Once there was a tailor --

BETTY: (interrupting) That's a man that sews -- that makes clothes.

BOBBY: Sure, I know that!

WOMAN: Well, this tailor was sewing away in his tailor shop. He was feeling fine because he was making a splendid new suit of clothes for the mayor. Now in the same town there lived a man who owned a dancing bear. When the bear wasn't traveling around

the country with the man and dancing for people he lived in a big cage by the man's house. One day the bear got out of the cage and started off down the street. When he came to the door of the tailor shop he stopped and growled.

BOBBY: I'll bet the tailor was scared!

WOMAN: The tailor was a little frightened. But he knew this was the dancing bear so he picked up his fiddle, tuned it, and began to play. The bear liked that and he danced and danced. When the tailor stopped playing the bear growled some more. So the tailor played again, and the bear danced. By this time the bear's owner, who had been looking for him, came to the shop door. He took hold of the chain that was fastened to the bear's collar and tried to lead him home. The bear didn't want to go. He growled and growled, but the man led him off. Then the tailor put away his fiddle and went back to his sewing while the man led the bear back to his cage and locked him in.

BOBBY: Oh, boy! That's a swell story.

WOMAN: Here's the music that tells the story.

MUSIC: Of a Tailor and a Bear E-78

WOMAN: (with the music) Here's the tailor in his shop, sewing... Now, here comes the bear....The tailor doesn't know he's coming so he keeps on with his sewing....Hear the bear coming closer and closer....Now he growls....The tailor plays his fiddle and the bear dances....He stops...The bear growls...The tailor plays again and the bear dances....Hear him growl as his owner tries

to lead him away...Off he goes and the tailor goes back to his sewing....Listen to the bear growl as he is locked in his cage.

BETTY: Now can we act it out?

WOMAN: Of course. Bobby, what would you like to be?

BOBBY: Can I be the bear?

BETTY: I'll be the tailor and you can be the man who owns the bear, mother.

SOUND: several barks

BOBBY: Wags want to play, too. Okay, Wags. You can be a bear. We'll have two dancing bears instead of one.

BETTY: (laughs) Wags will be a funny bear!

WOMAN: Tailor, are you in your shop? Are the bears in the cage? I'll play a little of the music while you get ready.

MUSIC: Of a Tailor and a Bear (30 seconds)

WOMAN: All ready? Then here we go.

MUSIC: Of a Tailor and a Bear (start from beginning)

Children dramatize the story with the music.

BOBBY: That was fun! I like to pretend I'm an animal.

BETTY: So do I. It's fun to be an elephant, or a camel, or rabbit. What animal do you like to be best of all?

BOBBY: Oh --- I guess - a horse. I like to gallop.

WOMAN: Would you like to be horses now?

CHILDREN: Oh, yes!

WOMAN: I have some fine galloping music. It's called "The Wild Horseman". let's see -- oh, yes, here it is. Ready horses?

MUSIC: The Wild Horseman -- E-78 (children gallop to the music)

VOICE: (in distance) Bobby --- Bobby!

BOBBY: That's my mother calling. I've gotta go home.

WOMAN: Come again, Bobby.

BOBBY: Thank you. I'd like to. And so would Wags. (several barks) Would you play us some more music?

WOMAN: Of course, Bobby.

BOBBY: And say, do you know what I'd like to call you?

WOMAN: I'm afraid I could never guess. What would you like to call me?

BOBBY: The Music Lady.

WOMAN: Why, Bobby, I think that's a lovely name.

BOBBY: Good-by, Music Lady. Good-by, Betty. (several barks)

THEME: A Whistler and His Dog

SCRIPT II

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BETTY: Hello, Bobby and Wags.

BOBBY: Hi, Betty. Can we come in and hear some more records? We sure had a lot of fun last time, didn't we, Wags?

SOUND: several barks

BETTY: Oh, I'm sure mother will play some for us. Come on in, Bobby. Mother! Mother! Bobby and Wags are here.

MOTHER: Hello there.

BOBBY: Hello, Music Lady.

MOTHER: So you came to hear some more music, did you? Well, what kind shall it be?

BOBBY: Do you have any more about animals? I like to pretend I'm an animal, Don't you, Betty?

BETTY: Oh, yes. Do you have some animal music, mother?

MOTHER: I certainly have. Come in by the record player and let's see what we can find. Here's some music about an animal you might see at the zoo.

MUSIC: Royal March of the Lion - Carnival of the Animals - Saint - Saens

BOBBY: Oh, my, it must be a very important animal.

MOTHER: Do you remember what animal is called the king of the jungle?

BETTY: Oh, yes, that's the lion!

MOTHER: Right. And this is "The Royal March of the Lion".

BOBBY: I'm a lion, king of the jungle! See me march! Come on, Betty, let's be lions with that music.

BETTY: Look at Wags. He's a lion, too.

MUSIC: Repeat "Royal March of the Lion"

BETTY: Do you have some more animal music?

MOTHER: Do you remember the story of the race between the tortoise and the hare? You know how the hare hopped along so fast and the tortoise crawled along slowly and steadily.

BETTY: A tortoise is a turtle, isn't it?

BOBBY: Yes, and the tortoise won, didn't he?

MOTHER: He did. Which one of them do you think this music is about?

MUSIC: Tortoises - Carnival of the Animals - Saint - Saens

BETTY: That's easy. It's the tortoise. I can just see him crawling along like this.

BOBBY: Oh, Betty, you're a good tortoise. I'm one, too.

MUSIC: Repeat "Tortoises"

SOUND: bark

BOBBY: Didn't you like to be a tortoise, Wags? I guess a tortoise is too slow for him.

MOTHER: This next music is about an animal that is very large and heavy. He's always a very important part of a circus. Sometimes you find him in a zoo, too. Listen to his music.

MUSIC: Elephant - Carnival of the Animals - Saint - Saens

BOBBY: I think that's an elephant. See me be an elephant. I like to swing my long trunk!

BETTY: I'm an elephant, too. Play the music again, mother.

SOUND: bark

MUSIC: Repeat "Elephant"

BOBBY: That was fun. I like to see the elephants hold on to each others tails with their trunks and walk around in the circus ring.

MOTHER: Here's a little poem about elephants called "Holding Hands".

Elephants walking
Along the trails
Are holding hands
By holding tails.
Trunks and tails
Are handy things
When elephants walk
In circus rings.
Elephants work
And elephants play
And elephants walk
And feel so gay.
And when they walk--
It never fails--
They're holding hands
By holding tails.

BETTY: Let's be elephants again.

BOBBY: Here, Wags, you be the first elephant. I'll hold your tail with one hand. This hand will be my tail. Betty, you can hold on to that.

MOTHER: (laughing) You're fine elephants! Here we go.

MUSIC: repeat "Elephant"

MOTHER: Now, here's an animal that's not quite as big as an elephant and it doesn't crawl like the tortoise. How do you think this animal moves?

MUSIC: Kangaroos - Carnival of the Animals - Saint- Saens

BOBBY: I could hop to that music. That must be a rabbit.

MOTHER: That's a good guess, Bobby. It is good hopping music. Can you think of another animal that hops? A very big animal?

BETTY: Well, there's a frog. But that's not very big.

BOBBY: Oh, I know! A kangaroo.

MOTHER: That's right, Bobby.

BETTY: You know, the baby kangaroos were so funny at the zoo -- the way they bobbed around in their mother's pockets.

BOBBY: Yeah. I thought maybe one would bounce out, but it didn't. Boy, they sure have a good place to ride. Let's be kangaroos Betty.

MUSIC: repeat "Kangaroos"

MOTHER: (laughing) Those were very fine kangaroos.

BETTY: Oh mother, can't we ride over to the park and see the animals?

MOTHER: Why -- perhaps we can. I think we might plan to go later this afternoon. Of course, Bobby will have to ask his mother.

BOBBY: Oh, I'm sure she'll let me go. I'll run home and ask her right now! Good-by, Music Lady. (fade) Come on, Wags.

SOUND: several barks

MOTHER: Good-by.

THEME: A Whistler and His Dog

SCRIPT III

THEME: A Whistler and Hig Dog

SOUND: knock at door, door opens

BETTY: Hello, Bobby and Wags. Come in.

SOUND: several barks

BOBBY: Hello, Betty. We came over to hear some more music. What do you suppose your mother will play for us today?

BETTY: I don't know but she's got several records ready. She wouldn't tell me what they're about. She said I had to wait until you got here. Mother! Mother! Bobby's here. (several barks) Wags is telling you he's here, too.

MOTHER: Hello, Bobby and Wags. So you're all ready for some music. How would you like a musical story? One about a little boy and a little girl. (bark) Oh, yes, and a little dog, too.

BOBBY: What do they do?

BETTY: What are their names?

MOTHER: Suppose we call them Betty and Bobby.

BOBBY: Is the dog Wags?

MOTHER: Yes, the dog is Wags.

SOUND: several barks

CHILDREN: Tell us the story.

MUSIC: (softly, behind story) Morning from the Peer Gynt Suite

MOTHER: (Story should be timed with the music. The phrase "burst above the horizon" should come with the climax in the music. The rest of the story should be done slowly with pauses between

the sentences as it seems to fit. Let the record play to the end.) This story begins very, very early one beautiful autumn morning. In fact, it was so early when Bobby woke up that the sun wasn't even up yet. The sky was just beginning to show the first faint streaks of light. As Bobby lay there watching, the sky grew brighter and brighter. It was filled with streaks of the lovely soft colors of sunrise. Oh, it was going to be a beautiful day! The colors grew brighter and brighter until at last the sun burst above the horizon with its bright, shining face smiling through the window at Bobby as if to say, "Get up there, sleepy head. It's too nice to stay in bed! Come out doors and play. Listen to the birds singing in the trees. See the flowers nodding softly in the morning breeze. It's lovely and cool over there in the woods. And remember that nice little stream? It's a fine place to sail boats. Come out, Bobby. Come out." Bobby lay quietly for a few minutes and then he got up, dressed, and called to Wags. He knew Wags would want to go with him. Then off they went to Betty's house. It <u>was</u> a beautiful morning. (music out) Betty was awake and dressed, too. So the two children and Wags set off for the woods. There were some beautiful tall trees in the woods. They bowed and swayed as the wind blew through them. Sometimes only the leaves moved as tiny little breezes blew. I'll play you some music that will tell you about them. It's called "Wind Amongst the Trees". Listen and you will hear the leaves dancing

in the little breezes. You'll hear the trees blowing about in the strong winds. Would you like to be trees? You can use your fingers and arms as the leaves and branches and wave them about with the music.

SOUND: several barks

BOBBY: Wags wants to be a tree, too. All right Wags, you can wave your tail. I'll stand here and Betty, you can stand over there.

MOTHER: Are you ready?

MUSIC: Wind Amongst the Trees - VI - 20344

CHILDREN: Oh, that was fun! I liked that! What happened after they got to the woods?

MOTHER: Something came flying through the trees.

BETTY: A bird?

BOBBY: A butterfly?

MOTHER: Listen to this music and I think you can guess.

MUSIC: The Flight of the Bumble Bee - Rimsky - Korsakov

BOBBY: That sounds like a bee.

MOTHER: Right you are. Can't you see him zooming and buzzing about?

MUSIC: out at end of record

MOTHER: After the bee flew off the children walked on until they came to the little stream. It rippled merrily along through the woods with the leaves bobbing on it like tiny boats.

MUSIC: At the Brook - Boisdeffre VI-20344 (under following and play to end of record)

MOTHER: The children walked along beside the stream holding the strings of their sail boats, letting the boats bob along on the water. Wags ran along beside them barking at the leaves and water bugs.

BOBBY: See, I'm a sail boat sailing down the river. Here I go.

BETTY: I'm rowing a boat.

MUSIC: out at end of record

MOTHER: By this time the children were getting hungry so they picked up their sail boats and started home.

BOBBY: And that's the end of the story?

MOTHER: That's the end of the story.

BETTY: That was a good story.

BOBBY: I guess I'd better start home, too. I'm getting hungry. Good-by, Music Lady. Thanks for the story. Good-by, Betty. Come on, Wags.

BETTY: Good-by, Bobby. Good-by, Wags.

MOTHER: Good-by, Bobby. Come again.

SOUND: several barks

THEME: A Whistler and His Dog

SCRIPT IV

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BOBBY: Hi, Betty.

BETTY: Hello, Bobby and Wags. (several barks) Did you have fun at your grandmother's? I'm awfully glad you're back. Now I'll have some one to play with again.

BOBBY: Sure, we had a swell time. But I'm kinda glad to be home.

BETTY: Come on in and tell me all about it.

BOBBY: Well, grandma lives on a farm, you know. I rode on the tractor and on a wagon load of hay, and on a horse. And I fed the chickens and the pigs. And I watched grandpa milk the cows. Oh, it was a lot of fun.

BETTY: Were there any sheep on your grandpa's farm? I like the soft, wooly little lambs.

BOBBY: No, grandpa doesn't have any sheep. But I went to another farm one day where they had a lot of them. There was a boy named Frank and he had a black lamb for a pet. It followed us all over the farm.

BETTY: Oh, my, I'd like to see that.

BOBBY: One day grandpa had to take one of the horses to a blacksmith to get some new shoes. Did you ever see them put shoes on a horse?

BETTY: No Bobby. How do they do it? Doesn't it hurt the horse to have those iron things fastened on his feet?

BOBBY: Naw! It doesn't hurt at all. The horse has a thick hard hoof and they nail the horseshoe into that. First the blacksmith gets the shoe red hot and pounds it with a great big hammer on a big iron thing called a-- a-- shucks, I can't think what they call it.

MOTHER: (fading in) Do you mean an anvil, Bobby?

BOBBY: Hello, Music Lady. Yes, that's what I mean. And then when the shoe is the right shape he lifts up the horses foot and nails it on. The horse doesn't mind at all!

BETTY: I'd like to see that!

MOTHER: It is fun to watch a blacksmith shoe a horse, isn't it? Would you like to hear some music about a blacksmith?

BETTY: Oh, yes.

BOBBY: Sure.

SOUND: several barks

MOTHER: This is called "The Harmonious Blacksmith".

MUSIC: The Harmonious Blacksmith - Handel VI-6752 or 1193
CV-68595D

MOTHER: Here is some more good blacksmith music. You can hear the hammers clanging on the anvils as the blacksmith pounds the shoes. Listen.

