

Wynton Marsalis, Artistic Director, Jazz at Lincoln Center

# SUNSET AND THE MOCKINGBIRD

FROM 'THE QUEEN'S SUITE'

COMPOSED BY DUKE ELLINGTON

ARRANGED BY DUKE ELLINGTON AND BILLY STRAYHORN

As performed by the Duke Ellington Orchestra

Transcribed by David Berger for Jazz at Lincoln Center

## FULL SCORE

This transcription was made especially for Jazz at Lincoln Center's 2011-12 Seventeenth Annual *Essentially Ellington* High School Jazz Band Program.

Jazz at Lincoln Center and Alfred Publishing gratefully acknowledge the cooperation and support provided in the publication of this year's *Essentially Ellington* music series:

Founding leadership support for *Essentially Ellington* is provided by The Jack and Susan Rudin Educational and Scholarship Fund. Major support is provided by The Con Edison Community Partnership Fund, The Irene Diamond Fund, Alfred and Gail Engelberg, The Ella Fitzgerald Foundation, The Dexter Gordon Foundation in honor of Samuel Browne, the William Randolph Hearst Foundation, The Heckscher Foundation for Children, The Charles Evans Hughes Memorial Foundation, Nathan P. Jacobs Foundation, The Mericos Foundation, National Endowment for the Arts, The Harold and Mimi Steinberg Charitable Trust, Surdna Foundation, and the United States Department of Education.

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## NOTES ON PLAYING ELLINGTON

At least 95% of modern-day large ensemble jazz playing comes out of three traditions: Count Basie's band, Duke Ellington's band, and the orchestrations of small groups. Those young players interested in jazz will be drawn to small groups for the opportunity to improvise and for practical reasons (it is much easier to organize 4 or 5 people than it is 15). Schools have taken over the task (formerly performed by dance bands) of training musicians to be ensemble players. Due to the Basie Band's popularity and its simplicity of style and emphasis on blues and swing, the better educators have almost exclusively adopted this tradition for teaching jazz ensemble playing. As wonderful as Count Basie's style is, it doesn't address many of the important styles developed under the great musical umbrella we call jazz. Duke Ellington's comprehensive and eclectic approach to music offers an alternative.

The stylistic richness of Ellington's music presents a great challenge to educators and performers alike. In Basie's music, the conventions are very nearly consistent. In Ellington's, there are many more exceptions to the rules. This calls for greater knowledge of the language of jazz. Clark Terry, who left Count Basie's band to join Duke Ellington, said, "Count Basie was college, but Duke Ellington was graduate school." Knowledge of Ellington's music prepares you to play any big band music.

The following is a list of performance conventions for the great majority of Ellington's music. Any deviations or additions will be spelled out in the individual performance notes which follow.

1. Listen carefully many times to the Ellington recording of these pieces. There are many subtleties that will elude even the most sophisticated listener at first. Although it was never Ellington's wish to have his recordings imitated, knowledge of these definitive versions will lead musicians to make more educated choices when creating new performances. Ellington's music, though written for specific individuals, is designed to inspire all musicians to express themselves. In addition, you will hear slight note differences in the recording and the transcriptions. This is intentional, as there are mistakes and alterations from the original intent of the music in the recording. You should have your players play what's in the score.

2. General use of swing phrasing. The triplet feel prevails except for ballads or where notations such as even eighths or Latin appear. In these cases, eighth notes are given equal value.

3. There is a chain of command in ensemble playing. The lead players in each section determine the phrasing and volume for their own section, and their section-mates must conform to the lead. When the saxes and / or trombones play with the trumpets, the lead trumpet is the boss. The lead alto and trombone must listen to the first trumpet and follow her. In turn, the other

saxes and trombones must follow their lead players. When the clarinet leads the brass section, the brass should not overblow him. That means that the first trumpet is actually playing "second." If this is done effectively, there will be very little balancing work left for the conductor.

4. In Ellington's music, each player should express the individuality of his own line. He must find a musical balance of supporting and following the section leader and bringing out the character of the underpart. Each player should be encouraged to express his or her personality through the music. In this music, the underparts are played at the same volume and with the same conviction as the lead.

