

# AMERICAN HISTORY IN BALLAD AND SONG

Volume 2

Senior High School Social Studies

Prepared by

Albert Barouh and Theodore O. Cron

Folkways Records FH 5802



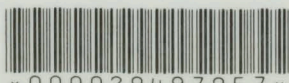
M  
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1962

MUSIC LP

WEATHERVANE-LIBERTY POST 1886, ABBY ALDRICH ROCKEFELLER FOLK ART COLLECTION

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M 1630-18 A515 1962  
 AMERICAN HISTORY IN BALLAD AND  
 SONG SOUND RECORDING VOL 2  
 SENIOR HIGH SCHOOL STUDIES --  
 39997354 MUSIC LP



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SIDE I

I. CULTURAL DEMOCRACY

- Band 1: SKADA IN AMERICA (I-1)  
 (Gene Bluestein)
- Band 2: BRAG DALK (I-2)  
 (Harry Jackson)
- Band 3: IMMIGRANT WORKER (I-3a)  
 (Michael Quill)  
 HE LIES IN THE AMERICAN LAND (I-3b)  
 (Pete Seeger)
- Band 4: GERMAN-AMERICAN LOYALTY (I-4a)  
 (James W. Gerard)  
 AMERICAN INDIAN LOYALTY OATH (I-4b)  
 (John Oberly)
- Band 5: TWO GOOD MEN (I-5)  
 (Woody Guthrie)
- Band 6: SHEPHERD WU (I-6)  
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- Band 7: IMMORTALITY (I-7a)  
 (Williams Jennings Bryan)  
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SIDE II

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 (Cont'd)

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- Band 6: INAUGURAL ADDRESS (IV-9a)  
 (President John F. Kennedy)  
 THEN WE'LL HAVE PEACE (IV-9b)  
 (Pete Seeger)

Part 1: Cultural Democracy  
 Part 2: Economic Democracy

Part 3: Political Democracy  
 Part 4: International Democracy

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DESCRIPTIVE NOTES ARE INSIDE POCKET

# American History in Ballad and Song

Vol. 2 - Senior High School Social Studies

prepared by Albert Barouh and Theodore O. Cron  
for

FOLKWAYS RECORDS AND SERVICES, INC.

SIDE I

## I. CULTURAL DEMOCRACY

- Band 1: SKADA IN AMERICA (I-1)  
(Gene Bluestein)
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- Band 6: SHERMAN WU (I-6)  
(Pete Seeger)
- Band 7: IMMORTALITY (I-7a)  
(Williams Jennings Bryan)  
THE LORD'S PRAYER (I-7b)  
(Dora Bliggen)

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(Oscar Brand)
- Band 2: PUERTO RICANS IN NEW YORK (I-9)  
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SIDE IIIII. ECONOMIC DEMOCRACY  
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- Band 2: LABOR STRIFE (II-6a)  
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(Pete Seeger)

## III. POLITICAL DEMOCRACY

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(Elizabeth Knight)

SIDE IVIII. POLITICAL DEMOCRACY  
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- Band 1: FIRST, FIFTH, AND SIXTH AMENDMENTS  
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- Band 5: ISOLATIONISM (IV-3a)  
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- Band 3: THE RED ISSUE (IV-6a)  
(Henry Wallace)  
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(Bann the Bomb Recording)
- Band 6: INAUGURAL ADDRESS (IV-9a)  
(President John F. Kennedy)  
THEN WE'LL HAVE PEACE (IV-9b)  
(Pete Seeger)

THE FOLKWAYS ALL-SCHOOL ENRICHMENT PROGRAM  
Volume 2: Senior High School Social Studies

The songs and speeches in the enclosed album have been screen and researched for their maximum effective use in the following Units of Study, Social Studies Curriculum, Grades 10, 11, and 12:

- I. CULTURAL DEMOCRACY
- II. POLITICAL DEMOCRACY
- III. ECONOMIC DEMOCRACY
- IV. INTERNATIONAL DEMOCRACY

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, the second song of the Unit on Political Democracy, is numbered in this manner: II-2. You will find the same numbering system used on the record labels, also.

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	2	3

STEPS FOR USING THIS PROGRAM

1. Select the Unit of Study from the above list (I-IV). Turn to those songs in this booklet which are prefixed by the proper 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. Note any cross-references to songs in other Units which may also be pertinent.
3. Play only those songs you have chosen and for which the class has been adequately prepared.
4. After playing each song, present the Thought Questions listed in this guide. (In some instances it may be valuable to ask these Thought Questions before playing the individual songs.)

Although the word "song" is used in the above guidelines, many bands on the enclosed records are introduced by important speech excerpts. However, for maximum classroom effectiveness, each band should be played in its entirety and has been manufactured in this way for the teacher's complete convenience.

This Teaching Guide and the accompanying records have been organized to save valuable time in preparing a lesson plan in senior high school Social Studies (including classwork in Civics, Problems of Democracy, American Government, Introductory Economics, and Citizenship). These recordings may be used to motivate, develop, or bring to a meaningful conclusion any of the Units of Study listed above. The Editors wish to acknowledge the assistance of the CBS-Radio Network and of Mr. Tony Schwartz for their contributions of authentic audio materials.

Prepared by

ALBERT BAROUH and THEODORE O. CRON

for

FOLKWAYS RECORDS AND SERVICES, INC.

I-1. CULTURAL DEMOCRACY

Title: SKADA AT AMERICA

Description: Humorous description of America as the proverbial "Land of Milk and Honey."

Thought Questions:

- \* Swedish immigrants settled in the midwest because the land there was much like their former homeland. How have other national groups (Italians, Germans, Portuguese, French, etc.) sought out parts of America that most resembled "the old country"?
- \* What prompted the Swedes to immigrate from Sweden? What was the social or political situation there in the 19th century? How have conditions in other countries--such as Ireland, Russia, Germany, Italy--caused their people to emigrate to America?
- \* The singer mentions "English money" in this song, even though several generations had passed since the American Revolution. How does this reveal the connection between England and the United States in the minds of people overseas at this time (the 19th century) and even today?

Broeder ve ha langt at go  
Oever salte vaten  
Ok sa fins America  
In vid andre stranden  
Inte erdet moy-yeligt  
Ok yo det er so froydeligt  
Skada at America! Skada at America,  
Lige skal so langt ifron.

Brothers we have far to go  
Across the salty waters;  
There we'll find America  
On the other shore.

CHORUS:  
Though you say it cannot be  
Take my word and you will see.  
It's too bad America,  
That wonderful America  
Should be so far away.

The trees which stand upon the ground  
Are all as sweet as sugar,  
And everywhere you look you'll find  
Girls like pretty dolls.

If you decide you want a wife  
Four or five will offer.  
While on the ground and in the fields  
English money grows.

When it rains the poultry falls  
Ducks and chickens pour down.  
Geese all fried, prepared to eat,  
The fork is in the drumstick!

I-2.

Title: BRAG TALK

Description: A cowboy indulges in bragging and lying.

Thought Questions:

- \* The cowboy had a special genius for hyperbole, for "telling whoppers." What conditions of his life might have encouraged this kind of invention? The

vastness, loneliness, frustration?  
\* Americans do not lie by nature, but we do things in a big way almost by nature. Name some achievements of great size we have done (Grand Coulee Dam, Empire State Building, U.S.S. United States, etc.)? Does the modern American have anything in common with the frontier cowboy?

"I was born full-grown with nine rows of jaw teeth and holes bored for more. There was spurs on my feet and a rawhide quirt in my hand, and when they opens the chute I come out a-riding a panther and a-roping the long-horned whales. I've rode everything with hair on it .... and I've rode a few things that was too rough to grow any hair.

"I've rode bull moose on the prod, she grizzlies and long bolts of lightning. Mountain lions are my playmates and when I feels cold and lonesome, I sleeps in a den of rattlesnakes 'cause they always makes me nice and warm.

"To keep alive I eat stick dynamite and cactus. The Grand Canyon ain't nothing but my bean hole. When I get thirsty I drink cyanide out with Alkali. When I go to sleep I pillow my head on the Big Horn mountains, I lay my boots in Colorado and my hat in Montana. I can stretch out my arms clean out from the Crazy Woman Fork plumb over to the Upper Grey Bull River. My bed tarp covers half of Texas and all of old Mexico.

"But there's one thing for sure and certain, and if you boys wants to know, I'll tell you that I'm still a long way short of being the daddy of 'em all ... cause he's full growned and as any man that really knows can see - well, boys, I ain't nothing but a young 'un."

I-3.

Title: IMMIGRANT WORKER  
HE LIES IN THE AMERICAN LAND

Description: An Irish immigrant (union leader Michael Quill) recalls his early days in America; a lament for the death of an immigrant worker and the sorrow of his wife.

Thought Questions:

- \* The immigrant worked under many disadvantages in the United States. What were some of the handicaps he would have upon embarking on a job career? Have any of these handicaps been erased through legislation?
- \* Immigrant labor was one of the basic reasons why the U.S. advanced so quickly through the industrial revolution. What are some of the pro and con arguments for relying on low-cost immigrant labor to keep industries booming?
- \* The tragic story described in the song was a common occurrence among the Slavic immigrants in the steel industry. In recent years, however, industry, citizens' groups, and the government have worked with unions to effect safety rules, better insurance, hospitalization, and other protections. How many of these improvements can you name? What conditions might have brought them about?

Two years after landing here, I went to work on a pick and shovel job up in the Bronx laying pipes and from there I worked for a while in the McAlpin Hotel as a coal passer down in the boiler room feeding coal into the furnace and then I worked at 168th Street and Broadway as a laborer with a pick and shovel building the Independent Subway. After that I worked for a while killing cockroaches for the Shanghai Disinfecting Company at 58th Street and from there I went selling religious pictures in Pennsylvania. I drove an elevator for the Lefcourt Clothing Center down at 27th Street and one down near Macy's.

Words and music: Andrew Kovaly

Ah, my God, what is this land of America?  
So many people traveling there!  
I will go too, for I am still young.  
God, the Lord, will grant me good luck there.

You, my wife, stay here till you hear from me.  
When you get my letter, put everything in order.  
Mount a raven-black steed, a horse like the wind.  
Fly across the ocean to join me here.

Ah, but when she arrived in this strange land,  
Here in McKeesport, this valley, this valley of fire;  
Only his grave, his blood did she find;  
Over it bitterly she cried.

Ah, my husband, what have you done to this family  
of yours?  
What can you say to these children, to these children  
you've orphaned?  
Tell them, my wife, not to wait, not to wait, not to  
wait for me.  
Tell them I lie here in the American land.

1-4.

Title: GERMAN-AMERICAN LOYALTY  
AMERICAN INDIAN LOYALTY

Description: James Watson Gerard, Ambassador to Kaiser Germany from 1913 to 1917, speaks to the American public; an American Indian takes an oath of loyalty as an employee of the government.

Thought Questions:

- \* The immigrant and his children are "hyphenated Americans": that is, German-Americans, Italo-Americans, Franco-Americans, etc. What is meant by these terms? Is there any significance in being called by the hyphenated term?
- \* Ambassador Gerard assumed that "once a German, always a German," and saw divided loyalties as a fact of life among immigrants. In how many wars or national emergencies have hyphenated Americans been placed under suspicion or protective custody?
- \* Does Ambassador Gerard's speech have any relationship to the "tough talk" and "frontier justice" of pre-World War I America?
- \* What is a "birthright"? What does "naturalized" mean?
- \* What is the reasoning behind an American Indian taking a loyalty oath? What is the position of the American Indian? How is he different from--or similar to--the foreign-born immigrant?

I know that it is hard for Americans to realize the magnitude of the war in which we are involved. We have problems in this war no other nations have.

Fortunately, the great majority of American citizens of German descent have, in this great crisis of our history, shown themselves splendidly loyal to our flag. Everyone had a right to sympathize with any warring nation but now that we are in the war, there are only two sides and the time has come when every citizen must declare himself American or traitor. We must disappoint the Germans who have always believed that the German Americans here would risk their property, their children's future and their own necks and take up arms for the Kaiser. The Foreign Minister of Germany once said to me, "Your country does not dare to do anything against Germany because we have in your country 500,000 German reservists who will rise in arms against your government if you dare to make a move against Germany." Well, I told him that that might be so but that we had 500,000 lampposts in this country and that that was where the reservists would be hanging the day after they tried to rise. And if there are any German Americans here who are so ungrateful for all the benefits they have received that they are still for the Kaiser, there is only one thing to do with them and that is to hogtie them. Give them back the wooden shoes and the rags they landed in and ship them back to the fatherland. I have traveled this year over all the United States, through the Alleghenies, the White Mountains and the Catskills, the Rockies and the Bitter Root Mountains, the Cascades, the Coast Range and the Sierras, and in all these Mountains there is no animal that bites and kicks and squeals and scratches that would bite and squeal and scratch equal to a fat German American if you commenced to tie him up and told him that he was on his way back to the Kaiser.

