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—Peoria Star Photo

Johnny Likes Music

By **LEO J. DVORAK**
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And most Illinois schools, except perhaps the junior highs, will give him a chance to experience it.

AND so Johnny entered the first grade last fall. Johnny is a typical Illinois boy beginning his school career in a typical Illinois school. But his school is quite different from the one his mother and father attended. Many changes have been made in the classroom, the curriculum, in methods, materials, procedures, and in the teacher herself.

Of special interest to little Johnny is the program of musical activities that are a regular part of his school day. After a few months he is singing many songs—songs that tell about things that are interesting to him. He has found his singing voice; he has learned to respond to rhythms through free bodily movements and he has had experience in listening to fine music. He has been making steady progress because his teacher has been carefully trained to teach music to beginning children.

Rural Schools, Too

Now Johnny's school is no exception from one end of Illinois to the other. It would be impossible to find a school that does not offer very much the same opportunities to all its children. Even Johnny's country cousin attending a rural school is enjoying many of these same musical opportunities. In particular, many of the rural children come together in the spring to close their school activities with a combined Music Festival. This festival is the work of the county superintendent in conjunction with a music supervisor,

or, in many cases, the work of the classroom teachers.

The next three or four years are going to be exciting for Johnny, as he will learn many new songs each year. He will play in a rhythm orchestra, take part in singing games, and participate in folk dancing. He may compose his own pieces, sing in operettas and musical programs, and even attend concerts by professional performers provided by his school. His musical experiences shall have provided him with opportunity to develop: a) a singing voice, b) rhythmic bodily movement, c) creative expression, d) good listening habits, e) a concept of movement and duration of notes, f) an understanding of simple rhythm and melody instruments, and g) a general musical vocabulary.

In the fourth grade the children will be reading music. Some may have begun their reading experiences even sooner. Many children will be studying piano by this time, taught by teachers outside of school, but Johnny is studying piano in school. His school provides him with class-piano taught by the regular music teacher. He may even begin his study of some orchestral instrument in preparation for joining the grade school instrumental ensembles. The schools of Illinois are known for their excellent grade school bands and orchestras. Of course, the singing activities are not neglected, for this phase of training is basic to all forms of musical expression.

Upon entering the junior high school, Johnny may not fare so well, because many of the junior high schools have no organized music programs and neither do they have a special music teacher. But in Johnny's school there is a well-organized music program and he finds himself taking music in a general music class five times a week.

Here, singing and listening activities are presented along with audio-visual aids, radio, motion pictures, interspersed with theory of music. Of course, there is specialized training through classes in voice, instruments and piano. Also, opportunity is provided to play in a band and orchestra and to sing in the glee club and mixed chorus. There is fun to be had through participating in small ensembles, if he is good enough, and even through solo performance. Outstanding talent that was discovered in the elementary school is given special attention and plans evolve to guide these pupils so that each may have his musical needs met more directly. The plans include the direction of uninterested as well as the less talented pupils.

High School Program

In high school, Johnny will find the program adapted to his needs and that of his community. He will be contributing to the musical culture of his environment by performing more often for his school and its patrons in the excellent band, orchestra and vocal groups. There will be teachers trained as specialists in band, orchestra and vocal organizations.

Besides this specialized training in applied music, he may select a course in music appreciation, history of music, and even harmony and composition. For those who are not specializing in music, there may be a general music class, many assemblies, and other types of informal singing. Of special significance is the granting of full credit toward graduation for not only the music subjects but also for the ensemble participation, for a carefully prepared course of study of musical compositions makes up the materials used by the ensembles.

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The next step in carrying out our long-term program was a luncheon held on March 5 at the LaSalle Hotel to which the legislators of the Chicago area and representatives of citizen groups were invited to meet with the teachers. At this luncheon legislators were seated at the table with teachers and citizen representatives from their districts for the purpose of discussing legislation necessary to meet the needs of the schools.

After work really begins on legislation, the Public Relations Committee plans to provide a means for keeping teachers and interested representatives of citizen groups up-to-date on legislative information. Beginning as soon as action starts in the legislature on school bills, the committee will hold "Coffee Hour" discussions on Friday afternoon in the Chicago Division office. Information on school bills will be brought directly from the House and Senate by the legislative chairman or a representative from the I.E.A. staff in Springfield to all who attend.

