



ATSSB NEWSLETTER

A PUBLICATION OF THE
ASSOCIATION OF TEXAS SMALL SCHOOL BANDS

VOL. 2 NO. 4
APRIL, 1993



PRESIDENT'S COLUMN

MR. FRED PANKRATZ

As I write this first column as your second president, I must reflect to where we were in March of 1991. We were just home from T.M.E.A. convention where hopes for a small-school All-State Band were defeated. Out of that defeat came a great victory, ATSSB. There are so many responsible for this achievement, perhaps none more than Mike Marsh and Kenneth Griffin, but Mike Marsh certainly has earned the respect and admiration for his setting the standards and philosophies for our organization. Without him there might not be a small school band organization. Many others were also instrumental in founding our organization, but Mike was the steady influence that made our first years smooth and super exciting!!!

The next step for our organization is not to lose that excitement we all felt at the first ATSSB All-State Band Concert. The second concert in February was no less remarkable thanks to all those who helped to make it a super success. Each group from now on will be special. The everyday matters of our organization must remain important enough to each of us, to make us want to: 1. be at all meetings of ATSSB, 2. be

prepared to react with votes, comments, and written requests when necessary and, 3. help recruit new eligible members so each region is 100%. In an organization as small in numbers (500) but large in the percentage of A, AA, and AAA bands represented, **everyone** is important to our success. Enclosed in this newsletter is a survey. Take the time to fill it out and send it in, providing us with some facts about your situation. These facts may be very valuable to you and your program.

At your region meeting this spring, Region Coordinators will be discussing some proposed Constitutional changes and other suggestions that need your input for the State Board Meeting in July. Attend your region meetings and express your opinion. Every idea that comes our way will at least be discussed. We are still a growing association, and will change things as needed to provide for our membership and especially the students in our schools. The list of topics for discussion at your region meetings is also included in this **NEWSLETTER**. Be involved.

I thank you for the opportunity to serve as your President. I am humbled by the office, by Kenneth Griffin, John Gibson and Jennifer Willison are so very organized and helpful that this term of office will be beneficial in taking ATSSB into areas that will provide real services to small school bands in our state.

VICE-PRESIDENT'S COLUMN

MR. JOHN GIBSON

WOW!!! What an amazing two years! I can only say my life has been enriched by the new friends and colleagues who have become such an important part of **ATSSB**. It is my sincerest desire that the fire and enthusiasm we have felt will be as evident in the coming days as we strive to improve our Association. Improvements in the tryout procedures at every level, opportunities to enrich the small school bands of this state, and increasing our kinship with **T.M.E.A.** as all possible with **YOUR** help.

A **HUGE** thank you to everyone who had a hand in the auditions in San Antonio. Everything seemed to run smoothly, mostly as the result of outstanding directors who judged, monitored, computed, and assisted. We are in your debt. Please notice the list of directors elsewhere in this newsletter, and give them the thanks they so aptly deserve.

As Vice-President, I will be exploring new ways for this newsletter to serve our membership. At inception, it served as the means for disseminating information about **ATSSB**, tryouts, organizational meetings and the many details of forming the new association. Now that we are viable, I would like for the newsletter to expand its scope to include helpful articles, results of research, and informational items

which will help **YOU** in your day to day approach to teaching band. Jennifer Willison has asked for and include articles of that nature and will continue to do so as long as you keep sending them.

One of the first new items will be a survey of music from the "new" **U.I.L.** contest lists for grades 1, 2, and 3. It should help us all in choosing music for competition in the next few years and will include areas such as: 1. Suitability to class (difficult, medium, easy); 2. Division of parts (2/3 trpts, 1/2/4 horns, etc.) and; 3. Any special problems such as an oboe solo or need for wind chimes in the percussion part. Please find the enclosed form and mail it back to me at your convenience. Feel freed to make copies if you have more than one piece you would review. Don't be bashful. If you have programmed it for a concert or competition, you have enough expertise to review it for those of us who have not yet heard it or played it with our own band.

You are the link in the chain that holds music education in high esteem in the state of Texas. Excellent small school bands are what makes Texas unique. Therefore, each individual director can be a positive influence in his or her own school and community. You touch the lives of the future generations of voters, school board members, legislators, parents; and band directors. The future of our profession depends on all of us who "toil in the trenches". Keep up the good work and let us know how we can help **YOU**.