5. Blues inflection should permeate all parts at all times, not just when these opportunities occur in the lead.

6. Vibrato is used quite a bit to warm up the sound. Saxes (who most frequently represent the sensual side of things) usually employ a heavy vibrato on harmonized passages and a slight vibrato on unisons. Trumpets (who very often are used for heat and power) use a little vibrato on harmonized passages and no vibrato on unisons. Trombones (who are usually noble) do not use slide vibrato. A little lip vibrato is good at times. Try to match the speed of vibrato. Unisons are played with no vibrato.

7. Crescendo as you ascend and diminuendo as you descend. The upper notes of phrases receive a natural accent and the lower notes are ghosted. Alto and tenor saxophones need to use sub-tone in the lower part of their range in order to blend properly with the rest of the section. This music was originally written with no dynamics. It pretty much follows the natural tendencies of the instruments; play loud in the loud part of the instrument and soft in the soft part of the instrument. For instance, a high C for a trumpet will be loud and a low C will be soft.

8. Quarter notes are generally played short unless otherwise notated. Long marks above or below a pitch indicate full value: not just long, but full value. Eighth notes are played full value except when followed by a rest or otherwise notated. All notes longer than a quarter note are played full value, which means if it is followed by a rest, release the note where the rest appears. For example, a half note occurring on beat one of a measure would be released on beat three.

9. Unless they are part of a legato background figure, long notes should be played somewhat *fp* (forte-piano); accent then diminish the volume. This is important so that the moving parts can be heard over the sustained notes. Don't just hold out the long notes, but give them life and personality: that is, vibrato, inflection, crescendo, or diminuendo. There is a great deal of inflec-

tion in this music, and much of this is highly interpretive. Straight or curved lines imply non-pitched glisses, and wavy lines mean scalar (chromatic or diatonic) glisses. In general, all rhythmic figures need to be accented. Accents give the music life and swing. This is very important.

10. Ellington's music is about individuality: one person per part—do not double up because you have extra players or need more strength. More than one on a part makes it sound more like a concert band and less like a jazz band.

11. This is acoustic music. Keep amplification to an absolute minimum; in the best halls, almost no amplification should be necessary. Everyone needs to develop a big sound. It is the conductor's job to balance the band. When a guitar is used, it should be a hollow-body, unamplified rhythm guitar. Simple three-note voicings should be used throughout. An acoustic string bass is a must. In mediocre or poorly designed halls, the bass and piano may need a bit of a boost. I recommend miking them and putting them through the house sound system. This should provide a much better tone than an amplifier. Keep in mind that the rhythm section's primary function is to accompany. The bass should not be as loud as a trumpet. That is unnatural and leads to over-amplification, bad tone, and limited dynamics. Stay away from monitors. They provide a false sense of balance.

12. Solos and rhythm section parts without chord changes should be played as is or with a little embellishment. Solos and rhythm section parts with chord changes should be improvised. However, written passages should be learned because they are an important part of our jazz heritage and help the player understand the function of his particular solo or accompaniment. Soloists should learn the chord changes. Solos should not be approached as opportunities to show off technique, range, or volume, but should be looked at as a great opportunity to further develop the interesting thematic material that Ellington has provided.

13. The notation of plungers for the brass means a rubber toilet plunger bought in a hardware store. Kirkhill is a very good brand (especially if you can find one of their old rubber ones, like the one I loaned Wynton and he lost). Trumpets use 5" diameter and trombones use 6" diameter. Where Plunger/Mute is notated, insert a pixie mute in the bell and use the plunger over the mute. Pixies are available from Humes & Berg in Chicago. Tricky Sam Nanton and his successors in the Ellington plunger trombone chair did not use pixies. Rather, each of them employed a Nonpareil (that's the brand name) trumpet straight mute. Nonpareil has gone out of business, but the Tom Crown Nonpareil trumpet straight mute is very close to the same thing. These mutes create a wonderful sound (very close to the human voice), but they also create some intonation problems which must be corrected

by the lip only. It would be easier to move the tuning slide, but part of the sound is in the struggle to correct the pitch. If this proves too much, stick with the pixie—it's pretty close.

