

# Continental Divide: 3. Vision quest

Traditional Arapaho (Eagle Song),  
Peter Bird (seeker),  
Chief Yellow Calf (Thunderbird Song)

Traditional Arapaho (Eagle Song),  
PETER BIRD (seeker, Thunderbird Song)

**Allegro** (♩=132) Solo: *mf*

MEN 

Octet 

5 add Tenors: add Basses:

MEN 

Oct. 

9

MEN 

Oct. 

13

MEN 

Oct. 

17

MEN 

Oct. 

Continental Divide: 3. Vision Quest  
Chorus & rehearsal piano

21  
MEN   
Oct.

25  
MEN   
Oct.

29  
MEN   
Oct.

33  
MEN   
Oct.

37  
WOM.   
MEN   
Oct.

Continental Divide: 3. Vision Quest  
Chorus & rehearsal piano

41

WOM. *hey - o. Ha-e-ai, ha-e-ai, hai - hey - ho, hey - o - way hey - ey.*

MEN *hey - o. Ha-e-ai, ha-e-ai, hai - hey - ho, hey - o - way hey - ey.*

Oct. *Violin:  $f$*

*Ped.*

45

WOM. *Hey, yah, yah, hah, hay, yah, a way, a way.*

MEN *Hey, yah, yah, hah, hay, yah, a way, a way.*

Oct.  *$mf$   $mp$*

49

WOM. *Yah, ay - ah - way, ah, hey. Yah, yah, yah, hay, ha - ho - ha*

MEN *Yah, ay - ah - way, ah, hey. Yah, yah, yah, hay, ha - ho - ha*

Oct.  *$mf$*

*Ped.*

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Chorus & rehearsal piano

34

53

WOM. *mp* way ay. Hey, ya, ya, ay - ya - ho - ha - way, ho - ha - way ay.

MEN way ay. Hey, ya, ya, ay - ya - ho - ha - way, ho - ha - way ay.

Oct. *mp* *mf* *mp*

57

WOM. *mp* — Yah, yah, oh, ho - ha - way, ho - ha - way, ay, ay, ay, ay. — add Sopranos:

MEN — Yah, yah, oh, ho - ha - way, ho - ha - way, ay, ay, ay, ay. —

Oct. *ff* *Ped.*

61

WOM. *mf* Oo huu Nei - so - no bee - nii - nei ni Nii' -ei - hii  
[Aw hoo Nay - saw-naw baa - nee - nay nah Nee' - ay-hee

MEN *f* Oo huu Nei - so - no bee - nii - nei ni Nii' -ei - hii  
[Aw hoo Nay - saw-naw baa - nee - nay nah Nee' - ay-hee

Oct. *f* *Ped.*

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Chorus & rehearsal piano

65

WOM.

hii - ni - boot. Ay, ay, ay, ya, ya. Ya - ha-  
hee - nee - bawt. ]

MEN

hii - ni - boot. Ay, ay, ay, ya, ya. Ya - ha-  
hee - nee - bawt. ]

Flute:

Oct.

Ped.

68

WOM.

- o - way - hey - ey - ey o - way - o - way - ey. Yah, yah, ho, ho, ha -

MEN

- o - way - hey - ey - ey - o - way - o - way - ey. Yah, yah, ho, ho, ha -

Flute:

Oct.

*p*

*mp*

*mf*

*mp*

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Chorus & rehearsal piano

72

WOM. *mf*  
- way, ay, ay. Ha-e-ai, ha-e-ai, ai - hai - hey - o - way.

MEN *f*  
- way, ay, ay. Ha-e-ai, ha-e-ai, ai - hai - hey - o - way.