MUSIC: Anvil Chorus (under next two speeches) VI-19879 or 20127 or 11-9294

BOBBY: See, I'm a blacksmith! Here's my anvil. See me pound the horse shoe.

BETTY: I'm a blacksmith, too.

MUSIC: Up and out at end of record

BOBBY: Now we've got the shoes on the horses and they can gallop back home. Have you got some good galloping music?

MOTHER: I think so. Yes, here it is. Part of this music is for galloping horses and part of it is for running horses. Can you tell when the music changes and change from a gallop to a run?

MUSIC: Galloping and Running Horses - V. Ed. Records E-71

BETTY: Now the horses are all back home.

MOTHER: How would you like to be farmers now? You know how a farmer plants his crops, hoes out the weeds, cuts the grain, feeds his animals, milks his cows. You can think of many ways to be a farmer. Here is some music called "The Happy Farmer".

MUSIC: The Happy Farmer - Schumann - D-23126

BOBBY: This was as much fun as going to the farm. Thank you, Music Lady. Betty, let's put on our big straw hats and take our rakes and hoes outdoors and play farmer.

BETTY: That's a good idea, Bobby. I'll get mine right now.

BOBBY: Come on, Wags. (several barks) (fade) Good-by, Music Lady.

THEME: A Whistler and His Dog

SCRIPT V

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BETTY: Oh, my! Who are you? (laughs) What a funny face! (bark) Why it's Wags all dressed up in a dress and a false face! Oh, Wags, how funny you look. And you, clown, you must be Bobby!

BOBBY: (laughs gleefully) We fooled you for a minute, didn't we? How do you like our Halloween costumes? Doesn't Wags make a funny girl?

BETTY: Mother! Mother! Come and see Bobby and Wags. They're all dressed up for Halloween.

MOTHER: (fades in) Why, how do you do, Mr. Clown. And how are you little girl? Will you shake hands?

SOUND: several barks

BETTY: Oh, mother, isn't Wags funny? Just see how he sits up and holds up his paw to shake hands. Bobby, I like your clown suit and hat, and specially your orange hair. I'll show you my costume. I'm going to be an old witch. See, here's my black dress and my tall pointed hat. And this is my long gray hair.

BOBBY: Oh, what an awful looking face! You sure do look like an old witch!

MOTHER: Now that you're all dressed up for Halloween, how about some Halloween music?

BOBBY: Halloween music? Oh, yes!

BETTY: What kind of Halloween music?

MOTHER: Well, here's a record called "Clowns". How about having a clown dance just the way the clowns might dance along in a Halloween parade.

BOBBY: Come on, Wags. Let's all be clowns.

MUSIC: Clowns - MacDowell E-79

BETTY: Oh, that was fun. Do you have any more Halloween music?

MOTHER: Indeed I have. This is called "Witches". How do you suppose witches would dance?

BETTY: Oh, I think I can dance like a witch. But I'll need a broom. I want to come riding in on a broomstick just like a witch. Play some of the music while I get a broom. (fade)

MUSIC: Witches - MacDowell E-79

BETTY: (off mike) I'm all ready.

MUSIC: Witches (begin at beginning of record)

BOBBY: That was a good witch dance, Betty.

MOTHER: Here is some music called "March of the Dwarfs". Dwarfs are little people no bigger than boys and girls, and as old as the hills. I think their march would be fine music for a Halloween parade.

MUSIC: March of the Dwarfs - Greig E-79

SOUND: several barks

BOBBY: Wags liked that, too.

BETTY: I'll bet our Halloween parade at school will be fun. There will be all kinds of costumes -- witches, clowns, animals, funny people.

BOBBY: And cowboys, and Indians, and tramps. Oh, there'll be lots of funny things. (several barks) So you want to be in it, too, do you, Wags? Well, maybe you can. Any more Halloween music, Music Lady?

MOTHER: Yes, I have one more. It's called "In the Hall of the Mountain King". We can imagine a big parade with this music with all kinds of queer creatures marching and dancing along.

MUSIC: In the Hall of the Mountain King - Greig - CO-X180 or MX291
VI-M404 or SPIO

MOTHER: That was a wonderful parade.

SOUND: tap on window

BOBBY: What was that? (more taps) It's at the window -- But I don't see anyone! (more taps)

BETTY: It must be Halloween ghosts! There I saw something! Oh, Bobby, look! It <u>is</u> a ghost!

BOBBY: Aw! It's not a <u>real</u> ghost! It's just somebody dressed up. Come on, Wags -- let's go see who it is. (fades out)

BETTY: Wait for me. I'm coming too. (fades out)

BOBBY: (off mike) Look out, ghost. Here I come!

THEME: A Whistler and His Dog

SCRIPT VI

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens, sound of tom-tom

BOBBY: Hi, Music Lady. What's that, a drum?

MOTHER: Hello, Bobby and Wags. Come in. Yes, that's Betty's new tom-tom. (tom-tom a little louder)

BETTY: Hello, Bobby. See my tom-tom! Isn't it beautiful? And I love the way it sounds. (several taps on tom-tom)

BOBBY: Oh, Betty, so do I! Look at all the colored pictures around it. Where did you get it?

BETTY: My father brought it to me. He says it came all the way from Africa. Oh, mother, can we give it to Bobby now?

MOTHER: (laughing) Of course, Betty. It's right there behind that chair.

BETTY: Here, Bobby. Father brought you a tom-tom, too.

BOBBY: For me? -- To keep?

MOTHER: Yes, Bobby. It's for you to keep.

BOBBY: GEE! --- Oh, boy! Thanks! (several taps on tom-tom) I like the way mine sounds, too, Betty. (several more taps)

BETTY: Let's pretend we're jungle men in Africa.

SOUND: both drums pounding, wierd chant

MOTHER: (over noise, laughing) You're fine junglemen. But let's see if we can't make the drums play together. (drums stop) You know the tribesmen used their drums for many things.

BOBBY: They used them to send messages, didn't they?

MOTHER: Yes. And their drums were the music for their dances. They danced when they wanted rain, or a good harvest, or good hunting. And, of course, they danced their war dances before starting off to fight.

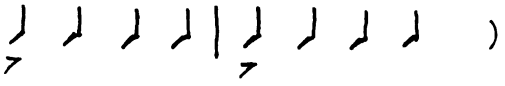
BETTY: Let's dance with our tom-toms.

MOTHER: Would you like me to play the tom-tom for you while you both dance?

BETTY: Oh, yes, mother. Come on, Bobby.

SOUND: several barks

BOBBY: All right, Wags. You can dance too.

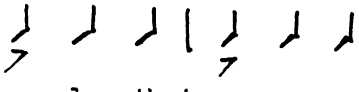
MOTHER: Here we go. (tom-tom rhythm )

SOUND: tom-tom and chanting

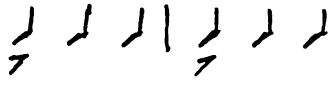
BETTY: Ooh --- that was fun! I'll play the tom-tom now.

SOUND: tom-tom and chanting, same rhythm as before

MOTHER: Now let's see if you can play your tom-toms together. The junglemen sent messages with them. Suppose I send you some messages. Can you play this?

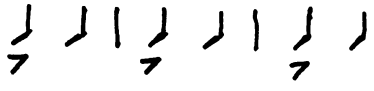
SOUND: tom-tom 

BOBBY: Sure, we can play that.

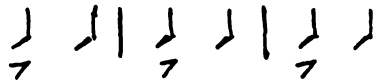
SOUND: both tom-toms 

BOBBY: Send us another message, Music Lady.

MOTHER: Try this one.

SOUND: tom-tom, 

BETTY: That's an easy one.

SOUND: both tom-toms, 

BOBBY: Where do you suppose drums came from?

MOTHER: Hundreds of years ago men discovered that the sound made by pounding a hollow log could be heard a long way through the forest so they used these logs to send messages. They were the first drums. We don't know how these early men discovered that a skin stretched tightly over the log would make a louder sound, but I know a story that tells how it <u>might</u> have happened.*

BETTY: Please tell us the story, mother.

BOBBY: Oh, yes, Music Lady.

MOTHER: Many, many years ago there was a little boy who had long, shaggy hair and finger nails that were thick and sharp like claws. His clothing was the skin of a great snake hanging from one of his shoulders. Other children of the tribe wore animal skins or short skirts woven from grass. They all slept in caves and ate berries and nuts and the meat of wild animals. They didn't eat with knives and forks the way you do. They tore the meat apart with their hands and gnawed the bones with their sharp teeth. The young men of the tribe would dance around the cooking fire while the women clapped their hands or beat sticks together. That was their only music.

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BOBBY: Didn't they even have a drum?

MOTHER: They soon did. This is how it happened. One day the tribemen speared a great antelope. The women wanted the fine strong skin for clothing so they scraped off the hair with a sharp stone. Then they looked around for a place to dry the skin.

BETTY: Where did they dry it?

MOTHER: There was a big hollow log where they stored food, but it was empty just then. So the women stretched the skin over it and weighted it down with stones. As the skin dried it grew smaller but the stones still held it, so soon it was very tight over the stump. One afternoon the women were roasting meat, the men were sitting around the chief who was very wise and clever, and the children were playing around the big stump. The boy who wore the snake skin was showing the others how he killed the great snake. He raised a stick high over his head and hit the skin on the stump as hard as he could. And what do you think happened?

BETTY: What happened, mother, what happened?

MOTHER: There was a tremendous boom that sounded through the jungle. Everyone was frightened. The grown-ups came running to see what had happened. The chief said, "What made the loud cry?" The children hid behind their mothers and pointed to the stump. The men grasped their spears and went closer. They thought some strange wild creature must be hiding in the stump,

and they waited for it to jump out. The skin didn't move --- there was no sound. The men went closer and saw the stones holding the skin. They thought the beast was trapped and so there was great rejoicing. The young men danced. The most daring struck the skin as they went by, and each time the great beast roared.

BOBBY: Oh, weren't they silly? Did they really think there was an animal in the stump?

MOTHER: So the story goes. The women were still too frightened to clap for the dancers. Suddenly the little boy had an idea. Grasping a stick, he sprang through the circle of dancers and began to beat a rhythm on the skin. The men shouted and danced. The boy beat faster and faster. At last the wild dance ended. The chief said to the boy, "You are very brave. You shall be keeper of the great voice." He took a flamingo feather from his own hair and put it in the boy's hair. The boy was so proud! That night while the rest slept, the boy sat beside the stump. He wanted to see the hidden creature. It hadn't moved. It must be sleeping. He got a torch, loosened the weights and peeked in.

BETTY: What did he see?

MOTHER: The stump was empty. The boy's hands trembled as he crouched there beside it. Far off there was a flash of lightning and a roll of thunder. The boy had heard this great voice many times. Was the voice in the stump the child of this greater

voice that spoke from behind the clouds? If he covered the stump would the voice speak again? Quickly he fastened the skin with the stones. He tapped gently and the voice answered. He threw his arms around the stump and cried "You are there! You are there! I may not see you but I shall keep you and you shall speak for me, and my people shall love you."

BOBBY: That was a good story! Do you suppose that's what really happened?

MOTHER: No one knows. But we do know that men learned to make better and better drums.

BETTY: And drums are pretty important now, aren't they? A band would sound sorta funny without a drum.

BOBBY: Would you play us some band music so we can march?

BETTY: Oh, yes. And we can play our tom-toms, too.

MOTHER: That's a splendid idea. Here we go.

MUSIC: any good march, tom-toms play with it

BOBBY: Thanks, Music Lady. And thanks for the tom-tom. I want to go and show it to mother. Come on, Betty. You go, too. Then we can show her both tom-toms and play them for her.

BETTY: All right, Bobby. (fade) Come on, Wags.

THEME: A Whistler and His Dog (tom-toms with it)

SCRIPT VII

THEME: A Whistler and His Dog (sound of tom-tom with it)

SOUND: knock at door, several barks, door opens

BOBBY: Hi, Betty. (several barks)

BETTY: Hello, Bobby and Wags. Oh, you brought your tom-tom. I'm glad. We had a lot of fun with them last time, didn't we?

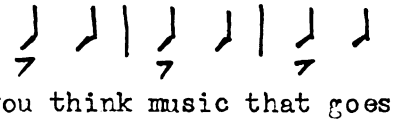
BOBBY: We sure did. I played the tom-tom and we marched all the way over here. Didn't we, Wags? (several barks) Do you suppose we can march and play our tom-toms with another record today?

MOTHER: (fade in) I think we can find some more march music, Bobby. I'm glad you and Betty enjoy it so much. (bark, mother laughs) And Wags, too. Betty can get her tom-tom while I'm finding a record. --- Let me see--- yes-- here are the march records. I think you'll like this one.

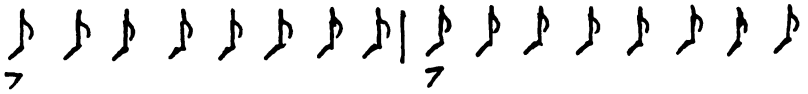
MUSIC: any good march

SOUND: tom-toms with music

MOTHER: We always want to march when we hear music like that, don't we? Other kinds of music may make us feel like doing many other things. The music might say run, or skip, or gallop, or hop. Perhaps I can show you with the tom-tom. March music goes like this.

SOUND: tom-tom 

MOTHER: What do you think music that goes like this might say?

SOUND: tom-tom 

(continue under following and for running)

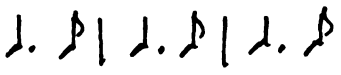
BETTY: Oh, that's fast music. It says go faster than marching.

BOBBY: It makes me want to run. Come on, Betty. Let's run.

SOUND: tom-tom out after one minute

BETTY: What else could the music say?

MOTHER: What does this tell you to do?

SOUND: tom-tom  (continue under following)

BOBBY: I can't march with that.

BETTY: I tried to walk but that doesn't fit very well.

BOBBY: It's different from the running, too.

BETTY: Oh, see! This fits. I'm galloping. Gallop, Bobby, gallop.

SOUND: tom-tom out after one minute

MOTHER: Do you remember the record "The Wild Horseman"? Would you like to gallop with that?

BETTY AND BOBBY: Oh, yes!

MUSIC: The Wild Horseman - E-78

MOTHER: Here's some music that's different from the galloping music. What does this say to you?

MUSIC: (continue under following) Happy and Light of Heart - E-72

BETTY: (as if experimenting) It doesn't say walk --- or run.

