MUSIC COURSE OF STUDY FOR THE JUNIOR HIGH SCHOOL

BY

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A Syllabus Submitted in Partial Fulfillment

of the Requirements for the Degree of

Masters of Music in School Music

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This syllabus is the result of an effort to formulate a course of study to be used as a guide in the general music classes, elective music classes, and music clubs at Parkland Junior High School, Louisville, Kentucky, which is the type of junior high school that draws its pupils from varied school environments, public, private, and parochial and from homes that differ racially, socially, and culturally.

The material found in the following pages should serve to meet the problems of most junior high schools following the six-three-three plan of organization.

It has been the policy of the members of the department of music to evaluate, and select the materials, to be used in the classroom and for public performances, that are instructive, interesting, and practical.

To the boys and girls of Parkland Junior High School, who have served as critics and advisors, this course of study is sincerely dedicated. It is hoped that it will be a source of enjoyment and a means of developing socially acceptable self-expression, self-realization, and self-discipline.

Few acknowledgments are being made since this course of study is an outgrowth of schoolroom procedures, tests, experiments, and demonstrations. The author wishes to thank the members of the faculty at Parkland for their contributions and to acknowledge her obligations to Miss Ada Bicking for her constructive criticisms and invaluable aid; to Mrs. Lenora Coffin for the many suggestions; to Miss Nata Lee Woodruff for her sympathetic interest in the critical reading of the manuscript; to Mrs. Geraldine D. Hodgins for typing the entire work; and to the authors and publishers for quotations.

J.E.

Williamsburg, Kentucky

June, 1957
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Music in the junior high school is an important link between the elementary school and the high school. It is here we wish to develop the music experience of the boys and girls that they may be more discriminating and intelligent listeners and performers of music. Appreciation, then, is the phase of music in the junior high school in which we are much concerned.

GENERAL AIM OF MUSIC EDUCATION

"The general or humanistic aim of music instruction is to contribute to the character of the individual and society an additional measure of the idealism, the joyous preoccupation with unselfish interest, the elevation and purification of feeling and the psychic health dependent upon abundant but orderly expression of emotion that comes from appreciative contact with and the endeavor to create and recreate the beautiful in music." (Report of the music committee in the Fourth Year Book, Department of Superintendence, 1927)
SPECIFIC AIMS

The music activities in the junior high school should provoke an immediate interest and carry a survival value for the adolescent boy and girl. The music selected should minister to the physical, emotional, and intellectual lives of these young people, and provide for them a means of expression through singing in groups such as assembly and general music classes, glee clubs, duets and trios; playing in the school band and orchestra; and listening intelligently to recordings of all types of vocal and instrumental music.

This experience in music necessitates the ability to use the singing voice or instrument correctly, to cooperate with the group for artistic interpretation, good harmony, and good intonation, to recognize and interpret the symbols of music notation, to identify the different forms in music literature.

The music program should be fused in a very practical way with other subjects in the curriculum such as social studies, art, science, literature, and physical education.

The music classes should cooperate with the other classes in attaining the seven cardinal principles of education as defined by a committee from the National Education Association and recognized as the fundamental aims of all modern education -- the elements of a full-rounded and purposeful life,
Health - mental and physical
Command of fundamental processes
Worthy home membership
Vocational effectiveness
Citizenship or character building
Wise use of leisure
Ethical character and culture

Music education should be an important subject in developing the fourfold life of the child.

Physical -- Subjects which have to do with the physical upbuilding of the child
Mental -- Subjects which furnish the problems requiring analysis and solution
Spiritual--Subjects which appeal to the emotions
Social -- Subjects involving group activities and participation.
CHAPTER II

MUSIC ACTIVITIES IN JUNIOR HIGH SCHOOL ASSEMBLIES

School singing in assembly affords a fine chance for joyful participation with the group; for an emotional outlet that will enrich the school spirit; for creative self-expression; and for self-activity which is the natural way to appreciation.

Keeping in mind the group as a whole the director should stress unison songs, several of these being pep songs or fun songs sandwiched in between the more serious ones to add variety and interest.

Songs for school singing should include, school songs, fun songs, folk songs, and art songs.

School listening in assembly furnishes an opportunity to hear good music; to be courteous; to have the proper attitude in assembly; to practice the behavior expected at concerts; and to apply intelligent criticism to the music selections and the rendition of them.

Suggested programs for school listening:

a. Programs by the school orchestra, band, glee club, ensemble groups or a combination of any of these groups.

b. Programs by high school orchestras, bands, or glee clubs.

c. Programs by artists. The most popular artists with junior high boys and girls are those who play clarinet, trumpet, 'cello, or harp.
d. Chorus by class groups  
e. Radio programs

**REQUIRED COURSE IN GENERAL MUSIC**

The general music class is the training camp for assembly participation both the singing and listening by the entire student body and the performance of class groups on special assembly programs. The song material for these activities should include unison and part songs. Correlated with the singing should be the elementary theory necessary to interpret the symbols of music notation. At least twenty-five minutes of each class period, especially in the seventh grade, should be devoted to learning a large number of songs and singing them artistically.

If we accept Theodore Thomas' definition that "Popular music is familiar music," it is clear that the cultivation of good taste in music may be spurred by an acquaintance with good music. This would apply to teaching of such songs as "The Two Grenadiers" by Schumann, "Rolling down to Rio" by German, "Trees" by Rasbach, melodies of Stephen Foster, and folk songs of different nations.

The general music class should devote about half of each period, especially in the eighth grade, to listening to all types of vocal and instrumental music. Through the use of the Victrola and the radio much beautiful music can be heard. In order to realize the full musical enjoyment and to increase the interest and the appreciation of
good music a prepared attitude on the part of the listener is necessary. Some beautiful selections appeal to the imagination without any comment or explanation while others are greatly enhanced by knowledge of the physical setting or the associations naturally connected with them and by suggestions to stimulate intelligent listening.

There are other activities of the general music class such as oral reports on given assignments in literature, art, social studies, science, stories of operas, lives of composers, radio programs, concerts and shows attended; decorating bulletin boards with appropriate pictures, clippings, posters and announcements; making note books to illustrate the units studied, the memory songs, and records.

