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## Literature Connections to Music

Elizabeth Lynn Wick McLean

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## Literature Connections to Music

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**Literature Connections to Music**

**This Graduate Research Project**

**Submitted to the**

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**In Partial Fulfillment of the Requirements for the Degree**

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**by**

**Elizabeth Lynn Wick McLean**

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Has been approved as meeting the research paper requirements  
For the degree of Master of Arts.

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## Abstract

This project was to produce an annotated bibliography of fiction for young adult readers with important characters or themes relating to music. The music and English departments at Mormon Trail Jr./Sr. High School in Garden Grove, Iowa requested a bibliography of young adult fiction related to music as a theme or important character so that teachers and students could choose a story to read when team teaching music and reading. The 120 books annotated were chosen through criteria selected so as to produce a list of books that would meet the curriculum needs of the teachers and reading levels and interests of the students. Selection sources used yielded a variety of young adult fiction with important characters or themes relating to music. These criteria included music related terms in the subject headings for cataloging young adult fiction, books that are at least one hundred pages or more and books that fit the English curriculum requirement for Mormon Trail School. Recently published as well as older titles were selected. Out of print titles are listed as such in the annotated bibliography. Titles may be purchased or interlibrary loaned if not currently on the library shelves. New titles will be purchased and added to the annotated bibliography yearly by the library media specialist.

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## Chapter One

### Introduction

“Music is a more potent instrument than any other for education and children should be taught music before anything else.” (Towell, 1999-2000, ascribed to Plato).

#### Background: Teens, Music and Books

Between seventh and twelfth grades teens listen to over 10,000 hours of music (Brown & Hendee, 1989, p.1659). Many teens relate more to music than to television or movies. Teens may be attracted to books with music as a theme because the stories provide points of personal reference and self-definition through the music. Interaction between fiction and music shows us that different art forms rely upon each other for expression (Martin, 1998, p. 21, 35). Music is a powerful communication device that affects attitude, mood, emotions and behavior (Brown & Hendee, 1989, p. 1659).

Books can be friends, relieve loneliness, induce relaxation before sleep and serve as a vehicle for traveling to unknown places. Some adults’ favorite memories are of a parent reading to them. The voice reading aloud is a powerful lasting memory (Astor, 1991, p.47). Both music and reading are wonderful communication and memory builders. Music is a universal language that all young people from all cultures can understand. Including it in the curriculum in any form can be

motivational. This research project is a compilation of young adult fiction books with music themes.

### Young Adult Fiction

“The key to getting teens to read is to provide them with reading material of interest.” (Herald, 1997, p. 2). About 500 new titles published each year are aimed at teens (Donelson & Nilsen, 1997, p.12). Genre fiction fits teen’s reading needs. It is a way of dividing books into manageable sections. Teens like to know what they are reading and they want an identifiable book in which they know what to expect. They identify themselves by what they read. For instance one teen will look for mysteries. Another will look for horror. They stay with that genre and read many authors from that genre until they are introduced to another genre. The cycle repeats itself (Herald, 1997, p. 2).

Genre fiction appeals to teens for many more reasons. One is that writers of genre fiction tend to write through the eyes of a teen. Teens like to read about main characters who are the same age as they are. Teens compare, analyze, and fantasize about that character’s life in relation to their own lives (Donelson & Nilsen, 1997, p. 23).

Young adult authors portray teen characteristics in order to attract teens as an audience. Teen characters in books should accomplish something and grow with maturity to earn a teen reader’s respect. Gaining maturity is the most common theme



in young adult books (Donelson & Nilsen, 1997, p. 29, 31). Teens imagine themselves in the adult world, acting with no help or advice from adults, being tested by experience and emerging wiser through their own actions (Smith, 1995, 14). They can read about reaching maturity, and experience challenges through young adult books. Teachers can make use of this dual interest in music and reading.

### Literature in a Content Area

“Every teacher is a reading teacher.” (Manning, 1999, p.83). Reading occurs in every content area in many middle schools. Students get hooked onto a subject, person or place through content reading and progress into reading everything they can find about what interests them (Manning, 1999, p.83). Teaching in the content area with trade books and other materials to supplement textbooks is gaining support from teachers due to increased student interest and motivation to read. Teachers and librarians are challenged to help students read strategically to develop critical thinking and study skills (Manning, 1999, p.84).

Maryann and Gary Manning believe using literature develops depth and breadth of a content area. Books stimulate interest and encourage readers to examine issues from different perspectives. They suggest eight different strategies for incorporating literature into a content area. First, read aloud. Read a book that is interesting in order to convey enthusiasm about the topic. Second, give students time to read. Students should have time to read in each content area class as they have little time to read at other times due to extra-curricular activities. Third, talk to students about what they read. Individual and peer discussions promote understanding about content. Fourth, include literature circles in a content. Students reading the same book at the same time and then discussing it together form a

cohesive, strong group. A literature circle where everyone reads a different book on the same subject lends itself to viewing content from various perspectives and broad interests. A fifth way to use literature in content areas is through readers' theater. Readers' theater focuses on reading lines in a script and giving meaning to written words. Sixth, develop content area journal writing. Students write about books they are reading that are related to the content area. Similar to journal writing is a writing workshop. Mini-lessons on research techniques are taught and a content area research report is written. Lastly, literature that encourages active discussions and engages readers in relevant activities can revitalize a content area (Manning & Manning, 1995, p.110-111).

Smith and Johnson (1995) claim that using literature in a content area such as social studies not only lends depth to a textbook, but also provides students the means to explore human experiences and human nature. Their study of a seventh grade social studies class supports the use of literature in a content area. Literature presents the diverse social and cultural perspectives of the American people. A reader can appreciate America's cultural diversity when empathizing with a book character's thoughts, feelings and emotions (p. 64 & 60). Fiction has the potential to affect a reader's learning and development by connecting a student to a protagonist or situation read about in a book. Students become more actively involved in learning when fiction is woven into content area studies. Humanizing details in fiction supplement factual information in textbooks. Fiction enables students to vicariously experience different points of view. Content area teachers can use fiction to examine issues from a variety of perspectives, integrate information from various sources and build upon students' interests (p.61). Fiction helps link subjects together which promotes interdisciplinary teaching.

## Interdisciplinary Teaching

In order to combine music and reading in the curriculum teachers could practice interdisciplinary teaching. Vars (1991) states that during the past 40 years, research from more than 80 studies has shown that students in interdisciplinary programs do as well as, if not better than students in single subject curricular structures on standardized tests. Interdisciplinary teaching creates opportunities for students to become actively engaged in learning. Students remember more, become creative thinkers and make connections to their own lives (Clark & Clark, 1994, p.4). Content areas of music and reading are not seen as separate disciplines, but as part of a whole. Solutions to students' real-world problems combine knowledge from every discipline; students learn best when ideas connect to one another (Mason, 1996, p.264, 265). Students understand by comparing to something that they already know (Carlisle, 1995, p.11). Combining music and reading can improve student's attitudes towards reading (Towell, 1999-2000, p.284). Students are more engaged, cooperate more rather than compete, accept differences and appreciate their classmates strengths and talents with interdisciplinary teaching (Clark & Clark, 1994, p.5).

Interdisciplinary teaching not only teaches information skills, but also helps students understand inquiry processes in seeking information. They become personally connected to what is taught. They begin to see the connection between school, community and life (Carlisle, 1995, p.13). This is what education is about.

### Music, Reading and Information Literacy Standards

Music and reading standards in grades six through twelve provide opportunities for interdisciplinary teaching. McREL standards in music and reading are used for this research. Mid-continent Research for Education and Learning (McREL) is a private non-profit organization established in 1966 in Aurora, Colorado (Kendall & Marzano, 1997, p.1). Appendix A lists the McRel standards for music and language arts for grades six through twelve that work well for music and reading interdisciplinary teaching.

*A Nation at Risk* (National Commission on Excellence in Education, 1983) called for the reform of education in the United States. Two groups, the National Education Goals Panel and the National Council on Education Standards and Testing addressed subject matter, assessments and standards of performance. Math and science professional associations were the first subjects to identify national standards followed by civics, dance, theater, music, art, language arts, history and social studies. General academic standards have been developed by 48 states to clarify, raise, and provide a common set of educational expectations (Kendall & Marzano, 1997, p. 1,2,5).

Information literacy works well with music and reading in an interdisciplinary teaching style. Library media specialists share in the planning, designing, implementing and evaluating stages of curriculum. The information literacy

standards for student learning from *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 8, 9) are in Appendix A.

### Bibliographies for Music Fiction

According to Fišcella (1996) existing databases and catalogs are limited for interdisciplinary work because it has indistinct boundaries. He concludes that bibliographies can identify sources not easily retrieved by databases or catalogs. Many bibliographies of young adult books are available. This author examined titles in order to determine whether or not any individual source is available listing music and/or musicians in fiction. There is none. Next, this author looked in current bibliographies to discover if music and/or musicians in fiction are listed in the indexes. *Music—fiction* is listed in the index of two percent of the bibliographic titles examined. *Musicians—fiction* is listed in the index in only one percent of the titles examined. The single word *music* appears in the index in eleven percent of the titles while the single word *musician* appears in the index in only six percent of the titles. Both words together are listed in five percent of the titles examined. There is no single existing interdisciplinary bibliography which ties together young adult fiction and music.

### Purpose Statement

The purpose of this research is to provide an annotated bibliography of fiction for young adult readers with important characters or themes relating to music.

### Research Question

Can a body of young adult fiction with musical themes and characters be identified?

### Definitions

**Annotated Bibliography:** A list of summarized references to sources (Webster's, 1992, p.46, 107).

**Discipline:** Subject that is taught such as music, reading, information skills (Dejnozka & Kapel, 1982, p.166).

**Genre:** Category of artistic composition as in music or literature, marked by a distinctive style, form, or content (Webster's, 1992, p.479).

**Genre Fiction:** Mystery, suspense, thriller, adventure, romance, western, science fiction, fantasy and horror (Herald, 1997, p. XV).

**Important:** Pertaining to main or secondary character or theme.

**Interdisciplinary teaching:** Knowledge and curriculum that applies methodology from more than one discipline to examine a real life situation (Dejnozka & Kapel, 1982, p.272).

**Music theme:** Fiction in which instrumental and/or vocal music is played or sung by the main or secondary character.

**Young adult fiction:** Fiction for grades six to twelve (Donelson & Nilsen, 1997, p.6).

### Assumptions

This author assumes that school libraries should provide young adult literature to tie music and reading together. This author also assumes that all forms of music have an appeal in young adult fiction, and that teens will relate to any form of music in fiction. This author further assumes that the young adult books selected from the selection tools list (see Appendix B) for this bibliography are for teens.

### Limitations

The annotated bibliography produced for this research will contain only fiction written for young adults with music as an important element. The author will personally examine those titles available through public and school libraries and identified through the Library of Congress online catalog and the selection tools cited in Appendix B.

