

The year's work in music is divided into three parts of three months each. The first part is devoted primarily to singing, in preparation for the two big festivals, Thanksgiving and Christmas, the technical work coming in as it can. The second part is devoted chiefly to technical work. The work of the third is divided equally between technical work and song singing, which culminate in our May Festival.

The groups under my charge are 1A & B, 2A & B, 3A & B, 3X, 4A & B and 5A & B. The technical work planned for the Winter Quarter with each is as follows: 1A & B rhythm. 2, 3, & 4, pulse, the singing and writing of the scale. Writing melodies founded upon the scale without regard to time, symbols. 2A & B, names of lines and spaces of the staff; rhythm 2, 3, 4, and 6-pulse; writing simple melodies with bars and time symbols. 3A & B and X, writing complete melodies, reading suggestions for use in assembly. 4A & B, rules for key notes through all the scales. 2-Part exercises read from the board, reading of songs for assembly singing. 5A & B, analysis of scale structure; study of signatures through the twelve keys. Reading of songs.

The new children who entered the school at the opening of the Winter Quarter made a review necessary and the first lessons this month have been largely devoted to that review. The subject matter has been purposely very simple, to allow the newcomers and the forgetful people to gain confidence in themselves and to reach a common ground with the other children. The work in rhythm for the youngest children has been begun by clapping of two-pulse and picturing two-pulse on the board by means of circles. The first few lessons have been devoted to gaining freedom in swinging of the circles. Antiphonal exercises in two-pulse have been sung. The scale has been started. A song for Assembly, the words by Wm. Blake, "How Sweet is the Shepherd's Sweet Lot" has been chosen to give with exercises given by the Second Grade on Shepherd Life. This song has been the one used throughout the grades. The First and Second Grade children get the singing by rote, and the 3rd, 4th and 5th read it from the board by syllables.

Material for writing has been:

Jan 4 I wish you dear A Happy New Year.

Jan 6 Ship ahoy Ship ahoy Loud calls the sailor boy

Jan 7 A birdie with a yellow bill  
Stopped upon my window sill

Jan 11 If at first you don't succeed Try, try again.

The older class of the first grade have been able to write these "work-songs" without time-symbols, the second, third, fourth and fifth class has done the work correctly without help. These songs are given by rote. The children repeat them first with words, afterwards with syllables. They then take up the rhythm and decide how many different sorts of notes are used, and whether the song begins on a strong or weak pulse. They then go to the board and write out the work. The preparation is more careful with the younger children.

10/2  
J. L.

	Mon	Tues	Wed	Thurs	Fri.
9	I <sup>2</sup>	o	V <sup>1</sup>	I <sup>2</sup>	I <sup>2</sup>
9.30	II <sup>2</sup>	Specials	II <sup>2</sup>	I <sup>1</sup>	Specials
10	IV <sup>1</sup>	IV <sup>2</sup>	II <sup>1</sup>	V <sup>1</sup>	IV <sup>2</sup>
10.30	Assembly	o	Assembly	Assembly	Assembly
11	III <sup>1</sup>	V <sup>2</sup>	III <sup>1</sup>	V <sup>2</sup>	o
11.30	II <sup>1</sup>	III <sup>2</sup>	III <sup>x</sup>	III <sup>2</sup>	IV <sup>1</sup>
1	o	o	o	o	III <sup>x</sup>

The Specials class and I<sup>1</sup> are taught by practice teachers under Miss Eleanor Smith's supervision

#### FIRST GRADE:

The lower class of the First Grade has in its three half hour periods proceeded with the work in rhythm, clapping the pulse and drawing it by means of circles on the board. The connection between this work and something of the same rhythm is made by means of exercises in which the teacher sings with syllables a measure which is echoed by the children. As, for instance:

#### Exercise in 2 pulse rhythm.



A good piano accompaniment makes this music interesting and the children already sing it very prettily. This work has been carried through two, three and four pulse rhythm. They write the scale correctly, and are beginning to sing its syllables from high to low do. I think there are no real monotones in this class, though one boy has to make strenuous efforts to get his voice below middle G.

SECOND, THIRD AND FOURTH GRADES have worked at the reading of a new flag song for February needs: "Our Flag", Third Book of Eleanor Smith Music Course. Two lessons have sufficed with each class to accomplish fluent reading with syllables and to sing by heart one verse with good tone and spirit. This song is especially good for its purpose.