-I, John Oberly,  
-I, John Oberly,  
-do solemnly swear  
-do solemnly swear  
-during such time  
-during such time  
-as I am principal Chief  
-as I am principal Chief  
-of the Osage Tribe of Indians  
-of the Osage Tribe of Indians  
-I will not  
-I will not  
-advocate  
-advocate  
-nor become  
-nor become  
-a member  
-a member  
-of any political party  
-of any political party  
-or organization  
-or organization  
-that advocates  
-that advocates  
-the overthrow  
-the overthrow  
-of the government  
-of the government  
-of the United States  
-of the United States  
-by force  
-by force  
-or violence  
-or violence. That I take the obligation freely  
without any reservation.

I-5.

Title: TWO GOOD MEN

Description: Ballad of the Sacco-Vanzetti Case

- Thought Questions:
- \* Immigrants bring to America not only strange dress, customs, and foods, but also strange ideologies. What are some of the "foreign ideologies" brought to American shores since the first immigration of 1920?
  - \* It is said that "Justice is blind." Yet people who look different and speak differently from the average native-born American are at a disadvantage with judges and juries. Do you agree or disagree? What does your answer imply about the tolerance of American courtroom justice?
  - \* Vanzetti, the singer relates, always had a book in his hand. What has been the traditional attitude of the immigrant toward books and education? How does this relate to some basic reasons for immigration to America by the "tempest-toss't" peoples of other countries?

Words and Music adapted by Woody Guthrie

CHORUS:

Two good men a long time gone  
 Two good men a long time gone  
 (Two good men a long time gone, oh, gone,)  
 Sacco, Vanzetti, a long time gone.  
 Left me here to sing this song.

Say, there, did you hear the news?  
 Sacco worked at trimming shoes;  
 Vanzetti was a peddling man  
 Pushed his fish cart with his hands.

Sacco was born across the sea  
 Somewhere over in Italy;  
 Vanzetti was born of parents fine  
 Drank the best Italian wine.

Sacco sailed the sea one day,  
 Landed up in Boston Bay;  
 Vanzetti sailed the ocean blue,  
 Landed up in Boston, too.

(CHORUS)

Sacco's wife three children had,  
 Sacco was a family man;  
 Vanzetti was a dreaming man,  
 His book was always in his hand.

Sacco earned his bread and butter  
 Being the factory's best shoe cutter;  
 Vanzetti spoke both day and night,  
 Told the workers how to fight.

(CHORUS)

I'll tell you if you ask me  
 'Bout this payroll robbery  
 Two clerks was killed by the shoe factory  
 On the street in South Braintree.

Judge Thayer told his friends around  
 He would cut the radicals down,

I'll tell you the prosecutors names,  
 Katsmann, Adams, Williams, Kane;  
 The judge and lawyers strutted down  
 They done more tricks than circus clowns.

(CHORUS)

Vanzetti docked here in 1908;  
 He slept along the dirty streets,  
 He told the workers organize  
 And on the electric chair he dies.

All you people in Suasso's Lane  
 Sing this song and sing it plain.  
 All you folks that's coming along,  
 Jump in with me, and sing this song

I-6.

Title: SHERMAN WU

Description: Humorous song about discrimination at College.

- Thought Questions:
- \* Every immigrant group falls into some kind of stereotype -- no matter how false--in the eyes of native-born Americans. What has been the Chinese stereotype? What are some of other immigrant stereotypes you are aware of? Do immigrants have any way of correcting or erasing these stereotypes?
  - \* Sherman Wu went to college to become a "white-collar professional." When he graduates, what additional kinds of discrimination might he encounter in his job, his neighborhood, and beyond?
  - \* College--indeed, all education --represents to the immigrant the best way to assimilate into American society. What does the immigrant gain by such assimilation? What does he lose? What does America itself gain--or lose--when its hyphenated Americans assimilate into our kind of cultural democracy?

I-7.

Title: IMMORTALITY  
 THE LORD'S PRAYER

Description: A fundamentalist address by William Jennings Bryan (his actual voice); the Lord's Prayer recited by Dora Bliggen, a New Orleans fruit peddler.

- Thought Questions:
- \* What is the predominant religion in America? What sects comprise this major religious force? Are they the same sects which landed here in the 17th century?
  - \* America is famous for its religious freedom and has been host to such groups as Shakers, Mormons, Christian Scientists, Seventh Day Adventists, Mohammedans, and atheists, as well as the three major religious groups (Catholic, Protestant, and Jewish). Choose one or several of the minor sects and describe briefly the basic tenets of the believers.
  - \* The church or synagogue has been the best friend of the minority member in America. It has also frequently championed social causes to better the life of minority or immigrant groups. Name some leading religious men or women who have carried the standard of the down-trodden? (Martin Luther King, Roger Williams, Stephen Wise, etc.)

If the Father deems to touch with divine power the cold pulseless heart of the buried acorn, and to make it to burst forth from its prison walls, will He leave neglected in the earth the soul of man made in the image of his Creator? If He stoops to give to the rosebush whose withered blossoms float upon the autumn breeze the sweet assurance of another Springtime, will He refuse the words of hope to the sons of men when the frosts of Winter come? If matter, mute and inanimate, though changed by the forces of nature into a multitude of forms, can never die, will the spirit of man suffer annihilation when it has paid a brief visit like a royal guest to this tenement of clay? No, I am as sure that there is another life as I am that I live today. In Cairo, I secured a few grains of wheat that have slumbered for more than 3,000 years in an Egyptian tomb. As I looked upon them, this thought came into my mind. If one of those grains had been planted on the banks of the Nile the year after it grew, and if all its lineal descendants had been planted and replanted from that time until now, its progeny would today be sufficiently numerous to feed the teeming millions of the world. There isn't the grain of wheat an invisible something that has power to discard the body that we see and from earth and air fashion a new body so much like the old one that we cannot tell the one from the other and if this invisible germ of life in the grain of wheat can thus pass unimpaired through 3,000 resurrections, I shall not doubt that my soul has power to clothe itself with a body suited to its new existence when this earthly frame has crumbled into dust.

Oh, Lord have mercy,  
Oh, Lord have mercy,  
Oh, Lord have mercy,

REFRAIN:

Crying, Oh, Lord have mercy,  
Oh, Lord have mercy,  
Oh, Lord have mercy,  
Have mercy on my soul.

Send out your spirit (3x)  
Have mercy on my soul.

(REFRAIN)

We are your children (3x)  
Have mercy on my soul.

Crying, Oh, Lord have mercy,  
Oh, Lord have mercy,  
Oh...

I-8.

Title: F.D.R.'s BACK AGAIN  
THEN AND NOW

Description: A celebration of the 1936 election of F.D.R., with special attention to his accomplishment of repeal; the election song of Wooley and Metcalf, Prohibition Party candidates in the election of 1900.

Thought Questions: \* One of the great appeals of the New Deal was the repeal of Prohibition. Recount the history of the 18th and 21st Amendments. Give some reasons for success and failure of the Prohibition movement.

- \* What seems to be America's "moral code"? Is such a code possible for a nation this large? A state this large? A city this large?
- \* Prohibitionists wished to legislate morality. Is this possible in the U.S.A.? How does such a wish conflict with the Bill of Rights? Is it reasonable to assume that laws can't be passed which are good for the country's morals? Why not?
- \* Americans have spawned such socio-political movements as Populism, Abolition, Suffrage, Prohibition, and Townsendism to make America a better place to live. How have these movements fared? Have they ever left their mark?

(The original Bill Cox record of this song was mastered on the week following the November 1936 presidential election)

Just hand me my old Martin, for soon I will be starting  
Back to dear old Charleston, far away  
Since Roosevelt's been re-elected, will not be neglected  
We've got Franklin D. Roosevelt back again.

CHORUS:

Back again, Back again  
We've got Franklin D. Roosevelt back again  
Since Roosevelt's been elected, moonshine liquor's been corrected  
We've got legal wine, whiskey, beer and gin.

I'll take a drink of brandy and let myself be handy  
Good old times are coming back again  
You can laugh and tell a joke, you can dance and drink and smoke  
We've got Franklin D. Roosevelt back again.

CHORUS:

We've got Franklin D. Roosevelt back again  
We'll have money in our jeans  
We can travel with the queen  
We've got Franklin D. Roosevelt back again

No more breadlines we're glad to say, the donkey won election day

No more standing in the blowing, snowing rain  
He's got things in full swing  
We're all working and getting our pay  
We've got Franklin D. Roosevelt back again

CHORUS:

Back again, back again  
We've got Franklin D. Roosevelt back again  
Since Roosevelt's been elected, moonshine liquor's been corrected  
We're got Franklin D. Roosevelt back again

They sing sweet songs on the little village green  
At evening when labor is done;  
No fear of want, no thought of ill or wrong,  
For there's plenty there for everyone;  
But soon there comes to this lovely little spot  
The drinkman with whiskey and beer,  
And the song dies out, the drunken brawl begins  
And there's pain and grief where once the cheer.

CHORUS:

Cast your vote, my brother,  
Oh, cast your vote today,

That saloons must go with their poverty and woe  
Cast your vote, my brother, while you may.

Yes, the drink-man rules for in caucus he is king,  
His bidding the tipplers all do,  
And good men vote with the party and the ring  
So the drink-man's schemes are carried through.  
The time comes fast when beneath the tyrant  
The nation must bow as a slave,  
Stand, patriots, then, for the cause of truth and right  
And your colors fly, oh ye freemen brave.



Title: PUERTO RICANS IN NEW YORK

Description: Documentary of arrival of Puerto Ricans at Idlewild Airport, New York; translation of a Puerto Rican juke-box song.

Thought Questions:

- \* In what ways do Puerto Ricans--our contemporary major immigration group--follow the usual patterns of immigration to America? In what ways do they differ?
- \* Puerto Ricans have free and unlimited access to mainland America. Why is this so? What is the meaning of "Commonwealth" of Puerto Rico? How does it differ from our other commonwealths (Pennsylvania, Massachusetts)?
- \* There have been many kinds of "Americans" who have lived beyond the mainland and have had free access here. Did any of them have problems similar to the Puerto Ricans today? (Hawaiians, Eskimoes, Samoans, Filipinos, Virgin Islanders)?

Your attention! Your attention! Continental Airlines announces the arrival of Flight 848, tourist flight from San Juan, Puerto Rico. Passengers may be met at Gate 2.

I am very repentant of having left my country. Since I came here, the cold weather is trying to kill me. This is not my country. I am very disgusted. I have to be always wrapped in overcoats and with the English language I am always mixed up. Whenever I have to take an elevator, I start trembling from head to foot. I hate to think about the hour when I left my country. Somebody told me that it was quite different from Puerto Rico and New York. On the other side, that is. The other day I saw one of my good friends, Mateo, and he started speaking to me with a sing-song that I couldn't know what he wanted to say. I didn't know a darn thing of what he wanted to say because he wanted to try to imitate how to speak in English when he didn't know English at all. To think that I realized everything that I had, that I sold out thinking that over here everything was so beautiful. I am going back to Puerto Rico even if I have to go back swimming. There, even just eating bananas, I will go through life singing.

II. ECONOMIC DEMOCRACY

## II-1.

Title: ROLL ON, COLUMBIA

Description: A recounting of the natural riches and resources of America.

Thought Questions:

- \* Each section of the country is concerned about natural resources, though not always about the same ones. What does the Northwest wish to preserve? New England?  
(Note: This would include offshore fishing-grounds) The Deep South? Middle West? Southwest?
- \* Throughout our history there has raged the controversy of

public vs. private control over our natural resources. What are some of the arguments on each side? What have been some examples of each approach?  
\* Who is the Secretary of the Interior? What are his ideas on the preservation of our natural resources? How does he reflect the ideas of the President? Which former Presidents were especially aware of preserving natural wealth? Who were the Pinchots? Who was Harold Ickes?

Green Douglas fir where the water cut through  
Down her wild mountains and canyons she flew,  
Canadian Northwest to the Ocean so blue,  
Roll on, Columbia, roll on,  
Roll on, Columbia, roll on,  
Roll on, Columbia, roll on.  
Your power is turning our darkness to dawn,  
(So) roll on, Columbia, roll on!

Other great rivers lead power to you,  
Yakima, Snake, and the Klickitat, too.  
Sandy Willamette, and Hood River, too,  
Roll on, Columbia, roll on!

At Bonneville now there are ships in the locks,  
The waters have risen and cleared all the rocks.  
Ship loads of plenty will steam past the docks, so  
Roll on, Columbia, roll on!

On up the river is Grand Coulee Dam,  
The biggest thing built by the hand of a man,  
To run the great factories and water the land,  
Roll on, Columbia, roll on!

Tom Jefferson's vision would not let him rest,  
An empire he saw in the Pacific Northwest.  
Sent Lewis and Clark and we did the rest,  
So roll on Columbia, roll on!

## II-2.

Title: CONESTOGA WAGONER'S COMPLAINT

Description: An angry ballad against the spread of rail transportation.

