

PERSONAL BRAND

The Development of the American Brand
in the 20th Century



From the Roaring 20's
to the Sensational 70's

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Development
of the
American Brand in the 20th century:
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The goal of this class is to help you be **SUCCESSful**.

You'll decide what makes you feel 'successful.' This class has been created to give you specific skills and behaviors to achieve the success you aspire to.

- ♦ **Personal Brand development and Networking**
- ♦ **Storytelling / communication** (written, oral, social media management, etc)
- ♦ **Confidence and professional self-efficacy** (pushing out of your comfort zone)
- ♦ **Change and Risk management** (adaptability, decision-making, resilience)
- ♦ **Creativity and problem-solving**
- ♦ **Collaboration**
- ♦ **Leadership**
- ♦ **Data collection, analysis, and evidence-based decision-making**
- ♦ **Time management and productivity**
- ♦ **Financial literacy**
- ♦ **AI literacy in a technology-driven economy**

These skills developed in this course continue to **increase in value throughout the 21st century**, as technology, globalization, and rapid change reshape how people learn, work, and communicate. **Research consistently shows** that jobs requiring strong **communication, adaptability, problem-solving, and leadership skills** are growing faster than jobs that do not—and that **demand for these skills is outpacing supply**.

While a job alone does not define success, a **career or job** strongly **influences how individuals support themselves** and the lifestyle options available to them. **This course helps** students understand the powerful **connection between personal branding, networking, and confidence**—how a strong sense of self and professional identity **increases the willingness to ask questions, meet new people, and pursue opportunities** that might otherwise feel out of reach.

Students also learn how **confidence supports healthy risk-taking and growth outside of their comfort zone**. **Technology** has been—and will continue to be—a major **driver of change** in our economy and society. Rather than fearing change, **this course emphasizes adaptability, curiosity, and continuous learning** as tools for navigating uncertainty with purpose.

Alongside practical competencies, the course reinforces the **value of lifelong learning, effective storytelling, empathy, humility, and hope**. **The world is changing**, and **this class focuses** on helping students build the **skills, behaviors, and confidence needed to manage that change** and pursue meaningful personal and professional goals.

I am committed to helping you become the successful person you want to be. I expect the same commitment from you. Thank You.

GLOSSARY OF KEY TERMS:

PERSPECTIVE

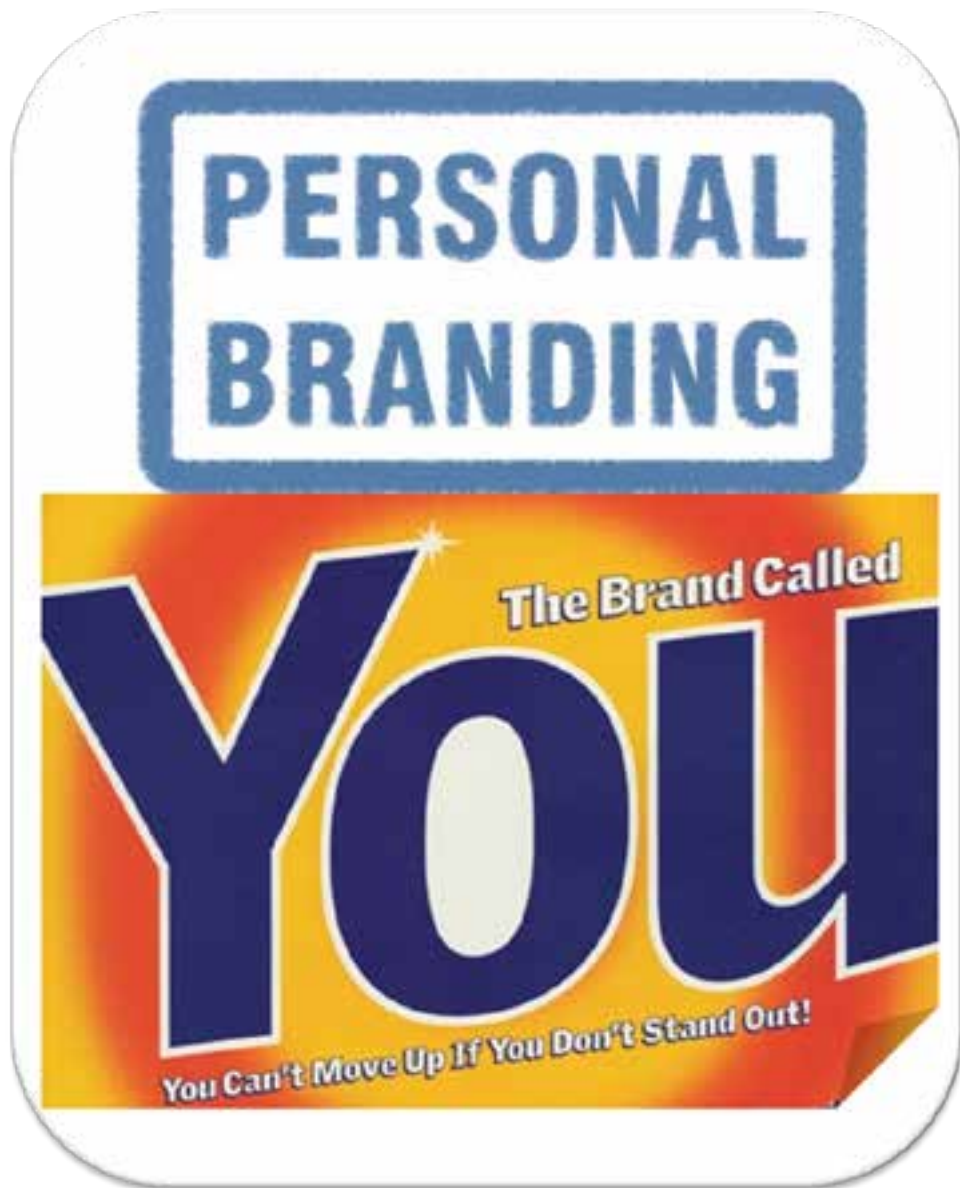
INTERPRETATION, OPINION

*“This text, this program, are not fact, rather the view of one person. Consequently, they should not automatically be accepted as ‘truth’. Two time Pulitzer Prize winning historian and author, Barbara Tuchman, stated ‘there is no such thing as a neutral or purely objective historian.... without an opinion, a historian would simply be a ticking clock....’ Likewise, the statements of any person in a position of influence and power should bring some level of scrutiny and, if warranted, **questions** to the conversation. Life’s mission should be determining ‘truth.’ The challenge is to explain why anyone should believe it.”*

CREDIBILITY

BELIEVABILITY

*“It’s not a given, we acquiesce too quickly. Be respectfully skeptical. Do your homework; check the record and the resume. Ask the **question** – ‘should I trust this person as a credible source for ‘truth’? Make it a prerequisite before embracing the claims of anyone who professes to have ‘it.’ ”*



***“Your brand is
what people think about when they hear your name.
If people think ‘trustworthy, confident, intelligent, funny, savvy,
and up-and-coming
when they hear your name,
then that is your brand.
If people think ‘wannabe loser’ when they hear your name,
then that is your brand.
If people think ‘nothing’ when they hear your name,
then you have no brand.
And, that friends, is a big problem
because your brand is one of your biggest assets”
for becoming the person you aspire to be.***

Preface

Brand?

Like *'brand new'* or *'branded'* like a tattoo?

Not really.

'Brand' is perception;

it's the image people have of something or someone. Brand is an impression; it's what people think about when they hear a name or see the image that represents it. For instance, when people see the iconic **swoosh** below, **Nike** hopes people think



attractive design, comfort, great performance for those who wear it and a 'cool' company to be associated with.

Companies create symbols, like the Nike logo above, to represent and promote their brand and the positive qualities and values Nike hopes people associate with their company and the products they make.

People have brands too.



Hall of Fame basketball player, **Michael Jordan**, has a brand and created this logo above to promote it. Michael Jordan hopes his brand represents great athleticism, energy, and the competitive attitude which carried him to great heights of accomplishment. So, too, British chef, restaurateur, and media personality, **Jamie Oliver**, and actress, performer, and fashion designer, **Jennifer Lopez**; Jamie and Jennifer work hard to make sure people have positive impressions when they see and think about their brands. Whatever logo or message a company, event, or person chooses to represent their brand, its'





purpose is more than a name.

**It's what people think about
when they hear or see
the name.**

A brand ideally represents the values and qualities the owner of the brand wants people to think about. For the **Michael Jordan** brand, it's high performance sportswear that looks good. For **Jamie Oliver**, it's the feeling of better food for a better life. For **Jennifer Lopez**, it's great fashion and great entertainment. Most people and companies want their brand to represent something positive. It's the reason why companies like **Nike** or people like Michael Jordan, Jamie Oliver, and Jennifer Lopez spend lots of money designing logos or hiring public relations companies to represent their brand to make sure people easily associate the 'right' values and qualities with their name.

What's important to realize is you have a brand,

**You don't need a logo
to have a brand;
your name is
the logo for your brand.**

Your brand represents what others perceive you to be, what you stand for, what you represent. A personal brand is formed from what people have heard about you or the perceptions they form when they observe you. People are continually forming opinions of you from what they see or hear about you. Some perceptions are accurate and others, inaccurate. The challenge companies, organizations, and people have is controlling the perceptions, the perceived values, qualities, and characteristics associated with the brand.

This text is directed toward this challenge, i.e. creating and controlling the perceptions of the brand. The context for this study is the brand development of the United States of America starting in the early decades of the 20th century through the 1970s. How was the American brand perceived throughout the world? Did it accurately represent the values and qualities our Founders aspired to when they formed the United States in the late 18th century? How did America promote its' brand? Does America do a good job promoting the American brand today? And, finally, what are the lessons learned from America's branding that you can apply to the development of your own personal brand?

The is the story of the 'brand', America's and yours.



The Brand

Let's start by asking

'what's your brand'?

Are you able to articulate it?

It's never soon enough to start asking what people think about when they hear or see your name, the perceptions you've created, and the impact those perceptions have created for you.

**Does your brand create
opportunities or obstacles
for your hopes and dreams?**

Are you thought of as having similar qualities as **Malala Yousafzai**: brave, forgiving, empathetic, humble, respectful,



creative, collaborative, persistent, and a lifetime learner? Or, is your brand the antithesis of Malala?

Whether you realize it or not, you have a brand right now. You've created a certain image. And, you are responsible for this perception.

**The excuse
'someone misinterpreted what
I said or did' or 'what someone
heard about me was not true'
doesn't work.**

**Rightly or wrongly,
fortunately or unfortunately,
you are known by
who your brand says you are!**

Ask your teachers about your brand! Do they see you as you want to be perceived?

**Are your teachers'
impressions
of your brand
consistent with yours?**

This reminds me of the story of **Czar Peter the Great** of Russia. The 18th century king once asked a foreign diplomat visiting the city of St Petersburg how he thought people perceived him. *"Since you order me, Sire, I will tell you. You pass for an imperious and severe master who treats his subjects rigorously, who is always ready to punish and incapable of forgiving a fault"*. In other words, Peter's subjects saw him as a brutal, erratic dicta-



Peter Romanov better known as
Peter the Great

tor. Peter's **biographer, Robert Massie**, recounts the Czar's response. *"No, my friend"* Peter said, smiling and shaking his head. *"This is not at all. Yes, I am represented as a cruel tyrant. This is the opinion of foreign nations. But they do not know the circumstances I was in at the beginning of my reign, how many people opposed my designs, counteracted my most useful projects and obliged me to be severe. I never treated anyone cruelly or gave proofs of tyranny. On the contrary, I have always asked the assistance of such of my subjects who have shown marks of intelligence and patriotism, and who, doing justice to the rectitude of my intentions, have been disposed to second them. Nor have I ever failed to testify my gratitude by loading them with favors."* Peter's reputation, like yours, reveals the real brand perception based upon the impressions others

have of you. Yes, Peter's brand implies a hardworking 'change agent' who brought progress to Russia like improved schools, rights for women, opening immigration to diversify Russia's population, and a stronger military to protect Russia from hostile neighbors. But, Peter's brand is also one of a merciless leader with a violent temper, who tortured anyone challenging him and showed little compassion nor empathy for his subjects. As you can see from Peter's comments, he was not in command of his brand. There was a disconnect between what Peter wanted and how people felt about him. Instead of controlling his actions to be perceived in the manner he wanted, Peter rarely thought about how others were reacting to his behavior. As a result, Peter did not control his brand.

