

MS Presents

# WHAT FRED DREAMED

A PLAY FOR PRIMARY GRADES

(Fred is sitting in easy chair. June stands in center.)

JUNE—Fred, do you know that Washington's Birthday will be next Thursday?  
FRED—Of course I remember. I guess I wouldn't forget a day like that. We're going to have a holiday. (*Stretches and yawns.*) Don't bother me. I want to take a nap.

JUNE—Do you know how old he would be on this birthday if he were still living?

FRED—No, do you?  
JUNE—Yes, I do. He would be 213 years old.

FRED (*whistles*)—Some old! No wonder his hair was white!

JUNE—He wouldn't know this world if he came back now. We have so many things that people didn't have when he was alive. Fred, let's play a game and see how many things we can think of that George Washington never knew about. (*Fred has fallen asleep; June goes near him.*) Fred—Oh, dear, the old sleepy-head! Well, I'll go away and let him nap if that's what he wants to do. (*Exits.*)

(*Curtains are closed while the*

guess I've made some mistake. (*Hands the receiver to Judy.*) Here, my dear, you had better take this.

JUDY—Now, you see, don't you?

WASHINGTON—I am getting more bewildered every minute! (*Passes his hands over his eyes.*) This place is too brightly lighted for my eyes. (*Looks all about.*) Where do you have your candles hidden to give all this light?

SALLY—Oh, we don't use candles very much now. We light our homes with electricity.

WASHINGTON—Elec-elec-electricity! How do you blow it out?

SALLY—We don't blow it out. We put it out like this. (*She turns switch off and on. Then Washington tries it several times.*)

WASHINGTON—I wonder how Mount Vernon would look with bright lights like this?

FRED—General Washington, I still should like to know how you got here. Did you come by bus or in a private automobile? Oh, dear, I suppose you don't know about them either. Show him your toy automobile, Dave.

DAVE—Well, here it is, General!

The preparation of this simple play about George Washington required only four days. If toys are lacking, large-sized pictures would be effective.

CHARACTERS	
FRED	TIM
JUNE	JAMES
WASHINGTON	ROSE
BERT	JUDY
	SALLY
	DAVE
SETTING	
A living room with entrance at center back. Furniture in keeping with the size of the children is effective. Radio and chair are at left of stage in the rear, easy chair at left center, telephone on table with chair at right front, electric floor lamp at right rear. A toy train, an airplane, an automobile, and a doll are used in the play. There should be a phonograph played off stage to represent radio music.	

BERT—This is what we call a train, General Washington, and this is the locomotive. It travels on tracks and it sounds like this. (*He walks around as though on a track, imitating a train.*)

WASHINGTON—I declare, that is a strange-looking thing! I think I'd prefer my carriage.  
FRED—Well, General, how did you get here? Did you fly?

WASHINGTON—Ho, ho, ho, my lad! You are pretty young to

kinds of things. They go very, very fast.

WASHINGTON—Not faster, I'll wager, than my, fine horses!

TIM—Oh, much faster than that, General Washington! (*Telephone rings. Judy answers it.*)

JUDY—Hello. No, you have the wrong number. . . . Good-by.

WASHINGTON (*comes to the table and inspects the telephone*



range themselves. Bert, with train, is on floor at front of stage. Tim, with airplane, sits on floor at center back. Judy sits at table with telephone. Sally, with doll, stands near electric floor lamp. Dave, with automobile, sits on floor near radio. James sits on floor near the door. Rose sits near radio. When curtains open, knocking is heard.)

FRED (springing from chair)—What's that? Who's there? (Goes to door and opens it. George Washington enters.) Why—why, you're George Washington!

WASHINGTON—Yes, I am. FRED—How did you get here? Did you come by train?

WASHINGTON (puzzled)—By train? What do you mean, by train?

FRED—Something you ride in. WASHINGTON—In my day, such a thing was called a carriage. FRED—I don't mean a carriage. A train is something you ride in that runs on tracks and is pulled by a locomotive.

