



THE PINERY BOY

(REFLECTIONS ON A WISCONSIN FOLK SONG)

Arranged by

Carrie Lane Gruselle

Instrumentation

- 1 - Conductor's Full Score
- 8 - Violin 1
- 8 - Violin 2
- 5 - Viola
- 5 - Violoncello
- 5 - Double Bass

FJH is now using a high-speed sorting system for parts.
As a result, all single page parts are collated before multiple page parts.





The Arranger

Carrie Lane Gruselle is recently retired from teaching strings for the Appleton Area School District in Appleton, Wisconsin. Actively involved with the Wisconsin MEA Comprehensive Musicianship through Performance Project, she is also past president of the Wisconsin Chapter of the American String Teachers Association and former lead teacher for the Lawrence University String Project. She is string editor for The FJH Music Company, and co-author of the new FJH method series: *Measures of Success® for Strings*. The arrangements and compositions she has written for young string players are studied and performed regularly worldwide.

Ms. Gruselle holds a Bachelor of Music Education degree from UW-Eau Claire and a Masters of Music Education with Suzuki Emphasis from UW-Stevens Point.

About the Music

As with many folk songs, the origin of the *Pinery Boy* is not known definitively and several versions exist. The common thread is the tragic loss of a loved one. Lyrics include:

Oh, a raftsman's life is a wearisome one,
It causes many fair maids to weep and mourn,
It causes them to weep and mourn
For the loss of a true love that never can return,

“O father, O father, build me a boat,
That down the Wisconsin I may float,
And every raft that I pass by
There I will inquire for my sweet Pinery Boy.”

...“Oh honored lady, he is not here.
He's drowned in the Dells, as I do fear,
'Twas at Lone Rock as we passed by,
That is where we left him, your sweet Pinery Boy.”

...“Oh, dig my grave both wide and deep.
Put a marble stone at my head and feet,
And on each stone, carve a snow-white dove,
To let the world know that I died for love.”

This arrangement allows students to explore the full range of expression on their instruments and as an ensemble. Dynamics are indicated to specify which section should be prominent, and to suggest the phrase shapes, but the conductor should also direct the phrases as interpretation inspires.

It should be noted also that this arrangement does not necessarily follow a “program” or tell a specific story through its form, but it could indeed suggest a program. Students may find it engaging to speculate about a story presented through the music.

Carrie Lane Gruselle

Vln. 1
Vln. 2
Vla.
Vcl.
D.B.

13 14 15 16

mf
mf
mf
mf
mf

div.
arco
pizz.

Vln. 1
Vln. 2
Vla.
Vcl.
D.B.

17 18 19 20

p
mp
p
p
mp

pizz.

Vln. 1
Vln. 2
Vla.
Vcl.
D.B.

21 22 23

mp
mf
p
mp
arco

25

Vln. 1

Vln. 2

Vla.

Vcl.

D.B.

f

f

f

f

f

pizz.

mf

26 D 27 D 28 D 29 G

30

Vln. 1

Vln. 2

Vla.

Vcl.

D.B.

p

mf

mf

mf

p

mf

p

mf

arco

p

mf

D 31

Vln. 1

Vln. 2

Vla.

Vcl.

D.B.

p

mf

mf

p

mf

pizz.

arco

p

mf

32 33

Vln. 1 unis.

Vln. 2

Vla.

Vcl.

D.B.

46 47 48 49

pp

51

Vln. 1

Vln. 2

Vla.

Vcl. *div.*

D.B.

50

pp

54

Vln. 1 *f*

Vln. 2 *f* *non div.*

Vla. *f*

Vcl. *f*

D.B. *f*

55 56

Vln. 1 *ff* *mf*

Vln. 2 *ff* *mf*

Vla. *ff* *mf*

Vcl. *ff* *mf* *div.*

D.B. *ff* *mf*

57 59 60

Vln. 1 *p* *mp*

Vln. 2 *p* *mp*

Vla. *p* *mp*

Vcl. *p* *mp* *non div.*

D.B. *p* *mp*

61 62 63

Vln. 1 *ppp*

Vln. 2 *p* *ppp*

Vla. *p* *ppp*

Vcl. *p* *ppp* *div.*

D.B. *p* *ppp*

65 66 67