**So, why
be in control
of your brand and
the behavior that shapes it?**

This is a fair question. Some people will argue that controlling one's brand is hard work. What do you get for working so hard? What's the reward for the hard work? Is the hard work worth it?

**The answer to this question
starts with another:
what are your expectations
for your future?**

**what type of life do you want
to live?**



Drake

**If you want success,
you need a brand
that sends a positive message
about you!**

Some may think building a personal brand is only for famous people like **Drake** or **Jorge Mario Bergoglio**, better known today as **Pope Francis I**. You're mistaken if you think this way. Building a



Pope Francis I

personal brand is for anyone who dreams about being successful. Turning dreams into reality starts with a plan and a key component of the plan must be building a good brand.

Have you ever been called “*smart*”, “*kind*”, “*hard working*”, “*dependable*”, or some other complimentary adjective? Has anyone said you’re a ‘*good athlete*’, a “*talented musician*” or “*artist*”, a “*natural leader*”, or a “*good student*”? What about the antithesis of these positive characterizations like “*chronically late*”, “*undependable*”, “*arrogant*”, or “*unkind*” or “*dishonest*”?

“Personal Brand is what people say about you when you leave the room”

Jeff Bezos: Founder of Amazon

The essence of a brand - 'how people perceive you,' - is the challenge of branding.

The way to meet this challenge is

'being in total control of your behavior so others perceive you as you wish'

A 2013 **tweet** by Ms Jules Taggart offered this profound thought about how to create a great brand for success-

"decide what you want to be known for, then live your life that way."

Your personal brand represents you. *"It's the mental picture someone gets when they think about you"* according to author **Peter Montoya**. *"Your personal brand represents your values, personality, and expertise. It's also a promise of the kinds of skills, values, and personality you get when someone deals with you."*

"The point is, in personal branding, little things matter!" says author **Dan Schawbel**, personal branding expert and author

of *"ME.20: 4 Steps To Building Your Future"*. *"Every move you make influences how people perceive you...from the clothing you wear, having a positive attitude, conveying a sense of trust, dependability and competence; it's the assurances you convey to each person you meet and interact with."*

Brand affects behavior,

the way others treat you, how much influence you have within and outside your network, with those who have just heard of you and you're meeting for the first time. Your personal brand will affect the quality of person who wants to associate with you and who eventually becomes part of your network. If you hope to start a relationship with someone who has high energy, curiosity, creativity with good communications skills and your brand says slovenly, late, lethargic-no energy, and you avoid eye contact, then your chances of forming the opportunistic relationship you hoped for is limited at best.

"Personal branding is the ultimate career catalyst,

"67% of first impressions are accurate. You need to ensure today that you develop a personal brand that reflects your potential and goals."

Rachel Quilty, 'the Authority' on Personal Branding and author of 'Brand Yourself'.



allowing you to achieve your long term and short term goals” says Schawbel.

Companies today look for people with good interpersonal skills, who can work and collaborate with others.

While GPA is still important, companies today are more interested in communication skills, the ability to *write* a well written *email*”, someone who has empathy, who knows how to collaborate with others; how you deal with people.

“Technical skills can be learned; it’s someone’s personality and how you deal with people that’s valued today!”

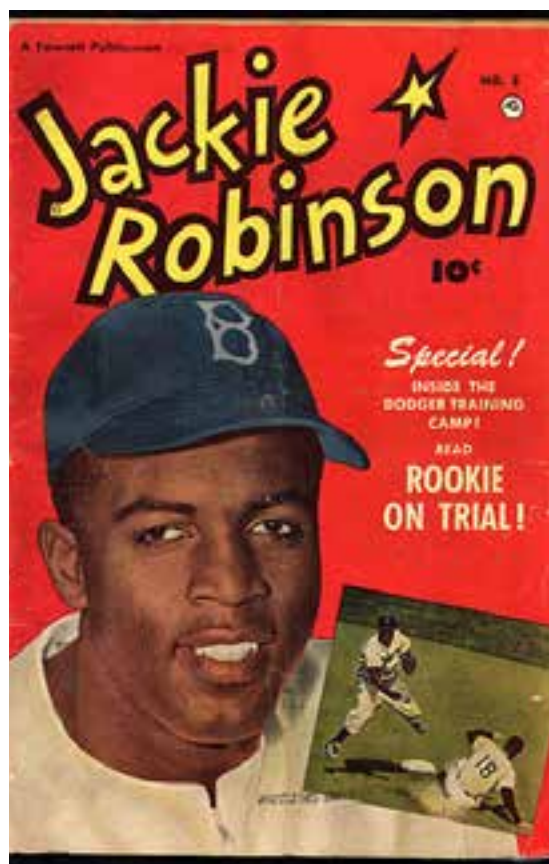
A strong brand has monetary value; yes, it can be measured in dollars, Euros, and yen! Your brand will determine the kind of job you get and, as a result, how much money you can earn; more importantly, a strong brand **increases opportunities for personal fulfillment!**

A great example of a person choosing to live their life a certain way to create a positive brand is **Jack Roosevelt “Jackie” Robinson**. Robinson grew up in poverty in California. At one point during his youth, he belonged to a neighborhood gang. Robinson eventually focused on education and went on to the University of California at Los Angeles (UCLA) in 1940 and ‘41 and played football, track, and baseball. In the mid-1940s, Robinson had an opportunity to play professional baseball. However, despite the fact there was no official rule prohibiting African Americans from playing **Major League Baseball**, there was, at this time in American history, an unwritten agreement among the owners of Major League Baseball teams to deny African Americans the opportunity to play in their league. This was another example of the racism and discrimination confronting many minorities living in the United States of America: Japanese American citizens; African Americans; American Jews. On August 28, 1945, the President of the Brooklyn Dodgers, **Branch Rickey**, decided to challenge this racist agreement among baseball owners by signing Jackie Robinson to a contract to play for the Brooklyn Dodgers. Two years later, on April 15, 1947, Jackie Robinson made history becoming the first African American since the late 1800s to play Major League Baseball when he ran onto **Ebbets Field** in Brooklyn, New York, to open the baseball season at first base for the Dodgers. ‘Opening Day’ also meant an increase in the number of racial slurs, epithets, and other forms of discrimination Robinson would encounter from players and fans in



Jackie Robinson (left) and Dodger President, Branch Rickey.

Major League cities throughout the United States. Major League Baseball was controlled by white owners who wanted their game played exclusively by white players. Rickey and Robinson wanted to open the game to all players, regardless of their



Cover of a Jackie Robinson comic book, issue #5, 1951

race, as long as they were good enough to play the game at the Major League level. Rickey made it clear at their first meeting that Robinson would face intense, often violent, resistance from fans, players, umpires, and the press. And just as Rickey anticipated, Robinson encountered it as soon as he joined the Dodgers, not only from other teams' players but from some of his own teammates! Yet, however cruel white people were to Robinson, Rickey did not want Robinson to retaliate. Robinson agreed with Rickey not to lose his temper and fight back so that the opportunity for other talented African Americans to play Major League Baseball would not be jeopardized. Jackie Robinson went on to become a great Major League baseball player, becoming the highest paid Dodger by 1950 (\$35,000; this amount would be worth \$338,000 in 2013 dollars), voted Rookie of the Year (1947) and Most Valuable Player (1949) in the league, and also selected to six consecutive National League All Star teams (1949 thru 1954). After his retirement from baseball, Robinson became a baseball analyst on television, started a successful bank in Harlem, New York, was the first African American Vice President of a major American corporation, and then worked with the **NAACP** (National Association for the Advancement of Colored People).

Not baseball or business, but

**civil rights
eventually became
the focal point of the
Jackie Robinson brand.**



Martin Luther King Jr. (left) and Jackie Robinson (right)

Robinson became an outspoken critic of discrimination and a public advocate for equal rights for all Americans regardless of race, color, or religion throughout the middle of the 20th century.

**The Robinson brand
was associated with
perseverance, empathy,
courage, self-discipline,
integrity and intelligence.**

Time Magazine named Robinson one of the 100 most influential people of the 20th century. He was the recipient of the **Presidential Medal of Freedom** and the **Congressional Gold Medal**. Robinson was honored by the United States Postal Service with his image on **three separate stamps** in 1982, 1999, and 2000 and he was elected to baseball's **Hall of Fame in Cooperstown**, New York. Jackie Robinson is the only baseball player to have his **number retired** by Major League Baseball. The United States Mint issued **Jackie Robinson commemorative silver dollar and five dollar gold coins**. **Ken Burns**, the noted American documentar-

ian, purports that Jackie Robinson was as important to America's civil rights movement as Frederick Douglass and Martin Luther King, Jr. **Jackie Robinson** died from complications of diabetes and heart disease on October 24th, 1972, at the age of 53.



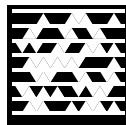
Jackie Robinson's jersey number has been officially retired by Major League Baseball; consequently, no player is allowed to wear the number 42. The number 42 is displayed in all Major League Baseball parks honoring Robinson like this memorial at Citi Field, the home of the New York Mets.

Once you understand the

power of personal brand

and you commit yourself to building your's, author and brand building expert, **Dan Schawbel**, recommends the following tools *"to highlight your brand and allow people to easily view what you're about"*:

- ♦ **business cards** - ask printers to put a **QR code** on your card with your contact information.



- ♦ **resume** - see page 20 & 21 for a recommended format.



- ♦ **references** - successful people with good brands who will impress and promote your brand for career opportunities
- ♦ **LinkedIn** - people whose brands and stories will help fulfill your dreams
- ♦ **email address** - professional
- ♦ **wardrobe**; at least one professional looking outfit to wear
- ♦ **Facebook** - think before posting
- ♦ **Social Media** - blogging/tweeting

Social media comes with a warning label - 'post at your own risk'



**Every person seeking
a successful career or
fulfilling job
must be aware of the
liabilities associated with
social media activity.**

A recent **Forbes** column cited a 2012 annual survey conducted by Eurocom Worldwide claiming “almost one in five technology industry executives say that a candidate’s social media profile has caused them not to hire that person.” Previous Eurocom Worldwide surveys had found almost 40% of the survey respondents from technology companies review job candidate’s profiles on social media sites. Furthermore, another 2012 survey demonstrates that your social media profile could make or break your chances of being hired.

***“The 21st century human is
learning that every online,
internet action
leaves an indelible, lasting
digital trail.***

***“the quality of the opportunities you get
correlates directly to work you’ve done building your personal brand.***

***Strong brand builders get
great mentors and solid networks, and
those tools, in turn, build stronger brand.
In today’s world, your brand is the platform your career will stand on.***



In the years ahead, many of us will be challenged by what we are making public in social forums. The fact that one in five applicants disqualify themselves from an interview because of content in the social media is a warning to job seekers and a true indicator of the digital reality we now live in,” said **Mads Christensen, Network Director at Eurocom Worldwide.**

What about email addresses?

Stephen Cronin
401-374-7603
stevecronin1949@gmail.com
15 Andrew CourtSwansea, Massachusetts 02777

Executive Summary

PRESIDENT, General Manager, Sales, and Business Development **experience** with a proven track record of delivering bottom-line results for **multiple businesses in dynamic industries** in an evolving, competitive, global marketplace. **Strategist, revenue driver**, market **visionary** and **community leader** adapting and responding to dynamic client needs, market challenges, **community service** responsibilities and emerging technologies. **Leadership** skills launched new internal departments and revenue streams, led strategic corporate acquisition and franchise initiatives and long term, award winning community service activities. Successful executive roles from startup initiatives (cable television company) to change initiatives for a mature company (Marketing Strategy and Services company). Areas of competency include:

- Direction and oversight of multiple company departments to meet customer expectations and company goals with a collaborative and cohesive team environment
- Progressive thinker and planner for emerging technologies and practices affecting company’s business activities to ensure long term, company growth
- Actively engaged with all major clients to solidify client/company relationships, refined company’s execution and determined future client needs.
- Participated in all vendor contract negotiations.
- Established long term partnerships with complementary service providers to enhance competitive brand in the marketplace.
- Led company (Mercury Print & Mail) and franchise (Inland cable television) acquisition searches, presentations and negotiations
- Corporate representative for press and community service programs.
- Encouraged strong community service engagement by staff and corporate office with activities and programs like the Border to Border Race and Hope Life Skills program (www.hopelifeskills.com).

