

MUSIC CURRICULUM GUIDES

by

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Foreword

THIS BIBLIOGRAPHY has been compiled with the assistance of the State departments of education as well as of many counties and cities. The outstanding cooperation of these agencies in making their publications available to the U.S. Office of Education for review is hereby acknowledged with appreciation. The list of guides is current as of September 15, 1963, although there are undoubtedly many guides in use which were not obtained by the Office of Education.

Such a comprehensive bibliography of curriculum guides for music has never before been published. It is believed that this publication will be useful to music educators and administrators at all levels and that it will contribute to a more comprehensive knowledge of the philosophy and practices current in the teaching of music.

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Preface

AS A FIRST STEP in preparing this publication, the curriculum guides for music which were on hand at the Library of the Department of Health, Education, and Welfare were inventoried. Annotations were written for each guide. The list of available guides, together with the annotations, was separated by State and sent to the State supervisors of music for review. In those States having no designated supervisor of music, the list was sent to the director of curriculum. Each State was requested to review the list of curriculum guides and the annotations for each, to indicate which were available for purchase, which were obsolete or out of print, and the source and cost of each. In addition, each State was requested to furnish copies of new curriculum guides for music so that these might be reviewed and included in the present bibliography. The States were also requested to indicate those cities and counties with populations of 50,000 or more within their respective States which had published curriculum guides for music. The cities and counties so identified by the States were then requested to send copies of their curriculum guides.

Through this publication the Office of Education hopes to stimulate an active exchange of ideas, materials, and philosophy for music education among the States at all levels.

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Part I. Music Curriculum Guides*

Grades K-12

1. **A Guide for the Improvement of the Teaching of General Music in the Schools of Arizona.** Phoenix, Ariz.: State Department of Public Instruction. 1951. 154 p. Bulletin No. 2. (Out of print.)
Presents philosophy and teaching suggestions. Contains a directory of publishers, lists of resource materials, and a directory of rental and loan sources.
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2. **Classroom Music Education: Grades K-8.** Alameda, Calif.: Alameda Unified School District. 1959. 85 p.
Outlines singing, listening, rhythmic, instrumental, and creative activities for kindergarten through 8th grade. Includes suggestions on how to teach each activity and reference books for each activity.
3. **Enrichment Activities in Music for Intellectually Gifted Pupils.** Los Angeles, Calif.: Los Angeles City Schools. 1962. (Unpaged.) Bulletin No. EC-51.
Presents outcomes, learning experiences, teacher information, and book and instrumental resources for gifted pupils in primary, middle, and upper grades. Bibliography includes books devoted to composers and performers, music history, American music, the orchestra, and opera.
4. **Handbook in Instrumental Music for Elementary and Junior High Schools.** Sacramento, Calif.: Sacramento City Unified School District. September 1961. 72 p. (rev. ed.)
Lists aims and objectives. Outlines class structure and organization, description of instrumental classes, and teaching procedures of the instrumental program. Recommends instruments for school purchase. Contains basic teaching materials for orchestra and band.
Presents title, author or composer, and publisher of supplementary material for cello, clarinet, cornet-trumpet, flutes, horn and mellophone, oboe, percussion instruments, saxophone, string bass, trombone and/or baritone, tuba, viola, and violin.
5. **Handbook for Instrumental Music Teachers: Elementary and Secondary Schools.** Oakland, Calif.: Oakland Public Schools. June 15, 1961. 45 p.
Designed for instrumental music faculty, administrators, and principals. Describes class organization for both elementary and secondary schools. Includes procedures pertaining to the use of instruments and instrumental equipment.
6. **How do We Look at Our Classroom Music Teaching.** Visalia, Calif.: Tulare County. N. D. 8 p.
Produced for use by principals as an evaluation sheet for classroom music programs. Recommends goals for singing, playing, listening, and rhythmic activities at the primary and secondary levels.
7. **Instrumental Music.** Modesto, Calif.: Stanislaus County Schools. N. D. 67 p.
Discusses procedures for teaching the violin, recorder, clarinet, cornet, and trumpet at the beginning, intermediate, and advanced levels.
8. **Instruments to Make for Classroom Use.** Stockton, Calif.: Stockton Unified School District. February 1958. 27 p. Bulletin No. 101.
Describes how to make cabacas, chimes, claves, drums, gourd mandolins, maracas, quiroes, rhythm sticks, sand blocks, sleigh bells, tam-

*Any music guide that covers more than the Elementary Grades (K-6), Junior High School (7-9), Senior High School (10-12), and Combined Junior and Senior High School (7-12) is listed in the category Grades K-12, in which the entries are listed alphabetically, by State and title, respectively. A line of asterisks separates the States.

bourines, tuned bells, tuned bottles and glasses, and tuned sleigh bells for elementary and junior high schools. Bibliography includes suggested books for instrumental activities.

9. Lifetime Repertoire: A Heritage of Best-Known American Songs for Grades Kindergarten Through Eight. Bakersfield, Calif.: Kern County Schools. August 1961. 23 p.

Lists songs for each grade and their page location in State texts. Appendix includes the words and scores of songs not included in State textbooks.

10. Music: Course of Study Grades K-12. Quincy, Calif.: Plumas Unified School District. July 3, 1961. 27 p.

Outlines objectives, instructional aids, and singing, rhythmic, creative, listening, and playing activities for kindergarten and grades 1-7. Contains objectives, content, and instructional aids for chorus (grades 8-12), dance orchestra (grades 8-12), and beginning, intermediate, and advanced band. Includes a list of professional references.

11. Music Handbook: Grades K-8. Alameda, Calif.: Alameda Unified School District. 1958. 49 p.

Discusses how to develop correct musical standards in singing, how to teach songs, expand singing experiences, present listening experiences, teach dramatizations, help children recognize the need for music reading, use song bells as an aid in music reading, introduce the staff and music notation, use the pitchpipe, develop an understanding and use of harmony, play the ukelele, play the harmonica, and help the talented child.

12. Teaching Music with Recordings. Fresno, Calif.: Fresno County Schools. Jan. 19, 1961. 9 p. Bulletin No. 2.

Lists the advantages of teaching music with recordings. Suggests ways in which a song can be developed. Presents procedures for the first, second, third, fourth, and fifth playing of the recording for the primary and upper grades. Gives examples of song materials.

13. K-12 Vocal-Instrumental Music. Lakewood, Colo.: Jefferson County. 1960. 208 p. \$7.

Offers a system for music reading, songs for community and assembly singing, steps in teaching songs with accompaniment, the story of the instruments, and the composition of the modern symphony orchestra for elementary vocal music. The section on junior high school vocal music is concerned with voice ranges, voice-testing, and suggested vocalises. Discusses phonetics, tone

production and control, a diagnostic test, sight reading, and madrigals for senior high vocal music. Elementary bibliography contains books for elementary libraries and source materials for the teacher (including books on the correlation of music with the other arts, sources for pictures, and film companies). Bibliography for junior high school provides reference books on curriculum and instruction, music history books, and music appreciation books. Bibliography for senior high school includes basic general music reference books.

14. Supplement to K-12 Music Guide. Lakewood, Colo.: Jefferson County Public Schools. 1962-63. 197 p. \$5.

Outlines rhythms and notations; clefs, lines, and spaces; and ear-training and interval study for grades 1 through 6. Discusses the interpretation elements of music (form, mood, and style), sequence and rhythm. Defines music vocabulary and symbols. Covers the historical background for nationally loved war songs and patriotic songs. Correlates music with farm animals for the first grade, transportation for the second grade, Indians for the third grade, foreign countries for the fourth grade, Colorado and the United States for the fifth grade, and Canada and Latin America for the sixth grade.

15. Supplement to K-12 Music Guide. Lakewood, Colo.: Jefferson County Public Schools. 1962-63. 79 p. \$3.50.

Presents voice ranges and testing, and suggested vocalises for grades 7, 8, and 9. Defines music vocabulary. Bibliography lists the author, publisher, and date of books on the psychological, physiological, and sociological bases of music teaching; curriculum and instruction; and music history and appreciation.

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16. Building for Dynamic Music Teaching. Tallahassee, Fla.: State Department of Education. July 1962. 18 p.

Produced as a checklist to aid Florida schools in planning music facilities in their school construction. Bibliography includes the title and publisher of professional periodicals and the title, author, publisher, and date of professional books.

17. A Curriculum Guide to Music for Grades 1-12. Stuart, Fla.: Martin County Schools. N. D. 39 p.

Discusses musical activities to be taught in each grade. Summarizes skills and understandings of music in elementary education.

18. Singing America: Radio Series Study Manual for Parents and Teachers, by Charles Hofman. Tallahassee, Fla.: State Department of Education and De Land,

Fla.: Volusia County Board of Public Instruction. 1958-59. (Unpaged.)

Contains songs, stories, and folkways of the United States. Produced for broadcast every Monday during the school year between 1:30 and 2 p.m. over WNDB, the News-Journal Station, Daytona Beach.

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19. Books About Music for Georgia Schools. Atlanta, Ga.: State Department of Education. 1960. 20 p.

Makes available a selective, authoritative bibliography in the field of music. Designed to help the music specialist, classroom teacher, and librarian.

20. Exchanging Notes. Atlanta, Ga.: State Department of Education. 1962. 56 p.

Prepared for use with the video-taped lessons, "Exchanging Notes." Includes information on the purpose, content, follow-up activities, and resource material for each lesson in the series.

21. Experimental Educational TV Programs in Music. Atlanta, Ga.: State Department of Education. 1961. 40 p.

Contains complete scripts for six special TV programs which were developed and presented during the fall of 1960.

22. Inside the Music Box. Atlanta, Ga.: State Department of Education. 1962. (Unpaged.)

Prepared for use with the video-taped lessons, "Inside the Music Box." Contains information on the purpose, content, follow-up activities, and resource material for each lesson in the series.

23. Singing Time. Atlanta, Ga.: Atlanta City Schools. N. D. 39 p. 25 cents.

Prepared for use with the series of radio programs "Singing Time." The songs compiled in this publication represent many different styles, subjects, and moods.

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24. Learning and Living Music. Springfield, Ill.: Springfield City Schools. September 1961. 127 p. Bulletin No. C-5.

Presents basic viewpoints on music education. Discusses objectives, materials, equipment, teaching techniques, and evaluation of pupil growth in singing, listening, instrumental, creative, and rhythmic experiences for kindergarten through the junior high school level.

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25. Music Education in Indiana. Indianapolis, Ind.: State Department of Public Instruction. 1963. 79 p. Bulletin No. 370.

Discusses the roles of performance and listening in music education; the music curriculum at the elementary, junior high, and senior high school levels; and the administration of the music education program. Suggests references on curriculum, administration, supervision, and teacher education.

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26. Music: A Cumulative List of Memory Songs for Use in the Louisville Public Schools. Louisville, Ky.: Louisville Public Schools. September 1955. (Unpaged.)

Lists the types, titles, and references of songs suggested for elementary schools, junior high schools, and senior high schools. Gives the author, title, publisher, and date of books and music texts for the teacher.

27. Music Facilities: New - Remodeling Planning. Frankfort, Ky.: State Department of Education. N. D. 14 p.

Provides suggestions for facility planning which are intended to help boards of education, superintendents, principals, music teachers, and architects meet the needs of an adequate music department for individual districts. Discusses location of facilities, scope of facilities, rehearsal rooms, risers, dimensions, shape, auxiliary rooms, sound conditioning, equipment, music sorting racks, music stands, and lighting-electrical outlets.

28. Music Guide for Teachers. Louisville, Ky.: Jefferson County Public Schools. August 1961. 26 p.

In discussing listening experiences, deals with procedures, aids for better listening, records that accompany song texts, and filmstrips. Considers bodily responses to rhythm and aids to understanding rhythms and note values. Contains experiences in coordinating the piano, resonator bells, and autoharps. Divides teaching of music-reading into teaching the notation of melodies and the notation of rhythm. Provides helpful suggestions for teaching part-singing and voice classification. Bibliography provides author, publisher, and date of five basic music reference books.

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29. Music Books and Films. Baton Rouge, La.: State Department of Education. 1959. 20 p.

Presents the author, publisher, date, price, appropriate age of audience, and brief description of music books compiled from the annual

State library lists. Includes films available on loan from regional film libraries.

- 30. Music Education for Louisiana Schools.** Baton Rouge, La.: State Department of Education. 1951. 34 p. Bulletin No. 708. (Out of print.)

Deals with administration at all levels of public education, instruction in the elementary grades, and instruction in the high school grades.

- 31. Patriotic Songs.** Baton Rouge, La.: State Department of Education. 1962. 85 p. Bulletin No. 963.

Provides standard American national songs, patriotic songs for elementary and junior high school, and patriotic songs for the high school. Appendix contains a complete listing by title of all patriotic songs included in Louisiana music textbooks.

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- 32. Music Curriculum for Elementary Grades.** Sanford, Maine: Sanford Public Schools. 1955. 26 p.

Outlines singing, listening, rhythmic, and creative experiences for subprimary and grade 1, and grades 2 through 6. In the pupil bibliography and teacher bibliography of each section, lists the author, title, and publisher of music books. Music in the junior high school is divided into group singing, appreciation, theory, and suggested units for study on instruments, popular music, types of songs, compositions for orchestra and band, nationalism in music, folk music in America, historical periods in music, contemporary musicians, music in Maine, musical drama, and music activities integrated with other activities. Includes a pupil bibliography and a teacher bibliography of junior high music books.

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- 33. Handbook for Instrumental Music Teachers.** Frederick, Md.: Frederick County Board of Education. 1960. 41 p.

Recommends instrumental equipment for elementary schools and gives their price. Discusses the organization of instrumental instruction and the student progress and recommendation report. Outlines a summer program for elementary school, including duration, kind of instruction, cost, eligibility, and lesson time. Briefly describes a summer program for high school students.

- 34. Music in our Maryland Schools.** Baltimore, Md.: State Department of Education. 1959. 220 p. \$2.75.

Contains the contributions of music and suggestions for the school music program. Gives specific recommendations for musical experiences,

materials, equipment, and evaluative criteria in all 12 grades of public school. Bibliography contains music instruction books, rhythm books, and music periodicals.

- 35. Patriotic Music With Related Activities.** Baltimore, Md.: State Department of Education. September 1958. 22 p.

Outlines activities to arouse interest and facilitate learning. Discusses the origins of words; origins of tunes; teaching suggestions; and record, film, and songbook sources for "America," "America the Beautiful," "Battle Hymn of the Republic," "Dixie," "The Marines' Hymn," "Maryland My Maryland," "The Star-Spangled Banner," and "Yankee Doodle." Bibliography lists poetry references, music reference books, sources for phonograph records, and songbook sources.

- 36. Planning for Effective Learning: Music.** Baltimore, Md.: State Department of Education. 1956. 39 p. (Out of print.)

Maintains that children grow with music and that music is for all children. Describes singing, listening, rhythmic, and instrumental activities. States problems and recommendations. Bibliography recommends basic music reference books and music instruction books.

- 37. Study Guide for Instrumental Music.** Baltimore, Md.: Baltimore Public Schools. Sept. 1, 1958. 7 p. (rev. ed.)

Describes the requirements for four levels of attainment for tone, rhythm, technique, solo performance, theory, and sight reading. Lists materials for all the instruments to be mastered at four levels of attainment. Includes terminology to be learned at four levels of attainment in instrumental music.

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- 38. Music Reading in the Classroom.** Lansing, Mich.: Michigan Music Educators Association. N. D. 4 p.

Covers reading readiness, laying the foundation for music reading, practical aids to music reading, and making one's own rhythm instruments.

- 39. Program Notes.** Detroit, Mich.: Detroit Public Schools. September 1962. 82 p.

Serves as a guide for the development of the listening program in grades 6-12. Consists of program notes for eight concerts, including some devoted to the music of Mendelssohn, Beethoven, Mozart, Brahms, and Tchaikovsky. Lists records and films of the music played at each concert and available from the circulating library of the Detroit Board of Education by title and call number. Contains a suggested

list of films and filmstrips and their call numbers. Presents brief biographies of composers represented in this concert series. Discusses lending collections pertaining to these concerts and available from the Children's Museum. Provides the author and title of selected music reference books.

40. **Songs in Correlation with the Social Studies Program in the Dearborn Public Schools (Junior Primary-7)**, by Ida Rose Scharf. Dearborn, Mich. July 21, 1950. 18 p.

Lists songs about home, recreation, health, safety, animals, and crops for the junior primary; songs about community helpers for grade 2B; songs about transportation for grade 2A; songs about Indians for grade 3B; songs about food and clothes for grade 3A; songs about people of foreign countries for grade 4; songs about the United States for grade 5; songs about Europe for grade 6; songs about the Far East and Africa for grade 7B; and songs about Latin America for grade 7A. Each song title is followed by the name of the music reference book in which it may be found.

41. **Music: Grades 1-8**. Meridian, Miss.: Meridian Public Schools. August 1962. 143 p. Bulletin No. 24.

Describes purposes, activities, resources, and correlation for singing, listening, rhythmic, creative, instrumental, and music reading activities at each grade level. Bibliography includes music bulletins and books.

42. **A Tentative Handbook for Elementary and Secondary Instrumental Music**. Omaha, Nebr.: Omaha Public Schools. September 1950. 20 p. Bulletin No. 2.

Suggests materials for instrumental classes, elementary school band and orchestra, and concert band music. Bibliography includes books on school bands, elementary school music instruction, curriculum reports, and string instruction.

43. **Music**. New York, N. Y.: Board of Education. June 30, 1960. 46 p.

Describes value of music. Discusses musical activities and teaching aids in the elementary schools. Explains the general music program, elective activities, school choruses, instrumental programs, and borough festivals at the junior high school level. Presents the required music program, elective courses, music literature, theory courses, instrumental classes, voice classes, bands, orchestras, ensembles, choral organizations, schools for gifted pupils, the school for performing arts, the high school of music and art, school performances, outside performances, broadcasts, the chorus, the

orchestra and spring concert awards, and scholarships at the high school level.

44. **Planning the Music Suite**. Albany, N. Y.: The University of the State of New York. 1963. 20 p. Bulletin No. 9.

Discusses the location, types, sizes, and acoustics of music rooms for elementary and secondary schools. Appendix offers the addresses of manufacturers and suppliers of special equipment for the music suite.

45. **The Administration of Music Education**. Columbus, Ohio: State Department of Education. N. D. 14 p.

Outlines scheduling music, financing music education, guiding teacher growth, interpreting music education to the community and to school personnel, and student guidance. Lists tests for musical aptitude, musical achievement, and musical interest.

46. **Audio-Visual Aids for Music Instruction**. Columbus, Ohio: State Department of Education. N. D. 3 p.

Offers the addresses of sources for audiovisual aids for music instruction.

47. **Services of the State Supervisor of Music**. Coakley, Marjorie Malone. Columbus, Ohio: State Department of Education. N. D. 2 p.

Discusses the work of the Ohio State Supervisor of Music as related to the Division of Elementary and Secondary Education, the rest of the State, elementary and secondary teachers, supervisors, music educators, administrators, and music course offerings. (The author is the present State Supervisor of Music.)

48. **Guidance for Out-of-School Musical Learning**. Columbus, Ohio: State Department of Education. N. D. 1 p.

Discusses the importance of encouraging the development of music hobbies, collections, composition, study, and performance.

49. **Instrumental Music**. Warren City, Ohio: Warren City Schools. 1959. 6 p.

Discusses the content and the sequence of presentation of the content. Suggests subject materials for grades 4-12.

50. **Music for Atypical Children**. Columbus, Ohio: State Department of Education. N. D. 1 p.

Classifies children who are considered atypical.

Lists basic considerations for working with them in music.

51. Music Curriculum Development in Ohio. Columbus, Ohio: State Department of Education. N.D. 6 p.

Discusses influence of educational beliefs on curriculum developments. Presents the development of the music curriculum in Ohio and the construction of a curriculum guide. Gives the author, publisher, and date of references on music curriculum development at the elementary and the secondary levels.

52. Music for Students with Special Needs and Problems. Columbus, Ohio: State Department of Education. N.D. 8 p.

Describes characteristics of mentally and musically gifted learners, slow learners, and physically handicapped learners, and appropriate musical activities for each group.

53. The Musical Heritage of Ohio. Columbus, Ohio: State Department of Education. N.D. 53 p.

Discusses the early music of Ohio including folk songs and ballads, music for square dances and party games, canal songs, and showboat songs. Lists well-known songs and hymns by Ohio writers. Includes the composer and publisher of secular, church, and Christmas music. Correlates music with social studies in units on early days in Ohio, early school days in Ohio, and Ohio's musical heritage.

54. Sources of Information Concerning Recordings. Columbus, Ohio: State Department of Education. N.D. 1 p.

Presents the addresses of sources for information about recordings at the elementary and junior high school levels.

