



INTERVIEW WITH

photo: NY Post, Calvacca

# Dr. Robert M. Hutchins

Educator, President, The Fund for the Republic

Basic Issues Program • Education • Freedom of the Press • For the Young Person

*produced by Howard Langer*

FOLKWAYS RECORDS / NY FC 7351



Interview with Dr. Robert M. Hutchins FOLKWAYS FC 7551

# Dr. Robert M. Hutchins

Rosenhouse

*Descriptive notes are inside pocket*



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# Interview with ROBERT M. HUTCHINS

President, The Fund for the Republic

Produced by Howard Langer



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ROBERT M. HUTCHINS

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SIDE I, Band 1

This is Howard Langer in New York. I am speaking to you from the top floor of a 42nd Street skyscraper, headquarters of the Fund for the Republic.

Directly across the table sits Dr. Robert M. Hutchins, president of the Fund. He is tall, graying at the temples, wears a conservative business suit.

Dr. Hutchins' background is one of staunch Yankee independence. He is descended from a long line of doctors, ministers, and sea captains.

Robert Maynard Hutchins was born in Brooklyn, N. Y., January 17th, 1899. During World War One, he served in the United States Ambulance Corps overseas. He studied law at Yale, became a professor there, and rose to become Dean of the Law School at the age of 29.

At 30, he was president of the University of Chicago. He revised the university curriculum along European lines. Bright high school students were allowed to enter and graduate college early. Some got out at 18. Hutchins instituted the Great Books program which encouraged adults to read and discuss great classics.

He abolished university football. He placed the institution's facilities at the disposal of the Manhattan Project to develop the first atomic bomb. Atomic energy was born at Chicago's Stagg Field, where the first controlled chain reaction took place in 1942.

In 1947, Hutchins headed a 13-man commission to report on the American press. We'll hear more about that, later.

In 1951, Dr. Hutchins resigned as Chancellor of the University of Chicago to become associate director of the Ford Foundation. Three years later, he became president of the Fund for the Republic.

MR. LANGER

Dr. Hutchins, tell us something about the Fund for the Republic. When and why was it organized?

DR. HUTCHINS

The Fund for the Republic is a foundation organized by the Ford Foundation in 1952 for the purpose of defending and advancing the principles of the Declaration of Independence, the Constitution and the Bill of Rights.

MR. LANGER

Whose idea was it to set it up?

DR. HUTCHINS

Well, I was implicated in some way, in starting it as an officer of the Ford Foundation, all the officers of the Ford Foundation participated; and trustees of the Ford Foundation approved.

MR. LANGER

In just a few short years, Dr. Hutchins, the Fund has been both praised and attacked in many quarters. The New York Times has declared, "The Fund has helped strengthen American Democracy" but Fulton Lewis, Jr., had said the Fund is a dangerous organization. Now some Congressmen have denounced the Fund and others have saluted it. Why is it that people have such violently different views about it?

DR. HUTCHINS

Because people have violently different views about the subjects with which the Fund deals. The Fund deals with civil liberties, freedom of speech, freedom of religion, freedom of the press. These are the most controversial subjects there are.

MR. LANGER

Well, what kinds of studies has the Fund made?

DR. HUTCHINS

The Fund has been engaged in two or three different kinds of things. It has promoted the discussion of race relations in the South, where its object has been

simply to keep the discussion going among reasonable, or moderately reasonable, or reasonably moderate people. About a third of the Fund's expenditures have gone into this field. The Fund has assisted writers and scholars who are interested in the field of civil liberties and many studies have been published as a result of grants to individuals or to educational institutions for the work of individuals. The Fund has been a reporting agency in the sense of which it has tried to bring before the people what is actually going on today in the field of civil liberties.

For example, it conducted a study of blacklisting in the entertainment industry. It has conducted a study of fear in education. Are teachers frightened or aren't they? If so, what are they frightened of? It has a big report coming out soon on race and housing because segregation and housing is a burning issue in many -- almost all metropolitan communities in this country.

There's a big report coming out on the rights and liberties of the American Indian. So it goes over the field.

SIDE I, Band 2

MR. LANGER

Now I understand that the Fund for the Republic is starting a new program -- The Basic Issues Program -- now what is that all about?

DR. HUTCHINS

We found in conducting some of the investigations to which I referred such as the blacklisting study, that the presentation of the facts in the present state of public understanding of the underlying issues does not lead as one would hope it would, to rational debate. It leads to the kind of emotional difference that you have referred to when you mention Fulton Lewis, Jr.

In order to discuss the questions in civil liberties, and the current situation in civil liberties with any degree of satisfaction, one has to know what one is talking about. And unfortunately, this is too seldom the case in discussions on this subject.

The Fund found, that by presenting facts, it was creating argument all right, but it was argument that shed more heat than light. We asked ourselves why this is so. And we came to the conclusion that it is so, because people do not understand the underlying issues. They do not understand what freedom and justice would involve in a free and just society today. We take slogans out of the Declaration of Independence or the Constitution or the Bill of Rights, and we bandy them about under 20th Century conditions. Well, they originated under 18th Century conditions. There is no doubt that there is great vitality in these ideas. But, they have become clichés rather than living ideas in the American society today.