Professional Experience

Signature Printing: East Providence, RI - Business Development 2016 - Present

- responsible for developing new business relationships served by the Signature team and their diverse service options: offset and digital printing, mailing services, large format printing, marketing strategy, and design.

TWOBOLT -- Business Development - Pawtucket, RI 2014 - 2016

- Led sales prospecting for new clients as well as solidifying TWOBOLT relationships with existing major clients

Mercury Print & Mail - Pawtucket, Rhode Island - CEO - 1999 - 2014

- Provided leadership, direction, planning and oversight of all activities in this long standing, mature company from sales and customer service to IT and Manufacturing.
- Directed a staff of up to 80 people in multiple departments
- Oversaw sales growth from \$4.2 million in 2000 to a peak of \$8.6 million in 2009
- Provided leadership and strategy through 2010 downturn and eventually stabilizing revenues and eventual revenue growth by 2012
- Led changes of corporate brand and client value proposition from a commodity service relationship to a consultative marketing strategy and services provider

Inland Cable Communications – Attleboro, Massachusetts

1980 - 1998

Director of Sales and Marketing -

1980 - 1984

- Coordinated sales and marketing efforts in a multi-franchise, start up cable television company from direct, door to door campaigns and multi-media advertising to internal telemarketing programs
- Identified, negotiated, successfully launched and marketed all new cable networks added to the cable channel lineup.
- Launched a radical, highly secure FREE tier of service driving basic and premium channel penetration as well as pay-per-view activity
- Recruited, hired and trained direct and telemarketing staffs

General Manager -

1984 - 1998

- Provided leadership, direction, planning and oversight of all marketing, community relations, community franchise responsibilities, local programming, press announcements and company personnel in this multi-franchise cable company from franchising and start up to maturity
- Selected and negotiated contracts with all cable networks carried on the cable system including pricing, channel location, launch and marketing support
- Direct liaison with all municipal cable television committees governing the operation of the company in all communities served
- Negotiated and deployed municipal cable interconnect with local newspaper for live local news updates on a morning cable television program
- Took market penetration from start-up status/no customers to 70% market penetration
- Managed relationships with Inland Cable's multi-system operator (MSO) partners including American Cable Systems, Continental Cable, US West, Media One and Comcast
- Managed the transition of the company and its relationship with the communities served to new MSO ownership and operations by Comcast

Attleboro (Massachusetts) School Department -

1973 - 1980

Middle School Social Studies Teacher

- Created and developed a unique middle school social studies curriculum
- Created the board game "***Hegemony: A Game of Diplomacy and Conquest***" as a heralded teaching tool

Awards and Recognition

- 2016 **Jefferson Award** for community service and represented Rhode Island at the National Award ceremony in Washington, D.C. for the development of a *Life Skills* program at one of Providence, Rhode Island's inner city high schools (Hope High School) over a 14 year period.
 - **Author** of 10 textbooks for the Hope High School's *American History Life Skills* program. See Hope Life Skills web site - www.hopeliveskills.com
 - Established "***Runversation***" in 2008 with then President of Rhode Island School of Design, John Maeda, and local entrepreneurs, designers, technologists, and creative thinkers
-

Education

- Master of Education: Providence College 1978
- BA History: Marist College 1971

**Inappropriate email addresses
are potentially as
damaging to your brand
as
an inappropriate photo
on your **Facebook** page.**

Why add unnecessary risk to a job search by having an email address like “*party-girl*” or “*gangster492*”? Your email address should be consistent with the qualities you want represented in your brand. Full name is your safest best - **marta-
aparicio0123@georgetown.edu**.

There are many opinions about the best format for resume writing. **Nan Quinlan**, the Director of Training and Development at **TACO, Inc**, in Cranston, Rhode Island, recommends the format illustrated on the previous page. “*Get your personal information and objective out front. Then,*

***companies like mine want
to see
what you’ve done.***

***List accomplishments
early in your resume
which correlate to
the position you’re seeking.***

If a company is looking for a creative thinker working within a team environment with exceptional written and verbal skills, list experiences illustrating your ability to collaborate with team members creating new ideas or products! And use words like ‘lead,’ ‘collaborate,’ ‘create,’ ‘empathy,’ ‘communication,’ etc. in your resume that correlate to the job skills you’re applying for.” And, do your research

**before
each job interview.**

**Check out the web site of
the company you’re hoping
to get a job with.**

Constantly measure the effectiveness of your brand. For instance, periodically solicit feedback from mentors and trusted managers about your brand and the perceptions you’re creating.

*“Keep in mind **most people will first judge you by what you wear,
then how you speak, then the words you say.***

*Personal Branding is
the art of self packaging.*

You are the message.

You control the message.

*Therefore
you control the bottom line.*

**Commit yourself to
learning lessons from
successes and failures
to refine your brand.**

“Don’t be afraid to be yourself” says brand specialist Schawbel “to craft your brand wisely and be authentic and natural as you communicate it to others.” According to another personal branding guru, Bill Arruda, “in today’s world of work, get use to the fact that ‘change’ is constant. Thus,

**you can’t stand still as
everything around you
evolves.**

Fine tuning your brand doesn’t suggest being phony or losing your authenticity. In fact, it suggests the opposite. Evolving your brand means thinking of new ways to deliver your personal brand promise.” Consider asking the interviewer at the

end of a job interview if you can follow up, after the interview and after the job has been awarded, for constructive criticism so you can continue to improve your presentation skills and brand perception.

**Google yourself
because others are!**

**Does what you find
strengthen or diminish
your brand?**

See if the number of your LinkedIn contacts is increasing over time. *“There are no insurmountable obstacles if you are determined and focused enough and put in the necessary effort and investment (building your brand) for your successful future”* Schwawbel concludes.

“As you begin to take action toward the fulfillment of your goals and dreams, you must realize that not every action will be perfect.

Not every action will produce the desired result.

Not every action will work.

Making mistakes, getting it almost right, and experimenting to see what happens are all part of the process of getting it right.”

Your Personal Brand Inventory

Beneath the image below, describe **your present day brand** and the characteristics associated with it. In other words, how do people perceive you right now, today?

Next, if you hope to improve your brand over time, describe **your optimum brand**, in other words, the brand and its characteristics you one day hope to be known by.



Your **present day brand** - _____

Optimum brand you hope to develop over time - _____

Establishing a *Positive First Impression* for Your Brand

Greeting Techniques

There are many ways of greeting people. Whether it's a smile, a handshake or an urban hug, the most appropriate technique is often determined by the person, social group and culture as well as the circumstances of the initial meeting. The way you greet someone serves as an introduction and can pave the way for future personal or business relationships. Formality is initially important. An overly familiar greeting with someone you've never met or too early in a relationship can be taken as an insult and can undermine the potential of a mutually fulfilling and rewarding relationship. Use empathy and common sense. Here's some tips to consider:



- **Handshake:** men and women, use a firm grip, never limpy or wimpy. Palms always sideways.
- **Smile:** there's nothing more powerful. A smile relaxes the person you're meeting. It let's them know you're genuinely pleased to meet them. A simple grin will do without showing too many teeth. Don't try too hard; you'll scare the other person. Remember, it's the first meeting. Be genuine and likeable. Use empathy.
- **Eye contact:** a simple '*look them in the eye will do*'. Not too penetrating a look; not a stare. You're trying to create a perception of you're a genuinely interested in the person you're meeting.
- **Words:** a simple '*hi*' often followed by a sincere '*nice to meet you*' and then the *person's name*. Example - "*hi, Mr Martinez. Nice to meet you. Thanks for coming to Hope.*" At the conclusion of the meeting, you can say '*have a nice day*' or '*nice meeting you*'. Use words you feel comfortable saying.
- **Space:** don't be too close to the other person; arm's length is good.
- **Business cards:** if your first meeting with someone leads you to believe you'd like to add them to your **network** to possibly follow up later, ask '*do you have a business card*'? If they respond '*yes*', ask for their business card, while you offer them yours. Always say '*thank you*' when receiving the other person's card.
- **Commonality - ice breakers:** Look for clues for things you have in common, for instance, similar interests like sports, music or fashion or coming from the same country, state or high school. This will help you find something to continue the conversation after the initial introductions.

*“The **real value of history** is
its relevance to the present.
Without relevance,
history is as
‘useless as lips on a woodpecker.’”*

Moi and Earl Pitts

Moi

Scouting Report:

The American Brand in the 20th Century

The 20th century, 1901 to 2000. America's century.

Just as England dominated world affairs in the 19th century, America became the dominant world power in the 20th.

**America was like
the younger nephew of
the 19th century's
'mightiest' country,
England,
looking to mimic their older,
more successful relative;
then, in the 20th century,
the world witnessed
the younger nephew
mature
to take England's place as
the new 'mightiest' country!**

America's pace of '**change**' quickened in the 20th century, driven by technology but mixed with a new found '**empathy**' focusing on social justice. The combination of America's democratic government and its' corresponding capitalistic economic model spawned **creative thinking** and **risk taking**; this combo of capitalism and democracy produced an explosion of innovation, from the Wright Brothers' **airplanes** (1903), Edward Binney and Harold Smith's co-invention of **crayons** (1903), William Kellogg's **Cornflakes** (1906), Mary Phelps Jacob's **brassiere** (1913), Clarence Birdseye's **frozen food**

(1923), Philo Farnsworth and Vladimir Zworykin's **electronic television** (1923), Otto Frederick Rohwedder's **sliced bread** (1928), Paul Galvin's **car radio** (1929), Percy Spencer's **microwave oven** (1945), Robert Oppenheimer and Enrico Fermi's **A Bomb** (1945), John Bardeen and Walter Brattain's bipolar **transistors** (1947), and Bell laboratory's **mobile phone** (1977), to **bubble gum** by Walter E. Diemer (1928),



Louis Armstrong's **jazz** music (1920s), and **Walt Disney movies** (1938 - "**Snow White and the Seven Dwarfs**").



The first two Mickey Mouse cartoons, "Plane Crazy" and "The Galloping Gaucho", debuted in 1928.

Where else in the world in the 20th century could one find entrepreneurial **risk taking** and invention like the United States? The answer is '*no where*'!

America was the perfect incubator for entrepreneurship and risk taking.

If American entrepreneurial development was seemingly as fast as the hare, then American social justice change was the tortoise at the beginning of the 20th century. Social inequality was seemingly an accepted way of life. While families like the **Goulds, Fords, Vanderbilts, Rockefellers, Kennedys, Dukes, Mellons, Fricks, Carnegies, Aldriches, Guggenheims, Roosevelts**, and others were living in luxury, the rest of America was dying in poverty. Few government leaders paid attention to the plight of the factory worker, child, or farmer.

America's politicians listened to Corporations not mechanics, seamstresses, construction workers, farmers, or children. As a result, working conditions in most mills, coal mines and factories were deplorable and dangerous.

Accidents happened regularly in factories and coal mines with no recourse for workers. When workers tried to organize **unions** for better working conditions, company owners like **Henry Ford** hired thugs to beat and intimidate work-



Starting wage on Henry Ford's Detroit automobile assembly line in 1913 was \$2.13 per day.

ers. When farmers saw their crop prices fall during periodic droughts, banks took possession of their farms for not paying their loans. Children worked in New England and Carolina factories and mills 10 to 12 hours a day, 6 days a week, earning as little as 50 cents a day early in the 20th century. In 1910, over 2 million children



12 year old Addie Card worked in a spinning mill in Vermont in 1910. Photo taken by Lewis Hine, American photojournalist, a leader in changing child labor laws in the United States.

under the age of 15, many 7 or 8 years old, were employed in the United States. Children rolled cigarettes for cigarette companies. In textile mills, small children crawled into the smallest recesses of machines to clear bobbins and worked miles below the surface of the earth as “*breaker boys*” in coal mines. At the start of the 20th century, the welfare for the worker paled in comparison to the welfare for the American corporation in the eyes of the President and members of Congress.

