

ÆSOP'S FABLES



*Interpreted
through music by*
MABEL WOOD HILL

THE FROG @ THE OX	"	"	"	"	"
THE LION @ THE MOUSE	"	"	"	"	"
THE MILKMAID	"	"	"	"	"
THE HARE & THE TORTOISE	"	"	"	"	"
THE FOX & THE CROW	"	"	"	"	"
THE TWO CRABS	"	"	"	"	"
THE ANT @ THE GRASSHOPPER	"	"	"	"	"



No. 4886

\$1.25 net

J. FISCHER @ BRO. ; : **NEW YORK**

Fourth Avenue at Astor Place

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Prologue (or Epilogue)

Can be sung as solo, or duet when two singers are presenting the songs as a group.

Moderato

Moderato

These tales were old when Ae - sop lived. He

told them all a - new But mor - als good for

peo - ple then - Are just as good for you!

When the second voice is sung by a Tenor, read as written

The Frog and the Ox

Self-conceit may lead to self-destruction

MABEL WOOD HILL

Moderato Tempo rubato

Voice

horns and hoofs and a tail." "Tush" said the

mf

The first system of the musical score. The vocal line is in treble clef with a key signature of two flats. The piano accompaniment consists of two staves, treble and bass, with a key signature of two flats. The lyrics are "horns and hoofs and a tail." followed by "Tush" said the. The dynamic marking *mf* is placed above the vocal line.

old frog "Tush! That is on - ly an ox a bit tall - er than I, but

mf *boastfully* *f*

pesante

The second system of the musical score. The vocal line continues with the lyrics "old frog 'Tush! That is on - ly an ox a bit tall - er than I, but". The dynamic markings *mf*, *boastfully*, and *f* are placed above the vocal line. The piano accompaniment features a *pesante* section, indicated by the marking above the staff. The dynamic marking *mf* is also present in the piano part.

I can be just as broad." So he blew him - self out, and he

p *grad. cresc.*

The third system of the musical score. The vocal line continues with the lyrics "I can be just as broad." followed by "So he blew him - self out, and he". The dynamic markings *p* and *grad. cresc.* are placed above the vocal line. The piano accompaniment continues with the same key signature and includes a crescendo.

rit. *mf* *p saucily*

blew him-self out, and he blew him-self out, But the lit - tle frog said "The

mf *expressively* *p* *grad. cresc.*

ox is big - ger than that!" So he blew him-self out, and he

mf *rit.* *mf*

blew him - self out, and he blew him - self out. Still the

p lit - tle frog said "The ox is much big - ger than that!" So the

mf *rit.*

p *allarg.*

frog took a great big breath. And he blew, and he blew, and he

grad. cresc.

f *grad. cresc.*

molto rit. *ff* *spoken rather than sung*

swelled and he swelled and he said - "I'm as big" - but then he burst!

molto rit. *ff* *rit. & dim.*

The Lion and the Mouse

Little Friends sometimes prove Great Friends

MABEL WOOD HILL

Maestoso

mf *p* *p*

Voice

Once, when a Li - on was a - sleep — a

Piano

Allegro moderato

lit - tle Mouse came run - ning — up and

p sempre legato

down. *not too fast* 8. The

pp *no pedal*

Tempo I.

mf *cresc.* *f*

li - on waked, and placed his paw up-on him and o-pened his huge jaws to

Tempo II.

p

swal low him. "Par - don, Par - don,

King" said the lit-tle Mouse. "For -

p as before

8

fz *fz* *expressively*

give! for-give! I nev - er shall for - get it: Who knows, but

mf

some day I may help— you?"

rubato

And the Li - on was so tick - led — that he let him go!

voice may take two beats unaccomp.

Tempo I.

recit

The hun-ters caught the Li-on

*allarg.**ff*

in a net. Then the lit-tle Mouse came by And

*rit.**p sempre legato*

gnawed the ropes that bound the King of beasts.

*mf**mf**mf**pp*

"Was I not right?" said the lit-tle Mouse.

*ppp**pp*

The Milkmaid

9

Do not count chickens before they are hatched

MABEL WOOD HILL

Moderato *happily, not too fast*

Voice

When Pol - ly the milkmaid was

Piano

p

go - ing to market, car-rying the milk in a pail on her head,

mf *f* *slower*

"What shall I buy? What shall I do with the mon-ey?" she sang.

mf

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slower, and thinking aloud

"I'll buy fowls from the farm-er, to lay eggs each morning, with

*Tempo rubato**p**grad. cresc. **

mon - ey from eggs I will buy a new dress, all dain - ty and fresh, and a

*cresc.**rit.*

hat with a feather, and when I go to mark - et, Oh

slower *mf*

won't the men stare! They'll all come and speak, and the girls will be jeal-ous, but

f *ff*

'what do I care - I'll just toss my head so" - But the

p *dim.* *expressively*

pail fell down. "Ah my child!" said her moth-er. —

rit. *p*

The Hare and the Tortoise

Plodding wins the race

MABEL WOOD HILL

Voice *Moderato* *with spirit* *mf*

Piano *marked rhythm* *mf*

The

Hare was boast - ing of his speed be - fore the oth - er

an - i - mals — "I nev - er have been beat - en — When

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slower

I put forth my strength! Who will race with me?"

rit.

