

I Didn't Raise My Boy to Be a Soldier

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Musical notation for measures 1-6. The score is in 2/4 time with a key signature of one sharp (F#). The piano part begins with a forte (*ff*) dynamic. Measure 1 contains a whole rest in the vocal line and a piano introduction. Measures 2-6 show a vocal line with rests and a piano accompaniment of chords and eighth notes.

Musical notation for measures 7-14. The piano part features a piano (*p*) dynamic. Measure 7 has a vocal rest. Measures 8-14 contain vocal notes and piano accompaniment with various articulations like accents and slurs.

Musical notation for measures 15-20. The piano part features a mezzo-forte (*mf*) dynamic. The vocal line begins with the lyrics: "Ten mil - lion sol-diers to the war have gone, who may".

21 22 23 24 25 26

nev-er re - turn a - gain. Ten mil - lion moth - ers'

27 28 29 30 31 32

hearts must break for the ones who died in vain.

33 34 35 36 37

Head bowed down in sor - row in her lone - ly years, I heard a moth - er

38 39 40 41 42 43

mur-mur through her tears: "I did-n't raise my boy to be a sol -

p

44 45 46 47 48

dier. I brought him up to be my pride and joy. Who

49 50 51 52

dares to place a mus - ket on his shoul - der to

53 54 55 56 57

shoot some oth - er moth - er's dar - ling boy? Let na - tions ar - bi -

58 59 60 61 62

trate their fu - ture trou - bles. It's time to lay the sword and gun a -

63 64 65 66 67 68

way. ——— There'd be no war to - day, if moth-ers all would say, "I

69 70 71 72 73 74

did-n't raise my boy to be a sol - dier." "I did-n't raise my boy to be a

75 76 77 78

sol - dier. I brought him up to be my pride and

79 80 81 82

joy. ——— Who dares to place a mus - ket on his

83 84 85 86

shoul - der to shoot some oth - er moth - er's dar - ling

87 88 89 90

boy? ————— Let na - tions ar - bi - trate their fu - ture

91 92 93 94 95 96

trou - bles. It's time to lay the sword and gun a - way. ————— There'd

97 98 99 100 101

be no war to - day, if moth - ers all would say, "I did - n't raise my

102 103 104 105 106 107 108 109

boy to be a sol - dier."

110 111 112 113 114 115

What vic - tor - y can cheer a moth - er's

116 117 118 119 120 121

heart when she looks at her blight - ed home? ————— What vic - tor -

122 123 124 125 126

y can bring her back all she cared to call her

127 128 129 130 131 132

own? _____ Let each moth-er an - swer in the years to be, "Re-

133 134 135 136 137

mem - ber that my boy be - longs to me!" _____ "I did - n't raise my

138 139 140 141 142

boy to be a sol - dier. I brought him up to be my pride and

143 144 145 146 147

joy. _____ Who dares to place a mus - ket on his shoul -

148 149 150 151 152

der to shoot some oth - er moth - er's dar - ling boy? _____ Let

153 154 155 156 157

na-tions ar - bi - trate their fu - ture trou - bles. It's time to lay the

158 159 160 161 162

sword and gun a - way. _____ There'd be no war to - day, if

163 164 165 166

moth - ers all would say, "I did - n't raise my boy to be a

167 168 169 170 171 172

sol - dier." "I did - n't raise my boy to be a sol - dier. I

173 174 175 176 177

brought him up to be my pride and joy. Who dares to place a

178 179 180 181

mus - ket on his shoul - der to shoot some oth - er

182 183 184 185 186

moth - er's dar - ling boy? Let na - tions ar - bi - trate their fu - ture

187 188 189 190 191 192

trou - bles. It's time to lay the sword and gun a - way. There'd

193 194 195 196 197

be no war to - day, if moth - ers all would say, "I did - n't raise my

198 199 200

boy to be a sol - dier."

fff