FRESHMAN
SONG # 1

Don't Let Me Be A "Remember When"

song explanation submitted by the class of 1993

"Remember when". . .It is often said among people with glazed eyes and nostalgic memories. As we pondered the idea of ***"remember when"***, thoughts of dusty annuals materialized in our minds. No matter what your age may be, you can pick up an old annual and turn back the hands of time. Often, when looking back on this sacred piece of history, there are faces that you have lost touch with. The major theme of our song is a plead to never allow this to happen with the class of 1993.

We, as mere freshman, have not yet received an annual of our college experience. We are taking this time now to let our classmates know that we don't want to be *"a picture on a page"* because we have definitely come too far as friends in this trying time.

Our song is compared to a yearbook because before too long, our life at Willamette will become history. We don't want our friends reduced to forgotten faces on a page; we never want to forget the good times; and most of all, we want to keep our friendships alive. *"Don't let us be remember when's because we will be forever friends."*

Respectively submitted by:

David B. Audley
Jennifer D. Cain
Lesil L. McGuire
Aaron Andre Miller
Todd A. Rygh
Ethan W. Smith

Don't Let Me Be A "Remember When"

Now as we start anew,
Our dreams alive, our worries few,
We must look back and see
How we became to be.

We live in the modern age
Where vcr's and cd's are the rage.
But do you remember a day
When we did not live this way?

Don't let me be a picture on a page
We've come too far in this age.
Don't let me be just a remember when,
Not someone you think of now and then.

Pull those annuals off the shelf
Souveniers for all, help yourself.
Dust them off, blow it all away,
Because old memories are here to stay.

Don't let me be a picture on a page
We've come too far in this age.
Don't let me be just a remember when,
Not someone you think of now and then.

Turn back the pages of history
and you will find a guy named Lee.
He was a father to

Our old Willamette U.

Hatfield, Packwood, Smith, and Sparks
are just a few who've left their marks.
We've marched for peace, we've gone to war
we've fought for things worth dying for.

And from carriages to classic cars
to aeroplanes to fraternity bars.
We've worn poodle-skirts and different dews,
love beads, beenies, and bow-ties too.

Take one look at us my friend
before this day comes to an end.
I ask you now, please remember me
before our time turns to history.

Time pushes on and on
but memories linger strong.
Some day we will realize,
that these are the pages of our lives.

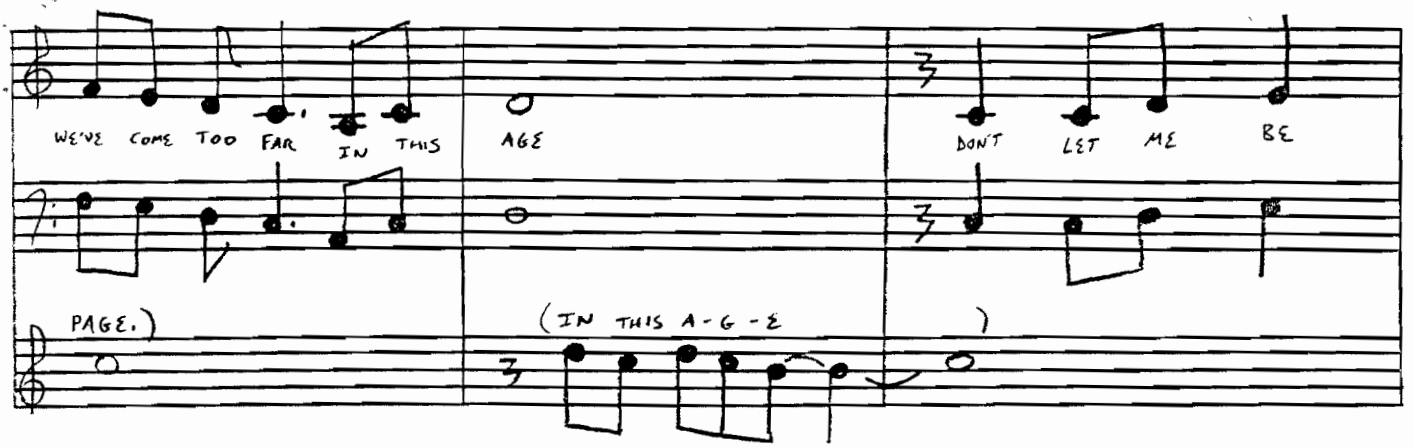
Don't let me be a picture on a page,
we've come to far in this age.
Don't let me be just a remember when,
just someone you think of now and then.

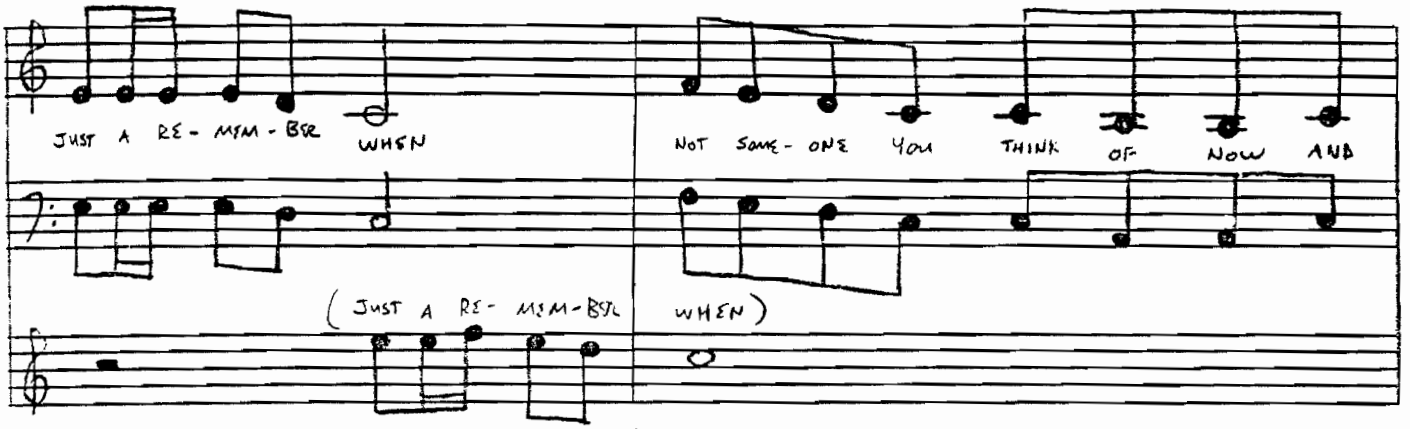
Some friends, from the past
may not last.
Please don't let us be"remember whens",
because we'll be forever friends.

VOCALS

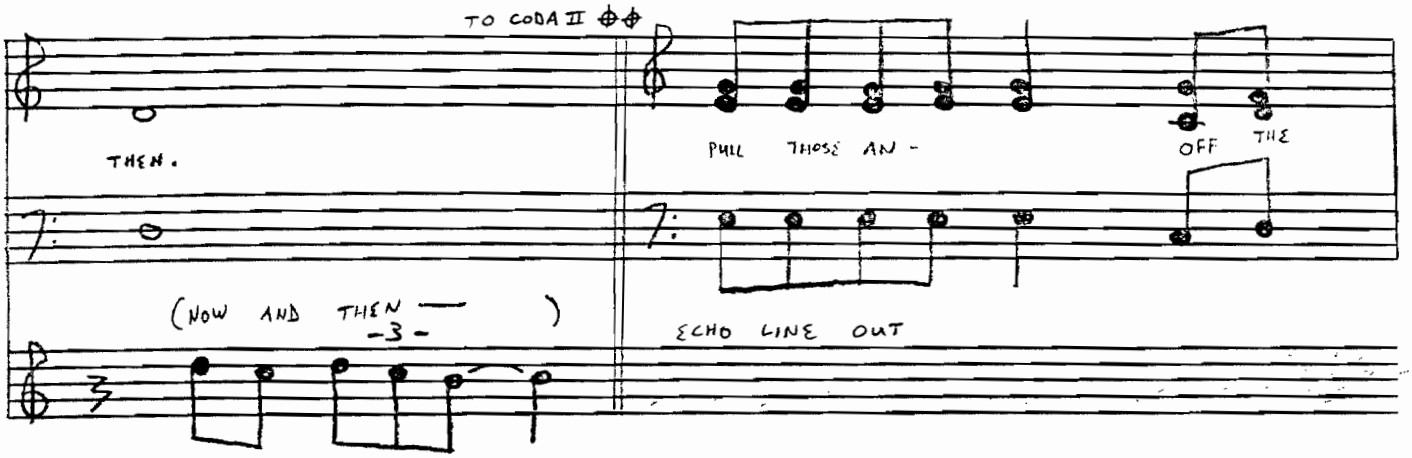
DON'T LET ME BE A REMEMBER WHEN

—Music By
A. André Mill





TO CODA
TO CODA II



Pacesantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

Pescantino STUDENT PAD
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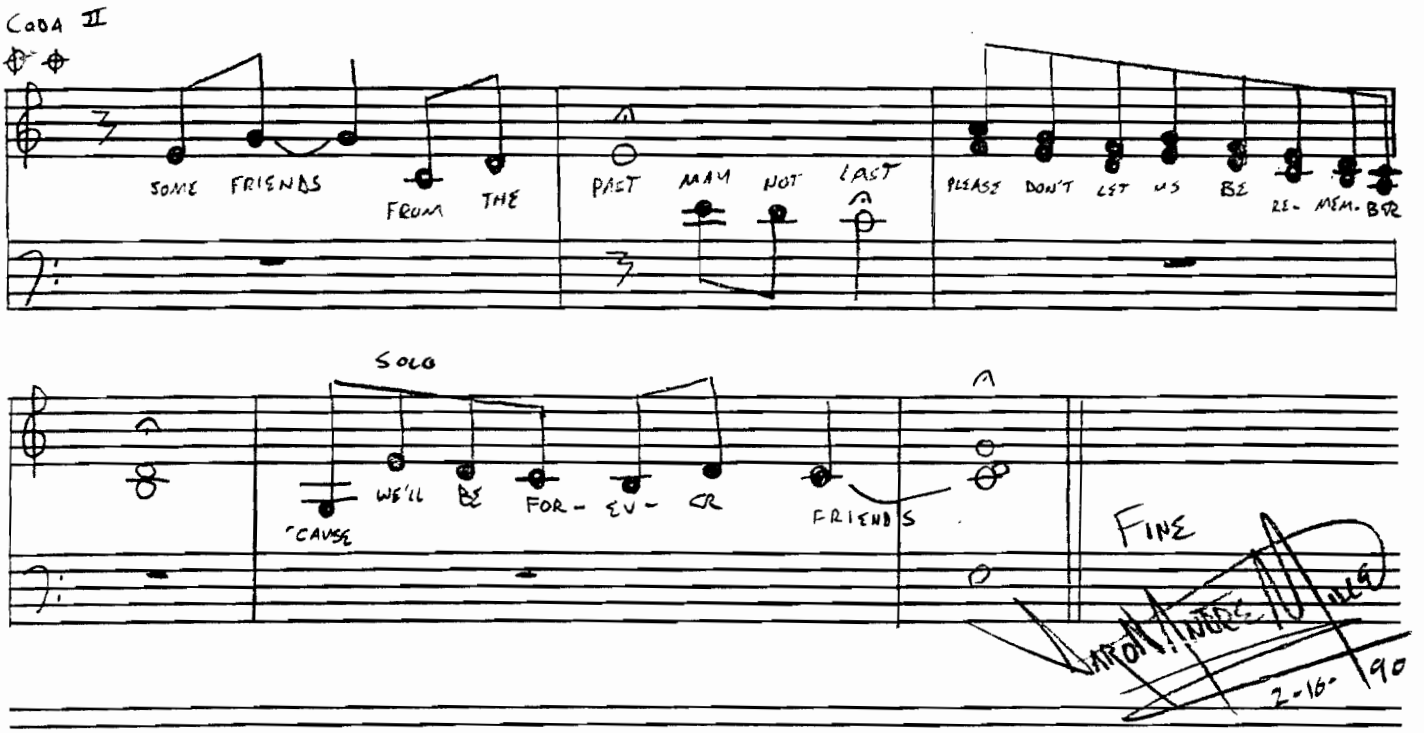


Pasquantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

PIANO

DON'T LET ME BE A REMEMBER WHEN — Music By Aaron André Mil

THIS WRITTEN PART IS A BASIC OUTLINE OR FRAMEWORK OF THE CHORDS FOUND IN THIS SONG. MY COMPOSITION STYLE IS BASED ON JAZZ THEORIES. THEREFORE, I READ CHORD CHANGES AND IMPROVISE AROUND THESE CHANGES. I FEEL THIS ALLOWS THE SONG GREATER FLEXIBILITY AND CONTRAST. I WILL BE USING MOSTLY STANDARD JAZZ SYMBOLS. —THANK YOU, SINCERELY, AARON

Piccantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

F-7 | C Δ9 | A-7 | D-9 | G13 | C Δ9 | G-7 C9 | F Δ9

F-7 | C Δ9 | A-7 | D-9 | G13 | C2 | A-9 | F Δ9

BALLAD
VOICES OUT

D-7 G7(b9) | C2 | A-9 | F Δ9 | D-7 G7(b9) | C2 | A-9 | F Δ9

VERSE
VOICES IN

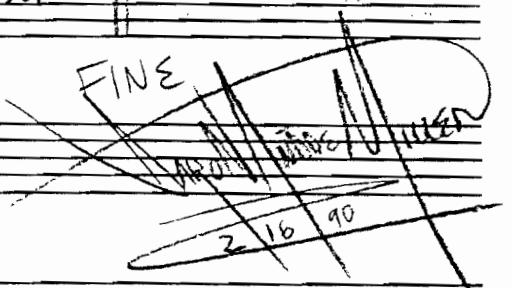
G | D-9 | C/E | F Δ9 | G2 | D-9 | C/E | F Δ9

CHORUS

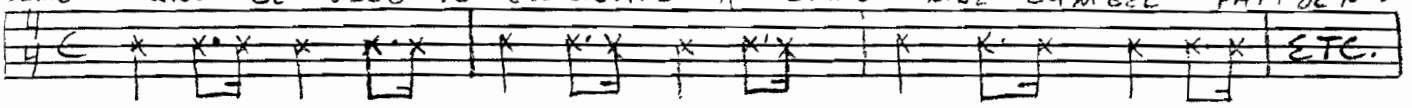
G2 | C2 | A-9 | F Δ9 | G2 | C2

r.t. . . RUBATO

FINE



* IT MAY BE NOTED THAT DURING THE "JAZZ SECTION" VOICES WILL BE USED TO EMULATE A SWING RIDE-CYMBEL PATTERN:



Pecantino STUDENT PAD
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FRESHMEN
SONG # 1

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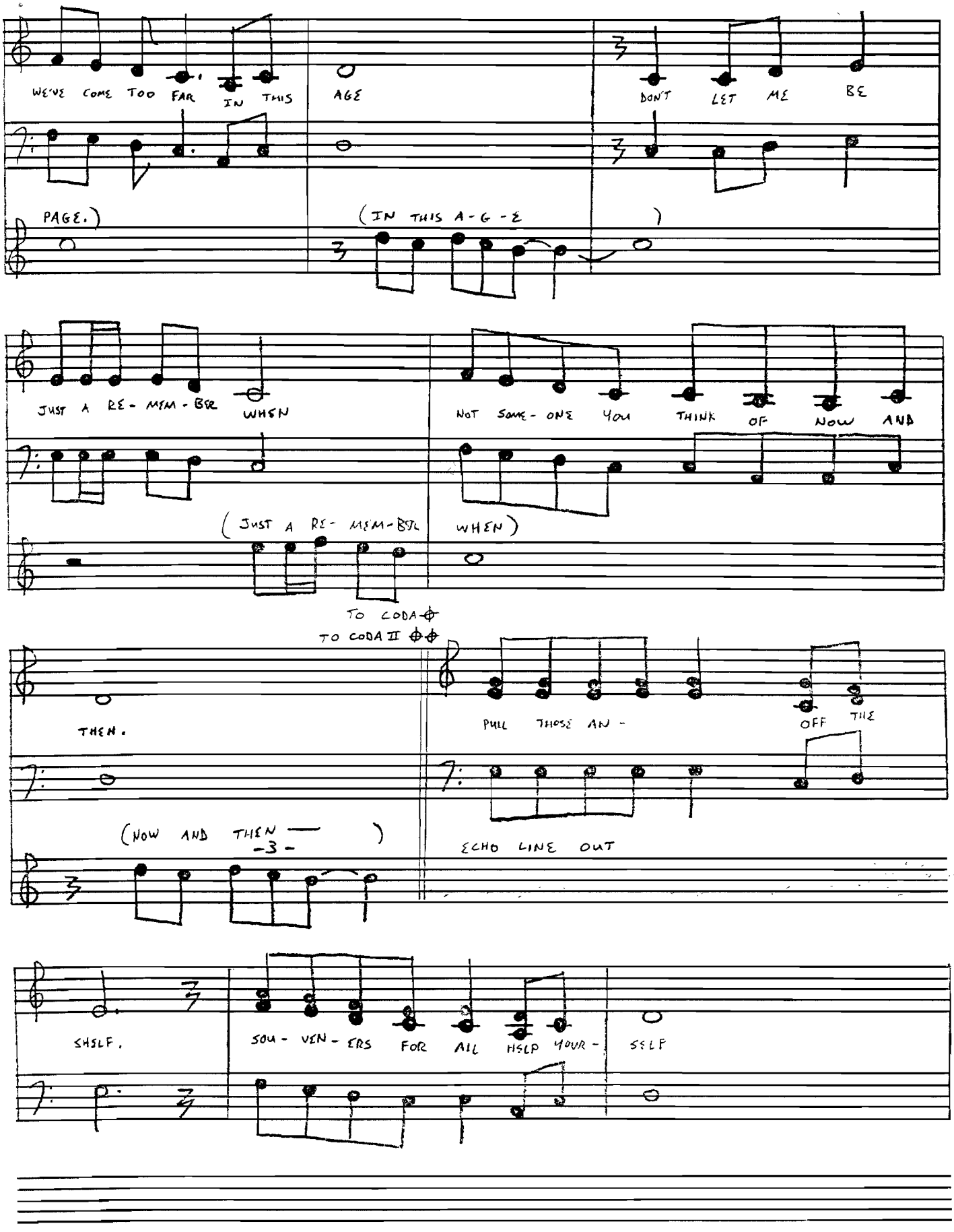
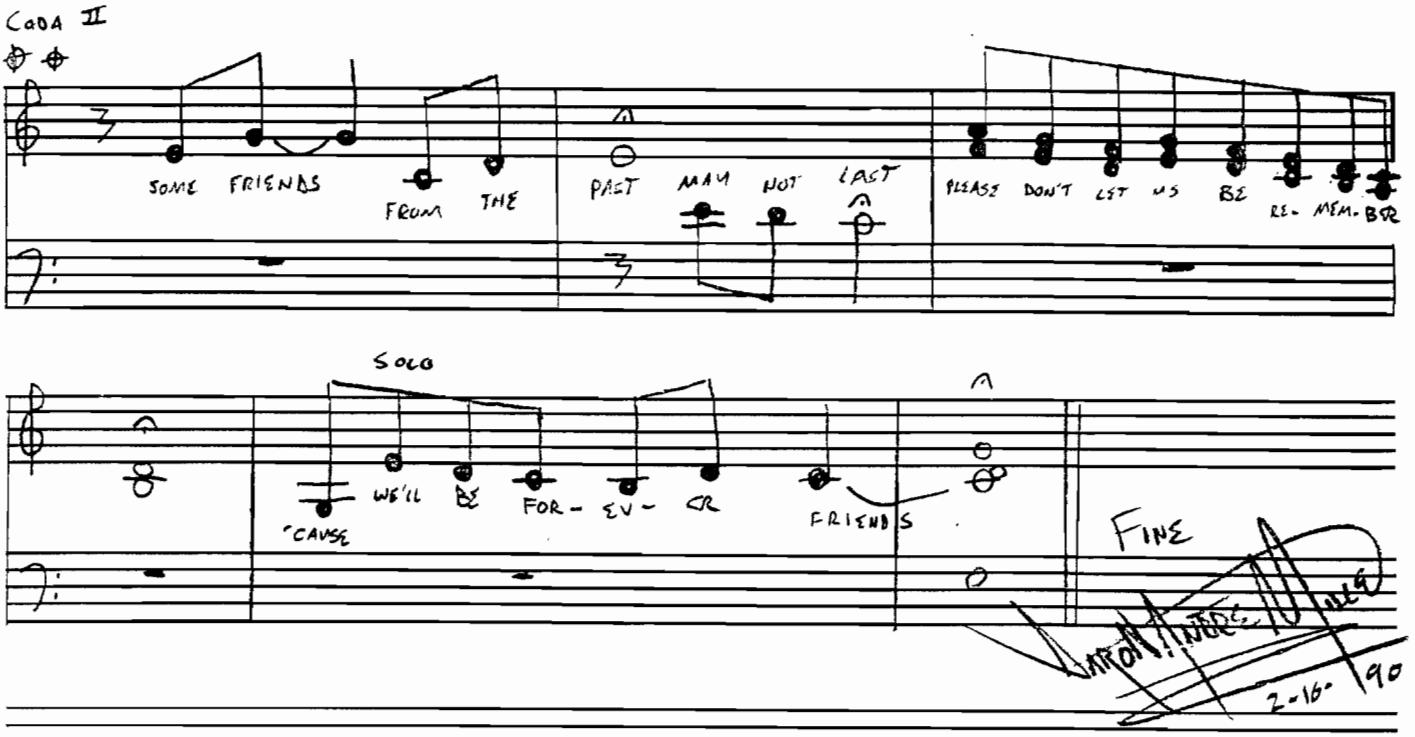


Pacesantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

Pascantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

Passantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207



Pocantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

PIANO

DON'T LET ME BE A REMEMBER WHEN — MUSIC BY AARON ANDRE MIL

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Pizzantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

F-7 C Δ9 A-7 D-9 G13 C Δ9 G-7 C9 F Δ9

F-7 C Δ9 A-7 D-9 G13 C2 A-9 F Δ9

BALLAD
VOICES OUT

D-7 G7(b9) C2 A-9 F Δ9 D-7 G7(b9) C2 A-9 F Δ9

VERSE
VOICES IN

G D-9 C/E F Δ9 G2 D-9 C/E F Δ9

CHORUS

G2 C2 A-9 F Δ9 G2 C2

r.t. . . RUBATO

FINE

2 16 90

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SWING

ETC.

Pecantino STUDENT PAD
NO. 1 MEDIUM 12 STAVES TWO SIDED/PO 10207

Sophomores
Song #2

THROUGH THE YEARS

The lyrics to Through the Years are the thoughts of a young Willamette student walking across campus at night. Whereas the student is normally preoccupied with papers and tests, tonight his thoughts turn to his surroundings. As our T-shirt design depicts, he stops to think for a moment in the quiet of the night about all of the people who must have walked on the same path so many years ago. What were they thinking? Were they worried about the same papers and tests, or did they focus on more important goals. This scene is set by a solo at the beginning of the song:

> A misty night, I walk alone underneath the starry sky. The sidewalk washed in pale lamplight as the Mill Stream rushes by.

The song consists of three parts. The piano score is improvisational with three part harmony in the vocals. In the first section, the student thinks of all the men and women who were once a part of the same campus, but people about whom he knows nothing. The first formation, a violin, represents these people. It was discovered in Waller during the renovation and no one knows its story, but like these people, it is a part of the tradition of which the student is now a part.

The second section moves to those men we do know and remember. Remember when... (this years sub-theme) the men of Willamette fought to preserve our freedom and the ideals of a liberal arts university? The first verse in the section is sung by the men alone, corresponding with the formation of a swastika melting into a peace symbol. He realizes that it is these men who helped preserve the ideals of Willamette and that it is these men who we must thank as we see the crumbling of the Berlin Wall.

In the chorus, the student realizes that when he wakes up the next morning, and every morning from now on, he will "still have yesterday."

