

VOLUME ONE

FOLKWAYS RECORDS FH 5801

# AMERICAN HISTORY IN BALLAD AND SONG

Junior High School Social Studies prepared by Albert Barouh and Theodore O. Cron

The Battle of Lexington from an old print

Cover design by Ronald Clyne



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MUSIC LP

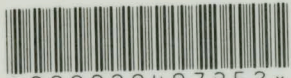
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DESCRIPTIVE NOTES ARE INSIDE POCKET

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# American History in Ballad and Song

Vol. 1

prepared by Albert Barouch and Theodore O. Cron

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THE FOLKWAYS ALL-SCHOOL ENRICHMENT PROGRAM

Number 1: Junior High School Social Studies

The songs in the enclosed album have been screened and re-researched for their maximum effective use in the following Units of Study, Social Studies Curriculum, Grades 7, 8 and 9:

- I. COLONIAL AMERICA
- II. THE AMERICAN REVOLUTION
- III. THE EXPANSION OF THE U.S. AND FRONTIER LIFE
- IV. DEVELOPMENT OF DEMOCRACY
- V. THE CIVIL WAR
- VI. THE INDUSTRIAL ERA
- VII. THE AMERICAN FARMER
- VIII. THE GROWTH OF THE U.S. AS A WORLD POWER
- IX. THE WORLD OF MAN

To make this Teaching Guide easy to use, the editors have assigned an arabic numeral for each song within the above Units of Study. Thus, JEFFERSON AND LIBERTY, the second song of the Unit on Development of Democracy is numbered in this manner: IV-2. You will find the same numbering system used on the record labels, also.

STEPS FOR USING THIS PROGRAM

1. Select the Unit of Study from the above list (I-IX) and turn to those songs prefixed by its roman numeral.
2. Skim the song Titles and Descriptions within this Unit. Choose the song or songs that seem most appropriate for your class work. (You will find several songs cross-indexed at the end of some of these Units of Study.)
3. Define New Terms listed in this guide. Write these on the chalkboard for easy recognition by students.
4. Play only those songs you have chosen and for which the class has been adequately prepared.
5. After playing the song or songs, present the Thought Questions listed in this guide. (In some instances it will be valuable to ask these Thought Questions before the playing of the songs, also.)
6. Suggested Homework assignments, naturally evolving from these songs and dovetailing with class work, are also given. These may be used at the discretion of the teacher.

This Teaching Guide has been organized to save valuable time in preparing a lesson plan in Social Studies that draws upon the rich benefits of an authentic audio aid. These recordings may be used to motivate, develop, or bring to a meaningful conclusion any of the Units of Study listed above.

Prepared by

ALBERT BAROUH and THEODORE O. CRON

for

FOLKWAYS RECORDS AND SERVICES, INC.

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## I-1. COLONIAL AMERICA

### Title: WASHER LAD (APPRENTICE SONG)

**Description:** The lament of a young boy apprenticed as a washer lad.

**New Terms:** pence, brass (money), gruffy, washing rack (screening equipment used for washing ore), fell (waste land or pasture)

**Thought Questions:** \* What does the singer mean when he says he is "bound to down to slavery for four pence a day"?  
\* Play the first stanza again and give your interpretation.

**Homework:** \* This boy was an "apprentice." What does this mean in terms of his continuing career. Where did a Colonial boy start and what route did he follow to attain a good career?  
\* Find a description of Benjamin Franklin's youth in old Philadelphia. Write a precis of what you find.  
\* What laws and regulations now exist to prevent young boys from being taken into the labor market too soon?

The ore is waiting in the tubs;  
The snow's upon the fell.  
Can 'e folk asleep and yet--  
But lead is reet to sell.

Come, me little washer lad,  
Come, let's away.  
We're bound down to slavery  
For four pence a day.

'Tis early in the mornin'  
We rise at five o'clock;  
And the little slaves come through the door  
And knock, knock, knock.

Come, me little washer lad,  
Come, let's away.  
It's very hard to work  
For four pence a day.

Me daddy was a miner,  
And lived down in the town;  
'Twas hard work and poverty  
That always kept him down.

He aimed for me to go to school,  
But brass he couldn't pay;  
So I had to go to the washin' rack  
For four pence a day.

Four pence a day, me lad,  
For workin' like a horse;  
And never a pleasant word from  
Me gruffy looking boss.

His conscience it may fail,  
And his heart it may give way;  
Then'll raise us our wages  
To nine pence a day.

## I-2.

### Title: SHAMROCK

**Description:** A colonial settler recalls his life in Ireland and compares it to his life in America.

**New Terms:** plunder, heather, shamrock, exiles, confiscated, tyrant; Dublin, Galway, County Mayo; desolated, quenched; white feather (sign of cowardice).

**Thought Questions:** \* What were some of the reasons that people emigrated to America?  
\* Try to describe the tone and temper of this ballad.  
\* Generally, where did the different national groups settle?

**Homework:** \* Name six countries from which early American settlers came. For two of them, mention one big reason why people left that country to come here.  
\* What contributions have the different religious, ethnic, and national groups made to America? Can you list several specific examples?

Far away from the land of the shamrock and heather  
In search of a living as exiles we roam;  
Whenever we chance to assemble together,  
We think of a land where we once had a home.

Our homes were destroyed and our soil confiscated,  
The hand of the tyrant left plunder and woe.  
The fires are now quenched and our hearts desolated  
In the once happy homes of the County Mayo.

By old Tusillala, from Swinforth to Balla,  
Newport and Canaan and down Castle Bar,  
Balliharness, Belmullit to Macabe, God love it,  
And all of those great men of fame near and far.

From Galway to Dublin, from Derry to Kerry,  
New York and Frisco and Boston, also;  
In Pittsburgh, Chicago, Detroit and Toronto,  
There are stout-hearted men from the County Mayo.

So, lads, cling together in all kinds of weather.  
Don't show the white feather wherever you go.  
Be like a brother and help one another  
Like true-hearted men from the County Mayo.

## I-3.

### Title: WHEN I WAS SINGLE

**Description:** Lament of a young Colonial girl who has met hardships in early marriage.

**New Terms:** spring to go to (to do washing and get cooking water).

**Thought Question:** \* We know that girls in colonial days and during the opening of the frontier married early in life, usually around the age of 14. Why do you think was so common?  
\* Even before marriage, girls had to assume big family responsibilities. Can you think of any?  
\* In what countries of the world today do girls still marry at a very early age? Is there any relationship between those countries and Colonial America.

**Homework:** \* Tell about an average day in the life of a young girl during the Colonial period. List her major problems and responsibilities. Compare them to the problems and responsibilities of a young girl today.

When I was single, dressed in silk so fine,  
Now I am married, go ragged all the time.  
Lord, don't I wish I was a single girl again.

Dishes to wash and spring to go to,  
When You're married, Lord, you got it all to do.  
Lord, don't I wish I was a single girl again.

Three little children all lyin' in the bed,  
All of them so hungry they can't raise up their heads.  
Lord, don't I wish I was a single girl again.

(Also See: V-1.)

## II-1. THE AMERICAN REVOLUTION

**Title:** THE BALLAD OF THE TEA PARTY

**Description:** Describes the Boston Tea Party.

**New Terms:** wharf, freighted vessels, cursed weed of China's coast. (tea).

**Thought Questions:**

- \* Who are "The Sons of Freedom"? What other names of patriotic organizations do you recall from this period?
- \* Why was tea destroyed? What did the Boston patriots have against this particular import?
- \* What was the aftermath of the Tea Party? What action did England take? Would you consider this action harsh or justified?

**Homework:**

- \* List other items for which the Colonists were taxed by the home government.
- \* List three other important events that helped bring on the American Revolution. In one or two sentences, describe each event.
- \* Imagine that you were one of the "Indians" who dumped tea into Boston harbor. Now you are writing about it in your diary. Describe the comings and goings of that evening. How do you feel? Do you feel at all guilty? How do you justify your role in this illegal act?

Tea ships near to Boston lying, on the wharf a  
numerous crew.  
Sons of Freedom, never dying, then appeared in  
view.

**CHORUS:**

With a rink-tum, dink-tum, fa-la-linktum, then  
appeared in view  
With a rink-tum-dink-tum fa-la-linktum, then  
appeared in view.

Armed with hammers, axes, chisels, weapons new  
for warlike deed  
Toward the taxed freighted vessels, on they came  
with speed.

**(CHORUS)**

Overboard she goes my boys, ho, where darkling  
waters roar:

We love our cup of tea full well but love our freedom  
more.

**(CHORUS)**

Deep, into the sea descended cursed weed of China's  
coast;

Thus at once our fears were ended, rights shall  
ne'er be lost.

## II-2.

**Title:** THE LIBERTY SONG

**Description:** A recounting of the Colonists' grievances  
against England and their thoughts on how  
to settle them.

**New Terms:** tyrannous act, suppress, forefathers, bumper  
(a drink), our sovereign, Britannia,  
immortal, disdain.

**Thought Questions:**

- \* What were the "tyrannous acts" and "suppression of just claims" referred to in the first stanza? Defend the use of these terms.
- \* What is meant by "our purses are ready"? Were they really ready? What can you remember of the financing of the revolutionary movement?
- \* Listen closely to the second stanza. Who are the "forefathers"? How many years before had they arrived in America?
- \* The singer says, "To die we can bear, but to serve we disdain." What did he mean by that? Can you think of more than one meaning for the word "serve" or "servant"?
- \* Who were some of the men of this time who might have joined in for a chorus of this song?

**Homework:**

- \* The last stanza is very revealing. It sounds like a loyal subject of the king who is singing. Tell why this may very well be the case. Explain the mixed feelings among the Colonists at this time.
- \* This song was sung by Boston's Sons of Liberty. Who made up this group? Were they professional men, laborers, merchants, or who? Did they all think the same way about the Revolution? Explain your answers.

Come join hand in hand, brave Americans all,  
And rouse your bold hearts at fair Liberty's call;  
No tyrannous acts shall suppress your just claim,  
Or stain with dishonour America's name.  
In Freedom we're born and in Freedom we'll live,  
Our purses are ready -- Steady, Friends, Steady,  
Not as slaves, but as free men our money we'll give.

Our worthy forefathers - let's give them a cheer --  
To climates unknown did courageously steer;  
Thro' oceans, to deserts, for freedom they came,  
And dying bequeathed us their freedom and fame.  
In Freedom we're born and in Freedom we'll live,  
Our purses are ready -- Steady, Friends, Steady,  
Not as slaves, but as free men our money we'll give.

Then join hand in hand, brave Americans all,  
By uniting we stand, by dividing we fall;  
In so righteous a cause let us hope to succeed,  
For Heaven approves of each generous deed.  
In Freedom we're born, and in Freedom we'll live,  
Our purses are ready -- Steady, Friends, Steady,  
Not as slaves, but as free men our money we'll give.

All ages shall speak with amaze and applause,  
Of the courage we'll show in support of our laws;  
To die we can bear -- but to serve we disdain,  
For shame is to Freedom more dreadful than pain.  
In Freedom we're born and in Freedom we'll live,  
Our purses are ready -- Steady, Friends, Steady,  
Not as slaves, but as free men our money we'll give.

This bumper I crown for our sovereign's health,  
And this for Britannia's glory and wealth,  
That wealth and that glory immortal may be,  
If she is but just -- and if we are but free.  
In Freedom we're born and in Freedom we'll live,  
Our purses are ready -- Steady, Friends, Steady,  
Not as slaves, but as free men our money we'll give.

## II-3.

**Title:** THE DYING SERGEANT

**Description:** A pro-Revolutionary ballad supposedly sung  
by a dying British soldier.

**New Terms:** rebels, woeful, adieu, mortal wound, General  
Gage (British General who returned to England,  
leaving Howe in command), York (a reference  
to New York harbor).

**Thought Questions:** \* To whom does the term "rebel" refer in the ballad? Did the "rebels" themselves consider this a fitting term?

- \* The singer says that the people of New York are "traitors." Do you agree? Explain your answer.
- \* Who do you think sang this ballad? What purpose do you think it served? Which side would it help? Who is supposed to be singing this song?

**Homework:** \* Both sides tried to undermine the morale of the other. This song was used for this purpose. Can you think of any other ways in which the British tried to discourage Americans, and vice-versa?

\* Suppose you were in the "Psychological Warfare Division" of the British Army at this time. Your superiors order you to prepare a song that would strike at American morale. What would be some of the complaints and arguments you would use? What would it sound like in 1777? In 1781?

Come all you heroes, where'er you be,  
That walk by land or sail by sea,  
Come hear the words of a dying man  
And surely you'll remember them.

In '76 that fatal year  
As by our signal doth appear  
Our fleet set sail for America.  
'Twas on the fourteenth day of May.