MR. LANGER

In other words, you feel that you can't really take an 18th Century document and expect it to apply necessarily to 20th Century conditions in a space age. Is that correct?

DR. HUTCHINS

It certainly will not apply automatically. And in the course of repeating these words to ourselves on the 4th of July, ever since 1776, we have really lost our understanding of the meaning of the words in a large part.

So the question is, how can we understand a free society -- not in 1789 or 1776, but how can we understand a free society today? If we have a free society today, how can we keep it free? This seems to us, to involve a great many considerations that will require a long term study, rather than simply reporting on what is going on in the United States at the moment.

MR. LANGER

I understand that the Basic Issues Program will cover such things as big business and big labor and big government. Exactly what do you hope to find out?

DR. HUTCHINS

It's clear, of course, that in 1789 when the Constitution was adopted and 1791 when the Bill of Rights was adopted, the only thing that anybody was interested in was government. And, primarily, what they were interested in was the Federal government. For example, it was clear that they did not want the Federal Government to have anything to do with religion. But that doesn't follow that they didn't want government to have anything to do with religion, because at that time six of the original states had officially, governmentally established religions.

So, the object of the Constitution and the Bill of Rights was to define the powers of the Federal government with regard to the government of the states. Now this Federal-state issue is still a very live one -- as witness the recent encounter between the President of the United States and the

Governor of Arkansas. But it is only one of the issues today.

The issue of government as a whole, is only one of the issues today. Government has, itself, been transformed. The Federal Government in the early days had about 5000 employees. Now it has more than 2 million. The tremendous bureaucratic development of modern government is a new problem. But there are a great many other problems that the founding fathers never contemplated.

MR. LANGER

What are some of these problems?

DR. HUTCHINS

Obviously they couldn't contemplate television which has a tremendous effect on our lives. Or the mass media of communication -- what freedom of the press meant to them is something entirely different from what it has to mean to us because the instruments that are under consideration have totally changed. The founding fathers did not contemplate political parties. They did not contemplate the labor union. As late as 1833 people were transported to Australia in England for trying to form a trade union. The corporation was something that they frowned upon but they didn't really pay very much attention to it as it wasn't very important.

And so it goes. Institutions that dominate our society were either unknown at the time of the adoption of the Constitution or they have drastically changed their relationships to the government, to the people and to other institutions. Take for example the church-state issue. This is an entirely different question today when 60% of the children born in Connecticut last year were Catholics -- when the situation that existed at the time of the adoption of the Bill of Rights when most people were Baptists or Congregationalists and where you had a fairly homogeneous religious situation and where public education and parochial education had not assumed anything like the scope or importance that they have today.

MR. LANGER

So as I understand it, then, you are going to study how America has changed since the 18th Century, particularly insofar as how this will apply to changes in our Constitution.

DR. HUTCHINS

We are not interested in history -- we are not interested in sociology -- we are interested in history and sociology only insofar as they may help us to reach a conclusion as to how the people of the United States can maintain a free society in the second half of the 20th Century.

MR. LANGER

Do you think it will mean actual changes in our Constitution?

DR. HUTCHINS

It would be pretentious of the Fund to assume that it was going to produce constitutional amendments or changes in legislation. The Fund is an educational institution, and its object is to lay before the people those considerations that ought to be present in their minds when they are thinking about what the society ought to be.

MR. LANGER

Who are some of the people who will be doing these studies?

DR. HUTCHINS

You begin alphabetically with Adolph Berle, the corporation lawyer who is active in the study of the corporation; Scott Buchanan is the philosopher. To get out of the alphabetical order because I can't remember it is Robert Redfield, an anthropologist; Reinhold Niebuhr, the Protestant theologian, and Father John Courtney Murray, the Catholic theologian are working on the Church-State question; Harry Luce is a member of the group, the publisher of Time, Inc.; Eugene Burdick, a political scientist of the University of California is working on political parties, professional associations and pressure groups; Eric Goldman, the American historian at Princeton, is working on television, and so it goes. There are ten men altogether, and these responsibilities are assigned to them.

For example, Isidor Rabi, the Nobel Prize winner in physics at Columbia is a member of the group, and is in charge of the project on the common defense.

MR. LANGER

Let's see -- you've mentioned nine of the ten men involved in the project. The tenth, you told me before, is labor and economics specialist Clark Kerr. He's Chancellor of the University of California.

SIDE II, Band 1

MR. LANGER

Now I'd like to shift to another subject, one which I think you have very definite opinions on, and that's



American education. you once referred to American education as "a colossal housing project to keep young people out of worse places until they can go to work." And about college you said, "Football, fraternities and fun were designed to make a college education palatable for those who shouldn't be there."

Now I take it you don't think very highly of our educational system.