**ELECTIVE COURSES**

The girls glee club, elective and selective, is offered three times a week alternating with physical education. This glee club takes the lead in the preparation of operettas, cantatas, music festival programs and should be "ever ready" with special numbers for P. T. A. and assembly programs.

Class instruction for piano and orchestral instruments is offered for the boys and girls who are talented and want to learn the technique for playing some instrument. The piano class is taught by one of the music teachers in the school or a special piano teacher. The violin and viola classes are taught by a special violin teacher once a week.
The 'cello and stringed bass classes are taught by a special 'cello teacher once a week.

The beginning orchestra and beginning and intermediate bands might be termed classes of instruction for orchestral and band instruments. According to the modern form of organization each child joins the beginning orchestra or band regardless of previous musical training and his first musical experience is participating in a going concern. By having three grade levels every type of player can be assigned a part in the ensemble according to his advancement. These organizations feed the advanced orchestra and advanced band.

The advanced orchestra and advanced band are scheduled for the same period daily. Three times a week there is a full band rehearsal and a rehearsal for all strings in the orchestra. Twice a week the orchestra draws from the band the required number of brass and woodwind players needed to balance the string section. This gives the weaker members of the band a chance for some personal attention from the band director.

CLUBS

A mixed glee club, treble voices, is offered to the seventh grade. This club meets once a week at the club period. Sectional meetings are held before and after school unless they can be arranged during the school day.

A boys glee club is offered to all boys who have changed voices.
This club meets once a week at the club period. At regular intervals by special arrangement the boys glee club meets with the girls glee club.

**TIME ALLOCATED TO MUSIC ACTIVITIES**

1. **Assembly**
   - Required attendance
     - Thirty minutes once a week
   - Special assemblies
     - Twenty to fifty minutes

2. **Required Music Courses**
   - General music classes
     - Fifty minutes twice a week

3. **Elective Music Courses**
   - Piano class
     - Fifty minutes once a week
   - Class instruction in orchestral instruments
     - Fifty minutes once a week
   - Orchestra - beginning and advanced
     - Fifty minutes each day
   - Band - beginning, intermediate, and advanced
     - Fifty minutes each day
   - Girls glee club
     - Fifty minutes three times a week

4. **Clubs**
   - Boys glee club
     - Forty-five minutes once a week
   - Mixed glee club
     - Forty-five minutes once a week

**EQUIPMENT**

- Assembly
  - Piano
  - Baton
  - Radio

- Lantern
- Song slides
- Moving picture screen
Required Course of General Music

- piano
- radio
- Victrola
- records
- cabinet for records
- music stands
- bulletin board
- duplicator

Elective Courses in Music

- music stands equipped with lights
- school instruments
- tuba
- baritone horns
- drums
- 'cellos
- string basses
- viola
- French horns
- oboe

- song books
- lantern
- song slides
- baton
- cabinet for supplies
- staff liner
- black board
- illustrative material
- cabinet for music
- folio for music
- music
- octavo for glee clubs
- band scores
- orchestra scores
- piano
- baton
- staff liner
CHAPTER III

SONG MATERIAL FOR ASSEMBLY

I. SCHOOL SONGS

1. Rise Students, Rise, Arise
   Tune: Anchor's Awake

2. Forward Parkland
   Tune: Vagabond King

3. At Parkland
   Tune: Tune and words created in the class room

II. FUN SONGS

1. Mistress Shady
   (Twice 55 Rose)

2. By the Singing Water (Canon)
   (Pioneers V)

3. If You Can't Sing, Whistle - Blight
   (Sam Fox Pub. Co., N. Y.)

4. Oh! How Lovely is the Evening (round)
   (Twice 55 Brown)

5. (It Isn't Any Trouble Just to S-W-I-L-E

6. (John Brown's Baby Has a Cold
   Tune: Battle Hymn of the Republic

7. (Old MacDonald Had a Farm

8. (Sixle

9. (How-do-you-do Everybody

10. (O Mary, Don't you Weep
    (Twice 55 Brown)
III. WISCHELLANEOUS SONGS

1. (Merry Life
2. (My Sunshine
3. (Santa Lucia
4. (Sun Worshippers
   (Twice 55 Brown)
5. Vagabond
   (Music of Many Lands and Peoples)
6. Sing Along
   (M. Whitmark and Sons, N.Y.)
7. On the Road to Mandalay
   (John Church Co., Cincinnati)
8. Bells of St. Mary's
   (Sheet music)
9. Down South
   (Sheet music)
10. Italian Street Song - Italian
    (M. Whitmark and Sons, N.Y.)
11. Till We Meet Again
    (Twice 55 Brown)
12. Smiles
    (Twice 55 Brown)
13. Long, Long Trail
    (Twice 55 Brown)
14. Home On The Range
    (Music of Many Lands and Peoples)
15. Kentucky Babe
    (Sheet music)
16. Li'il Liza Jane
    (Twice 55 Green)
17. Oh! Susanna
    (Junior Laurel)
18. Shortnin' Bread - Walfe
    (Harold Flammer Pub. Co., N.Y.)
19. Canoe Song
   (Junior Laurel)

20. Keep On Hopin' - Maxwell
   (Boosey and Co., N.Y.)

21. Sportsman's Code
   (Universal)

22. Tree - Rasbach
   (G. Schirmer, Inc., N.Y.)

23. A Life on the Ocean Wave
   (Junior Laurel)

24. I Am the King of the Outlaws
   (Sheet music)

25. Joy and Courage
   (Junior Laurel)
CHAPTER IV

GENERAL MUSIC COURSE - SEVENTH GRADE

OBJECTIVES

1. Ability to sing with artistic interpretation, good harmony and balance of parts, and good intonation

2. Ability to interpret the fundamental symbols of music notation such as, treble and bass staff, key signature, measure signature, note and rest values, tempo marks, expression marks and music reading of reasonable difficulty

3. Ability to recognize by sight and sound the different instruments and families of instruments in the symphony orchestra