55. Sources for Tests of Musical Aptitude, Achievement and Interest. Columbus, Ohio: State Department of Education. N.D. 1 p.

Lists tests for musical aptitude, musical achievement, and musical interest. The addresses of sources for these tests are included.

56. Vocal and Instrumental Laboratory Group Instruction and Performance. Columbus, Ohio: State Department of Education. N.D. 11 p.

Provides suggestions for the organization of laboratory vocal and instrumental music groups. Briefly describes vocal laboratory group instruction and instrumental laboratory group instruction in piano, stringed instruments, woodwind and brass instruments, and percussion instruments.

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57. Catalog of Central Music Library—Choral Music. Portland, Oreg.: Portland Public Schools. July 12, 1962. 30 p. \$1.50.

Lists the composer or arranger, title, and publisher of music for mixed voices, female voices, male voices, and elementary voices.

58. Catalog of Central Music Library—Instrumental Music. Portland, Oreg.: Portland Public Schools. July 13, 1962. 46 p. \$1.50.

Lists the composer or arranger, title, and publisher of band music, orchestra music, orchestra collections, string orchestra, string ensembles, woodwind ensembles, and brass ensembles.

59. Music Education in Oregon Public Schools. Salem, Oreg.: State Department of Education. 1960. 169 p. \$1.50.

Deals with a philosophy of music education; the scope and sequence of the school music program; developing the music program through singing, rhythmic, instrumental, and listening experiences; administration; evaluation; and characteristics of children. Bibliography includes books on general music education, elementary music education, secondary music education, buildings, rooms, equipment, creativity, choral music, conducting, instrumental music, music terms, composers, music history, instruments, listening, rhythm, and the orchestra. Also suggests song collections for primary and upper grades.

60. Music Instructional Aids. Portland, Oreg.: Portland Public Schools. N.D. 10 p. 75 cents.

An annotated bibliography of films and classroom library books. Lists filmstrips and professional music books.

61. Music Listening. Portland, Oreg.: Portland Public Schools. N.D.

A series of five music curriculum guides for the second grade (20 p., \$1), third grade (33 p., \$1.65), fourth grade (19 p., \$1.05), seventh grade (41 p., \$2.05), and eighth grade (33 p., \$1.65). Discusses the composers of selected musical pieces and suggests appropriate listening activities for each selection.

62. Permanent Song Repertoire. Portland, Oreg.: Portland Public Schools. 1961-62. 10 p. 50 cents. Bulletin No. MU-Ur.

Provides a list of songs as a basic permanent song repertoire for kindergarten and grades 1 through 8. Prepared for homeroom teachers as a guide to selecting songs when the class needs material for programs, opening exercises, units in social studies, and leisure-singing activities.

- 63. Records to go With Music Texts (K-8).** Portland, Oreg.: Portland Public Schools. N.D. (Unpaged.) \$1.40.

Presents title, series, publisher, speed, and cost of recordings for music classes and recordings for language arts classes (including listening, speech, and literature).

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- 64. An Emerging Program of Music for Grades I-XII.** Warwick, R. I.: Warwick School Department. 1955. 51 p.

Outlines vocal music, music appreciation, and instrumental music courses for grades 7, 8, and 9. Outlines Voice I and II, theory and harmony, music appreciation, band, orchestra, and chorus courses for grades 10, 11, and 12. Lists records for a basic rhythms program and others for a basic listening program.

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- 65. Music for the Schools of South Dakota.** Pierre, S. Dak.: State Department of Public Instruction. Feb. 1, 1954. 174 p. Bulletin No. 63.

Contains instructional suggestions for elementary and high school teachers of music. Recommends attainments and procedures in singing, rhythmic, listening, instrumental, creative, and music-integrative experiences for each grade in elementary school. Discusses aims of high school music, maintenance of music department, materials to be used, subject matter to be studied by performing organizations, procedures and methods of band and chorus, competition-festivals, music appreciation, and audiovisual aids.

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- 66. Records.** Knoxville, Tenn.: Knox County Schools. 1960. 87 p. (Out of print.)

Recommends recorded music for implementation of a comprehensive listening program. Lists records devoted to opera, musicals, classics, masterpieces for young listeners, instruments, music history, musical stories, song collections, folk music, music of the American Indians, patriotic music, sacred music, music for special occasions, literature series, and folk games.

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- 67. Applied Music in Texas Schools.** Austin, Tex.: Texas Education Agency. 1956. 46 p. 10 cents. Bulletin No. 589.

Discusses enrollment procedure for classes in applied music, examinations for credit, and record-keeping. Itemizes suggested assignments

in Piano, Violin, Viola, and Violoncello by grade which represent the minimum achievement required for school credit. Lists requirements for the certification of a private music teacher. Appendix includes title, author, and publisher of theory reference textbooks by grade; title, composer, and publisher of sheet music for early and intermediate grades; title, composer, and publisher of sheet music for advanced grades; and title, composer, and publisher of general music volumes and collections for children.

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- 68. Enjoying Music in the Classroom.** Fairfax, Va.: Fairfax County Schools. September 1953. 48 p.

Contains a suggested repertory of standard songs for the elementary grades. Includes a music abilities chart which recommends singing, rhythmic, listening, creative, and theory abilities for grades 1 through 7. Discusses the use of the pitch pipe. Bibliography lists reference books on music education, creative activities, rhythmic activities, and singing activities for the teacher, and reference books for student libraries.

- 69. Music.** Richmond, Va.: Richmond Public Schools. N.D. (Unpaged.)

Designed for elementary and secondary teachers of music. Correlates music with the language arts, arts and crafts, social studies, science, mathematics, and physical education. Contains aids for the teacher (including approaches to note reading, beginning a song in a major or minor key, note values, meter, "stepping" the note values, elements of rhythm, and signs and symbols). Suggests objectives, subject matter, techniques, and evaluation for junior and senior high school vocal and instrumental music. Describes district and State festivals.

- 70. Music in Grades One Through Twelve.** Richmond, Va.: State Board of Education. 1954. 132 p.

A guide for teachers, supervisors, administrators, and local study groups concerned with music education. Explains the value of music in education. Contains aims, procedures, and materials for the teaching of singing, listening, and instrumental playing at the primary and intermediate levels. Deals with the general music class, music history, music theory, choral groups, instrumental music, and administration at the secondary level. Bibliography cites professional music books for the teacher, songbooks, and music theory books.

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- 71. Vocal Music Curriculum Guide.** Huntington, W. Va.: Cabell County Public Schools. 1961-62. 42 p.

Includes specific suggestions on rote singing, lesson planning, a primary music lesson, notating an original song, music for the handicapped and mentally retarded, and specifications for ele-

mentary school record player, autoharps, tuned resonator bells, and resonated melody bells for grades 1-12. Glossary defines frequently used musical terms.

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- 72. Music Education in Wisconsin Schools.** Madison, Wis.: State Department of Public Instruction. June 1953. 36 p. (rev. ed.)

Presents a general framework of the overall music education program by discussing goals, objectives, materials, and equipment. Recommends specific purposes and activities at ele-

mentary, intermediate, and secondary levels. Deals with credit for music in the high school and minimum standards for music education majors and minors.

- 73. Music We Use.** Green Lake, Wis.: Green Lake County Schools. N.D. (Unpaged.)

Contains sections on singing, listening, rhythmic, creative, and instrumental activities. Includes a choral speaking and limerick unit for primary, intermediate, and upper grades. Lists names and addresses of music publishers and record companies.

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Elementary Grades

- 74. Action Songs.** Fresno, Calif.: Fresno County Schools. Nov. 25, 1957. 18 p.

Contains the words and scores of action songs with instructions for use in grades 1 through 6.

- 75. A Basic Program in Classroom Music.** Riverside, Calif.: Riverside City School District. 1963. 128 p.

Describes music in kindergarten. Contains songs from the song text which are recorded, a basic song list, music reading skills, listening activities, and dancing activities for the first six grades.

- 76. Book of Rounds.** Fresno, Calif.: Fresno County Schools. 1959. 10 p.

Contains the words and scores of 28 rounds.

- 77. Music in Primitive African Communities,** by Arnold Burkardt. Visalia, Calif.: Tulare County. 1961-62. 31 p.

Designed as a resource bulletin correlating music with social studies. Outlines the social use of music in African cultures and characteristics of African music. Suggests listening, rhythmic, singing, creative, instrumental, and music reading activities for 15 songs.

- 78. Course of Study for First Grade Vocal Music.** Sacramento, Calif.: Sacramento City Unified School District. July 1954. 68 p.

Lists general objectives. Outlines objectives, procedures and materials for the following areas of instruction: rote singing, rhythmic activity, creative expression, listening, and music reading readiness. Offers quarterly outlines for low first grade and high first grade which list the titles of songs, books in which they can be found, recordings of the songs, and suggested activities connected with the songs. Contains additional list of records.

- 79. Course of Study for Fourth Grade Vocal Music.** Sacramento, Calif.: Sacramento City Unified School District. September 1952. 60 p.

States general objectives. Outlines objectives, procedures, and materials for the following areas of instruction: rote singing, music reading, rhythmic activities, listening to music, creative activities, and instrumental activities. Presents suggested monthly outlines for the low fourth grade and the high fourth grade. Lists songs as rote material and names the books and records in which they are located. Lists recordings from *American Singer* Album IV and from *New Music Horizons* Album IV and IV B.

- 80. Course of Study for Second Grade Vocal Music.** Sacramento, Calif.: Sacramento City Unified School District. September 1954. 23 p.

Presents general objectives. Outlines areas of instruction, including rote singing, introduction to notation, rhythmic activities, listening to music, and creative activities. Suggests monthly outlines for the low second grade and the high second grade. Lists songs and identifies books and records in which they may be found. Names songs that are in the State text, *New Music Horizons 2*, which was made available to schools in the spring of 1951.

- 81. Course of Study for Sixth Grade Vocal Music.** Sacramento, Calif.: Sacramento City Unified School District. September 1953. 94 p.

Contains general objectives, the objectives and procedures of the areas of instruction (rote singing, music reading, rhythmic activities, listening to music, creative activities, and instrumental activities), and suggested monthly outlines for the low sixth grade and the high sixth grade. Lists rote songs by seasons, special days, or themes. Names the books and records in which they are located. Offers a list of songs

for reading, their location in books, their rhythmic problems, their tonal patterns, and their degree of difficulty.

82. Course of Study for Third Grade Vocal Music. Sacramento, Calif.: Sacramento City Unified School District. August 1951. 38 p.

Includes general objectives. Presents objectives, procedures, and materials for the following areas of instruction: rote singing, music reading, rhythmic activities, listening to music, and creative activities. Contains suggested monthly outlines for low third grade and high third grade. Lists songs and identifies books and records in which they may be found. Concludes with additional reading songs and their degree of difficulty.

83. Creative Music Education—an Instructional Guide. La Mesa, Calif.: La Mesa-Spring Valley School District. September 1959. 124 p. \$3.

Contains an annotated bibliography of books and audiovisual materials for the singing program and for dances and rhythms, and books for the listening program. Describes the musically gifted pupil and ways to help him. Correlates music with arithmetic, art, language arts, physical education and health, science, and social studies.

84. Elementary Music Course of Study. Fresno, Calif.: Fresno City Unified School District. October 1954. 52 p.

Outlines singing, listening, rhythmic, and creative activities. Lists songs and records for each grade at the elementary level. Bibliography recommends books for singing and rhythmic activity, community songbooks, music appreciation books, books about instruments, professional music books for teachers, and books for rhythm-band scores and songs.

85. Experiences in Music: A Guide to Teachers: Grades 1-6. Monterey, Calif.: Monterey City Schools. September 1957. 22 p.

Offers suggestions to help the inexperienced teacher develop singing, listening, playing, rhythmic, and creative activities in her classroom. Describes how to use a pitch pipe and presents a plan of organization for the teacher. Recommends a daily music lesson and lists singing, listening, playing, rhythmic, and creative activities for the first through the sixth grades. Explains how to make simple instruments.

86. Guide to Music Experiences for Children. Mentone and San Bernardino, Calif.: San Bernardino County Schools. N.D. 75 p.

Presents five different kinds of rhythmic activities. Suggests ways to encourage singing

and methods of teaching a new song, part songs, and vocal chording. Discusses creative activities for rhythms, listening, singing, and playing instruments. Bibliography lists professional music books for teachers.

87. Holiday Songs for the Intermediate Grades. Salinas, Calif.: Salinas Public Schools. February 1962. 15 p. \$1.

Lists songs for birthdays, Columbus Day, Halloween, Armed Forces Day, Thanksgiving, Christmas, New Year's Day, Valentine's Day, St. Patrick's Day, Easter, May Day, Mother's Day, Memorial Day, Flag Day, and Father's Day. Includes their sources in books or record albums.

88. Holiday Songs for the Primary Grades. Salinas, Calif.: Salinas Public Schools. February 1962. 15 p. \$1.

Lists songs for birthdays, Columbus Day, Halloween, Armed Forces Day, Thanksgiving, Christmas, New Year's Day, Valentine's Day, St. Patrick's Day, Easter, May Day, Mother's Day, Memorial Day, Flag Day, and Father's Day. Includes their sources in books or record albums.

89. Intermediate Instrumental Music Program. La Mesa, Calif.: La Mesa-Spring Valley School District. January 1963. 52 p. \$1.

Gives a brief history of string, woodwind, and brass instruments. Explains the parts common to the violin, viola, violoncello, and double bass. Suggests techniques for teaching the violin. Lists resource books, films, recordings, and tapes for string instruments. Describes the flute, oboe, bassoon, saxophone, and clarinet. Offers a brief history of drums and piano. Includes eight lesson plans for introducing each group of instruments.

90. Intermediate Song Selector. Fresno, Calif.: Fresno County Schools. November 1961. 16 p.

Recommends songs and instrumental, listening, and singing activities for grades 4, 5, and 6. Includes a list of recordings and books to be used with specified materials.

91. Music. Anaheim, Calif.: Anaheim City School District. N.D. \$1.25.

A series of three music guides for kindergarten (18 p.), first grade (20 p.), and second grade (20 p.). Describes the characteristics of children and appropriate musical experiences. Lists singing, listening, creative, instrumental, and rhythmic activities for children and teaching suggestions for each activity. Includes a classroom music evaluation sheet, procedure for teaching a new song from a recording, and instructions for making instruments.

92. Music. Anaheim, Calif.: Anaheim City School District. N.D. \$1.25.

A series of four music guides for the third grade (33 p.), fourth grade (37 p.), fifth grade (28 p.), and sixth grade (31 p.). Contains five units. Presents specific activities for holiday, seasonal, patriotic, sacred, and nonsense songs.

93. Music. Pasadena, Calif.: Pasadena City Schools. 1961.

A series of four music curriculum guides for kindergarten (69 p.), the first grade (71 p.), second grade (63 p.), and third grade (81 p.). These guides discuss singing, tone-matching, instrumental, rhythmic, listening, and music reading readiness experiences. Each includes a bibliography of basic texts and supplementary books.

94. Music. Pasadena, Calif.: Pasadena City Schools. 1962.

A series of three music curriculum guides for the fourth grade (117 p.), fifth grade (99 p.), and sixth grade (91 p.). These guides discuss singing, instrumental, listening, and music reading readiness experiences. Each includes a bibliography of basic texts and supplementary books.

95. Music for Children in Grades Five and Six. Los Angeles, Calif.: Los Angeles City Schools. 1959. 46 p. Bulletin No. EC-17.

Recommends songs and situations that invite singing. Lists American and foreign folk songs, classic songs, and patriotic songs. Discusses improving tone quality, developing accuracy of pitch and rhythm, and singing in two and three parts. Reading music by phrase and pattern, reading a new song, and reading music in two and three parts are also discussed. Presents recordings related to songs in a variety of ways for parallel listening activities.

96. Music for Children in Kindergarten and Primary Grades. Los Angeles, Calif.: Los Angeles City Schools. 1960. 83 p. Bulletin No. EC-25.

Provides activities to encourage and motivate rhythmic, instrumental, and vocal self-expression. Analyzes both teacher preparation and presentation necessary to teach a song. Deals with concepts related to tone, tempo, rhythm, and dynamics.

97. Music for Children in the Third and Fourth Grades. Los Angeles, Calif.: Los Angeles City Schools. 1959. 136 p. Bulletin No. EC-185.

Discusses ways to achieve constant improvement in students' tone quality, pitch, accuracy of intonation, expressiveness in singing, rhythmic ability, dramatic interpretation of songs, and music reading.

98. Music Curriculum Guide. Fresno, Calif.: Fresno County Schools. 1954.

A series of two music guides for grades 1 through 3 (132 p.) and grades 4 through 6 (129 p.). Describes listening, singing, creative, rhythmic, and instrumental experiences for each grade. Presents objectives for these five areas and methods and materials which can be used in reaching the objectives. Suggests ways in which an inexperienced teacher can present an effective music program. Lists music books and the musical activities each emphasizes.

99. Music Guide. South San Francisco, Calif.: San Francisco Unified School District. N.D. 125 p.

Outlines singing, listening, rhythmic, instrumental, and creative activities for kindergarten and grades 1 through 6. Includes objectives and materials for each activity. Lists music fundamentals taught in each grade. Contains a glossary of terms.

100. Music: A Guide for Intermediate Grades. Sacramento, Calif.: Sacramento City Unified School District. September 1959. 341 p.

Presents singing, rhythmic, music reading, and listening experiences for the fourth, fifth, and sixth grades. Recommends procedures for teaching a rote song, rounds, and two-part songs. Offers suggestions for developing good singing habits and helping out-of-tune singers. Ways to establish the basic pulse through body movements, march rhythm, and waltz rhythm are discussed. Includes the title of songs, their source in books, pertinent activities, and correlated listening.

101. Music: A Guide for Primary Grades. Sacramento, Calif.: Sacramento City Unified School District. September 1958.

Contains singing, rhythmic, music reading readiness, and listening activities for the first, second, and third grades. Includes a suggested plan for presenting, teaching, and pitching a rote song. Suggests how to develop good singing habits and help out-of-tune singers. Discusses establishing the basic pulse through body movements and interpreting music listening through body movements. Includes the title of songs, their source in books, pertinent activities, and correlated listening.

102. Music Guide for Teachers of Fifth Grade. Long Beach, Calif.: Long Beach Public Schools. January 1953. 67 p.

Lists basic textbooks. Offers teaching suggestions on survey reading, starting a song, and singing with instruments. Presents information and teaching procedures for certain recommended recordings. Bibliography lists music textbooks, songbooks for students, and music instruction books for teachers.

103. Music Guide for Teachers of First Grade. Long Beach, Calif.: Long Beach Public Schools. December 1953. 76 p.

Lists basic reference textbooks and musical instruments. Contains suggestions about the use of accompanying instruments, the methods of teaching a song, and the creative approaches of children at this age. Offers three lessons illustrative of the picture-poem-song-rhythm approach. Includes songs and appropriate accompanying rhythmic activities. Presents recordings and suggested teaching procedures for basic listening lessons. Bibliography includes songbooks for students, and music instruction books for teachers.

104. Music Guide for Teachers of Fourth Grade. Long Beach, Calif.: Long Beach Public Schools. October 1951. 56 p.

Includes a list of basic reference books. Suggests songs for singing, survey reading, rhythmic expression, and instrumental playing. Discusses specific recordings, relevant teacher information, and teaching procedures. Bibliography offers music textbooks, songbooks for students, and music instruction books for teachers.

105. Music Guide for Teachers of Second Grade. Long Beach, Calif.: Long Beach Public Schools. October 1951. 49 p.

Recommends basic textbooks and equipment. Presents the components of a balanced music lesson: tonal games, familiar songs, a new song, and an action song. Contains two typical beginning lessons. Cites pertinent recordings and teaching procedures for basic listening lessons. Bibliography contains music textbooks, songbooks for students, and music instruction books for teachers.

106. Music Guide for Teachers of Sixth Grade. Long Beach, Calif.: Long Beach Public Schools. January 1953. 69 p.

Contains basic reference books. Provides teaching suggestions for starting a song, singing with instruments, and survey reading. Discusses basic listening lessons by presenting specific recordings, relevant information, and teaching procedures. Bibliography includes music textbooks, and songbooks for students, and music instruction books for teachers.

107. Music Guide for Teachers of Third Grade. Long Beach, Calif.: Long Beach Public Schools. October 1951. 46 p.

Provides a list of basic textbooks. Contains a typical beginning lesson. Presents information and suggested teaching procedures for specific recordings. Bibliography presents music

textbooks, songbooks for students, and music instruction books for teachers.

108. Music: Kindergarten Through Grade 6. Mt. Diablo, Calif.: Mt. Diablo Unified School District. 1961. 22 p.

Presents activities, materials, teacher objectives, and pupil attainments for singing, rhythmic, listening, instrumental, and creative experiences at each grade level.

