## "

In the accompaniment are the sounds of a swiftly moving train. Its whistle establishes the tempo of the piece. Performance begins immediately after opening whistle cue, and in the same tempo. If performance tempo falters later on, there are whistle/sound change check points at which the ensemble may speed up or slow down to keep in sync with the accompaniment. This symbol indicates a whistle or a change in sound: NOTE: If performed by a choir rather than a quartet, soloists may be used ad lib throughout.




MORE SERIOLS




FARE:
LO-CO - MO-TIVE
LO CO - MO-TIVE



CP 9


CHANG-ING PA-NO-RA-MAS WHILE I SIT IN MY PA-JA-MAS THRU THE NITE. THRU THE NITE.


CHANG-ING PA-NO-RA-MAS WHILE I SIT IN MY PA-JA-MAS THRU THE NITE.


CHANG-ING PA-NO-RA-MAS WHILE I SIT IN MY PA-JA-MAS THRU THE NITE.






If THEIR Wheels are pro-pit-ious - ly a-bound-ing in the wrong di-rec-tion don't you think so?

if THEIR WheElS are pro-pit-ious - ly a-bound-ING in the wrong di-rec-tion dont you think so?





CP 9


*At this point, another train approaches, passes, and fades away, blowing its whistle throughout. Follow it from left to right with your eyes as it passes. The whistle chord drops a half step, ending on the pitches notated. With your eyes still following the train, pick out your respective pitches, whether the group be SSAA, SATB, or TTBB, and sing the words indicated in a rhythmically free, moderate tempo, at the dynamic levels indicated. Begin individually as soon as you are sure of your pitch, making no attempt to sing the words together. Your eyes slowly move back toward the audience as you beekon them to take a trip on the train.
** 1) Take a deep breath. 2) Sustain until all voices have arrived at this final word, continuing a long decrescendo, the final " $n$ " being clearly articulated by all together. Do not sustain the " $n$ ". Simply use it as a final cut-off consonant.

