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# the LITTLE RED SCHOOL HOUSE

BY THE WRITERS OF  
"DOWN AT THE OLD SWIMMIN' HOLE"  
AL WILSON AND JAMES BRENNAN

FOX-TROT  
SONG



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*Robinson*

# In The Little Red School House

by AL. WILSON  
and JAS. A. BRENNAN

Moderato

*Till Ready*

The piano introduction is in 2/4 time, marked Moderato. It features a treble and bass staff. The treble staff begins with a piano (p) dynamic and contains a series of chords and eighth-note patterns. The bass staff has a similar rhythmic pattern. There are several triplet markings (3) over groups of notes. The piece concludes with a section marked *Till Ready* and a piano (p) dynamic.

Voice

The first system of the vocal score shows the voice line and piano accompaniment. The voice line has two lines of lyrics: "Some - times I think I was a lit - tle fool, Back in the" and "Each morn, when moth - er said 'It's af - ter eight. If you don't". The piano accompaniment is in 2/4 time, marked piano (p), and features a steady eighth-note accompaniment in the bass and chords in the treble.

The second system of the vocal score continues the voice line and piano accompaniment. The voice line has two lines of lyrics: "days when I used to go to school. When I was a kid, Gee!" and "hur - ry you sure - ly will be late" "I'd start down the road, My". The piano accompaniment continues with the same rhythmic pattern.

The third system of the vocal score continues the voice line and piano accompaniment. The voice line has two lines of lyrics: "how I hat - ed, The lit - tle place where I was ed - u - cat - ed, Al -" and "foot - steps lag - ging, Of course I went but I was al - ways brag - ging 'You". The piano accompaniment continues with the same rhythmic pattern.

The fourth system of the vocal score concludes the voice line and piano accompaniment. The voice line has two lines of lyrics: "tho' I did - n't know it I was luck - y then, - I wish that I was back a - gain." and "bet when I get big - ger No more school for me, - But now that's where I want to be." The piano accompaniment continues with the same rhythmic pattern.

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## Chorus

In the lit-tle red school house — With my book and slate, — In the lit-tle red

*p-f*

school house — I was al-ways late. — I long to be back there where

I was a schol-ar, In the days of yore; How I'd stand right up there and hol-ler

"two and two are four" When we should have been learn - ing, — a-bout the Golden Rule, —

— Our lit-tle hearts were yearn - ing, — for the swimming pool — Why we could

hard - ly wait for the four o'clock bell, The moment that we heard it we would run like mad, Oh!  
 Teach-ersendsyouhometowashyourface and then! You say, 'aw what'stheuse it just gets dirt-y a-gain, Oh!

Gee! \_\_\_\_\_ I want to be, In the lit-tle redschool house.In the lit-tle red house. \_\_\_\_\_  
 Gee! \_\_\_\_\_ I want to be, In the lit-tle redschool house.In the lit-tle red house. \_\_\_\_\_

Patter

Ten 'o-clock the spell-ing les-son's just be-gun, John - ny throws an ink-ball just for fun

Hits the teach-er's ear with an aw-ful spat, She turns a - rourd and says "who did that?"

Pret-ty lit-tle Perc-y in the very front row, Rais-es up his hand, and says "Teacher I know!"

The first system of music features a vocal line in the treble clef and a piano accompaniment in the grand staff (treble and bass clefs). The key signature is one sharp (F#). The vocal line begins with a series of eighth notes, followed by a quarter note, and then continues with a mix of eighth and quarter notes. The piano accompaniment consists of chords in the right hand and single notes in the left hand, with accents marked above several notes.

Lit-tle John-ny whispers to the teach-er's pride, "You just wait till I get to you out-side!"

The second system continues the musical piece. The vocal line has a similar rhythmic pattern to the first system. The piano accompaniment maintains the same harmonic structure, with accents on the piano part.

Johnny's told to stand up with his face to the wall, He says "I do' wan-na" and he tries to stall,

The third system shows the vocal line with a slight change in melody. The piano accompaniment continues with the established harmonic pattern and includes accents.

If I stood up there I'd take an aw-ful chance, I got a great big tear in the seat of my pants.

The fourth system concludes the piece. The vocal line ends with a final note. The piano accompaniment also concludes with a final chord. Both parts end with a double bar line and repeat signs.

After patter Go  
back to sign

D. S.  
al