**Can you believe
women could not vote in
every state in America
until 1920?**

Women finally got the right to vote with the passage of the 19th amendment to the Constitution in 1920. In fact, in the early 1900s, not only were women’s rights limited but also their fashions. Most dresses went to the floor; women rarely showed their legs in public. Lipstick was rare. After the brutality of the **World War I**



The photo shows Bill Norton, the bathing beach policeman, measuring distance between knee and bathing suit on a woman, in Washington, D.C. in 1922. A local law stated bathing suits at the Washington bathing beach could not be over six inches above the knee ..

(1914 - 1918) during which women replaced men in American factories during the two years the United States fought this war, women’s rights rose with the lengths of their dresses. In the early 1920s, there was a brief albeit severe economic depression. Businesses failed and unemployment rose to almost 9%. The Federal Reserve decided fix the economy by making it easier and cheaper to borrow money, setting below market interest rates, low reserve requirements that favored big banks and increased the money supply by about 60%.

**By 1923,
the economy recovered. But,
in the process,
more and more Americans
took advantage of low borrowing
costs and took out loans
to invest in stocks. Because of
the low interest rates,
people over-extended
themselves to speculate
on the soaring stock market.**



women, often known as ‘*Flappers*’, wearing the fashions of the 1920s. *Flappers* were a “new breed” of young American women in the 1920s who wore short (for that historical period of time) skirts, bobbed their hair, listened to jazz, smoked cigarettes, drove cars and flaunted their disdain for other behavior then considered unacceptable behavior for women. (source Wikipedia)

Throughout the decades, many industries like textiles, boots and shoes, and coal mining, had difficult times. However, at the same time, other new industries like electrical appliances, automobiles, and construction, grew rapidly.

**New technology in
the early 20th century,
similar to the
Internet impact
in the early 21st century,
created economic growth.**

Radio, motion pictures, airplanes, and automobiles were just some of the new technology of the early 20th century driving economic growth in America. There was a rapid rate of growth in manufacturing productivity in the 1920s. The wages of American workers climbed too, not because of the generosity of owners, but because of labor shortages; factories couldn't find enough workers because of immigration restrictions combined with the slow growth of America's national population. The **Roaring 1920s** saw great business and personal fortunes made, spent, and, then suddenly, lost with the crash of American corporate stock values at the end of the decade. *"In 1929, Americans were eager to buy stocks in anything. Then comes **Thursday, October 24th, 1929** and **something went wrong**. All at once, everybody was trying to sell stocks, but no one wanted to buy....Banks were in trouble too. Banks had been lending money to stock market speculators and, after the crash, speculators couldn't pay their debts. Depositors went to get their money from their banks and the*

banks don't have enough to give. Banks close. Factories close and lay off their workers. People have no money so they can't buy cars, houses and other goods. A depression begins and soon spreads across the entire country and then the world" writes author Joy Hakim in her 20th century retrospective ***"Freedom: A History of Us"***.

In Washington, **President Herbert Hoover** tried many things to fix the economy. Hoover increased tax rates on the rich and companies; he **added a tax** on all bank checks. Hoover **also added tariffs** to products made in other countries to, not only raise money, but also provide incentives for Americans to buy American made goods. Hoover also initiated public works projects like the building of the Hoover Dam on the Colorado River. Yet, very little of Hoover's programs fixed the Depression. Unemployment reached almost 25% in 1932. Hoover hopelessly announced *"we are at the end of our string; there is nothing more we can do."*

America decided it needed a new President in the 1932 Presidential Election and chose a 50 year old career politician from a wealthy family from Hyde Park, New York, **Franklin Delano Roosevelt**, to replace



Franklin Delano Roosevelt

Hoover. 'FDR' told Americans at his inauguration "*the only thing we have to fear is fear itself!*" and announced he had a radically new plan for ending the Depression. Roosevelt's plan had similarities to Hoover's. Within the first 100 days of his Presidency, Roosevelt launched a '**New Deal**' to end the '**Great Depression**' by giving government money to unemployed people to build new bridges, roads, dams, stadiums (**McCoy Stadium** in Pawtucket), and other public projects.



construction of McCoy Stadium, named after the Mayor of Pawtucket, Tom McCoy, began in 1938.

FDR quickly announced "*if it (New Deal) fails, I'll admit it and try another. But I'll try something*". Roosevelt also supported legislation to end child labor, encouraged unions, established an old age pension



President Franklin Delano Roosevelt throwing out the first pitch of a 1933 Washington Senators baseball game with Senator's manager, **Joe Cronin**, standing to the right of President Roosevelt. The photo shows Cronin's right hand supporting the President whose legs were partially paralyzed by polio.

program (**Social Security**), instituted government insurance of bank deposits, brought electricity to rural areas, started government oversight and regulations for the Stock Market and championed new laws changing the work day from 10 and 12 hours to 8 hours and a 40 hour work week.

As Franklin Roosevelt was elected America's President, the European country of Germany gave their Chancellor, **Adolf Hitler**, seemingly absolute power over



Adolf Hitler

the German people. Soon after, Hitler's **Nazi** army invaded and took control of the country of **Austria** in 1938. Next





target, Czechoslovakia. By September 1939, Hitler conquered Poland. While America watched from across the Atlantic Ocean, England and France eventually warned Hitler to stop. England declared war against Germany in September of 1939. But Hitler continued his attack on other countries. In 1940, he invaded Belgium. Hitler's army rolled into Paris in June of 1940 and took control of France. Soon after, Hitler's air force began bombing Britain. Starting in September 1940, Hitler's **German Luftwaffe** airforce bombed London for 57 consecutive nights. More than one million London houses were destroyed or damaged, and more than 40,000 civilians were killed. Other cities in England were also heavily attacked. By December of 1941, Hitler's army approached the city of Moscow, Russia. And then, December, 7th, 1941, Germany's ally, **Japan**, launched a surprise air attack on the American island of Hawaii. A ninety minute air attack killed 2,368 Americans. 18 American ships were sunk or run aground. While Hitler was taking over Europe, Japan's Prime Minister, **Hideki Tojo**, had similar plans for Asia. Tojo's armies invaded Manchuria in 1931, China in 1937, then French



Benito Mussolini (left) Adolf Hitler in June of 1940



USS battleship Arizona sinking after the Japanese bombing at Pearl Harbor, Hawaii

Indochina (Viet Nam, Laos, Cambodia) in 1941. The third member of the three empire '**Axis**' alliance, Italy, led by **Fascist** dictator, **Benito Mussolini**, attacked Ethiopia and Libya in Africa. However, the tide of the war eventually turned. Suddenly, America mobilized to stop the Axis war machine. American factories quickly started building airplanes, ships,



Japanese Prime Minister, Hideki Tojo, advocated going to war against America.

tanks, jeeps, and cannons; mills started making uniforms and blankets for the troops. While most men served in the military, women left their jobs as homemakers to work in American factories to meet the production needs of America's military. Unemployment fell. Americans were soon working again; America's economy was growing again.

In the early 1940s, a number of setbacks revealed the vulnerability of the 'Axis of Evil'. Mussolini fled as his and Italy's fortunes began to fail. In a meeting with Hitler, he expressed his desire to quit. Hitler told Mussolini if he did flee Italy, the German army would destroy Italy. Mussolini stayed but was eventually captured and

**executed by Italian patriots.
His body was taken
to the Italian city of Milan
where it was hung upside
down at a gas station
for public viewing and to
confirm his death.**

Hitler shortly after committed suicide and Germany was in ruins. After Tojo's



The dead body of Mussolini (second from left) next to his girl friend Claretta Petacci (middle) and other executed fascists in Piazzale Loreto, Milan, 1945

unsuccessful suicide attempt, he was captured, put on trial, and eventually sentenced to hanging; he was later executed in December of 1948. Two atomic bombs were dropped by American planes in August of 1945 on the Japanese cities of **Hiroshima** and **Nagasaki**. Both cities were completely destroyed. Within four months of the bombing of Hiroshima, 166,000 people were dead, some from the horrific effects of radiation emanated



The Japanese city of Hiroshima after the atomic bomb was dropped in August of 1945.

by the bomb. World War 2 finally ended with the Japanese surrender later in August of 1945. 418,500 Americans died in the War. One estimate projected the United States spent \$350 billion dollars fighting World War 2.

Following the war, America's economy became the world's strongest. While Germany, France, England, and Japan were rebuilding their destroyed infrastructures - roads, bridges, buildings, cities, etc - with American aid (Russia refused American aid after the war), America was able to focus its fiscal investments on its economy. American industries boomed in the years following the war. By the



Iconic photo taken by Alfred Eisenstaedt of sailor George Mendonsa kissing Greta Zimmer in Times Square in New York City when the surrender of Japan was announced. Mendonsa was a commercial fisherman from **Rhode Island** who had quit school to join the Navy at 16 years old. Mendonsa was watching a movie near Times Square with his girl friend, Rita Petry, in August of 1945 when an announcement was made in the theatre the war was over. Mendonsa ran out of the theatre onto the street and kissed a girl he thought was a Navy nurse. Rita said she didn't mind her boyfriend kissing another girl because Mendonsa appreciated the work of Navy nurses during the war. Mendonsa ended up marrying Rita Petry and lived in Rhode Island!

**1950s, American
businesses were making
two thirds
of ALL the
factory made products
IN THE WORLD
with only
6% of the world's population!**

Cars, radios, washing machines, televisions, clothing, and toasters, were made in America and sold throughout the world, except in countries controlled by the **Soviet Union**. Americans were working again and, thanks to Roosevelt's legislation, factory workers, carpenters, welders, electricians, plumbers, and other 'middle class' workers were making more money with better working conditions. Americans bought cars and

**new homes,
in new residential areas
on the outskirts
of the cities
called
suburbs.**

Most American lives had changed dramatically for the better from the late 1800s and early 1900s when as much as 24% of all money earned in America was controlled by only 1% of the population. But by the late 1960's, the richest 1% of Americans' only controlled 8% of all earned income rather than 24%! More and more of America's money transferred to the pockets of more people. And political power transferred with the money,

to a growing middle class of carpenters, plumbers, electricians, factory workers, and other kinds of jobs affiliated with unions. Now Congressmen and Presidential candidates started listening to 'middle class' workers and their unions rather than just rich people and their corporations.

But while most white Americans were living a 'better life' in post-World War 2 America, people of color were not. To many people of the 20th century observing the 'American brand',

**America was perceived
as a 'hypocrite'
with a
"sense of freedom
as pale as their skin".**

African Americans had repeatedly fought for America in her wars, most recently, 1.5 million African Americans during World War 2. Yet, African Americans were denied the basic rights promised in America's Constitution. Following World War 2, blacks were not able to vote in many states. **Lynching** of black men was frequent in parts of America. Blacks had segregated schools, hotels, waiting rooms in train and bus terminals, and separate seating in the back of buses, trains and restaurants. Blacks and whites were assigned separate units in America's army, navy, and air force. *"In one incident after the war, a black man in Georgia was shot and killed trying to vote"* recalls Joy Hakim in her book *"Freedom: A History of Us."*



President Harry S. Truman holding a copy of the Chicago Tribune newspaper which printed the front page of their paper anticipating Truman's defeat in the 1948 Election by New York Governor Thomas Dewey. Dewey lost; the Tribune reprinted.