Thought Questions:

- \* What economic effects did the growth of rail traffic have upon the American West? How did it affect oil exploration (and indirectly, affect coal mining)? What did it do to land values? Food prices? Military power?
- \* Railroads have asked for Federal aid and have used as arguments on their side the Federal road-building programs (benefits trucking) and airport programs (benefits air traffic) and harbor programs (shipping). Is this a logical argument for the railroads to use? Have they ever benefited from some kind of Federal aid in the past?
- \* Some economists believe the single most important influence on our culture and economy was the invention of the automobile. How has the automobile affected American patterns of housing, diet, education, labor, and politics? How does the auto industry affect the

whole economy? Why is this so?

- \* The Federal Government exercises safety and economic controls upon all kinds of transportation. How does this work? Why is passenger and freight rate control a national, rather than a local, matter? How does the transportation industry "police" itself?

Come all ye bold wagoners and turn out man by  
man  
That's opposed to the railroad or any such a  
plan,  
'Tis once I made money by driving my team  
But the goods are now all hauled on the rail-  
road by steam.

May the devil get the fellow that invented  
the plan.  
It'll ruin us poor wagoners and every other  
man.  
It spoils our plantations wherever it may cross,  
And it ruins all our markets so we can't sell  
a hoss.

If we go to Philadelphia inquiring for a load,  
They'll tell us quite directly it's gone out  
on the railroad.  
Oh, the rich folks, the plan they may justly  
admire  
But it ruins us poor wagoners and makes our  
taxes higher.

Our states they are indebted to keep them in  
repair,  
Which causes us poor wagoners to moan and to  
despair,  
It ruins our landlords, it makes business worse,  
And to every other nation it has only been a  
curse.

It ruins wheelwrights, blacksmiths and every  
other trade,  
So a plague on all the railroads that in this  
world was made.  
It ruins our mechanics, what think you of it  
then?  
And it fills our country full of just a lot  
of rich old men.

Come all ye bold wagoners that have got good  
wives;  
And go back to your homes and farms and there  
you'll spend your lives.  
When your corn is all cribbed up and your small  
grain is sowed,  
You'll have nothing else to do but set to blame the  
old railroad!

II-3.

Title: TRUSTS  
BANKS OF MARBLE

Description: Pres. William Howard Taft describes the dangers of business becoming too big; a popular ballad against the rich.

Thought Questions:

- \* Our national economic philosophy for two centuries was "laissez-faire capitalism." What does "laissez faire" mean? What are its general and specific implications?
- \* What forces have encouraged--or compelled--business and industry to become bigger and bigger? How has transportation contributed? Popular democracy? Immigrant labor? Foreign competition?
- \* Some Presidents, such as Taft, Theodore and Franklin Delano Roosevelt, and Kennedy, have been concerned that private industry could and sometimes did become the equal of public

government. Has this concern been legitimate? In what areas of activity? How do large local businesses compete with, or impede, local government?

- \* Most of our economic affairs are carried out in "paper." What is this "paper"? Discuss several forms, telling how they work. (Some kinds of paper: mortgages, short-term credit, long-term notes, stocks, bonds, insurance, billings, etc.)
- \* Banks pay you interest (three or four cents on a dollar) for the money you "loan" them when you put that money in a savings account. These interest rates are controlled by the government. Why? How might interest rates control the flow of money--and "paper"--in our economy?

The combination of capital in large plants to manufacture goods with the greatest economy is necessary to material progress. The government should not interfere with such aggregations of capital when they are legitimate and are properly controlled for they are then the natural result of modern enterprise and are beneficial to the public. In the proper operation of competition, the public will soon share with the manufacturer the advantage in economy of operation and lower prices. When, however, such combinations are not based on any economic principles, when they are made merely for the purpose of controlling the market to maintain or raise prices, restrict output and drive out competitors, the public derives no benefits since we have a monopoly. There must be some use for the company in the comparatively great size of its capital and plant and extend of its output, either to coerce persons to buy of it rather than of some competitor, or to coerce those who would compete with it to give up their business. There must usually, in other words, be shown an element of duress and its competitors before mere aggregation of capital or plant becomes an unlawful monopoly. Competition will not be destroyed without it. Many enterprises have been organized on the theory that mere aggregation of all or nearly all existing plants in the line of manufacture without regard to economy of production destroys competition. They have, most of them, gone into bankruptcy. Competition in a profitable business will not be affected by the mere aggregation of many existing plants under one company unless the company thereby effects great economy, the benefit of which it shares with the public, or takes some illegal method of duress to avoid competition and to perpetuate a hold on the business.

I've traveled 'round this country  
From shore to shining shore;  
It really made me wonder,  
The things I heard and saw.

I saw the weary farmer  
Plowing sod and loam,  
I heard the auction hammer  
Just a-knocking down his home.

But the banks are made of marble,  
With a guard at every door,  
And the vaults are stuffed with silver  
That the farmer sweated for.

I've seen the seamen standing  
Idly by the shore,  
And I heard their bosses saying,  
"Got no work for you no more."

But the banks are made of marble,  
With a guard at every door,  
And the vaults are stuffed with silver  
That the seamen sweated for.

I've seen the weary miner  
Scrubbing coal dust from his back,  
And I heard his children crying,  
"Got no coal to heat the shack."

But the banks are made of marble,  
With a guard at every door,  
And the vaults are stuffed with silver  
That the miner sweated for.

I've seen my brothers working  
Throughout this mighty land,  
I prayed we'd get together,  
And together make a stand.

Then we might own those banks of marble,  
With a guard at every door,  
And we would share those vaults of silver  
That we have sweated for!

II-4.

Title: THE FARMER  
THE FARMER IS THE MAN

Description: Pres. Theodore Roosevelt praises the farmer; a wry ballad of the farmer's plight in an industrial society.

Thought Questions:

- \* President Roosevelt gives the traditional view of the farmer as the very basis of our economy. Is this still true of the farmer?
- \* How influential were farmers (including plantation-owners and livestock growers) during the early years of the Republic? Why was this so? (Note: James Garfield was our last farmer-president.)
- \* Check a list of states that gives the electoral votes of each state. Which states are farming states? Which are industrial? What might this reveal about the economic, as well as political, power of farming states? What seems to be the population trend in the U.S. during the past 30 years or so?
- \* The ballad-singer is a small farmer with big complaints. Do these complaints seem justified? Why can't the small (family) farmer compete in today's economy?
- \* Farmers are experts in "debt paper," much of which coincides with sowing and reaping seasons. How much do you know about crop loans, seed loans, tax extensions, feed advances against slaughter, equipment credit, payments-in-kind, tenant acreage, etc.?
- \* One of the first types of Federal Aid was "the county agent," followed by the Land-Grant College Act. Why were they necessary? How do farmers generally view Federal Aid? Describe such contemporary aids as parity and soil bank.

The welfare of the farmer is a basic need of this nation. It is the ( ) of the farmer with the task of taking the lead in every great movement within this nation, whether in time of war or in time of peace. It is well to have our cities prosper, but it is not well if they prosper at the expense of the country. In this movement, the lead must be taken by

the farmers themselves, but our people as a whole, through their governmental agencies, should back the farmers. Everything possible should be done to better the economic condition of the farmer and also to increase the social value of the life of the farmer, the farmer's wife and their children. The burdens of labor and loneliness bear heavily on the women in the country. Their welfare should be the especial concern of all of us. Everything possible should be done to make life in the country profitable so as to be attractive from the economic standpoint and there should be just the same chance to live as full and well rounded and as highly useful lives in the country as in the city. The government must cooperate with the farmer to make the farm more productive. There must be no skinning of the soil. The farm should be left to the farmer's son in better and not worse condition because of its cultivation. Moreover, every invention and improvement, every discovery and economy should be at the service of the farmer in the work of production and, in addition, he should be helped to cooperate in business fashion with his fellows so that the money paid by the consumer for the product of the soil shall, to as large a degree as possible, go into the pockets of the man who raised that product.

When the farmer comes to town with his wagon loaded  
down,

Oh, the farmer is the man who feeds them all.  
If you'll only look and see, I'm sure you will agree  
That the farmer is the man who feeds them all.

The farmer is the man, the farmer is the man,  
Lives on credit till the fall;  
Then they take him by the hand, and they lead him  
from the land  
The middleman's the man that gets it all.

When the preacher and the cook go a strolling by  
the brook,  
The farmer is the man who feeds them all.  
And the lawyer hangs around while the butcher cuts  
a pound,  
The farmer is the man who feeds them all.

The farmer is the man, the farmer is the man,  
Lives on credit till the fall;

With the int'rest rate so high, it's a wonder he  
don't die,  
For the mortgage-man's that get's it all.

II-5.

Title: ONE-THIRD OF A NATION  
PASTURES OF PLENTY

Description: Pres. F.D. Roosevelt describes the ravages of hunger during the Great Depression of the 1930's; a migrant agricultural worker's view of America during the Great Depression.

Thought Questions:

- \* What were some of the forces at work which brought about the calamity of hunger during the Depression? How could a land as rich as ours suffer in this way?
- \* President Roosevelt assumed that only the Federal Government was big enough to feed the hungry. Is this so? What problems does this assumption raise? Does it unbalance normal economic activity of democratic

capitalism? Under what normal and abnormal circumstances should the Federal or State Government step in and control food, shelter, or other necessities?

- \* The ballad-singer says "we" have harvested "your" crops. Who are "we"? Who are "they"? Why did "they" prosper, while "we" didn't?
- \* The New Deal attempted to harness the national wealth in order to feed people and put them back on the job. What kind of legislation was passed at this time? How much of it remains? Why? How much was defeated? Why?
- \* In the Thirties, most migrant workers were native Americans. Today, a possible majority are foreign-born-Mexicans, Jamaicans, and others--imported under Congressional action. Why are migrant agricultural workers imported? How do they fit into the economy of agriculture?

Let us ask again. Have we reached the goal of our vision of that 4th day of March, 1933? Have we found our happy valley? I see a great nation upon a great continent blessed with a great wealth of national resources. Its 130 million people are at peace among themselves. They are making their country a good neighbor among the nations. I see a United States which can demonstrate that under democratic methods of government national wealth can be translated into a spreading volume of human comfort hitherto unknown and the lowest standard of living can be raised far above the level of mere subsistence. But here is the challenge to our democracy. In this nation I see tens of millions of its citizens, a substantial part of its whole population, who, at this very moment, are denied the greatest part of what the very lowest standards of today call the necessities of life. I see one-third of a nation ill housed, ill clad, ill nourished. The test of our progress is not whether we add more to the abundance of those who have much. It is whether we provide enough for those who have too little.

It's a mighty hard row that my pore hands has hoed;  
My pore feet has travelled a hot, dusty road;  
Out of your dustbowl and westward we rolled;  
And your deserts was hot and your mountains was cold.

I worked in yore orchards of peaches and prunes;  
I slept on the ground in the light of your moon;  
On the edge of your city you'll see us and then  
We come with the dust and we go with the wind.

California, Arizona, I make all your crops,  
Well, it's north up to Oregon to gather your hops,  
Dig the beets from your ground, cut the grapes from  
your vine,  
To set on your table your light sparkling wine.

Green Pastures of plenty from dry desert ground  
From the Grand Coulee dam where the waters run  
down;

Ever' state in this union us migrants has been;  
We'll work in this fight and we'll fight till we win.

It's always we rambled, that river and I,  
All along your green valley I will work till I die;  
My land I'll defend with my life if it be,  
'Cause my pastures of plenty must always be free.

Title: LABOR STRIFE  
LUDLOW MASSACRE

Description: Aunt Molly Jackson describes a coal mine, when she was a girl; description of pitched battle between miners and National Guardsmen.

- Thought Questions:
- \* Aunt Molly describes an armed insurrection. How could such an event be possible in modern (1935) America? Has this violent redress of economic grievances ever taken place in America before? (Stamp Tax Revolt, Whiskey Rebellion, etc.) Is there any relation between these uprisings in America and those in Korea, East Germany, Cuba, and Poland?
  - \* Certain states are "one-crop" states: West Virginia (coal), Wisconsin (dairy products), Iowa (corn), North Dakota (wheat), Oregon (lumber), etc. What are the assets and liabilities of one-crop states?
  - \* When a big corporation sets up a workers community next to its plant or pit, it establishes what has been called a "company town." What kind of trade, housing, schooling, and other services are carried on in such towns? Are they beneficial both for company and employees, or for only the company?
  - \* In a society of law-such as ours--violence must be punished. But in situations such as the Ludlow Massacre, who is to be punished? What conclusion must be draw about economic wars?
  - \* The nation's first strike was bloodless, in Philadelphia in 1794. There have been other bloodless victories for labor unions, too. How many do you know?

It was the 16th morning I remember in October in 1930 my sister's little girl, she was agoin' around in the field to a soup kitchen where that we had entered in the spring in April all of our canned stuff that we had canned up and every bit of food we had we had all throwed it together in order to make soup and try to save the lives of the children when the miners was black listed - 1100 of them - for joining the United Mine Workers of American and John L. Lewis had promised that he would see to it that if the miners was blacklisted; because the coal operators had made a pledge with each other that they'd never work another union man because John L. Lewis had sold us out in 1925 and the union broke. So these children was agoing to this soup kitchen and all the tops of their little feet was busted open from the cold wind and you could track them by the blood arunnin' down between their toes, barefooted.