### Significance

Music is popular with teens (Jones, 1987, p.46). Teachers and librarians who realize music's popularity will find a rich source for motivating teens to read. Characters in teen books often are involved in a hobby or a life ambition (McKinney, 1989, p. 27). Music is often that hobby or ambition. Teachers and teens may not

realize that books with music as a theme or as a hobby of the main character are available for teens to read.

Music and literature are two disciplines that are rarely taught together. Music is approached as a technical discipline to produce or listen to sound. Reading encompasses a variety of subject matter including music. Both disciplines could be strengthened through interdisciplinary teaching. Teachers and librarians can draw on the interest in music to reach teens through literature. The relationship between music and the word is a long-standing tradition (Hutchinson & Suhor, 1996, p.80). This bibliography should encourage interdisciplinary teaching between two disciplines that do not often collaborate.



## Chapter 2

### Methodology

The purpose of this research project is to provide an annotated bibliography of fiction with important characters or themes relating to music for young adult readers.

#### Review of Literature

The review of related research focuses on genre in young adult fiction, interdisciplinary teaching and fiction support in curriculum as well as bibliographies for young adult fiction.

#### Genre in young adult fiction.

Adams (1962) became interested in leisure-time reading preferences of ninth graders as a result of students' varied interests in reading materials. He produced and administered a survey questionnaire to discover the real reading interests of his sixty world geography and English ninth grade students in Hawthorne, California. His findings coincide with historical research in that reading is an essential way of mass communication because it differentiates social groups, making them distinct and unites society by providing common experiences, themes and ideals. Cultural trends and changes portrayed in literature affect reading material (p. 67). Adams found that his middle class suburban ninth graders prefer sex, sensationalism and escape from reality in their leisure reading (p. 72). Sex, sensationalism and escape from reality can be found in many genres of young adult literature.

Diaz-Rubin (1996) researched the reading interests of high school students to discover what topics appeal to teens to motivate them to read (p. 169, 170). Two hundred fifty-four English and reading students from Pennsylvania responded on a reading preference checklist that listed 48 topics in alphabetical order. The teens ranked their top ten favorite topics and their ten least favorite topics to read about (p. 170,172). The findings are as follows in ranking order: adventure, horror, mysteries, humor, murder, love, fantasy, crime, sports and movies. The least preferred topics are ranked in order: planes, kung fu, computers, cars, westerns, baseball, bicycles, career, basketball and football (p. 173). In relation to this research, music is listed, although it did not show up on either final list. Teens have definite preferences concerning what they like to read about (p.172). Their reasons for the rankings ranged from topics they watch on television and movies, experiencing fun in exotic places they cannot go to themselves, fascination with horror, mystery and crime, seeing sports stars as heroes and escaping reality (p.174, 175). Diaz-Rubin (1996) emphasizes that interest in a selection topic is powerful. Teens show higher comprehension and are motivated to read if the topic interests them (p.169, 170). Teachers of all disciplines should be noting teen interests and participating in selection of library materials in conjunction with the school library media specialist (p.169).

This study is limited by the elimination of the middle of the list in the findings. This author would like to see where the topic *music* fits into teen interest. Another concern is the effect of spine labeling of library books. Are the top ten favorite topics labeled in these teen's libraries? Do teens realize that fiction books on all listed topics are available? Did the teen responses reflect the topics they are familiar with and read about? Another limitation is terminology. The two words "genre" and "topic" are used interchangeably even though their meaning is different. According to Webster's (1992) genre is defined as "a category of artistic, musical, or literary composition characterized by a particular style, form, or content" (p.479) and topic is defined as "a heading or subject" (p.1231). Confusion is the result when determining what teens are interested in reading. Is the study about genre or topic?

#### Interdisciplinary teaching.

Noskin (1995) advocates incorporating interdisciplinary teaching at the college and high school levels. Interdisciplinary teaching will not be a fad if schools develop a coherent curriculum enabling students to move from education into the workplace with ease (p. 35). Noskin conducted a literature review of interdisciplinary teaching to identify four characteristics of curriculum that incorporate interdisciplinary teaching. The first characteristic is that the curriculum is holistic. Schools should focus on teaching students how to use their minds. When schools try to be all things to all people they lose their sense of purpose. Schools should not be comprehensive;

meaning that when a school tries to be all things to all people the result is a potpourri curriculum that lacks vision. Schools should restructure with a limited purpose and mission to prevent fragmenting into so many areas that none are taught well (p. 35). The focus should be on integrating curriculum and integrated teaching to reflect real life (p. 36). The second characteristic shows that curriculum is relevant to students' lives. Teachers should combine disciplines to give a realistic view of the world that students can relate to. Only in schools are subjects physically and mentally separated (p. 36). Respecting diversity and cultures is the third characteristic. Interdisciplinary teaching supports all students working together and learning about many differences and similarities in the various cultures that are represented in a mobile society. The fourth characteristic of a coherent curriculum is that teachers and students are encouraged to learn the basic concepts and explore life outside of school using these concepts. Questioning, problem solving, equal learning between teacher and student, connecting disciplines with each other and the community are encouraged in interdisciplinary teaching (p. 37). Integrated teaching calls for a teacher to work not only with teachers from other disciplines, but for each teacher to become knowledgeable in other disciplines. The supreme goal in interdisciplinary teaching and interdisciplinary curriculum is coherence (p. 39).

Mason (1996) used a content analysis of existing research to rationalize interdisciplinary teaching. His population included proponents of

constructivism—Ackerman, Gardner, Jacobs, Vars and Wiggins (p.269, 270).

Interdisciplinary teaching involves students and teachers examining and exploring issues relevant to their lives using all curriculum areas at once. Mason concluded that interdisciplinary teaching incorporates these elements: 1) students learn best when ideas are connected to one another (p.264); 2) problems require knowledge and skills from all disciplines; and 3) connecting curriculum motivates students to learn (p. 265).

Mason's findings suggest several issues for interdisciplinary teaching. Students must learn and retain core concepts in each discipline before integrating curriculum (p. 266,267). Teachers must present tasks that are relevant to students lives (p. 266).

Interdisciplinary teaching requires collaboration, communication and sharing expertise among various disciplines (p. 267). Planning time, integrated forms for assessment, teacher training and the complexity of changing to interdisciplinary teaching must be recognized before schools change from the traditional methods of teaching (p. 269). Two disciplines such as music and literature can start connecting through a bibliography of music in young adult fiction.

### Bibliographies.

Fiscella (1996) conducted a descriptive research of types of bibliographies and their uses to scholars. His results suggest the need for bibliographies that are well executed and useful for interdisciplinary teaching (p. 280). All topics for

bibliography are not congruent with classification and organization systems of existing catalogs. Some interdisciplinary curriculums are outside of normal organizational patterns, thus establishing the need for bibliographies in these areas. Indistinct boundaries in interdisciplinary teaching make current catalogs limiting for users (p. 281). Teachers can consult bibliographies to gain sources of knowledge in disciplines outside of their area of expertise. Catalogs are incapable of identifying patterns or analogies to connect disciplines thus, making them less useful than bibliographies (p. 293). Some design elements that make searching a bibliography rather than a database more fruitful are as follows. The compiler should give reasons for including items and explain the criteria for inclusion. An item's inclusion becomes clear when explained. Another important point to consider when compiling a bibliography is to be consistent and accurate (p.294). A searcher of information does not want to be confused or presented with inaccurate information.

Horning (1997) gives guidelines for reviewing which this author will use when annotating books for this research. Reviewing brings books to the attention of potential readers (p.177). Reviewers make a distinction between the words "*review*" and "*criticism*". Review is only concerned with describing what is published. Criticism is judging what is published (p.179). Horning also promotes objectivity in writing reviews of books that are of interest to the intended audience. Placing the book in a genre, reading it and at the same time taking notes, then rereading it are all

professional steps to take when reviewing (p.180, 181). Many times a reviewer consults an outside source to determine the accuracy and authenticity of questions that arise during reading (p.183). Standard items to include in a bibliography are author, title, publisher and ISBN. Other items to consider include price, age range and LC number (p. 184,185). An average length of a review annotation is 150 words briefly describing content, scope and style of the book (p.187). Horning also advocates the use of clear simple English (p.194).

### Summary.

Because this researcher plans to develop a bibliography for connecting music and literature for teenage students, a body of available music themes and characters in young adult fiction is sought. Interdisciplinary teaching is likely to connect teens through their personal interests in music and reading with the disciplines of music and literature. A bibliography is useful for all to use and can be added to as more titles are collected.

### Description of final product.

The final product is an annotated selective bibliography of fiction with important characters or themes relating to music for young adult readers.

### Procedures

A cluster sampling of young adult literature containing the word “music, musician, song or singing” in the subject headings will be filtered from online

catalogs and other selection tools listed in Appendix B. The researcher/bibliographer will select titles from this group to create a selective bibliography rather than a comprehensive bibliography. Criteria for selection will include books with one hundred pages or more, books that fit the English curriculum requirement for this researchers' school and no more than two titles per author. The selection form (Appendix C) was used to collect consistent information from each book. Once a book was read and sufficient notes were taken, compiling the bibliography was begun.

Entries were arranged in alphabetical order by author to comply with school library methods of shelving fiction by author's last name. Entries include the bibliographic data of author, title, publisher, date, number of pages and review source. The brief annotation summarizes the musical relationship to the characters, setting and/or plot of the story. Annotations will be written for librarians, teachers and teens.

Copies of this bibliography will be made available through the current Mormon Trail Jr./Sr. High School library media specialist. The current music teacher will have a copy. Students and teachers may use the library copy or request a copy of their own. The books that are available in the Mormon Trail Library will be checked on the library master copy. Future books that meet the criteria for inclusion can be added to the bibliography by accessing the Microsoft Word file available through this



researcher. This bibliography is an ongoing process and can continue to develop as long as it is useful to the teachers and students it serves.

### Chapter 3

#### Annotated Bibliography

This annotated bibliography of young adult fiction with important characters or themes relating to music was written for seventh through twelfth graders and the music and English teachers at Mormon Trail in Garden Grove, Iowa. Titles were found at Mormon Trail Jr./Sr. High School, the Indianola, Iowa Public Library or were obtained through interlibrary loan. Entries include the bibliographic data of author, title, place of publication, publisher and copyright date followed by the number of pages in the book, music genre, review source if available and the words “ Out of print” is the book is no longer published. An annotated summary completes each entry.

**Item:** Alcock, Vivien. *Singer to the Sea God*. New York: Delacorte, 1993.

**Pages:** 197

**Music Genre:** Vocal

**Review:** HB, August 93

**Summary:** An adventurous epic tale with a gorgon’s head that turns people to stone and a sea monster that terrifies coastal towns. Phaidon, a gifted singer, searches for a resting place for his sister Cleo and encounters numerous adventures.

