

cue: *As professor exits, music begins.*

No. 2

An Idea for a Story

Students:

Melva Wheelwright
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With Youthful Impatience ($\text{♩} = 135$)

We need an i-dee for a sto-ry! We've got to find some-thing quick!

5

Writ- ing our his-to-ry, that is the my-ster-y. If I just had a clue what to pick! So,

9

Let's check some books out at the li - bree. Sure -ly there's some -thing there we can use. The

13

A

sto-ry of a cen-tur-y Don't know it yet but there's a lot of books to per- use.

A

Here is a book a-bout the

17

Here is the sto-ry of the rail-road. The rail-road is the key.

Gold Rush! Changed ev-ry thing in the state! But look out in the bay,

21

mf

B

Boats com-ing ev-'ry day. I think you've got a point there. We have an id-ee for a

B

Ship-ping's the ans-wer we're here to say.

25

sto - ry *mf* It is the an - swer we tru - ly feel. Yes,

mf We have an i - dee for a sto - ry. We have a sto - ry now,

29

cresc. *subito mf* *cresc.*

This we un - der - stand. The rail - road! The ship - ing! The sto - ry of our cen - tu - ry is

cresc.

This we un - der - stand. The gold rush! The wine crush! The sto - ry of our cen - tu - ry is

33

Ina: Shhhhhh! Students! This is a library! *ff*

right in our... hands!

right here in our... hands!

She stamps the books on beat.