WASHINGTON—A locomotive? What is a locomotive?

FRED (turns away and ubbis-hes)—Is he dumb! Bert, show him your train. Let's see whether that will help.

FRED—I'm not joking. I mean did you come in an airplane? WASHINGTON (looking much puzzled)—An airplane? What can you mean by an airplane?

FRED—Tim, show him your toy airplane. Maybe you can explain what a plane is.

TIM—See, General Washington, this is an airplane. It can fly very high in the air.

WASHINGTON (throwing his hands)—Pre-poss-ter-ous! What good would a thing like that be?

TIM—Oh, airplanes are large and they can carry people and all

JUDY—This is a telephone, sir. We can talk to people all over the world on the telephone.

WASHINGTON (laughs)—Now, my dear, you can't expect me to believe that.

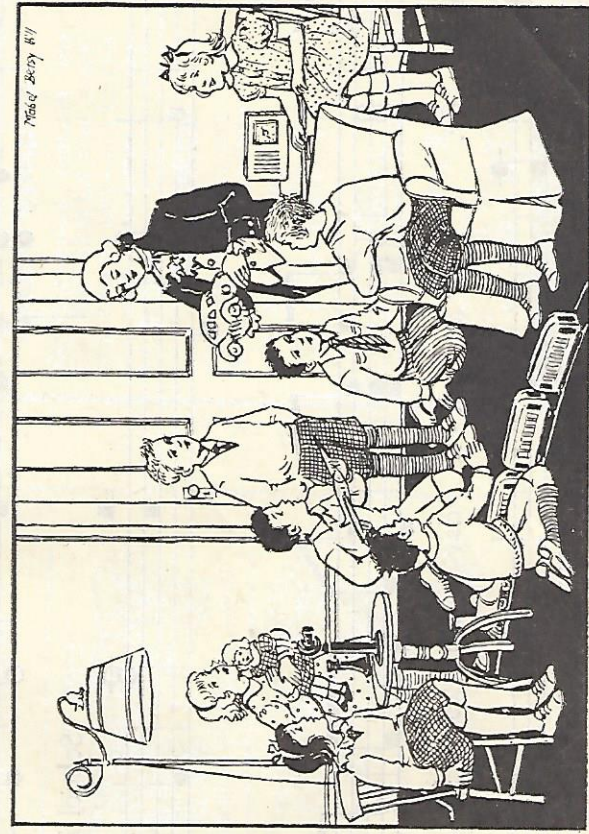
JUDY—Well, try it yourself. Hold the receiver up to your ear and listen. (Washington holds receiver gingerly far from his ear.) You must put it closer to your ear.

WASHINGTON—Who, who are you? What number? Oh, any number, I'm not particular . . . Fresh? Fresh? I—I—I

WASHINGTON—No, thank you. I should be only more confused. (Music is heard. Washington jumps and goes toward sound.) Where is the music coming from?

ROSE—It is coming from this radio. The music comes over the air waves.

WASHINGTON—That's impossible! Music coming out of a box! It's too much. (Holds his head as he walks to center of stage.) Air-phones, teleplanes, gasobiles, radio-city! I must get back to my horses and carriage before I completely lose my mind. (He exits hurriedly.) (Continued on page 54)





PROGRAM MATERIAL  
Plays, Songs, and Verse

# A-SKATING WE WILL GO

WORDS AND MUSIC BY ELIZABETH SEATTER

Down on the pond, hi - ho,  
Ice - skat - ing to and fro!  
We  
skate and skate Un - til it's late;  
Then home a - gain we go.  
skate and skate Un - til it's late;  
Then home a - gain we go.

The musical score is written on two systems of staves. The first system contains the first two lines of lyrics, and the second system contains the remaining lyrics. Each line of lyrics is accompanied by a vocal line and a piano accompaniment line. The key signature is one sharp (F#) and the time signature is 2/4. The piano accompaniment features a simple, rhythmic pattern of eighth and sixteenth notes.



