

Destroying the Teacher

(for Voice, Alto Flute, Oboe, Bass Clarinet,
Viola, Cello and Double Bass)

by Scott Anthony Shell
approx. duration = 12 minutes
written in December 2014 / January 2015
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Program Notes:

Destroying the Teacher uses a variety of texts in a musical collage. The title is taken from the Walt Whitman poem, where he encourages his "students" to go beyond what he has accomplished.

For me, the idea of destroying the teacher, refers to destroying the inner teacher, the voice in our heads, the ego, or perhaps our vanity, which believes we can ever truly take on the role of a teacher, as we are really only students in life. It also relates to the notion of destroying the perceived teacher / student duality, as many conscientious teachers will attest, it is the students who are teaching them!

Besides the Walt Whitman poem that opens the piece, you will hear the Mul (or Mool) Mantra, an ancient Sikh text of acknowledgement of the inner Guru, and later, the 7th Daily Communion from the Gospel of the Essenes, spoken by Jesus. The Spanish phrase translates to "May peace prevail on Earth". The to-do list and the rest of the text is my own, though it's not really poetry, but it fits the music and ties the other elements together somewhat. It may seem incohesive, but I feel it celebrates various aspects of life, from the sacred to the mundane, and the act of consciously embracing our own ego-death and spiritual re-birth.

Notes for the Vocalist and regarding the Voice Part

The voice part may be performed by male or female. The range should fall between the range of any voice part, going from written middle C to the E-flat a 10th above. The score uses treble clef; male singers would sing an octave below.

Noteheads with an X are spoken. The written position of the X notes does not indicate pitch. The vocalist may decide where they would like to place the spoken pitch of different spoken sections. One may be lower in the voice, while a later section may be higher in the voice.

There are 4 spoken sections:

- 1) The opening poem by Walt Whitman
- 2) The communion with the Earthly Mother (beginning at m. 107)
- 3) The to-do list (beginning at m. 159)
- 4) And the self-inquiry (beginning at m. 235)

For 1, 2 and 4, the notated rhythms are guides. Reading should sound natural and not totally locked into the rhythm, although you should follow the entrances as close as possible for ensemble cohesiveness. For 3, the rhythms need to be more exact, as it alternates with a singing section and going back and forth is going to be a bit challenging.

For the Mul Mantra, the upside-down e symbol (ə) is the schwa sound, similar to "uh", but not accented. For pronunciation, you can find YouTube videos of the text performed in song.

Regarding the Spanish phrase, vowels are the same as Italian. The double rr in the word "tierra" should be rolled.

I included some mood suggestions for each section. Please interpret the piece your own way and have fun!

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♩ = 96

(Solemn, sober, wise) *mf* ³

Long e-nough

mp

8

V have you dreamed con-temp-ti-ble dreams Now I wash the gum from your eyes,

B. Cl.

D.B. *mp*

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13

V

Ob.

B. Cl.

Vc.

D.B.

You must hab-it your-self to the daz-zle of light

mp

mp

19

V

Ob.

B. Cl.

Vc.

D.B.

and of ev-er-y mo-ment of your life. Long have you ti-mid-ly wad-ed

24

V

Ob.

B. Cl.

Vc.

D.B.

hold-ing a plank by the shore. Now I will you to be a bold swim-mer, To jump off

29

V

in the midst of the sea, rise a gain, nod to me, shout,

Ob.

B. Cl.

Vc.

D.B.

33

V

and laugh-ing-ly dash with your hair. I am the teach-er

Ob.

B. Cl.

Vc.

D.B.

38

V

of ath-letes, He that by me spreads a wid-er breast than my own proves the width of my own, He most

Ob.

Vc.

A

V. ⁴² *hon-ors my style who learns un-der it to des-troy the teach-er.*

Ob. ⁴²

Vla.

Vc.

