

**PUBLIC SCHOOL
ORCHESTRAS
AND BANDS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649143917

Public school orchestras and bands by Glenn H. Woods

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

GLENN H. WOODS

**PUBLIC SCHOOL
ORCHESTRAS
AND BANDS**

PUBLIC SCHOOL
ORCHESTRAS
AND BANDS

BY

GLENN H. WOODS, A.A.G.O.

Director of Music

Public Schools, Oakland, California

BOSTON

OLIVER DITSON COMPANY

NEW YORK

CHICAGO

CHAS. H. DITSON & CO.

LYON & HEALY

MADE IN U. S. A.

CONTENTS

CHAPTER	PAGE
I—Importance of Instrumental Instruction . . .	13
II—Preparation of Teachers	27
III—How to Organize Instrumental Instruction . .	30
IV—Co-operation of Superintendent, Board of Education, and Principal	35
V—Instruction in the Elementary Schools	37
VI—Instruction in the High Schools	62
VII—Bands in the Elementary Schools	82
VIII—Bands in the High Schools	92
IX—Official Musical Organizations	97
X—Necessity of Supplying Instruments	104
XI—Conducting	108
XII—Suggestions about Tuning	136
XIII—Seating Plans for Orchestras and Bands . . .	143
XIV—How to Assemble an Orchestra Score	149
XV—Transposition	154
XVI—How to make a Conductor's Part	173
XVII—Summary	175
XVIII—List of Band and Orchestra Music, and In- struction Books	178
APPENDIX—	
Bonding of Instruments supplied by the School Department	191
Conditions governing pupils who receive free instru- mental instruction	193
List of Books suggested for Study	195
Library Plan	196

ILLUSTRATIONS

	PAGE
1—Violins	38
2—Viola and Violin	39
3—Violoncellos	40
4—String Basses	41
5—Flutes	43
6—Clarinets	44
7—Cornets	45
8—Horn and Mellophone	46
9—Slide Trombone and E-Flat Tuba	47
10—Drums, Tambourine and Bells	48
11—Oboe and Bassoon	67
12—C-Melody Saxophone	83
13—Technical High School Orchestra	49
14—Technical High School Band	93
15—Elementary School Band	98
16—Elementary School Orchestra	100
17—Trombones	85
18—Saxophone Quartet	95



PREFACE

Since the introduction of music into the public schools some forty odd years ago, it has gained recognition, and a position of prominence in the field of education. As the realization of its importance increased, its activities have been expanded correspondingly and now include instrumental music. To assist those who are interested in this phase of educational activity and instruction, this volume is offered, with the hope that all who read its pages may find therein some practical suggestions.

As there are numerous text-books available for those teachers who are professionally well equipped, the teacher who has no knowledge of instrumental music needs assistance, and the particular aim of this book is to meet that need.

Acknowledgment is made for the helpful criticism and suggestions made by:

LIEUTENANT HERMAN TRUTNER, JR., U. S. A. Ret., Supervisor of Bands and Orchestras, Oakland Schools;

MR. FRANKLIN CARTER, Instrumental Instructor, Oakland High School;

MR. GUY HUDGINS, Assistant Head of the English Department, Technical High School;

MISS EMMA SCHNEIDER, Head of the English Department, Oakland High School;

MISS BLANCHE O'NEIL, Assistant Supervisor of Music, Oakland Public Schools;

MISS EDNA WORLEY, Instructor in English, Vocational High School;

MISS ADA M. FLEMING, Dean of the National Summer School, Chicago.



INTRODUCTION

A FEW OPINIONS ON MUSIC

“The place which music now holds in school programs is far too small. By many teachers and educational administrators music and drawing are still regarded as fads or trivial accomplishments not worthy to rank as substantial educational material; whereas, they are important features in the outfit of every human being who means to be cultivated, efficient, and rationally happy.”

CHARLES W. ELIOT,
President Emeritus,
Harvard University.

“You ask me if music is a human essential. To the Eskimo or South Sea Islander, no. To the American, Frenchman, Englishman, Italian, yes. Mere existence demands nothing but food, drink, clothing, and shelter. But, when you attempt to raise existence to a higher plane, you have to nourish the brain as well as the body. I don't think there is any sane person who would say that books are unessential to the maintenance of our civilization in America. Yet after its school days, probably less than one-fourth of our population reads with serious purpose. Music is more essential than literature for the very simple reason that music is capable of releasing in practically every human mind enlightening and