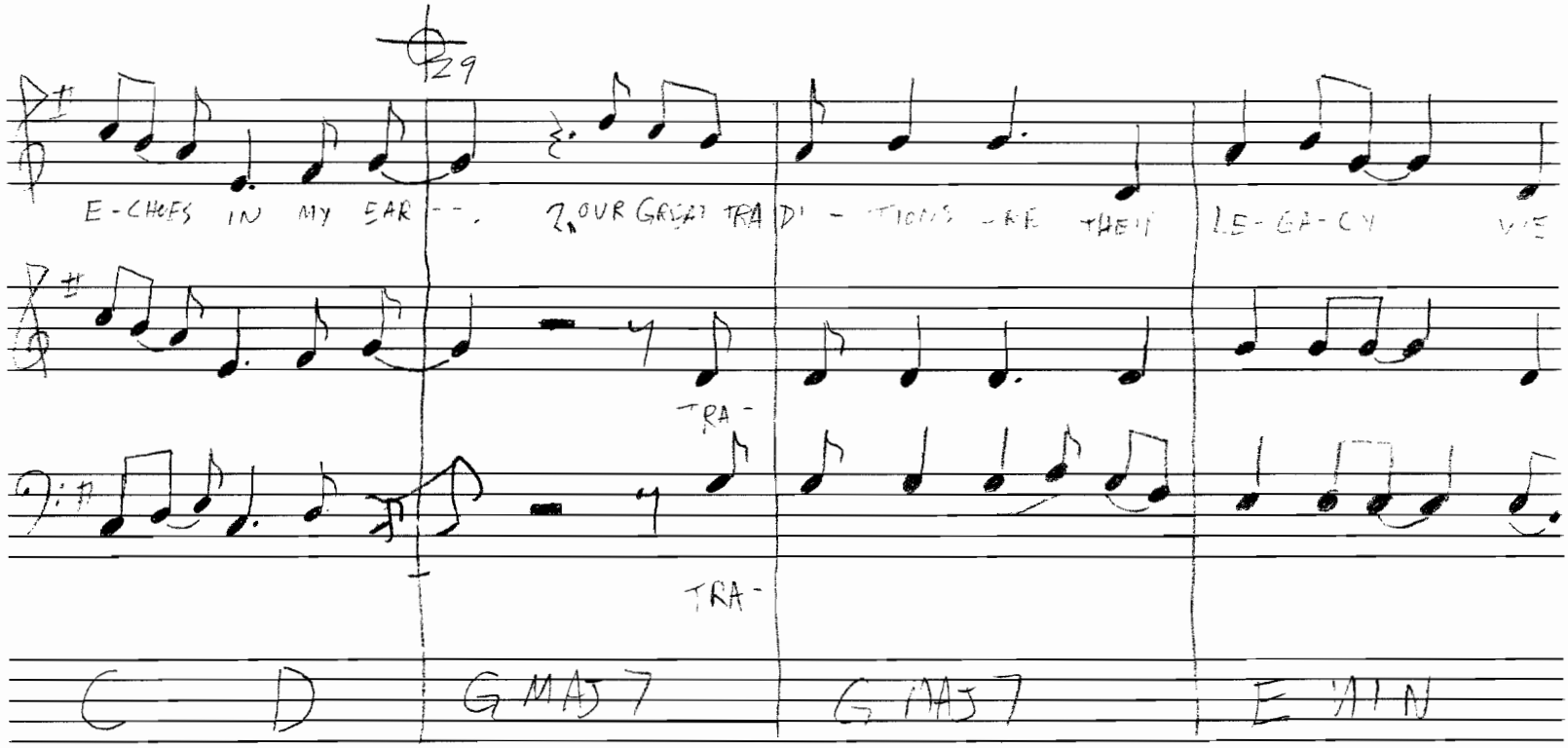
The third section follows an upbeat bridge, whereas the tone of the song up to this point has been more serious and pensive. The student's thoughts focus on what Willamette is today. He ponders the idea that he is joining his voice to the chorus of everyone who has gone before him to become a part of his alma mater. The section ends with his realization that no matter where the future leads him, his alma mater will always be a part of him.

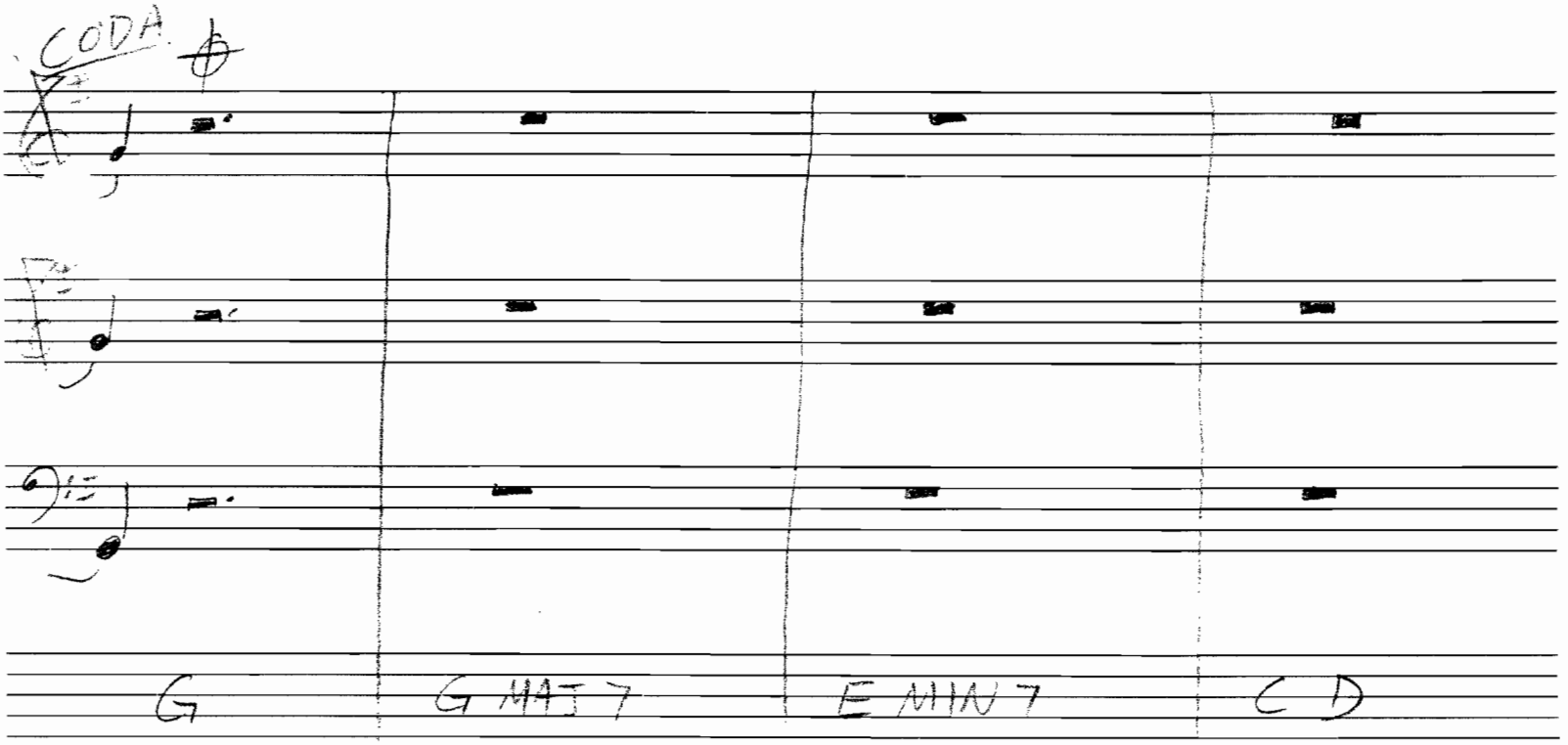
A solo returns to repeat the chorus, coming down from his/her (although "he" has been used, the student is obviously every student at Willamette) lofty thoughts, the student once again finds himself underneath the streetlamp gazing across the sky and down to the lamplight washed sidewalk. The song leads into a formation of an eagle flying off, representing both the eagles on our new fountain and the idea that we will take what Willamette's given us into the future, and "like an eagle we will soar."

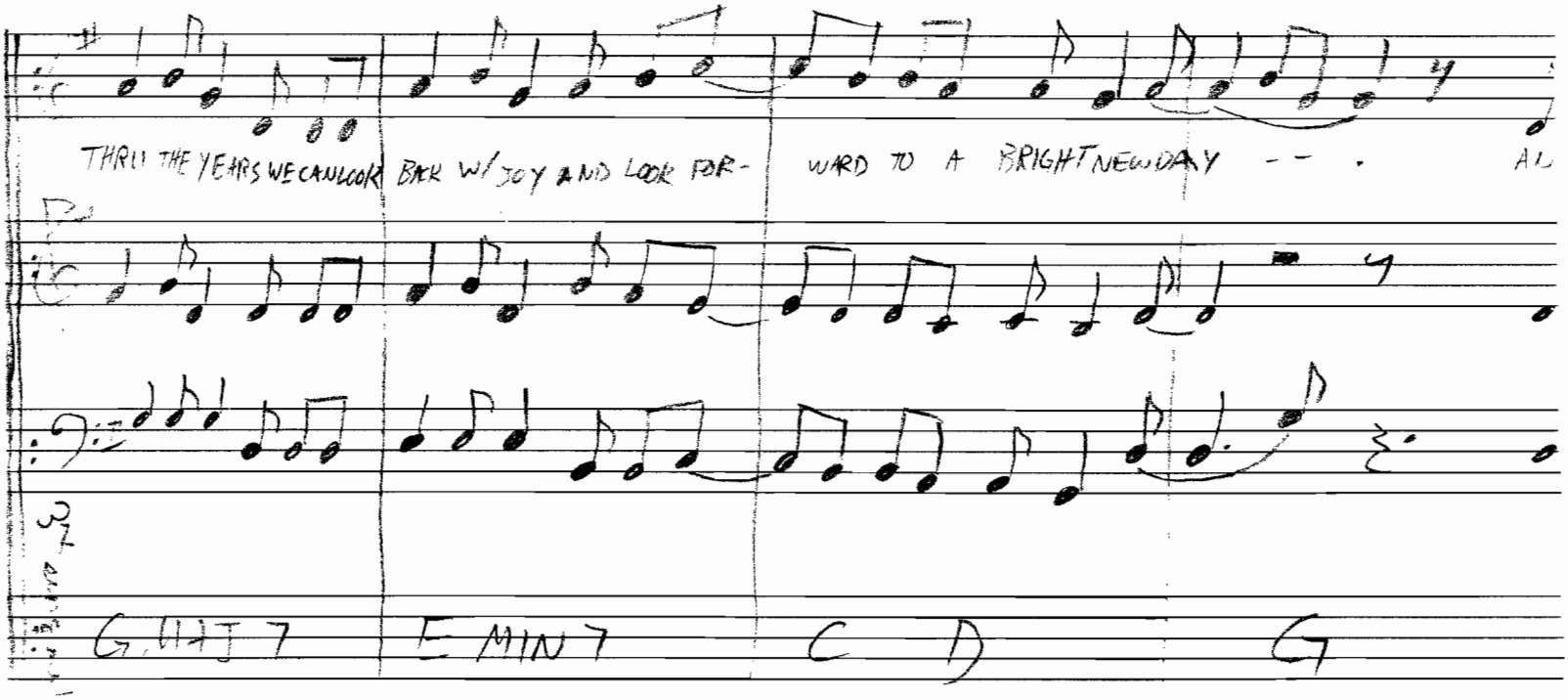
"THROUGH THE [illegible]

LILA [illegible]
TIM [illegible]
BRIAN [illegible]

AN-CIENT GOL DEN YEARS -. I HEAR THE MEN WHO WALKED THIS PATH THEIR SOL
C D GMAJ7 GMAJ7 EMIN7
EASY TO IG- NORE THE HOURS THEY MUST HAVE SPENT BUILD


29
E-CHOES IN MY EAR --. 2. OUR GREAT TRA DI-TIONS ARE THEIR LE-GA-CY WE
TRA-
TRA-
C D GMAJ7 GMAJ7 EMIN
WHAT HAS GONE BEFORE MY COLLEGE DAYS I'LL ALWAYS MISS BUT THE