SEE

PAGE 5

AND

HAVE

★ 3 ★

GOOD

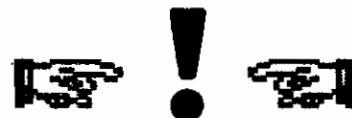
REASONS

TO ATTEND

YOUR

REGION

MEETING!



EXECUTIVE SECRETARY'S COLUMN

MR. KENNETH GRIFFIN

This packet should include a **NEWSLETTER**, a survey and a membership renewal application. If you are missing any item, please call me and I will send you one immediately. It took a small army of bandmen a LONG time to collate, staple, coordinate, and stuff these packets and they could have easily left something out.

The second annual clinic-concert of the ATSSB All-State Band is successfully behind us and we are now in the process of preparing for the end of another year - and looking forward to another - hopefully more productive, more active and even more rewarding than the past one! I hope that each of your programs has benefited from ATSSB activities and hope that the coming years for ATSSB will do even more - in more varied ways - for your individual bandmen. Some of the suggestions for ATSSB involvement have already been addressed and others are in the discussion stage.

Interesting fact about the 1993 All-State Band: the membership included 9 freshmen, 32 sophomores, 28 juniors, and 54 seniors.

The 1992-93 Membership Roster included with this mailing of the **NEWSLETTER** is intended for your use to keep in touch with each other. We can enjoy more success if we treat

our Association as a fraternity of brothers and sisters in the struggle to succeed in the small-school environment in Texas. Use it to suggest each other as judges for U.I.L. Concert and/or Sightreading Contests (the only way we are going to get more small-school directors on the list!), for clinicians, for judges of U.I.L. solo-ensemble contests, and as a source for information as you need it.

Interesting fact about the 1993 All-State Band: the 123 students were from 7 class A high schools (5% of the band), 27 class AA high schools (22% of the band), and 89 class AAA high schools (73% of the band). I was erroneous in the percentage of ATSSB members I gave at the General Membership Meeting in San Antonio (I read the wrong line!). Our membership breaks down as into 416 schools represented (with 493 paid members): 84 class A (20.2% of the membership), 159 class AA (38.2% of the membership) and 173 class AAA (41.6% of the membership). These numbers might tell us some things about how we need to address the audition process in the future (or maybe the addition of a second band!).

We hope that the lighting in the Scottish Rite Auditorium was better this year for our student's eyes. We are continually trying to make the experience a rewarding one and are certainly open to your suggestions or comments regarding any aspect of our Association.

Interesting fact about the 1993 All-State Band: 30 students who made the band as underclassmen last year made it again this year, 56 students who made the band last year as underclassmen did not make it this year.

If you would like to pur-

chase a set of the music used on the concert (ATSSB had to buy it!), we will sell it to you at half price. We had to purchase two complete sets because of copyright laws. "Standard of St. George" (\$18.00), "Procession of the Nobles" (\$32.00), or Celebrations (\$80.00). Just call to let me know your interest and I will send it to you (if still available) with a bill. We still have a copy of last year's "Cajun Folk Songs" (\$47.50) and the march "British Eighth" (\$7.50) if anyone wants them.

Interesting facts about the 1993 All-State Band: Of the 123 members, each of the 20 regions had an average of 6.15 students in the band. One region had 15 (the most) and one region had none (the least). Each of the five Areas had an average of 24.6 in the band. Area A had 25, Area B had 24, Area C had 26, Area D had 25, and Area E had 23.

We would like to thank the people responsible for making the Chair Auditions at the clinic a success. Judges and Monitors included Rick Ball, Ron Behrends, Kay Bradford, Crispin Bradsher, Harold Bufe, Jim Childers, Paul Fellows, Howard Galletly, Robert Garza, Kelly Glaze, Gordon Haney, Steve Hanson, Michael Hardy, Bill Harrison, Kirk Hinshaw, Richard Holbrook, Dan Huck, Aaron Lewis, Jesse Lotspeich, Roger Pace, Rodney Parker, Erin Pedersen, Patricia Perusich, Ann Price, Aaron Rathbun, Scott Rhame, Robert Rumph, Wayne Smith, George Strickland, Don Stockton, Phillip Sutherland, Bernie Tackitt, Dennis Teasdale, Don Thoede, Louis Thornton, and

Jennifer Willison. Auditions Assistant was Grady Alberts. Tabulations were done by Scott Stephenson. Tabulations Assistants were Doug Hamelwright, Forrest Perry and Robert Vetter. Audition Aides were Becky Allen and Alan Gregory. Thanks also to Jon Locke for the use of the communications equipment.

