

1990

An Annotated Bibliography of Music and Musicians in Children's Fiction

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An Annotated Bibliography of Music and Musicians in Children's Fiction

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Abstract

An annotated bibliography of 92 children's fiction books dealing with music: or musicians was compiled. Each book was rated concerning negativity toward music:, sexism, the primary vehicle of music: production, and accuracy of musical facts. Titles were obtained from colleagues, selective and non-selective bibliographic: sources, and browsing and searching card catalogs of seven different libraries. Not included were opera librettos, short story collections, or illustrated songs. Each book was read and analyzed by the researcher. Twenty-three percent of the books showed at least some negativity; forty-eight percent had at least one female main or musical supporting c:hara.c:ter, forty-six percent rated "questionable" or "fantasy" c:oncerning accuracy of musical fact, and twenty-three percent dealt primarily with the string instrument family.

AN ANNOTATED BIBLIOGRAPHY OF MUSIC AND MUSICIANS
IN CHILDREN'S FICTION

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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April 23, 1990

Read and approved by
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Date April 23, 1990

ABSTRACT

An annotated bibliography of 92 children's fiction books dealing with music or musicians was compiled. Each book was rated concerning negativity toward music, sexism, the primary vehicle of music production, and accuracy of musical facts. Titles were obtained from colleagues, selective and non-selective bibliographic sources, and browsing and searching card catalogs of seven different libraries. Not included were opera librettos, short story collections, or illustrated songs. Each book was read and analysed by the researcher. Twenty-three percent of the books showed at least some negativity; forty-eight percent had at least one female main or musical supporting character, forty-six percent rated "questionable" or "fantasy" concerning accuracy of musical fact, and twenty-three percent dealt primarily with the string instrument family.

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Chapter One

INTRODUCTION

Introduction

Since the beginning of mankind, music has been part of the human experience, expressing joys and sorrows. Music represents a basic instinct, playing an important social and cultural part in all civilizations. Primitive people as well as advanced civilizations use the language of organized sounds to communicate various messages, particularly those of special emotional nature. Music and the arts are an essential part of the human experience (Lehman, 1987).

Music is powerful and can be therapeutic. The nonverbal language of music communicates many levels of feelings, emotions, and aesthetic meaning and beauty. It can inspire and enhance, soothe and console, stimulate and arouse, tease and joke, frighten and alarm. "Music exists because it uplifts us. Out of our vegetable bondage we are raised to vibrant life" (Schafer, 1975, p. 20).

Music surrounds us; it pervades our lives. We hear it daily in stores and shopping malls, in our cars and homes, in factories and airports, on the radio and television. It is used for purposes from advertising to agricultural production. There is dinner music, elevator music, church music, barroom music, and parade music. There is country

music, rock music, classical music, mood music, Christmas music, jazz music, and patriotic music. The list could be almost endless.

All humans, regardless of culture, race, or geographic region, have the capacity to communicate through music (Greenberg, 1979). Music adds color and pageantry to life. "Making music affords a means of self-expression, a balance for emotions and a release from tension" (Bierwirth, 1976, p. 94).

Although all human beings have musical ability, it is especially noticeable in young children. They have a natural affinity for music and are persistent music makers (McDonald, 1979). Because of their spontaneous nature and lack of self-consciousness, young children make lively performers and a responsive, enthusiastic audience (Burroughs, 1988). Besides the music classes offered in schools, many children study music privately. As children approach the teen years, music becomes such a part of their lives that many "carry it with them" using the latest tape playing device available to them. With so much music making and music listening, one could expect a reflection in the fiction literature written for children. The focus of this study is to discover children's fiction literature which incorporates a music and/or musician theme.

Purpose and problem statement

An adequate number of children's fiction books that incorporate a music theme appears to be lacking. Books with such a theme are likely to be of interest to many children because of their personal study of music and their active involvement in music activities. Those books that do incorporate music and/or musicians in the theme, setting, or plot may not be cataloged as music because another subject predominates; therefore, retrieval may be inconvenient. A multitude of possible subject headings can be used under which to catalog these books. The purpose of this study is to identify and list 60 or more elementary level books dealing with music and/or musicians, identifying negativism toward music, sexism, the vehicle of music production, and accuracy of musical facts.

This study is not limited by copyright date of the books, but by availability. An annotated bibliography which includes both old and new books can be useful for utilization of a library's current collection as well as possible purchase of new materials. "Classics" that are currently out-of-print may be reprinted from time to time. "One notable plus of a bibliography well peppered with lasting favorites is that small-budget libraries unable to purchase liberally from the publishers' current lists may find their own fairly small collections already contain many treasures" (Burroughs, 1988, p. xxi).

Hypotheses

1. At least 50 percent of the books will show a questionable or negative portrayal of music and/or musicians.
2. At least 50 percent of the books will have a female main character or supporting characters who are female musicians.
3. At least 50 percent of the books will rate as "good" concerning accuracy of musical facts.
4. At least 30 percent of the books will deal primarily with the string instrument family.
5. A bibliography of 60 or more books is possible.

Significance

Aside from the "Words and Music" bibliography by Barbara Elleman published in the September 1, 1987, issue of Booklist, and a chapter in Introducing Children to the Arts by Lea Burroughs, 1988, the researcher knows of no other study of this nature. An annotated bibliography of this type should be of assistance to the school library media specialist in collection development, in planning a learning center, in matching books to readers, and in providing guidance for teachers and students looking for books with a music emphasis.

Definitions

"Fiction" includes ABC and counting books; picture books, some which can also be classified as nonfiction;

books for the beginning reader; music wit and humor books such as riddle, joke, or puzzle books; folktales; fables; fantasy books; mystery and adventure books; science fiction books; and realistic and historical fiction books.

"Children" includes preschool through sixth grade students, including the advanced sixth grade reader.

"Music" as used in this study means "the art of combining and regulating sounds of varying pitch to produce compositions expressive of various ideas and emotions" (Random House College Dictionary, 1980).

"Musician" includes the adult who is skilled in music and especially the child who is actively involved in music study or performance.

"Wind instruments" includes those instruments whose sound is produced by breath, both woodwind and brass instruments, such as recorder, bassoon, flute, clarinet, trumpet, horn, and trombone.

"String instruments" includes instruments whose sound is produced by the vibration of strings by bowing or plucking. String instruments in this study does not include keyboard instruments, but includes instruments, such as violin, cello, bass, harp, banjo, guitar, lute, mandolin, and ukulele.

"Percussion instruments" includes instruments, such as drum, cymbal, tambourine, and timpani, whose sound is produced by striking or shaking. Keyboard type instruments, such as marimba and xylophone, are included

when they are portrayed as part of the percussion section in a performing group.

"Keyboard instruments" include instruments such as electronic keyboard, piano, harpsichord, celesta, organ, and the keyboard percussion instruments mentioned above when portrayed primarily as melodic solo instruments.

"Vocal" refers to music produced by the human voice.

Assumptions

Although the researcher has found a lack of children's fiction books with themes, plots, settings, or characters dealing with or revolving around music and/or musicians, enough can be found to form a useful bibliography. It is also assumed that children benefit from and enjoy reading about storybook characters involved in similar activities as their own or those they aspire toward.

Limitations

The following limitations were set for the purpose of this study:

1. Music and/or musicians played a significant role in the plot, setting, theme, or characters of the story. If the story could be told and not be less effective without the music connection, the role of music and/or musicians was not considered significant.

2. Books telling the libretto of operas were not included.

3. No short story collections were included.

4. Illustrated songs, such as Tomie de Paola's version of Mary Has a Little Lamb, were not included.

For the development of the annotated bibliography, the following limitations were set:

1. Only books that were located and reviewed by the researcher were included in the annotated bibliography.

2. Only fiction items were included with the exception of some picture books, which could possibly be classified as nonfiction or fiction, and musical wit and humor books.

3. Only print materials (books) were included. These books were appropriate for elementary school children -- preschool through sixth grade, including books for the advanced sixth grade reader.

Chapter Two

REVIEW OF LITERATURE

Music in the school curriculum

Most children are intrigued with music from an early age, making it an integral part of their day. They chant, dance, bang out rhythms, and sing simple songs. As they grow older they may listen to pop music, go to concerts, and begin to study music privately or in school. Actively making music not only teaches the elements of music, but it also makes it personal and fun. "Those who play instruments, study voice, or enjoy listening to good music find an extra dimension to their aesthetic growth" (Elleman, 1987, p. 78).

The sooner any performing ability, aptitude, or talent is discovered, the better for the child. The child who has no opportunity to discover his strengths in music will likely have a negative or indifferent attitude toward music. The widest possible experiences in music should be skillfully provided for all children. The personality and expertise of the teacher determine to a large degree the success of these experiences (Bentley, 1975). The school music teacher can help provide experiences which can seldom be duplicated in other areas of public education. There is involvement in the dynamics of group skills, non-verbal

development and abstract thinking, and development of responsibility that comes from carrying one's share in a well-knit group endeavor (Begian, 1970).

There are other advantages of including music in the school curriculum. The physical and rhythmic aspects of music making can encourage development of coordination and grace. For at least some children, there seems to be a positive relationship between music education and academic success. Many feel, however, the most valuable contribution of music education is to affective growth, especially for older elementary and junior high age students as they attempt to find how they relate to the world.

In Your Children Need Music, Marvin Greenberg (1979) explains that the arts are a powerful means of educating our young:

This power is derived from the aesthetic qualities of the arts. These qualities, when focused upon in the musical experience, can do much to educate both the intellect and the affect (feelings, emotions, attitudes, values). In the intellectual area, the musical experience can augment the child's potential to be creative, to develop concepts of music and the world of sound, to express himself verbally and nonverbally, and to solve problems. In the affective area, the musical experience can help develop the child's ability to express what he senses, feels, and thinks through sounds, instruments, his voice, and bodily movement. No one can doubt that the child, when participating in a meaningful musical experience, is engaged in a unifying and dynamic activity. Music, as well as the other art forms, has the capacity to unite the diverse elements of the child's experience to cause a significant, total response. This unity is caused by the emotional-intellectual interrelationships of the

musical experience and how this interplay gives aesthetic meaning and fulfillment to that experience. (p. 9)

The American Music Conference estimates that there are more than 38 million amateur musicians in the United States. In 1975 new musical instruments, accessories, and sheet music sales totaled one billion, 800 million dollars. More than 12 million children receive instrumental music instruction in the schools or on a private basis. In the October 9, 1989, issue of USA Today, Jeff Dionise reported that an American Music Conference survey of 1,313 teen-agers showed that 32 percent "felt better about themselves when they played music," 55 percent of those who had quit music "wish they had stayed with it," and 56 percent who do not know how to play music are "sorry they never learned how" (p. 1D).

The Music Teachers National Association estimates that the U.S. has at least 400,000 music teachers. There are about 74,000 amateur school and community instrumental music organizations. Over 17,800,000 amateur musicians play piano with approximately 5,000,000 currently studying piano. There are 5,700,000 amateur musicians who play console organ, and 10,600,000 who play guitar. Approximately one-third of amateur musicians play at least two instruments (Bierwirth, 1976).

Regardless of these impressive statistics, music educators are increasingly being forced to justify their very existence. In an interview Robert Phillips of the

Indianapolis Symphonic Band stated that he felt the future of the concert band in schools is dead. He expressed what he viewed as a great decline in the last ten years (Weimer, 1989). Although music and the arts are not always considered essential to education, some believe that neglecting them can harm the student and eventually affect the course of civilization.

One excuse for eliminating the arts from the school day is that there is not enough time. Over a three year period John Goodlad gathered data from observations of more than one thousand classrooms at all levels, involving more than 27,000 teachers, parents, and students. One of the conclusions of his study was that schools should become more efficient in the use of their students' time. Goodlad found that an additional two hours each week could be gained simply by observing carefully the beginning and ending times of school days, recesses, and lunch breaks. He calculated the scheduled instructional hours, allocated the number of hours and minutes for each subject, and discovered that each week there were three and a half hours remaining for the arts (Lehman, 1987).

