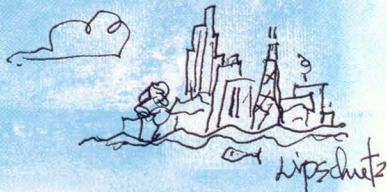


Smithsonian Folkways Recordings

Center for Folklife and Cultural Heritage, 750 9th Street NW
Smithsonian Institution, Washington DC 20560-0953
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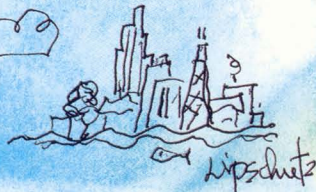


Smithsonian Folkways Recordings

Sharing Cultures

with ELLA JENKINS

and children
from the LaSalle
Language Academy
of Chicago



Sharing Cultures

with ELLA JENKINS

1. WHERE IS MARY? 3:23
(Words and music Ella Jenkins/Ell-Bern Publishing, ASCAP)
2. YA SE VAN LOS PASTORES 2:00
3. BÉSAME MUCHO 2:15
4. CULTIVO UNA ROSA BLANCA 0:50
5. QUE BONITA BANDERA 0:38
6. QUIÉREME MUCHO (CUANDO SE QUIERE DE VERAS) 2:15
(Gonzalo Roig-Augustín Rodríguez/Edward B Marks Music Co., BMI)
7. DAY-O 1:55
(William Attaway-Irving Burgie/Cherry Lane Music Publishing Co., Inc., ASCAP)
8. BIG SHIP SAILS 1:09
9. DEAR SIR, I CANNOT GO 0:54
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
10. EL GATITO 0:54
11. ARE YOU SLEEPING? (FRERE JACQUES) 1:09
12. SONG OF THE SEVEN CONTINENTS 1:24
13. GUIDE ME 2:17
(Arr. Ella Jenkins/Ell-Bern Publishing, ASCAP)
14. HINE MA TOV AND HEY DAROMAH AND TUMBALAIKA 2:48
(Arr. Ella Jenkins/Ell-Bern Publishing, ASCAP)

and children
from the LaSalle
Language Academy
of Chicago

15. I LIKE NAMES 0:44
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
16. MY NAME IS ELLA 0:43
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
17. NATIVE AMERICAN TRIBES 1:05
(Words and music by Ella Jenkins/Ell-Bern Publishing, ASCAP)
18. IN DUBLIN'S FAIR CITY 2:41
19. I LIVED IN IRELAND 1:43
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
20. I WANT TO BE READY 0:59
(Arr. Ella Jenkins/Ell-Bern Publishing, ASCAP)
21. I'M ON MY WAY TO CANAAN LAND
(Arr. Ella Jenkins/Ell-Bern Publishing, ASCAP) 2:08
22. ÜSKÜDARA 1:16
(Arr. Ella Jenkins/Ell-Bern Publishing, ASCAP)
23. A TAXI RIDE 1:06
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
24. WALKING AROUND IN BRONZEVILLE
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP) 1:25
25. TROUBLE IN MIND 2:23
(Richard Jones/Universal MCA Music Publishing, ASCAP)
26. PINE TOP'S BOOGIE WOOGIE 1:48
(Willie Perkins/Watertoons admin. by Bug, BMI)
27. RUSHING AROUND IN RUSSIA 0:37
(Words by Ella Jenkins/Ell-Bern Publishing, ASCAP)
28. YELLOW BIRD 1:31

Introduction

ELLA JENKINS

First of all, let's meet the personnel:

THE CHILDREN ON THIS RECORDING: Kenneth Andalcio, Jason Barrera, Hannah Blackwood, Alyssa Boros, Joseph Brown, Eric Coats, Shariell Crosby, Donald Dailey, Pongpak Deepipat, Arianna Fisher, Maya Glover, Andrew Hague, Carly Jackson, George Johnson, Robin Kanemoto, Zachary Kenney, Kelly Madorsky, Madilyn Marks, Matthew Moresi, James Northup, Michael Obafemi, Kalloway Page, Shayna Peggs, Teodora Peric, Isaiah Reid, Jaclyn Schwartz, Ilsa Surbaugh, Erendira Vázquez-Parra, Mia Venegas, Lena Vidulich, Kathy Zhang

These children are from the LaSalle Language Academy of Chicago. Upon entering kindergarten at the academy, the children, with their parents, select a language other than English to study. They can choose French, German, Italian, or Spanish (the study period is from kindergarten to eighth grade). As part of their language program, they can visit the country where their chosen language is spoken. They live with a family in that country, and then follows an exchange visit from abroad. (For more information, write to the school: 1734 N. Orleans, Chicago, IL 60614.)