DR. HUTCHINS

No I don't. I think it has some admirable characteristics, one of which is its tremendous generosity toward anybody that would like to avail himself of it.

If the object of an educational system is to develop the intellectual power of the country, I would say that ours was not a success.

MR. LANGER

Do you think that Sputnik shows that?

DR. HUTCHINS

I think that Sputnik shows a number of things, but I would like to indicate what I mean before coming to the Sputnik. The United States has marvelous technological institutions. It has wonderful medical schools. Any European who can get a chance to go to an American medical school ought to grab it in a minute. He would be tremendously impressed with the equipment that these people have, and the facilities that are at their disposal.

But any European would be a fool to come to the United States for an education.

MR. LANGER

Why do you say that?

DR. HUTCHINS

The reason is that in Europe education is a serious thing, and this brings us to the Sputnik.

The Russians have taken education seriously. Russian education is essentially German education, which was always serious education. You have added to that the ideological drive, and the competitive drive that the Soviets have managed to manipulate.

Education in America is simply not serious, that's all there is to it.

MR. LANGER

Well, if you had your way, what changes would you bring about? Would you want a crash program in science and drop the humanities, or ...

DR. HUTCHINS

Oh, certainly not. I would say that the first thing that has to be done is to indicate that education is a serious matter. It is not simply a place with accommodation for the young from the time between which they become a nuisance around the house until the time it's considered socially proper for them to earn their own living. Education is a matter of life and death to any society, particularly to a society situated like ours. This is a very serious matter, so you have to ask yourself how would you go about trying to make people believe that education is a serious matter.

Well, one thing that could be done, for example, would be to establish a series of large national scholarships of which the awards would not be allocated among the states, but would be presented on a national basis in terms of a national competition. If all the students who won the prizes came from one state, it would have an electrical effect on the school systems of the other 47, and it might have an electrical effect on the population of all 48. To say that we need scientists and technologists is certainly true, but we need intelligent citizens even more.

I should deprecate any educational program that meant that we had a lot of uneducated experts or a lot of unintelligent technicians.

MR. LANGER

Do you think that there's anything wrong with our present teaching methods, or is it just our teaching goals?

DR. HUTCHINS

Our teaching methods are a reflection of our teaching goals. For example, the credit system whereby you take a course for 11 or 17 weeks and then take an examination given by the teacher who taught the course, so that your whole goal is achieved if you study the teacher rather than the subject. This system, which is unique in the United States - it's a most dreadful example of Yankee ingenuity. It is simply a method of producing an account in an account book, but it can only accidentally produce an education.

A college education on this system is 120 hours plus physical education, and if these 120 hours can be chosen from anywhere in the catalogue - I once knew a student at the University of Chicago who boasted that he had never taken any course given above the second floor.

MR. LANGER

Well, since you brought up the University of Chicago, you were perhaps the youngest president that the university has ever had, and you instituted some very striking programs such as the Great Books Program, and also the program of getting youngsters to finish college early if they have the capacity to do so. Do you think these might apply today?

DR. HUTCHINS

They are being applied today. The Fund for the Advancement of Education has made it possible for some 14 colleges to arrange for the entrance of students who have not served their full time in high school. Other colleges have taken this up. The reports of the 14 colleges financed by the Fund for the Advancement of Education are all available, and they all show what everybody knew before, that the younger students do better, both in their academic work and their extra-curricular activities, and one of the great tragedies of American education is this enormous waste of time that is imposed upon the students through the lockstep, when all you have to do is say that the student can proceed at his own pace, that he can take the examinations when, in his opinion, he is ready to take them, and at the same time you get rid of the credit system by establishing examinations given by external examiners. In this way you test a boy or girl on his or her "education", rather than on the time that has been spent in the institution.

MR. LANGER

Recently, Dr. Hutchins, projects like educational television and teachers' aides have been introduced as a means of overcoming the teacher shortage. What do you think of these programs?

DR. HUTCHINS

Educational television and teachers' aides can be one of the great answers in the present crisis.

It has been established beyond a shadow of a doubt that 50% of the teachers time is spent in doing things that anybody can do who is decent and respectable. You don't have to be a teacher or going to college in order to do most of the things that - or many of the things that teachers have to do.

Why not get other people to do them?

MR. LANGER

Well, what are some of these things?

DR. HUTCHINS

Well, such as helping the children on with their rubbers, or such as looking after these various personnel problems that arise in a school, which are enormous and very time-consuming. If you say, "we are going to have the best possible teachers to do the actual teaching; and work that does not require the high training, and good education that a teacher ought to have will be done by other people", you double the capacity of the present teaching force, which everybody's talking about as one of the great desiderata of modern times.

The same is true of educational television. If educational television can be properly used, and it's extremely difficult to use. It's a matter of very technical complexity - then you have found a way of multiplying the power of your existing teaching force. This is a very simple, obvious, universal proposition, that every advance that has been made in civilization has been made by the application of technology, which has the effect of multiplying the power of the persons involved, and that is just the problem before us.