**Item:** Angeli, Marguerite de. *Fiddlestrings*. New York: Doubleday & Company, 1974.

**Pages:** 143

**Music Genre:** Classical

**Out of print**

**Summary:** Dailey de Angeli discovers that practicing his violin is worthwhile. He enjoys playing with his friends, vacationing with his family and settling down for violin studies in Philadelphia. He is an accomplished classical violinist.

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**Item:** Angell, Judie. *The Buffalo Nickel Blues Band*. New York: Dell Publishing, 1986.

**Pages:** 192                      **Music Genre:** Blues                      **Out of print.**

**Summary:** This is a story of Eddie Levy and his four friends. They are involved in a rhythm and blues band. The story explains how they change along with their music.

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**Item:** Anthony, Pierrs & Ron Leming. *The Gutbucket Quest*. New York: Tor Books, 2000.

**Pages:** 288                      **Music Genre:** Blues                      **Review:** PW, May 00

**Summary:** Music is a source of powerful magic in this fantasy about a blues guitarist who is transported into an alternate reality. The gutbucket, a magical guitar fashioned out of a famous musician's ashes, is stolen by an evil man. Until the gutbucket is returned all magic and music is threatened.

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**Item:** Arden, William. *Hot Wheels*. New York: Random House, 1992.

**Music Genre:** Rock                      **Out of print.**

**Summary:** Three investigators work to discover the connection between car thieves and a Latin rock band.

**Item:** Atkins, Ace. *Leavin' Trunk Blues: A Nick Travers Mystery*. New York: St. Martin's Press, 2000.

**Pages:** 256      **Music Genre:** Blues      **Review:** KR, 00

**Summary:** Legendary blues singer Ruby Walker hires Nick Travers to prove her innocence of murdering her manager/lover forty years ago. His investigation leads him into the sad, bad blues musician's world.

---

**Item:** Beagle, Peter S. *The Unicorn Sonata*. Atlanta, GA: Turner Publishing, 1996.

**Pages:** 154      **Music Genre:** Classical      **Review:** BL, 96

**Summary:** Joey Rivera, a violinist, meets Indigo who tries to sell a unique horn in Papas Music Shop. The haunting music that Indigo plays in the shop leads Joey to the land of Shei'rah which is governed by elders or unicorns. The elders all are facing blindness. Joey's grandmother can cure their blindness. Indigo's horn and music are interwoven to cure the blindness.

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**Item:** Becker, Geoffrey. *Bluestown*. New York: St. Martin's Press, 1996.

**Pages:** 280      **Music Genre:** Rock      **Review:** KR, 96

### **Out of Print**

**Summary:** "Sometimes you have to take things to the extreme." Spencer gets this advice from his rock musician father when Spencer's life seems to be spiraling downward. Spencer is a customer service rep for a dishonest musical effects business. He becomes involved with victims of the business that involve a baby's crib made from a speaker and a band of law students calling themselves the Pop Torts.

**Item:** Bell, Mary S. *Sonata for Mind and Heart*. New York: Simon & Schuster, 1992.

**Pages:** 224      **Music Genre:** Classical      **Review:** HB, 92

**Out of print**

**Summary:** Ron Simon, a gifted violinist, smuggles cocaine in a desperate attempt to raise money to audition in New York City for one of ten scholarships to study with a world renowned violin teacher.

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**Item:** Bethancourt, T. Ernesto. *T.H.U.M.B.B.* New York: Holiday House, 1983.

**Music Genre:** Marching Band      **Out of print**

**Summary:** Aurelio and Tom concoct a scheme to include the biggest and meanest students at Thaddeus Stevens High, a squad of karate experts and six pretty baton twirlers to march in New York City's St. Patrick's Day Parade. National news is made when "The Hippest Underground Marching Band in Brooklyn" marches.

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**Item:** Block, Francesca Lia. *Cherokee Bat and the Goat Guys*. New York: HarperCollins, 1992.

**Pages:** 116      **Music Genre:** Rock      **Review:** HB, 92

**Summary:** Four teens in Los Angeles form a rock band while their parents are away on business. Their Los Angeles fans become demanding and the band experiences the pressures of sex, drugs and alcohol to relieve stress and maintain their rock and roll image.

**Item:** Bowen, Rhys. *Evanly Choirs*. New York: St. Martin's Press, 1999.

**Pages:** 256      **Music Genre:** Opera

**Summary:** The death of a renowned opera star in his tiny Welsh village develops into a who-did-it mystery. Everyone is a suspect. Ifor is home to rest under doctor's orders, but joins a local choir competing in an annual musical festival. He drinks, flirts, and yells at his wife who finds him dead on the living room floor. Sergeant Watkins sifts through the long list of suspects to find the killer.

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**Item:** Brooks, Bruce. *Cody*. New York: Laura Geringer Book, 1997.

**Pages:** 117      **Music Genre:** Rock      **Review:** SLJ, 97

**Summary:** Eleven-year-old Cody and Zip face a conflict. The night before a hockey team game the two get a gig playing electric guitar and drums. Do they earn money or rest to win the big game early the next day?

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**Item:** Brooks, Bruce. *Midnight Hour Encores*. New York: Harper & Row, 1986.

**Pages:** 263      **Music Genre:** Classical      **Review:** SLJ, 86

**Summary:** Child prodigy cellist Sib wants to meet her mother. Sib is sixteen now and needs to understand why her mother gave her up at birth. She and her father travel across country in a VW bus reliving the hippie movement of the sixties, in which they both believe her mother still lives. Sib's destiny is shaped and molded through this trip.

**Item:** Brooks, Chelsea. *A California Night's Dream*. New York: Collier Books, 1994.

**Music Genre:** Rock      **Out of print**

**Summary:** Members of the California Dreams rock band take a break from playing gigs to act in the school's production of Shakespeare's "A Midsummer Night's Dream."

---

**Item:** Brooks, Chelsea. *Dreamers & Schemers*. New York: Macmillan Publishing Company, 1994.

**Music Genre:** Rock      **Out of print**

**Summary:** Sly becomes distracted by a new girl at his high school. She is gorgeous and he is attracted to her. Problems with California Dreams band develop when Sly neglects managing the band. Other books from the California Dreams series contain music.

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**Item:** Buchanan, Paul & Rod Randall. *Battle of the Bands*. St. Louis, MO: Concordia Publishing House, 1998.

**Pages:** 111      **Music Genre:** Rock

**Summary:** Crazy happenings occur over a local battle of bands. Willie questions his Christian values as personalities and situations get out of control. He persuades the great guitar player Carl Montana to join his band The Screaming Idiots for the contest.

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**Item:** Byars, Betsy. *The Glory Girl*. New York: The Viking Press, 1983.

**Pages:** 122      **Music Genre:** Gospel

**Summary:** The Glory Gospel Singers spread faith in the form of singing to audiences. They travel by bus. Anna, the oldest child, is bitter about singing off-key. She sells albums while the rest sing. Her

personality helps save family members after a terrible bus crash. She learns that she doesn't have to sing to be important to her family.

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**Item:** Choyce, Lesley. *Good Idea Gone Bad*. Halifax, N.S.:Formac Publishing, 1993.

**Pages:** 137                      **Music Genre:** Rock

**Summary:** Mick plays the drums in a rock band. His bad attitude begins to change when he meets Darianna. Mick realizes there is more to life than beatings and people who are different.

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**Item:** Christian, Mary Blount. *Singin' Somebody Else's Song*. New York: Simon & Schuster, 1988.

**Pages:** 192                      **Music Genre:** Country

**Summary:** Gideon intends to fulfill a dream of becoming a musician in Nashville's country music scene after his best friend commits suicide.

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**Item:** Clark, Mary Higgins. *Loves Music, Loves to Dance*. New York: Simon & Schuster, 1991.

**Pages:** 246                      **Music Genre:** Dance

**Summary:** Erin meets her death when she and her best friend, Darcy, help another friend with research on personal ads and dating. It's a dance of death as Darcy decides to meet Erin's dates to find out which one murdered her and left her on a New York City pier with one high-heeled dancing shoe on her foot.

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**Item:** Collier, James Lincoln. *The Jazz Kid*. New York: Henry Holt and Company, 1994.



**Pages:** 216**Music Genre:** Jazz**Review:** BL, 94

**Summary:** Paulie finds his future as he helps his father fix plumbing in a Chicago nightclub during the roaring '20s. He takes coronet lessons and when faced with the decision to work harder at school or pursue a career in jazz he leaves home to work in the nightclubs. He works with the New Orleans Rhythm Kings, Benny Goodman, Louis Armstrong, Lawrence Duhe, Freddie Keppard, Bix Beiderbecke as well as other Chicago jazz greats of the era. Trouble with a gangster bring out the issues of freedom and responsibility.

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**Item:** Cooney, Caroline. *Don't Blame the Music*. New York: Pacer Books, 1986.

**Pages:** 172**Music Genre:** Rock**Review:** SLJ, 86**Out of print**

**Summary:** Ash comes home after a three year absence. She achieved rock star fame with one song, but the fall from fame burned her out. She blames her family for her bitterness. Susan is a senior in high school and musical editor of the yearbook. Her sister's return rocks her world as her expectations are shattered and she learns that people are not always what they seem. Mom's advise to Susan is "Don't blame the rock music for Ash's failure".

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**Item:** Cross, Gillan. *Chartbreaker*. New York: Holiday House, 1987.

**Pages:** 184**Music Genre:** Rock**Review:** SLJ, 87

**Summary:** Janis steals one hundred dollars from her depressed mother and her nagging boyfriend. She gets involved with rock band who use her to break into stardom. The group's leader manipulates and uses Janis's emotions to keep her with the band, but his plan backfires when Janis seeks revenge. New Wave Music, rock

video, rock concert reviews, an interview and an obituary are woven into the story.

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**Item:** Curtis, Christopher Paul. *Bud, Not Buddy*. New York: Delacorte, 1999.

**Pages:** 245                    **Music Genre:** Jazz

**Summary:** Ten year old Bud decides to leave his latest foster home and find his father, Herman Calloway, who is a great bandleader. Bud's mother died when he was six and it's time to find family. She left him enough evidence for Bud to decide that Mr. Calloway is his father. This 2000 Newbery winner relates jazz as a smoky, syncopated and loosely improvised style to the style of the many depression era characters.

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**Item:** Dahlberg, Maurine F. *Play to the Angel*. New York: Farrar, 2000.

**Pages:** 192                    **Music Genre:** Classical            **Review:** SLJ, 00

**Summary:** Greta lives in the hope that her grieving mother will recognize her musical talents. Greta's brother has recently died of hemophilia. Her mother works as a dress designer for a Jewish family. This is dangerous and unstable due to the beginning of the Holocaust. Her mother decides to sell the piano to help them financially until a mysterious neighbor convinces her that Greta needs it. The mysterious neighbor turns out to be a renowned pianist who uses his fortune to help Jewish artists leave Germany. He gives free piano lessons to Greta and encourages her to have faith in herself.

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**Item:** Dalton, David. *Been Here and Gone: A Memoir of the Blues*. New York: Morrow, William & Company, 2000.

