

history theatre

Play Guide



Baby Case

Book, music, & lyrics by Michael Ogborn
October 5 – November 3, 2013



History Theatre
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About Charles Augustus Lindbergh

Charles Augustus Lindbergh was born in his grandmother's home in Detroit, Michigan, on February 4, 1902 and brought home to his parents' home on the banks of the Mississippi River just outside of Little Falls, Minnesota. The farm was also home to Charles' two half-sisters, Lillian and Eva, from his father's first marriage. His father Charles August Lindbergh, a Little Falls, Minnesota lawyer and Minnesota's Sixth District Congressman from 1907-1917. His mother, Evangeline Lodge Land, was a chemistry teacher from Detroit and a graduate of the University of Michigan. Although he visited his father in Washington D.C. frequently, Lindbergh spent much of his first 18 years on his family's farm on the banks of the Mississippi River near Little Falls, Minnesota. He was drawn to aviation as a young boy the first time he heard an airplane fly over their home.



C.A., Charles' father, had won a seat in the U.S. House of Representatives, and would be taking the family to live part of the year in Washington, D.C. Each fall the family would travel to Detroit, where they would spend a month visiting the Lands, before traveling on to the nation's capital. They would make the same trip back each spring.

After completing high school in Little Falls in 1918 and spending another two years running the farm, Lindbergh enrolled at the University of Wisconsin in Madison in 1920. During his second year of studying engineering there, he entered a Lincoln, Nebraska flying school. He first served as a mechanic, wing walker and parachute jumper. While Lindbergh would return to the farm for short visits over the next several years, he would never live in Little Falls again.

In 1923, after purchasing a war surplus Jenny trainer, he made his first solo flight and barnstormed for about a year. He enrolled in the Army's flight school on March 15, 1924 where he learned the essentials of aerodynamics, navigation, meteorology, and military law.

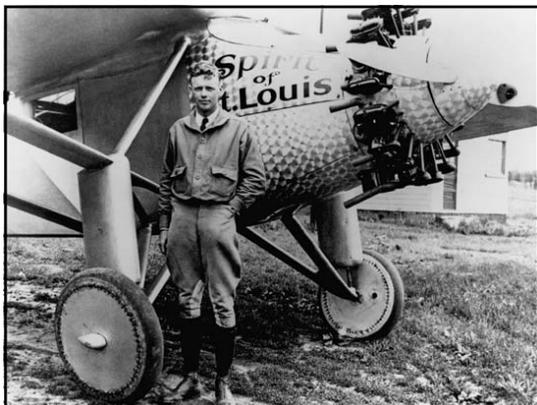
In 1926, he became the first airmail pilot between Chicago, Illinois, and St. Louis, Missouri. The danger of delivering airmail was high. Twice Lindbergh was forced to jump from his plane, each time being saved by his parachute.

While in St. Louis and looking for another challenge, he convinced a group of businessmen to back him in an attempt to win the \$25,000 Orteig Prize which had been offered since 1919, by New York hotel businessman Raymond Orteig, for the first non-stop flight between New York and Paris. Lindbergh discussed his idea with St. Louis businessmen and aviation supporters who pooled their resources to provide him with the funding to purchase an airplane that could make the trans-Atlantic flight. Lindbergh helped design the monoplane, built by Ryan Airlines, Inc. of San Diego, in which he would make his solo attempt. The plane was named the Spirit of St. Louis.

Lindbergh wanted to make the flight by himself because of his concern about overloading the plane. By the time, Lindbergh was ready for his flight, six well-known aviators what already lost their lives in pursuit of the Orteig Prize. On May 20, 1927 at 7:52 a.m., Lindbergh took off from Roosevelt Field on

Long Island for Paris, carrying five sandwiches, water, maps and charts, and a limited number of other items he deemed necessary. He decided against carrying a parachute and radio in favor of more gasoline.

On May 21, 33 1/2 hours later, Lindbergh set the Spirit of St. Louis down at Le Bourget Field near Paris. He had flown over 3,600 miles and became the first to fly solo non-stop across the Atlantic.



Overnight, Lindbergh became an international hero. He was awarded the Congressional Medal of Honour and the first-ever Distinguished Flying Cross by the U.S. government, and received high honors from many other countries. Before leaving on an 82-city U.S. tour in the Spirit of St. Louis to promote the commercialization of aviation, he completed an account of his life and the famous flight which became a best seller. The combination of the tour and the book's release created another enormous publicity storm. Late in 1927, Lindbergh flew to a number of Latin American countries as a goodwill ambassador for the U.S. government. While in Mexico, he met Anne Spencer Morrow, daughter of the

American ambassador. The two were married on May 27, 1929 at the Morrow estate in New Jersey. Anne was not only his wife, but his co-pilot, radio operator and navigator. Partners in aviation, adventure and life, Charles and Anne flew to five continents, charting routes for commercial air travel, many of which are still in use today.

Tragedy struck the Lindbergh's in 1932 when their first child, Charles, Jr., was kidnapped. Greatly distressed by the loss of their child and the sensational publicity it was given, they sought privacy in England and, later, France. The kidnapping and murder of their first child, Charles A. Lindberg, Jr., on March 1, 1932 from their new home in Hopewell, New Jersey and the trial which followed were tragedies which not only compelled the Lindbergh's to abandon the home and ultimately seek refuge abroad, but it caused Charles to question the viability of democracy as well. To him, the crime was a product of American moral decay; he no longer felt safe in the United States. On December 31, 1935, the Lindbergh's and their new child quietly set sail for Europe where they lived for 3 years. It was in France that Lindbergh and noted French surgeon Dr. Alexis Carrel continued the work they had begun earlier on an "artificial heart" – a perfusion pump to keep organs alive outside the body by providing them with necessary blood and air.

In 1936, Charles was asked by the American military attaché in Berlin to report on the state of Germany's military aviation program. He visited Germany twice during the next two years. With each visit, he became more impressed with the German military and the German people. He was soon convinced that no other power in Europe could stand up to Germany in the event of war. Charles publicly praised Hitler as a great man and expressed his intention to move his family to Berlin.

Because of his trips to Nazi Germany combined with his belief in eugenics, Lindbergh was suspected of being a Nazi sympathizer. In October 1938, Lindbergh was presented by Goering, on behalf of the Fuehrer, the Service Cross of the German Eagle for his contributions to aviation. News of Nazi persecution of Jews had been filtering out of Germany for some time, and many people were repulsed by the sight of an American hero wearing a Nazi decoration. Less than a month after the presenting of the

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medal, the Nazis orchestrated a brutal assault on Jews that came to be known as Kristallnacht, the night of broken glass. The Lindberghs decided to cancel their plans to move to Germany.

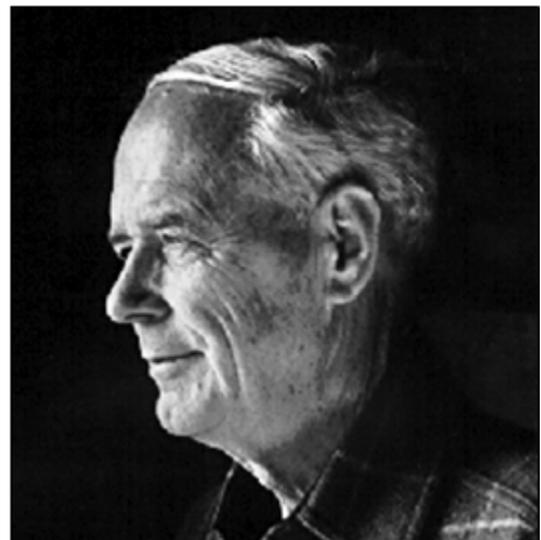
To millions of one-time admirers, Charles Lindbergh's luster had been fatally tainted by his words and associations during the 1930s and early 1940s. Having returned to America in April 1939, Lindbergh turned his attention toward keeping his country out of a war in Europe. At the time, most Americans shared his isolationist views. Germany invaded Poland five months later, drawing Britain and France into the war. In a speech Lindbergh criticized President Roosevelt, who believed the Nazis must be stopped in their conquest of Europe. Lindbergh saw Nazi victory as certain and thought America's attention should be placed elsewhere.

Following the attack on Pearl Harbor, Lindbergh changed his stance on isolation and was eager to fight for his country; FDR wouldn't hear of it. He instead went to work with Henry Ford on bomber production, and also served as a technical adviser and test pilot for United Aircraft. Early in the war, he carried out high-altitude and lowered-body temperature experiments at the Mayo Clinic in Rochester, Minnesota. Later, as a civilian adviser in the Pacific theatre, he developed means to conserve fuel and increase the range of fighter planes, thus saving many lives, and actually flew 50 combat missions. In 1954, Lindbergh was re-commissioned in the Air Force Reserve and appointed a brigadier general by President Eisenhower.

Throughout much of his life, Lindbergh was involved in commercial and military aviation. He also championed the early rocket research of Robert Goddard, securing support for his experiments from the Guggenheim family. Lindbergh also chaired the National Advisory Committee for Aeronautics, which was a predecessor to NASA.

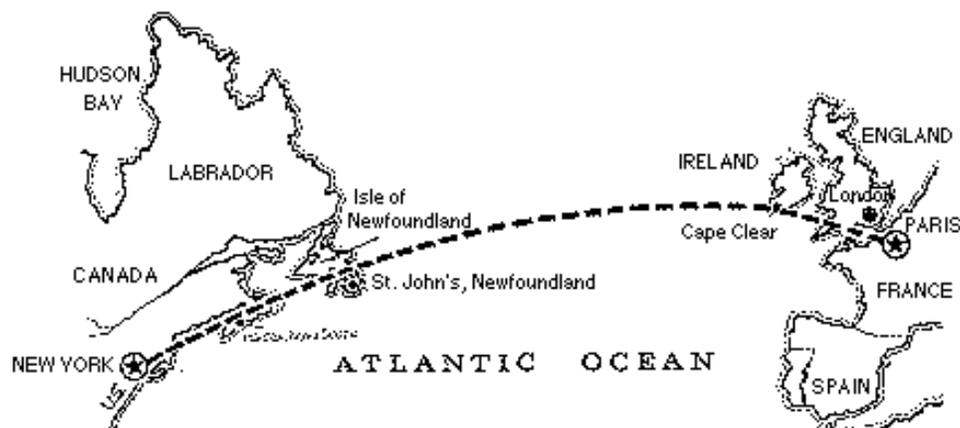
In 1953, Charles completed a memoir of his historic transatlantic flight. For the work, titled simply *The Spirit of St. Louis*, Charles received the Pulitzer Prize. Lindbergh's concern for the preservation of the environment became greater than his desire for privacy. In the 1960s Charles became an active advocate of conservation, believing that the quality of life could only be preserved and improved through a successful balancing of technology and conservation. He began working to help primitive Philippine and African tribes, campaigned to protect endangered species like humpback and blue whales, and supported the establishment of a national park.

Beginning in 1958 until his death, Lindbergh had relationships with three German women and secretly fathered seven children. He spent his final years on the Hawaiian Island of Maui. Charles A. Lindbergh died of lymphoma on August 26, 1972 at the age of 72.



About Lindbergh's Transatlantic Flight

New York to Paris Timeline – May 20-21, 1927



- 7:52 a.m.** Charles Lindbergh takes off from Roosevelt Field, Long Island, New York. The heavy plane, loaded with 450 gallons of fuel, clears telephone wires at the end of the runway by only 20 feet.
- 8:52 a.m.** Altitude: 500 ft. Currently over Rhode Island. Except for some turbulence, the flight over Long Island Sound and Connecticut was uneventful. Only 3,500 miles to Paris.
- 9:52 a.m.** Boston lies behind the plane; Cape Cod is to the right. Altitude: 150 ft. Airspeed: 107 mph.
- 10:52 a.m.** Breeze blowing from the NW at 10mph. Lindbergh begins to feel tired, although only four hours have passed since take off. He descends and flies within 10 ft of the water to keep his mind clear.
- 11:52 a.m.** Four hundred miles from New York. Altitude: 200 ft. Nova Scotia appears ahead. After flying over the Gulf of Maine, the Spirit of St. Louis is only six miles, or 2 degrees, off course.
- 12:52 p.m.** Wind velocity has increased to 30 mph. Lindbergh flies over a mountain range. Clouds soon appear and thicken as the Spirit of St. Louis approaches a storm front.
- 2:52 p.m.** Altitude: 600 ft. Air speed: 96 mph. Lindbergh's course takes him away from the edge of the storm. Wind velocity has dropped to 15 mph.
- 3:52 p.m.** The eastern edge of Nova Scotia's Cape Breton Island lies below. In minutes Lindbergh will be over water again. Although it's only the afternoon of the first day, Lindbergh struggles to stay awake.
- 5:52 p.m.** Flying along the southern coast of Newfoundland. Altitude: 300 ft. Air speed: 92 mph.
- 7:52 p.m.** Stars begin to appear in the sky as night falls. The sea below is completely obscured by fog. Lindbergh climbs from an altitude of 800 ft to 7500 ft to stay above the quickly-rising cloud.

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- 8:52 p.m.** Altitude: 10,000 ft. The cloud that first appeared as fog is still below. A thunderhead looms ahead. Lindbergh files into the towering cloud, then turns back after noticing ice forming on the plane.
- 10:52 p.m.** Lindbergh's fight to keep his eyelids open continues. To keep warm, Lindbergh considers closing the plane's windows, but then decides that he needs the cold, fresh air to help stay awake.
- 11:52 p.m.** Altitude: 10,000 ft. Air speed: 90 mph. Five hundred miles from Newfoundland. The air has warmed -- there's no ice remaining on the plane.
- 1:52 a.m.** Halfway to Paris. Eighteen hours into the flight. Instead of feeling as though he should celebrate Lindbergh feels only dread: eighteen long hours to go.
- 2:52 a.m.** Because Lindbergh has travelled through several time zones, dawn comes earlier. The light revives the pilot for a while, but then drowsiness returns.
- 4:52 a.m.** Flying in the fog. Lindbergh continually falls asleep with his eyes open, then awakens seconds, possibly minutes, later. The pilot also begins to hallucinate. Finally, after flying for hours in or above the fog, the skies begin to clear.
- 9:52 a.m.** Several small fishing boats spotted. Lindbergh circles and flies by closely, hoping to yell for directions, but no fishermen appears who speak English.
- 10:52 a.m.** Lindbergh spots land to his left and veers toward it. Looking to his charts, he identifies the land to be the southern tip of Ireland. The Spirit of St. Louis is 2.5 hours ahead of schedule.
- 12:52 p.m.** Wanting to reach the French coast in daylight, Lindbergh increases air speed to 110 mph. The English coast appears ahead.
- 2:52 p.m.** The sun sets as the Spirit of St. Louis flies over the coastal French town of Cherbourg, with only two hundred miles to Paris.
- 5:22 p.m.** The Spirit of St. Louis touches down at the Le Bourget Aerodrome, Paris, France. Local time: 10:22pm. Total flight time: 33 hours, 30 minutes, 29.8 seconds. Charles Lindbergh had not slept in 55 hours.



About Anne Morrow Lindbergh

Anne Morrow was born June 22, 1906 in Englewood, New Jersey to the businessman, Ambassador to Mexico, and U.S. Senator Dwight Morrow and poet and women's education advocate Elizabeth Cutter. She received a Bachelor of Arts degree from Smith College in 1928.

While Charles Lindbergh was in Mexico in 1927 on a good relations tour between the two countries, Dwight Morrow invited Charles to his home in Mexico City. There, Anne met the famous aviator and was smitten. Anne and Charles were married in a private ceremony on May 27, 1929.

Much time during the early years of marriage was spent flying. Anne served as co-pilot, navigator and radio operator. In 1931, they journeyed in a single engine airplane over uncharted routes from Canada and Alaska to Japan and China which she chronicled in her first book *North of the Orient*. They then completed a five month 30,000 mile survey of North and South Atlantic air routes in 1933, the subject of Anne's second book, *Listen! The Wind*. She would go on to publish eleven more books.



In 1930, Anne became the first licensed woman glider pilot in the United States. The National Geographic Society awarded its Hubbard Gold Medal to Anne Lindbergh in 1934 for her accomplishments in 40,000 miles of exploratory flying over five continents with her husband. A year earlier, she had been honoured with the Cross of Honour of the U.S. Flag Association for her part in the survey of transatlantic air routes. In 1993, Women in Aerospace presented her with a special Aerospace Explorer Award in recognition of her achievements and contributions to the aerospace field.

Anne gave birth to her first child, Charles Lindbergh Jr., on her 24th birthday on June 22, 1930. After the frenzied press attention paid to the Lindberghs during the kidnapping of Charles Jr. and the following trial of Richard Hauptmann, Anne and Charles first moved to England and later to the small island of Illiec off the coast of Brittany in France. Anne went on to have five more children: sons Jon, Land, and Scott, and daughters Anne and Reeve.

In 1938, the Lindbergh's moved back to the United States. After the war, they wrote a book that helped to rebuild the reputations that they had gained and lost during World War II. The publication of *Gift from the Sea* in 1955 earned Anne's place as one of the leading advocates of the environmental movement.

Suffering a series of strokes in the early 1990s, which left her disabled, Anne continued to live in her home in Connecticut. During a visit with her daughter in 1999, she came down with pneumonia. She then moved near her daughter in Vermont. In 2001, she suffered another stroke and died on February 7 at the age of 94.

About Bruno Richard Hauptmann

Richard Hauptmann was born on November 26, 1899 in Kamenz, Germany, the youngest of five children. In 1917, his father died and that same year he learned his brother Herman was killed fighting in France in World War I. Not long after that, he was informed that his brother Max had fallen in Russia. Shortly thereafter, Hauptmann was conscripted and assigned to the artillery.



Upon receiving his orders, he was sent to Bautzen and assigned to the 12th Machine Gun Company at Königsbrück. After the war, Hauptmann and a friend robbed used his pistol to rob two women who were wheeling baby carriages to transport food. Hauptmann's other charges include burglarizing a mayor's house with a ladder along with two other homes. Hauptmann was caught, tried and convicted and was paroled after four years. Soon after being released he was arrested again in suspicion of stealing leather belting. He escaped prison while waiting for trial and subsequently made two failed attempts to come to the United States. On his third attempt in 1923, he landed in New York and began working as a carpenter.

The following year Hauptmann met Anna Schoeffler and in October of 1925 they were married. Eight years later Anna gave birth to their only son Manfred.

In September of 1935, more than two years after the abduction of the Charles Lindbergh Jr, a \$10 gold certificate with a license plate number written on it was discovered at a local bank which belonged to Richard Hauptmann. The certificate was determined to have come from the Lindbergh ransom money. Soon thereafter Hauptmann was arrested and charged with the Lindbergh kidnapping. During a search of Hauptmann's house and garage, nearly \$15,000 of the Lindbergh ransom money and a plank containing the address and phone number of Dr. John Condon was found.

The trial attracted widespread media attention and was dubbed the "Trial of the Century" with Hauptmann named "The Most Hated Man in the World." The trial was held in Flemington, New Jersey, and ran from January 2 to February 13, 1935. Eight different handwriting experts were called by the prosecution to the witness stand, where they pointed out similarities between words and letters in the ransom notes and in Hauptmann's writing specimens. Hauptmann was positively identified by Dr. John Condon as the man with whom he had met and delivered the ransom money. Prosecution experts testified that the ladder used in the kidnapping had been made from wood found in Hauptmann's attic and that Hauptmann's handwriting matched that found on the ransom notes. Eyewitnesses testified that it was Hauptmann who had spent some of the Lindbergh gold certificates and that he had been seen in the area of the Hopewell estate on the day of the kidnapping.

Hauptmann denied being guilty, insisting the box found to contain gold certificates had been left in his garage by a friend named Isidor Fisch. Taking the witness stand, Hauptmann claimed that he had found a shoe box left behind by Fisch and further claimed that since Fisch owed him around \$7,500 in business funds, Hauptmann claimed the money for himself.

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In his closing summation, Reilly argued that the evidence against Hauptmann was entirely circumstantial, as no reliable witness had placed Hauptmann at the scene of the crime, nor were his fingerprints found on the ladder, the ransom notes, or anywhere in the nursery.

Hauptmann was convicted and immediately sentenced to death by Judge Trenchard who set the date for the week of March 18, 1935. The Hauptmann Defense appealed to the New Jersey Court of Errors and Appeals which, as a result, delayed the execution. In late January 1936, while clearly stating he held no position on the guilt or innocence of Hauptmann, Governor Hoffman cited evidence the crime was not a "one person" job. He then directed Col. Schwarzkopf to continue a thorough and impartial investigation into the kidnapping in an effort to bring all parties involved to justice.

On March 30, 1936, Hauptmann's second and final application asking for clemency from the New Jersey Board of Pardons was denied. On April 3, 1936, Hauptmann was executed by electric chair at the New Jersey State Prison.

There are strikingly different judgments whether justice was served in the Hauptmann case; one expressing satisfaction that justice had been done, the other equally certain that the Hauptmann case was a mockery of the search for truth.



About Anna Hauptmann

Anna Schoeffler was born in Stuttgart, Germany on November 19, 1898 and came to the United States in 1923. She met fellow German immigrant Richard Hauptmann at a Bronx bakery and lunchroom where she was a waitress. They married on October 10, 1925 and in 1933, she gave birth to her only child and nicknamed him Bubi.

Mrs. Hauptmann's self-described idyllic life in the Bronx came to an end on Sept. 19, 1934. Returning from a walk with her baby, she heard a disturbance in her apartment and found police officers holding her husband who had spent what turned out to be marked ransom money from the Lindbergh kidnapping at a Bronx gas station.

Mrs. Hauptmann maintained that her husband had been with her the night the baby disappeared. She stated that her husband picked her up from work and drove her home and stayed in all that evening. She also corroborated that the money found was not her husband's, but Isidore Fisch's, a work associate.



Hauptmann's defense lawyer, Edward J. Reilly, called Hauptmann's wife Anna to the witness stand to corroborate the Fisch story. But upon cross-examination by chief prosecutor David T. Wilentz, she was forced to admit that while she hung her apron every day on a hook higher than the top shelf, she could not remember seeing any shoe box there. Later, rebuttal witnesses testified that Fisch could not have been at the scene of the crime and that he had no money for medical treatments when he died in Germany of tuberculosis.

The day her husband went to the electric chair, Mrs. Hauptmann released a statement: "My faith in my husband is unfaltering. I know he has passed away like a Christian who believed in his God and Savior. He has not passed out of life as a kidnapper or a murderer, but as an honest man."

Not long after the execution, Mrs. Hauptmann left New York, depressed and penniless, and went to Philadelphia, working at a bakery owned by friends and raising her son alone. She would later move to Yeadon, Pennsylvania. She dedicated the rest of her life to clearing his name, but the courts repeatedly denied her attempts to reopen the case. Ann passed away on October 10, 1994.

About Lindbergh Kidnapping

WANTED

INFORMATION AS TO THE WHEREABOUTS OF



CHAS. A. LINDBERGH, JR.

OF HOPEWELL, N. J.

SON OF COL. CHAS. A. LINDBERGH

World-Famous Aviator

This child was kidnaped from his home in Hopewell, N. J., between 8 and 10 p. m. on Tuesday, March 1, 1932.

DESCRIPTION:

Age, 20 months	Hair, blond, curly
Weight, 27 to 30 lbs.	Eyes, dark blue
Height, 29 inches	Complexion, light
Deep dimple in center of chin	
Dressed in one-piece coverall night suit	

ADDRESS ALL COMMUNICATIONS TO
COL. H. N. SCHWARZKOPF, TRENTON, N. J., or
COL. CHAS. A. LINDBERGH, HOPEWELL, N. J.

ALL COMMUNICATIONS WILL BE TREATED IN CONFIDENCE

COL. H. NORMAN SCHWARZKOPF
Supt. New Jersey State Police, Trenton, N. J.

March 11, 1932

Charles Augustus Lindbergh, Jr., 20-month-old son of Charles and Anne Lindbergh, was kidnapped at approximately 9:00 p.m., on March 1, 1932, from the nursery on the second floor of the Lindbergh home near Hopewell, New Jersey. The child's absence was discovered at approximately 10:00 p.m. by the child's nurse, Betty Gow. A search of the premises was immediately made and a ransom note demanding \$50,000 was found on the nursery window sill.

During the search at the kidnapping scene, traces of mud were found on the floor of the nursery. Footprints were found under the nursery window. Two sections of the ladder had been used in reaching the window, one of the two sections was split or broken where it joined the other, indicating that the ladder had broken during the ascent or descent. There were no blood stains in or about the nursery, nor were there any fingerprints.

A second ransom note was received by Colonel Lindbergh on March 6, 1932, in which the ransom demand was increased to \$70,000. A private investigator, Colonel Henry Breckenridge, was employed by Colonel Lindbergh's attorney.

The third ransom note was received by Colonel Lindbergh's attorney on March 8, informing the family that an intermediary appointed by the Lindberghs would not be accepted, and requesting a note in a newspaper. The following day the fourth ransom note was received by Dr. Condon, which indicated he would be acceptable as a go-between. This was approved by Colonel Lindbergh. About March 10, 1932, Dr. Condon received \$70,000 in cash as ransom, and immediately started negotiations for payment through newspaper columns, using the code name "Jafsie."

March 12, after receiving an anonymous telephone call, Dr. Condon received the fifth ransom note, delivered by Joseph Perrone, a taxicab driver, who received it from an unidentified stranger. The message stated that another note would be found beneath a stone at a vacant stand, 100 feet from an outlying subway station. Following instructions therein, the doctor met an unidentified man, who called himself "John," at Woodlawn Cemetery, near 233rd Street and Jerome Avenue and discussed payment of the ransom money.

A baby's sleeping suit, as a token of identity, and a seventh ransom note were received by Dr. Condon on March 16. The suit was delivered to Colonel Lindbergh

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and later identified. The eighth ransom note was received by Condon on March 21, insisting on complete compliance and advising that the kidnapping had been planned for a year.



Sketches of "John," who received the ransom money.

\$50,000. This amount was handed to the stranger in exchange for a receipt and the thirteenth note, containing instructions to the effect that the kidnapped child could be found on a boat named "Nellie" near Martha's Vineyard, Massachusetts. The following day an unsuccessful search for the baby was made near Martha's Vineyard.

On May 12, 1932, the body of the kidnapped baby was accidentally found, partly buried, and badly decomposed, about four and a half miles southeast of the Lindbergh home, 45 feet from the highway, near Mount Rose, New Jersey. The discovery was made by William Allen, an assistant on a truck driven by Orville Wilson. The head was crushed, there was a hole in the skull and some of the body extremities were missing. The body was positively identified and cremated at Trenton, New Jersey, on May 13, 1932. The Coroner's examination showed that the child had been dead for about two months and that death was caused by a blow on the head.

The Investigation: 1932-1934

On March 2, 1932, after a conference with the Attorney General, FBI Director J. Edgar Hoover officially informed the organization that the U.S. Department of Justice would afford Colonel H. Norman Schwarzkopf, the Superintendent of the New Jersey State Police, the assistance and cooperation of the FBI in bringing about the apprehension of the parties responsible for the kidnapping.

On May 23, 1932, the FBI in New York City informed banks in greater New York that the Bureau was the coordinating agency for all governmental activity in the case. A close watch for ransom money was requested.

Violet Sharpe, a maid in the home of Mrs. Lindbergh's mother, Mrs. Dwight Morrow, committed suicide on June 10, 1932 by swallowing poison when she was about to be questioned for the third time.

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However, her movements on the night of March 1, 1932, had been carefully checked and it was soon definitely ascertained that she had no connection with the abduction.

On January 17, 1934, a circular letter was issued by the New York City Bureau Office to all banks and their branches in New York City, requesting an extremely close watch for the ransom certificates and the serial numbers of the ransom bills were handed out.

There were other attempted frauds which required extensive investigations before they could be completely eliminated from consideration in connection with the Lindbergh case.

On May 2, 1933, the Federal Reserve Bank of New York discovered 296 ten-dollar gold certificates, and one \$20 gold certificate, all Lindbergh ransom notes. These bills were included among the currency received at the Federal Reserve Bank on May 1, 1933, and apparently had been made in one deposit. Immediately upon the discovery of these bills, deposit tickets at the Federal Reserve Bank for May 1, 1933, were examined. One was found bearing the name and address of "J.J. Faulkner, 537 West 149th Street," and had marked thereon "gold certificates," "\$10 and \$20" in the amount of \$2,980. Despite extensive investigation, this depositor was never located.

Examination of the ransom notes by handwriting experts resulted in a virtually unanimous opinion that all the notes were written by the same person and that the writer was of German nationality but had spent some time in America.

Another interesting attempt to identify the kidnapper centered around the ladder used in the crime. Police quickly realized that it was crudely built, but built nonetheless by someone familiar with wood who was mechanically inclined. Slivers of the ladder had been analyzed, and the types of wood used in the ladder had been identified.

Koehler disassembled the ladder and painstakingly identified the types of wood used and examined tool marks. He also looked at the pattern made by nail holes, for it appeared likely that some wood had been used before in indoor construction.

Hauptmann is Located



Bruno Richard Hauptmann

On September 18, 1934, the assistant manager of the Corn Exchange Bank and Trust Company New

Starting on August 20, 1934, and extending into September, a total of 16 gold certificates were discovered, most of them in the vicinity of the German speaking district of Yorkville and Harlem. The long-awaited opportunity had finally arrived. Finding that the description of the individual passing these bills fit exactly that of "John" as described by Dr. Condon. It was determined through the investigation that the bills were being passed principally at corner produce stores.

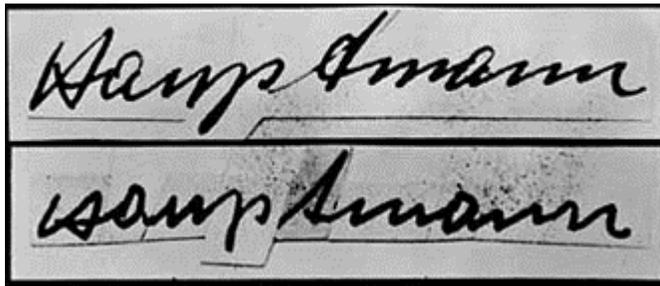
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York City, telephoned the New York City Bureau Office to advise that a \$10 gold certificate had been discovered a few minutes previously by one of the tellers in that bank. It was soon ascertained that this bill had been received at the bank from a gasoline station located at 127th Street and Lexington Avenue, New York City. On September 15, 1934, an alert attendant had received a bill in payment for five gallons of gasoline from a man whose description fitted closely that of the individual who had passed other bills in recent weeks. The filling station attendant, being suspicious of the \$10 gold certificate, recorded on the bill the license number of the automobile driven by the purchaser. This license number was issued to Bruno Richard Hauptmann, 1279 East 222nd Street, Bronx, New York.

Hauptmann's house was closely watched by federal and local authorities throughout the night of September 18, 1934, until an individual, closely fitting the description of "John," as supplied by Dr. Condon emerged at approximately 9:00 a.m. on September 19, 1934. He was promptly taken into custody by representatives of the three interested agencies.

After some investigating, he was found to be Bruno Richard Hauptmann, the individual to whom the automobile license had been issued, a German carpenter who had been in this country for approximately 11 years. A \$20 gold ransom certificate was found on his person. His description fit perfectly that of "John" as described by Dr. Condon, and in his house was found a pair of shoes which had been purchased with a \$20 ransom bill recovered on September 8, 1934. Hauptmann admitted several other purchases which had been made with ransom certificates. On the night of September 19, 1934, he was positively identified by Joseph Perrone as the individual from whom he had received the fifth ransom note to be delivered to Dr. Condon. The following day, ransom certificates in excess of \$13,000 were found secreted in the garage of Hauptmann's residence. Shortly thereafter, he was identified by Dr. Condon as "John" to whom the ransom had been paid. It was also ascertained that he was in possession of a Dodge sedan automobile which answered the description of that seen in the vicinity of the Lindbergh home the day prior to the kidnapping.

**Known signature
of Hauptmann**



**Composite
Signature –
Individual letters
from the ransom
notes**

Shortly after his apprehension, specimens of Hauptmann's handwriting were flown to Washington, D.C., where a study was made of them in the FBI Laboratory. A comparison of the writing appearing on the ransom notes with that of the specimens disclosed remarkable similarities in

inconspicuous, personal writing habits, which resulted in a positive identification by the handwriting experts of the Laboratory. Upon the apprehension of Hauptmann, it was found that he bore a striking resemblance to the portrait of "John" which had previously been prepared from descriptions furnished by Dr. Condon and Joseph Perrone.

Further investigation developed that Hauptmann, 35 years old, was a native of Saxony, Germany. He had a criminal record for robbery and had spent time in prison. Early in July 1923, he stowed away aboard the SS Hanover at Bremen, Germany, and arrived in the Port of New York City on July 13, 1923.

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He was arrested and deported immediately. After another failed attempt at entry in August, Hauptman successfully entered the United States in November 1923, on board the George Washington. On October 10, 1925, Hauptmann married Anna Schoeffler, a New York City waitress. A son, Manfred, was born to them in 1933. During his illegal stay in New York City and until the spring of 1932, Hauptmann followed his occupation of carpenter. However, a short while after March 1, 1932, the date of the kidnapping and during the Great Depression, Hauptmann quit his job and never worked again. During this time, he had spent \$35,000, losing most of it in the stock market.

Indictment, Trial, and Execution

Hauptmann was indicted in the Supreme Court, Bronx County, New York, on charges of extortion on September 26, 1934, and on October 8, 1934, in Hunterdon County, New Jersey, he was indicted for murder. Two days later, the Governor of the State of New York honored the requisition of the Governor of the State of New Jersey for the surrender of Bruno Richard Hauptmann and on October 19, 1934, he was removed to the Hunterdon County Jail, Flemington, New Jersey, to await trial.

By New Years Day, the courtyard had overflowed with 700 reporters, and thousands of curious spectators. Celebrities such as Walter Winchell, Ginger Rogers and Jack Benny began arriving in town for the trial. Vendors hawked miniature kidnap ladders, locks of “the Lindbergh baby’s hair”, and photographs of Charles Lindbergh.

The trial of Hauptmann began on January 3, 1935, at Flemington, New Jersey, and lasted five weeks. The case against him was based on circumstantial evidence. Tool marks on the ladder matched tools owned by Hauptmann. Wood in the ladder was found to match wood used as flooring in his attic. Dr. Condon's telephone number and address were found scrawled on a door frame inside a closet. Handwriting on the ransom notes matched samples of Hauptmann's handwriting.

All attempts to win a confession from Hauptmann proved fruitless. Sam Liebowtiz, the defense lawyer for the Scottsboro Boys case, visited his cell three times, trying to convince him his only chance of avoiding the chair was in confessing. On February 13, 1935, the jury returned a verdict. Hauptmann was guilty of murder in the first degree. The sentence: death. The defense appealed to the Supreme Court of the State of New Jersey on October 9, 1935, and he was to be electrocuted on January 17, 1936. However, on the same day the Governor of New Jersey granted a 30 day reprieve. On March 30, 1936, the Pardon Court denied Hauptmann’s petition for clemency and on April 3, 1936 at 8:47 p.m., Richard Hauptmann was electrocuted.

In 1981, Hauptmann’s widow sued New Jersey for one hundred million dollars for the wrongful execution of her husband. This started a new era of doubt over Hauptmann’s guilt. The theories defending Hauptmann include accusations against Lindbergh and suggestions that Hauptmann could not have done it alone or even that he was framed. With no new evidence regarding the case and all the people involved long gone, a decision regarding innocence or guilt of Richard Hauptmann is inconclusive.

About Walter Winchell

Walter Winchell helped establish the image of the American news reporter as a smirking, fedora-wearing, fast-talking insider, a regular at nightclubs and theaters, a friend of cops and gangsters, showgirls and moguls. And, in Winchell's case, a power-broker who could make and break careers with a mention in his column.

Walter Winchell was born on April 7, 1897 in New York City. He left school in the sixth grade and started performing vaudeville. His career in journalism began when he started posting notes on backstage bulletin boards. On June 10, 1929, he was hired by the *New York Daily Mirror* where he became the author of what would be the first syndicated gossip column entitled "On-Broadway."



On August 11, 1919, Winchell married Rita Greene, one of his onstage partners. The couple separated a few years later, and he moved in with June Magee, who had already given birth to their first child, a daughter named Walda. Winchell and Greene eventually divorced in 1928. Winchell and Magee would never marry, although the couple maintained the front of being married for the rest of their lives.

Walter would expose exciting and embarrassing information about celebrities and governmental realms. Due to this, he became a force to deal with because of his ability to expose alleged information and rumors about famous people using this as ammunition to attack his enemies, and to blackmail influential people. He used this power, trading positive mention in his column, for more rumors and secrets.

He made his radio debut over WABC in New York on May 12, 1930. His coverage of the Lindbergh kidnapping and subsequent trail received national attention. Within two years, he befriended J. Edgar Hoover.

His newspaper column was syndicated in over 2,000 newspapers worldwide, and he was read by 50 million people a day from the 1920s until the early 1960s. His Sunday-night radio broadcast was heard by another 20 million people from 1930 to the late 1950s.

Winchell, who was Jewish, was one of the first commentators in America to attack Adolf Hitler and American pro-fascist and pro-Nazi organizations. He was a staunch supporter of President Franklin D. Roosevelt and the New Deal throughout the Depression era, and frequently served as the Roosevelt Administration's mouthpiece in favor of interventionism as the European war crisis loomed in the late 1930s. Early on he denounced American isolationists as favoring appeasement of Hitler, and was explicit in his attacks on such prominent isolationists as Charles Lindbergh, whom he dubbed "The Lone Ostrich". Throughout the 1930s and 1940s, Winchell was also an outspoken supporter of civil rights for African Americans, and frequently attacked the Ku Klux Klan and other racist groups as supporting un-American, pro-Nazi goals. In 1948 Winchell had the top-rated radio show.

After World War II, Winchell began to denounce Communism as the main threat facing America. During the 1950s Winchell favored Senator Joseph McCarthy, but he became unpopular as the public

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turned against McCarthy. He also had a weekly radio broadcast which was simulcast on ABC television until he ended that employment because of a dispute with ABC executives in 1955. A dispute with Jack Paar, regarding false claims of marital problems, effectively ended Winchell's career, signaling a shift in power from print to television.

After his last radio newscast in 1957, Winchell had one more off-camera broadcast revival that put his voice back in living rooms across America, and he still can be heard on television reruns. He was the narrator for the 118 episodes of *The Untouchables*, a 1959-1963 TV dramatic series about gangsters and federal agents during the prohibition years, the years when Winchell first became a star.

Winchell announced his retirement on February 5, 1969, citing the tragedy of his son's suicide as a major reason, while also noting the delicate health of Magee. Winchell died of prostate cancer, age 74, on February 20, 1972.

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Activities



Evaluating Media Bias

Objective:

Examine the concept of news reporting while recognizing the perspectives of others. Analyze and evaluate bias using various media sources. Write a summative essay evaluating the bias. Evaluate the effectiveness of the media in today's society.

Unit Description:

Students will choose a current event topic (particularly one that is controversial) and print seven articles, from seven different news sources written by seven different journalists. They will evaluate the bias, sensationalism, and word choice found within each article. They will then write a five paragraph summative essay analyzing their findings.

Day 1: This day should be used as an introduction to media and media literacy. Students should have a background of comparing and contrasting the political ideologies, such as liberal, conservative, and moderate. The teacher can lead the class in a discussion about what media is and how they have impacted our society.

Day 2: Students will get into groups of four and read a fairy tale. When they are finished, students will discuss the parts of the story, such as the narrator, the perspective of the story, any bias that is evident, protagonist and antagonist, facts, opinions, accusations, etc. They will then proceed to write the fairy tale in the perspective of a different character. Once they have written the opposite perspective, students will discuss and compare the perspectives within the two stories in a large group setting. This will give the students a background into recognizing bias and multiple perspectives.

Day 3: Each group will pick a current event topic to do their research on. The groups should find up to 5 articles that show different perspectives. Once they have accessed their articles, they should be reading each article analyzing bias and noting the persuasive language that is evident. Students should highlight the information they find and proceed to complete a table with the below information:

- Words used to describe the person and events.
- Order in which the facts are presented
- Who is quoted
- What visuals are used
- The headline

Day 4: This day is for formulating and typing the summative essay. Students should be analyzing and evaluating their articles and typing the five paragraphs. The teacher can extend the work time in class as needed, depending on the progress of the students.

Day 5: Bring the groups back together to discuss their findings. End with large group discussion over media bias and spin. Ask students why it is important to read news critically. Is bias necessarily bad? Good? Can it be eliminated?

The Muck Stops Here

Exploring the Roles of Journalists and the Free Press in American History and Society

Overview of Lesson Plan:

In this lesson, students research famous journalists and engage in a fishbowl discussion about the importance of a free press in American society.

1. Split the class into pairs and supply each pair with a red marker and a copy of the front page of any newspaper. Instruct students to draw an X over any article that would not or could not be published if the newspaper were controlled by the government.

Once all pairs have completed this activity, have each pair hold up their marked up copy so that the rest of the class can see it. Have everyone look around the room to see how many articles would not be published if we did not have freedom of the press and our government controlled our news.

Ask students: What might make news feel or be threatening to a government or a leader? What does “freedom of the press” mean? What provides that right in the United States? Do you think freedom of the press is an important right? Why or why not? How would our society be different if we did not have freedom of the press? If necessary, familiarize students with the text of the First Amendment.

2. Explain to students that in order to better understand the importance of freedom of the press in the United States, they will work in small groups of three to five students each to research famous journalists who have made an impact on American life by asking tough questions of people, government, or industries. After completing their research, students reenact a conversation with their assigned journalist to discuss issues in journalism.

Some journalists to consider including are the following:

- Ida Tarbell
- Upton Sinclair
- Nellie Bly
- Edward R. Murrow
- Bob Woodward and Carl Bernstein
- Rachel Carson
- Jacob Riis
- Joseph Pulitzer
- Walter Cronkite
- Katherine Graham
- Helen Thomas
- Dith Pran
- Ernie Pyle
- Seymour Hersh

GUIDING QUESTIONS FOR RESEARCH (written on the board or copied into a handout):

- When did this journalist live and report?
- What did he or she investigate that made him or her famous?
- What were his or her findings?
- Were there forces that got in the way of his or her work? Why?
- What changed as a result of this journalist's work?

Once students have completed their research, inform them that they will be engaging in a fishbowl discussion with their classmates. Have each group create a group logo that includes the name of their assigned journalist and write it on a name tag. Each group should pick one group member to go first for the fishbowl discussion, and this student should wear the name tag and sit with all of the name-tag wearing students from the other groups in the middle of a circle created by the rest of the students.

In a fishbowl discussion, the students in the center are the only ones allowed to speak. If a student from the outer circle wants to add to the discussion, he or she moves to the middle of the circle, subtly asks for their group member's name-tag to indicate that he or she should resume a place in the outer circle, and takes that student's place as the new group-member in the discussion. After discussing the first question, have all students in the center switch name-tags with another member of their group and allow the same procedure to occur. Be sure to switch topics enough times so that all students have the opportunity to be in the center of the discussion at least once.

Questions to pose to the "journalists" include:

- What has your work taught you about the importance of a free press?
- Do you believe that you are or were responsible chiefly to the public, the government or your own personal interests when investigating and writing? Why?
- What do you think is the most important job of journalists and the press in general?
- Do you think that there is any information that is "too dangerous" to print? Why or why not?
- What risks did you take in revealing a story? Were those risks worth it? Why or why not?
- Today the news media is undergoing drastic change because of the opportunities for independent journalism on blogs, because of the ability to constantly update stories online, and because many people prefer to read news online rather than in traditional newspaper format. What do you think about these phenomena? Will they change journalism for the better or the worse? Why?

Further Questions for Discussion:

- Are there any drawbacks to having a free press? If so, what are they?
- How should newspapers and other news sources decide what is newsworthy and what is not?
- Is it always important that journalists include all sides of an issue in news stories? Why or why not?
- Are there significant differences between journalism and blogging? If so, what are those differences? If not, why not?
- How do you prefer to get your news and stay informed? Why?
- Is the news media an appropriate focus for a museum? Why or why not?
- How has your own life been impacted by the news and the news media?

Navigation and Charles Lindbergh

The navigation over the Atlantic Ocean for Charles Lindbergh was not as simple as it is these days. He had to solve a few problems in order to maintain his course. First he had to compensate the effect of the wind over his aircraft.

Second, he had to consider the magnetic declination (the magnetic north do not coincide with the real north). For this he used the dead reckoning method. He had to estimate his current position based upon a previously determined position, or fix, and advanced to that position based upon known or estimated speeds over elapsed time.

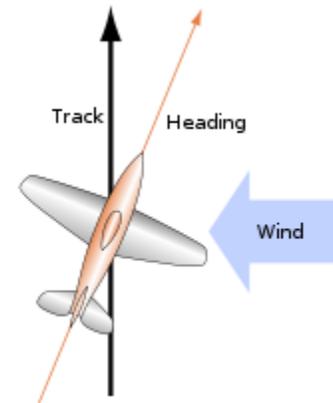
To make it simple, Lindbergh used an Earth Inductor Compass (EIC) to avoid complex calculations. The EIC was invented in 1924 by Morris Titterington at the Pioneer Instrument Company.

This instrument use the Earth's magnetic field as the induction field for an electric generator. Because the direction of the Earth's magnetic field is aligned nearly north-south, the electrical output of the generator will vary depending on its orientation with respect to the Earth's magnetic field. This variation in the generated voltage is measured, allowing the Earth inductor compass to determine direction.

At some times Lindbergh also used the stars for orientation during his long flight. Today there are other instruments such as GPS, able provide reliable navigation capability under virtually any conditions, with or without external references.

Activities:

1. Locate the cities of New York in the United States and Paris, France in Europe on a large wall map of the world. Observe the locations (latitude and longitude) of these cities.
2. Draw the shortest route between New York and Paris on a flat map. Locate the island of Newfoundland in Canada and ask why did Lindbergh fly over it instead following the straight line on the map. Draw the real flight route on the globe and compare the lengths with your initial drawing on the flat map. Observe that New York, Newfoundland and Paris are all on a big circle over the globe
3. Divide the flight route in equal segments and glide the compass along the route. Note it's readings at different points.
4. How would pilots use the stars to navigate flight? Discuss the possibilities.
5. Learn about earth's atmosphere and its influence over the aircraft performance. For example, Lindbergh had to constantly monitor the air temperature and pressure to determine the "density altitude". This figure is critical to the performance of an aircraft because the density of the air directly influences LIFT and DRAG.
6. Lindbergh's aircraft had no pressurized cabin and this also limited the flight altitude to around 17,000 feet above the sea level. He also encountered adverse weather conditions during this long solo flight. Talk about condensation and the problems this phenomenon posed to the aircraft.



Writing Activities

1. May 20, 1927 was the day Charles Lindbergh became the first person to successfully fly across the Atlantic Ocean alone. Students write about the bravest thing they have ever done and then explain why the action was brave.
2. Examine the significant individuals of the 1920s and their impact on American society. Then identify characteristics of people who make a difference, and in pairs conduct research on two people with differing points of view from the 1920s. Each pair presents a dialogue performed as the two people researched.
3. Students study the leaders of the isolationist movement within the United States and the causes of the isolationist movement. They recognize and compare the perceptions of both the isolationists within the US and those who took a more global view.
4. Lindbergh lobbied governments for the protection of a variety of endangered species. His work, in part, contributed to the development of the Endangered Species Act of 1973. Research and write about the history of this act.
5. Write a script that dramatizes Lindbergh's role as both a hero and as a fallen hero. Find some other historical figures, like Lindbergh, who achieved hero status and then fell from that pedestal. Write a script that dramatizes this aspect of their lives.
6. How and why do people create heroes? What are the qualities common in heroes? Are heroes and celebrities the same, or are there differences? What happens when our heroes don't live up to our images of them.
7. Imagine that you are about to embark on a solo adventure much like Lindbergh. Your trip will take you to some of the most remote areas in Alaska. Like Lindbergh, you will need to meticulously prepare if you are to survive the harsh climate and unpredictable conditions. First, gather as much information as possible about the area of Alaska in which you will be traveling. Next, map out your trip, considering what types of transportation you will need. Then, using the information that you gathered during your initial research, predict what types of items you may want to take. Keep in mind that you will need to carry these items all by yourself. Try to fit all of your necessary items in a box that you can carry comfortably. Present your research to your class.
8. How did the world respond to the 1927 flight? What expectations of people and characteristics of society at that time provided the context for seeing Lindbergh as a hero? What role did Lindbergh's acceptance of Nazi Germany's medal and his views on isolationism have on diminishing his status as a hero?

Paper Airplanes and the Scientific Method

Objectives:

Learn about the scientific method, trial and error

Learn some good designs for paper airplanes

Goals:

Students should learn how to build the best paper airplane

Students will learn about using the scientific method to try and build the best plane

Vocabulary:

Scientific Method

Problem – what you want to solve/learn about

Hypothesis – an educated guess, propose a solution to your problem

Experiment – trying out what you think will work to see if it actually does

Results – Seeing whether your hypothesis was true; if it was, think about why; if it was not, think of alternative solutions to try

Lesson:

1. Explain the different aspects/steps in the method, outlined above .
2. Tell them that today we are going to put this method into action
3. Have each student design the paper airplane that they think will fly farthest
4. Let each student test their airplane, and compare to those of others in the class
5. Ask the students how they could apply the scientific method to helping their paper airplane be the best
6. Have each student propose changes to implement to make their plane fly further
7. Let them test these and work on the plan for 15-20 minutes
8. Have a second competition, and see whose plane flies the farthest
9. Talk with the students about how they made changes, which ones worked, and which ones did not and why using the scientific method as a rubric.

A website that has different examples of paper airplanes:

Funpaperairplanes.com