Oct. *f*  
*Ped.*

75

WOM.  
Ha-e-ai, ha-e-ai, ai - ai - hey - o - way, Hey-ya - ya - ya - o, ya, ya, ha

MEN  
Ha-e-ai, ha-e-ai, ai - ai - hey - o - way, Hey-ya - ya - ya - o, ya, ya, ha

Oct. *Ped.*

79

WOM. **A**  
- ho - way, ha - ho - way, ay, ay, ay, oh, ay. Yah - ho - ha - way,

MEN  
ho - way, ha - ho - way, ay, ay, ay, oh, ay. Yah - ho - ha - way,

Oct. *mf*  
*Ped.*

Continental Divide: 3. Vision Quest  
Chorus & rehearsal piano

83

WOM. — ay, — hey, — ay, — ay. — Yah, — yah, — ah, — hey, — hah — ho — way, — hey, — ay, — ay. —

MEN — ay, — hey, — ay, — ay. — Yah, — yah, — ah, — hey, — hah — ho — way, — hey, — ay, — ay. —

Oct. Flute:

Ped. Ped.

87

WOM. Hey, hah, — yah, — hah, — ho — ha — way, ay, — ay, — ay, — ay. — Yah, — yah, — ho, — ha —

MEN Hey, hah, — yah, — hah, — ho — ha — way, ay, — ay, — ay, — ay. — Yah, — yah, — ho, — ha —

Oct. Violins:

Ped. Ped.

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Chorus & rehearsal piano

38

91

WOM. *mp*  
 ho - way, ay, ay, ay, ay, ay. Oo huu Nei - so - no bee - nii -  
 [Aw hoo Nay - saw - naw baa - nee

MEN *mf*  
 ho - way, ay, ay, ay, ay, ay. Oo huu Nei - so - no bee - nii -  
 [Aw hoo Nay - saw - naw baa - nee

Oct.

*Red.*

95

WOM.  
 - nei ni Nii' - ei - hii hii - nii - boot.  
 - nay nah Nee' - ay - hee hee - nee - bawt.

MEN  
 nei ni Nii' - ei - hii hii - nii - boot. Ay, - yah, - yah, - yah,  
 nay nah Nee' - ay - hee hee - nee - bawt. ]

Oct. *mp*  
 Flute:  
*mf*



Continental Divide: 3. Vision Quest  
Chorus & rehearsal piano

99

WOM. *mp*  
Yah, yah, hey, ah, ho, hah - way, ay, ay, ay.

MEN *mp*  
yah. Yah, yah, hey, ah, ho, hah - way, ay, ay, ay.

Oct. *mf*

102

WOM. *p*  
ay, oh. Yah, yah, ho - o - way, ay, ay, ay.

MEN *p*  
ay, oh. Yah, yah, ho - o - way, ay, ay, ay.

Oct. *mp* *p*

Men divide:

106

Ten. *mf*  
Ay - yah, ay - yah, ay - yah.

Bass *p*  
Oo huu Nei - so - no bee - nii - nei ni Nii' -ei - hii  
[Aw hoo Nay - saw - naw baa - nee - nay nah Nee' - ay - hee

Oct. *mf*  
*ppp* *pp*

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Chorus & rehearsal piano

110 *mf*

Ten. Ay - yah, ay - yah, ay - yah. *mf* Nii' - ei - hii: -  
[Nee' - ay - hee:  
{Eagle: you sing

Bass hii - nii - boot. Ay, ay, ay, ya, ya. Ya - ha - o - way - hey - ey -  
hee - nee bawt. ]

Oct. *ppp*

114

Ten. be - tee - neen. Ho - hou. Ho - hou. -  
beh - tah - nahn. Haw - hoe. Haw - hoe. -  
sacred songs. Thank you; thank you. }

Bass *pp* *ppp*  
\_ ey - o - way - o - way - ey. - Ya - o - way o - way, ay, ay, ay. -

Oct. *pp*

**B**

118 (♩=♩; ♪=66) *mp* *mp*

Oct. Horn: *mf* (cross hands:) *f* *f*

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Chorus & rehearsal piano

124

Oct.

Cello: *mf* *f*

130

Ten.

8

*mf* Ne - nii - so - to - you' - u: hee - tyi -  
[Ne - nee - saw - taw - yow' - uh: haah - tyih -  
{Two Guides\*: I will

Oct.

*mp* *mf*

Ped. *mf*

Oct. *mf*

136

Ten.

8

hoo - noo.  
haw - naw.  
come.}

Oct.

*mp* *mf* *mp*

Flute: Oboe:

Oct. *mp*

141

accel. . . . .