Ernest L. Boyer (1983), President of The Carnegie Foundation for the Advancement of Teaching, reported in High School: A Report on Secondary Education in America on a two-year study of American public high schools which searched for ways to strengthen the academic quality of public schools. A national panel of teachers, principals,

superintendents, university administrators, parents, school board members, and citizen representatives visited schools, reviewed findings, and debated proposals for reform. Among the list of recommendations was "all students study the arts to discover how human beings use nonverbal symbols and communicate not only with words but through music, dance, and the visual arts" (p. 98).

In his report Boyer stated that the arts are not a frill. They transmit the heritage of a people and are the means by which a civilization can be measured. "It is no accident that dictators, who seek to control the minds and hearts of men, suppress not just the written and spoken word, but music, dance, and the visual arts, as well" (p. 97). Boyer's panel concluded that the arts give expression to the profound urgings of the human spirit and validate our feelings in a world that deadens feeling. The skills needed to see clearly, hear acutely, and feel sensitively through the arts are essential for our survival with "civility and joy."

European studies suggest that music education that involves intellectual challenge, not simply idle entertainment, has positive effects on other areas of learning. In 1858 J. Brownlow wrote that although the practice of music was drawn from the regular hours of the school day at the Foundling Hospital, the band-boys were still very successful scholastically. He attributed their

award winning successes to the advantage of music training.
(Bentley, 1975)

The government of Hungary regards "the teaching of singing in the schools as one of the most important branches of general education. . . The aim is to make average musical education available to the broad mass of society, thereby raising its standard, and to apply the training power of music in the teaching of science, classics and aesthetic subjects" (Friss, 1966, p. 135). Not only is class-singing compulsory in all primary schools, the government finances the popular Music Primary Schools which concentrate even more on music, especially the Kodaly method of music instruction.

The results of a Hungarian experiment by Gabor Friss (1966) and Edith S. Molnar, using non-musical comprehension tests, suggested that music education results in performance improvement in intellectual and physical activities of non-musical nature. Factors such as age and social background of the subjects were under careful control. Four classrooms of fifth-year classes from both types of schools were compared, and four seventh-year classes of Music Primary Schools were compared with four eighth-year classes of the ordinary schools.

In this Friss and Molnar study the test subject was a short story. "The short story was analysed in the same way in each type of school, yet pupils in the music school far outdistanced the achievement of ordinary primary school

pupils" (p. 148). The fifth-year classes of the Music School students answered 20.1 percent more questions correctly than the fifth-year classes of the ordinary primary school. Comparing the Music School seventh-year classes with the ordinary primary school eighth-year classes, the music school students answered 17.1 percent more questions correctly. The data were further analyzed considering psychological factors such as capacity to memorize, reasoning capacity, and emotional range.

In the United States there does not seem to be evidence quite so striking as the above study in regard to music education and academic success. However, there are studies showing that taking the time away from other studies does no harm. During the school year 1980-81 Edward J. Kvet (1985) studied sixth grade reading, language, and mathematics achievement between students involved in music activities which removed them from the classroom and those students not studying music. The subjects were over two thousand sixth graders from 26 schools in a "single-sample multivariate matched-pairs design." Kvet concluded that there was no significant difference in the achievement between the subject groups.

In discussing his study Edward J. Kvet suggested that perhaps in light of this and other similar studies the following should be re-examined: (1) Using scheduling problems to justify the elimination of instrumental music instruction. (2) Fears that participation in

instrumental music will lower other grades. (3) Removal of students from the instrumental program in order to improve grades (p. 52).

Current status of music in schools

The status of public school music in the State of Iowa was studied by Dennis Brian Wadsworth (1981) during the school year 1977-78. The principals in each of Iowa's schools were invited to participate in this study. The administration of 516 schools chose to participate, with 86.4 percent of these schools actually returning their forms on time. In this doctoral dissertation Wadsworth found music education to be included in virtually all Iowa schools during the school year 1977-78. The average number of minutes of weekly general music instruction in grades one through six was between 62 and 68 minutes. Wadsworth found band was offered in almost 65 percent of the reporting elementary schools at the sixth grade level, and 40 percent at the fifth grade level. Ninety two percent of the elementary schools rated band as very important, and three-fourths of the elementary schools considered their general vocal music and band programs to be very good or outstanding. Band was found to be offered in 95 percent of the junior and senior high schools, and mixed chorus was offered in 90 percent of the junior and senior high schools.

The National Assessment of Education Progress (1981) has gathered, and continues to gather, information about

levels of education achievement across the United States since 1969. Nearly one million young Americans had been interviewed and tested at the publication time of this assessment report. After the exercises passed extensive reviews, they were administered to probability samples selected so that the results of this assessment could be generalized to the national population of that age level. The attainment of nine-year-olds, thirteen-year-olds, and seventeen-year-olds was surveyed in many subject areas, one being music. The achievement results for the 1978-79 assessment show that around three-fourths of the students at each age level appear to have positive feelings about music. Of the nine-year-olds, 53.4 percent indicated that they play a music instrument, and at age thirteen 47.0 percent indicated that they play a music instrument. Of the nine-year-olds, 36.3 percent indicated that they take music lessons, and at age thirteen, 23.0 percent indicated that they take music lessons. At age nine, 84.4 percent indicated they were being taught music in school that year.

A survey was performed in the spring of 1987 for the Center for Education Statistics, U.S. Department of Education (February, 1988). In this survey data were collected representative of the approximately 15,250 school districts in the United States, stratified by enrollment size. According to this study, Public School District Policies and Practices of Selected Aspects of Arts and Humanities Instruction, the average weekly instruction

times for music in the fifty states and Washington D.C. were 76 minutes in grades one through three and 84 minutes in grades four through six. This constitutes approximately five percent of the total instruction time.

The above district level survey complements state level studies which grew out of the concern that the emphasis on excellence in education has unnecessarily affected the arts in the school curriculum negatively. In the preface to the 1985 study Arts, Education and the States by Smith, Stoner, Isis and Lewis, it was stated that "One cannot know and understand either the past or present without an appreciation of the arts. Neither can one relate intelligently to the culture of others without exposure to the arts of that culture" (U.S. Office of Educational Research and Improvement, 1988, p. 2).

Music in literature

Related to the purpose of this study is a study by George C. Schoolfield (1956) based upon his earlier doctoral dissertation. He studied the development of the musician in German novels written in the 1700's to 1948. To produce a survey of practical size Schoolfield strove to find a balance between the artistically distinguished and the representative. He concluded in his study that literary people have shown an insensitive attitude toward the musician, treating him not as a whole individual but highlighting one aspect of his personality. He also found

that, unfortunately, many authors were not current in their knowledge of the subject of musical developments.

Barbara Elleman (1987) compiled a selective bibliography for Booklist that included picture books, fiction stories, and nonfiction books concerning music. The Carnegie Reading List Fund supported the preparation of this list. The entry for each book included a bibliographic citation and a short annotation. Twenty-three picture books, eleven fiction books, ten information books, and three biographies were included. Copyright dates ranged from 1968 to 1987. The introduction to this bibliography stated that the skillful incorporation into a book of the unique interaction of music and life can have a lasting impact on a child.

Lea Burroughs in Introducing Children to the Arts (1988) covers music and other arts. In the chapter on music, following an introduction that emphasized the values of music, the elements of music, and the expanded role of the library as an avenue of introducing music to children, there is a subdivided bibliography without annotations. The following are the headings used and the number of books listed under each: A Basic Introduction--1, Theory--1, History--13, Instruments--16, Instrument Making--6, Opera--5, Music Production--3, Biography--14, Folk Songs for Children--14, Folk Songs in a Picture-Story Setting--4, Picture Stories and Music--20, and Fiction and Music--8. The copyright dates vary from 1897 to 1985. Other media

were also included along with ideas for workshops that could be held in the library center.

Although reading interests of children many times seem erratic, Leng (1968) states that when selecting fiction, children are most likely to look for central characters whose actions, thoughts, and feelings provide some bond of sympathy, some form of identification. When the themes of books are analyzed, it appears that children are concerned with matters within their own experience and with matters within their foreseeable experience (p. 101). The music theme could be this form of identification for the many elementary aged children who are currently involved in music or for those who are looking forward to the time when they, too, will seriously study music.

If music is part of our heritage and culture, and if music instruction is a beneficial and justifiable part of the school curriculum, and if the study of music is an integral part of the lives of a large percentage of American children, then perhaps a compilation of children's music fiction books would be useful to those interested in this aspect of civilization. A school library media specialist who is aware of the musical interests of a child and who is aware of the musical theme or setting of a particular book is in an excellent position to encourage a new "friendship" between child and book.

Chapter Three

METHODOLOGY

An initial list of possible titles suitable for the purpose of this study was obtained from colleagues of the researcher and from selective and non-selective sources. Most of these sources, which are listed below, were chosen because they contain appropriate subject headings either in the index or in the layout of the publication (see Appendix A for complete bibliographic information).

Booklist.

Burroughs. Introducing Children to the Arts: A Practical Guide for Librarians and Educators.

Horn Book.

Isaacson, Hillegas, and Yaakov, eds. Children's Catalog.

Isaacson, ed. Junior High School Library Catalog.

Lima. A to Zoo: Subject Access to Children's Picture Books.

Polette. E Is for Everybody: A Manual for Bringing Fine Picture Books into the Hands and Hearts of Children.

Monson, ed. Adventuring with Books.

Newman. Girls Are People Too!: A Bibliography of Nontraditional Female Roles in Children's Books.

School Library Journal.

Sutherland. Best in Children's Books: The University of Chicago Guide to Children's Literature, 1973-1978.

Sutherland. The Best in Children's Books: The University of Chicago Guide to Children's Literature, 1979-84.

Wilson and Moss. Books for Children To Read Alone: A Guide for Parents and Librarians.

Winkel, ed. Elementary School Library Collection: A Guide to Books and Other Media.

In addition to the above sources the following sources were used in searching for reviews, grade level recommendations, and book awards: Book Review Index, Bulletin for the Center of Children's Books, Children's Book Review Index, Children's Books in Print 1989-90, Children's Literature Awards and Winners by Dolores Blythe Jones, Kirkus Reviews, and Library Journal (see Appendix A for complete bibliographic information).

The following collections were utilized to obtain copies of the books on the initial list and to browse and search for additional books that might meet the criteria set:

- Ames Public Library, Ames, Iowa
- Eldora Library, Eldora, Iowa
- Gutekunst Public Library, State Center, Iowa
- Hubbard Library, Hubbard, Iowa
- Iowa Falls Public Library, Iowa Falls, Iowa
- Marshalltown Public Library, Marshalltown, Iowa
- University of Northern Iowa Youth Collection, Cedar Falls, Iowa

In searching the card catalogs of the above libraries many subject headings were checked. In most cases the subject headings were followed by the word "Fiction". The following are the major headings under which the researcher anticipated finding appropriate entries, plus additional

subject headings suggested for particular books included in this study's annotated bibliography. The underlined subject headings are those "musical" headings suggested for books found in this study's bibliography.

Accordion, Bagpipers, Bands (Music), Bassoon, Bugle, Choirboy training, Church music, Clarinet, Cornet, Country music, Dance music, Drum, Electronic music, Flute, Instrumental music, Jazz music, Minstrels, Music, Music and literature, Music festivals, Music, Popular, Music--Study & Teaching, Music--Wit and humor, Musical instruments, Musicians, Oboe, Opera, Orchestra, Organ, Organ music, Percussion instruments, Performing arts, Pianists, Piano, Piano performance, Piano music, Piccolo, Recorder, Rhythm and Blues music, Rock music, Saxophone, Singers, String bass, Stringed instruments, Trombone, Trumpet, Tuba, Tuning, Viola, Violin, Violinists, Violoncellist, Violincello, Vocal music, and Wind instruments.

Each book included in the annotated bibliography was located and read by the researcher. To be included in the bibliography each book had to meet the following criteria:

1. Music and/or musicians play a significant role in the story.
2. Using the grade level given in selective or non-selective sources, the book is appropriate for students preschool through advanced sixth grade.

3. The book is classified as fiction with the exception of some picture books, which may be classified as fiction or nonfiction, and music wit and humor books.
4. The following are not included: opera librettos, short story collections, and illustrated songs.
5. The researcher has access to the book.