**Pages:** 432                    **Music Genre:** Blues                    **Review:** PW, 00

**Summary:** Coley Williams relates his memoirs. He is 102 and has lived the blues as a backup musician and a recording artist. He tells his life from the time he was a tenant farmer in the deep south to the civil rights movements of the 1960's. Blues music and musicians are interwoven in the story.

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**Item:** Davidson, Donald. *The Big Ballad Jamboree*. Jackson: University Press of Mississippi, 1996.

**Pages:** 295                      **Music Genre:** Folk

**Summary:** This story concerns a young woman who studied music for one year in New York City and returns to Carolina City and Beaver Valley to record all of the old mountain ballad singers while they are living. Music, comedy and love are mixed in the time period of the 1940's.

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**Item:** Deverell, William. *Platinum Blues*. New York: Midpoint Trade Books, 1990.

**Pages:** 261                      **Music Genre:** Rock                      **Review:** PW, 96

**Summary:** Lawyer Oliver Gulliver suffers a midlife crisis and gets involved in murder. Oliver's daughter Elora drops out of college when she falls in love with C.C. Gilley, an alcoholic rock star who is accused of plagiarizing a song. Gilley hires Oliver to defend him in a multi-million dollar lawsuit and the adventures start with music, law, Hollywood, Southern California and fatherhood.

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**Item:** Dillon, Eilis. *Children of Bach*. New York: Simon & Schuster, 1992.

**Pages:** 176p                      **Music Genre:** Classical                      **Review:** HB, 92

**Out of print**

**Summary:** Peter helps his two younger siblings survive when they learn their Jewish parents and aunt were taken by the Nazis. Practicing their instruments provides a coping mechanism for them until Aunt Eva escapes and returns home. She manages to travel with them to Italy where they are safe from German soldiers. Their musical talents are welcomed.

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**Item:** Doyle, Roddy. *The Commitments*. New York: Vintage Books, 1989.

**Pages:** 165                      **Music Genre:** Soul

**Summary:** Working class Irish kids form a band they call The Commitments. They are committed to bringing soul music to Dublin. They are rude, funky, funny and furiously working to make themselves known as musicians in Dublin.

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**Item:** Dubus III, Andre. *Bluesman*. Boston: Faber & Faber, 1993.

**Pages:** 270                      **Music Genre:** Blues

**Summary:** Leo is almost eighteen in the time of urban rioting and fighting in Vietnam. He has fallen in love with Allie only to find out that she is pregnant. Leo learns that he has a talent for playing the blues on harmonica. He faces the challenges of moving into adulthood as well as the problems of his time.

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**Item:** Ferry, Charles. *One More Time*. Boston: Houghton Mifflin, 1985.

**Pages:** 171                      **Music Genre:** Orchestra      **Out of print**

**Summary:** World War II changes the lives of the members of the Gene Markham Orchestra. Skeets Sinclair is a young tenor sax player whose decisions will determine his future life and career.

**Item:** Feuer, Elizabeth. *Paper Doll*. New York: Farrar Straus Giroux, 1990.

**Pages:** 186      **Music Genre:** Classical      **Review:** HB, 90

**Out of print**

**Summary:** Leslie is practicing for a violin audition to further her music at Julliard after high school. She and her father confront each other over her falling in love with Jeff. Both she and Jeff are physically disabled. She is an amputee who lost her legs in a car accident and Jeff has cerebral palsy. Leslie encourages sexual intimacy as a way to break free from the discipline of her father and her demanding music schedule. After the car accident she focused all of her talents into playing the violin and now doubts her decision.

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**Item:** Frank, Lucy K. *Will You Be My Brussels Sprout?* New York: Holiday House, 1996.

**Pages:** 152      **Music Genre:** Classical

**Summary:** Sarah travels every weekend to New York City to take cello lessons. She is talented and does not let other students intimidate her. She loves David who is her friend Emily's brother. He puts pressure on Sarah to become intimate as they are both attracted to each other and both play instruments. Conflicts develop and are resolved in a satisfying and responsible way.

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**Item:** Garnett, Gale Zoe. *Visible Amazement*. New York: Simon & Schuster, 2001.

**Pages:** 256      **Music Genre:** Rock      **Review:** BL, 01

**Summary:** Fourteen year old Roanne and her artist mother Del spend the summer in Oregon in 1981. Del was wild in the '60's British rock scene. Roanne discovers that her mother is still wild when she finds her boyfriend in bed with her mother. Roanne leaves

and begins a coming of age adventure which includes touring with a rock band, surviving an illegal abortion and a suicide attempt.

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**Item:** Garrett, Annie. *Angel Flying Too Close to the Ground*. New York: St. Martin's Press, 1996.

**Pages:** 181                      **Music Genre:** Country                      **Review:** BL, 96

**Summary:** Tess and Jamie are high school sweethearts, but her father forces Tess to leave for college and Jamie never follows. Ten years later at the height of Tess's journalism career she receives an assignment to go to Branson to interview the famous country singer Buck Campbell. Buck turns out to be Jamie. He has married his manager, but Tess is attracted to Buck. Will she stay? Will Buck leave his wife?

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**Item:** Geras, Adele. *Pictures of the Night*. San Diego, CA: Harcourt Brace Jovanovich, 1992.

**Pages:** 182                      **Music Genre:** Rock                      **Review:** K, 93

**Summary:** Last in a trilogy, three British schoolgirls' lives parallel the fairy tales of Snow White, Rapunzel and Sleeping Beauty. Bella (Snow White) lives with a band of seven musicians and performs in London and Paris. Bella has an affair with a musician and falls in love at first sight with an American medical student. Her stepmother, Marjorie, tries to poison Bella and kill her on other occasions. Music is prominent in this modern fairy tale.

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**Item:** Giff, Patricia Reilly. *Nory Ryan's Song*. New York: Delacorte, 2000.

**Pages:** 152                      **Music Genre:** Vocal                      **Review:** HB, 01

**Summary:** Twelve year old Nory Ryan Giff reflects on the potato famine in Ireland. Nory loves to sing. She associates songs to events that

she lives through— watching neighbors wander when they can not pay rent, listening to her brother cry from hunger and her struggles to find food for her family. She learns the art of healing from a village wise woman and has hope for the future.

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**Item:** Gilbert, Barbara Snow. *Broken Chords*. Asheville, NC: Front Street, 1998.

**Pages:** 188                      **Music Genre:** Classical                      **Review:** BL, 98

**Summary:** Child prodigy Clara is in an international piano competition for a place at Julliard. She falls in love with her main competitor, Marshall and begins to think about what she must give up to practice and play music for the rest of her life. Clara's Russian teacher sacrificed everything for her music. Her parents have and will pressure her more to fulfill their own music dreams. Her untalented brother never understands the demands of her life. She decides to please herself in a surprise ending.

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**Item:** Greene, Bette. *Them That Glitter and Them That Don't*. New York: Alfred A. Knopf, 1983.

**Pages:** 224                      **Music Genre:** Country                      **Review:** VOYA, 83

**Out of print**

**Summary:** Carol Ann is encouraged to pursue her career as a country and western singer despite taunts from her classmates and her mother's disappointment in her. Her mother, a Gypsy, has arranged her marriage to a wealthy farmer's son. Carol Ann leaves home to try to make it on her own.

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**Item:** Gur, Batya. *Murder Duet: A Musical Case*. New York: Harper Trade, 2000.

**Pages:** 448                      **Music Genre:** Classical

**Summary:** The story begins with Ohayon playing a compact disc of Brahms' First Symphony and continues with the brutal murder of two musicians. Ohayon discovers an unknown Vivaldi composition which provides a motive for the crime. Mystery and music are combined to lead detective Ohayon to the conclusion.

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**Item:** Hamilton, Virginia. *Plain City*. New York: Scholastic, 1993.

**Pages:** 195                      **Music Genre:** Vocal                      **Review:** HB, 94

**Summary:** Buhlaire Sims learns that her father is still alive and living in town even though her mother claims that he is dead. Her mother is a nightclub singer and dancer and works many nights away from home. Buhlaire lives in a house on stilts (due to flooding) and is raised by various members of the family. She is rescued in a snowstorm by her father and discovers the secret about him that her mother has protected her from.

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**Item:** Henry, Chad. *Dogbreath Victorious*. New York: Holiday House, 1999.

**Pages:** 188                      **Music Genre:** Rock                      **Review:** SLJ, 00

**Summary:** Lewd Fingers of Dirt Club announces a battle of bands. Tim Threlfall leads an alternative rock band named DogBreath. He enters them in the contest since he needs money to help financially at home. His mother is struggling over his father's recent death and the lack of finances. She learns of the contest and forms her own band behind Tim's back. The Angry Housewives, led by Tim's mom, win the contest and Tim and his mother win emotionally and financially.

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**Item:** Hersey, John. *Antonietta: A Novel*. New York: Alfred A. Knopf, 1993.

**Pages:** 304                      **Music Genre:** Classical                      **Review:** LJ, 91



**Summary:** Antonio Stradivari designs a radical new violin in 1699. He names it Antonietta after his infatuation with a beautiful widow. After Stradivari's death the violin is passed to Mozart, Berlioz, Stravinsky, Ramuz and Federovsky who are bewitched by it at crucial points in their musical careers.

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**Item:** Hornby, Nick. *High Fidelity*. Riverhead Books, 1996.

**Pages:** 336                      **Music Genre:** Popular                      **Review:** BL, 96

**Summary:** Pop music fanatic, Rob, owns a vintage record shop and has just broken up with his girlfriend. He narrates his life with lists, including his top five memorable loves gone bad, arranging his record collection by the date of purchase, having his employees make lists of best music to play at funerals, top dream jobs and their favorite records.

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**Item:** Huffey, Rhoda. *The Hallelujah Side*. New York: Delphinium Books, 1999.

**Pages:** 262                      **Music Genre:** Soul                      **Review:** PW, 99

**Summary:** Roxanne Fish, nine years old in the 1950's in Ames, Iowa narrates the story of her fundamentalist religious family. They believe that the second coming of Christ could happen any time. Roxanne wonders if she will go to heaven. She has decided that her sister is not because of her change of faith. Roxanne becomes a sinner accidentally when Little Richard and Aretha Franklin records help her discover that she has a gorgeous, fabulous voice. Roxanne now has a conflict. She has a desire to be saved and a desire to experience the music of the world.

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**Item:** Hunt, Angela Elwell. *The Chance of a Lifetime*. Wheaton, IL: Tyndale House, 1992.

**Pages:** 199                      **Music Genre:** Vocal

**Summary:** Cassie Perkins has a chance to join a singing group composed of the best young singers of the country. She has to promote Jim Foreman for president to get into the group. It sounds easy until life threatening events take place. Cassie discovers that singing to promote someone who does not deserve to be president is not what matters most to her.

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**Item:** Hunt, Angela Elwell. *A Forever Friend*. Wheaton, IL: Tyndale House, 1991.