You see when that 1100 miners went back when they gave John L. Lewis a dollar a piece for that union card and they went back- that was on Sunday. They went back on Monday morning, that whole 1100 was blacklist-

ed and then the whole 18,000 with big families, the Kentucky miners walked right out with them. And there they were - 18,000 miners with big families with nothing, no shelter. They wanted to throw the families out of the houses without injunction against them. Blacklisted them and then wanted to throw the miners out of their houses and move scabs and thugs in and there we didn't want to fight and kill nobody, but we seen that we had to stand together, all for one and one for all and we fought on the 5th day of May in 1931. We fought for about 2-1/2 hours. Thugs and scabs they come in on us by the truckloads with guns and tear gas and everything else and me, I, young as I was, and my 2 kid brothers, them 2 boys right there, and one of them, Bill Garland, was a Baptist minister, but that didn't kill his fighting spirit and he said he had to fight or his children had to starve to death and die. They stood, I was right between them - I'm lefthanded and I was apulling a Colt 45 in this hand, 38 special in this, and I had a belt full of cartridges around me and an apron around me and a hipful of cartridges. It was so smoky between them coal miners and them scabs and thugs that nobody knowed who shot who and nobody knowed who killed who. There was 14 of the scabs and thugs killed dead 35 wounded before they had something up to stick up their white flag and give up and we lost three of our miner brothers in that fight.

*It was early springtime when the strike was on,  
They drove us miners out of doors,  
Out from the houses that the Company owned,  
We moved into tents up at old Ludlow.  
I was worried bad about my children,  
Soldiers guarding the railroad bridge,  
Every once in a while a bullet would fly,  
Kick up gravel under my feet.  
We were so afraid you would kill our children,  
We dug us a cave that was seven foot deep,  
Carried our young ones and pregnant women  
Down inside the cave to sleep.  
That very night your soldiers waited,  
Until all us miners were asleep,  
You struck around our little tent town,  
Soaked our tents with your kerosene.  
You struck a match and in the blaze that started,  
You pulled the triggers of your galling guns,  
I made a run for the children but the fire wall stopped me,  
13 children died from your guns.  
I carried my blanket to a wire fence corner,  
Watched the fire till the blaze died down,  
I helped some people drag their belongings,  
While your bullets killed us all around.  
I never will forget the look on the face,  
Of the men and women that awful day,  
When we stood around to preach their funerals,  
And lay the corpses of the dead away.  
We told the Colorado Governor to phone the President,  
Tell him to call off his National Guard,  
But the National Guard belonged to the Governor,  
So he didn't try so very hard.  
Our women from Trinidad they hauled some potatoes,  
Up to Walsenberg in a little cart,  
They sold their potatoes and brought some guns back,  
And they put a gun in every hand.  
The state soldiers jumped us at the wire fence corners,  
They did not know we had these guns,  
And the Red-neck Miners mowed down these troopers,  
You should have seen those poor boys run.  
We took some cement and walled the cave up,  
Where you killed these 13 children inside,  
I said, "God bless the Mine Workers Union,"  
And then I hung my head and cried.*

II-7.

Title: MONEY, MONEY, MONEY

Description: Four commercials and a short speech heard on radio.

Thought Questions:

- \* The First Amendment to the Constitution, with the advent of national advertising, is an economic as well as a political guarantee of freedom. Is this as it should be? How free is our national system of communications? How does advertising enjoy the freedoms of the press, without taking the same risks as the press?
- \* What are the activities of the Federal Trade Commission and the Federal Communications Commission?
- \* The union speaker was carefully singled out by the station, which separated itself from his views. It didn't do the same for the commercials. Why? If the union man felt he was not given equal treatment, could he sue? Does he have a case under the First Amendment? Does the station have a defense?
- \* In communist countries, there are no billboards, commercials, salesmen, or other advertising methods. Why not?

When you are in the neighborhood of 46 Cedar Street you can see the Chase money collection. You can get information about a Chase compound interest account at any of the 28 conveniently located Chase offices in Greater New York and you will discover fine detailing for which you would expect to pay much, much more. Shop Robert Hall today and make your choice from this huge selection. Save plenty, too, ladies, on gabardine raincoats priced at a low \$8.95. And here is real news. If today's prices of ground coffee are squeezing your budget, Instant Chase and Sanborn can save you real money. A 4-ounce jar makes about as many cups as a pound of ground coffee. So get Instant Chase and Sanborn today and save. Prices just \$5.95 and \$6.95 a pair, which means simply this - that Thom McAn has a shoe for you for dollars less than you expected to pay.

How about taking that money-saving visit to Thom McAn's today. And now, folks, I want to spend a couple of minutes on a question that interests everyone - money. How to get what it takes to pay all those bills. So long as big business remains strictly interested in nothing but quick profits at everybody else's expense, we, the working people, get wage cuts, and they, the companies, get higher prices, thus keeping their profits level high. That's not the road to the advertising man's utopia, folks, it's the road to ruin. The road to depression for you and me and every working man or woman. The preceding period was purchased by the United Electrical Workers, C.I.O., Local 401 of Elizabeth, New Jersey. The views of the speaker did not necessarily reflect those of this station or its management.

II-8.

Title: TOO OLD TO WORK

Description: An auto worker's song about job security and forced retirement.

Thought Questions:

- \* When should an unskilled laborer retire? When should an executive retire?

Does their difference in work have anything to do with their retirement ages?

- \* What will your parents be doing when they reach 65? What do you see as your responsibility toward them? What do you see as society's responsibility toward them?
- \* Our working population is growing by leaps and bounds, but the number of jobs is not growing as quickly? Unions try to equalize the difference by shortening the work week; this makes more men necessary to produce the same amount of goods; it also is a way of getting a raise in pay for each worker. But how long can this continue? Will there ever be a 15-hour week? How do you, as a future wage-earner, feel about this?
- \* What are some recent changes in the Social Security Law? How do these changes reflect the changing character of the American labor force?

Thought Questions:

- \* What has happened to labor unions in recent years? Are their concerns the same ones of 30, 50, or 100 years ago?
- \* Americans once talked about "big business." Now they talk about "big labor." What is meant by this phrase? Are the advantages and dangers of big business the same or different for big labor?
- \* The teacher is a kind of white-collar worker which the unions are finding hard to organize. Why is this so? As the numbers of white-collar workers increase--and blue-collar workers decrease--what problems lie ahead for labor in organizing them?
- \* Among the big issues facing labor unions today are the following: Automation, white-collar predominance, foreign trade, integration, and vigilance upon their own leadership to maintain high moral standards. Discuss each of these and try to formulate what might be a good union's policy on each. What would you say was the key issue of all?

You work in the factory all of your life  
Try to provide for your kids and your wife.  
When you're too old to produce any more,  
They hand you your hat and they show you the door.

REFRAIN:

Too old to work, too old to work,  
When you're too old to work and you're too young to die,  
Who will take care of you, how do you get by,  
When you're too old to work and you're too young to die.

You don't ask for favors when your life is through.  
You got a right to what's coming to you.  
Your boss gets a pension when he is too old.  
You helped him retire, you're out in the cold.

(REFRAIN)

They put horses to pasture, they feed them on hay,  
Even machines get retired some day.  
The bosses get pensions when their days are through,  
Fat pensions for them, brother, nothing for you.

(REFRAIN)

There's no easy answer, there's no easy cure.  
Dreaming won't change it, that's one thing for sure.

But fighting together we'll get there some day,  
And when we have won, you will no longer say

(REFRAIN)

II-9.

Title: CORRUPTION  
TEACHER'S BLUES

Description: Dave Beck, former president of the Teamsters Union, testifying before a congressional committee; a ballad about the life of a teacher.

- You gave a truthful answer to this committee on your taking of \$320,000 of union funds that that might tend to incriminate you.

- It might.
- It might tend to incriminate you?
- It might.
- You know enough about your taking of the \$320,000 that if you gave a truthful explanation in answer that it might tend to incriminate you.

- It might.
- Is that right?
- It might.
- You feel that yourself?
- It might.

Oh, teacher, teacher, why are you so poor?  
Oh, teacher, teacher, why are you so poor?  
When it comes to unions, you're an amateur.

Now, unions are for workers, but a teacher has prestige,  
Oh, unions are for workers, but a teacher has prestige.  
He can feed his kids on that old noblesse oblige.

Now, prestige is fine, but so is bread and meat,  
Prestige is fine but so is bread and meat.  
What good is that white collar when you cannot eat.

Yes, he wears a white collar, he's treated with respect,  
He wears a white collar, treated with respect;  
Financially, he's solid wrecked.

Teacher, teacher, be a happy druge,  
Ooh, teacher, teacher, be a happy druge.  
You can stuff yourself with that old intellectual sludge.

I got the Teacher's blues, those blues are on my mind,  
I got the Teacher's blues, those blues are on my mind,  
'Cause inflation's got me, done left me far behind.

### III. POLITICAL DEMOCRACY

#### III-1.

Title: THE TAXATION TYRANNY

Description: An appeal for woman's suffrage based on the argument of "no taxation without representation."

Thought Questions:

- \* Who were the leaders of the woman's suffrage movement? What were some of the arguments they espoused for their cause, other than the argument raised in this ballad?
- \* Although the right to vote was basic to our democracy even at the very beginning, it was not a right tendered automatically to all persons living in America. Women did not have it, nor did other groups in the population. Which groups might these have been? Are there any such groups today without the right to vote?
- \* What were the qualifications for voting in 1789? What are the qualifications today? How do these qualifications differ from state to state? Why?

To tax one who's not represented  
Is tyranny -- tell if you can  
Why woman should not have the ballot?  
She's taxed just the same as a man.  
King George, you remember, denied us  
The ballot, but sent us the tea.  
And we, without asking a question,  
Just tumbled it into the sea.

CHORUS:  
Then to justice let's ever be true,  
To each citizen render his due.  
Equal rights and protection forever  
To all 'neath the Red, White and Blue!

That one man shall not rule another,  
Unless by that other's consent,  
Is the principle deep underlying  
The framework of this government.  
So, as woman is punished for breaking  
The laws which she cannot gainsay,  
Let us give her a voice in the making,  
Or ask her no more to obey.

#### III-2.

Title: VAN BUREN  
THE POLITICAL SMEAR

Description: A bitter personal attack against Martin Van Buren, typical of the rough-and-tumble nature of American politics; Ambassador William O'Dwyer, former mayor of New York City, uses a political smear technique against Senator Toby during a Senate Crime Investigating Committee hearing.

Thought Questions:

- \* What is meant by "smear"? Why would it be used at all? Why is it allowed in our society?
- \* Americans give nicknames to their government leaders as a way of cutting them down to size and preventing the rise of a totalitarian hero.

Van Buren was called "The Magician" and "The Red Fox of Kinderhook." Pres. Coolidge was called "Silent Cal." F.D.R. was called "That Man in the White House." How many other nicknames can you recall? What do they reveal about popular attitudes toward the Presidency?

- \* What techniques does Ambassador O'Dwyer use to put Senator Toby in a bad light? What is the Senator's defense in this situation? What is the defense generally of a person who has been smeared?
- \* If one man charges another with wrongdoing, and the charge is completely accurate, is this a smear? How much of the truth must be present to raise a charge above the level of a smear?
- \* What individuals and groups in recent times have used smear techniques against national leaders? What was their success or failure? Did the smears stick?

Who never did a noble deed -  
Who of the people took no heed -  
Who is the worst of tyrant's breed -  
VAN BUREN!

Who rules us with an iron rod -  
Who moves at Satan's beck and nod -  
Who heeds not man, who heeds not God -  
Van Buren!

Who would his friends his country sell -  
Do other deeds too base to tell -  
Deserves the lowest place in Hell -  
Van Buren!

And when November comes around;  
Who then shall hear the fateful sound -  
Magician, thou art wanting found -  
VAN BUREN!

...bookmaking all over the country. They say there is a lot of it in New Hampshire too - 30 million dollars a year.

- Well, I have never seen it proved.

- Well, it's been in the papers and they say that every New England bookmaker of any account spends their summers right in Bretton Woods in New Hampshire.

- Is that so?

- That's what they say and it's written in your papers.

- I never heard that before, sir.

- Oh, do you want me to read it from the Manchester..

- You can send it to me by Special Delivery mail.

- I would be glad to read it to you.

- And I might say to you, sir, that I don't believe anything I see in the Manchester Union.

- Well, I'll tell you.

- If ever was a paper wasn't worthy of the name and an editor who's unworthy of being a journalist, it's the gentleman who runs the Manchester Union and that ... to me, sir.

- Well, sir, I'll tell you, it wasn't written by the editor of the Manchester Union, Mr. Loeb...

- Don't mention his name, please.

- and it wasn't mentioned by your recent opponent, Mr. Powell.

- Don't mention his name, please.

- It was written by...

- Enough is enough.

- It was written by Mr. Ted Williams.

- Who is he?

- He is a sports writer for the Telegram.

- Left fielder for the Boston Americans?

- I wouldn't know what he has to do with them but I read the paper, and that's what they said. 30 million dollars worth of bookmaking in your home state, sir.