109. Music—Let's Listen: Intermediate Grades. Santa Ana, Calif.: Orange County Schools. September 1960. 94 p. Bulletin No. 156. (Series I.)

Contains the title, composer, record company, record number, and description of listening selections suggested in *Music For Living*, the State Music series. Recommends songs from *Book 4: Music Near and Far* to motivate parallel listening with certain selections in this guide. Bibliography includes music dictionaries, encyclopedias, and basic reference books.

110. Music—Let's Listen: Primary Grades. Santa Ana, Calif.: Orange County Schools. November 1959. 67 p. Bulletin No. 145. (Series I.)

Presents the title, composer, record company, record number, and description of listening selections suggested in *Music For Living*, the State Music series. Bibliography includes music dictionaries, encyclopedias, and basic reference books.

111. Music Listening for Children in Kindergarten and Primary Grades. Los Angeles, Calif.: Los Angeles City Schools. 1961. 50 p. Bulletin No. EC-29.

Offers suggested approaches to listening related to songs. Recommends teaching procedures appropriate to music that stimulates movement, music related to a narrative, and music that induces an inner feeling of serenity.

112. Music for Living in the Primary Grades. Visalia, Calif.: Tulare County. 1961. 11 p. (rev. ed.)

Introduces students in kindergarten through the third grade to music reading. Presents song scores from the *Music for Living* series.

113. Music for the Primary Grades. Salinas, Calif.: Salinas Public Schools. Fall 1959. (Unpaged.) \$1.

Correlates music activities with social studies, science, health, and safety by listing songs about manners, seashore and boats, birds, flowers, insects, family living, group living, a bakery, safety, transportation and market, the farm.

work, and Indiana. Lists their source in books and record albums.

- 114. The Place of the Music Specialist in Implementing the General Elementary Music Program in the Schools of Tulare County.** Visalia, Calif.: Tulare County. May 1961. (Unpaged.)

Deals with the general music program. Presents singing, rhythmic, listening, playing, creating, and music reading experiences for kindergarten and grades 1 through 6. Describes the teen-age voice, voice testing, vocal exercises, classifying voices, and vocal arrangements.

- 115. Primary Song Selector.** Fresno, Calif.: Fresno County Schools. November 1961. 20 p.

Suggests singing, instrumental, dramatic, rhythmic, listening, and music reading readiness activities and pertinent materials for grades 1, 2, and 3. Includes recordings and books to be used also.

- 116. Rhythm Instruments.** Los Angeles, Calif.: Los Angeles County Schools. April 1957. 18 p.

A guide to the making and using of simple rhythm instruments. Includes suggestions for the purchase of instruments.

- 117. The Selected Choir in the Elementary School.** Oakland, Calif.: Oakland Public Schools. June 30, 1960. 20 p.

Discusses conducting techniques and selection of music for the elementary school choir. Lists choral music from basic textbooks, songs with descants, Christmas music, and octavo music available from the Music Library.

- 118. Suggestive Kindergarten Music Guide.** Visalia, Calif.: Tulare County. 1960-61. (Unpaged.)

Recommends songs for instrumental, dramatic, singing, and rhythmic activities for kindergarten and the first through the sixth grades.

- 119. Teacher's Guide for Classroom Music: Grades One Through Six.** San Jose, Calif.: Santa Clara County Schools. August 1962. 57 p. \$1.20.

Lists songs from the State texts for each grade and indicates activities for each song. Gives record number for songs that are recorded. Suggests songs for correlation with social studies units for every grade. Recommends folk dances for each grade and names their book and record sources.

- 120. How Does Your Music Show—Mr. Administrator?** by Rudolph Wey-

land. Visalia, Calif.: Tulare County. February 1963. 7 p.

Prepared for elementary principals and school administrators. Lists equipment and materials needed to insure a balanced music education program in the elementary grades.

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- 121. A Basic Outline for Elementary Vocal Music Teachers.** Pueblo, Colo.: Pueblo Public Schools. Spring 1959. 46 p.

Outlines activities under the following headings for kindergarten and grades 1 through 6: singing voices, rhythm and time signatures, scales and note reading, knowledge of musical terms, creativity, and music appreciation. The title and page number of songs from a prescribed list are also listed for each grade.

- 122. Instrumental Music Teachers' Handbook.** Denver, Colo.: Denver Public Schools. 1955. 66 p.

Comprises a discussion of class organization, administration, essential skills, teaching aids, and materials for elementary schools. Gives titles, publishers, prices, and brief descriptions of books that contain elementary band and string material. Suggests biographical, technical, and promotional filmstrips. Presents titles, number of minutes, and brief descriptions of 16mm sound films. Lists books, magazines, and charts as teacher aids.

- 123. Music Program of the Denver Public Schools.** Denver, Colo.: Denver Public Schools. 1952. 179 p. \$2.50.

Contains charts for singing, rhythmic, creative, and listening experiences for kindergarten and grades 1 through 6. Includes objectives and suggested content in the chart and description of each grade's music program. Suggests songs for classroom, assembly, and community singing. Bibliography presents song and game books, books about musicians, and books about instruments for students. Also contains music instruction books and music reference books for teachers.

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- 124. Music for the Intermediate Grades.** Dover, Del.: State Department of Public Instruction. N.D. 27 p. \$1.25. Bulletin No. 155-61.

Addressed to both classroom and music teachers. Gives objectives of the music program and describes experiences for promoting these objectives. Lists pupil achievement for all students and for specialized pupils who are having additional experience with choral and instrumental groups.

125. Primary Children and Music. Dover, Del.: State Department of Public Instruction. 1954. 60 p. Bulletin No. 154050. (rev. ed.)

Addressed to the classroom teacher. Explains musical activities and gives suggestions for providing good experiences for children through these activities. Contains a summary of the musical growth which should result.

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126. Direction Finders for Music: Chart I: General Music Program. Washington, D. C.: Public Schools of the District of Columbia. 1962. 1 p.

Describes singing, instrumental, rhythmic, listening, creating, and reading experiences for kindergarten, junior primary, and grades 1 through 6.

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127. Around and About. Sarasota, Fla.: Sarasota County Schools. 1960. 35 p.

Designed as a social studies approach to first-grade music. Includes songs and musical selections from records for rhythmic, singing, and listening experiences for units entitled "Home and Family," "In My Town," "Living on a Farm," "Living in a City," "A Trip," "Health," "The World About Me," "The Circus," and "I Am an American."

128. Curriculum Guide: Seminole County Music Education. Sanford, Fla.: Seminole County Schools. N.D. 14 p.

Lists responsibilities of the music coordinator to administrators, teachers, and the community. Describes the work of the music teacher and the classroom teacher in the field of music. Outlines expectancies for grades 1 through 6 in singing, listening and appreciation, music literature, history of music, instruments, expression and creativity, and folk dancing and dramatizations.

129. A "Five W's" Music Workshop. Tallahassee, Fla.: State Department of Education. July 19, 1962. 18 p.

Outlines the why, who, where, when, and what of music teaching. Suggests songs from various series for singing, rhythmic, instrumental, listening, and creative activities for the first through the sixth grades.

130. A Guide for Elementary Music Teachers: General Extension Music Classes. Tallahassee, Fla.: Florida State University. N.D. 15 p.

Outlines singing, rhythmic, listening, and creative experiences for the first three grades. Discusses music reading, tonal vocabulary, and music theory for the fourth grade; testing voices, encouraging fine singing habits, tonal problems, and theory problems for the fifth grade; and emotional response, sensory response, physical response, and intellectual response for the sixth grade.

131. Music thru the Ages. Sarasota, Fla.: Sarasota County Schools. 1959. 52 p.

A social studies approach to sixth-grade music. Presents songs and musical selections from records for dancing, rhythmic, and listening experiences for units on "music and man's faith," "music in primitive cultures," "music in early civilizations," "music in the Middle Ages," "European music," "the music of Africa," "music of the Near East," "the music of Asia," and "music of Australia and other islands."

132. Music of America. Sarasota, Fla.: Sarasota County Schools. 1959. 47 p.

A social studies approach to fifth-grade music. Contains songs and musical selections from records for singing, rhythmic, listening, instrumental, and dancing experiences for units on "American patriotic music," "the discovery and colonization of America," "our struggles for freedom," "covered wagon days," "music of the southland," "the heritage of the West," "minstrels," "the gay nineties," "work songs of America," and "our country today."

133. Music for Christmas. Sarasota, Fla.: Sarasota County Schools. 1959-60. (Unpaged.)

Lists titles, sources, and use of Christmas songs for kindergarten and grades 1 through 6.

134. Music for Florida Children. Tallahassee, Fla.: State Department of Education. 1954. 129 p. Bulletin No. N 40.

A guide for elementary school music. Presents the purposes of music education, the music education program, the people responsible for the music education program, and the needed resources and aids.

135. Music Guide. Clearwater, Fla.: Pinellas County. N.D. 40 p.

Designed for the first grade. Discusses the child's voice, rhythm instruments, songs to use with rhythm instruments, and creative listening. Words, poems, stories, songs, and records that help motivate creative movement are listed. Lists songs for the farm, circus, toys, transportation, and holidays. Also includes a variety of songs with their scores.

136. Music Guide for Marion County Schools. Ocala, Fla.: Marion County Schools. N.D. (Unpaged.)

Outlines musical activities in the elementary schools. Describes music in the junior high school, music in the senior high school, music for exceptional children, and the music specialist.

- 137. Music for Halloween.** Sarasota, Fla.: Sarasota County Schools. 1959. (Unpaged.)

Lists titles and sources of Halloween songs for listening, dramatizing, singing, instruments, creative rhythms, art work, and dancing in kindergarten and grades 1 through 6.

- 138. Music in the Public Schools.** De Land, Fla.: Volusia County Public Schools. Summer 1956. 21 p.

Presents general procedures, outcomes, and topics for units for the first through the sixth grades.

- 139. Music for Thanksgiving.** Sarasota, Fla.: Sarasota County Schools. 1959. (Unpaged.)

Contains the title, source, and use of Thanksgiving songs for kindergarten and the first through the sixth grades.

- 140. The Music of our World.** Sarasota, Fla.: Sarasota County Schools. 1959. 33 p.

A social studies approach to fourth-grade music. Composed of songs and musical selections from records for singing, rhythmic, dancing, and listening experiences for units on "the United States," "Florida," "the wonders of our world," "travel in our world," "the North American continent," "the South American continent," "Africa and the Near East," "Asia," "Europe," "the lands of the far north," and "Australia and the islands of our world."

- 141. On We Go.** Sarasota, Fla.: Sarasota County Schools. 1960. 33 p.

A social studies approach to second-grade music. Provides songs and musical selections from records for singing, rhythmic, and listening activities for units on "back to school," "our community," "the world about us," and "telling time."

- 142. Out and Away.** Sarasota, Fla.: Sarasota County Schools. 1960. 51 p.

A social studies approach to third-grade music. Consists of songs and musical selections from records for singing, rhythmic, and reading experiences for units on "back to school," "community living," "far away countries," "the world about us," "communication," "health," "I am an American," and "playing together."

- 143. Adventures in Listening to Music.** Atlanta, Ga.: State Department of Education. 1962. 37 p.

Intended to accompany the 33 taped music lessons for upper elementary grades especially produced for and available to the State Department of Education by Anne Grace O'Callaghan, retired Music Supervisor of Atlanta City Schools.

- 144. Pathways to Music: A Guide for Music Experiences in Georgia Elementary Schools.** Atlanta, Ga.: State Department of Education. 1963. 181 p. \$1.50.

Concerned with grades K-8; special music instruction; educational television; and an extensive listing of books, films, filmstrips, recordings, and tapes that are appropriate for elementary school use.

- 145. Workshop Manual in Music Education.** Atlanta, Ga.: State Department of Education. 1959. 21 p. (Out of print.)

Prepared for Georgia classroom teachers participating in the 1959-60 elementary music workshops. Contains brief presentations of some basic and current thinking on various aspects of music in the elementary classroom and some suggested materials and sources of information.

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- 146. Music for Everyone.** Honolulu, Hawaii: State Department of Public Instruction. 1959. 63 p.

Discusses need for a broad school music program, people of help to the classroom teacher, and objectives. Cites desirable activities, properties, and achievements for children at every level of elementary education.

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- 147. Music Guide for the Elementary Schools of Idaho.** Boise, Idaho: State Board of Education. N.D. 128 p.

States philosophy and outline of a music education program. Lists objectives, experiences, materials, equipment, music techniques, teaching procedures, evaluation criteria, and subject guides for grades 1 through 6. Bibliography includes songbooks and books on the history of music.

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- 148. Music Education in the Oak Park Elementary Schools.** Oak Park, Ill.: Oak Park Elementary Schools. N.D. 38 p. \$1.

Lists recordings, songs, and necessary equipment for music education. Presents theoretical words and concepts to be learned in kindergarten and grades 1 through 8.

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- 149. Instrumental Music Teacher's**

Guide. Evansville, Ind.: Evansville Public Schools. Sept. 1, 1954. 92 p.

Outlines aims, objectives, and responsibilities. Describes courses in instrumental music for elementary schools. Lists supplementary materials for string, wind, and percussion instruments.

150. Music Appreciation. Gary, Ind.: Gary Public Schools. 1959. 10 p.

Recommends a list of recordings for grades 1, 2, and 3, and a list for grades 4, 5, and 6. Suggests phrases to describe the parts of melody, rhythm, and harmony.

151. Vocal Music Guides. Gary, Ind.: Gary Public Schools. N.D. 54 p.

Discusses the fundamentals of music. Outlines the music program at each grade level from the first through the sixth.

152. Guide for Instruction in Music for the Elementary Child. Waukon, Iowa: Allamakee County Schools. N.D. 88 p.

Contains suggestions for directing music; teaching sight reading; helping the unsure singer; creating music; and coordinating music with social studies, art, and English. Describes records for relaxation and inspiration. Describes filmstrips which are accompanied by recordings. Lists films to enrich musical backgrounds and includes the date, size of film, and number of reels. Offers a dictionary of terms. Gives titles of records and titles, authors, and brief descriptions of books in county and city libraries.

153. Teaching Instrumental Music in the Elementary School. Kansas City, Kans.: Kansas City Public Schools. September 1958. 33 p. Bulletin No. 106.

Suggests teaching materials for students of melody instruments. Includes authors, titles, publishers, and dates of books. Lists authors, titles, publishers, and dates of books which instruct the teacher of string groups, wind and percussion groups, and orchestras. Offers additional list of reference books and magazines for the teacher.

154. Music Education. Frankfort, Ky.: State Department of Education. June 1959. 163 p.

Discusses conducting, rehearsal techniques, State and local supervision of music, contests, festivals, music camps, and educational TV. Lists titles, publishers, and dates of books suggested for specific grades. Recommends records on instruments, geography, animals, American Indians, the Near East, and Latin America.

155. Music Resource Material Curriculum Bulletin. Louisville, Ky.: Jefferson County Public Schools. June 1957. 32 p.

Offers stories of national songs, including "Yankee Doodle," "The Star-Spangled Banner," "America," "America The Beautiful," "Dixie," and "Battle Hymn of the Republic." The record company and number of recordings of the same songs are listed. Presents number, time, and content of films and filmstrips. Bibliography provides the author, publisher, date, and library number at the Louisville public library of songbooks.

156. Choral Considerations and Capers for Children. New Orleans, La.: New Orleans Public Schools. 1958. 47 p.

Makes recommendations for elementary choir organization from kindergarten through the sixth grade. Includes words and scores of 18 songs.

157. Consultant Practices in Elementary Music Education. Baton Rouge, La.: State Department of Education. 1960. 38 p. Bulletin No. 102.

Consists of a questionnaire that was submitted to all elementary music teachers, a compilation of the responses, a summary, and conclusions.

158. Instruments in Classroom Music. Baton Rouge, La.: State Department of Education. 1954. 52 p. Bulletin No. 783. (Out of print.)

Presents objectives, general suggestions for instruments in the classroom, the types of rhythm instruments, the acquisition of instruments, activities for rhythm instruments, types of melody instruments, activities for melody instruments, keyboard instruments, and social instruments. Bibliography includes songbooks, rhythm instruction books, rhythm band books, and the history of rhythm books.

159. Recordings for Elementary Music. Baton Rouge, La.: State Department of Education. 1959. 57 p. Bulletin No. 100.

Lists recordings for singing, rhythmic, and listening activities for grades 1 through 3 and for grades 4 through 6. Gives the speed, record company, number, price, and brief description of each.

160. A Music Curriculum for Elementary Grades. Milo, Maine: School Union No. 85. 1957-58. 25 p.

Outlines objectives and activities of singing, listening, rhythmic, instrumental, and creative

experiences for subprimary and grades 1 through 6. A bibliography of the author, title, and publisher of books; the titles of records; and the titles of seasonal songs are included at the end of the section on each grade.

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161. Child Growth Through Music. Upper Marlboro, Md.: Prince George's County. 1961. 225 p.

Demonstrates the scope of the elementary music program by charts which briefly describe the purposes of each musical activity (including singing, rhythmic expression, creative activity, listening, and music reading) for each of the six grades. Outlines activities, tips to teachers, and resources for each of the five musical activities at each grade level.

162. Course of Study: Second and Third Grade Music. Rockville, Md.: Montgomery County Public Schools. September 1955. 156 p. Bulletin No. 128.

Outlines growth characteristics of children and how they effect singing, instrumental, listening, and music reading activities. Lists titles, sources, and pages of holiday, patriotic, worship, seasonal, out-of-doors, community, nursery, and folk songs for the second and third grades.

163. A Curriculum Guide for the Music Program. Annapolis, Md.: Anne Arundel County Schools. 1958. 60 p.

Discusses singing, rhythms, creative music, listening, and instrumental music for grades 1 through 6. Suggests reference materials for each area. Lists the titles and prices of basic books and records.

164. Music in Elementary Schools. Baltimore, Md.: Baltimore Public Schools. September 1961. (Unpaged.)

A series of two music guides for primary and intermediate grades. Offers suggestions for teaching a song, presenting music for listening, playing rhythm instruments, playing melody instruments, and playing accompanying instruments. Contains a glossary of musical terms for teachers. Bibliography includes the author, publisher, and date of basic music reference books.

165. Policies for the Music Program in Elementary Schools. Annapolis, Md.: Anne Arundel County Public Schools. 1958. 60 p.

Outlines singing, rhythmic, creative, listening, and instrumental activities for grades 1 through 6. Basic book and record series and their prices are listed for each grade.

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166. Music Education in the Elementary School. Lexington, Mass.: Lexington Public Schools. September 1962. 145 p.

Outlines characteristics of a child's voice, proper songs for children, factors involved in good singing, vocal anatomy, conducting, and teaching singing. Offers a chart for sequential development of singing skills. Discusses music reading activities, functional music theory, rhythmic activities, creativity, and listening. Presents a categorical alphabetical listing of music by composers.

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167. Guide for Teachers of Instrumental Music: Grades 4, 5, 6. Detroit, Mich.: Detroit Public Schools. 1961. 39 p.

Discusses basic musicianship, wind and percussion instruction, and string instrument instruction. Lists filmstrips and sound films.

168. Instrumental Music in the Elementary Schools. Ann Arbor, Mich.: Michigan School Band and Orchestra Association. Jan. 26-27, 1962. 4 p.

Presents overall goals and specific music goals. Discusses scheduling, finances, and instruments.

169. Elementary Music Bulletin, by Rhea E. Miller. Saginaw, Mich.: Saginaw Public Schools. 1962-63. (Unpaged.)

Lists monthly songs, rhythms, singing games, and records for listening for the first and second grades. Monthly songs, tone matching, note work, rhythms, and records for listening are suggested for the third, fourth, fifth, and sixth grades. Presents title, composer, and album number of records for first, second, and third grades. Books as well as records are recommended for the fourth, fifth, and sixth grades.

170. Music in the Elementary Grades. Lansing, Mich.: Michigan Music Educators Association. January 1962. 48 p.

Outlines singing, rhythmic, playing, creating, and listening activities for the first through the sixth grades. Basic music textbook series, record companies, and sources for rhythm instruments are listed. The author, publisher, and date of books for rhythms and folk games, books for children, and books for teachers are also included.

171. Music Tips for Classroom Teachers. Kalamazoo, Mich.: Kalamazoo Public Schools. September 1960. 15 p.

Outlines singing, rhythmic, music reading, and listening experiences for kindergarten and grades 1 through 3, and for grades 4 through 6. Covers teaching a rote song, using rhythm instruments, developing music reading readiness, teaching the use of bells, and teaching the use of song flutes.

172. A Report on the Music Program of the Dearborn Public Schools. Dearborn, Mich.: Dearborn Public Schools. October 1959. 45 p.