And when to Boston we did come  
We thought the noise of the British drums  
Would drive the rebels from that place  
And fill their hearts with sore distress.

But to our woeful, sad surprise  
We saw them like grasshoppers rise  
To fight like heroes much in rage --  
Which sorely frightened General Gage.

Like lions roaring for their prey  
They fear no danger, no, not they  
True British blood runs in their veins  
While them with courage it sustains.

We sailed to York, as you've been told,  
With loss of many a Briton bold,  
And there we many a traitor found  
False to the land where he belonged.

'Tis now December, the seventeenth day,  
Since we set sail for America.  
Full fifteen thousand have been slain --  
Bold British heroes on the plain.

Now I've received my mortal wound,  
Adieu unto old English ground,  
My wife and children they'll mourn for me  
While I lie cold in America.

Fight on, fight on, American boys,  
Ne'er heed bold Britain's thundering noise.  
Maintain your rights, year after year,  
God's on your side, you need not fear.

II-4.

**Title:** THE BATTLE OF SARATOGA

**Description:** Relates the defeat of Burgoyne and the crumbling of his plan to conquer New York State and thereby split the Colonies.

**New Terms:** Tory, Ticonderoga, bloody fray, Hessians, plunder, capitulate, Baum (General who led the Hessians to Bennington, Vt.).

**Thought Questions:** \* Why was this victory so important to the Colonists?  
\* Tell what you know about the Hessian troops. Where did they come from?

Why were they used at all? What did their use signify about Britain's attitude toward the war?

- Homework:**
- \* On an outline map of the Eastern U.S., mark all those areas mentioned in this song.
  - \* Can you explain a few of the reasons why Burgoyne was defeated at Saratoga? To do this, you must first describe his three-pronged attack and then show how the Colonists ruined his plans.
  - \* Choose one of the battles mentioned in this song and find out as much as you can about it. Then, as if you were a war correspondent, write up your account briefly, first, from the Colonists' viewpoint; second, from the British or Hessian viewpoint. What seem to be the main differences between your two reports? Are they significant?
  - \* Who was the American commander at Saratoga? Write a brief biography of this general, giving the main events in his strange life.

Come unto me, ye heroes, and I the truth will tell  
Concerning many a soldier who for his country fell.  
Burgoyne the King's commander, and cursed Tory  
crew,  
With Indians and Canadians he up the Champlain  
flew.

**CHORUS:**

He up the Champlain flew, he up the Champlain  
flew;  
With Indians and Canadians, he up the Champlain  
flew.

Before the Ticonderoga, full well both night and  
day  
Their motions we observed before the bloody fray.  
Burgoyne sent Baum to Bennington, with Hessians  
there he went,  
To plunder and to murder, was fully his intent.

**(CHORUS)**

The Seventh of October, they did capitulate,  
Burgoyne and his proud army we did our prisoners  
make.  
And vain was their endeavor our men to terrify,  
Though death was all around us, not one of us  
would fly!

**(CHORUS)**

Now here's a health to Herkimer and our commander  
Gates!  
To freedom and to Washington whom every Tory  
hates.  
Likewise unto our Congress, God grant it long to  
reign--  
Our country, rights and justice forever to maintain!

**(CHORUS)**

II-5.

**Title:** CORNWALLIS BURGOYNED

**Description:** An account of the Cornwallis defeat at Yorktown.

**New Terms:** carry all before them, ventured, parent state, His Lordship, martial pride, cased the British standard (put away the British flag), Peers (Members of Parliament), rue the day, Cornwallis (British General), Howe (first British commander).

- Thought Questions:**
- \* What does the phrase "Cornwallis Burgoyne'd" mean? (See BATTLE OF SARATOGA, a description of the defeat of Gen. Burgoyne, a crucial victory for the Colonists).
  - \* Go to the map and point out Princeton, Trenton, Monmouth's plains, Chesapeake, Yorktown. What is the significance of each one?

- Homework:**
- \* This song refers to "allies" in this war. Who were America's allies in this war? When and how did they help the Colonials?
  - \* Washington was first and foremost a great and clever general. His handling of the defeat of Cornwallis is a prime example of this. Describe Washington's strategy in this closing period of the war. Draw a map of the Chesapeake Bay area and show how the American troops and the French fleet were used to defeat the British army.

When British troops first landed here,  
With Howe commander o'er them,  
They thought they'd make us quake with fear,  
And carry all before them;  
With thirty thousand men or more  
And she without assistance,  
America must needs give o'er,  
And make no more resistance.

But Washington, her glorious son,  
Of British hosts the terror,  
Soon, by repeated overthrows,  
Convinc'd them of their error;  
Let Princeton, and let Trenton tell,  
What gallant deeds he'd done, sir,  
And Monmouth's plains where hundreds fell,  
And thousands more have run, sir.

Cornwallis, too, when he approach'd  
Virginia's old dominion,  
Thought he would soon her conqueror be;  
And so was North's opinion.  
From State to State with rapid stride,  
His troops had marched before, sir,  
'Till quite elate with martial pride,  
He thought his dangers o'er, sir.

But our allies, to his surprise,  
The Chesapeake had entered;  
And now too late, he cursed his fate,  
And wish'd he ne'er had ventured,  
For Washington no sooner knew  
The visit he had paid her,  
Than to his parent State he flew,  
To crush the bold invader.

When he sat down before the town,  
His Lordship soon surrendered,  
His martial pride was laid aside,  
And cas'd the British standard.  
Gods! How this stroke will North provoke,  
And all his thoughts confuse, sir!  
And how the Fears will hand their ears,  
When first they hear the news, sir.

Be peace, the glorious end of war,  
By this event effected,  
And be the name of Washington,  
To latest times respected;  
Then let us toast America,  
And France in union with her;  
And may Great Britain rue the day  
Her hostile bands came hither.

### III-1. THE EXPANSION OF THE U.S. AND FRONTIER LIFE

**Title:** THE BUFFALO SKINNER

**Description:** Recounts the hardships of being a buffalo hunter and skinner, one of the early West's toughest vocations.

**New Terms:** (Note: The following lines are heard--"We left his damned old bones to bleach..." and "No more in that hell-fired country...") buffalo range, skinning; Jacksboro, Texas, was the meeting-ground of skimmers.

- Thought Questions:**
- \* What were some of the problems facing men such as the singer of this song?
  - \* How did the work of the buffalo hunters affect the life and future of the American plains Indian?
  - \* Give a word picture of the kind of man who took such jobs as buffalo skinner. What aspects of his personality survived during the settling of the West? Are any of these traits evident today?
  - \* What does this song reveal about the manner in which much of the frontier was opened? If the situation existed today, how might the country and its government react?

- Homework:**
- \* The wanton killing of buffalo was one of several ways in which the resources of the West were wasted. Can you give any other examples?
  - \* From your reading and from your own straight thinking, what do you suppose was--or could have been--done to stop such wasteful practices?
  - \* List a half dozen other occupations that brought men to the West.

'Twas in the town of Jacksboro  
in the spring of seventy-three,  
A man by the name of Crego  
come stepping up to me,  
Saying, "How do you do, young fellers,  
and how would you like to go,  
And spend one summer pleasantly  
on the range of the buffalo?"

It's me being out of employment,  
to old Crego I did say,  
"This going out on the buffalo range  
depends upon the pay.  
But if you will pay good wages,  
and transportation too,  
I think, sir, I will go with you  
to the range of the buffalo."

Well, it's now we've crossed Pease River, boys,  
our troubles they have begun,  
First old stinker that I cut, Christ  
how I cut my thumb!  
While skinning the doggone old buffalo,  
our lives they had no show,  
For the Indians watched to pick us off,  
while skinning the buffalo.

The season being near over,  
old Crego he did say,  
The crowd had been extravagant,  
was in debt to him that day.  
We coaxed him and we argued,  
but still it was no go --  
We left his damned old bones to bleach  
on the range of the buffalo.

It's now we've crossed Pease River  
and homeward we are bound,  
No more in that hell-fired country  
will ever we be found.  
Go back to our wives and sweethearts,  
tell others not to go,  
For God's forsaken the buffalo range,  
and the damned old buffalo.

### III-2.

**Title:** DAVY CROCKETT

**Description:** A humorous, highly exaggerated account of a meeting with Crockett.

**New Terms:** spoonin', coonin', sheep sorrel (plant found in dry places with acid-tasting leaves), Tennessee screamer (a "stout fellow"), brimstone.

**Thought Questions:** \* Where is the humor in this song? Do we have any humor like it nowadays?





My name is Tom Hight, an old bachelor I am,  
You'll find me out West in the county of fame,  
You'll find me out West on an elegant plan  
A-starving to death on my government claim.

Hurrah for Greer County! the land of the free,  
The land of the bedbug, grasshopper and flea,  
I'll sing of its praises I'll tell of its fame,  
While starving to death on my government claim.

My clothes they are ragged, my language is rough,  
My bread is cornodgers, both solid and tough,  
And yet I am happy and live at my ease,  
On sorghum, molasses and bacon and cheese.

My house it is built of the national soil,  
Its walls are erected according to Hoyle,  
Its roof has no pitch but is level and plain,  
I always get wet if it happens to rain.

Hurrah for Greer County! the land of the free,  
The home of the bedbug, grasshopper and flea,  
I'll sing of its praises I'll tell of its fame,  
While starving to death on my government claim.

How happy am I when I crawl into bed!  
A rattlesnake hisses a tune at my head,  
A gay little centipede, quite without fear,  
Crawls over my pillow and into my ear

Now all you claim holders, I hope you will stay,  
Chew your hardtack till you're toothless and gray,  
But for myself, I'll no longer remain  
To starve like a dog on my government claim.

Hurrah for Greer County! where blizzards arise,  
Where the sun never sinks and the flea never dies,  
I'll sing of its praises, I'll tell of its fame,  
While starving to death on my government claim.

Good-by to Greer County, good-by to the West,  
I'll travel back East to the girl I love best,  
I'll travel back East and marry me a wife  
Call quits on cornodgers\* the rest of my life.

### III-5.

#### Title: CROSSING THE PLAINS

Description: Advice and warning to anyone going overland to California.

New Terms: venison, ram, Bowie knife, silt, greenhorn, grub, alkali; Platte River, around the Horn, Placerville, Sacramento.

Thought Questions: \* Review the three major routes to California at mid-century.  
\* Can you remember some of the problems of overland travel, as mentioned in this song? How do they compare with the same trip made today?

Homework: \* Each route to California had advantages and disadvantages. What, for example, were the disadvantages of going across the Isthmus or around the Horn?  
\* Imagine that you are a travel agent in 1850 and a young prospector comes to your office. He wants to go to California. What will you advise him to do? How should he go? What should he be prepared to meet on the way?

Come all you Californians, I pray open wide  
your ears,  
If you are going across the plains with snotty  
mules and steers;  
Remember beans before you start, likewise  
dried beef and ham,  
Beware of venison, dang the stuff, it's often  
times a ram.

You must buy two revolvers, a bowie-knife and  
a belt.

Says you, "old feller, now stand off, or I  
will have your pelt;"  
The greenhorn looks around about, but not a  
soul can see,  
Says he, "There's not a man in town, but what's  
afraid of me."

You shouldn't shave, but cultivate your down  
and let it grow,  
So when you do return, 'twill be soft and  
white as snow;  
Your lovely Jane will be surprised, your ma'll  
begin to cook;  
The greenhorn to his mother'll say, "How savage  
I must look!"

"How do you like it overland?" his mother she  
will say,  
"All right, excepting cooking, then the devil  
is to pay;  
For some won't cook, and others can't, and then  
it's curse and damn,  
The coffe-pot's begun to leak, so had the fry-  
ing-pan."

You calculate on 60 days take you over the  
plains,  
But where you lack for bread and meat, for  
coffee and for brains;  
Your 60 days are a hundred or more, your grub  
you've got to divide,  
Your steers and mules are alkali, so foot it -  
you cannot ride,

You have to stand a watch at night, to keep the  
Indians off,  
About sundown some heads will ache, and some  
begin to cough;  
To be deprived of health we know is always very  
hard,  
Though every night someone is sick, to get rid  
of standing guard.

There's not a log to make a seat, along the  
river Platte,  
So when you eat, you've got to stand, or sit  
down square and flat;  
It's fun to cook with buffalo wood, take some  
that's newly born,  
If I knew once what I know now, I'd a gone  
around the Horn!

The desert's nearly death on corns, while walk-  
ing in the sand,  
And drive a jackass by the tail, it's damn this  
overland;  
I'd rather ride a raft at sea, and then at once  
be lost,  
Says Bill, "Let's leave this poor old mule, we  
can't get him across."