4. Ability to identify different forms in music

CHORAL MATERIAL

Fifth Book of Songs - Foreman
Unison - Boating Song - Bohemian Song
Cavalier Song - Chedwick
Mother Goose Nonsense - American Folk Tune
By the Singing Water - Slovak Folk Song
Hymn of Praise - Schubert
Springtime - Smetena
S.A. Night - Beethoven
In Venice - Tosti
S.A.T.B. Spin, Maiden Spin - Fischer
S.S.A. Fisher, Fisher - Gomes
Guide Thou Our Steps - Cherubini
S.S.A.B. A Song of Praise - Ritter
Junior Laurel
Unison - Hail Bright Abode - Wagner
Let Dread War Cease - Handel
Hymn to the Stars - Mendelssohn
Joy and Courage - Costa
S.A. O God of Hosts - Grieg
The Minuet - Mozart
Spring is Here - Polish Air
Starry Night - Gounod
The Boy Scout - Suppé
S.S.A. O Swallow Swift - Sarradell
Skating Song - Waldteufel
S.S.A. Sweet and Low - Barnby

Music of Many Lands and Peoples

Unison
Vagabond - Cain
Nai Hni Ho - Bartholomew

S.A. B.
Skating - Cronham

S.A. T.B.
Finlandia - Sibelius

Twice 55 Brown

Unison
March On - Verdi
Soldiers Chorus - Gounod
An Irish Love Song - Londonderry Air
Come Ye Thankful People Come - Elvey
Believe Me If All Those Endearing Young Charms - Irish Air
Merry Life - Denza
S.A. Little Brown Church - Pitts
Welcome Sweet Springtime - Rubinstein

Junior Songs

Unison
Flag of Flags - Johnstone
The Sailor Boy - Sailor Chantey
S.A. Away to Rio - Sailor Chantey

APPRECIATION

The Symphony Orchestra

The study of the symphony orchestra in the seventh grade is two
fold. The first purpose is to aid the boys and girls in the enjoy­
ment, appreciation and love of music literature. The second purpose is
to aid them in the selection of some instrument to learn to play. The
school usually owns several of the more rare instruments and a seventh
grade boy or girl who has talent and ambition should have the opportun­
ity to learn to play the instrument of his selection if he is physically and mentally qualified.

After the study of the symphony orchestra and an introduction to the school orchestra and band there is an increased interest in learning to play an instrument and often times the rarer instruments. By selecting an instrument in the seventh grade a pupil can have three years' training and experience in playing before he goes to high school.

A Seating Plan of a Symphony Orchestra

Recordings of the Full Orchestra
(Victor records used)
35790 "Egmont"-Overture - Beethoven
7356 Prelude Act III, "Lohengrin" - Wagner
7412 Finlandia - Sibelius
6617 Waltz of the Flowers "Nutcracker Suite" - Tchaikowsky
20606) "William Tell" - Overture - Rossini
20607)
String Choir

The string choir is the backbone of the orchestra. In a well balanced orchestra two-thirds of the instruments are strings. The string choir like the church choir has four different voices. The soprano is taken by the violins, the alto by the violas, the tenor by the violoncellos and the bass part by the string bass.

Recordings:
19923 Oh Vemeland Thou Lovely (Old Swedish)
6674 Andante Cantabile (Tchaikowsky)
9163 Ride of the Valkyries (Wagner)
4186 Londonderry Air (Grainger) Danny Boy
String Ensemble
20245 Anitra's Dance "Peer Gynt Suite" (Grieg)

The Violin - brilliant, feminine quality
Recordings:
1926 En Bateau (Boating) (Debussy)
Air for G string - D major suite (Bach)
80829 Violin Concerto in E minor - third movement
8083 (Mendelssohn)

The Viola - calm, meditative, expressive of melancholy
Recordings:
9030 Symphony No. 5 in C minor - Andante Con Moto
Second Movement (Beethoven)
6514 Caucasian Sketches - In the Village
(Ippolitow-Iwanow)

The Violoncello - rich tone, tender, dignified, masculine quality
Recordings:
1943 Le Cygne (The Swan) - (Saint-Saëns)
9020 Symphony No. 5 in C minor - Andante Con Moto
Second Movement (Beethoven)
6663 Unfinished Symphony (Schubert)
6664
2006 William Tell Overture - Dawn (Rossini)

The Contra Bass - impressive, suggests fate
Recordings:
9031 Symphony No. 5 in C minor - allegro
(Beethoven)
The Harp - heavenly ecstasy, lyric, luxurious

Recordings:
6617 Waltz of the Flowers "Nutcracker" Suite
(Tchaikovsky)
6652 Hungarian Rhapsody No. 2 (Liszt)

Wood Wind Choir

The second important division of the orchestra is the wood wind choir. The tone color produced by the orchestra largely depends on the use of the wood wind choir. The soprano part is taken by the flute, clarinet, and oboe, the high soprano by the piccolo, the alto by the English horn, the tenor by the bass clarinet and bassoon, and the bass by the double bassoon.

Recordings:
19923 Music Box (Lisow)
6676 Scherzo from "A Midsummer Night's Dream" (Mendelssohn)

The Piccolo - gay, lively, shrill effects

Recordings:
6616 Chinese Dance "Nutcracker" Suite
(Tchaikovsky)
6874 Soldiers Changing the Guard "Carmen" (Bizet)

The Flute - agile, brilliant, plaintive, imitates bird notes

Recordings:
6676 Scherzo from "A Midsummer Night's Dream" (Mendelssohn)
6615 Dance of the Toy Flutes from the "Nutcracker" Suite (Tchaikovsky)

The Oboe - pastoral effects, gay or pathetic, reedy, penetrating

Recordings:
20274 Praeludium (Jarnefelt)
The English Horn - pastoral effects, melancholy tones of a shepherd's pipe

Recordings:
20607 Calm "William Tell" Overture (Rossini)
6514 In the Village - Caucasian Sketches (Ippolitow-Ivanow)

The Clarinet - mellow, expressive, heroic, love

Recordings:
6615 Dance of the Sugar Plum Fairy "Nutcracker" Suite (Tchaikovsky)
6650 Overture - Mignon (Thomas)

The Bassoon - pastoral effects (upper register), humorous effects (lower register)

Recordings:
20245 In the Hall of the Mountain King from "Peer Gynt" Suite (Grieg)
6513 March Slav (Tchaikovsky)

Brass Choir

The third division of instruments in the orchestra is the brass choir. Four different brass instruments are used in the orchestra.

