CHAPTER 26

FRANKLIN D. ROOSEVELT AND THE NEW DEAL

SUMMARY
After a great rise in the stock market, the 1929 crash brought about an economic depression, which had to be dealt with first by Hoover, and then, more successfully, by Franklin Delano Roosevelt.

The Great Depression
The economy of the United States collapsed after 1929, creating the single worst panic and era of unemployment in the nation’s history.

The Great Crash
The consumer revolution of the 1920s relied on increased productivity and prosperity, but after 1924, productivity began to outpace consumption, causing a slight recession in 1927. Corporate and government leaders failed to heed this warning sign, however, and from 1927 to 1929, the stock market experienced a sharp increase known as the great bull market. Based on easy credit, inflated currency, and margin loans, the strength of the stock market obscured the economic problems looming on the horizon. The bubble burst in the fall of 1929 in the great stock market crash. The crash soon spilled over into the larger economy—banks and businesses failed, workers lost their jobs, and consumers came up short.

Effect of the Depression
This was the start of a decade of terrible economic conditions, and few escaped its material or psychological impact. Ironically, the poor survived because they had experience with existing in poverty while the middle class took what was perhaps the hardest hit. Eventually, the Great Depression became the worst economic downturn in the nation's history.

Fighting the Depression
Ending the depression became the most important political issue of the 1930s, as first a Republican president and then a Democrat tried to achieve economic recovery. Though they failed solve the nation’s economic problems, the Democrats did succeed in renewing Americans’ hope for the future and alleviating some individual suffering.

Hoover and Voluntarism
Hoover at first emphasized voluntary solutions to the economic ills of the nation, using government only minimally. As the depression deepened, he began getting the government more and more involved in the economy, but his efforts failed to stop the deterioration.
The Emergence of Roosevelt
In 1932 the voters elected Democrat Franklin D. Roosevelt, the former governor of the New York who promised a “new deal” for the country, to the presidency in a landslide.

The Hundred Days
With a clear understanding of the responsibilities of political leadership, Roosevelt called Congress into special session in order to solve the banking crisis. After this success, he proceeded to pass several significant reforms in the first three months of his initial term. Though some of his programs were somewhat radical, the tone of Roosevelt’s New Deal was reform and restore, not drastic change.

Roosevelt and Recovery
Roosevelt pushed several acts through Congress, attempting to instigate industrial and agricultural recovery. The National Recovery Administration was meant to foster cooperation between government, business, and labor as a means of achieving economic progress while the Agricultural Adjustment Administration was an effort to subsidize farmers back into prosperity.

Roosevelt and Relief
Roosevelt also took steps to provide immediate relief for the millions of Americans that were unemployed and poverty-stricken. Both the Civilian Conservation Corps and the Works Progress Administration implemented new work relief programs intended to spur the economy while also keeping people from starving and restoring their self-respect. These projects also provided needed labor for new schools, parks, and other public projects.

Roosevelt and Reform
After pressure developed for more fundamental reform, Roosevelt responded by suggesting permanent changes in the economic arrangements and institutions of the United States.

Challenges to FDR
Several liberal critics, including most notably Father Charles Coughlin, Francis Townsend and Huey Long, complained that the New Deal was not solving the problems of the still-ailing economy. They suggested that more radical reforms were in order.

Social Security
In response to this criticism from the left, Roosevelt secured passage of the Social Security Act, which provided modest pensions, unemployment insurance, and financial assistance to the handicapped, needy elderly, and dependent children. The Social Security Act was a landmark piece of legislation for FDR, creating a system to provide for the welfare of individuals in the new industrial society.
Labor Legislation
The president also supported legislation, the Wagner Act, guaranteeing the rights of workers to organize and bargain collectively with employers. He also endorsed the Fair Labor Standards Act, a law that provided for maximum hours and a minimum wage. This act was aimed at unorganized workers who did not benefit from the efforts of the unions.

Impact of the New Deal
Roosevelt’s New Deal program, succeeded in improving some, if not all, elements of American society, but did not initiate radical change. In short, the New Deal was a modest success but not an overwhelming victory. The most important advances came for organized labor while women and minorities in nonunionized industries were largely neglected.

The Rise of Organized Labor
The New Deal resulted in a dramatic increase in union membership, especially among the unskilled laborers who worked in the nation’s steel and automobile industries. Miners and workers in other mass production factories also became more unionized as a result of the New Deal. Workers in the service industries still remained largely unorganized.