Interesting fact about the 1993 All-State Band: There were 7 students from 7 different class A schools, 27 students from 17 different AA schools and 89 students from 60 different class AAA schools. 58 schools had one student in the band. 19 schools had two students in the band. 4 schools had 3 students in the band. One school had 4, one had 5 and one had 6 students in the band. There were 84 different schools represented (compared with 77 last year). There were 70 females and 53 males in the band.

Elsewhere in the **NEWS-LETTER** you will find an order blank for an enamel ATSSB pin. The pins will be delivered to you with your membership card for 1993-94 or mailed directly to you if you order it but need to wait to renew your membership until the fall with the new school budget. There is also a form to order the 10" All-State patch (if your students has not already ordered it). The patch is also available to last year's All-State bandmen (they were mailed a letter notifying them of the patch's availability).

A persistent rumor that we keep encountering is that ATSSB is a West-Texas organization. Let me assure you that our association is well-balanced with proportionate representation from across our large state:

If we break Texas into five geographical regions equalling our current five ATSSB Areas, we find that our total 1992-93 membership of 416 A, AA, and AAA high schools (with 493 directors as paid members) is divided as follows:

Area A (WEST TEXAS, Regions 1, 6, 16, 22): 18.27%

Area B (NORTH TEXAS, Regions 2, 3&20, 5): 21.39%

Area C (EAST TEXAS, Regions 4, 10, 17&19, 21): 22.26%

Area D (CENTRAL TEXAS, Regions 7,8,9, 18): 21.15%

Area E (SOUTH TEXAS, Regions 11, 12, 13, 14, 15): 16.83%

We can also break the state into three geographical parts with the following results:

WEST TEXAS (Regions 1, 2, 6, 7, 16, 22): 33.894%

SOUTH TEXAS (Regions 9, 11, 12, 13, 14, 15, 17&19): 24.481%

EAST TEXAS (Regions 3&20, 4, 5, 8, 10, 21): 40.625%

I would like to close my column with a heartfelt "Thank you to out-going President Mike Marsh. We could not have had a better leader for our formative

years. His vision of ATSSB, his determination in the face of many adversities, his gentle and courteous handling of the many personalities involved, his knowledgeable decisions in the face of many unforeseen obstacles - all combined to make our first two years successful and to immediately impact the Texas band scene (in so many different ways!). I am pleased that we had the foresight to include Founding Members on the State Board of Directors so we can keep Mike's expertise available for the coming years. I congratulate Fred Pankratz on his election as our new President and look forward to his continuing the work he began as Vice-President. I would also like to congratulate John Gibson on his election as Vice-President. I know he will serve you well as a member of the Executive Committee. I commend the regions for their nominations for these state offices. The slate of candidates for Vice-President was composed of worthy individuals - any of whom would have served well - who will continue to be a vital force in our continued growth. I would also like to thank all of you who volunteered your time and energy to keep ATSSB energetic and meaningful. Please stay involved in your Association - or, if you have not yet jumped in, GET INVOLVED! Let's all DO something about keeping small-school bands a significant experience for our students.

FROM THE PRESIDENT
PROPOSED AGENDA ITEMS FOR THE STATE BOARD OF DIRECTORS MEETING

These items will be discussed at your Region Meeting by your Region Coordinator

I. Constitution Changes

A. Change active membership to include Junior High and Middle School Directors who feed A, AA, AAA High Schools.

Article III

Active - A current director, assistant director of a class A, AA, AAA High School or a current director of a Junior High/Middle School whose students feed a class A, AA, AAA High School in Texas as defined by the University Interscholastic League.

B. Change the office of Vice-President to President Elect with no change in duties

Article V

The President Elect shall assume office in the manner prescribed in the bylaws. The President Elect shall be an active member. The President Elect shall be in charge of formulating, editing, printing and distributing the ATSSB NEWSLETTER, the official publication of the Association.

C. Add to the State Government an At-Large representative for each High School classification elected by those members of that class.

Article V - Section 5

One active member from each High School Class (A, AA, AAA) shall be elected by the members who are directors in that class to serve as an At-Large Representative of that class to the State Board.

By-Laws

The At-Large Representative shall serve a two year term. The term shall begin immediately upon election and last until a successor is elected. The general membership of each class shall elect an At-Large Representative for that class to serve on the State Board. This election shall be held in even numbered years.