When you arrive at Placerville, or Sacramento  
City,  
You've nothing in the world to eat, no money -  
what a pity!  
Your stripped pants are all worn out, which  
causes people to laugh,  
When they see you gaping round the town like a  
great big brindle calf.

### III-6.

#### Title: THE COWBOY YODEL (from Lomax Collection)

Description: The lament of the cowboy on the lonely prairie as he watches herd.

Thought Questions: \* What made the life of a cowboy so lonely? Describe the day-to-day duties of a cowboy. Does it really seem as exciting or romantic as the movies and television make it appear?  
\* What kind of person would be attracted to the life of a cowboy? Why were so many men ready to take up a cowboy's career in the early days?  
\* How much of the old cowboy still remains with us today? Is the prairie as lonely as it once was? Are the herds watched over in the same way?

- Homework:** \* Cattle are not native to North America. They were brought here from another land. Can you find out where cattle came from? Find the story of the longhorn cattle brought to the West by Coronado.
- \* What can you find about the cattle industry? How did it affect the growth of certain cities and towns? Do those cities exist today? Are they still known for their trade in beef?
- \* Many of our present highways follow the old routes of the "long trail drives." Can you trace a cattle route and match it with a modern numbered highway?

(Also See: I-3, IV-3, IV-5, VIII-3.)

#### IV-1. DEVELOPMENT OF DEMOCRACY

**Title:** FREE ELECTIONS

**Description:** A rallying song to get people to vote, used before 1800.

**New Terms:** reflection, thwart, undaunted, forsakes.

- Thought Questions:**
- \* Play the first stanza again and ask students to interpret its meaning.
  - \* The singer asks everyone to get out and vote. In what ways do the words of this song apply to our own situation today?
  - \* Was voting a new experience for Revolutionary America? Why or why not? Give illustrations from pre-Revolutionary America.

- Homework:**
- \* From reports of the last local, state, or general election (these can be found in the public library) what do you discover about America's willingness to exercise its voting freedom?
  - \* What is an Australian ballot? Where did it get its name?
  - \* Since the vote is so precious, some people would like to prevent their fellow Americans from using it. Can you give examples of this? In a summary paragraph, explain why this is dangerous for everyone.

While some on rights and some on wrongs  
Prefer their own reflections,  
The people's rights demand our song--  
The right of free elections.

For government and order sake  
And laws' important sections,  
Let's all stand by the ballot box  
For freedom of elections.

Law and order be the stake  
With freedom and protection.  
Let all stand by the ballot box  
For fair and free elections.

Each town and county's wealth and peace,  
Its trade and all connections,  
With science, art, must all increase  
By fair and free elections.

Then thwart the schemes of fighting lands  
And traitor disaffections:  
Stand up with willing hearts and hands  
For fair and free elections.

Law and order be the stake  
With freedom and protection.

Let all stand by the ballot box  
For fair and free elections.

Should enemies beset us round,  
Of foreign fierce complexion;  
Undaunted we can stand our ground,  
Upheld by free elections.

Elections are to make us laws  
For trade, peace, and protection.  
Who fails to vote forsakes the cause  
Of fair and free elections.

Law and order be the stake  
With freedom and protection.  
Let all stand by the ballot box  
For fair and free elections.

#### IV-2.

**Title:** JEFFERSON AND LIBERTY

**Description:** A pro-Jefferson, anti-Federalist ballad of the early 1800's.

**New Terms:** reign of terror, inquisitors, harpies (ravenous, foul monsters with sharp beaks and wings), Columbia, tyrant, bigot.

- Thought Questions:**
- \* This ballad attacks the administration of John Adams for pushing through and enforcing the Alien and Sedition Acts. Describe these acts and evaluate the song in this connection.
  - \* Were these laws Constitutional? In what ways were they or were they not Constitutional?

- Homework:**
- \* In three paragraphs, describe the conditions in America and between America and other countries just before these acts were passed.
  - \* List what you think are the major contributions that Jefferson made to American liberty.
  - \* What safeguards do we have today against the passage of any other harsh "alien and sedition" laws?

The gloomy night before us lies.  
The reign of terror now is o'er.  
Its gags, inquisitors and spies,  
Its hordes of harpies are no more  
Rejoice, Columbia's sons, rejoice.  
To tyrants never bend the knee.  
But join with heart, and soul and voice.  
For Jefferson and Liberty.

No lordling here with gorging jaws,  
Shall wring from industry its food.  
No fiery bigot's holy laws,  
Lay waste our fields and streets with blood  
Rejoice, Columbia's sons, rejoice.  
To tyrants never bend the knee.  
But join with heart and soul and voice.  
For Jefferson and Liberty.

From Georgia up to Lake Champlain,  
From seas to Mississippi's shore,  
Ye sons of freedom loud proclaim,  
THE REIGN OF TERROR IS NO MORE.  
Rejoice, Columbia's sons, rejoice.  
To tyrants never bend the knee.  
But join with heart and soul and voice.  
For Jefferson and Liberty

#### IV-3.

**Title:** ANDREW JACKSON

**Description:** An account of the life and accomplishments of Andrew Jackson.

- New Terms:** pate, sapling, boughs, sanguinary horde, Britanna, booty, nullified sage, cot (a small house), Cincinnatus (a Roman farmer-patriot).

- Thought Questions:**
- \* What Jacksonian accomplishments are praised in this ballad?
  - \* Interpret the fourth stanza. What event in Jackson's life does this refer to?

- Homework:**
- \* What is meant by the term "Jacksonian democracy"?
  - \* How did Andrew Jackson face the question of Southern secession?
  - \* Give several reasons why Jackson is considered one of America's great Presidents?

I'll sing to you a tough new song  
Made by a tough old pate,  
Of a tough old chief of Liberty  
From Carolina's State  
He there sprang from the root of  
Freedom's hickory tree so great,  
And proved so tough in freedom's cause  
He's called unto this date -  
The bold and tough Old Hickory,  
The Hero of Orleans.

While quite a sapling he branched forth  
Our Freedom to defend,  
Though once a tyrant tied his boughs,  
His trunk they ne'er could bend  
He scorned to brush oppressions boots  
When once a captive low,  
But lived with his tough hickory limbs  
To sweep the daring foe -  
This bold and tough Old Hickory  
The hero of Orleans.

When red men rushed upon our homes  
Fierce as the mountain flood,  
And gleaming knife and tomahawk  
Were red with white men's blood,  
He crushed the sanguinary horde  
Oh Tallapoosa's shore,  
And old chiefs think they still hear in  
The torrent's angry roar,  
The bold and tough Old Hickory  
The Hero of Orleans.

And when Britania's veterans bold  
At New Orleans drew sword,  
And the prize "Booty and Beauty", was  
Their boasting battle word,  
His motto was the nobler prize,  
"Honor and Liberty."  
And the flower of British oaks dropped down  
Before fair freedom's tree,  
The bold and tough Old Hickory  
The Hero of Orleans.

Next in the nation's Capitol  
He stood the nation's shield,  
His valor and his wisdom there  
Shone bright as in the field,  
Within the South he nullified  
The voice of civil war,  
And forced due honor to our flag  
From nations near and far -  
This noble tough Old Hickory  
The hero of Orleans.

At last the soldier and the sage  
Within his cot we see,  
Like Cincinnatus, praying for  
The land he helped to free,  
There as some star more glorious - shines  
Before its light retires,  
The noble trunk burned bright away  
In freedom's holy fires,  
Of this bold and tough Old Hickory  
The Hero of Orleans.

- \* What other groups--beside women--could not vote in 1790 or later?

- Homework:**
- \* Name some of the important leaders of the suffrage movement. Choose one and write a brief sketch of her, describing her role in the movement.
  - \* How and when did women finally get the right to vote?
  - \* Write and prepare to deliver in class a strong-pro- or anti-suffrage speech, using either an emotional or logical appeal.

Oh dear, what can the matter be?  
Dear, dear, what can the matter be?  
Oh, dear, what can the matter be?  
Women are wanting to vote.

Women have husbands, they are protected,  
Women have sons by whom they're directed,  
Women have fathers -- they're not neglected,  
Why are they wanting to vote?

Women have homes, there they should labor,  
Women have children, whom they should favor,  
Women have time to learn of each neighbor,  
Why are they wanting to vote?

Women can dress, they love society,  
Women have cash, with its variety,  
Women can pray, with sweetest piety,  
Why are they wanting to vote?

Women are preaching to sinners today,  
Women are healing the sick by the way,  
Women are dealing out law as they may,  
Why are they wanting to vote?

Women are trav'ling about, here and there,  
Women are working like men everywhere,  
Women are crowding -- then claiming 'tis fair --  
Why are they wanting to vote?

Women have reared all the sons of the brave,  
Women have shared in the burdens they gave,  
Women have labored your country to save,  
That's why we're wanting to vote!

Oh dear, what can the matter be?  
Dear, dear, what can the matter be?  
Oh dear, what can the matter be?  
When men want every vote.

IV-4.

**Title:** OH, DEAR, WHAT CAN THE MATTER BE?

**Description:** An account of women's contribution to society, with an appeal for the vote.

**New Terms:** piety, suffrage.

- Thought Questions:**
- \* Can you give at least three good arguments--drawn from these songs--in favor of women's suffrage? Can you do the same for the side that is opposed to suffrage for women?
  - \* Why didn't women have the vote to begin with? What do we know of British and early American history that explains why women didn't have the vote until late in the 19th century?
  - \* What were the qualifications for voting in 1790? What are they today? Are the qualifications everywhere the same? Who decides on this?

IV-5.

**Title:** NO IRISH NEED APPLY

**Description:** Recounts hiring prejudices against Irish workers and shows reaction to it.

**New Terms:** a situation (a job), blackguard, whelting, a Paddy (derogatory term for an Irishman), "The Tribune," "christened Pat or Dan," Donnybrook.

- Thought Questions:**
- \* What does the title of this song mean? Where might the title have been used?
  - \* What groups other than the Irish have faced discrimination in this country? Where has this discrimination been most apparent (that is, against which groups in which particular job areas or professions)?
  - \* What steps have been taken to prevent such discrimination from taking place?

- Homework:**
- \* What contributions did the Irish immigrant make to America?
  - \* When did the Irish immigrate to America in large numbers? What seemed to be the reason for this sudden climb in their immigration here?
  - \* How did such large waves of immigration, such as the Irish, influence American immigration policy right up to today?

\* List some of the problems (other than job) that immigrants faced when they landed in this country sixty to a hundred years ago. Which problems have disappeared? Which ones still hang on?

I'm a decent boy just landed  
From the town of Ballyfad;  
I want a situation yes,  
And want it very bad.

I seen employment advertised  
It's just the thing says I;  
But the dirty Spalpeen ended with  
No Irish need apply.

O, says I but that's an insult  
O, to get the place I'll try;  
So I went to see the blackguard  
With his no Irish need apply.

Some do think it a misfortune  
To be christened Pat or Dan;  
But to me it is an honor  
To be born an Irishman.

I started out to find the house  
I got it mighty soon;  
There I found the old chap seated  
He was reading the Tribune.

I told him what I came for  
When he in a rage did fly;  
NO, he says you are a Paddy and  
No Irish need apply.

Well, I gets my dander rising  
I would like to black his eye;  
To tell an Irish gentleman  
No Irish need apply.

O, he makes a big apology  
I bid him then goodbye;  
Saying when next you want a beating,  
No Irish need apply. you write,

Some do think it a misfortune  
To be christened Pat or Dan;  
But to me it is an honor  
To be born an Irishman.

Some do think it a misfortune  
To be christened Pat or Dan;  
But to me it is an honor  
To be born an Irishman.

I couldn't stand it longer  
So a-hold of him I took;  
I gave him such a whelting  
As he'd get at Donnybrook.

He hollered Milia Murther  
And to get away did try;  
And swore he'd never write again  
No Irish need apply.

IV-6.

**Title:** THE HARRISON SONG

**Description:** Campaign song for Gen. William Henry Harrison.

**New Terms:** falchion, pruning-hook, verdant, Columbia, galling, baneful, paeans.

**Thought Questions:** \* Does this campaign song deal with the issues of the election?  
\* What techniques were used in early campaigns? Does this strike you as an intelligent approach to campaigning?  
\* Name other men who became President by running on their war records?

**Homework:** \* List the issues of 1840 that faced both candidates. Were they discussed at all during the campaign?

In days of old, as we've been told,  
Was one to valor dear,  
Whose ploughshare was a falchion once,  
His pruning-hook a spear;  
When notes of war were heard no more,  
He laid his falchion down,  
And since, most worthily he bore  
A verdant laurel crown.

Chorus:

With heart and voice we'll gaily sing  
And tell Columbia's foe  
Of the days when he went soldiering  
A long time ago,  
Of the days when he went soldiering  
A long time ago.