The New Deal Record on Help to Minorities
With only a few exceptions, the New Deal did not address the problems of the nation’s minorities. While some New Deal programs helped African Americans and other minorities survive the depression, they did little to address racial injustice and discrimination. Indeed, some New Deal programs actively discriminated against non-White Americans. Native Americans, long neglected by the federal government, fared better than they had in many years with the passage of the Indian Reorganization Act that emphasized tribal unity and authority.

Women at Work
For most women the Depression caused a worsening of their position in the economy. Their wages were lower if they did work, and more than 20 percent were unemployed throughout the decade. The one arena in which women did make advances was the government as women were employed in any number of New Deal agencies.

End of the New Deal
After five years of significant success, Roosevelt could no longer secure the passage of new reforms and his New Deal came to an end. Despite the end of the New Deal, Roosevelt was extremely popular and had revived American optimism despite the continuation of the Depression.

The Election of 1936
Roosevelt and his party won a landslide victory in the elections of 1936 against forces from both the right and the left. The Democratic victory also marked the solidification of a new political coalition that included the poor, the urban, the laborers, and religious and ethnic minorities that would dominate American politics for decades to come.
The Supreme Court Fight
Roosevelt’s effort to reorganize the Supreme Court so that it would act more favorably on his New Deal programs failed in Congress and weakened the president’s position with Congress. Senators and Representatives that had reluctantly supported FDR’s programs before now felt free to oppose them.

The New Deal in Decline
A recession in 1937 that dissolved the slow but steady improvement in the economy under Roosevelt’s New Deal along with the unsuccessful “Purge of ’38” revived the Republican party and strengthened opposition to Roosevelt’s programs in Congress.

Conclusion: The New Deal and American Life
The New Deal did not cure the problems of the Depression, nor did it radicalize the nation’s economy. And while its benefits were not distributed evenly among the American populace, the New Deal did ease many Americans’ suffering while at the same time relieving the psychological impact of the depression on the public. The New Deal also made some permanent reforms in the American system and left the Democratic party as the majority party for decades to come.

LEARNING OBJECTIVES

After mastering this chapter, you should be able to:

1. Explain the causes of the “great bull market” and the stock market crash.
2. Describe the material and psychological effects of the Great Depression.
3. Discuss President Hoover’s attempts to end the Depression.
4. Analyze the New Deal legislation passed in the “Hundred Days.”
5. Differentiate between Roosevelt’s programs for relief and recovery.
7. Compare and contrast the programs of the various critics of the New Deal.
8. Show how the New Deal affected labor, women, and minorities.
9. Narrate the events and explain the significance of Roosevelt’s attempt to “pack the court.”
10. Discuss the factors that ended the New Deal.
GLOSSARY

To build your social science vocabulary, familiarize yourself with the following terms:

1. **speculative** pertaining to buying stocks or goods at risk, hoping for great gains in the future. “Investors who had borrowed heavily to take part in the speculative mania which swept Wall Street . . .”

2. **deprivation** the state of being deprived or dispossessed. “Children grew up thinking that economic deprivation was the norm . . .”

3. **durable goods** long-lasting goods, typically automobiles and appliances. “. . . a natural consequence as more and more people already owned these durable goods.”

4. **margin** in the stock market, the amount of the broker's loan to an investor to encourage the purchase of stock. “Corporations used their large cash reserves to supply money to brokers who in turn loaned it to investors on margin . . .”

5. **stoop labor** a type of hard farm labor in which the worker must bend over at the waist for long hours. “. . . angry citizens, now willing to do stoop labor in the fields . . .”

6. **vagrants** those who have no home. “. . . the number of vagrants increased . . .”

7. **nuances** small gradations in meaning or significance. “he had little patience with philosophical nuances.”

8. **solvent** able to pay all debts. “Other banks, once they became solvent, would open later.”

9. **allocate** to assign or distribute for a particular purpose. “allocate acreage among individual farmers.”

10. **collective bargaining** the process of negotiating the terms of work between management and a union representing all the workers. “. . . the guarantee of collective bargaining . . .”

11. **morass** something sticky or impeding. “The NRA quickly bogged down in a huge bureaucratic morass.”

12. **allotments** assigned, designated, or distributed portions. “The system of allotments . . .”