A complete bibliographic citation was recorded for each book that met the criteria for inclusion into the annotated bibliography. This citation consists of author, title, place of publication, publisher, copyright date, ISBN number (if given), illustrator (if any), number of pages, a reviewing source (if found) with recommended grade level, honors and awards (if any), and possible subject heading(s). Also included for each book is a summary annotation. The table in Appendix C, starting on page 74, contains the following information for each book (see Appendix B for sample Book Worksheet):

1. The portrayal of music/musicians was rated as positive, questionable, or negative as viewed by the researcher.

To earn a positive rating the book must serve as an inspiration for the music student, affect interest in music and musical activities, encourage continuance of music activities, or seek to awaken a deeper appreciation of music. A book receiving a questionable rating contains both positive and negative portrayals, portrays the musician(s) as eccentric, or places undue emphasis on any sacrifice necessary to participate in music activities. A book receiving a negative rating pokes fun at music teachers, activities, or students; downgrades the importance and benefits

of music and music groups; or encourages the rejection of music activities.

2. The sex of the main character(s) and supporting musical character(s) was noted as male, female, both, or none/unknown, as a category in the case of supporting character(s).
3. Miscellaneous information of interest, such as honors bestowed upon the book were noted when known.
4. The primary vehicle, or instrument, of music production (such as wind, string, percussion, keyboard, vocal, or a combination of two or more) was recorded.
5. The accuracy of musical facts as viewed by the researcher was rated as good, fantasy or questionable.

The New Grove Dictionary of Music and Musicians, Macmillan, 1980, or The New Harvard Dictionary of Music, Belknap Press, 1986, was used to research questions the researcher had concerning music facts. Books which did not attempt to portray an accuracy of musical fact were classified as fantasy. Included in this category were books using personification, magical powers of instruments, and other forms of unrealism.

The annotated bibliography prepared for this study is presented in two lists alphabetized by author's last name. One list includes picture books and easy readers, and the other list contains the books for the older readers. Titles within a series are treated individually.

Chapter Four

ANNOTATED BIBLIOGRAPHY

The following bibliography includes 92 fiction books for elementary level children. Each book met the criteria for inclusion in this study as set by the researcher. The citations and summaries are arranged in two categories alphabetically by author. There are 51 books in the "picture books and easy readers" category and 41 books in the "books for older readers" category. Each entry contains a summary and a complete citation given in the following order: author(s), title, place of publication, copyright date, ISBN number (if given), illustrator (if any), the recommended grade level and a reviewing source (if found), honors and awards (if any), and possible subject heading(s). Subject headings were taken from those given in the book itself and those given in selective or non-selective sources.

See Appendix C for the book characteristics table. Each book was rated on its portrayal of music/musicians, the sex of the main character(s), the supporting musical character(s), primary vehicle of music production, and accuracy of musical facts. The books are arranged on the table in the same order as in the annotated bibliography.

Picture Books and Easy Readers

Ambrus, Victor. Mishka. New York: Frederick Warne, 1975. ISBN 0-7232-6150-4. Illustrated by Victor Ambrus. 24p. (Gr. K-2, Sutherland. The Best in Children's Books 1979-84) 1975 Kate Greenaway Medal. Circus--Fiction

After eight-year-old Mishka learns how to play "The Blue Danube" on the fiddle, he sets out to find fame. When he comes to a circus, he is rejected as a fiddler but is given the job of the odd-job man. Things did not go well until the day Mishka takes the elephant trainer's place. Standing upside down on the elephant's head, he plays his fiddle and soon becomes the star of the circus.

Baer, Gene. Thump, Thump, Rat-a-Tat-Tat. New York: Harper & Row, 1989. ISBN 0-06-020362-5. Illustrated by Lois Ehlert. 32p. (Ps-K, Booklist) Bands (Music)--Fiction; Sound--Fiction

In the distance is a school bus for the brightly dressed marching band, and one can just barely see and hear the many band members marching with their instruments and flags. Louder and louder they sound as they get nearer. Soon it is as loud as thunder, but then the sound gets softer after they pass by. Soon they are as small as ants and as soft as crickets, just as they were in the beginning.

Berson, Harold. Henry Possum. New York: Crown Publishers, 1973. ISBN 0-517-50297-6. Illustrated by Harold Berson. 32p. (Ps-2, Booklist) Opossums--Stories

Henry has trouble learning the lessons his mother is trying to teach because he is busy humming and enjoying nature around him. When he falls off his mother's back and finds himself all alone, he meets a magpie who gives him a flute. Many animals help Henry learn how to play the flute as he looks for his mother. Finally the raccoon advises him to stay in one place playing the flute, and soon his mother will come to see who is making the music--and she does.

Bryan, Ashley. The Cat's Purr. New York: Atheneum, 1985. ISBN 0-689-31086-2. Illustrated by Ashley Bryan. 42p. (Gr. K-2, Bulletin for the Center of Children's Books) Folklore--Africa; Cats--Fiction

Cat and Rat live next to each other and work together as friends. One day Cat receives a special small drum that is played by stroking and is to allow no one else to play on it. When Rat hears the beautiful sound of the drum, he wants to play it himself, so he resorts to lying and trickery. Discovered and trapped, Rat plunges the drum into Cat's mouth. Cat now carries his drum safely within, and if you are kind, he may let you play his drum.

Buffett, Jimmy and Savannah Jane Buffett. The Jolly Mon. New York: Harcourt Brace Jovanovich, 1988. ISBN 0-15-240530-5. Illustrated by Lambert Davis. 32p. (Gr. K-2, Booklist) Fairy tales; Caribbean Area--Fiction

When the fishermen on the island called Bananaland sing, the fish jump out of the sea into their frying pans. The fisherman with the sweetest voice is Jolly Mon. After Jolly Mon finds a magic guitar, he goes to lands near and far spreading music and joy to all the people. One day he learns that the people on Bananaland need him. On his trip home he is tricked and captured by pirates who throw him into the sea. A dolphin saves him and takes him home where he becomes the new King.

Bunting, Eve. The Traveling Men of Ballycoo. San Diego: Harcourt Brace Jovanovich, 1983. ISBN 0-15-289792-5. Illustrated by Kaethe Zemach. 30p. (Gr. 1-3, Booklist) Musicians--Fiction

Cathal, Sean, and Jimmy O'Malley are great traveling men who take their songs, music, and joy wherever they go. Many years go by, and they find they need a donkey to carry Sean, and then Cathal, also. It gets harder and harder to move on, so they decide they will just have to settle down. They continue to make music together at home but something is missing until they invite people to come to their house to enjoy the music each night.

Carlson, Nancy. Loudmouth George and the Cornet. Minneapolis: Carolrhoda Books, 1983. ISBN 0-87614-214-5. Illustrated by Nancy Carlson. 30p. (Gr. K-3, Booklist) Rabbits--Fiction; Cornet--Fiction; Band (Music)--Fiction

George is very excited when he receives a new, shiny cornet for his birthday. After he plays it every day for a week, he is convinced that he is really good. He wants to join the band, but does not see any need for lessons since he is already so good. He plays so horribly that finally the band director is forced to ask him to quit band. His family is saddened when he decides to take up the tuba next!

DeFelice, Cynthia C. The Dancing Skeleton. New York: Macmillan, 1989. ISBN 0-02-726452-1. Illustrated by Robert Andrew Parker. 32p. (Gr. K-3, Bulletin for the Center of Children's Books) Folklore--United States

Aaron Kelly was so mean and ornery that everyone, including his wife, was glad when he died. But Aaron would not stay in his grave. When the best fiddler in town comes to call on Aaron's widow, Aaron asks him to play his fiddle. Aaron dances and dances until he is nothing but a pile of bones on the floor, but the head still talks, finally frightening the fiddler away. The widow puts the bones into the coffin where they belong, and this time they stay.

Dewey, Ariane. Dorin and the Dragon. New York: Greenwillow Books, 1982. ISBN 0-688-00911-5. Illustrated by Ariane Dewey. 33p. (K-2, Kirkus Reviews) Fairy tales; Folklore--Greece

Dorin is banished from his father's kingdom when he tells the dream where his father is his servant. In his wanderings Dorin comes upon the castle of a huge blind dragon. In the castle he discovers a magic flute that can make everything dance. When the evil dryads try to capture Dorin, he plays the flute making them dance until he is able to tie them to a tree by their hair and learn from them how he can cure the dragon's blindness.

Ets, Marie Hall. In the Forest. New York: Viking Press, 1944/1972. ISBN 0-670-39687-7. Illustrated by Marie

Hall Ets. 37p. (Ps-2, Elementary School Library Collection) Caldecott Honor Book--1945.
Animals--Fiction

The little boy, with a new horn and a paper hat, is going for a walk in the forest. When a big, wild lion hears the horn, he comes along, too. Soon other animals join, and there is a regular parade. After a picnic they all play games. During the game of hide-and-seek, the little boy's dad comes hunting for his little boy. As the little boy gets a piggy back ride home, he calls to the animals that he will hunt for them again another day.

Fleischman, Paul. Rondo in C. New York: Harper & Row, 1988. ISBN 0-06-021857-6. Illustrated by Janet Wentworth. 29p. (Ps-1, Horn Book)
Piano--Performance--Fiction; Stories in rhyme

During a recital a young girl plays Beethoven's "Rondo in C." Different members of the audience picture different things in their minds, such as geese flying south, evenings at Mama's, thunder and lightning, snow swirling around a street light, and playing this same piece for a piano teacher long ago.

Flora, James. The Great Green Turkey Creek Monster. New York: Atheneum, 1979. ISBN 0-689-50060-2. Illustrated by James Flora. 30p. (Ps-1, Kirkus Reviews) Colorado Children's 1979. Humorous stories

The seed store was sent the wrong kind of seeds. Last Tuesday morning a monster with leafy arms began creeping out of the store windows and chimney. It turns out to be a Great Green Hooligan Vine that grows for six whole days. Soon the entire town is full of this fun loving, trick-playing vine except for Argie's house. The vine does not like Argie's trombone playing. With the help of a parade of trombone players, the vine is finally returned to its little box.

Freeman, Lydia and Don. Pet of the Met. New York: Viking, 1953. Illustrated by Lydia and Don Freeman. 63p. (Gr. 1-2, Elementary School Library Collection) Spring Book Festival (ages 4-8) 1953. Opera--Fiction;

Mice--Fiction; Cats--Fiction; Metropolitan Opera House, New York (N.Y.)--Fiction

Maestro Petrini, a white mouse, lives in the attic of the Metropolitan Opera House with his wife and three children. Maestra Petrini loves music and works as a page turner for the Prompter. Mefisto the cat also lives in the opera house but hates music. His job is to rid the place of mice. During a performance of "The Magic Flute" Maestro Petrini, carried away by the music, begins dancing on stage. Mefisto chases him, but just in time comes under the spell of the music, also.

Friesel, Uwe. Tim, the Peacemaker. New York: Scroll Press, 1971. ISBN 0-87592-052-7. Illustrated by Jozef Wilkon. 21p. (Ps-3, Children's Books in Print 1988-89) Musicians--Fiction

Tim is a little man who has a magic flute named Tiralee. Everywhere Tim and Tiralee go, people and animals stop whatever they are doing and listen to the beautiful music. Over and over Tim gets in trouble or causes problems until one day they come close to a war. When they hear Tiralee, the soldiers drop their weapons, make flutes of their own, and play music all the way home.

Greene, Carol. Hinny Winny Bunco. New York: Harper & Row, 1982. ISBN 0-06-022129-1. Illustrated by Jeanette Winter. 63p. (Gr. 2-4, Booklist) Musicians--Fiction; Farm life--fiction

Hinny Winny Bunco lives with his crabby big brother who makes him do all the work on the farm. Life is miserable until a shabby old man gives him a fiddle and tells him to make music to help him be happy. It really worked, and one day Hinny Winny Bunco even plays for the king who is very sick.

