

# 48. WHO HAS SEEN THE WIND?

49

Christina Rossetti

Robin Milford

**At a moderate pace**

VOICE

PIANO

*p* *Mysteriously*

1. Who has seen the  
2. Who has seen the

wind? Nei - ther I nor you; But when the leaves hang—  
wind? Nei - ther you nor I; But when the trees bow—

trem - bling The wind is pass - ing through.  
down their heads The wind is pass - ing

1

by.

2

*cresc.* *f*

\*Alternative notes may be taken here if preferred.  
From 'Rain, Wind and Sunshine' A Children's Cantata from Oxford Choral Songs, by permission.

Who has seen the

wind?

Ah.

*poco rit.*

*pp*

*p*

*(Div) pp*

## 49. JESUS IN THE MANGER

Peggy Shimmin

Peggy Shimmin

**Quickly and cheerfully**

VOICE

*pp* 1. Je - sus in the man - ger, In the man - ger Je - sus lay,  
*p* 2. Ma - ry by his bed - side, By his bed - side Ma - ry knelt,  
*mp* 3. Jo - seph at the door - way, At the door - way Jo - seph stood,  
*mp* 4. An - gels in the mead - ows, In the mead - ows An - gels told  
*mf* 5. Kings from east - ern coun - tries, East - ern coun - tries dim and far,

PIANO

Je - sus in the man - ger, In a man - ger filled with hay.  
 Ma - ry by his bed - side, Moth - er - hood's first won - der felt.  
 Jo - seph at the door - way, Knew the birth of Christ was good.  
 Tid - ings to the shep - herds, Watch - ing each of them his fold.  
 Kings from east - ern coun - tries, Led to Beth - lem by a star.

Verses 1-4 Verse 5

This carol should be sung with all verses.  
 From *Oxford Choral Songs*, by permission.

# A THIRD SIXTY SONGS FOR LITTLE CHILDREN



From the Wallace Collection, by permission

EDITED BY  
**Herbert Wiseman**  
and  
**Sydney Northcote**



NEW TEXTS BY  
**Helen Henschel**

OXFORD  
**1. 60**

68 212

FAIR LAWN, N.J.

*Third*  
**OXFORD UNIVERSITY PRESS**

c1960

*A Third Sixty Songs  
for Little Children*

Edited by  
HERBERT WISEMAN  
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SYDNEY NORTHCOTE

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OXFORD UNIVERSITY PRESS  
MUSIC DEPARTMENT • 44 CONDUIT STREET • LONDON W. 1

# INDEX OF TITLES AND FIRST LINES

*First lines are in italics when they differ from the titles.*

|                                                            | No. | Page |
|------------------------------------------------------------|-----|------|
|                                                            | 17  | 17   |
| Anna Marie (Dutch)                                         | 58  | 59   |
| Bell Canon, The (Anon.)                                    | 46  | 46   |
| Bobby and Jean (Swiss)                                     | 32  | 32   |
| *Caravan, The (H.W.)                                       | 12  | 11   |
| <i>Children dear, the summer now is here (German)</i>      | 58  | 59   |
| <i>Christmas bells swing to and fro, The (Anon.)</i>       | 29  | 29   |
| *Clocks, The (German)                                      | 59  | 59   |
| *Clock Canon, The (German)                                 | 1   | 1    |
| Come Along (Artois)                                        | 5   | 4    |
| <i>Come along, come along (Vendée)</i>                     | 28  | 28   |
| <i>Come and dance round the maypole (Rhenish)</i>          | 45  | 45   |
| Come home now (Westphalian)                                | 53  | 55   |
| <i>Come join us in our happy lay (Touraine)</i>            | 23  | 23   |
| <i>Come my little serving maid (Haute-Marche)</i>          | 27  | 27   |
| Cuckoo (Italian)                                           | 22  | 22   |
| <i>Dance, dance, Margery (Dutch)</i>                       | 25  | 25   |
| Dance to your Daddy (Scots)                                | 8   | 7    |
| Dance with me (Pomerania)                                  | 60  | 59   |
| <i>Doh, Me, Soh, Doh (Anon.)</i>                           | 16  | 16   |
| Ducks, Dogs and Humans (Dutch)                             | 53  | 55   |
| Easter Hymn (Touraine)                                     | 55  | 57   |
| <i>Ere I sleep, for every favour (S.N.)</i>                | 16  | 16   |
| <i>Ev'ry duck loves swimming in the water (Dutch)</i>      | 21  | 21   |
| Fairy Ring, The (H.W.)                                     | 44  | 44   |
| Farmyard Song, A (Scots)                                   | 36  | 36   |
| Five-and-Twenty Masons (Scots)                             | 33  | 33   |
| Follow the Band (Picardy)                                  | 37  | 37   |
| <i>Footsteps on the landing (S.N.)</i>                     | 56  | 57   |
| God who made the Earth (S.N.)                              | 59  | 59   |
| <i>Grandfather clock says tick, The (Canon)</i>            | 29  | 29   |
| <i>Grandfather clock says tick, The (German)</i>           | 52  | 54   |
| <i>Hark, the bells are ringing (Annecy)</i>                | 42  | 42   |
| <i>Hark to the cheery hunting horn (Poitou)</i>            | 10  | 9    |
| <i>Hark to the song of the nightingale (German)</i>        | 9   | 8    |
| Here's a Health (Vendée)                                   | 33  | 33   |
| <i>Here come the soldiers down the street (Picardy)</i>    | 42  | 42   |
| Hunting Song, A (Poitou)                                   | 6   | 5    |
| Hushabye (S.N.)                                            | 44  | 44   |
| <i>I bought a hennie (Scots)</i>                           | 18  | 18   |
| <i>Icy winter's past, The (Orléannais)</i>                 | 26  | 26   |
| <i>I love my little donkey (Orléannais)</i>                | 20  | 20   |
| <i>I love the grandfather clock (Czech)</i>                | 39  | 39   |
| <i>I wish, how I wish that I had a little house (S.N.)</i> | 32  | 32   |
| <i>I wish I lived in a caravan (H.W.)</i>                  | 57  | 58   |
| Jesus, Friend of Little Children (S.N.)                    | 49  | 50   |
| Jesus in the Manger (Peggy Shimmin)                        | 21  | 21   |
| <i>Let us dance and let us sing (H.W.)</i>                 | 54  | 56   |
| Little Child's Hymn, A (S.N.)                              |     |      |