The older class of the FOURTH GRADE has taken up as special work for the quarter the location of key notes. A rule for finding the do through the sharp scales was given them, the sharp signatures through six keys were placed on the board and each child in turn wrote high and low do in one of these keys.

Both classes of the FIFTH GRADE have taken up the scale structure. We have seen by means of the keyboard half and whole steps and by listening have located the whole and half steps forming the scale. At each lesson one scale has been built up, each child placing one note on the staff. They considered it a difficult matter to remember the half steps between "e" and "f" and "b" and "c" on the key board, but have achieved some measure of success, inasmuch as the scale of "b" was built up today, with but one mistake. They have read the "Flag" song.

All the classes have revived a favorite snow song of last year (by Attenhofer, in Second Book, Model Music Series,) for use in an assembly given by the Third Grade on habits of plants and animals in Winter.



MUSIC - MRS. KERN

Jan. 27, 1909.

THE OLDER CHILDREN OF THE FIRST GRADE have written the scale on the board and pointed out upon it a short melody which they had learned by rote. After pointing it out correctly, they have gone to the board and written the song, without time symbols. Of course this melody is very simple.

THE THIRD GRADE has had a drill on the names of the lines and spaces of the staff. This has been carried on by means of writing words with notes on the staff. We have found twenty or thirty words made from the first seven letters of the alphabet which the children have given each other.

THE FOURTH GRADE has written papers giving high and low "do" in each of the sharp keys. Thirty out of thirty-five children have done this correctly.

THE FIFTH GRADE has written papers on the structure of the scale, building up the scales with their sharps through the sharp keys. Only four out of thirty-four children have done this without mistake, but a large proportion of the papers are fairly good. Our singing has been continuing the Flag song which we began last week, learning its three verses. The children of the 2nd, 3rd, 4th and 5th grades read the song with syllables, fluently.

MUSIC MRS. KERN

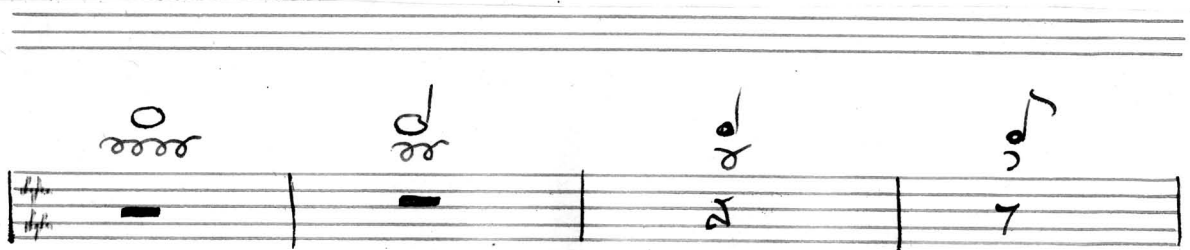
Jan. 29, 1909.

LOWER CLASS OF THE FIRST GRADE:

Tone work, rhythm and scale-writing continued, - reading of scale melody by syllables.

SECOND GRADE:

Reading of the second half of "Hiawatha's Firefly Song", by W. H. Lawrence, Riverside Song Book. A dotted quarter note occurs in two measures. The subject of dotted whole, half and quarter notes has been discussed. The children have given the value of each by means of pulses drawn on the board:



THIRD GRADE:

Reading of the second half of the above song. Review of dotted notes and rests.

FOURTH GRADE:

The chromatic scale learned, with its syllables. The children sing up the scale more correctly than down. The third tone in the down chromatic scale is the difficult one, obviously because this is the first change from the diatonic scale to which they are accustomed.

These children have read the whole "Firefly Song" referred to above. The first half of the song contained sharp sol and sharp re, and is in the minor mode.

FIFTH GRADE classes have been omitted owing to the change of program, and to my duties as hostess of the day, which took me away from my classroom.

MUSIC - MRS. KERN

Feb. 5, 1909.

The work of last week has been continued. "Hiawatha's Firefly Song" has been the material upon which the second, third, fourth and fifth grades have continued, with the rests and dotted notes suggested by the needs of the song. The fourth and fifth grades - the minor scale and chromatic scale.

Feb 5 1909

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MUSIC - MRS. KERN

Feb. 16, 1909.

Our two holidays this past week have cut down music lessons to one-half hour a week for several of the classes. It seemed so impossible to carry over the children's interests with so short a period that we are considering increasing the number of half hours per week in music to three. Under the present arrangement that would overload my program to such an extent that we are considering concentrating on music for a few grades and allowing the other grades to have but one period per week in which they would learn songs for assembly singing.

