

**CHAPTER**  
**15**  
**Section 1**

**GUIDED READING** *A New Deal Fights the Depression*

**A.** As you read about President Roosevelt’s New Deal, take notes to answer questions about each new federal program. The first one is done for you.

Federal Program	What was its immediate purpose?	What was its long-term goal?
<b>Business Assistance and Reform</b>	<i>Authorized the Treasury Department to inspect and close banks</i>	<i>To restore public confidence in banks</i>
1. Emergency Banking Relief Act (EBRA)		
2. Glass-Steagall Banking Act of 1933		
3. Federal Securities Act		
4. National Industrial Recovery Act (NIRA)		
<b>Farm Relief/Rural Development</b>		
5. Agricultural Adjustment Act (AAA)		
6. Tennessee Valley Authority (TVA)		
<b>Employment Projects</b>		
7. Civilian Conservation Corps (CCC)		
8. Federal Emergency Relief Administration (FERA)		
9. Public Works Administration (PWA)		
10. Civil Works Administration (CWA)		
<b>Housing</b>		
11. Home Owners Loan Corporation (HOLC)		

**B.** On the back of this paper, explain who **Huey Long** was and why he is a significant historical figure.

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**SKILLBUILDER PRACTICE** *Analyzing Issues*

*In 1996, the issue of individual rights versus government protection became prominent as ever-expanding communications technology raised the question of how to protect children from undesirable material on the Internet. Read the description of some of the arguments, then fill in the chart to analyze this issue. (See Skillbuilder Handbook, p. R14.)*

**The Communications Decency Act** As part of a widely supported effort to protect children from access to obscenity and other inappropriate materials on the Internet, Congress passed the Communications Decency Act of 1996, making it a crime to knowingly transmit certain kinds of materials to children over the Internet. President Clinton hailed the action as government helping parents protect their children. Certain parent organizations also applauded the law.

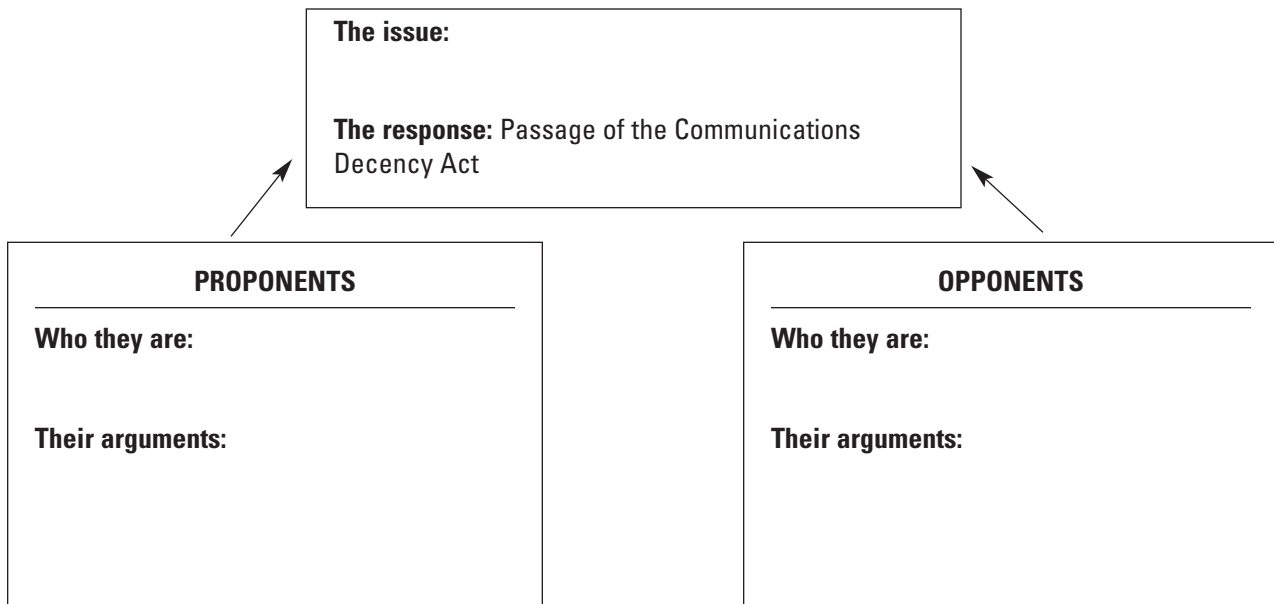
Some advocates of the act pointed out that American taxpayers had helped finance development of the Internet as the federal government worked to build the early stages of the web. It follows, then, these advocates said, that all Americans—no matter what their age, interests, or values may be—should be able to use the Internet without being offended by material they encounter.