13. **dole** charity; money given to the poor by government. “helping those who had been unemployed for years to get off the dole.”
14. **anti-Semitism** prejudice, discrimination, or hostility against Jews. “... Coughlin appealed to the discontented with a strange mixture of crank monetary schemes and anti-Semitism.”

15. **regressive** (regarding taxation) any system that lays the heaviest burden on the poor. “The regressive feature of the act was even worse.”

**IDENTIFICATION**

Briefly identify the meaning and significance of the following terms:

1. Reconstruction Finance Corporation (RFC)

2. National Recovery Administration (NRA)

3. Agricultural Adjustment Act (AAA)

4. Tennessee Valley Authority

5. Works Progress Administration (WPA)

6. Indian Reorganization Act

7. Social Security Act

8. Wagner Act
9. John L. Lewis

10. Liberty League

MATCHING

A. Match the following legislation or agencies to the appropriate description:

_____ 1. Federal Farm Board  
_____ 2. Farm Security Administration  
_____ 3. Civilian Conservation Corps  
_____ 4. National Youth Administration  
_____ 5. Fair Labor Standards Act

   a. established minimum wages and maximum hours for some workers
   b. developed programs for school-age Americans
   c. purchased surplus commodities and loaned money to cooperatives
   d. loaned money to financial institutions to save them from bankruptcy
   e. helped tenants and sharecroppers acquire land
   f. employed city youths to work in the country on public parks and recreational sites
B. Match the following individuals with the appropriate description:

_____ 1. Charles Coughlin  
   a. nominee of the Union party for president in 1936

_____ 2. Francis Townsend  
   b. secretary of labor and first woman cabinet member

_____ 3. Huey Long  
   c. energetic leader of New Deal relief

_____ 4. William Lemke  
   d. Detroit Roman Catholic radio commentator who became a critic of the New Deal

_____ 5. Frances Perkins  
   e. colorful senator from Louisiana who started the “share the wealth” movement
   f. doctor who proposed a pension for the elderly

COMPLETION

Answer the question or complete the statement by filling in the blanks with the correct word or words.

1. One of President Hoover’s public-works projects was the building of ____________________.

2. World War I veterans were forced out of the shacks in Washington D.C. by General ____________________.

3. Section 7a of the New Deal's industrial recovery legislation protected the rights of ________________.

4. The blue eagle was a symbol of cooperation with the ____________________.

5. Roosevelt's secretary of agriculture was ____________________.

6. The National Union for Social Justice was the idea of ________________.

7. The legislation that guaranteed unions the rights of collective bargaining was the ____________________.
8. Electricity was provided to 90 percent of America's farms by the ____________
   ____________.

9. John L. Lewis's group, which was expelled from the American Federation of Labor,
   became known as the ____________________________.

10. The leader in the Senate opposition to the court-packing plan was Montana's
    ____________________________.

TRUE/FALSE

Mark the following statements either T (True) or F (False):

___ 1. Public policy of the 1920s tried to discourage speculative investment.

___ 2. President Hoover did nothing to try to solve the problems of the Depression.

___ 3. President Roosevelt succeeded in preserving private ownership of the nation's
   banks.

___ 4. The Agricultural Adjustment Act allowed the government to set production
   quotas for certain crops.

___ 5. President Roosevelt spent too much money in trying to provide relief from the
   Depression.

___ 6. The New Deal reform legislation tried to correct all of the nation's social and
   economic injustices.

___ 7. The greatest successes of the New Deal were the attempts to aid minorities.

___ 8. The Indian Reorganization Act of 1934 stressed tribal unity.

___ 9. On balance, the 1930s was a dismal decade for American women.

___ 10. The economic successes of 1937 indicated that the New Deal had cured the
    Depression.
MULTIPLE CHOICE

Circle the one alternative that best completes the statement or answers the question.

1. One of the reasons for the “great bull market” was that
   a. a majority of Americans bought and sold stock.
   b. the productivity of the American economy was well distributed among the population.
   c. investors could get easy credit for broker's loans.
   d. the Federal Reserve Board raised the discount rate.

2. Herbert Hoover's solution to the Depression was to
   a. provide some federal help to farmers, but leave relief of the poor to private and voluntary sources.
   b. provide no help at all.
   c. help all levels of the economy, but in an amount consistent with a balanced budget.
   d. lower tariffs and thus increase foreign trade.