On June 29th, 1947, **President Harry Truman** gave the first speech by a US President to the National Association of Colored People (NAACP) addressing the issue of discrimination. *"The conscience of our nation, and the legal machinery which enforces it, have not yet secured to each citizen full freedom from fear."* NAACP

President, **Walter White**, responded *"in some respects, Truman's speech was more courageous than Lincoln's Emancipation Proclamation, in its specific condemnation of evils based upon race prejudice... and its call for immediate action against them."* President Truman then created a special commission on civil rights. He sent legislation to Congress to end lynching as well as segregation in the US army, navy, and airforce. The pace of civil rights seemingly quickened with Truman's actions. This coincided with **Jackie Robinson** breaking Major League Baseball's color barrier in the 1940s and then a momentous Supreme Court decision on **May 17th, 1954** in

the case known as
'Brown vs the Board of Education'



Jared Frederick collection. NAACP protest



Five African American families from different parts of the United States sued their local school systems because African American schools in their neighborhoods were grossly inferior to the schools for white children. **Thurgood Marshall** was the attorney representing the African American families in a case eventually brought to the **Supreme Court**. Previously, in 1896, the United States Supreme Court decided in a case named '*Plessy vs Ferguson*' that separate schools for African Americans and whites were legal. But, by 1954, African American families would not accept the gross disparity between white and African American schools. One of the African American plaintiffs from South Carolina claimed her county spent \$179 per white student while spending only \$43 on African American students. Another African American family in Farmville, Virginia,

was forced to send their child to a school of 450 students when the school was built to accommodate only 200 students. This time, in 1954, the Court unanimously decided that "*separate but unequal*" was illegal! While the Supreme Court decision was law, it was up to the States to enforce it. In Virginia's Prince Edward County, the school board closed all its public schools for 5 years rather than abide by the 1954 Court decision. White children were sent to 'private schools' with their tuitions paid by the County; African American children were not able to go to school at all. School desegregation still had a long way to go in 20th century America.

And, yet, despite the

**shameless shenanigans
of BOTH
Democrat and Republican
politicians,
legal discrimination
like poll taxes, school funding,
and literacy tests,
and, most nefarious,
the anti-black
Jim Crow culture**

and racist violence of Ku Klux Klan,

**black Americans persevered
launching
successful businesses
and
careers
into 20th century America.**

Through the violence and intimidation of the post Reconstruction Southern states in America, Jim Crow, the Great Migration of 6 million African Americans out of the rural South of the United States to large urban areas in the Northeast, Midwest, and West of America between 1916 and 1970, to and political malfeasance of Democrats and Republicans, black America's exhibited a model strategy for managing life's challenges. Home ownership increased. Neighborhoods became safer as homicide rates markedly dropped. Literacy rates rose after years of enslaved black Americans had been prohibited from receiving any education. *"In some years, a slightly higher percentage of blacks were in the labor force than were whites"* writes **Thomas Sowell**. *"In 1890 and 1930, the unemployment rate for blacks was LOWER than it was for whites."* **Jason Riley** adds

***"After Emancipation,
blacks set about acquiring
the values, habits, and skills
to thrive in a capitalist system;
the gains were steady
and
UNDENIABLE"***

writes author Riley.

Likewise, American Indians, led by **Russell Means** and **Wilma Mankiller**, the first female chief of the Cherokee Indian nation, became activists for Indian causes. Several Indian tribes took the American government to court to sue the United States government for recovery of



Wilma Mankiller

damages from broken treaties and unfulfilled promises throughout the history of America. In 1971, the Aleuts and other Indian tribes of Alaska were awarded \$1 billion dollars and 40 million acres of land by the courts. The Penobscot Indians of Maine received \$81 million dollars in 1980 for claims from a treaty passed in 1790. On

**February 27, 1973,
Russell Means and
200 Oglala Lakota
from the
American Indian Movement
seized and occupied
the town of
Wounded Knee,**



Oglala Sioux Indian activist and Hollywood actor, Russell Means
(1939 - 2012)

South Dakota, on the **Pine Ridge Indian Reservation**, in part, to protest the United States government's failure to fulfill treaties with Indian peoples and demanded the reopening of treaty negotiations.

While the United States found itself involved in an internal war over civil rights, a new kind of war, which started quietly after World War 2, began to escalate. A growing

**tension
between
the United States and
its allies
and the Soviet Union and
its allies
began to intensify.**

While the United States gave millions of dollars in aid and helped install democratic governments to replace dictatorships in the former Axis powers of Germany, Italy, and Japan, the Soviet Union refused aid from the United States and

took control of several countries of Eastern Europe near her borders: **Poland, Czechoslovakia, Hungary, Bulgaria, Latvia, Lithuania, Estonia, Romania**, and the eastern part of a recently divided **Germany**. Elections in these Soviet countries were 'rigged'. The newspapers and radio and television networks were controlled by the Soviet Communist government. Factories and businesses, once privately owned, were taken over by the Soviet government. Dissidents were banished to gruesome prison camps called '**gulags**'. English Prime Minister **Winston Churchill**, speaking at Westminster College in Fulton, Missouri in 1946 told the audience "***an iron curtain has descended across the European continent***" separating free democratic countries from the Soviet controlled dictatorships.

**The world, once again,
engaged in
war,
this time
a 'Cold War'**

that would eventually bring the United States and the Soviet Union to the brink of annihilation in 1962. The Soviet Union secretly installed missiles on the island of **Cuba**, just 90 miles from the Florida coast in the Caribbean Sea, and aimed them at the United States. While Soviet leader **Nikita Khrushchev** and American President **John Kennedy** negotiated a peace of the **Cuban missile crisis** after 13 days of confrontation, the Cold War between the United States and its allies and the Soviet



Soviet Union leader, Nikita Khrushchev (left) meeting **President John F. Kennedy** in 1961. President Kennedy was **assassinated** in 1963 in Dallas, Texas.

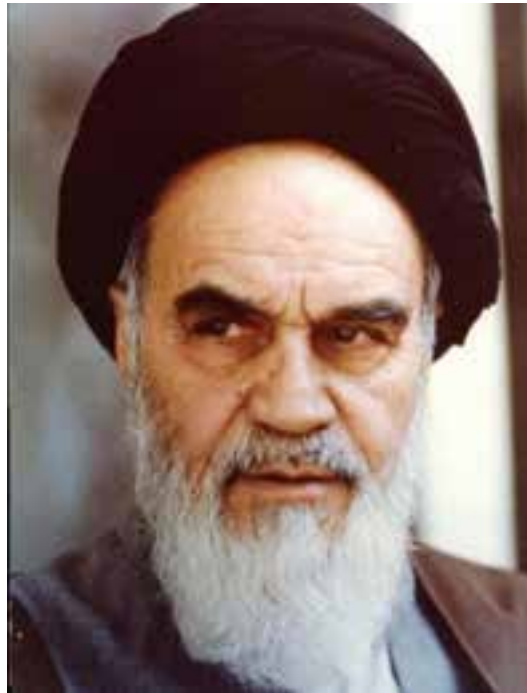
Union and its allies continued until the collapse of the Soviet Union in 1989.

Another intense confrontation erupted in the 1970s, this time between the United States and the Islamic nation of **Iran**. During the Presidency of **Dwight D. Eisenhower** in the 1950s, the United States looked to keep safe its source of oil in the highly volatile Middle East area of southwest Asia near the countries of **Iran, Iraq, Saudi Arabia, and Israel**.



Dwight D. Eisenhower, **President** of the United States from 1952 to 1960

Through secret activities by the American CIA (**Central Intelligence Agency**), the elected leader of Iran at the time, Dr. Mohammed Mosaddeq, was overthrown and replaced by a pro-American leader, **Shah Mohammad Rezā Shāh Pahlavī**, who had been living in exile in Europe. But, in 1979, the Shah was overthrown by the Iranian people and replaced by a fundamentalist Muslim religious leader, the **Ayatollah Khomeini**, who had been deported from Iran and living in Paris. As soon as the Ayatollah returned to Iran, he immediately preached hatred of America. When **President Jimmy Carter** allowed an ill Shah to come to America for medical reasons, Muslim students in Iran stormed the American embassy in the Iranian capital city of **Tehran** and captured the US embassy staff and held them



Ayatollah Khomeini, infamously named *Time Magazine's* "Man of the Year" in 1979.



President Jimmy Carter, the 39th President of the United States (1976 - 1980). Many historians claim Carter was arguably the most intelligent President (highest IQ), the nicest person (Habitat For Humanity), but unfortunately, one of the LEAST EFFECTIVE Presidents in American History.

hostage for 444 days. President Carter tried to rescue the hostages but the attempt failed miserably. Carter ran for re-election in 1980 only to lose to **Ronald Reagan**. One hour after Carter left the White House, the American hostages were released. The result of the Iranian Hostage crisis was, once again, a



President Ronald Reagan - 1980 - 1988, often times respectfully called *"The Great Communicator"*.

negative
BRAND perception
by **some** people,
in some countries
of
the **American brand**.



*Is there
a better way*

for America to build and protect its brand today to decrease the number of people in different countries disliking America and then create collaborative, cooperative relationships among all countries for mutual success?

In the process, is there a practical way for **YOU** to increase the number of people who appreciate your brand and the skills and values associated with it and, as a result, offer **YOU** opportunities for collaborative, cooperative success?

I recall an American carmaker's 1970s commercial toasting the



The two BEST and POPULAR baseball players in America and arguably the world from the 1950s to the early 1960s, **Mickey Mantle** of the New York **Yankees** (left) and **Willie Mays** (right) of the New York **Giants** (until the Giants moved to San Francisco in 1958)

the **American brand**
with the words
*“Baseball, hot dogs, apple pie,
and
Chevrolet...!”*

and *“the land of the brave and the home of the free!”* as well as *“life, liberty, and the pursuit of happiness”*. Organizations like the United States **Marine Corps**, American companies like **Coca Cola** and **Wrangler (bluejeans)**, and entertainers **Elvis (Presley)** and today **JZ** - each with its own unique brand but together creating the ‘**American brand**’.

But, what about other countries in the world? How do they perceive the United

States today? What about

**North Korea,
the People’s Republic of
China,
Venezuela, and Iran?**

**What about France, Germany,
Mexico,
and
Afghanistan?**

**What is their perception
of the
‘American brand’?**

Do the people
of these countries
see
the American brand
the same way as
South Carolinians, Texans,
Ohioans, &
Rhode Islanders
do?

“No!”



according to American Amy Chua, professor at the **Yale Law School**. Chua writes in her 2003 book *“World On Fire”*, “Americans today are perceived as the world’s market-dominant *minority*, wielding outrageously disproportionate economic power relative to our size. As a result, America has become the object of mass resentment and hatred.” In other words,

many people
in some foreign countries

don’t like America.

America is perceived by some countries as a ‘bully’, ‘self righteous’, ‘condescending’, and a ‘*busy-body*’, quick to interfere in other countries’ ‘business’ for the purpose of creating opportunities for America and American companies.

Why
do some people
in foreign countries
‘dislike’ America
when America has a history
of helping
other countries?



US aid worker helping a young earthquake victim in Kashmir, a disputed territory claimed by both India and Pakistan

Has the world forgotten America has helped millions of people all over the world throughout the 20th century? The United States of America spent billions of dollars rebuilding Europe and Japan after World War Two and hundreds of thousands of American soldiers gave their lives freeing Germans, French, Belgians, Spanish and Jews from the tyranny and genocide of Germany’s Nazi leader, **Adolf Hitler** as well as Italians, Libyans,

Albanians, and Ethiopians living under Italy's Fascist leader, **Benito Mussolini**, and VietNameese, Cambodians, Laotians (French IndoChina), Chinese, and Filipinos living under the genocidal regime of Japan's **Heideki Tojo**. Since World War Two, America has donated hundreds of millions of dollars to aid cyclone victims of East Pakistan (now Bangladesh), earthquake victims in Haiti, and victims of other natural disasters all over the world. So why don't all people from the world's countries like America?

People and countries are constantly challenged to control and shape their brand by the words they speak and the way they act. While some people remember America stopping Nazi and Japanese aggression and genocide during World War 2 and supporting the establishment of a country for Jewish people in Israel in 1948, others remember American interference in the affairs of Hawaii (1890s), Philipines (1900s), Colombia (1900s), Iran (1950s), VietNam (1950s), Cuba (1960s), and Chile (1970s).