CODA
G
G MAJ 7
E MIN 7
C D


THRU THE YEARS WE CAN LOOK BACK W/ JOY AND LOOK FOR-
WARD TO A BRIGHT NEW DAY
G MAJ 7
E MIN 7
C D
G

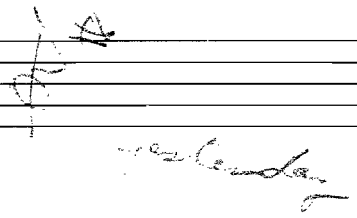
Repeat 4 times, 4th time solo guitar

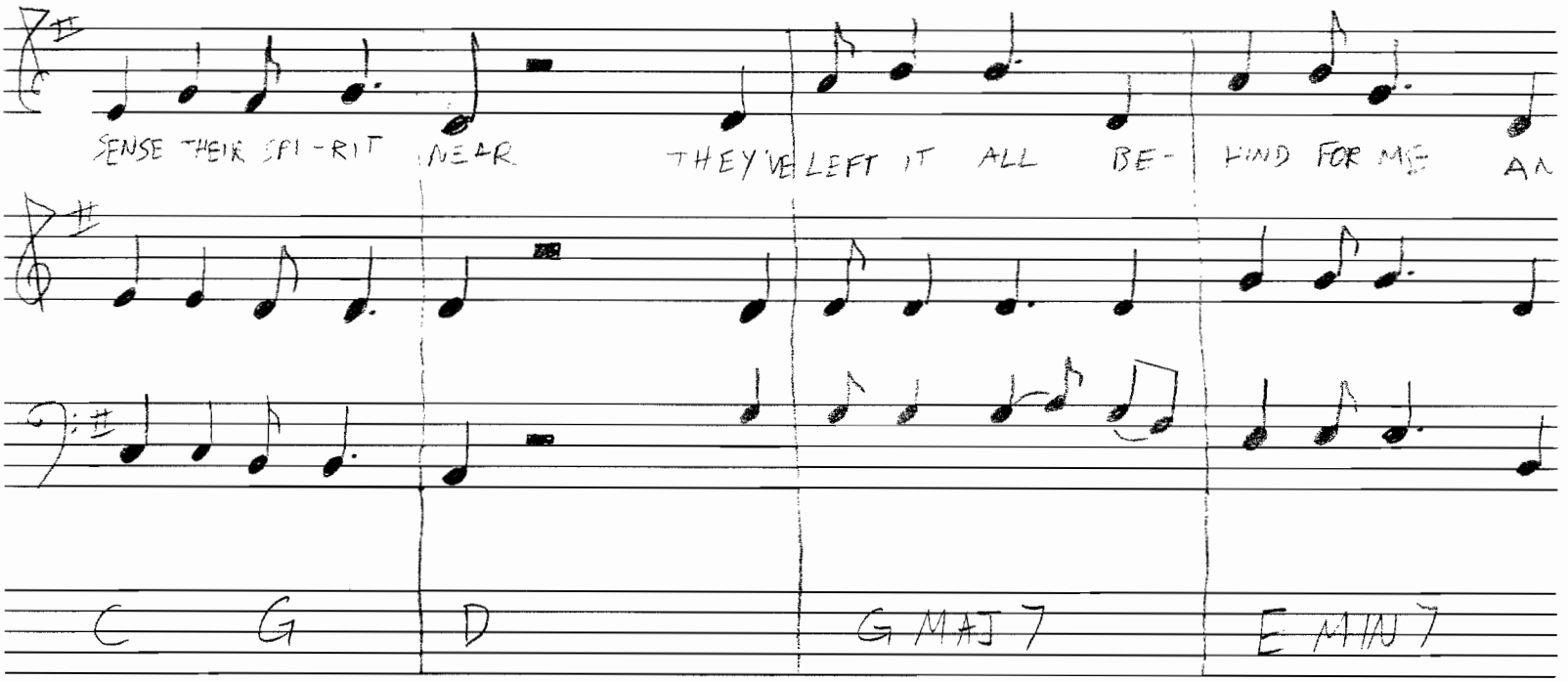
THRU THE YEARS OUR LIVES ARE GONNA CHANGE BUT WE STILL HAVE YESTERDAY— —.

YES- TER - DAY— —.

G MAJ 7 E MIN 7 C D G

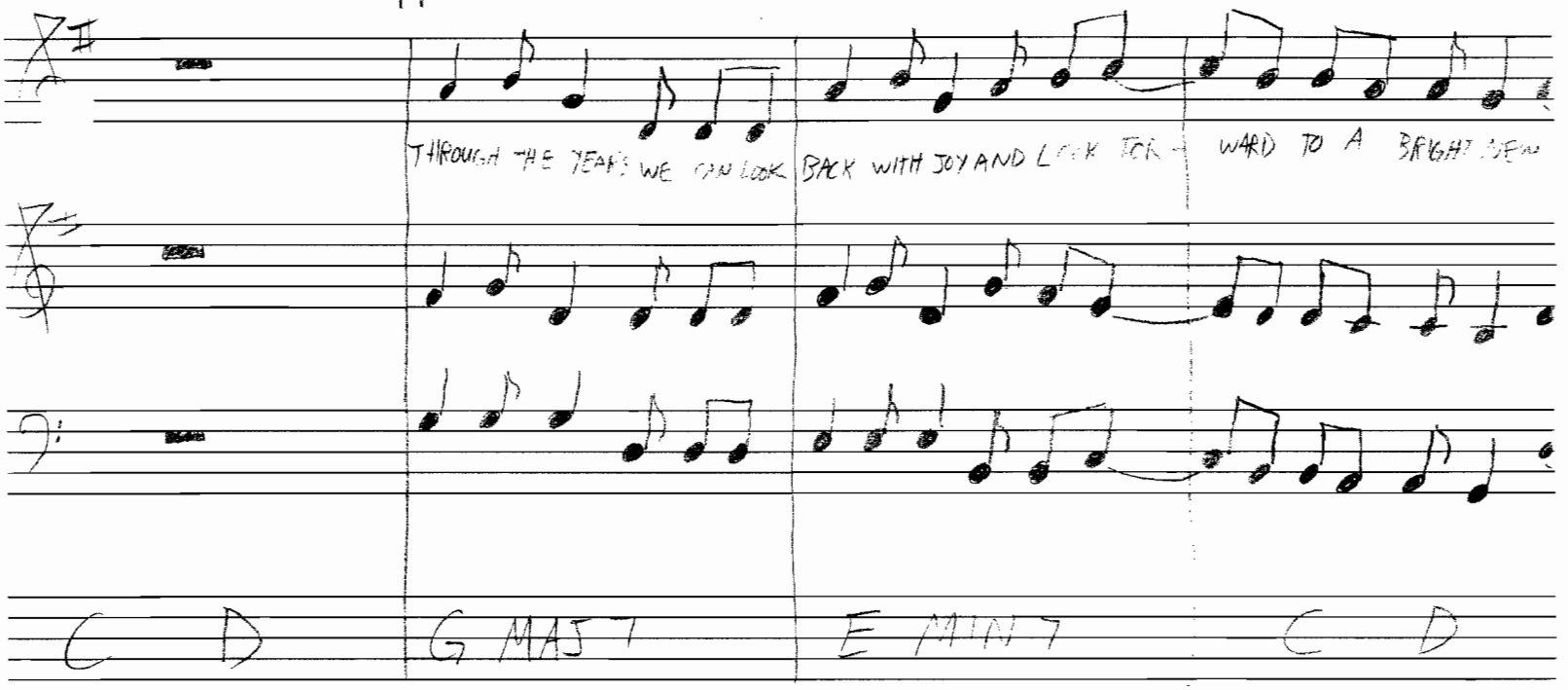
fine

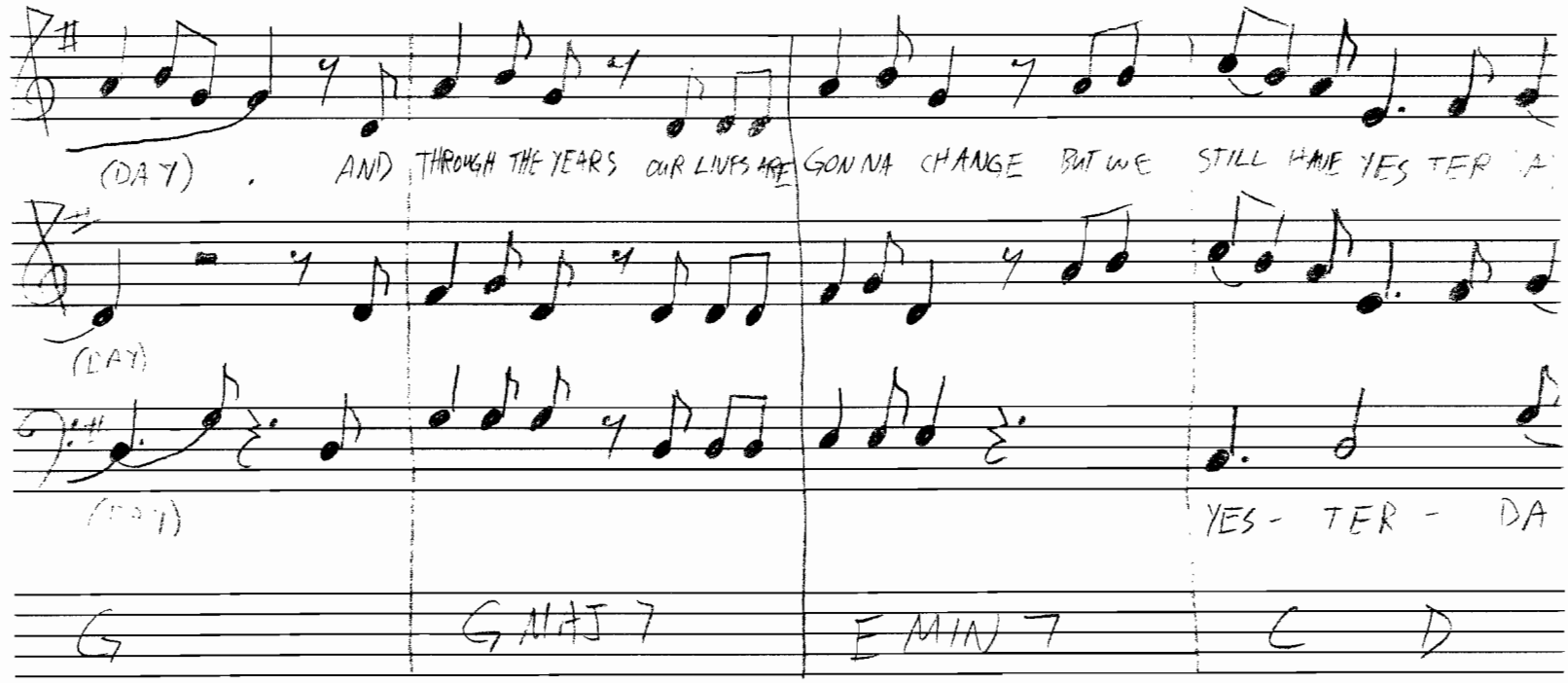


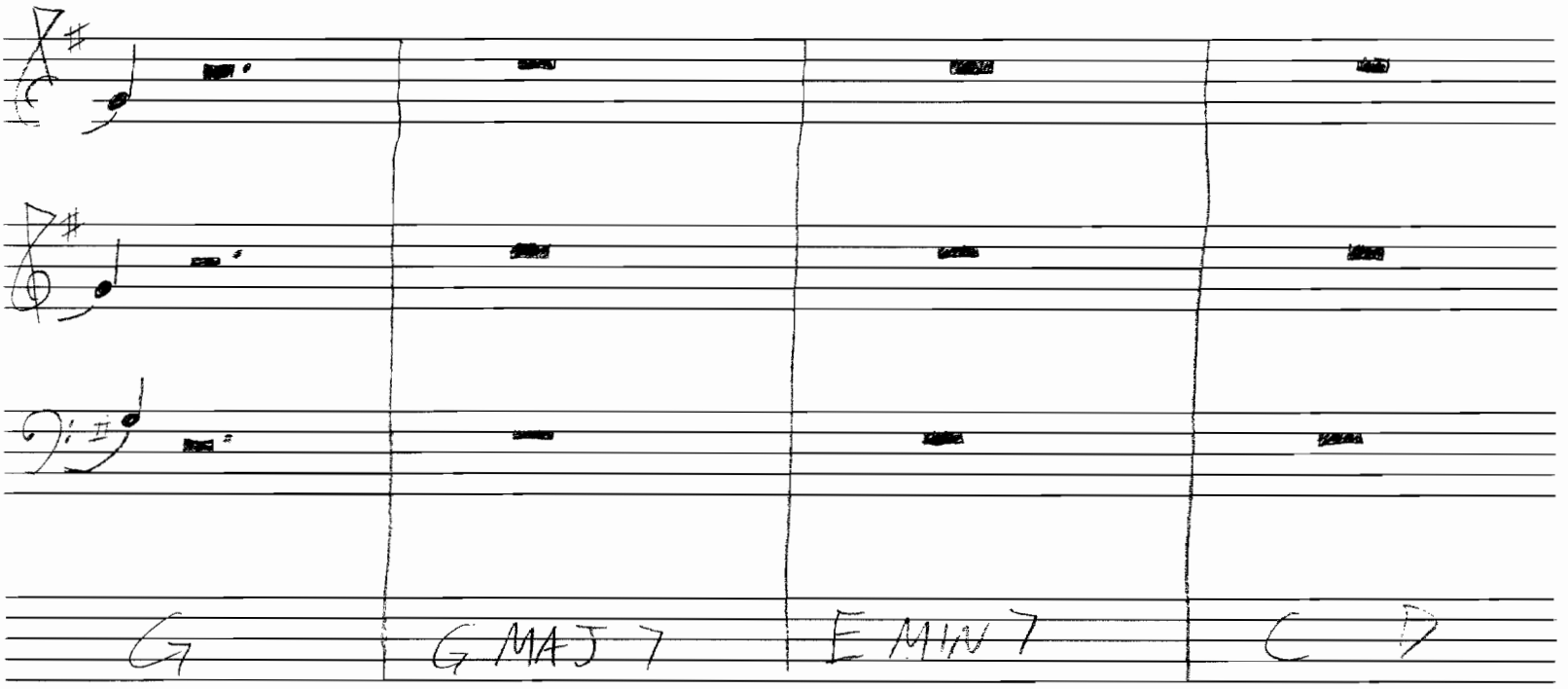

SENSE THEIR SPI-RIT NEAR
THEY'VE LEFT IT ALL BE-
HIND FOR ME
AN
C
G
D
G MAJ 7
E MIN 7
BIG WORLD TO EX-PLORE
AND THOUGH I'M FACED WITH

