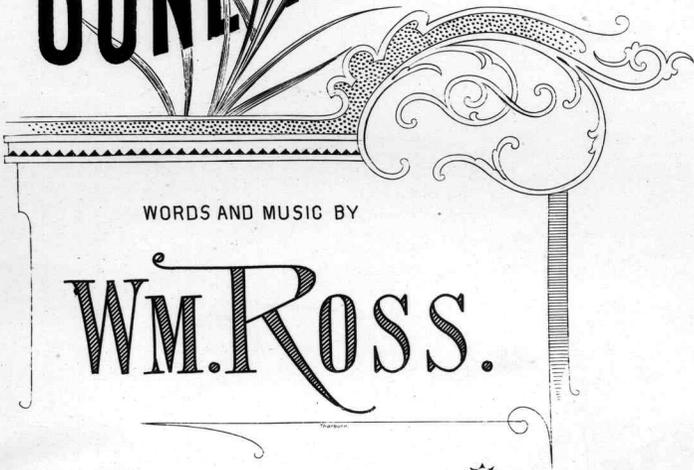


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BABY HAS GONE TO SCHOOL



WORDS AND MUSIC BY

WM. ROSS.



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BABY HAS GONE TO SCHOOL.

Allegretto

Wm. ROSS.

The

ba - by has gone to school; ah me! what will the moth - er do? With

nev - er a call to but - ton or pin, or tie a lit - tle shoe? The

ba - by has gone to school, ah me! What will the moth - er do? how

The first system of music consists of a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The vocal line begins with a half note 'ba' followed by quarter notes 'by', 'has', 'gone', 'to', 'school', a half note 'ah me!', and then quarter notes 'What', 'will', 'the', 'moth - er', 'do?'. The piano accompaniment features a steady eighth-note pattern in the right hand and block chords in the left hand.

can she keep her-self bus-y all day with the lit - tle dear a - way? An -

The second system continues the vocal line with quarter notes 'can', 'she', 'keep', 'her-self', 'bus-y', 'all', 'day', quarter notes 'with', 'the', 'lit - tle', 'dear', 'a - way?'. The piano accompaniment continues with similar rhythmic patterns, including a piano (*p*) dynamic marking in the right hand.

oth - er basket to fill with lunch, an - oth - er 'good-bye' to say And the

The third system continues the vocal line with quarter notes 'oth - er', 'basket', 'to', 'fill', 'with', 'lunch,', quarter notes 'an - oth - er', 'good-bye' to say. The piano accompaniment features a piano (*p*) dynamic marking and a more active right hand with chords and eighth notes.

moth - er stands at the door to see her ba - - by march a -

The fourth system continues the vocal line with quarter notes 'moth - er', 'stands', 'at', 'the', 'door', 'to', 'see', 'her', 'ba - - by', 'march', 'a -'. The piano accompaniment features a piano (*p*) dynamic marking and a rhythmic pattern of eighth notes in the right hand.

way. And the moth - er stands at the door to see her

ha - by march a - way.

She thinks of a pos - si - ble fu - ture morn, When the chil - dren one by

one; Will go from their home, out in - to the world, To bat - tle with life a -

lone, She thinks of the pos - si - ble fu - ture morn, When the

chil - dren go one by one, And not e - ven the ba - by

left to cheer The home of the fu - ture year. She picks up gar - ments

here and there, Thrown down in care - less haste; And tries to think how

it would seem if noth - ing were mis - placed And

tries to think how it would seem if noth - ing were mis -

placed The ba - by has gone to school; ah me! ah me!..... ah

rit. *poco - - a - - poco.*

me!..... ah me!..... ah me!.....

pp *dim.* *pp* *pp*

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