14. The drummer is the de facto leader of the band. He establishes the beat and controls the volume of the ensemble. For big band playing, the drummer needs to use a larger bass drum than he would for small group drumming. A 22" is preferred. The bass drum is played softly (nearly inaudible) on each beat. This is called feathering the bass drum. It provides a very important bottom to the band. The bass drum sound is not a boom and not a thud—it's in between. The larger size drum is necessary for the kicks; a smaller drum just won't be heard. The key to this style is to just keep time. A rim knock on two and four (chopping wood) is used to lock in the swing. When it comes to playing fills, the fewer, the better.

15. The horn players should stand for their solos and solis. Brass players should come down front for moderate to long solos, surrounding rests permitting. The same applies to the pep section (two trumpets and one trombone in plunger/mutes).

16. Horns should pay close attention to attacks and releases. Everyone should hit together and end together.

17. Brass must be very precise when playing short notes. Notes must be stopped with the tongue, ala Louis Armstrong!!

18. Above all, everyone's focus should remain at all times on the swing. As the great bassist Chuck Israels says, "The three most important things in jazz are rhythm, rhythm, and rhythm, in that order." Or as Bubber Miley (Ellington's first star trumpeter) said, "It don't mean a thing if it ain't got that swing."

## GLOSSARY

The following are terms which describe conventions of jazz performance, from traditional New Orleans to the present avant garde.

**Break:** within the context of an ongoing time feel, the rhythm section stops for one, two, or four bars. Very often a soloist will improvise during a break.

**Call and response:** repetitive pattern of contrasting exchanges (derived from the church procedure of the minister making a statement and the congregation answering with "amen"). Call-and-response patterns usually pit one group of instruments against another. Sometimes we call this "trading fours," "trading twos," etc., especially when it involves improvisation. The numbers denote the amount of measures each soloist or group plays. Another term frequently used is "swapping fours."

**Coda:** also known as the "outro." "Tags" or "tag endings" are outgrowths of vaudeville bows that are frequently used as codas. They most often use deceptive cadences that finally resolve to the tonic, or they go from the tonic to the sub-dominant and cycle back to the tonic: I V/IV IV #IV° I (second inversion) V/II V/V V I.

**Comp:** improvise accompaniment (for piano or guitar).

**Groove:** the composite rhythm. This generally refers to the combined repetitive rhythmic patterns of the drums, bass, piano, and guitar, but may also include repetitive patterns in the horns. Some grooves are standard (i.e., swing, bossa nova, samba), while others are manufactured (original combinations of rhythms).

**Head:** melody chorus.

**Interlude:** a different form (of relatively short length) sandwiched between two chorus forms. Interludes that set up a key change are simply called modulations.

**Intro:** short for introduction.

**Ride pattern:** the most common repetitive figure played by the drummer's right hand on the ride cymbal or hi-hat.



**Riff:** a repeated melodic figure. Very often, riffs repeat verbatim or with slight alterations while the harmonies change underneath them.

**Shout chorus:** also known as the "out chorus," the "sock chorus," or sometimes shortened to just "the shout." It is the final ensemble passage of most big band charts and where the max most often happens.

**Soli:** a harmonized passage for two or more instruments playing the same rhythm. It is customary for horn players to stand up or even move in front of the band when playing these passages. This is done so that the audience can hear them better and to provide the audience with some visual interest. A soli sound particular to Ellington's music combines two trumpets and a trombone in plungers/mutes in triadic harmony. This is called the "pep section."

**Stop time:** a regular pattern of short breaks (usually filled in by a soloist).

**Swing:** the perfect confluence of rhythmic tension and relax-

ation in music creating a feeling euphoria and characterized by accented weak beats (a democratization of the beat) and eighth notes that are played as the first and third eighth notes of an eighth-note triplet. Duke Ellington's definition of swing: when the music feels like it is getting faster, but it isn't.

**Vamp:** a repeated two- or four-bar chord progression. Very often, there may be a riff or riffs played on the vamp.

**Voicing:** the specific spacing, inversion, and choice of notes that make up a chord. For instance, two voicings for G7 could be:



Note that the first voicing includes a 9th and the second voicing includes a 19 and a 13. The addition of 9ths, 11ths, 13ths, and alterations are up to the discretion of the pianist and soloist.