No hireling train, with galling chain  
Shall make us bend the knee.  
For fearless bands, with daring hands,  
Have struck for Liberty!  
We've raised on high the rallying cry,  
That tells a nation's fate;  
The word is born to distant skies --  
His name has saved the State!

(Chorus)

Then who but he, the true and free  
The Farmer of North Bend,  
Can deeply feel the nation's weal,  
Or be the people's friend?  
Should baneful war approach our shore  
His gallant sword again  
Will strew with prostrate fallen foes  
The deadly battle plain.

(Chorus)

From stately hall and cabin wall  
Let paeans loud arise,  
The people's choice is Harrison  
The dauntless and the wise.  
O'er every hill be echoed still  
The watchword of the brave -  
A knell to every tyrant ear  
The hero comes to save!

(Chorus)

(Also See: V-3.)

## V-1: THE CIVIL WAR

**Title:** HAIL AFRICA BAND

**Description:** Abolitionist rallying song of the early 1800's.

**New Terms:** Buckra (white man), clan, clarion, scourge, tyrant.

**Thought Questions:** \* What are some of the conditions of slavery described in this ballad?  
\* What are the slaves advised to do in this song? Do you know if they did or not?

**Homework:** \* The Negro slaves often took matters in their own hands. Do you know of any slave uprisings? Tell about them.  
\* Who was Nat Turner? What did he do to win a place in history?  
\* The role of the Negro slave is a complicated one. Why didn't more of them rise up against their masters? What were some of the reasons behind the slave remaining in a state of slavery.

Hail! All Hail! ye Afric clan!  
Hail! ye oppressed, ye Afric band!  
Who toil and sweat in slavery bound,  
Who toil and sweat in slavery bound,  
And when your health and strength are gone  
Are left to hunger and to mourn  
Let independence be your aim,  
Ever mindful what 'tis worth,  
Pledge your bodies for the prize,  
Pile them even to the skies!

Chorus:

Firm, united let us be,  
Resolved on death or liberty!  
As a band of patriots joined,  
Peace and plenty we shall find.

Arise! Arise! shake off your chains!  
Your cause is just so Heaven ordains,  
To you shall freedom be proclaimed!  
To you shall freedom be proclaimed!  
Raise your arms and bare your breasts,  
Almighty God will do the rest.  
Blow the clarion's warlike blast,  
Call every Negro from his task,  
Wrest the scourge from Buckra's hand  
And drive each tyrant from the land!

Chorus:

Firm, united let us be,  
Resolved on death or liberty!  
As a band of patriots joined,  
Peace and plenty we shall find.

V-2.

Title: ABOLITIONIST HYMN

Description: Emotional appeal for the abolition of slavery.

New Terms: Abolitionist, "forge the chain."

Thought Questions: \* What conditions are described in the song?  
\* In what ways could this song be termed a "religious" attack on slavery?  
\* What does the phrase "an eye for an eye" mean? Where does it come from? It is appropriate here? In what way?

Homework: \* The Abolitionist movement had many groups within it. Can you name some of them?  
\* Although there was much violence in the program of many abolitionists, still others proposed non-violent ways to end the practice of slavery. Do you know of these non-violent proposals?  
\* The abolitionists tried to help the Negro directly. Do you know some of the ways in which this help was given?

We ask not that the slave should lie  
As lies his master, at his ease,  
Beneath a silken canopy  
Or in the shade of blooming trees.

We ask not "eye for eye" that all  
Who forge the chain and ply the whip,  
Should feel their torture, while the thrall  
Should wield the scourge of mastership.

We mourn not that the man should toil  
'Tis nature's need, 'tis God's decree,  
But let the hand that tills the soil  
Be, like the wind that fans it, free.

V-3.

Title: THE BONNIE BLUE FLAG (by Harry McCarthy)

Description: Rallying song that lists the grievances of the South and recounts the acts of secession.

New Terms: secede, bonnie blue flag, Old Dominion state, heritage.

Thought Questions: \* Who were Davis and Stephens?  
\* What reasons are given in this song for the act of secession? Can you think of other reasons for which the South seceded?  
\* Now that you've heard the song, what effect do you think it had on the people of the South and their armed forces?

Homework: \* Which state left the Union first?  
\* Why was Virginia so important to the Confederacy? What role had Virginians played in the history of America thus far?  
\* On an outline map of the U.S. show which states were part of the Confederacy and which remained loyal to the Union?

We are a band of brothers, and native to the soil,  
Fighting for the property we gained by honest toil,  
And when our rights were threatened, the cry rose near and far  
"Hurrah for the Bonnie Blue Flag that bears a single star!"

Chorus

Hurrah! Hurrah! for Southern rights, hurrah!  
Hurrah for the Bonnie Blue Flag that bears a single star

As long as the Union was faithful to her trust,  
Like friends and like brethren kind were we, and just,  
But now, when Northern treachery attempts our rights to mar,  
We hoist on high the Bonnie Blue Flag that bears a single star

Chorus

First gallant South Carolina nobly made the stand,  
Then came Alabama and took her by the hand,  
Next, quickly, Mississippi, Georgia, and Florida,  
All raised on high the Bonnie Blue Flag that bears a single star

Chorus

Ye men of valor gather round the banner of the right,  
Texas and fair Louisiana join us in the fight,  
With Davis, our loved President, and Stephens, statesmen rare,  
We'll rally round the Bonnie Blue Flag that bears a single star

Chorus

And here's to brave Virginia, the Old Dominion State,  
With the young Confederacy at length has linked her fate,  
Impelled by her example, now other States prepare  
To hoist on high the Bonnie Blue Flag that bears a single star.

Chorus

Then here's to our Confederacy, strong we are and brave,  
Like patriots of old we'll fight, our heritage to save,  
And rather than submit to shame, to die we would prefer,  
So cheer for the Bonnie Blue Flag that bears a single star

Chorus

Then cheer, boys, cheer, and raise a joyous shout,  
For Arkansas and North Carolina, now have both gone out,  
And let another rousing cheer for Tennessee be given,  
The single star of the Bonnie Blue Flag has grown to be eleven

Chorus

V-4.

Title: THE CUMBERLAND CREW

Description: The account of the Merrimac's attack on Northern ships.

New Terms: ditty, Union tar, frigate, pennant, Cumberland (to be identified).

Thought Questions: \* What effect did this battle have on the course of the Civil War itself? Explain your reasoning.  
\* How do you think the North reacted to this battle? How do you think the South felt?

Homework: \* What was the eventual fate of the Merrimac? Tell the story of its last days.  
\* The Cumberland played a significant role in the war until it sank. Suppose you were a sailor on this proud old ship. How would you have felt during and after this historic battle? Put your thoughts down in a "letter to a relative."

Now then, shipmates, come gather-- and join in my ditty,  
Of a terrible battle that's happened of late,  
When each Union tar shed a tear of sad pity,  
When he heard of the once gallant Cumberland's fate

(Oh), the eighth day of March told a terrible story,  
And many brave tars to this world bid a-dieu  
Our flag it was wrapped in a mantle of glory,  
By the heroic deeds of the Cumberland's crew

On the ill-fated day, about ten in the morning,  
The sky it was clear and bright shone the sun  
The drums of the Cumberland sounded a warning  
That told every seaman to stand by his gun

Then an ironclad frigate down on us came bearing,  
And high in the air the Rebel flag flew,  
The pennant of treason she proudly was wearing  
Determined to conquer the Cumberland's crew

Then up spoke our captain with stern resolution,  
Saying, "Boys, of this monster, now, don't be dismayed  
We've sworn to maintain our beloved Constitution,  
And to die for our country we are not afraid"

Our noble ship fired, our guns dreadfully thundered,  
Our shot on the Rebel like hail we did pour  
The people on shore gazed, struck with terror and wonder,  
As our shot struck her side and glanced harmlessly o'er

Now, the pride of our Navy can never be daunted,  
 Though the dead and the wounded our decks they did strew  
 "We'll die at our quarters or conquer victorious!"  
 Was answered in cheers by the Cumberland's crew  
 "We've fought for the Union, our cause it is glorious  
 To the Star Spangled Banner we'll ever prove true.  
 We'll be wept for by Columbia's brave sons and fair daughters,  
 And never forgotten," sang the Cumberland's crew

When I enlisted in the army,  
 Then I thought 't was grand,  
 Marching through the streets of Boston  
 Behind a regimental band.  
 When at Wagner I was captured,  
 Then my courage failed,  
 Now I'm dirty, hungry, naked,  
 Here in Charleston Jail

If Jeff Davis will release me,  
 Oh, how glad I'll be!  
 When I get to Morris Island,  
 Then I shall be free.  
 Then I'll tell those conscript soldiers  
 How they use us here,  
 Giving us an old cornodger,  
 They call it prisoners' fare

Chorus

Weeping, sad and lonely,  
 Oh, how bad I feel!  
 Down in Charleston, South Carolina,  
 Praying for a good square meal.

V-5.

**Title:** GENERAL PATTERSON

**Description:** Southern song describing Union defeats.

**Thought Questions:** \* Many battles are mentioned in this song. Can you name them all and locate them on a map?  
 \* After hearing the song and looking at a few maps, see if you can list the military advantages held by the North and those held by the South at the very beginning of the war.

**Homework:** \* Make a map locating the major battles of the Civil War. With different colored pencils or crayons, show how the Union and Confederate lines shifted.  
 \* Write a newspaper story that tells about one of the major battles of the war or of a battle mentioned in this song.  
 \* Make up 10 (12, 15) headlines that summarize the major developments in the Civil War. (For example, SOUTH FIRES ON FT. SUMTER, LINCOLN SUMMONS AIDES TO WHITE HOUSE.)  
 \* Rivers, the early highways of our country, were important objectives for both sides during this war. Give the names of at least five rivers and tell how they figured in the war.

We fought them at Manassas,  
 We fought them at their will,  
 The next time, boys, we fight them  
 It will be on Richmond Hill.

Longstreet's in the center,  
 Oh, boys, we need not fear,  
 Magruder's on the right wing,  
 With Jackson in the rear.

Chorus

Chorus

So I'll lay ten dollars down  
 And count them one by one  
 If you just show me the man  
 That whipped General Patterson

The Yankees came to Baldwin,  
 They came up in the rear,  
 They thought they'd find old Abner,  
 But old Abner was not there.

The Yankees took me prisoner,  
 They used me rough its true,  
 They took from me my knapsack,  
 And stole my blankets too

Chorus  
 So lay ten dollars down  
 Or twenty if you choose,  
 For I can whip the scoundrel  
 That stole old Abner's shoes

Chorus

The Yankees took me Prisoner,  
 And if I can get parole,  
 I'll go right back and fight them,  
 I will, upon my soul (CMQ)

Jeff Davis was a gentleman,  
 Abe Lincoln was a fool,  
 Jeff Davis rode a dapple gray,  
 Abe Lincoln rode a mule

V-6.

**Title:** IN CHARLESTON JAIL

**Description:** Life of a Union soldier as a prisoner of war in the South.

**New Terms:** Wagner (refers to Ft. Wagner), cornodger (cornmeal cakes fried in grease), conscript soldiers.

**Thought Questions:** \* What picture of war does this unusual song present?  
 \* What do you think the effect on Union morals would be if this song had been widely sung?

**Homework:** \* What conditions existed in Andersonville, the Union prison?  
 \* How were Negro prisoners of war treated?

V-7.

**Title:** ALL QUIET ALONG THE POTOMAC (by Ethel Beers)

**Description:** A sobering account of the miseries experienced in this war.

**New Terms:** picket, trundle-bed, musket, ebbing.

**Thought Questions:** \* What impression of war do you get from this soldier's song?  
 \* All armies are made up of officers and men. Often there is bitterness between the two groups, as between the army itself and its enemy. How is the anti-officer bitterness expressed in this song.

**Homework:** \* What losses did the North and the South suffer? Compare these figures with population figures of a modern city.  
 \* Imagine yourself to be a soldier in either the Union or Confederate Army. Write what would be your diary entries for three days during this war.  
 \* Identify and place on a map the Potomac River. What was its significance?

"All quiet along the Potomac tonight,"  
 Except here and there a stray picket  
 Is shot, as he walks on his beat to and fro,  
 By a rifleman hid in the thicket.  
 'Tis nothing, a private or two now and then,  
 Will not count in the news of the battle,  
 Not an officer lost, only one of the men,  
 Moaning out all alone the death rattle.  
 "All quiet along the Potomac tonight."

