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Introduction

While music may not be a universal language, it is nonetheless an international phenomenon. People sing for every reason under the sun: to celebrate and to mourn, to express great love and joy, melancholy, and deep sorrow. They sing alone and together, as peaceful meditation and reflection or as a means of sharing a song's sentiments with family and friends. Even as technology mediates the songs of professional singers to any and all within listening range, adults and children are still singing. Everywhere in the world, songs are important avenues through which ideas and feelings are channeled. Songs and the act of singing appear to be a human constant, a distinctive means of expressing both ideas and feelings.

The songs featured within these pages are the result of a first gathering of songs from musician-teachers and friends of the International Society for Music Education. These songs are those that they know well from their own childhoods, and which they now offer to children and young students in the teaching they do. These teachers are preservers and transmitters of their own cultural heritages, as the songs they sing are expressive of not only musical features (melodies, rhythms, and timbres) deemed important by a cultural group, but also of the cultural values that are embedded in the songs' texts and functions. They consider the songs they have shared here as typical and representative of their musical and cultural heritage, and as a means of conveying to others some of the essence of both their personal and cultural preferences in the teaching of heritage songs to their students.

This collection features twenty songs from thirteen countries. While the world of song is not fully represented in this first volume, there is nonetheless an assortment of world regions and cultures contained within: Africa (Eritrea and Uganda), Europe (Austria, England, France, Germany, Hungary, the Netherlands, and Portugal), Latin America (Argentina and Brazil), the Caribbean (Barbados), Asia (Korea and Taiwan), the Pacific (New Zealand's Maori culture), and the United States. These songs are presented in standard western staff notation, but the real key to knowing the musical and linguistic essence of the songs is in listening to the accompanying recording. They are performed by "the culture-bearer," the musician-teacher whose first language (and musical language) is that of his or her selected song(s). Thus, these songs are made more real when listening to native-singers—tradition-bearers who know well their music and have been singing these songs for many years as children and teachers of children in their own culture.

The organization of the book is designed to proceed from one musical culture to the next, alphabetically. A brief introduction to the country or culture sets a frame of reference for the song. This is followed by the song itself—its notation and translation. Suggestions for the classroom use of the song are provided, including movement, game-related activities, and recommendations for the conceptual understanding of both musical and cultural features. A brief bibliography of English-language materials are suggested as well.

The songs contained herein may be seen as seeds for the development of a young singer's fuller understanding of music as an international phenomenon. Their performance and study leads also to an awareness of the meaning and value of these songs to their singing cultures. For what greater gift can a teacher give than songs that can take root and grow into the life of each of her students? Once sampled, these songs are likely to be sung again and again. They are the beautiful expressions of musical people who pass on their musical heritage to those of us eager to know the world a bit better.

Patricia Shehan Campbell
Sue Williamson
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Argentina



Cultural Information

Argentina occupies most of the southern portion of the South American continent, with an extensive Atlantic coastline. Once largely a producer of livestock and agricultural goods, Argentina is now highly industrialized and is currently one of the world's principal trading nations. Still, its four topographical regions—the central flat and fertile *pampas*, the forested plains to the northeast, the Andean mountains to the west, and the arid and windy plateaus of the southern Patagonia—offer images of colorful *gaucho* (cowboy), farmers, and rugged frontier people that have contributed richly to Argentina's history.

Descendants of sixteenth-century Spanish settlers and nineteenth-century Italian immigrants comprise nearly three-quarters of the population. Other Western European Argentines, whose ancestors arrived from France, Germany, the United Kingdom, Switzerland, and Portugal, account for almost ten percent; eight percent of the population are Eastern European Argentines (including Poles, Russians, Hungarians, Turks, and South Slavs). Argentina's Jewish population is the largest in Latin America. While Native American Indians are almost completely absorbed into the general population, almost ten percent of Argentines are *mestizo*—of mixed Indian and European ancestry.

Aside from the vibrant symphonic, choral, and opera scenes (particularly in Buenos Aires) where works by European and Argentinean national composers such as Alberto Ginastera are performed, there are rich traditions of Argentinean indigenous, and mestizo and Creole music, that are performed, preserved, and dynamically changing. Although only 30,000 Native American Indians survive, their ceremonial and seasonal

¿Quien es ese pajarito?

(Who is that little bird?)

Translation by
Maria Carmen del Aguilar

Traditional



1. ¿Quien es e - se pa - ja - ri - to
2. Si me qui - er - es con - o - cer,



que can - ta so - bre el li - mon? An - da y
pa - sa - te por el jar - din Al - li es -



di - le que no can - te que me
ta - mi nom - bre e - scri - to en la



ro - ba el co - ra - zon al - li es
ho - ja de un jaz - min.

Translation

1. Who is that little bird
That sings over the lemon tree?
Go and tell him to stop singing
Because he is stealing my heart.
2. If you want to know me better,
Come along my garden.
There is my name written
On the leaf of a jasmine plant.