## THE FOUR ELEMENTS OF MUSIC

The following are placed in their order of importance in jazz. We should never lose perspective on this order of priority.

**Rhythm:** meter, tempo, groove, and form, including both melodic rhythm and harmonic rhythm (the speed and regularity of the chord changes).

**Melody:** what players play: a tune or series of notes.

**Harmony:** chords and voicings.

**Orchestration:** instrumentation and tone colors.

— David Berger



# SUNSET AND THE MOCKINGBIRD

## INSTRUMENTATION

Reed 1 - Alto Sax	Trumpet 1 (tacet)	Trombone 1	Piano
Reed 2 - Alto Sax	Trumpet 2 (tacet)	Trombone 2	Bass
Reed 3 - Clarinet	Trumpet 3	Trombone 3	Drums
Reed 4 - Tenor Sax	Trumpet 4		
Reed 5 - Baritone Sax			

## ORIGINAL RECORDING INFORMATION

*Composer:* Duke Ellington

*Arranger:* Duke Ellington and Billy Strayhorn

*Recorded:* April 1, 1959 at the Columbia 30th Street Studio in New York City

*Master Number:* CO63072

*Original LP Issue:* The Ellington Suites Pablo 2310-762

*Currently Available on CD:* The Ellington Suites Pablo/Original Jazz Classics OJCCD-446-25

*Currently Available as digital download:* The Ellington Suites - itunes.com

*Personnel:* Duke Ellington (piano, arranger); Cat Anderson, Shorty Baker, Ray Nance, Clark Terry (trumpet); Quentin Jackson, Britt Woodman (trombone); John Sanders (valve trombone); Jimmy Hamilton (clarinet, tenor saxophone); Johnny Hodges (alto saxophone); Russell Procope (alto saxophone, clarinet); Paul Gonsalves (tenor saxophone); Harry Carney (baritone saxophone); Jimmy Woode (bass); Jimmy Johnson (drums); Billy Strayhorn (arranger).

*Soloists:* Duke Ellington (piano); Jimmy Hamilton (clarinet); Johnny Hodges (alto saxophone)

## REHEARSAL NOTES

In 1959 Duke Ellington composed and recorded *The Queen's Suite*. He had one copy pressed and presented it to Queen Elizabeth II. Shortly after his death 25 years later, Ellington's son, Mercer, sold the tapes, and the music was released to the public. The first movement, **Sunset and the Mockingbird**, is an exquisite mood piece that swings ever so lightly while retaining its regal tone.

As with so many Ellington arrangements, the piano plays the introduction (in this case it is four bars). The piano continues and plays the first six bars of the first A section of this 32-bar AABA song form. The last two bars of the form are elided and the reeds and trombones play a different 4-bar intro. At **C** the piano returns to state the A section over saxophone chords. Then the clarinet states the second A section over unison saxes and harmonized trombones. The piano states the bridge with answers from the saxes. The last A section has the piano on the

melody, chords from the saxes and brass with clarinet filigree. At **G**, the alto has the melody with alternating saxes and trombones underneath. The piano plays the final A section with saxophone answers. Once again the last two measures are elided into a repeat of the second intro (letter **B**) which is extended into a vamp fade out.

Aside from the piano and clarinet solos, there is nothing in this chart that is technically difficult to play. The quality of performance hinges on delicacy, dynamics, sensitivity, balance, phrasing, intonation and depth of feeling. The operative word is nobility.

The introduction should be played as written with very fast grace notes. The drummer needs to play a small triangle with a triangle beater—nice and delicate. The piano statement of the melody at letter **A** doesn't need to be exact as long as we hear the basic melody. The accompaniment should remain as written. An important thing to keep in mind is that the eighth notes are even except when syncopation is involved and in those cases the entire figure is swung. So the three eighth notes in the right hand of the piano in the third bar of **C** are even, but all the eighths in the saxes in the second bar of **E** are swung because of the syncopation on the and of 2.