The second division of the first grade have continued with their work in rhythm. It is interesting to watch the type of child who draws the circles on the board depicting the rhythm with a free arm movement, and those who naturally draw with cramped fingers. They are all growing more free in this exercise. The other grades have been preparing songs for our Lincoln Day celebration: Grieg's "Fatherland Song", "Eleanor Smith's "Flag Song" and "America".



MUSIC - MRS. KERN.

Feb. 24, 1909.

For Washington's Birthday old favorite songs have been revived, read by syllables and learned. "Who Made the First Flag?" by Frank Atkinson (Songs in Season), is a prime favorite. Outrivalling it in popularity is "George Washington Went Off to War", words and music by a class of Fifth Grade children. This song has been in use for primary grades for nine years, and never fails to arouse the dull ones and prove a corrective for the tone-deaf people.

This writing of original songs by the children is one of the most vital activities of the music work, but it is being crowded out this year by lack of time. As long as the ability to read notes fluently remains the criterion for successful musical training of children, at least two half hours a week must be spent upon that drill.

Arrangements have been made by which each class of the Second Grade is to have three half hour periods in music per week. I shall look for decidedly better progress. A new song, "Robin Hood and Little John" (an English folk song), has been taken up by the second, third, fourth and fifth grades. Its problems lie in its time. The second grade are being introduced to the divided beat through its requirements. The Fourth Grade, after reviewing the rules for finding the key note when sharps are in the signature, have taken up the key notes in flat signatures. A paper on this will be asked of them.

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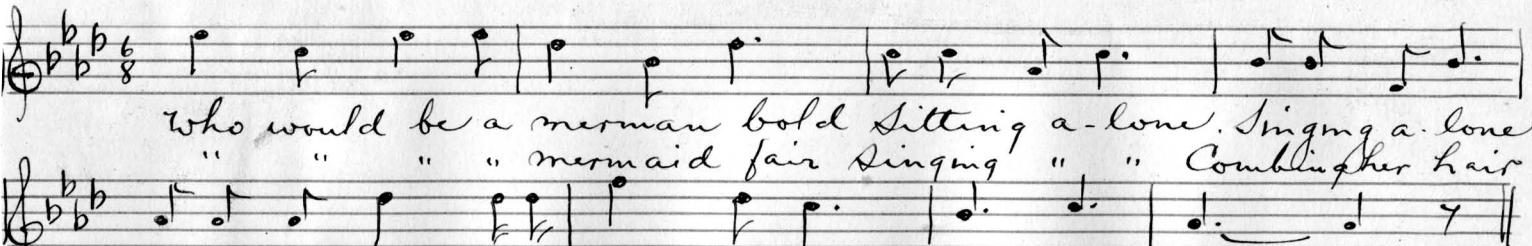
MUSIC ----- MRS. KERN.

March 3, 1909.

The FIRST GRADE has been reviewing its five little songs to gain accuracy. The children offer to sing for one another, and I allow them to do so, as the exercise proves well worth while for self criticism. Those children who sing accurately in tune have the opportunity of giving a good rendition of the song, while those who fail see their mistakes clearly. They have read with syllables the first half of a new song.

The SECOND GRADE has finished "Robin Hood" and taken up a new song, "In March" by Jessie Gaynor, reading it with syllables. It contains sharp re which is a new feature.

One class of the THIRD GRADE is preparing for morning exercise on fairy poems. They brought a few of their poems to me to see whether one or more could not be set to music. We decided on Tennyson's "Merman and Mermaid" and in a half hour period which Miss Black kindly gave us for the purpose, the children evolved the following:



who would be a merman bold sitting a-lone. singing a-lone  
 " " " mermaid fair singing " " Combing her hair  
 Under the sea with a crown of gold On a throne  
 " " " with a comb of " " "

Five or six children gave the accepted phrases while the rest freely criticised. The difference between "a bold merman" and "a fair mermaid" is to be indicated by the piano accompaniment played an octave higher in the second verse. In making these songs, the children dictate phrase by phrase to me.

MUSIC --- --- MRS. KERN.

March 5, 1909.

The younger class of the FIRST GRADE in their three half hour lessons have been reading and writing a part of their new song "The Rill", and perfecting their repertoire.