3. The purpose of the Agricultural Adjustment Act was to
   a. ensure that no one starved.
   b. raise farm income by restricting production.
   c. socialize America's farms.
   d. protect the rights of farm tenants and sharecroppers.

4. The significance of the Works Progress Administration was that it
   a. funded a variety of projects, including theater, writing, and art, as well as buildings and parks.
   b. was the idea of Huey Long's.
   c. established the rights of unions to organize and bargain collectively.
   d. became a permanent federal agency.

5. Father Charles Coughlin attacked the New Deal, suggesting that
   a. everyone over sixty should receive $200 per month.
   b. money should be inflated and the banks nationalized.
   c. there should be a "share the wealth" program.
   d. the nation should encourage Jewish immigration from Germany.

6. The Social Security Act provided for all of the following except
   a. old-age pensions.
   b. unemployment compensation.
   c. welfare grants.
   d. aid to the nation's migrants.
7. During the New Deal, organized labor
   a. received support from the government, but declined in members.
   b. received support from government and gained membership.
   c. won most of its major goals with no violent strikes.
   d. took a united and aggressive approach to organizing the unskilled.

8. The New Deal handled past inequities to minorities by
   a. passing civil rights legislation.
   b. making sure that all programs were “color-blind.”
   c. confronting squarely the racial injustice in federal relief programs.
   d. none of the above

9. The Roosevelt coalition included
   a. farmers, small-town Whites, and big business.
   b. native-stock Americans, the wealthy, and big-city machines.
   c. urban, ethnic, labor, and African-American voters
   d. the rural Northeast, the solid South, and the small towns of the Midwest.

10. Which of the following is an accurate evaluation of the New Deal?
    a. It was clearly socialist in intent and impact.
    b. It was moderate and relatively ineffective economically, but did produce
        sweeping political changes, putting the Democratic party in the majority.
    c. It was a successful revolution that achieved the goal of equal opportunity and
        social justice.
    d. It achieved little except for equality for women and minorities.

11. Which of the following was not a cause of the Great Depression?
    a. More goods were produced than consumers could use.
    b. There were unstable economic conditions in Europe.
    c. Many U.S. corporations were mismanaged.
    d. High taxes for the social security system took too high a percentage of the federal
        budget.

12. The National Recovery Administration tried to guarantee
    a. minority rights
    b. freedom from unions.
    c. codes of fair practice.
    d. no government interferences.

13. As the first lady, Eleanor Roosevelt
    a. worked for civil rights of minorities.
    b. set an example of activism that inspired many American women.
    c. revolutionized the role of first lady.
    d. all of the above
14. The Great Depression
   a. caused most Americans to favor radical politics.
   b. was expected and many Americans had planned for it.
   c. caused many to doubt America's strength and future.
   d. affected the upper and lower classes, but left the middle class largely untouched.

15. The effect of the "court-packing" scheme was to
   a. end the power of the Supreme Court.
   b. increase the number of judges on the court to fifteen.
   c. weaken the president's relations with Congress.
   d. jeopardize Roosevelt's popularity with older Americans.

THOUGHT QUESTIONS

To check your understanding of the key issues of this period, solve the following problems:

1. Compare and contrast the first and second New Deals. Comment on possible explanations for the different approaches.

2. “The differences between Hoover and Roosevelt were more appearance than reality.” Comment. To what extent is this true, and in what ways is it false?

3. What were the permanent changes of the New Deal? Were these changes for the better or not?

4. Compare the New Deal with other reform movements, such as populism and progressivism.

5. Comment on the extent to which Roosevelt's personality affected the course of the New Deal.

6. What set of factors ended Roosevelt's legislative successes? What could he have done to preserve and extend his influence?
CRITICAL THINKING EXERCISE

Using material in Chapter 26 of the text and the primary sources provided below, please answer the questions that follow the documents.

Ruth Shallcross, Shall Married Women Work?
Louise Mitchel, Slave Markets in New York City
Joseph D. Bibb, Flirting with Radicalism

Ruth Shallcross, Shall Married Women Work? (1936)

Legislative Action
Within the last few years, bills have been introduced in the legislatures of twenty-six states against married woman workers. Only one of these passed. This was in Louisiana, and it was later repealed. Six other states have either joint resolutions or governors’ orders restricting married women’s right to work. Three other states have made a general practice of prohibiting married women from working in public employment . . .