Summarizes musical growth through singing, listening, rhythmic, creative, instrumental, and correlative experiences from the first through the sixth grades. Outlines minimum accomplishments for six semesters of playing a woodwind instrument, a string instrument, a brass instrument, and a percussion instrument. Lists the title, author, publisher, and price of instrumental music materials for elementary school. Offers a general outline of the junior high vocal music class and junior high instrumental music. Briefly describes singing, listening, the mathematics and science of music, creativity through imagination, the history and development of music, and physical activities for the seventh and eighth grades. Bibliography includes author, title, publisher, and date of basic music reference books for grades 1-12.

173. Resource Guide in Music. Kalamazoo, Mich.: Kalamazoo Public Schools. September 1953. (Unpaged.)

Recommends objectives, activities, and resources for singing, listening, rhythmic, instrumental, and creative activities for kindergarten and grades 1 through 3. Contains a bibliography of basic and supplementary textbooks and professional books.

174. Resource Guide in Music. Kalamazoo, Mich.: Kalamazoo Public Schools. September 1953. (Unpaged.)

Lists basic and supplementary textbooks, and professional books. Describes objectives, activities, and resources for singing, rhythmic, music reading, listening, creative, and instrumental experiences for grades 4, 5, and 6.

175. Resource Guide in Music. Kalamazoo, Mich.: Kalamazoo Public Schools. January 1954. 111 p.

Contains a bibliography of basic and supplementary books that teach the methods of playing wind, percussion, and string instruments. Suggests good instrument playing habits for individuals and groups in elementary schools. Provides various approaches to functional music reading.

176. Music for the Elementary Schools of Missouri. Jefferson City, Mo.:

State Department of Education.
1960. 195 p. (rev. ed.)

Describes general characteristics of children, musical activities for the teacher, and musical activities for kindergarten and grades 1 through 6.

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177. How Good Is Your Elementary Music Program? Helena, Mont.: State Department of Public Instruction. 1959. 56 p. (rev. ed.)

Outlines philosophy, six musical activities (singing, listening, bodily movement, playing instruments, creative activities, and integrating music with other areas of instruction), evidences of pupil interest and achievement, adequate equipment and materials, and adequate music teaching. Lists author, title, publisher, and date of professional music education books for school administrators and classroom teachers, music books for elementary school libraries (including biographical stories, opera stories, symphony stories, general music stories, and music dictionaries), elementary school music series, folk music books, American Negro music, American Indian music books, and books for rhythms. Presents sources of visual aids in music.

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178. Music for Nebraska Elementary School Children. Lincoln, Nebr.: State Department of Public Instruction. September 1952. 122 p.

Guide for the improvement of instruction in music. Includes suggestions and directions for the teacher, and lesson plans for 36 weeks.

179. Music for Nebraska Elementary School Children: Book Two. Lincoln, Nebr.: State Department of Public Instruction. 1957. 42 p.

Contains recommended attainments and general procedures for vocal music, fundamental rhythmic experiences, rhythm band, folk dancing, listening experiences, and creative music experiences. Lists pre-band instruments and their value to elementary school children. Contains a record list for kindergarten through grade 4 and for grades 4 through 8. Presents records by topics and records for specific purposes. The grade level and rental charge for films for music appreciation are noted.

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180. Guide for Instruction in Music for the Elementary Schools of Washoe County. Reno, Nev.: Washoe County Schools. 1962. 36 p.

Discusses aims and objectives of elementary music, as well as suggestions and procedures for a well-rounded music course in singing, rhythmic, listening, playing, music reading, and creative

experiences for grades 4, 5, and 6. Included are music theory problems and illustrations pertinent to the intermediate level.

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- 181. Music Source Guide for New Hampshire Teachers.** Concord, N. H.: State Department of Education. 1954. 80 p.

Discusses values of a music education; an overview of an elementary music program; listening, singing, rhythmic experiences; supplies; and equipment. Bibliography lists music instruction books for teachers and supervisors on curriculum, music and dance, music throughout the world, games and music, songs, rhythm, American music, instruments, and listening.

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- 182. Music for the Classroom Teacher.** Trenton, N. J.: State Department of Education. 1953. 67 p. Bulletin No. 19.

Describes and suggests activities related to singing, listening, rhythms, instrumental music, and special musical programs in elementary schools.

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- 183. A Guide in Music Education for the Schools of New Mexico.** Santa Fe, N. Mex.: State Board of Education. 1950. 231 p. Bulletin No. 8.

Presents overview of the music guide and objectives for grades 1 through 6. Outlines musical experiences and resulting outcomes and evaluations for each grade. Bibliography lists basic reference books on instrumental music, music history, dances, ballads, creative music, listening, conducting, music theory, sight reading, and music appreciation for the teacher.

- 184. Music for New Mexico.** Santa Fe, N. Mex.: State Department of Education. 1955. 116 p. Bulletin No. 21.

Explains how to teach musical activities, what to know in order to teach, and what equipment and material to use in the elementary grades.

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- 185. Children, The Music Makers.** Albany, N. Y.: State Education Department. 1953. 64 p.

Includes an overview, descriptions of music experiences in the elementary school, and suggested approaches for presenting the subject matter at each grade level. Bibliography cites basic reference books on listening, 20th-century music, music history, songs, bands, rhythm, dances, recordings, and music curriculum for the teacher.

- 186. Children, The Music Makers.** Albany, N.Y.: State Education Department. 1961. 68 p.

Includes an overview, descriptions of music experiences in the elementary school, and suggested approaches for presenting the subject matter at each grade level. Bibliography contains the author, title, publisher, and date of books for teachers. Lists addresses of music publishers, and addresses for films and filmstrips, instruments, and recordings.

- 187. Elementary School Music Program.** Schenectady, N.Y.: Schenectady Public Schools. January 1959. 10 p.

States the value of music. Describes purposes of and activities for music listening lessons and choir. Lists activities for the instrumental program in grades 1 through 6.

- 188. Teaching Music in the Elementary Grades.** New York City, N.Y.: Board of Education. 1959-60. 141 p. Bulletin No. 5.

Suggests singing, rhythmic, listening, instrumental, and creative experiences for kindergarten through the second grade. Discusses the assembly program, the instrumental music program, music information for teachers, reference materials, audiovisual resources, and a course of study for each grade.

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- 189. Creative Activities Through Music.** Raleigh, N.C.: Raleigh Public Schools. N.D. 11 p. Bulletin No. 2.

Describes procedures for teaching the following creative activities through music to elementary grades: creative movement and dancing, creative music writing, creative painting while listening, and creative writing while listening. Bibliography lists books and recordings.

- 190. Music.** Raleigh, N.C.: State Department of Public Instruction. 1961. 36 p. 25 cents. Bulletin No. 341.

Suggests songs from the State-adopted music texts for first-grade rhythms and dramatizations. Discusses reading pitches, reading note values, and suggested songs for the second through the eighth grades.

- 191. Music in the Social Studies: Fifth Grade.** Raleigh, N.C.: State Department of Public Instruction. N.D. 28 p. 25 cents.

Recommends song, record, dance, and reading materials; and appropriate activities for units on "adventure," "planning a tour of the United States," "the Southeast," "New England," "the

Middle Atlantic States," "the making of our nation," "the North Central States," "the War Between the States," "the South Central States," "flying over the Rocky Mountain States," "the Pacific Coast States," and "visiting faraway lands."

- 192. Music in the Social Studies: Grade Four.** Raleigh, N.C.: State Department of Public Instruction. N.D. 16 p. 25 cents.

Bibliography contains the publishers of books and records. Suggests music theory activities and music activities related to the "geography of the world"; "music of jungle countries"; "Eskimo music"; "music of hot, dry lands"; "Swiss songs"; and "songs about Nature."

- 193. Music in the Social Studies: Grade Six.** Raleigh, N.C.: State Department of Public Instruction. N.D. 30 p. 25 cents.

Gives textbook, song, poem, dance, record, book, picture, and magazine references for activities related to peoples of the ancient world, Asia, Europe, tropical lands, and Australia.

- 194. A Time for Music.** Raleigh, N.C.: Raleigh Public Schools. N.D. 233 p.

Suggests songs, teaching aids, and specific teaching procedures for reading readiness, singing, rhythmic, and listening activities for grades 1 through 6. Includes a listening repertoire for each grade. Bibliography contains a listing of music pieces and the stories on which they are based, music books for children, music textbook series, and music books for the teacher.

- 195. Elementary School Curriculum: Music.** Cleveland, Ohio: East Cleveland City Schools. N.D. 73 p.

Outlines general goals, areas of study, materials, and evaluations for music in kindergarten and in the first six grades.

- 196. Evaluation of Progress in Music Education.** Columbus, Ohio: State Department of Education. N.D. 6 p.

Offers suggestions for evaluating music in the classroom, student growth, and teacher growth at the elementary level.

- 197. Materials and Resources for Musical Learning.** Columbus, Ohio: State Department of Education. N.D. 18 p.

Suggests the following materials and resources for elementary school music: basic music book series; instruments for classroom use; the library and music materials center; audiovisual aids such as phonographs and records, recording devices, films and filmstrips, slides, and bulletin board displays; and radio and television.

- 198. Partial Bibliography for Elementary School Music.** Columbus, Ohio: State Department of Education. N.D. 11 p.

Bibliography contains the author, publisher, and date of books for the teacher; library books containing stories and information about music, musicians, and musical instruments; and basic music book series for kindergarten and grades 1 through 6. Also lists the author, date, and page number of magazine articles on elementary school music.

- 199. The Scope of Balanced Musical Growth.** Columbus, Ohio: State Department of Education. N.D. 5 p.

Offers a scope and sequence chart of instruction that should be part of the elementary school music curriculum. Describes characteristics of children at the kindergarten-primary level and at the intermediate level (grades 4-6) and appropriate activities for each group.

- 200. Teachers Guide: Elementary School Choirs.** Cleveland, Ohio: Cleveland Public Schools. April 1958. 12 p.

Lists titles, composers, publishers, catalog numbers, categories, and prices of songs for primary choirs and songs for upper elementary choirs. Presents titles, composers, publishers, and categories of songs found in collections.

- 201. Teacher's Guide: Instrumental Music in the Elementary Schools.** Cleveland, Ohio: Cleveland Public Schools. 1958. 45 p.

Discusses strings as a class and winds as a class. Lists films as teaching aids. Provides authors, titles, publishers, and brief descriptions of music materials for strings, winds, and orchestra.

- 202. Curriculum Guide: Let's Sing and Play Book,** by Wilhemien Wilma Viets. Warren City, Ohio: Warren City Schools. 1961. 25 p.

Contains instructions and songs for second-grade children to play on a cardboard keyboard, xylophone, or piano.

- 203. Curriculum Guide: Let's Sing and Play Book,** by Wilhemien Wilma Viets. Warren City, Ohio: Warren City Schools. 1962. 40 p.

Includes instructions and songs for third-grade children to play on a cardboard keyboard, xylophone, or piano.

- 204. Vocal Music.** Warren City, Ohio: Warren City Schools. 1959. 40 p.

Recommends a basic singing book, supplementary books, and suitable records for kinder-

garten and grades 1 through 3. Bibliography cites books on rhythmic movement, songs, music history, music games, and American music.

205. Vocal Music. Warren City, Ohio: Warren City Schools. 1959. 69 p.

Correlates music and social studies for grades 4 through 6 by suggesting songs about foreign countries. Correlates music and science at each grade level by suggesting songs, records, and films about scientific subjects.

206. What We Hope to Accomplish. Columbus, Ohio: State Department of Education. N.D. 1 p.

Outlines the objectives of the Division of Elementary and Secondary Education for the elementary school music curriculum.

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207. Music. Oklahoma City, Okla.: Oklahoma City Public Schools. N.D.

A series of guides for grades 1 through 2 (65 p.), grade 3 (75 p.), grade 4 (67 p.), and grades 5 and 6 (70 p.). Presents lesson guides to the music course broadcasted by the television station KETA-TV, Channel 13.

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208. Elementary Instrumental Music Guide. Portland, Oreg.: Portland Public Schools. N.D. 31 p. \$1.50.

Recommends goals for students playing strings, winds, and percussion instruments. Outlines principles, techniques, and devices for the teacher of violin and viola, cello and string bass, flute, clarinet and saxophone, wind instruments, brass instruments, and percussion instruments. The title and author of technical and ensemble materials are included. Defines musical terms for all instruments.

209. Elementary Music Bulletin No. 4: Creative Listening. Portland, Oreg.: Portland Public Schools. July 11, 1957. 5 p. 20 cents.

Describes the types of music which children enjoy and gives examples of each.

210. Music Criteria. Portland, Oreg.: Portland Public Schools. Sept. 14, 1956. 1 p. 15 cents.

Outlines the music needs of children in elementary grades.

211. Music Listening for Fifth Grade. Portland, Oreg.: Portland Public Schools. 1954. 35 p. \$1.75.

Discusses composers and musical selections. Suggests listening, rhythmic, melodic, and instrumental activities for each musical selection. Lists music resource books for grades 4, 5, and 6.

212. Music Listening for First Grade. Portland, Oreg.: Portland Public Schools. 1961-62. 15 p. \$1. Bulletin No. MU-17.

Lists music resource books for grades 1, 2, and 3. Designed as a series of lessons on selected pieces of music. Contains information about each composer, themes to play or sing, the instruments used, the mood suggested by the music, rhythmic patterns, and creative activities which may be used.

213. Music Listening for Sixth Grade. Portland, Oreg.: Portland Public Schools. 1954. 27 p. \$1.35.

Discusses composers and musical selections. Suggests "listening and doing" activities for each selection. Lists music resource books for grades 4, 5, and 6.

214. Music Reading. Elementary Music Bulletin No. 1. Portland, Oreg.: Portland Public Schools. June 22, 1955. 9 p. 45 cents.

Discusses the place of reading in the elementary music program, whether all children can learn to read music vocally, and the grade level at which music reading should be started. Bibliography cites basic music instruction books for the teacher.

215. Non-Singers. Portland, Oreg.: Portland Public Schools. N.D. 3 p. 15 cents. Elementary Music Bulletin No. 2.

Describes the characteristics of non-singers. Lists games, songs, and other devices helpful to out-of-tune singers.

216. Primary Music Bulletin: Reading Readiness. Portland, Oreg.: Portland Public Schools. N.D. 4 p. 20 cents.

Suggests references in *Our Singing World Series* and in *New Music Horizons Series* for tonal experiences and rhythmic discrimination for the second and third grades.

217. Primary Music Bulletin: Rhythmic Activities. Portland, Oreg.: Portland Public Schools. 1961-62. 5 p. 25 cents. Bulletin No. MU-8r.

Describes rhythmic response, fundamental movements, impersonation, and dramatization. Lists rhythm records with their call numbers which are available from the Department of Instructional Materials.

218. Primary Teacher Music Aids. Portland, Oreg.: Portland Public Schools. N.D. 6 p. (Out of print.)

Discusses the staff, key signatures, time signatures, note values, syllables, minor mode,

tuning up, chords, presenting a rote song, and flattening.

219. **Resource Index to Singing Experiences for Oregon Elementary Social Studies Unit.** Salem, Oreg.: State Department of Education. N.D. 8 p. (Out of print.)

Lists songs from music texts adopted by the State for 1955-61, by grade and by subject matter.

220. **Rote Singing: Primary.** Portland, Oreg.: Portland Public Schools. 1961-62. 4 p. 20 cents. Bulletin No. MU-9r.

Discusses how to select suitable rote songs and how to teach a rote song. Offers suggestions for the teacher who feels unsure of her ability to teach rote songs. Presents authors and publishers of source books for song material.

221. **Scope of Primary Music Program.** Portland, Oreg.: Portland Public Schools. N.D.

A series of three music curriculum guides for the first grade (17 p., 85 cents), second grade (18 p., 90 cents), and third grade (14 p., 70 cents). Suggests rhythmic activities, aids for out-of-tune singers, reading readiness activities, instrumental activities, and listening activities for particular songs.

222. **Singing Time.** Eugene, Oreg.: Eugene Public Schools. 1959-60. (Out of print.)

A series of three music curriculum guides for the first grade (76 p.), fourth grade (59 p.), and fifth grade (71 p.). Contains 31 music lessons to accompany weekly radio lessons broadcast by the radio station KRVM. Includes words and scores of various songs.

223. **The Use of Melody Bells in Teaching.** Portland, Oreg.: Portland Public Schools. 1961-62. 5 p. 25 cents. Bulletin No. MU-12r.

Contains information about the keyboard, the scale selector, lifting the bells, playing the bells, and replacing parts. Suggests how to establish a feeling for tonality, play a listening game with the primary children, help non-singers by playing tone-matching patterns, teach a rote song, and use the melody bells as a special sound-effects device or as embellishment.

224. **Child Growth and Development Through Music Experiences.** Erie, Pa.: School District of the City of Erie. 1956. 58 p.

Recommends basic music texts; lists, by subject matter, a repository of songs from each text. Lists titles, authors, and publishers of supple-

mentary songbooks. Presents rhythm records for kindergarten and grades 1 through 3. Discusses remedial work with uncertain singers. Suggests a progression of rhythmic activities for the primary grades. Offers information about music and composers to increase the appreciation of listening experiences for first-, second- and third-graders.

225. **Music Course of Study,** by Anna L. Francis. Reading, Pa.: Reading School District. N.D. 9 p.

Lists general aims of music for kindergarten and grades 1 through 3; songbooks, singing activities, rhythm band activities, rhythm band records, and music listening activities for kindergarten; singing activities, songbooks, rhythm band records, and music listening activities for the first grade; singing activities, songbooks, and music listening activities for the second grade; and music listening activities for the third grade.

226. **Music in the Elementary Schools, 5th Grade.** Scranton, Pa.: Scranton Public Schools. September 1958. 21 p. 50 cents. (rev. ed.)

Bibliography lists the titles of books useful to the teacher, books useful to the pupils, and records useful to both. Outlines general and specific outcomes. Suggests unified studies, seasonal songs, and special songs.

227. **Music in the Elementary School, 4th Grade.** Scranton, Pa.: Scranton Public Schools. September 1958. 18 p. 35 cents.

Outlines general and specific outcomes. Lists songs and accompanying appropriate activities for four report periods.

228. **Music in the Elementary School, Grade One.** Scranton, Pa.: Scranton Public Schools. 1962. 3 p. 30 cents.

Lists books and records as teaching aids. Outlines suggestions for teaching songs to children.

229. **Music in the Elementary School, Second Grade.** Scranton, Pa.: Scranton Public Schools. 1962. 5 p. 25 cents.

Outlines general outcomes. Presents song and record materials and their use for three report periods.

230. **Music in the Elementary School, Third Grade.** Scranton, Pa.: Scranton Public Schools. September 1954. 10 p. 35 cents.

Describes general and specific outcomes. Suggests music for rhythmic, singing, listening, instrumental, and/or creative experiences for three report periods.

231. Vocal Music in the Elementary Schools: Grade I. Bethlehem, Pa.: Bethlehem City School District. N.D. 21 p.

Recommends remedial measures for the out-of-tune or retarded singer. Presents monthly outlines of singing, rhythmic, listening, and creative activities.

232. Vocal Music in the Elementary Schools: Kindergarten. Bethlehem, Pa.: Bethlehem City School District. N.D. 14 p.

Outlines suggested monthly singing, rhythmic, creative, and listening activities. Lists the publisher and number of records for various musical activities. Bibliography includes the author, publisher, and date of music textbooks used by the Bethlehem City School District kindergartens.

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233. Music in the Elementary School. Providence, R. I.: Department of Public Schools. 1950. 89 p. 50 cents.

Lists songs for correct tonal help: scale songs and tonic chord songs for rhythmic activities; songs for use with rhythm band instruments; and songs about the home, the community, the farm, and the zoo. Recommends books for the reading readiness program. Lists titles and numbers of recordings for rhythmic activities, memory work, and listening.

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234. Music: An Activities Bulletin for Third Grade. Knoxville, Tenn.: Knox County Schools. 1960. 139 p. (Out of print.)

Suggests monthly activities which may be used to enrich a music education program already in effect. To be used with or without the assistance of a music specialist. Employs singing and listening as basic experiences with rhythmic response, the playing of instruments, and "creative activities" fused with these two major emphases.

235. Music for Tennessee Schools. Nashville, Tenn.: State Department of Education. 1958. 67 p.

Defines and describes musical activities and instructional programs for grades 1 through 6. Lists sources of information on music in the school program for the classroom teacher. Discusses the values of a music education. Bibliography includes a list of basal music series, songbooks, books on moving to music, books on using instruments, books on listening, books on creating music, and professional books for teachers.

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236. Children Enjoy Reading in the Elementary Grades: Grade Three. Tacoma, Wash.: Tacoma Public Schools. 1954. 81 p. \$1.