JUAN DÍES was born in Rochester, New York, in 1964, but lived in Mexico from age one to adulthood. He grew up in San Luis Potosí, Mexico, where he developed a passion for music at an early age. He first studied the guitar at home in Mexico with a private teacher at age six. At age 10 he joined his school's ensemble at Instituto Potosino, San Luis Potosí, Mexico, and began public performances. In high school he studied electronic music synthesis and music theory. In 1982, he moved to Indianapolis with his parents and his brother, where many new musical opportunities opened up for Juan and his brother, who both pursued professional musical careers.

Juan graduated from Earlham College in 1988 with a double major in Music and Anthropology. He received an M.A. from Indiana University in 1992 in folklore and ethnomusicology. Juan co-founded Sones de México in 1994, and has managed and produced the band in two recordings, a film, and commercial jingle projects. In 2001, he was awarded the Dr. José Prieto Humanitarian Award by the Hispanic Heritage Month Association of Illinois.

CATHERINE HALL has been performing a wide variety of music since 1974, delighting family, adult, and club audiences. Her vocal interpretations of folk and Irish ballads and renderings of tunes on the flute and tin whistle clearly show her love for the music she presents. Her repertoire and easy audience rapport are both comforting and stimulating and always seem to bridge the gap between audience and performer. Catherine accompanies herself on guitar and mountain dulcimer.

JAALI ROSE PARRISH is seven years old now (six when she sang on the recording). She is a talented tap dancer and piano player studying with a wonderful teacher in the Chicago area — Erwin Helfer. Jaali also studies the African *djembe* drum.

ERWIN HELFER is popular in Chicago and abroad for his expertise and artistry on the piano. His specialty is blues and boogie woogie. He also teaches piano and has numerous students of all ages. Jaali Rose Parrish is one of his most outstanding pupils. You may find Erwin performing on a regular basis at restaurants and blues clubs in the Chicago area. He performs annually at the Chicago Blues Festival, and his performances are well reviewed by critics from the *Chicago Magazine* and *The Reader*. On numerous occasions he has appeared on television, and he has made several recordings.

CHRISTIAN SMITH is a violist and has taught violin and viola in the Chicago Public Schools through the Merit School of Music for nine years. Christian has worked in schools in the Bronzeville, Cabrini Green, Henry Horner Homes, Ida B. Wells, Lawndale, Hyde Park, Old Town, UIC, and Foster Park neighborhoods where he enjoyed teaching children with diverse backgrounds and experiences. Many of his students come from low-income families. Christian conducts a string orchestra for children at the Merit School as well as teaching music theory classes in an after-school program. He is also the assistant conductor of the Windy City String Ensemble in Oak Park, Illinois.

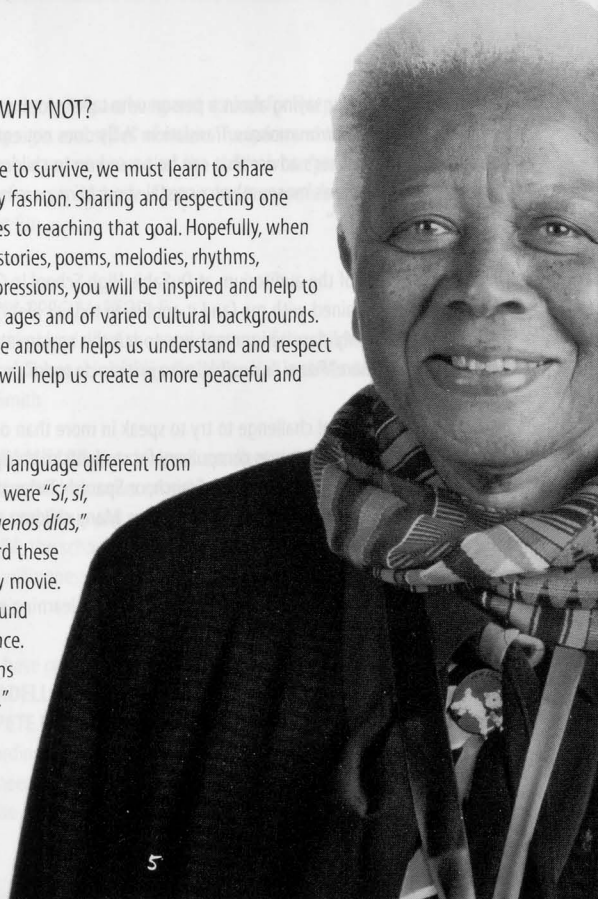
LENA VIDULICH played violin duet with Mr. Smith, her violin teacher. Lena is 10 years old.