**Pages:** 164                      **Music Genre:** Vocal

**Summary:** Cassie Perkins dreams of becoming a professional singer. She is determined to attend a school for the performing arts. Her newly divorced parents can not afford it and Cassie loses hope until her mother's boyfriend decides to help. Cassie can't stand him though and must decide what to do.

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**Item:** Hurwin, Davida Wills. *A Time for Dancing*. New York: Little, 1995.

**Pages:** 257                      **Music Genre:** Dance                      **Review:** HB, 96

**Summary:** Samantha and Julie are best friends who met through their love of dance. This love of music and dance keeps them together until their senior year of high school when Julie is diagnosed with an advanced cancer. The girls relationship changes. Julie faces reality while Samantha hides her fears behind new friendships. The cancer dominates their relationship, but just before Julie's death they return to the special friendship best friends have.

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**Item:** Joy, Camden. *The Last Rock Star Book, or Liz Phair, a Rant*. New York: Verse Chorus Press, 1998.

**Pages:** 224                      **Music Genre:** Rock

**Summary:** Camden Joy is going nowhere in Iowa. He has broken up with his girlfriend who believes her father was Brian Jones of the Rolling Stones and he can not get the biography of rock star Liz Phair written. His ex-girlfriend, his obsession with Liz Phair and an old photo start to blur together and out of desperation he steals his landlady's car to drive to Chicago to get the interview in person.

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**Item:** Keene, Carolyn. *Deadly Intent*. New York: Pocket Books, 1986.

**Pages:** 155                      **Music Genre:** Rock

**Summary:** Nancy Drew is looking for Barton Novak who is Bent Fender's lead guitarist. Barton disappeared suddenly after telling Nancy he had something important to tell her later. Nancy's list of suspects include most of New York's rock stars. Ned shows up and together they discover a music conspiracy.

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**Item:** Keillor, Garrison and Jenny Lind Nilsson. *The Sandy Bottom Orchestra*. New York: Hyperion, 1996.

**Pages:** 263                      **Music Genre:** Classical                      **Review:** KR, 96

**Summary:** Rachel lives with eccentric parents. Her father is a quiet, successful dairy manager who gets excited at directing classical orchestras in front of his CD player at home. Her mother is a chain-smoking, fiery, political activist pianist. Rachel plays the violin and is losing her best friend to baseball. Her summer loneliness is over when she is accepted to play violin in the town's fourth of July celebration which turns into a memorable family event.

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**Item:** Kelly, Eric Philbrook. *Trumpeter of Krakow*. New York: Simon & Schuster, 1976.

**Pages:** 224                      **Music Genre:** Instrumental

**Summary:** In 1241 a Polish boy was killed by an arrow as he played the Heynal or Hymn to Our Lady on the steps of his church in Krakow, Poland. Subsequent trumpeters stop at the same place in the Heynal to signal that all is well. This legend is based in history. The fictional story set in 1461 involves Joseph and his family. They are keepers of the Great Tarnov Crystal which has been in the family for over 200 years. They are driven from their farm to Krakow where Joseph becomes the town's new trumpeter. The crystal is pursued and one-third of Krakow burns.

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**Item:** Kennedy, Pagan. *The Exes*. New York: Simon & Schuster, 1998.

**Pages:** 203                      **Music Genre:** Rock                      **Review:** BL, 98

**Summary:** Four musicians form a rock band. The band is composed of people who used to be lovers which is enough to get them noticed until the band is successful with its music. They eventually go on national tour and have to figure out how to travel and live with each other twenty-four hours a day.

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**Item:** Kennedy, S.A. *Hey, Didi Darling*. Boston: Houghton Mifflin, 1983.

**Pages:** 166                      **Music Genre:** Rock                      **Out of print**

**Summary:** Girls form a rock band only to find out that as girls they are not thought of as serious or successful by audiences. To achieve success they decide to masquerade as boys.

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**Item:** Kidd, Ronald. *Second Fiddle: A Sizzle & Splat Mystery*. New York: Troll, 1988.

**Pages:** 167                      **Music Genre:** Orchestra                      **Out of print.**

**Summary:** Musical instruments are valued by musicians. A practical joker is threatening to destroy a \$250,000 violin as part of a string of

pranks. It is up to two members of the Pirelli Youth Orchestra to stop the prankster. Their lives are in danger when they try to stop the threatening person.

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**Item:** Kijewski, Karen. *Honky Tonk Kat*. New York: Putnam Publishing Group, 1996.

**Pages:** 323                      **Music Genre:** Vocal                      **Review:** BL, 96

**Summary:** Kat's friend, Dakota Jones, is worried that someone is trying to kill her. She has received threatening letters and nasty gifts. Dakota asks Kat to join her on tour and find out what is going on. The pranks turn into murder and Kat must solve the mystery quickly before anyone else gets hurt.

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**Item:** Klein, Daniel. *Kill Me Tender*. New York: St. Martin's Minotaur, 2000.

**Pages:** 227                      **Music Genre:** Rock

**Summary:** Elvis fan club presidents are mysteriously dying. Elvis leaves his tour of duty in Germany to find the killer and get his heart back into rock and roll. To find the killer, Elvis has to face resentment, bigotry and hate that surround him daily.

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**Item:** Klise, Kate. *Letters From Camp*. New York: Avon Books, 1999.

**Pages:** 178                      **Music Genre:** Vocal                      **Review:** SLJ, 99

**Summary:** The mystery of why the Harmony siblings are trying to kill each other is told through letters, memos, shopping receipts, journals, post-it notes and newspaper clippings. Parents of three sets of siblings enroll their children in a summer camp to learn how to get along. Camp Harmony's owners are the over-the-hill popular sibling singing act who do not really get along at all. The

Harmony's treatment of the campers and the strange things they do bring the campers together to solve the mystery.

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**Item:** Kuhn, Betsy. *Not Exactly Nashville*. New York: Random House, 1998.

**Pages:** 136

**Music Genre:** Vocal

**Review:** K, 98

**Summary:** Ellen and Valery spend one summer collaborating and practicing singing to enter a music contest. The prize is to appear on their favorite country music star's television show singing their chosen song. Life, boys and an older sister contribute to their problems of spending the entire summer rehearsing songs.

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**Item:** Lamming, George. *Season of Adventure*. University of Michigan Press, 1999.

**Pages:** 368

**Music Genre:** Folk

**Summary:** Steel drums are the thread that holds this story of Fola together. The Caribbean island of San Cristobal has reached independence, but the people are divided between the old traditions and new modern materialism. Fola must decide which she believes in. Steel drums accompany Fola on a journey to find her past and her modern identity. The steel drums end the story as witness to traditions that are slowly destroyed by modern values.

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**Item:** Landis, James David. *The Band Never Dances*. New York: HarperCollins, 1989.

**Pages:** 288

**Music Genre:** Rock

**Out of print**

**Summary:** Judy's brother's suicide is a turning point in her life. At sixteen she chooses to go on tour as a drummer for the rock band Wedding Night. The relationships that develop with two musicians are not always good, but they help her discover herself and live with the death of her brother.

**Item:** Landis, James David. *Longing*. New York: Harcourt, 2000.

**Pages:** 446                      **Music Genre:** Classical                      **Review:** BL, 00

**Summary:** Robert and Clara Schumann lived life to the fullest during the Romantic era. Robert shocked and confused his listeners with his modern era music while driving himself into madness. Clara was a genius as a pianist. Musicians such as Liszt, Chopin, Mendelssohn and Brahms stir the passions in this story of relationships between men and women.

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**Item:** LeMieux, A. C. *Do Angels Sing the Blues?* New York: Tambourine Books, 1995.

**Pages:** 233                      **Music Genre:** Blues                      **Review:** HB, 95

**Summary:** Boog and Theo are best friends who put together a blues band. During their senior year of high school their relationship and the importance of being in the band changes when Theo falls in love with a girl who lies and drinks. The year ends tragically when Theo is accidentally killed while crossing a highway. Boog comes to terms with this as he tells their story.

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**Item:** LeRoux, Gaston. *The Phantom of the Opera*. New York: Penguin Putnam Books for Young Readers, 1994.

**Pages:** 352                      **Music Genre:** Opera

**Summary:** The phantom is a half-crazed musician who hides in the famous Paris Opera House. He creates strange and mysterious events to further the career of a beautiful young singer. This edition tells the history of the phantom as well as the story.

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**Item:** Levoy, Myron. *Kelly 'N' Me*. New York: HarperCollins, 1992.

**Pages:** 202                      **Music Genre:** Folk                      **Review:** HB, 92

**Out of print**

**Summary:** Anthony meets Kelly while walking through Central Park. Kelly's beautiful singing voice attracts him and the two form a group with him playing guitar. They are successful street performers and fall in love. Their relationship is tested when Anthony learns that she is from a wealthy family while he is performing to pay bills for his poor mother.

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**Item:** Lint, Charles de. *Trader*. New York: Doherty, 1997.

**Pages:** 352

**Music Genre:** Instrumental

**Summary:** Max Trader is a master at designing and creating guitars. He is quiet, responsible and a loner. Johnny Devlin is a womanizer, drunkard, and a lazy charming loser. He can not hold a job. Each awakens one morning with their souls in the others' body. Devlin is happy to be recognized as a stable person who does not worry about his next meal or how to pay the bills. Trader is astounded and can not believe this has happened to him. He has to pick up the pieces of Devlin's life to survive until he can discover how to switch himself back to his own body.

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**Item:** Lisle, Janet Taylor. *Sirens and Spies*. New York: Bradburg Press, 1985.

**Pages:** 169

**Music Genre:** Classical

**Out of print**

**Summary:** Renee Fitch is attacked and people disagree as to how and why it should happen to such a mundane older violin teacher. Two of her students, Elsie and Mary, decide to investigate her past and uncover their teacher's life as a young woman in occupied France during World War II. They discover that she was a vivacious, spirited woman who has tried to leave the tragic, shameful past behind her.



**Item:** Livingston, Alan W. *Ronnie Finkelhof, Superstar*. New York: Fawcett, 1988.

**Pages:** 184                      **Music Genre:** Rock                      **Out of print**

**Summary:** Nerd Ronnie becomes an overnight rock star after his sister sends a tape of one of his songs to a record company. It was a joke which proved successful. Ronnie and his classmates learn a lesson about individuality.

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**Item:** Lyle, Katie Letcher. *The Golden Shores of Heaven*. New York: Harper Collins, 1976.

**Pages:** 189                      **Music Genre:** Country                      **Out of print**

**Summary:** To a country singer, Nashville is the golden shores of heaven. To perform on the Grand Ole Opry is heaven. Eighteen-year-old Mary Curlew and her old Gibson guitar go to Nashville to sing and play in that part of heaven.

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**Item:** Lynch, Chris. *Scratch and the Sniffs*. New York: Harper Trophy, 1997.