You cannot possibly train enough new teachers, additional teachers, to meet the present strain on the educational system. But what you can do is to ask yourself, "How can you make the teachers you've got more effective than they've ever been in the past?"

One way is teachers' aides, which releases their time in one direction. Another is educational television and educational films and filmstrips and other visual aids, which make it possible for this teacher to be reproduced many times over, and hence raises his power many many times.

MR. LANGER

Dr. Hutchins, you talk about the application of technology to education. Workers today do produce a lot more than their counterparts of a half century ago because of technological gains, while teachers still instruct about the same number. But when you're dealing with the education of children, I don't think it's that simple.

DR. HUTCHINS

I didn't mean to imply it was that simple. It certainly is not mechanical. I say it's a matter of great complexity. But it cannot be assumed, either, that because you are using a mechanical medium, therefore the total process is mechanical. You have to find a way in which the great teacher can be multiplied through these mechanical means. At the same time you have to maintain with some members of the teaching staff a face-to-face contact - a person-

to-person contact with the pupil, and you have to have discussion of the questions that are raised.

But if a teacher, for example, is going to lecture, to 50 students, there's no reason why he shouldn't lecture to 50,000. There's no difference as far as a lecture is concerned.

At the University of Chicago I have seen a very distinguished professor lecturing to 7 students. I do not regard this as sensible, to say nothing of regarding it as economical.

SIDE II, Band 2

MR. LANGER

It's just about 10 years now, Dr. Hutchins, since a committee of scholars, headed by yourself, issued its report on a free and responsible press. Have you changed your mind about any of the recommendations your committee made then?

DR. HUTCHINS

No, I have not. Some of them have been adopted. That is, the Supreme Court has adopted the recommendation of the Commission with regard to the constitutionality of state laws suppressing free speech, and that is no longer an issue. The principal recommendation of the Commission has not been adopted. That called for a continuing agency privately financed which would appraise the performance of the media of mass communication. Everything that has happened since 1947 has confirmed the recommendations of the Commission on the Freedom of the Press. The situation is far worse, and is far worse in the respects in which the Commission predicted it would be far worse. The number of papers is steadily declining. The quality of television is steadily deteriorating. The influence of commercials in radio is now such that you can hardly hear a song through before the advertiser comes on for a few minutes. Even news has now been reduced on radio to almost exclusively five-minute spots, so that everything that the Commission was concerned with is still a matter of great concern - even of greater concern than it was 10 years ago.

MR. LANGER

Do you think we have a one-party press?

DR. HUTCHINS

I think we have very largely a one-party press, and I think this is inevitable as long as the newspapers are big business, and as long as big business feels that its interests are better served by one party than another.

MR. LANGER

How would you characterize your present philosophy about government?

DR. HUTCHINS

I wouldn't characterize my present philosophy about government.

As to world government, as soon as the atomic bomb, in which I was implicated, was dropped, and it became apparent that there was no possibility of safety anywhere. There was no defense against this bomb. There was no way in which the international situation could be dealt with. There was no way in which you could ever win a war again. Therefore it seemed to me that again it was perfectly obvious that you had to try to adopt on an international scale the methods that we have successfully used to prevent ourselves from killing one another in our own community every day, and that is simply establish a system of law that made such miscellaneous and irresponsible outrages impossible.

I believe this is still true.

MR. LANGER

Do you believe that our civil liberties of today are better off than they were when the Fund first began?

DR. HUTCHINS

There's no question that they are, but I wouldn't say that the Fund was responsible for it. There's been a very marked change in the last two years, and a change for the better, and I attribute it very largely to the decisions of the Supreme Court.

MR. LANGER

Do you think that McCarthyism is dead?

DR. HUTCHINS

I do not think that McCarthyism has died. I think it is still there, but I think it's at a very low ebb. I think that there is always a latent McCarthyism in this country, that comes to the surface in a crisis. I believe that the next crisis will produce another wave of McCarthyism, or may produce another wave of McCarthyism, and that is the importance of the Basic Issues Program on which the Fund is now embarked.

I believe that latent McCarthyism exists and rises to the surface, because people don't understand what they're talking about, so that it's possible for a demagogue to take advantage of momentary fears and argue that the traditional liberties of our people



are no longer appropriate in the kind of world in which we are living.

If the Fund for the Republic and the Basic Issues Program can actually succeed in deciphering and in communicating the permanent bases of a free society, then I think latent McCarthyism might be killed and might never arise again.

SIDE II, Band 3

MR. LANGER

Finally, Dr. Hutchins, I wonder if you'd tell us in what ways the teen-agers of today are different from those of your generation?

DR. HUTCHINS

Oh, I don't think they're different at all. I think the world is different. I don't think they're any different. I remember very well when I graduated from college, it was in 1921, there was supposed to be an economic crisis. But we never heard about it. It never affected us at all. We just went ahead and got jobs and went to work and everything was just the way we thought it was going to be.