MARIO CASTRO plays *guitarrón* with the Washington, D.C.-based group Mariachi Los Amigos.

WHY THIS RECORDING? WHY NOT?

As human beings, if we care to survive, we must learn to share the earth in a more friendly fashion. Sharing and respecting one another's cultures are routes to reaching that goal. Hopefully, when hearing our songs, chants, stories, poems, melodies, rhythms, languages, and spirited expressions, you will be inspired and help to inspire other children of all ages and of varied cultural backgrounds. I believe learning about one another helps us understand and respect each other. Ultimately this will help us create a more peaceful and just world.

The first words I heard in a language different from English when I was a child were "*Sí, sí, señor*," "*Sí, sí, señorita*," "*Buenos días*," and "*Adios, amigos*." I heard these Spanish words in a cowboy movie. I liked their sound and I found them very easy to pronounce. *Sí* means "yes," *señor* means "sir," *señorita* means "miss." *Buenos días* means "good morning," and *adios, amigos* means "goodbye, friends."



I also learned a popular saying about a person who talks a lot instead of listening:
En boca cerrada no entran moscas. Translation: "A fly does not enter a closed mouth."
I also heeded my teacher's advice that can be passed on to children when visiting a museum (not a children's museum) or a crystal shop: *Mira, pero no toques.* Translation: "Look, but don't touch."

On one of the walls of the auditorium at DuSable High School in Chicago, there is a saying that has always remained with me (and it applies to today's life): "Peace if possible but justice at any rate." My class assignment was to put this saying into Spanish words. Here is my translation: "*Paz si es posible, pero justicia de todos modos.*"

It's a lot of fun and a real challenge to try to speak in more than one language. Years ago, when I was in high school, it was compulsory for students to study a foreign language for at least two years. Our choices were Latin, French, or Spanish. Today many children don't have to wait until high school to learn other languages. Many children are learning a second and third language in pre-schools and in primary grades.

Pre-school and kindergarten children love to show their learning skills by counting from one to ten in English and in Spanish:

One	two	three	four	five
<i>Uno</i>	<i>dos</i>	<i>tres</i>	<i>cuatro</i>	<i>cinco</i>
six	seven	eight	nine	ten
<i>seis</i>	<i>siete</i>	<i>ocho</i>	<i>nueve</i>	<i>diez</i>

The songs and rhymes on this recording are sung and spoken for the purpose of introducing the children to different languages and styles of music. The lyrics and verses can be sung or spoken in a call-and-response technique so that the children can practice the word phonetically in the context of a song or rhyme. That makes it more fun. That's what this is all about. Learning should be fun.

SPECIAL THANKS TO MANY SPECIAL PEOPLE

I thoroughly appreciated and enjoyed all of the participation of the children from the LaSalle Language Academy of Chicago, Juan Dies, Catherine Hall and her daughter, Jaali, Erwin Helfer, and Christian Smith.

My thank-yous extend to **KIM MILLER**, the children's excellent third grade teacher, whose beautiful relationship with the children, other musicians on the recording, and the studio personnel made for a very harmonious and successful session. I also toss a bouquet of thanks to **AMY WEISS NAREA**, the school's principal, for her encouragement of our multi-cultural project and for her willingness to get the cooperation of the parents. The parents gave their warm permission.