There's only the sound of the lone sentry's tread,  
 As he tramps from the rock to the fountain,  
 And thinks of the two on the low trundle-bed,  
 Far away in the cot on the mountain.  
 His musket falls slack--his face, dark and grim,  
 Grows gentle with memories tender,  
 As he mutters a prayer for the children asleep,  
 And their mother--"May Heaven defend her."  
 "All quiet along the Potomac tonight"

Hark! Was it the night wind that rustles the leaves?  
 Was it the moonlight so wondrously flashing?  
 It looked like a rifle! "Ha! Mary, good-by!"  
 And his life-blood is ebbing and plashing  
 "All Quiet along the Potomac tonight."  
 No sound save the rush of the river,  
 While soft falls the dew on the face of the dead,  
 "The Picket's" off duty forever.  
 "All quiet along the Potomac tonight"

V-8.

**Title:** LINCOLN AND LIBERTY (by Jesse Hutchinson)

**Description:** Celebrates Lincoln's election to the Presidency in 1860.

**New Terms:** Hoosierdom (Indiana), sucker (someone from Illinois; refers to the fish found there, but has a double meaning, too), reformation.

**Thought Questions:** \* What does the phrase "rail-maker statesman" refer to? Is this a compliment or not?

- \* What does the line "the slavocrats' giant he slew" mean? Does this refer to the election itself? In what way?
- \* The song mentions "our David's good sling," saying it is "unerring." What might this mean to the people who heard the song in 1860?

**Homework:** \* Outline Lincoln's attitude toward slavery, toward secession, toward the Union.  
 \* Do you think Lincoln was really concerned with slaying the slavocrats" or not? Explain your answer.

Hurrah for the choice of the nation!  
 Our chieftain so brave and so true;  
 We'll go for the great reformation,  
 For Lincoln and Liberty, too.  
 We'll go for the son of Kentucky,  
 The hero of Hoosierdom\* through;  
 The pride of the Suckers\* so lucky,  
 For Lincoln and Liberty, too.

They'll find what by felling and mauling,  
 Our rail-maker statesman can do,  
 For the people are ev'rywhere calling,  
 For Lincoln and Liberty too

Then up with the banner so glorious,  
 The star-spangled, red white and blue,  
 We'll fight till our banner's victorious,  
 For Lincoln and Liberty, too.

Our David's good sling is unerring,  
 The Slavocrat's giant he slew,  
 Then shout for the freedom preferring,  
 For Lincoln and Liberty, too.  
 We'll go for the son of Kentucky,  
 The hero of Hoosierdom through;  
 The pride of the Suckers so lucky,  
 For Lincoln and Liberty, too.

V-9.

**Title:** OLD REBEL

**Description:** An anti-North, anti-Reconstruction song by an ex-Confederate soldier.

**New Terms:** Rebel, Freedmen's Bureau, Marse Robert.

**Thought Questions:** \* What problems of Reconstruction are demonstrated in this song?  
 \* After hearing this song, do you think its sentiment is true only for the post-Civil War period? Could this be an expected reaction after every war?  
 \* There is still evidence of strain between North and South, even until today? Do you know of any? Why do they still remain? Does this song explain any of this?

**Homework:** \* What were some of the accomplishments of the Freedmen's Bureau? Did it succeed in its purpose and tasks?  
 \* Why did the Federal program of Reconstruction of the South cause such hateful reactions? List a few of the items in the Reconstruction program and check those which especially annoyed the South.  
 \* There was much effort spent in certain Southern states to circumvent the Reconstruction program? Give examples of how this was done. Explain the Southern viewpoint about each case.

Oh, I'm a good old rebel!  
 Now that's just what I am;  
 For this "Fair Land of Freedom"  
 I do not care--at all.  
 I'm glad I fit against it,  
 I only wish we'd won,  
 And I don't want no pardon  
 For anything I've done.

I hate the Constitution,  
 This great Republic, too,  
 I hate the Freedman's Bureau,  
 In uniforms of blue;  
 I hate the nasty eagle,  
 With all his brag and fuss,  
 The lying, thieving Yankees,  
 I hate them wuss and wuss.

I hate the Yankee Nation,  
 And everything they do;  
 I hate the Declaration  
 Of independence, too,  
 I hate the glorious Union,  
 'Tis dripping with our blood,  
 I hate the striped banner,  
 I fit it all I could.

I followed old Marse Robert  
 For four years, near about,  
 Got wounded in three places,  
 And starved at P'int Lookout,  
 I cotched the roomatism  
 A-camping in the snow,  
 But I killed a chance of Yankees-  
 I'd like to kill some mo'.

Three hundred thousand Yankees  
 Lie stiff in Southern dust;  
 We got three hundred thousand  
 Before they conquered us;  
 They died of Southern fever  
 And Southern steel and shot;  
 I wish it was three millions,  
 Instead of what we got.

I can't take up my musket  
 And fight 'em now no more;  
 But I ain't a-going to love 'em,  
 Now that is sartin sure.  
 And I don't want no pardon,  
 For what I was and am,  
 I won't be reconstructed,  
 And I don't care a--cent.

## VI-1. THE INDUSTRIAL ERA

**Title:** PITTSBURGH TOWN (by The Almanac Singers)

**Description:** Wry account of conditions of life in Pittsburgh.

**New Terms:** Jones and Loughlin Steel (steal), C.I.O., iron filings and sulphur smoke.

**Thought Questions:** \* What is the pun on steel-steal? What did the singer mean?  
 \* This song was written and sung in 1941. Has the "cough and choke" problem changed any? How? What cities are still plagued by this? What is causing it now?  
 \* Can you think of other developments of the Industrial Revolution that caused health problems among the people?

**Homework:** \* Aside from health, what other aspects of living were affected by the Industrial Revolution, in food, clothing, housing, etc.?  
 \* Name three industries that have grown up since the beginning of the industrial revolution. In a brief paragraph, explain how each one influenced the course of society.

Pittsburgh Town is a smoky old town, Pittsburgh.  
 Pittsburgh Town is a smoky old town, Pittsburgh.  
 Pittsburgh Town is a smoky old town,  
 Solid iron from McKeesport down,  
 Pittsburgh, Lord God, Pittsburgh!

Well, what did Jones and Loughlin steal? Pittsburgh.  
 What did Jones and Loughlin steal? Pittsburgh.  
 What did Jones and Loughlin steal?  
 Up and down the river just as far as you could see.  
 In Pittsburgh, Lord God, Pittsburgh.

All I do is cough and choke in Pittsburgh.  
 All I do is cough and choke in Pittsburgh.  
 All I do is cough and choke  
 From the iron filings and the sulphur smoke,  
 In Pittsburgh, Lord God, Pittsburgh.

From the Allegheny to the Ohio, Pittsburgh.  
 Allegheny to the Ohio,  
 Allegheny to the Ohio,  
 They're joining up in the CIO,  
 Pittsburgh, Lord God, Pittsburgh.

VI-2.

**Title:** THE BLIND FIDDLER

**Description:** A worker, blinded in an industrial accident, becomes a beggar.

**New Terms:** T-planch, tongs.

**Thought Questions:** \* Today, most workers are protected from beggary as a result of an industrial accident. Can you name some of the protections that now exist?

**Homework:** \* What private organizations are concerned with workmen's health today?  
 \* What has the Federal Government done to protect workingmen against poverty as a result of accidents? Describe a piece of legislation enacted for this purpose in the last 20 years.

I lost my eyes in a blacksmith shop  
 In the year of Fifty-Six,  
 While dusting out a T-planch  
 Which was out of fix.  
 It bounded from the tongs  
 And there concealed my doom.  
 I am a blind fiddler and  
 Far from my home.

I've been to San Francisco,  
 I've been to Doctor Lane,  
 He operated on one of my eyes,  
 But nothing could he gain.

He told me that I'd never see,  
 And it's no use to mourn;  
 I am a blind fiddler and  
 Far from my home.

I have a wife and three little ones  
 Depending now on me;  
 To share all my troubles,  
 Whatever they may be.  
 I hope that they'll be careful  
 While I'm compelled to roam.  
 I am a blind fiddler and  
 Far from my home.



VI-3.

**Title:** EIGHT-HOUR DAY

**Description:** A plea for an eight-hour day for coal miners, in 1886.

**New Terms:** Blacklegs (company police).

(For Thought Questions and Homework, see VI-4, below.)

We're brave and gallant miner boys  
Who work in underground,  
For courage and good nature  
No finer can be found.  
We work both late and early,  
And get but little pay  
To support our wives and children  
In free Amerikay.

If Satan took the Blacklegs,  
I'm sure 'twould be no sin,  
What peace and happiness 'twould be  
For us poor workingmen.  
Eight hours we'd have for working,  
Eight hours we'd have for play;  
Eight hours we'd have for sleeping  
In free Amerikay.

VI-4.

**Title:** MY CHILDREN ARE SEVEN IN NUMBER (by Della Mae Graham)

**Description:** Miners' story of strikes in Davidson and Wilder, Tennessee, in 1933.

**New Terms:** Pellagra, TB, Barney Graham (a murdered labor leader).

**Thought Questions:**

- \* What were the grievances of the miners, as heard in these songs? Have grievances changed over the years? In what ways?
- \* What advantages did the mine owners have over their workers? How were these advantages exploited?
- \* Describe a "company town," as you can gather from these songs.

**Homework:**

- \* On an outline map of the U.S. draw dotted lines around the major coal producing areas.
- \* Describe a typical day in the life of a coal miner during the early 30s.
- \* What were the working conditions of the time? What are the conditions today? Give comparisons and contrasts.
- \* Name specific pieces of legislation passed during the last 25 years that have made the lot of the miner more healthful and humane.

My children are seven in number,  
We have to sleep four in a bed;  
I'm striking with my fellow workers,  
To get them more clothes and more bread.

**REFRAIN:**  
Shoes, shoes, we're striking for pairs of shoes,  
Shoes, shoes, we're striking for pairs of shoes.

Pellagra is cramping my stomach,  
My wife is sick with TB;  
My babies are starving for sweet milk,  
Oh, there's so much sickness for me.

Milk, milk, we're striking for gallons of milk,  
Milk, milk, we're striking for gallons of milk.

I'm needing a shave and a haircut,  
But barbers I cannot afford;  
My wife cannot wash without soapuds,  
And she had to borrow a board.

Soap, soap, we're striking for bars of soap,  
Soap, soap, we're striking for bars of soap.

My house is a shack on the hillside,  
Its floors are unpainted and bare;  
I haven't a screen to my windows,  
And carbide cans do for a chair.

Homes, homes, we're striking for better homes,  
Homes, homes, we're striking for better homes.

They shot Barney Graham our leader,  
His spirit abides with us still;  
The spirit of strength for justice,  
No bullets have power to kill.

Barney, Barney, we're thinking of you today,  
Barney, Barney, we're thinking of you today.

Oh, miners, go on with the union,  
Oh, miners, go on with the fight;  
For we're in the struggle for justice,  
And we're in the struggle for right.

Justice, justice, we're striking for justice for all,  
Justice, justice, we're striking for justice for all.

VI-5.

**Title:** LET THEM WEAR THEIR WATCHES FINE

**Description:** Complaints of the monotony and misery in a textile mill, 1910.

**New Terms:** Looms, shuttle.

(For Thought Questions and Homework, see VI-7, below.)

I lived in a town away down south by the name of Buffalo,  
And worked in the mill with the rest of the trash as  
we're often called, you know.

You factory folks who sing this rime will surely under-  
stand,  
The reason why I love you so is I'm a factory hand.

While standing here between my looms, you know I  
lose no time,  
To keep my shuttles in a whiz and write this little rime.

We rise up early in the morn and work all day real hard,  
To buy our little meat and bread and sugar, tea and lard.

We work from week end to week end, and never lose a  
day;  
And when that awful payday comes, we draw our little  
pay.

We then go home on payday night and sit down in a chair;  
The merchant raps upon the door--he's come to get his  
share.

When all our little debts are paid and nothing left behind,  
We turn our pockets wrong side out but not a cent can we  
find.

We rise up early in the morn and toil from soon to late,  
We have no time to primp or fix and dress right up to  
date.

Our children they grow up unlearned, no-time to go to  
school,  
Almost before they have learned to walk, they have  
learned to spin or spool.

The boss man jerks them round and round and whistles  
very keen;  
I'll tell you what, the factory kids are really treated  
mean.

The folks in town who dress so fine and spend their  
money free,  
Will hardly look at a factory hand who dresses like  
you and me.

As we go walking down the street all wrapped in lint  
and strings,  
They call us fools and factory trash and other low-down  
things.

Well, let them wear their watches fine, their rings and  
pearly strings;  
When the day of Judgement comes we'll make 'em shed  
their pretty things.

VI-6.

**Title:** COTTON MILL COLIC

**Description:** The life of a cotton mill worker, 1926.

**New Terms:** colic.

(For Thought Questions and Homework, see VI-7, below.)

When you go to work, well you work like the devil,  
At the end of the week you're not on the level.  
Payday comes, you ain't got a penny,  
'Cause when you pay your bills you got so many.