The great disillusionment of 1929, 30, 31, came later. The world is enormously different. Until the United States dropped the atomic bomb, it was possible to think that the world could go on in some way or another. Moving from an age of private wars to limited wars, it would never come very near us and certainly these peculiar Europeans and Asiatics and Africans would continue to engage in brawls of one kind or another, but these were not going to affect the future of the American citizen.

This is no longer possible, and the re-adjustments that are forced upon the country by the international situation are of course, makes themselves felt, most of all - first of all - among the younger generation.

Just consider the change in the public psychology with regard to universal military training. We fought World War I because we said, "The Kaiser is a very bad man and the reason that we know he is a very bad man is that he has compulsory military training", and nobody who isn't very could have such a thing. Now it's accepted as a sort of permanent feature in American life, and when Mr. Stevenson questions it in the campaign, this is thought of as a dreadful political error. This is simply a symptom and every important symptom as far as the younger generation is concerned, of the change that has taken place in the world.

I see no change whatever in the younger generation itself, and all this talk about juvenile delinquency could have been just as well engaged in 20, 30, 40, 50, 100 years ago in this country, as it is today.

MR. LANGER

Well, could you offer any word to the youth of today about the problems they're going to meet, and how to face them? That's quite an order.

DR. HUTCHINS

There's only one piece of advice that any experienced educator would ever give young people, and that is, "Get ready for anything", or "Get ready for everything, but don't get ready for any specific thing, because it won't happen." It won't happen, and you won't do it. If you spend your time studying steam turbine design in engineering school and don't learn how to read and write you will find that you're selling electric light bulbs and you'll never see another steam turbine as long as you live. The one thing that you can be certain of is change, and the one thing that anybody who is getting himself educated should avoid therefore, is rigidity. The extreme of specialization, the extreme of vocational interest, the extreme pre-occupation with getting ready to do some specific thing can only lead to frustration in a world like this.

It's as though you were to say, "The thing that we should all master immediately is stenography", and then have the dictaphone wipe out the stenographers of the United States. It's as though in the horse and buggy days everybody had said, "Now what I'm determined to be - what this country really needs is buggy makers", and in a few years Henry Ford had done them all to death. The lesson that one learns from a long life in education and watching the world move is "get ready for anything."

MR. LANGER

Thank you very much, Dr. Robert M. Hutchins.

#### TEACHING GUIDE SECTION

##### Journalism Classes:

There are three or four good leads for news stories in this interview:

1. Announcement of the launching of the "Basic Issues Program." (What the program will concern itself with, who will take part, why the program was launched, etc.)

2. Hutchins' point of view on education, particularly in the light of Sputnik. One might well choose as a lead his call for the establishment of a large national

scholarship program--to be awarded on a national basis. "If all the students who won the prize came from one state, it would have an electrical effect on the school systems of the other 47, and it might have an electrical effect on the population of all 48." This is the kind of statement that every educator will have an opinion on. Ask your local school superintendent or principal for a quote--and make that the "local lead" for your follow-up story.

3. Hutchins' reaffirmation of his findings of the Commission on Freedom of the Press. For background, see list of major recommendations at the end of this teaching guide section.

4. Hutchins' advice to the young people of America: "Get ready for everything, but don't get ready for any specific thing, because it won't happen....The one thing that you can be certain of is change, and the one thing that anybody who is getting himself educated should avoid, therefore, is rigidity."

##### English classes:

Recording can be used to stimulate interest in a study of biography.

Robert M. Hutchins is a professional educator, who later achieved prominence outside the field of education. What other educators received prominence outside the field of education? What two university presidents later became President of the United States?

##### History and social studies classes:

Identify the following: Manhattan Project, Great Books Program, McCarthyism, America First Committee.

Compare the social, political, and economic structure of the United States of 1789--and of today. Back in 1816, Thomas Jefferson wrote that the United States Constitution should be revised every 20 years. Do you agree or disagree? Try to speculate which sections of our Constitution--if any -- would have been changed at various times in our history.

Discuss Hutchins' statement that "The founding fathers did not contemplate political parties." What evidence can you offer for or against the validity of this argument?

Do you agree with Hutchins that United States education is "a colossal housing project to keep young people out of worse places until they can go to work?" Why or why not?

Present the arguments for and against a national scholarship program. What do you think the outcome would be if scholarships were awarded on a national basis? How would your state make out? Why?

How would you feel about getting some of your lessons by television? Do you think a TV set could ever replace your teacher? Why or why not?

Hutchins says we have a one-party press. Which party do you think he means? Do you agree with him? Why?

Read over the 13 recommendations by the Commission on Freedom of the Press. Which have been "adopted" in recent years? Take any one or two and write an editorial either praising or denouncing the ideas. Give reasons for your stand.

#### Recommendations

##### Commission on Freedom of the Press

(December 10, 1946)

##### WHAT CAN BE DONE THROUGH GOVERNMENT

1. We recommend that the constitutional guarantees of the freedom of the press be recognized as including the radio and motion pictures....