**Pages:** 119                      **Music Genre:** Rock                      **Review:** HB, 97

**Out of print**

**Summary:** Wolfgang organizes the members of the He-Man Women Haters Club into a rock band. He recruits new members and tells members what instrument they have to play. All must learn to cooperate for the good of the whole band and their mission.

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**Item:** MacKinnon, Bernie. *Song for A Shadow*. New York: Houghton, 1991.

**Pages:** 311                      **Music Genre:** Rock                      **Review:** HB, 91

**Summary:** Aaron Webb can not deal with his parents troubles and past so he runs away to make a life of his own. His hippie mother is mentally ill in an institution. His father was a popular rock star now turned domineering father. Aaron plays in a rock band and decides to go to Maine to work in a general store instead of becoming just like his parents. He makes a best friend and falls in love. He discovers that he is more than a shadow of parents.

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**Item:** Major, Clarence. *Dirty Bird Blues*. New York: Mercury, 1996.

**Pages:** 256                      **Music Genre:** Blues

**Summary:** Manfred Banks has a passion for “dirty bird,” otherwise known as Old Crow whiskey. He is also a gifted harmonica player and blues singer. Manfred writes music in his head, but his gift for music is jeopardized by his addiction for whiskey. It nearly costs him his marriage, his job and his sanity.

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**Item:** Major, Clarence. *Painted Turtle: Woman With Guitar*. Los Angeles: Sun & Moon Press, 1988.

**Pages:** 159                      **Music Genre:** Folk                      **Review:** PW, 88

### **Out of print**

**Summary:** Painted Turtle’s life is told by her lover and guitar player, Baldwin. She is a folksinger who tells the traditions and legends of her Zuni ancestors through song. Specific details of her rape and the birth of twin boys at age thirteen, prostitution and establishing her singing career are described.

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**Item:** Mann, Thomas. *Doctor Faustus: The Life of the German Composer Adrian Leverkuhn as Told by a Friend*. New York: Alfred A. Knopf, 1999.

**Pages:** 544                      **Music Genre:** Classical                      **Review:** K, 97

**Summary:** Adrian, a gifted musician, sells his soul to the devil to become known as the greatest living composer.

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**Item:** Marquart, Debra. *The Hunger Bone: Rock & Roll Stories*. New York: New Rivers Press, 2001.

**Pages:** 176                      **Music Genre:** Rock

**Summary:** A collection of twenty-one short stories tells about the backstage and unseen lives of rock and roll road musicians. Most road musicians live in poverty, contend with not so glamorous personal lives, and hunger for fame.

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**Item:** Marshall, Paule. *The Fisher King*. New York: Simon & Schuster, 2000.

**Pages:** 222                      **Music Genre:** Jazz                      **Review:** BL, 00

**Summary:** Sonny-Rett Payne, a jazz pianist left New York in 1949 for Paris. He fled due to racism. Sonny's brother organizes a memorial concert to bring Sonny's lover and Sonny's grandchild back to the United States. The family wants to gain custody of Sonny's grandchild. The background of the story is jazz and how it forced events to happen in Sonny's life.

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**Item:** McCafferty, Jeanne. *Star Gazer*. New York: St. Martin's Press, 1994.

**Pages:** 208                      **Music Genre:** Rock

**Summary:** Rock star Peter Rossellini is stalked. The killer is using scenes from Peter's music videos to stage his murders. His victims are Rossellini look-alikes. Everyone is suspect when MacKenzie Griffin, criminal psychologist and NYPD consultant, takes on the case. As she gets closer to Peter the murderer does too.

**Item:** McCaffrey, Anne. *Crystal Singer*. New York: Del Rey, 1982.

**Pages:** 311                    **Music Genre:** Vocal                    **Review:** SLJ, 82

**Summary:** Killashandra Ree learns that her last ten years preparing herself for a career as a vocal concert soloist are doomed due to a flaw in her upper range. She consoles herself with Carrik from the famed Heptite Guild. He dies and she accompanies his body to the planet Ballybran where she excels in the tests to become a crystal singer.

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**Item:** McCaffrey, Anne. *Dragonsong*. New York: Atheneum, 1976.

**Pages:** 202                    **Music Genre:** Instrumental

**Summary:** Menolly of Half Circle Hold becomes Pern's first female Harper against her father's wishes. He forbade her to indulge in music in any way. Her love of music forced her to leave home and she took refuge with Pern's legendary fire lizards. The fire lizards help to save planet Pern and Menolly is happy in her knowledge that music and the fire lizards opened up a whole new world for her. *Dragonsinger* and *Dragondrums* also contain musical elements.

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**Item:** McNamee, Graham. *Hate You*. New York: Delacorte, 1999.

**Pages:** 119                    **Music Genre:** Vocal                    **Review:** SLJ, 99

**Summary:** Alice holds resentment towards her father who severely damaged her voice when he choked her. She is reminded of him daily when she opens her mouth or tries to sing the song lyrics she is becoming famous for. Alice finally confronts him when she learns that he is dying of cancer.

**Item:** Modesitt, L. E. *Darksong Rising (Spell song #3)*. New York: Tor Books, 2001.

**Pages:** 512                      **Music Genre:** Vocal                      **Review:** VOYA, 00

**Summary:** Iowa State University music instructor Anna Marshall is regent in Erde and a powerful sorceress due to her music training. She has become a politician, military strategist, role model, administrator and engineer to help the people of Erde. Music is the source of her power.

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**Item:** Modesitt, L. E. *The Soprano Sorceress (Spell song #1)*. New York: Tor Books, 1997.

**Pages:** 512                      **Music Genre:** Vocal                      **Review:** VOYA, 96

**Summary:** Anna Marshall wishes she is anywhere but Iowa State University in Ames, Iowa. Just as she makes this wish a travel sorceress on Erde calls for a powerful sorceress and Anna arrives. Anna is a powerful sorceress because on Erde song is magic and Anna has trained so that she never misses a note when singing. She can kill with a single note. Anna learns to control her power to survive on Erde. She creates a new life for herself, but learns that others on Erde are unhappy with a powerful woman in political control.

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**Item:** Moor, Toni D. *The Minstrel's Tale*. New York: Delacorte, 2000.

**Pages:** 247                      **Music Genre:** Instrumental                      **Review:** SLJ, 01

**Summary:** Judith of Nesscliff is betrothed to Lord Walter in 13<sup>th</sup>-century England. Judith, a talented musician, is entranced by a musician, Robin, in the King's Minstrels who plays for her engagement dinner. She finds a way to escape her engagement by traveling across England to audition for the King's Minstrels and does so. The catch is that only males may be in the King's Minstrels. Robin has forewarned her and encourages her to disguise herself

and try. She is eventually discovered and she and Robin leave to find a life together.

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**Item:** Mosley, Walter. *RL's Dream*. New York: Norton, 1995.

**Pages:** 288                      **Music Genre:** Blues                      **Review:** BL, 95

**Summary:** Soupspoon Wise is a seventy-year-old blues guitar player and singer from Mississippi facing a lonely death in New York City. He is evicted from his apartment and is rescued by Kiki, a young southern woman with her own problems. Kiki is white and escaping abuse. Soupspoon is black, old and weary. They share and help each other escape pain through music and words. Blues music connects pain that hurts in a good way.

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**Item:** Murray, Albert. *The Seven League Boots*. New York: Pantheon, 1995.

**Pages:** 369                      **Music Genre:** Jazz

**Summary:** Scooter finishes college and is accepted into graduate school. He is an accomplished bass fiddle player who postpones his studies after the Bossman jazz pianist asks him to join his band. Scooter is nicknamed "Seven League Boots" after his fellow musicians hear him "walk" the bass. Scooter encounters hero status as he up and down on life's improvised adventures to achieve his personal best.

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**Item:** Napoli, Donna Jo. *Sirena*. New York: Scholastic, 1998.

**Pages:** 210                      **Music Genre:** Vocal                      **Review:** SLJ, 98

**Summary:** Sirena is upset that her mermaid sisters' singing lures seafaring men to their deaths. She decides to live in silent isolation on a deserted island where no man will fall prey to her enchanting voice. She swims away from her home only to meet Philotetes who is stranded on the island. A love story begins.

**Item:** Newton, Suzanne. *I Will Call It Georgie's Blues*. New York: Penguin Putnam Books for Young Readers, 1990.

**Pages:** 197                      **Music Genre:** Jazz                      **Review:** VOYA, 90

**Summary:** Father insists on proper conduct in public and stresses that as a Baptist minister his family will behave perfectly even in private. Neal, his teenage son, escapes into jazz piano music to have something that is his alone.

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**Item:** Nix, Garth. *Sabriel*. New York: HarperCollins, 1996.

**Pages:** 292                      **Music Genre:** Instrumental                      **Review:** HB, 96

**Summary:** Sabriel, the daughter of Abhorsen, sets out to save him when his sword and the seven silver bells he uses to control the dead are delivered to her. She becomes Abhorsen and has to save the Old Kingdom from the most powerful undead spirits. The bells' music recurs throughout the story to announce the coming of spirits.

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**Item:** O'Connor, Barbara. *Beethoven in Paradise*. New York: Farrar, Straus, & Giroux, 1997.

**Pages:** 153                      **Music Genre:** Instrumental                      **Review:** BL, 97

**Summary:** Martin is encouraged to stand up for himself against his verbally abusive father. Paradise is the name of the trailer park they live in. Martin's friend, Wylen, gives a violin to him. Dad calls him a sissy and is so disappointed in his lack of athletic ability that he smashes the violin in a fit of anger. Martin continues his love of music by listening to any kind of music anywhere. His trailer park friends get him a saxophone to encourage him to show his dad that he cannot break his spirit.

**Item:** Oughton, Jerrie. *Music From a Place Called Half Moon*. Boston: Houghton Mifflin, 1995.

**Pages:** 160                      **Music Genre:** Vocal                      **Review:** HB, 95

**Summary:** It's 1956 in Half Moon, North Carolina. Edie Jo Houpp's father is opening their church vacation bible school to all children including the Indian children who live in shacks on the edge of their small town. Integration brings violence. Edie befriends Cherokee Fish who has a talent for music and dreams for the future just like her. Their friendship is cut short as Cherokee is killed. Racism is not new, but this story acknowledges that adults and children can change.

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**Item:** Paterson, Katherine. *Come Sing, Jimmy Jo*. New York: Dutton, 1985.

**Pages:** 197                      **Music Genre:** Country                      **Review:** SLJ, 85

**Summary:** Jimmy Jo, originally James, joins his family singing group and propels them to country music star status. He is shy and has trouble facing new people, large audiences, a man who claims to be his father, a new tough teacher and living with his ambitious shallow mother.

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**Item:** Peck, Richard. *Those Summer Girls I Never Met*. New York: Delacorte Press, 1988.

**Pages:** 179                      **Music Genre:** Vocal                      **Review:** SLJ, 88

**Summary:** Drew and his friend Bates fantasize about a summer filled with girls and cars when Drew's single mom informs that he and his sister Steph will spend the summer with their grandmother. Their grandmother, Connie Carlson, was a 1940's and '50's singer-entertainer. She has planned a cruise London to Leningrad to get to know them and introduce them to the family secrets.