The soprano part is taken by the trumpet, the alto by the horns, the tenor by the trombone and the bass by tuba. When the brass choir is properly employed it is capable of beautiful rich tones which nearly resemble those of the organ.

Recordings:
20637 Torch Dance (Meyerbeer)
9059 Overture "Tannhäuser" (Wagner)
9060

The Trumpet - martial, brilliant

Recordings:
20607 Overture "William Tell" Finale (Rossini)
9025 Overture "1812" (Tchaikovsky)
9026

The French Horn - romantic, noble, hunting scenes
The Trombone - solemn, over whelming majesty

The Tuba - noble and dignified, sometimes brutal and powerful

Percussion Instruments

The percussion family is an important division of the orchestra but is different in several ways from the other families. This family is of very little use by itself since these instruments can not as a section play chords. Most of them can not play melodies but simply make noises for dramatic effects and are helpful in emphasizing the rhythm of a composition.

The Kettledrum - low, resonant tones, thunder

The Bass Drum - a deep "boom"
Snare Drum - crisp, rattling sound
Recordings:
20525 Percussion instruments of the orchestra

Tambourine - a light tinkling effect
Recordings:
6616 Dance Arabe "Nutcracker" Suite (Tschaikowsky)

Percussion instruments made of metal

Cymbals - sharp clashes
Recordings:
9059 Overture "Tannhauser" (Wagner)
9060

Gong - a deep, frightening roar
Recordings:
6514 Caucasian Sketches "In the Village" (Ippolitow Iwanow)

Triangle - a light tinkling tone
Recordings:
9006 Magic Fire Music "Valkyrie" (Wagner)
20245 Anitra's Dance "Peer Gynt Suite" (Grieg)

Percussion instruments which can produce all the tones of the scale

Celesta - sweet, bell-like tones
Recordings:
6615 Dance of the Sugar Plum Fairy "Nutcracker" Suite (Tschaikowsky)

Zylophone - dull, clanking tones
Recordings:
6505 Danse Macabre (Saint-Sæens)

Chimes - like great church bells
Recordings:

Other Recordings of Instrumental Compositions That Illustrate the Different Forms in Music

Suite
1142 "Carnival of Animals" (Saint-Sæens)
1143
6615) "Nutcracker" (Tschaikowsky)
6616) "Peer Gynt"
20245)

Overture
20606) "William Tell" 
20607) 
6695 Mignon - Overture (Thomas)
9075 Hansel and Gretel - Overture (Humperdinck)
5790 Egmont - Overture (Beethoven)

Rhapsody
Recording: 6652 Hungarian Rhapsody No. 2 (Liszt)

Symphonic Poem
Recording: 7412 Finlandia

Concerto
Recording: 8082B Violin concerto in E Minor Third Movement
8083) (Mendelssohn)

Symphonies
Recording: 6665) Unfinished Symphony - First Movement
9029) Symphony No. 5 in C Minor (Op. 67)
9070) (Beethoven)
9031) 
9032) 
6676 Scherzo - "A Midsummer Night's Dream" (Mendelssohn)

Waltz
Recordings: 6584 Blue Danube Waltz (Johann Strauss)
6615 Waltz of the Flowers from "Nutcracker" Suite (Tschaikowsky)
20614 Minute Waltz, Op. 64, No. 1 (Chopin)

March
Recordings: 6659 Funeral March of a Marionette (Gounod)
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CHAPTER V

GENERAL MUSIC COURSE - EIGHTH GRADE

OBJECTIVES

1. The technique of directing the two, three, four, and six meter
   A review of the theory learned in the seventh grade

2. A repertoire of folk and art songs

3. Music appreciation
   First semester - A study of American music
   Second semester - A study of music heard at the Symphony
     concerts and at Grand Opera

MATERIALS

1. Songs suitable for directing
   Twice 55 (Brown Book)
     Two meter
     Dixie
     Reuben and Rachel
     O Sole Mio

     Three meter
     Santa Lucia
     America
     Sweet Genevieve
     Flow Gently Sweet Afton

     Four meter
     Old Black Joe
     My Old Kentucky Home
     The Little Brown Church in the Vale
     O, Mary Don't You Weep!
Six meter
  A Merry Life (fast six)
  Nancy Lee (fast six)
  Sweet and Low (slow six)
  The Loreley (slow six)

2. Songs for repertoire

Folk Songs

Twice 55 - Brown
  How Gently Sweet Afton
  Believe Me If All Those Endearing Young Chars
  Funiculi, Funicula
  Santa Lucia
  O Sole Mio
  On O Thou Soul
  Marianina - Twice 55 Rose book

Foresman V.
  Song of the Volga Boatman

Music of Many Lands and Peoples
  Home on the Range
  La Paloma

Octavo
  Greco - Slovakian Dance Song
  Water Boy
  Deep River
  Lil' Liza Jane

Art Songs
  On the Road to Mandalay
  Trees - Bach
  Massa Dear - from "New World Symphony"
  Gypsy Love Song - Herbert
  Keep On Hopin' - Maxwell
  By the Waters of Minnetonka
  Two Grenadiers - Schumann

Miscellaneous Unison and Part Songs

Foresman V.

Unison
  Hunting Song - Highland Folk Song
  Praise Ye the Lord - Lewandowski
  By the Singing Water - Slovakian Folk Song
  Turn Ye to Me - Highland Melody
  King of Kings - Schuman
  Ten Little Indians
  When Johnny Comes Marching Home
  The Mill - Schuck

S.A.B.
  The King of the Jungle - Sullivan
  Luck a Traveling - French Folk Song

S.S.A.
  Heave Ho, My Laddie - English Folk Song
  Guide Thou Our Steps - Cherubini
  The Cossack's Farewell - Russian Folk Song
Junior Laurel
S.A. Cannon Song - Pestalozza
Robin Hood - Shield
S.S.A. Hymn to the Stars - Mendelssohn
S.S.A.B. Sweet Genevieve - Tucker
Music of Many Lands and Many Peoples
S.A.T.B. O Mary Don't You Weep - Negro
The Hopak - Russian Folk Tune