A. Fl. ⁴⁸

Vla. ⁴⁸

V. ⁵⁵ *mp (chant-like)*
Ek Ong Kar-ə Sat - ə Nam Kar-ə - taa Purkh-ə Nir-ə bhao Nir-ə-vair A - kaal -

A. Fl. ⁵⁵

Vla. ⁵⁵

Vc. *Gliss.*

D.B. *Gliss.*

61

V
Moo - rat — A - joo - nee, Sai - bhang, Gur - ə Pra -

A. Fl.
mp *f*

Ob.
mf 3 3

B. Cl.
mf 3 3

Vla.
f *mp*

Vc.
p *mf*

D.B.
p *mf*

64

V
saad - ə Aad - ə Sach, Ju - gaad - ə

A. Fl.
mp *f*

Ob.
3 3

B. Cl.
3 3

Vla.
f *mp*

Vc.
p *mf*

D.B.
p *mf*

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67

V. Sach Hai Bhee Sach, Na - nak - ə

A. Fl. *mp* *f*

Ob. 3 3

B. Cl. 3 3

Vla. *f* *mp*

Vc. *p* *mf*

D.B. *p* *mf*

70

V. Ho - see Bhee Sach Na - nak - ə Ho - see

A. Fl. *mp* *f*

Ob. 3 3

B. Cl. 3 3

Vla. *f* *mp*

Vc. *p* *mf*

D.B. *p* *mf*

73

V
Bhee Sach Na - nak - ə Ho - see Bhee

A. Fl.
mp *f*

Ob.
3 3

B. Cl.
3 3

Vla.
f *mp*

Vc.
p *mf*

D.B.
p *mf*

76

V
Sach Na - nak - ə Ho - see Bhee Sach Na - nak - ə

A. Fl.
mp

Ob.
3 3

B. Cl.
3 3

Vc.
p *mf*

D.B.
p *mf*

80

V
Ho - see Bhee Sach Na-nak-ə Ho - see Bhee Sach Na-nak-ə

Ob.

B. Cl.

Vc.
p *mf* *p* *mf*

D.B.
p *mf* *p* *mf*

85

V
Ho - see Bhee Sach Na - nak - ə Ho - see

Ob.

B. Cl.

88

V
Bhee Sach

Ob.

B. Cl.

B $\text{♩} = 132$ (Prayer-like, hopeful)

V *ff* ¡Que la paz pre - va - lez - ca en la ti - er - ra! ¡Que la paz pre - va - lez - ca en

A. Fl. *f* *p* *f* *p* *f* *p*

Ob. *f* *p* *f* *p* *f* *p*

B. Cl. *f* *p* *f* *mp* *f* *p*

Vla. *f* *p* *f* *p* *f* *p*

Vc. *f* *p* *f* *mp* *f* *p*

D.B. *f* *p* *f* *mp* *f* *p*



V la ti - er - ra! ¡Que la paz pre - va - lez - ca en la ti - er - ra! ¡Que la

A. Fl. *f* *p* *f* *p* *f* *p*

Ob. *f* *p* *f* *p* *f* *p*

B. Cl. *f* *mp* *f* *p* *f* *mp* *f*

Vla. *f* *p* *f* *p* *f* *p* *f*

Vc. *f* *mp* *f* *p* *f* *mp* *f*

D.B. *f* *mp* *f* *p* *f* *mp* *f*

C

(very articulate, can be sermon-like)

104

V. paz pre - va - lez - ca en la ti - er - ra! *mf* The Sev - enth Com - mu - nion is

A. Fl. *p* *f* *p*

Ob. *p* *f* *p*

B. Cl. *p* *f* *mp*

Vla. *p* *f* *p* *mp* pizz.

Vc. *p* *f* *mp* *mp* pizz.

D.B. *p* *f* *mp* *mp* pizz.



108

V. with Our Earth - ly Moth - er She who sends forth her An - gels to guide the roots of man

A. Fl. *mp*

Ob. *mp*

B. Cl. *mp*

Vla. *mp*

Vc. *mp*

D.B. *mp*

111

V

and send them deep in-to the bless-ed soil. We in-voke the Earth - ly Moth-er! The Ho-ly Pre-ser-ver!

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.



114

V

The Main-tain-er! It is She who will re-store the world! The

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

117

V

earth is hers, and the full-ness there-of the world, and they that dwell there - in. We wor-ship the good,

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.



120

V

the strong, the be-ne-fi-cent Earth-ly Moth - er and all — her An - gels, Bount-e - ous, val - i - ant, and

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

123

V

full of strength; Wel-fare be-stow-ing, kind, And health-giv-ing. Through her bright-ness and

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

126

V

glor-y Do the plants grow up from the earth, By the nev-er fail-ing springs. Through her

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

129

V

bright-ness and glor-y Do the winds blow driv-ing down the clouds towards the nev-er fail-ing springs.

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

132

V

The Earth-ly Moth-er and I are One. I have my roots in her, and she takes her de-light in me

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

135 $\text{♩} = 76$ **D**
mp (Sorrowful, repentant)

V. Ac-cord-ing to the Hol-y Law. I am suf-fer-ing

A. Fl.

Ob.

B. Cl.

Vla. arco *p*

Vc. arco *p*

D.B. arco *p*

140

V. I am so sor-ry I am suf-fer-ing

Vla.

Vc.

D.B.

147

V. I am so sor-ry I am suf-

Vla.

Vc.

D.B.

152

V - - - fer - ing I am so sor - ry

Vla.

Vc.

D.B.



159 STOP TEMPO

V

After a brief pause, read this text: (upbeat, cheerfully) with short pauses after the commas:

"Milk, bread, tomatoes, eggs, cheese, chocolate, oranges, pears, oats, pick up the kids, vacuum, fix the flat tire on the bike, bake a batch of yummy cookies."