The SECOND GRADE, first and second classes, in their three half hours have continued the study of their season song, "In March" and have read and studied a song with jocose words to be ready for a morning exercise, - such as was recently given of nonsense rhymes and jingles. I had supposed a joke would be welcome to them, but find they prefer esthetic pleasure. Perhaps it was the wrong kind of a joke.

The THIRD GRADE have sung their original song, the boys being "the mermen bold" and the girls the "mermaids fair". They will have an opportunity given them to write it. The other group of this grade are to give a morning exercise on Norse Life and will probably be given an opportunity to set to music one of their original rhymes on that subject.

The songs "In March" and the funny one, "The Lion" have been read and studied.

FOURTH GRADE classes have handed in papers with the key notes of high and low do, through the flat keys, whose signatures they have copied from the board. They read and studied the songs above mentioned.

Both classes of the FIFTH GRADE have handed in papers giving the key notes and names of sharps through the six sharp keys.

MUSIC -- MRS. KERN

March 17, 1909.

The FIRST GRADE work has been a continuation of that of last week. They have finished the Indian song and sing it quite correctly in tune. I find the quality of the text of the song strongly affects the musical result. If the text stimulates them by sheer beauty, or by meeting their interests by correlation with other stirring subjects, the melody is more correctly given.

The SECOND GRADE have sung the Indian song and have read one-half of a new Spring Song by Mozart. In their third period this week they were given the first half of a new song to notate on the board. Most of the class were charmed to have an opportunity to write. They heard the little song four or five times and then analyzed it as to time, and gave it its symbols. The resulting notation was for the most part correct.

The THIRD GRADE completed the study of the Indian song. The class who wrote the Merman Song occupied one period notating a portion of it on the board. Miss Black allowed us a third period to copy the song in their music tablets for preservation.

The FOURTH GRADE in one period were given an opportunity to notate a new little song. I wrote the words on the board as an assistance. They then heard the song five or six times. They then analyzed its time, named its melody by syllables, and then notated it on the board. They were quite successful, perhaps more so than when I emphasized the writing more than the reading of songs. I believe drill in sight-reading is more useful than writing. The song used was "The Nestlings", page 7, Book I, Eleanor Smith series. It admits of really lovely harmony.

The FIFTH GRADE have struggled with a two-part song, short and simple to read in single part, but not successful when sung together. This grade is recalcitrant in music. They act self-conscious with one another and as yet have not been awakened to a sense of self-criticism as to quality of tone.

MUSIC -- MRS. KERN.

March 31, 1909.

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We have been working in all the grades on the Spring Song by Mozart. The first grade children sing it by rote, the second read it with a little help, and the remaining grades read it independently. In the fifth grade we have been working on a two-part song. More time has to be spent in the work in this grade on tone-production. I have made an experiment with a bright class of the third grade with a simple two-part exercise. They take the two parts singing more readily than do some of the fifth grade children.

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MUSIC --- MRS. KERN.

April 7, 1909.

The Mozart Spring Song has proven so singable that we have dwelt upon it as a vocal exercise in all the grades . The children's voices are mellow and lovely throughout it, in part because of its range and in part because of its text which expresses a longing for spring in good poetic phrase. As drill on songs for Arbor Day will now commence, I have given all the grades one farewell period of writing. The first grade have written the first phrase of a song on birds which we use each spring in the school: "All the birds have come again". The second, third, fourth and fifth have written a work song again in the manner described in my report of March 17th, the difference in presenting the song to the various grades lying in the detail of preparation.

The music department here has not yet found a sufficient reason for the disproportionate musical ability in the second and fifth grades of this school. Why should the work carried out in logical sequence proceed with good result through the fourth grade and from the fifth up show a marked lack in attainment? We conclude that one great factor is the lack of time given to music on the program. Large demands are made upon the music from other departments and too little time is left for drill on the technical side.



MUSIC -- MRS. KERN.

April <sup>16</sup> 1909.

We are to celebrate Arbor Day on April 30th with a formal program indoors and short exercises with the tree-planting in the garden. Two old songs will be revived for this occasion, "All the Birds Have Come Again" and Eleanor Smith's "God Sends His Bright Spring Sun", both from her kindergarten book. These have both been used at this festival for many years, and have delightful associations for us all. Practice work has ceased in the first grade and will be taken up in the second by another student.

The first grade people have read parts of the two songs mentioned above, have had drill in tone work and rhythm. The second grade has taken up a canon by C. Cornish, "Spring Song" in the second book E. Smith course, reading it in their three lessons and working on the first verse in one part.