Sharing Cultures could not have come about without the expertise and persistence of my manager and friend, **BERNADELLE RICHTER**, who has directed me through many albums, cassettes, CDs, and videos. **PETE REINIGER**, a class-A recording engineer, who has world-wide experience in the recording field, recorded this CD. He shared the recording session with a young Chicago engineer, **AZUOLAS SINKEVICIUS**. He enjoyed working with Pete, and their combined expertise made the session very pleasant for me.

And of course, a grand thank you to **Peggy Lipschutz**, who has for years brightened the covers of my Smithsonian Folkways recordings with her artwork. Peggy is a fine and well-known artist.

I dedicate this recording to the memories of my dear friend, "Mister" Fred Rogers, Celia Cruz, whose Afro-Cuban rhythms strongly influenced my musical career, and Dr. Martin Luther King Jr.'s forty-year Dream!

Let ME thank YOU all in the following languages:

Merci (French)

Danke (German)

Grazie (Italian)

Gracias (Spanish)

Achiu [ah-chou] (Lithuanian)

Obrigado (Portuguese)

Mahalo (Hawaiian)

Asante [A = ah] (Swahili)

Toda (Hebrew)

Shukran [shook-ron] (Arabic)

Tack (Swedish)

Shukriya (Urdu, one of the languages of India and Pakistan)

Arigato gozaimasu (Japanese)

Efharisto [Ef-ha-ree-staw] (Greek)

Faleminderit [Fey-li-man-deria] (Albanian)

Blagodarya (Bulgarian)

Kob-Khun (Thai)

Takk (Norwegian)

Hjertig takk [Yair-tig-tock] (Norwegian)

Xie xie [shey shey] (Mandarin)

Ta (a British and Australian expression)

Tata (As little children, in my Chicago neighborhood, we were taught to say thank you — to adults — in this manner.)

Here is a BONUS language lesson: counting in pig Latin

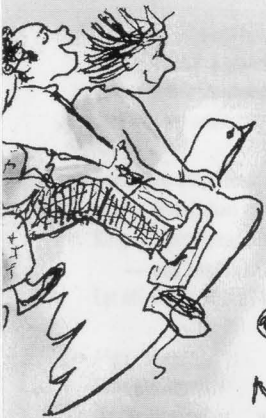
One: *unway* Two: *ootay* Three: *eethray* Four: *orfay* Five: *ivefay*

Six: *ixsay* Seven: *evansay* Eight: *eightay* Nine: *inenay* Ten: *entay*

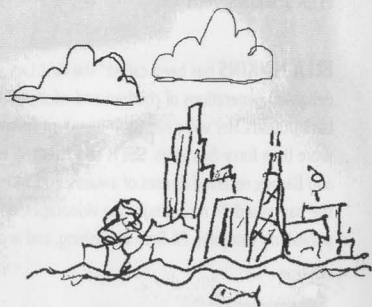
Thanks (*ANSKTHAY*),

ELLA JENKINS, 2003

ELLA JENKINS has been called "The First Lady of Children's Music" by many of her admirers. She has delighted generations of children and adults with her songs and her personal appeal to people of all backgrounds. Her voice has been heard on Folkways Records and Smithsonian Folkways Recordings for more than forty-five years. She is an extremely well-known artist — having appeared with Mr. Rogers and Barney, received dozens of awards, and traveled unceasingly. On Smithsonian Folkways Recordings, she has issued 29 recordings, two videotapes, one DVD, and one book. Ella Jenkins has her own music publishing company, Ell-Bern Publishing, and is a member of ASCAP.



Song Notes



1. WHERE IS MARY?

Juan Días, guitar; Ella Jenkins, ukulele and vocals

(Each line is repeated 4 times)

Ella: Where is Mary? / Ella: I don't know

Ella: ¿Dónde está María? / Ella: Yo no se.

Hannah: Where is Mary? / Children: I don't know.

Alyssa: ¿Dónde está María? / Children: Yo no se.

George: Where is Charles? / Children: I don't know.

Shayna: ¿Dónde está Carlos? / Children: Yo no se.

Pong Pak: Where are the boys? / Children: I don't know.

Enendira: ¿Dónde están los niños? / Children: Yo no se.

Shariell: Where are the girls? / Children: I don't know.

Madilyn: ¿Dónde están las niñas? / Children: Yo no se.

Juan: Where is everybody? / Children: I don't know.