**A Violation of Free Speech** Opponents of the act, including the American Civil Liberties Union and the American Library Association, proclaimed that it violated First Amendment rights of

free speech. They agreed that children’s access to certain materials on the Internet should be supervised, but they believed that parents and schools, not the government, should be responsible for that supervision. They recommended a number of software filters on the market that parents could buy to screen Internet content in their own home.

Opponents also pointed out that the Internet contains vast amounts of information, and only a small portion falls into the category of being obscene or otherwise inappropriate for children. Furthermore, they said, it is highly unlikely that children would actually stumble upon these sites as they “surfed the Net,” and most such sites already begin with warnings to children.

In June 1996, a federal court in Philadelphia reviewed the Communications Decency Act and found it to be unconstitutional. The judges unanimously agreed that the Internet should be protected from government interference. Proponents of the act appealed the case to the U.S. Supreme Court, where all sides of the issue would be examined again.



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**RETEACHING ACTIVITY** *A New Deal Fights  
the Depression*

**Matching**

**A.** Complete each sentence with the appropriate term or name.

- |                             |                                  |
|-----------------------------|----------------------------------|
| kitchen cabinet             | National Industrial Recovery Act |
| fireside chats              | Federal Securities Act           |
| Civilian Conservation Corps | “Brain Trust”                    |
| nationalization             | executive privilege              |
| separation of powers        | National Recovery Administration |

1. The group of advisers whom Roosevelt assembled to help him devise his New Deal policies were known as the \_\_\_\_\_.
2. Roosevelt tried to allay the country’s fears about the Depression through a series of radio conversations known as \_\_\_\_\_.
3. The \_\_\_\_\_ was a New Deal program that set prices of many products to ensure fair competition.
4. Critics believed that Roosevelt’s “court-packing” bill violated the notion of \_\_\_\_\_.
5. New Deal critic Charles Coughlin favored a guaranteed income and the \_\_\_\_\_ of banks.

**Evaluating**

**B.** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

\_\_\_\_\_ 1. The three main goals of the New Deal were relief for the needy, economic recovery, and increased speculation.

\_\_\_\_\_

\_\_\_\_\_ 2. The period of intense economic activity in which Congress passed numerous New Deal measures was known as the Hundred Days.

\_\_\_\_\_

\_\_\_\_\_ 3. One action taken by the Civilian Conservation Corps was to replant trees on the Great Plains to help prevent another Dust Bowl.

\_\_\_\_\_

\_\_\_\_\_ 4. The Twenty-second Amendment, passed in 1933, repealed Prohibition.

\_\_\_\_\_

\_\_\_\_\_ 5. New Deal critic Dr. Francis Townsend argued that the Roosevelt Administration wasn’t doing enough to help the business community.

\_\_\_\_\_

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**PRIMARY SOURCE** *from* **Father Coughlin's Anti-New Deal Speech**

*Father Charles Coughlin often discussed politics on his weekly radio broadcast, the "Golden Hour of the Little Flower." In a speech aired on WABC on June 19, 1936, Coughlin endorsed William Lemke's third-party presidential candidacy and attacked President Roosevelt. As you read part of this speech, consider Coughlin's opposition to the New Deal.*

No man in modern times received such plaudits from the poor as did Franklin Roosevelt when he promised to drive the money changers from the temple—the money changers who had clipped the coins of wages, who had manufactured spurious money and who had brought proud America to her knees.

March 4, 1933! I shall never forget the inaugural address, which seemed to reecho the very words employed by Christ Himself as He actually drove the money changers from the temple.

The thrill that was mine was yours. Through dim clouds of the Depression this man Roosevelt was, as it were, a new savior of his people!

Oh, just a little longer shall there be needless poverty! Just another year shall there be naked backs! Just another moment shall there be dark thoughts of revolution! Never again will the chains of economic poverty bite into the hearts of simple folks as they did in the past days of the Old Deal!

Such were our hopes in the springtime of 1933.

My friends, what have we witnessed as the finger of time turned the pages of the calendar? Nineteen hundred and thirty-three and the National Recovery Act which multiplied profits for the monopolists; 1934 and the AAA [Agricultural Adjustment Act] which raised the price of food-stuffs, by throwing back God's best gifts in His face; 1935 and the Banking Act which rewarded the exploiters of the poor, the Federal Reserve bankers and their associates, by handing over to them the temple from which they were to have been cast!

In 1936, when our disillusionment is complete, we pause to take inventory of our predicament. You citizens have shackled about your limbs a tax bill of \$35 billion, most of which . . . was created by a flourish of a fountain pen. Your erstwhile savior, whose golden promises ring upon the counter of performance with the cheapness of tin, bargained with the money changers that, with 70 billion laboring hours in the ditch, or in the factory, or behind the plow, you

and your children shall repay the debt which was created with a drop of ink in less than ten seconds.