BOBBY: It's not a good march. --- Hey, Betty! This fits! See, I'm skipping.

BETTY: Oh, this is good skipping music.

MUSIC: out at end of record

BOBBY: Have you got any more kinds of music?

MOTHER: Indeed I have. Here's a good one.

MUSIC: Barcarolle (under following) VI-13824 or 11-9174

BETTY: Oh, I like that. Isn't it pretty? It sorta goes back and forth and back and forth, doesn't it?

BOBBY: Like a boat! I'm going to be a sail boat. I'm going to put my arms up in the air as tall as I can and tip back and forth just like a tall sail on a boat.

BETTY: I'm a boat, too. Oh, this is fun!

MUSIC: Out at end of record.

BOBBY: Have you seen <u>my</u> new sailboat, Betty?

BETTY: No. Can I see it now?

BOBBY: Sure. Come on over to my house and I'll show you.

BETTY: May I go, mother?

MOTHER: Of course you may.

BOBBY: Come on, Wags. (fade) My boat's red and it's got a tall white sail and -- -- --

THEME: A Whistler and His Dog

SCRIPT VIII

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens, music

MUSIC: Brahm's Lullaby, under following E-77 or VI-22160

MOTHER: Hello, Bobby and Wags.

BOBBY: Hello, Music Lady. Where's Betty?

MOTHER: She's listening to the music. Come on in.

BOBBY: Hi, Betty. (several barks)

BETTY: SH! (softly) Hello, Bobby and Wags. I'm rocking Sarah Jane to sleep with the music.

BOBBY: (softly) Sarah Jane? Oh, your doll. --- Say, that is good rocking music, isn't it? Here, Wags, I'll rock you. (several barks)

MUSIC: up and out at end of record

BETTY: There. Sarah Jane's asleep. I'll put her in bed.

MOTHER: The other day we listened to several different kinds of music. You remember we heard some that made us want to march and run and skip and gallop and rock like boats. The music we just heard was something like the boat music. It was a lullaby. It's the kind of music a mother uses to rock her baby to sleep. Here's another lullaby.

MUSIC: Cradle Song - Schubert - E-77, VI-17480 or 1856

BETTY: I like lullabies. They're so soft and pretty. But they sure make me feel sleepy. Let's hear another kind of music.

MOTHER: Sometimes music makes us feel like dancing. Would you like to dance?

BETTY: Oh, yes. That would be fun.

MOTHER: This is called "Waltz of the Flowers".

MUSIC: "Waltz of the Flowers" from the Nutcracker Suite VI-M1020 or M265, CO-M627

MOTHER: That was fine. You danced so lightly and beautifully you were like flowers dancing in the breeze. Now, how would you like a musical game?

BOBBY: I always like games. How do you play it?

MOTHER: I'll play some short bits of music and you see how quickly you can tell what to do with each one.

BETTY: All right, mother. I'll bet we can get every one.

MOTHER: Here's the first one.

MUSIC: Theme for Skipping - Victor Educational Records E-71

BETTY: (after a few seconds) Oh, that's good skipping music.

MOTHER: Good, Betty. That's just right.

MUSIC: out at end of theme

BOBBY: What's the next one?

MOTHER: Here it is.

MUSIC: Galloping Horses - Victor Educational Records E-71

BOBBY: (after several seconds) I can gallop with that.

MOTHER: Fine, Bobby. That's a good gallop.

MUSIC: out at end of theme

MOTHER: You're very good. Let's see if you can do this one.

MUSIC: Run, Run, Run - Victor Educational Records E-72

BETTY: See how fast I can run.

MUSIC: out at end of theme

MOTHER: I wonder if you can tell what this music says.

MUSIC: Blue Danube Waltz - VI-8650 or 15425, CO-129670 or 69275D

BOBBY: It's kind of like a boat rocking.

BETTY: It makes me want to dance.

MOTHER: Good, Betty. It's a waltz called the "Blue Danube".

MUSIC: out after one minute

MOTHER: This last one I'm sure you'll get quickly.

MUSIC: March from the Nutcracker Suite

BOBBY: (at once) Oh, that's a march! Come on, Wags. Here we go. (several barks)

MUSIC: out after one minute

BOBBY: That was a good game. Can we play it again some time?

MOTHER: Of course, Bobby. I'm glad you liked it.

BOBBY: I know a good game to play outdoors, Betty. B --- But we haven't enough people. There are only two of us -- three with Wags. (bark)

BETTY: Well, let's go down to Dick's house, and to Patty's house -- maybe we can find enough.

BOBBY: All right, let's go. Come on, Wags. (fade) Good-by, Music Lady.

MOTHER: Good-by, children.

THEME: A Whistler and His Dog

SCRIPT IX

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BETTY: Hello, Bobby. Hello, Wags. (several barks)

BOBBY: Hi, Betty. Mmmm -- what smells so good?

BETTY: Mother's been baking all kinds of good things for Thanksgiving. Grandmother and Grandfather and my aunt and uncle and my three cousins are all coming here for Thanksgiving dinner. Doesn't it smell good though? Mmm -- I can hardly wait!

MOTHER: (fading in) Here's a cookie for each of you. (bark) (mother laughs) Yes, there's one for you too, Wags. Maybe these will help you wait.

BETTY: Oh, thank you, mother.

BOBBY: Thanks, Music Lady. (bark)

MOTHER: Do you children know why we celebrate Thanksgiving with a big Thanksgiving dinner?

BETTY: We-l -l, I know that a long time ago some white people invited some Indians to a feast.

BOBBY: They were friendly Indians.

MOTHER: While you are eating your cookies I'll tell you about that first Thanksgiving. This is the story of the Pilgrims who lived in England. They were very unhappy. One reason was that they couldn't go to the kind of church they liked. The king said every one had to go to the kind of church <u>he</u> liked.

Finally these Pilgrims decided that they would sail across the ocean to the new land they had heard about -- a land where there were no kings to tell them what to do. It was a wild land, all forests and streams.

BOBBY: And Indians!

MOTHER: Yes, and Indians. There were no towns, no houses or stores.

BETTY: Just woods and Indians.

MOTHER: In those days there were no steamships. The Pilgrims had to come across the ocean in a sailing ship. It was called the Mayflower. They sailed for many, many days. It was almost winter when they reached this new land. They had to cut down trees to build houses. Their food was just what they could find in the forest and what little was left on their ship. It was a very hard winter. They were hungry and cold. Many of them became ill and died. Many of the Indians weren't friendly and the Pilgrims never knew when they might hear War-whoops and see arrows come whizzing from the forest. The Pilgrim men carried their guns wherever they went. When spring finally came they planted the seeds they had brought from home. Some friendly Indians showed them how to plant corn. The men hunted and fished. At last they had enough food to eat. They began to store up food for winter. When they harvested the corn and other crops in the fall they knew they would have enough food to last all winter. They were so happy and thankful that they invited their Indian friends to come to a big feast

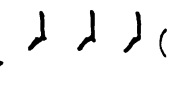
to celebrate. That was the first Thanksgiving. The women cooked and cooked. The men hunted deer and wild turkeys. The Indians came with more meat. They had a wonderful feast. In fact they had such a fine time that the Indians stayed for three days, feasting and dancing.

BETTY: Oh, mother. Will you play the tom-tom for us so we can be the Indians dancing at the Thanksgiving feast?

MOTHER: I certainly will, Betty. Where is your tom-tom?

BETTY: Here it is. Are you going to be an Indian, too, Bobby? (bark) You can be one too, Wags.

BOBBY: Sure. I'm an Indian chief with a feather headdress that hangs way down my back!

SOUND: tom-tom  (occasional war whoops)

MOTHER: The Indian babies watched the dancing from their places on the mothers' backs.

BETTY: The babies were tied right on, weren't they?

MOTHER: Often they were bound fast to wooden frames and then these were fastened to the mothers' backs. A mother might hang the frame up in a tree and let the baby swing there. When baby was tired perhaps she pushed him gently to and fro and sang a lullaby like this.

MUSIC: Indian Lullaby - Victor Educational Records E-83

BOBBY: I'll bet after the Indians rested and ate some more they danced again, didn't they?

MOTHER: I imagine they did. Perhaps it was a dance like this.

MUSIC: Dance Song - Omaha Victor Educational Records E-89

BETTY: Mother, was this all forest here where we live?

MOTHER: Yes, Betty. It was all forest.

BOBBY: And there were Indians in it, weren't there?

MOTHER: Indeed there were.

BOBBY: It sure has changed, hasn't it? Now there are houses and stores and streets and cars --

BETTY: And trains, and airplanes and factories. There aren't many woods, are there?

BOBBY: I'll bet the Pilgrims wouldn't even know this country if they could see it now.

MOTHER: They certainly wouldn't. All they ever saw was a small strip along the ocean. It took the white men many years to cross this big country, building towns and roads and planting farms as they moved farther and farther west. Here's a song I like especially well because it's about this big, beautiful country of ours.

MUSIC: America the Beautiful E-91

BOBBY: Betty, have you ever been to the museum? They have some Indian arrowheads and some Indian clothes and some feather headdresses.

BETTY: Oh, Bobby, I'd like to see those!

BOBBY: They've got a lot of old guns, too, and all kinds of interesting things. Maybe mother would take us.

BETTY: Oh, Bobby, do you think she would?

BOBBY: I'll go ask her right now. Come on, Wags. Good-by, Music Lady.

BETTY: Good-by. I hope we can go. (several barks)

THEME: A Whistler and His Dog

SCRIPT X

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BOBBY: Hi, Betty.

BETTY: Hello, Bobby and Wags. I'm glad you came over. What's that in your hand? Why, it's a little soldier. Where did you get him?

BOBBY: I bought him down at old Mr. Green's toy store. See the gun on his shoulder? And look, you can wind him up here and then he'll march all around the room. (sound of winding toy) See him go!

BETTY: Oh, Bobby! What fun! Just look at his stiff little legs go.

SOUND: several excited barks

BOBBY: Wags barks every time I wind him up. I guess he can't figure out what it is.

BETTY: He probably thinks it's something alive.

MOTHER: (fades in) Hello there, Bobby. That's quite a soldier.

BETTY: Oh, mother, isn't he funny? There, he's stopped. He's all run down. Make him go again, Bobby.

BOBBY: Okay, Betty. (sound of winding) Wouldn't it be fun to have a whole row of them to march along just like a parade?

MOTHER: Well, why don't we pretend we are all toy soldiers. We can have a fine parade.

BETTY: Oh, I know. Let's be the toys in Mr. Green's toy shop. And

when the clock strikes twelve we'll come to life and march and dance around the shop. First we can be the row of soldiers on the shelf.

MOTHER: I think I have some music here that will be just the thing for us to march to. Yes, here it is -- "The March of the Little Lead Soldiers".

BOBBY: I'll wind up my soldier again so we can march just the way he does. (sound of winding) Come on, Betty, let's get lined up. Oh, the clock has to strike before we can march.

MOTHER: All right, here's the clock. (twelve strikes) And here we go.

MUSIC: March of the Little Lead Soldiers E-77 or VI-4314

BOBBY: Oh, that was fun, wasn't it Wags? (several barks)

BETTY: Do you remember the doll in Mr. Green's window that's dressed in the fluffy white dress? The one with the long curls and the pretty ribbon in her hair? I want to be that doll. I know just how she would dance.

MOTHER: And here's just the music for your dance. It's called "The Waltzing Doll".

MUSIC: The Waltzing Doll - E-78 or VI-1981

BOBBY: That was a pretty dance, Betty. Do you remember the funny clown with the painted face? He has on a white suit with great big red spots on it. I'll bet I could be a good clown. Have you got any clown music, Music Lady?

MOTHER: How do you like this?

MUSIC: Clowns E-71

BETTY: (laughs) You were an awfully good clown, Bobby. You should be in a circus. Now I want to be that Arabian doll. The one with the colored veil and the gold braclets. Mr. Green said Arabia is a country where the desert is just like a sea of sand, and the people ride on camels. I'm going to put on this scarf for a veil. Have you any music for me, mother?

MOTHER: Yes, I have. It's called the "Arabian Dance".

MUSIC: Arabian Dance - VI-M1020 or M265, CO-M627

MOTHER: And now let's imagine all of the toys marching around the shop before they climb back to their places on the shelves. This music is called "March of the Toys".

MUSIC: March of the Toys - VI-12592 or 27763

BETTY: (laughs) Here we are, all back in place before Mr. Green catches us.

BOBBY: No one will catch me. (fade) I'm going to march right out the door and down the street!

BETTY: Oh, Bobby, you're so funny. Good-by.

SOUND: several barks off mike

MOTHER: (laughing) Good-by, Bobby and Wags.

THEME: A Whistler and His Dog

SCRIPT XI

THEME: A Whistler and His Dog

SOUND: knock at door, bark, door opens

MUSIC: (softly under following) Away in a Manger (vocal)

BETTY: Hello, Bobby and Wags. Come in. Mother's playing some Christmas music for me.

SOUND: several barks

BOBBY: Hi, Betty. That's "Away in a Manger" she's playing now, isn't it? I sure like the Christmas carols. Let's go in where we can hear it better.

MUSIC: up and out at end of record

BOBBY: Oh, Music Lady, would you please tell us a story about the Baby Jesus and play us some more Christmas music?

MOTHER: Of course, Bobby. Here's a story about a little lamb who saw the Baby Jesus. Many, many years ago shepherds watched their flocks on the hillsides near Bethlehem. During the day the little lambs would frolic and play about in the green grass among the nodding flowers. At night they would lie down close to their mothers and sleep peacefully while the shepherds kept watch to see that no wild animals came to destroy them.

MUSIC: While Shepherds Watched Their Flocks by Night (vocal)

MOTHER: One beautiful, quiet night the air was suddenly filled with strange and wonderful music, and there was a light in the sky

that grew brighter and brighter. Shining angels appeared, singing as they came. The sheep awoke and huddled close together. The shepherds were frightened and fell to their knees. But the angels said, "Fear not. For behold, we bring you good tidings of great joy which shall be to all people. For unto you is born this day, in the city of David, a savior who is Christ, the Lord. And this shall be a sign unto you. You shall find the Babe wrapped in swaddling clothes and lying in a manger." And the angels sang.

MUSIC: Hark! The Herald Angels Sing (vocal)

MOTHER: The light faded and the angels disappeared. The shepherds arose and said, "Let us go to Bethlehem and find the Baby." So they started down the hillside toward Bethlehem. One little lamb, braver and bolder than the rest, followed along behind, unnoticed by the shepherds.