The first part of the long-term program has been enthusiastically received by teachers and citizen groups, but the most important phase is still before us. The passage of legislation needed by our schools depends upon the continuance of this effective work by all teachers and all citizens until the very day that the bills are signed by the Governor.

JOHNNY LIKES MUSIC

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Upon graduation from high school, Johnny will no doubt enter an Illinois college. He has a large number of colleges from which to choose to culminate his educational career. He is well equipped to turn into many avenues upon entering college, for his training has been guided so that he will be adequately prepared to step into the final training for his chosen career. He may train for teaching, for a professional concert career, or perhaps to return to his own community a more mature and cultured citizen to share with others the fruits of his training and experiences.

And when Johnny looks back through those years in the Illinois schools, he will recognize that the tremendous amount of guidance from skilled hands and the careful planning of the curricula have enabled him to reach his goal.

MUSICAL GRADUATION

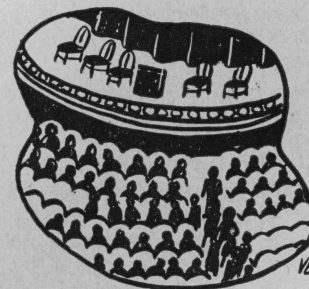
(Continued from page 245)

successful carrying out of this program. This is especially true of the Georgetown Township High School, and it is for this reason that the commencement was acclaimed the best of them all.

The class of '49 is now considering a commencement of pictures and recordings of the school's own activities with emphases upon those of the graduating class.

PROGRAM OUTLINE

- Processional—Donald Richie, pianist
- Invocation—Rev. Mary Hiatt
- Welcome: The Interests, Acquisitions, and Aspirations of a Graduating Class in America—Don Finley, Salutatorian
- "America, the Beautiful"—audience, class, band, choir
- Master of Ceremonies—Class acquisitions; Citizenship: Community culture, the importance of the individual's prerogative.
- "The Time For Making Songs Has Come"—vocal solo, Martha Owens, '48, accompanied by Miss Carol Ronchetta
- M. C.—Community culture: The Church as an Institution
- "All in the April Evening"—a cappella choir, directed by Ronald Miethe, '48
- M. C.—Community culture: The Home as an Institution
- "Oh! What a Beautiful Morning"—a cappella choir
- M. C.—Community culture: The School as an Institution
- "Gloria Patri," "Adoremus Te"—a cappella choir
- M. C.—Community culture: Service clubs
- "Stouthearted Men"—a cappella choir, accompanied by brass quartet, arrangement by Jean Maffett, '48, Jean Maffett, '48, Martha Owens, '48, Belva Whitaker, VonDel Wooden
- M. C.—Education: Adult, social, cultural, vocational
- "Illinois Loyalty," University of Illinois Song—band, choir, audience
- M. C.—Vocational education: Skilled technician
- "Them Basses" march—concert band
- M. C.—Expert fields of endeavor: Intellectual and skillful pursuits
- "Promenade" clarinet solo—Ronald Miethe, '48, accompanied by Miss Ruth Howard
- M. C.—Worker's leisure: Values of daily organized leisure: Vocational leisure
- "Mountain Majesty" overture—concert band
- M. C.—Leisure: Values of daily leisure
- "American Sketches" clarinet quartet—Ronald Miethe, '48, Charlene Richards, '48, Lela Mae Daniels, '48, Tom Maudlin
- M. C.—Leisure, recreation, theater
- "Southwind" overture—concert band
- M. C.—What percent of us fulfilling our aspirations
- "Sing, Oh Robin, Sing" vocal solo—Marilyn Pringle, '48, accompanied by Miss Carol Ronchetta
- M. C.—Loyalty, trust, and cooperation among parents, children, and teachers
- "The Bells of St. Mary's"—Concert band, choir, audience
- M. C.—Other engagements of most of us
- "Beautiful Dreamer"—concert band and choir
- M. C.—Further engagements, rest of us
- "The Children's Prayer"—Concert band and choir
- Valedictorian, "Appreciation"—David Snyder, '48
- "Georgetown Sweetheart Song"—audience singing directed by Robert Harcarik, '48
- Diploma Presentation—Principal Glenn A. DeLand
- Diploma Acceptance (highest ranking girl, class of '48)—Ann Spang, '48
- "King March" (dedicated to the graduating class of '48)—concert band
- Benediction, "The Lord Bless You and Keep You"—a cappella choir
- Recessional—Donald Richie, pianist



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