Covers methods of teaching a rote song, music reading readiness, the reading problem, lesson plans and procedures, an Indian unit, and creative activity. Presents monthly outlines of ear-training, singing, rhythmic, creative, listening, instrumental, and music reading activities.

237. Elementary Music Outline: Grades One-Six. Olympia, Wash.: Thurston County Schools. May 1960. 34 p.

Recommends specific aims for dramatic, singing, rhythmic, listening, and instrumental activities for the first six grades. In addition to these activities, music reading is included in second-grade music and creativity is included in third-grade music. Songs listed by subject matter are suggested for grades 1 and 2, 3 and 4, and 5 and 6. Discusses the fundamentals of music notation and time signatures. Bibliography lists author and publisher of music reference books.

238. Elementary Vocal Music Guide. Yakima, Wash.: Yakima Public Schools. N.D. \$1.50.

A series of guides for grades 1 through 3 (109 p.) and grades 4 through 6 (93 p.). Contains outlines for each grade. Lists films and filmstrips. A cumulative song repertoire of seasonal, patriotic, and general songs for grades 1 through 6; a cumulative primary listening list of records for grades 1 through 3; and a cumulative intermediate listening list are presented. The title and author of music references for teachers and music books for children are listed. Describes singing, listening, and rhythmic experiences for mentally retarded and physically handicapped children.

239. Music in the Elementary Grades: First Grade. Tacoma, Wash.: Tacoma Public Schools. 1952. 54 p. \$1.

Lists activities which should be a part of every daily lesson plan. Outlines monthly ear-training, singing, rhythmic, creative, listening, and instrumental activities.

240. Music in the Elementary Grades: Fourth Grade. Tacoma, Wash.: Tacoma Public Schools. 1951. 64 p. \$1.

Considers lesson procedures, lesson plan suggestions, methods of teaching a rote song, appreciative listening, procedures in directed listening, and music in the social studies. Includes monthly outlines of ear-training, singing, rhythmic, creative, listening, and music reading activities.

241. Music in the Elementary Grades: Second Grade. Tacoma, Wash.: Tacoma Public Schools. 1953. 77 p. \$1.

Discusses methods of teaching a rote song, music reading readiness, lesson procedures, and lesson plans. Provides monthly outlines of ear-training, singing, rhythmic, creative, listening, instrumental, and music reading readiness activities.

242. A Music Guide for the Classroom Teacher of the First Grade. Spokane, Wash.: Spokane Schools District. 1961. 48 p. \$1.

Recommends accompaniment for rhythmic movement and for singing. Discusses dramatization through rhythmic movement, ear-training, key signatures, phrasing, pitch discrimination, listening experiences, rhythmic experiences, rote songs, singing, and specific aids for uncertain singers.

243. Music in the Intermediate Grades. Seattle, Wash.: Seattle Public Schools. September 1960. (Unpaged.)

Music and the growing child, purposeful listening, enrichment through rhythm, correlation with other areas, self-expression, and goals are discussed. Recommends music texts and listening and rhythmic records for the fourth, fifth, and sixth grades. Deals with the fundamentals of music notations. Contains monthly songs from basic texts for each of the three grades. Includes basic bulletins, and available rhythm and melody instruments for each grade.

244. Music in the Primary Grades. Seattle, Wash.: Seattle Public Schools. September 1961. (Unpaged.)

Lists monthly assembly songs for primary grades for September through June. Outlines suggestions for developing a rote song from a recording. Presents the standard set of rhythm/melody instruments for primary grades. Recommends music texts, music reference books for teachers, rhythm records, and basic bulletins for the kindergarten, and grades one through three. Lists songs from music texts to be sung monthly by each grade.

245. Music Time. Charleston, W.Va.: Kanawha County Schools. February 1957. 114 p.

Contains suggested monthly plans of work for grades 1, 2, and 3, which include songs and their sources in music reference books, relevant remarks about each song, and enrichment activities. Correlates music with a unit on the circus for the first grade, a unit on animal pets for the second grade, and units on a caterpillar and birds for the third grade. Presents authors, titles, publishers, and dates of textbooks, manuals, reading guides, and professional books.

246. Music Time. Charleston, W. Va.: Kanawha County Schools. February 1957. 96 p.

Contains suggested monthly plans of work for grades 4, 5, and 6, which include songs, materials, skills, and activities, and their sources in music reference books. Includes comments pertinent to the materials and activities. Recommends units on pioneer life and on the American cowboy for the fifth grade, and units on Japan and the Peer Gynt Suite by Edvard Grieg for the sixth grade. These units correlate many subjects with the music curriculum. Bibliography lists authors, titles, publishers, and dates of books for professional reading.

247. Music in Your Classroom: An Elementary Music Curriculum Guide. Charleston, W. Va.: State Department of Education. 1963. 105 p.

Discusses rote singing, integration of music with other subjects, correlation of programs for grades 1 through 6, music for the musically talented or gifted, music programs for retarded children, and music education and educational television. Bibliography includes teacher source books, professional books, magazines and periodicals, and books on pre-orchestra and rhythm instruments.

248. Door to Musical Accomplishment. Sturgeon Bay, Wis.: Door County Schools. 1952. 126 p.

Contains titles and record numbers of records for rhythmic activities. Defines music terms and symbols. Offers titles, authors, and publishers of music references and textbooks. Suggests singing games and songs to be acted out in the elementary grades. Discusses the correlation of music with art, languages, arithmetic, reading, science, health, history, and geography.

Junior High School

- 249. Course of Study for Seventh Grade General Music.** Sacramento, Calif.: Sacramento City Unified School District. July 1955. 133 p.

Presents general objectives. Discusses the following areas of music: singing, listening, rhythm, reading, and creativity. Recommends, classifies, and comments on songs from the texts *Singing Juniors* and *Sing Out!* Lists and briefly describes records and movies. Suggests basic music reference books for teachers and students.

- 250. General Music in the Seventh Grade.** Los Angeles, Calif.: Los Angeles City Schools. 1958. 189 p. Bulletin No. SC-567.

Describes the seventh-grader and implications for the music teacher. Offers units on "music in the school," "music in the home," "music in the community," "music in our country," and "music in the world." Each unit contains a suggested list of songs, recordings, and films.

- 251. A Guide to the Teaching of General Music in Grade 7.** Mt. Diablo, Calif.: Mt. Diablo Unified School District. June 12, 1963. 7 p.

Lists objectives, content, equipment, and source materials for a seventh-grade music program.

- 252. Instrumental Music.** Los Angeles, Calif.: Los Angeles County Schools. September 1958. 30 p.

Discusses scheduling the instrumental program, grouping the instruments, and planning the performances. Suggests instrumentation for a junior high school orchestra and a junior high school band.

- 253. Junior High School General Music.** Stockton, Calif.: Stockton Unified School District. July 1961. 100 p. Bulletin No. 145.

Describes characteristics of seventh-grade children. Suggests units on the marching and concert band, the orchestra, the keyboard instruments, the voice and singing, fundamentals, form in music, composers, and popular music. States the purpose of each unit, gives definitions and suggestions for presenting the material, and recommends particular record, filmstrip, tape, and film materials.

- 254. Junior High School General Music Programs.** Visalia, Calif.: Tulare County. N.D. 15 p. Bulletin No. 3.

Suggests activities and resource books for general music, band and/or orchestra, and choral groups at seventh- and eighth-grade levels. Describes the teen-age voice, voice testing, vocal

exercises, classifying voices, and vocal arrangements. Outlines steps to and activities for successful part-singing.

- 255. Music Education in the Seventh and Eighth Grades.** San Jose, Calif.: Santa Clara County Schools. Mar. 26, 1960. 146 p. \$2.

Presents a chart showing the range, quality, and limitations of the adolescent voice. Includes sections on music in the school and community, and music for atypical children. Contains teaching suggestions for the use of rhythm instruments, resonator bells, an autoharp, a string bass, a ukelele, and a tape recorder. Lists the title, number of minutes, and source of music films. Also lists the title, composer, and company name of recordings. Bibliography includes basic texts for general music classes, books for use by students, and books for use by teachers.

- 256. A Music Guide for Junior High School.** Denver, Colo.: Denver Public Schools. 1950. 130 p.

Suggests warm-up exercises, songs and their degree of difficulty, and program material for vocal music. Recommends books on the music of the United States. Lists teachers' reference books, the publishers, and dates of publication. Gives titles, number of minutes, and brief description of films on music. Presents books for band and orchestra methods, and professional magazines and books for band and orchestra directors. Includes titles, composers, arrangers, publishers, type, and degree of difficulty for orchestra and band selections.

- 257. Music.** Washington, D. C.: Public Schools of the District of Columbia. 1962. 153 p.

Describes American music from the first colonists to the present day. Lists 18 well-known American orchestras and their conductors. Discusses the singing lesson, voice testing, the changing voice, use of instruments in the general music class, music correlation with other subjects, and a song repertory. Lists films and records concerned with folk music and instruments of the orchestras. Presents the organization of instrumental classes; availability and care of instruments; the instrumental music room and equipment; and the author, title, and publisher of resource books for the teacher of instruments.

- 258. Tentative Guide for Junior High School Choral and General Music.** Fort Lauderdale, Fla.: Broward County Schools. 1958. (Unpaged.)

Contains course content outlines for the seventh through the ninth grades. Lists songs and

their sources in books. Presents the titles, companies, and numbers of selected records.

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- 259. Adventures in Understanding: A Guide for Teachers of Eighth Grade General Music.** Atlanta, Ga.: Atlanta City High Schools. September 1953. 52 p.

Recommends devoting the first semester to Americans and American music, and the second semester to other peoples and their music. Includes lists of films, songs, dances, and recordings of foreign countries. Bibliography presents basic and supplementary texts.

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- 260. Music: A Tentative Guide for Vocal Music Teachers Junior High School.** Indianapolis, Ind.: Indianapolis Public Schools. 1955. 75 p. Bulletin No. 29.

Suggests recordings. Recommends songs for indicated grade levels and gives their sources. Lists songs of the United States and of foreign countries. Bibliography lists books on music appreciation, creative activities, rhythms, and music instruction.

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- 261. Current Practice in Junior High School General Music.** Baton Rouge, La.: State Department of Education. 1962. 13 p. Bulletin No. 104.

Based on the replies of 105 teachers of general music in the junior high schools of Louisiana. Includes definitions of "General Music," the limited or extensive degree of the musical activities included in General Music, the aims of individual teachers, and operational practices of the course.

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- 262. A Curriculum Guide for General Music in Junior High School.** Annapolis, Md.: Anne Arundel County Schools. 1958. 342 p.

Recommends activities, books, magazines, records, filmstrips, and pictures that describe overtures, and musical selections concerned with nature, adventure, and the dance. Explains the folk music of Latin America, the British Isles, France, Italy, Germany, and Russia. Presents the classification, history, and development of musical instruments. Discusses music in early America, patriotic music, music of the Civil War Period, music of the West, music of the Gay Nineties, and American Music of the Twentieth Century. Contains addresses of music publishers. Offers supplementary material on Bach, Beethoven, Brahms, Schubert, and Mendelssohn.

- 263. A Curriculum Guide for General Music in Ninth Grade.** Annapolis, Md.: Anne Arundel County Schools. 1959. 278 p.

Discusses the history and development of jazz. Lists definitions of words commonly connected with jazz. Suggests activities, books, films, records, and newspaper articles pertinent to jazz. Provides information on grand opera, light and comic opera, the oratorio, the sonata, symphonies, the concerto, tone poems, and symphonic suites by discussing specific musical selections. Includes addresses of music publishers and supplementary materials on Bach, Beethoven, Brahms, Schubert, and Mendelssohn.

- 264. General Music for the Junior High School Pupil.** Towson, Md.: Baltimore County Public Schools. 1963. 138 p. \$4.

Desired outcomes, scope, suggested activities, and materials (songs, records, and books) for units on folk music, music in worship, concert music, and music of the theater are outlined for the seventh, eighth, and ninth grades. Contains a selected bibliography of basic music reference books.

- 265. Music Education in Prince George's County.** Upper Marlboro, Md.: Prince George's County Board of Education. September 1961. 180 p.

Compares seventh-, eighth-, and ninth-grade singing, rhythmic, listening, and music theory experiences in a junior high school music outline. Presents activities, tips to teachers, and song, book, and record resources for seventh-grade units of study (on "intercultural relations through music," "sound," "music of the elements," and "problems in theory") and for eighth- and ninth-grade units of study (on the "changing voice," "music of the United States," "the nature of sound and music," "music of Western Europe and Spanish-speaking countries," and "instrumental music in the senior high school"). Describes the care and maintenance of woodwind, brass, string, and percussion instruments. Contains a catalog of films, filmstrips, and records available at the Materials Center. Includes the records' number, subject or composer, title, and performing medium, and the films' number, title, and length in minutes.

- 266. 7th: General Music.** Baltimore Md.: Baltimore Public Schools Sept. 1, 1959. 26 p.

Presents characteristics of the seventh-grader and the resulting implications for the teacher. Lists films for use in general music classes available through the facilities of the Audio-Visual Division. Suggests units for general music classes, including "music in the school," "music in the home and community," "music in our country," and "music in the world." Bibliog-

raphy includes the author, title, publisher, and date of music reference and music education books.

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- 267. Essentials in Junior High School Music Education.** Lansing, Mich.: Michigan Music Educators Association. January 1961. 37 p.

Discusses singing, listening, rhythmic, creative, and instrumental activities. Integrates and correlates common music activities with the other courses in the curriculum. Offers an outline for a unit of work. Bibliography includes the author, publisher, date, and number of pages for basic references for the teacher; workbooks and student guides; and junior high school music texts.

- 268. Resource Guide in Music.** Kalamazoo, Mich.: Kalamazoo Public Schools. September 1953. (Unpagged.)

Offers a bibliography of basic textbooks, supplementary books, and professional books. Lists objectives, activities, and resources for singing, music reading, rhythmic, listening, and creative activities for grades 7, 8, and 9.

- 269. Tentative Curriculum Guide for General Music in the Junior High School.** Ann Arbor, Mich.: Ann Arbor Public Schools. 1960. (Unpagged.) 75 cents.

Lists materials and suggested approaches for singing, rhythmic activity, music reading, listening, creative activity, and theory for the seventh grade and for the eighth grade. Suggests records and procedures for four 9-week periods for each grade. Recommends records for listening at each grade level. Includes films and their duration in minutes.

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- 270. Music for the Schools of Missouri.** Jefferson City, Mo.: State Department of Education. 1959. 91 p. Bulletin No. 116G.

Presents the essential music experiences for an adequate music program in grades 7, 8, and 9: singing, rhythmic practices, listening, playing instruments, creating, and evaluating. Develops these experiences through a discussion of objectives, procedures, scheduling, correlation possibilities, and materials.

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- 271. Junior High School Music Curriculum Guide.** Las Vegas, Nev.: Clark County School District. 1958. 31 p. \$1.

Outlines major topic areas, desired knowledge and skills, and typical activities for seventh-

eighth-, and ninth-grade band and orchestra; eighth- and ninth-grade boys' glee club, girls' glee club, and chorus; seventh-grade general music; and eighth- and ninth-grade general music. Lists helpful music textbooks for the courses in band and orchestra. Appendix contains an annotated bibliography of nine suggested 16mm sound motion-pictures.

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- 272. A Teacher's Guide for Junior High School Vocal Music.** Cleveland, Ohio: Cleveland Public Schools. 1954. 36 p.

Lists songs from six books. Indicates voice arrangements for each song. Presents titles and publishers of reference books, and titles and length in minutes of sound films.

- 273. Vocal Music.** Warren City, Ohio: Warren City Schools. 1959. 7 p.

Contains titles and publishers of song textbooks and supplementary songbooks suitable for seventh-, eighth-, and ninth-grade music.

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- 274. Junior High School Vocal Music.** Bethlehem, Pa.: Bethlehem City School District. N.D. 36 p.

Lists records, pictures, films, and suggested activities for the listening program of grades 7 through 9. Outlines units on instruments of the orchestra, European composers and folk songs, and music of Bethlehem for the seventh grade; musical form, American music, and types of voices and choruses for the eighth grade; the history of jazz, program music, and the lives of Bach and Handel for the ninth grade.

- 275. Music Experiences in the Junior High School.** Erie, Pa.: School District of the City of Erie. March 1956. 36 p.

Presents titles and publishers of songbooks recommended for grades 7, 8, and 9. Contains a minimum repertory of listening lessons for each grade. Gives the titles, instrumental or vocal performer or performers, and number of sound films and tapes for each grade. Outlines a sample lesson called "The Role of the Composer."

- 276. Seventh Grade Music: Unified Studies Program.** Scranton, Pa.: Scranton Public Schools. 1960. 11 p. 35 cents. (rev. ed.)

Recommends teacher's reference books, student's reference books, and student's songbooks. Outlines units on "America"; "Music of the Ancient World"; "Music of the Middle Ages"; "Music of Great Britain"; "Music of Russia, Poland, Czechoslovakia, and Hungary"; "Music of Asiatic Countries"; and "Music of the Independent Nations of Europe."

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277. Correlation of Language Arts and Music. Knoxville, Tenn.: Knox County Schools. 1960-61.

A series of guides for grade 7 (28 p.) and grade 8 (30 p.). Recommends recordings for listening activities correlated with the Language Arts program. Includes units on "everyday experiences," "American history," "modern wonders," "fun and fancy," "foreign lands," "the world of nature," and "famous people."

278. Correlation of Social Studies and Music: Grade 8. Knoxville, Tenn.: Knox County Schools. 1960-61. 12 p.

Outlines singing and listening activities to accompany the social studies textbook *This is America's Story*.

279. Correlation of Social Studies and Music: Grade 7. Knoxville, Tenn.: Knox County Schools. 1960-61. 18 p.

Outlines singing and listening activities to accompany the social studies textbook *A World View*.

280. Course of Study: Instrumental Music. Memphis, Tenn.: Memphis City Schools. July 1, 1953. (Unpaged.) (Out of print.)

Contains a table which lists six levels of attainment for various instruments and the authors, titles, publishers, and page numbers of

specific references. Presents authors, titles, publishers, and page numbers of reference books that have solo materials for specific instruments at three levels of attainment during junior high school.

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281. General Music Guide: Grades 7-8. Spokane, Wash.: Spokane Public Schools. September 1963. 66 p. \$1.50.

Deals with matching tones, listening opportunities, intonation study, part-singing, and vocal and choral techniques as methods of improving singing. Changing voices are considered. Suggests devices to strengthen the ear-eye concept. Discusses correlation and creativity. Lists units of particular interest to the seventh or eighth grade. Recommends textbooks, supplementary students' books, recordings, teacher's editions, films, and filmstrips.

282. Music in the Junior High School. Seattle, Wash.: Seattle Public Schools. June 1955. (Unpaged.)

Considers music and the adolescent boy and girl, the general music class, special vocal groups, instrumental opportunities, listening experiences, rhythmic response, correlation, creativeness, pupil-teacher planning, goals, and skills. Lists music texts and record albums for the seventh and eighth grades. Bibliography includes the authors of teacher reference books and student reference books. Outlines monthly singing, listening, rhythmic, creative, and theory activities for the seventh and eighth grades.

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Senior High School

283. Course of Study in Mixed Chorus. Sacramento, Calif.: Sacramento City Unified School District. July 28, 1952. 73 p.

Concentrates on part-singing, a history of American music, the voice, and directed listening. Lists selected references for music appreciation, fundamentals and theory, vocal usages and techniques, and suggestions for song material for senior high school.

284. Course of Study in Music Theory for Senior High Schools and Sacramento City College. Sacramento, Calif.: Sacramento City Unified School District. September 1959. 71 p.

Contains a chart showing the sequential relationship of the theory course on the high school and city college levels. Lists the objectives of the course. Outlines courses in Pre-Harmony,

Harmony 1, Harmony 2, Arranging, Music 4A, Music 4B, Music 5A, and Music 5B. Appendix includes tests for the knowledge of music terms and symbols, pitch names, syllable names, note values, rest values, time or meter signatures, key signatures, scales, and intervals. Bibliography lists basic materials and desk references for all of the courses.

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285. Musicianship. Annapolis, Md.: Anne Arundel County. 1962. 58 p.

Designed for senior high schools. Outlines units for study on simple rhythm, simple rhythmic notation, melodic notation, scales, intervals, compound rhythm, science of sound, chords, harmonic progressions, part writing, additional rhythmic problems, and elementary composition. Includes an annotated bibliography of music reference books, films, and recordings.

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- 286. Music Education Guide for Senior High Schools.** Detroit, Mich.: Detroit Public Schools. 1963. 98 p.