- I should put an asterisk after that - "Important, if true."

- Well, all investigations have an objective and that is to find out what is truth.

- That's right. That's why we're here.

- All right, sir. So it might be a good idea to reserve judgment on any investigation until it's completed.

- Well, we haven't got a Costello in New Hampshire.

- I wonder.

- Well, I don't at all. There is only one and he reigns in New York.

- And I wonder who the bookmakers in Bretton woods support for public office in New Hampshire.

- Well, I'll tell you one they didn't support. He's talking to you now and you know it.

- Well, I can tell you, sir, that you don't know who supported you because you sent down here to New York for money to help you in the primaries and for money to help you in your election and you got it and you don't know where it came from.

- I didn't send down to New York for a single dollar.

- You called up.

- I didn't.

- Well now, would you like to go into that?

- Yes, I would, and I challenge you.

- All right. Is there a Mr. Rosenblatt in the room? Is there a Mr. Rosenblatt here? There was an organization down here that went out to beat Pat McCarran in Nevada and they supported you and the story that is circulated down here is that you called up on the long distance telephone to get their help and that you got money.

- Well, it's not true. I never called anybody from New York for contributions to my campaign.

- Well, I'm under oath and you're not, sir.

- Well, I'll take the oath right now if you will give it, Mr. Chairman. I hate a four-flusher.

III-3.

Title: IF HE'S GOOD ENOUGH FOR LINDY

Description: A song revealing Charles A. Lindbergh's endorsement of Herbert Hoover.

Thought Questions:

- \* What familiar "advertising techniques" do you spot in this song? How effective do you think this song might have been in 1928? How effective do you think such a song type would be today?
- \* Recall the last local, state, or national election. Were candidates endorsed by prominent citizens? What slogans were used? Did the endorsements, slogans, and advertisements cloud or highlight the major issues?
- \* Lindbergh's isolationism was welcomed by some Republicans and echoed by many Democrats, too. If this is so, how could Mr. Hoover accept the Lindbergh endorsement? What constitutes a political party's "consensus of opinion" at election time? How do election techniques affect post-election performance?
- \* Would any candidate accept Lindbergh's endorsement after 1941?

Charles Lindbergh flew his plane all the way to  
France  
Most of the way he flew by the seat of his pants  
Good old American know how, that's the right way to  
be  
If he's good enough for Lindbergh he's good enough  
for me

If he's good enough for Lindy he's good enough  
for me (3)  
Herbert Hoover is the only man to be our nation's  
chief

Charles Lindbergh flew his plane to France to see  
what he could see  
Now that he's back he's looking at our old  
country  
And what he has to say stands out in bold relief  
Herbert Hoover is the only man to be our nation's  
chief

(CHORUS)

Now you all remember Hoover, back in the war  
-He saved us from the Kaiser now he'll give us  
something more  
He'll serve as the President of the land of the  
free  
If he's good enough for Lindy he's good enough  
for me

(CHORUS)

III-4.

Title: I'M A MIGRANT  
KEEP MOVING

Description: A migrant worker of the Thirties tells of his experiences on the road; a song describing the plight of the migrants and their position in the conflict between national rights and local government.

Thought Questions:

- \* The speaker has a note of pride in his voice. Is his social and political role or his economic role as necessary to America as his tone of voice might imply?



- \* The Supreme Court has ruled that citizenship is basically a national right (Edwards vs. California). However, the right of national citizenship is different from local privilege. What are some of the differences?
- \* What does the term "welfare" mean? According to your state law--and to national codes--what constitutes a "welfare case"? What arm of government is involved at each level? Are several agencies involved?
- \* Freedom of movement is a basic American right. However, people on the move give up certain other freedoms, such as the right to vote (because of residency requirements). What other rights and privileges do they give up? Is there any way to guarantee these rights and privileges anyway?

"I got a few little jobs - helping a water-well driller, hoeing figs, irrigating strawberries in the sandy land, laying roofs, hustling sign jobs with a painter.

"I followed the oil towns and found myself as far west as Hobbs, New Mexico. I'd learned how to play a guitar, a few of the easy chords, and was making saloons like a preacher changing from street corner to street corner.

"I hit Pampa in the Panhandle of Texas, and stuck there a while. Then the dust storms begun blowing blacker and meaner, and the rain was getting less, and the dust more and more. I made up a little song that went:

'37 was a dusty year  
And I says, Woman, I'm leavin' here.

And on one dark and dusty day, I pulled out down the road that led to California, citizens groups, deputy thugs, mean harness bulls, and Vigilantes."

How can you keep on moving, unless you migrate too  
They tell you to keep on moving, but migrate you must  
not do

The only reason for moving, the reason why I roam  
Is to go to a new location, and find myself at home.

I can't go back to the homestead, my shack no longer  
stands  
They said I wasn't needed, had no claim to the land  
They said, you better get moving, it's the only thing  
for you  
But how can you get moving, unless you migrate too.

Now if you pitch your little tent along the broad  
highway  
The Board of Sanitation says, "sorry you can't  
stay"  
Move on, move on, get moving, is their everlasting  
cry  
Can't stay, can't go back, can't migrate, so where in  
heck am I.

I can not stand the miseries that follow me as I roam  
Unless I'm looking forward to a place I can call home.  
So I think I'll round up all the folks and see what  
we can do  
Cause how can you keep moving, unless you migrate too.

III-5.

**Title:** TOO MANY BOOKMAKERS  
THE DELINQUENT

**Description:** Frank Costello discusses bookmakers, politicians, and pay-offs before a hearing of the Senate Crime Investigating Committee; an angry song describing the effects of big-city crimes and politics.

**Thought Questions:** \* Immigrants and minority groups tend to live in cities, where numbers can be a form of group protection. Now does their presence produce political, social, and economic problems for city government?

- \* How do political machines come about? Are they inevitable? What have been--and are--some well-known city machines? Are they always bad for city government? Can any kind of legislation control or eliminate political machines?

- \* The singer describes a courtroom scene in which the delinquent actually has the judge on trial. What is the meaning of this? Is justice possible in urban life? Can politics be a friend of the down-trodden, or an enemy?

...told me that he was having difficulties at the racetrack, The Roosevelt Raceway. He thought that he might lose his franchise, his interests. Bookmakers were there and the Racing Commissioner told him that if he didn't clean it up he might jeopardize his license. He asked me to help him. I said, in what can I help you? He says, Can you suggest something? I says, Well, haven't you got a detective agency there? He says, I have. Well, if they can't help you, how can I help you? He says, Well, it seems that there's a lot of complaints. I personally don't think there's any more bookmakers there than at any other track, but there's a lot of complaints. I says, there's nothing I can do for you, George. So he said, Well, maybe think of something. I said, Well, what I can do, George, I can spread propoganda around that they're hurting you there and you're a nice fellow and I can tell them that if there's an arrest made it's going to be very severe. I don't know how much good it's going to do you but I'll talk about it. He says, I wish you would, and I did.

- Do you think your services were worth a total of \$60,000 for 4 years?

- Which is \$15,000 a year. No, I didn't think so.

- What did you do in '46 to earn \$15,000?

- Practically nothing.

- And what did you do in the second year that made your services more valuable?

- Nothing. I did the same thing I did the first year and I don't think I did a damn thing.

Oh, the boy was on the bench,  
And the judge was in the dock,  
And the people on the jury were the people from the  
block.

Well, Costello was the lawyer,  
And De Sapio was there,  
And they made a lot of motions  
And their clamor filled the air.  
And they said it was outrageous  
That His Honor had to be  
Hauled up before the common folk and forced to  
make a plea.

But the boy was on the bench...

Well, the father of the boy,  
He was prosecutor here,  
And he made the accusation,  
And he spoke up loud and clear,  
And he pointed to the prisoner--  
A member of the Bar--  
And he said, "A crew of gangsters have put you  
where you are."

And the boy was on the bench...

And he said, "I am a voter,  
But my vote is less than straw,  
For the gunmen, they elect you,  
And they're way outside the law.  
And the gangsters rule the city,  
And they're gangsters, one and all,  
From the financiers in Wall Street to the clowns  
in City Hall."

And the boy was on the bench...

"So the boys in this big city  
Learn their lesson, every one--  
If you want to rule the Mayor  
Then you have to shoot a gun.  
So they form their little street-gangs  
On the model that you give,  
And the lesson that you teach them is, they have  
to kill to live."

And the boy was on the bench...

"And their primer is the shakedown  
From the time they shine a shoe,  
And it's shake down or be shaken,  
That's the rule they learn from you.  
The machine that rules the city  
Has no use for them at all,  
Till they have a gang to offer that's as tough  
as City Hall."

And the boy was on the bench...

"Do you dare to sit in judgement  
On this thing that you have made?  
It is time you wore the handcuffs,  
And sat shivering afraid.  
It is time to place the sentence  
Where the sentence ought to be.  
It is time for you to answer--  
And I rest my case," said he.

And the boy was on the bench,  
And the judge was in the dock,  
And the people on the jury were the people from  
the block.

III-6.

**Title:** LET'S MOVE IT  
MARTIN LUTHER KING THE NEGRO VOTER

**Description:** Sounds of Negro workmen laying railroad track on the Frisco Line; Dr. Martin Luther King calls for the right to vote for Southern Negroes at a mass meeting.

- Thought Questions:**
- \* Laying track is a classic example of the type of brute labor to which Negroes have been confined. How has this affected their chances at economic advancement, their ability to migrate, their ability to exercise political freedom?
  - \* The track-layers used a long piece of steel known as a "Jim Crowbar." The term "Jim Crow" survives today; how is it used?
  - \* Why is the ballot so important to Negroes at this time? What regional and national effects do you foresee, should the Negro be completely emancipated at the voting booth tomorrow?
  - \* What are some of the ways by which Negroes in Southern states have been denied the right to vote?
  - \* Who is Dr. Martin Luther King? What has been his role in recent times? Who have been some of the leaders that preceded him among the Negro community?

Give us the ballot and we will no longer have to worry the Federal government about our basic rights. Give us the ballot and we will quietly and non-violently, without rancor or bitterness, implement the Supreme Court's decision of May 17, 1954.

III-7.

**Title:** EISENHOWER AND FAUBUS/ DESEGREGATION AT LITTLE  
THE STATE OF ARKANSAS ROCK  
EISENHOWER AND FAUBUS/ THE SUPREME COURT

**Description:** Pres. Eisenhower tells why he sent Federal troops to Little Rock High School; Gov. Faubus announces the closing of the school. A student sings a song about the state militia preventing him from attending school.

Pres. Eisenhower champions the power of the Supreme Court; Gov. Faubus argues the Court is not the interpreter of the law of the land.

- Thought Questions:**
- \* Ever since the early days of our democracy, there has been disagreement as to the power of the Supreme Court. What are the positions taken by Eisenhower and Faubus on the Court at this time? Why does Gov. Faubus wish the ultimate power to reside in Congress?
  - \* According to your understanding of the Constitution, which branch of Government is the final arbiter of the law of the land? Congress or the Supreme Court?
  - \* To what law, passed in 1792, does Pres. Eisenhower refer?
  - \* What has been the legal history of desegregation in the last 50 years? Which men and groups have been active in this process?
  - \* In how many ways can the Executive branch of Government act to advance or retard the progress of desegregation and other processes of minority civil rights?

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal government to use its powers and authority to uphold Federal courts, the president's responsibility is inescapable.

Acting under the powers and responsibilities imposed upon me by these laws, I have ordered closed the senior high schools of Little Rock in order to avoid the impending violence and disorder which would occur and to preserve the peace of the community.

My name is Terry Roberts,  
From Little Rock I come.  
I went down to the schoolhouse,  
The place they kept me from.  
I went down to that schoolhouse,  
And this is what I saw....  
State troopers with steel helmets  
In the State of Arkansas.

I went up to the troopers  
And said, "Please let me in."  
And all their guns were pointed  
At the color of my skin.  
They kept me from that schoolhouse  
Where I'd be by law.  
And that's what they call justice  
In the State of Arkansas.

Now his name is Orval Faubus,  
The Governor of the State,  
He sent his army charging down,  
Nine kids at the gate.  
Three hundred National Guard were there  
Dressed up to fight a war,  
And that is why I'm late for school  
In the State of Arkansas.

Oh listen, Mr. Governor,  
And Mr. President, too.  
Give me that Constitution  
That's what you've got to do.  
Give me that Constitution  
I ask for nothing more.  
Yes, that's what I want to study  
In the State of Arkansas.

I've traveled this wide world over,  
Some ups and downs I've saw,  
But I never knew what misery was  
Till I hit old Arkansas.

Americans have always been proud that their institutions rest on the concept of equal justice under law. We must never forget that the rights of all of us depend upon respect for the lawfully determined rights of each of us. Every American must understand that if an individual, a community or a state is going successfully and continuously to defy the courts, then there is anarchy.

We have been faced a great deal with this phrase parroted over and over by a certain newspaper in the city and other people that the law of the land, it's the law of the land, it must be obeyed but, of course, it isn't the law of the land. Congress makes the law of the land and either one of these Congressmen here will tell you they never passed any such law. Now, I will say this to you. I will never open the public schools in Little Rock on an integrated basis until the people say so.