2. We recommend that government facilitate new ventures in the communications industry, that it foster the introduction of new techniques, that it maintain competition among large units through the anti-trust laws, but that those laws be sparingly used to break up such units, and that, where concentration is necessary in communications, the government endeavor to see to it that the public gets the benefit of such concentration....

3. As an alternative to the present remedy for libel, we recommend legislation by which the injured party might obtain a retraction or a restatement of the facts by the offender or an opportunity to reply....

4. We recommend the repeal of legislation prohibiting expressions in favor of revolutionary changes in our institutions where there is no clear and present danger that violence will result from the expressions....

5. We recommend that the government, through the media of mass communication, inform the public of the facts with respect to its policies and that, to the

extent that private agencies of mass communication are unable or unwilling to supply such media to the government, the government itself may employ media of its own.

We also recommend that, where the private agencies of mass communication are unable or unwilling to supply information about this country to a particular foreign country or countries, the government employ mass communication media of its own to supplement this deficiency....

##### WHAT CAN BE DONE BY THE PRESS

1. We recommend that the agencies of mass communication accept the responsibilities of common carriers of information and discussion....

2. We recommend that the agencies of mass communication assume the responsibility of financing new, experimental activities in their fields....

3. We recommend that the members of the press engage in vigorous mutual criticism....

4. We recommend that the press use every means that can be devised to increase the competence, independence, and effectiveness of its staff....

5. We recommend that the radio industry take control of its programs and that it treat advertising as it is treated by the best newspapers....

##### WHAT CAN BE DONE BY THE PUBLIC

1. We recommend that nonprofit institutions help supply the variety, quantity, and quality of press service required by the American people....

2. We recommend the creation of academic-professional centers of advanced study, research, and publication in the field of communications. We recommend further that existing schools of journalism exploit the total resources of their universities to the end that their students may obtain the broadest and most liberal training....

3. We recommend the establishment of a new and independent agency to appraise and report annually upon the performance of the press....

Robert M. Hutchins  
Zechariah Chaffee, Jr.  
John M. Clark  
John Dickinson  
William E. Hocking  
Harold D. Lasswell  
Archibald MacLelish

Charles E. Merriam  
Reinhold Niebuhr  
Robert Redfield  
Beardsley Ruml  
Arthur M. Schlesinger  
George N. Schuster

ROBERT M. HUTCHINS  
ZECHARIAH CHAFFEE, JR.  
JOHN M. CLARK  
JOHN DICKINSON  
WILLIAM E. HOCKING  
HAROLD D. LASSELL  
ARCHIBALD MACLEISH

CHARLES E. MERRIAM  
REINHOLD NIEBUHR  
ROBERT REDFIELD  
BEARDSLEY RUM  
ARTHUR M. SCHLESINGER  
GEORGE N. SCHUSTER

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##### Bibliography

The finest one-volume background on Dr. Hutchins and his philosophy is *Freedom, Education, and the Fund* (Meridian Books, 1956). A compilation of Hutchins' essays and addresses from 1946-56, it covers his views on academic freedom, a free and responsible press, education, and the Fund for the Republic. It also includes a short autobiographical sketch much more thorough than is found anywhere else in print.

For more on education and Hutchins, see *The Conflict in Education* (Harper & Bros., 1953), *The University of Utopia* (Univ. of Chicago, 1953), and *Some Observations on American Education* (Cambridge, 1956).

The University of Chicago has published half a dozen thick volumes covering the reports of the Commission on Freedom of the Press which Dr. Hutchins headed. In April, 1947, *Fortune* magazine published the "general report" of the commission as a special supplement. If you can lay your hands on a copy, it is an excellent summary of the major findings. (See major recommendations in teaching guide section, page \_\_\_\_.)

Howard Langer, Managing Editor of *Scholastic Teacher* magazine, was formerly associated with the National Citizens Commission for the Public Schools, and the *Bridgeport* (Conn.) *Herald*. He is also producer of "Interview with William O. Douglas" (Folkways, FC-7350).



# SOCIAL STUDIES Recordings

## COLONIAL AMERICA

**FA2215 PENNSYLVANIA DUTCH FOLKSONGS**, sung by George Britton with guitar and Spian, Siss Net Ann Dag Luschdich, Meedil Widdu Heire, Joe Raetel, Reide, Reide Galli, Des bulch Memmi, Eiel, Eiel, Riddleco. Text.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FW3001 "O CANADA"** A history of Canada in folk songs. Sung by ALAN MILLS with guitar, drum acc. Eskimo Chant (Weather Incantation), Iroquois Lullaby, A Saint-Malo, Beau Port De Mer, Vive Les Matelots, Long Live The Sailors, The Huron Carol (Jesous Abeleni), Petit Rocher Little Rock, Temouchou! Temaga, Outch'Ka! THE BRITISH TAKE OVER, La Courte Paille The Short Straw, Bold Woke The Siege of Quebec, Le Sergeant, Come All Ye Bold Canadians War of 1812, The Chesapeake And The Shannon, Un Canadien Errant, A Wandering Canadian, CONFEDERATION. Anti-Fenian Song, No More Auction Block For Me, Anti-Confederation Song, Pork, Beans and Hard-Tack, The Maple Leaf Forever, O Canada, La Rose Blanche, The White Rose, The Franklin Expedition 1845-7, The Little Old Sod Shanty, Bury Me Not On The Lone Prairie, Old Grandma, Saskatchewan, When The Ice Worms Nest Again. Research and notes, by Edith Fulton Fowke. 1-12" 33-1/3 rpm longplay ..... \$5.95