# INDEX OF TITLES AND FIRST LINES

|                                                                     | No. | Page |
|---------------------------------------------------------------------|-----|------|
| Little Lament, A (Vendée)                                           | 19  | 19   |
| Little Swallow, The (Müller)                                        | 3   | 2    |
| Little Vesper Hymn, A (S.N.)                                        | 55  | 57   |
| Marching (Vendée)                                                   | 5   | 4    |
| Margery (Dutch)                                                     | 22  | 22   |
| Maypole, The (Rhenish)                                              | 28  | 28   |
| Merry Month of May, The (Touraine)                                  | 11  | 10   |
| Money (S.N.)                                                        | 4   | 3    |
| Mr. Minnitt (H.W.)                                                  | 7   | 6    |
| <i>Mummy has a shilling (S.N.)</i>                                  | 4   | 3    |
| <i>My father and my mother (Savoie)</i>                             | 15  | 14   |
| My little donkey (Orléannais)                                       | 26  | 26   |
| My little serving maid (Haute-Marche)                               | 23  | 23   |
| <i>My pretty bird is flown (Vendée)</i>                             | 19  | 19   |
| Nightingale, The (German)                                           | 10  | 9    |
| Night Piece (S.N.)                                                  | 37  | 37   |
| Nine Tailors, The (German)                                          | 34  | 34   |
| Nonsense Song, A (S.N.)                                             | 41  | 41   |
| <i>O where are you going, my Anna Marie? (Dutch)</i>                | 17  | 17   |
| Pancakes (H.W.)                                                     | 14  | 13   |
| Phoebe in her Petticoat (Appalachian)                               | 2   | 2    |
| Proposal, A (Scots)                                                 | 38  | 38   |
| Robin, The (H.W.)                                                   | 47  | 48   |
| Scarecrow, The (H.W.)                                               | 30  | 30   |
| Scots Hunting Song                                                  | 43  | 43   |
| Shiny Little House, The (S.N.)                                      | 39  | 39   |
| Sing Cuckoo (Haut-Dauphiné)                                         | 13  | 12   |
| Sing Heigh, Sing Ho! (Savoie)                                       | 15  | 14   |
| Sleepy Song, A (Czech)                                              | 20  | 20   |
| Snowflakes' Carol, The (Bas-Limousin)                               | 50  | 52   |
| <i>Snow is falling so gently, The (Bas-Limousin)</i>                | 50  | 52   |
| Softly, softly (Austrian)                                           | 40  | 40   |
| Solfa Canon, The (Anon.)                                            | 60  | 59   |
| <i>Someone's making pancakes (H.W.)</i>                             | 14  | 13   |
| Song for Easter Day, A (Annecy)                                     | 52  | 54   |
| Spin, Spin (German)                                                 | 24  | 24   |
| Spring Song (Orléannais)                                            | 18  | 18   |
| Summer Song (German)                                                | 12  | 11   |
| Swinging (Czech)                                                    | 35  | 35   |
| Tell me, Shepherdess (Anjou)                                        | 51  | 53   |
| <i>There was an old man who was awfully spry (S.N.)</i>             | 41  | 41   |
| <i>There were two little children called Bobby and Jean (Swiss)</i> | 46  | 46   |
| <i>Three men went out a-hunting (Scots)</i>                         | 43  | 43   |
| <i>'Tis the merry month of May (Touraine)</i>                       | 11  | 10   |
| Tommy and the Apples (Welsh)                                        | 31  | 31   |
| <i>When father takes his spade to dig (H.W.)</i>                    | 47  | 48   |
| <i>When winter's reign is over (Italian)</i>                        | 27  | 27   |
| Who has seen the Wind? (Robin Milford)                              | 48  | 49   |
| <i>Will you accept a pennyworth of pins? (Scots)</i>                | 38  | 38   |

## PREFACE

This book of songs has been designed to cover the needs of children in the first three years of their school life. The more difficult songs are mainly in the second half of the book. Several of the songs offer opportunities for simple mime and movement; and many are so arranged that they can and should be sung without any pause or break between verses.

The accompaniments have all been made as easy as possible; although in many cases the children have been confronted with the necessary training of sustaining their melody against an independent piano part. In the initial stages of teaching the songs, teachers will find that if the voice part is played along with the bass of the accompaniment, the result will in most cases be musically satisfactory. But once the children are sure of the tune the accompaniment, as written, should be used.

The three canons should prove a happy introduction to part-singing, but the teacher will have to guard against any tonal stress in maintaining the individual parts.

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