Juan: ¿Dónde están los niños? / Children: Yo no se.

2. YA SE VAN LOS PASTORES

Juan Díes, guitar

Juan tells us, "This is a Spanish folk song that describes a melancholic scene where the shepherds march away at the end of the day, leaving everyone sad and lonely without them. In Europe, shepherds were often portrayed as heroic figures: pure, courageous, well traveled, and in touch with nature. It can be sung as a lullaby. My father certainly did, and that is why I can only remember the first two verses."

*Ya se van los pastores / Ya se van marchando
Más de cuatro zagalas / Quedan llorando.*

Translation: The shepherds are leaving / They are marching away
And more than four maidens cry.

*Ya se van los pastores / A la Extremadura
Ya se queda la sierra / Triste y obscura.*

Translation: The shepherds are leaving / For Extremadura
The hills are left behind / Dark and sad.

3. BÉSAMME MUCHO (Instrumental)

Mario Castro, guitarrón; Ella Jenkins, harmonica; Juan Díes, guitar

I've tried to capture the tango mood of this song. Hope you enjoy it!

4. CULTIVO UNA ROSA BLANCA

Ella Jenkins, spoken word

I enjoyed the sound of Spanish and thus studied Spanish for 4 years. My Spanish teacher's name was Mary Rojas. She was from Puerto Rico and enthusiastically taught our class words, phrases, sentences, conjugations, poems, songs, and popular expressions. She emphasized the importance of practicing our Spanish every day. I remember a beautiful poem (some singers have converted the words into a song) Celia Cruz did. Señorita Rojas shared this poem with our class:

*Cultivo una rosa blanca / En julio como enero
Para el amigo sincero / Que me da su mano franca.*

The translation is:

I grew a white rose / In July as in January
For a sincere friend / Who gave me her frank hand.

SUGGESTION: Share this poem with the children and relate it to them as simply a poem of friendship. Also, let them repeat one word at a time. Children like such challenges.

5. QUE BONITA BANDERA

Ella Jenkins, drum and vocals

Here is another song-poem we learned in Spanish class about the beautiful flag of Puerto Rico:

*Que bonita bandera / Que bonita bandera
Que bonita bandera / Es la bandera Puerto Riqueña.*

Translation:

What a beautiful flag / What a beautiful flag
What a beautiful flag / The flag of Puerto Rico.

6. QUIÉREME MUCHO (CUANDO SE QUIERE DE VERAS)

Juan Días, guitar; Mario Castro, guitarrón; Ella Jenkins, vocal

These are the beginning words of the song "Quiéreme Mucho":

*Cuando se quiere de veras / Como te quiero yo a tí
Es imposible mi cielo / Tan separados vivir
(repeat all 4x)*

7. DAY-O

Juan Días, guitar; Ella Jenkins, maracas; all of the children, vocals

The children were inspired to learn this song after listening to Harry Belafonte sing this song (on CD).

Day-o, me say day-o / Daylight come and me wanna go home.
(repeat all)

Six foot, seven foot, eight foot, bunch! / Daylight come and me wanna go home.
(repeat all)

Come, Mr. Tally Mon, tally me banana. / Daylight come and me wanna go home.
(repeat all)

8. BIG SHIP SAILS

Catherine Hall, vocal and guitar; Jaali Rose Parrish, vocal

Catherine Hall shared this song from her childhood with us.

There's a big ship sailing on the illy-ally-oh

The illy-ally-oh / The illy-ally-oh.

There's a big ship sailing on the illy-ally-oh / High ho, the illy-ally-oh!

There's a big ship sailing and it's rocking on the sea

Rocking on the sea / Rocking on the sea.

There's a big ship sailing and it's rocking on the sea / High ho, rocking on the sea.

There's a big ship sailing and it's going home again

Going home again / Going home again.

There's a big ship sailing and it's going home again / High ho, going home again.

(repeat first verse)

9. DEAR SIR, I CANNOT GO

Ella Jenkins, spoken word and organ bench percussion

A friendly greeting in the Fiji Islands is "Bula!" It is suggested to tourists as a way to keep a slower pace and enjoy the environment. Their saying means "No hurry, no worry!"

Dear sir, I cannot go / You walk too fast and I walk too slow.