At **B** the clarinet and piano are free to improvise. The clarinet's function is filigree, so it needs to be fast and ornate. The intro idea that Ellington uses again here gives a sense of unity. I couldn't hear anything after a bar and a half, your pianist may want to continue the pattern for another bar and a half before playing the melody's pickup to **C**. The balance here is crucial. Make sure that the drums, trombones and saxes are soft enough that we hear the clarinet and piano. I didn't mention the bass being soft enough because I know that you are hip enough not to use an amp (see general notes).

At letter **C** the saxes must be soft so that the baritone can sound relaxed in his top register and sing out the lead over the other saxes even at a low volume. The saxes must not steal the spotlight from the piano melody.

The clarinet has an embellished version of the melody at **D**. Your clarinetist should feel free to create his own embellishments within the style. This is more of a classical approach than a New Orleans style. It's got to be cool and somewhat formal sounding after all, this is *The Queen's Suite*.

At letter **F** the horns need to place nice accents on all their notes. Keep the volume down so the piano and clarinet will be heard.

Letter **I** is a transcription of what is on the mix of the recording. There is a board fade in the eighth bar which seems like a good length to me, but the amount of two bar repetitions is debatable. I suggest keeping the fade ending and putting a final button on it—soft but final. Short low Ab's concert on the

downbeat in the saxes and rhythm.

When I was in college I had a great teacher named Ed Gobrecht. He was very animated and emotional. He always talked about the spirit of the music and how you should feel it in your body. One day he told us to play a passage like we were drinking tea and holding the cup with our pinky in the air. I haven't thought about that in over 40 years, but this is exactly the attitude that Ellington is calling for—nobility and grace. Another time Mr. G. told us to play a passage like we are goosing butterflies. We'll get to that some other time.

— David Berger

To view videos of Wynton Marsalis leading the Jazz at Lincoln Center Orchestra in rehearsals of the *Essentially Ellington 2011-12* repertoire please visit: [jalc.org/EssentiallyEllington](http://jalc.org/EssentiallyEllington).

*Jazz at Lincoln Center Library - Essentially Ellington*  
**SUNSET AND THE MOCKINGBIRD**  
 from "The Queen's Suite"

**Composed by Duke Ellington**  
*Arranged by Duke Ellington and Billy Strayhorn*  
*Transcribed by David Berger*

**A**

*Transcribed by David Berger*

Reeds 1 Alto Sax  
2 Alto Sax  
3 Clarinet  
4 Tenor Sax  
5 Baritone Sax

[Tacet]  
[Tacet]

Trumpets 1  
2  
3  
4

Trombones 1  
2  
3

Solo *mf* *l.h.* *loco* *8va* *loco* *9* *3* *Cm<sup>7-5</sup>* *F<sup>7-9</sup>*

Piano

Bass

Triangle *mf*

Drums

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# Sunset and the Mockingbird

3

C

Alto *p*

Alto *p*

Clar. Solo

Tenor *p*

Bari. *p*

Tpts. 3

4

Tbns. 1

2

3

Pno. *Ab* *D $\flat$ 7* *Cm $^7$ -5* *F $^7$ -9* *Bbm $^7$*  *A* *Ab* *r.h.* *8va* *loco* *r.h.* *l.h.*

Bs. 3

Drs.



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# Sunset and the Mockingbird

5

**E**

Alto *p* *mp*

Alto *p* *mp*

Tenor *p* *mp*

Tenor *p* *mp*

Bari. *p* *mp*

Tpts. 3

4

Tbns. 1 *mp*

2 *mp*

3 *mp*

Pno. *mf*

Bs. *3*

Drs.

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Chords: D $\flat$ 7+9, A $\flat$ , A $\flat$ 7+9, D $\flat$ 7+9, A $\flat$ 6, Dm7-5, G7-9, Cm, B9+5, Cm/B $\flat$ , B $\flat$ 9, E $\flat$ , E $\flat$ 11

## Sunset and the Mockingbird

Score for Sunset and the Mockingbird, page 6. The score includes parts for Alto, Clarinet, Tenor, Bari., Tpts. 3 & 4, Tbn. 1, 2, & 3, Pno., Bs., and Drs. The key signature is F major (one flat). The tempo is marked *mf* (mezzo-forte). The score is divided into measures, with various musical notations including notes, rests, and dynamic markings.