Griffith, Helen V. Georgia Music. New York: Greenwillow Books, 1986. ISBN 0-688-06062-2. Illustrated by James Stevenson. 24p. (Gr. 3-6, Elementary School Library Collection) Boston Globe Horn Book (fiction honor) 1987. Grandfathers--Fiction; Music--Fiction; Nature--Fiction; Old age--Fiction

A little girl spends the summer with her grandfather in Georgia. They have a good time, working and making music together. The next summer Grandfather is so sick that the girl and her mother must bring him home with them to Baltimore. This makes Granddaddy sad until the girl learns to play his old mouth organ, playing his songs and making the sounds of a Georgia summer.

Grimm, Brothers. The Traveling Musicians. New York: Harcourt, Brace, 1944/1955. Illustrated by Hans Fischer. 27p. (Ps-3, Booklist) Animals--Fiction; Folklore--Germany

A donkey, a dog, a cat, and a cock all face certain death from their various masters. Each one runs away, and together they decide to go to the big city to join the town band. On the way they find a house where a gang of robbers live. The animals easily frighten the robbers away and decide to stay at the house instead of going on to the city. They may still be there today.

Haseley, Dennis. The Old Banjo. New York: Macmillan, 1983. ISBN 0-02-743100-2. Illustrated by Stephen Gammell. 32p. (Gr. 1-4, Booklist) Musical instruments--Fiction; Farm life--Fiction

There is much work to be done on the farm for the boy and his father. In the attic an old banjo remembers former musical evenings and gives a little pluck. The violin in the shed and the piano in the barn hear, and they both add a tiny bit of sound. Next the trombone and trumpet start to blow, and the farmer boy smiles. Soon the farmer and his son find all the instruments, and the music weaves through their hearts and up through the very stars.

Hill, Donna. Ms Glee Was Waiting. New York: Atheneum, 1978. ISBN 0-689-30618-0. Illustrated by Diane Dawson. 32p. (Gr. K-3, School Library Journal) Music--Study and teaching--Fiction

Laura is late for her piano lesson. She has one problem after another trying to get from her house to Ms Glee's house, which is just across the bridge. She attempts many different modes of transportation, but nothing seems to work out. The strap on her roller

skate breaks, the tire on the bike she borrows goes flat, the cab runs out of gas, the train derails, the tugboat sinks, and so on. Finally she calls Ms Glee on the telephone and explains why she could not make it to her lesson.

Hoban, Lillian. Harry's Song. New York: Greenwillow Books, 1980. ISBN 0-688-84220-8. Illustrated by Lillian Hoban. 28p. (K-2, Bulletin of the Center for Children's Books) Junior Literary Guild selection outstanding book for boys and girls. Rabbits--Fiction

Winter is coming and all the animals are getting prepared, except Harry. Harry is sitting on a rock singing and singing. Many animals stop and give him advice as to what he should do to prepare for the cold days ahead, but Harry does not seem to listen. Finally Harry hops down the hill to the den where his mother and brothers are waiting. He brings them the song of a perfect summer day to help carry them through the winter.

Hoban, Russell. Emmet Otter's Jug-Band Christmas. New York: Parents' Magazine Press, 1971. ISBN 0-8193-0405-0. Illustrated by Lillian Hoban. 41p. (Gr. K-3, Booklist) Lewis Carroll Shelf 1972. Christopher (ages 4-8) 1972. Christmas--Fiction; Otters--Fiction

It has been a very hard year, but both Emmet Otter and his mother want to give each other a nice gift for Christmas. When they hear about the talent show prize money, they both secretly decide to risk something valuable in order to enter. Neither wins, but somehow they do not feel too badly. As Ma and Emmet's group are singing on the way home, they are overheard, and given a wonderful steady performing job.

Hurd, Thacher. Axle the Freeway Cat. New York: Harper & Row, 1981. ISBN 0-06-022698-6. Illustrated by Thacher Hurd. 32p. (K-2, Booklist) Cats--Fiction; Express highways--Fiction

Axle lives under the freeway overpass in an abandoned car and works for the Department of Highways as a litter collector. It is a lonely life. In the evenings Axle enjoys playing his harmonica, but everybody is too busy driving to listen. One day

there is a traffic jam caused by a little cat. Axle helps fix her car and invites her to his place for supper. Afterwards they make music together on the auto horn and harmonica.

Hurd, Thacher. Mama Don't Allow. New York: Harper & Row, 1984. ISBN 0-06-022689-7. Illustrated by Thacher Hurd. 37p. (Gr. K-3, Elementary School Library Collection) 1985 Boston Globe-Horn Book Award--Illustration. Bands (Music)--Fiction; Musicians--Fiction; Alligators--Fiction; Swamps--Fiction

Miles' mother asks him to practice his new saxophone outside, but the neighbors can't stand the racket either. Soon after a drummer, a guitarist, a trumpet player, and Miles form the Swamp Band, the whole town tells them to go play in the swamp. At the swamp the alligators love them and ask them to play for the alligator ball. Everything goes wonderfully until the Swamp Band discover they are on the menu. Some quick thinking and a lullaby save their lives.

Isadora, Rachel. Ben's Trumpet. New York: Greenwillow Books, 1979. ISBN 0-688-80194-3. Illustrated by Rachel Isadora. 30p. (Gr. K-3, Sutherland. The Best in Children's Books 1979-84) Boston Globe Horn Book (illustration honor) 1979. 1980 Caldecott Honor Book. Musicians--Fiction; Afro-Americans--Fiction

Ben loves to watch and listen to the musicians at the Zig Zag Jazz Club. He pretends he can play the trumpet, but kids make fun of him. When the trumpeter from the jazz band sees Ben no longer happily pretending to play the trumpet, he invites him in and shows him how to play on a real trumpet.

Johnston, Tony. Pages of Music. New York: G. P. Putnam, 1988. ISBN 0-399-21436-4. Illustrated by Tomie de Paola. 30p. (K-3, Booklist) Music--Fiction; Christmas--Fiction; Sardinia--Fiction

As a young boy, Paola visited the poor island of Sardinia with his mother. The shepherds of the island were very kind. When Paola grew up, he became a famous composer. One Christmas morning he surprised the inhabitants of Sardinia by bringing his entire

symphony orchestra to play for them as a repayment for their earlier kindness.

Kellogg, Steven. Ralph's Secret Weapon. New York: E. P. Dutton, 1983. ISBN 0-8037-7087-1. Illustrated by Steven Kellogg. 24p. (Gr. K-2, Sutherland. The Best in Children's Books 1979-84) Humorous stories; Sea monster--Fiction

After third grade Ralph goes to spend his vacation with his eccentric Aunt Georgiana. She greets him with an awful banana-spinach cream cake and a bassoon that he is expected to learn to play. The only things charmed by Ralph's terrible bassoon playing are snakes and a monstrous sea serpent.

Komaiko, Leah. I Like the Music. New York: Harper & Row, 1987. ISBN 0-06-023272-2. Illustrated by Barbara Westman. 32p. (Ps-3, Booklist) Music--Fiction; Stories in rhyme

The little girl does not like the music in the concert hall, but she likes the music in the street. When Grandma insists on taking her to the symphony, the little girl is ready to run away until she learns the orchestra will be playing in the park after dark. At the concert the little girl is thrilled, and Grandma is proud when the conductor asks her to assist him with the conducting.

Kuskin, Karla. The Philharmonic Gets Dressed. New York: Harper & Row, 1982. ISBN 0-06-023623-X. Illustrated by Marc Simont. 48p. (Gr. K-3, Elementary School Library Collection) New York Times Outstanding Books 1982. Clothing and dress--Fiction; Orchestra--Fiction

It is Friday, almost Friday night, and time for a certain group of 105 people to get ready to go to work. They wash, they dry, they put on their underwear, they put on black and white clothes, they put on warm coats, most of them pick up a case, and they take some form of transportation to the middle of the city. Soon 104 walk onto a big stage, then the last one walks onto the stage and they all begin to make music, beautiful music.

Levitin, Sonia. A Sound To Remember. New York: Harcourt Brace Jovanovich, 1979. ISBN 0-15-277248-0. Illustrated by Gabriel Lisowski. 30p. (Gr. 1-3, Booklist) Jews--Rites and ceremonies--Fiction

Jacov is a fine boy, but because he is clumsy and stutters, he is ridiculed by young and old. When the rabbi chooses Jacov to blow the shofar on Rosh Hashanah, the people are shocked. When the time comes to blow the shofar, Jacov becomes very nervous and is scarcely able to make a sound. He is so ashamed. The rabbi comforts Jacov and secretly secures a second shofar to play with Jacov on Yom Kippur. The harmony of the two make a brilliant sound for all to remember.

Lionni, Leo. Geraldine, the Music Mouse. New York: Pantheon Books, 1979. ISBN 0-394-94238-8. Illustrated by Leo Lionni. 29p. (Ps-3, Elementary School Library Collection) Music--Fiction; Mice--Fiction

Geraldine discovers a hugh piece of delicious Parmesan cheese and, with help from her friends, she is able to carry it to her hideout. After sharing it and nibbling it herself, she discovers a cheese statue of a mouse playing a flute. At night it plays beautiful music. Later when Geraldine's friends need something to eat, Geraldine discovers that now the music is within her.

Lobel, Anita. The Troll Music. New York: Harper & Row, 1966. ISBN 0-06-023930-1. Illustrated by Anita Lobel. 32p. (Gr. 1-3, Children's Catalog) Musicians--Fiction; Fairy tales

There once was a group of musicians who played beautiful music for people wherever they went. One night as they are sleeping, a troll wants them to play music for him but is unable to waken them. He becomes so angry he casts a spell over the instruments to cause them to make animal sounds instead of music. With the help of some animals and Mrs. Troll, the musicians are able to make gifts and convince the troll to reverse the spell.

McGovern, Ann. Mr. Skinner's Skinny House. New York: Four Winds Press, 1980. ISBN 0-590-07620-5.

Illustrated by Mort Gerberg. 48p. (Ps-2, School Library Journal) Dwellings--Ficition

Mr. Skinner, a skinny man, loves his very narrow house but he is lonely even with his oboe and his pets, a thin snake and a long dog. He invites his cousin, then his aunt, then his good actor friend, and finally a rock group to share his house, but none of them work out. Mr. Skinner decides he will just have to sell the house, but then he runs into a very skinny lady who soon becomes his wife, and they make music together in the very narrow house.

McMillan, Bruce. The Alphabet Symphony: An ABC Book. New York: Greenwillow Books, 1977. ISBN 0-688-84112-0. Photographs by Bruce McMillan. 32p. (Gr. K-3, School Library Journal) Alphabet books; Musical instruments

If one looks closely at the photographs taken of the Portland Symphony Orchestra, one can find each letter of the alphabet. The letter D is the top portion of a trombone, E is the three french horn levers, J is the bell portion of a bass clarinet, and so on. All it takes is a little imagination.

Maiorano, Robert. A Little Interlude. New York: Coward, McCann & Geoghegan, 1980. ISBN 0-698-20496-4. Illustrated by Rachel Isadora. 32p. (Gr. K-2, Sutherland. The Best in Children's Books 1979-84) 1989 American Institute of Graphic Arts Book Show. Musicians--Fiction

Bobby is going to dance in a big theater with a famous ballet company tonight. Before getting dressed he goes to the stage to see who is playing the piano. The man shows Bobby how to play some things on the piano, and Bobby shows the man a few dance steps. Soon it is time for the man to get to work on the stage crew and for Bobby to get ready for the performance.

Marzollo, Jean and Claudio. Robin of Bray. New York: Dial Press, 1982. ISBN 0-8037-7332-3. Illustrated by Diane Stanley. 56p. (Easy-To-Read, Kirkus Reviews) Trolls--Fiction; Fairy tales

Robin lives in the Land of Bray. He watches sheep, but he would rather be a magician. When he is

captured by the smelly Troll King, he finds the princess who was kidnapped by a wicked troll. They find a gold wand that makes music only when Robin waves it. The trolls cannot stand the music so the pair are able to escape. When they get to the palace, they happily discover that Robin is the princess's long lost brother.