MUSIC: Oh, Little Town of Bethlehem (vocal)

MOTHER: Finally the shepherds came to the stable by the inn. The little lamb still followed. He stood quietly in the darkness and watched as the shepherds knelt before a tiny Baby lying in a manger while Its mother, Mary, and Its father, Joseph, watched. The shepherds rose at last and went back to their flocks, but the little lamb still watched. He saw three men come riding on very strange animals. The animals had necks and legs much longer than those of a sheep, and they had queer, big humps on their backs. The little lamb was very young.

He had never been away from the hillsides before so he didn't know that these were camels that had carried the wise men far over the desert. Oh, what beautiful clothing the men wore and what wonderful gifts they carried as they left their camels and went toward the stable!

MUSIC: We Three Kinds of Orient Are (vocal)

MOTHER: At last the wise men, too, left the stable. The Baby Jesus lay sleeping quietly, while his mother watched over him. All about him in the darkness the little lamb heard the quiet breathing of the animals as they, too, slept. The little lamb turned and started back to the hillside to find his mother. He was so tired and sleepy but he was very happy because he had seen the Baby Jesus.

MUSIC: Silent Night (vocal)

BETTY: Oh, mother, I liked that story!

BOBBY: I think I like Silent Night best of all the Christmas songs. Come on, Betty, Let's go sing it for my mother.

BETTY: All right, Bobby. I'll bet she'll like to hear us sing it. Good-by, mother.

BOBBY: Good-by, Music Lady.

SOUND: several barks

MOTHER: Good-by, children and Wags.

THEME: A Whistler and His Dog

SCRIPT XII

THEME: A Whistler and His Dog

SOUND: knock at door, several barks, door opens

BOBBY: Hello, Betty.

SOUND: several barks

BETTY: Hello, Bobby and Wags. Come on in. I could hardly wait till you got here. Mother's got a new game for us. She calls it "Musical Riddles". What do you suppose it is?

BOBBY: I don't know, but it sounds like fun. Hello, Music Lady.

MOTHER: Hello, Bobby and Wags. Now that you are here we can begin our game. You know, it won't be long until Christmas and I've been thinking about all the different kinds of toys that will be in the stockings and under the Christmas trees on Christmas morning. Maybe you can guess some of them if I tell you something about them and play you some music.

BOBBY: That sounds like fun. I'll bet we can guess every one!

SOUND: several barks

BETTY: What's the first riddle, mother?

MOTHER: When you guess the riddles you may pretend to be the toys or to play with them, with the music. Here's the first one. Boys particularly like this toy. It walks very stiffly and usually carries a gun.

MUSIC: March of the Tin Soldiers - E-73, VI-20399

BOBBY: (just after the music starts) Oh, that's easy! It's a toy soldier. Come on, Betty. Let's be toy soldiers.

MUSIC: out at end of record

BETTY: That was a good riddle. What's the next one, mother?

MOTHER: The next toy I see under the Christmas tree is something to ride. It has a mane and a tail. You can make it gallop or run or trot. Here is its music.

MUSIC: Knight of the Hobby Horse - E-73 VI-20399

BOBBY: Is it a rocking horse?

BETTY: You can't make a rocking horse trot or gallop. It must be a hobby horse. See me ride my hobby horse!

MOTHER: That's fine, Betty.

MUSIC: out at end of record

BOBBY: Can I do a riddle? Oh -- maybe you haven't got any music for this. Can I whisper in your ear, Music Lady, so Betty won't hear?

MOTHER: Of course, Bobby. (sound of whispering, mother laughs) That's a fine riddle, Bobby. I'm sure I have some music for it. Go ahead and tell it.

BOBBY: Well, you might find this in your stocking Christmas morning. It's little and round and it's made of rubber.

MUSIC: Playing Ball

BETTY: Little -- round -- rubber -- A ball? Is it a ball, Bobby?

BOBBY: You guessed it! Let's play ball to the music.

MUSIC: up and out at end

BETTY: Now can I do a riddle? Have you got some music for this, mother? (sound of whispering)

MOTHER: I certainly have, Betty. Tell us your riddle.

BETTY: I see a toy under the tree that you would use mostly in summer. We--ll --- I suppose you could play with it in the bath tub. But it's most fun at the lake, or in a mud puddle, or a tub in the back yard. It's made of wood and it has a little wooden pole sticking up on it. And there's a pointed piece of white cloth fastened to the pole.

MUSIC: Barcarolle - VI-13824 or 11-9174

BOBBY: That must be a sailboat. I'm a sailboat. See me sail across the lake.

MUSIC: out at end of record

MOTHER: I think we have time for just one more riddle. This is a hard one. I see a little oblong box. When you turn the key and wind it up it plays a tune. It sounds like this.

MUSIC: The Music Box - E-81 VI-9798 or 4390

BETTY: What a pretty little tune!

BOBBY: Is it a music box?

MOTHER: That's right, Bobby.

MUSIC: out at end of record

BOBBY: I knew what that was 'cause my mother's got a music box.

BETTY: She has? Oh, my! Would she play it for us? I'd like to hear a real music box.

BOBBY: Sure, she'll play it for us. Let's go ask her now. Come on, Wags. (barks) Good-by, Music Lady.

MOTHER: Good-by.

THEME: A Whistler and His Dog

SCRIPT XIII

THEME: A Whistler and His Dog

SOUND: knock, several barks, door opens

BOBBY: Hi, Betty.

BETTY: Hello, Bobby. Ooh -- you look just like a snowman! (several barks) You look so funny all covered with snow, Wags. I hardly knew what you were!

BOBBY: (sound of stamping feet) It sure is snowing. There, I guess I got most of it off. It's cold outdoors, too. See how red my hands are.

BETTY: Come in where it is warm. Mother said this was a regular blizzard.

MOTHER: (fades in) I see you and Wags didn't get lost in the snowstorm.

BOBBY: No, but I guess it's a good thing we live just next door.

MOTHER: I think this would be a good day for a winter story, don't you?

BETTY: Oh, yes, mother. Will there be music in it?

MOTHER: Indeed there will, Betty.

BETTY: Oh, good. I'm all ready. Are you, Bobby?

BOBBY: We're ready, aren't we, Wags? (several barks)

MOTHER: Fine. Then here's the story. One winter morning Bobby was all snuggled up warm and cozy in his bed with the blanket pulled right up over his head. So he didn't even hear his mother call him to breakfast. But Wags heard. He was all

curled up warm and comfortable in his bed, too. But he didn't have a blanket over his head. He ran over to Bobby's bed and caught hold of the blankets and began to tug and pull at them until he pulled them right off. Bobby woke up in a hurry then, as you can imagine. (several barks, children laugh) When he looked out of the window he saw that the ground was all white. The little bushes in the yard were just humps in the snow. The gate posts, the fire hydrant and the letter box on the corner all wore tall marshmallow hats. And sparkling white snowflakes drifted down over everything. It all looked so beautiful that Bobby could hardly wait to finish his breakfast and get outdoors to play. It took so long to get on his snow-suit, and his cap, and his scarf, and his boots, and his mittens. But at last he was ready.

BOBBY: It didn't take Wags long though, did it? He's lucky not to have to get all bundled up when he goes out to play. (several barks)

BETTY: Did Betty go out, too?

MOTHER: Oh, yes. She saw Bobby and Wags playing in the snow so she hurried into her snow suit, too, and ran out to play with them.

MUSIC: (starts softly under rest of mother's speech) Scherzo from Midsummer Night's Dream VI-118455 or 7080
CO-71398D or 12901D

MOTHER: They ran and shouted and danced about in the soft snow and pretended they were snowflakes.

MUSIC: up and under following

BETTY: Come on, Bobby. Let's be snowflakes now.

BOBBY: All right, Betty.

MUSIC: out at end of record

MOTHER: They found that the snow was just right to roll snowballs. So they rolled and they rolled and they made a fine big snowman. Let's pretend we're making a snowman now.

MUSIC: The Snow is Dancing from The Children's Corner Suite by Dubussy VI-7148 or M639 CO-17088D or 68962D

BOBBY: (with music) There's a big ball for a body ------ and there's the head ----- now for some arms ------ See, I've made a snowman!

MUSIC: out at end of record

MOTHER: And then they heard the children laughing and shouting as they swept the snow off the skating pond down the street. Betty and Bobby ran in to get their skates and off they went to the pond. Of course, Wags went too. (several barks) The ice was so smooth and hard! Oh, it was wonderful skating.

MUSIC: The Skaters' Waltz by Waldteufel (under following) E-74 VI-4396 or 11-8949

BETTY: Slide -- and slide -- and slide -- and slide. See me skate. Come on, Bobby.

BOBBY: Say, this is fun. I can take big long slides.

MUSIC: out at end of record

MOTHER: Soon they heard some bells jingling. They looked all around but they didn't see anything. The jingling sound came closer and Wags ran up the street barking as loud as he could. (several barks)

BETTY: What was it, mother? It wasn't Christmas, was it? It wasn't Santa Claus?

MOTHER: (laughing) No, it wasn't Santa. But it was a sleigh. It was father driving a team of horses hitched to a big flat sleigh, like a box on runners. The sleigh was full of hay. Father called to all of the children to come and jump in and go for a ride. Oh, what laughing and shouting there was as they all found places in the soft hay! When everyone was in, father called to the horses and off they went.

MUSIC: Jingle Bells E-88

BOBBY: What happened next?

MOTHER: Well, by the time the sleigh ride was over they were all so hungry from playing out of doors such a long time that they hurried home for lunch. And I don't think one of them left a single bite of food on his plate that noon.

BOBBY: Boy, I'd be hungry too. You know, I am hungry. Come on, Wags. Let's go home and ask mother for something to eat. Good-by, Music Lady. Good-by, Betty. (several barks)

BETTY AND MOTHER: Good-by, Bobby and Wags.

THEME: A Whistler and His Dog

CHAPTER IV

CHAPTER IV

SUGGESTIONS TO THE CLASSROOM TEACHER TO ACCOMPANY THE RADIO SCRIPTS

Suggestions for follow-up activities and correlations with such subjects as singing, literature, reading, art and science will be given to help in making the music programs an integral part of the school program. Pre-program preparation is advisable. Therefore the following material may be printed in bulletin form and placed in the hands of the classroom teacher prior to the programs to help her in making necessary preparations.

General introduction to teachers. Before presenting the first program in the series, explain to the children that they are to meet Betty and Bobby, children about their own age. They will also meet Bobby's dog, Wags, and Betty's mother whom Bobby calls the Music Lady. Each week there will be a story in which Betty, Bobby and Wags have fun with the Music Lady. Explain that the children may take part in the stories, too. Whenever Betty, Bobby and Wags march, dance, skip or dramatize the music, the children in the classroom may also participate. While children should be encouraged to participate freely, they should not be required to do so since natural spontaneity may be dampened.

Create interest and foster a receptive frame of mind for each program by special preparation for it. This preparation should include

two things. Plan a room arrangement in which every one will be comfortable, will be able to hear, and will be able to participate. Arranging the room in this special way each week will build up interest in what is to come. Discuss what Betty and Bobby might be doing this time while such preparations are taking place. There should be a minimum of introductory comment by the teacher. According to Mursell, "avoid smudging the musical horizon with the mark of fact."[1]

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1 James L. Mursell, The Psychology of School Music Teaching (New York: Silver Burdett Company, 1936), p. 120.

SCRIPT I

Records used.

1. Any good march
2. "Of A Tailor and a Bear" by MacDowell E-78
3. "The Wild Horseman" by Schumann E-78

Activities during the program.

As this is the first program, the children may need help from the teacher in preparing to dramatize "Of a Tailor and a Bear". Thirty seconds have been allowed in the script for this preparation. There should be no attempt to have an equal number of tailors, bears, and keepers for this first dramatization. Each child should be whichever character he wishes.

If space is limited, or wooden floors make it too noisy for the entire group to gallop at once with "The Wild Horseman", it may be necessary for the teacher to signal for smaller groups to take turns at being horses. A part of the preparation for these programs might be the shedding of shoes so that all who wish may participate without making so much noise that the music can not be heard.

Follow-up activities.

Encourage free discussion of the story and music.

Discuss the children's pets and the smart tricks they do. This will help to establish the radio characters as friends whom they will be glad to meet again.

Have the record "Of a Tailor and a Bear" ready when the children want to dramatize it again. The story might be worked out as a musical play to be presented for another group.

Other animal interpretations can be worked out by the children. The rhythms may be established by use of a drum or piano. Such records as the following may be used:

"Cat and Mouse" - Copland

"On Donkey Back" - Salzedo

"Jumbo's Lullaby" - Debussy

"Capering Kittens" - Ganz

"Sheep and Goats Walking to the Pasture" - Guion

Correlations.

Singing

Kindergarten

"Bear" p. 122 - The Kindergarten Book - Our Singing World - Ginn and Company.

"We're Galloping" p. 18 - The Kindergarten Book - Our Singing World - Ginn and Company.

"My Little Pony" p. 26 - New Music Horizons - Book One - Silver, Burdett and Company.

First Grade

"Familiar Friends" p. 44 - New Music Horizons - Book One - Silver, Burdett and Company.

"Big Bear and Little Bear" p. 108 - Listen and Sing - Ginn and Company.

"Galloping" p. 22 - The First Book - Our Singing World - Ginn and Company.

Second Grade

"Growly Bear" p. 59 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Trot, Trot, Trot" p. 103 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Ride Away" p. 133 - Singing on Our Way - Our Singing World - Ginn and Company.

Science

Take a trip to the zoo.

Study how animals move (run, walk, hop, crawl, fly, etc.).

Discuss which animals are found in the woods, the jungle, the desert, and on the farm.

Art

Paint animal pictures.

Make friezes or murals showing animals in the forest or zoo and on the farm.

Literature

Stories

"The Three Bears"

"Big Brown Bear" - Duplaix

"Flip" - Wesley Dennis

"Flip and the Cows" - Wesley Dennis

Poems

"Big Black Bear" - John Martin

"Furry Bear" - A. A. Milne

"Brown Bear" - M. W. S.

"My Horse, Old Dan" - Lucy Sprague Mitchell

Reading, Second Grade

"Brunny, the Brave" - The Story Road - John Winston Company

"Big Bear's Sack" - Fun in Story - John Winston Company

"Dark Pony" - Our New Friends - Scott, Foresman and Company

SCRIPT II

Records used.