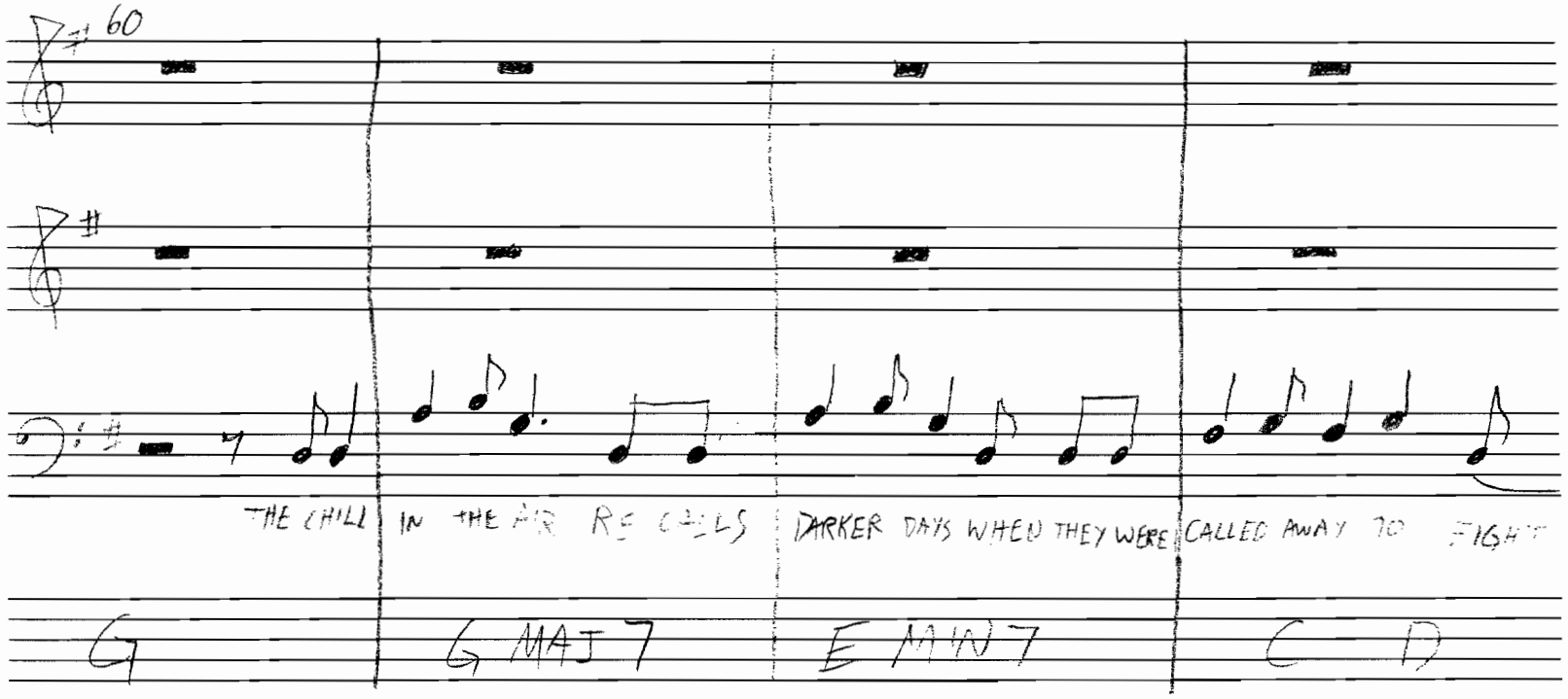
37
NOW IT WON'T DIS-A-PEAR!
WON-DER WERE THEIR DREAMS THE SAME?
C
D
G
E MIN 7
D
EAGLE I MUST SOAR

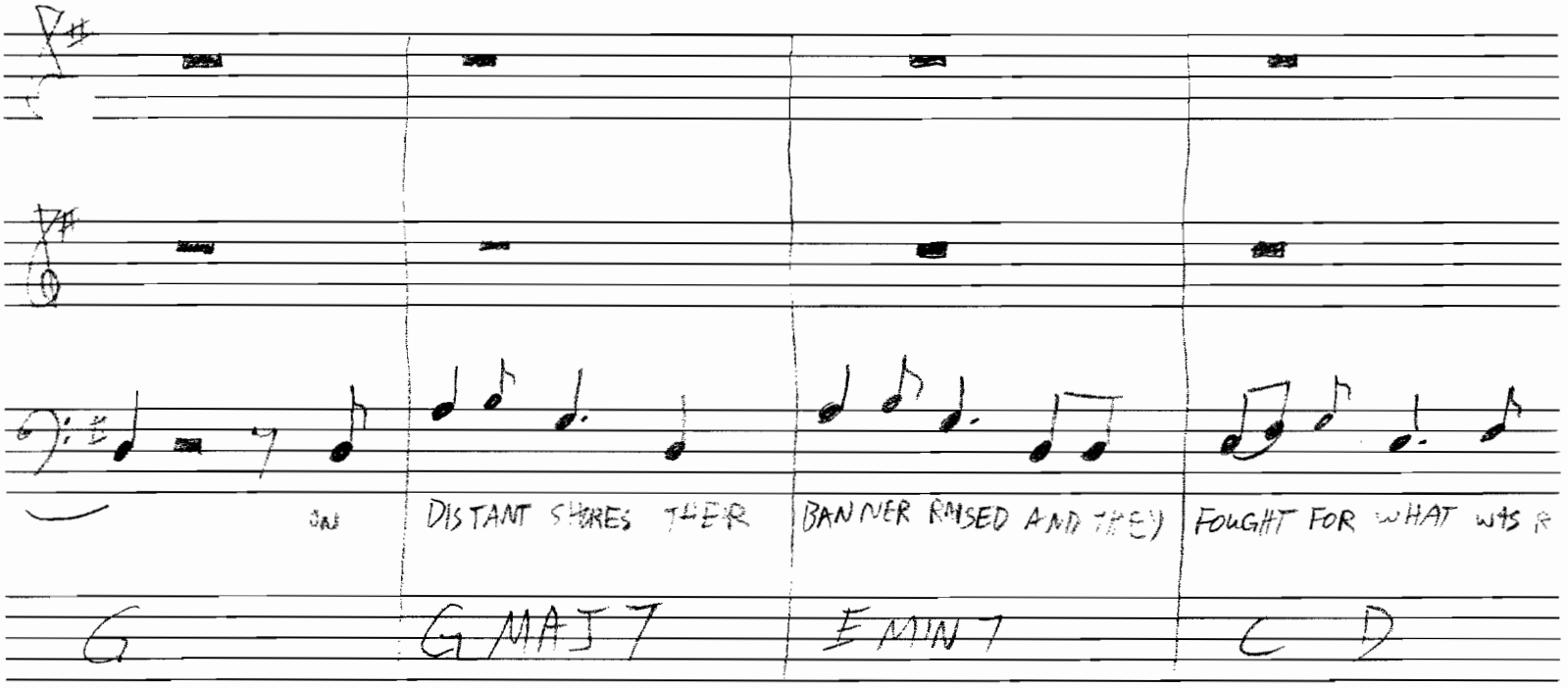
HAVE THE SAME FEARS?
THE
SPIRIT STAYS AL-THOUGH THE FA-CES CHANGE AND
C D D C G
ALL BEGINS RIGHT HERE
C D G G AJ7 E MI7