**It is arguably
MORE IMPORTANT
how others,
foreign citizens
and
their countries,
perceive America's brand
than
how Americans perceive
their own brand.**

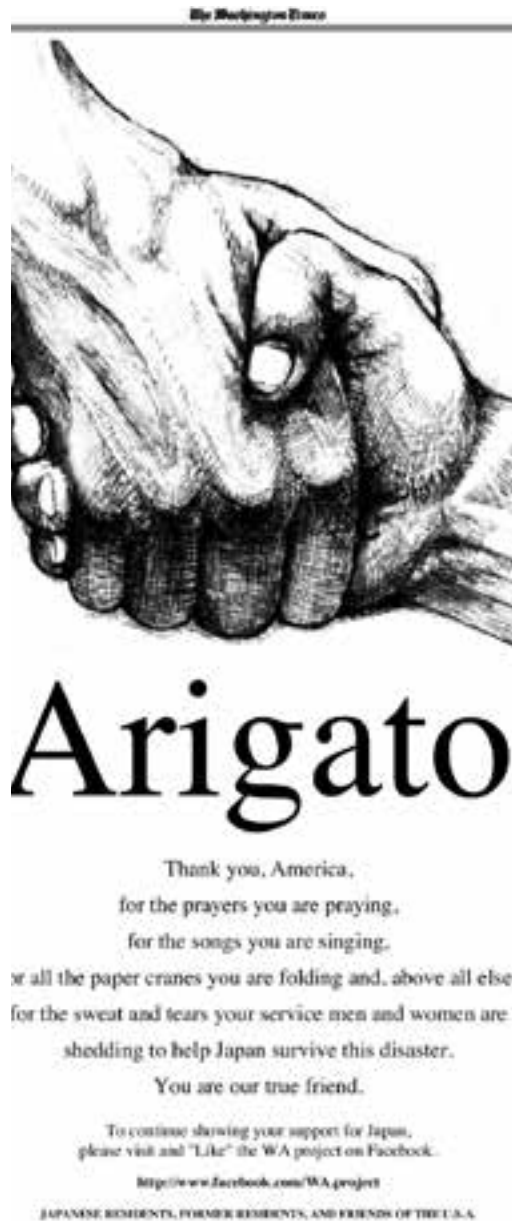
**Once a country, organization,
or person
establishes a strong,
positive brand,
they must protect it.**



**A great brand is
worth its weight in gold!**

Americans have not always understood the benefits and importance of a good brand, one that conveys a message, a perception, that is consistent with its vision.

America has been perceived by many as an 'empire' in the years after World War 2 as American influence spread throughout the world. Political and religious leaders in some foreign countries have felt their traditional way of life, their culture, threatened as their young people started acting like 'Americans', wearing American fashions and listening to the American music of **Elvis Presley** and **JZ**. It's not just the intimidating presence of Ameri-



ca's powerful military that threatens foreign countries. America's music, fashions, values and economic influence are just as threatening to some religious and political leaders of foreign nations. As some foreign leaders observe their young people abandoning their traditional val-



Successful recording artist, businessman, 'JZ'



Successful recording artist, actor, and businessman, Elvis Presley, performing in the early 1960s

ues and culture to emulate an American way of life, these leaders end up resenting America! Is it possible, as **David Houle** suggests in his book "*Entering The Shift Age*", that "*unique, national cultures are being usurped, gradually overtaken, and replaced by a global culture*" influenced by America?

America has felt the consequences of a negative brand. **Hugo Chavez**, the early 21st century leader of **Venezuela**, consistently criticized America interfering in the matters of other countries and regions of the world. And, **Fyodor Biryukov**, a Russian politician at a 2015 conference

**compared America to
*“a gang of vampires
sucking blood
from
its own people
and
the rest of the world”.***

One consequence of a negative brand perception of foreign countries was felt in 2000 when al-Qaeda suicide bombers struck the USS Cole off the coast of

Yemen killing 17 American servicemen; and, more recently, September 11, 2001, with the terrorist attack on New York City's Twin Towers.

Just as some community and religious leaders in America in the early 1900s felt threatened by the consumption of alcoholic beverages by their fellow citizens and by the rising hemlines of women's dresses in the 1920s, so to have religious and political leaders in some foreign



photograph of the **9/11 Terrorist attack on the Twin Towers of the World Trade Center in New York City.** The photo above was taken just before the second airplane purposely flew into the second building tower of the World Trade Center. The terrorist attacks were coordinated by the **Islamic terrorist group al-Qaeda** against the United States on the morning of Tuesday, **September 11, 2001.** The attacks resulted in 2,977 fatalities, over 25,000 injuries, and substantial long-term health consequences, in addition to at least \$10 billion in infrastructure and property damage. 9/11 is the single deadliest terrorist attack in human history and the single deadliest incident for firefighters and law enforcement officers in the history of the United States, with 343 and 72 police, fire, and rescue professionals killed, respectively. **Four passenger airliners which had departed from airports in cities in the northeastern United States bound for California were hijacked by 19 al-Qaeda terrorists.** Two of the planes, American Airlines Flight 11 and United Airlines Flight 175, crashed into the North and South towers, respectively, of the World Trade Center complex in Lower Manhattan. Within an hour and 42 minutes, both 110-story towers of the World Trade Center collapsed. (Wikipedia)

countries reacted to the encroaching influence of a global culture. Leaders of some foreign countries fear their traditional cultures may disappear as their young people embrace a more appealing American lifestyle glamorized on social media and internet videos.

The perceptions others have of our brand sometimes differs from the way we perceive ourselves.

When others resent America, many Americans often struggle to understand why. As the world moves towards one American influenced global culture, how can we better understand the perspective of those who dislike us because of their perceived negative influence of the American brand on a foreign country's traditional culture?

One solution is empathy.



Posters expressing Kosovoan's appreciation of the US Military stopping the killing in their country of Kosovo

**Empathy
enables people and countries
to
better understand
the emotions of others
while shaping and protecting
their brand.**



In most situations when you're working with or negotiating with others, it always helps to understand how they see things.

Dan Pink is a celebrated American author and public speaker who shares his life perspective about business, work and personal fulfillment. A goal of many companies, Pink writes, "*is to develop one characteristic, one word....that is associated with their brand; this is one-word equity*" or one-word value. Whether it's one-word or a short characterisation, an immediate description or word association reveals the power of a brand. "*What technology company do you think of when you hear the word 'search'? What credit card company do you think of when you hear 'priceless'? If you answered Google for 'search' and MasterCard for 'priceless', these companies have successfully established one word value for their brand*"

Pink concludes. What about one word for America? Then ask yourself,

***'is there one word
or phrase
someone associates
with your brand'?***

Is this word complimentary and positive?
Does it help you create opportunities to

fulfill your personal dreams? When someone thinks of you do they think *'dependable'*? How about *'hard working'*? How about *'empathetic'*? What about *'creative'*? *'Good values'*?

***what is the one word
other people
associate with your brand
today?***



Marta Aparicio, Guatemalan born American citizen, 2010 Hope High School graduate, 2014 Georgetown University graduate, 2018 Rangel Fellowship award winner, 2020 Columbia University International Studies Masters graduate, 2020 United States of America Diplomat Corp representing the United States at the US Embassy in the Asian Country of Laos.

This text now presents several stories about **the creators and guardians of America's brand in the 20th century**. My objective is for you to reflect on these lessons of brand **success and failure** to

assist you in the development and protection of your own personal brand for **your own success in the 21st century**.



Fernando Perez, 2014 Hope High School graduate, pushed out of his comfort zone to represent the Hope Life Skills class at the 2013 National Youth Leadership Forum in Washington, D.C.. Pushed out of his comfort zone again to interview for a paid summer internship at the corporate offices of CVS Health in Woonsocket, RI, and was awarded the internship. **The photo above** shows Fernando making a presentation to the CVS Health staff about the lessons he learned during his Hope Life Skills paid summer internship at the end of his junior year at Hope High School. Because Fernando's brand impressed so many important corporate leaders at CVS Health, he was asked to return to CVS during his college vacations to work in different departments on a variety of different projects. 2020 University of Rhode Island graduate in Computer Science. 2019 Fernando was hired as a FULL TIME CVS HEALTH employee in the digital marketing department.

Al Capone



***"America's most notorious gang leader,
Al Capone, was deeply concerned about his
brand"***

writes **Jonathan Eig** in his Capone biography, *"Get Capone: The Secret Plot That Captured America's Most Wanted Gangster"*. "He spent \$1,000 a week hosting parties, wore \$50 French pajamas, ordered expensive suits by the dozens, and employed a staff of seven hundred gunman." His suits were attention grabbers in colors like purple and lime. He wore pinky rings with big, fat gems. "Capone's

underwear was made from the same silk as expensive women's gloves. A tailor said Capone ordered 23 double breasted suits in a two year span. One salesman said Capone liked the right hand pocket of his overcoats made bigger and stronger than the left-hand pocket, presumably, to carry his gun. A jeweler said he sold Capone 8 diamond belt buckles", wrote biographer Eig. Al Capone had homes in Chicago and Miami. Most of his time in Chicago was spent at the Metropole hotel. He liked going to baseball and college football games and betting on dog and horse races and championship boxing matches.

"His name became a brand - like CocaCola and Ford - the Capone name was quickly recognizable" and associated with specific qualities.

Capone liked hosting parties. He was fun loving, always with a good joke to go along with his great smile. He liked hanging around with the guys, smoking cigarettes, drinking beer, and gambling on games, horses and dogs. Despite being married, he had relationships with other women. At the same time, Capone was tough, expected loyalty, and exacted brutal punishment upon anyone who threatened his lifestyle.

Al Capone, born to religious, Italian immigrant parents in 1899, was involved in street gangs as a kid growing up in Brooklyn, New York. As he got older, he worked as a 'bouncer' at local bars. One evening, Capone unintentionally insulted a woman

while working as a 'bouncer' at a Brooklyn night club. Days later, Capone was attacked by the woman's brother who slashed Capone's face three times on the left side.

The scars from the facial attack gave Al Capone the nickname "Scarface".



In 1923, Al Capone moved to Chicago to accept a job offer from **John "Papa Johnny" Torrio**, "*a rising gang leader in Chicago*" who eventually became a brilliant crime boss running illegal businesses. Capone's arrival in Chicago coincided with the onset of America's **Prohibition Period**. Prohibition meant the American government arbitrarily decided to make it illegal to sell, produce, and transport alcoholic beverages in the United States. The **18th Amendment to the U.S. Constitution, the Prohibition Amendment**, became the law of the country in January of 1919¹. Many enterprising Americans, like Torrio and Capone in Chicago, immediately saw an opportunity created by the new

1) **Rhode Island** was just one of two states of America's 48 states to reject the passage of the Prohibition amendment.

Prohibition law. The manufacturing, sale, and transportation of alcoholic beverages like beer and whisky, once legally provided by private companies, ended.

Despite government ordered Prohibition, millions of Americans still wanted to drink beer, whisky, and scotch.

Criminal gangs, in cities like Chicago and New York and others throughout the country, quickly stepped in to fill the demand for beer and alcoholic beverages created by Prohibition. Capone's gang fought, killed, threatened and bribed rival gangs and public officials for control of the alcohol and beer business in the city of Chicago. When Capone ended up in court, if jurors wouldn't accept bribes, Capone ordered his gunmen to threaten a *"bullet to the back of the skull to do the trick"* according to Jonathan Eig. Some policemen, Mayors, and judges earned more from Capone's payoffs than from their city jobs. Capone



Prohibition police and government officials dumping liquor in the 1920s.

By 1933, Americans ended Prohibition, realizing what it was: a folly, creating more problems rather than solving any, orchestrated by fundamentalist extremists who put political pressure on government officials to accept their preferred lifestyle agenda.

controlled Chicago's Mayor, **William "Big Bill" Thompson**. Rival gang leaders who tried to sell beer in Capone's neighborhoods were often machine gunned to death. As a result, in the early 1900s,

Chicago's brand was America's 'crime and murder city'!

Chicago was a relatively new city. It had been a wilderness military outpost in the early 1800s. In 1833, the Town of Chicago was established with a population of 30,000. By 1870, the city had a population of 300,000 and by 1920, 2,700,000. Chicago grew like dandelions in a spring field, rapidly and out-of-control. Americans from eastern United States cities and immigrants from Europe came to Chicago by the hundreds of thousands for work in the city's steel mills, railroad stockyards, and slaughterhouses; along with them, criminals came to entertain and exploit. In 1872 alone, the city issued more than 2,218 new liquor licences to new bars! Major League Baseball's first team, the Chicago White Stockings, played their first game in 1870; the team became the **Cubs** in 1903. The city burned to the ground in the *'Great Fire'* of 1871 but quickly rebuilt with steel and granite instead of wood. The first American skyscraper, the steel framed, 10 story **Home Insurance Building**, was built in Chicago in 1884. Roads were built at a rapid pace throughout the city as more and more cars were bought by Chicagoans. Yet, for some reason, Chicago roads had

“no painted lines, no traffic lights, no one way streets, and no speed limits” as Capone biographer, Jonathan Eig, described the early 1920’s *‘Windy City’*.