I take my time like the following rhyme: No hurry, no worry

No hurry, no worry / I'll do just fine!

(repeat all)

10. EL GATITO

Juan Días, vocal

Juan shared this with us: "El Gatito" (The Little Cat) is an Afro-Mexican folk dance from Tixtral, Guerrero, in Mexico. This *son* de tarima* and other dances like it are known as 'mimetic' because dancers imitate the movements of animals. In 'El Gatito' dancers scratch the air in front of them with their 'paws.' Traditionally, the fishermen of this region turn their wooden boats upside down on the beach and dance *son de tarima* on top of them."

*Señores voy a cantarles / Lo que le pasó al gatito
Se iba a caer en la lumbre / Por cazar a un ratoncito.*

Translation: Gentlemen, I am going to sing about / What happened to the kitten
It almost fell in the fire / While trying to catch a mouse.

*Ay miao / Cuando lo quieran llamar / Le han de decir
Vente chiquito / Vente bonito / Vente rumbito / Ay miao.*

Translation: Meow! / When you want to call him / You must say
C'mon little one / C'mon pretty one / C'mon "rumbito" (sic) / Meow!

*son = a latin rhythm; a latin dance

11. ARE YOU SLEEPING? (FRÈRE JACQUES)

This song is sung at campfires everywhere.

Are you sleeping / Are you sleeping
Brother John / Brother John?
Morning bells are ringing/ Morning bells are ringing.
Ding, ding, dong/ Ding, ding, dong.

Frère Jacques / Frère Jacques
Dormez-vous? / Dormez-vous?
Sonnez les matines/ Sonnez les matines,
Ding, ding, dong / Ding, ding, dong.

In addition to learning "Are You Sleeping?" in French, the children might try it in German:
*Bruder Jakob / Bruder Jakob / Schläfst du noch?/ Schläfst du noch?
Hörst du nicht die Glocken / Hörst du nicht die Glocken
Ding, dang, dong / Ding, dang, dong.*

Or they might try Italian:
*Fra Martino / Campanaro
Dormi tu?/ Dormi tu?
Suona la campane / Suona la campane
Din, don, dan / Din, don, dan.*

Or Spanish:

Martinillo / Martinillo

¿Duerme tú / Duerme tú?

Toca la campana / Toca la campana

Tin, tin, ton / Tin, tin, ton.

12. SONG OF THE SEVEN CONTINENTS

Spoken and sung by: Jaclyn Schwartz, Madilyn Marks, Shariell Crosby, George Johnson, and Carly Jackson

Kim Miller shared this song with us. She learned it from her mother.

There are seven / There are seven,
Continents / Continents
Europe, Asia, Africa, / North and South America
Australia, Antarctica
(repeat all)

13. GUIDE ME

Catherine Hall, guitar and vocal; Ella Jenkins, vocal

This is a song some of you have probably heard me sing for many years now. It's a song I learned from some of the Freedom Riders. I hope you can catch the spirit and sing along!

I'm addressing parents, librarians, and other educators, who may recall the "Freedom Riders" (Rep. John Lewis was one). In your own way, you can share with the children who these persons were and the important role they played in American history.

Guide my hand while I run this race (3x)

`Cause I don't want to run this race in vain.

Guide my feet while I run this race (3x)

`Cause I don't want to run this race in vain.

Guide my head while I run this race (3x)

`Cause I don't want to run this race in vain.

Guide my heart while I run this race (3x)

`Cause I don't want to run this race in vain.

14. HINE MA TOV AND HEY DAROMAH AND TUMBALAIKA (Instrumental)

Ella Jenkins, harmonica

These are three traditional Jewish melodies. Suggestion: Have the children clap their hands to the rhythms. As the mood changes, perhaps their hand-clapping rhythm will change. This is a good way for children to learn to listen to music more closely.

15. I LIKE NAMES

Ella Jenkins, spoken word

SUGGESTION: An easy approach to learning to spell via call-and-response.

I like names.

I like names that are spelled the same, backwards and forwards:

Bob, B-o-b / Lil, L-i-l / Sis, S-i-s / Dad, D-a-d / Mom, M-o-m / Eve, E-v-e / Anna, A-n-n-a /

Hannah, H-a-n-n-a-h / Pop, P-o-p / Ada, A-d-a / Ava, A-v-a / and Madam, M-a-d-a-m.