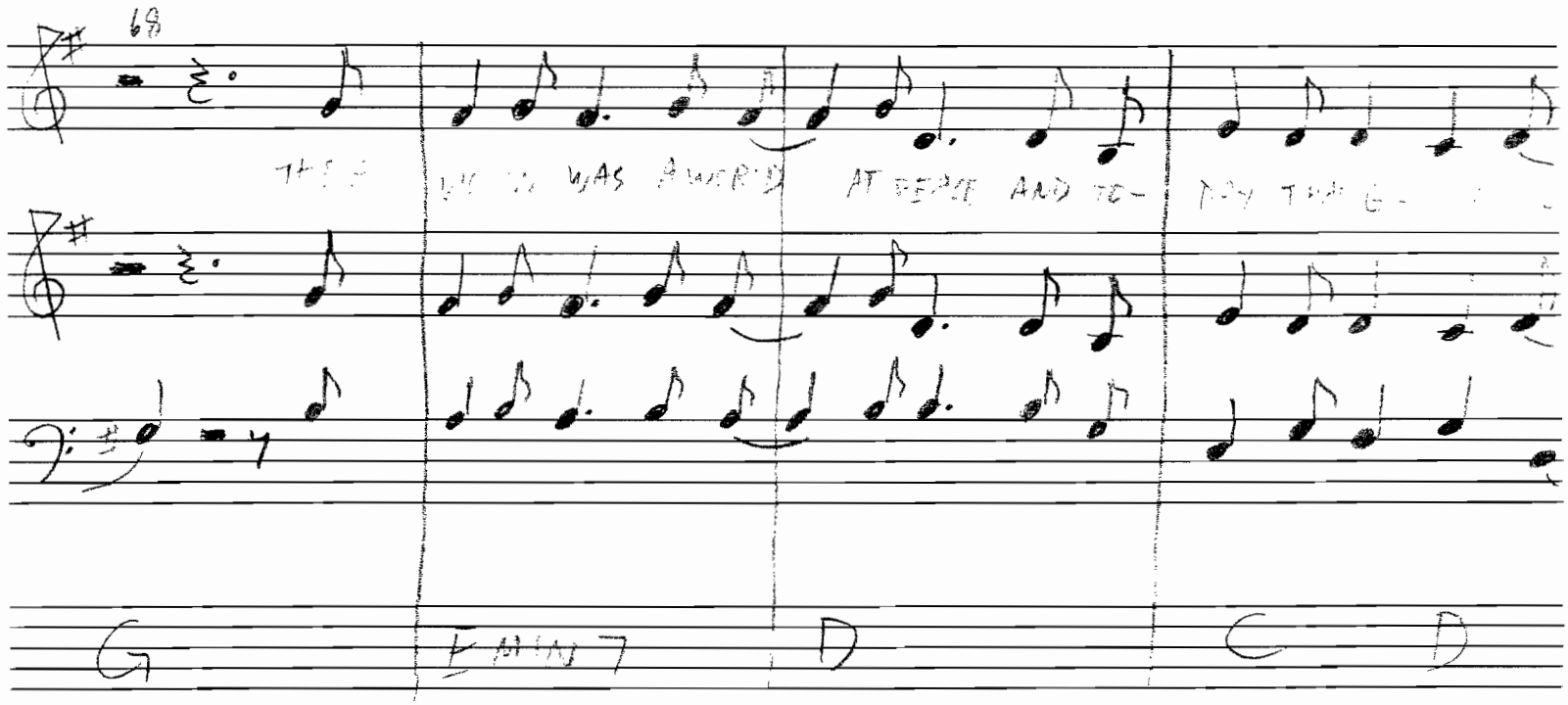

THROUGH THE YEARS WE CAN LOOK BACK WITH JOY AND LOOK FOR - WARD TO A BRIGHT NEW
C D
G MAJ 7
E MIN 7
C D

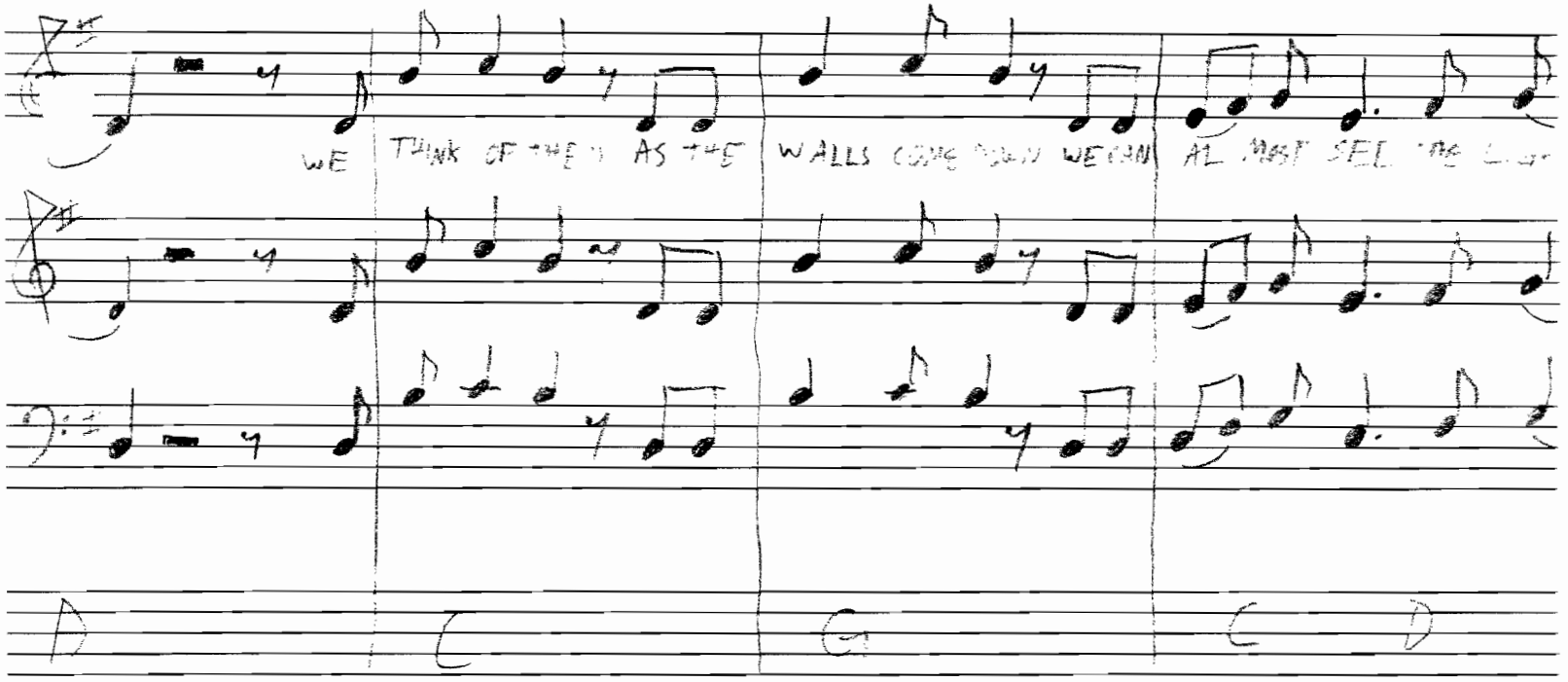

(DAY) . AND THROUGH THE YEARS OUR LIVES ARE GON NA CHANGE BUT WE STILL HAVE YES TER DA
(LAY)
YES - TER - DA
G
G MAJ 7
E MIN 7
C D


G
G MAJ 7
E MIN 7
C
D


60
THE CHILL IN THE AIR RE CALLS
DARKER DAYS WHEN THEY WERE CALLED AWAY TO FIGHT
G
G MAJ 7
E MIN 7
C
D


DISTANT SHORES THEIR
BANNER RAISED AND THEY
FOUGHT FOR WHAT WAS R
G
G MAJ 7
E MIN 7
C
D


69
WAS AWORLD
AT PEACE AND TO-
E MIN 7
D
C
D


WE THINK OF THEM AS THE WALLS COME DOWN WE CAN ALMOST SEE THE
A
C
G
C
D

D.S. AL CODA
8
8
8
8
8
8
G
REPEAT INTRO
PIANO SOLO

JUNIORS

SONG #3

20 Years

A Freshman Glee Song for the Class of 1991

Written by John Horton and Laura Zinniker

Arranged by

Shawn Orpinela,

Brian Ballek,

Dawn Wallace,

Karla Meyer,

Ginger Enden,

Michael Dodson,

and Anne Donovan

2/20/90

here where home and world com- bine. it's _
here where home and world com - bine. it's _
here where home and world com - bine. it's _

when we join our hands we learn to un - der stand
when we join our hands we learn to un - der stand
when we join our hands we learn to un - der stand

we feel our al - ma ma - ter
pride. In
mf
f
we feel our al - ma ma - ter
pride. In
mf
f
we feel our al - ma ma - ter
pride. In
mf
f
mf
f
81

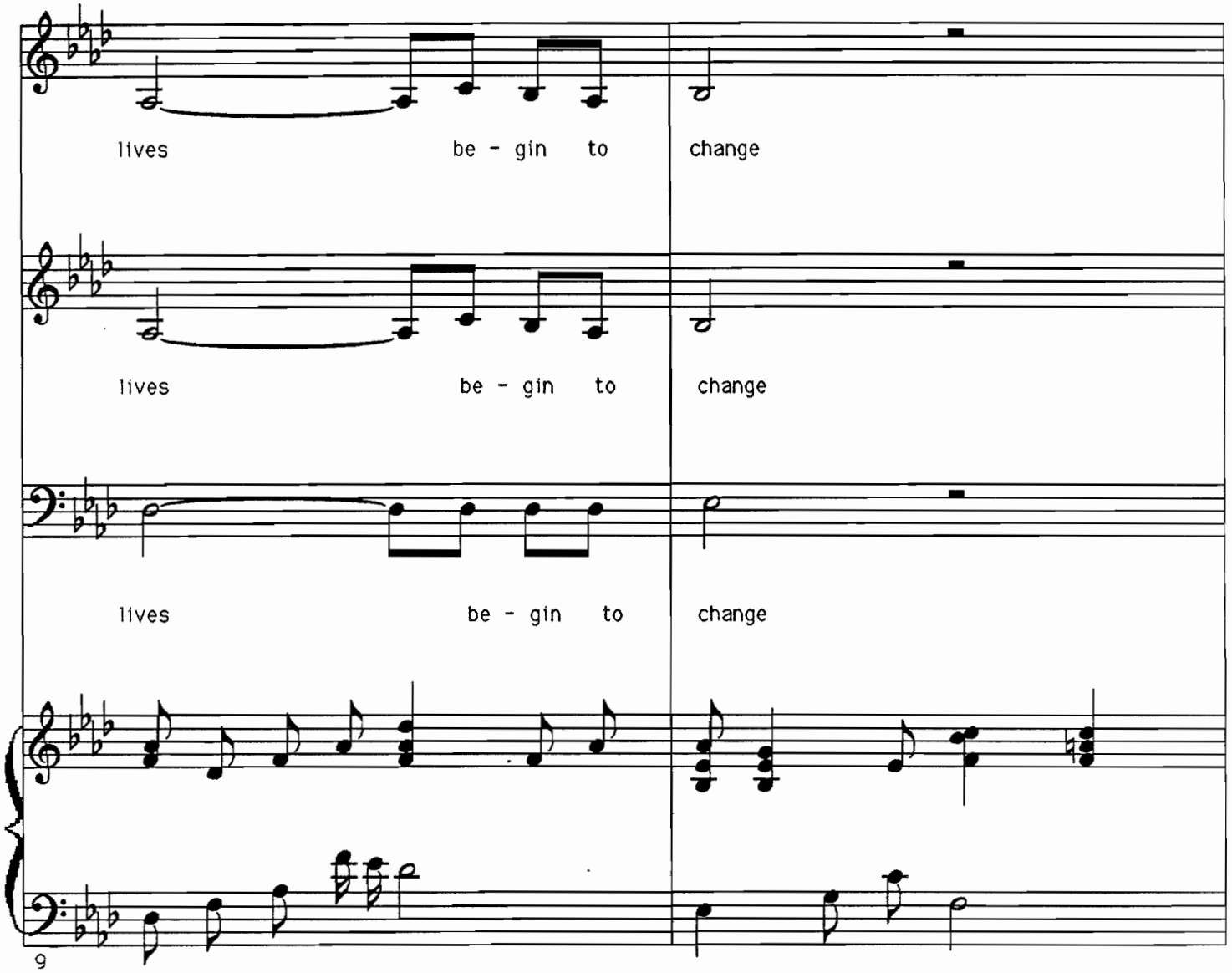
20 yrs time will we still ask why,
ea-ger to know
wil-ling to try_____,
20 yrs time will we still ask why,
ea-ger to know
wil-ling to try_____,
20 yrs time will we still ask why,
ea-ger to know
wil-ling to try_____,
83

Melody
Harmony 1
Harmony 2
MIDI Chan 1 - Preset 17
mp
1

mp
Don't for-get the child in Ber-
mp
Don't for-get the child in Ber-
mp
Don't for-get the child in Ber-

-lin Chi - na or L. A.
-lin Chi - na or L. A.
-lin Chi - na or L. A.
5

all are born the same then they're giv - en se - parate names and their
all are born the same then they're giv - en se - parate names and their
all are born the same then they're giv - en se - parate names and their
7


lives be - gin to change
lives be - gin to change
lives be - gin to change

re - mem - ber the child ask - ing
re - mem - ber the child ask - ing
re - mem - ber the child ask - ing
11

why walls se - pa - rate
why walls se - pa - rate
why walls se - pa - rate
13

why must guns ex - plode and why don't people know
why
why
why must guns ex - plode and why don't people know

it's up to hope and not just fate in
mf
it's up to hope and not just fate in
mf
it's up to hope and not just fate in
mf
mf
17

20 yrs time will we still ask why, ea-ger to know willing to try_____,
20 yrs time will we still ask why, ea-ger to know willing to try_____,
20 yrs time will we still ask why, ea-ger to know willing to try_____,

an-swers are here an - swers that bind works of our hands dreams in our minds
an-swers are here an - swers that bind works of our hands dreams in our minds
an-swers are here an - swers that bind works of our hands dreams in our minds
21

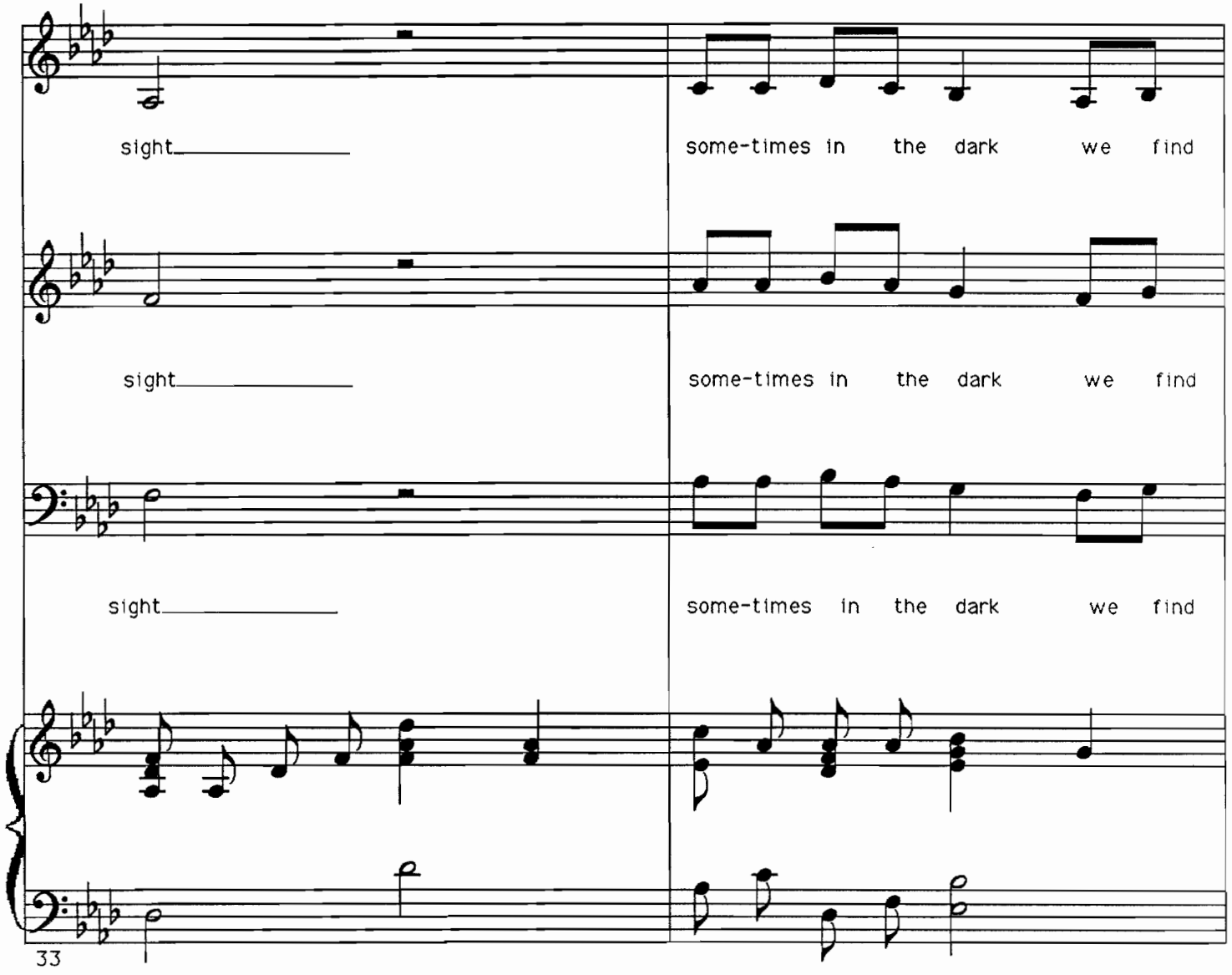
this is a place we've all called home
when we were young how could we have known
this is a place we've all called home
when we were young how could we have known
this is a place we've all called home
when we were young how could we have known
23