Chord symbols and musical markings visible in the score include:

- Clarinet:  $Bb\text{maj}7$ ,  $Eb7$ ,  $Dm7-5$ ,  $G7-9$
- Piano:  $f$ ,  $8va$ ,  $Ab\text{maj}7$ ,  $Db13+11$ ,  $Cm11-5$ ,  $F7-9$
- Drums: *mf*

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## 7

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**I**

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## ESSENTIALLY ELLINGTON

The *Essentially Ellington* High School Jazz Band Program (*EE*) is one of the most unique curriculum resources for high school jazz bands in the United States, Canada, and American schools abroad. *EE* extends the legacy of Duke Ellington and other seminal big band composers and arrangers by widely disseminating music, in its original arrangements, to high school musicians for study and performance. Utilizing this music challenges students to increase their musical proficiency and knowledge of the jazz language. *EE* consists of the following initiatives and services:

**Supplying the Music:** Each year Jazz at Lincoln Center (JALC) transcribes, publishes, and distributes original transcriptions and arrangements, along with additional educational materials including recordings and teaching guides, to high school bands in the U.S., Canada, and American schools abroad.

**Talking about the Music:** Throughout the school year, band directors and students correspond with professional clinicians who answer questions regarding the *EE* music. *EE* strives to foster mentoring relationships through email correspondence, various conference presentations, and the festival weekend.

**Regional Festivals:** All *EE* bands are eligible to attend and perform at one of many non-competitive regional festivals each spring. These festivals are designed to offer bands of all levels and opportunity to perform this seminal big band music.

**Online Resources:** In addition to the materials included in the membership package, the *EE* website has resources for band directors and students. These include teaching and repertoire guides, rehearsal videos of the Jazz at Lincoln Center Orchestra, festival performances and ideas to help improve the quality of the band.

As of May 2011, *EE* has distributed scores to more than 3,500 schools in all 50 U.S. states, Canadian provinces, and American schools abroad.

Since 1995, over 300,000 students have been exposed to Duke Ellington's music through *Essentially Ellington*.

**Professional Feedback:** Bands are invited to submit a recording of their performance of the charts either for entry in the competition or for comments only. Every submission receives a thorough written assessment. Bands are also invited to attend *EE* Regional Festivals for an opportunity to perform and receive a workshop.

**Finalists and In-School Workshops:** Fifteen bands are selected from competition entries to attend the annual Competition & Festival in New York City. To prepare, each finalist band receives an in-school workshop led by a professional musician. Local *EE* members are also invited to attend these workshops.

**Competition & Festival:** The *EE* year culminates in a three-day festival at Jazz at Lincoln Center's Frederick P. Rose Hall. Students, teachers, and musicians participate in workshops, rehearsals, and performances. The festival concludes with an evening concert at Lincoln Center's Avery Fisher Hall that features the three top-placing bands, joining the Jazz at Lincoln Center Orchestra with Wynton Marsalis in concert previewing next year's *EE* repertoire.

**Band Director Academy:** This professional development session for band directors is designed to enhance their ability to teach jazz. Led by prominent jazz educators each summer, this companion program to *EE* integrates performance, history, pedagogy, and discussion into an intensive educational experience for band directors at all levels.

**JAZZ AT LINCOLN CENTER** is dedicated to inspiring and growing audiences for jazz. With the world-renowned Jazz at Lincoln Center Orchestra and a comprehensive array of guest artists, Jazz at Lincoln Center advances a unique vision for the continued development of the art of jazz by producing a year-round schedule of performance, education and broadcast events for audiences of all ages. These productions include concerts, national and international tours, residencies, yearly hall of fame inductions, weekly national radio and television programs, recordings, publications, an annual high school jazz band competition and festival, a band director academy, jazz appreciation curricula for students, music publishing, children's concerts, lectures, adult education courses, student and educator workshops and interactive websites. Under the leadership of Artistic Director Wynton Marsalis, Chairman Lisa Schiff and Executive Director Adrian Ellis, Jazz at Lincoln Center produces thousands of events each season in its home in New York City, Frederick P. Rose Hall, and around the world. For more information visit [jalc.org](http://jalc.org).

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