II. Items for discussion (Region and State Board)

1. Paid position for Executive Secretary
2. Paid position for Newsletter Editor
3. Sponsor Clinics at TMEA?
4. Sponsor Clinics at TBA? What kind of clinics would you be most interested in?
5. Scheduled exhibit time for All-State Band? Use the All-State clinician for a workshop at this time?
6. Eliminate taping at the Area level by:
 - a. Making two ATSSB All-State Bands
 - b. Take one instrument from each area who now tape (5 oboes, 5 bassoons, 5 alto clarinets, 5 contra-clarinets, 5 tenor saxes, 5 bari saxes, 5 bass trombones, 5 mallets 5 timpani) to be included in the ATSSB All-State Band
7. Take 2 to All-State of those instruments where only 1 from each area is selected (bass clarinet, alto sax, euphonium, snare)
8. All-State Jazz Group

III. Items being addressed

1. Check-in procedures at the Emily Morgan
2. Print rehearsal schedule in the newsletter
3. More rooms - panels for seating auditions
4. CD's of the concert

From the editor: This was sent to the **NEWSLETTER** answering a request for informative articles about what you do in your bands to help them succeed. You too have something to share with all of us!!! Write it up and send it in to: Jennifer Willison, ATSSB Newsletter, 800 Hillside, Canadian, Texas, 79014, **THANKS DON!!**

PRIVATE LESSON ALTERNATIVE

BY: DON STOCKTON

One of the major problems of the small school bands is the availability of private lessons. I have taught in small schools for 23 years and know that even if a student desires private lessons, distance is usually a problem. Having to deal with this I decided many years ago that I had to be the "private" teacher for the majority of my students. Since I was not a master of all the instruments, I decided that I had to have a plan. A dear friend, teacher, and colleague of mine, Jim Hudgins, suggested that I use the Prescott outlines in order to gauge my students' progress. Using the Prescott Technique System outlines I have developed a system for gauging student progress, motivation, and chair seating.

A problem that I used to face was where to start teaching a student when he came for help. I usually started with some exercises or songs on which he was working. These were usually

confined to All-Region tryouts or songs that the band was playing. We usually reached a road block because the student was deficient in some fundamental. After beginning the use of the Prescott system I found myself finding solutions for fundamental mistakes in the outlines. After the students work on their outlines for an extended time, they begin to make less and less fundamental mistakes. They also know where to go to work on particular skills to play difficult literature.

Since they are following an outline, I can readily check their progress at any time. I can tell if they have worked during any particular period of time. This is valuable when it comes time for grades to be reported. This progress on the outline gives a basis on which to justify a grade. Some directors like to give awards for students who work extra hard. This outline helps determine who is or isn't practicing. By looking at a student's outline, I can tell if he is progressing fast, average or slow.

I use the Prescott outline as a motivational tool. Each time a student plays off an exercise he gains the reward of seeing it checked off and is motivated to do more. Students are natural competitors. They take pride in the fact that they have played off 4 weeks, or 6 weeks, or two years of Prescott (four years are currently published). Every student that I have taught that has played off at least one year of Prescott (knock on wood) has made the TMEA All-Region Band either

in Jr. High or in High School. **That's powerful.** It seems that i always have several students trying to out do each other by playing off more Prescott.

A great spin off of this method is chair seating. **I do not have any chair challenges to judge.** Each section is seated by the amount of Prescott played off. This works quite well. Although with this seating system the one who works hardest sits first, **he** is about 99% of the time the best player. When a new student moves in, they begin to play off Prescott very quickly until they reach their level of proficiency. At that point they begin to learn new skills. It does not take long to find out how **will** they play and where they belong in the section.

How does it work?

At first this seems like the director will be doing a lot of listening from all of his students. That is true but it doesn't have to be. I use what I call the **BOARD OF EXAMINERS.** These are students that I have chosen who may listen and check off other students. I allow an All-Region student to listen to anyone in the band regardless of what instrument either play. If there are not **may** All-Region students in the band, I will choose the better students in each section for the **BOARD.** In this case, this student may only listen to others in his own section and only exercises that he has actually played off himself. By using the board I have greatly reduced the load on

myself. In doing this I have only found one instance where the student on the board was too easy on a friend. The students are usually a little harder than me. Does it work? Yes!!!! I have always heard the teacher learns more than the student. By having students teaching (checking off) other students they both learn. When can all of this checking off take place? In Warren I do it before school, during breaks, at lunch, after school, and any time the student is able to come to the band room. Some students check off at home to neighbors or brothers or sisters. At times I have allowed student to listen to other students during the band period.