**REFRAIN:**

I'm a-goin' to starve and everybody will,  
'Cause you can't make a living in a cotton mill.

Twelve dollars a week is all I get,  
How in the heck can I live on that?  
I got a wife and fourteen kids,  
We all got to sleep on two bedsteads.  
Patches on my breeches, hole in my hat,  
Ain't had a shave since my wife got fat.  
No use to colic, they're all that way,  
Can't get the money to move away.

When you buy clothes on easy terms,  
Collector treats you like a measly worm;  
One dollar down and then Lord knows,  
If you can't make a payment, they take your clothes.

**(REFRAIN)**

Pay day comes, you pay your rent,  
End of the week you ain't got a cent.  
I buy fat-back meat, pinto beans,  
Cook up a mess of turnip greens.

**(REFRAIN)**

Ashes to ashes and dust to dust,  
Let the rich man live and the poor man bust;  
We'll never make it, we never will,  
As long as we work in a rounding mill.

**(REFRAIN)**

VI-7.

**Title:** MILL MOTHER'S LAMENT (by Ella Mae Wiggin)

**Description:** An account of children's suffering in a mill worker's family, 1925.

**Thought Questions:**

- \* Why did mill workers wish to unionize?
- \* What seemed to be a major source of hope and consolation among the mill workers?
- \* What is meant by "trash"?
- \* What parts of these songs impressed you most? Explain.

**Homework:**

- \* List the major grievances of the mill workers. Note the ones that could have been relieved by the mill owners and the ones that only governmental authority could relieve.
- \* Find out conditions in textile mills today. Are they much different from conditions in 1890? In what ways yes? In what ways no?
- \* Imagine you are a union organizer talking to mill workers. Write a short speech, calculated to win their favor.

We leave our homes in the morning,  
We kiss our children good-bye,  
While we slave for the bosses,  
Our children scream and cry.

How it grieves the heart of a mother,  
You everyone must know;  
But we can't buy for our children,  
Our wages are too low.

And when we draw our money,  
Our grocery bills to pay,  
Not a cent to spend for clothing,  
Not a cent to lay away.

It is for our little children,  
That seem to us so dear,  
But for us, nor them, dear workers,  
The bosses do not care.

And on that very evening  
Our little son will say:  
"I need some shoes, mother,  
And so does sister May."

But understand, all workers,  
Our union they do fear.  
Let's stand together, workers,  
And have a union here.

VI-8.

**Title:** THE DEATH OF HARRY SIMMS. (by Jim Garland)

**Description:** Recounts the murder of a union organizer.

**New Terms:** N.M.U. (National Miners Union; later, National Maritime Union), Bush Creek (mining town in Kentucky).

**Thought Questions:**

- \* The growth of the labor movement often has been torn with violence. This song

tells of murder. What other forms did anti-union violence take?

\* Even today, violence is present in the labor movement. Can you give accounts of recent attacks upon unions or their leaders?

**Homework:**

- \* What has been the role of local and Federal government in labor-management disputes during the years 1800-1900? How has this role changed?
- \* Choose a serious case of labor strife, sketch out its background and tell what was the final conclusion.

Come and listen to my story,  
Come and listen to my song;  
I will tell you of a hero  
Who's now dead and gone.  
I will tell you of a young boy  
Whose age was nineteen,  
He was the bravest union man  
That I have ever seen.

Harry Simms was walking down the track  
One bright sunshiny day,  
He was a youth of courage,  
His step was light and gay  
He did not know the gun thugs  
Was hiding on the way,  
To kill our brave young comrade  
This bright sunshiny day.

Harry Simms was a pal of mine,  
We labored side by side.  
Expecting to be shot on sight,  
Or taken for a ride  
By them dirty coal operator gun thugs  
That roam from town to town,  
A-shooting down the union men  
Where e'er they may be found.

Harry Simms was killed on Brush Creek  
I. Nineteen thirty-two,  
He organized the miners  
Into the N. M. U.  
He gave his life in struggle,  
That was all that he could do,  
He died for the Union,  
Also for me and you.

VI-9.

**Title:** TVA SONG (by George Rucker)

**Description:** A song in praise of the Tennessee Valley Authority.

**New Terms:** TVA, turbines, private power, REA, co-ops, Norris, vision.

**Thought Questions:**

- \* Listen to this song and then recount some of the benefits of TVA.
- \* What view of private power does the singer have? Do you agree with him? In what ways do you agree or disagree?

**Homework:**

- \* The song mentions "the vision of Norris." Who was Norris? What was his "vision"?
- \* Give the names of at least three other public officials who promoted or carried through the idea of TVA. Tell how they were involved.
- \* On an outline map of the U.S. draw a boundary line around the area served by TVA. What kind of area is this? Who live there? What is their basic industry or crop? Why do you think this particular area was chosen as the first? Find out how conditions have changed in this area since TVA.
- \* The debate between public power and private power adherents has been going on for more than a hundred years. Every administration must take a stand in favor, generally, of private or public power. How does the present administration view the subject? State your understanding of its policy and tell where you searched to find it.

It was down in the valley that's called  
Tennessee,  
Uncle Sam started something in the year  
thirty-three;  
We dreamed a great dream then, that's now  
here to stay,  
Saw democracy's future when we built TVA.

Now rivers that once ran unchecked to the sea  
Use the force that was wasted for electricity.  
And rains that washed topsoil away in the  
night,  
Help turn the great turbines, turning dark  
into light.

Where once private power said it couldn't be done,  
You can see faralights twinkling, you can hear highlines hum:  
Fertilizer and science are reclaiming the soil,  
And REA co-ops help lighten the toil.

From the vision of Morris, who was true to his dream,  
Came a blueprint for freedom and democracy's team;  
The farmer and worker helped to build a new day  
That was built for the people of the great U.S.A.

VI-10.

Title: INFLATION

Description: A humorous complaint against spiralling prices.

New Terms: inflation.

Thought Questions: \* Discuss and define these terms: recession, depression, boom, and bust.  
\* Which groups seem to suffer most in inflationary periods? Which groups seem to profit from it?

Homework: \* When you go home this evening, look through a newspaper and jot down the prices of certain specific foods, items of clothing, plus a luxury or two. Then, sometime before the week is out, check at the library for a newspaper that is at least 30 years old. Compare the prices printed in it to those you copied down at home. What has happened to each of those items? Did any decrease in value? Did any increase? Why do you think these changes took place? Discuss this with your parents and then write a summary of your ideas.  
\* What can the consumer do to combat inflation? What can the government do?  
\* List a half dozen consumer, labor, business, or other non-governmental organizations that are constantly concerned with the problem of inflation.

Sky high,  
Anything you try is skyhigh,  
Better learn to fly--  
Inflation!

Rich man, he can sing and dance;  
But poor man, he ain't got a chance.  
He'll soon be left without his pants--  
Inflation!

I went into a restaurant  
For steak the other night.  
The price was right on the menu--  
Fifty cents a bite.  
So I thought I'd have a hot dog;  
They looked so very nice.  
But while I put the mustard on,  
They raised the prices twice--  
Inflation!

Sky high,  
Everything you try is sky high,  
Better learn to fly--  
Inflation!

And when the check was given  
I heard the waiter say,  
"Don't let it get ya, buddy,  
'Cause you got six months to pay--"  
Hey!

Rich man he can sing and dance;  
But poor man, he ain't got a chance.  
He'll soon be left without his pants--  
Inflation!

(Also See: I-1, III-1, IV-5.)

## VII-1. THE AMERICAN FARMER

Title: SIXTY PER CENT (by Les Rice)

Description: A protest against the farm parity program of 1948-49.

New Terms: parity, mash, middleman.

Thought Questions: \* What seems to be the farmer's attitude toward middlemen? Why are middlemen necessary? Can they be avoided? What is the function of a middleman?

Homework: \* Go through copies of a large newspaper, or flip through magazine files and try to find out how satisfied the farmer is today. Are there still protests? What is the government doing for him now?  
\* What is the present administration's policy toward the farmer?  
\* How does the government's farm policy affect your family? Can you list four ways?

I'm sixty per cent an American,  
I'm sixty per cent a man.  
That's what parity says I am,  
That's the law of the land.  
Now, do I work sixty per cent of each day?  
Eat sixty per cent of my meals?  
And does my truck take me into town  
On sixty per cent of its wheels?

Now will my chicks be content to eat  
Just 60 per cent of their mash?  
And will the middleman give my throat  
Just sixty per cent of a slash?  
Now, all you workers in city and town,  
I know your budget's a mess;  
But when you get down to that last lousy buck,  
Remember I've forty cents less!

VII-2.

Title: RAGGEDY

Description: Describes the problems and hopes for solutions of Southern sharecroppers.

New Terms: Sharecropper.

(For Thought Questions and Homework, see VII-3, below.)

RAGGEDY: raggedy are we,  
Just as raggedy as raggedy can be;  
We don't get nothing for our labor --  
So raggedy, raggedy are we.

COWLESS!  
Cowless, cowless are we, etc.

HUNGRY!  
Hungry, hungry are we,  
Just as hungry as hungry can be;  
We don't get nothing for our labor --  
So hungry, hungry are we.

HOGLESS!  
Hogless, hogless are we, etc.

HOMELESS!  
Homeless, homeless are we, etc.

UNION!  
Union, Union are we, etc.

LANDLESS!  
Landless, landless are we, etc.

WE'RE GONNA GET SOMETHING!  
Union, Union are we,  
Just as Union as Union can be,  
We're gonna get something for our labor,  
So Union, Union are we.

VII-3.

Title: SEVEN CENT COTTON AND FORTY CENT MEAT

Description: Classic farmer problem of high living costs and low return on products, 1929.

New Terms: corn crib.

Thought Questions: \* What is implied in the title, "Seven Cent Cotton and Forty Cent meat"?  
\* Discuss the particular problems of the farmer during the 1920's and 1930's.  
\* What problems did the Industrial Revolution create for the farmer? How have some of these been solved?

Homework: \*Define the words "sharecropper" and "tenant farmer." What is the difference? What social level are these farmers on?

\*What combinations, groups, and organizations have fought the farmer's battles in Congressional lobbying, politics, social welfare, etc.?

\*Name two pieces of legislation passed during the past 20 years that have helped the farmer. How did they help him?

\*Select a common farm product (milk, meat, eggs, or other) and trace its course from farm to you. How many different people handle it? How does its value change? Who gets profit and how much, how often? What would you estimate to be the percentage of food prices that actually get back to the farmer?

Seven cent cotton and forty cent meat,  
How in the world can a poor man eat?  
Flour up high and cotton down low,  
How in the world can we raise the dough?  
Clothes worn out, shoes run down,  
Old slouch hat with a hole in the crown,  
Back nearly broken and fingers all sore,  
Cotton gone down to rise no more.

Seven cent cotton and eight dollar pants,  
Who in the world has got a chance?  
We can't buy clothes, we can't buy meat,  
Too much cotton, and not enough to eat.  
Can't help each other, what'll we do?  
I can't explain it, so it's up to you.  
Seven cent cotton and two dollar hose,  
Guess we'll have to do without any clothes.

Seven cent cotton and forty cent meat,  
How in the world can a poor man eat?  
Mules in the barn, no crop laid by,  
Corn crib empty and the cow's gone dry,  
Well water low, nearly out of sight,  
Can't take a bath on a Saturday night,  
No use talking, any man is beat,  
With seven cent cotton and forty cent meat.

Seven cent cotton and forty cent meat,  
How in the world can a poor man eat?  
Poor getting poorer all around here,  
Kids coming regular every year,  
Fatten our hogs, take them to town,  
All we get is six cents a pound,  
Very next day we have to buy it back,  
Forty cents a pound in a paper sack.

VII-4.

Title: DUST STORM DISASTER (by Woody Guthrie)

Description: A bitter song describing the grim effect of dust.

New Terms: rung their knell, Boot Hill, oil-boom shacks, jalopies.

Thought Questions: \* Go to the map and point out the area of our country that was struck by dust storms in the 30's. Find the cities and rivers mentioned in the song.  
\* What caused the dust bowl to develop?

Homework: \* List three major causes of this terrible situation and tell how the nation has tried to combat--in some way--each of these causes.  
\* The singer says "We rattled down the highway to never come back again." If he represents a sizable number of former dust bowl farmers, where did he probably go?  
\* A man named Edwards left the dust bowl and went to California. The California police would not let him enter the state, because he had no job. Edwards took his case to court and eventually won in the Supreme Court. Find out about this case in the library. Why was it so important? What does the case reveal about the plight of the dust bowl farmers?

On the 14th day of April  
Of 1935, there struck  
The worst of dust storms  
That ever filled the sky.