**C** Andante ( $\text{♩} = 80$ )

Ten.

8

*mf* Hey - a - way.

Oct.

*mf* *mp*

Flute:

Oct. *mp*

\*Two mountains in the Front Range of Colorado; now often called Longs Peak and Mount Meeker.

Continental Divide: 3. Vision Quest  
Chorus & rehearsal piano

42

146

Ten. *f* Hey - ah. Oboe: *f*

Oct.

150

Ten. *mf* Hey - a - way. Hey - ah.

Oct. *mp* *f* *mf*

Horn: *f*

156

Ten. Wox uun: — No - noo ho - bé3 - en. Cih - nii - boon - i!  
[Waux oon: — Nau-naw hau beth - en. Jih - nee-bawn- ih!]  
{Bear: I see you. Sing to me!}

Oct. Horn: *mf* Ped.

161

Ten. *mf* Hey - a - way. Hey - ah.

Oct. *mp* Cello: 3

Continental Divide: 3. Vision Quest

Chorus & rehearsal piano

167 Flute: *mf* Oboe: *mf*

Oct. *mp*

Ped. 3 Ped.

171 *mf* *mp* 3 Cello: *mp*

Oct. *mp*

Ped. 8<sup>vb</sup> Ped.

176 Ten. 8

Bex - óo - kee: No - noo - ho - bé3 - en. Cih  
 [Behx - aw - kaa: Nau-naw hau-beth - en. Jih  
 {Cougar: I see you.

Oct. (8) (8)

181 poco a poco **rall.**

Ten. 8

- nii - boon - i!  
 - nee bawn- ih!]  
 - Sing to me!]

Drum: *mf*

Oct. *mp* Ped. 3

(-25%)

187

Oct. 8<sup>va</sup> 3

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Chorus & rehearsal piano

191

Oct.

195

**Larghetto** (♩=60) *mf* **rall.**

Ten. Ya - hey, a - hey, a - hey, a - hey. Ya - hey, a - hey, a - hey, a - hey.

Oct. *mf* Flute:  
Drum:  
*mp*

199 (-20%)

Ten. Ya, ya, ya, ya - o - way. Ya, ya, ya, ya - o - way.

Oct.

203

WOM. Sopranos:

Ten. Ya - hey, a - hey, a - hey, a - hey. Ya - hey, a - hey, a - hey, a - hey.

Oct. *mf*  
*f* *mf* *f* *mf*

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Chorus & rehearsal piano

**D**

Andante (♩=96)

207 *mf*

S. Ah Ah Ah Ah

Ten. *f*  
8 Nii' - éi - hii noo' - u - seet nii - hoo - ní - noo' óó'  
[Nee' - ày - hee naw' - uss - aht nee - haw - ní - naw' - àw'  
{Thunderbird walks about; the sky is turning

Oct. *f mf*

211

S. Ah Ah Ah

Ten. *f*  
8 hó - no. Ya - way a ya -ya-ya. Ya - way a-ya -ya-ya. Ha - ya - ha - ya...  
hàw - naw'.] yellow.}

Oct. *f*  
Ped.

215

S. Ah Ah Ah Ha, ya, ya

Ten. *f*  
8 Way, o-way, o-way, o. Ha - ya, ya, ya, ha - o - way.

Oct. *f*  
Ped.

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Chorus & rehearsal piano

219

Ten. *8* Ya - hey, a - hey, a - hey, a - hey. Ya - hey, a - hey, a - hey, a - hey.

Oct.

Ped. Ped. Ped. Ped.

223

Ten. *8* Ya, ya, ya, ha-o - way. Ya, ya, ya, ha-o - way.

Flute: *mf*

Cello: *f*

Oct.

Ped. Ped. Ped. Ped.

227

WOM.

add Altos: *mp*

Ten. *8* Ya - hey, a - hey, a - hey, a - hey. Ya - hey,

Oct. *mf* tr. tr.



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Chorus & rehearsal piano

230

WOM. *mf* Ah Ah Ah

Ten. *f*  
a - hey, a - hey, a - hey. Nii' - éí - hii noo' - u - seet.  
[Nee' - ày - hee [Nee' - ày - hee naw' - uss - aht\_

Bass *mf*  
Nii' - éí - hii noo' - u - seet.  
[Nee' - ày - hee [Nee' - ày - hee naw' - uss - aht\_

Oct. *mf*  
Ped.