METHOD

The Prescott Technique System was originated as a private lesson method. On the outline a particular exercise may be repeated several times. Once played off I line through the remaining repeats of the exercise. This way the student only plays any given exercise one time. I require that the students follow the outline by the weeks for chair seating. My experience is that if the student does not skip around the outline, he will progress faster in the long run. In the Junior High I only use the Prescott system for chair seating. When they come to High School I require a number of Prescott exercises to be played off each grading period. There are alternatives however. During marching season for instance, they may substitute marching

music playoffs for Prescott by assigning a value in Prescott exercises for each marching song. In the same manner substitutes can be made for All-Region, 1st divisions at Solo & Ensemble, etc. Therefore in High School grades are partially based on Prescott or their substitute. In a time when documentation is becoming more and more important the Prescott system proves very beneficial.

I welcome any questions and will gladly share in greater detail how I have made the Prescott technique system work for me. I can be reached by phone at school, 409-547-2246 (before 10:30 am), 409-547-3503 (after 11:00 am), or at home 409-834-2992. My mailing address is Box 464, Warren, TX, 77664. I might add that since I started this system (for) than 15 years ago, that have had at least one and many times 3 or 4 students advance to TMEA Area (one actually made TMEA All-State). Last year in the first year of ATSSB, I had 13 All-Region students, 7 Area, and 3 All-State (2 of which were 1st chair). In addition to that one student chose to attend the TMEA Area. Prescott works for me!

From the editor: The following articles came from directors filling out a form that was in last spring's *NEWSLETTER*. Another of these forms is also in this issue. Fill it out and let us know about your program!!

CUERO INTERMEDIATE SCHOOL

CLASS CC
126 7TH & 8TH GRADERS
IN BAND

BY: LARRY WOLF

To prepare the junior high band members for high school band, we take part in two parades each year. The Cuero Turkeyfest parade and the Yorktown Western days parade. We teach the two classes separately a marching tune, and then 2 days before the parade we combine them into one marching unit. We are very proud of our junior high band and thank that the street parading they do really helps them enter the high school marching band. After marching season we participate in UIL, the last several years we have consistently made First divisions in both concert and sight-reading.

PETERSBURG ISD

CLASS A
156 STUDENTS IN BAND
GRADES 5-12

BY: JERRY BARTLEY

Fall 1991 - 1. Winner of the South Plains Fair Parade (Lubbock) in Class A. This is the first time to win for the High School Buffalo Band since 1978. 2. Division 1 in UIL Marching. This is the first time to receive a first division since 1980!!!

PROSPER HIGH SCHOOL

**CLASS A
85 STUDENTS IN THE
BAND PROGRAM**

BY: LYNN PALMER

This band is in its 7th year. I am the third band director (I believe) succeeding Jim Oliver. Students begin in the fifth grade, but usually drop out by their ninth grade year to play football or sports. This band does not march (never has to my knowledge) but does play for varsity football games. The younger children seem very enthusiastic about band and the elementary school is growing rapidly. There are several very talented musicians at all levels, some quite serious. The school and community support the band for the most part, but it's tough to convince students they can play both in athletics and in band. They rehearse in a live cafeteria with poor acoustics and we desperately need a band hall!!!!

STANTON HIGH SCHOOL

**CLASS AA
240 BAND MEMBERS IN
GRADES 6-12**

**BY: KIRKE MCKENZIE AND
ROBERT TUCKER**

In 1922 Stanton Concert Band was organized to advertise

Stanton. About this time (early twenties) Stanton was making an all-out effort to establish a Texas Tech at Stanton. The Stanton Concert Band accompanied delegations making a number of trips to get the new state college. As we all know, Lubbock was chosen. The first school band was organized on Aug. 30, 1937 with a Mr. Zitelman as the first director. His salary was \$1,035.00! (from the board minutes). Our parents along with members of the high school band recently published a pictorial cookbook combined with many photos and historical accounts of organized music groups in Martin County and Stanton. This book has sold 800 copies over the past 6 or 7 months and is titled "A Fanfare of Flavors, A Taste of History". This project shows what great interest we have in Stanton regarding our band and band associated history. Our musical heritage is as old as the community. If you are interested in a copy of this published history, please let me know.