Nygren, Tord. Fiddler and His Brothers. New York: William Morrow, 1986 (1987--English translation). ISBN 0-688-07146-5. Illustrated by Tord Nygren. 29p. (K-3, School Library Journal) Fairy tales

It is time for Fiddler and his two older brothers to go out into the world to seek their fortunes. The two brothers are very jealous of Fiddler because he can play the violin like an angel. Even after all three are equally employed in the service of a king, the two jealous brothers try to get rid of Fiddler. Each attempt only works for Fiddler's favor, who is soon married to the beautiful princess.

Otsuka, Yuzo. Suhu and the White Horse. New York: Viking Press, 1981. ISBN 0-670-68149-0. Illustrated by Suekichi Akaba. 48p. (Gr. K-3, Booklist) Art Books for Children 1976, 1977, 1978. Folklore--Mongolia

As Suhu cares for an abandoned newborn colt, he loves it more and more. One day they enter a race with the prize being the offer of the governor's daughter for one's bride. Suhu and his horse win the race, but instead of receiving the prize Suhu is beaten almost to death, and the horse is taken from him. The horse escapes but dies shortly afterwards. In a dream the horse tells Suhu not to mourn but to make a beautiful musical instrument out of his body parts.

Schick, Eleanor. A Piano for Julie. New York: Greenwillow Books, 1984. ISBN 0-688-01819-X. Illustrated by Eleanor Schick. 32p. (Gr. 1-3, Booklist) Piano--Fiction

Julie loves to listen to her Daddy play the piano when they visit Grandma. She wants to learn how to make those magic sounds and is continually promised that someday they will get a piano. One night she hears her parents talking about getting a piano, and Daddy starts looking for one. Finally the right one is

found, the furniture is moved, and the piano movers come. Right away Daddy teaches Julie how to play "Twinkle, Twinkle, Little Star."

Seeger, Pete. Abiyoyo. New York: Macmillan, 1986. ISBN 0-02-781490-4. Illustrated by Michael Hays. 45p. (Gr. K-3, School Library Journal) Redbook 1986. Magicians--Fiction; Giants--Fiction

The people do not like the little boy's ukelele playing or his father's disappearing tricks. One morning a huge giant, Abiyoyo, comes over the hill, shaking the ground and eating animals whole. The people are terrified, but the little boy begins to sing and play his ukelele. The giant dances until he falls down. Once he falls down, the father is able to do his magic trick and make the giant disappear. Now the little boy and his father are heroes in the town.

Sewall, Marcia. The Cobbler's Song. New York: E. P. Dutton, 1982. ISBN 0-525-44005-4. Illustrated by Marcia Sewall. 29p. (Gr. 1-3, School Library Journal) Folklore; Shoemakers--Fiction

A rich, unhappy man lives the floor above a poor but happy cobbler who works hard to make enough money for his family. The cobbler sings as he works and this bothers the rich man, especially at night. He gives the cobbler a purse of gold pieces in hopes that he will worry and stop singing. The cobbler does begin to worry. He no longer sings and is an unhappy grouch. Finally on the advice of his wife, he returns the gold, for he can live without the money, but he cannot live without his song.

Shannon, George. Lizard's Song. New York: Greenwillow Books, 1981. ISBN 0-688-84310-7. Illustrated by Jose Aruego and Ariane Dewey. 32p. (Ps-K, Kirkus Reviews) Bears--Fiction; Lizards--Fiction

Lizard loves living on a big flat rock. One day Bear hears him singing a happy song about his home and asks Lizard to teach it to him. Bear learns it only to forget, needing to relearn it again and again. When finally Lizard changes the words to tell about Bear's home, Bear is able to remember the song.

Stadler, John. Hector, The Accordion-nosed Dog. Scarsdale, NY: Bradbury Press, 1983. ISBN 0-02-786680-7. Illustrated by John Stadler. 27p. (Gr. K-3, Sutherland. The Best in Children's Books 1979-84) Dogs--Fiction; Accordion--Fiction

Hector, a very talented dog, graduates from school with the highest honor for pointing, wins eleven gold medals in the Olympic Games, makes TV commercials and a movie, and moves into a spacious townhouse. One day when he is showing off, he runs smack into a wall. He lives, but his nose has turned into an accordion. Hector is severely depressed, but after he discovers he can play beautiful music, he falls in love with an opera singer, and they move to the mountains.

Stecher, Miriam B. Max, the Music-Maker. New York: Lothrop, Lee & Shepard Books, 1980. ISBN 0-688-51958-X. Photographs by Alice S. Kandell. 24p. (Ps-1, Booklist) New York Academy of Sciences (younger honor) 1981. Music--Fiction

Max finds many interesting musical sounds indoors and out. Sometimes he makes his own music by tapping, shaking, banging, tooting, and singing.

Steiner, Charlotte. Kiki Loves Music. Garden City, NY: Doubleday, 1954. Illustrated by Charlotte Steiner. 28p. (Ps-1, Booklist) Musician--Fiction

Kiki loves the music of the church bells, the little bird, and the whistling teakettle. She enjoys making her own music by whistling, banging, and blowing on her toy horn, but Daddy thinks that all that is just noise. Together they go to a music store and pick out a piano for Kiki. It takes a lot of hard work, but Kiki learns to play "Happy Birthday" in time for Daddy's birthday.

Thomas, Ianthe. Willie Blows a Mean Horn. New York: Harper & Row, 1981. ISBN 0-06-026107-2. Illustrated by Ann Toulmin-Rothe. 22p. (Gr. K-2, Elementary School Library Collection) Fathers and son--Fiction; Musicians--Fiction

Everyone loves to hear Willie the Jazz King Hawk play his golden horn, but no one loves it more than his

young son. His son sits in his special seat waiting for Willie. After the performance he goes backstage to wipe the sweat from his daddy's face, play on his daddy's horn, and then carefully put the horn to sleep in a bed of velvet. Willie tells him that someday he will play a lullaby to the wind, too.

Titus, Eve. Anatole and the Piano. New York: McGraw-Hill, 1966. Illustrated by Paul Galdone. 32p. (Gr. K-2, Horn Book) Mice--Fiction

Anatole, the famous Cheese Taster at the Duval Factory, is a fine musician. He conducts the Mouse Symphony Orchestra near Paris, and at night he loves playing the wonderful miniature piano at the museum. When Anatole saves an important performance by removing a broken string of pearls from the inside of a piano, he is rewarded with the gift of the miniature piano to have as his very own.

Titus, Eve. Anatole and the Pied Piper. New York: McGraw-Hill, 1979. ISBN 0-07-0064897-2. Illustrated by Paul Galdone. 32p. (Gr. K-3, Sutherland. The Best in Children's Books 1979-84) Mice--Fiction

When twenty-four schoolmice go on a picnic with Doucette, Anatole's wife, Grissac, a heartless flutist and composer, lures the little mice away and captures them by playing his flute. With the help of the pigeons of Paris and many, many mice, Anatole is able to rescue the schoolmice and in the process Grissac changes from heartless to compassionate to all animals, great and small.

Vincent, Gabrielle. Bravo, Ernest and Celestine! New York: Greenwillow Books, 1981. ISBN 0-688-00858-5. Illustrated by Gabrielle Vincent. 25p. (Gr. K-2, Sutherland. The Best in Children's Books 1979-84) Bears--Fiction; Mice--Fiction; Musicians--Fiction; Money--Fiction

The roof is leaking, and there is not enough money to fix it before winter. One night Celestine goes to the attic, finds Ernest's violin, and coaxes him to practice. They become street musicians without success until Celestine sings while Ernest plays. They spend all the money on food and gifts for each

other, but are not worried because they will go out again tomorrow.

Walter, Mildred Pitts. Ty's One-man Band. New York: Four Winds Press, 1980. ISBN 0-590-07580-2. Illustrated by Margot Tomes. 37p. (Ps-2, Booklist) Music--Fiction

One hot day when Ty is at the pond, Andro, a man with a peg leg, comes to the pond, washes, eats, washes his dishes, juggles, and plays rhythms with his spoon and cup. He sends Ty home to get a washboard, comb, two wooden spoons, and a tin pail, telling him that at sundown he will come to town and make music. No one believes Ty about Andro until they hear the beautiful music. Soon the street is full of people dancing and enjoying music as Andro slips away in the darkness.

Williams, Vera B. Music, Music for Everyone. New York: Greenwillow Books, 1984. ISBN 0-688-02604-4. Illustrated by Vera B. Williams. 32p. (Ps-3, Elementary School Library Collection) Sequel to A Chair for My Mother & Something Special for Me. Jane Addams (honor) 1984. Family life--Fiction; Bands (Music)--Fiction; Grandmothers--Fiction

Rosa's grandmother is sick. The big chair is often empty; the big money jar is empty, too. Rosa and her friends start the Oak Street Band to play for neighborhood parties in order to earn money to help fill the money jar that has been emptied because of Grandma's illness.

Wolkstein, Diane. The Banza. New York: Dial Press, 1981. ISBN 0-8037-0429-1. Illustrated by Mark Brown. 31p. (Ps-3, School Library Journal) Folklore--Haiti

Teegra, a little tiger, and Cabree, a little goat, run into the same cave during a thunderstorm. After the storm they are lost, so they decide to be friends. They play, walk, sleep, and eat together until one day Teegra finds his family. The next morning Teegra brings Cabree a special gift for protection, a little banjo called a banza. Cabree enjoys playing tunes on the beautiful banza. Before long Cabree is forced to use it for protection from ten frightening tigers.

Books for Older Readers

Aiken, Joan. The Moon's Revenge. New York: Alfred A Knopf, 1987. ISBN 0-394-99380-2. Illustrated by Alan Lee. 28p. (Gr. 3-5, Booklist) Moon--Fiction; Wishes--Fiction; Musicians--Fiction

Long ago there lived a boy called Seppy. Voices from an empty house told him that to become the country's best fiddler, he must throw seven shoes at the moon. The moon, angry about the dirty shoe marks, takes revenge. Sep must go barefoot for seven years, his sister will not speak until the shoes are returned to the clock, and his family will be in great danger from a dreadful beast. Sep plays his fiddle for the beast until it shrinks and vanishes, leaving behind seven shoes.

Alexander, Lloyd. The Marvelous Misadventures of Sebastian. New York: E. P. Dutton, 1970. ISBN 0-525-34739-9. 204p. (Gr. 4 up, Children's Catalog) 1971 National Book Award in Children's Books. Violinists--Fiction; Fantasy

After Sebastian unfairly loses his position as fiddler for a Baron, he has many adventures as he travels in pursuit of another position. He breaks his fiddle while rescuing a stray cat from torture, he plays the part of a clown, and he nearly loses his life trying to help a princess.

Alexander, Lloyd. The Truthful Harp. New York: Holt, Rinehart and Winston, 1967. Illustrated by Evaline Ness. 29p. (Gr. 3-4, Center for Children's Books Bulletin) Fairytales

Fflewddur Fflam is the kindly king of the Land of Prydain. His secret wish is to be a bard. When he goes before the High Council of Bards to be ranked among their number, he totally fails. The Chief Bard takes pity on the king and gives him a special harp. Fflewddur is delighted at first, but soon the strings start breaking. It is not until he returns to the Chief Bard that he realizes that the strings break everytime he tells a mistruth.

Angell, Judie. The Buffalo Nickel Blues Band. Scarsdale, NY: Bradbury Press, 1982. ISBN 0-87888-195-6. 183p. (Gr. 6-8, Booklist) Rhythm and Blues music--Fiction; Musicians--Fiction

Eddie (keyboard), Ivy (drums), and Georgie (guitar) have been together since sixth grade. Now they are in seventh grade, have added Shelby (trumpet) and Reese (bass) to their group, and even have a manager! They are good and have no trouble getting bookings, until Shelby's father sees them at one of their performances. That is the beginning of the end.

Arden, William. Hot Wheels. New York: Alfred A. Knopf, 1989. ISBN 0-394-89959-8. 139p. (Gr. 5-8, School Library Journal) The 3 investigators - Crimebusters - #1 in series. Mystery and detective stories; Bands (Music)--Fiction

Pete, Jupiter, and Bob, the Three Investigators, are on spring break when Jupiter's cousin, Ty, from New York shows up, followed by a couple of detectives. Ty is arrested for car theft, but the Three Investigators are almost sure he is innocent. The trail for the real and very dangerous thieves leads to a not so good La Bamba band, their booking agency, and a garage with a secret "chop shop."