These spellings are known as palindromes.

16. MY NAME IS ELLA

Ella Jenkins, spoken word

My name is Ella

When I whistle like a bird / I call myself the Ella-bird.

If you place a "B" in front of my name / I would be Bella.

If you place "I-s-a-b" in front of my name / I would be Isabella.

My aunt used to call me "Ella-Bella."

Place "E-s-t-r" in front of my name / I would be called Estrella.

That's Spanish for "star."

17. NATIVE AMERICAN TRIBES

Ella Jenkins, spoken word

Children should also be taught by seeing pictures, reading books, listening to music — thus learning in detail about the variations in languages and dress of Native Americans.

They are Native American Tribes: Navajo

" "Walapi

" "Tlingit

Haida / Cherokee / Shoshone / Blackfoot / Salish / Kootenai / Chippewa (Ojibwa) / Cree

They are Native American Tribes.

18. IN DUBLIN'S FAIR CITY

Catherine Hall, vocals and guitar; Jaali Rose Parrish, vocals

Catherine Hall says, "Here's an old Irish song that's been passed down through the ages. You might know it as 'Cockles and Mussels,' or 'Molly Malone,' or 'In Dublin's Fair City.' Here's how it goes":

In Dublin's fair city / Where the girls are so pretty
I first set my eyes on sweet Molly Malone.
And she wheeled her wheelbarrow / Through streets broad and narrow
Crying "cockles and mussels / Alive, alive, oh!"

Chorus:

Alive, alive, oh ! (2x)

Crying "cockles and mussels / Alive, alive, oh!"

(repeat)

La, la, la, la, la, la (to the melody)

19. I LIVED IN IRELAND (TO THE TUNE OF "IRISH WASHER WOMAN")

Ella Jenkins, harmonica and vocals; Catherine Hall, flute

Last year I visited Ireland and was intrigued by the warm, cheerful, and friendly people — especially the children, the greenness of the countryside, the foods, the music, and the interesting names of the various counties.

I lived in Ireland / Where everything is green
I lived in Ireland / And my name is Colleen
I lived in Ireland / When everything was merry
I lived in Ireland / In County Tipperary
I lived in Ireland / And breathed the country air
I lived in Ireland / When I lived in County Clare
Are you from New York? / No I'm from County Cork.
Are you from Ipswich? / No, I'm from County Limerick.
Are you from a lonesome prairie? / No, I'm from County Kerry.

Some of the other counties in Ireland are: County Mayo, County Monaghan, County Donegal, County Meath, County Kildare, County Waterford, County Kilkenny, County Dublin, and County Galway. Have the children look at a map of Ireland and see if they can find other counties.

20. I WANT TO BE READY

Ella Jenkins, vocals; Catherine Hall, vocals

As a child, my friends and I called this song “Walking in Jerusalem.” We heard choirs singing it in storefront churches. It was sung a capella. The song was very popular in African-American churches.

Chorus

I want to be ready (3x)

To walk in Jerusalem, just like John.

(repeat all)

If you get there before I do / Walking in Jerusalem, just like John

Tell my friends I’m coming too.

21. I’M ON MY WAY TO CAANAN LAND

Ella Jenkins, vocals with all the children

This song’s message was carried by Harriet Tubman during her journey via “The Underground Railroad” from the South — from slavery — and north to Canada — to freedom.

Even young children are learning about this brave woman — especially during the observance of African-American History Month.

I’m on my way / To Canaan Land.

(repeat 3x)

Glory Hallelujah! / I’m on my way.

If you can’t go / Don’t you hinder me.

(repeat 3x)

I’ve got a mother up there / So I must go.

(repeat 3x)

Glory hallelujah / I’m on my way.

22. ÜSKÜDARA (Instrumental)

Ella Jenkins, harmonica

Üsküdar is across the Bosphorus from Istanbul, Turkey. It's the Asian part of the city. This little instrumental gives children an opportunity to listen and think about the flavor of Turkish music. This is another opportunity for children to practice listening closely to music. Good listening skills are important for children and adults.

23. A TAXI RIDE

Ella Jenkins, spoken word

I often tell the children that I travel around the world — riding in taxi cabs. The drivers are from many different countries.