The third and fourth grades have worked at this canon, groups of the children holding it against the teacher's voice on the second part. A short exercise in two-part singing has been successfully mastered. The fourth and fifth grade have taken up a setting of "Under the Greenwood Tree", too difficult for them to read unassisted, and almost too difficult for them to sing, but chosen for Arbor Day because of its beauty and inspirational quality. It is from "Songs of Life and Nature" by E. Smith. The children have been helped in melody and odd rhythmic form of the song by seeing it written on the board. All the grades have reviewed the Arbor Day song.

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MUSIC ----- MRS. KERN.

April 16, 1909.

Material for reading, writing and singing has been found in the songs for Arbor Day. The first grade has written the first part of "God Sends His Bright Spring Sun", has read the song entire, and learned its two verses. They have learned two verses of "Dear Little Tree That We Plant Today" and have sung the melody by rote. They have also continued last week's songs.

The second grade children have read "Dear Little Tree" with some help and have learned to sing one verse. They have also read "God Sends His Bright Spring Sun" and learned the two verses.

The third, fourth and fifth grade children have taken up "Under the Greenwood Tree" by Eleanor Smith, from "Songs of Life and Nature", by rote. It is extremely difficult in time, but is worth in cultural value all the work we put upon it. The children love to sing it. They have read the songs mentioned above except "Dear Little Tree", which is reserved for the three younger grades.

*Wm. B. Kern*  
MUSIC -- -- -- MRS. KERN.

Two weeks, ending May 5, 1909.

Miss Eleanor Smith's new music series has been introduced in the school. The second and third grades are using Book I, the fourth and fifth are using Book II. All of the children seem much interested to own music books, and work with concentration on the little songs which thus far have been very simple. We are taking up these songs in order. It is especially useful to show conclusively to the debonaire fifth grade what they do not know.

It has up to this time been the policy under Dr. Dewey, Col. Parker and Mr. Jackman to consider the content of music in the work with the children, rather than the technical side. Mr. Jackman was especially scornful of what he called, "note-chasing". We touched upon technical points, but our children excelled in musical appreciation, sympathy and comprehension. We shall try not to have this musical spark quenched by drill, but in our two thirty-minute periods, it will be necessary to adhere closely to technical work to accomplish anything satisfactory along that line. I shall make a special point of giving <sup>the</sup> children the inspiration of a good piano accompaniment to each exercise or little song after they have mastered the melody independently.

As they are not to have a formal musical program for our Spring Festival, it will not be necessary to break the routine of technical work, and unless something interesting occurs worthy of reporting, I will omit this weekly record. One break will occur when the four-A group write a Norse song the text of which they have now ready. This will doubtless be interesting to report.

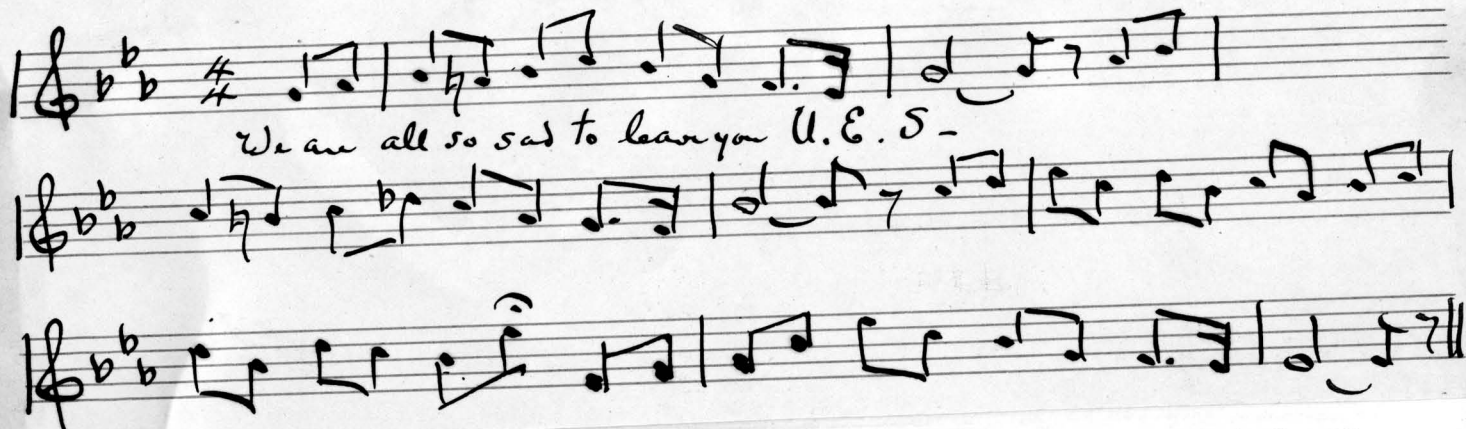
June 11, 1909.