Discusses vocal music, octavo music, wind and percussion instruments, string instruments, music theory, the "fine arts adventure," music terminology, and standard equipment for senior high school music rooms. Bibliography contains dictionaries, encyclopedias, general reference books, music history books, biographies, books on jazz, books on opera, and Music Educators National Conference publications.

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- 287. Course of Study: Music.** New York, N.Y.: Board of Education. 1955-56. 20 p. Bulletin No. 6.

Outlines the general content of music courses in the curriculum of grades 10-12. Gives a high school music program chart which presents the general music program and specific electives in instrumental, vocal, theory, and literature courses.

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- 288. Instrumental Music in the Senior High School.** Cleveland, Ohio: Cleveland Public Schools. 1957. 27 p.

Recommends music selections for band and orchestra. Includes titles, composers, and publishers of the music. Contains titles, length in minutes, and brief descriptions of films available at the Division of Visual Education.

- 289. A Syllabus for a One Semester Course in Music Literature.** Cleveland Heights, Ohio: Cleveland Heights Public Schools. September 1950. 57 p.

Lists recordings of folk songs, voices and instruments, the opera, popular music and musical comedy, modern music, symphonies, the symphonic poem, Gregorian chant, sonatas, cantatas, oratorios, madrigals, motets, anthems, part songs, the concerto, hymns, carols, chorales, chamber music, art song, the German Lied, overtures, rhapsodies, and marches. Offers a glossary of musical terms. Suggests topics for term talks.

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- 290. Senior High School Music.** Bethlehem, Pa.: Bethlehem City Public Schools. N.D. 14 p.

Describes the following music courses in Liberty High School, Bethlehem: General Chorus, Music Theory, Harmony, Music Appreciation, Accompanying, Glee Club, A Capella Choir, Liberty Twelve-Plus, Band, and Orchestra.

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Combined Junior and Senior High School

- 291. Course of Study for Music.** Merced, Calif.: Merced Union High School District. N.D. 27 p.

Lists objectives for units on vocal techniques, American and foreign music appreciation, music history, music terminology, music theory, conducting, solo singing, rudimentary science of sound, staging a concert, marching band techniques, instrumental techniques, concert planning, and dance band music.

- 292. Course of Study for Music Departments.** Del Paso Heights, Calif.: Grant Union High School District. Sept. 22, 1961. 103 p. \$1.

Discusses the highlands bagpipe band, selection of students, materials, progression, and maintenance of bagpipes; the junior high school band; and the senior high school band. Outlines the fundamentals of music, including presentation of musical symbols, the mathematical basis of rhythm, and the meaning of pitch. Deals with musical concepts, absolute music versus program music, the art song, and modern

music. Recommends a basic record library collection.

- 293. Music for Grades 7 to 12.** Monterey, Calif.: Monterey Public Schools. 1963. 58 p.

Lists the grade level or levels, prerequisites, objectives, activities, content, and means of evaluation for courses in general music, instrumental instruction, girls' chorus, boys' chorus, mixed chorus, fundamentals of music, music appreciation, and music history and literature. Appendix suggests musical instruments and equipment for junior and senior high schools.

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- 294. Music for High School Credit Under Private Instruction.** Tallahassee, Fla.: State Department of Education. 1958. 76 p. Bulletin No. N 41 A.

Suggests utilizing the services of the studio teacher in expanding the music program in the high school, which is organized and taught within the framework of group instruction. Rec-

ommends theory-musicianship courses of study. Discusses in detail the following courses of study: piano, organ, harp, voice, string instruments, woodwind instruments, brass instruments, and percussion instruments.

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295. The Appreciation of Music Literature. Atlanta, Ga.: Atlanta City High Schools. September 1953. 52 p.

Discusses units on "music and imagination," "music and the dance," "music and ceremony," "music and religion," "folk and art songs," "instruments of the orchestra," "the development of the symphony," "the piano," "the opera," "music of the ballet," and "music of our time." Lists recordings, references, and films for each unit. Bibliography includes general reference books, audiovisual aids, libretti and scores, periodicals, and songbooks.

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296. General Music Guide. Louisville, Ky.: Jefferson County Public Schools. Summer 1959. 68 p.

Music history from 3000 B.C. to the present time, fundamental musical concepts (including basic principles of unity, variety, and proportion; motive, phrase, and sentence; cadences, polyphony, homophony, binary and ternary forms; vocal forms; and instrumental forms), basic theory (including sound, notation of pitch, notation of pitch duration and rests, time and accent, terms of expression, patterns of scales, intervals, triads, inversion of triads, dominant-seventh chords, cadences, and chord progression), and conducting are outlined for a high school appreciation and theory course. Bibliography offers the author, publisher, and date of music appreciation and theory books. Lists the composer, arranger, number, and publisher of choral music and the author, publisher, and date of general choral reference materials. The names and addresses of music publishers are presented.

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297. Policies and Procedures: Instrumental Music. Baltimore, Md.: State Department of Education. Sept. 1, 1958. 45 p. (rev. ed.)

Recommends that both bands and orchestras be developed in the secondary schools and that the playing of concert music be stressed by both. Discusses local performances, parades, festivals, and performances on radio and television. Lists companies and stores in Baltimore that provide musical instruments for rent.

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298. The Contribution of the Instrumental Music Program to the Growth and Development of

Children. Ann Arbor, Mich.: Michigan School Band and Orchestra Association. 1960-61. 11 p. (rev. ed.)

Outlines the philosophy and objectives of instrumental music education. Recommends the basic instrumentation of band and orchestra for high schools of varying sizes.

299. A Curriculum Guide for Music Theory I: Fundamentals of Music and Music Theory II: Beginning Harmony, by Robert Pratt. Ann Arbor, Mich.: Ann Arbor High School. 1962. 24 p.

As stated in the Introduction, these courses are elective, minor credit subjects. Music Theory I teaches the notation of pitch, the notation of duration, tonality, and chord structure. Music Theory II is concerned with chords in root position, inversions of chords, uses of the 6/4 chord, non-harmonic tones, the dominant 7th chord, inversions of the dominant seventh chord, and all the triads.

300. A Curriculum Guide for Music Appreciation I: How to Listen to Music and Music Appreciation II: Musical Periods and Styles, by Robert Pratt. Ann Arbor, Mich.: Ann Arbor High School. 1961. 53 p. \$1.25.

Both courses are elective, minor-credit subjects. The elements of music, musical form, and jazz are discussed in Music Appreciation I. Music Appreciation II is concerned with Renaissance, Baroque, Classical, Romantic, Modern, and Stage Music. Bibliography includes the author, title, publisher, and date of music reference books.

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301. Regulations and Syllabus for Instruction in Applied Music. Jefferson City, Mo.: State Department of Education. 1951. 22 p. Bulletin No. 80.

Includes regulations for approval of private teachers and for granting school credit, the method of granting permits, the examination for high school credit, and applied music syllabi (piano, voice, violin, viola, cello and fundamentals of music).

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302. Applied Music. Omaha, Nebr.: Omaha Public Schools. September 1950. 10 p. Bulletin No. 1.

Presents requirements and regulations for the receiving of high school credit for piano study under private instruction.

303. Guide for Teaching Music Fundamentals, Harmony and Appreciation. Omaha, Nebr.: Omaha Public Schools. September 1952. 22 p.

Designed for high school instrumental and vocal music classes. Lists music films available at the film library and their length in minutes. Includes the length in minutes and the cost of films available for rent from the University of Nebraska. Suggests recordings of single instruments, orchestras, single voices, or operas. Bibliography presents courses of study, music appreciation books, music history books, and basic source books for music educators.

304. Course of Study for Music. Elizabeth, N. J.: Jefferson High School. 1955. 24 p.

Lists music courses and gives the weekly number of periods and the annual number of credits for every course. Offers a descriptive outline of each course. Contains the author, title, and call number of music books in the Jefferson Library.

305. Secondary Schools Course of Study in Music Theory and Harmony. Jersey City, N. J.: Jersey City Schools. September 1959. 28 p.

Contains information on the staff, the treble and bass clefs, musical symbols, musical alphabet, note values, fundamental intervals, large and small thirds, triads, scales and key signatures, and tonic and dominant harmonies. Lists textbooks, materials, and teaching aids useful in teaching the theory and harmony course in music. Includes the publisher, date, and brief description of each book.

306. A Guide in Music Education for the Schools of New Mexico. Santa Fe, N.Mex.: State Board of Education. 1953. 187 p. Bulletin No. 9.

Deals with objectives and an overview for junior and senior high school music. Describes the factors involved in both vocal music and instrumental music: organization, finance, performance, and operation. Discusses music appreciation, history, and theory. Bibliography presents basic reference books on instrumental music, conducting, music history, dances, singing, music reading, music curriculum, music integration, music theory, and music appreciation for the teacher.

307. Music. Santa Fe, N.Mex.: State Department of Education. 1953. 187 p. Bulletin No. 9.

Discusses the organization, financing, performance, and operation of junior and senior

high school vocal music and orchestra and band. Includes an annotated listing of sound films. Lists music recordings, State-adopted music textbooks, professional magazines, and reference books for the teacher.

308. Handbook for Applied Music: Grades 7-12. Albany, N. Y.: State Education Department. 1957. 183 p.

Contains basic content and texts to be used at varying levels when teaching the piano, strings, woodwinds, brasses, or percussion instruments; and when giving instruction in voice, choral music, or instrumental music.

309. Syllabus in Music, Grades 7-12. Albany, N.Y.: State Education Department. 1954. 62 p.

Presents information on general objectives, activities, scheduling music classes, the music library, diploma requirements in music, and audiovisual aids. Discusses courses in music appreciation, theory, conducting, voice, and private music study. Encourages the formation of performing music groups. Bibliography includes professional books for the teacher, reference books for pupils, songbooks, books about musicians, music appreciation books, music theory books, and books on conducting. Also lists music periodicals, audiovisual aids, tests for musical aptitude, and tests for musical interest.

310. Syllabus in Music, Grades 7-12. Albany, N.Y.: State Education Department. 1961. 63 p.

Presents information on general objectives, activities, scheduling music classes, the music library, and diploma requirements in music. Discusses courses in music appreciation, theory, conducting, voice, and private music study. Encourages the formation of performing music groups. Bibliography includes professional books, reference books for pupils, songbooks, and books about musicians for General Music 1, 2, and 3; author, title, publisher, date, and price of books for Music Appreciation, Theory, Conducting, and Voice; author, title, publisher, date, and price of professional books for teachers for both music in general and instrumental music; title, basis of issue, and name and address of publisher of periodicals, and audiovisual aids; title, name and address of publisher, date, and grade of tests for musical aptitude, tests for musical achievement, and tests for musical interest.

311. Choral Curriculum Guide for Secondary Schools. Raleigh, N.C.: State Department of Public Instruction. 1963. 26 p. 25 cents.

The annotated bibliography lists and describes books on choral-vocal performance, the funda-

mentals of music, music history, and music appreciation. Offers the cumulative list of official choral music used at North Carolina District Choral Contests. Includes the catalog number and publisher of songs for boys' chorus, girls' chorus, and mixed chorus.

- 312. Consumer Music for High Schools.** Raleigh, N.C.: North Carolina Department of Public Instruction. October 1963. 64 p. Bulletin No. 367.

Discusses folk music, jazz, science of sound in music, the dance, music in worship, growth of Romanticism from Classicism, rise of Modernism from Traditionalism, and group study and recitation procedures. Bibliography includes folk song collections, books on folk dances and games, folk tales, recordings of folk music, books on jazz, jazz periodicals, jazz recordings, books on the science of sound in music, books on the dance, books on music in worship, books on Classicism, Romanticism, Traditionalism, and Modernism, and books on socialized study and recitation procedures.

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- 313. Courses of Study for North Dakota High Schools: Music.** Bismark, N.Dak.: State Department of Public Instruction. 1948. 183 p.

Outlines objectives, activities, procedures, materials, and equipment for academic music, vocal music, instrumental music, and private instruction. Discusses the following details about competition festivals: organization, judges, classification, selection of music, and festival programs.

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- 314. Music Education in Ohio Junior-Senior High Schools.** Columbus, Ohio: State Department of Education. N.D. 5 p.

Considers local responsibility for music education, required and elective music courses for junior and senior high school, the basis for music courses receiving credit, and the music major.

- 315. Music Films for Junior and Senior High School.** Columbus, Ohio: State Department of Education. N.D. 3 p.

Provides an annotated bibliography of general interest films, films for units of study to be used alone or in correlation with other subjects, films related to specific skills, and series of music films. Includes the publisher, length in minutes, color, and date of the films.

- 316. The Music Library and Materials Center in the Secondary School.** Columbus, Ohio: State Department of Education. N.D. 5 p.

Covers information and materials the music library should make available to students and teachers. Also lists recordings that should be included in the library.

- 317. Music Major.** Columbus, Ohio: State Department of Education. N.D. 1 p.

Gives the course requirements for a music major and the basis for music courses receiving credit at the high school level.

- 318. Partial Bibliography for Junior-Senior High School Music.** Columbus, Ohio: State Department of Education. N.D. 9 p.

Lists author, publisher, and date of books about music in junior-senior high schools, song-books, music reference books, and general music activities guides. Also gives author, date, and page number of magazine articles about general music.

- 319. Vocal Music Curriculum Guide.** Lorain, Ohio: Lorain Public Schools. 1959. 23 p.

Outlines the objectives and content of the courses in general music, a capella choir, music theory, and music listening offered at the high school level.

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- 320. Music in the Altoona Secondary Schools.** Altoona, Pa.: Altoona School District. 1960. 51 p. \$1.

Offers a long list of recordings suitable for the seventh-, eighth-, and/or ninth-grade general music course. Outlines content and procedures for Band I, Band II, Orchestra, ensembles, the summer band program, and the summer orchestra program. Discusses the courses in vocal music, elementary harmony, band, and orchestra for senior high school students.

- 321. Syllabus in Music Education for Central High School.** Scranton, Pa.: Scranton Public Schools. 1958. 22 p.

Outlines the aims and procedures for beginners', intermediate, and advanced band; advanced string ensemble; and vocal music. Lists the title, composer, and publisher of materials at the intermediate band level and materials for marches and concerts at the advanced band level. Presents the title, composer or arranger, and arrangement of songs for a mixed chorus.

PART 2

PART II.

General Curriculum Guides*

Alabama

- 322. Accreditation Standards for Secondary Schools in Alabama.** Montgomery: State Board of Education. 1962. p. 29-30, 41. Bulletin No. 6.

Includes the requirements that are necessary to receive credit for music as a course in school or as a course under private instruction. Shows maximum number of units in music (2) that will be accepted generally by State colleges for admission.

- 323. Course of Study and Guide for Teachers: Grades 1-12.** Montgomery: State Board of Education. 1954. p. 365-375. Bulletin No. 8.

A general curriculum and course of study guide. States basic philosophy of music in education. Discusses role of the classroom teacher. Outlines singing, rhythmic, listening, playing, and creative experiences.

- 324. Outlines of Courses of Study and Regulations for High Schools.** Birmingham: Birmingham Public Schools. 1955-56. p. 7-9, 12.

Provides outlines of courses of study and regulations for high schools. Offers music as a major or minor subject. Consists of study in piano and certain orchestral instruments as a major or a minor. Recommends the study of piano or voice and harmony during the third and fourth years for pupils electing music as a minor.

Alaska

- 325. Adopted Textbooks for Elementary Schools.** Juneau: State Department of Education. July 1, 1960. p. 21-23.

Provides list of textbooks and recordings which were adopted for the period Jan. 1, 1960, to Jan. 30, 1964, by the Commissioner of Education, on the recommendation of the Alaska Textbook Advisory Commission at its annual meeting, held in Juneau, March 19-24, 1960. Contains publication dates and prices of adopted materials.

- 326. Course of Study for the Primary Grades.** Juneau: State Department of Education. 1954. p. 73-79. Bulletin No. 1.

A general course of study. Contains list of objectives for each grade and suggested singing, rhythmic, listening, and creative activities. Bibliography contains reference books on child study, curriculum and teaching methods, and music instruction.

Arizona

- 327. Approved List of Basic and Supplementary High School Textbooks.** Phoenix: Phoenix Union High School District. 1959-60. p. 28.

Lists textbooks for subject matter taught in high school. Includes adoption date, author, title, publisher, printing date, grade level, and cost of textbooks concerning Harmony, Music Appreciation, and Applied Music.

Arkansas (None)

California

- 328. Bakersfield High School Course of Study.** Bakersfield: Bakersfield City Schools. June 1955. (Unpaged.) (rev. ed.)

*The general curriculum guides are organized by State and are presented alphabetically.

A general curriculum guide. Discusses the content covered in the music courses offered in this high school.

- 329. Course of Study. Bakersfield:** Bakersfield City School District. September 1959. p. 351-371.

A general curriculum guide. Describes listening, singing, music reading readiness, rhythms, instruments, and creativity at each grade level from kindergarten through the eighth grade.

- 330. Course of Study. Martinez:** Contra Costa County Board of Education. 1955. p. 34-45. (rev. ed.)

A general curriculum guide for grades 1, 2, and 3. Lists State textbooks for music, filmstrips and accompanying records, rhythm band records, singing records, rhythm records, activity records, listening records, story records, and records for dramatic play. Suggests procedures for teaching songs by records.

- 331. Course of Study. Martinez:** Contra Costa County Schools. 1955. p. 38-53. (rev. ed.)

A general course of study for grades four, five, and six. Lists State textbooks, books with accompanying records, filmstrips with accompanying records, books containing rhythm activities, story records, listening records, singing records, rhythm records, and records used for correlation with the social studies.

- 332. Course of Study. Sacramento:** Sacramento County Schools. 1953. p. 24-25.

A general course of study. Discusses a music program and resources to help develop such a program. Contains a list of music books and their publishers for kindergarten through the eighth grade.

- 333. Course of Study. San Luis Obispo:** San Luis Obispo County Schools. Aug. 16, 1954. (Unpaged.)

A general course of study. Outlines major objectives, basic content, suggested experiences, and selected resource materials for the elementary teacher of music. Presents audiovisual materials, professional references, and State textbooks as selected resource materials.

- 334. Course of Study. San Luis Obispo:** San Luis Obispo County Schools. Aug. 16, 1954. (Unpaged.)

A general curriculum guide. Presents basic content, suggested experiences, and selected resource materials for major objectives in 7th- and 8th-grade music and in 9th- through 12th-grade music. Includes State textbooks, audiovisual materials, professional references, and supplementary materials in the selected resource materials column.

- 335. Course of Study. Ukiah:** Mendocino County Schools. 1955. (Unpaged.)

A general course of study. Lists experiences and resources for each suggested objective for music students in kindergarten through the eighth grade.

- 336. Course of Study. Weaverville:** Trinity County Schools. November 1957. 25 p.

A general curriculum guide. Lists characteristics of children in each grade from kindergarten through the eighth grade. Suggests activities and materials for musical experiences in each of the nine grades.

- 337. Course of Study and Curriculum Guide. Yuba:** Yuba County Schools. 1957. p. 121-128.

A general curriculum guide. Outlines a balanced program of singing, rhythmic, listening, instrumental, and creative activities for the primary grades, the intermediate grades (4, 5, and 6), and the upper grades (7 and 8). Bibliography contains music instruction books for teachers.

- 338. A Course of Study for Elementary Schools. Ventura:** Ventura County Schools. 1955. (Unpaged.)

A general course of study. Suggests methods and materials for rhythmic, listening, singing, instrumental, and creative experiences at the primary, intermediate, and upper grade-levels.

- 339. Course of Study for Kindergarten, 1st, 2nd, 3rd, and 4th Grades. Lakeport:** Lake County Schools. October 1954. (Unpaged.)

A general course of study. Cites singing, rhythmic, listening, instrumental, and creative activities discussed in a particular teacher's manual for kindergarten through the fourth grade.

- 340. Course of Study Outline. Visalia:** Visalia City Schools. N.D. p. 19-21.

A general course of study. Outlines facts about music that seventh- and eighth-graders should learn. Includes a list of source materials for the teacher.

- 341. Course of Study Outlines. San Francisco:** South San Francisco High School. 1955. (Unpaged.)

A general course of study. Describes objectives and content of all the music courses offered in this high school.

- 342. Courses of Study. San Mateo:** San Mateo Union High School District. June-18, 1959. p. 225-229.

A general curriculum guide. Outlines courses

in choral music, band or orchestra, and instrumental techniques, by giving a general description of each course and a short summary of the content of work.

343. Curriculum Guide. Oakland: Oakland Public Schools. 1953. p. 129-165.

A general curriculum guide for kindergarten and grades 1 and 2. Suggests basic equipment, their use, and their source. Discusses singing, playing instruments, creative activities, listening activities, and building readiness for music reading. Recommends books and records for specific activities and gives their source.