You could see that dust storm coming,  
The cloud looked death like black,  
And through our mighty nation  
It left a dreadful track.

From Oklahoma City  
To the Arizona line,  
Dakota and Nebraska  
To the lazy Rio Grande.

It fell across our city  
Like a curtain of black rolled down,  
We thought it was our judgment  
We thought it was our doom.

The radio reported,  
We listened with alarm,  
The wild and windy actions  
Of this great mysterious storm.

From Albuquerque and Clovis  
And old New Mexico,  
They said it was the blackest  
That ever they had saw.

From old Dodge City, Kansas,  
The dust had rung their knell,  
And a few more comrades sleeping  
On top of old Boot Hill.

From Denver, Colorado,  
They said it blew so strong,  
They thought that they could hold  
out  
They did not know how long.

Our relatives were huddled  
Into their oil-boom shacks  
And the children they was crying  
As it whistled through the cracks.

And the family was crowded  
Into their little room,  
They thought the world had ended  
And they thought it was their doom.

The storm took place at sundown  
It lasted through the night,  
When we looked out next morning  
We saw a terrible sight.

We saw outside our window  
Where wheatfields they had grown,  
Was now a rippling ocean  
Of dust the wind had blown.

It covered up our fences,  
It covered up our barns,  
It covered up our tractors  
In this wild and dusty storm.

We loaded our jalopies  
And piled our families in,  
We rattled down the high-way  
To never come back again.

## VIII-1. THE GROWTH OF THE U.S. AS A WORLD POWER

Title: OLD ENGLAND FORTY YEARS AGO

Description: A review of the causes of the war of 1812 and its major battles.

New Terms: ravage, cry for quarter, bog, fen, null, timorous.

Thought Questions: \* How is the burning of Washington viewed in this ballad?  
\* Identify the commanders of the war: American--Stephen Decatur, Gen. William Hull, Bainbridge, Commodore MacDonough, Capt. Oliver Hazard Perry, Maj. Gen. William Henry Harrison, Gen. Henry Dearborn, Gen. Jacob Brown, Gen. Winfield Scott, Gen. Andrew Jackson, Gen. Isaac Chauncey; British--Commodore Downie, Sir George Prevost, Col. Henry Proctor, Gen. Sir Isaac Broch.  
\* Which of these American commanders became famous later? In what way?  
\* Interpret and discuss the third stanza: "And since that time..." etc.

Homework: \* Select any battle or naval engagement mentioned in this song, describe it, and tell why it may have been significant.  
\* On an outline map of the U.S. mark those places in which important battles took place.  
\* Was this a "necessary war"?

Old England, forty years ago, when we were young and slender,  
She aimed at us a mortal blow, but God was our defender,  
Jehovah saw the horrid plan, great Washington He gave us,  
His Holiness inspired the man with skill and power to save us.

She sent her fleet and armies o'er, to ravage, kill and plunder,  
Our heroes met them on the shore, and drove them back with thunder,  
Our Independence they confessed, and with their hands they signed it,  
But on their hearts 'twas never impressed, for there I never could find it.

And since that time they have been still our liberties invading,  
We bore it, and forbore it, 'till forbearance was degrading,  
Regardless of our sailor's rights, impressed our native seamen,  
Made them against their country fight, and thus enslaved our freemen.

When Madison in thunder spoke, "We've power and we must use it,  
Our freedom surely is at stake and we must fight or lose it,  
We'll make Old England's children know we are the brave descendants  
Of those who flogged their fathers' sin and gained our Independence."

Decatur, Hull and Bainbridge dear, did wonders in the navy.  
Brave Captin Hull the Guerriere sank, and Bainbridge sunk the Java.  
Decatur took a ship of fame, high on the waving water,  
The Macedonian was her name, and home in triumph brought her.

And Perry, with flag and sail unfurled, met Barkley on Lake Erie.  
At him his matchless thunders hurled till Barkley grew quite weary.  
He gained the victory and renown, he worked him up so neatly.  
He brought Old England's banner down he swept the lake completely.

Proud Downie fell on Lake Champlain, by fortune quite forsaken.  
He was by bold McDonough slain, and all his fleet was taken.  
Where'er they met Columbia's sons, on lakes or larger water,  
They sink beneath her thundering guns, or humbly cry for quarter.

When Prevost saw he'd lost his fleet, he gave out special orders  
For his whole army to retreat and leave the Yankee borders  
Through dreary wilds, o'er bog and fen, this luckless general blundered  
He fled with fifteen thousand men, from Macomb's fifteen hundred.

Let William Hull be counted null, and let him not be nam-ed  
Upon the role of valiant souls - of him we are asham-ed  
For his campaign was worse than vain, a coward and a traitor,  
For paltry gold his army sold to Brock, the speculator.

#### VIII-2.

**Title:** THE HUNTERS OF KENTUCKY (by Samuel Woodward, 1820)

**Description:** An account of Andrew Jackson's defense of New Orleans.

**New Terms:** ditty, booty, John Bull, Packenham (Lt. Gen. Sir Edward Packenham, commander of the invading British army).

**Thought Questions:**

- \* Was this a necessary or unnecessary battle? Explain your answer.
- \* What contributed to the defeat of the British at New Orleans?
- \* What characteristics of the frontiersman are revealed in this song?

**Homework:**

- \* Imagine yourself to be a war correspondent. Write a news story of battle of New Orleans. Describe the preparations for battle, as well as the battle itself.
- \* Do you recall any other battles in which Andrew Jackson distinguished himself?

Ye gentlemen and ladies fair, who grace this famous city,  
Just listen, if you've time to spare, while I rehearse a ditty:  
And for the opportunity, conceive yourselves quite lucky,  
For 'tis not often that you see a hunter from Kentucky.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

We are a hardy, free-born race, each man to fear a stranger:  
Whate'er the game we join in chase, despising time and danger:  
And if a daring foe annoys, whate'er his strength and forces,  
We'll show him that Kentucky boys are alligator horses.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

I s'pose you've read it in the prints, how Packenham attempted  
To make Old Hickory Jackson wince -- but soon his scheme repented:  
For we, with rifles ready cock'd, thought such occasion lucky,  
And soon around the general flock'd the hunters of Kentucky.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

You've heard, I s'pose, how New Orleans is fam'd for wealth and beauty -  
There's girls of every hue it seems, from snowy-white to sooty.  
So Packenham he made his brags, if he in flight was lucky,  
He'd have their girls and cotton bags, in spite of old Kentucky.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

But Jackson he was wide awake, and was not scar'd at trifles  
For well he knew what aim we take with our Kentucky rifles.  
So he lead us down to Cypress swamp - the ground was low and mucky,  
There stood John Bull in martial pomp and here was old Kentucky.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

A bank was raised to hide our breasts, not that we thought of dying,  
But that we always like to rest, unless the game is flying.  
Behind it stood our little force - none wished it to be greater,  
For ev'ry man was half a horse, and half an alligator.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

They did not let our patience tire, before they show'd their faces -  
We did not choose to waste our fire, so snugly kept our places,  
But when so near we saw them wink, we thought it time to stop 'em,  
And 'twould have done you good, I think, to see Kentuckians drop 'em.  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

They found, at last, 'twas vain to fight, where lead was all the booty,  
And so they wisely took to flight, and left us to our beauty.  
And now, if danger e'er annoys, remember what our trade is,  
Just send for us Kentucky boys, and we'll protect you, ladies  
O Kentucky, the hunters of Kentucky!  
O Kentucky, the hunters of Kentucky!

#### VIII-3.

**Title:** SANTA ANNA

**Description:** A song that praises Santa Anna.

**New Terms:** "gained the day."

**Thought Questions:**

- \* How does this ballad differ in tone from our traditional view of "the bandit Santa Anna"?
- \* Why is it valuable to hear this song?
- \* What songs of the Civil War give both sides' views?

**Homework:**

- \* Why is Santa Anna viewed by Americans as a cruel, heartless leader of the Mexicans?
- \* Why is Santa Anna viewed by Mexicans as a courageous, great leader?

Santy Anna gained the day,  
Hooray, Santy Anna!  
Santy Anna gained the day,  
All on the plains of Mexico.

Santy Anna fought for fame  
Hooray, Santy Anna!  
That's how Santy gained his name,  
All on the plains of Mexico.

'Twas on the field of Molino del Rey,  
Hooray, Santy Anna!  
Old Santy lost his leg that day,  
All on the plains of Mexico.

#### VIII-4.

**Title:** ROLL, ALABAMA, ROLL

**Description:** Story of the successful Confederate raiding ship, the Alabama.

**New Terms:** keel; identify the following: Jonathan Laird (the English company that built the Alabama), Cherbourg (French port where she went in for repairs), Kearsage (Northern ship that went after the Alabama).

**Thought Questions:**

- \* Neutral nations must abide by certain international laws when other nations are at war. How did England and France violate international law during the Civil War?

**Homework:**

- \* What part did this cruiser play in international law at this time? Were our claims justified? How was the Alabama claims case finally settled?

When the Alabama's keel was laid,  
Roll, Alabama, roll  
'Twas laid in the yard of Jonathan Laird,  
Roll, Alabama, roll

'Twas laid in the yard of Jonathan Laird,  
Roll, Alabama, roll  
'Twas laid in the town of Birkenhead,  
Roll, Alabama, roll

Down the Mersey ways she rolled then,  
Liverpool fitted her with guns and men.

From the Western Isles she sailed forth,  
To destroy the commerce of the North.

To Cherbourg port she sailed one day,  
To take her count of prize money

Many a sailor lad he saw his doom,  
When the Ke-arsarge it hove in view

Till a ball from the forward pivot that day  
Shot the Alabama's stern away

Off the three mile limit in '65  
The Alabama went to her grave

Our eyes have seen fair Cuba with 400,000 slain,  
We have seen our slaughtered scamen, we have seen  
the stricken Maine,  
And the hand that wrought the ruin was the dastard  
hand of Spain,  
Our host is marching on.

Forward, forward, Cuba libre!  
Forward, forward, Cuba libre!  
Forward, forward, Cuba libre!  
Our host is marching on.

Our eagle from his eyrie sees the vulture down below,  
He is sweeping from his hilltop, beak and talons toward  
the foe,  
With the war-cry, "Cuba Libre!" All the dons will have  
to go!  
Our host is marching on.

We have breathed the air of freedom and our hearts are  
strong and true,  
We will halt not till fair Cuba breathes the air of  
freedom, too,  
See our glorious banner floating o'er our solid ranks  
of blue,  
Our host is marching on.

We will bear the "stars" of freedom where the "star" of  
Cuba waves,  
Side by side we'll plant the colors in the land of many  
graves,  
Till a nation, free, emerges from a land of Spanish slaves,  
Our host is marching on.

With the whole world's gaze upon us we will meet the hordes  
of Spain,  
And the blood of Cuban martyrs shall no more be shed in  
vain,  
We will rear a new republic, a memorial to the Maine,  
Our host is marching on.

#### VIII-6.

**Title:** THE FLOOD AND THE STORM (by Woody Guthrie)

**Description:** A radical view of post-World War I develop-  
ments.

**New Terms:** Identify Old Kaiser Bill, Von Hidenburgh,  
Lloyd George, Clemenceau, Wilson, Harding,  
Hoover, Coolidge.

**Thought Questions:**

- \* One of the most significant results of World War I was the overthrow of the Russian Czar. How does this song treat that event?
- \* The last stanza refers to a "workers revolution" spreading "from Italy to China, to Europe and to India." To what developments between 1920 and 1930 do these lines refer? How have these developments affected the course of modern history?
- \* According to this song, what role did the United States play in the peace talks after World War I? What other important events did the U.S. help bring about that are not mentioned in this song? Why do you think they are not mentioned here?

**Homework:** \* On an outline map of Europe, show how old empires disappeared and new nations took their place. What role did the older nations play in the war? Why do you think they were changed by the Allies? The song mentioned the British and French telling the Americans, "We've staked off our claims..." Where were

#### VIII-5.

**Title:** Cuba Libre

**Description:** A nationalistic, pro-Cuban, Spanish-  
American War song.

**New Terms:** Cuba Libre! eyrie, dons, martyrs, wrought  
the ruin, dastard.

**Thought Questions:**

- \* What seem to be the basic, important causes of the Spanish-American War, according to this song?
- \* Listen carefully to the spirit of this song. Does it reflect the feelings of a "glorious war"? From what you have learned about this war, is this spirit justified?
- \* The second stanza speaks of an "eagle" and a "vulture." What do these symbols represent? Who are the "dons"?
- \* Throughout this song there are references to the Maine. What was the Maine and why is it so important for a "song of '98"?
- \* Who were the "400,000 slain," mentioned in the very first line?