Junior Songs
Unison Beyond the Spanish Main - Jomes
A Capital Ship - English Tune
Charlie is My Darling - Scotch Tune
The Sailor Boy - Old Sailor Chantey
S.A. The Dove (La Paloma) Spanish Tune
S.A.B. Winter Carnival - Danish Folk Dance
Juanita - Spanish Melody
A Life on the Ocean Wave - Russell
Music of the South - Arr. Dvorak
Octave
S.S.A. Come to the Fair - Martin
S.A. Good Luck Mr. Fisherman -
Sing Along -
Lindy Lou - Studdard
Music of Many Lands and Many Peoples
Unison Santa Fe Trail - Traditional
Texas Cowboy's Stampede - Traditional
S.A.B. Home On The Range - Cowboy Song
Song of Sherwood - Rogers
May Time - Polish Folk Song
Unison Vagabond - Cain
Twice 55 Brown
Unison Nancy Lee - Adams
S.A. Sweet and Low -
All Through the Night - Owen
Levee Song -
Santa Lucia - Neapolitan Boat Song
Get Away from By Confict!
The Sun Worshippers -
My Sunshine

MUSIC APPRECIATION

1. American Music
The Indian
Records 22144 War Dance - Cheyenne Indian
From "Suite Primeval" - Skilton
21922  By the Waters of Minnetonka
20342  From an Indian Lodge
18418  Her Blanket - Navajo - Watahwaoo
20983  Sunrise Call

Songs

Octave
- By the Waters of Minnetonka - Liesurance
- Pale Moon - Indian Love Call

Foreman V
- Ten Little Indians - Dakota Tribe

Junior Laurel
- Indian Song - Dakota Tribe
- The Sun Worshipers - Zuni Indian Song

References - See "Library" in Chapter X

The Cowboy

Records
2213  Turkey in the Straw
20122  O Bury Me Not on the Lone Prairie

Songs

Music of Many Lands and Many Peoples
- Out Among the Red Men
- Home on the Range
- Texas Cowboy's Stampede Song - Powell
- Santa Fe Trail

Twice 55 Brown
- The Old Chisholm Trail
- Dogie Song
- Old Zip Coon
- Levee Song

References -
- Music Through the Ages - Bauer and Peyser
- Story of the Cowboy - Allen

The Negro

Records
21750  Juba Dance - Dett
18257  Nobody Knows the Trouble I See
6656   New World Symphony - Dvorak
6667   New World Symphony - Dvorak
Junior Songs
Dixie
Music of the South

Junior Laurel
Old Black Joe
Levee Song

Twice 55 Rose
Dawn Mobile

Foresman V
Dawn in the Valley - Kentucky Mountain Folk Song
On the Levee

Octavo
Ole Uncle Moon - Scott
Deep River - Mac Carthy
Were You There?
Shortnin’ Bread - Wolfe
Kentucky Babe - Geibel
Old Man River
Water Boy - Pitcher
My Curly Headed Baby - Clutson
Mighty Lak a Rose - Nevin
Goin’ Home - Dvorak
Sing Little Banjo - Wilson

References -
What We Hear In Music - Faulkner
Music and Romance - Kinsella
How Music Grew - Bauer and Peyser
Music Stories for Girls and Boys - Cross
People and Music - McGhee

2. Suggested Material for Singing and Listening

a. Song: Music of the South - Junior Songs
   Record: New World Symphony - Dvorak
       Second Movement
   Reference -
       Music and Romance - Kinsella
       Music of the American Negro

b. Songs: On the Road to Mandalay
       Song of India - Singing Youth
       Cantata: Caravan - Kountz
       Records: Song of India - Rimsky-Korsakov
       Caucasian Sketches - Ippolito-Ivanov
           1. In the Village
           2. March of the Caucasian Chief
   Reference -
       Music and Romance - Kinsella
       Caucasian Sketches
       Song of India
c. Songs: Hymn to the Stars - Junior Laurel
Record: Moonlight on the Forest - Universal

References:
- Music and Music Makers - Morse
- Mendelssohn
- Music Appreciation Reader Book IV - Kinsella
- Fairyland

d. Songs: Two Grenadiers - Laurel Unison
Marseillaise Hymn - Laurel Unison

Records: Two Grenadiers - Schumann (6553 English)
Symphony No. 3 in E Flat "Eroica"
- Beethoven

References:
- People and Music - McGehee
- Two Grenadiers
- How Music Grew - Bauer and Peyer
- Eroica Symphony
- Music and Music Makers - Morse

e. Song: The Dreary North - Foreman VI
Record: Overture 1512 - Tchaikowsky

Reference:
- People and Music - McGehee
- Overture 1512
- Music and Romance - Kinsella
- Overture 1512

f. Song: On, O Thou Soul - Twice 55 Brown Book
Record: Marche Slav - Tchaikowsky

References:
- What we Hear in Music - Faulkner
- Marche Slav
- Music and Music Makers
- Tchaikowsky

g. Song: Volga Boat Song - Foreman V
Records: Volga Boat Song - Played by Halalaika Orchestra
Andante Cantabile - Tchaikowsky

References:
- Music Appreciation Reader VI - Kinsella
- The Volga Barges
3. Symphony Concert Selections for the Eighth Grade

a. Symphonies:
   - Symphony No. 4 "The Clock" - Haydn
   - Symphony No. 5 in C Minor - Beethoven
   - Unfinished Symphony - Schubert

b. Overtures:
   - Overture to the "Magic Flute" - Mozart
   - Overture 1812 - Tchaikovsky

c. Preludes:
   - Prelude to Act I "Lohengrin" - Wagner
   - Prelude to Act III "Lohengrin" - Wagner

d. Suites:
   - Carnival of Animals - Saint-Saens
   - Scheherazade Suite - Rimsky-Korsakov

References:
- Victor Book of the Symphony - O'Connell
- What We Hear in Music - Faulkner
- Victor Book of the Opera - O'Connell
- Music and Romance - Kinecella
- Music Appreciation Reader VI - Kinecella
- Arabian Nights

References:
- Music Appreciation Reader VI - Kinecella
- Music and Romance - Kinecella
- Arabian Nights

References:
- Music Appreciation Reader VI - Kinecella
- Music and Romance - Kinecella
- Arabian Nights

References:
- Music Appreciation Reader VI - Kinecella
- Music and Romance - Kinecella
- Arabian Nights