344. Curriculum Guide. Oakland: Oakland Public Schools. 1955. p. 179-213.

A general curriculum guide for grades 3 and 4. Presents a list of basic equipment, how it should be used, and the source from which it should come. Deals with the following types of musical experiences: singing, music reading, listening, creating, instrumental, and rhythmic activities. Recommends songs in the California State Series textbook *New Music Horizons*.

345. Curriculum Guide. San Diego: San Diego City Schools. 1950. p. 221-225.

A general curriculum guide for the elementary grades. Presents singing, listening, rhythmic, instrumental, and creative experiences. Lists resource references.

346. Curriculum Guide. San Diego: San Diego City Schools. 1956. p. 167-170. (rev. ed.)

A general curriculum guide for the secondary grades. Describes learning experiences in choral organizations, orchestra, band, harmony, and music appreciation.

347. Curriculum Guide for the Elementary Schools. Pasadena: Pasadena City Schools. 1953. p. 127-149.

A general curriculum guide. Lists musical goals and experiences for kindergarten through the sixth grade.

348. Curriculum Guide for Elementary Schools. Santa Ana: Santa Ana City Schools. September 1954. p. 156-173.

A general curriculum guide. Describes singing, listening, rhythmic, instrumental, and creative experiences. Suggests reference books and records for the teacher.

349. Curriculum Guide for Elementary School Teachers. Merced: Merced County Schools. September 1952. p. 67-74.

A general curriculum guide. Outlines basic music activities for kindergarten and first grade, grades 2 and 3, grades 4 and 5, grade 6, and grades 7, 8, and 9. Lists titles of California State music textbooks. Lists titles and authors of music books located in the Merced County Library and in the Merced County Schools office.

350. The Elementary School Curriculum. Glendale: Glendale Unified School District. p. 3, 18, 33.

A general curriculum guide. Outlines general objectives for the music program from kindergarten through the sixth grade.

351. A Guide for Kindergarten Teachers. La Mesa-Spring Valley: La Mesa-Spring Valley School District. August 1955. p. 19-26. (rev. ed.)

A general curriculum guide. Lists general purposes and values of music in the kindergarten. Outlines objectives and activities for singing, rhythmic, dancing, and listening experiences. Suggests music books, instruments, and recordings for kindergarten.

352. A Guide for Kindergarten Teachers. Riverside: Riverside City Schools. 1958-59. p. 76-83.

A general curriculum guide. Describes singing, listening, rhythmic, and instrumental experiences.

353. Guidebook: Elementary Course of Study. Fairfield: Solano County Schools. July 1, 1954. p. 42-51.

A general curriculum guide. Lists authors and titles of California State textbooks and Solano County textbooks concerned with vocal music and instrumental music. Includes the grade or grades for which each book is intended.

354. Guide-Book for Teachers. San Mateo: San Mateo City Elementary School District. September 1954. p. 249-256.

A general curriculum guide. Describes musical experiences (singing, rhythmic, appreciating, and creating experiences) for kindergarten through the eighth grade. Lists basic and supplementary textbooks.

355. Guiding Kindergarten Experiences. Torrance: Torrance Unified School District. 1957. p. 121-137. Bulletin No. 30.

A general curriculum guide. Discusses general aims and planning musical activities. Lists objectives, activities, and evaluative criteria for singing, listening, and rhythmic experiences.

Bibliography lists music instruction books for teachers.

- 356. High School Course of Study Handbook.** Pasadena: Pasadena City Schools. 1957-59. p. 16, 27-29.

A general curriculum guide. Offers summary chart of music courses which gives the title of each course, the grades to which the course is open, prerequisites, and notes. Describes purpose of each course.

- 357. In the Kindergarten.** Ventura: Ventura County. 1955. p. 33-35.

A general curriculum guide. Lists objectives and activities for singing, bodily rhythmic expression, and instrument playing.

- 358. Instructional Guide.** San Leandro: San Leandro Unified School District. September 1955.

A series of three general curriculum guides in which elementary school music is discussed on the following pages: kindergarten guide, p. 8; first-grade guide, p. 13; and second-grade guide, p. 15. Cites "Classroom Music-Primary" guide, prepared by the District Office of Instruction, as a source for procedures and source materials for each music program.

- 359. Instructional Guide for Fifth Grade.** San Leandro: San Leandro Unified School District. September 1955. p. 17.

A general curriculum guide. Refers teacher to the District's "Classroom Music-Intermediate" guide for procedures and policies concerning the music program. Lists books, records, and equipment. Source materials are available at Materials Center, San Leandro Unified School District, and/or schools.

- 360. Instructional Guide for Fourth Grade.** San Leandro: San Leandro Unified School District. September 1955. p. 17.

A general curriculum guide. Refers teacher to District's "Classroom Music-Intermediate" guide for suggestions about procedures and source materials for the music program.

- 361. Instructional Guide for Seventh Grade.** San Leandro: San Leandro Unified School District. September 1955. p. 12-13.

A general curriculum guide. Discusses procedures and policies for the music program. Refers teacher to the "Classroom Music-Intermediate" guide and the "Record Index" (available at Materials Center, San Leandro Unified School District, and/or schools) for source materials.

- 362. The Instructional Program: Book I.** Hayward: Hayward School District. 1950. p. 26-28, 64-68, 106-111, 159-164.

A general curriculum guide. Outlines major objectives, activities, and materials for kindergarten and grades 1, 2, and 3.

- 363. Kindergarten Guide for Kindergarten Teachers.** Merced: Merced County Schools. September 1954. p. 38-41.

A general curriculum guide. Lists desirable experiences and sources for singing, rhythmic, listening, instrument playing, and creative activities. Bibliography cites songbooks for students and professional music books for teachers.

- 364. Living and Learning in the Primary School.** Alameda: Alameda County Schools. June 1953. p. 131-142.

A general curriculum guide. Describes musical activities and lists books in which they are discussed.

- 365. Senior High School Curriculum Guide.** Stockton: Stockton Unified School District. June 1956. p. 259-277. Bulletin No. 74.

A general curriculum guide. Offers sequence chart for music in the senior high school. Outlines major topic areas, emphases or outcomes, typical activities, and instructional aids for each course listed in the music sequence chart.

- 366. A Teacher's Guide for Kindergarten Education.** Long Beach: Long Beach Public Schools. 1954. p. 159-200.

A general curriculum guide. Contains suggestions concerning tone-matching, the teaching of a song, and correct tempo. Offers two illustrative lessons. Classifies songs according to areas of interest, gives their source, and lists teaching suggestions. Classifies bodily movements and refers to types of accompaniment for them. Lists titles and albums of recorded music. Bibliography presents basic music textbooks, supplementary textbooks, and teachers' reference books.

- 367. We Are 9, 10, and 11.** Oakland: Alameda County Schools. June 1954. p. 104-113.

A general curriculum guide. Describes music reading, singing, instrumental, and creative activities. Recommends books on each activity to the teacher.

Canal Zone (None)

Colorado

- 368. Course of Study for El Paso County Schools.** Colorado Springs: El Paso County Schools. 1958. p. 10.

Briefly discusses the elementary course of study and the high school course of study. Includes the statement that "music or art will receive credit only in those schools having a fully qualified teacher."

- 369. Course of Study for Grades 1-6.** Colorado Springs: El Paso County. 1954-55. p. 4.

A general curriculum guide. Names the one basic music textbook and the two supplementary music textbooks adopted by the county for elementary grades. Gives the names and addresses of their publishers.

- 370. Course of Study for Junior and Senior High School.** Colorado Springs: El Paso County. N.D. p. 4-5.

A general curriculum guide. Presents music as a special subject which can be taken in all 4 years of high school and which gives the student a total of one credit.

- 371. Kindergarten Guidebook.** Denver: State Department of Education. 1960. p. 90-105. \$1.25.

A general curriculum guide. Suggests techniques of teaching; the use of piano and rhythm instruments; and sample lessons for singing, listening, rhythmic, and creative activities. Bibliography cites music instruction books and books about kindergarten children for teachers, and song and music textbooks for students. A list of selected films and filmstrips for teachers and parents is included.

Connecticut

- 372. Curriculum Guide.** Meriden: Meriden Public Schools. 1954. p. 33-43.

A general curriculum guide for kindergarten. Lists song and rhythm books. Suggests songs about holidays, seasons, animals, and toys. Recommends phonograph records for children.

- 373. Curriculum Guide.** Norwalk: Norwalk Public Schools. 1958-59. (Unpaged.) (rev. ed.)

A series of seven general curriculum guides for kindergarten through the sixth grade. Discusses lines and spaces, key signatures, and the

scale. Lists community songs according to grades.

- 374. Elementary Education: A Guide to Curriculum Development.** Norwalk: Norwalk Public Schools. 1958-59. (Unpaged.) (rev. ed.)

A general curriculum guide for kindergarten and grades 1 through 6. Presents a music program based on the interrelatedness of the following musical activities: singing, listening, instrumental playing, dancing, and creating.

Delaware (None)

District of Columbia (None)

Florida

- 375. Course of Study.** Fort Pierce: St. Lucie County Board of Public Instruction. 1959. (Unpaged.)

A general curriculum guide. Outlines general objectives of vocal music and specific objectives for the seventh, eighth, and ninth grades. Gives brief descriptions of beginning band, intermediate band, and advanced band.

- 376. Curriculum Guide.** Fort Pierce: St. Lucie County Schools. N.D. p. 17, 33-35, 57-58, 72-73, 90-91, 120-121.

A general curriculum guide. Presents reference books and their publishers for the music program of the first through the sixth grades.

- 377. Curriculum Guide.** Tallahassee: Leon County Elementary Schools. 1952-53. (Unpaged.)

A general curriculum guide. Contains materials and objectives of music for grades 1 through 7.

- 378. Curriculum Guide.** Titusville: Brevard County Board of Public Instruction. May 1958. p. 134-139.

A general curriculum guide. Deals with general and specific aims of music through the first six grades. Lists general musical activities by grade.

- 379. Elementary Curriculum Guide.** Miami: Dade County Public Schools. August 1951. p. 56-57. Bulletin No. 2.

A general curriculum guide. Discusses the value and objectives of a music education. Lists skills to be taught in the elementary music program.

380. **A Guide; Teaching in Florida Elementary Schools.** Tallahassee: State Department of Education. 1958. p. 117-123. Bulletin No. 47.

A general curriculum guide. Describes the ways music serves the needs of children. Lists musical activities. Presents plans for growth in music and in music reading.

Georgia

381. **Course Guides for Elementary Schools.** Decatur: DeKalb County Schools. 1959. p. 28, 56, 87, 132, 168, 210, 250.

A general curriculum guide. Recommends supplementary instruction in music for grades 1 through 7.

382. **Course Guides for Secondary Schools.** Decatur: DeKalb County Schools. 1959. p. 223-238.

A general curriculum guide. Recommends that music be offered for instruction during the five school years.

383. **Course of Study, Augusta:** Richmond County Schools. July 1955. p. 10, 13.

A general curriculum guide. Recommends musical equipment and instruments for a kindergarten.

384. **Course of Study, Augusta:** Richmond County Schools. July 1955. 53 p.

A general curriculum guide for grades 1, 2, and 3. Lists records for specific listening experiences: books on music appreciation, the history of music, rhythms, games, dances, conducting, community aspects of music, and methods of teaching music; and films on music.

385. **Curriculum Framework for Georgia Schools.** Atlanta: State Department of Education. 1954. p. 10, 13; 15, 17, 20-21, 23-24.

A general curriculum guide. Recommends offering music courses in kindergarten, elementary school, junior high school, and senior high school.

386. **Curriculum Guide.** Griffin: Griffin-Spalding County Elementary Schools. 1959. p. 13-15.

A general curriculum guide. Lists teaching instructions for first- through sixth-grade music.

Guam

387. **Curriculum Guides for Elementary Schools.** Agana: Department of Education. 1958-59. (Unpaged.)

A general curriculum guide. Lists musical activities for the first through the eighth grades.

Hawaii (None)

Idaho (None)

Illinois

388. **Handbook for Kindergarten Teachers.** Rockford: Rockford City Schools. 1956-57. p. 9-13.

A general curriculum guide. Suggests references on music and rhythm ensemble materials.

389. **Illinois Curriculum and Course of Study Guide for Elementary Schools.** Springfield: Springfield City Schools. N.D. p. 570-579. Bulletin No. 32.

A general curriculum and course of study guide. Contains statement of objectives, suggested activities and teaching procedures, and general evaluations of music activities.

390. **Outline of Study for Ogle County Rural Schools: Supplement to the Illinois Curriculum and Course of Study Guide for Elementary Schools.** Oregon: Ogle County Schools. 1956-57. p. 15-16, 42-44.

A general curriculum guide. Presents music texts, songs and rhythms for the lower grades, and music texts and songs for the upper elementary grades.

391. **The Present Status of the 1959-1960 Secondary Curriculum.** Decatur: Decatur Public Schools. 1959-60. p. 52-54.

A general curriculum guide. Discusses courses offered both in the junior and senior high schools.

- 392. Program of Studies in Chicago High Schools.** Chicago: Chicago City High Schools. June 1956. p. 13.

A general curriculum guide. Lists courses offered in music.

- 393. Teachers' Handbook.** Morton: Morton City Schools. September 1956. (Unpaged.)

A general curriculum guide for high school. Describes music courses, their content, and their objectives.

Indiana

- 394. Course Descriptions.** Gary: Gary Public Schools. 1958-59. (Unpaged.)

A general curriculum guide for grades 7-12. Describes course offerings in music and includes the grades for which they are intended.

- 395. Course of Study.** Richmond: Richmond Public Schools. 1959. 43 p.

Describes the overall program of vocal music and instrumental music in the junior high school division. Discusses music courses offered in the junior high school division and in the senior high school division.

- 396. Curriculum Guide.** Gary: Gary Public Schools. 1958. (Unpaged.)

A general curriculum guide. Contains a sequence chart which lists the music courses offered in grades 7-12. Describes each course and suggests textbooks and supplementary books for each course.

- 397. Digest of Courses of Study for the Secondary Schools of Indiana.** Indianapolis: State Department of Public Instruction. 1961. p. 270-286. Bulletin No. 232.

A State course of study. Outlines objectives, subject matter, and teaching procedures in the fields of singing, music appreciation, and instrument playing for grades 7-12.

- 398. Expanding Experiences in the Elementary School.** Indianapolis: State Department of Public Instruction. 1960. p. 128-137. Bulletin No. 231.

A general curriculum guide. Deals with music appreciation, playing an instrument, rhythms, creative expression, and equipment.

- 399. High School Curricular Offerings.** East Chicago: East Chicago Public Schools. February 1957. p. 48-50.

A general curriculum guide. Lists titles of Music Department offerings and describes each course.

- 400. The Junior High School.** Indianapolis: State Department of Public Instruction. 1961. p. 66-67. Bulletin No. 246.

A general curriculum guide. Contains values of a music education, experiences for a music program, and equipment for a music program.

- 401. Kindergarten Teacher Manual.** Gary: Gary Public Schools. 1951. p. 28-32.

A general curriculum guide. Lists activities for nonsingers. Bibliography presents books about music instruction.

- 402. Primary Cycle.** Gary: Gary Public Schools. 1955. p. 152-167.

A general curriculum guide. Discusses reasons why many children cannot sing and offers suggestions for the out-of-tune singer. Describes the whole-song method and the phrase method of teaching rote singing.

Iowa

- 403. Course of Study.** Indianola: Warren County Schools. 1955-56. p. 7-9.

A general curriculum guide. Presents the books and records for first- through eighth-grade music. Suggests how to write keys in sharps and in flats. Lists facts about music for elementary children.

- 404. The Educational Program; A Curriculum Design.** Des Moines: State Department of Public Instruction. 1962. p. 43-46.

A general curriculum guide. Lists types of experiences and media for listening, singing, rhythm creating, playing instruments, and music appreciation in elementary school music. Gives components of general music, choral music, instrumental music, applied music, music appreciation and literature, and music activities for the student body in secondary school music. Bibliography contains the title, author, publisher, and date of music books.

Kansas

405. **A Curriculum Guide for the Elementary Schools of Kansas.** Topeka: State Department of Public Instruction. 1958. p. 146-147. (rev. ed.)

A general curriculum guide. Contains objectives of music instruction and an overview of the achievements children should attain during the first through the eighth grades.

406. **A Curriculum Guide for the Secondary Schools of Kansas.** Topeka: State Department of Public Instruction. 1960. p. 74-79.

A general curriculum guide. Discusses objectives of the study of music; the organization, course content, and suggested activities for the general music class; instrumental music at the junior high and senior high levels; and vocal music at the junior high and senior high levels.

407. **Kindergarten Guide.** Wichita: Wichita Public Schools. 1953. (Unpaged.)

A general curriculum guide. Suggests rhythmic, listening, and singing experiences for six periods of music. Lists songs by subject matter and gives their source and page number. Presents recordings and their number. Bibliography includes songbooks, rhythm books, courses of study, and music instruction books.

Kentucky

408. **Skills Bulletin.** Lexington: Lexington Public Schools. Summer 1959. (Unpaged.)

A general curriculum guide. Outlines general aims of music education and specific aims of the instrumental program for the first through the eighth grades. Combines aims of the vocal program with those of the instrumental program for the seventh and eighth grades.

409. **A Suggested Twelve-Grade Program of Studies for Kentucky Schools and Standards for Accrediting High Schools.** Frankfort: State Department of Education. January 1951. p. 1065-1066, 1068-1070, 1072-1075, 1082, 1084, 1095, 1098. (Out of print.)

A State course of study. Cites music as an important subject to be studied and practiced from grades 1-12.

Louisiana (None)

Maine

410. **A Guide to Learning in Grades Four, Five, and Six.** Augusta: State Department of Education. 1959. p. 127-132. Bulletin No. 20.

A general curriculum guide. Presents objectives, subject matter, teaching methods, material, equipment, and evaluative criteria for music teachers.

411. **A Guide to Learning in Grades Seven, Eight and Nine.** Augusta: State Department of Education. 1962. p. 191-198. Bulletin No. 22.

A general curriculum guide. Outlines singing, listening, rhythmic, instrumental, and individual activities. Lists material and equipment for a music room. Contains a passage on introducing score reading. Presents a valuable list of books and magazines for junior high school, including the names and addresses of their publishers.

412. **A Guide to Learning in the Primary School.** Augusta: State Department of Education. 1958. p. 94-98. Bulletin No. 18. (Out of print.)

A general curriculum guide. Presents the value of a music education, the organization of a music program, and the minimum equipment for a primary classroom. Recommends specific instructions for teaching singing, listening, rhythmic movements, instrument-playing, and creative experiences.

413. **Secondary Course of Study.** Southwest Harbor: Pemetie High School. Northeast Harbor: Mount Desert High School. 1952. p. 74-76.

A general curriculum guide. Contains a general outline of a program for music education at the primary, intermediate, junior high, and senior high levels.

Maryland

414. **A Handbook for Elementary School Teachers.** Towson: Baltimore County Public Schools. 1956. p. 19, 21, 60-61.

A general curriculum guide. Provides authors, titles, publishers, and dates of selected music books. Lists music in the "Weekly Time Allotment" and "Suggested Weekly Schedule" charts.

Massachusetts

- 415. A Curriculum Guide for Intermediate Grade Teachers.** Boston: State Department of Education. N.D. p. 246-260.

A general curriculum guide. Presents objectives; values; areas of musical experiences; overview of material; material for grades 4, 5, and 6; and references for teachers.

- 416. Interrelatedness of Elementary Education.** Worcester: Worcester Public Schools. 1960. p. 107-114. (Out of print.)

A general curriculum guide. Outlines musical skills and activities for kindergarten through the sixth grade.

Michigan

- 417. Audiovisual Materials Catalog.** Dearborn: Dearborn Public Schools. September 1962. 170 p.

Lists the films, filmstrips, records, transcriptions, tapes, scripts, and pictures that contain or pertain to music as discussed in the guide. Presents an annotated listing of films and an annotated listing of filmstrips. Records, scripts, and tapes are also listed.

- 418. Curriculum Guide.** Roseville: Roseville Elementary Schools. September 1958. (Unpaged.)

A general curriculum guide. Describes general musical activities for kindergarten through the sixth grade.

- 419. Curriculum Guide for Bay County Schools.** Bay City: Bay County Schools. N.D. p. 8-11, 73, 81-82, 130.

A general curriculum guide for kindergarten through the eighth grade. Offers a bibliography of music books and their publishers. Presents "fingerplays" which can be sung and enacted.

- 420. Fine Arts Adventure.** Detroit: Detroit Public Schools. 1962. 93 p. (rev. ed.)

Designed as a course in art and music for senior high school students. Lists music principles and elements. Presents representative composers and musical selections from the Baroque period through the contemporary. Suggests course content for each period by weeks. Bibliography includes books on church music, composers and performers, music history and literature, opera, and orchestra.