III-8.

Title: THE GRAND WIZARD OF THE KU KLUX KLAN  
THEY GO WILD OVER ME

Description: An attack on the Supreme Court for its ruling in favor of desegregation; Negro college students sing of their experiences in jail following a sit-in demonstration at Nashville, Tenn.

Thought Questions:

- \* Where, when, and why was the Ku Klux Klan organized? How have they operated on the national scene? What methods have they employed to gain their ends?
- \* What does the Grand Wizard mean by "our Southern way of life"? Is his statement a fair reflection of Southern ideals?
- \* What does the term "sit-in" mean? What is the philosophy behind it? How does this philosophy compare with that held by Negro leaders of 40 to 60 years ago (e.g., Booker T. Washington)?
- \* What results have the sit-ins accomplished? How do you regard this movement?
- \* Contrast this song with "Let's Move It": III-6.

We've tried to be as calm as we could about this situation. We give the Supreme Court in Washington, D.C. fair warning: If they can't maintain our southern way of life, then we are going to do something about it.

III-9.

Title: FIRST, FIFTH, AND SIXTH AMENDMENTS

Description: William Mandell invokes the Constitutional safeguards while appearing before the House Un-American Activities Committee, May, 1960.

Thought Questions:

- \* Has the witness accurately recounted the safeguards of the First, Fifth, and Sixth Amendments? In your opinion, has he invoked them at an appropriate time?
- \* Of all the Amendments most discussed, the Fifth is perennially the center of controversy. What was the reason for its inclusion in the Bill of Rights? Does this reason have validity today?
- \* Congress is required to investigate any phase of American life and activity prior to the enactment of legislation. However, some congressmen have abused this requirement. The McCarthy committee is the most flagrant example. What do you recall of this affair?

... "My name is William Mandell, I live at 233 Lake Drive, Berkeley; my occupation: I am a translator of scientific material, a lecturer, a leader of travel tours, an author, radio and

television commentator and have been a newspaper man at various times until a Committee such as this made it difficult for me to continue in some of these fields."

... "Are you now or have you ever been a member of the Communist Party?"

... "Sir I am 42 years of age and I've never had to face a jury as defendant or grand jury as witness in my life. My research and writing have been so public that two Committees similar to this one, the Senate Internal Security Sub-Committee and the McCarthy Committee subpoenaed me as far back as 8 and 7 years ago respectively, for having written a book entitled the Soviet Far East and Central Asia. No indictment resulted from those hearings either or from my continued public speaking and writing since that date. Clearly therefore I have engaged, I have committed no crime under any of the laws of this country and am not engaged in subversion. Consequently, I refuse to testify on the grounds that as a radio and T.V. public affairs broadcaster active in those capacities today, the subpoena issued to me interferes with the rights to my stations to schedule informational programs on their merits and is thus a direct violation of the First Amendment, guarantee of freedom of speech and of the people's right to hear. Further, as a scholar with a 20 year record of research and public writing and lecturing in my chosen field, the study of the Soviet Union, a field admitted by all to one in which this country is in vital need of knowledge, I refuse to testify on the grounds that the subpoena is in violation of the freedom of inquiry, which can only be expressed through the free speech and the free press guaranteed in the First Amendments to the academic community as to all others. Lastly, I certainly shall not answer questions representing allegations against me, made by persons not present and not identified, whom I cannot confront and whom my lawyer cannot cross-examine as to their truthfulness. To rest my case solely on the First Amendment would, as 36 cases now in the courts show, condemn me to years of court action at enormous cost, it would cost me my home and impoverish my family for a very long time to come which is of course what this Committee desires. Therefore I also refuse to testify under my right not to be a witness against myself, a right originated to protect the innocent; the guilty can be convicted by the testimony of others if there is any real evidence to present."

III-10.

Title: VITO MARCANTONIO/ THE COMMUNIST 11  
THE LAND OF THE DAILY WORKER

Description: A classic example of the pro-communist view of "capitalist warmongers"; a satirical comment about the value of the communist newspaper, The Daily Worker.

Thought Questions:

- \* Vito Marcantonio was elected to Congress, where he frequently spoke against American policy and for Soviet policy. He represented the last of the Communist Party's political power in the United States. When was this power at its height? Why? What kind of threat did it pose?
- \* The Communist Party has been judged not a true political party but an agent of a foreign power. What circumstances and Party activities since 1938 seemed to lead to this conclusion by both Congress and the Supreme Court?
- \* Who are today's Communist Party leaders? How influential are they? What is the latest estimate on the numerical strength of the Party?
- \* Describe the following political parties and tell how they fit into American political history: Communist

Labor Party, Communist Party, Socialist Party, Social Democratic Party, Socialist Labor Party, Workingmen's Party, American Labor Party, Farmer-Labor Party, Workers' Party, and Labor Party.

Men's freedom is in peril, and New Yorkers are now told that the price of free thinking for peace and against war is political imprisonment. We have witnessed the first sample of this in the persecution of the 11 Communists the other day. Despite the tongues of press propaganda to the contrary and the hysteria which has been whipped up, the issue in that trial was not Communism. The issue then, and the issue today, is the right to think and speak out against the horrible consequences that flow from the mad architecture of John Foster Dulles and the work of Truman and Dewey and their candidates, O'Dwyer and Morris...

Oh, all around are Union Squares, the land of the Daily Worker,  
You'll see them standing everywhere reading the Daily Worker.  
You go in the door of a soda store and talk to the soda jerker,  
He knows the truth about the war by reading the Daily Worker.  
You go to a dance to look for romance  
A waltzing on the ...

You have a chance to catch their glance  
By reading the Daily Worker.  
The Eskimo, the Hottentot, the Chinaman and the Turker,  
They know exactly what is what by reading the Daily Worker.  
United front was quite a stunt  
It took in many a sucker  
And many a dame with a Mayflower name is reading the Daily Worker.  
Uncle Joe, as you might know, with many a grin and smirker  
Sees the line go over fine, by reading the Daily Worker.

IV-1.

Title: LANDING OF THE A.E.F.  
LET'S BURY THE HATCHET

Description: An Army commander's speech to American troops arriving in France in 1917; a jingoistic, anti-Hun popular song of 1917.

Thought Questions:

- \* The commander expresses the idealism of most Americans at the time of the First World War. Relate this speech to such contemporary slogans as "The war to end all wars" and "The war to make the world safe for democracy."
- \* What historic ties and obligations did the U.S. have toward Europe, according to the commander? Did he overstate or understate the case for U.S. participation in the war? How does this speech compare with the traditionally isolationist sentiments

of pre-World War I Americans?  
\* Describe America's attitude toward the Kaiser in 1910? In 1917? Compare this attitude toward Santa Ana in the Mexican War; with Valeriano Weyler in the Spanish-American War.

Boys, I want to say a few words to you before we go ashore. This is a memorable event in the history of America, it being the first time that an American military force has set its foot on the ancient soil of France. When we were fighting for our independence in '76 long ago, France sent us some of her brave sons under the command of General Lafayette to help us in our fight for freedom. After a heroic struggle that fight was won. The stars and the stripes unfurled and the American Republic brought to life. Today you are representatives of that great republic, the United States of America... You have been sent here to help those who once helped you in the hour of distress. You have been sent here to pay an old and honorable debt. You have a sacred duty to perform. Your country has placed its honor and its flag in your hands. Guard them both and, if need be, protect them with your life.

While Yankee Doodle sails away to find the German foe  
The pacifists are howling "peace" and say they shouldn't go.  
They calim the hatchet must be buried by the Allies now.  
Perhaps they're right, we must have peace and so I'll tell them how.

Let's bury the hatchet.  
Let's bury the hatchet.  
Let's bury the hatchet in the Kaiser's head.  
We'll crown him on the noodly,  
Make him whistle "Yankee Doodle"  
Shouting the battle cry of Wilson.

IV-2.

Title: ERNEST HEMINGWAY/ THE SPANISH CIVIL WAR  
VALLEY OF JARAMA

Description: Ernest Hemingway recalls (in 1947) the anti-Fascist fight in the Spanish Civil War; a ballad of the Abraham Lincoln Brigade during this war.

Thought Questions:

- \* The U.S. maintained strict neutrality during the Spanish Civil War and clamped down an arms embargo, also. Which side seemed to be helped the most by this official policy?
- \* Explain Hemingway's phrase, "premature anti-fascist." Explain his reference to "Il Duce."
- \* Defend or attack this statement: "The men of the Lincoln Brigade were the first Americans to fight in World War II."
- \* What was Franco's position during World War II? What has been our policy towards him since World War II? Why?
- \* Compare the official American policy toward Spain in 1936-9 with our recent policy toward China, Israel, Cuba, Iraq,

Vietnam, and the Dominican Republic? Has there been an alteration? Explain your view.

#### THE REUBEN JAMES

Description: The isolationist, "America-First" attitude towards the struggle in Europe in 1939; one of F.D.R.'s speeches calling on Germany to solve her disputes through negotiation; a ballad recounting the sinking of the U.S. destroyer, Reuben James, by a Nazi U-Boat on October 30, 1941, over a month before Pearl Harbor.

I am very glad to be present in this distinguished company of premature anti-fascists. That's a classification that a number of us received during this last war. They don't give oak leaf clusters with it, but I would still rather have it than a lot of the spinach we saw on the chests of a lot of different people in a lot of different places. Most of these places that a number of us visited in the last few years I doubt that we would have had to go to if they would have let us win in Spain. But we have all known that for so long that there is no need to go into all of it again. It was knowing that which made a premature anti-fascist. Just as it was wearing those steel helmets that were the legacy that we inherited from not having been allowed to win in Spain made many premature anti-fascists prematurely bald. So, I would like to read something that I wrote for the "New Masses" back in February 1939.

#### On the American Dead in Spain

The dead sleep cold in Spain tonight. Snow blows through the olive groves sifting against the tree roots. Snow drifts over the mounds with the small headboards, when there was time for headboards. The olive trees are thin in the cold wind because their lower branches were once cut to cover tanks and the dead sleep cold in the small hills above the Jarama River. It was cold that February when they died there and since then, the dead have not noticed the changes of the seasons.

There's a valley in Spain called Jarama. It's a place that we all know so well. It was there that we fought against the fascists. We saw a peaceful valley turned to hell.

#### REFRAIN:

From this valley they say we are going,  
But don't hasten to bid us adieu.  
Even though we lost the battle at Jarama,  
We will set this valley free 'fore we're through.

We were men of the Lincoln Battalion.  
We're proud of the fight that we made.  
We know that you people of the valley,  
Will remember our Lincoln Brigade.

From this valley they say we are going,  
But don't hasten to bid us adieu.  
Even though we lost that battle at Jarama,  
We will set this valley free 'fore we're through.

You will never find peace with these fascists.  
You will never find friends such as we.  
So remember that valley of Jarama  
And the people that'll set that valley free.

#### (REFRAIN)

All this world is like this valley called Jarama.  
So green and so bright and so fair.  
No fascists can dwell in our valley,  
Nor breathe in our new freedom's air.

#### (REFRAIN)

IV-3.

Title: LINDBERGH ON ISOLATIONISM  
FRANKLIN D. ROOSEVELT'S "QUARANTINE" SPEECH  
(CHICAGO, OCT. 5, 1937)

Thought Questions:

- \* What were the issues as Lindbergh and other isolationists saw them on the eve of the Second World War? Do any of these issues or ideas survive today?
- \* What was the international situation when F.D.R. made his speech (1937)? How did his views compare with Lindbergh's? How was the U.S. beginning to depart from its traditionally isolationist policies at this time?
- \* American isolationism and neutrality was most frequently tested on the high seas. Compare the incident of the Reuben James with incidents during the War of 1812, the Spanish-American War, and World War I. Compare it also with the question of airspace, as in the Berlin Airlift of 1948 and the U-2 incident of 1960.

I speak tonight to those people in the United States of America who feel that the destiny of this country does not call for our involvement in European wars. We must band together to prevent the loss of more American lives in these internal struggles of Europe. We must keep foreign propaganda from pushing our country blindly into another war. Modern war, with all its consequences, is too tragic and too devastating to be approached from anything but a purely American standpoint. We should never enter a war unless it is absolutely essential to the future welfare of our nation. This country was colonized by men and women from Europe. The hatreds, the persecutions, the intrigues they left behind gave them courage to cross the Atlantic Ocean to a new land. They preferred the wilderness and the Indians to the problems of Europe. War is a contagion whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. Yes, we are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement but we cannot have complete protection in a world of disorder in which confidence and security have broken down. If civilization is to survive, these principles of the Prince of Peace must be restored. Shattered trust between nations must be revived. Most important of all, the will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a course. There must be positive endeavors to preserve peace. America hates war. America hopes for peace. Therefore, America actively engages in the search for peace.

Have you heard of a ship  
Called the good Reuben James?  
Manned by hard fighting men  
Both of honor and fame?

She flew the Stars and Stripes  
Of this land of the free;  
But tonight she's in her grave  
On the bottom of the sea.