"Carnival of the Animals" - Saint-Saens VI-M71
VI-M785

Royal March of the Lion

Elephant

Tortoises

Kangaroos

Activities during the program.

Be lions, elephants, tortoises, kangaroos, with the appropriate music, any or all of the children participating each time.

Follow-up activities.

As this program continues the theme of the first one, no new suggestions need be made here.

Correlations.

Singing

Kindergarten

"Elephant" p. 18 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Guess What We Saw at the Zoo" p. 119 - The Kindergarten Book - Our Singing World - Ginn and Company.

First Grade

"The Elephant" p. 113 - The First Grade Book - Our Singing World - Ginn and Company.

"The Camel" p. 115 - The First Grade Book - Our Singing World - Ginn and Company.

"Mary Had a Little Lamb" p. 12 - New Music Horizons - Book One - Silver, Burdett and Company.

Second Grade

"The Elephant" p. 74 - New Music Horizons - Book Two - Silver, Burdett and Company.

"The Kind Kangaroo" p. 16 - Tuning Up - Ginn and Company.

"Circus Time" p. 69 - Tuning Up - Ginn and Company.

Literature

Stories

"Timothy Turtle"- Alice Vaught Davis

"Babar, the Elephant" - Jean de Brunhoff

"Katy No-Pocket" - Payne

"Andy and the Lion" - James Daugherty

"Curious George " - H. A. Rey

"The Hare and the Tortoise"

Poems

"Holding Hands" - Lenore M. Link

"The Plaint of the Camel" - Charles Carryl

"The Hippopotamus" - Georgia Durston

"Lovely Lion" - Dorothy Aldis

"The Giraffe" - Maginal Wright Barney

"The Little Turtle" - Vachel Lindsay

"The Three Foxes" - A. A. Milne

Under the Tent of the Sky - a Collection of Poems About Animals Large and Small - selected by John Brewton

Reading, Second Grade

"Fun at the Zoo" - In the City and on the Farm - University Publishing Company

"The Little Monkey" - The Story Road - Winston

"Eddie Elephant and Jungleville" - The Story Road - Winston

"Three Little Rabbits" - Fun in Story - Winston

"Little Elephant and the Water" - Fun in Story - Winston

"The Rubber Circus" - Good Stories - Winston

Other records which might be used

"Butterfly" - Greig

"Of Br'er Rabbit"-Mac Dowell

"Mosquito Dance" - White

"Animal Pictures in Music"

SCRIPT III

Records used.

1. "Morning" from the Peer Gynt Suite by Greig CO-X180 or MX291
   VI-M404 or SPIO
2. "Wind Amongst the Trees" V-20344
3. "Flight of the Bumble Bee" by Rimsky-Korsakov W-1645 or 6579
   CO-19005D or 7304M
4. "At the Brook" by Boisdeffre V-20344

Activities during the program.

Children carry out their own rhythmic ideas for "Wind Amongst the Trees".

Children listen or move about as they please with "Flight of the Bumble Bee".

With "At the Brook" they may sail boats, row boats, or work out any interpretation they wish.

Follow-up activities.

Discuss freely the story, the music, boats (follow the children's lead).

Watch the movement of the trees in the wind.

Go for a walk. Look for bees, butterflies, birds, etc.

Work out a dramatic play about the walk with drum or piano for rhythms, or using appropriate records.

Correlations.

Singing

Kindergarten

"Here Is the Beehive" p. 37 - The Kindergarten Book - Our Singing World - Ginn and Company.

"The Wind is Singing" p. 99 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Lightly Row" p. 46 - New Music Horizons - Book One - Silver, Burdett and Company.

First Grade

"Row, Row, Row Your Boat" p. 127 - The First Grade Book - Our Singing World - Ginn and Company.

"The Wind" p. 121 - The First Grade Book - Our Singing World - Ginn and Company.

"A Walk in the Woods" p. 15 - Listen and Sing - Ginn and Company.

"Song of the Bee" p. 157 - The First Grade Book - Our Singing World - Ginn and Company.

Second Grade

"Row, Row, Row Your Boat" p. 105 - Singing on Our Way - Our Singing World - Ginn and Company.

"The Wind Elves" p. 98 - Singing on Our Way - Our Singing World - Ginn and Company.

"Bees and Frogs" p. 123 - Singing on Our Way - Our Singing World - Ginn and Company.

"I'm Off to the Woods" p. 15 - New Music Horizons - Book Two - Silver, Burdett and Company.

Science

Study about the various kinds of boats.

Build a boat. (especially good in Kindergarten)

Study about the wind, trees, insects.

Art

Make pictures of boats, trees, etc.

Literature

Stories

"In the Forest" - Marie Hall Ets

"Little Sail Boat" - Lenoki

"Little Toot" - Gramatky

"Story About Big Trees" - Read

"The Lad Who Went to the North Wind"

Poems

"The Wasp and the Bee" - unknown

"The Bee" - Edward Lear

"Trees" - Charlotte Stetson

"I Wonder Why" - Elizabeth Gordon

"Under the Tent of the Sky" - Rowena Bennett

"The Wind" - Rachel Field

"The Wind" - R. L. Stevenson

"Where Go the Boats" - R. L. Stevenson

Reading, Second Grade

"Bumblebees" - In the City and on the Farm - University Publishing Company.

"The Old Apple Tree's Secret" - The Story Road - Winston

"Up in a Tree" - In the City and on the Farm - University Publishing Company.

"Making Boats" - Our New Friends - Scott, Foresman and Company.

Other records which might be used

"Barcarolle"

"Boating on the Lake" - Kullak

"By the Lake"

"Mosquito Dance"

"Shadows" - Schytte

SCRIPT IV

Records used

"The Harmonious Blacksmith" - Handel	VI-6752, CO-68595D VI-1193
"Anvil Chorus" - from Trovatore	VI-19879, VI-11-9294 20127
"Galloping and Running Horses" - VI - Educational Records - E-71	
"The Happy Farmer" - Schumann	D-23126

Activities during program

Swing hammer on anvil with blacksmith music.

Gallop and run with the third record.

Dramatic play about any of the farmer's activities (planting, hoeing, milking, feeding the animals, etc.) with "The Happy Farmer".

Follow-up activities

Work out other farm animal rhythms or rhythms about farm activities. Use records if they are available or set the rhythms with piano or drum.

Take a trip to a farm.

Correlations

Singing

Kindergarten

"Mary Had a Little Lamb" p. 12 - New Music Horizons - Book One - Silver, Burdett and Company.

"The Farmer in the Dell" p. 28 - New Music Horizons - Book One - Silver, Burdett and Company.

"The Duck and the Hen" p. 36 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Mooley Cow Red" - p. 37 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

First Grade

"The Friendly Cow" p. 141 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"I'd Like to be a Farmer" p. 123 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Bread and Cherries" p. 111 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"The Farmer" p. 71 - American Singer - Book One - American Book Company.

Second Grade

"The Farmer" p. 106 - New Music Horizons - Book Two - Silver, Burdett and Company.

"The Unlucky Farmer" p. 31 - Tuning Up - Ginn and Company.

"The Scolding Geese" - Tuning Up - p. 35 - Ginn and Company.

"Shoe the Horse" p. 132 - Singing on Our Way - Our Singing World - Ginn and Company.

Science

Study farm animals and why each is valuable.

Discuss the work of the farmer and his importance to the community.

Art

Make shadow box farms.

Build a farm if space permits.

Paint farm murals.

Literature

Stories

"The Three Pigs"

"Chicken Little"

"The Little Red Hen"

Queenie - Orton

Blue Barns - Sewell

Poems

"The Farmer Boy" - Blossom Bennett

"The Barnyard" - Dorothy Aldis

"The Pasture" - Robert Frost

"Farm Life" - Ruth Edna Stanton

"The Cow" - R. L. Stevenson

Reading, Second Grade

"Dudley Duck in the Well" - The Story Road - Winston.

"Polly Piggie's Curl" - The Story Road - Winston.

"Three Little Hens on the Farm" - Fun in Story - Winston.

"Dinner at the Farm" - Our New Friends - Scott, Foresman.

"On the Farm" - In the City and on the Farm - University Publishing Company.

Other records which may be used

"Wheelbarrow Motive" - Victor Educational Records - E-71

"Song of the Shepherdess" - Victor Educational Records - E-71

"Country Dance" - Beethoven

"Sheep and Goat Walkin' to the Pasture" - Guion

SCRIPT V

Records used.

"Clowns" by MacDowell - E-79

"Witches" by MacDowell - E-79

"March of the Dwarfs" by Greig - E-79 VI-22177

"In the Hall of the Mountain King" by Greig - CO-X180 or MX291
VI-M404 SPIO

Activities during the program.

Be clowns with "Clowns".

Dance like witches with "Witches". Have brooms or sticks ready for those who want them.

Interpret freely "March of the Dwarfs".

Children work out their own ideas of a Halloween parade with "In the Hall of the Mountain King".

Follow-up activities.

Discuss preparations for Halloween.

Discuss characters that might be seen in a Halloween parade and work out rhythmic interpretations.

Correlations.

Singing

Kindergarten

"Halloween Is Coming" p. 73 - The Kindergarten Book - Our Singing World - Ginn and Company.

"I'm A Jack-o-lantern" p. 75 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Halloween" p. 46 - Singing Time - John Day Company.

First Grade

"Halloween" p. 32 - Listen and Sing - Ginn and Company.

"Halloween" p. 85 - The First Grade Book - Our Singing World - Ginn and Company.

"There Was A Little Goblin" p. 88 - The First Grade Book - Our Singing World - Ginn and Company.

"What A Surprise" p. 89 - The First Grade Book - Our Singing World - Ginn and Company.

Second Grade

"The Witches Are Calling" p. 18 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Halloween Is Coming" p. 70 - Singing On Our Way - Our Singing World - Ginn and Company.

"The Wind Is Howling" p. 73 - Singing On Our Way - Our Singing World - Ginn and Company.

Art

Make pictures of Halloween characters.

Make masks and costumes.

Make decorations for the class room.

Literature

Stories

"Georgie" - Robert Bright

"Jack-o-Lantern For Judy Jo" - Hill

"Pumpkin Moonshine" - Tudor

Poems

"Halloween" - Rachel Field

"Halloween Fun" - Alice Hoffman

"Jack-O-Lantern" - Dorothy Aldis

"Jolly Jack-O-Lantern" - anonymous

"Black and Gold" - Nancy Byrd Turner

Reading, Second Grade

"Yellow Pumpkin and Pussy" - Fun in Story - Winston.

"The Brownies and the Sandman" - Good Stories - Winston.

"Jack-O-Lantern Twins" by Anne McCauley - Lyons and Carnahan

Other records which might be used.

"Broom Dance" - German

"Gnomes" - Reinhold

"Dwarfs" - Reinhold

SCRIPT VI

Records used

1. Any good march

Activities during the program

Have drums, tom-toms, rhythm sticks available if possible for the children to use. They may clap or beat the rhythm for the jungle dance, or dance themselves.

Children may clap or beat the tom-tom rhythms given as "messages" by the Music Lady.

They may march and beat drums, tom-toms, rhythm sticks, or clap with the march at the end of the program.

Follow-up activities

Make a collection of drums, tom-toms, tambourines. Note the differences in sound.

Make drums from wooden bowls, round cereal boxes or any other materials you can find. Satis Coleman has some excellent ideas in her book Creative Music for Children.

Correlations

Singing

Kindergarten

"The Big Tall Indian" p. 26 - Singing Time - John Day Company.

"The Drum" p. 27 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"My Tambourine" p. 23 - Singing Time - John Day Company.

"The Drum" p. 138 - The Kindergarten Book - Our Singing World - Ginn and Company.

First Grade

"Five Little Drums" p. 56 - Listen and Sing - Ginn and Company.

"Big Indian" p. 51 - Sing and Sing Again - Oxford University Press.

"My Drum" p. 160 - American Singer - Book One - American Book Company.

"The Big Drum" p. 154 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

Second Grade

"Playing in the Band" p. 8 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Our Band" p. 154 - Singing on Our Way - Our Singing World - Ginn and Company.

"The Flute and the Drum" p. 145 - Tuning Up - Ginn and Company.

"The Parade" p. 70 - Tuning Up - Ginn and Company.

Art

Paint designs on the drums made by the children.

Make pictures of Indians with their tom-toms.

Literature

Stories

Kimbi, Jungle Indian - Henry Lionel Williams

Poems

"Our Drums" - Carrie Rasmussen

Reading, Second Grade

"Toy Fairy's Party" - Fun in Story - Winston.

SCRIPT VII

Records used

1. Any good march
2. The Wild Horseman - Schumann - E-78
3. Happy and Light of Heart - Balfe - E-72
4. Barcarolle, Offenbach - VI-13824 or 11-9174

Activities during the program

Have drums, tom-toms, rhythm sticks available if possible for the children to use while they march with the first record used.

Run with running rhythm played on tom-tom.

Gallop with galloping rhythm played on tom-tom.

Gallop with the record "The Wild Horseman".

Skip with the record "Happy and Light of Heart".

Be boats with the record "Barcarolle".

Follow-up activities

Listen to other records and decide what to do with them.

Experiment with various rhythms on the tom-tom.

Correlations

Singing

Kindergarten

"The Rocking Horse" p. 24 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"My Pony" p. 32 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"The Sailboat" p. 32 - Singing Time - John Day Company.

"Swing Song" p. 37 - Singing Time - John Day Company.

First Grade

"Gray Pony" p. 104 - Music Hour in Kindergarten and First Grade - Silver Burdett and Company.

"Walking Song" p. 112 - American Singer - Book One - American Book Company.

"My Pony" p. 129 - American Singer - Book One - American Book Company.

"Swinging High, Swinging Low" p. 139 - American Singer - Book One - American Book Company.

"Take a Little Run About" p. 150 - American Singer - Book One - American Book Company.

"Jumping Rope" p. 139 - Listen and Sing - Ginn and Company.

Second Grade

"Boats Go Sailing" p. 91 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Sailing" p. 133 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Swinging Along" p. 135 - Tuning Up - Ginn and Company

"Hippety Hop" p. 20 - Singing on Our Way - Our Singing World - Ginn and Company.

"Skipping and Walking" p. 19 - Singing on Our Way - Our Singing World - Ginn and Company.