Is that driving the money changers out of the temple?

Every crumb you eat, every stitch of clothing you wear, every menial purchase which you make is weighted down with an unseen tax as you work and slave for the debt merchants of America. But the \$55 billion of debt bonds, held mostly by the debt merchants and the well-circumstanced of this country, have been ably safeguarded from taxation by this peerless leader who sham-battles his way along the avenue of popularity with his smile for the poor and his blindness for their plight. Is that driving the money changers from the temple? . . .

It is not pleasant for me who coined the phrase "Roosevelt or ruin" —a phrase fashioned upon promises—to voice such passionate words. But I am constrained to admit that "Roosevelt or ruin" is the order of the day because the money changers have not been driven from the temple. . . .

Alas! The temple still remains the private property of the money changers. The golden key has been handed over to them for safekeeping—the key which is now fashioned in the shape of a double cross.

*from* Charles E. Coughlin, *Vital Speeches of the Day*, July 1, 1936, 613–616.

### Activity Options

1. With a small group of classmates, create a radio call-in show hosted by Father Coughlin. Role-play Coughlin, callers who support Roosevelt's New Deal, and callers who agree with Coughlin.
2. Analyze the objections to Roosevelt's New Deal that Coughlin expresses in this speech excerpt. Then discuss the validity of his arguments with a group of classmates.
3. Deliver this speech excerpt to the class. Try to use a tone of voice and a rate of speaking that will most effectively convey Coughlin's message.

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AMERICAN LIVES

# Huey Long

## Louisiana's "Kingfish"

*"Why weep or slumber, America?/Land of brave and true/With castles, clothing and food for all/All belongs to you./Ev'ry man a king, ev'ry man a king."*  
—Huey Long, recitation at the end of a radio broadcast (1935)

**H**uey Long (1893–1935) was a skilled politician who used a populist message and political manipulation to win great power in Louisiana. As his popularity grew, he threatened Franklin Roosevelt's hold on the presidency—only to be cut down by a bullet.

Long was a debater in high school. He hoped to go to law school, but had to work. Juggling a job and high school, he earned his diploma. Then he completed a three-year course of law in just eight months. He was admitted to the Louisiana bar at 21. He quickly entered politics, winning election to the state railroad commission.

By 1928 Long was campaigning for governor. Louisiana suffered from underdevelopment. It had only 30 miles of paved roads, no bridges crossed major rivers, and many poor children could not attend school. Long promised to change that: "Give me the chance to dry the tears of those who still weep," he said. He won, and quickly made changes. In a few years, the state had 8,500 miles of roads and twelve new bridges. Children were put on school buses to get to school and given free textbooks once they got there. The free books went to parochial schools too. When that law was challenged in the U.S. Supreme Court, Long himself argued in favor of it and won.

Long achieved these goals while fighting a reluctant state legislature. Some objected to his goals, others to his tactics—which included using money and arm-twisting to convince legislators to vote his way. The legislature moved to impeach him, but key state senators refused to convict and Long was saved. He then won statewide election to the U.S. Senate, quieting his critics.

Long delayed moving to Washington to consolidate his power in the state. Opponents were harassed by government officials or by Long's police. He put judges favorable to him into the state courts. He controlled the state Civil Service Commission and used new laws to give himself power over every official—city, parish, or state—in Louisiana.

In Washington, many saw Long as a comic figure. Loud and brash, he was colorful. He called himself the "Kingfish" after a character on a popular radio show, and stories circulated about his disregard for social manners. About some things, though, Long was serious. For years he had campaigned in Louisiana to "make every man a king." He was ready to bring that message to the nation. At first he supported Franklin Roosevelt, but soon he came to believe that the New Deal did not go far enough.

He began a campaign to win the presidency. Long set up "Share Our Wealth" clubs across the country. He spoke far and wide of his plans to limit a person's income to no more than \$1.8 million and to guarantee every adult no less than \$2,000. He promised free education through college and pensions for the aged. He even wrote a book describing what he would do when president—*My First Days in the White House* (1935). Roosevelt and his aides worried that Long would run as a third-party candidate in 1936 and pull as many as six million votes—throwing the election into the House of Representatives.

In the fall of 1935, Long returned to Louisiana for a special session of the legislature. As he left the state capitol one evening, a man stepped from behind a pillar and shot him. The assassin—immediately shot dead by Long's bodyguards—was a doctor whose father-in-law, a judge, had been forced off the bench by Long. Two days later death claimed the "Kingfish," a man described by writer William Manchester in 1974 as "one of the very few men of whom it can be said that, had he lived, American history would have been dramatically different."

## Questions

1. Evaluate Long as a reformer.
2. How did Long's plan to limit incomes violate the free enterprise system?
3. Why did Roosevelt worry about Long?