# GOOD-BY SONG

WORDS AND MUSIC BY MAUDE ORITA WALLACE

School is o - ver; hap - py times

The first system of musical notation consists of two staves. The upper staff is in treble clef with a key signature of two flats (Bb, Eb) and a 2/4 time signature. The lower staff is in bass clef with the same key signature and time signature. The lyrics 'School is o - ver; hap - py times' are written below the staves.

Make ev' - ry mo - ment fly. Now an - oth - er day is done, And so we will say good - by.

The second system of musical notation continues with two staves in the same key signature and time signature. The lyrics 'Make ev' - ry mo - ment fly. Now an - oth - er day is done, And so we will say good - by.' are written below the staves.

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step is a



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## Phonics in Spelling

(Continued from page 15)

Such phonetic sounds as *augb*, *igb*, *ph*, *ich*, *ie*, and *ei* are a few from which lists can be made. Two or more should be presented each day.

Some words defy all spelling rules, and must be memorized. A special list for intensive study should be compiled and added to the "demon" list of words misspelled by a large percentage of the class. This list is for constant study and retesting.

Careful attention should be given to prefixes and suffixes, noting any effect they may have on the meaning of a word. A good exercise is to let the class add prefixes and suffixes to a blackboard list and write the meaning of each word as altered.

Keep the dictionary in constant use. Make it a source of real help, to be referred to and relied on at all times.

It is well for pupils to correct one another's daily tests, so as to gain practice in recognizing misspelled words, co-ordinating ear and eye impressions, concentrating, and learning to read others' handwriting. Once-a-week recording of grades, on tests corrected by the teacher, is sufficient.

In oral reading, catch mispronounced words and analyze them at the blackboard. Divide them into

syllables for correct pronunciation and spelling if they are basal words.

Give pupils a basic foundation upon which to build words, co-ordinate spelling thoughtfully with other subjects, and introduce games and other devices to enliven the study. The result should be more accurate spelling, better pronunciation and enunciation, and more efficient reading.

## What Fred Dreamed

(Continued from page 40)

FRED—Poor General Washington! That was too much, springing all those inventions on him at once. I wonder how people ever got along without all these things.

(Curtains closed. Children with toys go off stage. When curtains open, Fred sits in his chair asleep.)

FRED (talking in sleep)—I didn't tell him about steamships or electric refrigerators or washing machines or — (Opens his eyes, looks around in astonishment, and jumps up.) Why, I must have been dreaming!

JUNE (running on stage)—Oh, Fred, you're awake at last. Now, let's play that game to find out who can think of the most things that Washington wouldn't know about.

FRED—If you had been dreaming as I've been, you wouldn't have to play a game. You'd really know.

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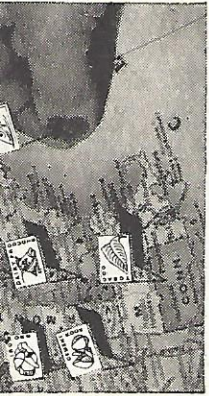
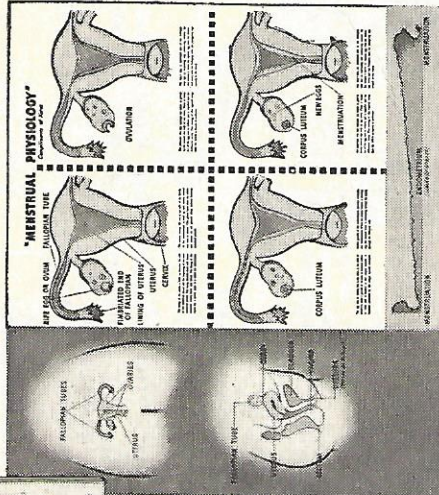
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