From the editor:
Let us know about your program!
Answer the following questions and
mail it in!!!!!!

SCHOOL NAME

SCHOOL UIL CLASS

**NUMBER OF STUDENTS IN
THE BAND PROGRAM**

YOUR NAME

**ANYTHING THAT MAKES
YOUR PROGRAM SPECIAL**

DO ANY OF YOU HAVE IDEAS OR PROCEDURES ON THESE SUBJECTS?

**CURRICULUM DEVELOPMENT FOR BANDS OR
HOW DO I WRITE ONE?**

**INSERVICE OPTIONS
FOR BAND DIRECTORS**

**HOW DO YOU HAVE
AN EFFECTIVE BAND
BOOSTER ORGANIZATION?**

**WHAT ARE SOME GOOD
ORIGINAL IDEAS FOR
FUNDRAISING?**

**HOW DO YOU WRITE
GOOD NEWSPAPER
ARTICLES WITHOUT
MAKING THEM SOUND
LIKE LISTS?**

**HOW CAN I KEEP MY
BAND INVOLVED IN
THE COMMUNITY AND
STILL TEACH?**

**HOW CAN I START A
JAZZ BAND WHEN I
HAVE NO BACK-
GROUND IN JAZZ?**

**WHAT KIND OF PER-
FORMANCES SHOULD
MY BEGINNERS BE DO-
ING?**

**and anything else to help
young directors!!**

**UIL Music Survey
Grades 1, 2 & 3
ATSSB**

Title of UIL piece: _____

Composer/Arranger: _____
(as listed in PML)

Grade: ___ 1 ___ 2 ___ 3

Director Submitting Review: _____

School: _____ Telephone: () _____

Suitability to class: ___ Easy ___ Difficult ___ About Right

Division of Parts:

Flute divided?		___ yes ___ no			
Clarinet	___ 1 ___ 2 ___ 3 ___ 4				
Alto Clarinet part?		___ yes ___ no			
Separate Bass Clarinet Part?		___ yes ___ no			
Alto Saxophone	___ 1 ___ 2				
Alto Sax doubles French Horn?		___ yes ___ no			
Trumpets	___ 1 ___ 2 ___ 3				
French Horns	___ 1 ___ 2 ___ 3 ___ 4				
Trombone	___ 1 ___ 2 ___ 3 ___ 4				
Trombone doubles Euphonium?		___ yes ___ no			
Single Bass Line (Trombone/Euphonium/Baritone Saxophone/ Tuba/Bass Clarinet/Tenor Sax)?		___ yes ___ no			
Percussion: Tympani?	___ yes ___ no			If yes, # of drums	_____

Equipment needed in addition to Bass Drum, Snare Drum, Bells, Suspended Cymbals and Crash Cymbals:

Special Problems (ranges, solos, rhythms, etc.): _____

Mail to: **John Gibson**
 New Deal High School
 P.O. Box 250
 New Deal, TX 79350

PATCH ORDER FORM

To order a 10" All-State Patch, send \$8.00 to:

ATSSB
P.O. Drawer 1508
Van, Texas 75790



The patch measures 10 1/2" from the panhandle to the southern tip of the state. The star and the field behind the word "ALL-" is white. The field behind the words "STATE" and "BAND" is red. The field behind the star and the letters "ATSSB" is blue. It is embroidered on black felt, is bordered with metallic silver and the letters are all metallic gold.

NAME: _____

MAILING ADDRESS: _____

CITY AND ZIP: _____

All-State Student's name if being sent to a different address: _____

ORDER FORM

To order an enamel ATSSB pin, send \$2.00 to:

ATSSB
P.O. Drawer 1508
Van, Texas 75790



The pin is 5/8" shown here actual size. The field behind the star is blue, the lower right field is red.

NAME: _____

MAILING ADDRESS: _____

CITY, ZIP CODE: _____

The pin will be sent to you by return mail. You may include the price of the pin with your membership fee.