Science

Study the various ways in which we can move.

Study how animals move.

Art

Draw pictures of people and animals walking, running, jumping.

Literature

Stories

Little Wild Horse - Hetty Burlingame Beatty

Runaway Rocking Horse - Lillian Robertson

The Little Sailboat - Lois Lenski

Poems

"The Swing" - R. L. Stevenson

"My Hobby Horse" - Nursery Rhyme

"The Skipping Ropes" - Dorothy Aldis

Reading, Second Grade

"Making Boats" - Our New Friends - Scott, Foresman and Company.

"Dark Pony" - Our New Friends - Scott, Foresman and Company.

SCRIPT VIII

Records used

1. "Lullaby" - Brahms - E-77 or VI-22160
2. "Cradle Song" - Schubert - E-77, VI-17480 or 1856
3. "Waltz of the Flowers" from the Nutcracker Suite - Tchaikovsy VI-11020 or 1265 - CO-1627
4. "Theme for Skipping" - Victor Educational Records E-71
5. "Galloping Horses" - Victor Educational Records E-71
6. "Run, Run, Run" - Victor Educational Records E-72
7. "Blue Danube" - Strauss - VI-8650 or 15425, CO-129670 or 69275D
8. "March" from Nutcracker Suite - Tschaikowsky

Activities during the program

Children rock or sway or move about as they wish with the lullabies.

They should dance about freely with the"Waltz of the Flowers".

Skipping, galloping, running, dancing and marching may accompany the short selections in the musical game.

Follow-up activities

Play the game introduced in the script using records good for marching, dancing, skipping, etc.

Correlations

Singing

Kindergarten

"Cradle Song" p. 48 - Singing Time - John Day Company.

"Cradle Song" p. 10 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Marching" p. 21 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Marching Song" p. 7 - Singing Time - John Day Company.

"Dance, Oh Dance" p. 29 - Sing and Sing Again - Oxford University Press.

First Grade

"Dancing Together" p. 71 - Listen and Sing - Ginn and Company.

"The Minuet" p. 129 - Listen and Sing - Ginn and Company.

"Dolly's Lullaby" p. 6 - American Singer - Book One - American Book Company.

"Baby's Lullaby" p. 98 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Soldiers Marching" p. 34 - Sing and Sing Again, Oxford University Press.

"Tin Soldiers" p. 112 - American Singer - Book One - American Book Company.

Second Grade

"A Little Dancing Song" p. 111 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Marching Song" p. 7 - New Music Horizons - Book Two - Silver, Burdett and Company.

"The Dancing Lesson" p. 122 - Tuning Up - Ginn and Company.

"Lullaby" p. 54 - Tuning Up - Ginn and Company.

"The Neighborhood Parade" p. 13 - Tuning Up - Ginn and Company.

"French Cradle Song" p. 57 - Singing on Our Way - Our Singing World - Ginn and Company

Literature

Poems

"My Soldier's Hat" - Helen Crocker

"An Indian Lullaby" - Anonymous

"Indian Cradle Song" - Elva S. Smith

Reading, Second Grade

"Toy Soldier's Wish" - Good Stories - Winston

SCRIPT IX

Records used

1. "Indian Lullaby" - Victor Educational Records E-83
2. Indian Dance from Victor Educational Records E-89
3. "America the Beautiful" - E-91

Activities during the program

Have tom-toms and drums available if possible to use with the Indian dances.

Dance with the tom-tom and with the Indian dance record.

Sway or rock with the lullaby.

Follow-up activities

Work out other Indian dances. Album E-91 is all Indian music.

Correlations

Singing

Kindergarten

"Thanksgiving" p. 71 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Thanksgiving Is Coming" p. 76 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Prayer" p. 77 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Gobble, Gobble" p. 77 - The Kindergarten Book - Our Singing World - Ginn and Company.

First Grade

"Indian Dance" p. 159 - American Singer - Book One - American Book Company.

"The Navajo" p. 163 - American Singer - Book One - American Book Company.

"Thanksgiving Day" p. 56 - American Singer - Book One - American Book Company.

"Hymn of Thanks" p. 137 - Listen and Sing - Ginn and Company

Second Grade

"Over the River and Through the Wood" p. 36 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Playing Indians" p. 56 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Thanksgiving Song" p. 38 - New Music Horizons - Book Two - Silver, Burdett and Company.

"For This Good Year of Ours" p. 133 - Music Hour - Second Book - Silver, Burdett and Company.

"Thanksgiving Day" p. 33 - Music Hour - Second Book - Silver, Burdett and Company.

Social Studies

Study about the food, clothing, homes of some of the American Indians. Contrast the long houses of the eastern Indians with the teepees of the plains Indians and the pueblos of the southwestern Indians.

Art

Make Indian pottery of clay.

Make Indian designs and pictures of various kinds of Indians.

Make an Indian teepee in the room.

Make pictures of the Pilgrims and the Mayflower.

Literature

Stories

One Little Indian Boy - Emma L. Brock

First Thanksgiving - Lena Barksdale

Poems

"The Pilgrims Came" - Annette Wynne

"A Wise Little Turkey" - N. K. Duffy

"Thanksgiving Day" - Lydia Maria Child

"Indian Children" - Annette Wynne

"We Thank Thee" - Mattie Renwick

SCRIPT X

Records used

"March of the Little Lead Soldiers" - Pierne E-77 V-4314

"The Waltzing Doll" - Poldini E-78 V-1981

"Clowns" - Mendelssohn E-71

"Arabian Dance" from Nutcracker Suite - Tschaikowsky VI-M1020 or M265, CO-M627

"March of the Toys" from Babes in Toyland - Herbert V-12592 or 27763

Activities during the program

March as toy soldiers to "March of the Little Lead Soldiers.

Dance as dolls to "Waltzing Doll". Children should feel free to dance or not as they wish.

Be clowns to "Clowns".

"Arabian Dance" should be interpreted freely by those who wish to dance.

March to "March of the Toys". There should be great variety and freedom of interpretation.

Follow-up activities

Play the "Nutcracker Suite", and tell the story.

Work out other toy rhythms.

If the group enjoys creative dramatics, work out a story about a toy shop with the children creating their own characterizations. Fit the rhythmic accompaniment (bells, drum, piano, or

appropriate records) to the child's interpretation. Don't try to make the child conform to a rhythm you set.

Correlations

Singing

Kindergarten

"I Always Want My Teddy Bear" p. 60 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Jack-in-the-Box" p. 127 - The Kindergarten Book - Our Singing World - Ginn and Company.

"Dolly" p. 128 - The Kindergarten Book - Our Singing World - Ginn and Company.

"We're Wooden Soldiers Marching" p. 130 - The Kindergarten Book - Our Singing World - Ginn and Company.

First Grade

"Teddy Bear" p. 34 - The First Grade Book - Our Singing World - Ginn and Company.

"The Talking Doll" p. 168 - The First Grade Book - Our Singing World - Ginn and Company.

"My Top" p. 170 - The First Grade Book - Our Singing World - Ginn and Company.

"The Toy Shop" p. 86 - Listen and Sing - Ginn and Company.

Second Grade

"The Toy Shop" p. 86 - Listen and Sing - Ginn and Company.

"Bouncing Ball" p. 58 - Tuning Up - Ginn and Company.

"Jack in-the-Box" p. 66 - Tuning Up - Ginn and Company.

Language

Have a toy display. Children will enjoy telling their friends about their toys and demonstrating how they work. It is good language training.

Encourage the children to tell their own stories about their toys and trips to toy stores.

Art

Make costumes and backgrounds for toy shop play.

Make pictures of toys for a border around the room.

Literature

Stories

Karl's Wooden Horse - Lois Donaldson

Why Teddy Bears are Brown - Barker

Winnie-the-Pooh - Milne

Randolph, the Bear Who Said No - Nelson

Poems

"I'll Be a Clown" - Mary Carolyn Davies

"Spinning Top" - Frank Dempster Sherman

"My Hobby Horse" - Nursery Rhyme

"The Raggedy Doll" - Aileen Fisher

"The China Dog" - Rachel Field

"The Gingham Dog and the Calico Cat" - Eugene Field

Reading, Second Grade

"Toy Fairy's Party" - Fun in Story - Winston

"Old Toy Horse" - Our New Friends - Scott, Foresman and Company.

"The Lost Toys" - Our New Friends - Scott, Foresman and Company.

"Jane's Dear Old Doll" - Our New Friends - Scott, Foresman and Company.

Other records that may be used

"Waltz of a Teenie Doll"

"Dance of the Chinese Doll" - Rebikov

"Music Box" - Liadoff

"Rocking Horse" - Salezedo

"Knight of the Hobby Horse" - Schumann

"Toy Symphony" - Haydn

"Golliwog's Cake Walk" - Debussy

SCRIPT XI

Records used

1. Away in a Manger (vocal)
2. While Shepherds Watched Their Flocks (vocal)
3. Hark, the Herald Angels (vocal)
4. Oh, Little Town of Bethlehem
5. We Three Kings of Orient Are
6. Silent Night

Activities during the program

This is the only script in this series that does not provide for activity on the part of the children. It was felt that activity would detract from this Christmas story and the carols. However, the children may wish to join in singing the carols.

Correlations

Singing

Kindergarten

"Away in a Manger"

"Silent Night"

First Grade

"Away in a Manger"

"Silent Night"

"Oh, Come All Ye Faithful"

"The Friendly Beasts"

Second Grade

"Silent Night"

"Away in a Manger"

"Under the Stars"

"Oh, Little Town of Bethlehem"

"Christmas Carol" p. 84 - Tuning Up

Science

Discuss why there were flowers blossoming near Bethlehem at Christmas time while we have snow and ice at that time of year.

Art

Set up the Nativity scene.

Make a large mural showing the shepherds and sheep on the hillside, the town of Bethlehem in the distance, the angels, etc.

Literature

Stories

The Christmas Story

Why the Chimes Rang - Raymond Macdonald Alden

Little Child - Jessie Mae Jones

Lullaby - Josephine Butkowska Bernhard

Little Lost Lamb - Margaret Wise Brown

All Through the Night - Rachel Field

Poems

"Christmas Morning" - Elizabeth Madox Roberts

"Why Do Bells For Christmas Ring?" - Lydia A. C. Ward

"Christmas Good Night" - Ethel Robb

"Long, Long Ago" - Anonymous

"The Pine Tree's Ambition" - Clara G. Cornell

SCRIPT XII

Records used

1. "March of the Tin Soldiers" - Tchaikovsky E-73 VI-20399
2. "Knight of the Hobby Horse" - Schumann - E-73 VI-20399
3. "Playing Ball" - Ambrose - VI-20350
4. "Barcarolle" - Offenbach VI-13824 or 11-9174
5. "The Music Box" - Liadoff E-81 VI-9798 or 4390

Activities during the program

March like toy soldiers with "March of the Tin Soldiers".

Children work out their own ideas of a hobby horse.

Bounce balls with "Playing Ball".

Be sail boats with "Barcarolle".

Follow-up activities

Make up more riddles using such records as

"Jumbo's Lullaby" - Debussy

"Flying Birds" - Victor Educational Records E-71

"The Clock" - Kullak

Correlations

Singing

Kindergarten

"The Sailboat" p. 32 - Singing Time - John Day Company.

"Pony Song" p. 42 - Singing Time - John Day Company.

"Playing Ball" p. 18 - Music Hour in the Kindergarten and First Grade - Silver, Burdett and Company.

"The Rocking Horse" p. 24 - Music Hour in the Kindergarten and First Grade - Silver, Burdett and Company.

"Wooden Soldiers" p. 35 - Sing and Sing Again - Oxford University Press.

First Grade

"Sail Boat" p. 50 - Sing and Sing Again - Oxford University Press.

"Christmas Morning" (about a music box) p. 84 - Listen and Sing - Ginn and Company.

"Horseback Riding" p. 74 - Listen and Sing - Ginn and Company.

Second Grade

"Bouncing Ball" p. 58 - Tuning Up - Ginn and Company.

"I Had a Little Hobby Horse" p. 132 - Singing on Our Way - Our Singing World - Ginn and Company.

"The Ship" p. 63 - Music Hour - Book Two - Silver, Burdett and Company.

"Soldiers Three" p. 62 - Music Hour - Book Two - Silver, Burdett and Company.

"The Organ Man" p. 39 - Tuning Up - Ginn and Company.

Art

Make pictures to go with the riddles using crayons, chalk or paint.

Literature

Stories

Cowboy Small - Lois Lenski

Karl's Wooden Horse - L. Donaldson

Merrylegs, the Rocking Horse - Paul Brown

Clever Bill - William Nickolson

Poems

"My Bed Is a Boat" - R. L. Stevenson

"My Hobby Horse" - Nursery Rhyme

"Boats" - Rowena B. Bennett

"Where Go the Boats?" - R. L. Stevenson

Reading, Second Grade

"Old Toy Horse" - Our New Friends - Scott, Foresman and Company.

"What Was It?" - Our New Friends - Scott, Foresman and Company.

"The Tune Box" - Round About - Row, Peterson and Company.

SCRIPT XIII

Records used

1. "Scherzo" from Midsummer Night's Dream VI-118455 or 7080
CO-71398D or 12901D

2. "The Snow is Dancing" from the Children's Corner Suite - Debussy
VI-7148 or M639
CO-17088D, 68962D

3. "The Skater's Waltz" - Waldteufel - E-74 VI-4396 11-8949

4. "Jingle Bells" E-88

Activities during the program

Dance about pretending to be snow flakes with the "Scherzo".

Roll snowballs and build a snowman with "The Snow is Dancing".

Skate with long swinging strides with the "Skaters' Waltz".

Listen, sing, pretend to be the horses pulling the sleigh with "Jingle Bells".

Follow-up activities

Build a snowman in the school yard at recess time.

Take a walk after a snowstorm and see how everything looks.

Sing "Jingle Bells" using the bells from the rhythm band as accompaniment.

Correlations

Singing

Kindergarten

"Making a Snow-Man" p. 63 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company

"Coasting" p. 63 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Winter" p. 37 - American Singer - Book One - American Book Company.

"Snowflakes" p. 3 - Singing Time - John Day Company

First Grade

"Snowflakes" p. 124 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"The Snowman" p. 125 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Skating" p. 125 - Music Hour in Kindergarten and First Grade - Silver, Burdett and Company.

"Coasting" p. 36 - American Singer - Book One - American Book Company.

