

**THE PROGRESSIVE MUSIC SERIES
FOR BASAL USE IN PRIMARY,
INTERMEDIATE, AND GRAMMAR
GRADES. BOOK THREE**

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The Progressive Music Series for Basal Use in Primary, Intermediate, and Grammar Grades.
Book Three by H. Parker & O. McConathy & E. B. Birge & W. O. Miessner

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H. PARKER & O. MCCONATHY & E. B. BIRGE & W. O. MIESSNER

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FOR BASAL USE
IN PRIMARY, INTERMEDIATE, AND GRAMMAR GRADES

BY

HORATIO PARKER

Dean of the Department of Music, Yale University

OSBOURNE McCONATHY

Director of the Department of School Music, Northwestern University

EDWARD BAILEY BIRGE

Director of Music, Public Schools, Indianapolis, Indiana

W. OTTO MIESSNER

Director of the Department of Music, State Normal School, Milwaukee, Wisconsin

BOOK THREE



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CALIFORNIA

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THE PROGRESSIVE MUSIC SERIES

BOOK ONE, 144 pages, for second and third grades

BOOK TWO, 176 pages, for fourth and fifth grades

BOOK THREE, 208 pages, for sixth and seventh grades

BOOK FOUR, 224 pages, for eighth grade

PRIMARY SONG BOOK FOR SIGHT READING

TEACHER'S MANUALS

EDUC.
LIBRARY

VOLUME I, for first, second and third grades, with accompaniments for Book One and Primary Song Book, additional Rote Songs, Folk Dances and Singing Games

VOLUME II, for fourth and fifth grades, with accompaniments for Book Two

VOLUME III, for sixth and seventh grades, with accompaniments for Book Three

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PREFACE

THE Progressive Music Series, in material and plan, aims to realize the ideals of leading authorities in music and pedagogy.

The music material comprises the best that could be found in the libraries of America and Europe, together with a large number of original songs, written by many of the foremost living composers, whose interest and coöperation were secured through personal interviews; and characteristic folk songs obtained from sources hitherto unavailable. All the music material has been subjected to careful critical study both in regard to its musical worth and to its adaptability to school use. Equal care has been exercised in the selection of the words of the songs.

Three periods of development in the child's school life are recognized by present-day educators: the sensory period, the associative period, and the adolescent period. Book Three is designed to cover the work of the latter part of the associative period of the child's development, that is, the work of the sixth and seventh school years. This period is essentially the time for drill and the time for developing sight reading power. Basing the music study on the tonal and rhythmic concepts gained in the sensory period, the fundamental musical problems are presented in a logical sequence for formal drill. In developing these problems four steps are involved: (1) A review of a familiar song which embodies the problem. (2) A clear statement of the problem to the pupils. (3) Thorough drill on the problem, isolated from the context. (4) Application of the known problem in reading new songs in which it occurs. The chapters of Book Three form, with Book Two, a consecutive series of lessons which, beginning with the simplest tonal and rhythmic relations, progress to the study of all the musical problems essential for the mastery of music suitable for school use.

Book Three is in four parts. Part One is for the first half of grade six, Part Two for the second half of grade six, and Part Three for the first half of grade seven. Part Four contains patriotic and devotional songs for general use in both grades. Communities differ as to the time of the appearance of the changing voices of boys. In most places this evidence of adolescence is sufficiently marked to demand consideration early in the eighth grade, occasionally in the latter half of the eighth grade, and sometimes it is noticeable in the seventh grade. To meet these variable conditions Book Three is so planned that, while ordinarily it will serve as the textbook through grade six and the first half of grade seven, it may be condensed into an outline of one year, or, because of the large amount of material, it may serve for two full years.

Piano parts for most of the songs of Book Three will be found in the Teacher's Manual, Volume III, which gives explicit directions for conducting the music work in the grades for which Book Three is designed. It also provides optional outlines to meet the conditions cited above.

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THE PROGRESSIVE MUSIC SERIES

BOOK THREE

PART ONE

Chapter I: Melodies Reviewing Topics of Book Two

The Pearl

M. Louise Baum
From the French

Franz Joseph Haydn



1. On a rose leaf fresh and fra - grant, Lay a
2. So the dew - drop reached the o - cean, 'Neath the



shi - ning drop of dew; Came a bird and bent the
blue to toss and whirl; Then white pris - on walls en -



rose-bush, Swayed and swung there just to woo, Till the
fold it, All its rain - bow col - ors furl, Till at



drop fell in the brooklet, Seek - ing aye the boundless blue,
last the shell falls o - pen With its pure and shi - ning pearl.

To the River

Susan Jewett

Ludwig van Beethoven

Gen-tle riv-er, gen-tle riv-er, Tell us whith-er do you
glide Thro' the green and sun-ny meadows, With your sweetly murm'ring
tide? You for ma-ny a mile must wander, Ma-ny a love-ly prospect
see; Gen-tle riv-er, gen-tle riv-er, Oh, how hap-py you must be!

Past Three O'clock

James Fortescue

English Folk Song

Past three o'-clock, and a cold, frosty morning: Past three o'-clock, good
morrow masters all.

1. While in your beds you're peace-ful-ly sleep-ing,
2. We go the round, you rest at your lei-sure;
3. When morning breaks, and slum-ber is end-ed,

Un-der the stars our watch we are keeping. Past three o'- clock, and a
Safe is your house and safe is your treasure. Past three o'- clock, and a
Give us your thanks, your homes who've defended. Past three o'- clock, and a
cold, fros-ty morn-ing: Past three o'- clock, good morrow masters all.

Swallow, Swallow

Alice E. Sollitt

Franz Joseph Haydn

From the French

Andante

1. Swal-low,swal-low, far a - way, To the South-land wing - ing;
2. Swal-low,swal-low, fare thee well, Till some bright to - mor - row,
Gray the sky and drear the day, Wild the North Wind's sing - ing.
When the spring,o'er field and fell, Ban - ish - es our sor - row.
Haste thee,friend, fly fast and far, Flee - ing win-ter's sad - ness;
Haste thee,then, wher-e'er thou art, Spring's sweet promise sing - ing;
Haste thee,friend, fly fast and far, Seeking sum-mer's glad - ness.
Haste thee,then, wher - e'er thou art, Summer's glad-ness bring - ing.