Chicago was run by rival gangs in the 1920s and each gang member seemed to have a **nickname**. **Sammy “Purple” Cohen** ran the Jewish east side gang supplying Capone with whiskey from

Canada where selling beer and alcohol was legal.

Cohen simply changed *Canadian Club* bottle labels to an *“Old Log Cabin”* label. Chicago’s North Side gang was run by **George “Bugs” Moran** and his assistants **Dean “Gimpy” O’Banion**, safecracker **Charles “The Ox” Reiser**, and enforcer **Vincent “The Schemer” Drucci**. After Moran’s unsuccessful assassination of the city’s South Side gang leader, **John “Papa**



The bodies of seven of Bugs Moran gang lying on the floor of 2122 North Clark Street, the S.M.C. Cartage garage. On February 14, 1929, the feast of St Valentine, Al Capone’s gunmen, two dressed as policemen, drove to the garage in a Cadillac and brutally machine-gunned seven of Moran’s gang at 10:30am. The event became infamously known as the *‘St Valentine’s Day Massacre’*.

Johnny” Torrio, Torrio fled to New York and turned the leadership of the South Side gang over to **Capone**. **Jake “Greasy Thumb” Guzik**, **Frank “The Enforcer” Nitti**, and **Tony “Joe Batters” Accardo** were the central figures of Capone’s gang counting his money and killing his enemies. Mobsters were often murdering each other, often with the newly invented, light weight, rapid fire, Thompson machine gun, or *‘Tommy gun’*, which fired 400 rounds of ammunition per minute. Soon,

Al Capone was running the city of Chicago.

Capone either had ownership interests or received a cut from the profits of dog and horse racing tracks, gambling halls, and beer and liquor distributing. The government estimated Al Capone was earning millions of dollars a year in the 1920s.

Capone didn’t have a checking account nor did he accept payments by check. Al Capone paid for everything in cash and all payments to him were made in cash. As a result, there was never a record of any payments given to him. Capone never wanted anyone to be able to trace any of his financial transactions because

he never filed income taxes as required by law!

Capone loved the limelight unlike other gangsters of this time. During his frequent appearances in public at a ballgame, theatre or restaurant, Capone smiled, shook



hands, and posed for photographs. He never, however, went to the same bar or restaurant or had a favorite barber or shoe shine stand; it was too dangerous. Capone always traveled with bodyguards and always sat at the last table in a restaurant facing the front door. Barbers and shoe shine boys came to him. But Capone regularly gave press interviews,

using the press to build his brand.

He was quoted saying how much he loved his wife and how much he wanted his son to go to college to have a better life than his. He claimed *"public service is my motto. 99% of the people of Chicago drink and gamble. I try to serve them decent liquor and square (fair) games."* The more he spoke, the *"more his legend grew"* claimed biographer Eig. An oil company executive



unemployed men in Chicago waiting to be served at soup kitchen paid for by Al Capone in 1930

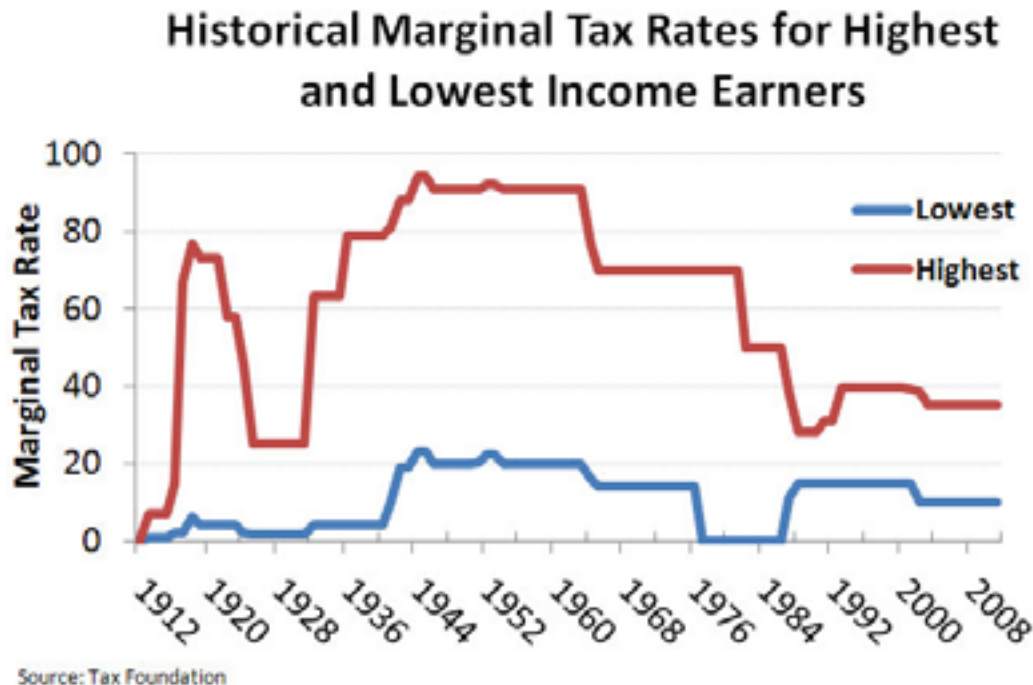
in China once remarked that *"Capone is as well known in China as Genghis Khan!"* During the Great Depression in 1930, Capone sponsored a soup kitchen to feed the city's poor, an average of 2,200 people a day, *"serving the best of everything: the best brands of soup, 250 loafs of bread a day, and 200 pounds of coffee a week"*. While Capone never sought publicity for his generosity, he never denied the act. One night in 1925 after Capone spent the night in jail for driving too fast and carrying guns in his car, he ordered steak dinners delivered to prison for himself and the other prisoners. He was released the next day and eventually all charges were dropped. But

Capone's success was short lived.

After government Prohibition Bureau agent **Elliot Ness** unsuccessfully tried to find solid evidence against Capone for illegally selling beer and alcohol in 1929,

**government agents focused on
Capone
did not pay his income taxes.**

History of America's Income Tax



America's first personal income tax was imposed in 1861 to help pay for the American Civil War. It was part of the Revenue Act of 1861 (3% of all incomes over \$800). This tax was repealed and replaced by another income tax in 1862. In 1895 the United States Supreme Court, in its ruling in *Pollock v. Farmers' Loan & Trust Co.*, decided an income tax based on receipts from the use of property to be unconstitutional.

On February 3, 1913, the United States government passed the 16th Amendment to the Constitution allowing the federal government to tax income earned in America.

In 1913, government took up to 7% of incomes above \$500,000 (\$10 million 2007 dollars). A total of \$28.3 million was collected in 1913.

During World War I, the top rate rose to 77% and the income threshold to be in this top bracket increased to \$1,000,000 (\$16 million 2007 dollars).

Under Treasury Secretary **Andrew Mellon**, top tax rates were reduced in 1921, 1924, 1926, and 1928. Mellon argued that lower rates would spur economic growth. By 1928, the top rate was scaled down to 24% and the income threshold for paying this rate fell to \$100,000 (\$1 million 2007 dollars).

During the Great Depression and World War II, the top income tax rate rose from pre-war levels. In 1939, the top rate was 75% applied to incomes above \$5,000,000 (\$75 million 2007 dollars). During 1944 and 1945, the top rate was its all-time high at 94% applied to income above \$200,000.

The highest marginal tax rate for individuals for U.S. federal income tax purposes for tax years 1952 and 1953 was 92%.

Top individual tax rates were lowered in 2004 to 35% and tax rates on dividends and capital gains lowered to 15%, with the Bush administration claiming lower rates would spur economic growth.

Al Capone was a smart person. He did well in school until being expelled at 14 for hitting a teacher. He arguably ran a successful, albeit illegal, business for several years.

Al Capone, the gang leader, could have been more.

Many argue Capone had the skills and qualities to successfully run a legal business achieving lifetime success for himself and his family. But common sense, humility, risk management, and empathy were seemingly in short supply with Al Capone.

The Capone business empire was built on fear (murder) and payola (bribes). Eventually, enough people said 'NO MAS!'

President Herbert Hoover was at the top of the list of people angry at Capone and he was joined by many of America's influential business leaders. Stopping Al Capone and his self-serving game became a national priority. Capone became 'Public Enemy Number 1!'

In 1931, Capone was brought to court on charges of income tax evasion. Surprisingly, he plead guilty, probably hoping to get a lesser jail sentence. When the judge announced he would not follow the recommendation of the government's prosecuting attorney for a potential deal of a lesser sentence for a plea of guilty, Capone's

attorney withdrew his admission. A trial was then set. Capone, as expected, tried to intimidate and bribe potential jurors. The judge, anticipating Capone's scheme, brought in different jurors from another trial. On October 17, 1931, Capone was found guilty on 5 counts of tax evasion.

The judge sentenced him to 11 years of imprisonment, no deal, no appeal.

In May of 1932, he was sent to a prison in Atlanta, Georgia. By August of 1934, after rumors of special, favorable treatment by the Prison Warden, Capone was moved to a new, high security prison on a small, rocky island surrounded by the cold waters of the San Francisco Bay, one and a half miles from the city's shore, called **Alcatraz**. The prison, often called "**The Rock**", was created to house prisoners who were considered too dangerous and troublesome for other American prisons. **James "Whitey" Bulger**, **George "Machine Gun" Kelly**, and **Alvin "Creepy" Karpis** (who served more time at Alcatraz than any other inmate) were sent to 'The Rock'. During its 29 years of operation, the penitentiary



Capone's prison picture from his time at Alcatraz.

claimed that no prisoner ever escaped. 36 prisoners made 14 escape attempts, two men trying twice; 23 were caught, six were shot and killed during their escape, two drowned, and five are listed as “*missing and presumed drowned*”. There was an interesting, purported story from Capone’s time at Alcatraz revealing his fatal flaw of hubris. Capone had shown total disregard for the prison’s protocol and revealed his sense of entitlement when Capone cut in front of **James Lucas**, a Texas bank robber, while prisoners were in line waiting for a haircut. Lucas reportedly told Capone to get to the back of the line.

**When Capone asked Lucas
‘do you know who I am?’
Lucas reportedly grabbed
a pair of the barber’s scissors,
held them to Capone’s neck,
and said**

“Yeah, I know who you are, (ethnic slur). And if you don’t get back to the end of that (expletive) line, I’m gonna know who you were.”

Capone spent much of his time at Alcatraz in the prison hospital. His health deteriorated rapidly in prison, much of it caused

by **syphilis** contracted during one of his many promiscuous relationships. As a result, Capone lost weight and was often delirious, thinking people were conspiring to attack him. Al Capone finished his Alcatraz sentence on January 6th, 1939 before serving one more year at a prison in a county jail in Chicago. He was released on November 16th, 1939 and returned to live with his wife and son in his Florida mansion. The remaining years of his life were plagued by ill health mostly related to **syphilis**. Capone suffered a stroke on January 21st, 1947 and died 4 days later of a heart attack.

What is important to note in this story of Capone is Prohibition’s short life, from its enactment in 1920 to its end in 1933. On December 5, 1933, Congress passed the 21st Amendment to the U.S. Constitution officially ending Prohibition while Capone was serving his prison sentence at Alcatraz.

**What if Prohibition ended
while Capone was
still running Chicago?
Would his life been different?
What do you think?**



“The Rock”, better known as Alcatraz Prison

Lewis Hine



Lewis Hine became the **conscience of America**.

His riveting images created guilt and shame
within the United States.

Hine inspired
a national 'act of contrition,'
a reflection
over what was wrong
and
needed to be right.