Browning, Robert. The Pied Piper of Hamelin. New York: Lothrop, 1986. ISBN 0-688-03810-7. Illustrated by Anatoly Ivanov. 32p. (Gr. 1-4, Booklist) Folklore--Germany--Poetry; Pied Piper of Hamelin (Legendary character)--Poetry; Hamelin (Germany)--History--Poetry; English poetry

The people of Hamelin are very angry with the Mayor and Corporation for not taking care of the horrible rat problem. When the strange Pied Piper says he can rid the town of rats for a thousand Guilders, the Mayor and Corporation suggest fifty thousand. After the rats are successfully lead away to drown, the Pied Piper is refused his payment, so he leads the children of the town away, never to return.

Cohen, Barbara. Yussel's Prayer: A Yom Kippur Story. New York: Lothrop, Lee & Shepard Books, 1981. ISBN 0-688-00461-X. Illustrated by Michael J. Deraney.

32p. Gr. 3-5, E Is for Everybody) 1981 Association of Jewish Libraries Award for Younger Readers; National Jewish Book Awards--Children's--Illustrator. Prayer--Fiction; Yom Kippur--Fiction; Fasts and feasts--Judaism--Fiction

On Yom Kippur Yussel, an orphan boy, wants to go with all the village people to the shul to fast and pray, but he was told he has to take the cows out to pasture. All day long as the cows graze he does not eat or drink, but he cannot pray because he does not know any prayers. Finally at the end of the day he plays, with his whole heart, a tune to God on his reed pipe. It is his simple melody that opens heaven's gates for the prayers of all the people.

DeAngeli, Marguerite. Fiddlestrings. Garden City, NY: Doubleday, 1974. ISBN 0-385-08437-4. Illustrated by Marguerite DeAngeli. 143p. (Gr. 4-6, Sutherland. The Best in Children's Books 1973-78) Violinists--Fiction

Eleven-year-old Dailey is excited to receive his great grandfather's violin for his birthday, but the daily practice is often a problem. It is hard to take time away from other boyhood activities, but it is finally worth it when his family comes to hear him play with the student orchestra.

First, Julia. Move Over, Beethoven. New York: Franklin Watts, 1978. ISBN 0-531-01472-X. 121p. (Gr. 5-8, School Library Journal) Musicians--Fiction; Parent and child--Fiction

Gina is an extremely talented pianist who is very excited about entering junior high. The first day of school is horrible, and things go downhill from there. Her wonderful grandfather decides to move away, Gina cheats on her practice time to join the orchestra on the sly, Gina's mother puts great pressure on Gina by wanting to buy a baby grand they cannot afford, and Joshua enters, exits, and reenters her life.

Gilson, Jamie. Dial Leroy Rupert, DJ. New York: Lothrop, Lee & Shepard, 1979. ISBN 0-688-51888-5. Illustrated by John Wallner. 126p. (Gr. 5-6, Elementary School Library Collection) Musicians-- Fiction; Disc Jockeys--Fiction; Humorous stories

Twelve-year-old Mitch and his two buddies accidentally break a window and flower pot at mean old witchy Dr. Scharff's house. She takes their names and phone numbers, giving them just two days to pay for the damages. Mitch, scared about her calling his parents, gives her the name and phone number of a radio disc jockey. Even before the two days are up, the parents and the DJ have been notified with the DJ hiring the trio to play clarinet, violin, and comb at a concert with him.

Goffstein, M. B. Two Piano Tuners. New York: Farrar, Straus and Giroux, 1970. ISBN 0-374-38019-8. Illustrated by M. B. Goffstein. 65p. (Gr. 3-5, Elementary School Library Collection) Tuning--Fiction; Pianist--Fiction; Piano--Fiction; Grandfathers--Fiction

Debbie lives with her Grandpa Reuben, a wonderful piano tuner. Grandpa Reuben wants Debbie to become a great concert artist, but Debbie wants to be a great piano tuner just like her grandpa. When Granpa sends Debbie to the neighbor's with a message that he will not be able to tune their piano until tomorrow, Debbie begins tuning the piano herself instead of delivering the message. Soon her talent for tuning pianos is recognized even by the great concert pianist.

Gray, Elizabeth Janet. Adam of the Road. New York: Viking Press, 1942. ISBN 0-670-10435-3. Illustrated by Robert Lawson. 317p. (Gr. 5 up, Children's Catalog) Spring Book Festival (middle honor) 1972. 1943 Newbery medal winner. England--Fiction (13th century); Minstrels--Fiction; Middle Ages--Fiction; Great Britain--Fiction

Eleven-year-old Adam loves his dog, his harp, and his father, a famous minstrel. The road is home to a minstrel, and after spending many long weeks in school, Adam enjoys his time spent on the road with his father. The day after his dog is stolen, everything changes. In pursuit of the thief and the dog, Adam is separated from his father. It is several long, hard months before father, son, and dog are reunited.

Greenwald, Sheila. Give Us a Great Big Smile, Rosy Cole. New York: Dell, 1981. ISBN 0-440-42923-4.

Illustrated by Sheila Greenwald. 76p. (Gr. 4-6, Elementary School Library Collection) ALA Notable Book. Music--Fiction; Violinists--Fiction; Humorous stories

Ten-year-old Rosy's uncle wants to do a book about her as a violinist. Everyone except Uncle Ralph knows that Rosy is terribly untalented on the violin. Rosy hates to disappoint her uncle, but she gets signatures on a petition saying she has no talent and should not get lessons, recitals, publicity, etc.

Groch, Judith. Play the Bach, Dear! Garden City, NY: Doubleday, 1978. ISBN 0-385-13229-8. 191p. (Gr. 4-6, School Library Journal) Music--Study & Teaching--Fiction

Eleven year-old Hilary hates taking piano lessons, hates to practice, hates her piano teacher, and considers herself a total musical moron. Last year's piano recital was a terrible disaster, and now it is time for this year's recital. Unexpectedly her piano teacher comes to her rescue in a most fantastic manner.

Grosser, Morton. The Snake Horn. New York: Atheneum, 1973. Illustrated by D. K. Stone. 131p. (Gr. 5-7, Booklist) Space and time--Fiction

Danny, the sixth-grade quarterback, plays the saxophone like his father. When he receives an ancient instrument, a Serpent Horn, as a gift from a friend of his father, he is unable to even make a sound on it. The first time Danny is able to finally get any sounds out of it, he time-warps a musician from the 1600s. Getting this man back to his own time period is not so easy.

Haywood, Carolyn. Eddie Makes Music. New York: William Morrow, 1957. Illustrated by Carolyn Haywood. 191p. (Gr. 3-7, Booklist) Sixth in series. Musicians--Fiction

Eddie is glad he is not musical. His good friend and neighbor, who plays cello, sounds like an old cow and has to practice. But when she gets to play in a quartet, then be in the new school orchestra, and then be on TV, Eddie cannot stand it. He decides he wants

to be musical after all. He goes from playing an old hand organ, to being a vocalist, to playing the glockenspiel, and then finally senses the special thrill of making music.

Hilgartner, Beth. A Murder for Her Majesty. Boston: Houghton Mifflin, 1986. ISBN 0-395-41451-2. 241p. (Gr. 6 advanced, Elementary School Library Collection) Cathedrals--Fiction; Choirboy training--Fiction; Yorkshire (England)--Fiction; England--Social life and customs--16th century--Fiction

Eleven-year-old Alice witnesses her father's murder and rightly fears her own life is in danger. She is befriended by some Yorkshire cathedral choirboys who encourage her to disguise herself as one of them. Alice is eventually discovered, but not before she has made many friends who help her when she barely escapes death.

Hopper, Nancy J. Hang On, Harvey! New York: E. P. Dutton, 1983. ISBN 0-525-44045-3. 86p. (Gr. 5-6, Elementary School Library Collection) School stories; Musicians--Fiction

Harvey Smucker is the best eighth-grade flute player in the orchestra, but he is sitting in second chair because he is such a pain in orchestra. Harvey has problems. He does not like the new orchestra conductor, he thinks the violins are so horrible they ruin the whole orchestra, big mean Jon is out to cause him serious bodily harm, and Harvey and his best buddy like the same girl!

Kelly, Eric. The Trumpeter of Krakow. New York: Macmillan, 1928/1966. ISBN 0-02-750140-X. Illustrated by Janina Domanska. 218p. (Gr. 5 up, Children's Catalog) Boys Club (Special citation) 1966-67. Newbery Medal Award 1929. Poland--Fiction; Poland--Social life and customs--Fiction; Poland--History; Middle Ages--Fiction

In the year 1461 Joseph and his parents find themselves fleeing unknown enemies who had destroyed their home in the Ukraine. In Krakow, Poland, they change their name, and Joseph helps his father with the job of night trumpeter. Even with precautions taken, their enemy finds them and the Great Tarnov

Crystal in their possession. After much destruction from the enemy's attempts to gain possession of the crystal, the enemy and crystal are finally delivered to the King.

Kushner, Donn. The Violin-Maker's Gift. New York: Farrar Straus Giroux, 1981. ISBN 0-374-83155-0. Illustrated by Doug Panton. 74p. (Gr. 5-7, Booklist) 1981 Canadian Library Association Book of the Year for Children Award. Birds--Fiction; Violin--Fiction; Fairy tales

One day when Gaspard l'Innocent, a respected violin-maker, is at the market to sell his violins, he daringly climbs a wall to rescue a baby bird. On the way home he gives the bird to the toll-keeper, who exploits it when it begins not only to speak, but to accurately predict future events. Finally Gaspard frees the beautiful bird from its small cage. In return for the favor the bird tells Gaspard how to make violins that sing with a human voice.

Lofts, Norah. Rupert Hatton's Story. Nashville: Thomas Nelson, 1973. ISBN 0-8407-6286-0. Illustrated by Anne and Janet Grahame Johnstone. p.136. (Gr. 6-9, Kirkus Reviews) Junior Literary Guild--outstanding book for older readers. Musicians--Fiction

It is 17th century England, and Rupert is almost eight years old when he first notices the violin on the shelf. Although his father vehemently opposes his interest, Rupert soon develops a passion for the instrument. The night Rupert sneaks off to hear a famous violinist, Rupert's father becomes violent. Rupert runs away from home and nearly loses his life.

McCaffrey, Anne. Dragondrums. New York: Atheneum, 1979. ISBN 0-689-30685-7. p.240. (Gr. 6-8, Booklist) Sequel to Dragonsinger. Fantasy; Dragons--Fiction; Musicians--Fiction

Mischievous Piemur, the best boy soprano at Harper Hall, is devastated when his voice begins to change. He is reassigned to be a messenger-drum apprentice while secretly running errands for the Masterharper and journeymen Sebell and Menolly. The other drum apprentices make life miserable, but soon Piemur rides

a dragon, attends a neighboring Gather, steals a queen fire lizard egg, runs for his life, and hides on a wonderful southern continent.

McCaffrey, Anne. Dragonsinger. New York: Atheneum, 1977. ISBN 0-553-14127-9. 240p. (Gr. 6-8, Booklist) Sequel to Dragonsong. Fantastic fiction

Although Menolly is now safe at the Harper Hall, her feet and hand seem to take forever to heal, and she is constantly plagued by self-doubts concerning herself, her music abilities, and her nine fire lizards. Because of her talent, courage, and knowledge, she soon earns her place as the only female apprentice and then even the coveted position of journeyman.

McCaffrey, Anne. Dragonsong. New York: Atheneum, 1976. ISBN 0-689-30507-9. 202p. (Gr. 6-8, Booklist) First in the Harper Hall trilogy. Children's Book Showcase 1977. Fantasy; Dragons--Fiction; Musicians--Fiction

Fifteen-year-old Menolly is a very musically talented girl but her talents are unappreciated and unfairly suppressed by her parents. After severely cutting her hand, her world without music becomes unbearable. Menolly runs away from home which is very dangerous on the planet Pern because of the deadly threat of The Thread. She makes her home in a cave, inadvertently impresses nine fire lizards, and nearly loses her life during Threadfall.