where the winds of time would blow in
where the winds of time would blow in
where the winds of time will blow in
25

twen-ty years re-mem-ber twen-ty years a - go
27

Don't for - get the
mp
Don't for - get the
mp
Don't for - get the
mp
mp
29
29

light not out of reach with - in
light not out of reach with - in
light not out of reach with - in
31


sight
some-times in the dark we find
sight
some-times in the dark we find
sight
some-times in the dark we find
33

truth a burn-ing spark
to build a fire in the
truth a burn-ing spark
to build a fire in the
truth a burn-ing spark
to build a fire in the
35

night
Re - mem - ber the
night
Re - mem - ber the
night
Re - mem - ber the
37

lives of ones who sought truth and now have
lives of ones who sought truth and now have
lives of ones who sought truth and now have
39

died
they are
more than just a name
died
they are
more than just a name
died
they are
more than just a name

now our minds have changed
truth makes an - swers come a -
now our minds have changed
truth makes an - swers come a -
now our minds have changed
truth makes an - swers come a -
43

live
mf
in
20 yrs time will we still ask why,
mf
mf
mf
45

ea-ger to know wil-ling to try_____,
an-swers are here an - swers that bind
ea-ger to know wil-ling to try_____,
an-swers are here an - swers that bind
ea-ger to know wil-ling to try_____,
an-swers are here an - swers that bind

works of our hands dreams in our minds
this is a place we've all called hor
works of our hands dreams in our minds
this is a place we've all called ho
works of our hands dreams in our minds
this is a place we've all called hom
49

when we were young how could we have known
where the winds of time would
when we were young how could we have known
where the winds of time would
when we were young how could we have known
where the winds of time would
51

blow in twen-ty years re-mem-ber twen - ty years a -
blow in twen-ty years re-mem-ber twen - ty years a -
blow in twen-ty years re-mem-ber twen - ty years a -
53

go
f
How can one small
go
f
How can one small
go
f
How can one small
f

step of a child
leap the walls that
step of a child
leap the walls that
step of a child
leap the walls that

seem to stretch for miles
when we ask and an - swer and take
seem to stretch for miles
when we ask and an - swer and take
seem to stretch for miles
when we ask and an - swer and take
59

ac - tion we will see
walls are crum - bled lea - ders hum - bled
ff
ac - tion we will see
walls are crum - bled lea - ders hum - bled
ff
ac - tion we will see
walls are crum - bled lea - ders hum - bled
ff
ff
61
8vb

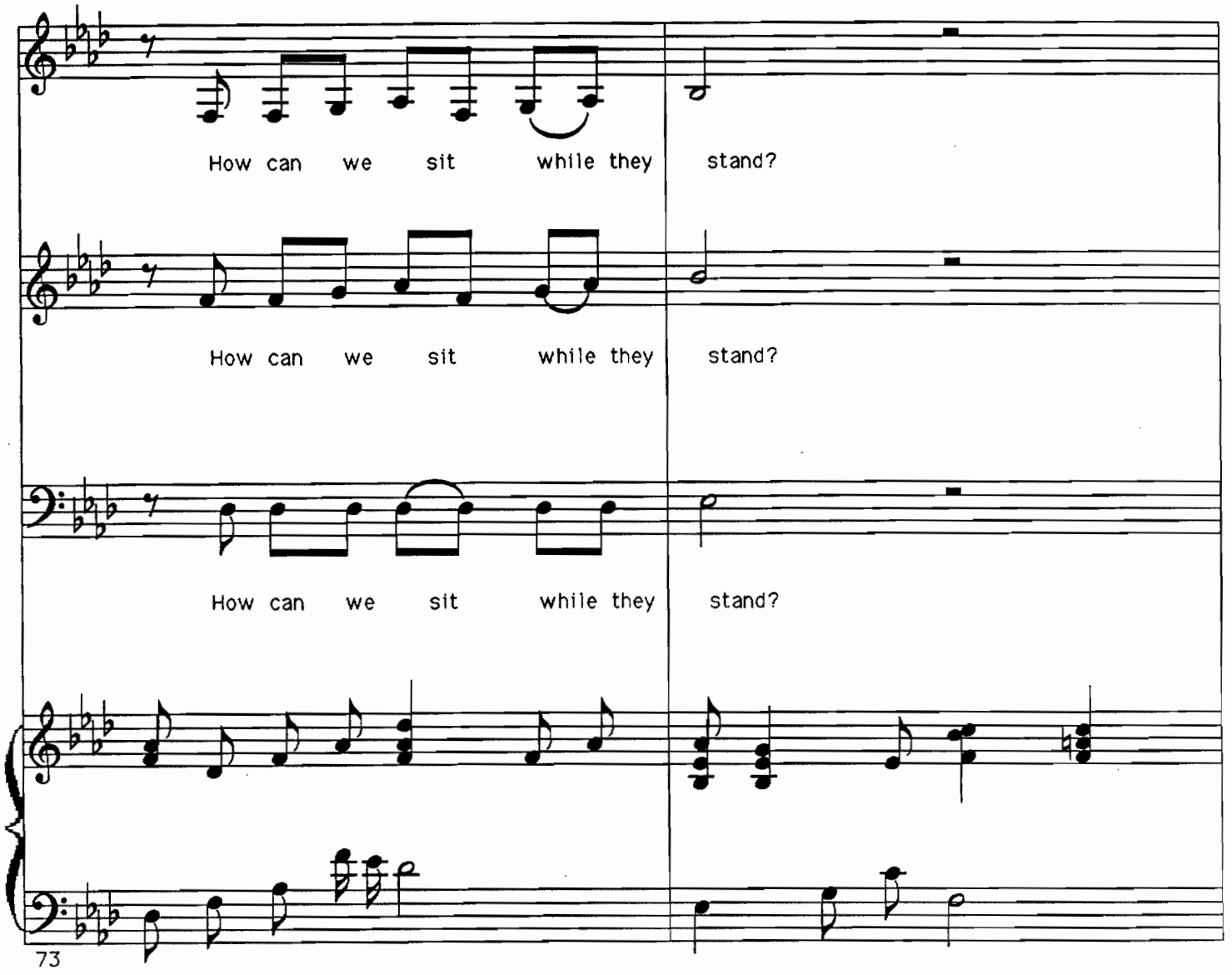
and hu - ma - ni - ty is freed.
fff
and hu - ma - ni - ty is freed. hu - ma - ni - ty is
fff
and hu - ma - ni - ty is freed!! hu - ma - ni - ty is
fff
fff
63

65
65

mp
Don't for - get the hands joined with
mp
Don't for - get the hands joined with
mp
Don't for - get the hands joined with
mp

hope in o - ther lands Their
hope in o - ther lands Their
hope in o - ther lands Their

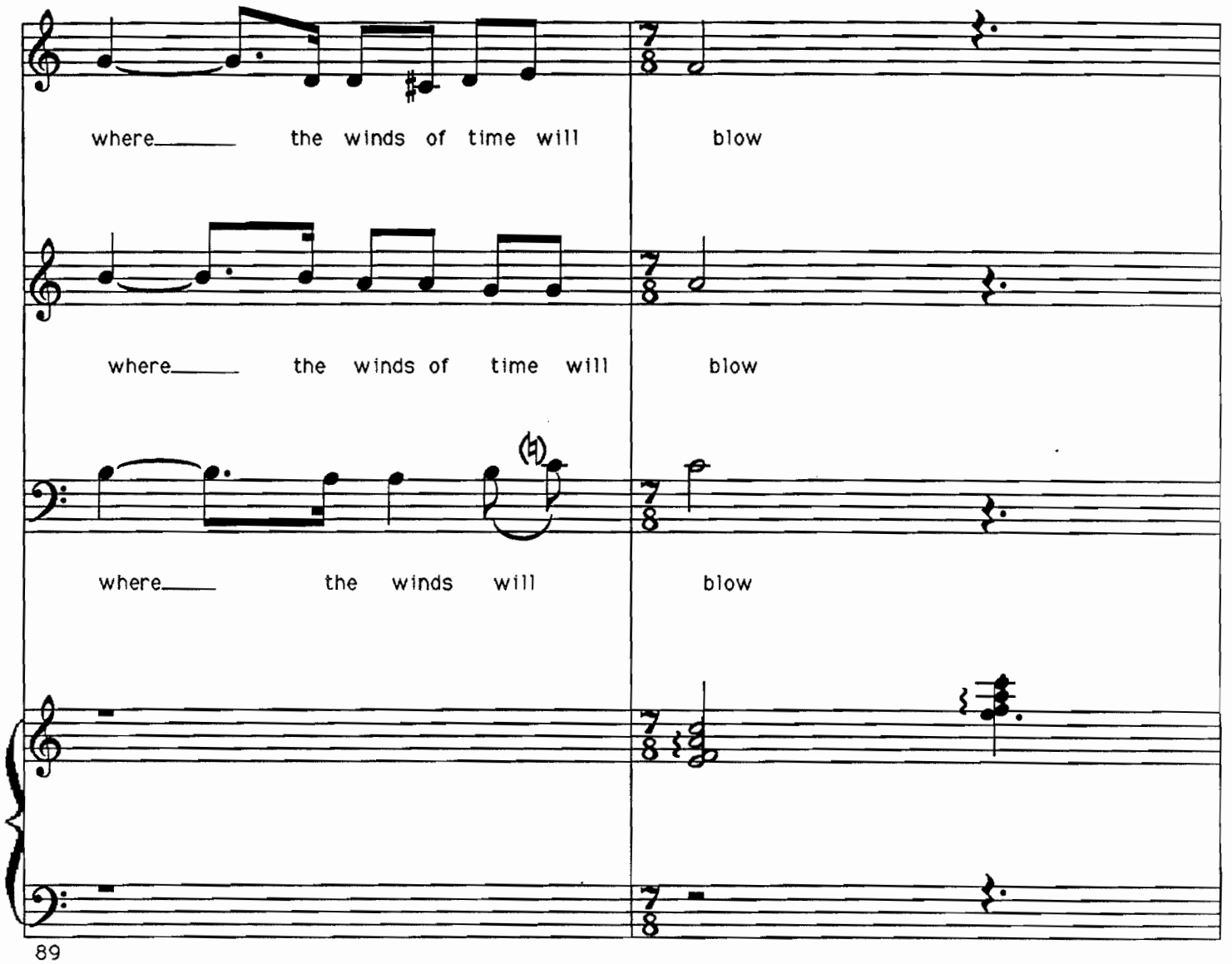
dream to be free be - comes re - a - li - ty
dream to be free be - comes re - a - li - ty
dream to be free be - comes re - a - li - ty


How can we sit while they stand?
How can we sit while they stand?
How can we sit while they stand?