24. WALKING AROUND IN BRONZEVILLE

Ella Jenkins, spoken word

I was born in St. Louis, Missouri, but grew up in Chicago — mostly in the South Side African-American neighborhoods, specifically, Bronzeville.

25. TROUBLE IN MIND

Erwin Helfer, piano; Ella Jenkins, vocals

Erwin Helfer specializes in the blues, and he encouraged me to sing this song. I agreed as long as there was a positive outcome — such as “The sun is going to shine in my back door some day.” This song was familiar to me — I heard it in the neighborhood record shop when I was a child, and my uncle, who played blues harmonica, had it on his rented juke box.

Trouble in mind / I'm so blue

But I won't be blue always / 'Cause the sun's gonna shine

In my back door some day.

(repeat all)

26. PINE TOP'S BOOGIE WOOGIE (Instrumental)

Erwin Helfer, piano

I think both children and adults will enjoy this rhythm. It's irresistible.

27. RUSHING AROUND IN RUSSIA

Ella Jenkins, spoken word

This is another listening response experience for the children. Children enjoy challenges of new sound — a new language.

We were rushing around in Russia but we stopped to say hello.

“*Dobroye utro*” (Good morning)

Then we were soon on the go.

We were rushing around in Russia during the middle of the day

“*Dobrii dyen*” (Good afternoon)

Then we hurried on our way.

We were rushing around in Russia during a star-filled night

“*Dobrii vyecher*” (Good evening)

Then we were quickly out of sight.

28. YELLOW BIRD

Christian Smith, violin; Lena Vidulich, violin

This is an opportunity to listen to a blending of two violins and a cooperative experience between teacher and student.



CREDITS

Produced by Bernadelle Richter

Annotated by Ella Jenkins

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ABOUT SMITHSONIAN FOLKWAYS

Smithsonian Folkways Recordings is the nonprofit record label of the Smithsonian Institution, the national museum of the United States. Our mission is the legacy of Moses Asch, who founded Folkways Records in 1948 to document "people's music," spoken word, instruction, and sounds from around the world. The Smithsonian acquired Folkways from the Asch estate in 1987, and Smithsonian Folkways Recordings has continued the Folkways tradition by supporting the work of traditional artists and expressing a commitment to cultural diversity, education, and increased understanding.

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Sharing Cultures

with ELLA JENKINS

and children
from the LaSalle
Language Academy
of Chicago

- | | | |
|----------------------------|---|--------------------------------------|
| 1. WHERE IS MARY? | 11. ARE YOU SLEEPING?
(FRÈRE JACQUES) | 20. I WANT TO BE READY |
| 2. YA SE VAN LOS PASTORES | 12. SONG OF THE SEVEN CONTINENTS | 21. I'M ON MY WAY TO
CANAAN LAND |
| 3. BÉSAME MUCHO | 13. GUIDE ME | 22. ÜSKÜDARA |
| 4. CULTIVO UNA ROSA BLANCA | 14. HINE MA TOV AND HEY DAROMAH
AND TUMBALAIKA | 23. A TAXI RIDE |
| 5. QUE BONITA BANDERA | 15. I LIKE NAMES | 24. WALKING AROUND IN
BRONZEVILLE |
| 6. QUIÉREME MUCHO | 16. MY NAME IS ELLA | 25. TROUBLE IN MIND |
| 7. DAY- O | 17. NATIVE AMERICAN TRIBES | 26. PINE TOP'S BOOGIE WOOGIE |
| 8. BIG SHIP SAILS | 18. IN DUBLIN'S FAIR CITY | 27. RUSHING AROUND IN RUSSIA |
| 9. DEAR SIR, I CANNOT GO | 19. I LIVED IN IRELAND | 28. YELLOW BIRD |
| 10. EL GATITO | | |

Known as "The First Lady of Children's Music," the legendary Ella Jenkins is one of the preeminent children's music artists of our time. *Sharing Cultures*, Ella's first release of all-new performances since 1999's Grammy-nominated *Union of Friends*, is her 31st release in an enduring (and endearing) career spanning over 40 years! Ella's recordings have won multiple prestigious awards. Perfect for parents, great fun and full of participatory entertainment for children! 36-PAGE BOOKLET, INCLUDES LYRICS. FOR AGES 3-8.



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