**Item:** Perrotta, Tom. *The Wishbones*. New York: Putnam Publishing Group, 1997.

**Pages:** 256

**Music Genre:** Vocal

**Review:** BL, 97

**Summary:** Dave Raymond witnesses the onstage death of an older singer and starts to feel his own immortality. Dave is a thirty-one-year-old lead guitarist in a New Jersey wedding band called The Wishbones. He pops the question to his girlfriend of fifteen years and starts a chaotic, funny six months until their marriage. His bandmates provide many events until his wedding day when Dave is tamed at the thought of his future children and grandchildren "seeing" his lifestyle.

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**Item:** Powell, Randy. *Tribute to Another Dead Rock Star*. New York: Farrar, Straus & Giroux, 1999.

**Pages:** 215

**Music Genre:** Rock

**Summary:** Grady returns to Seattle to pay tribute to his heavy metal rocker mom. She was idolized by many young fans, but died of a life of excess pleasing those fans. Paying tribute to his mom brings Grady back in touch with his mildly retarded younger brother, his stepfamily, friends and fans and the many emotions that are associated with his rocker mom.

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**Item:** Pratchett, Terry. *Soul Music*. New York: HarperCollins, 1995.

**Pages:** 384

**Music Genre:** Instrumental **Review:** BL, 95

**Summary:** Death's granddaughter, Susan, is bored with school and unaware of her heritage until Death's servant Albert unintentionally makes her aware of who she is. Susan is assisted by goulish characters to learn Death's trade on battlefields and at deathbeds. She grows to enjoy her tasks until she hears music coming from an immortal guitar.

**Item:** Rice, Ann. *Violin*. New York: Alfred A. Knopf, 1997.

**Pages:** 289                      **Music Genre:** Classical

**Summary:** A 19<sup>th</sup> century Stradivarius Viennese violin draws Triana and Stefan together through their love of Beethoven, Mozart, Tchaikovsky and Paganini violin music. Stefan is a ghost who travels in and out of Triana's life as he tries to accept his father's death. Triana's dream of becoming a concert violinist has a chance of coming true with the ghost Stradivarius in her hands. She has watched her partner Karl's death from AIDS and is seduced by the violin and Stefan. The netherworld calls to her, but she is tempted to reach fame with the ghost Strad.

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**Item:** Rosenberg, Liz. *Heart & Soul*. New York: Harcourt, 1996.

**Pages:** 213                      **Music Genre:** Instrumental    **Review:** HB, 96

**Summary:** Willie is a promising music student who leaves school to return to her Virginia home. She is battling depression and a search for identity.

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**Item:** Ross, Kate. *The Devil in Music*. New York: Viking Penguin, 1998.

**Pages:** 512                      **Music Genre:** Opera              **Review:** KR, 98

**Summary:** A villa on Lake Como, Italy in 1825 is the setting for this murder mystery. The Marchese Lodovico Malvezzi's death four years ago was a covered up murder. He was preparing Orfeo, a young English tenor for opera. Orfeo disappeared after the death as did other key characters. A deathbed confession made the murder public and promises to be a challenge to solve.

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**Item:** Ross, Rhea Beth. *Hillbilly Choir*. Boston: Houghton Mifflin, 1991.

**Pages:** 166                      **Music Genre:** Vocal              **Review:** HB, 91

## Out of print

**Summary:** Talking pictures ruined Laurie's stage career in New York City. She and her mother/manager return to rural Arkansas to figure out what to do next. Change is coming. A shoe factory may come to town which will change everyone's lives. The town is divided on whether to let change happen or keep the old way of life. A radio producer has discovered Laurie and her singing. She faces a change too. Does she stay in town or does she let her singing talent take her away?

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**Item:** Rushdie, Salman. *The Ground Beneath Her Feet*. New York: Thorndike Press, 1999.

**Pages:** 816      **Music Genre:** Rock      **Review:** KR, 99

**Summary:** Much-loved rock singer Vina Apsara disappears in an earthquake in the late 1980's. She appears to her lover Ormus Cama many times through his music. The story delves into love, death, reincarnation and rock music.

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**Item:** Salzman, Mark. *The Soloist*. New York: Vintage Books, 1995.

**Pages:** 284      **Music Genre:** Classical      **Review:** BL, 95

**Summary:** Reinhart devoted his whole youth to becoming a classical concert cellist. His ancient maestro teacher was the only person who mattered in his life. Now the maestro is gone and Reinhart has lost the music in him. Music returns to him when he is forced to experience life through jury duty for a brutal murder and teaching a nine-year-old who is just as musically gifted as he was at the same age.

**Item:** Sheldon, Dyan. *Confessions of a Teenage Drama Queen*. Cambridge, MA: Candlewick Press, 1999.

**Pages:** 272                      **Music Genre:** Rock                      **Review:** BL, 99

**Summary:** When Lola moves to Dellwood, New Jersey from New York City the high school social structure changes. Carla has always been the center of attention, but now Lola commands attention. The two compete for the lead in the school play *Pygmalion*. The two share an infatuation with the rock band Sidhartha and its leader Stu Wolff. A bet is made with reputations at stake. Stu and Sidhartha become tangled up with the two girls' escapades.

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**Item:** Simpson, Bland. *Heart of the Country: A Novel of Southern Music*. University of Georgia Press, 1996.

**Pages:** 320                      **Music Genre:** Country                      **Out of print**

**Summary:** Three country music performers individually make their way to Nashville. Each criss-crosses the path of the others in southern clubs until they reach the Grand Ole Opry for its final night. Real life musicians and people give the story authenticity as well as the fictional producers, agents, stars and roadies associated with musicians.

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**Item:** Singer, Marilyn. *Lizzie Silver of Sherwood Forest*. New York: Harper & Row, 1986.

**Pages:** 192                      **Music Genre:** Instrumental                      **Out of print**

**Summary:** Lizzie has to be accepted in music school with her classmates and friends. She has only six weeks to learn to play the harp well enough to audition and be accepted. At the same time, Robin Hood fascinates her and she dreams of being one of his merry band.

**Item:** Smith, Lee. *The Devil's Dream*. New York: Putnam, 1992.

**Pages:** 315                      **Music Genre:** Country                      **Review:** KR, 92

**Summary:** When Kate Malone and Moses Bailey married neither realized the contribution their offspring would make to American music. Especially since Preacher Moses believed the fiddle was the devil's plaything. A country Christmas family reunion at the Opreyland Hotel in Nashville opens memories of the Bailey families start in country music. Music was always a part of each generation and each character relates how music played a part in their lives.

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**Item:** Steen, Fred. *Bluesman*. London: Janus Publishing Company, 1998.

**Pages:** 190                      **Music Genre:** Blues

**Summary:** Blues music was a living part of people's lives. Blues was rhythm, emotion, joy, suffering, love, death, job and play. Life was sung with the blues. A young man's dream is to play, sing and preach the blues. This is the story of his life.

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**Item:** Strasser, Todd. *Rock 'N' Summer: The Boys in the Band*. New York: HarperCollins, 1995.

**Pages:** 208                      **Music Genre:** Rock                      **Out of print**

**Summary:** The boys Frank and Eddie join an all-girl band as Frankie and Ellie in order to get to the beach for the summer. Impersonating females seems easy until the town tough guy tries to date "Frankie" and "Ellie" fall in love with band member Sabrina.

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**Item:** Sublett, Jesse. *Tough Baby*. New York: Harper Collins, 1996.

**Pages:** 176                      **Music Genre:** Dance                      **Review:** SLJ, 96

### Out of print

**Summary:** Marisol loves to dance. Movement and music allow her to escape her family's small Manhattan apartment. She forgets the street of poverty and drugs just outside the window when she dances. Money is tight for her single father. Her brother is tempted to get money by working for the drug lords. Marisol is offered a scholarship to ballet school and her life becomes alive with hope for her future and her family.

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**Item:** Taylor-Hall, Mary Ann. *Come and Go, Molly Snow*. New York: Norton, 1995.

**Pages:** 269                      **Music Genre:** Country                      **Review:** BL, 95

**Summary:** Country singer and fiddler Carrie Mullins has deserted her band. She is depressed over the death of her young daughter in a car accident and the memories of her father's suicide. Life has stopped for her. Two elderly women care for her, but it is her band's desperate need of her musical talent that brings her back to life.

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**Item:** Thesman, Jean. *Cattail Moon*. Boston: Houghton Mifflin Company, 1994.

**Pages:** 197                      **Music Genre:** Vocal                      **Review:** HB, 92

**Summary:** Mom insists that Julia needs to become a cheerleader. Julia is almost fifteen and despises the cheerleader image that her mom wants for her. Julia and her musician friends are pathetic misfits according to mom, so Julia leaves to live with her father in rural Moon Valley, Washington. Julia misses her friends and music lessons. She hears a girl singing in the marsh and learns that the girl is a ghost who was a singer and a novelist. This girl, Christine, made a choice between love and career similar to a choice Julia will make.

**Item:** Thomas, Joyce Carol. *When the Nightingale Sings*. New York: HarperCollins, 1992.

**Pages:** 148                      **Music Genre:** Vocal                      **Out of print.**

**Summary:** Marigold is raised by a mean woman and her awful daughters after her mysterious birth in a Florida swamp. She discovers the truth of her birth and her family when she sings during a gospel convention. A preacher is looking for a new lead singer for the local church choir and believes Marigold would be perfect.

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**Item:** Tremain, Rose. *Music and Silence*. New York: Farrar, Straus & Giroux, 2000.

**Pages:** 485                      **Music Genre:** Instrumental                      **Review:** PW, 00

**Summary:** Peter Claire arrives in Denmark to join King Christian IV's royal orchestra. It is 1629. King Christian believes that music can lead to the divine and subjects his musicians to brutal living conditions and performances in a freezing cellar underneath the royal apartments. The king is fighting personal and economic crises while Peter falls in love with a woman who cannot return his love. Tragedy ends in harmony.

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**Item:** Voigt, Cynthia. *Orfe*. New York: Atheneum, 1992.

**Pages:** 120                      **Music Genre:** Rock                      **Review:** HB, 92

**Summary:** Rock music and drugs reunite two best friends. Orfe's band, the Graces, begins to achieve under Enny's management. Things change when Orfe marries a recovering drug addict. Orfe uses her music to rescue her husband from the drug underworld and his old roommates who go so far as to drug their wedding cake. Orfe dies during a concert leaving Enny to wonder whether love stories should end happily.

**Item:** Warner, Alan. *The Sopranos*. New York: Farrar, Straus & Giroux, 1999.

**Pages:** 256                      **Music Genre:** Vocal

**Summary:** The national singing finals bring girls and military men to the same city where discos and hotels fill with dancing, music, drugs and sex. The teen scene in a big city with men on shore leave is totally opposite of the atmosphere of Our Lady of Perpetual Succor School for Girls where The Sopranos Choir comes from.