References:
- Music Appreciation Reader VI - Kinecella
- Music and Romance - Kinecella
- Arabian Nights

References:
- Music Appreciation Reader VI - Kinecella
- Music and Romance - Kinecella
- Arabian Nights
Anitra’s Dance from “Peer Gynt Suite” - Grieg
Hungarian Dance in D - Brahms
Waltz of the Flowers from “Nutcracker Suite” - Tchaikovsky

Reference -
What We Hear in Music - Faulkner

f. Incidental Music for a Drama:
A Midsummer Night’s Dream - Mendelssohn
Scherzo; Intermezzo; Nocturne; March

References -
Music and Romance - Kinacella
Music Appreciation Reader
Music and Music Makers - Morse

g. Tone Poem:
Till Eulenspiegel’s Merry Pranks - Strauss

Reference -
Music and Romance - Kinacella
What We Hear in Music - Faulkner

h. Symphonic Poem:
Finlandia - Sibelius

References -
Music and Romance - Kinacella
Music of Many Lands and Peoples - Mc Gonathy, Beattie and Morgan
People and Music - Mc Gehee
How Music Grew - Bauer and Payser

i. Marches:
Wedding March “A Midsummer Night’s Dream” - Mendelssohn
Siegfried Funeral March “The Dusk of the Gods” - Wagner
Grand March “Aida” - Verdi
Pomp and Circumstance - Elgar
Marche Militaire - Schubert
Stars and Stripes Forever - Sousa

4. Operas for Study in the Eighth Grade
The Nibelung Ring - Wagner
The Ride of the Valkyries “The Valkyries"
Magic Fire Music "The Valkyries"
Forest Murmurs "Siegfried"
Enterance of the Gods to Valhalla "The Rhinegold"
Siegfried Funeral March "The Dusk of the Gods"

Lohengrin - Wagner
Prelude Act I and Act III
Bridal Chorus

William Tell - Rossini
Overture

Hansel and Gretel - Humperdinck
Overture, Witches Dance, Susie, Little Susie

References -
What We Hear in Music - Faulkner
Operas Every Child Should Know - Bacon
Music Stories for Boys and Girls - Cross
How Music Grew - Bauer and Payser
Music and Music Makers - Morse
R. C. A. Victor Co. Book of the Opera
Music and Romance - Kinsella
Stories from Wagner - Mc Spadden
CHAPTER VI

GIRLS GLEE CLUB

OBJECTIVES

1. Theory
   Sight singing, ear training, and vocal exercises

2. The ability to sing songs with artistic interpretation, good tone quality, and good balance of parts

3. A repertoire of songs suitable for assembly P.T.A., and special programs

4. A Cantata or Operetta

MATERIALS

Senior Laurel - Armitage
C. C. Birchard & Co., Boston
S.A. Carmelina - Stevens
Camp Song - Harling
Laughing Song - Old American Song
Love's Greeting - Elgar
A Peasant Dance - Danish Folk Song

Unison In Hawaii - Hawaiian Tune

S.S.A. Lullaby - Brahms
Our Heritage - Beethoven
Marinina - Italian Folk Tune

Fifth Book of Songs - Foresman
American Book Co., Cincinnati
Unison Dedication - Franz
Ten Little Indians - American Folk Song
Mother Goose Nonsense - Lake

S.A. Dancing Song - Hungarian Song
Springtime - Smetana
Strife is O'er the Battle Done, The - Palestrina
S.S.A.

Night - Beethoven
Aloce - Rohrer
Lullaby - Houser
Spin, Maiden, Spin - Fischer

Junior Music

S.S.A.
Hard - a - Lee -
On Wings of Song -
Winter Lullaby

Junior Song - Song

American Book Co., Cincinnati

S.A.
Bendemeer's Stream - Old Tune
Dove, The (La Paloma)
Sunny Spain - Johnstone

S.S.A.
Lift Thine Eyes - From the Oratorio "Elijah"
Pippa's Song - West

Junior Laurel Songs - Armitage

C. C. Birchard & Co., Boston

S.A.
Andalusia - Old Spanish Song
Ciribiribin - Patalozza
Come Join the Dance - Ozilulka
Music When Soft Voices Die - Kremer

S.S.A.
Now the Day is Over - Barnby

Twice 25 S. A. Book

C. C. Birchard & Co., Boston

S.A.
Lady Moon (Canon) Loomis

S.S.A.
Bridal Chorus - Wagner
Dancers, The - arr. from P. Lacone
Heavens Resound, The - Beethoven
Hymn to the Stars - Mendelssohn
Lullaby - Brahms
Marina - Italian Folk Tune

S.S.A.
Now the Day is Over - Barnby

Octavo

S.A.
Pale Moon - Logan
(Forster Pub. Co., Chicago)
By the Waters of Winningtona - Liscurance
(Theodore Presser Co., Phila. Pa.)
In an Old Fashioned Town - Salter
(Boosey & Co.)
Glourious Forever - Rachmaninoff
(Boston Music Co.)
The False Prophet - Scott
(R. L. Huntzinger Inc., N.Y.)
Swing Song - Lohr
Sylvia - Speaks-Deis
(G. Schirmer, Chicago)
My Love Dwelt in a Northern Land - Elgar
(H. S. Grey Co., New York)
On Wings of Music - Mendelssohn
(C. C. Birchard & Co., Boston)
Gypsy Love Song - Herbert
(W. Witmark & Sons, New York)
The Big Brown Bear - Hanna-Zanca
(G. Schirmer Inc., New York)

Song of Farewell - Kountz
(W. Witmark & Sons, New York)

Morning Now Beckons - Czechoslovakian Folk Song
(B. F. Wood Co., Boston)
The Lord is My Light - Allitsen-Samuelson
(Boosey & Co., New York)
Welcome, Pretty Primrose - Pinsuti
(C. C. Birchard & Co., Boston)
Lady Moon - Smith
(Galaxy Music Corp., New York)

Kye Song of St. Bride - Clokey
(C. C. Birchard & Co., Boston)
Czechoslovakian Dance Song
(B. F. Wood Music Co., Boston)
Were You There? - Spiritual
(G. Ricordi & Co., New York)

Nursery Rhymes - Curran
(G. Schirmer Inc., New York)
BOYS GLEE CLUB

OBJECTIVES

1. The ability to sing unison and part songs with artistic interpretation, good harmony, and good intonation and balance.


