

A SCOTTISH RIDDLE

for 2-part voices and piano
with optional SoundTrax*

Inspired by
"As I Was Going to Saint Ives"

Words and Music by
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and **GEORGE L. O. STRID**

With humor ($\text{♩} = \text{ca. } 84$)

PIANO

mf

The piano introduction consists of two staves in G major and 2/4 time. The right hand plays a melody of eighth and quarter notes, while the left hand provides a simple accompaniment of quarter notes.

4 PART I *mf* 5

As I was go - ing to Saint Mun's,

PART II

Measures 4-6 show the vocal parts and piano accompaniment. Part I begins with a rest, then enters with the melody. Part II remains silent. The piano accompaniment continues with a steady eighth-note pattern in the right hand and quarter notes in the left hand.

7

mf

I met a man with

Hey ho non - ni non - ni no.

Measures 7-9 continue the vocal and piano parts. Part I sings the melody, while Part II has rests. The piano accompaniment provides harmonic support with consistent rhythmic patterns.

* SoundTrax CD available (51518).
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10

sev - en sons. With a

Hey ho non - ni non - ni no.

mf

13

hey, hey ho and a non - ni no, hey non - ni non - ni

Non - ni no, non - ni no, hey ho and a

16

non - ni no. A hey, hey ho and a non - ni no,

non - ni no. Non - ni no, non - ni no,

19

hey non - ni non - ni no. Now,

hey non - ni no, non - ni no. Now,

22

ev - 'ry son had sev - en boats. Ev - 'ry boat had

ev - 'ry son had sev en boats. Ev - 'ry boat had

25

sev - en goats. Ev - 'ry goat had sev - en kids.

sev - en goats. Ev - 'ry goat had sev - en kids.

28 *rit. e cresc.* *f* *a tempo* *mf*

Can you be - lieve it? Yes, they did! Now,

cresc. *f* *mf*

Can you be - lieve it? Yes, they did! Now,

rit. e cresc. *f* *a tempo* *mf*

31

kids and goats and boats and sons, how man - y trav - eled

kids and goats and boats and sons, how man - y trav - eled

34

to Saint Mun's?

to Saint Mun's?

39 Slower ($\text{♩} = \text{ca. } 76$)37 *poco rit.**p*

One, two,

*poco rit. e decresc.*Slower ($\text{♩} = \text{ca. } 76$)*p*

40

mp

three, four, five, six, seven and then,

mp

43

*mf**f*

one, two, three, four, I should start a -

*mf**f*

46

47 A little faster ($\text{♩} = \text{ca. } 88$)

gain!

p

Sev - en sons times sev - en boats times

A little faster ($\text{♩} = \text{ca. } 88$)

ff *p*

49

mp *mf*

sev - en goats times sev - en kids. Oh, good heav - ens,

mp *mf*

52

f

so man - y sev - ens! I should start a - gain!

f *ff*

55

Faster yet ($\text{♩} = \text{ca. } 100$)

p *mp*

One, two, three, four, five, six,

p *mp*

Sev - en sons times sev - en boats times sev - en goats times

Faster yet ($\text{♩} = \text{ca. } 100$)

p *mp*

58

mf

sev - en and then, one, two, three, four,

mf

sev - en kids. Oh, good heav - ens, so man - y sev - ens!

mf

61

cresc. *poco rit.*

I should start a - gain!

cresc. *f*

I should start a - gain!

Tempo I ($\text{♩} = \text{ca. } 84$)

cresc. *poco rit.* *f*

cresc. *poco rit.* *f*

Tempo I ($\text{♩} = \text{ca. } 84$)

64 *mf* 65

With a hey, hey ho and a non - ni no,

mf

Non - ni no, non - ni no,

mf

67

hey non - ni non - ni non - ni no. A hey, hey ho and a

hey ho and a non - ni no. Non - ni no,

70

non - ni no, hey non - ni non - ni no.

non - ni no, hey non - ni no, non - ni no.

73

74

If all those kids and all those goats

If all those kids and all those goats

76

trav - eled in those sev - en boats pad - dled by those

trav - eled in those sev - en boats pad - dled by those

79

rit. e cresc.

sev - en sons, how man - y trav - eled to Saint Mun's? *f*

cresc.

sev - en sons, how man - y trav - eled to Saint Mun's? *f*

rit. e cresc.

f

82 *a tempo* *mf* 83

The an - swer now is plain to see; the

The an - swer now is plain to see; the

a tempo
mf

85 *cresc.*

on - ly one go - ing to Saint Mun's

on - ly one go - ing to Saint Mun's

cresc.

cresc.

88 *f*

was me. Just me!

was me. Just me!

f