SURVEY

In order to better serve our membership, we are surveying schools by classification. The results will be published in the July **NEWSLETTER** and should be very helpful as we plan for improvements in our respective programs. Please respond to the questions below and mail this survey before May 14, 1993 to:

ATSSB SURVEY
P.O. Drawer 1508
Van, Texas 75790

There is room for comments should you desire to make them (you may attach separate pages if you wish). The school name and director is **optional**, but will remain confidential should you desire to include it for possible followup studies:

NAME OF SCHOOL _____
NAME OF DIRECTOR _____

CIRCLE CLASS OF HIGH SCHOOL: A AA AAA TOTAL NUMBER OF STUDENTS IN GRADES 9-12 _____

DIRECTOR'S YEARS OF EXPERIENCE _____

DIRECTOR'S HIGHEST COLLEGE DEGREE _____

ON CAREER LADDER? YES NO IF YES, CIRCLE LEVEL: 1 2 3

Approximate total number of days before the official first day of school that your band rehearses in summer: _____

CIRCLE GRADES IN HS MARCHING BAND: 5 6 7 8 9 10 11 12 # IN BAND _____

Circle the style of marching that you use: CORPS MILITARY SHOW BAND OTHER

Do you use twirlers? YES NO If YES, how many? _____ Is band membership required? YES NO
Do you use flags? YES NO If YES, how many? _____ Is band membership required? YES NO
Do you use rifles? YES NO If YES, how many? _____ Is band membership required? YES NO
Does your school have a drill team? YES NO If YES, is it separate from the band, under other teachers? YES NO

CIRCLE GRADES IN HS CONCERT BAND #1: 5 6 7 8 9 10 11 12 # IN BAND _____
(check here if the concert band personnel is the same as the marching band _____)

CIRCLE GRADES IN HS CONCERT BAND #2: 5 6 7 8 9 10 11 12 # IN BAND _____

CIRCLE CLASS OF MIDDLE SCHOOL: C CC CCC TOTAL NUMBER OF STUDENTS IN GRADES 7-8: _____

CIRCLE GRADES IN MIDDLE SCHOOL BAND #1: 5 6 7 8 9 NUMBER IN BAND _____
(check here if middle school band is one combined band _____)

CIRCLE GRADES IN MIDDLE SCHOOL BAND #2: 5 6 7 8 9 NUMBER IN BAND _____

CIRCLE GRADES IN INTERMEDIATE BAND #1: 4 5 6 7 8 NUMBER IN BAND _____
(check here if intermediate band is one combined band _____)

CIRCLE GRADES IN INTERMEDIATE BAND #2: 4 5 6 7 8 NUMBER IN BAND _____

CIRCLE GRADES IN BEGINNER BAND #1: 4 5 6 7 8 NUMBER IN BAND _____

CIRCLE GRADES IN BEGINNER BAND #2: 4 5 6 7 8 NUMBER IN BAND _____

Total number of BAND DIRECTORS in district: _____ CHOIR DIR: _____ ELEM MUSIC: _____

Circle the number of periods in the day in HIGH SCHOOL 4 5 6 7 8 9 in JUNIOR HIGH 4 5 6 7 8 9

How many of these periods are you scheduled to teach/assist? _____

Do you use block scheduling? YES NO If YES, grades affected: K 1 2 3 4 5 6 7 8 9 10 11 12

Any odd scheduling? Please detail (an itemized schedule of each director in district would help, especially if you use block scheduling).

CHECK THE CLASSES TAUGHT IN YOUR DISTRICT:
(circle grades affected by each subject)

<p>High School (circle grades)</p> <p>____ Varsity Band 7 8 9 10 11 12</p> <p>____ JV (2nd) Band 7 8 9 10 11 12</p> <p>____ Third Band 7 8 9 10 11 12</p> <p>____ Jazz Band 7 8 9 10 11 12</p> <p>____ General Music 7 8 9 10 11 12</p> <p>____ Music Theory 7 8 9 10 11 12</p> <p>____ Music Appreciation 7 8 9 10 11 12</p> <p>____ Music History 7 8 9 10 11 12</p> <p>____ Applied Music 7 8 9 10 11 12</p> <p>____ Jazz Band 7 8 9 10 11 12</p> <p>____ Twirling 7 8 9 10 11 12</p> <p>____ Drill Team 7 8 9 10 11 12</p> <p>____ Choir 7 8 9 10 11 12</p> <p>____ 7 8 9 10 11 12</p>	<p>Middle School (circle grades)</p> <p>____ Varsity Band 6 7 8 9</p> <p>____ Second Band 6 7 8 9</p> <p>____ Beginning Band 6 7 8 9</p> <p>____ Jazz Band 6 7 8 9</p> <p>____ General Music 6 7 8 9</p> <p>____ Choir 6 7 8 9</p> <p>____ 6 7 8 9</p> <p>____ 6 7 8 9</p> <p>____ 6 7 8 9</p>	<p>Intermediate (circle grades)</p> <p>____ Beginning Band 4 5 6</p> <p>____ Intermediate Band 4 5 6</p> <p>____ Choir 4 5 6</p> <p>____ General Music 4 5 6</p> <p>____ 4 5 6</p> <p>____ 4 5 6</p> <p>____ 4 5 6</p> <p>____ 4 5 6</p>	<p>Elementary (circle grades)</p> <p>____ Beginning Band 3 4 5 6 7</p> <p>____ Choir 3 4 5 6 7</p> <p>____ Elementary Music K 1 2 3 4</p> <p>____ K 1 2 3 4</p> <p>____ K 1 2 3 4</p> <p>____ K 1 2 3 4</p> <p>____ K 1 2 3 4</p> <p>____ K 1 2 3 4</p>
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DO YOU HAVE A BOOSTER CLUB? YES NO