MATERIALS

Laurel S.A.B. Book - Armitage
C. C. Birchard & Co., Boston
Camp-Fire, The - Pitcher
Come, Spring! - Pitcher
Coquette, The - Mendelssohn
Down in the Valley - Repper
Marianina - Italian
Moonlight Serenade - Drigo
Now the Day is Over - Barnby
October - Pitcher
Open Road, The - Repper
Sailor Song, A - Sullivan
Song of the Condolier, The - Smith
Spring's Trumpeters - Schumann
Water Boy - Negro Work Song

Twice 55 Orange Book

T.T.B. Mistress Shady - American Popular Tune

T.T.S.B. Nut Brown Maiden - College Song
Those Pals of Ours - Cole
When Morning Gilds the Skies - Barnby

Octavo
S.A.B. Czech-Slovakian Dance Song
(B. F. Wood Music Co., Boston)
By the Bend of the River - Edwards
(J. Schirmer Inc., New York)
Keep On Hopin' - Salter
(Boosey & Hawkes, Inc.)
Robin Hood - West
(H. W. Gray & Co., New York)
I Sing Because I Love to Sing - Pinsuti
(C. C. Birchard & Co., Boston)
Glory and Honor - Rachmaninoff  
(B. F. Wood Music Co., Boston)
Dancing On the Green - Old English - Morris  
"Country Gardens" Dance Tune  
(B. F. Wood Music Co., Boston)
The Kerry Dance - Malloy  
(B. F. Wood Music Co., Boston)
Dear Land of Home - Sibelius  
From "Finlandia"  
(B. F. Wood Music Co., Boston)
The Slumber Boat - Gaynor  
(Clayton F. Summy Co.)
Thanks be to God - Dickenson-Salter  
(Enoch and Sons, New York)

T.T.B.  
Anchored - Watson  
(Carl Fischer Inc., New York)
Stein Song (University of Maine) - Fenstad  
(Carl Fischer Inc., New York)
Passing By - Purcell  
(Carl Fischer, Inc., New York)
The Hills of Home - Fox  
(Carl Fischer Inc., New York)

T.B.  
Give A Man a Horse he can Ride - O'Hera  
(R. L. Huntzinger Inc., New York)
Good Luck, Mister Fisherman  
(R. L. Huntzinger Inc., New York)
O Happy Fair - Shield  
(Novello & Co., New York)

Unison  
Clang of the Forge - Rodway  
Good Luck, Mister Fisherman - Scott  
Slow, Horse, Slow - Gibbe  
Toreador Song from "Carmen" - Bizet  
We be Three Poor Mariners - Judd  
We're a Bunch of Jolly Good Fellows - Bennett  
Ye Hunters All - Scarmolin
CHAPTER VII

THE ORCHESTRAS

The orchestra is an organization that has an excellent chance to help toward the building of the morale of the school. It is a means of participation in ensemble groups. Membership is open to all boys and girls but is subject to competitive try outs.

STRING CLASSES

Violins, violas, 'cellos and basses should be organized in separate classes once a week for specialized instruction. In a large school it is possible to maintain four violin classes. Classes one and two for the violin players in beginning orchestra, class three for the second violin players in the advanced orchestra and class four for the first violin players in the advanced orchestra.

If possible it is advisable to maintain two classes each for the violas, 'cellos, and basses.

BEGINNING ORCHESTRA

The orchestra is the training orchestra for the advanced orchestra. Any boy or girl who has a stringed instrument can join this orchestra.
regardless of previous music training. By "getting into the game" he is stimulated to practice for technique the prerequisite for entrance to the advanced orchestra.

Materials:
String parts of the Junior Band Course (Ditson)
Orchestral Framing - Mortimer Wilson Strings parts
Strings From The Start - Jones, Dasch and Krone
String parts, student's note book and teacher's manual

ADVANCED ORCHESTRA

The members of the advanced orchestra have as their objectives the quest for good tone quality, true intonation, correct rhythm and sight reading facility; the ability to play artistically a number of selections suitable for assembly, P.T.A. programs, music festivals, and state contest.

Materials:
Ace Album - Sanders
(Emil Ascher, New York)
Progressive Orchestra Folio Volume I, II, III, IV
(Carl Fischer Inc., New York)
Educational Orchestra Album - Lindsay Roberts, Spangler
(Carl Fischer Inc., New York)
The Bennett Orchestra Folio - No. 1 - Bennett
(Fillmore Music House, Cincinnati)
Junior Orchestra Album - Volume III - Roberts
(Carl Fischer Inc., New York)
CHAPTER VIII

BANDS

The bands should be directed by instrumental educators who have been students of both music and education and who believe music to be a means of character formation.

BEGINNING BAND

This band or class is for the boys and girls who have had no previous musical training.

Materials:
- Junior Band Course
- Ditson
- Orchestral Training - Mortimer Wilson
  - Wood-wind, brass, and percussion parts
- Unison Foundation Studies for Band
- C. R. Tuttle

INTERMEDIATE BAND

This band is for the boys and girls who have completed the required work of the beginning band and yet are not skilled enough to play in the advanced band.
Materials:
Study Books –
  Educator Book II
  Melody Band Book
  Moore Band Course
  Carl Fischer

Program Music –
  Transition Book - Fillmore
  Second Reader - Fillmore

ADVANCED BAND

This band is composed of the best instrument players in school who have as their aim the fulfillment of the requirements set forth by the State Band Association for the State Contest.

  Good tone
    Beauty and quality, tonal balance, smoothness, control, richness of color and volume.

  Intonation
    Reed instruments, brass instruments, individual sections and ensemble.

  Technique
    Accuracy, fluency, and clearness of articulation.

  Interpretation and Presentation
    Style, phrasing, tempi, expression, good taste, rhythm.

Materials:
Study Books –
  Unison Scales, Chord and Rhythm Studies for Military Band
  Educator Book II

Program Music Books
  Bennett Band Book No. 2
  Novelty Band Book - Rubank
  Stunt Band Folio - Rubank
  Program Classics - Rubank

Program Music, Single Numbers
  Melody Parade
Dream Ship
The Merry Widow
Hall of Fame March
Nine Mie
Ragtime Wedding
Carl Fischer
CHAPTER IX

EXTRA - CURRICULAR ACTIVITIES OF THE MUSIC DEPARTMENT

September
  Two Assembly Programs

October
  Dad's Night
  Stunt Night or Vaudeville - Sponsored by the P.T.A.