Chorus:  
Repeat ( Tell me, what was their names?  
( Tell me, what was their names?  
( Did you have a friend  
( On that good Reuben James?

Well, a Hundred men went down  
In that dark and watery grave;  
When that good ship went down  
Only Forty-Four were saved.  
'Twas the Last Day of October  
That we saved the Forty-Four  
From the cold ocean waters  
Of that cold Iceland shore.  
(Chorus)

It was there in the dark  
Of that uncertain night;  
That we watched for the U Boats  
And waited for the fight;  
Then a whine and a rock  
And a great explosion roared,  
And they laid Reuben James  
On that cold ocean's floor.  
(Chorus)

Now tonight there are lights  
In our country so bright;  
In the farms and the cities  
They are telling of this fight;  
And now our mighty battleships  
Steam the bounding main  
And remember the name  
Of our good Reuben James.  
(Chorus)

IV-4.

Title: F.D.R. ON THE LEAGUE OF NATIONS (1920)  
F.D.R. ON THE UNITED NATIONS (1945)

Description: In 1920 F.D.R. recalled our bipartisan efforts to win World War I, asked for bipartisan efforts to keep the peace through the League; in 1945, F.D.R. reports to Congress on results of the Big Four conference at Yalta, where the U.N. was born.

Thought Questions:

- \* Compare the sentiments in the two speeches, given 25 years apart. Compare the position of the speaker in 1920 and in 1945.
- \* How did the American people view the League of Nations? How were these views reflected in Congress?
- \* Who were "The Big Four" at Yalta? How have these men affected the course of modern world history? How have their successors carried on?

Even if a nation entered the war for an ideal, so it has emerged from the war with the determination that this deal shall not die. It is idle to pretend that the Declaration of War of April 6, 1917 was a mere act of self-defense or that the object of our participation was solely to defeat the military power of the Central Nations of Europe. We knew then as a nation even as we know today that success on land and sea could be but half a victory. The other half is not won yet. The cry of the French at Verdun, "They

shall not pass," and the cheer of our own men in the Argonne, "We shall go through," - these were essential glories. Yet, they are incomplete. To them we must write the binding finish, "It shall not occur again," for America demands that the crime of war shall cease.

For the second time in the lives of most of us, this generation is face to face with the objective of preventing wars. To meet that objective, the nations of the world will either have a plan or they will not. The (Brown-Ludlow) Plan has now been furnished and has been submitted to humanity for discussion and decision. No plan is perfect. Whatever is adopted in San Francisco will doubtless have to be amended time and again over the years just as our own Constitution has been. No one can say exactly how long any plan will last. Peace can endure only so long as humanity really insists upon it and is willing to work for it and sacrifice for it. 25 years ago American fighting men looked to the statesmen of the world to furnish the work of peace for which they fought and suffered. We failed them. We failed them then, we cannot fail them again and expect the world to survive again.

IV-5.

Title: THE MARSHALL PLAN  
ROBERT A. TAFT ON ISOLATIONISM

Description: Secretary of State George C. Marshall proposes a plan to revive Western Europe (delivered at Harvard, June, 1947); Sen. Taft argues against formation of the North Atlantic Treaty Organization.

Thought Questions:

- \* What were some specific proposals of the Marshall Plan? What effects did the Plan have on postwar Europe? What might have been Western Europe's fate in the absence of such a Plan? How might the Soviet bloc of nations have conducted themselves?
- \* Trace the career of George Marshall as soldier and as statesman. America has produced several great soldier-statesmen in the past, too. Name a few and describe their careers in the public service.
- \* How does Sen. Taft reflect pre-war isolationist sentiment? What are the roots of his remarks about the influence of the military? Is this in line with--or opposed to--traditional American doctrine on the role of the military. Compare this with President Eisenhower's farewell address.
- \* Sen. Taft speaks of "extending the Monroe Doctrine to Europe." What is meant by this allusion? How does the Monroe Doctrine figure in recent American History?

I am in favor of extending the Monroe Doctrine to Europe, warning Russia that if they go to war, we will be in that war. That, I think, is the only thing, the only really effective deterrent to Russian military aggression if they contemplate it and I don't know whether they do. But, of course, what is this pact? Under this pact we agree for 20 years any time any one of those nations is attacked, whether by Russia or

by one of the other nations, one of the pact nations, or anybody else, we will at once go to their defense. They may have instigated almost the attack. We are bound to them. There is no court to determine whether somebody is a wrongful aggressor or not. We simply are bound to go to the defense of that nation. That makes the Atlantic Pact a military alliance. They say defensive, but with arms, today arms, any defensive arms can be used offensively and it is really an offensive and defensive alliance contrary to every tradition of American history.

It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world. Our policy is directed, not against any country or doctrine, but against hunger, poverty, desperation and chaos so as to permit the emergence of political and social conditions in which free institutions can exist. Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States Government. Any government which manoeuvres to block the recovery of other countries cannot expect help from us.

IV-6.

Title: HENRY WALLACE ON THE RED ISSUE  
LITTLE JOE THE RUSTLER

Description: Henry Wallace, Progressive Party candidate in 1948, by-passes Soviet actions and blames American big business for creating world tensions; a song describing Joseph Stalin's post-World War II aggression.

Thought Questions:

- \* What were Soviet-American relations from 1917 to 1939?
- \* The year 1948 was one of turmoil at home and abroad. How did Wallace interpret the events of that year and the recent past? Place Wallace in some historical context: Populist? Isolationist? Free Silver? Farmer-Labor?
- \* "Little Joe (Stalin) the Rustler" roped several countries into the communist bloc in the late 1940's. Name these countries. Name also those countries where he tried and failed. How did America help bring about the failures?

Several days ago I found buried away in my morning newspaper a report by the Chief of the Associated Press Bureau in Moscow. He reported that he was unable to find any talk of war in the Russian capital. Two weeks ago Howard K. Smith, broadcasting over this network, pointed out that there were no Russian troops in Czechoslovakia, no Russian troops in Trieste, no Russian troops in Italy, nor in Greece, nor in China, and he made this wise comment, "It's pretty hard to have a war with an aggressor if he isn't around to do any aggressing". Yet, out of Washington comes stories that war may come in a few months or a few weeks. The war threat is being manufactured by big business military alliance which is running our country. It is being manufactured because it is profitable. In the name of national security, trade unions can be curbed, social legislation can be held up and the fight for superprofits through vast new spending for arms can continue. The mass hysteria which they seek to create with stories of mysterious submarines, the dangers of free elections in Italy and grossly distorted reports of every international incident is profitable to the few but

dangerous to the many. There is no threat to American security.

Oh, little Joe, the rustler, will rustle never more.  
The scheming in the Kremlin is all through.  
It was back in 1907 when he robbed the Tiflis bank  
And landed in the prison at Baku.

REFRAIN:

Well, he rustled all through Europe and he rustled  
through the world,  
From Germany out to the China Sea.  
Joe Stalin purged and thundered as his black  
moustache he twirled,  
And he did it in the name of liberty.

He rode with Nikolai Lenin.  
Who was leader of the band.  
But Stalin had ambitions of his own.  
He learned to rope and shoot and ride  
Until he led them all  
And he succeeded Lenin to the throne.

(REFRAIN)

Now little Joe he purged Bukharin, Trotsky and the  
rest,  
Zinoviev and many others too  
He said they all were traitors and he shot them down  
like dogs  
And he alone remained of all that crew.  
Well he wove an iron curtain and encircled half  
the world.  
He gobbled up his neighbors one by one.  
He called it liberation, but his name was cursed by  
all,  
As the people saw their countries overrun.

(REFRAIN)

T'was in the spring of '53 that Joseph Stalin died.  
They laid him next to Lenin in a tomb.  
There were no tears, no broken hearts, no grief  
throughout the world  
When little Joe the rustler met his doom.

(REFRAIN)

IV-7

Title: THE BARUCH PLAN  
STRONTIUM 90

Description: Bernard Baruch, "advisor to presidents," proposes international control of atomic energy before the U.N., June, 1948; a song recounting the perils involved in nuclear testing.

Thought Questions:

- \* The problem of control of nuclear weapons and tests has been the most difficult to resolve in the history of civilization. What has the U.S. done to help bring about a solution? Explain our policy in moral terms, political terms, economic terms, social terms.
- \* What positions on this problem have been taken by Britain, France, and the U.S.S.R.? What are the hopes and fears of each nation, as reflected in these positions?
- \* Which major nations of the world, not now involved in the problem, may soon be involved?

How will this alter the present "balance of terror"?

- \* The song mentions strontium 90. What is strontium 90? How does it affect human beings directly? Indirectly? What are some other lethal by-products of nuclear explosions?

We have proposed this: 1) manufacture of atomic bombs shall stop; 2) existing bombs shall be disposed of pursuant to the terms of the treaty, and 3) the authorities shall be in possession of full information as to the knowhow for the production of atomic knowledge.

Every time there's an H-bomb test  
You get a little more strontium under your vest.  
It rots your bones, makes your teeth fall out,  
And makes life shorter, there's no doubt about

REFRAIN:

Strontium 90, Strontium 90, falling all around  
Strontium 90, Strontium 90, poisoning the ground.  
With the fallout falling all the while  
We'll soon be lit like a luminous dial  
If we don't stop Strontium 90 falling all around.

Drink more milk, the posters say,  
Drink a pint of Strontium every day.  
But I've heard tell that Strontium 90  
Ain't good for you.

(REFRAIN)

Now those experts say, we're safe enough  
Takes a lot more Strontium before we snuff  
But personally, I had my fill  
Cause the only safe dose is absolutely nil!

(REFRAIN)

So if you are tired of eating atomic dust  
Got to stop ole test or the world goes bust  
The only Party that gets my vote  
Says "Ban the Bomb" as its election note.

IV-8.

Title: PRESIDENT KENNEDY ON NUCLEAR CONTROL  
DOOMSDAY BLUES

Description: President Kennedy addresses the U.N. on the need for nuclear control. A pacifist song about the nightmare of atomic/nuclear warfare.

- Thought Questions:
- \* Which nation or nations had atomic bombs in 1945? When did this power position shift? Which nations now have an atom or hydrogen or neutron bomb?
  - \* The action of Pres. Truman, in authorizing the dropping of the bomb to wipe out civilian, as well as military, installations and personnel, has been long debated. Do you feel that this had to be done? In light of events since 1945, would you condone this action being done again?
  - \* How is the term "politician" used in this song?
  - \* A strong strain of pacifist

has run through the American fabric since Colonial days. What part did pacifists play prior to World War I and II? What role do they play today? How does American pacifism relate to American isolationism? Internationalism? Federalism? Radicalism?

The events and decisions of the next 10 months may well decide the fate of man for the next 10,000 years. There will be no avoiding these events. There will be no appeal from these decisions and we, in this hall, shall be remembered either as part of the generation that turned this planet into a flaming funeral pyre or the generation that made its vow to save succeeding generations from the scourge of war.

Last night I lay a'sleeping  
My heart was filled with dread.  
I dreamt that the bomb had fallen  
And a million people were dead.  
I went down to the old infirmary  
To see if my baby was there.  
But the infirmary had vanished  
Into radioactive air.  
Millions of people were mourning.  
A million were lying there dead.  
I looked that whole scene over  
And these were the words I said:

We could have been happy and peaceful.  
The bomb could be banned easily.  
But those politicians did everything but agree.  
Then a voice came out of the rubble  
Saying, they're not only to blame.  
We'll tell you who's really guilty,  
And they all started shouting my name.  
You gave politicians their power.  
You sat back and watched the T.V.  
You could have forced them to ban it.  
You could have made them agree.  
Well, then I awoke in terror.  
I resolved it should never come true.  
I resolved to make peace safe forever  
And that's what I'm trying to do.  
Last night I lay a'sleeping.  
My heart was filled with dread.  
I dreamt that the bomb had fallen  
And a million people were dead.

IV-9.

Title: PRES. JOHN F. KENNEDY'S INAUGURAL ADDRESS  
THEN WE'LL HAVE PEACE

Description: Foreign policy objectives, as seen by the new President on January 20, 1961; a ballad relating peace to economic, political, and social justice for all peoples.

- Thought Questions:
- \* President Kennedy stresses the fact that America grew out of a revolution. To whom was he making this point? What response might he have wanted from American listeners? What response might he have wanted from listeners overseas?
  - \* How does the Kennedy statement relate to the Monroe Doctrine?



What does it say about Kennedy's understanding of the role of the U.N.? Of American foreign aid? Of NATO?

- \* What is the significance of Kennedy's statement that "the torch has been passed to a new generation of Americans"?
- \* Recount the obstacles to world peace listed by the singer. What others would you add? How has the United States tried to solve or alleviate these problems?
- \* Locate on a map--and indicate the international importance of--Kenya, Algeria, Togoland, Aswan Dam, Martinique.

For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and 3/4 ago. The world is very different now for man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet, the same Revolutionary beliefs for which our forbears fought are still at issue around the globe. The belief that the rights of man come, not from the generosity of the State, but from the hand of God. We dare not forget today that we are the heirs of that first Revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed and to which we are committed today, at home and around the world. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty. This much we pledge, and more.