"The Skaters" p. 67 - Listen and Sing - Ginn and Company.

Second Grade

"It's Snowing" p. 53 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Sly Jack Frost" p. 57 - New Music Horizons - Book Two - Silver, Burdett and Company.

"Coasting" p. 114 - Tuning Up - Ginn and Company.

"Making the Snowman" p. 110 - Tuning Up - Ginn and Company.

"Skating" p. 117 - Singing on Our Way - Our Singing World - Ginn and Company.

Literature

Stories

Katy, and the Big Snow - Virginia Lee Burton

White Snow, Bright Snow - Alvin R. Tresselt

Big Snow - Berta and Elmer Hader

Poems

"Frost Fairies" - Clara Kuck

"Jack Frost" - Helen Bayley Davis

"Looking In" - Dorothy Aldis

"The Icicle" - Mrs. Henry Gordon Gale

"Snow" - Dorothy Aldis

"Ice" - Dorothy Aldis

"My Snowman" - Hanna Mendelsohn

"Snowflakes" - Mary Mapes Dodge

Art

Cut snowflakes from folded squares of white paper.

Make a winter scene for border or bulletin board showing children playing in the snow, making snowmen, sliding, skating, etc.

Cut snowmen from white paper, cover them with cotton batting and decorate them with colored paper caps and scarves.

Science

Take a magnifying glass out doors and look at the snowflakes that fall on dark coat sleeves or on a dark piece of paper.

Study the properties of snow, ice and water.

Fill a container partly full of water, mark the level, set it out to freeze and note the difference in volume.

Reading, Second Grade

"The Snow Party" - Our New Friends - Scott, Foresman and Company.

"Fun in the Snow" - More Friends and Neighbors - Scott, Foresman and Company.

"Fun on the Ice" - More Friends and Neighbors - Scott, Foresman and Company.

"Winter Days" - Round About - Row, Peterson and Company.

"Good Coasting" - Round About - Row, Peterson and Company.

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BIOGRAPHY

BIOGRAPHY

Marion Hoffman was born in Marlette, Michigan and was graduated from Fairgrove High School in Tuscola County, Michigan. She received a life certificate from Michigan State Normal College and a Bachelor of Arts degree in Education from Michigan State College. For twelve years she has been employed as an elementary teacher in the public schools in Lansing, Michigan.

She completed the work for a Master of Arts degree in August, 1951.

APPENDIX

BIBLIOGRAPHY

RECORDS AVAILABLE FOR USE IN EARLY ELEMENTARY GRADES

VI - Victor
E - Victor educational albums (all music is classified)
LM - Victor long playing
CO - Columbis
ML - Columbia long playing
DE - Decca

Children's Record Guild and Young People's Records have some excellent records in story and song which are labeled for the appropriate age groups, but which have not been included in this list.

TITLE	COMPOSER	VI		CO	DE
A Frog He Would A-Wooing Go	Old Eng.	E-83			
Adagio	Corelli	E-71	11-8823		
Adeste Fideles	Portugal	E-88	6607 20246	1945 20298	35770 36653
Air de Ballet	Jadassohn	E-72			
Allegretto, Faust Ballet	Gounod	E-79			
Allegro in G	Mendelssohn	E-74			
Amaryllis	Ghys	E-90 E-74	20169		
America	Smith-Carey	E-91	4430 17815	17217D	
America the Beautiful	Bates-Ward	E-91			
Andante, Surprise Symphony	Haydn	E-80	M55 M1155	M781 M363	
Andantino	Thomas	E-78			
Anvil Chorus, Il Trovatore	Verdi		19879 20127 11-9294		

TITLE	COMPOSER		VI	CO	DE
Appalachisn Spring	Copland		M1046		
Aquarium, Carnival of Animals	Saint-Saens		M71 M785		
Arkansas Traveler	Arr. Guion		4502	71957D	
At the Brook	Boisdeffre		20344		
Away in a Manger	Luther	E-88	27645		
Baa Baa! Black Sheep	Mother Goose	E-83			
Badinage	Herbert	E-77	12591		
Ballet	Gluck	E-71			
Barcarolle	Offenbach		13824 11-9174	68692D	
Barcarolle	Rubinstein	E-71			
Battle Cry of Freedom	Root	E-91			
Battle Hymn of the Republic	Howe	E-91	4433 21841 26588	4205M 7442M	23711
Bean Porridge Hot	Crowninshield	E-83			
Bed in Summer	Stevenson-Nevin	E-83			
Bee, The	Schubert	E-79	20614	72734D	
Berceuse	Ilyinsky	E-73			
Berceuse	Jarnefelt	E-78	4320 20374	17590D	
Billy Boy				C-MUV 49	

TITLE	COMPOSER		VI	CO	DE
Billy the Kid	Copland		12-0269 LM1031	19011D ML2167	
Birds, Carnival of Animals	Saint-Saens		M71 M785	ML4355	
Birthday of a King	Neidlinger	E-88	19833		
Blacksmith, The	Brahms	E-73			
Blue Danube Waltz	Strauss		8650 15425	129670 69275D	
Boating on the Lake	Kullak	E-72	V-20401		
Broom Dance	German		V-20448		
Butterfly	Grieg				D-A 84
Butteffly Dance	Hopi Indian	E-89			
By Lo	Traditional	E-83			
Calm Sea	Mendelssohn		11452 11453		
Capering Kittens	Lake				D-A 85
Caprice	Ogarew		20614		
Caprice on Airs de Ballet, Alceste	Saint-Saens Gluck	E-80	6546	71961D	
Caprice Viennois	Kreisler		14690 8284	35826 72516D	
Carnival of Animals	Saint-Saens		M71 M785		
Cat and Mouse	Copland		15861		D-A 85
Chant of the Eagle Dance	Hopi Indian	E-89			

TITLE	COMPOSER		VI	CO	DE
Chicken, The	Riley-Gaynor	E-83			
Children's Corner Suite	Debussy		LM9 7148 M639 DM1327	ML4366 17088D 68962D	
Children's Prayer	Humperdinck	E-80	1948 22176	35614	
Christmas Bells	Gilchrist		V-20993		
Christmas Hymns and Carols			M1077 LM1112	MM857 MM856 ML4231	
Clair de Lune	Debussy	E-81	1812 36228	72629D 35728 ML4311 ML4338	23498 29217
Clock, The	Kullak	E-73	V-20399		
Clown	MacDowell	E-79			
Clowns, Midsummer Night's Dream	Mendelssohn	E-71			
Columbia the Gem of the Ocean	o'Beckett	E-91			
Come, Lasses and Lads	Eng. folk	E-73	V-22766		
Como, Let Us Be Joyful	Mozart		V-20448		
Come, Let Us To the Bagpipes Sound	Bach	E-81			
Mother Goose Suite - Conversation of Beauty and the Beast	Ravel		7370 DM1268	MX320 X151 M74	
Cossack Dance	Tschaikowsky			9076M	

TITLE	COMPOSER	VI	CO	DE
Cossacks' Lullaby	Bachinetieff	E-83		
Country Dance	Beethoven	E-74	71411D	
Country Dance	Weber	E-74		
Country Gardens	Grainger	E-76	20802 1666	
Cradle Song	Brahms	4435 1756	71872D 17300D	
Cradle Song	Greig		J-17	
Cradle Song	Hauser	E-73		
Cradle Song	Schubert	E-77	17480 1856	J-17
Cradle Song	Tschaikowsky		J-17	
Cuckoo Clock	del Castillo	10-1058		
Daisy and the Wind, The	Neidlinger	E-83		
Dance	Bartok	E-79		
Dance in Cottage, Hansel and Gretel	Humperdinck	E-80	17 P 38	MM632 CP26
Dance of the Chinese Dolls	Rebikov	E-80		
Dance of the Gnomes	Liszt	1184		
Dance of the Moorish Slaves, Aida	Verdi	E-73		
Dance Song	Omaha Indian	E-89		
Danse Russe	Stravinsky	2096		

TITLE	COMPOSER	VI	CO	DE
Deck the Halls	Old Welsh Air	E-88 V20993		
Deer Dance	Skilton	E-80		
Dickory, Dickory Dock	Traditional	E-83	C-MUV 49	
Diddle, Diddle Dumpling	Traditional	E-83		
Dixie	Emmett	E-91 V-20166		
Doctor Gradus and Parnasum, Children's Corner Suite	Debussy	7148 M639 DM 1327	17088D M 314	
Dolly's Funeral	Tchaikovsky	E-73		
Dwarfs	Reinhold	E-71		
Eine Kleine Nachtmusik	Mozart	M364 M428 M1163 LM1102	ML5-4370 X187 X19	
El Capitan	Sousa	V-4501		
Elephant, Carnival of Animals	Saint-Saens	M785 M-71	ML4355	
Elfenspiel	Kjerulf	E-73 V-20399		
Elfin Dance	Grieg	E-88		
Empress of the Pagodas, Mother Goose Suite	Ravel	7370 DM 1268	MX 320 X151 M 74	
Entrance of the Little Fauns	Pierne	E-80 4319	67345D 7591M 395M	

TITLE	COMPOSER		VI	CO	DE
Etude in G-Flat	Chopin	E-81	14140	71890D	
Etude Joyeuse	Kopylow	E-71			
Evening Bells	Kullak	E-78	18236	7370M	
Fairies	Schubert	E-71			
Fairy Garden, The - Mother Goose Suite	Ravel		7370 DM 1268	MX 320 X 151 M 74	
Fairy Pipers, Wand of Youth	Elgar	E-78			
Farmer in the Dell	Traditional			C-MUV 49	
Festival March, Tannhauser	Wagner	E-81	7386 36169	72635D	
Finale, Carnival of Animals	Saint-Saens		M785 M 71		
First Christmas, The	Poulson-Wood	E-88			
First Nowell, The	Old carol	E-88	V-P 2 1352	244M 4296M	
Flight of the Bumble Bee	Rimsky-Korsakov		1645 6579	19005D 7304M	29222
Flying Birds	Anderson	E-71			
Fossils, Carnival of Animals	Saint-Saens		M 71 M 785	ML4355	
Frog and the Mouse, The	Old Eng.	E-83			
From An Indian Lodge	MacDowell	E-89			
From the Canebrake	Gardner	E-76			

TITLE	COMPOSER	VI	CO	DE
Galloping Horses	Anderson	E-71		
Gardens in the Sea	Manx folk tune	E-83		
Gavotte	Gossec	E-80 V-22765		
Gavotte	Handel	E-74		
Gavotte	Popper	E-77		
Gavotte, Mignon	Thomas	E-90 7456 1361		
Gavotte, Les Petite Riens	Mozart	E-75		
Gavotte in D	Bach	7322		
Gavotte in D-Minor	Gretry	E-75		
Gigue in A	Corelli	E-71		
Gigue in B-Flat	Corelli	E-74		
Gnomes	Reinhold	E-71		
God Loves Me; Evening Prayer	Baker	E-83		
Golden Slumbers	Dekker	E-83		
Golliwog's Cake Walk, Children's Corner Suite	Debussy	E-78 DM 1327 M 639 714	71637D 17088D 68962D	23498
Good King Wenceslas	Folk		244M 4296M	
Grand Canyon Suite	Grofe	C18 M1038	M463 MA059	

TITLE	COMPOSER		VI	CO	DE
Grand March, Aida	Verdi		11885 35780	 71401D	
Guardian Angels	Schumann	E-83			
Hail Columbia	Phile	E-91			
Hansel and Gretel	Humperdinck		P 38 17	MM 632 OP 26 CO-ML2055 C-SL102	
Happy and Light of Heart	Balfe	E-72	V-22765		
Happy Farmer, The	Schumann				D-23126
Hark! The Herald Angels Sing	Mendelssohn	E-88	19823 P 2	35805 36654	
Harmonious Blacksmith	Handel		6752 1193	 68595D	
Hedge Rose, The	Schubert			C-9128M	
Hey, Diddle, Diddle	Mother Goose	E-83			
High Stepping Horses	Anderson	E-71			
Hobby Horse	Pinto	E-77			
Hop-O-My-Thumb, Mother Goose Suite	Ravel		7370 7371 DM 1268	MX 320 X 151 M 74	
Humoresque	Dvorak	E-77	21250 15217 49-0316	17337D 71881D	
Humoresque	Tchaikovsky	E-80	1170 11-9187	 19005D	

TITLE	COMPOSER		VI	CO	DE
Hungarian Fantasie	Weber				
Hungarian Rhapsody, No. 2	Liszt		14422 6626	11646D 12437D C-ML4311	
Hunt in the Black Forest	Voelker		35792 28-0420		
Hurdy-Gurdy Man, The	Goosens	E-78			
I Danced with a Mosquito	Liadoff				D-A 84
I Heard the Bells on Christmas Day	Gilchrist	E-88			
I Love Little Pussy	Traditional	E-83			
I Saw Three Ships	Eng. Traditional	E-88			
In A Bird Store	Lake				D-A 85
In a Clock Store	Orth		35792 28-0420		
Indian Lullaby	Myall-Johnstone	E-83			
Irish Washerwoman, The	Trans. Sowerby	E-75	22131		
It Came Upon the Midnight Clear	Willis	E-88			
Jack and Jill	Mother Goose	E-83			
Jingle Bells	Pierpont	E-88			
John-John-Johnny	David-Johnstone	E-83			
John Peel	Old Hunting Song	E-73	19961		

TITLE	COMPOSER	VI	CO	DE
Joy to the World	Handel	E-88 20993		
Juba Dance, The	Dett	E-76		
Jumbo's Lullaby, Children's Corner Suite	Debussy	7148 M639 DM 1327	17088D 68962D	D-A 85
Jumping	Gurlitt	E-72		
Kangaroos, Carnival of Animals	Saint-Saens	M785 M 71		
Knight of the Hobby Horse	Schumann	E-73 V-20399		
La Bergeronette	Burgmuller	E-72 V-20401		
La Czarine	Ganne	E-76		
L'Arabesque	Burgmuller	E-72 V-20401		
Laideronette, Mother Goose Suite	Ravel	7370/1 DM1268 LM1012	MX320 X151 M74 ML4355	
Largo	Handel	6648 6184	7331M 17287D	D-23517
Lavender's Blue	Eng. folk	E-73 V-22766		
Le Secret	Gautier	E-90		
Legend of the Bells	Planquette	E-77		
Les Pifferari	Gounod	E-72 V-22765		
Liebestraum	Liszt	36337 35820 49-0176 49-0460	71304D C-7134M	29217