If YES, how does it raise money? Concession stands at FOOTBALL BASEBALL BASKETBALL TRACK VOLLEYBALL
Suppers
Brochure fundraisers
OTHER:

Approximate amount raised annually _____

Do students raise funds in addition to Booster Club activities? YES NO
If YES, approximate amount raised annually _____

Please complete the following chart:

	LOCAL SUPPLEMENT FOR ALL TEACHERS	HIGH SCHOOL BAND DIRECTOR SUPPLEMENT ABOVE LOCAL	HIGH SCHOOL CHOIR DIRECTOR SUPPLEMENT ABOVE LOCAL	HIGH SCHOOL ASST. BAND DIRECTOR SUPPLEMENT ABOVE LOCAL	HIGH SCHOOL ASST. CHOIR DIRECTOR SUPPLEMENT ABOVE LOCAL	JH BAND OR CHOIR DIRECTOR SUPPLEMENT ABOVE LOCAL	ASST. JH BAND OR CHOIR DIRECTOR SUPPLEMENT ABOVE LOCAL	ELEMENTARY MUSIC TEACHER SUPPLEMENT ABOVE LOCAL
SUPPLEMENT \$								
EXTRA DAYS / MONTHS								
OTHER PAID BENEFITS								

WHICH OF THE FOLLOWING INSTRUMENTS DOES YOUR DISTRICT PROVIDE? CIRCLE GRADES AFFECTED:

	grades	# owned	# used		grades	# owned	# used
PICCOLO	_____	_____	_____	SINGLE Bb HORNS	_____	_____	_____
FLUTE	_____	_____	_____	DOUBLE HORNS	_____	_____	_____
Eb CLARINET	_____	_____	_____	MARCHING FRENCH HORN	_____	_____	_____
Bb CLARINET	_____	_____	_____	TRUMPET	_____	_____	_____
Eb ALTO CLARINET	_____	_____	_____	TROMBONE	_____	_____	_____
Bb BASS CLARINET	_____	_____	_____	BASS TROMBONE	_____	_____	_____
Eb CONTRABASS CLARINET	_____	_____	_____	BARITONE	_____	_____	_____
Bb CONTRABASS CLARINET	_____	_____	_____	CONCERT TUBA	_____	_____	_____
Bb SOPRANO SAXOPHONE	_____	_____	_____	MARCHING TUBA	_____	_____	_____
Eb ALTO SAXOPHONE	_____	_____	_____	SOUSAPHONE	_____	_____	_____
Bb TENOR SAXOPHONE	_____	_____	_____	SNARE DRUM	_____	_____	_____
Eb BARITONE SAXOPHONE	_____	_____	_____	MALLET PERCUSSION	_____	_____	_____
Bb BASS SAXOPHONE	_____	_____	_____	MISC. PERCUSSION	_____	_____	_____
SINGLE F HORNS	_____	_____	_____	OTHERS:	_____	_____	_____

TOTAL BUDGET _____ INCLUDES MS? YES NO INCLUDES BUSES? YES NO
 TOTAL CAPITAL OUTLAY FOR THIS YEAR _____
 TOTAL AMOUNT FOR REPAIR FOR THIS YEAR _____
 TOTAL AMOUNT FOR MUSIC AND SUPPLIES FOR THIS YEAR _____

Thank you for your participation in this survey. Please respond by May 14 for inclusion in the statistical study. All results will be published in the July **NEWSLETTER**.