November
  Thanksgiving Program

December
  Christmas Program
  Radio Program
  Caroling

January
  Music Night
  Closing Assembly for the Ninth Grade

February
  Special Assembly - First one of Second Semester
  Dad's Night

March
  School Operetta

April
  Music Night
  State Contest

May
  City-Wide Junior High School Music Festival

June
  Closing Assembly for Ninth Grade
Activities Not Included in the School Calendar

1. Music for monthly P.T.A. programs
2. Programs of music for elementary grades
3. Sponsor programs of music for assemblies
   Artists
   High School orchestras, bands and glee clubs
4. Extra Mural musical affairs
   Local concerts
   Children's Symphony Concerts
5. Assisting programs from other departments
   Style shows
   Physical education demonstrations
   Social studies projects
CHAPTER X

A PRACTICAL FUSING OF MUSIC WITH OTHER DEPARTMENTS IN THE SCHOOL SYSTEM

I Science Department

"Useful science for High School", Weed, Rexford and Carrile, is the text book used in the science department at Parkland. Chapters twenty-three, twenty-four and twenty-five are devoted to sound; how it starts; what makes sounds differ in loudness; pitch and quality; receiving sound waves; the voice; care of the voice; and why the phonograph talks. Chapter twenty-six gives a full discussion of musical instruments, stringed instruments, wind instruments, percussion instruments.

In the present scientific age this approach to music is valuable and interesting. Other reference: "Our Environment How We Use and Control It" - Wood and Carpenter, page ninety-six.

The science class may have work sheets on the care of the ear, and the human voice etc.
The music class may have a page in the notebook or a bulletin board devoted to "Science in Music" and give a part of two or three music periods to the study of voice production and the study of instruments in the symphony orchestra.

II Physical Education Department

This department ties up very closely with the music department. It is here while at work and play in the gymnasium and on the playground that the boys and girls are taught breathing consciously and are given exercises which produce good posture — both so necessary in singing and in playing an instrument.

In return the music department may furnish a band to accompany drills and exercises; percussion players to set the tempo and keep the rhythm for "setting up" exercises both in class and in public exhibitions; a pianist, orchestra, chorus, and ensemble groups to accompany folk, tap, and ballet dances. These exercises and dances are used for public demonstrations, operettas, festivals, and assembly programs.

III English Department

In the general music classes many forms of music studied naturally correlate with literature. These forms are ballads, folk songs, art songs, tone poems, overtures, operas, syn-
Often times the English and music departments work together in preparing special programs. Dramatization of episodes from the lives of musicians, or units such as "Music of the South", "Music of the Indian", "A Midsummer Night's Dream", "Christmas Carol" etc. The English department often assumes the project of writing script for a radio program, words to familiar tunes for a playlet, conversation, weaving together songs and dances into a playlet for holiday programs and music festivals. The English department is always responsible for the speaking parts in an operetta.

IV Social Studies Department

Interesting and educational assembly programs often result from social studies projects coordinating with music. Such projects as "The Melting Pot", "A Trip Around the World", "A Congress of Nations".

Music is being called upon to furnish at least a portion of the artistic background of many "units of work" which for the most part center around social studies.

V Mathematics Department

The knowledge of fractions is of great help when teaching note values and rests. For example, how many sixteenth notes in two beats of a measure if the meter is three and a quarter note gets one beat?
The mathematics department is the one that sponsors the sale of tickets for school projects such as operetta or music festival.

VI Art Department

Music naturally correlates with art. With the aid of pictures the music appreciation hour is made much more enjoyable and instructive.

The Art department always paints the scenery for school projects such as operetta or music festival. This department also makes designs for posters, advertising, and programs.

VII The Library

When starting a new unit the library is the source for the realia.

The following bibliography was compiled for the use of the music department in studying "The Red Man".

1. Red Arrow, an Indian Tale - Gregor
2. Blackfeet Indian Stories - Grinnell
3. Lost Indian Magic - Moon and Moon
4. American Indians - Starr
5. Old Indian Legends - Zitkala
6. Indian Boyhood - Eastman
7. Famous Indian Chief I Have Known - Haward
8. My Life As An Indian - Schultz
9. Indian History for Young Folks - Drake
10. Story of the American Indian - Brooks
11. Boy's Catlin, My Life Among the Indians edited by Gay Humphreys
12. Oregon Trail - Parkman
13. With the Indians in the Rockies - Schultz
14. Book of Woodcraft and Indian Lore -
15. Last of the Chiefs - Altheler
16. Master of the Strong Hearts - Brooks
17. Jack Among the Indians - Grinnell
18. Boys Book of Harder Battles - Sabin
19. Kinsella Music Reader Book V
20. Music and Romance - Kinsella

VIII Shops

1. General Shop
   This department makes and adjusts spot lights for
   the stage and takes the responsibility of the
   picture machine and lantern.

2. Woodwork Shop
   This department is always responsible for the frame-
   work of scenery for stage settings.
   All the batons, used by directors of school band,
   orchestra and choruses and in classes learning to
   direct, are made in the woodwork shop.

3. Metal Shop
   This department makes and mends all music stands
   for the orchestra, band, and directors.

4. Printing Shop
   This department designs and prints programs, posters,
   advertising, and tickets needed for music festivals,
   operettas, vaudeville, etc.
   In this department paper is cut for music. Class note
   books, old song books are mended, and new ones re-
   inforced.
   An excellent project for a printing club is making
   portfolios in school colors for the orchestra and
   band.

5. Commercial Department
   This department will cut stencils for any and all
   occasions.

6. Foods and Clothing
   Foods department furnishes candy to be sold at public
   performances such as music festivals.
   Clothing department designs, cuts patterns and takes
   care of costumes for operetta etc. Gives advice
   about costumes for any special program.
   An interesting project for a clothing club or elective
   class is designing and dressing dolls in character-
istic folk costumes of various countries. These, the music department could exhibit when studying folk music and dances of those countries.