Extent of Discrimination
The National Federation of Business and Professional Women’s Clubs made a survey early in 1940 of local employment policies. This was part of a general study which assembled all materials relating to the employment of married women. The survey shows that married women are most likely to find bars against them if they seek jobs as school teachers, or as office workers in public utilities or large manufacturing concerns. Only a very small number of department stores refuse jobs to married women. However, in 1939, the Department Store Economist reported that the sentiment against married women “is growing stronger.” Opposition, it was found, came from customers, labor organizations, women’s clubs, and miscellaneous groups of the unemployed. Despite this opposition, “nearly all stores are either doubtful whether it would be a wise plan to announce publicly a policy against hiring or retaining married women, or believe it would not be helpful to public relations.” This attitude may reflect the fact that married women’s employment has been advantageous to department stores because the necessary part-time arrangements suited both parties well. Single women usually want full-time employment, but many married women prefer to work only a few hours each day. . .

Kinds of Bars
The bars against married women are of different kinds—all of which exist for some school teachers. They may take the form of refusal to hire married women (the most frequent), of dismissal upon marriage, delay in granting promotion, or actual demotion, and either permanent or temporary dismissal when pregnant. Discrimination is often difficult to detect; a married woman may assume that her marriage is the cause of her inability to hold a job, or to get a new one, when the real reason may lie in her lack of ability, personality, or training.

The National Education Association has from time to time made surveys of employment policies in local communities with respect to married women teachers. Its material is more complete than any other. Its survey, made in 1931, revealed that 77 percent of the cities reporting made a practice of not employing married women as new teachers, and 63 percent dismissed women teachers upon marriage. Tenure acts protect married teachers from being dismissed in some states. But although tenure acts may protect teachers who marry after being employed, they do not assure a new teacher that marriage will not be a bar to getting a job. The National Education Association reported in 1939 that teachers in at least thirteen states are legally protected by court decisions from being dismissed for being married. Kentucky seems to be the only state where the contract of marriage is deemed “the very basis of the whole fabric of society” and hence is not an obstacle to employment. . .

Studies show that men have been affected by unemployment to a much greater extent than have women, because unemployment has been more acute in the heavy industries (steel, oil, mining, etc.) where men are mostly employed. . . The administrative and clerical jobs connected with these industries, which are partially filled by women, have not been eliminated to anything like the same degree as production jobs.

Consumer and service industries (textile, food, beauty parlors, telephone service, to name only a few), where women are mostly to be found, were not affected seriously as heavy industries by the Depression. The government’s recovery measures, based on artificially increasing purchasing power, chiefly stimulated the consumer and service industries,
Thus opening up relatively more opportunities for women than men. As a result, women have fared better than men in getting new jobs.

State and federal employment offices also give evidence of the relative ease with which women have obtained jobs compared with men, and indicate that men have been unemployed for longer periods of time than have women. One study of a community of 14,000 people in the West makes this point specific. Women’s work in the town increased during the early years of the Depression in the needle trades and textiles, as well as in the service occupations, while men’s work in glass declined sharply. Another study in a steel town showed much the same thing. Few of the people who oppose married women’s employment seem to realize that a coal miner or steel worker cannot very well fill the jobs of nursemaids, cleaning women, or the factory and clerical occupations now filled by women.

Unhappily, men accustomed to work in the heavy industries have not been able to fill the jobs in consumer and service industries. Retraining of these men has been practically negligible, and could not have been done in time to benefit them immediately. Expenditures for defense are now once more increasing opportunities in heavy industries, so we may expect to see a fundamental change in the situation in the coming months.

Louise Mitchell, Slave Markets in New York City (1940)

Every morning, rain or shine, groups of women with brown paper bags or cheap suitcases stand on street corners in the . . . bargain for their labor. They come as early as 7 in the morning, wait as late as four in the afternoon with the hope that they will make enough to buy supper when they go home. Some have spent their last nickel to get to the corner and are in desperate need.

When the hour grows later, they sit on boxes if any are around. In the afternoon their labor is worth only half as much as in the morning. If they are lucky, they get about 30 cents an hour scrubbing, cleaning, washing windows, waxing floors and woodwork all day long; in the afternoon, when most have already been employed, they are only worth the degrading sum of 20 cents an hour.