- 421. Flint Public Schools: Early Elementary Teaching Guides.** Flint: Flint Public Schools. September 1955. p. 8, 26, 38, 52.

A general curriculum guide for kindergarten through the third grade. Suggests music references and their publishers for each grade.

- 422. Flint Public Schools: Later Elementary Teaching Guides.** Flint: Flint Public Schools. September 1955. p. 35-38.

A general curriculum guide. Suggests basic and supplementary music texts and guides for fourth-, fifth-, and sixth-grade music. States the facts which fourth-, fifth-, and sixth-graders should learn in order to read music.

- 423. Humanities Syllabus.** Ann Arbor: Ann Arbor High School. January 1962. p. 6, 9, 22, 25, 28, 32, 36, 42.

Outlines nine units, each containing a section for history, literature, art, and music. Defines characteristics of music of the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th-century periods.

- 424. Suggested Study Guide for Grade Eight.** Grand Rapids: Grand Rapids Public Schools. 1951. (Unpaged.)

A general curriculum guide. Offers six units on music, which follow the same pattern as that of the seventh-grade study guide. Lists author, title, publisher, and date of music reference books.

- 425. Suggested Study Guide for Grade Seven.** Grand Rapids: Grand Rapids Public Schools. 1951. (Unpaged.)

A general curriculum guide. Recommends five units on music, each of which list musical needs, learnings involved, classroom practices, relations to other subject matter fields, and teaching aids. Presents a supplementary book list, sources for pictures, and a reference book on festivals and holidays.

Minnesota

- 426. Educational Program.** Minneapolis: Minneapolis Senior High Schools. 1954-56. p. 44.

A general curriculum guide. Describes music courses open to the specified grade or grades in senior high school.

- 427. A Guide for Instruction in Music.** St. Paul: State Department of

Education. 1948. 176 p. Bulletin No. 4.

A general curriculum guide for teachers of grades 1 through 8. Includes an overview; singing rhythmic, listening, instrumental, and creative activities for children at each grade level; and music in the rural school. Bibliography lists basic texts, supplementary texts, community songbooks, song and music storybooks for students, and basic music reference books for teachers.

Mississippi

428. **Mississippi School Bulletin: Handbook for Elementary Teachers.** Jackson: State Department of Education. August 1951. p. 306-309. Bulletin No. 135. (Out of print.)

A general curriculum guide. Presents musical experiences for children, and materials and methods for teaching music.

Missouri

429. **Curriculum Guide: A Brief Outline of Subjects in the Secondary School Program.** Kansas City: Kansas City Public Schools. July 1959. p. 128-142. Bulletin No. 110.

A general curriculum guide. Lists titles, authors, and publishers of music books. Includes film and filmstrips as basic references. Presents overview, objectives, course outline, and references for each music course offered in Kansas City senior high schools.

430. **Outline of Content in the Program of Grades Seven and Eight.** Kansas City: Kansas City Public Schools. August 1954. p. 59, 97-98. Bulletin No. 94.

A general curriculum guide. Gives framework of content for seventh-grade music. Divides the framework of musical content in the eighth grade into the following areas: vocal, appreciation, creative, and instrumental activities.

Montana (None)

Nebraska

431. **Curriculum Booklet.** Omaha: Douglas County Schools. August 1955. p. 17.

A general curriculum guide for kindergarten and grades 1 through 6. Lists singing, appreciation, creative, rhythmic, and theory experiences. Recommends songs teachers should teach.

Nevada

432. **A Curriculum Guide for the Program of Instruction in Junior High Schools.** Reno: Washoe County Schools. 1958. p. 175-176.

A general curriculum guide. Discusses the music appreciation, vocal, and instrumental programs.

433. **A Curriculum Guide for the Program of Instruction in Washoe County Schools.** Reno: Washoe County Schools. 1957. p. 143-145.

A general curriculum guide for the primary grades. Outlines singing, rhythmic, listening, playing, and creative experiences.

434. **A Curriculum Guide for the Program of Instruction in Washoe County Schools.** Reno: Washoe County Schools. 1958. p. 155-161.

A general curriculum guide. Describes ways in which music can contribute to normal growth characteristics. Includes a music reading skills chart which lists the rhythmic and tonal skills that should be learned in the fourth, fifth, and sixth grades.

New Hampshire

435. **Handbook of Educational Philosophy and Practices for Elementary Teachers.** Concord: State Department of Education. 1952. p. 16-17.

A general curriculum guide. Maintains that enjoyment of music precedes self-expression through music and, therefore, that the former should be stressed by the elementary teacher.

New Jersey

436. **Basic Subject Areas in Elementary Education.** Mount Holly:

Burlington County Schools. June 1954. (Unpaged.) (Out of print.)

A general curriculum guide. Presents singing, listening, and rhythmic experiences for the primary, middle, and upper grades.

437. First Year in School. Trenton: State Department of Education. 1950. p. 40-44. Bulletin No. 8.

A general curriculum guide. Describes what interests first-grade children and what they should be taught in the areas of singing, making songs, listening to music, rhythms, and experimenting with musical instruments.

438. Related Arts Course of Instruction Guide. Bloomfield: Bloomfield Public Schools. 1958. (Unpaged.)

Describes the fine arts, homemaking, industrial arts, and music programs. Outlines the musical needs and goals of children from kindergarten through the fifth grade. Lists books, records, and their publishers for each grade. Summarizes the junior and senior high school music programs.

New Mexico (None)

New York

439. Administrator's Handbook of the Secondary School Curriculum of New York State. Albany: State Education Department. 1960. p. 38-41.

A general curriculum guide. Comprises aims, activities, music course chart, and suggested units and projects for both a junior and a senior high school program in music.

440. Charting the Curriculum in New York State Schools. Albany: State Education Department, N.D. p. 18-19.

A general curriculum guide. Includes music chart for kindergarten through the 12th grade.

441. Curriculum Guide. Buffalo: Buffalo Public Schools. 1959. (Unpaged.)

A general curriculum guide for kindergarten and grades 1 through 3. Lists titles of songs and gives their source by subject. Suggests records for primary grades and includes the names of the composers and of the record companies. Presents author, title, publisher, and date of resources for guiding musical experiences.

Cites the grade or grades for which each is intended.

442. Curriculum Guide. Buffalo: Buffalo Public Schools. 1959. (Unpaged.)

A general curriculum guide for grades 4, 5, and 6. Offers a chart entitled "Music Correlated With Social Studies," which lists songs, source books, and records pertinent to particular countries or regions. Includes author, title, publisher, date, and grade of suggested resource books. Gives title, grade, author, and publisher of recommended records. Contains author, title, publisher, and date of books for teachers of music. Presents addresses for music material and for music publishers.

443. Guide to Curriculum Improvement in Grades 7-8-9. New York City: Board of Education. 1955-56. p. 57-58. Bulletin No. 10.

A general curriculum guide. Presents general value of a music education. Emphasizes participation as the most important factor in music education for young adolescents.

444. Instructional Films and Tapes. New York City: Board of Education. 1960. 284 p. Bulletin No. 14.

Includes brief descriptions of films and tapes on instrumental music, music appreciation, music teaching, stories of composers, teacher-training, and vocal music.

445. Schenectady Looks to the Future in Youth Education. Schenectady: Board of Education. 1954. p. 28-31.

Presents esthetic education as one of the 10 imperative needs of youth. Lists common-curriculum and enrichment-curriculum needs, and states how these needs can be met by an esthetic education.

North Carolina

446. Curriculum Guide. Greensboro: Greensboro Public Schools. March 1956. p. 18.

A general curriculum guide for grades 9-12. Describes courses in band, orchestra, first-year vocal music, second-year vocal music, and third-year vocal music.

447. Curriculum Guide. Greenville: Pitty County Schools. N.D. p. 73-75.

A general curriculum guide. Deals with musical activities for the first through the eighth grades.

- 448. Guidance-Course Selection.** Raleigh: Raleigh Public Schools. N. D. 35 p.

Summarizes courses in band and orchestra for the ninth grade. Describes courses in orchestra, symphonic band, advanced mixed vocal, vocal ensemble, varsity band, boys' chorus, girls' chorus, harmony and theory, and music in history for grades 9 through 12.

- 449. The Junior High School Program.** Raleigh: Raleigh Public Schools. 1952. p. 32-36.

A general curriculum guide for the seventh, eighth, and ninth grades. Outlines the content of seventh- and eighth-grade courses in music appreciation, singing, the use of instruments, listening, and theoretical music. Outlines music theory material for the ninth grade.

- 450. Montgomery County Curriculum Study.** Troy: Montgomery County Board of Education. August 1959. p. 27-28.

A general curriculum guide. Recommends special music personnel. Discusses value of an adequate music program.

North Dakota (None)

Ohio

- 451. Course Outlines for W. H. Kirk Junior High School.** Cleveland: East Cleveland City Schools. N.D. (Unpaged.)

A general curriculum guide. Presents titles and authors of books on the orchestra for the sixth grade and for junior high school. Suggests songs, songbooks, and recordings for seventh- and eighth-grade vocal music.

- 452. Course of Study.** Bowling Green: Wood County Public Schools. 1955. p. 22-27.

A general curriculum guide. Outlines philosophy, content, and objectives of music for primary, intermediate, junior high, and senior high school students.

- 453. Course of Study Outlines.** Akron: Akron Public Schools. 1951. p. 140-144. Bulletin No. 95. (rev. ed.)

A general curriculum guide. Suggests music books and other instruction materials for the first, second, and third grades.

- 454. Curriculum Guide.** Lorain: Lorain City Schools. July 1959. p. 32.

A series of two general curriculum guides for kindergarten through the third grade and for the fourth through the sixth grades. Provides general descriptions of vocal and instrumental programs.

- 455. Curriculum Handbook.** Akron: Akron Public Schools. 1958. p. 27-29. Bulletin No. 123.

A general curriculum guide for kindergarten. Gives brief descriptions of music books in the bibliography.

- 456. Junior and Senior High School Tentative Course of Study.** Cleveland Heights: Cleveland Heights Public Schools. February 1950. 14 p.

Includes titles, authors, publishers, and dates of supplementary books and reference books for vocal and instrumental music.

- 457. New Intermediate Manual.** Cincinnati: Cincinnati Public Schools. 1954. p. 427-454. Bulletin No. 400.

A general curriculum guide for grades 4 through 6. Contains bibliographies for singing, music reading, listening, creative, and instrumental activities. Correlates music and social studies, and lists songs and records for certain areas and regions.

- 458. New Primary Manual.** Cincinnati: Cincinnati Public Schools. January 1955. p. 419-447. Bulletin No. 30.

A general curriculum guide for kindergarten and grades 1 through 3. Offers suggestions for grouping children for music instruction, for helping the out-of-tune singer, and for teaching a rote song. Discusses music reading readiness at each grade level. Recommends songs which develop specific tonal patterns and others which develop tonal and rhythmic vocabulary. Includes a bibliography of books on music in general, listening, and creative expression.

- 459. Summaries of Courses.** Lakewood: Lakewood High School. September 1954. p. 60-61.

A general curriculum guide. Describes courses in Harmony and in Appreciation of Music I and II. Names title, author, publisher, and copyright date of the basic text for each course.

Oklahoma

- 460. Curriculum Guide for Elementary Schools.** Oklahoma City: State

Department of Public Instruction.
September 1950. p. 117-125. Bulletin No. 11.

A general curriculum guide. Defines the principles of learning as applied to music. Suggests course content and materials for singing experiences, rhythmic experiences, creative instrumentation, and listening experiences.

461. A Curriculum Guide for Teachers of Kindergarten. Tulsa: Tulsa Public Schools. 1955. p. 27-29.

A general curriculum guide. Suggests creative rhythmic activities and dramatizations. Discusses the use of rhythm instruments.

Oregon

462. First Grade Handbook. Eugene: Eugene Public Schools. 1959. p. 120-134. \$3.

A general curriculum guide. Lists authors, titles, and publishers of music texts. Suggests songs for social living units from the First Grade Book, *Our Singing World*, published by Ginn and Company.

463. Guide for Elementary Education in Oregon 1955-57. Salem: State Department of Education. 1955. (Out of print.)

A series of three general curriculum guides in which elementary school music is discussed on the following pages: first-, second-, third-grade guide, p. 30-31, 52-53, 74-76; fourth-, fifth-, and sixth-grade guide, p. 26-28, 56-59, 89-92; and seventh- and eighth-grade guide, p. 33-37, 68-72. These guides discuss areas of interest (including singing, rhythmic, listening, and creative activities), reasonable expectations, and source materials. The first two guides contain a bibliography of professional music reference books for the teacher.

464. Guide to Secondary Education in Oregon. Salem: State Department of Education. 1961. p. 164-168. (Out of print.)

A general curriculum guide. Lists State-adopted texts for music, 1961-1967. States purposes of music in the curriculum. Gives general suggestions for content in the areas of general, instrumental, and vocal music. Discusses music credit.

465. Instructional Guide. Portland: Portland Public Schools. 1953. (Out of print.)

A series of three general curriculum guides in which school music is discussed on the following

pages: primary-grade guide, p. 87-94; intermediate-grade guide, p. 85-90; and upper-grade guide, p. 73-78. These guides offer a sequence chart of learning the following musical activities: singing, rhythms, reading music, playing instruments, and listening to music. The first two guides contain a bibliography which presents basic music instruction books for the teacher.

466. Second Grade Handbook. Eugene: Eugene Elementary Schools. 1959. p. 67-81. \$3.

A general curriculum guide. Outlines singing, rhythmic, listening, instrumental, and creative activities.

467. Sixth Grade Handbook. Eugene: Eugene Elementary Schools. Sept. 1, 1957. p. 49-51. (Out of print.)

A general curriculum guide. Describes musical activities for sixth-graders. Suggests movements for conducting singing in 2/4, 3/4, 4/4, and 6/8 time.

Pennsylvania

468. Courses of Study Outline. Johnstown: Greater Ferndale High School. March 1957. p. 200-202.

A general curriculum guide. Outlines the material covered in instrumental music during grade school (grades 4-6), junior high school (grades 7-8), and senior high school (grades 9-12).

Puerto Rico (None)

Rhode Island (None)

South Carolina

469. Summary of Course of Study. Columbia: Columbia City Schools. 1955. p. 22-24.

A general curriculum guide. Describes the fivefold teaching program in the *New Music Horizons* (published by Silver Burdett Co.), which is the basis of music instruction in the elementary grades of Columbia schools.

South Dakota (None)

Tennessee

470. **Course of Study.** Memphis: Memphis City Schools. July 1, 1953. (Unpaged.)

A series of six general curriculum guides for the first, third, fourth, fifth, sixth, and seventh grades. Lists titles and publishers of books for singing, and books and records for listening.

471. **Course of Study.** Memphis: Memphis City Schools. July 1, 1953. 76 p.

A general curriculum guide. Outlines singing, listening, and fundamental music learning activities for the seventh, eighth, and ninth grades. Presents the purposes and content of vocal music in senior high school. Offers tone, rhythm, technique, theory, solo, and sight-reading requirements for six levels of attainment in instrumental music. Also provides six levels of attainment on various instruments. Lists solo materials for specific instruments at three levels of attainment.

472. **A Course of Study.** Union City: Obion County Schools. N.D. (Unpaged.) (Out of print.)

A general curriculum guide. Presents titles and publishers of music books for the primary, intermediate, junior high, and senior high grades.

473. **Course of Study for High Schools of Haywood County.** Brownsville: Haywood County High Schools. 1954-55. (Unpaged.) (Out of print.)

A general curriculum guide. Outlines objectives, content, methods, activities, materials, and evaluation for courses in band and in chorus.

474. **Curriculum Guide.** Sparta: Sparta and White County Schools. 1954-1955. (Unpaged.) (Out of print.)

A general curriculum guide. Outlines purposes, procedures, materials, and evaluation of the music program for grades 1-4, 5-8, and 9-12.

475. **A Curriculum Guide for the Arts.** Cookeville: Putnam County Schools. 1951-56. p. 1-2, 4, 12-16, 23. (Out of print.)

Outlines objectives, content, materials, methods, and evaluation for music in grades 1-12.

476. **Tentative Course of Study.** McMinnville: Warren County Schools. N.D. (Unpaged.) (Out of print.)

A general curriculum guide. Presents titles and publishers of records for first- and second-grade music.

Texas

477. **Curriculum Content, Scope, and Sequence.** Dallas: Dallas Independent School District. Sept. 9, 1959. p. 94-106. \$5.

A general curriculum guide for grades 1 through 12. Lists titles, publishers, and dates of State-adopted textbooks for the general music program and the instrumental music program.

478. **A Curriculum Guide.** Abilene: Abilene Public Schools. 1955.

A series of general curriculum guides for grades 1 through 3 (p. 69-84) and grades 4 through 6 (p. 73-90). Outlines singing, rhythmic, and listening activities for each grade.

479. **Guide.** Houston: Houston Independent School District. 1960.

A series of six general curriculum guides in which elementary school music is discussed on the following pages: first-grade guide, p. 23-24; second-grade guide, p. 25-26; third-grade guide, p. 42-43; fourth-grade guide, p. 42-44; fifth-grade guide, p. 45-46; and sixth-grade guide, p. 47-48. Lists titles of suggested music textbooks.

480. **Tentative Curriculum Guide.** San Angelo: San Angelo Public Schools. 1954-55. p. 41-44.

A general curriculum guide for the third grade. Offers titles, publishers, dates, and brief descriptions of music textbooks. Gives album numbers and brief descriptions of records.

481. **Tentative Curriculum Guide.** San Angelo: San Angelo Public Schools. August 1955. p. 22-25, 56-57, 90-91.

A general curriculum guide. Lists record companies and/or titles, album numbers, and prices of records for grades 4, 5, and 6.

Utah (None)

Vermont (None)

Virgin Islands (None)

Virginia

482. **Course of Study for the Eighth Grade.** Wytheville: Wythe County Schools. 1955. p. 56-57. (rev. ed.)

A general curriculum guide. Presents titles, authors, publishers, and copyright dates of music texts. Lists titles, record companies, album numbers, and prices of suggested records.

483. **Curriculum Guides.** Roanoke: Roanoke City Public Schools. 1951. (Out of print.)

A series of five general curriculum guides in which elementary school music is discussed on the following pages: first-grade guide, p. 137-141; second-grade guide, p. 237-241; third-grade guide, p. 342-347; fourth-grade guide, p. 451-455; and sixth-grade guide, p. 641-645. These guides list titles and publishers of music books, and monthly singing, rhythmic, and listening activities.

Washington

484. **Instructional Materials Catalog.** Newport: Pend Oreille County Schools. 1954-55. p. 9.

A general instructional materials catalog. Includes titles and numbers of filmstrips on music.

485. **Intermediate Instructional Materials Catalog.** Olympia: Thurston County Schools. N.D. p. 2.

A general instructional materials catalog. Lists titles and numbers of filmstrips, and titles and record numbers of records on music.

West Virginia

486. **Audiovisual Catalog: Films, Filmstrips, Records.** Charleston: Kanawha County Schools. Spring 1962. 115 p.

Contains an annotated list of films on music. Indicates the call numbers and performers of

recordings, alphabetically listed by composer. Included also are the titles and numbers of tapes.

487. **Audiovisual Supplement I.** Charleston: Kanawha County Schools. 1963. 8 p.

Lists titles and numbers of recordings. Discusses two films on music and gives their identification numbers and their length in minutes.

Wisconsin

488. **Curriculum Guide for Intermediate Grades.** Milwaukee: Milwaukee Public Schools. September 1957. p. 105-114.

A general curriculum guide. Lists titles of instructional music books for grades 4, 5, and 6.

489. **Curriculum Guide for Kindergarten Primary.** Milwaukee: Milwaukee Public Schools. 1959. p. 94-101.

A general curriculum guide. Presents titles of instructional music books for grades one and two, three and four, and five and six.

490. **Curriculum Guide in Music Education.** Balsam Lake: Polk County Schools. September 1953. (Unpaged.)

A general curriculum guide in music for kindergarten through the eighth grade. Lists titles, authors, and publishers of music book references for teachers and songbooks for children. Outlines singing, listening, and rhythmic experiences for each grade.

491. **Junior High School Guide.** Milwaukee: Milwaukee Public Schools. 1958. p. 79-85.

A general curriculum guide. Discusses objectives, content, procedures, and materials for the music program.

Wyoming (None)

APPENDIX. Subject Index

Note. Guides numbered in boldface deal exclusively with the subject shown. The others listed under a given heading deal with the subject in varying proportions. Some subjects, such as Chorus, are discussed in so many guides that it is not feasible to list all of them under Chorus; such subjects are marked by an asterisk, and only the guides that deal with them almost exclusively are listed under those headings.

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