After "cookies", ensemble begins m.160 (Letter E)



E ♩ = 152

V *mf* milk bread to-ma-toes eggs cheese cho-co-late

A. Fl. *mf*

Ob. *mf*

B. Cl. *mf*

Vla. *mf* *jeté* *ord.*

Vc. *mf*

D.B. *mf*

(These sung parts through m. 232
can sound non-chalant, or matter of fact)

165

V. I am sac - red oran - ges pears oats pick up the

A. Fl. *pp* *mf*

Ob. *mp* *mf*

B. Cl. *mf*

Vla. *mp* *mf* *jeté*

Vc. *pp* *mf*

D.B. *mf*

169

V. kids vac-cuum fix the flat tire on the I am

A. Fl. *mp*

Ob. *mp*

B. Cl. *mp*

Vla. *pp*

Vc. *mp* *ord.*

D.B. *pp*

173

V. mun - dane bike bake a batch of yum-my cook-ies milk bread to - ma - toes

A. Fl. *mf*

Ob. *mf*

B. Cl. *mf*

Vla. *mf*

Vc. *mf* *jeté*

D.B. *mf*



177

V. eggs cheese cho-co- late I am e - ter - nal I am

A. Fl. *pp*

Ob. *pp*

B. Cl. *mp*

Vla. *ord.* *pp*

Vc. *ord.* *3*

D.B. *mp* *jeté*

181

V

oran - ges pears oats pick up the kids vac -uum fix the flat

A. Fl. *mf*

Ob. *mf*

B. Cl. *mf*

Vla. *mf* *jeté*

Vc. *mf* *jeté*

D.B. *mf* *jeté*



185

V

pro - fane I am sac - red I tire on the bike bake a

A. Fl. *pp* *mf*

Ob. *mp* *mf*

B. Cl. *mf*

Vla. *mp* *mf* *ord.* *jeté*

Vc. *pp* *mf* *ord.* *jeté*

D.B. *mf*

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189

V
batch of yum-my cook-ies milk bread to am mun - dane I am e -

A. Fl.
mp 3

Ob.

B. Cl.
pp

Vla.
189

Vc.
mp 3
ord. *jeté*

D.B.
pp



193

V
ter - nal I am ma-tocs eggs cheese cho-co-late pro - fane

A. Fl.
mf

Ob.
mf *pp* 3

B. Cl.
mf *mp* 3

Vla.
193 *ord.* *pp*

Vc.
mf

D.B.
mf *ord.* *mp* 3

F

197

V I am sac - red I am mun - dane *ff* pick up the kids! I am e -

A. Fl. *mf* *mp*

Ob. *mf*

B. Cl. *mf* *pp*

Vla. *jeté* *mf*

Vc. *mf* *mp*³ *ord.*

D.B. *jeté* *mf* *pp* *ord.*

202

V ter - nal I am pro - fane I am sac - red I am mun - dane

A. Fl. *pp*

Ob. *mp*³

B. Cl.

Vla. *ord.* *jeté*

Vc. *ord.* *pp*

D.B. *pp*

207

V. I am e - ter - nal I am pro - fane I am

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

pp

mp

ord.

pp

mp

3

3

jeté

211

V. sac - red I am mun - dane I am e - ter - nal I

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

pp

mp

pp

pp

3

3

jeté

ord.

pp

215

V — am pro - fane I — am sun - shine I am moon - dance I —

A. Fl. *pp*

Ob. *mp* 3

B. Cl.

Vla. *mp* 3 *jeté*

Vc. *ord.* *pp*

D.B. *pp*



219

V — am ex - ter - nal I am pro - pane I am sex - ual I —

A. Fl. *mp* 3

Ob. *pp*

B. Cl. *mp* 3 *pp*

Vla. *ord.* *pp*

Vc. *pp* 3 *jeté*

D.B. *pp* 3 *pp* *jeté* *ord.*

223 *rit.*

V — am moo cow I am the trick-ster I am melt-ing I am leav-ing I am smil-ing

A. Fl. *pp*

Ob. *mp* 3

B. Cl.

Vla. 3 *mp* *sfz.* *jeté*

Vc. *pp*

D.B. *pp*

230 $\text{♩} = 76$ G $\text{♩} = 132$

V I am no more I am no more

A. Fl. *f* 3

Ob. *f* 3

B. Cl. *f* 3

Vla. *ff* *pizz.* *arco* 3

Vc. *ff* *pizz.* *arco* 3

D.B. *ff* *pizz.* *arco* 3

235 *f* (*Awe, disbelief*) 3

V

Whose breath is this?

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

238

V

Whose hands are these?

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.

H

247 $\text{♩} = 72$

V
ques - tions?

A. Fl. *ff* *mp*

Ob.

B. Cl. *mp*

Vla. *3*

Vc. *3*

D.B. *3* *gra-*



253 *mp* (*Gratitude, forgiveness, relief*)

V
thank you I am so sor - ry thank you I am so

A. Fl.

Ob. *p*

B. Cl.

Vla. *3*

Vc. *mp*

D.B. *mp*

276

V

sor - ry thank you I am so sor - ry

A. Fl.

Ob.

B. Cl.

Vla.

Vc.

D.B.