TITLE	COMPOSER		VI	CO	DE
Light Cavalry Overture	von Suppe	E-78	11-9954 11837 49-0286		
Lincoln Portrait	Copland		M1088	ML2042 MX266	
Little Bo Peep	Mother Goose	E-83			
Little Hunters, The	Kullak	E-78			
Little Jack Horner	Mother Goose	E-83			
Little Sandman	Brahms	E-77	V-22160		
Little Shepherd, The Children's Corner Suite	Debussy	E-78	DM1327 M639 V-7148	17088D 68962D	
Little Shoemaker, The	Riley-Gaynor	E-83			
Little Soldier	Pinto	E-77			
Little White Donkey	Ibert				D-A 85
Love Song (Indian)	MacDowell	E-89			
Love With Tears	Cheyenne Indian	E-89			
Love's Dream	Czibulka	E-71			
Lullaby	Brahms	E-77	22160		
Lullaby	Mozart	E-77	22160	C-J 17	
Lullaby for a Doll			2141		
March	Bach	E-73			

TITLE	COMPOSER	VI	CO	DE
March	Gluck	E-75		
March	Gurlitt	E-72 20401		
March	Pinto	E-77		
March, Carnaval	Schumann	E-75		
March, Op. 39	Reinhold	E-75		
March, Alceste	Gluck	E-72		
March, Love for Three Oranges	Prokofieff	E-76 10-1041		
March, Nutcracker Suite	Tchaikovsky	E-72		
March Grotesque, Op. 32	Sinding	E-75		
March in D-Flat	Hollaender	E-72		
March in F	Anderson	E-71		
March of the Dwarfs	Grieg	E-79 22177		
March of the Egyptians, Aida	Verdi	E-74		
March of the Gnomes	Rebikov	E-79 22177		
March of the Little Lead Soldiers	Pierne	4314 E-77 19730		
March of the Pilgrims	Berlioz	E-76		
March of the Priests, Magic Flute	Mozart	E-75		
March of the Three Kings	Bizet Old French	E-74		

TITLE	COMPOSER		VI	CO	DE
March of the Tin Soldiers	Tchaikovsky	E-73	V-20399		
March of the Toys	Herbert		12592 27763	7354M 35766	
Marche Militaire	Schubert	E-73	26129 V-4314	7322M 35719	
Mary Had a Little Lamb	Mother Goose	E-83			
Masquerade	Korngold	E-75			
Melody in F	Rubenstein	E-78	1178	71464 17409D	
Memories of a Clock	Salzedo		14871		
Minuet	Bach			C-69153D	
Minuet	Boccherini	E-80	7256 26636		
Minuet, Don Giovanni	Mozart	E-75	1199		
Minuet	Paderewski	E-77			
Minuet and Third Movement, Sym. 39	Mozart	E-74			
Minuet in F	Gluck	E-75			
Minuet in G	Beethoven	E-77	7570 26443	71411	
Minuet in G	Haydn				D-23171
Minuet in G	Paderewski	E-90	6690 16250	35728 68987D	
Mirror Dance, Faust Ballet	Gounod	E-73	V-20399		
Moment Musical	Schubert		1312 V-1143	17079D	

TITLE	COMPOSER		VI	CO	DE
Monkey Shines Around the Organ Grinder	Ganz				D-A 85
Mosquito Dance	White		V-4319		
Mother Goose Suite	Ravel		7370/1 DM 1268	MX 320 X 151	
Moths and Butterflies	Elgar	E-78			
Mr. Duck and Mr. Turkey	Riley-Gaynor	E-83			
Mulberry Bush				C-MUV 49	
Music Box, The	Liadoff	E-81	9798 V-4390		
Narcissus	Nevin		20443 9479		
Nazareth	Gounod	E-88	1634 27647		
Nocturne, Midsummer Night's Dream	Mendelssohn	E-80	4312	68888D	
Northern Song	Schumann	E-73			
Norwegian Bridal Procession	Grieg	E-81			
Norwegian Dance, Op. 35	Grieg	E-75	V-22171	C-12954D	
Nutcracker Suite	Tchaikowsky		M1020 M265 LMX8 LM45	M627 M395 ML4048 ML4151	DA 408
O Holy Night	Adam	E-88			
O Little Town of Bethlehem	Redner	E-88		C-322M	
Of A Tailor and A Bear	MacDowell	E-78			

TITLE	COMPOSER		VI	CO	DE
Of Br'er Rabbit	MacDowell	E-79	22161		
Oh, Vermeland, Thou Lovely	Swedish folk	E-81			
Omaha Ceremonial		E-89			
On Donkey Back	Salzedo		14871		
Once in Royal David's City	Alexander-Gauntlett	E-88			
Over the Hills and Far Away	Traditional	E-83			
Owl and Pussy Cat			2141		
Papillons, No. 8	Schumann	E-73			
Parade of the Wooden Soldiers	Jessel		25-0005	ML4361 12748D 340M	23517
Passepied	Delibes	E-74			
Pavanne of the Sleeping Beauty	Ravel	E-81	7370/1 DM1268	MX 320 X 151 M 74	
Peasants' Dance	Schytte	E-73	20399		
Peer Gynt Suite No. 1	Grieg		35793 M 404 SP 10	X180 MX 291 ML 4132	
Perpetual Motion, Op. 11	Paganini		8866 14325	11738D	
Perpetual Motion	Strauss		4127 4435	9076M 12543D	
Personages With Long Ears Carnival of Animals	Saint-Saens		M 71 M 785		

TITLE	COMPOSER	VI	CO	DE
Peter and the Wolf	Prokofieff	M 566 11-8849 LM 45	M477 ML 4038	
Petite Suite, March and Impromptu	Bizet	E-77		
Pianists, Children's Corner Suite	Debussy	7148 M639 DM 327	17088D 68962D	
Pirouette	Fink	E-90		
Plain Skip	Anderson	E-71		
Play No. 2	Mompou	E-80		
Play on the Beach	Mompou	E-80		
Playing Ball	Ambrose	20350		
Playtime No. 4	Liadoff	E-74		
Playtime No. 10	Liadoff	E-74		
Polly Put the Kettle On	Old Eng.	E-73 22766		
Polonaise Militaire in A Major	Chopin	11947 6234	7629M	
Pop Goes the Weasel	Burchenal-Crampton	4397 20151	4368M	
Postillion	Godard	E-73 20399		
Praeludium	Jarnefelt	E-72 4320 20374	17590D	
Procession of the Sardor, Caucasian Sketches	Ippolitoff-Ivanoff	E-76 11883	71464D	
Pueblo Lullaby	Wium	E-89		

TITLE	COMPOSER	VI	CO	DE
Pussy Cat	Traditional	E-83	MJV 49	
Rain Drops	Salzedo	14871		
Rataplan	Donizetti	E-90 22169		
Rendevous	Aletter	E-90		
Ride a Cock Horse	Mother Goose	E-83		
Ring Around the Rosy	Pinto	E-77		
Rock-A-Bye Baby	Traditional	E-77		
Rocking Horse	Salzedo	14871		
Rondino	Beethoven	1386 10-1022	17408	
Royal March of the Lion, Carnival of Animals	Saint-Saens	M785 M 71		
Run, Run	Pinto	E-77		
Run, Run, Run	Concone	E-72		
Running Game	Gurlitt	E-72		
Running Horses	Anderson	E-71		
Rustle of Spring	Sinding	20121 18153	410M	
Sandman, The	Brahms	1838 V-17744	C-J 17	
Scenes of Childhood	Schumann	7705 7706	MX 290	
Scherzo	Beethoven	E-77 15547		

TITLE	COMPOSER	VI	CO	DE
Scherzo, Sonata	Beethoven	E-81		
Scherzo	Gurlitt	E-72 20401		
Scherzo, Midsummer Night's Dream	Mendelssohn	11-8455 11-9860 7080	71398D 12901D	
Schwanda, Polka and Fugue	Weinberger	12-0019 7958 11-8189	263M 12372D 68311D	
Second Gavotte	Sapellnikoff	E-74		
See-Saw Margery Daw	Mother Goose	E-83	C-MUV 49	
Semper Fidelis	Sousa	11-9221 4392	71957D	
Serenade for a Doll, Children's Corner Suite	Debussy	7148 M639 DM 1327	17088D 68962D	
Serenata	Moskowski	E-90 E-78 22169		
Shadows	Schytte	E-90 22169		
Shawnee Indian Hunting Dance	Skilton	E-89		
Sheep and Goat Walkin' to the Pasture	Guion	VO-1092		
Shepherds' Dance	German	E-75 22171		
Shepherds Hey	Arr. Grainger	1666 E-76 20802		
Shuffling Feet	Sioux Indian	E-89		
Siciliana	Handel	E-73		

TITLE	COMPOSER	VI	CO	DE
Sicilienne	Gluck	E-71		
Silent Night	Gruber	11-9403 E-88 10-1356		
Silhouette	Dvorak	E-74		
Silhouette	Reinhold	E-73		
Sing a Song of Sixpence	Traditional	E-83		
Skaters Waltz, The	Waldteufel	4396 E-74 11-8949	35769 71957D	
Skating	Kullak	E-72 20401		
Skipping Theme	Anderson	E-71		
Slavonic Dance No. 1	Dvorak	1414 E-73 11925	11667D 17338D	
Sleep, Baby, Sleep	Arr. Brahms	E-83		
Sleeping Beauty, Ballet	Tchaikowsky	11932 M673 LM1010	12277D MX 302 ML4136	
Sleeping Time	Pinto	E-77		
Slumber Song	Gretchaninoff		C-J 17	
Snow Drops	Tchaikowsky	E-74		
Snow is Dancing, The Children's Corner Suite	Debussy	7148 M639 DM 1327	17088D 68962D	
Soldiers' Chorus, Faust	Gounod	19783 V-26129		

TITLE	COMPOSER		VI	CO	DE
Soldiers' Chorus, Il Trovatore	Verdi	E-74			
Soldiers' March	Schumann	E-72			
Song of the Flea	Mussorgsky				D-A 84
Song of the Shepherdess	Weber	E-73			
Spanish Serenade	Bizet	E-76			
Sparks	Moskowski	E-71			
Spinning Song	Kullak	E-78			
Spinning Song	Mendelssohn		11453 1326		
Spring Song	Mendelssohn	E-79	1242 11453	410M	
Star Spangled Banner, The	Key-Smith	E-91	4430 17815	C-17204D	
Stars and Stripes Forever	Sousa		4392 1441		
Street Boys' Parade, Carmen	Bizet	E-74			
Sunrise Call, Zuni	Arr. Troyer	E-89			
Susie, Little Susie, Hansel and Gretel	Humperdinck	E-80	P 38 17	MM 632 OP 26	
Swan, The - Carnival of Animals	Saint-Saens		1143 1592 M 785	418M 17306D	
Sweet and Low	Barnby	E-77	V-22160		
Swiss Maid, The	Traditional	E-75			

TITLE	COMPOSER	VI	CO	DE
Tailor and the Mouse, The	Old Eng.	E-83		
Tales from the Vienna Woods	Strauss	15425 8652	7391M 12968D	
Tame Bears, Wand of Youth	Elgar	E-78		
Tarantelle, Op. 46, No. 7	Heller	E-73		
Tarantelle	Mendelssohn	E-72 V-22765		
Tarantelle	Saint-Saens	E-72		
Ten Little Indians			C-UV 49	
Theme for Skipping	Anderson	E-71		
Theme from Andante (Clock Symphony)	Haydn	E-81		
Theme from Sonata in A	Mozart	E-80 V-22765		
Three Little Mice	Mother Goose	E-83		
Tiptoe March	Anderson	E-71		
To a Water Lily	MacDowell	E-79	26275 V-1152	C-4279M
To a Wild Rose	MacDowell		26275 V-1152	C-4279M
Toreador Song, Carmen	Bizet	E-74	11-8744 V-8124	C-25102
Tortoises, Carnival of Animals	Saint-Saens		M 71 M 785	
Toy Symphony	Haydn	E-79	20215	7242M
Toy Trumpet, The	Scott		4456	

TITLE	COMPOSER		VI		CO	DE
Turkey in the Straw	Trans. Guion	E-75	22131 20-1833B	4390	35784	
Turkish March, Ruins of Athens	Beethoven		1196		17198D	
Turkish March	Mozart		1193			
Under the Stars	Davis Brown	E-88				
Valse Gracieuse	Dvorak	E-73				
Valse Serenade	Poldini	E-71				
Valsette	Borowski	E-71				
Villiam	MacDowell	E-79				
Waltz, No. 5	Koschat	E-90	22169			
Waltz	Schubert	E-72	20401 22766			
Waltz, Op. 9a, No. 3	Schubert	E-73	22766			
Waltz in A-Flat	Brahms	E-78				
Waltz in D-Flat, Minute Waltz	Chopin	E-79	10-1141 20614		17079D	
Waltzes	Brahms	E-72	1667 4435		17407D 7353M	
Waltzes	Gurlitt	E-72	20401			
Waltzes	Schubert	E-74	36292		72047D	
Waltzing Doll	Poldini	E-76	1981 20668			
War Dance, Cheyenne	Skilton	E-89				

TITLE	COMPOSER	VI	CO	DE
War Song	Reinhold	E-75		
Washington Post March	Sousa	11-8451 4501		
We Three Kings of Orient Are	Hopkins	E-88 20993		
Wedding of the Hen and Cuckoo	Uccellini			D-A 85
Wee Man in the Wood, Hansel and Gretel	Humperdinck	E-80		
Wee Willie Winkie	Crowminshield	E-83		
Wheelbarrow Motive	Anderson	E-71		
When Little Children Sleep	Reinecke	E-83		
Whistler and His Dog, A				25377
While Shepherds Watched Their Flocks by Night	Handel	E-88		
Wild Horseman, The	Schumann	E-78		
William Tell Overture	Rossini	20606 M456 M605	HL2009 X293 C-X60	A157
Wind Amongst the Trees	Briccialdi	20344		
Winnebago Love Song	Indian	E-89		
Witch	MacDowell	E-79	265M	
Witch, The	Tchaikovsky	E-73 20399		
Witches Dance	MacDowell	E-81		
With Castenets	Reinecke	E-90 22169		
Yankee Doodle	Arr. Gould	11-8762		