Re - mem - ber the ties that bind you
Re - mem - ber the ties that bind you
Re - mem - ber the ties that bind you
75

an-swers are here an - swers that bind
works of our hands dreams in our minds
an-swers are here an - swers that bind
works of our hands dreams in our minds
an-swers are here an - swers that bind
works of our hands dreams in our minds

This is a place we all call home
we are still young how can we know
This place we call home
we are young how can we know
This place we call home
we are young how can we know


where the winds of time will blow
where the winds of time will blow
where the winds will blow

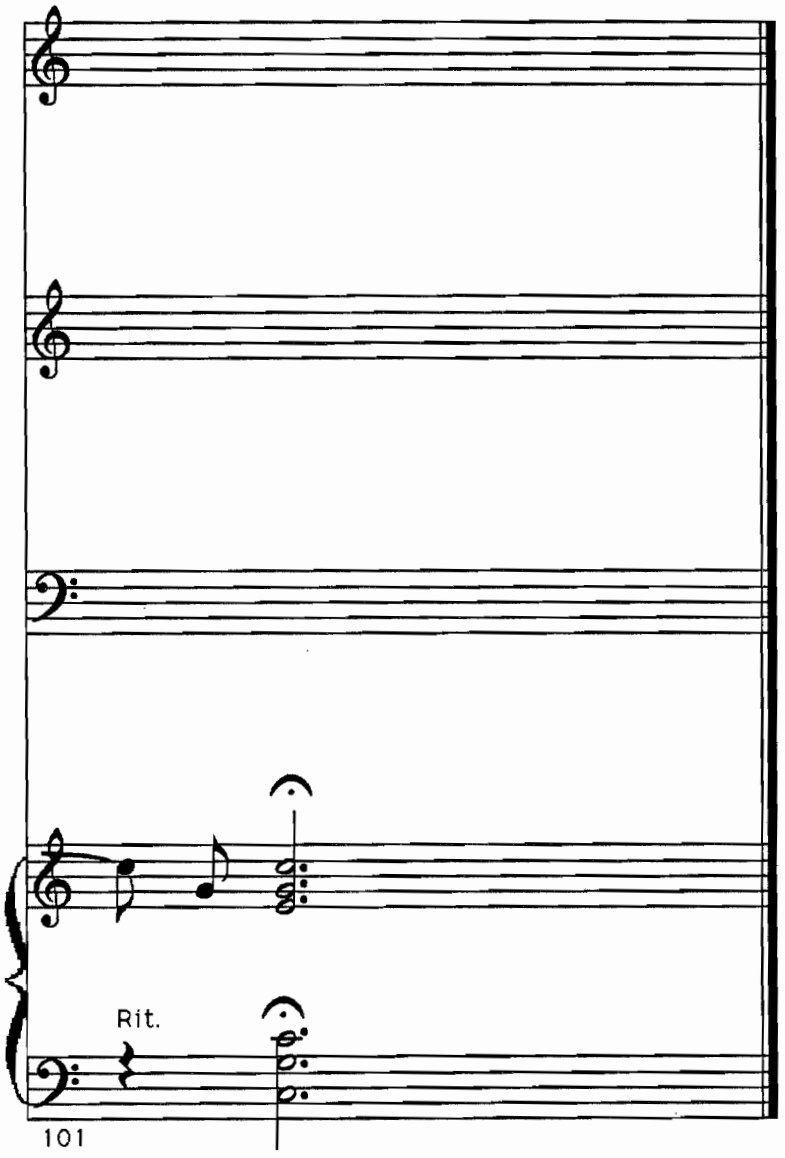
ff
this is a place we all call home
ff
this is a place we all call home
ff
this is a place we all call home
ff
91

we are still young how can we know where the winds of time will blow
we are young how can we know where the winds will
we are young how can we know where the winds will

blow in twen-ty years mf we'll re -
blow in twen-ty years
blow in twen-ty years
95

mem - ber
mf we'll re-mem-ber
mf we'll re - mem - ber

mp
A Tempo
99


Rit.
101

Twenty Years

Yesterday, today, tomorrow: all are, or soon will be, only memories--memories that can either be dreamed about or acted upon. As our song suggests, the junior class would like to use these memories to help shape our futures. Specifically, the theme of "twenty years" was chosen to coincide with the age of most of the members of the junior class. At this crucial turning point in our lives, it is only natural for us to reflect on our past while pondering our future.

The beginning of the song shows us reflecting on our childhoods: on the innate curiosity of all children. These children seem to sense the inherent homogeneity of humanity, and so question the actual dissonance that exists among people. The fact that most adults are not so perceptive leads to much of the conflict among mankind. It is this conflict that has corrupted the past and that we must try to overcome in the future. The second verse focuses on our hope for the future in light of lessons learned from the past. It reminds us of the many who have died in search of truth and encourages our hope that we may succeed where they did not.

The bridge stresses that each and every one of us can make a difference, even the small child simply asking "Why?". We need to ask in order to learn, then take action on what we have learned. Our actions, as children or as college students, really can make changes.

The third verse visualizes us twenty years from now, looking back on what is now the present. We will hopefully look back on the beginnings of world unity, when controlled nations became free. We must remember how this freedom was achieved and celebrate it: thus ensuring that this state of freedom is maintained.

The chorus focuses on us as Willamette students. It says that we could remain in the same frame of mind--still asking "Why?"-- for the next twenty years, or we could act on our ideas and wishes in order to try to make changes. The means to enact change are here, even at Willamette, our Alma Mater: we just need to take on some responsibility for making those changes ourselves. The time to do it is now, while we are young. We cannot know what the future will bring, but we can at least make an attempt at using our past and present to shape our future.

Senior Class of 1990
"We Don't Have to Say Goodbye"
Glee Song Explanation

Our song reflects the mixture of feelings that we are experiencing as graduation approaches. We are eager to move forward, yet at the same time, our fond memories of Willamette make us reluctant. However, these very memories that tie us are those that make leaving easier.

We've chosen the metaphorical image of a river flowing underneath a bridge as the central image of our song. In verse one, we stand watching the world pass by, realizing that until now we were content to be bystanders. The intrigue of the world and the constant reminder that "we are the future," lures us toward the water. Since it is not yet our time to leave, we hold our place.

Verse two brings us from the bridge to the banks of the river where we've begun to test the water during our years at Willamette. This verse reflects upon our growth at Willamette and our discovery that we must move from the safety of the shore and become active members of society.

We "take the big plunge" in verse three of our song. Memories in hand, we pursue the future. Our journey away from Willamette has begun, but we will still remain close as we "remember when . . . ."

The chorus is an affirmation of our current feelings. We know that the time has come to say goodbye, so we've begun gathering up our memories of the past four years. The memories that we as seniors share will come with us, therefore, we really don't have to say goodbye.

We Don't Have to Say Goodbye

verse 1
Standing on the bridge
Watching the river flow away
We long to join in leaving
Yet for now, we hold our place
In us, you see the future
But now, we're thinking of the past
Caught between our yesterdays
And the promise of tomorrow

verse 2
Standing by the river
Passing us by another day
We've tested out the waters
And grown from what we've gained
We've learned to trust each other
Now we're ready to move on
The time has come to breakaway
We can no longer stay

Chorus
The time has come to say goodbye
Capturing our memories
We won't forget the ties we've made
They'll keep us close throughout the years
Although it's time
We don't have to say goodbye

verse 3
Starting on our journey
Current will carry us away
Pushing away from shore
We hold tight to our memories

verse 3 continued
Bright visions of the future
Clear the path ahead of us
Our journey has begun today
Now we are on our way

instrumental bridge

Chorus

Music by: Mark Walker

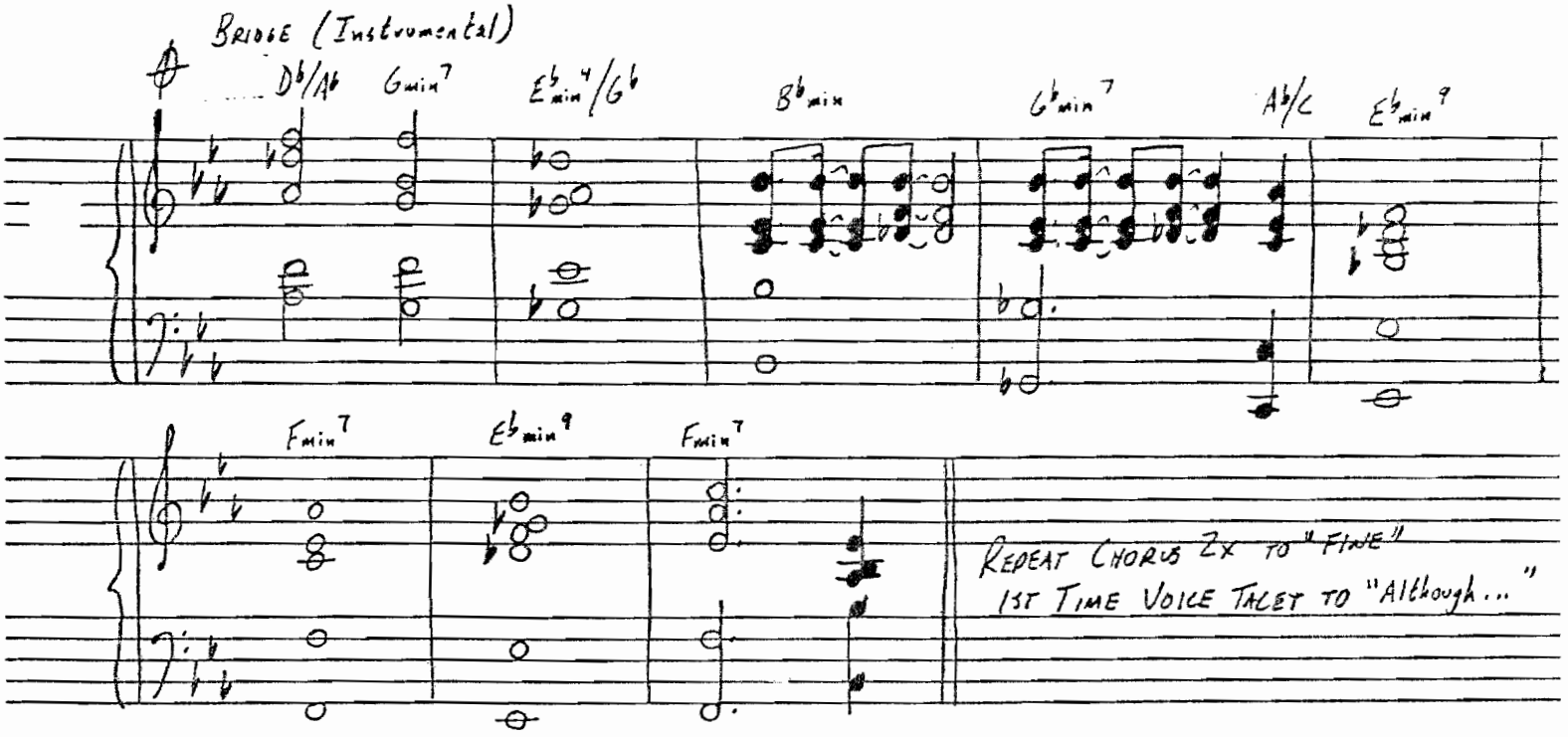
Lyrics by: Dave Bertholf, Rob Patridge, Christie Jo Robison, Michelle Shultz, and Bill Wilkerson

Senior Glee Song
1990

We Don't Have to Say Goodbye

Join in lea-ving —
But for now we hold our place —
Eb/Db Bbmin7 Fmin7 Eb Fmin7 Eb/Gb Db9 Db Db2 Ab A° Bbsus4 Bb/Ab
In us you see the fu-ture —
But now we're thinking of the past — caught between our yesterdays — and th
Eb/G Ab9 Bb2 Ab7 Eb/G Ab7 Bb2 Ab9 Eb/G Ab9
REPEAT FOR VERSE 2
promise of to mo rrow —
promise of to mo rrow —
Ab/Bb

CHORUS
The time has come
come to say good-bye —
Capturing our mem - o-ries —
We will for-
Cmin7
Gmin7
Cmin7
Gmin7
Cmin7
get the ties we've made they'll
keep us close through-
out the
years —
ALTOS
All through it's
time
All through it's
Now it's time
Gmin7
B♭7
D♭7
E♭
A♭
A♭
E♭
D♭
A♭sus4
time
Now it's time
We don't have to say good-bye —
2ND TIME
TO BRIDGE →
Fine
REPEAT Vers
E♭/A♭
D♭/E♭
D♭2
B♭/G♭
A♭
Fm9



VERSE 2

Standing by the river
Passing us by another day
We've tested out the waters
And grown from what we've gained
We've learned to trust each other
~~Now we're ready to move on~~
The time has come to breakaway
We can no longer stay —

VERSE 3

Starting on our journey
~~Current will carry us away~~
Pushing away from shore
We hold tight to — memories
Bright visions of the future
Clear the path ahead of us
Our journey has begun today
Now we are on our way —

Music & score : Mark Walker

Lyrics : Dave Berthelf, Rob Patridge, Christie Jo Robison, Michelle Shultz and Bill Wilkerson