

# Engine, Engine, Number Nine

Name of Song or Rhyme

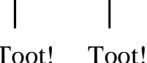
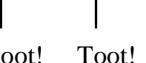
Engine, engine, number nine

First line of song or rhyme (text only)

Rhyme (counting-out)

Song type

Melodic	Melodic/Cultural Analysis	Rhythmic/Uses Analysis	Rhythmic
M1. CSP			2/4
M2. Scale			R1. Meter
M3. Toneset			R2. Metronome
M4. Range		<input type="checkbox"/> Outer <input type="checkbox"/> Inner	R3. Note values
M5. Mel. Form		<input type="checkbox"/> iso <input type="checkbox"/> hetero	R4. Upbeat
M6. Cadences		A A A A B C	R5. Rhy. Form
M7. Intervals		4 4 4 4 4 4	R6. Beats/phrase
M8. Target Motives		<input checked="" type="checkbox"/> iso <input type="checkbox"/> hetero <input checked="" type="checkbox"/> bi <input type="checkbox"/> tri <input type="checkbox"/> tetra	R7. Podia
M9. M.Diffic.			R8. Target Motives
M10. Other			none
Cultural			R9. R. Diffic.
C1. Context	Extensive variations throughout USA		R10. Other
C2. Ethnicity			
C3. Geographic	Chicago mentioned in lyric	Can use rhythmic motive for "Surprise Symphony"	<b>Classroom Use</b>
C4. Source: complete data-bibliographical	<a href="http://www.teachingexpertise.com/articles/musical-concepts-and-elements-1727">http://www.teachingexpertise.com/articles/musical-concepts-and-elements-1727</a>	See back pages for directions of various games.	U1. # of verses
C5. Source info	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Tertiary	beat; fast-slow; high-low; loud-soft;	U2. Improvis.
C6. Research Notes	See <i>Songs for Children from New York City</i> , Folkways FW07858, or <a href="http://www.smithsonianglobalsound.org/trackdetail.aspx?itemid=19914">http://www.smithsonianglobalsound.org/trackdetail.aspx?itemid=19914</a> . Also see back pages.	<input type="checkbox"/>	U3. Listening
C7. Holiday		conductor, engineer, passenger	U4. Game Directions/ Movement
		trains, travel, Chicago, money	U5. Ped. Uses
			U6. Roles
			U7. Themes

<p>En-gine, en-gine,</p> 	<p>num-ber nine</p> 	
<p>Go-ing down Chi-</p> 	<p>ca – go line.</p> 	
<p>If the train falls</p> 	<p>off the track,</p> 	
<p>Will I get my mon-ey back?</p> 	<p>(some versions: Do you want your money back?)</p> 	
<p>Yes, no,</p> 	<p>may-be so.</p> 	
<p>Toot! Toot!</p> 	<p>Toot! Toot!</p> 	<p>(can use high-pitched voice)</p>

Other variant—counting-out rhyme:

Engine Engine Number Nine  
Goin down the street car line  
If that train rolls off the track  
Do you want your money back.

[Yes]

Y.E.S. spells yes and you are not it

{or the child reciting this could say "You are it".}

-various sources, including Azizi Powell's childhood memories, Atlantic City, New Jersey; 1950s

[http://www.cocojams.com/choosing\\_it\\_rhymes\\_this\\_page\\_co.htm](http://www.cocojams.com/choosing_it_rhymes_this_page_co.htm)

As kid on the Chicago streets our favorite games were Buck, Buck and Engine, Engine Number Nine.  
Engine, Engine Number Nine.....

Everyone sits in a circle with hands folded into a fist. The leader (Engine) would say a rime as he tapped each fist....

Engine, Engine number nine,  
Coming down the Chicago line  
Please tell me the correct time, the correct time is what?

[The person who would call out the number is the person the leader stopped at during the rhyme]\*.

...the leader would count out the number by tapping the fists. If the leader landed on one of your fists, you had to take it out of the game by putting it behind your back. The leader would then start over again.

Engine, Engine number nine,  
Coming down the Chicago line  
Please tell me the correct time, the correct time is what?

This would continue until only one fist was left this became the new Engine.

-lloyd64; 4/30/2000; <http://www.mudcat.org/thread.cfm?threadid=20909> "Children's rhymes and playground songs"

[http://www.cocojams.com/choosing\\_it\\_rhymes\\_this\\_page\\_co.htm](http://www.cocojams.com/choosing_it_rhymes_this_page_co.htm)

Engine, engine, number nine,  
Sliding down Chicago line;  
When she's polished she will shine,  
Engine, engine, number nine.

<http://www.canteach.ca/elementary/songspoems42.html>

African-American variant, learned by Jonathan Rappaport (original source unknown):

Engine, engine, number nine  
Stick your head in turpentine  
Turpentine 'll make it shine,  
♪ ♪ ♪ ♪ ♪ ♪ ♪  
Engine, engine --- number nine!

## GAMES:

Play engine, engine number nine to decide who is "it." Chant whole rhyme, when you get to: "do you want your money back?" You answer "yes" or "no" and the chanter then spells out yes or no while pointing at players with each letter. The one who he points to at the last letter is "it".

[http://www.ehow.com/how\\_2074317\\_pick-who-kids-game.html](http://www.ehow.com/how_2074317_pick-who-kids-game.html)

### Made-up game by Jonathan Rappaport:

For young children, teacher points to each child to the beat of the rhyme. On the four "toots," the four children pointed to become passengers on the train. Children attach themselves behind one another and the teacher, putting hands gently on the shoulders of the person in front of them. Repeat rhyme, adding more "passengers," until the train is the entire class.

Going up a steep hill, the train can go slower.

Going down a steep hill, the train can go faster.

### Jump-rope version:

(Two children swing rope to beat of rhyme, after "how many cars do you have," child jumps in and continues jumping as everyone counts until he/she is unable to continue without a mishap)

Engine, engine, number nine.

Moving down Chicago line.

How she's polished, How she shines.

How many cars do you have?

One, two, three, ... (\* Continues counting \*)

[http://www.mudcat.org/jumprope/jumprope\\_display.cfm?rhyme\\_number=83](http://www.mudcat.org/jumprope/jumprope_display.cfm?rhyme_number=83)