233

WOM. Ah Ah

Ten. *f*  
nii - hoo - ní - noo' óó' hó - no.  
nee - haw - ní - naw' àw' hàw - naw'.]

Bass *f*  
nii - hoo - ní - noo' óó' hó - no.  
nee - haw - ní - naw' àw' hàw - naw'.]

Oct. *f*  
Ped. Ped.

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Chorus & rehearsal piano

236

WOM. *f*  
Ah Ah Ah Ah

Ten. *ff*  
Ya - way-a ya -ya ya. Ya - way-a ya -ya ya. Ha - ya - ha - ya. Way o way, o way,

Bass *f*  
Ya - way-a ya -ya ya. Ya - way-a ya -ya ya. Ha - ya - ha - ya. Way o way, o way,

Oct. *f*  
Ped. Ped.

240

WOM. *f*  
Ah Ah Ha, ya, ya

Ten. *f*  
o. Ha - ya, ya, ya, ya-o - way.

Bass *f*  
o. Ha - ya, ya, ya, ha-o - way.

Oct. *ff*  
vo

### Notes on “Vision Quest”

Source: A web page (<http://www.clarabaker.us/AmericanIndian/samNobleMuseum.htm>) by Clara Baker, Cheyenne-Arapaho Technology & Innovation Training Center, offers recordings from the collection of the Sam Noble Oklahoma Museum of Natural History. They present a skilled southern Arapaho singer and songmaker whose legal surname may be Lawrence. He mentions that he is a grandson of Chief Kou’cuuyuu Henéécee (Scarred Buffalo) on his mother’s side, a grandson of Henéécee Nítóuuhu (Howling Buffalo) on his father’s side, a nephew of Gloria Yuranga, the father of Nicholas Lawrence, and an uncle of Warren Sanke, Sr. He introduces and sings four traditional eagle songs. The text of the verse in the first eagle song means, “My father gave me the song of the eagle.” Later, he comments that, “Arapahos aren’t stingy; they’re not stingy people about their songs. Anyone can sing them as long as they use them in the proper way, and show the proper respect to that song. Anybody can use that song.”

#### Performance practice:

1. A good way to warm up before rehearsing this piece is to sing natural Bb-minor scales up and down (omitting Gb), and beginning each note mid-way between two drum beats.
2. Many singers will have to strain to reach the high and/or low F’s in Eagle Song. Falsetto may be used. It is natural to sing the high notes with a tight, strained tone, and to sing the low notes with a soft, woofy tone. It is also acceptable to quietly drop out during extreme pitches; others will sing them.
3. Many American Indian singers use a pulsation ornament which is a bit slower (about 4 Hz; adjusted to equal 1, 2, or 4 cycles per beat) and deeper (~50 cents) than European vibrato. Recordings of authentic performances are the best guide. If the chorus is large, the director may wish to request a bit less of this ornament.
4. Most singers should sing the indicated vocable syllables most of the time. However, some individual variation is normal (except in the meaningful verses).
5. Because the musicians symbolically represent the Arapaho nation during the Eagle Song segment, it would be proper for them to observe the Arapaho tradition of standing for this song (up to rehearsal B). Of course, the cellist must sit to play. And, as the audience is typically mostly composed of other tribes, they are not expected to stand.
6. Because of the strong leadership of the drum, it is probably not necessary to conduct during the Eagle Song segment. (The drum varies in dynamic, but never in tempo, until rehearsal B.) Conducting is needed for the rest of the piece.

#### Philosophy of this piece:

Some may object that it is incorrect to add other instruments or non-melody notes to a traditional song like Eagle Song. I see these songs as analogous to the European liturgical plainchants that were codified 14 centuries ago under Pope Gregory I. Some churchmen were probably offended in the 9<sup>th</sup> century when these began to be accompanied and harmonized, and in fact this debate still continues. But 12 centuries of beautiful (and still sacred) music have resulted from those innovations.