Once hired on the “slave market,” the women often find after a day’s backbreaking toil, that they worked longer than was arranged, got less than was promised, were forced to accept clothing instead of cash and were exploited beyond human endurance. Only the urgent need for money makes them submit to this routine daily.

Throughout the county, more than two million women are engaged in domestic work, the largest occupational group for women. About half are Negro women . . .

Though many Negro women work for as little as two dollars a week and as long as 80 hours a week . . . they have no social security, no workmen’s compensation, no old age security . . . .

The Women’s Bureau in Washington points out that women take domestic work only as a last resort. Largely unprotected by law, they find themselves at the mercy of an individual employer. Only two states, Wisconsin and Washington, have wage or hour legislation. But enforcement is very slack . . . .

The tradition of street corner markets is no new institution in this city. As far back as 1834, the statute books show a place was set aside on city streets, where those seeking work could meet with those who wanted workers. This exchange also functions for male workers . . . . At present, markets flourish in the Bronx and Brooklyn, where middle-class families live. However, this method of employment is also instituted in Greenwich Village, Richmond and Queens . . . .

The prosperity of the nation can only be judged by the living standards of its most oppressed group. State legislatures must pass laws to protect the health and work of the domestic. A world of education is still needed, both for employees and employers.

Many civic and social organizations are now working toward improving conditions of domestics. Outstanding among these is the Bronx Citizens Committee for Improvement of Domestic Employees. The YWCA and many women’s clubs are interested in the problem. Mayor LaGuardia . . . must be forced to end these horrible conditions of auction block hiring with the most equitable solution for the most oppressed section of the working class—Negro women.

Joseph D. Bibb, Flirting with Radicalism

Contrary to the conciliatory policies of . . . our conservative leaders and erstwhile voices of black public opinion, the overtures of the Communists and other radical political and economic groups to Negroes are not falling on deaf ears. In most of these cases, the prophecies are begotten of the wish, but the evidence to the contrary is too apparent everywhere about us to be contradicted on such slim rebuttal and words. When thousands of colored men and women gather every night of the week at the open air forums held by these radical groups in the parks and on the street corners of nearly all of our large cities to listen with rapt attention and enthusiasm to doctrines of a radical reorganization of our political and economic organization, the evidence to the contrary of the declaration that “Negroes will never take to Communism” is too strong to be ignored. When Negro miners in the coal and iron districts join in strikes and face starvation to cast their lot with the brother workers, no mere mouthing of platitudes will suffice to hoodwink the thinking masses of our people. When the enslaved andpeon-ized sharecroppers of the South dare bravely a certain threat of rope and faggot to follow radical leadership with organized demands for a newer and squarer deal, it fairly
shouts from the house tops that the working Negro is part and parcel of the seething discontent which has swept across
the entire world.

The rottenness, the injustice, the grim brutality and cold unconcern of our present system has become too irksome
to the man farthest down to be longer endured in silence and pacifism. It is high time that those who would stem a
revolution busied themselves in sweeping and lasting cures to the cancerous sores which fester upon our body politic
and fiercely competitive society. The Communists have framed a program of social remedies which cannot fail to
appeal to the hungry and jobless millions, who live in barren want, while everywhere about them is evidence of
restricted plenty in the greedy hands of the few. Safety and security, peace and plenty are the things most dear to the
hearts of the inarticulate lowly, and these are the things which the radicals hold out as bait to the masses, white as well
as black. To argue that they cannot give them but begs the question, for the obvious answer is that our present systems
HAVE not given them, and offer no promise of them.

If our two major parties would stem this rising tide of Communism, let them take steps to provide for such
immediate needs as are virtually hurling the masses into the ranks of radicalism. Food, shelter and clothing, adequate
employment are the only answer to the challenge of Communism, not mere word of mouth denials. The demand among
both black and white alike is insisting for improvement—or change.

1. After reading the text, compare the effects of the Great Depression on White males, African Americans, and women.

2. After reading the text, describe the major relief and reform efforts of the New Deal. Did they address the needs of Whites, minorities and women equally?

3. According to Ruth Shallcross, how did the public and private sectors respond to the employment needs of women during the Great Depression? Explain that response.

4. What did Louise Mitchell mean by “Slave Market”? Why did it exist?

5. Compare Joseph Bibb’s radicalism with the New Deal’s reformism as you described it in question 2 above.