"I ac - cept your

steadily, marked rhythm

p

chal - lenge" said the Tor - toise ver - y qui - et - ly.

Tempo I.

"Keep your boast - ing till you've beat - en - shall we race?" So the

Tempo I.

mf

course was fixed and the start was made, and the

Hare dart-ed out of sight — When he

mf *dim.* *p* *molto rit.* *pp*

expressively

stopped — And to show his con-tempt for the Tor-toise — lay

Tempo II.

down to take a nap. — The Tor - toise plodded on and

molto rall

accel.

when the hare a - woke he saw his ri - val near the winning post!

accel. *fz* *dramatically*

Tempo II.

Then said the Tor - toise: — "Plodding wins the race!" —

rit.

The Fox and the Crow

Do not trust Flatterers

MABEL WOOD HILL

Voice

Smoothly, slyly (rather slowly)

Piano

marked rhythm

mf

A

Moderato

Fox once saw a Crow fly off with a piece of

mf

cheese "That's for me as I'm a fox," said he -

rit.

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a tempo

So he ran to the foot of the tree, and said—"Good -

Moderato grazioso very smoothly tempo rubato

day, Mistress Crow, good - day! ————— How well you are look-ing, How

p sempre legato con Ped.

mf

glos - sy your feath - ers, How bright — your eye! Your

cresc. *piu rit.*

voice must sur-pass all oth - ers — as your fig - ure does; Let me

mf *f*

hear but one song And I'll greet you queen of birds!" The

(make as harsh as possible) *f*

Crow lift-ed up her head "Caw!— caw!" But as

soon as she o-pened her mouth — "Caw! — Caw!" — The

The first system of the musical score is in G major (one sharp). It consists of a vocal line on a single staff and a piano accompaniment on two staves. The vocal line begins with a melodic phrase, followed by a rest, and then the lyrics "soon as she o-pened her mouth —". After a short instrumental interlude, the vocal line continues with "Caw! — Caw!" and "The". The piano accompaniment provides harmonic support with chords and moving lines in both hands.

Tempo I.

Fox caught the cheese as it fell, and said:

The second system begins with the tempo marking "Tempo I." in the vocal line. The vocal line contains the lyrics "Fox caught the cheese as it fell, and said:". The piano accompaniment features a more active bass line with eighth notes and a treble line with sustained chords and a melodic fragment.

impressively

"That is all I want - ed!"

molto rit.

The third system features the tempo marking "*impressively*" above the vocal line. The vocal line has the lyrics "That is all I want - ed!". The piano accompaniment includes the marking "*molto rit.*" (molto ritardando) below the bass line, indicating a significant slowing down of the tempo. The musical notation shows a final cadence for both parts.

The Two Crabs

Example is the best precept

MABEL WOOD HILL

Lento quasi Moderato

Voice

One day two Crabs came out for a stroll on the

mf

sand.

accel.

"Child," said the moth - er, "You walk most un-grace - ful - ly!"

a tempo

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Learn to go straight, — do not twist from side to

side!" *p* Tempo I. "Pray, moth - er dear"

Then said the lit - tle one: "Do so your - self — And

I will fol - low you!"

The Ant and the Grasshopper

It is best to prepare for days of adversity

MABEL WOOD HILL

Allegro moderato

Voice

merrily

Piano

mf

In a field one sum - mer's day a

Grass - hop - per chirped and hopped and chirped - To his

slower
heart's con - tent he was sing - ing and hop - ping. An

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*marked rhythm
evenly*

Ant came plod - ding by, Drag - ging a grain of

corn; Toil - ing, moil - ing, toil - ing, moil - ing,

Tempo I.

on to his nest. "Come with me, come chat with me," The

Grass-hop-per sang and chirped and hopped, "Oh come with me 'stead of

Tempo II.

toil-ing and moil-ing!" But the Ant said "I'm lay-ing up

food For the win-ter that is com-ing

cresc.

mf *grad. rit. e dim.* *p*

So should you, so should you, so should you!" When

molto rit.

Lento maestoso *mf* *dim.*

win - ter came the Ant had food, But the Grass-hopper found him-self

rit.

dy ing

pp *p* *rit.*

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