One of the EIGHTH GRADE girls having written a farewell to the School in verse, ten of the graduating class came to me to set it to music. They did the work with much freedom and ease, and the following was evolved:

Ruth

## Graduate's Song

8 Grade.



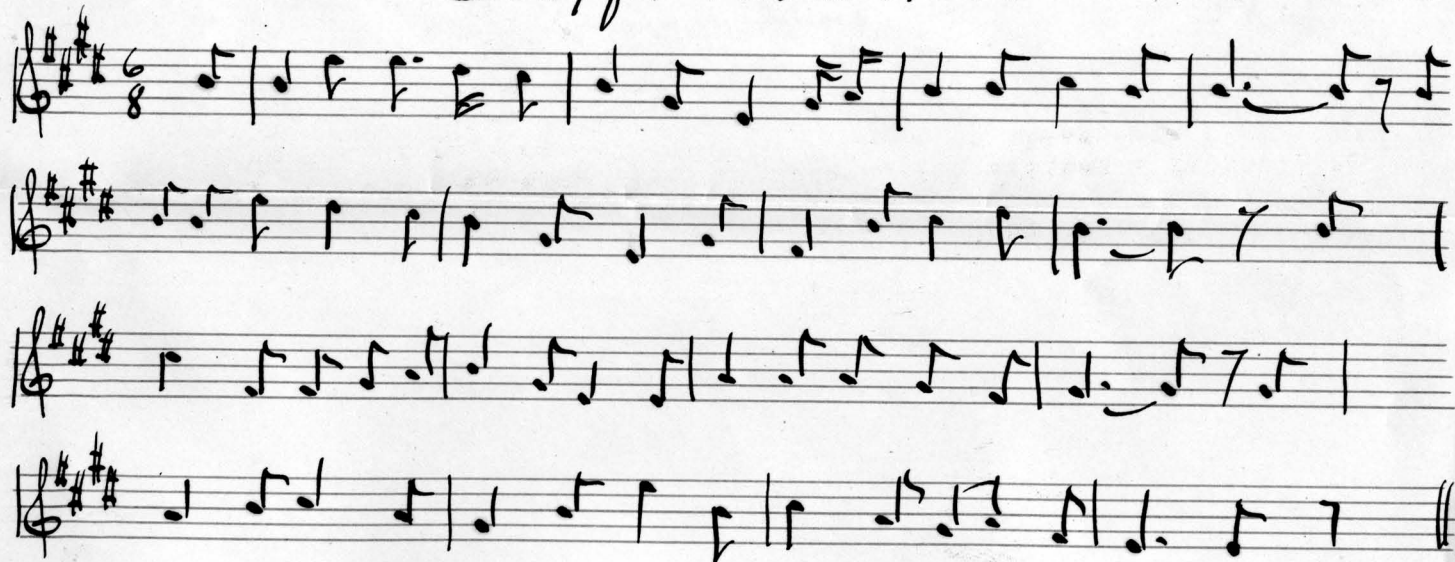
The song was sung to the remainder of the class, accepted and sung to the school. It was formally adopted as the U.E.S. Graduate's Song.

For their play of Robin Hood, the FIFTH GRADE needed a song, "The Wooing of Sir Keith". The ballad being impractically long, a committee attempted to condense it. This work was finally done by one girl. Twelve children then formed a volunteer music class to give extra time to setting the ballad to music. One half-hour period was sufficient to evolve the following:

Chlorinda

## Song for Robin Hood.

V Grade



There is no other work undertaken in music which so unifies the interest of the class as does composition. The unmusical children are as eager and helpful as the rest, and usually find themselves able to sing the original song more correctly than any other song given them from an outside source.

The work of reading simple songs from Miss Smith's new Educational Series, proceeds satisfactorily. When the work threatens to pall from its monotony, I give the children a chance to exercise initiative in choosing songs from their old repertoire. The class is often divided between a desire to choose a song, and a desire to get ahead of another class by plodding on through the next exercise. I do not feel that the musical content is neglected in the reading, as Miss Smith's exercises are so well selected that many become charming little songs when an interesting accompaniment is added.

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