

either club. We had the necessary scenery made for the stage, and the Home Economics Department made the costumes as part of their class work, so there was no expense there except for the material. They also made a curtain for the stage. The furniture was offered by private persons. The programs were mimeographed by members of the school, so the paper was the only item of expense for that. The royalty on the operetta was waived due to the number of copies purchased. The operetta would have been impossible in such a short time, when I had to do all the playing, had it not been for the co-operation of the other members of the faculty. It was put on two nights during commencement week, and received with interest and appreciation.

Though the path of the music teacher be not strewn with roses without thorns, it is strewn with the joy and vision of great possibilities ahead. "We have hardly caught the first reverberations of that far-off promised land of sound where all our glowing dreams will yet come true. The substance of our fondest hopes lies always just ahead. To the lover of music nothing is impossible."

MARTHA C. DERRICK

### AMERICAN SONGS: A UNIT FOR RECREATION

THE need that occasioned this unit of American songs was a relaxation period for three groups of junior high school children. It was offered them to accept or not, as they wished. The recreational period lasted ten minutes each day for six weeks.

There are many kinds of songs that have come down from the hearts and voices of the people. America is such a young country that most of its songs are yet in a crude state. The interest in collecting them is very new.

Songs are like people, plants, and ani-

mals; they grow. We find many variations. They have genealogies, pedigrees, thoroughbreds, crossbreeds, mongrels, and often strays.

These songs came from *The American Songbag*, by Carl Sandburg.

#### I. Outcome

- A. To create a love for singing and an enjoyment of it as recreation and leisure.
- B. To teach the children how Folk Songs were composed, how they were changed and how they were preserved.
- C. To give the feeling and atmosphere of regions, of breeds of men, and of customs in the manner that only music can give.
- D. To improve tone and rhythm.

#### II. Pupil Activities

- A. The singing of songs.
- B. The use of a contest (worksheet).
- C. The learning of words to the stanzas.
- D. The writing of stanzas to the songs.

#### III. Assimilative Material

##### A. Ballads

##### 1. Common Bill

- (a) This tells of the way of a maid with a man. Common Bill is sung most exclusively by women while they work. It came from Ohio.

##### 2. Jesse James

- (a) There is only one American bandit who is classical, who is to this country what Robin Hood is to England. Jesse was living in St. Joseph, Missouri, under the name of Howard, when, unarmed, he was shot in the back of the head, and killed, by his supposed young friend, Robert Ford.

##### 3. Ballet of De Boll Weevil

- (a) This song comes from the cotton fields of the South. The imagination of the Negro field



workers played shrewdly on the phantom that came so silently to destroy the cotton crops.

#### B. Work Songs

##### 1. Casey Jones

(a) This song is very popular, especially with railroad men. It is classed as a work song because it tells of the work of the engineer.

##### 2. Timber

(a) This song is used in cutting or hauling timber. The solo lines are sung by one man, a leader, and the crowd joins in on the refrain.

#### C. Minstrels and Follies

##### 1. Turkey in the Straw

(a) This is the classical American tune. It is used chiefly at dances. It has a thousand verses if all were gathered.

##### 2. Animal Fair

(a) This song is used at circuses. All of the old minstrels like Dan Rice and Dan Emmet sang it.

##### 3. Sucking Cider Through a Straw

(a) This song is used at fairs. It was first heard in Georgia and Illinois.

#### D. War

##### 1. Hinky, Dinky, Parlee-Voo

(a) During the World War this song was a favorite among the American Expeditionary Forces in Europe. It was sung more often, perhaps, and with more verses, than any other song.

#### E. Hobo

##### 1. Hallelujah, I'm a Bum

(a) This old song was heard at water tanks of railroads in Kansas in 1897 and from harvest hands who worked in Pawnee County was picked up later by the I. W. W.'s, who made verses of their own for it and gave it a wide fame.

#### F. Spirituals

##### 1. Pharaoh's Army Got Drowned

(a) This is a creation and a favorite of the negroes of the South.

#### G. Patriotic

##### 1. America, the Beautiful

(a) The words of this song were written by Katherine Lee Bates upon her return from her first trip to the summit of Pikes Peak, where the opening lines had been inspired by the beautiful view of "spacious skies" and "purple mountain majesties." They have been sung to numerous tunes, but "America, the Beautiful" is at present most often sung to the tune "Materina," by Samuel A. Ward.