**FE4426 SPANISH-MEXICAN FOLK MUSIC OF NEW MEXICO**; Recorded in New Mexico Polka, La Luna se va Metiendo, Cuatros Caminos, El Zapatero, Grasshopper Waltz, Cancion Ingles, Hymn of Farewell, Huapango, Estrada de Novios, Corrido de Elena, Jesuita, Cuna, With Text.

1-12" 33 1/3 rpm longplay ..... \$5.91

**FH5210 CHAMPLAIN VALLEY SONGS** sung by Pete Seeger; from the Marjorie L. Porter collection of North Country Folklore; Seneca Cakion Song, Isaac St. Promenue, The Valiant Soldier, Elder Bordes, John Riley, The Banks of Champlain, Roslin Castle, Boyne Water, Un Canadian Errant, Once More A-Lumbering Go, The Shanty-man's Life, Les Ratsmen (Mother Gauthier's), Lily of the Lake, Vive La Canadienne, How're You On For Stamp's 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.

1-12" 33 1/3 rpm longplay record ..... \$5.95

**FH5211 WITCHES AND WAR-WHOOPS**, Pre-Revolutionary Ballads Collected and sung by John Allison, Lookie Tharel Death of Goody Nurse, Lovewell's Indian Fight, Susana Martin, The Gloucester Witch, Gilles Corey, Bloody Brod, Old Mammy Red and Robin Goodfellow. Text.

1-12" 33 1/3 rpm longplay record ..... \$5.95

**FH5710 THE PATRIOT PLAN**. Documentary recording of the American pre-revolutionary period. Includes the Mayflower Compact, A Body of Liberties, Roger Williams, John Wise, Maryland Toleration Act, James Otis, Patrick Henry, Benjamin Franklin's Testimony, Zenger Trial, Anti-Slavery Petitions, etc. Narrated by Wallace House. Edited and with the book by Charles Edward Smith. (This is a text book with complete notes and background material.

2-12" 33-1/3 rpm longplay records ..... \$11.90

**FC7752 THE GLORY OF NEGRO HISTORY**; Written and Narrated by Langston Hughes. Complete documentary recording of the Negro in America from the days of the Spanish Conquistadores up to Modern Times. Part One: The Struggle; Part Two: The Glory. With the actual voices of Ralph Bunche and Mary McLeod Bethune--as recorded especially for this album.

Complete notes.

1-12" 33 1/3 rpm longplay ..... \$5.95

**FW3771 THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN**; excerpts from this great American literary and historical classic read by L. Jesse Lemisch; with introductory notes and accompanying text.

1-12" 33-1/3 rpm longplay record ..... \$5.95

(See States FA2106, also see American Indians P. 5)

## AMERICAN REVOLUTION and WAR of 1812

**FH2151 BALLADS of the REVOLUTION (1767-1775)** sung by Wallace House with lute. A 28 page illustrated booklet of the background of the songs and the history is included. The World Turned Upside Down, The Liberty Song, Free America, What Court Hath Old England, Maryland Resolves, Yankee Doodle, How Happy the Soldier, Death of Warren, Pennsylvania Song, Bunker Hill, Banks of the Dee. Text.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH2152 BALLADS of the REVOLUTION (1776-1781)**, sung by Wallace House with lute. Same booklet as above is included. The Dying Sergeant, The British Light Infantry, Chester, The Toast, The Yankee Man of War, (Mad) Anthony Wayne, Sergeant Champe, Cornwallis Burgoyne.

1-10" 33-1/3 rpm longplay. Text. .... \$4.25

**FA2163 BALLADS of the WAR of 1812 (Vol. 1)**, sung by Wallace House with lute. Hall! Columbia, 8th Day of November, Song of the Vermonters, Johnny Has Gone For A Soldier, The Dying Sergeant, The British Light Infantry, Betty Martin, Come All Ye Canadians, Constitution and Guerriere, Hornet, and Peacock, Shannon and Chesapeake, Perry's Victory, James Bird. With documentary illustrations and background notes.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FA2164 BALLADS of the WAR of 1812 (Vol. 2)**, sung by Wallace House with lute. Charge The Can Cherrill! Ye Parliaments of England, Battle of Stennington, Our Patriotic Diggers, Star Spangled Banner, The Yankee Volunteers, The Soldier's Song, Hunters of Kentucky, Jackson Campaign Song, Harrison Campaign Song, Old England 40 Years Ago, Hall African Band! With documentary illustrations and background notes.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH2189 VOL. 1, Pt. 1, HERITAGE USA THE ORATORY OF THE AMERICAN REVOLUTION**. Conceived, compiled and edited by Richard B. Morris. Narration by Richard B. Morris and David Kurian. No. 1. The Eve of Conflict or That "Fierce Spirit of Resistance" INTRODUCTION, James Otis-Writs of Assistance, British Policy and Stamp Act; Patrick Henry - House of Burgess - John Dickinson - Stamp Act Cong., Parliament and the Stamp Act - George Grenville - 14 Jan. 1766 - Townshend's Comment - Col. Isaac Barre's Rejoinder - Franklin's Examination in Parliament, The Boston Massacre - Defense of The British Soldiers, Josiah Quincy, Jr.'s Speech - Joseph Warren Oration on the Massacre. Complete Text.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH2190 VOL. 1, Pt. 2, No. 2 The Winning of Independence, Course of Events 1770-1774 - George III To Lord North - Burke's Speech on Conciliation, America Breaks with Parliament - Alexander Hamilton, summer 1774 - Patrick Henry "Liberty And Death", Virginia, March 23, 1775, Washington Accepting Command of the Armies, America Breaks with the King - Tom Paine - Common Sense - The Declaration of Independence (abridged) The Critical Years and Final Victory - Tom Paine's The Crisis - Victory At Yorktown, Washington's Parting Speech-Congress. Complete text.**

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH2191 HERITAGE U.S.A. Vol. 2. SPEECHES AND DOCUMENTS** narrated by David Kurian. Patrick Henry, The Declaration of Independence, Thomas Paine, The Bill of Rights, Benjamin Franklin, Washington's Farewell Address. Complete Text.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH2192 HERITAGE U.S.A. Vol. 2 Pt. 2 SPEECHES AND DOCUMENTS** narrated by David Kurian. Daniel Webster, John Brown, Edward Everett at Gettysburg, Lincoln's Gettysburg Address. Complete Text.

1-10" 33-1/3 rpm longplay ..... \$4.25

**FH5001 BALLADS of the REVOLUTION (1767-1781)**. The two long playing records listed above packaged in an illustrated box, with 28 page booklet and additional material.

2-10" 33-1/3 rpm longplay records ..... \$8.50

**FH5002 BALLADS of the WAR of 1812**, sung by Wallace House with lute. Contains records FA2163 and FA2164 packaged in box. With documentary illustrations and background notes.

2-10" 33-1/3 rpm longplay records ..... \$8.50

## FOLKWAYS RECORDS

165 West 46th Street, New York, N.Y. 10036

**FH5005 HERITAGE U.S.A. Vol. 1 (Contains FH2189 and FH2190 packaged in box set).**

2-10" 33-1/3 rpm longplay records ..... \$8.50

**FH5006 HERITAGE U.S.A. Vol. 2. SPEECHES AND DOCUMENTS** narrated by David Kurian. Contains records FH2191 & FH2192 packaged in box.

2-10" 33-1/3 rpm longplay records ..... \$8.50

**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, Buttermilk Hill, Constitution and Guerriere, The Regular Army, Oh! Saro Jane, Mustang Grey, The Calvary Remount, I Got Silpence, 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 White Boats, Were You With The Marines, The Engineers, The Fighting Q.M.C. And more:

1-12" 33-1/3 rpm longplay record ..... \$5.95

## AMERICAN EXPANSION and FRONTIER LIFE

**FA2080 BALLADS of LASALLE COUNTY, ILLINOIS.** The story of Ottawa, Illinois, composed and sung by Keith Clark, with guitar. Faber Marguette & the Jesuit Indian Instructions, The Ballad of Starved Rock, The Sloopers From Stanger, Elsie Strawn Armstrong, Pioneer, The Lincoln & Douglas Debate, The Diary of Willy Price, The Magnetic Doctrines, Wild Bill Hickok, The Rules Of The Board Of Trustees, The Cherry Mine Disaster. Complete Notes & Texts.

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**FH2175 FRONTIER BALLADS (Vol. 1)**, sung by Peter Seeger with banjo. Fare You Well, Polly, No Irish Need Apply, Johnny Gray, Greer County Bachelor, Cowboy Yodel, The Trail to Mexico, Joe Bowers, Wake Up Jacob, Cumberland Gap, Erie Canal, Blow the Man Down, Oh Driver's Song, The Texian Boys Sioux Indians. With documentary illustrations and background notes.

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**FA2176 FRONTIER (Vol. 2)**, sung by Peter Seeger with banjo. Ground Hog, Blue Mountain Lake, Paddy Works On The Railways, Wouldn't Hoe Corn, Joe Clark, Mule in the Mine, Holler, Arkansas Traveler, When I Was Single, Wondrous Love, Play Party, Bye Whiskey, Wayward Stranger. With documentary illustrations and background notes.

1-10" 33-1/3 rpm longplay record ..... \$4.25