MacLachlan, Patricia. The Facts and Fiction of Minna Pratt. New York: Harper & Row, 1988. ISBN 0-06-024117-9. 136p. (Gr. 4 up, Children's Catalog) Musicians--Fiction; Violoncello--Fiction

Minna Pratt is an eleven-year-old cello player who does not have, and desperately wants, a vibrato. Although her parents are often a source of embarrassment to her, her friend Lucas, the new viola player, does not seem to mind them. After praying to God, then to Mozart, and learning how to practice very hard, she finally gets her vibrato.

Markham, Marion M. The Thanksgiving Day Parade Mystery. Boston: Houghton Mifflin, 1986. ISBN 0-395-41855-0. Illustrated by Dianne Cassidy. 48p. (Gr. 3-4, Booklist) Twins--Fiction; Bands (Music)--Fiction; Robbers and outlaws--Fiction; Mystery and detective stories

Mickey and Kate discover that the bank president and the whole Chatham Strutters Band are missing. The Thanksgiving Day Parade is due to start in less than two hours. The band's empty bus was parked in front of the bank and has now disappeared. They find the bank president locked inside a closet in the bank, but the band is harder to find.

Paterson, Katherine. Come Sing, Jimmy Jo. New York: E. P. Dutton, 1985. ISBN 0-525-67167-6. 197p. (5 up, Elementary School Library Collection) Country Music--Fiction; Musicians--Fiction; Family life--Fiction

Eleven-year-old James Johnson hates how his family fights, but he really loves his dad and pipe-smoking grandma. The fighting increases when their manager insists James join the Johnson family country music group. James is a hit on stage, but at home things are changing for the worse. He has to move away from Grandma and go to a new school in a new town, his own mother and uncle are jealous of him, and this strange man says he is his real father.

Panter, Carol. Beany and His New Recorder. New York: Four Winds Press, 1972. Illustrated by Imero Gobbato. 42p. (Gr. 3-4, Bulletin of the Center for Children's Books) Recorder--Fiction; Musicians--Fiction

Everyone in Beany's family is musical, except Pomponio, the cat. When Beany receives a very special old and beautiful recorder, it comes with a legend. Beany is unable to get the legend to work until he discovers that Pomponio is the hindrance.

Peterson, Scott K. Face the Music! Minneapolis: Lerner, 1988. ISBN 0-8225-0995-4. Illustrated by Joan Hanson. 30p. (Juvenile, Booklist) Music--Wit and humor; Jokes

A collection of jokes about instrumental and vocal music and musicians. Examples of the jokes are: Why

wouldn't the bandleader go outside during an electrical storm? Because he was a good conductor. How do you clean the keys on a piano? With Ivory soap. What do people sing underground? Miner scales.

Provost, Gary and Gail Levine-Provost. Popcorn. New York: Bradbury Press, 1985. ISBN 0-02-774960-6. 147p. (Gr. 4-6, Elementary School Library Collection) Music, Popular--Fiction; Martial arts--Fiction

Mark, Richard, and Missy make up the pop music group Popcorn. Although they are just sixth graders, they are good. They would like to make a record, but they find it next to impossible to even cut a demo. Mark's martial arts instructor helps them not give up when everything goes wrong.

Rosenberg, Sondra. Are There Any More At Home Like You? New York: St. Martin's Press, 1973. Illustrated by Mircea Vasiliu. 138p. (Gr. 6-8, Library Journal) Family life--Fiction; Music--Fiction

Thirteen-year-old Roberta, a talented pianist, has a bratty little sister, a mother who brags about Roberta's talent, and an insensitive father. When Aunt Charlotte comes for a visit, Roberta finds in her a friend to help her through some tough times. Family relationships are strained when Roberta refuses to babysit because she has a date, when the bratty sister is in an accident, and again when Roberta decides not to go to the Music and Art High School.

Sankey, Alice. Music by the Got-Rocks. Chicago: Albert Whitman, 1970. Illustrated by Fred Irvin. 127p. (Gr. 5-6, Library Journal) Jazz music--Fiction; Music--Fiction

Jerry and Ken from Midtown Junior High decide to form a combo and audition for the talent show and victory dance intermission show. A drummer with great equipment but a nasty personality tries to take over the group so Jerry and Ken form a separate group. This second group may not have great equipment and musicians, but they have personality and they enjoy their music. It turns out that both groups get to perform at the victory dance.

Sargent, Sarah. Watermusic. New York: Ticknor & Fields/Houghton Mifflin, 1986. ISBN 0-89919-436-2. 120p. (Gr. 6-8, Booklist) Music--Fiction; Science fiction

Laura, first chair flute player in her middle school orchestra, agrees to help her new strange neighbor, Mrs. Uhrlander, who needs an experienced flautist and someone to help with unpacking. They soon unpack a huge white bat in a very deep sleep. Using flute music they revive the bat and, unfortunately, a monster in the drain. When Mrs. Uhrlander is later discovered on a mountain top in a deep sleep, Laura discovers the drain monster is needed to revive her.

Showell, Ellen Harvey. Cecelia and the Blue Mountain Boy. New York: Lothrop, Lee & Shepard Books, 1983. ISBN 0-688-01515-8. Illustrated by Margot Tomes. 76p. (Gr. 4-6, Booklist) Parents' Choice (literature) 1983. Music festivals--Fiction; Music--Fiction; Magic--Fiction

In the very poor and sad town of Chester, baby Cecelia is born shortly before her mother's death. In spite of the dreary circumstances, Cecelia grows up a happy, active child who absolutely has to dance to the music in her head. Out of place in Chester and scolded by her father, Cecelia finds Blue Mountain where she meets Daniel who plays the violin. Cecelia promises to return to Daniel at mythical Blue Mountain and is very sad until she is able to keep her promise.

Singer, Marilyn. No Applause, Please. New York: E. P. Dutton, 1977. ISBN 0-525-35975-3. 122p. (Gr. 5-7, Booklist) Friendship--Fiction; Musicians--Fiction

Fourteen-year-old Ruthie and her good friend Laurie are going to sing in a school show. Ruthie is scared, but Laurie gets the Hollywood bug. They are thrilled to get second place, and soon afterwards they have a chance to meet an agent. Their friendship nearly dies when Laurie lies to Ruthie, goes to the audition without Ruthie, gets a job singing, and finally gets taken for a ride when the agent turns out to be a crook.

Smith, Doris Buchanan. Dreams & Drummers. New York: Thomas Y. Crowell, 1978. ISBN 0-690-03843-7. 180p. (Gr. 6-9, Booklist--Starred) Georgia--Fiction

According to her mother, 14-year-old Stephanie was "born old", but as Stephanie finds herself growing up, she feels the changes happening to her and around her to be unsettling. She watches her friend try to break out from under the clutches of an overprotective mother, and a note written to the trumpet player who sits in front of her leads to more of a relationship than she wants.

Weik, Mary Hays. The Jazz Man. New York: Atheneum, 1966. ISBN 0-689-30021-2. Illustrated by Ann Grifalconi. 42p. (Gr. 3-6, Booklist) 1966 New York Times Best Illustrated Children's Book of the Year. 1967 Newbery Honor Book. Jazz music--Fiction; Harlem, New York (City)--Fiction

Nine-year-old Zeke lives in Harlem. Kids tease him about one leg being too short, so usually Zeke stays in his room and looks out his window. Zeke loves the Jazz Man's music from across the court, but there are problems in his family. His daddy is always out of work and drinks too much. Finally his mama leaves, and Zeke gets quieter and skinnier. One night hungry Zeke awakens from a dream about the Jazz Man to find both his daddy and mama back home.

Weller, Frances Ward. Boat Song. New York: Macmillan, 1987. ISBN 0-02-792611-7. 168p. (Gr. 4-6, Children's Catalog) Bagpipers--Fiction; Fathers and sons--Fiction; Cape Cod (Mass.)--Fiction; Musicians--Fiction

Summers at Gram's usually includes a lot of sailing, swimming, and biking with Peter, but this summer is different. Peter is now interested in girls instead of eleven-year-old Jonno, Jonno and his father are continually at odds, and Jonno makes friends with a bagpiper who is not approved by his parents. After Jonno rescues his dog from certain death, he finds his friendship with both the bagpiper and his father have deepened.

Wood, Audrey. Moonflute. San Diego: Harcourt Brace Jovanovich, 1986. ISBN 0-15-255337-1. Illustrated by Don Wood. 32p. (Gr. 2-4, Elementary School Library Collection) Flute--Fiction; Moon--Fiction; Fantasy

The night is hot, the moon is full, and Firen cannot sleep. Firen climbs out the window to find her sleep that she thinks the moon has magically taken. A sliver of light, which becomes a moonflute, jumps out of the moon's center and lands in her hands. With this moonflute she can make special music that helps her soar through the sky to the town, to the ocean, to the jungle, and back home again.

Yep, Laurence. Sweetwater. New York: Harper & Row, 1973. ISBN 0-06-440135-9. Illustrated by Julia Noonan. 201p. (Gr. 5-8, Elementary School Library Collection) A Harper Trophy book. Science Fiction; Life on other planets--Fiction; Music--Fiction

Tyree lives in the future on the faraway planet of Harmony with his parents and his blind little sister. He loves music and the flute he carved himself, but his father forbides him to play it. Tyree secretly takes lessons from an Argan, a human-spider-type creature. After an attack by the deadly hydra and the huge sea dragon, Tyree's people, the Silkies, are forced to leave their beloved city and their way of life.

Yorinks, Arthur. Bravo, Minski. New York: Farrar, Straus, Giroux, 1988. ISBN 0-374-30951-5. Illustrated by Richard Egielski. 32p. (Gr. 3-5, Booklist) Humorous stories

From the age of three, Minski has shown a rare gift for scientific discovery. During his childhood he not only discovers electricity, but he develops the toaster, telephone, airplane, automobile, eyeglasses, aspirin, and washing machine. What he really wants is to discover the secret behind singing. This angers his father and take its toll on Minski, but finally he discovers the formula. Soon people flock from everywhere to hear his music.

Chapter Five

ANALYSIS

Of the 92 books included in this study's annotated bibliography of music and musicians in children's fiction, 77 percent were rated as "positive" in portrayal of music and/or musicians. (See Table 1) Hypothesis one stated that at least 50 percent of the books would show a questionable or negative portrayal of music and/or musicians. In this study only 23 percent showed a questionable or negative portrayal of music and/or musicians; therefore, hypothesis one is rejected.

Sixteen books rated as "questionable" and the following five books were rated as "negative": Give Us a Great Big Smile, Rosy Cole by Sheila Greenwald; Play the Bach, Dear! by Judith Groch; Ms Glee Was Waiting by Donna Hill; Mama Don't Allow by Thacher Hurd; and Ralph's Secret Weapon by Steven Kellogg. Although these books show negativity toward music and/or musicians, they are perhaps above average in regard to entertaining reading. The researcher found this treatment of music not to be exclusive. Other "things" of high regard, including parents and school teachers, are also presented negatively to make for fun reading for children.

Table 1
Number and Percent of Books with Selected Characteristics

Characteristics	Picture books		Older readers		Both	
	No.	%	No.	%	No.	%
Positive portrayal of music	43	84%	28	68%	71	77%
Questionable portrayal of music	5	10%	11	27%	16	17%
Negative portrayal of music	3	6%	2	5%	5	5%
Totals	51	100%	41	100%	92	99%*
Main character(s)--female	9	18%	15	37%	24	26%
Main character(s)--male	38	75%	25	61%	63	68%
Main characters--both	4	8%	1	2%	5	5%
Totals	51	101%	41	100%	92	99%*
Male & female main/no supporting	4	8%	1	2%	5	5%
Male main/male supporting	30	59%	17	41%	47	51%
Female main/female supporting	5	10%	5	12%	10	11%
Male main/both supporting	5	10%	7	17%	12	13%
Female main/both supporting	1	2%	3	7%	4	4%
Male main/female supporting	3	6%	1	2%	4	4%
Female main/male supporting	3	6%	7	17%	10	11%
Totals	51	101%	41	98%	92	99%*

Table 1 (Continued)

Characteristics	Picture books		Older readers		Both	
	No.	%	No.	%	No.	%
Musical facts--good	23	45%	26	63%	49	53%
Musical facts--fantasy	26	51%	13	32%	39	42%
Musical facts--questionable	2	4%	2	5%	4	4%
Totals	51	100%	41	100%	92	99%*
Primary vehicle--wind	16	31%	10	24%	26	28%
Primary vehicle--string	12	24%	9	22%	21	23%
Primary vehicle--percussion	3	6%	2	5%	5	5%
Primary vehicle--keyboard	7	14%	4	10%	11	12%
Primary vehicle--vocal	3	6%	3	7%	6	7%
Primary vehicle--combination	10	20%	13	32%	23	25%
Totals	51	101%	41	100%	92	100%

*Totals are not always 100% because of rounding.