When rich men act like poor men, and poor men eat like rich.  
When all men take the high road, no black men in the ditch;  
When mothers down in Kenya, can rear their children strong;  
And people on Algerias coast, can sing a freedom song....  
Then we'll have peace!

When people think of Jesus, as he said "Good will toward men."  
And drove the money changers from the temple they were in;  
When people "Turn the other cheek", and give a helping hand,  
To poor folk off in Martinique, or deep in togoland...  
Then we'll have peace!

When nations build the Aswan dam, so deserts turn to green;  
And atom power builds a world-The like we've never seen;  
When all our granaries are full (And soup lines don't appear.)  
When stores are filled with clothes and shoes, that to none are priced too dear.  
Then we'll have peace.

For peace is based on love and trust, where no man lives on man.  
Where each shall own his native soil, though tis Egyptian sand.  
For peace is based on tolerance, thus all men must be heard.  
"Good will towards men", and "Peace on Earth", if there be God  
Then that's his word.  
There shall be peace.

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## SOCIAL STUDIES

FH5801 AMERICAN HISTORY IN BALLAD AND SONG, prepared by Albert Barouh and Theodore O. Cron for Junior



High School Social Studies; 57 documentary and historical songs covering the following areas: Colonial America, The American Revolution, The Frontier, Development of Democracy, The Civil War, The Industrial Era, The American Farmer, The Growth of the U.S. as a World Power, The World of Man; performers include

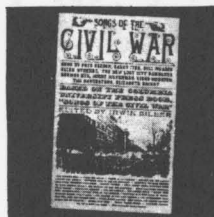
Pete Seeger, Hermes Nye, Woody Guthrie, Ed McCurdy, others. 24-page teaching guide accompanies the records and includes suggested thought questions, homework assignments, etc.

3-12" 33-1/3 rpm longplay records (box set)

FH5280 ELECTION SONGS OF THE UNITED STATES, sung by Oscar Brand, accompaniments by Billy Faier; 26 campaign songs from American Presidential elections, incl. Fair and Free Elections, Jefferson and Liberty, Tyler and Tippecanoe, Hurrah for Grant, Shout McKinley, Al Smith Song, etc. Texts and notes on the songs by Irwin Silber.

FH5264 SONGS from the DEPRESSION sung by the New Lost City Ramblers incl. No Depression in Heaven, Breadline Blues, Death of Blue Eagle, NRA Blues, other songs of the 30's. "A haunting echo of the past." - Variety.

FH5717 SONGS OF THE CIVIL WAR, the most comprehensive collection of Civil War songs ever recorded,



sung by Pete Seeger, Sandy Ives, Jerry Silverman, The Harvesters, Cisco Houston, New Lost City Ramblers, Hermes Nye, Bill McAdoo, Elizabeth Knight, Sandy Ives, Ellen Stekert. John Brown's Body, Johnny Is My Darling, Billy Barlow, Somebody's Darling, Old Abe Lincoln, The Vacant Chair, Lincoln and Liberty, Roll Alabama Roll, Clear The Track,

Tramp Tramp Tramp, Bonnie Blue Flag, Tenting Tonight, Richmond Is A Hard Road to Travel, Battle Cry of Freedom, The Cumberland and the Merrimac, Just Before the Battle Mother, Farewell Mother, Weeping Sad and Lonely, Marching Song of the 1st Arkansas, Overtures from Richmond, Pat Murphy of the Irish Brigade, Goober Peas, The Cumberland Crew, High Toned Southern Gentleman, When Johnny Comes Marching Home, Who Will Care for Mother Now? Marching Through Georgia, No More Auction Block, Kingdom Coming, Booth Killed Lincoln, Oh I'm A Good Old Rebel, Two Brothers, Battle Hymn of the Republic. Edited and with notes on the songs by Irwin Silber; song texts.

2-12" 33-1/3 rpm longplay records (box set)

FH5252 AMERICAN NEGRO SONGS FROM SLAVERY TIMES, sung by Michael LaRue; Over 30 authentic slave songs incl. Link O' Day, Good News, Stars Begin to Fell, etc. Texts and documentary notes by Ralph Knight.

FH5255 THE DAYS OF '49 (Songs of the Gold Rush), with Logan English, accompanied by Billy Faier. Notes by Kenneth S. Goldstein. What Was Your Name in the States? Sacramento, A Ripping Trip, Sweet Betsy From Pike, Crossing the Plains, Prospecting Dream, Life in California, I Often Think of Writing Home, The Days of '49, He's the Man for Me, Clementine, California Bloomer, Sacramento Gals. Illustrated text.

# SOCIAL STUDIES

## LATEST RELEASES

FW3044 British Broadside Ballads, v. 2 sung by Ewan MacColl  
 FH5211 Witches & War-Whoops, early New England ballads sung by John Allison  
 FH5437 Songs of the Spanish Civil War, v. 2  
 FH5441 Songs of Algerian Freedom Fighters (FLN) recorded in Algeria  
 FH5442 Angolan Freedom Songs recorded by UPA fighters in Angola  
 FH5443 Somali Freedom Songs recorded in Africa  
 FH5444 Ding Dong Dollar: Scottish anti-Polaris and republican songs  
 FC7566 Call of Freedom, a cantata by elementary school pupils.  
 FR8970 The Sounds of Yoga-Vedanta recorded in India  
 FW8750 Hawaiian Chant, Hula & Music, recorded in Hawaii  
 FL9741 Dear Abe Linkhorn; satirical writings from the Civil War



FH5802 AMERICAN HISTORY IN BALLAD AND SONG, Vol. 2; for Secondary School Social Studies Classes, compiled and edited by Albert Barouh and Theodore O. Cron; documents four main areas in American History: Cultural Democracy, Economic Democracy, Political Democracy, International Democracy -- through performances of traditional and contemporary songs by many singers incl. Woody Guthrie, Pete Seeger, Oscar Brand, New Lost City Ramblers, Aunt Molly Jackson, many others. Accompanying text includes song texts, thought questions, homework assignments, etc. 3-12" 33-1/3 rpm longplay

### AMERICAN HISTORY - 12"

FA2312 SONGS OF THE SEA with ALAN MILLS and The Shanty Men, guitar acc. Includes: Rio Grande, Haul Away Joe, Sally Brown, Chee'ly Men, Johnny Baker, Paddy Doyle, Dead Horse, Salt Horse, A-Roving, Tom's Gone To Hilo, Johnny Come Down to Hilo, Ten Thousand Miles Away, Shenandoah, Billy Boy, Lovland, Drunken Sailor, Blow Boys Blow, Blow the Man Down, Clear the Track, Can't You Dance the Polka? A Long Time Ago, New Bedford Whalers, Fire Down Below, The Sailor's Grave, Boney was a Warrior, Sany Anna, The Chesapeake and Shannon, Home Dearie, Goodbye, Fare Ye Well, Hilo Somebody, Galloping Randy Dandy, Leave Her Johnny. Notes by Edith Fowke.

FA2354 SONGS OF A NEW YORK LUMBERJACK, sung by Ellen Stekert with Guitar. Bounding the U.S., The Hills of Glenshee, The Western Pioneers, The Two Sisters, Johnny Troy, Poor Old Anthony Rolly, Pat Murphy of the Irish Brigade, The Drummer Boy, The Trouble Down at Homestead, The Fox, The Cumberland and the Merrimac, The Singular Dream, The lake of Ponchatrain, The Black Cook, Abe Lincoln Went to Washington, The Shanty Boy and the Farmer's Son, The Raftsmen's Song, The Jealous Lover. Notes by Kenneth Goldstein and song texts.

FA2429 FOC'SLE SONGS & SHANTIES sung by Paul Clayton & The Foc'sle Singers. Rio Grande, Haul On The Bowline, Haul Away Joe, Leave Her Johnny, Fire Down Below, Banks of the Sacramento, others. Texts.

FA2480 CISCO HOUSTON SINGS SONGS OF THE OPEN ROAD; hobo and "Wobbly" songs incl. Mule Skinner Blues,

Pie in the Sky, Beans, Bacon and Gravy, Soup Song, others. Song texts.

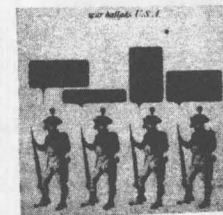
FH5210 CHAMPLAIN VALLEY SONGS sung by Pete Seeger; from the Marjorie L. Porter collection of North Country Folklore; Seneca Canoe Song, Isabeau S'y Promeneau, The Valiant Soldier, Elder Bordee, John Riley, The Banks of Champlain, Roslin Castle, Boyne Water, Un Canadien Errant, Once More A-Lumbering Go, The Shantyman's Life, Les Raftamen (Mother Gauthier's), Lily of the Lake, Vive La Canadienne, How're You On For Stamps Today, Clara Nolan's Ball, Young Charlotte, John Brown's Body. Accompanying booklet includes notes on the songs by Marjorie L. Porter and Kenneth Goldstein, song texts, illustrations, and New York State folklore map.

FH5217 BALLADS OF OHIO. Collected and sung by Anne Grimes with Dulcimer. Pleasant Ohio, Battle of Point Pleasant, Logan's Lament, Lass of Roch Royal (Child No. 76) St. Clair's Defeat, Portsmouth Fellows (Sir Raynard), Christ in The Garden, The Farmer's Crust Wife (Child No. 278) Girls of Ohio, Alphabet Song, Darling Nelly Gray, The Underground Railroad, My Station's Gonna Be Changed, O Ho! The Cooper-heads, The Dying Volunteer, Ohio Guards, Ohio River Blues, Up On The Housetops, Old Dan Tucker, Boatman's Dance. Notes and complete Texts.

FH5232 TALKING BLUES. John Greenway with guitar accompaniment. Talking Guitar, Original Talking Blues, Talking Butcher, New Talking Blues, Talking

Dust Bowl, Dry Voters, Wet Drinkers, Talking Miner, Talking Union, Talking Sailor, Talking Social Worker, Talking Subway, Talking Inflation, Old Man Atom. I Like Ike. Illustrated, notes by Kenneth Goldstein.

FH5249 WAR BALLADS U.S.A. Sung by Hermes Nye, with guitar. Ballad of the Tea Party, Why, Soldiers,



Why, Free America, Bennington Skirmish, The Battle of Saratoga, Butternut Hill, Constitution and Guerrier, If You Want to Know Where the Privates Are, I Landed in London, Mademoiselle from Armentiers, How Happy the Soldier, Benny Haven, The Boys of the Thirsty First, The Regular Army, Oh! Saro Jane, Mustang Grey, The Cavalry Remount, I Got

Sixpence, I Don't Want to Join the Army, Gee But I Want to Go Home, The One-Eyed Riley, Bell Bottom Trousers, The Officers Ride the Whale Boats, Were You With The Marines, The Engineers, The Fighting Q.M.C.

FH5251 AMERICAN INDUSTRIAL BALLADS sung by Pete Seeger with Banjo. Includes songs written and sung as a result of US industrial era during the past 100 years, by coal miners, textile workers, farm workers. "Peg and Awl." "The Blind Fiddler," "The Buffalo Skinners," "Eight Hour Day," "Hard Times in the Mill," "Roll Down The Line," "Hayseed Like Me," "The Farmer is the Man," "Come All You Hardy Miners," "He Lies in the American Land," "Casey Jones," "Let Them Wear Their Watches Fine," "Weave Room Blues," "Seven Cent Cotton," "Mill Mother's Lament," "Fare Ye Well, Old Ely Branch," "Beans, Bacon and Gravy," "The Death of Harry Simms," "Winsboro Cotton Mill Blues," "Ballad of Barney Graham," "My Children Are Seven in Number," "Raggedy," "Pittsburgh Town," "Sixty Per Cent." Introduction l. Silber and song texts.

FH5252 AMERICAN NEGRO SONGS FROM SLAVERY TIMES, sung by Michael LaRue; Over 30 authentic slave songs incl. Link O' Day, Good News, Stars Begin to Fell, etc. Texts and documentary notes by Ralph Knight.

FH5255 THE DAYS OF '49 (Songs of the Gold Rush), with Logan English, accompanied by Billy Faier. Notes by Kenneth S. Goldstein. What Was Your Name in the States? Sacramento, A Ripping Trip, Sweet Betsy From Pike, Crossing the Plains, Prospecting Dream, Life in California, I Often Think of Writing Home, The Days of '49, He's the Man for Me, Clementine, California Bloomer, Sacramento Gals. Illustrated text.

FH5258 SING OH! THE CITY OH! Songs of early Pittsburgh written by Robert Schmertz and sung by Mr. Schimertz with Vivien Richman, Eero Davidson, Gretchen Jacob, Jo Davidson, Jack Schmertz. Sing O the City O!, Celoron, The Ohio Company, Forks of the Ohio, La Vierge de la Bele Riviere, Mon Petit Lapin, Braddock's Defeat, General John Forbes, The Lonely Grenadier, Flintlock Finnegan, The Battle of Bushy Run, Prettiest Girl in Pittsburgh Town. With notes and texts.



## FOLKWAYS RECORDS

LITHO IN U.S.A.  159