**Homework:**

- \* Write a sentence or two for each of the main causes of the Spanish-American War. Put a star next to those causes which were not brought up in this song.
- \* Prepare a short oral description of Cuban life under Spanish rule. At the end of your talk, be prepared to make a general statement of your own as to whether life was fairly good or fairly harsh under Spanish rule. List your references.
- \* Think about the different facts you have learned concerning the events leading up to this war and then answer this important question: Was the Spanish-American War necessary and inevitable?
- \* Identify the following people and explain their importance for a study of the Spanish-American War: William McKinley, Alfonso XIII, Jose Marti, George Dewey, Theodore Roosevelt, William Randolph Hearst.
- \* Imagine that you are a special correspondent sent to Spain in 1899. Your assignment is to write an article titled, "How the Spanish People Look at America." What are some of the things you would probably have to put into your article?

these claims? Were they only in Europe, or were other parts of the world affected, too? Explain.

- \* Much was said in the song about "golden dollars." This referred to post-war reparations and loans. In short essay, tell how the U.S. treasury was called upon to help after the war.
- \* List and be able to briefly describe the revolutions that took place after the First World War. Why do you think this seemed to be the "right time" for revolution?

The year now is Nineteen and Twenty, kind friends,  
And the Great World's War we have won.  
Old Kaiser Bill we have beat him once again  
In the smoke of the cannon and the gun.

Old Von Hindenburg and his Royal German Army  
Are tramps in tatters and rags,  
Uncle Sammy has tied every nation in the world  
In his long old leather money bag.

Wilson caught a ship and a train into Paris  
Meeting Lloyd George and Mister Clemenceau;  
They said to Mister Wilson, "We've staked off our claims,  
There is nothing else for you."

"I have plowed more lands, I have built bigger factories,  
I stopped Hindenburg in his tracks;  
You thank the Yanks by claiming all the lands,  
But you still owe your money to my bank."

"Keep sending your ships across the waters,  
We will borrow all the money you can lend;  
We must buy new clothes, new plows, and factories,  
And we need golden dollars for to spend."

The peasants, the farmers, the towns and the cities,  
The hills and the valleys they did ring;  
Hindenburg, Wilson, Harding, Hoover, Coolidge  
Never heard this many voices sing.

The soul and the spirit of the workers' revolution  
Spread across every nation in the world;  
From Italy to China, to Europe and to India,  
And the blood of the workers it did spill.

VIII-7.

Title: WELL, WHAT A TIME!

Description: A summary of events leading up to and including the first few months of World War II.

New Terms: No Man's Land, Gen. Douglas MacArthur, Chief of Staff, B-29.

Thought Questions:

- \* What was U.S. foreign policy prior to Dec. 7, 1941? What seemed to be the basis for this policy?
- \* Explain the term "lend-lease." What did this mean? How was it used? Why was lend-lease so unusual a program for the U.S.?
- \* What event is referred to in the last stanza?

Homework:

- \* Make a time line showing what you believe to be the ten or 12 major events of World War II.
- \* War was declared by Pres. Roosevelt on Dec. 8, 1941. But many people believe we really took our position in the early and middle thirties. In fact, all of Europe was involved

in taking sides during the thirties. Can you find facts to support this argument, that World War II really started in the early and middle thirties?

Well, what a time, my Lord,  
Well, what a time, great God-a-Mighty,  
Now, what a time, what a time!

Well, if you read your paper and read it well,  
You know about the story I'm about to tell.  
In nineteen hundred and forty-one  
The Second World War had just begun.  
Mr. Big Shot Hitler went out to plan,  
Lord, to pick out a place called No Man's Land.

Well, he told his boys they need not fear  
'Cause I'm gonna be the Chief Engineer.

We'll have a time, my Lord,  
Well, what a time, oh my Lord.  
Well, what a time, great God-a-Mighty,  
Now, what a time, what a time!

Well, ol' Great Britain got trouble in mind.  
She threw sixty-five thousand on the firing line.  
Well, ol' Great Britain let out a cry  
For the United States to send supplies.  
Well, we loaded our vessels and started to cross;  
Well, the next thing we heard, our vessels was lost.  
Well, this made America very displeased:  
Old Adolph Hitler tryin' to rule the seas.  
Well, we sent him a message straight from home,  
Said: "Man, you better leave our vessels alone!"

(CHORUS)

Well-a, great God-a-Mighty, what an awful sound.  
Now how them bombs a-keep a-hittin' the ground.  
Well, they didn't have time to repent;  
Well, the souls went a-laborin' in the judgment.  
They tell me the women and children did cry:  
"Now, Lord have mercy, don't let us die!"  
Well, they called my Lord; they called Him loud;  
And he sent them a man from the clouds.  
Well, the man that came was well prepared:  
General Douglas MacArthur, then the Chief of Staff.  
And just like Moses in the days of old,  
We started whipping the Japs and knocking them cold,  
'Cause God was on our side and we're goin' to win;  
But have to fight that battle to the bitter end.

(CHORUS)

I say in nineteen hundred and forty-one  
The Second World War had just begun.  
By nineteen hundred and forty-two  
They were calling for fathers and the sons, too.  
By nineteen hundred and forty-three  
They might-a missed you, but they sure got me!  
Well, in nineteen hundred and forty-four,

Lord, we called back-home for more and more.  
By nineteen hundred and forty-five  
I would tell you about it, but I don't wanna lie.  
Well, the story I'm-a tellin', it may not rhyme,  
But I heard one day, heard a B-29:  
It comin' through the air, Lord, big and bold.  
It had-a one little bomb way back in the hold.  
Well, the pilot called the bombardier  
And said, "Jack, this is it! And you can drop it right here!"

And it was a time, my Lord...etc.

## IX-1. THE WORLD OF MAN

### Title: JAPANESE BUDDHIST SERVICE

Description: At Nomanji Temple in Japan a priest of the Tendai sect recites the morning prayer.

Thought Questions:

- \* What seem to be the main concepts or ideas of the Buddhist religion? In what ways does Buddhism differ from other great religions of the world?
- \* What feelings do you detect from the chanting of this prayer?

Homework: \* On an outline map of the world, color in the countries in which the Buddhist religion is practiced. Check with a source book, such as the World Almanac, to find out how many people actually practice Buddhism in each country.

## IX-2.

### Title: INDIAN (HINDU) RELIGIOUS HYMN

Description: A Hindu suppliant sings a hymn to Shiva, one of the Supreme Trinity of Hindu gods.

Thought Questions:

- \* How has the Hindu religion affected the political, social, and economic development of India?
- \* What are a few of the key concepts in the Hindu religion?

Homework: \* Go to the library and look at an encyclopedia or other book that may have illustrations of Hindu gods in it. What is your impression of these gods? What conclusions can you draw from these illustrations concerning the Hindu's concept of the universe?

## IX-3.

### Title: MOSLEM HYMN

Description: An excerpt from a Moslem religious ceremony, (to come)

Thought Questions:

- \* What are the major beliefs of the Moslem religion? How do these beliefs differ from the ideas of the Christian, Hebrew, or Indian religions?

Homework:

- \* On an outline map of the world fill in those countries in which the Moslem religion is predominant.
- \* After looking at your map closely, can you draw any conclusions about the effect of the Moslem religion on current international problems?
- \* Be prepared to give in class two illustrations from modern or ancient history in which the confrontation of two religious systems affected the course of history. Think of each of the continents: North America, South America, Africa, etc.

## IX-4.

### Title: IT'S THE SAME ALL OVER (by Art Samuels)

Description: Presents the case that all men are basically alike in their hopes, fears, and dreams.

"Here's a song I can honestly say just about wrote itself. I wanted to say something very specific... I was thinking about the many common qualities and ties, the many common feelings that, willy-nilly, bind all people all over the world. And because the idea was simple and truthful, the first and final draft of the song didn't take long to follow."

When a farmer in Maine surveys his grain  
With a grim and worried frown,  
You can bet he's not alone in hoping  
That the rain will soon come down...  
For Farmer Ivan in Smolensk  
Is an equally worried guy,  
'Cause all his grain needs the very same rain  
And it comes from the very same sky.

#### CHORUS:

It's the same all over,  
Where the four winds blow,  
Though east is east and west is west  
What's human is human like all the rest  
No matter where you may go.

When a mother in Spain sings a soft refrain  
That says, "Sweet baby mine",  
It's a thing Mai Lin out in Tientsin  
Will understand just fine...  
She's got a baby of her own  
And she loves it just as dear,  
She'd walk a mile for that tiny smile  
And she'll kiss away each tear.

When Joe Lacolle in Montreal  
Begins to sneeze and squirm,  
The thing that's got into his blood  
Is a universal germ...  
With improvement in communications  
There may come a day--  
He'll sneeze and hear "Gezhundheit!"  
From ten thousand miles away.

When Daisy Brown in London Town  
Is frettin' 'cause hubby is late,  
Mrs. Svenson in Stockholm is busy  
Re-heating her husband's plate,  
When a child in Rome says, "Vivere in Pace"  
Praying on her knees,  
You'll hear the whole world echo "Peace!"  
Across the seven seas.

## IX-5.

### Title: TO I HOLA

Description: A young Polish girl is ready to marry-- lacks a suitor!

New Terms: (In English Trans.) Dowry, fickle, suit

Jadą goście jada  
Koró mego sadu,  
Do mnie nie przyjadą  
Bo nie mam posagu.

To i hola, hola la la  
To i hola, hola la la

Choc nie mam posagu  
Ani swego domu,  
Jeszcze mnie matula  
Nie da lada koczku.

To i hola, hola la la  
To i hola, hola la la

Past my gate, all in state  
Ride the suitors merry.  
They won't knock on my door  
For I have no dowry.



To i hola, hola la la  
To i hola, hola la la

Kuscik sweet I can bake,  
Who could want a finer cake;  
Yet no call comes for me  
For I have no dowry.

To i hola, hola la la  
To i hola, hola la la

People say I'm too gay,  
Fickle as a feather;  
But I've learned more than they  
From my wise old mother.

He doesn't write any more,  
Not even a little note.  
To trust a person  
Is to trust a stone.

Don't trust a vagrant.  
He'll just get up and leave you. (2)

Distant mountains  
Make me think of my father and my mother.  
Oh! my parents  
Whom I left at home.

Those who once met will meet again.  
Distant mountains  
Beyond which I cannot see.

IX-6.

Title: ERDO (Grove of Trees)

Description: A Hungarian girl laments her separation from her loved one.

Erdő, erdő, erdő, marosszéki kerek erdő,  
Madár lakja astat, madár lakja tizenkettő.  
Cukrot adnék annak a madárnak dalolja ki nevét a  
babámnak,  
Csárdás kis angyalom, érted fáj a szívem nagyon!

Buza, buza, buza, de szép tábla buza,  
Kősepebe, sejt, haj, két szál levendula.  
Ki fogja azt learatni, ha el fogok maszroszni?  
Ne hagyjél, angyalom, fáj a szívem nagyon!

Green grove, wide grove, deep grove, growing by  
Marosok, green grove.  
Birds are in your branches, dozen birds a-tweeting  
fair love.  
Sweets I'll take to that bird in the forest who'll  
sing out in praises of my fairest.  
Sprightly steps my darling; breaking is my heart  
with longing.

Wheat field, growing wheat field, see the lovely  
grain field.  
Growing in the wheat, hey! lavender is hidden.  
Should I march away and leave it, who will be the  
one to reap it?  
Leave me not, my darling; worn I'll be with longing.

IX-7.

Title: NTABEZIKUDE (Distant Mountains)

Description: A young lady in South Africa sings (in Zulu) of how the mountains keep her from seeing her loved one.

Ntabezikude wema! Zingumasithela wema!  
Ntabezikude wema! Zingumasithela wema!

Akasabali wema! Nominwad'encane wema!  
Ukuthambu'muntu wema! Ukuthamb'ilitshe wema!

Ungathambi qola wema! Logcuma lihabe wema!  
Ungathambi qola wema! Logcuma lihabe wema!

Ntabezikude wema! Zing' khumbuzu' babe noma!  
Yeka basali wema! Ngabashiy' ekhaya wema!

'Bake babonane wema! Bophinde babonane wema!  
Ntabezikude wema! Zingumasithela wema!

Distant mountains  
I can't see beyond them. (2)

Thought Questions: \* Did you enjoy hearing these four songs?

- What appealed to you most? The rhythms? The strange language? The singer?
- \* If you didn't catch the translation, did you find that you needed to know every word and line? Were you able to feel what the singer was trying to say?
- \* From the many American and British folk songs you may have heard, are there any which resemble one of these foreign language songs? Do you, for example, see a connection between the Zulu girl's "Distant Mountains" and an American girl's "On Top of Old Smoky"?
- \* After hearing these songs and listening to the translations, what general conclusions can you draw about people in general?