Some areas of negativity border on accuracy of musical fact. In Give Us a Great Big Smile, Rosy Cole, it is implied that there can be absolutely no hope musically for terribly untalented Rosy or others like her. In Ralph's Secret Weapon, Mama Don't Allow, Play the Bach, Dear, Eddie Makes Music, and Abiyoyo, one gets the idea that a beginner on a musical instrument must sound horrible.

Hypothesis two stated that at least 50 percent of the books would have a female main character or supporting characters who are female musicians. Twenty-six percent of the books in this study have a female main character and five percent have both male and female main characters which gives a percentage of 31 for female main character. In addition, 17 percent of the books without a female main character, have a female supporting musical character. Forty-eight percent of the books have either a female main character or a least one female supporting character that is a musician. Hypothesis two is rejected.

Seventy-three percent of the books have a male main character and, not counting those books, an additional 15 percent have a least one male supporting musical character. Eighty-eight percent of the books have a male character or a least one male supporting character that is a musician. This compares to the 48 percent of books with female characters as stated above. The over-balance of male characters was noted especially at the picture book level. Eighty-three percent of the picture books have a male main

character or both male and female main characters. In the category of books for the older reader, 63 percent have a male main character or both male and female main characters.

Hypothesis three stated that a least 50 percent of the books would rate as "good" concerning accuracy of musical facts. Forty-six percent of the books rated "questionable" or "fantasy," and fifty-three percent of the books rated "good" concerning accuracy of musical facts. Hypothesis three is accepted. In the picture book category fifty-one percent of the books rated as "fantasy." Many of these books would have rated as "good" concerning musical fact except for the personification. At the category of books for the older reader, sixty-three percent of the books rated "good" concerning musical accuracy.

Areas of inaccuracy in the books included in this study were in the illustrations as well as the text. In Henry Possum by Harold Berson, the flute is pictured backwards. In Mr. Skinner's Skinny House by Ann McGovern, the oboe is pictured as an English horn. Examples of text inaccuracies include the term "adagio" used to mean "fast" in Move Over, Beethoven by Julia First and reference to the wear and tear of the "thumb notes" on a piano in Are There Any More At Home Like You? by Sondra Rosenberg.

Hypothesis four stated that at least 30 percent of the books would deal primarily with the string instrument family. In this study only 23 percent of the books deal

primarily with the string instrument family; therefore, hypothesis four is rejected. The highest percentage was the category of wind instruments with 28 percent. The second highest percentage was the category of a combination of instruments with 25 percent. The category of string instruments was third, followed by keyboard, vocal, and finally percussion.

Hypothesis five stated that a bibliography of 60 or more books would be possible. Hypothesis five is accepted. Ninety-two books, representing 87 authors, were located and read. Each meets the criteria set for the purpose of this study. Copyright dates range from 1938 to 1989. Fifty of the books are classified as picture books, one as easy-to-read, and 41 as books for older readers, one of which is a music wit and humor or joke book. Fourteen books could be classified under fairy tales and/or folklore, representing the countries of Africa, United States, Greece, Germany, Mongolia, and Haiti. At least the following 26 books were recipients of some award or honor:

Abiyoyo by Pete Seeger
Adam of the Road by Elizabeth Janet Gray
Ben's Trumpet by Rachel Isadora
Cecelia and the Blue Mountain Boy by Ellen Harvey
 Showell
Dragonson by Anne McCaffrey
Emmet Otter's Jug-Band Christmas by Russell Hoban
Georgia Music by Helen V. Griffith
Give Us a Great Big Smile, Rosy Cole by Sheila
 Greenwald
The Great Green Turkey Creek Monster by James Flora
Harry's Song by Lillian Hoban
In the Forest by Marie Hall Ets
The Jazz Man by Mary Hays Weik
A Little Interlude by Robert Maiorano

Mama Don't Allow by Thacher Hurd
The Marvelous Misadventures of Sebastian by Lloyd
Alexander
Max, the Music-Maker by Miriam B. Stecher
Mishka by Victor Ambrus
Music, Music for Everyone by Vera B. Williams
Pet of the Met by Lydia and Don Freeman
The Philharmonic Gets Dressed by Karla Kuskin
Rupert Hatton's Story by Norah Lofts
Suho and the White Horse by Yuzo Otsuka
Sweetwater by Laurence Yep
The Trumpeter of Krakow by Eric Kelly
The Violin-Maker's Gift by Donn Kushner
Yussel's Prayer: A Yom Kippur Story by Barbara Cohen

Chapter Six

CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

Conclusions

This study accomplished its purpose, that of identifying elementary level books dealing with music and/or musicians. Although there is not an abundance of children's fiction books that incorporate a music theme, most children's library collections are likely to have a good percentage of the books in this study's annotated bibliography. These books can be pointed out to children who might have a special interest in music fiction literature because of their active involvement in music activities.

Three hypotheses out of five were rejected. Hypothesis one stated that 50 percent of the books would show a questionable or negative portrayal of music and/or musicians. To reject this hypothesis was encouraging to the researcher. The negative side shown by the data gathered is that in the picture book category only 16 percent of the books rated "questionable" or "negative." In the category of books for older readers, the percentage doubled to 32 percent. When children are likely to be reading the books from this second category, they are also

likely to be making decisions concerning participation in specific music activities.

In addition to finding many more positive books than anticipated, the researcher was surprised by the great majority of male characters in the books. This over-balance is not necessarily seen as inappropriate or bad by the researcher, but does not reflect the current trend of musical involvement of children in our nation. At the elementary age, participation in music activities appears to be close to equal between male and female, with the percentage of females slightly higher than the percentage of males. The National Assessment of Education Progress in Results from the Second National Music Assessment (1981, p. 31) reported that of the nine year olds 53.5 percent of the males said they play a music instrument and 53.4 percent of the females said they play a music instrument. At the age of 13 the percentages were 45.1 percent for the males and 48.7 percent for the females.

The third hypothesis rejected stated that at least 30 percent of the books would deal primarily with the string instrument family. Eliminating the category of combination of instruments, the string instrument category came in second to the wind instrument category. Perhaps this accurately reflects the involvement of children in specific music activities. Dennis Brian Wadsworth (1981, p. 111) found that in Iowa schools, band and band instrument

instruction were rated as more important than either mixed chorus or string orchestra.

Two of the five hypotheses were accepted. At least 50 percent of the books rated "good" concerning accuracy of musical facts and a bibliography of more than 60 books was produced. The researcher did not anticipate that almost 50 percent of the books would rate as "fantasy." Besides the many books containing personification, many books showed musical instruments having magical powers, such as in Tim, the Peacemaker, The Truthful Harp, and The Pied Piper of Hamelin. Perhaps this is one way of portraying the powerful emotional experience music affords the human spirit.

Electronically produced music and/or rock music was represented by only one picture book, Mama Don't Allow. The number increased to eight in the category of books for older readers: Buffalo Nickel Blues Band; Hot Wheels; Dial Leroy Rupert, DJ; Come Sing, Jimmy Jo; Popcorn; Music by the Got-Rocks; No Applause, Please; and Face the Music. Perhaps there would be a wider spectrum of reader appeal if more books incorporated the recently developed music styles and instruments. Jazz music was represented by Ben's Trumpet and Willie Blows a Mean Horn in the picture book category and The Jazz Man and The Snake Horn in the category of books for older readers.

Locating more than 60 books for this study's annotated bibliography was more than simply searching the various

card catalogs by subject, since many times the assigned subject headings do not give much of a clue to the musical content of the book. The selective and non-selective sources used were valuable in locating books, but the researcher was surprised that some were found by chance or only through the mention of a colleague.

Recommendations

One change that could have been made in this study would be to restate the hypothesis concerning the sex of the main character(s) and supporting musical character(s). Perhaps dealing with the main character(s) only would have been less confusing and would still have pointed out the imbalance of male characters to female characters.

This study of music and musicians in children's fiction could be modified to study young adult fiction instead of children's. At the older level it would be interesting to note and compare with the present study the number of books available, as well as the negativity, sexism, accuracy, and primary vehicle of the music production. A study of elementary level biographies and other non-fiction books dealing with music/musicians is an additional route that could be taken to further examine the topic of music/musicians in children's literature. Because of the seemingly continual battle in the schools between music and sports, another possible study would be to examine children's fiction books dealing with sports, comparing the results with the present study.

The annotated bibliography produced by this study can easily be used by public librarians and school library media specialists to produce a bibliography of children's fiction books dealing with music and musicians that are contained in the libraries they serve. Teachers, parents, and librarians can glean ideas for reading guidance from an annotated bibliography such as this.

Summary

The purpose of this study was to locate and compile an annotated bibliography of at least 60 elementary level books dealing with music and/or musicians, identifying negativity toward music, sexism, the primary vehicle of music production, and accuracy of musical facts. Possible titles were obtained from colleagues of the researcher, from selective and non-selective sources, and by browsing and searching card catalogs in seven local libraries. Criteria that each book had to meet was 1) music/musicians play a significant role in the story, 2) the book is appropriate for preschool through advanced sixth grade students, 3) the book is classified as fiction, with the exception of some picture books and music wit and humor books, 4) the book is not an opera libretto, short story collection, or illustrated song, and 5) the researcher had to have access to the book.

On a book worksheet, a summary and complete bibliographic citation were recorded, and each book was rated concerning portrayal of music/musicians, sex of main

character(s) and supporting musical character(s), miscellaneous information of interest, such as honors bestowed upon the book, primary vehicle of music production, and the accuracy of musical facts as viewed by the researcher. An annotated bibliography was compiled accompanied by a table showing the various ratings assigned to each book.

The data from the ratings were analysed, showing three hypotheses rejected and two accepted. The hypothesis that at least 50 percent of the books would show a questionable or negative portrayal of music and/or musicians was rejected by 22 percent. The hypothesis that at least 50 percent of the books would have a female main character or supporting character who are female musicians was rejected by two percent. The hypothesis that at least 50 percent of the books would rate as "good" concerning accuracy of musical facts was accepted by three percent. The hypothesis that at least 30 percent of the books would deal primarily with the string instrument family was rejected by seven percent. The hypothesis that a bibliography of 60 or more books was accepted with 92 books (50 picture books, one easy reader, and 41 books for the older reader) meeting the criteria set by the researcher. The researcher was surprised with the great majority of male characters in the books, and was pleased to find a majority of the books portraying a positive image of music/musicians.

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APPENDIX A--SOURCES

The following sources were used in obtaining titles, grade levels, reviews, and awards for the annotated bibliography:

Book Review Index. Detroit, MI: Gale Research, 1976-1988.

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Bulletin for the Center of Children's Books. Chicago, IL: Chicago University, Graduate Library School.

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APPENDIX B--BOOK WORKSHEET

Author -----
 Title -----
 Place of Publication -----
 Publisher -----
 Copyright date -----
 ISBN Number -----
 Illustrator -----
 Number of pages -----
 Recommended grade level -----
 Reviewing source -----
 Subject heading(s) -----

 Miscellaneous information -----
 Access location -----
 * * * * * * * * * * * *
 Summary annotation -----

 * * * * * * * * * * * *
 Portrayal of music/musician:
 positive questionable negative
 Sex of main character(s):
 male female both
 Supporting musical character(s):
 none/sex unknown male female both
 Accuracy of musical facts
 good fantasy questionable
 Primary vehicle of music production:
 wind string percussion keyboard vocal combination
 * * * * * * * * * * * * * * *
 Comments -----