##### 2. Dixie

(a) Dixie is generally called the most popular of the songs of the South, although it was written by Daniel Emmett, of Ohio. It soon became the favorite all over the land. It was carried to the battlefields, where it became the great inspirational song of the Southern Army.

#### IV. Bibliography

1. "America, the Beautiful," and "Dixie," were taken from "The Progressive Music Series," published by Silver Burdett and Company, New York.
2. All the other songs were taken from "The American Songbag," by Carl Sandburg, published by Harcourt, Brace and Company, New York.

#### V. Test

This work sheet was used as a contest.

#### FILL THE BLANKS WITH THE PROPER WORD OR WORDS

1. A song that tells a story is called a.....
2. My favorite song is.....
3. A work song does either one of two things:
  1. ....
  2. ....

#### DRAW A LINE UNDER THE WORDS THAT COMPLETE THE STATEMENT

1. The Ballet of De Boll Weevil was first heard in lumber camps, cotton fields, the World war.
2. The only classical bandit is Casey Jones, Common Bill, Jesse James.



3. Timber is a good Ballad, War Song, Work Song.
4. Hinky, Dinky, Parlee-Voo came from railroad men, Negroes on plantations, soldiers in Europe.
5. Folk Songs came from—  
An experienced song writer  
The hearts and lives of the people  
People who traveled from place to place listening to people sing.
6. Jesse James is a Hobo Song, Ballad, Work Song.
7. Turkey in the Straw and Animal Fair are Work Songs, Ballads, Minstrels, and Follies.

*Below are Given the Names of Ten Songs and Ten Quotations From These Songs. Place the Number Before the Quotation That Corresponds to the Number of the Song From Which it is Taken.*

### SONGS

1. Jesse James
2. Casey Jones
3. Hallelujah, I'm a Bum
4. Ballet of De Boll Weevil
5. Animal Fair
6. Hinky, Dinky, Parlee-Voo
7. Turkey in the Straw
8. Sucking Cider Through a Straw
9. Timber
10. Pharaoh's Army Got Drowned

### QUOTATIONS

- ( ) The elephant sneezed and fell on his knees.  
 ( ) O, Mary don't you weep.  
 ( ) The M. P.'s say they won the war.  
 ( ) 'Twas a dirty little coward shot Mr. Howard  
 ( ) The story of a brave engineer  
 ( ) I have a home.  
 ( ) Give us a handout to revive us again.  
 ( ) Hallelujah, I don't know.  
 ( ) I never was so happy since the hour I was born.  
 ( ) And now I've got me a mother-in-law.

CHARLES A. BAZZLE

## A VISIT TO MOTHER GOOSE LAND

AN OPERETTA FOR PRIMARY GRADES

### Characters

The Sandman	Bo-Peep
Mother Goose	The Crooked Man
The Dream Lady	Diddle Diddle Dumpling
Mother Hubbard	Humpty Dumpty
Mistress Mary	Baa, Baa Black Sheep
Boy Blue	Polly Flinders
Jack Horner	Polly Flinders' Mother
The Flowers	Simple Simon
Jack Be Nimble	The Píeman
Jack and Jill	Miss Muffet
Page	The King and the Blackbirds
	Chorus

### SCENE I

*Frances, a little girl of five, is seated with a book of Mother Goose rimes in her lap. While looking at the pictures in the book she falls asleep.*

*Enter Sandman who throws sand in her eyes as he dances about the room. The Chorus sings Sandman. (Progressive Series No. II, Silver Burdette & Co., p. 208.)*

*Enter Dream Lady dancing lightly as a fairy.*

### Dream Lady

I am the Dream Lady. I have come to take you to visit Mother Goose Land. Would you like to go?

### Frances

Oh! yes! yes! Do take me. I have always wanted to see Mother Goose and her children.

### Dream Lady

Well, come with us. The Sandman and I will show you the way.

*Frances gets up. The Dream Lady and the Sandman take her by the hand and lead her off the stage.*

### SCENE II

*A huge Mother Goose Book is seen on the stage.*

*Enter Dream Lady, Sandman, and Frances from left as Mother Goose emerges from the Book. The visitors approach Mother Goose.*

### Dream Lady

Mother Goose, this is Frances. Frances, this is your dear Mother Goose.

### Mother Goose

I am glad to meet you, Frances.

### Dream Lady

We have come to see your children, dear Mother Goose.

### Frances

Do let us see your children, Mother Goose.

### Mother Goose

Indeed you may see them. (*Points to three chairs placed beside each other.*) I