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**Item:** Willey, Margaret. *Facing the Music*. New York: Bantam Doubleday Dell Books for Young Readers, 1996.

**Pages:** 256                      **Music Genre:** Vocal                      **Review:** BL, 96

**Summary:** Lisa, her brother Mark and their father withdraw from each other after their mother/wife dies. Mark's life is his band. Lisa's extraordinary beautiful singing voice claims the band leader's attention. Danny hires her against Mark's wishes and uses her voice and emotions to sell the band to local audiences. Lisa ends up still sad, but wiser and ready to face life again. A strong bond forms between the family.

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**Item:** Wilson, Nancy Hope. *Becoming Felix*. New York: Farrar, Straus & Giroux, 1996.

**Pages:** 184                      **Music Genre:** Jazz                      **Review:** KR, 96

**Summary:** JJ's two loves are his family farm and his grandfather's clarinet that he has inherited and mastered. The farm is slowly failing to provide a living and JJ quits jazz band to get another job to help support the family. JJ learns that his grandfather gave up music for the farm and JJ feels that they both have been cheated now that the farm is no longer viable. He also feels the freedom to play clarinet.



**Item:** Wolff, Virginia Euwer. *The Mozart Season*. New York: Holt, 1991.

**Pages:** 249                      **Music Genre:** Instrumental   **Review:** HB, 91

**Summary:** Allegra Shapiro is chosen as one of six finalists in Oregon's prestigious music competitions. Her leisurely summer before entering eighth grade changes into a summer of practicing her violin every day all day long. She gets advice for the competition from a variety of people from professional musicians to her little brother. Allegra is a winner even though she does not take first place in the competition.

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**Item:** Zalben, Jane Breskin. *Unfinished Dreams*. New York: Simon & Schuster, 1996.

**Pages:** 160                      **Music Genre:** Instrumental   **Review:** HB, 96

**Summary:** "Life on earth becomes heaven" when unfinished dreams are fulfilled. Jason's principal, Mr. Carr, does not return to school in the fall and Jason is devastated. Mr. Carr introduced him to the violin and kept it in his office so that it would be safe and Jason would not have to worry about it. Jason learns that Mr. Carr is dying of AIDS and stands up for him against many prejudiced people in the school and community. Jason writes and sends a video of the spring concert to Mr. Carr. Mr. Carr's final encouragement comes to Jason in a letter after he has died. Jason learns that Mr. Carr was an exceptional violinist and he has given him the dream of attending Julliard complete with Mr. Carr's personal violin delivered to him after his death.

## Chapter 4

### Summary, Conclusions and Recommendations

#### Summary

An annotated bibliography of young adult fiction with important characters or themes relating to music does not exist. The music teacher and teacher/librarian plan interdisciplinary music and literature units for young adults, but find it time consuming to search interdisciplinary fiction each time a unit is planned. A bibliography would provide young adult students, their teachers and their teacher/librarian choices of books relating music to fiction and a foundation to which more music genre in young adult fiction could be added as it is published and available to schools.

The purpose of this project was to produce an annotated bibliography of books with important characters or themes relating to music. This bibliography will be available to Mormon Trail Jr./Sr. High School students in the Library Media Center as well as to the music and English departments. Books included in this bibliography are available at the Mormon Trail Jr./Sr. High School Library Media Center, local public libraries and through interlibrary loans. Books from the bibliography will be purchased to add to the Library Media Center collection.

## Conclusions

That teens listen to an estimated 10,000 hours of music and that 500 books are published just for them annually, would seem to indicate that they enjoy music and reading. Combining music and young adult fiction into a bibliography for young adults would encourage even more teens to read. Teens read what interests them, so combining music and fiction through activities in interdisciplinary teaching would motivate those teens who are interested in music to read.

This researcher discovered 120 music fiction books suitable for the variety of reading and interest levels of young adults. There are many kinds of music fiction: rock and roll, classical, jazz, dance, folk, country, blues, vocal and instrumental. Different school disciplines could incorporate music fiction to attract teens to learn. For instance, students could read a young adult music fiction book and choose spelling words for English class, discuss music terms for language class, produce a timeline for the music era in history class, draw the instrument in art class, build an instrument in shop class, produce a soundtrack of the music for music class and learn the mathematical aspects of rhythm in math class. The whole school could be involved in interdisciplinary teaching music using young adult fiction books. McREL standards could be used as a basis for ensuring that the school incorporates standards in the school curriculum when attempting interdisciplinary teaching.

The assumption that school libraries should provide young adult literature to tie music and reading together is not feasible for all school libraries. This is due to school library budgets. A larger school library serving many students with a larger budget would be able to provide more of the books on this list than a small library with fewer students and a smaller budget. This researcher used interlibrary loans, public, academic and school libraries as well as direct purchases to perform this research.

The assumption that all forms of music have an appeal in young adult fiction and that teens will relate to any form of music in fiction is untrue. Writing style, character, setting and theme play an important part in whether a teen will like or not like a book even if the interest in music is there. The books in this bibliography contain many genres such as mysteries, science fiction, fantasy, contemporary realism, historical fiction, romance and horror. Stories from a particular genre would appeal to a student who reads that genre.

The third assumption, that young adult books selected from the selection tools list for this bibliography are for teens, stands true. This researcher recognizes that young adults have a wide variety of interest and reading levels. Not all books in this list are for all young adults. Some content, such as sex, drugs or obscene language are for mature teens while younger teens may prefer not to read such content. This

researcher included books with such content because the stories' major themes were music.

### Recommendations for Further Research

The designation “young adult” varies widely from library to library and place to place. “Young adult” at Mormon Trail includes seventh through twelfth graders. In this research project “young adult” was geared specifically to the students at Mormon Trail, but some of these books may include subject or content matter too mature for young adults at another locale. Some reading levels may be too low for students at another locale. Mormon Trail has a variety of reading levels in its junior/senior high school, so this researcher included some books that are at a high interest low reading level. Another research project may perform a reading level for each book in the bibliography so that reading level would be specific for readers.

In completing this bibliography, the researcher found that more information included in the bibliography would prove helpful to readers. An indication of where each book can be found locally would help a reader locate the book quickly. Reading level and interest level would assist readers and the teachers and librarians guiding their reading.

Horning promotes placing a book in a genre when professionally reviewing a book. This researcher would like to add a music sub-genre to the standard sub-genres of fantasy, science fiction, historical, mystery, horror, western, romance and

adventure. Teens have an interest in music and there are many fiction books with music as a theme. Locating these books with music as a theme is presently hard to do and takes time. A library should provide as much ease in locating the material a patron is seeking. By adding music as a sub-genre those books would be easier to locate on library shelves.

A list of biographies of musicians and non-fiction books about music would provide a comprehensive secondary music bibliography.

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## Appendix A

### Related Curriculum Standards

#### *Music Standards*

Understands the relationship between music and history and culture.

#### Level III: Middle School/Jr. High

27. Understands distinguishing characteristics of representative music genres and styles from a variety of cultures (Kendall & Marzano, 1997, p. 395).
28. Understands characteristics that cause various musical works to be considered exemplary.
29. Understands the functions music serves, roles of musicians and conditions under which music is typically performed in various cultures of the world.

#### Level IV: High School

- a. Knows sources of American music genres, the evolution of these genres, and musicians associated with them.
- b. Knows various roles that musicians perform and representative individuals who have functioned in these roles (Kendall & Marzano, 1997, p. 396).

*Language Arts Standards:*

Demonstrates competence in the general skills and strategies:

1. of the reading process.
2. for reading a variety of literary texts (Kendall & Marzano, 1997, p. 333).

Standard 1: Level III. Middle School/Jr. High (Grades 6-8)

52. Generates interesting questions to be answered while reading.
53. Establishes and adjusts purposes for reading.
54. Represents abstract information as explicit mental pictures.
55. Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts.

Level IV; High School

57. Determines figurative, idiomatic, and technical meanings of terms through context.
58. Understands influences on a reader's response to a text.
59. Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work (Kendall & Marzano, 1997, p. 335).

**Standard 2: Level III: Middle School/Jr. High**

1. Applies reading skills and strategies to a variety of literary passages and texts.
2. Knows the defining characteristics of a variety of literary forms and genres (Kendall & Marzano, 1997, p. 337).
  - a. Identifies specific questions of personal importance and seeks to answer them through literature (Kendall & Marzano, p. 338).

**Level IV: High School**

64. Recognizes archetypes and symbols across literary texts.
65. Makes connections among literary works based on theme.
66. Understands historical and cultural influences on literary works.
67. Makes abstract connections between his or her own life and the characters, events, motives, and causes of conflict in texts.
68. Relates personal response to the text (Kendall & Marzano, 1997, p. 339).

*Art Connections*

Understands connections among the various art forms and other disciplines (Kendall & Marzano, 1997, p. 379).

**Level III: Middle School/Jr. High**

99. Understands characteristics of works in various art forms that share similar subject matter, historical periods, or cultural context.
100. Understands the characteristics and presentation of characters, environments and actions in the various art forms.
101. Knows how various concepts and principles are used in the arts and disciplines outside the arts.

**Level IV: High School**

Knows ways in which various arts media can be integrated.

120. Knows how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes in other disciplines.
121. Understands how elements, materials, technologies, artistic processes are used in similar and distinctive ways in the various art forms (Kendall & Marzano, 1997, p. 380).

***Independent Learning***

The student who is an independent learner is information literate and:

63. Pursues information related to personal interests.
64. Appreciates literature and other creative expressions of information.

65. Strives for excellence in information seeking and knowledge generation

(American Association of School Librarians & Association for

Educational Communications and Technology, 1998, p. 8, 9).

## Appendix B

### Selection Tools

#### A.L.A. BookList

Chicago, Ed. American Library Association Publishing Board

#### The Horn Book Magazine

Boston: Horn Book, Inc.

#### Kirkus Review

New York: Kirkus Associates

#### Middle and Junior High School Library Catalog

New York: H. W. Wilson, 1995, 7<sup>th</sup> edition.

#### Publishers Weekly

New York: Reed Properties

#### School Library Journal

New York: R.R. Bowker Co., Xerox Co.

#### Senior High School Library Catalog

New York: H.W. Wilson, 1997, 15<sup>th</sup> edition

#### VOYA (Voice of Youth Advocates)

Lanham, MD: Scarecrow Press

## Appendix C

## Selection Form

Bibliographic Information

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher: \_\_\_\_\_

ISBN: \_\_\_\_\_

Date: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

Review Source: \_\_\_\_\_

Connections:

Genre: Classic Fantasy Historical Horror Mystery Science Fiction

Music: Instrumental Vocal

Music Genre: Classical Country Folk Jazz Opera Rock Other: \_\_\_\_\_

Related Elements:

Character: Main Secondary

Setting: Place \_\_\_\_\_ Time Period \_\_\_\_\_

Plot:

Point of View:

Annotation: