

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

EUREKA, CALIFORNIA, 1937 - 1939

by

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ABSTRACT

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As Eureka city school students returned to begin the 1938-1939 school year, great changes were in the air. While the dark storm clouds of war brewed in Europe, the United States' economy was continuing its recovery from the now decade-long Great Depression. As the national unemployment rate began to diminish, a slew of new construction projects were being proposed for the Eureka public school system. At the center of local projects were proposals for four new elementary schools and, most strikingly, a new manual labor/industrial education building for Eureka High School. In order for the projects to be completed, Eureka public schools voters would have to approve a new school bonds initiative. If passed, the initiative would receive a forty-five percent matching federal grant from the Public Works Administration (PWA). As part of President Franklin Delano Roosevelt's economic recovery plan, the PWA was putting tens of thousands of people back to work on various construction projects throughout the nation. Although not comparable in scale to other massive building projects around the country, Roosevelt's New Deal was about to arrive for one of its greatest single projects in Eureka – the Industrial Arts building at Eureka High School.

The purpose of this project is to shed light on one of tens of thousands of public works projects undertaken during the era of the New Deal. It is essentially divided into three sections. The first addresses the common effects of the Great Depression. The second tackles the historiography of the legacy of the New Deal. The third focuses on the specific role of the New Deal in Eureka, with the Eureka High School Industrial Education building as its centerpiece.

While much general historiography has been generated on the socio-economic legacy and impact of the New Deal at the national and state level, virtually none exists on the New Deal's role in Eureka, California. Because of this paucity, the Humboldt Rooms at Humboldt State University and the Humboldt County libraries became vital research tools. The preponderance of research on the Great Depression and the New Deal in Eureka and the construction of the Industrial Education building at Eureka High School came from culling the microfiche resources of the *Humboldt Standard*, *Humboldt Times* and the *Redwood Bark*. The Humboldt County Historical Society also served as a base for archival research and oral interviews. Hopefully, this project will become part of a growing new historiography on the New Deal and Eureka.

ACKNOWLEDGEMENTS

As a student of history, the Great Depression and the New Deal have always fascinated me. The creative response to the social-economic crises of the 1930s by President Franklin Delano Roosevelt and the Democratic Party is unique in American history. This research project has enabled me to investigate this decade in a fashion I had never imagined.

I would like to thank the many, many people who made this project possible. First and foremost is my family. Thank you Maureen, Caitriona and Quinlan for being so understanding of the demands this project has placed on our family's time. Without your support, patience and understanding, this project would never have been seen through to completion. Thank you to Rod, Dee and Gayle for your inspiration, instruction and guidance. Thanks to Jack Barielles, of McKinleyville High School, and the Teaching American History Grant personnel who provided financial and educational support for myself and my cohort. Another great big thank you to my students at Eureka High School for pushing my understanding of history by always asking "why?" Finally, thank you to my parents Raymond and Virginia Parker for encouraging my education and showing me the value of an honest day's work.

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A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

EUREKA, CALIFORNIA, 1937 - 1939

The Great Depression of the 1930s would not only have a devastating impact on millions of American lives, it would forever change the relationship between the American people and their government. By 1932, the national unemployment rate had skyrocketed to twenty five percent. In certain areas of the country, like Buffalo, NY, it had skyrocketed to nearly eighty percent. The steel mills and automobile plants of the Midwest lay silent. Thousands of Americans had lost their homes through mortgage default by loss of jobs or financial resources in the 1929 banking debacle. Many of these now homeless people lived in shantytowns of discarded lumber and debris known as "Hooverilles." At the Hooverilles they would be flying "Hoover Flags," money less pants pockets turned inside out. These towns and flags were mockingly named after President Herbert Hoover.

Elected in November 1932, Roosevelt's victory was "less an affirmation of his policies than a repudiation of Hoover's."¹ The American people had voted to give FDR and the Democratic-controlled Congress an essentially blank check. Taking office on March 4, 1933, FDR and his "Brain Trust" set the wheels of economic recovery in motion. During these first "Hundred Days," a wide range of federal relief, recovery, and reform programs were initiated. Collectively known as the "New Deal," these programs tried to reach all areas of society. For millions of Americans, "the New Deal offered the

¹ Kennedy, *Freedom From Fear*, 102.

modern comforts of electricity, schools, and roads To the elderly and unemployed it extended the promise of income security, and the salvaged dignity that went with it.”²

The federal government would assert itself not only into regulating the American economy, but also into the citizens’ everyday lives. It was a new roll for the federal government. The same government that turned away Coxe’s Army and the Bonus Marchers was now embracing and enacting their proposals. As Iowa farmer Oscar Heline assessed the significant impact of the New Deal on both the recovery of his community and personal life, “I’m just as sure as I’m sitting here, we [couldn’t] do it ourselves. It was the Federal Government.”³

The New Deal offered Americans a myriad of social and economic well-being programs. Although still suffering the lingering impact of the Depression, by 1938 America was a changed country. With a national unemployment rate over twenty five percent when elected, FDR’s New Deal and other recovery programs had reduced the rate to just under 17%. Elderly, retired and infirm Americans were receiving relief through the Social Security Administration. Rural farmers were experiencing a slow recovery through the agrarian reforms and subsidies of the Agricultural Adjustment Administration. Hundreds of thousands of people in the southern Appalachians were receiving more affordable electricity or receiving it for the first time through the dams and flood control projects of the Tennessee Valley Authority. The Civilian Conservation Corps (CCC) gave over three hundred thousand young men not only food, shelter and a

² Kennedy, 378.

³ Studs Terkel, *Hard Times: An Oral History of the Great Depression*, (New York: The New Press, 1970), 125.

monthly paycheck, it provided them with the dignity and skills of a conservation job. President Roosevelt commented in a June 27, 1934 letter to Harry Hopkins after visiting CCC camps in Los Angeles County, that “the thing that really impressed about those camps was the optimism you saw on the faces of the youngsters. They’re not beaten, these kids. They’re busy and happy and interested, planning for the future.”⁴

The New Deal forever changed the relationship between the federal government and the American people. Prior to the New Deal, when confronted with a major economic crisis, most Americans tended to blame themselves for their predicament. Moreover, the majority of citizens did not expect the government to give them a “hand out.” Nor did the federal government plan on providing one. However, the New Deal changed that relationship. The Horatio Alger myth of pulling yourself up by your bootstraps no longer seemed possible or relevant. Following four unending years of economic decline from 1929 – 1933, many Americans began demanding that the federal government help alleviate or mitigate their dire economic situation. President Franklin Roosevelt, the Democratic controlled Congress and the New Deal programs put governmental responsibility for Americans’ social welfare at the forefront. As Roosevelt contended in his 1938 annual address to congress: “government has a final responsibility for the well-being of its citizenship. If private co-operative endeavor fails to provide work for willing hands and relief for the unfortunate, those suffering hardship from no

⁴ Richard Lowitt and Maurine Beasley, eds., *One Third of a Nation: Lorena Hickock Reports on the Great Depression*, (Urbana, IL: University of Illinois Press, 1981), 301.

fault of their own have a right to call upon the Government for aid; and a government worthy of its name must make a fitting response.”⁵

As components of the massive Works Progress Administration (WPA) headed by Secretary Harry Hopkins, enormous construction projects were either underway or completed, like the colossal Grand Coulee and Fort Peck dams in Washington and Montana. Throughout the nation, it would be difficult to find a community untouched by WPA projects. Lasting over eight years, the WPA pumped over \$11 billion into the American economy. It constructed “40,00 buildings and repaired another 85,000; improved 572,000 miles of rural roads; erected 78,000 new bridges; paved 67,000 miles of city streets and 24,000 miles of sidewalks; built 350 airports; landscaped 8,000 new parks; and created a variety of sewage systems, water treatment plants, and drainage facilities.”⁶ The New Deal’s WPA was more than just construction projects. It employed people generally left outside traditional labor fields. Artists and actors were put to work through the WPA’s Federal Arts and Federal Theater Programs. The Federal Arts Project employed painters, sculptors, art teachers and photographers. With works in public buildings and community centers that remain long after the depression, the Federal Arts Project created “2,566 murals and 17,794 pieces of sculpture.”⁷

Unemployed writers collected testimonials about plantation life from elderly ex-slaves. Other writers wrote travel-type books and articles about various regions of the

⁵ Sitkoff, Harvard, ed. *Fifty Years Later: The New Deal Evaluated*. (New York: McGraw-Hill), 220.

⁶ Biles, Roger. *A New Deal For The American People*, (DeKalb, IL: Northern Illinois Press, 1991), 107.

⁷ *Ibid*, 108.

United States, known as the American Guide Series, including Northern California. The Federal Writers Project also helped launch the careers “of such noted novelists as Saul Bellow, Richard Wright, Ralph Ellison, John Cheever, Nelson Ahlgren and Eudora Welty.”⁸ One of America’s most important novelists of the twentieth century, John Steinbeck, received a creative assignment as part of the New Deal. Recalling his participation, Steinbeck remembered, “When the WPA came, we were delighted, because it offered work. . . . I was given the project of taking a census of all the dogs on the Monterrey Peninsula, their breeds, weight and characters.”⁹

Another major component of the New Deal was the Public Works Administration (PWA). Created as part of the National Industrial Recovery Act in 1933 and headed by secretary Harold Ickes, the PWA was initially designed to generate construction of municipal building projects. Over the course of its existence, the PWA provided an additional \$4 billion of aid for communities throughout America. By only providing 25% of total construction costs in matching grants, municipalities were able to use PWA money to improve and build highways, bridges, public housing projects, hospitals, recreation sites, power projects and schools.¹⁰

In addition, as elements of the PWA, young people were employed through the National Youth Administration (NYA). The NYA “gave employment on work projects to 2.5 million out-of-school youth aged 16 to 25, and funded part-time work projects that

⁸ Ibid.

⁹ Sitkoff, 221.

¹⁰ Ibid, 138.

allowed 2 million young people to remain in school.”¹¹ Moreover, the NYA reached a segment of American society that had historically been ignored by the federal government – black youth. Famed educator Mary McLeod Bethune was named to the NYA’s Advisory Committee. The NYA was, in fact, “one of the most popular New Deal programs.”¹² In assessing the impact of these programs and their socio-economic legacy, a voluminous historiography has been generated over the last half century.

¹¹ Ibid, 74.

¹² Biles, 108.

HISTORIOGRAPHY OF THE NEW DEAL

Historians have been debating the impact and legacy of President Franklin Roosevelt and the New Deal for over sixty years. Many historians recognize that it is almost impossible to separate the president from the programs. While most historiography acknowledges that the Great Depression was severe and President Roosevelt had a role in addressing the crisis, it does not universally agree on the New Deal's impact and legacy. In general, the majority of historians agree that the New Deal and President Roosevelt had a profound impact on the constituency of the Democratic Party. Labor and blacks formed a foundation of membership that still exists to today. Nearly all historians also agree that the New Deal was not entirely revolutionary. In fact, most have the same opinion that it was quasi-conservative in that it saved capitalism. Finally, while a large number have the same opinion that President Roosevelt and the New Deal had many shortcomings, rectifying the nation's race issues in particular, historians agree that the New Deal had many beneficial, positive changes as well.

Robert Himmelberg, in his *The Great Depression and the New Deal*, points out both the successes and failures of the New Deal. Himmelberg's final assessment on the impact of the New Deal was not so much on its specific economic/recovery accomplishments, but that it created a strengthened federal government that was prepared to take on the challenges of executing a war (World War II) and an economy that delivered sustained economic growth and prosperity for the remainder of the twentieth century.

Himmelberg agrees with the traditional views that New Deal programs created a political economy less vulnerable to major economic collapse/catastrophe, more fair in distribution of income and more effectively considerate of those in need. He uses the secure and regulated banking system and stock market as an example of long-term stability and recovery mechanisms. Moreover, he contended that the New Deal generated the concept that the federal government should maintain a “safety net,”¹³ of social insurance to assist the retired, those without jobs because of recessions and those unable to work because of disability. Another lasting legacy, Himmelberg contends, is that most people recognize that the government has an obligation to recognize labor’s right to organize freely and bargain collectively, although “Democrats and Republicans might differ as to the particulars of that obligation.”¹⁴

Himmelberg asserts that one of the greatest legacies of the New Deal was how it forever changed the constituency of the Democratic Party. Many new ethnic groups found a permanent home in the Democratic Party. He points that many Catholics started calling the party home and illustrates that in 1940, speaking about the potential presidential run of President Roosevelt’s chief political strategist Jim Farley, Secretary of Interior Harold Ickes contended that “I do not believe that we have yet reached the stage where a Catholic could be elected”¹⁵ to the presidency. The election of a Catholic Democrat president in 1960 disproved that assertion. Himmelberg notes that the New

¹³ Himmelberg, Robert F., *The Great Depression and the New Deal*, Greenwood Press, Westport, CT, 2001, 77.

¹⁴ *Ibid*, 134.

¹⁵ *Ibid*, 82.

Deal centered the Democratic Party in the great cities of the North and came to represent the interests of not only white working- and middle-class children, or grandchildren, of European immigrants, but also the flood of blacks who left the South and went North and West in large numbers during World War II and the postwar era.

Additionally, Himmelberg notes that with the New Deal, the Democratic Party of Roosevelt fundamentally changed when it gradually adopted a civil rights agenda. He notes that although FDR lost his court packing fight in 1937, he was able to fill enough vacancies to sway Supreme Court decisions in a little over a decade. The Supreme Court decision *Brown v. Board of Education* (1954), which led to the overthrow of Jim Crow, segregationist laws, strengthened the commitment of Northern Democrats to civil rights causes. Himmelberg ties the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 to the new Democratic Party coalition constructed during the New Deal.

Himmelberg also points out many of the New Deal's shortcomings, where it "fell far short of success."¹⁶ One shortcoming was that the Keynesian economic philosophy of using federal deficit spending deliberately as a tool to create and maintain prosperity, fell from grace and was replaced in the last quarter of the twentieth century by a return to the concept of restricted spending and balanced budgets. In addition, the New Deal social reform policy of jointly financed federal-state payments to people unable to work

¹⁶ Ibid.

succumbed in the mid-1990s. President William Clinton spoke of “welfare reform, replacing welfare with workfare.”¹⁷

In his final analysis, Himmelberg believes that the New Deal’s relief policies, its agricultural assistance programs, its support for labor and its enactment of social security programs renewed the hope and confidence of the great majority of Americans in the “nation’s traditional political and economic system.”¹⁸

John Braeman’s *The New Deal* offers yet another general overview of President Roosevelt and the New Deal years. As with Himmelberg, he posits the New Deal in the context not of simply its own time, but what had gone before and what would follow. Rather than viewing the New Deal as a single response to the economic catastrophe of the Great Depression, it was a “complex, multi-faceted phenomenon that can not be summed up in any single and sweeping generalization.”¹⁹

Braeman asserts that President Roosevelt’s approach to the Great Depression was markedly different than President Hoover’s. With its voluntary cooperation between private industry and governmental programs, the initial 1933 NRA phase of Roosevelt’s administration was similar to Hoover’s. By 1934, however, the WPA phase of the New Deal acknowledged the need for cooperative action to meet the needs of a complex, interrelated economy. That would mean direct action by federal agencies.²⁰ While some conservatives of the 1930s had fears of massive liberal, quasi-revolutionary social

¹⁷ Ibid, 79.

¹⁸ Ibid.

¹⁹ Braeman, John, *The New Deal: Volume One, The National Level*. Ohio State University Press, Columbus, Ohio, 1975, 35.

²⁰ Ibid, 38.

engineering programs in the works, Braeman asserts that the programs of the New Deal came to rest on a more modest claim that a positive, action-oriented government could render the existing individualistic, capitalistic society more stable, more equalitarian and more humane. Braeman acknowledges that the New Deal's approach was also criticized by many liberals and radicals of the 1930s. Many on the far-left believed the New Deal only halted a revolutionary impulse that mandated a much more radical socio-economic change.

Acknowledging the growth of the labor movement and the rise of union membership after the passage of the Wagner Act, Braeman's conclusion is similar to Himmelberg's. The New Deal ushered in dramatic labor-management-government changes that fundamentally restructured the entire industrial relations system.²¹ The labor reforms of the New Deal not only supported closed shops and collective bargaining, but set minimum labor standards and guaranteed insurance against unemployment. According to Braeman, Roosevelt and the Democratic Party initiated changes that placed the government as the arbitrator between labor and management. Braeman contends that the New Deal made the federal government the "rule-maker and umpire,"²² enforcing the rules of the "game" for organized labor and management. Also, as with Himmelberg, Braeman considered that the pro-labor initiatives of the New Deal brought labor more actively aligned with the Democratic Party than ever before. Or as Braeman asserts, over fifty years later it is still an on-going alliance.

²¹ Ibid, 78.

²² Ibid.

Braeman views the New Deal as lacking in its efforts to improve race relations in the 1930s. Because it was dedicated to being the broker-agent between long existing powerful interest groups, the New Deal never tipped the scales too far to a side. If not completely barred from participation, blacks faced Jim Crow discrimination in many New Deal programs such as the Civilian Conservation Corps (CCC) and the Tennessee Valley Authority (TVA). The CCC officially prohibited black officials in any position of authority and segregated blacks into units with limited opportunities for training and advancement.²³ As with the CCC, the TVA built segregated work camps that were inferior. Moreover, blacks were barred altogether from living in the TVA's ideal American model community at Norris.

Again similar to Himmelberg, Braeman points out that despite its extreme silence on the race issue, most black voters of the thirties found a home in the Democratic Party. Black voters abandoned their "traditional allegiance to the party of Lincoln."²⁴ In 1936, the Democrats captured over 75 percent of the black vote. While Braeman notes the shortcoming of Roosevelt and the New Deal on race issues, he concludes that most blacks supported the administration's efforts because although relief and programs such as the WPA were not ideal, "they were better than the Hoover bread lines and they would do until the real thing comes by."²⁵ Finally on the race issue, Braeman asserts that fundamental change was also being done at the local level throughout many regions of

²³ Ibid, 192.

²⁴ Ibid, 207.

²⁵ Ibid, 210.

the country. Employees throughout the New Deal agencies saw themselves as “local agents of general social change.”²⁶

In his final analysis, Braeman believes that the opportunity for great economic and social change existed during the New Deal years, but President Roosevelt’s preference for accommodation, his broker politics, limited both his and the New Deal’s impact.

In *A New Deal For The American People*, Roger Biles’ assessment of the New Deal after fifty years follows that of other historians. He comes to many of the same conclusions expressed by Himmelberg and Braeman. Initially, Biles agrees that Roosevelt’s and the Democratic Party’s approach to dealing with the economic crises of the New Deal was never set in stone from President Roosevelt’s inauguration in the 1933. Instead it was an amorphous plan that solidified when the conditions were right. Acknowledging this, Biles quotes Roosevelt’s approach as, “Take a method and try it. If it fails admit it frankly and try another. But above all, try something.”²⁷ As with Himmelberg, Biles agrees that this approach was, however, markedly different than President Hoover’s more static approach to the Great Depression.

Biles is in agreement with Himmelberg when he points out that in spite of all of President Roosevelt’s attempts and programs, the New Deal did not restore complete economic recovery. It would take the massive industrial production required to wage

²⁶ Ibid, 229.

²⁷ Biles, 225.

World War II to “put the majority of American people back to work.”²⁸ Biles points out that Roosevelt and the New Deal programs only reduced unemployment from a high of thirteen million in 1933 to nine million in 1936. Moreover, Biles contends that it was Roosevelt’s reticence to fully embrace Keynesian policies that thwarted complete economic recovery that only the Second World War could sustain.²⁹

Biles, and most New Deal historians, agree that the New Deal did provide many long-term economic recovery and reform programs and policies that have prevented another Great Depression in the decades since the 1930s. Biles credits the Securities and Exchange Act, the Glass-Steagall Banking Act and the creation of the Federal Deposit Insurance Corporation in the 1930s as safeguards that ensured a firm economic foundation for many decades thereafter.

In line with most New Deal historians, Biles believes that Roosevelt’s and the New Deal’s pro-labor policies not only benefited the country, but helped the Democratic Party’s fortunes. With the creation of laws that “eliminated sweatshops, severely curtailed child labor, and established enforceable standards for hours, wages, and working conditions,”³⁰ the New Deal forever changed working conditions in America. Because of these actions, Roosevelt and the New Deal united urban northerners, rural southerners, blacks, women and ethnic immigrants into a party that found common ground in supporting government action to protect them from an economic system “gone

²⁸ Ibid, 226.

²⁹ Ibid.

³⁰ Ibid, 227.

haywire.”³¹ As Himmelberg and Braeman concur, along with the stabilizing long-term effects of its economic recovery and reforms programs, the New Deal created a new Democratic Party coalition that persevered into the 1980s and well beyond.

Again, Biles agrees that in terms of politics, government and the economy, the New Deal stopped well short of being revolutionary. Because Roosevelt was steadfastly committed to being a broker between conflicting trends in Depression-era socio-economic politics, that no matter how far the balance of powers might shift, the federal government maintained an equilibrium. Roosevelt never went as far as his followers hoped or his detractors feared. As other historians asserted, the New Deal basically preserved capitalism and the free market from much more radical impulses. In spite of initiating some limited social welfare legislation, the New Deal did not convert America to a socialist economy nor did it effect a substantial redistribution of income. In fact, Biles argues, one of the New Deal’s greatest achievements was “the application of just enough change to preserve the American political economy.”³²

Biles does offer a point of view that is not directly addressed by many New Deal historians. He contends that local institutions were essentially free from many federal constraints in implementing New Deal programs and policies. Biles considers the reason for this regulative freedom to be a particular attribute of the American people. Biles asserts that not even by “encouraging, cajoling, bargaining, or wheedling to parochial

³¹ Ibid, 229.

³² Ibid, 230.

interests”³³ could the architects of the New Deal bring state and local governments in line with national objectives. Biles attributes this to a basic conservatism of the American people who have consistently chosen freedom over equality.³⁴ Americans basically wanted individual success with minimal governmental interference or a perceived loss of liberty. In light of this consideration, that is still being contested in the twenty first century, the New Deal’s accomplishments are truly remarkable.

Robert Eden’s *The New Deal And Its Legacy* offers yet another set of more recent views on the impact of the New Deal on American society, politics and culture. Eden’s essays illustrate that many of the New Deal programs were severely challenged during the late-1970s and 1980s. While many New Deal programs withstood the test of time, others were greatly curtailed or modified by the Republican administration of President Ronald Reagan and the Republican controlled Congresses. As with most historiography, Eden’s critiques center on the role of the federal government and President Roosevelt. However, Eden also posits the legacy of Roosevelt and the New Deal in long-range historical terms dating back to the constitution’s Founding Fathers.

Eden initially assesses the long term standing of many “popular” New Deal programs such as farm support and Social Security. He uses the election of President Lyndon Johnson and the implementation of his Great Society programs as a benchmark for the reactive changes that emerged in the 1980s. Because of the massive increase in social welfare legislation that was initiated by the Great Society, by the 1980s many

³³ Ibid, 232.

³⁴ Ibid, 233.

Americans, of both major political parties, had become complacent in their acceptance of governmental social programs. During the 1950s and early 1960s, most Republicans had “coexisted” with these New Deal governmental programs. The initial signal of the collapse of this uneasy *détente* was when Barry Goldwater and his followers defected the Democratic Party and challenged President Johnson in the 1964 presidential election. Although Goldwater suffered a tremendous defeat (President Johnson secured the greatest percentage of the popular vote in American presidential election history), his campaign laid the groundwork for Republican Party principles for the last quarter of the twentieth century.

Eden contends that the idea of “government as an administrative body charged with reducing or eliminating economic risks, or of securing against the effects of bad choice or luck”³⁵ had fallen out of acceptance by the Republican Party of the 1980s. Instead, many Republicans viewed stalwart adherents of New Deal programs as special interest groups out of touch with current political trends. They asserted that the New Deal coalition was simply trying to hold its ground in spite of a popular backlash against it. Eden points out that the Republican platforms of the 1980s expressed this change in national political focus by creating a “new definition of national needs and a commitment to contest redistributionist policies at every opportunity, on the conviction that special

³⁵ Eden, Robert, ed. *The New Deal And Its Legacy*, Greenwood Press, New York, 1989, 78.

interests rather than public good explained the staying power of New Deal programs.”³⁶

Accordingly, this reassessment would affect the legacy of the New Deal as a whole.

Unlike most modern historians who critique the New Deal’s impact forward from the 1930s, Eden assesses the growth of both the administrative bureaucracy and the power of the chief executive during the New Deal from the long-range historical perspective. Eden uses the political arguments and crises of the 1780s and 1790s as a starting point for legitimizing the increase in the size of the federal bureaucracy during the 1930s. He argues that the Constitution of the Founding Fathers and the *Federalist Papers* is a “form of the administrative state, or rather, in Hamiltonian terms, an ‘administrative republic’.”³⁷ Therefore, the New Deal’s administrative structure was in line with the Founding Fathers beliefs. Even moving into the early 19th century, in what may seem antithetical to the late-1700s, Eden argues that the New Deal federal bureaucracies were also in line with Jeffersonian beliefs. Eden contends that Roosevelt’s New Deal programs promoted Jeffersonian, Anti-Federalist positions by stressing civic virtue and teaching civil servants who “staff the public administration to look on their work as an exercise of republican virtue and as a task of representing the people.”³⁸ The combination of the two seemingly polar positions of Hamilton and Jefferson, Federalists and Anti-Federalists, was fused by President Roosevelt and the New Deal into a constitutional framework “of the modern welfare state with which we are familiar.”³⁹

³⁶ Ibid, 82

³⁷ Ibid, 103

³⁸ Ibid, 113

³⁹ Ibid.

As to the power of the chief executive, Eden again assesses the New Deal in terms of the past. With the realigning of political parties as a structure of analysis, Eden uses the administration of President Jefferson as a starting point. He contends that Jefferson was an extremely strong chief executive who actually used his power to limit the strength of the president. The purpose of a Jeffersonian chief executive in party leadership, according to Eden, was to win a presidential election in order to contain and minimize “its [the presidency’s] constitutional potentials, especially its potential to strengthen the role of the executive in constitutional government.”⁴⁰ Eden goes on to illustrate that neither President Lincoln, in a time of war, nor President Theodore Roosevelt, in a time of great systemic reformation pressure, wielded as much power as chief executive as President Franklin Roosevelt. Even though all three presidents served at a time when political parties and their constituencies were being realigned, their roles were not as essential to their times as Roosevelt in the 1930s. Because the crises of the 1930s were so dire, a powerful chief executive, President Roosevelt, was “central to the constitutional order as a means of preserving the possibility of self-government.”⁴¹ In his final analysis, Eden asserts that while many of the New Deal programs were being challenged and curtailed by the late-1980s, maybe the most significant legacies of the New Deal were the growth of a large, activist federal bureaucracy and strong chief executive who supported constitutional principles without turning despotic.

⁴⁰ Ibid, 202.

⁴¹ Ibid, 206

William Leuchtenburg's *Franklin D. Roosevelt and the New Deal* is considered to be one of the first major works analyzing the New Deal era. As illustrated in the analysis of the New Deal by the previous historians, Leuchtenburg established the groundwork for most that followed. Not only did Leuchtenburg train many other writers on the New Deal, President Roosevelt and liberalism, he set forth the parameters of all future discussions of the New Deal.⁴² Leuchtenburg acknowledged that Roosevelt's New Deal administration was the definitive example of the "broker state," balancing interest groups with interest groups that ultimately "doomed any direct challenge to vested interests in the society."⁴³ By doing so, Roosevelt thwarted radical revolutionary impulses in society while implementing basic social welfare legislation. In addition, Leuchtenburg contends that by balancing such groups (business and labor), President Roosevelt ignored the inherent disparity of power of the two groups.

Leuchtenburg asserts that the New Deal was at best a "halfway revolution." It may have dramatically extended the power of the state and created an irreversible role for government involvement in the economy, but it did little to alter the balance of forces within society. Social security was astonishingly inept and conservative, taking funds out of the economy, ignoring those most in need of help (farm laborers and domestic workers), and failing to deal with the issues of health. Tenant farmers received little if any assistance, the wealthiest 1% of the population increased its share of the nation's

⁴² Leuchtenburg, William E., *Franklin D. Roosevelt and the New Deal*, 1964, 17.

⁴³ *Ibid*, 178.

resources, and only moderate steps were taken to address the underlying oppression of black Americans (anti-lynching laws/programs).⁴⁴

While many historians identified the origins of the New Deal as either Theodore Roosevelt's New Nationalism or Woodrow Wilson's New Freedom, Leuchtenburg asserted that in both theory and personnel, the New Deal had its origins in the massive federal intervention in the American economy that had occurred in World War I. Leuchtenburg pointed out that many of the same executives who ran the programs in 1917-18, later managed the NRA and AAA (parallels of the WIB and War Food Board). Moreover, the rhetoric of the war on the depression was similar to the sloganeering of WWI. The images of nonpartisan cooperation during wartime, especially the NRA's "Blue Eagle," were prevalent throughout Roosevelt's approach to the national crisis.

Almost all historians agree that the Great Depression and the New Deal were seminal events in not only the twentieth century, but all of American history. However, their interpretations of the Great Depression's and the New Deal's legacy vary widely. While historians can study, review and analyze the role of government during times of economic turmoil for students and academicians, a real assessment of the impact and legacy of the New Deal can be reached by examining the projects it left behind. Each of the New Deal projects did not simply crystallize from thin air. Communities throughout America requested or demanded federal aid based on their own particular set of needs. Most did not debate the historical role of the executive branch or the realignment of national political parties when their neighborhoods were in crisis. As historian Biles

⁴⁴ Ibid, 234.

would agree, people simply wanted the New Deal to benefit their community as they best saw fit.

THE NEW DEAL IN CALIFORNIA

When examining the impact of these New Deal projects at the community level, several questions should be considered. What particular set of socio-economic circumstances existed in the 1930s to mandate the implementation of New Deal projects? What methods did communities use to secure funding for New Deal projects? What process was used to design and construct these recovery projects? Who were the critical players in the “drama” of the community’s New Deal project? The answers to these questions can shed light on the legacy of a New Deal project that might fit in the traditional mold of a TVA or CCC project or be unique to a specific community. In Eureka, California a New Deal project was completed in the late 1930s. What was the impetus for this project and what was its legacy?

California experienced the Great Depression in a manner different than most states. Because California was not yet heavily industrialized, “it took longer for the Depression to make itself full felt.”⁴⁵ But by the time Roosevelt instituted the Emergency Banking Relief Act’s Bank Holiday in mid-March 1933, California had “caught up with the industrialized states.”⁴⁶ Unemployment in many industrialized areas of California hovered around sixteen percent – historically high, but well below the national average. In 1933, the Depression arrived in California “in earnest.”⁴⁷ By June of 1934, over

⁴⁵ Starr, Kevin. *Endangered Dreams*, (New York: Oxford University Press, 1996), 121.

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*, 227.

1,225,000 Californians, “out of a population approaching six million, were dependant on some form of public assistance, ... 465,000 in Los Angeles County alone.”⁴⁸

Outside of San Francisco, a traditional, Democratic party-machine controlled city along the lines of Tammany Hall’s New York City and Thomas Pendergast’s Kansas City, California was a Republican dominated state. With a firm base of migrant farm and an urban population that arrived in the southern portion of the state during the 1920s from the traditionally Republican areas of the mid-west, the Republican Party had controlled both the governorship and state assemblies since the “turn of the twentieth century.”⁴⁹

The nature of California party politics would change, albeit only temporarily, with the gubernatorial election of 1934. With the growing severity of the drought in the Dust Bowl areas of the lower Great Plains during 1932 – 1933, “several hundred thousand migrants arrived within a few years, creating a disaster in housing and health.”⁵⁰ Along with poverty, many of these migrants also brought their party affiliation – Democrat. Jumping into the governor’s race against Republican incumbent Frank Merriam, was the muckraking author of The Jungle, Upton Sinclair. From the progressive wing of American politics, Sinclair had switched his party affiliation from Socialist to Democrat only months before the election. Running on his popular plan to End Poverty In California (EPIC), Sinclair espoused worker control of the means of production and a meaningful redistribution of the wealth in California that would allow unemployed

⁴⁸ Ibid.

⁴⁹ Burke, Robert E. *Olson’s New Deal for California*, (Berkeley: University of California Press, 1953), 321.

⁵⁰ Starr, *Endangered Dreams*, 229.

people an “opportunity to produce for their own needs instead of being ‘cared for’ by direct relief.”⁵¹ Although the election resulted in the defeat of Sinclair and the “new majority party in California,”⁵² the Democrats were achieving great success in “almost every other state.”⁵³ As the 1938 governor’s election approached, the Democrats were confident of victory if they could find a candidate behind which they could unite.

While much of the nation focused on addressing the unemployment crisis, California was confronted with its greatest challenge – migrants fleeing the Dust Bowl and other impoverished areas. By the late 1930s, “an estimated 683,000 migrants had arrived in California.”⁵⁴ Beginning in 1933, California tried to remedy the migrant situation through a series of state sponsored relief initiatives and programs. With few exceptions, none of these state prerogatives was able to discernibly improve migrant housing and healthcare. As historians Himmelberg and Braeman pointed out, even federal government intervention proved inadequate. In the long run, “it would take the Second World War to end the migrant crisis.”⁵⁵

The elections of 1938 brought the New Deal to California. In addition to the governorship, a senate race and two key initiatives were on the ballot. The outcome of each swung heavily to the Democrats’ favor. For governor, the Democrats were successful in finding a candidate they could rally around, state Representative Culbert Olson. As candidate, Olson spoke out against legislative corruption in Sacramento from

⁵¹ Burke, 3.

⁵² Ibid, 4.

⁵³ Ibid

⁵⁴ Starr, *Endangered Dreams*, 223.

⁵⁵ Ibid 233.

“Standard Oil and its affiliated corporate interests and privately owned utilities.”⁵⁶ He also promised to use his “warm relations”⁵⁷ with President Roosevelt to secure federal relief for California’s lingering crises, especially migratory labor. When voted into office on November 4, his election marked Olson as “the first Democratic governor of California in the twentieth century.”⁵⁸ As Biles illustrated, this represented the growing constituency and power of Roosevelt’s new national Democratic base. In the Senatorial election, Californians sent liberal Sheridan Downey to join fellow Democratic New Dealer Hiram Johnson in Washington. Of the two ballot initiatives, both outcomes favored Democrats.

Ballot Proposition 1, an anti-picketing ordinance intended to suppress both general and sympathy strikes like San Francisco’s waterfront labor actions of 1934 and 1937, went down to defeat. Confirming one of historian Eden’s assertions, with Proposition 1’s defeat, the Democratic Party reinvigorated its working class, union base in both urban and rural areas of the state. Also defeated was Proposition 25. Commonly known as “Ham-n-Eggs,” this proposition promised retirement pensions for all Californians over the age of 55. This proposition, placed on the ballot by supporters of the prominent southern California physician, Dr. Francis Townsend, while progressive in nature, threatened to drive California into bankruptcy with its massive pension payouts. While defeated by a margin of fewer than 45,000 votes out of nearly 2,600,000 votes

⁵⁶ Burke, *Olson’s New Deal*, 26.

⁵⁷ *Ibid*, 27.

⁵⁸ *Ibid*, 33

cast,⁵⁹ the Ham-n-Eggs proposition revealed the strength of the pension movement within California. The movement would reemerge as a ballot initiative in 1939 as the “\$30 every week” campaign. By the beginning of 1939, with the pro-labor defeat of Proposition 1 and the re-embracing of a new pension initiative, California Democrats belatedly welcomed New Deal-style programs to the Golden State.

Although many of California’s early and mid-1930s large scale public works projects, such as the Hetch-Hetchy Aqueduct and the Golden Gate Bridge, “were built without significant federal involvement, the federal government ... initiated in California during the 1930s an epic of construction without precedent in the history of the state.”⁶⁰ In addition to providing needed jobs and direct relief for thousands, these public works provided a new sense of unity for California during the fractious years of the Great Depression. From these grand projects to the small-scale projects, like “countless schools and post offices,”⁶¹ the success of New Deal programs demonstrated that “the Californians of the 1930s ... were capable in the long run of shared identity and unified public action.”⁶² Again, as Eden contended that Americans make decisions that benefit themselves and support liberty, one such community that shared in this identity was Eureka, California.

⁵⁹ Burke, *Olson’s New Deal*, 33.

⁶⁰ Starr, *Endangered Dreams*, 275.

⁶¹ *Ibid.*, 276.

⁶² *Ibid.*

EUREKA IN THE 1930S

Located on the Pacific coast in the northwestern corner of the state, Eureka was affected by the Great Depression in a slightly different manner than many of the great urban and industrial centers of America. Without a major manufacturing base or sizable urban population, Eureka's "just got by with less"⁶³ during the thirties. Neither did it experience the exodus nor debilitating influx of displaced and dispossessed migrant farm families from the Great Plains who had found their "farms turning to dust."⁶⁴ In fact by 1939, the local economy was stabilized enough and the population had "naturally" increased enough for there to be an increasing demand on aging public school facilities.

As with other areas of California, the city of Eureka experienced the Great Depression in numerous ways. In 1979, in recognition of the fiftieth anniversary of "Black Thursday," Eureka's daily newspaper, the *Times-Standard*, summarized that most Eureka's "simply got by with less."⁶⁵ The article intimates that the depression was not so hard felt in Eureka because of its geographic isolation and relatively small population. According to retired lumberman Frank Hartsell, during the 1930s Pacific Lumber Company paid an average of 22 ½ cents an hour. Company housing ran about \$11 per month and gas cost fifteen cents a gallon – about an hour's worth of work.⁶⁶ Most farmers in the area earned about \$450 per month before they paid their mortgages and bills. At Daly's, the locally owned department store, men's shirts cost about \$1.95.

⁶³ "What was so 'great' about the depression?" *Times-Standard*, 28 October, 1978, p. 1.

⁶⁴ Zinn, Howard. *The People's History of the United States*. New York: Harper-Collins, 1995, p. 379.

⁶⁵ "What was so 'great' about the Depression." *Times-Standard*, 29 October 1979, p. 1.

⁶⁶ *Ibid*, 12.

Locals could also eat a “good meal for a quarter.”⁶⁷ Dr. Burre, a local physician during the depression, recalled that he charged \$2 for an office visit, \$3 for a house call, and \$25 to deliver a baby.⁶⁸ It must have been difficult collecting payments, however, because he did add that his “best paying patients were the prostitutes. They deal in cash.”⁶⁹ Dr. Burre did acknowledge that in Eureka “breadlines were not unknown” and that there was a Hooverville with “unemployed hobo-type ‘loners’.”⁷⁰ In addition to the Eureka Parent Teachers Association giving away milk to indigent children for school lunches, the state threatened to close Humboldt State College and “send its two hundred fifty students to San Francisco State College.”⁷¹

One impact of the depression on the local economy was that by 1939, of the fifteen mills operating in 1920, only the “Big Four” lumber mills remained in the greater Eureka/Humboldt Bay area: Hammond-Little River, Pacific Lumber, Dolbeer and Carson, and Holmes-Eureka.⁷² The Holmes-Eureka mill, near where today’s Bayshore Mall is located in Eureka, was the sight of a deadly lumberman’s strike and confrontation in 1935 that left three strikers dead and many wounded.⁷³

While the Dies Commission vigorously pursued and rooted out perceived communists in federal programs, the Holmes-Eureka confrontation was perceived as the

⁶⁷ Ibid, 1.

⁶⁸ Ibid, 12.

⁶⁹ Ibid, 1.

⁷⁰ Ibid

⁷¹ Ibid

⁷² Ibid

⁷³ Ostine, Frank, *The Great Lumber Strike of Humboldt County*, Eureka, CA: Mercurial Enterprises, Ltd., 1979, iii.

work of outside, communist agitators from the Bay area. Democratic Senator Martin Dies (Texas) was the first chairman of the House Un-American Activities Committee (HUAC) which was established in 1938. The initial objective of the HUAC was to investigate alleged pro-communist, un-American and subversive activities in the American labor movement in general and the New Deal in specific. The Dies committee's activities had a chilling effect on the actions of many New Deal programs. In fact, Dies' "revelations helped kill the Federal Theater Project in 1939."⁷⁴ Another example of the trickle down affect of the Dies Commission activities, which were front-page stories on both of Eureka's local newspapers, the morning paper *Humboldt Times* and the evening paper *Humboldt Standard*, was the firing of a Eureka Junior High School teacher. In 1935, Victor Jewett "was ousted for alleged communistic teachings."⁷⁵ His fate is unknown, but in 1940 the local American Legion chapter vigorously challenged the reinstatement of his teaching credential.

Even though the *Times-Standard* article implies that the Depression was lightly felt in Eureka, state records indicate that there was still a lingering need for public relief in 1938 – 1939. The WPA was nearing completion of its murals at the federal courthouse yet still employed twenty-five workers for the project.⁷⁶ In the tradition of the still on-going Dies Commission hearings in Washington, the Eureka City Council received a letter asserting that "the local WPA administrative office has three communists working

⁷⁴ Kennedy, David. *Freedom From Fear: The American People in Depression and War, 1929-1945*, New York: Oxford University Press, 1999, 349.

⁷⁵ "American Legion Opposes Teacher Reinstatement." *Humboldt Times*, 11 January 1940, page 6.

⁷⁶ "Murals Progress." *The Humboldt Times*, 12 January 1939, p. 8.

there.”⁷⁷ In response to the alleged communist infiltration of the Eureka WPA office, the City Council announced that it had replaced the suspect workers with people “who are loyal American citizens.”⁷⁸

The NYA was employing fifteen youths between the ages of eighteen and twenty-five.⁷⁹ For sixty hours of labor a month, the NYA workers earned \$18. The NYA was conducting a \$2,664 modernization project for Sequoia Park, including: installing new fireplaces, adding fencing, painting several structures, and laying new water lines.⁸⁰ In addition to its Sequoia Park crew, the NYA had work crews clearing Myrtle Grove Cemetery, helping straighten Broadway south to Fort Humboldt, and building a new baseball field in Crescent City.⁸¹ Moreover, in September, the PWA approved a \$45,000 matching construction grant for a “new county building at sixth and I.”⁸² In December, local construction company Mercer-Fraser began building that “new county detention facility.”⁸³

In January of 1940, the State Relief Administration (SRA) released data on the cost of its work in Humboldt County during 1939. As the successor to the Federal Emergency Relief Administration, the SRA was originally established by the California

⁷⁷ “Eureka City Council Meets.” *The Humboldt Times*. 13 December 1939, p. 4.

⁷⁸ *Ibid.*

⁷⁹ “NYA Helps in Park Projects.” *The Humboldt Times*, 20 October 1939, p. 4.

⁸⁰ *Ibid.*

⁸¹ “NYA Projects Proceed.” *The Humboldt Times*, 3 November 1939, p. 5.

⁸² “PWA Approves \$45,000 for Humboldt.” *The Humboldt Standard*, 15 September 1938, p. 1.

⁸³ “Local Firm Gets Contract.” *The Humboldt Standard*, 30 November 1938, p. 2.

state legislature in 1933 to “deal with the housing and health crisis the fields”⁸⁴ of the Central and Imperial Valleys. The SRA was greatly expanded under the administration of Republican Governor Frank Merriam. By 1938 its primary role was “to care for those unable to secure WPA assistance for any reason.”⁸⁵ Spending almost \$5,000,000 a month by the end of 1938, the SRA employed “4,661 persons full time and had a case load of 70,063.”⁸⁶

The SRA had expanded its relief programs to remote areas even like Eureka. In addition to giving away 33,490 pounds of crops grown on city owned land in Indianola and on Idaho Street in Eureka,⁸⁷ Walter Chambers, the Northern California administrator of the SRA, said the SRA “foot a relief bill of \$133,360.91 which would have increased county expenditures by 20%.”⁸⁸ Even after accounting for the \$26,925.83 administrative expenses (20%), the SRA distributed \$106,435.08 that was “spent by clients on rent, food, medical care, clothing and other things of direct financial benefit to businesses and professional persons.”⁸⁹ Of the 3,803 total recipients of aid, 1,363 were needy aged persons, 50 needy blind, 423 needy children, 796 vagrants, and 1,171 general recipients.⁹⁰

⁸⁴ Starr, *Endangered Dreams*, 232.

⁸⁵ Burke, *Olson's New Deal for California*, 78.

⁸⁶ Ibid.

⁸⁷ “SRA Offers Update on Local Work.” *The Humboldt Times*, 2 January 1940, p. 2.

⁸⁸ Ibid

⁸⁹ Ibid.

⁹⁰ Ibid

By the end of the decade in 1940, over 21% of Eureka's population were still recipients of some manner of direct relief.⁹¹

Other reports lend insight into the Eureka of 1939 [year of construction of IE building]. The City of Eureka booked six hundred twenty-three people into its jail. While most were for state vehicle violations or drunkenness, two men were booked for murder.⁹² Tom King was acquitted, but Freeman Latham was convicted. The Eureka Fire Department fielded four hundred twelve calls, about "the usual level," according to Fire Chief Frank Breedon, Jr.⁹³ The City also collected \$8,283.25 for fines and bail forfeitures.⁹⁴ Also interesting is that in December 1939, the Eureka immigration office reported that it admitted 1,223 persons for American citizenship, "the largest class in Humboldt history by a considerable margin."⁹⁵

Comparing Polk's Statistical Reviews of 1930⁹⁶ and 1940⁹⁷ offers more insight into the Eureka of the 1930s. During the decade, Eureka's population grew from 15,752 in 1930 to 17,825 in 1940 (increase of 2,073 – just over 13%). The assessed value of city assets actually decreased from \$16,417,657 in 1930 to \$14,924,350 in 1940 (down \$1,493,307 – under 10%) while the tax rate increased from \$1.80 to \$1.92 mill. In

⁹¹ Author's note: This figure was calculated by combining the 1940 data from the SRA with the 1940 *Polk's Guide to the City of Eureka*.

⁹² "City Discusses Budget." *The Humboldt Times*, 2 January 1940, p. 4.

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ "Citizenship Numbers Reported." *The Humboldt Times*, 14 December 1939, p. 5.

⁹⁶ Polk, R.L. and Company, *Polk's Guide to the City of Eureka*, (San Francisco: R.L. Polk and Company, 1930), 12-15.

⁹⁷ Polk, R.L. and Company, *Polk's Guide to the City of Eureka*, (San Francisco: R.L. Polk and Company, 1940), 10-12.

addition, the city's bonded debt increased over the decade from \$1,573,859 in 1930 to \$2,008,356 in 1940 (increase of \$434,497 – almost 22%). While Eureka's three banks remained solvent during the Great Depression, their total deposits decreased from \$12,750,169 in 1930 to \$11,710,049 in 1940 (down \$1,040,120 – approximately 8%). Eureka's Post Office saw its gross receipts grow from \$90,859 in 1930 to \$105,745 in 1940 (increase of \$14,886 – just over 16%). According to *Polk's Guide*, employment in the city's major industries held steady over the course of the decade: 1,458 workers in 1930 and 1,459 in 1940. The value of building and construction permits diminished, while the number of projects increased, through the 1930s. Possibly reflecting a cut in the cost of building permits to stimulate construction, the actual value of permits decreased from \$768,128 in 1930 to \$554,389 in 1940 (down \$213,739 – down 28%). However, the number of new building permits increased from 67 in 1930 to 82 in 1940 (up 15 – about 22%). As a side note, with new acquisitions from the remaining funds of its Carnegie grant, the Eureka City library was able to increase the number of its total volumes from 18,500 in 1930 to 26,864 in 1940 (an amazing increase of 8,364 volumes – over 68%!).

Finally, and maybe most importantly, the guide offers important statistics on educational enrollment in the 1930s. The number of public schools in Eureka climbed from five in 1930 to eleven in 1940 (both numbers include one junior high and one high school). The total number of students increased from 2,817 in 1930 to 3,151 in 1940 (up 334 students – almost 12%) while the numbers of teachers increased from 108 in 1930 to

119 in 1940. The question of where to house the additional three hundred-plus students would come to the forefront of city politics in 1939.

California politics manifested itself in Eureka during the various autumn campaigns of the 1938 election year. With the governorship, one senatorial seat, and two controversial ballot propositions being contested, Eureka would see its fair share of campaigning. Adding to the electoral intensity, Eureka experienced its “hottest fall in 15 years”⁹⁸ with high temperatures ranging from 78 – 85 degrees. In October, Dr. Francis Townsend paid a visit to Eureka. Arriving on a Northwestern Pacific passenger train from Santa Rosa on November 3, Townsend gave a public address in support of ballot Proposition 1 at Sequoia Park that was “attended by hundreds.”⁹⁹ Earlier in September, Republican Senatorial candidate Phillip Bancroft gave his stump speech to the local Republican Party faithful at the Eureka Inn.¹⁰⁰ In spite of well-publicized visits by both prominent national and state politicians, it was the local school bond initiative, to be held on September 27, a month prior to the general election, which garnered most Eureka’s attention.

⁹⁸ “Records Fall.” *Humboldt Times*, 11 October 1938, p. 1.

⁹⁹ “Townsend Speaks in Eureka.” *Humboldt Times*, 4 November 1938, p. 1.

¹⁰⁰ “Bancroft to Speak in Eureka.” *Humboldt Times*, 23 September 1938, p. 6.

THE SCHOOL BOND INITIATIVE

While the escalating war in Europe dominated the headlines of the local papers in the fall of 1938, a local issue also received substantial front-page coverage. A little over a month prior to the state's general election, the voters of the Eureka Elementary School and the Eureka Union High School Districts would decide the fate of a local school bond. On Tuesday, September 27, 1938, these voters were being encouraged to approve the sale of \$305,000 in bonds to construct four new elementary schools and a new industrial education/manual arts building for the high school.¹⁰¹ The sale of the bonds was crucial in securing a forty-five percent matching construction grant from the PWA. In order to receive the grant money, the bonds "must be approved and the grant request forwarded to the federal offices of the PWA by December 1."¹⁰²

On September 22, the Eureka Board of Education and the Superintendent of Schools George B. Albee outlined the district's plans for the bond money in an article in Eureka High School's bi-weekly newspaper, *The Redwood Bark*. Because six of its elementary schools were deemed obsolete, antiquated, and fire hazards by the district's contracted architectural firm, Masten & Hurd, of San Francisco, they were about to be condemned as uninhabitable.¹⁰³ Based on advice from Masten & Hurd, "who have been highly recommend to us by the department of schoolhouse planning of the state of

¹⁰¹ "Vote For The School Bond." *The Redwood Bark*, 15 September 1938, p. 2.

¹⁰² "Bond Election Facts by Board of Education." *The Redwood Bark*, 22 September 1938, p. 1.

¹⁰³ Ibid

California and by other cities in northern California,”¹⁰⁴ the district proposed to replace the six old school buildings with four new elementary schools. The total cost of the project was estimated to be \$379,163. If the bond passed, the city would provide \$208,542.40 and the PWA would provide a matching grant of \$170,625.60. However, for the district’s nine hundred high school students, the passing of a second bond was much more critical.

The opening of the 1938-1939 school year was especially frustrating at Eureka High School. Combined with an exceptionally warm fall, nine hundred ten students were crowded into a high school that “was built for an average daily attendance of 500.”¹⁰⁵ Students are “standing in the halls with insufficient class rooms to take care of them” and “being forced to eat in classrooms because we have no lunchroom.”¹⁰⁶ The solution was to build the new industrial building. Being “built to house the commercial, junior high school shops, science laboratories, band and other music, and the splendid biological collection owned by our school,”¹⁰⁷ the new industrial building would alleviate the overcrowding of the high school.

The total cost of the industrial building project was estimated to be \$142,765. If the high school district bond passed, the city would provide \$78,520.75 and the PWA would provide its matching grant of \$62,244.25.¹⁰⁸ Although the industrial building had been planned for a long time and once was almost fully funded, the bond initiative was

¹⁰⁴ Ibid

¹⁰⁵ Ibid, p. 2.

¹⁰⁶ Ibid.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

the only opportunity to see it through to completion. Essentially threatening Eureka voters with a potentially greater local tax burden, the school board stated that if the industrial building “cannot be built in this way[bond], it will most certainly have to be built with the school district standing the full cost.”¹⁰⁹ Referring to the necessity of the PWA matching grant, Charles Bursch, Chief of Division of School House Planning for the State of California, contended that Eureka “taxpayers should take advantage of the present ... proposition offered by the government.”¹¹⁰

Eureka High School’s newspaper, *The Redwood Bark*, boldly stepped into the bond debate. Published and printed twice a month by Eureka High School students, *The Redwood Bark* was unabashedly pro-bond. With no articles against the bond and an ongoing pro-bond column from Superintendent Albee, *The Redwood Bark* was a crucial outlet for both students and District administration to address the community. *The Redwood Bark* editor-in-chief, George Tracy, speaking of the crowded conditions and need for a new industrial building bond, concluded that “anyone who does not believe is cordially invited to come to the Eureka High School at Humboldt and Jay Streets and see these conditions for yourself.”¹¹¹

The PWA had been active in school construction projects throughout California since 1933. Its most ambitious undertaking was the Los Angeles School Project. Working with “forty-eight architects, engineers, and construction experts ... a total of 536

¹⁰⁹ Ibid

¹¹⁰ “Voters to Decide Fate of Bonds Next Tuesday,” *The Redwood Bark*, 22 September 1938.

¹¹¹ Tracy, George. “Behind the Headlines With the Editor.” *The Redwood Bark*. 15 September 1938, p. 2.

school buildings were either rehabilitated or constructed over a three-year period for a total cost of \$34,144,000, with PWA loans and grants providing more than half the necessary funds.”¹¹² In California, the PWA would eventually complete more than two hundred twenty one government buildings and one hundred forty new schools between 1933 and 1939¹¹³. In addition, the PWA used distinguished architects that created public school buildings that still stand as “survivors of Streamline Moderne and its affiliated styles ... of what many consider the golden age of Southern California architecture.”¹¹⁴ Kevin Starr, in *Endangered Dreams*, contends that this modernist style was inseparable from the New Deal and the PWA’s relief mission itself

Young Californians attending these and other PWA schools in the 1930s and subsequently – with their distinguished architecture, so vibrant with futurity, their sculptured facades, invoking the pageant of the ages, their instructive murals centered on high points of science and the arts – absorbed at an impressionable age an all-important message: they counted, learning counted, and the society in which they were preparing to play a part counted as well.¹¹⁵

The school district’s architects, Masten & Hurd, had very similar, modernist plans of simple, sweeping lines and curving glass and concrete for the industrial building at Eureka High. With its bond initiative, the students of Eureka hoped to be part of this modern movement. Now, the voters would have to decide.

Some people in Eureka questioned the need for a new industrial building. In 1921, the school district has completed a brand new, state of the art shop building.

¹¹² Starr, *Endangered Dreams*, p. 318.

¹¹³ Ibid, p. 319.

¹¹⁴ Ibid, p. 318.

¹¹⁵ Ibid, p. 319

Costing \$25,000 to construct, the shop was outfitted with another \$10,000 of new machinery. Local officials considered that the new “vocational training school ranks with the best.”¹¹⁶ But by 1938 it was clear to school officials, and students, that the once state of the art shop building was in dire need of replacement. Enrollment had climbed steadily at both the junior high and high schools. As a “bubble” of enrollment of children born in the mid-twenties swept through the middle and upper grades, the high school shop was more crowded than ever. George Tracy referred to the shop as “thickly congested.”¹¹⁷ In fact, the junior high was conducting double sessions. One group of students would attend classes in the morning and the other in the afternoon. Sharing a campus with the high school, the junior high would use the same shop for its double sessions whenever they could schedule courses around the high school’s busy schedule.

Another major drawback for Eureka High’s existing shop was that it contained no classrooms. Masten and Hurd’s new industrial building was to be more than a simple shop. As presented in the School Board’s article in the September 15 edition of *The Redwood Bark*, the industrial building would have four classrooms, a music room, a museum, and two shops (metals/wood). Since the beginning of the overcrowded 1938 – 1939 school year, many high school students were being forced to attend classes in six, cement-walled classrooms in the basement of the main building. Never intended as classrooms, these rooms “have very poor lighting, as the windows also were not made for classrooms; therefore the electric lights burn most of the day, which adds a great expense,

¹¹⁶ “_____,” *The Humboldt Standard*, 15 November 1921.

¹¹⁷ Tracy, George, “Behind the Headlines with The Editor,” *The Redwood Bark*, 15 September 1938

and also is not nearly as good for the eyes of the students.”¹¹⁸ The industrial building's four new classrooms were expected to render the basement rooms unnecessary.

In 1938, the orchestra's practice room was adjacent to classrooms. Causing a great deal of “disturbance” in its present location, silence would return to the main building when the orchestra moved to its new home. In addition, the industrial building's museum would become the new home the high school's “splendid biological collection.”¹¹⁹ With the exodus of the orchestra and museum collection, additional classroom space would be available not only in the industrial building, but the main building as well. The nine hundred high school students hoped the Eureka voters would agree that passing the bond would relieve them of a terrible classroom gridlock.

The origins of the Congressional appropriation of the PWA's \$45,000 matching grant for the industrial building are difficult to discern. In 1936, Oklahoma Senator Elmer Thomas voted in favor of a project his archives titled “Public Works Administration: Eureka Consolidated School District.”¹²⁰ As a two-term Representative from the Sixth District and a four-term Senator from Oklahoma, Elmer Thomas was “especially interested monetary policy [and] Depression relief.”¹²¹ Also in that year, the House of Representatives of the 75th Congress passed House Resolution 4734 and House

¹¹⁸ “Bill Provides for \$85,000 Industrial Building,” *The Redwood Bark*. 15 September 1938, p. 1.

¹¹⁹ Author's note: This collection is now housed in the main building, in an ornithology gallery known as “the Bird Room.”

¹²⁰ *Elmer Thomas Collection Projects Series, Box and Folder Inventory, Box 13*. Oklahoma University. <http://www.ou.edu/special/albertctr/archives/ThomasLegInventory/Etproj13.htm>. Accessed 8 February 2005.

¹²¹ *Ibid*

Joint Resolution 409.¹²² Both bills appropriated funding for establishing vocational training programs for sixteen to twenty-one year olds. From there the trail gets fuzzy. The 1937 – 1938 school year editions of *The Redwood Bark*, while making several passing remarks about growingly crowded hallways and the aroma of lunchtime preparations, never mention either planned construction of an industrial building or ballot initiative. However, plans came alive in the fall of 1938.

With the bond adoption campaign in full swing, it appeared that Superintendent George B. Albee was the driving force. With article in both local newspapers and the school newspaper, he was very much at center stage. That fall's California general election not only included the hotly contested races for Senate between Republican Philip Bancroft and Democrat Sheridan Downey and for governor between Republican incumbent Merriam and Democrat Olson, but also the controversial Ham-n-Eggs ballot initiative. Guaranteeing the bond its own stage and media coverage, it was undoubtedly Albee's idea to separate the bond election from the divisive nature of that fall's California general election.

As such a prominent local individual, Superintendent Albee also had great public relations skills. He had the support of the students. Overlooking the role of Eureka High School Principal Joseph T. Glenn, editor-in-chief George Tracy called Albee "one of the most entertaining talkers I have ever listened to. ...he is a grand man, with grand ideas.

¹²² *Proceedings and Debates of the First Session of the Seventy-Fifth Congress of the United States of America*, Volume 81 – Part 11, Washington: Government Printing Office, 1937.

His best of recent years is the bond issue.”¹²³ He also had the support of his employees and sub-contactors who considered him a very pleasant man to work for.¹²⁴ Born in 1862 as fourth of four boys, George Albee’s family migrated to Humboldt County before the turn of the century.¹²⁵ While Albee was still young, his father died. In his father’s absence, he was forced to learn to be a strong, outspoken man.¹²⁶ Leaving \$100 for his sons’ education, George Albee eventually went to college. Later he became a teacher, then an administrator in the Eureka School District. He became Superintendent in 1932 and remained in that position for the rest of his career.

Although the school bond election of 1938 may have been his crowning glory, he had already overseen the completion of the new sports field in the “old gully” behind the high school. Repeatedly, articles in the sports pages of the local newspapers mention how beautiful and modern the facilities were. In addition to the Eureka High School football, baseball and track and field teams competing in the new stadium, Humboldt State College’s football team held its “home games” there throughout the 1930s and early 1940s. Considered to be the focal point of the local sporting community in the thirties, the School Board named it “Albee Stadium” upon his retirement in 1939.

For the school bond campaign, George Albee and the school district used a variety of very creative means to promote its passage. His close relationship with local media was evident on election eve, September 26, when the *Humboldt Standard* ran an

¹²³ Tracy, George. “Behind the Headlines with The Editor,” *The Redwood Bark*, 22 September 1938, p. 1.

¹²⁴ Daly, Marsha. Interview by author. Eureka, California, 23 February 2005.

¹²⁵ Siskia, Matina. Interview by author. Eureka, California, 22 February 2005.

¹²⁶ Ibid

editorial praising George Albee and his campaign efforts and concluded by reiterating that Albee has extra “deputies available at telephone 463 if you are confused as to the location of your polling place.”¹²⁷ This was actually very practical advice for the voters because the city had recently consolidated the total number of polling locations from thirty-six to eighteen.¹²⁸

Albee’s greatest public relations move during the bond election campaign may have been the parade scheduled for Friday, September 23. On that day, “3200 Eureka school children will march in a mammoth parade.”¹²⁹ On the eve of the parade, which was actually rescheduled for Monday, September 26 because of rain, the September 22 edition of *The Redwood Bark* was filled with article and letters promoting their cause. Student Bertha Pickrell wrote a letter to the editor titled “Mary’s visit to school” that included the ditty,

Mary went to school one day
The rooms were small and crowded
And everywhere that Mary went
The pupils up and shouted
“Vote for the school bonds September 27!”¹³⁰

In his letter to the editor titled “It Can’t Happen Here,” fellow student Pat Dillon encouraged Eureka voters to help reduce failing classrooms and fire and accident dangers by approving the bond. He concluded with the proclamation, “THEY say it can’t happen here. When limp, broken young bodies, smashed or charred are lying lifeless and dead;

¹²⁷ “School Election,” *The Humboldt Standard*, 26 September 1938, p. 9.

¹²⁸ “Study Page 7 Ad to Obtain Polling Place,” *The Humboldt Times*, 24 September 1938, p. 3.

¹²⁹ “Gigantic Parade Tomorrow at 2.” *The Redwood Bark*. 22 September 1938.

¹³⁰ Pickrell, Bertha. “Mary’s visit to school,” *The Redwood Bark*, 22 September 1938.

what then? It is too late.”¹³¹ Clearly, the Eureka High student body was mincing no words nor holding no emotional punches when it came to supporting the bond initiative to improve their schools.

As a final push on Sunday evening, local radio station KIEM aired a program aimed at supporting the bond ballot and promoting the students’ parade. Hosted by *Redwood Bark* editor-in-chief, George Tracy, the program included public announcements and a performance by the high school orchestra. Songs performed included *Dance Cirassienne*, Londonderry, and the Festival March.

On Monday, September 26, Albee had his parade. The morning was clear, but cool. Perfect weather for a parade.¹³² The elementary students paraded first behind the color guards. Next were the junior high school students strolling behind their marching band. Finally came the high school students marching behind a teacher-driven auto escort. At Albee’s suggestion, the high school students had broken themselves into two groups. The first was a group of five hundred. Marching together, this group represented the actual capacity for which the high school was constructed. A somewhat smaller group of almost four hundred scurried along after the first. This group, marching behind a sign that read “there isn’t room for us,”¹³³ represented the excess number of students now enrolled at the high school. It was a great visual metaphor of the overcrowded conditions at Eureka High.

¹³¹ Dillon, Pat. “It can’t happen here,” *The Redwood Bark*, 22 September 1938.

¹³² Rohde, Mary Lee. Interview by author, 23 February 2005.

¹³³ “Gigantic Parade by Schools Draws Praise of Spectators.” *The Redwood Bark*, 28 September 1938, p. 2.

Again, local media helped the cause. “KIEM, the local broadcasting station, announced the parade from the second story of the Vance Hotel.”¹³⁴ In addition to the high school band, the parade also included several teachers riding festively decorated bicycles. With the march completed in downtown Eureka near the corner of Sixth and F streets, Superintendent Albee gave the students the rest of the day off. Many simply enjoyed just hanging around downtown for the afternoon.¹³⁵ The students’ work was done. It was now time for the voters to do theirs.

Because daylight savings time had just ended on Sunday,¹³⁶ Tuesday morning September 27 was a little darker than usual. Hopefully not an omen, the polls were scheduled to be “open from 12:00 o’clock noon to 7:00 pm.”¹³⁷ Several prominent individuals, organizations, and businesses took out huge one-page ads in both local newspapers. Various civic groups also encouraged the passing of the bonds. In addition, the school board itself placed an ad offering a very detailed argument for why Eureka voters should approve the bonds. By the end of the day, all that was left to do was to tally the ballots.

George Albee should never have been worried. His public relations moves had paid off grandly. A *Humboldt-Standard* headline heralded the “School Bonds Approved

¹³⁴ Ibid.

¹³⁵ Rohde, Mary Lee. Interview by author, 23 February 2005.

¹³⁶ Notice in *The Redwood Bark*, 22 September 1938, p. 2.

¹³⁷ “Eureka to Vote on School Bonds Tuesday,” *The Humboldt-Standard*, 26 September 1938, p. 2.

by Big Majority.”¹³⁸ *The Humboldt-Times* opined that in spite of “rumors that California’s share of the Public Works Administration was about exhausted,”¹³⁹ the school bonds were still given approval. When the final votes were counted, the bonds had passed by a margin of nearly four to one. Of 7,313 votes cast, 5,809 were for the bond initiative and 1,504 against it. Nearly eighty percent of the voters approved the construction project bonds and “no precinct failed to give the two-thirds majority”¹⁴⁰ required by the state to approve school bond sales. Now that school bond initiatives only require a 55% approval rate, it was amazing how these bonds passed the two-thirds threshold with a safety margin of almost 15%! Plans were now on the fast track for Eureka High School’s new industrial building. With the PWA grant “expected in the very near future, ground breaking is expected in December of this year.”¹⁴¹ Eureka High School would get its much pined-for industrial building.

From here, the industrial building’s construction process becomes muddled. Perhaps it was just a loss of stamina or interest after the election, but very little press was given to the project by either of the local newspapers or *The Redwood Bark*. However, a few key facts can be gleaned. On the Eureka High School campus, the new industrial building was to be constructed “on the site of the old tennis courts in the rear of the

¹³⁸ “School Bonds Approved by Big Majority,” *The Humboldt Standard*, 28 September 1938, p. 1.

¹³⁹ “Schools Bonds Given Approval,” *The Humboldt Times*, 28 September 1938, p. 1.

¹⁴⁰ “Bonds Passed By Needed Majority,” *The Redwood Bark*, 29 September 1938, p. 1.

¹⁴¹ “Bonds Passed By Needed Majority,” *The Redwood Bark*, 29 September 1938, p. 1.

institution.”¹⁴² Also, bids for the construction project were to be opened by December 15 and contracts let by December 31 “according to PWA regulations.”¹⁴³ In December, a few more details about the industrial building project became apparent. Demonstrating the need for classrooms to address the overcrowding at the high school, the final plans for the industrial building included “six, instead of four classrooms.”¹⁴⁴ Apparently the process of the project was moving slowly because the local newspapers keep referring to the need to “speed” the construction along. As of late-December, some construction must have been taking place. With the actual construction not starting until late-January or early in February, “the site is being prepared and the tennis courts ... are being removed.”¹⁴⁵ *The Redwood Bark* updated progress in early January by adding that the tennis courts had been removed and “the next step will be to level the ground and set up the moulds for the new foundation.”¹⁴⁶

The Redwood Bark offered a few articles and photos to update the industrial building’s construction. Calling it a “modernistic structure,” the paper ran a large photo of Masten & Hurd’s architectural drawing of the new building.¹⁴⁷ In February, during the rainy season, the editor wrote that “One, two, three, Hop! Was heard ... as shop students,

¹⁴² “School Bonds Approved by Big Majority.” *The Humboldt Standard*. 29 September 1938, p. 1.

¹⁴³ Ibid

¹⁴⁴ “Speed Plans for Eureka School Plant,” *The Humboldt Standard*, 21 December 1938, p. 3.

¹⁴⁵ “Speed Construction of school building,” *The Humboldt Standard*, 21 December 1938, p. 6.

¹⁴⁶ “Work Progressing on New Arts Building.” *The Redwood Bark*. 12 January 1939.

¹⁴⁷ “Architect’s Conception of \$85,000 Industrial Building for Eureka High.” *The Redwood Bark*, 1 December 1938

on their way to class, jump over the ditch being dug between the shop and the main building.”¹⁴⁸ The last reference during the 1938 –1939 school year was two photos of the project taken in May. (see Appendix) One photo was again Masten & Hurd’s architectural drawing. The other was a photo of work in progress with walls being constructed behind a skeleton of scaffolding and equipment lifts.¹⁴⁹ To cap a rather momentous school year, the school board announced that for the first time ever, Eureka High’s graduation ceremony would be held outside in Albee Stadium.¹⁵⁰ It would be George Albee’s last graduation ceremony. With the bond victory, construction of the new industrial building and a stadium named after him, Albee would retire on June 30, 1939.

Although only one edition of *The Redwood Bark* could be located from the 1939 – 1940 school year, construction did proceed on the industrial building according to local papers. After the opening of the school year on September 5, new Superintendent John Warren Ayer announced that enrollment had been holding steady. Originally from Ohio with a Master’s Degree from Stanford, J. Warren Ayer had just transferred to Eureka from his previous position as Superintendent of the Monrovia-Arcadia-Duarte School District in southern California.¹⁵¹ He went on to say that the “projects are proceeding

¹⁴⁸ “Grave Threatens Shop Students.” *The Redwood Bark*, 2 February 1939.

¹⁴⁹ “Modern Structure Rises on Old Tennis Court Site.” *The Redwood Bark*, 5 May 1939.

¹⁵⁰ “Board Votes for Plan.” *The Redwood Bark*, 13 April 1939.

¹⁵¹ “School Welcomes New Superintendent,” *The Redwood Bark*, May 1939, p.1.

rather slowly”¹⁵² but he expected them to be completed very nearly on time. He added that the contractors are being urged to ask for “limited added time from the PWA.”¹⁵³

In November 1939, it was announced that the “structure will be ready for next year’s school program” and construction “will be finished by December 15.”¹⁵⁴ An Open House was planned for late-January to allow the public to inspect the new building. Superintendent Ayer stated that since “the new \$185,000 industrial arts classroom and museum is already in use for classes ... the open house would take the place of a formal dedication of the building.”¹⁵⁵ The music portion of the building was scheduled to open January 5, 1940. Apparently the open house occurred with very little fanfare, because neither of the local papers covered it in their January editions nor did they mention a postponement. A photograph of the industrial building did appear in the 1940 Eureka High School yearbook, the *Sequoia*, with the caption, “The new industrial building erected in 1939, dedicated to Youth.”¹⁵⁶ It offers no further details on the building nor does it indicate why “Youth” was capitalized. A photo of the Industrial Education building also appears in the Eureka Heritage Society’s *Eureka: An Architectural View*. In the chapter titled, “Depression and War, 1930 to 1945,” the photo is accompanied by a description identifying it as built in the Streamline Moderne style, “characterized by large

¹⁵² “School Board Will Increase Insurance,” *The Humboldt Times*, 11 October 1939

¹⁵³ *ibid*

¹⁵⁴ “School Buildings to be Ready For Use by January.” *The Humboldt Times*. 7 November 1939, p. 3.

¹⁵⁵ “Open House Planned for New Schools.” *The Humboldt Times*, 22 December 1939, p. 6.

¹⁵⁶ 1940 *Sequoia*

industrial windows, horizontal belt courses, and a circular window over the entrance.”¹⁵⁷

However, a final testament to the Eureka School District joining with the Public Works Administration to construct the Industrial Education building does exist. Inside the southern entrance to the building, about six feet above the floor, on a smooth cement wall, is a three foot by two foot bronze plaque that reads

Federal Emergency
Administration of Public Works
Franklin D. Roosevelt
President of the United States
Harold L. Ickes
Administrator of Public Works
Eureka Union High School
Shop Building
1939

In spite of its rather obscure origins, the Industrial Education building is in the center of a modern architectural debate. While in the process of a multi-million remodeling project that is being financed by a voter approved bond initiative, Eureka City Schools has proposed replacing Eureka High’s gymnasium rather than renovating it. Some members of the Eureka community claim the existing structure is a classic example of 1940s, post-WWII architecture. When explaining that they believe the gym should be preserved, many also point out that the streamlined Industrial Education building is one of the very few examples in the city of classic “moderne” architecture. While plans are made to completely remodel the interior, no plans are being made to modify its exterior.

¹⁵⁷ Eureka Heritage Society. *Eureka: An Architectural View*, (Eureka, California: Eureka Heritage Society, 1987)

Because there appear to be no external changes in the works, the Industrial Education building has remained out of the debate's limelight – kind of like its past.

CONCLUSION

In conclusion, fall of 1938 was an exciting season in Eureka. Although California was still in the throes of the Great Depression, it seemed that change might be in the air. The New Deal stood at Eureka's doorstep.

While it is possible to examine some minor aspects of the New Deal in Eureka in the 1930s, a comprehensive view is difficult to acquire. A number of reasons may be plausible. First, Eureka may have been part of the greater California trend of shunning federal assistance in support of state and local initiatives to remedy the ills of the Great Depression. Eureka may also have been, as the *Times-Standard* fiftieth anniversary of the Great Depression asserts, just remote enough that the Depression was lightly felt and people just got by with less.

Next, in conjunction with this research on the IE Building at Eureka High School, a future examination of other public works projects in downtown Eureka (the WPA murals in the Federal Courthouse and the PWA County Public Health facility) may shed additional light on the New Deal in Eureka. In addition, another major question to consider is why has no research been conducted on these projects or the New Deal in Eureka? Participants in these projects are well into their advanced years and their stories are in jeopardy of being lost forever. Finally, maybe the impending world war and the relative economic stability of Eureka overshadowed the significance of New Deal construction projects.

In spite of the paucity of local historiography, as historian Himmelberg would concur, the citizens of Eureka during the Great Depression were about to express their

faith in the nation's traditional political and economic system through the elective franchise. On September 27, 1938, Eureka voters approved a bond that led to the construction of four new elementary schools and one new Industrial Education building at Eureka High. Breaking ground in December 1938 and opening less than a year later, the students of Eureka High breathed a sigh of relief as the industrial building's six classrooms provided an outlet for an overcrowded main building. Moreover, Masten and Hurd's streamlined, moderne building is a tribute to the architecture of the era. Although the impact of the Roosevelt and the New Deal in Eureka was not on the same scale as Eden's bureaucratic growth model or Bile's personal liberty dynamic, President Roosevelt's New Deal Public Works Administration did leave a legacy – the Industrial Education Building.

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

EUREKA, CALIFORNIA, 1937 – 1939: LESSON PLAN

Introduction

The topic of this unit lesson plan is the United States during the Great Depression and the New Deal. In order for students to fully understand the fascinating era of the Great Depression and New Deal, they must be able to have an actual feel for the “hard times.” Moreover, once students appreciate the difficulties inflicted by the Great Depression, they must also be able to feel the relief that came when communities embraced a New Deal public works project. While studying the impact of the Great Depression and New Deal on the national level can seem abstract and untenable to students, bringing the studies into their backyard can make the lesson come alive. With that in mind, the theme of this unit lesson is, “What was the human impact of the Great Depression and the New Deal at the local level.”

This two, or more, week unit lesson is intended to teach eleventh grade students the basic socio-economic impact of the Great Depression and the New Deal. As such, it addresses the California state history standards and the National Standards (see Appendix). It is essentially broken into four main sections using a deductive approach. The first addresses the economic catastrophe of the Great Depression at the national level. The second portion is a general overview of the New Deal at the national level. With the third section, the lesson begins a transition by addressing the New Deal at the state level in California. The final section brings the lesson into the students’ backyard: Eureka, California. By going from the big to the smaller picture, students will have a better appreciation and understanding of not only the specific facts germane to the era, but the individual, human impact of the “hard times.”

Timeline

- Day One: Introductory Brainstorm and Hook
 Video clip: *The Roaring Twenties*
 Great Depression simulations
- Day Two: Direct instruction: notes on the causes of the Great Depression
 Statistical analysis of the Great Depression (graphing activity)
- Day Three: Discuss statistical analysis
 Quiz: covering causes and statistics (multiple choice)
 Primary document analysis: “President Roosevelt’s First
 Inaugural Address”
 Video clip: *King of the Hill*
- Day Four: Direct instruction: notes on the election of 1932, Roosevelt’s
 background, and the New Deal (up to 1938)
 Assign oral interview project (due Day 12)
- Day Five: Assign “New Deal Alphabet Soup” matrix
- Day Six: Student work day on “Alphabet Soup” matrix
 Primary document analysis: *Communism in the 1930s*, by
 Richard Wright
- Day Seven: Discuss Wright document
 Students present “Alphabet Soup” matrix
- Day Eight: Finish student “Alphabet Soup” presentations.
- Day Nine Quiz: Programs of the New Deal (short answer)

Direct instruction: California during the Great Depression and the New Deal

Day Ten: Video Clip: *Golden Lands/Working Hands* – unionization (CA)

Primary document analysis: excerpt from *The Grapes of Wrath*, by John Steinbeck

Prepare for Day Eleven’s field experience

Day Eleven: Fieldtrip to Humboldt Room at Humboldt County library and the Humboldt County Historical Society (Mary Rhode/Denise Gitzlow)

Collect and/or familiarize students with local primary documents

Day Twelve: Computer lab workday for oral history PowerPoint presentations

Day Thirteen: Oral History presentations

Day Fourteen: Finish Oral History presentations

Prepare/Review for final assessment

Final Day: Final Assessment

Prior Content Knowledge and Skills

Prior to studying the Great Depression and the New Deal, the students will have just finished studying the 1920s, the “Roaring Twenties.” In that unit, students will have studied how America transitioned into a period of “normalcy” following World War I. They will have analyzed the dramatic social changes in the 1920s in terms of consumer habits, women’s roles, music, sports, entertainment and transportation. Most importantly, they will have considered how both the stockbroker encouraged stock market investment

by buying stock on the margin and the business owner encouraged consumption through the use of credit. The essence of the 1920s unit is to have the students understand that the rapid social and economic changes of the decade set the stage for the catastrophe of Black Thursday in 1929 and the Great Depression.

In completing the unit of the Great Depression and the New Deal, students will use skills already learned from previous lessons. They will use note-taking skills already acquired through direct instruction in previous units. Interpersonal relations skills will be employed for the “Alphabet Soup” assignment that have been used throughout the course. In the 1920s unit, students were broken into groups to research and present one aspect of the social changes of the era (e.g. women’s roles, entertainment). For the statistical analysis of the Great Depression, students will build on graphing and analysis skills most recently utilized in a two-day activity analyzing the death and casualty tolls of nations involved in World War I. The students have read and analyzed primary documents throughout the course. Beginning with letters from George Washington and the *Federalist Papers* through Lincoln’s “Gettysburg Address” and beyond, students most recently will have analyzed various “Lost Generation” writings of the 1920s (e.g. F. Scott Fitzgerald, Langston Hughes).

For oral histories, students will have already acquired interview and presentation skills through various units such as the course’s introductory contemporary issues unit. They will have used the computer lab to create PowerPoint presentations throughout the course. During the 1920s unit, the students created a PowerPoint presentation that summarized the many social changes of the era through primary documents, images,

advertisements and film clips. Students used geography skills, especially physical, political, economic and demographic mapping activities. During the 1920s unit, students conducted a mapping activity that included creating and analyzing political maps of race conflicts/riots and Ku Klux Klan actions. Finally, students utilized test-taking skills throughout the course. In the 1920s unit, students had two quizzes: a brief, checking for understanding multiple choice quiz and a constructed response quiz of two short answer questions.

Content Hook

The hook is intended to illustrate the significant human impact of the Great Depression. It is meant to show the transition from the “Roaring Twenties” to the throes of the Great Depression. For students to truly appreciate the significant human toll of the Great Depression, or any era for that matter, a video clip of people affected by the tragedy is always very effective. While many quality videos exist on the Great Depression and the New Deal, from major studio productions to social documentaries, the video must have characters and events to whom students can relate. As an introductory hook, a clip from Raoul Walsh’s 1939 film *The Roaring Twenties* is excellent. In the movie, Eddie Bartlett (James Cagney) plays a World War I veteran who gets tangled up in bootlegging during 1920s prohibition. As the head of an illegal moonshining operation, Eddie lives a life of wealth and glamour. But with the stock market crash in 1929, he is forced to leverage his speakeasy to the less-than-desirable mobster George Hally (Humphrey Bogart). The video clip for the hook takes place right

after the stock market crash. For the hook, show the approximately five minute segment when Eddie's and his girlfriend/business partner Panama Smith's (Gladys George) speakeasy is forced out of operation by George. The video clip uses dramatic recreations of what happened to the freewheeling and spending hooligans after their wealth disappeared in 1929. The clip uses a voice-over, news headlines and archival footage to dramatize the socio-economic changes that took place following the stock market crash.

After viewing the clip, discuss the following questions.

1. Have you seen this movie before? What is it about? Did you know the context? If yes, how did watching this segment in this context affect your ideas about this movie?
2. What would have been going through your mind if you were a bootlegger and your glamorous world were collapsing around you?
3. As a relatively wealthy individual during the twenties, how would you have dealt with the tribulations of the Great Depression?
4. As a head of a family during the Great Depression, how would you have provided for your family?
5. Questions can be addressed in several formats
 - a. Open, whole class discussion
 - b. Think, pair, share format
 - c. Individual written responses, then whole class discussion (this approach usually reaches the widest audience).

After discussing the human impact of the Great Depression by analyzing what happened to Eddie and Panama Smith in *The Roaring Twenties*, students will conduct a simulation as a transition into the content of the Great Depression and the New Deal. The simulation is intended to provide the direct human element, not just theatrical, of the Depression. Directions for the simulation are included in Day One lesson plan.

Lesson Content

Day One

Brainstorm: Begin the unit by writing the term Great Depression on the board. Have students copy the term into their notebooks. Next, have them each number from one to three under the term. Students will have thirty seconds to write down at least three “things” (people, places, events, etc.) they already know about the Great Depression. After the thirty seconds, have students call out what they already know about the Great Depression from their lists. Select two students to write the call outs on the board. All students are to copy the “things” into their notebooks. This activity will assess how much prior knowledge students have about the Depression and what areas require further knowledge.

Hook: Show and discuss the clip from *The Roaring Twenties*.

Simulations: Distribute the simulation handout to students (see Appendix). Each student gets one scenario (Businessman, Carpenter, Dairy Farmer, Working Woman – see Appendix). Have students write the title of their scenario into their notebook. The theme of the unit, the human impact of the Great Depression, is

present in each scenario. Basically, each scenario considers the situation of an individual who had profited from the prosperity of the 1920s (discussed in the previous unit) but now finds her or himself in “hard times” and dire straits. Each scenario concludes with the question, “What would you do?” Have students read the scenario and then respond to the prompt/question in their notebook.

Responses should be at least one paragraph (approximately one hundred words).

After students have finished writing, have them get into groups of two or three based on their scenario. In groups, each student shares what he/she would have done in his/her situation. After each student has shared, students will decide, as a group, how they would respond to their predicament. Have each group outline, on binder paper, what they would do. Finally, each group presents to the class what they would do. After all groups have presented, discuss common reactions and the reality of their options. Any creative responses? Any impractical options? To wrap up the activity, ask students to share how they would have felt if one of these scenarios actually happened to them.

Day Two

Direct instruction: Distribute blank outline for note taking. Begin lecture. Day Two’s lecture is focused on addressing why it is important to study the Great Depression and the New Deal and the causes of the Great Depression (see Appendix). Following direct instruction, explain to the students that will be beginning a graphing activity that charts the statistic of the Great Depression, e.g. bank closures, unemployment rates. Directions for graphing are on the handout.

When students have finished the graphing, there is a set of fifteen questions to analyze what they have graphed (see Appendix). Allow students to work for duration of period.

Day Three

Statistical Analysis: Allow students time to finish graphing and questions, if needed. Discuss what they completed. Ask students what was the human impact of each set of statistics they just graphed. For example, who is affected by a bank closure? What happens to the banker? The banker's family? What happened to people and their families who had deposits in the bank? What happens to the community as well? Will people still have faith in the banking system? Will banks ever re-open?

Quiz: Have students take the multiple-choice quiz on the causes and impact of the Great Depression (see Appendix)

Video clip: To stress the human impact of the Great Depression, show a clip from Steven Soderbergh's fantastic 1993 film *King of the Hill*. While many portions, or the whole film, could be used, an approximately ten-minute segment communicates that pain of the Depression in a dramatic fashion. In this segment, fourteen year old Aaron Kurlander (Jesse Bedford), after being abandoned by both his sick mother and out-of-work father, runs out of food in his St. Louis apartment. In this scene, about seventy-five minutes into the movie, Aaron cuts pictures out of a magazine, puts them on a plate on a nicely set table, eats them and pretends to be having a feast. It is both gut wrenching and life affirming.

Day Four

Direct instruction: Using the outline previously distributed, continue lecture on the election of 1932, President Roosevelt's background and philosophies and the New Deal up through 1938.

Oral History and PowerPoint assignment: Distribute and discuss the directions for conducting two assignments: an interview with a person who lived through the Depression and the creation a PowerPoint presentation of their interview that is due on Day Twelve (see Appendix).

Day Five

Alphabet Soup Matrix: Assign the New Deal matrix (see Appendix). The purpose of this activity is to have students understand the myriad of creative responses that were initiated by President Roosevelt and the Democrats to remedy the economic disaster of the Great Depression. Since most of these programs were known by their abbreviations, e.g. FDIC, CCC, WPA, the term "Alphabet Soup" is often used to describe them. Divide students into heterogeneous groups of four or five. Each group is assigned one New Deal agency on the matrix. Using their text, classroom materials, the library and internet, students are to work cooperatively to discover the purpose of this agency. Questions to consider are why was this agency created? Was it nation wide or regional? Who did it employ? What did someone do if working for this agency? Groups are also to determine what the "R" factor of this program was. New Deal agencies can essentially be broken into three "R" factors: Relief, Recovery, or Reform.

Day Six

Alphabet Soup matrix: Student work on the matrix.

Primary Document analysis: Have students read the handout “Communism in the 1930s” (see Appendix). This is about why novelist Richard Wright found a home in the Communist Party during the 1930s. It is an excellent resource on the human impact of the Great Depression and race.

Day Seven

Primary Document analysis: Discuss questions in small groups then as whole class. Do they think the Communist Party will ever come back and attract followers in the twenty first century?

Alphabet Soup matrix: Have students present their section of the matrix to the rest of the class. Groups should come to the front of the class and using either the board or the overhead, present a brief outline of the purpose of their agency.

Presentations should follow the order on the matrix since it is chronological.

Groups must also present and defend the “R” factor of their agency. The presentations may take two class periods

Day Eight

Alphabet Soup matrix: Finish matrix presentations. When presentations are done have students look for similarities and differences between the programs. As a wrap up to the agencies, have students choose one agency in which they would have participated. Have students, in their notebooks, write a one paragraph, seventy five word explanation of why they would join that particular agency.

Have students share which ones they would join. Did any agency have more volunteers than others? Any with no volunteers? Assess why. As a follow up, students could work in small groups to create a New Deal-type agency for the twenty-first century. They should explain what socio-economic condition their agency addresses and what someone employed by it would be doing. Students could also create an abbreviation and symbol for their agency. These agencies could be shared with the class a survey could be conducted to see if any classmates would join their agency.

Day Nine

Quiz: Review purposes Alphabet Soup agencies. Have students take the constructed response/short answer quiz on the New Deal (see Appendix).

Direct instruction: Continuing on the outline, lecture on the impact and legacy of the New Deal in California. The purpose is to begin drawing the human impact of the New Deal closer to home, Eureka.

Day Ten

Video Clip: As a hook for California in the Great Depression years, show a section *Golden Lands, Working Hands*. *Golden Lands, Working Hands* is a ten part documentary video of California history produced in a joint effort by the California Federation of Teachers and the American Federation of Labor (see www.cft.org for publication and ordering information). The segment to be viewed is part five. It is an approximately fifteen clip titled "Labor on the March." In this clip, the Great Depression and Roosevelt's New Deal are the

setting for analyzing the explosion of militancy in the west coast maritime trades, culminating in the San Francisco General Strike of 1934. Upton Sinclair and the fieldworker crises of the Central Valley are also addressed.

Primary document analysis: Bringing the human impact of the New Deal into California, students are to read an excerpt from *The Grapes of Wrath*, by John Steinbeck (see Appendix). Considered to be the epitome of novels about the era, students will garner an appreciation for the trials and tribulations of the Joads on their journey to the “Golden State.”

Prepare for Day Eleven’s field experience: Explain to the students that tomorrow they will taking a field trip to the Humboldt Room at the Humboldt County Library and the Humboldt County Historical Society.

At the library, they will be working in pairs to discover specific statistical/demographic facts (e.g. unemployment rates, population, personal income) about Eureka during the 1930s. Each pair is responsible for finding ten statistics from at least two different sources. They are to write the statistical information and the source in their notebooks. Mary Rhode, a librarian/docent at the Humboldt Room, will give an overview of their collection. Pulling a few specific resources, Mary will demonstrate to the students how to use the catalogs, find the resource and handle the materials. Pairs then begin researching.

At the Humboldt County Historical Society (HCHS), students will again be working in pairs. The purpose of the HCHS visit is for students to read personal accounts of the Depression in Eureka. At the HCHS, either Denise Gitzlow or

Matina Siskia will give the students an overview of the collection and how to use their various catalogs and databases. Pulling the files for the Depression years, either Denise or Matina will demonstrate to the students how to handle these primary documents. In pairs, students are to cull through the primary documents of the thirties and choose at least two first hand accounts of the Depression. This may be from letters, newspapers, advertisements, photographs, maps, etc. Pairs should copy the material to be shared with the class. The HCHS has a copy machine available. Pairs must also cite how and where they found the document.

Day Eleven

Fieldtrip to Humboldt Room at Humboldt County library and the Humboldt County Historical Society.

Day Twelve

Field Experience: Discuss the field experience. Did students learn anything unique? Did using primary documents help personalize the Depression in Eureka? Did they enjoy it? Any suggestions for similar field experiences? Have each pair of students share both their statistical research and the primary documents they copied. Have a student(s) write the statistical information on the board or the overhead. Students should copy the statistics in their notebook.

These stats could be used in their oral history presentations.

Oral histories: Students will go to the computer lab to create and format their oral history PowerPoint presentations. Two to three periods may be needed to complete the PowerPoint.

IE Building: Students will be taken on a brief ten-minute walking field trip to the Industrial Education Building at Eureka High School. As the subject of his Master's project, Mr. Parker will conduct a brief overview of the origin and construction of the building (see Appendix). Most importantly, he will stress the human impact on both the students and community of the building's role in bringing the New Deal to Eureka. Principal Robert Steffen will also give an overview of present remodeling plans for the building.

Day Thirteen

Oral Histories: Using the digital project in the classroom, each student will show the class his/her PowerPoint presentation summarizing their oral history interview. For extra credit, the interviewee could also be in attendance to answer any questions. Students should look for similarities in the histories. Did any major theme(s) emerge? Was any particular agency prevalent in the histories? Was any major element of the Depression left out? Did each person react differently? Did Eureka experience the Depression similarly or differently than the rest of the nation? Did students enjoy conducting the interviews? What would they change if they did it again? Any suggestions for improvement? The purpose of the oral histories was to drive home that major historical events like the Great Depression and the New Deal are not simply words in a book. They have a human face. By conducting the interviews, the students will have first hand documentation of the human impact of the Great Depression and the New Deal.

Day Fourteen

Oral Histories: Finish presentations.

Review: Using a jeopardy format or simple call and response, with edible reinforcements, begin reviewing major elements of the Great Depression and the New Deal. The purpose is to prepare for the final assessment.

Final Day

Final assessment: The final assessment is in two formats. Either or both could be administered.

Evaluation

There are two options for final assessment (see Appendix). The first is a forty question multiple-choice exam that also includes short answer and open-ended questions. The second is a non-traditional exam. Based on student abilities and class climate, all students could take the same exam or different students could take different exams.

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

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A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

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APPENDIX A: CALIFORNIA STANDARD

Appendix A

The eleventh grade California standards for United States History addressed are as follows.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm

Appendix A (continued)

programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

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APPENDIX B: STUDENT HANDOUTS AND ASSIGNMENTS

Appendix B-1

Working Woman

After World War I, you were one of the only women who was able to keep her job at MACKS-an upscale upholstery shop. In, fact, you are now very skilled at your trade. Your income has seen a steady rise for the past ten years. Although you are not wealthy, you have been able to adequately provide for yourself and your twelve-year old son. As a single parent and working woman, you have felt very fortunate for the security this job has provided. You have furnished our rented apartment with all the modern appliances. Your son loves the new radio you brought on the credit at the local appliance store. In addition to the radio, you were also able to finance your own refrigerator and washing machine. The payments are a little steep but within your budget. Besides sending a little money each to you parents in California, you have been putting away in savings. You eventually have to save enough money send your son to college.

But times have changed. The outlook for your company does not look good. The owner had invested heavily in the stock market during the heydays of the 20s. when the stock market crashed in 1929, he lost everything. That, combined with the general downturn of the economy related to the depression, led to three quick rounds of layoffs at your factory. For a time, you were able to keep your job while others were being laid off. But last week, the whole company went bankrupt now you, too, are unemployed. Rent is due again next week. You have enough to cover the rent, but not to pay rent and take care of yourself and son while looking for work. In addition, you have heard rumors your bank is about to fold. What are you going to do?

Appendix B-1 (continued)

Dairy Farmer

You have been operating a dairy farm that has been in your family for three generations. Your milk rose at a dramatic rate throughout the 1920s. It seemed that there was never enough milk to quench people's thirst. You were amazed that the wholesale price of milk could rise so rapidly. The milk sales had been providing a comfortable, not glamorous, living for your family of six. In addition to your three sons you have hired 3 other farmhands to help out. Because the banker could see how well your farm is doing, he extended you a line of credit to buy both farm and consumer goods. With part of the credit, you bought a new, just off the line, Ford work truck. During the mid 20s electricity finally arrived at your spread. You purchased all the new consumer goods to modernize your kitchen. You had a new refrigerator, stove, and washing machine. Although these were all expensive items, the payments the banker offered you were too good to pass up. Plus you believed people would always be thirsty.

Now, however, you have lost the market for your milk. You are unable to sell even half as much milk as you were before the start of the Depression. If you sell your milk at the "market price" you will only be able to get about one third of what it's worth. You have even started to go to the next town to look for new buyers. The situation is just as worse there. In addition, the cost of the feed for your livestock has gone through the roof. But you cannot produce milk without feeding the cows. The feed store is no longer

Appendix B-1 (continued)

willing to extend you credit and it looks like your unable pasture is nearly decimated. Since you are unable to sell your milk, your bills have gone unpaid for the last two months. You laid off your last farmhand two weeks ago. Even though it has already repossessed your work truck, the bank is now threatening to take over your farm if you do not pay your bills. What are you going to do?

Appendix B-1 (continued)

Carpenter

You have been in the construction business all your life. Although you do not own the company, you are its senior carpenter. The 1920's were the best years in your two and half decade career. It seemed as if everyone in town was either building or remodeling their home. You even added a den and an extra room for your youngest daughter. You are a master craftsmen skilled in all areas of you trade. During your company's busiest years, you were managing a construction crew of twelve men. You helped build the new hotel in downtown and the fun house at the amusement park. Because your business seem to be booming, you bought not one, but two brand new, shiny black, Model T Ford cars. The bank, confident in your job's security, sold you the cars on credit without a down payment. With this money, you outfitted your kitchen with all new appliances(stove, refrigerator, blender). In addition, you were exceptionally proud that your son was in his first semester of his last year at an expensive private college in the northeast.

But the times have changed. Your company has not had a new construction contract for three months. All this work had been minor repairs on houses hat have been reposed by local banks. Some of these houses had belonged to your family friends. Being the last remaining employee, you are preparing for the layoff notice your boss has been hinting about. One of your cars has already been repossessed and you miss last months payment on the second. Hoping for an upturn in business, you have been waiting to pay your son's tuition for two months. He school is now demanding that you pay the bill in full. In addition, your youngest daughter has been ill for almost a week. You fear it may

Appendix B-1 (continued)

be something terrible, yet you do not have enough money to pay an expensive doctor bill.

What are you going to do?

Appendix B-1 (continued)

Businessman

During the 1920's, your retail appliance store had a thriving business. Your father turned this business over to you ten years ago. You were selling kitchen appliances (blenders, stoves, refrigerators) and radios like they were going out of style. You even won the coveted local award for "Businessman of the year 1929." You were kind enough to arrange credit payments for even some of the poorest families in your town. At its peak, your business did over \$80,000 of business in one year. You even employed eight people in your sales and delivery/setup departments. With your earnings you were able to make a down payment on both a luxury home and small cabin in the countryside. In addition, you bought one of the first shiny, new Model Ts in your town. In 1926, you were even able to take your wife and three kids on a ten day trip to sunny Florida.

But recently your business has decidedly taken a turn for the worst. With the beginning of the Depression, your customer base has dropped way off. You have not had a large appliance sale in five weeks. In fact, you have only sold three radios in the last two months. Also, over three-quarters of your customers failed to pay their bills last month. It appears that even fewer people are going to be able to make their credit payments this month. You laid off your last employee yesterday. Because of your customers' failure to pay their bills, you missed your house payment the last 2 months and will not be able to make this month's on time. The bank is now demanding that you turn over one of your properties as a payment. You have tried to convince your banker that is

Appendix B-1 (continued)

not your fault, but the customers. Unfortunately, he has heard this most all of his clients.

You do not want to lose you home that you work so hard to get. But if you lose you store, you lose your livelihood. What are you going to do?

Appendix B-2

Great Depression and New Deal -- Oral History Interview Directions

Your assignment is to interview an individual who lived during the Great Depression and New Deal decade of the 1930s. Your interview can be with a family member or a person in the community. If no one in your family lived during the 1930s, you may consult with your classmates about interviewing one of their relatives. The Retired Senior Volunteer Program (RSVP), Humboldt Area Foundation, Humboldt County Historical Society (HCHS) and local senior center and nursing homes are other excellent sources for finding an interviewee.

The purpose of the interview is to discover how the Great Depression and/or New Deal affected this person's life. You are trying to uncover the human impact of the Great Depression. Once you have located your interviewee, consider the attached questions. The interviewee's responses to the questions will be turned into a PowerPoint presentation for your classmates. You must also take a digital picture of your interviewee to be included in the PowerPoint presentation. Follow the interview procedures you used for the Modern Issues interview at the beginning of the year. For extra credit, your interviewee is welcome to come to the class and share his/her experiences during the 1930s.

The following are the basic questions for your interview. As you begin discussing the Great Depression, many new questions should come to mind. Taping the interview may be especially helpful. Ask as many questions as possible. Let your interviewee

Appendix B-2 (continued)

elaborate as much as possible. Remember your essential question: What was the human impact of the Great Depression and New Deal?

Notes

Appendix B-3

Great Depression and New Deal – Oral History Interview Questions

Name:

Age:

Date of Birth:

Lived where during the Great Depression?

How did the Great Depression affect your family?

Did anyone in your family lose work as a result of the Great Depression? If yes, who?

Why?

Appendix B-3 (continued)

How did your family get by during the “hard times”?

Did anyone in your family get work in a New Deal program?

What did your family think of President Roosevelt?

What national issues especially concerned your family?

Were there any local issues that especially concerned your family?

APPENDIX B-4

Great Depression/New Deal Oral History PowerPoint Directions

Your assignment is to use the information gathered during your interview to create a PowerPoint presentation for your classmates. You want to communicate to your classmates how the Great Depression and/or New Deal affected your interviewee. Remember, the human impact of the Great Depression is your key issue. The following are the basic guidelines for the presentation. Include additional slides and features for more points. Also, creation of a web site earns more points.

Requirements

A. Your presentation must include at least seven slides.

B. Slides to include

1. Title page

Title: The Great Depression and New Deal

Your name

Interviewee's name

Digital photo of interviewee

Class name and period

Date

2. Name of interviewee

Date of birth

Appendix B-4 (continued)

Lived where during Great Depression

3. How did the Great Depression affect your interviewee?
 - include a three to four sentence summary explanation
 - include a chart/graph for extra credit
4. Interviewee's opinion of the New Deal
5. Interviewee's opinion of President Roosevelt
6. Local issues that concerned your interviewee (need not be about Eureka)
7. Other 1930s issues of importance to your interviewee

C. Each slide must include

1. Title
2. Background
3. Image – from internet, scanned or digital picture
4. Custom animation

D. Other requirements

1. Message of interviewee must be clear! What was the impact of the Great Depression and New Deal?!
2. Spelling counts! Use F7!
3. Neatness counts – closely watch your formatting!

Appendix B-4 (continued)

E. Extra credit

1. Video segment
2. Audio clip
3. Web hyperlinks

Notes/Questions

Appendix B-5

Great Depression Outline Notes (Student copy)

I. Why study?

A.

B.

C.

II. Depression (1929 – 1932)

A.

1.

2.

3.

4.

B.

C.

1.

2.

Appendix B-5 (continued)

III. FDR and the New Deal

A.

1.

2.

B.

1.

2.

C.

1.

2.

D.

E.

F.

G.

Appendix B-5 (continued)

H.

I.

J.

1.

2.

3.

4.

Appendix B-6

Great Depression Outline Notes

I. Why study?

- A. Personal-love of FDR (granddad/George Kiritsy/Pope)
- B. New Deal programs
- C. Parties switch

II. Depression ('29-'32)

A. Causes

- 1. Stock Market Crash
- 2. Banking crisis
- 3. Structural weaknesses
- 4. Worldwide crisis

B. Depression economy (graphing)

C. Moods of despair

- 1. Hoovers Response: "Too little..."
 - a. Hooverilles
 - b. RFC
- 2. Agrarian unrest (Dust Bowl Refugee)
- 3. Bonus March
- 4. Guthrie-"This Land is Your Land..."

III. FDR/New Deal

A. Election of 1932

Appendix B-6 (continued)

B. FDR

1. Background/ideas “Only thing to fear...”

2. New Deal philosophy

C. 100 Days/First New Deal

1. Fireside chats

2. Alphabet Soup agencies

D. Second New Deal

E. Critics: Left and Right

F. Labor: rise of CIO/strikes/CPUSA

G. Election of 1936

H. Conflict with Supreme Court

I. Recession of '38

J. Social Impact of GD

1. Social values and women

2. Indian Reorganization Act

3. Mex-Amer (Deportees)

4. African-Americans

IV. Depression(ing) diplomacy

- A. 20s:Dawes/Navel Conv/ Kellog-Briand/Stimson

- B. Good Neighbor Policy

- C. Isolationism: neutrality/lend-Lease

Appendix B-6 (continued)

D. Aggression: Germany, Japan, Italy

E. Appeasement

F. Blitzkrieg (Hitler-Stalin '39)

G. Atlantic Charter

H. 12/7/41 – Pearl Harbor

Appendix B-7

FDR's New Deal "Alphabet Soup" Agencies

Agency	Purpose	"R" Factor
EBRA		
HOLC		
CCC		
Glass- Stegall/FDIC		
TVA		

Appendix B-7 (continued)

NIRA/NRA		
PWA		
FERA		
	Second New Deal – 1935+	
WPA		
Fed Writers/ Theater/Art Projects		
NYA		

Appendix B-7 (continued)

PWA (2 nd)		
Resettlement Admin.		
REA		
Soil Conservation & Domestic Allotment Act		
NLRA/NLRB		
SSA		
Revenue Act		

Appendix B-8

Great Depression and New Deal

Primary Document Analysis for The Grapes of Wrath, by John Steinbeck.

Have students read Chapter 25 of John Steinbeck's Grapes of Wrath (1939). The text can be obtained from the school textbook room or school library. Summaries of Chapter 25 can also be found online at various websites such as

<http://www.novelguide.com/TheGrapesofWrath/summaries%5CChapter25.html>

In his popular and Pulitzer Prize-winning novel, John Steinbeck sympathetically portrayed the Joad family, "Okies" who sought to build new lives for themselves as agricultural laborers in California. This chapter portrays the abundance of crops that large farm owners are able to produce because of advanced scientific knowledge. It also discusses the economic structure dealing with supply and demand and how a large crop would be unprofitable to the owners because prices would be reduced and profits would be lower. As a result, a lot of the harvest is willfully destroyed even though so many people are starving.

The chapter alludes to the title of the book by describing the anger or "wrath" that is building up within the migrant workers as they witness the tremendous amount of waste. After reading the selection, have students answer the following questions.

1. How does this chapter illustrate the paradox of hunger and want amid plenty?
2. Why did it seem more economical to the growers to destroy their crops than to bring them to market?

Appendix B-8 (Continued)

3. What does Steinbeck mean in his concluding warning that “the grapes of wrath are filling and growing heavy for the vintage”?

Appendix B-9

Great Depression and New Deal

Primary Document Analysis for “Communism in the 1930s,” by Richard Wright.

Have students read pages 60 –65 from American Hunger, by Richard Wright, 1944. The text can be obtained from the school textbook room or school library.

Summaries of American Hunger can also be found online at various websites such as

<http://home.gwu.edu/~cuff/wright/novels/AmHunger.html> or

<http://www.123helpme.com/assets/5495.html>

With the publication of Native Son in 1940, Richard Wright became one of the best known African-American novelists of his generation. In the mid-1930s, Wright was attracted to the Communist Party. In this excerpt from his memoir, American Hunger, he suggests why its appeal proved limited. After reading the selection, have students answer the following questions.

1. Many Americans became dissatisfied with the status quo during the Great Depression. Which grievances shaped the response of African-Americans to the social and economic hardships of that era?
2. Why did communism appeal to Wright as a possible solution to the problems he faced?

Appendix B-9 (continued)

3. Judging from Wright's account. What factors prevented communism from becoming a more popular movement?

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

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APPENDIX C: TEACHER'S NOTES

Appendix C-1

The Great Depression (1929-1932) – Lecture Notes

I. Coming of the GD

A. Causes

1. many and varied; started well before Oct 24, 1929 crash
2. stock market crash is a defining moment (good measuring stick)
 - a. causes of crash?
 - b. buying on the margin
 - c. *speculation* – anyone?
 - d. destroyed the optimism of the 1920s (for whites)
3. banking crisis – anyone?
 - a. run on banks
 - b. funds invested in stock market through individuals and brokers
 - c. no FDIC
4. structural weaknesses of the economy
 - a. agriculture never fully recovers
 1. Europe regained production/foreign suppliers
 2. mass production lead to huge surpluses
- fewer farmers needed/many just hanging on
 3. and? Dust Bowl
 - a. drought
 - b. poor techniques
 - b. overproduction and under consumption
 1. factories cranking out the goods too readily
 2. had already saturated domestic markets
 3. decline in foreign trade idles factories
 - c. unequal distribution of wealth
 1. too few at the top (catered to by Congress)
 2. poor can't afford to purchase anymore commodities
 - d. monetary policy
 1. Fed calls in loans (regional banks by Pres Wilson)
 2. dries up money supply when it was most needed
 3. puts additional pressure on banks
 4. consumer confidence drops even more
 - e. downward, self-perpetuating spiral

B. Worldwide crisis

1. Dawes Plan?
 - a. US loans stop coming (use the spiral example)
 - b. by 1931, most Euro economies collapse
 1. large debts and trade deficits with US

2. allows who to come to power? Hitler/Mussolini
 2. Hawley-Smoot Tariff worsens situation (1930)
 - Euro countries respond with own higher tariffs
 - the cycle deepens
- II. Hard Times (called this by Grangie and many others) – GD pre-FDR
Studs Terkel's book
- A. Making do
1. GD did not mean disaster for most Americans
 - a. most had to live in lean times (any family stories?)
 - b. people with jobs paid less and fewer hours
 - c. minorities effected even more
 2. created an emotional despair – touchy-feely time
 - a. most telling sound? silence (in cities, on docks, at the depots...)
 - b. contrast to the “Roaring Twenties”
 - c. sense that world is falling apart (not a military threat)
 3. who did most people blame? themselves
 - a. Protestant work ethic
 - b. clear back to Plymouth and Jamestown days
 - c. “American” rugged individualism
 - d. self-worth only comes through hard work
 4. cooperation and camaraderie helps most families and communities get by
 5. for the first time many people look to what for help?
 - a. gov't
 - b. didn't help in 1760s, 1830s, 1870s, 1890s – all very serious
 - c. something was unique about this depression
 - d. majority of workers were wage workers
 6. what about the rich during the GD?
- B. Families
1. male egos suffer
 - a. been trained to be bread winners
 - b. profound sense of guilt and helplessness
 2. women's lives still centered around home-life
 3. consumer habits continue
 - a. relatively speaking, Americans maintained a high standard of living
 - b. still relied on credit
 4. many families tried to become self-reliant – how?
 - sewing clothes, growing gardens
 5. women continue to enter workforce
 - a. blamed for taking jobs from men
 - b. usually in traditionally “female” jobs that males didn't “want”

C. Demographic trends

1. drop in marriage and birth rates
 - a. birth rate drops 14% between 1930-1933 – why?
(\$\$; *birth control*)
 - b. marriage drops – why? remember NE in Puritan times?
2. immigration/emigration
 - a. what happens?
 - b. immigration slows to a trickle
 - c. emigration actually surpasses immigration in 1930s (barely)

D. Hard times for Youth

1. many forced to “grow up early” – why?
2. studies show that young men of the GD era had less successful careers than the generation either before or after
3. remember the psychological factors stated above – loss of positive role models?
4. many young people stay in school – why?
 - a. limited job opportunities
 - b. however, college was still a select privilege
5. rise of wandering youths/gangs
(Chicago = 20,000 youths on the streets)
6. GD actually institutionalizes youth – anyone?
 - a. became a standardized ritual for all
 - b. mandatory school attendance, organized athletics, extra-curric. activities
7. consumer oriented youth culture develops
 - a. comics, movies, radio
 - b. shocked the older generation
 - c. crass materialism of their parents in the 1920s reflected back?

E. Popular culture

1. why did this area flourish? people want to forget their problems/escapism
2. radio – programs? news/serials/baseball
3. movies – examples? “Golden Age” Wizard/Gone/Citizen Kane
4. religion flourishes
 - a. in times of doubt...
 - b. found value in solace
 - c. also lead to demagoguery – discuss later (Coughlin)
5. home becomes center of leisure activity – why?
 - a. doesn't cost anything
 - b. photography, board games, reading, simple conversation for entertainment

III. Harder Times

A. African-Americans

1. “used” to hardships – effected them differently – how?
 2. despite Great Migration
 - a. 75% of African-Americans still lived in the South
 - b. nearly all farmers lived there
 - c. South hit hard by depression
 3. lynchings escalate
 - a. *Scottsboro* case – anyone?
 - b. hastens migration to the north
 4. Harlem becomes “center” of northern African-American society
 - a. already strained from Great Migration pressures
 - b. housing and community services taxed
 - c. racial segregation keeps blacks from moving elsewhere
 - d. slumlords demand excessive rent for sub-par housing
 - e. crowded housing causes disease and death rates to climb
 - TB becomes a leading cause of death
 - f. unemployment raises to 50%+ (more than twice national average)
 - g. soup kitchens and shelters provide thousands of services daily
 - h. tension mounts (March 1935)
 1. race riots erupt (only one of the decade)
 2. four blacks killed, property damage \$2 million plus
- B. Dust Bowl Migrations (play *Do-Ray-Me*/show farm video from *Americans*)
1. drought
 2. overproduction, poor techniques
 3. labor saving devices = surplus labor
 4. thousands moved to? CA/OR/WA
 5. classic text? *Grapes of Wrath* (*In Dubious Battle* is better)
- C. Mexican-American communities
1. nativism/xenophobia carries over from the 1920s
 - a. Jones Act/National Origins Act allowed unrestricted
 - *bracero* (day laborer) promoted during WWI
 - b. American workers “fear” foreign competition for jobs
 2. 1/3 of Mexican-Amer population returns to Mexico at height of GD
 3. US gov’t adopts formal deportation policy
 - a. gov’r and mayors call for “roundups”
 - b. trucked/bussed to border
 - c. many were citizens
 4. many leave “voluntarily”
 - a. when out of work
 - b. local relief agencies refuse to provide assistance
 5. wants cheap goods for our convenience (on our watch)
 6. famous Mex-Amer whose family were migrant workers? Cesar Chavez
 7. not all Mexican-Americans were migrants

- many worked in cities/industries
- 8. many second generation Mex-Amer turn to issues of political and economic justice
 - away from retaining primary allegiance to Mexico

IV. Herbert Hoover and the GD

A. Republican Response

1. failed to view the situation realistically (too little, too late)
2. ideas shaped by his tenure as Sec of Com for Harding and Coolidge
 - a. first million dollars by age 40
 - b. felt Americans must look within
 - c. turned to business community for leadership in rebuilding confidence
 - d. summons them to Washington for advice
3. uses public funds and federal action to encourage recovery
 - a. shortly after crash
 1. cuts federal taxes
 2. calls on states and local gov'ts to increase capital spending on public works projects
 - b. 1929 Agricultural Marketing Act
 1. paid to destroy/collect some crop surplus
 2. gave fed a large role in ag stabilization and relief
 - c. by 1931 Hoover raised fed public works budget to \$423 million
 1. *** still hesitant to run a budget deficit (FDR too) ***
 2. dramatic increase in area not seen as traditional fed role
 - a. why?
 - b. remember Henry Clay? internal improvements
 - c. how to distribute evenly?
 - d. should be left to? states
 - d. tries to ease international crisis
 1. moratorium on payment of Allied debts and reparations
 2. too late – couldn't pay anyway
 - e. legacy?
 1. moderately effective
 2. depression continued – not far reaching enough
4. How does Rep controlled Congress try to fund new programs?
 - a. Revenue Act of 1932
 - largest peacetime tax increase in nation's history
 - b. good concept – tax the rich
 - c. burden fell on middle and lower class (always does)
5. most successful program?
 - a. Reconstruction Finance Corporation (Feb '32)
 - b. first fed institution to directly intervene in peacetime economy
 1. funded at \$2 billion

2. loans to faltering banks, insurance companies, and rr
 3. hoped RFC would inspire confidence in business
 4. stimulate industry and create more jobs
 5. this “trickle down” theory didn’t work
 - a. didn’t provide direct relief to people – why?
 - b. thought people would become lazy, uninspired
 - c. Emergency Relief Act (July ’32)
 1. additional \$300 million given to RFC
 2. to be given to state governments
 3. must be on the verge of bankruptcy, not many qualified
 4. less than half the money distributed
- B. Rising discontent
1. people came to hate Hoover
 - a. nickname of homeless camps (Hoovervilles, blankets, flags)
 - b. actually feared for safety at times in public
 - c. had been symbol of business prosperity, now scapegoat for GD
 2. farmers protest – how?
 - a. mid-western farmers dump milk, veggies and produce on roads
 - b. cruel irony of underconsumption and maldistribution
 3. bitter labor strikes occur
 4. final nail in Hoover’s coffin?
 - a. Bonus Army debacle of June-July 1932
 - b. started in Portland, OR with about 1,000 marchers/riders
 - c. wanted Bonus 12 years early
 - d. convene on Washington – 20,000 strong
 - e. June 12, Senate rejects Bonus Bill (should they have got it?)
 1. OK Sen. Elmore Thomas announces defeat
 2. leader Walter Waters asks to sing “America”
 - f. most leave, 2000+ stay (no place else to go)
 - g. Hoover sees stragglers as being a hostile force
 1. July 28 takes action
 2. orders who to clear them out?
 - a. Army Chief of Staff Douglas Mac Arthur
 - b. aide Dwight D. Eisenhower
 3. read from Hard Times - The March
 4. 100+ injured, one bay ties in poison gas
- C. Election of 1932
1. Rep nominate?
 - a. can see no way not to nominate sitting president
 - b. no one wants to be the lamb sent to the slaughter
 2. Dems nominate? (in Chicago)
 - a. had platform, needed candidate

1. appeal to urban immigrants with repeal prohibition
 2. to farmers w/promises of ag aid
 3. to fiscal conservatives w/balanced budget and 25% cut in fed spending
 - b. turn to? FDR from NY
 1. FDR had been candidate in '28, Dems chose Al Smith
 2. had innovative relief and unemploy programs in NY
 3. knew it would be his following Bonus/Felix – “it’s ours”
 4. kept his plans purposely vague
 5. promises “new deal” in his acceptance speech
- | | | | |
|-------------|-----|------------|------|
| FDR (Dem) | 472 | 22,809,638 | 57.4 |
| Hoover(Rep) | 59 | 15,578,901 | 39.7 |
3. Legacy of election
 - a. Dem coalition that would dominate for forty+ years
 - b. still there today
 - c. blacks/poor flee traditional base in republican party
 1. been there since 1860s
 2. southern blacks don’t vote for FDR – why?
 - d. South solidly in support of FDR (even if from NY!!!)
 - is memory of Civil War gone?
 - e. many vote against Hoover just to get him out of office

V. New Deal takes over ('33-'35)

A. The Roosevelt style of leadership

1. “New Deal”
 - a. complex set of responses to depression
 - b. used his “brain trust” – see text for list
2. Pres since have matched his raw political talent (Reagan)
 - but no one faced twin threat of depression and war
3. mastered use of new medium – anyone?
 - a. radio
 - b. fireside chats – 16 during first two terms
 - c. fostered personal relationship with American people
4. personal charisma and political talent
 - a. allowed him to expand role of ex branch in initiating policy
 - b. helped create the “modern” presidency
 - c. battle with polio (show slides?)
5. Eleanor Roosevelt is key too

B. Hundred Days – anyone know what first three months known as?

1. repeal of prohibition (Congress had already approved)
2. first action? Emergency Banking [Relief] Act (March 5)
 - a. inaugurated March 4
 - b. closed banks for four-five days
 - c. explained in fireside chat

- d. reopened banks have Treasury Dept license
- e. first of fifteen significant measures
- 3. Home Owners Loan Corporation
 - a. helped needy owners refinance/keep their mortgages
 - b. 20% of homeowners participated
- 4. Civilian Conservation Corps (CCC) – did?
 - a. put men to work on rural conservation projects – like?
 - b. by 1935 it employed 500,000 young men
 - c. earned \$35 per month plus room and board
 - d. dear to FDR; he based it Jeffersonian beliefs
- 5. Glass-Steagall Act
 - a. separated investment banking from deposit banking
 - b. meant to curb speculation
 - c. later supported by the Fed Deposit Insurance Corp (FDIC)
 - 1. what does this do?
 - 2. guaranteed up to \$5,000 (today?)
- 6. Tennessee Valley Authority (TVA)
- ***next three dealt with fundamental challenges of economic recovery***
- 7. Agricultural Adjustment Act/Administration (AAA)
 - a. stabilize ag situation/overproduction
 - b. focused on wheat, corn, cotton, hogs, dairy
 - c. offered subsidies –helped with Dust Bowl by leaving fallow
 - d. wanted to avoid destruction of crops like during Hoover
 - e. problems
 - 1. benefits distributed unevenly
 - 2. South
 - a. owners keep \$\$ - doesn't trickle down
 - b. SFTU formed to combat
- 8. National Industrial Recovery Act (NIRA)
 - a. industrial self-regulation and business-gov't cooperation
 - b. major industries draw up voluntary production codes (exempt from anti-trust)
 - 1. set production limits, prescribed wages and working conditions
 - 2. forbade price cutting and unfair competitive practices
 - c. created the National Recovery Administration (NRA)
 - 1. also succeeded in banning child labor in textiles
 - 2. Section 7a allowed for collective bargaining (Wagner)
 - 3. Blue Eagle – “We DO Our Part”
 - d. creates the Public Works Administration (PWA)
 - 1. \$3.3 billion for fed public works projects
 - 2. headed by Sec of Interior Harold Ickes
 - 3. 34,000 projects (dams, bridges, public buildings)

9. Fed Emergency Relief Act (FERA)
 - a. built on Hoover's beliefs of local control
 - b. \$500 million for states and cities to distribute public projects
 - c. headed by Harry Hopkins
 1. would become dominant player in New Deal
 2. parties, sex and the racetrack – enlivened the Washington scene
 3. gave away \$5 million in first two hours
- C. New Deal under attack (bogs down)
 1. from? why? what do you think about these ideas?
 2. Pres and Congress consolidate New Deal
 3. attacked from both left and right – “demagogues”
 4. right – American Liberty League
 - a. conservative Dem (Al Smith included) and business leaders
 - b. drifting toward socialism
 - c. supported by US Chamber of Commerce
 5. Father Charles Coughlin
 - a. from Detroit (Canadian immigrant – wanted to be president)
 - b. nationalize banks and *free silver*
 - c. spoke for urban middle class
 - d. spew virulent anti-Semitism
 - e. had radio audience of nearly 40 million
 - f. finally silenced by archdiocese
 6. Francis Townsend – anyone?
 - a. California physician
 - b. gov't would pay \$200 per month to all retired citizens over sixty
 1. must be spent within thirty days
 2. spurn economic recovery/hirings
 - c. would have bankrupted the country
 - d. very popular with elderly
 7. wildest rival? Huey Long (LA) The Kingfish
 - a. Gov '28; Sen '32 – storms Washington
 - b. Share Our Wealth program
 1. 100% tax on incomes over \$1 million
 2. appropriation (?) of all fortunes over \$5 million
 - c. build road, bridges, schools in LA
 - d. exceptionally popular – 7.5 million devout followers
 - e. “Every Man King” – finished all speeches this way
 - f. felled by assassin's bullet in '35 (Gerald Smith takes over)
 8. by '35, still millions unemployed after three years
 - a. over 2,000 strikes (NY/SF dockworkers) many communist led
 - b. doesn't retreat from challenge
 - c. instead does what?

VI. The Second New Deal ('35 – '38)

A. Legislative accomplishments

1. abandons classless coalition of rich and poor – moves more dramatically to the left
 - tries to take momentum back from demagogues
2. 1935 State of the Union address (six pronged attack)
 - a. enlarged and reorganized fed relief program for the jobless
 - b. assistance to the rural poor
 - c. support for organized labor
 - d. social-welfare benefits for the elderly and other disadvantaged
 - e. stricter business regulations
 - f. heavier taxes on the wealthy
3. April '35 \$5 billion approved for FDR's "discretionary" spending
4. creates the granddaddy of all? - Works Progress Administration
 - a. 10 million Americans still unemployed – solution to this
 - b. Harry Hopkins put in charge
 - c. direct fed relief to individuals – finally
 - d. over its eight year life
 1. relief to 8 million Americans
 2. pumped \$11 million into economy
 3. completed a mind-boggling number of projects
 - a. 650,000 miles of roads built or repaired
 - b. 124,000 bridges built or repaired
 - c. 125,000 schools, hospitals, POs, public spaces
 4. closest building? within 100 yards – IE building ('39)
 5. also hired artists
 - a. Fed Writers Project – slave interviews
 - b. Fed Theater Project – traveling Chautauqua
 - c. Fed Art Project – Lange
5. National Youth Administration (NYA) - 2 million high schoolers employed(Eleanor)
6. Public Works Administration (PWA) – Harold Ickes
 - a. created under? NRA
 - b. \$4 billion new – 34,000 new construction projects
 1. Triborough Bridge/Lincoln Tunnel – NY
 2. Grand Coulee Dam – WA
 3. UNM Library
 - c. Bay Bridge and Golden Gate Bridge
7. Resettlement Administration
 - a. direct loans to small farmers
 - b. meant to help sharecroppers and tenant farmers
 - c. minimally effective, but kept hope alive in rural areas
8. Rural Electrification Administration (REA)

- a. low interest loans to small utility companies
- b. meant to bring electricity to 90% of US that still lacked it
- c. highly successful
- 9. Soil Conservation and Domestic Allotment Act (AAA unconstitutional)
 - a. farmers get payments for cutting production (wheat and cotton)
 - b. no increase in food tax to support (like AAA)
- 10. supports organized labor
 - a. NIRA unconstitutional
 - b. National Labor Relations Act (July '35)
 - 1. guaranteed collective bargaining rights
 - 2. allowed closed shops
 - 3. prevented owner agitation
 - 4. established NLRB – Wagner Act (NY Sen.)
- 11. Social Security Act
 - a. still here today
 - b. headed by Francis Perkins
 - c. similar to European plans
 - 1. mixed fed-state program
 - 2. old-age pensions
 - 3. survivors benefits of industrial accidents
 - 4. unemployment insurance
 - 5. aid for dependent mothers/children, blind and disabled
 - d. employers pay part tax, portion of employees wages withheld
 - e. not initially successful, but extremely popular
- 12. Revenue Act (whever – last of Second New Deal)
 - a. raised taxes at higher income levels
 - b. increased corp. taxes
 - c. higher levies on gifts and estates
- 13. saved capitalism by reforming its excesses (not the radical plan as many expected)
- B. 1936 election
 - 1. Rep – Alf Landon (gov'r of KA) – said he could administer better
 - 2. Dem?
 - 3. most lopsided election since 1820 (Monroe {D-R} v. JQA {IR} 231:1)
 - 4. FDR wins every state but Maine and Vermont (Reagan beats in '84)

FDR (Dem)	523	27,752,869	60.8
Landon (Rep)	8	16,674,665	36.5

 - 5. solid coalition of farmers, urban immigrants, unions, northern blacks, and women
- C. stalemate marks start of second term
 - 1. Court packing controversy – anyone?
 - a. feared legs. of second new deal would be overturned
 - b. NIRA and AAA had been thrown out

- c. proposed adding up to six new justices (up from total of nine)
 - where is constitution? its not – in Congresses power
 - d. one for what? each judge over seventy years old
 - e. meets massive opposition
 - f. no one is sure why he is doing this
 - g. eventually backs down – Court supported many programs/retirements too
 - h. appoints Hugo Black/William O. Douglass/et al – set Liberal tone for decades
2. Roosevelt recession in '37
- a. fed cutback in spending (WPA/PWA slashed)
 - b. SS takes money out of circulation
 - c. unemployment jumps back to nearly 20%
 - d. FDR responds to Dem demands to increase spending

VII. Impact of the New Deal

A. New Deal constituencies and the broker state

- impact lasts until today; potential DBQ subject

1. dramatic growth of the fed bureaucracy
 - a. new constituencies participate
 - b. administer fed budgets of unprecedented size and with a growing deficit
2. fed gov't becomes broker state – between conflicting interests
3. labor relations become legitimate area for fed intervention and action
 - a. dramatic growth of unionization in one of the most important changes of the decade
 - b. factors for this growth
 1. inadequacy of welfare capitalism/laissez-faire
 2. WAGNER ACT/Section 7a of NRA
 3. CIO – unskilled radical element
 4. growing militancy of rank-and-file (GM-Republic)
4. women's issue come to forefront
 - a. thanks Eleanor (Francis Perkins/Mary McCloud Bethune)
 - b. gender inequalities nor challenged
5. minority issues
 - a. relief programs did aid
 - b. did little to battle discrimination(lynchings/Jim Crow)
 - c. deportations of Mexican Americans
 - d. Marian Anderson example (contralto)
 - e. "black cabinet"
 - f. Indian Reorganization Act
 1. part of first New deal
 2. headed by John Collier

3. tried to reinstitute sovereignty (?) and tribal lands
- B. New Deal and the Land
1. Roosevelt's personal interest
 - a. think Teddy-esque
 - b. estate on Hudson River
 - c. Jeffersonian ideals
 2. natural resource policies developed (last until today)
 - a. scientific management of land instead of comm. development
 - b. aggressive use of public authority to safeguard public holdings
 - c. examples? TVA/REA/CCC "Tree Army" of 2 billion trees x '41
- C. New Deal and the Arts
1. during depression, patronage is scarce
 2. tried to make art "non-elitist"
 3. national pride in celebrating American ness in themes
 4. murals/painters/sculptors/musicians/writers
 5. WPA influenced trend known as "documentary impulse"
 - a. art should have social relevance
 - b. actual facts and events in a way that aroused interest and emotion
 - c. documentary in decade's most distinctive genre
 1. literature, photography, art, music, film, dance, theater, and radio
 2. propaganda films – *The River*; *The Plow That Broke the Plains*
 - d. called "socialist realism" in Europe (too many leftist overtones)
- D. Legacies (I see it as three primary – you may want to include race/class/sex)
1. 1/3 of all Americans received direct fed assistance from new programs!!!
 - a. Fed gov't became concrete part of everyday life
 - b. no longer seen as extra-constitutional acts
 - c. states thoroughly replaced as agents of change
 2. laid the foundation of America's welfare state
 - a. pales in comparison to many Euro nations
 - b. fed gov't acceptance of primary responsibility for the individual and collective welfare of the people
 - c. thanks FDR (Mr. Parker)
 3. recognition that poverty was a structural economic problem
 - a. inherent in capitalism
 - b. not an individual's personal failure – sorry John Smith
 - c. fed regulation brings order and regularity to economic life

Appendix C-2

Industrial Education Building Notes

Background and Modernization

I. Origins

A. Needs of Eureka School District

1. Condemned schools
2. Overcrowded high school

B. School Bond initiative

1. PWA matching grant proposal
2. Superintendent George Albee's position
3. *The Redwood Bark's* opinions

II. Schools bond initiative campaign

- A. Eureka High School students' views
- B. Superintendent's Parade campaign
- C. Local newspapers editorials

III. Bond Election results

IV. Construction of Industrial Education building

- A. *The Redwood Bark* updates
- B. Dedication plaque
- C. Moderne architecture
- D. 2005 modification plans

A STUDY OF THE NEW DEAL'S IMPACT ON A SMALL COMMUNITY:

EUREKA, CALIFORNIA, 1937 – 1939

APPENDIX D: EVALUATION TOOLS

Appendix D-1

US History
GD Quiz
Mr. Parker

Name _____

1. _____ All of the following were important causes for the Great Depression except
 - A. a maldistribution of income and wealth.
 - B. the bankruptcy of the Federal Deposit Insurance Corporation.
 - C. the Stock Market Crash of 1929.
 - D. weaknesses in the nation's banking system.
 - E. the defaulting by European governments of their debts to the United States.

2. _____ The New Deal differed from the Progressive Movement of the early 1900s in which of the following areas?
 - I. conservation programs
 - II. expansion of the power of the federal government
 - III. establishment of regulatory commissions
 - IV. support for organized labor
 - V. increased opportunities for blacks
 - A. I, II, and III only
 - B. III and IV only
 - C. IV and V only
 - D. II, IV, and V only
 - E. III, IV, and V only

3. _____ All of the following were approved during the first hundred days FDR's administration *except*
 - A. the proclamation of a national bank holiday.
 - B. the passage of the Agricultural Adjustment Act.
 - C. the establishment of the Tennessee Valley Authority Act.
 - D. the passage of the Glass-Steagal Banking Act.
 - E. the passage of the Social Security Act.

4. _____ The National Recovery Administration of 1933
 - A. instituted a program of federal subsidies to business.
 - B. provided for a system of federally authorized business codes.
 - C. provided jobs for unemployed actors, artists, and writers.
 - D. provided for emergency loans to banks and mortgage companies.
 - E. provided for a system of subsidies to farmers.

5. _____ A major weakness of the Agricultural Adjustment Act of 1933 was that it
 - A. did little to help small farmers.
 - B. did little to raise farm income overall.
 - C. favored sharecroppers and tenant farmers over privately owned farms.
 - D. led to higher prices for food for consumers.
 - E. did little to solve the problem of chronic overproduction.

6. _____ Huey Long became a prominent rival of Roosevelt's New Deal through his advocacy of
- A. socialism.
 - B. the nationalization of leading industries.
 - C. a large scale redistribution of wealth.
 - D. pensions for the elderly.
 - E. a foreign war to end the depression.
7. _____ All of the following advocated radical alternatives to the New Deal during the mid-1930s *except*
- A. Father Charles Coughlin
 - B. Huey Long
 - C. Upton Sinclair
 - D. Dr. Francis Townsend
 - E. Eugene V. Debs
8. _____ All of the following were included in the Social Security Act of 1935 *except*
- A. a system of unemployed compensation.
 - B. a system of old age pensions.
 - C. financial support for the disabled.
 - D. financial support for medical care for the poor.
 - E. financial support for dependant mothers and children.
9. _____ The National Labor Relations Act of 1935
- A. establish a minimum wage for all workers.
 - B. banned all strikes by public employees.
 - C. supported the right of workers to organize unions and engage in collective bargaining with employees.
 - D. outlawed child labor.
 - E. guaranteed equal employment opportunities for all men and women.
10. _____ In 1932, thousands of World War I veterans demanded immediate payment of promised financial benefits in a protest led by the
- A. Farmers Holiday Association.
 - B. American Legion.
 - C. Bonus Expeditionary Force.
 - D. Communist Party.
 - E. Federal Emergency Relief Association.
11. _____ The purpose of the Reconstruction Finance Corporation was to
- A. loan federal money to banks and insurance companies.
 - B. channel loans directly to individuals.
 - C. provide direct relief payments to the poor.
 - D. exempt businesses from antitrust laws.
 - E. balance the federal budget.
12. _____ The Great Depression affected marriage patterns and family life in all of the following ways *except*
- A. people postponed marriages.
 - B. married couples postponed having children.
 - C. the number of divorces increased.
 - D. desertion of families by husbands increased.
 - E. family members spent more time together.

13. _____ Which New Deal initiative paid farmers subsidies to take acreage out of production?
- A. The Agricultural Adjustment Act of 1933.
 - B. The Farm Credit Act.
 - C. The Agricultural Compensation Act of 1939.
 - D. The Farm Holiday movement.
 - E. The McNary-Haugen Farm Bill.
14. _____ Which federal programs created during the first Hundred Days were later declared unconstitutional by the Supreme Court?
- A. PWA and HOLC
 - B. NRA and AAA
 - C. FERA and CCC
 - D. TVA and WPA
 - E. FDIC and REA
15. _____ Aside from the economic conditions of the 1930s, farmers on the Great Plains also suffered from
- A. a cholera epidemic.
 - B. drought.
 - C. floods.
 - D. brucellosis infection in their livestock.
 - E. Native American raids.
16. _____ Roosevelt's "court packing" plan
- A. met with approval from Congress, including New Deal supporters and many conservatives who felt it was time for a change.
 - B. would have violated the constitutional requirement for nine Supreme Court justices.
 - C. proved unnecessary because FDR was able to replace four members of the Supreme Court who died or retired.
 - D. turned out to be one of FDR's greatest accomplishments.
 - E. was warmly received in the American press and by the American people.
17. _____ John Maynard Keynes's economic theory
- A. suggests that deficit spending by the government can stimulate economic growth.
 - B. was closely followed by Hoover until it proved unsuccessful.
 - C. stresses the importance of the government maintaining a balanced budget at all times.
 - D. was proved wrong by America's experiences in the 1930s.
 - E. was as applicable to the depression the 1930s as to the depression of the 1830s.
18. _____ Which of the following environmental causes was not advanced during the New Deal?
- A. flood control
 - B. soil conservation
 - C. clean air
 - D. wildlife preservation
 - E. national park creation
19. _____ "Zoot Suits"
- A. were a style of dress favored by male Mexican-American youth.
 - B. was a slang term for the overalls worn by women factory workers.
 - C. referred to the clothing Chicago gangsters wore when they were buried.
 - D. was an expression used by the most popular radio comedian of the 1930s.
 - E. became popular as "ad-men" marketed them as a high society fashion statement.

APPENDIX D-2

Great Depression

Final Assessment

Imagine you are an elected official in 2005. Your task is to create a New Deal-type program for 2005.

1. Place student into heterogeneous groups of four to six.
2. Directions

You have examined the purpose and results of several of the major agencies created by President Roosevelt and the Democratic Party during the New Deal. In addition, you have been presented with the oral histories of people who live through the era who described the human impact of the “hard times.” Each of the New Deal agencies was created to address and remedy a particular aspect of the failing economy. While some were doomed to failure, most went on to become extremely beneficial for our society. Your group’s assignment is to create a similar agency that could address and remedy a particularly troubling aspect of our society/economy in 2005. Your first step will be to decide as a group which issue(s) you would like to address and/or remedy. Next, your recorder writes your group’s responses to the following questions. The reporter(s) will present your plan to the class.

- A. What aspect/problem does this agency address?
- B. What is your agency going to do? Give it a name (ala Alphabet Soup).
-- exactly what will people employed be doing?

Appendix D-2 (continued)

- C. Who are you going to employ? How many? Why?
- D. How are you going to convince Congress that this agency is necessary?
- E. How much is it going to cost?
- F. Why did you choose to create this agency to address this particular issue?
- G. If offered a job, would you work for this agency? Why?
- H. Create a symbol for your new agency.
- I. Optional: Instead of presenting, your group could create a mural for the new agency based on the same guidelines.

APPENDIX D-3

Great Depression and New Deal

Constructed Response Questions

Directions: Choose **TWO** of the following questions. You are advised to spend 5-7 minutes planning and approximately 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

- A. What were the causes of the Great Depression? What was the effect of the Great Depression on businesses, workers and consumers?
- B. Compare President Hoover's and President Roosevelt's attempts to deal with the Great Depression and its victims. Explain why each president follow a particular course.
- C. Did the New Deal seriously threaten capitalism? Was the New Deal essentially reformist or revolutionary? Explain.
- D. Analyze the impact of the Great Depression and New Deal on each of the following Groups.

Women

Mexican-Americans

African-Americans

Native-Americans

Appendix D-4

US History
Great Depression and New Deal Exam
Mr. Parker

Name _____

1. _____ All of the following were important causes for the Great Depression *EXCEPT*
 - A. a maldistribution of income and wealth.
 - B. the bankruptcy of the Federal Deposit Insurance Corporation.
 - C. the Stock Market Crash of 1929.
 - D. weaknesses in the nation's banking system.
 - E. the defaulting by European governments of their debts to the United States.

2. _____ The New Deal differed from the Progressive Movement of the early 1900s in which of the following areas?
 - I. conservation programs
 - II. expansion of the power of the federal government
 - III. establishment of regulatory commissions
 - IV. support for organized labor
 - V. increased opportunities for blacks
 - A. I, II, and III only
 - B. III and IV only
 - C. IV and V only
 - D. II, IV, and V only
 - E. III, IV, and V only

3. _____ Herbert Hoover's administration anticipated Franklin D. Roosevelt's New Deal in its program of
 - A. relief for the unemployed
 - B. aid for farmers
 - C. deficit spending
 - D. support for organized labor
 - E. federal public works projects

4. _____ All of the following were approved during the first hundred days FDR's administration *EXCEPT*
 - A. the proclamation of a national bank holiday.
 - B. the passage of the Agricultural Adjustment Act.
 - C. the establishment of the Tennessee Valley Authority Act.
 - D. the passage of the Glass-Steagall Banking Act.
 - E. the passage of the Social Security Act.

5. _____ The National Recovery Administration of 1933
 - A. instituted a program of federal subsidies to business.
 - B. provided for a system of federally authorized business codes.
 - C. provided jobs for unemployed actors, artists, and writers.
 - D. provided for emergency loans to banks and mortgage companies.
 - E. provided for a system of subsidies to farmers.

6. ____ A major weakness of the Agricultural Adjustment Act of 1933 was that it
- A. Did little to help small farmers
 - B. did little to raise farm income overall
 - C. favored sharecroppers and tenant farmers over privately owned farms
 - D. led to higher prices for food for consumers
 - E. did little to solve the problem of chronic overproduction
7. ____ The most important difference between the policies toward relief for the unemployed in the administrations of Franklin D. Roosevelt and Herbert Hoover was that Roosevelt supported
- A. state and local assistance programs.
 - B. private and religious assistance programs.
 - C. federally subsidized public works projects.
 - D. business sponsored work relief programs.
 - E. federally sponsored work relief programs.
8. ____ Huey Long became a prominent rival of Roosevelt's New Deal through his advocacy of
- A. socialism.
 - B. the nationalization of leading industries.
 - C. a large scale redistribution of wealth.
 - D. pensions for the elderly.
 - E. a foreign war to end the depression.
9. ____ All of the following advocated radical alternatives to the New Deal during the mid-1930s
EXCEPT
- A. Father Charles Coughlin
 - B. Huey Long
 - C. Upton Sinclair
 - D. Dr. Francis Townsend
 - E. Eugene V. Debs
10. ____ All of the following were included in the Social Security Act of 1935 **EXCEPT**
- A. a system of unemployed compensation.
 - B. a system of old age pensions.
 - C. financial support for the disabled.
 - D. financial support for medical care for the poor.
 - E. financial support for dependant Mothers and children.
11. ____ Under the New Deal, Congress passed legislation to alleviate the effects of the depression through all of the following programs **EXCEPT**
- A. food stamps.
 - B. insured low interest mortgage loans.
 - C. public housing.
 - D. jobs for the unemployed.
 - E. subsidies to farmers.
12. ____ All of the following were important achievements of the labor movement during the 1930s
EXCEPT
- A. federal protection of the right to form unions.
 - B. minimum wage and maximum hour standards.
 - C. a merger of the Congress of Industrial Organizations and the American Federation of labor.
 - D. federal protection of the right to collective bargaining.
 - E. acceptance of unionization of auto workers by General Motors.

13. _____ The National Labor Relations Act of 1935
- A. establish a minimum wage for all workers.
 - B. banned all strikes by public employees.
 - C. supported the right of workers to organize unions and engage in collective bargaining with employees.
 - D. outlawed child labor.
 - E. guaranteed equal employment opportunities for all men and women.
14. _____ A novel of the 1930s which focused attention on destitute western farmers was
- A. Earnest Hemingway's The Sun Also Rises.
 - B. Sinclair Lewis's Babbitt.
 - C. F. Scott Fitzgerald's The Great Gatsby.
 - D. Nathan West's The Day of the Locusts.
 - E. John Steinbeck's The Grapes of Wrath.
15. _____ The decline in the number of the unemployed between 1939 and 1942 indicated in the chart shown above is best explained by the
- A. recovery programs of the first New Deal.
 - B. recovery programs of the second New Deal .
 - C. passage of the Social Security Act.
 - D. outbreak of the second world war.
 - E. passage of the national labor relations act.
16. _____ Eleanor Roosevelt was an outspoken advocate primarily for groups that supported
- A. women and African-Americans.
 - B. the environment.
 - C. Mexican Americans.
 - D. recent immigrants.
 - E. tenement dwellers.
17. _____ In 1932, thousands of World War I veterans demanded immediate payment of promised financial benefits in a protest led by the
- A. Farmers Holiday Association.
 - B. American Legion.
 - C. Bonus Expeditionary Force.
 - D. Communist Party.
 - E. Federal Emergency Relief Association.
18. _____ The purpose of the reconstruction Finance Corporation was to
- A. loan federal money to banks and insurance companies.
 - B. channel loans directly to individuals.
 - C. provide direct relief payments to the poor.
 - D. exempt businesses from antitrust laws.
 - E. balance the federal budget.
19. _____ President Hoover supported the Hawley-Smoot Tariff of 1930 because it
- A. lowered tariffs generally.
 - B. raised duties on foreign goods.
 - C. ended payments of World War I debts.
 - D. lent money to cooperatives to buy products.
 - E. guaranteed a balanced budget.

20. _____ The Great Depression affected marriage patterns and family life in all of the following ways **EXCEPT**
- A. people postponed marriages.
 - B. married couples postponed having children.
 - C. the number of divorces increased.
 - D. desertion of families by husbands increased.
 - E. family members spent more time together.
21. _____ The Tennessee Valley Authority accomplished all of these objectives **EXCEPT** it
- A. built dams on the Tennessee River to control floods.
 - B. generated hydroelectric power.
 - C. granted pensions to the elderly.
 - D. stimulated economic activity in a depressed area.
 - E. hired the unemployed.
22. _____ Father Charles Coughlin, a Roman Catholic priest, criticized the New Deal because it
- A. did not provide equity for black sharecroppers.
 - B. created too many jobs for the unemployed.
 - C. did not provide projects for the elderly.
 - D. failed to redistribute wealth in a meaningful way.
 - E. did not promote collective ownership.
23. _____ All of the following were critics of the New Deal **EXCEPT**
- | | | |
|----------------------|---------------------|-------------------|
| A. Charles Coughlin. | C. Huey Long. | E. Upton Sinclair |
| B. Francis Townsend. | D. Frances Perkins. | |
24. _____ The Supreme Court's 1935 decision in the Schechter case which struck down the National Recovery Administration, was based on
- A. the commerce clause of the constitution.
 - B. the elastic clause of the constitution.
 - C. the rule of reason.
 - D. scientific evidence.
 - E. psychological theory.
25. _____ All of the following are accurate statements about the stock market leading up to the Great Crash in '29 **EXCEPT**
- A. the average price of stocks increased.
 - B. the number of shares of stock traded more than doubled.
 - C. J.P. Morgan & Co. bought stocks when the Market began to falter.
 - D. the federal government tightly regulated the Stock Market .
 - E. the Dow Jones Industrial Average doubled.
26. _____ All of the following factors accounted for the severity of the Great Depression **EXCEPT** the
- A. decline of several basic industries
 - B. equitable distribution of wealth
 - C. rising debt of American farmers
 - D. decline in demand for American goods in Europe
 - E. large debt owed by Europeans to American banks

27. ____ Which of the following accurately describes the condition of farmers during the Great Depression?
- A. European nations provided a growing market for agriculture.
 - B. the Dust Bowl injured farmers in California.
 - C. swarms of mosquitoes devoured crops in the mid-west.
 - D. the farm population increased.
 - E. farmers produced more than consumers could afford to buy.
28. ____ During the 1930s, the African-Americans who migrated from the South to the North generally found
- A. less blatant discrimination.
 - B. factory jobs in war industry factories.
 - C. public assistance established by Civil Rights Organizations.
 - D. jobs as sharecroppers.
 - E. employment created for blacks by New Deal programs.
29. ____ Which statement accurately reflects the status of Mexican-Americans during the Great Depression?
- A. they faced competition for low paying jobs by Anglos
 - B. most migrated back to Mexico
 - C. they were broadly supported by Civil Rights Organizations
 - D. most left major cities for Agricultural jobs
 - E. most lived in the southeast
30. ____ All of the following were radio programs of the 1930s **EXCEPT**
- A. Amos 'n Andy
 - B. Superman
 - C. The Grapes of Wrath
 - D. Dick Tracy
 - E. The Lone Ranger
31. ____ All of the following are accurate statements about the American Communist Party during the 1930s **EXCEPT**
- A. it staged a hunger march on Washington.
 - B. it supported union organization.
 - C. it promoted an alliance of anti-fascists.
 - D. it helped organize black sharecroppers.
 - E. it was independent of the Soviet Union's influence.
32. ____ In 1930, President Hoover urged leaders of business, labor and agriculture to support
- A. higher taxes.
 - B. an end to the income tax.
 - C. a program of voluntary cooperation for recovery.
 - D. across- the-board salary and wage reductions.
 - E. mandatory government economic regulations.
33. ____ During the Great Depression, communities called "Hooverilles" were
- A. cities planned by the Works Progress Administration.
 - B. rural utopian villages.
 - C. gated communities in the suburbs.
 - D. shantytowns on the outskirts of cities.
 - E. urban renewal projects in the inner cities.

34. ____ Created in the early 1930s, the "Brain Trust" was the name of
- A. a radio quiz program.
 - B. an illegal holding company.
 - C. Ford Motor company's top executives.
 - D. the Federal Reserve Board of Governors.
 - E. President Roosevelt's advisors.
35. ____ The severity of the Dust Bowl of the 1930's was determined by all of the following **EXCEPT**
- A. drought conditions.
 - B. the soil that was plowed too deeply.
 - C. overly restrictive government regulations on farms.
 - D. new grains that were substituted for native grasses.
 - E. the expansion of agriculture into marginal lands.
36. ____ All of the following are accurate statements about the New Deal **EXCEPT** it
- A. created a national welfare system.
 - B. established national regulation over new areas of the economy.
 - C. supported the modern labor movement.
 - D. committed the federal government to fight the Depression.
 - E. ended the depression.
37. ____ The essential purpose of the "bank holiday" in 1933 was to
- A. encourage overworked bankers to take a vacation.
 - B. allow President Roosevelt to buy the banks.
 - C. stabilize the banking industry.
 - D. nationalize the nation's banks.
 - E. return to the gold standard.
38. ____ The sweeping changes in farming mandated by the Agricultural Adjustment Act were to be funded by
- A. a tax on food processing.
 - B. a tax on alcoholic beverages.
 - C. the newly created federal income tax.
 - D. a tariff on imported foodstuffs.
 - E. a tax on tobacco products.
39. ____ One of the most important accomplishments of the National Industrial Recovery Act was that it
- A. required savings banks to insure deposits.
 - B. promised workers the right to form unions.
 - C. provided retirement benefits for the elderly.
 - D. employed young men to build roads.
 - E. paid farmers to reduce their crop production.
40. ____ One of the most controversial aspects of the National Recovery Administration was that it
- A. designated the blue eagle as its symbol.
 - B. suspended antitrust laws.
 - C. employed artists and musicians.
 - D. promoted regional planning.
 - E. provided relief to unemployed homeowners.