Lewis Hine was a photographer. Much of his work focused on one aspect of American life and ultimately

**created a mirror for America,
seeing itself
as never before
and Americans didn't like
what they saw.**

In 1911, two million American children under sixteen years old, some as young as 6, were working 12 hour days, six days a week! They worked in **coal mines**, miles beneath the surface; in 'machine noisy' **cotton mills** and factories with lint filled air; in dark, cold, cramped **canning sheds** cutting open oysters and clams; in **glass making factories** with temperatures up

to 130 degrees with dangerous dust circulating through the air; **picking cotton, strawberries, and peaches** in the day's sun; **shinning shoes** on the sidewalks of cities or **selling newspapers** in the early morning hours on street corners.

Child labor in America
was often dirty, dangerous,
dead-end work.

Lewis Hine's mission was
to expose it
through his photographs
and
engender "shock and anger"
within those
who viewed them.



Boys in West Virginia gathered to begin their work day at the coal mine.

Lewis Hine was born in 1874 in Oshkosh, Wisconsin. His parents ran a coffee shop and restaurant. When his dad died right after his high school graduation, Lewis was forced to get a job to help support his mother and unmarried sister. He found a job delivering furniture, working 13 hours a day, six days a week, earning \$4 a week. When the American economy experienced a depression in 1893 (Panic of 1893), Hine's factory closed; he was forced to do odd jobs cutting firewood, selling water filters door-to-door, and delivering packages for a clothing store.

Hine's personal network made a fortuitous addition when he met

Frank Manny, a professor from a local teacher's college. Manny encouraged

Hine to enter college; he was 25 years old. While Hine was completing his degree, Manny was appointed Superintendent of New York City's Ethical Culture School and invited Hine to join the school's faculty. Hine took the job and an additional role as school photographer. Hine's school photographs were so impressive, Manny suggested Hine visit New York's **Ellis Island**, America's official entry point for immigrants coming to America. Hine photographed immigrant families as they were arriving in the United States. Superintendent Manny used Hine's photos for a new course on American immigration.

As Hine's reputation grew as a **photo-journalist**, the **National Child Labor Committee** offered him a full-time job in 1908 to promote their campaign to end child labor.



Hine's photo of 2 young spinners in a cotton mill in 1911

Hine started traveling the country *“taking pictures of kids at work, listening to their stories, and reporting on their lives”* according to author Russell Freedman in his book *“Kids At Work: Lewis Hine And The Crusade Against Child Labor”*.

“Hine’s goal was to open the public’s eyes to the horrors of child labor. He wanted his photos to move people to action”

Child labor sentenced kids to *“a future of illiteracy, poverty, and misery”*. Further more, child labor hurt adults. Beyond the obvious dangers of some work environments on children, child laborers lowered wages for adults as companies had options to use low cost children rather than higher paid adults for low skilled jobs.

As Hine appeared outside factories, mines, and plantations to take pictures of working children, business owners and managers resisted the overtures of the *“little man with the big, box camera”* according to author Freedman. Owners saw Hine as *“a troublemaker and often refused to let him into their facilities. Angry foreman and factory police even threatened*

Hine to intimidate him.

Hine had to be creative,

often disguising himself as an insurance salesman, fire inspector, or an industry photographer taking pictures of machinery or buildings.

Hine persisted and soon started sharing his photos that shocked the nation. His photographs showed small girls working 12 hour days in cotton mills kept awake by managers throwing water in their faces in air filled with so much lint that many developed chronic bronchitis or tuberculosis. In the unhealthy environs of glass factories, owners paid their glassblowers 8 cents an hour; young assistants made 65 cents a day! Entire families worked in their tenement homes *“making artificial roses. If they worked steadily from 8am to 8 or 9pm, the family could make \$1.20 for the day”*. At a seafood factory in Mississippi, he photographed a five year boy peeling



shrimp. *"I found two little girls spinning (in a cotton mill); their grandmother told me the girls were six and seven. I found two boys under twelve whose hands had been mutilated by mill machines. There were a number of ten and eleven year olds staying out of school to work 11 hour days. I found entire families working in factories and none could write their name!"*

Hine reported. In the Southern states, most mills only hired white workers, usually poor, former sharecroppers or tenant farmers who abandoned their worn out, soil ravaged farms to work in the mills. Their children either left school or never went because the families needed money. **Food canning** for oysters, fruit, and vegetables, was another type of work that employed entire families. In small, dark, often damp sheds, adults with children by their side would pick oysters from a pile on the shed floor and, with shucking knives, open the oyster shells, pry them open, and drop the oyster meat into a pail. Workers were paid 5 cents per pail, each pail holding four pounds of oysters. From the early morning to late afternoon or early evening, the average adult filled 8 or 9 pails, children usually 1 or two. According to author Freedman, children's hands would be cut and swollen by day's



Families of oyster shuckers in the canning shed

end. At night, they'd soak their hands in a special solution to harden their skin and heal their cuts for the next day's work.

Ultimately, Hine's photos injected empathy into an America apathetic about child labor.

In 1918, Hine accepted a job with the **American Red Cross** photographing their relief efforts after World War I. Then, in 1930, a 55 year old Hine was hired to photograph *"the step-by-step construction of the world's tallest building, The Empire State Building in New York City. With the assistance of his son, Corydon, the senior Hine climbed to dizzying heights with construction workers"* to capture their work.

But soon after, during the height of **The Great Depression**, Hine could not find any work. Some agencies said Hine was too difficult to deal with because he wanted total control of his photographs. Hine couldn't find a job and, with no income by 1938, his home was taken by the bank



Construction workers high above the New York City sidewalks of the city during the construction of the Empire State Building



Lewis Hine

which held his mortgage. He was forced to apply for public assistance. The last years of his life were filled with heartache and professional struggle. Few people were interested in his work. On November 6, 1940, the once famous photographer, Lewis Hine, died in poverty and anonymity; no one seemed to notice or care.

Lewis Hine receives this author's '*Great American*' accolade because of his courageous work to end child labor in America. Despite child labor laws passed by Congress in 1916 and 1918, the politically constructed and therefore prejudiced **United States Supreme Court** declared Congress' laws to protect children were



5 year old boy picking cotton in Texas

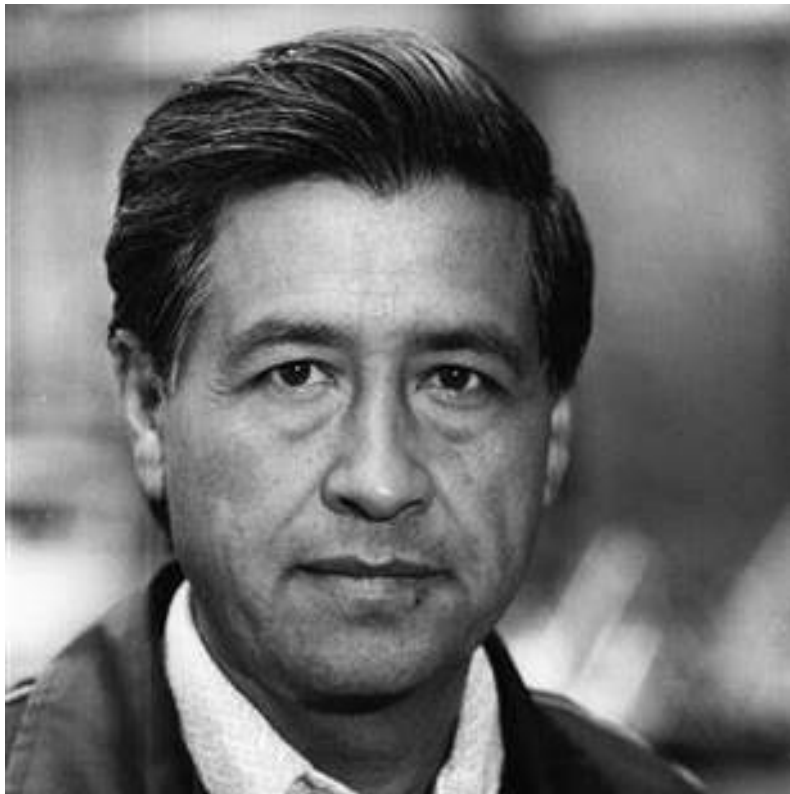


'unconstitutional' because individual states, not the country, should make the decision to enact laws protecting children. Furthermore, the Court said no government law should prevent any person, adult or child, the opportunity to work. Federal control of child labor eventually became reality when FDR, President Franklin Delano Roosevelt, signed the Fair Labor Standards Act which set a minimum wage for American workers, workday and work week regular pay standards, as well as guidelines for any child entering the work place. Children were prohibited from working in factories and mines if they were under 16 years old.

Since 1985, the National Child Labor Committee has presented the "**Lewis Hine Award**" to honor people, like Lewis Hine, who changed the lives of young people in America.



Cesar Chavez



Cesar Chavez
was America's most important
Latino civil right's activist.
"Sí, se puede!"

***“We cannot seek achievement
for ourselves and
forget about progress
and prosperity
for our community...
Our ambitions must be broad
to include
the aspirations and needs
of others,
for their sakes and
for our own.”***

Cesar Chavez.

Cesar Estrada Chavez was born on March 31, 1927, in Yuma, Arizona, in a Mexican-American family of six children. Chavez grew up in a small adobe home. His family owned a grocery store and a ranch, but their land was taken back by the original owner when his family could not pay their home loan during



The Great Depression. His family then moved to California for work as migrant farm workers. Life was not easy for the Chavez family in California. The Chavez's were American citizens who were **migrant workers** traveling throughout the south and western parts of the United States working the different harvesting seasons picking peas and lettuce in the winter, cherries and beans in the spring, corn and grapes in the summer, and cotton in the fall.

In 1942, Chavez quit school in the seventh grade because he didn't want his mother to have to work in the fields. He did not return to school; he became a full-time migrant farm worker. Hoping to learn new skills for better job opportunities, Chavez joined the United States Navy in 1944 and served for two years. According to his **Wikipedia** profile, Chavez described his Naval experience as *“the two worst years of my life”*. Chavez returned to picking crops on California farms until 1952 when

**he became a leader
in the Community Service
Organization (CSO),
a Latino
civil rights organization.**

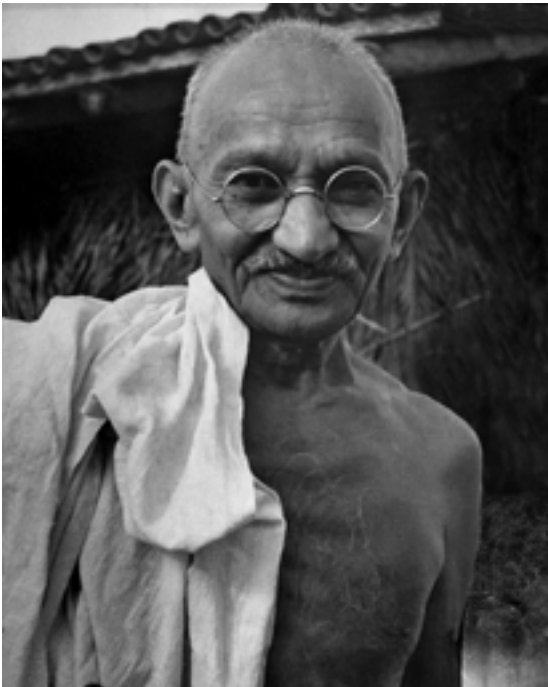


Chavez's exceptional interpersonal skills were apparent during his speeches as a union leader urging Mexican Americans to register to vote throughout California and support farm workers' rights. He eventually became the national director of the CSO in 1958.

Chavez was developing a personal

**brand of
passion, focus, energy,
and commitment to
the civil rights
of others.**

Chavez left the CSO in 1962 and co-founded the **National Farm Workers Association (NFWA)** with **Dolores Huerta**. Chavez's union followed the non-violence principles of the Asian Indian revolutionary leader, **Mahatma Gandhi**, and the



Mahatma Gandhi, India's famous NON-VIOLENT revolutionary leader of the early 1900s.

American civil rights leader of the 1960's, **Dr. Martin Luther King, Jr.**

While **unions** had been helping American workers from Detroit's automobile factories as well as coal miners, railroad workers, and others with manufacturing jobs by negotiating higher wages, safer conditions, and a 40 hour work week in the early 1900s, American migrant workers on farms in California and other southwestern states were still toiling under exploitative conditions working 10 hours a day and low wages in the 1950s and 1960s! The workers on too many American farms were paid much lower wages than America's federal minimum wage of \$1 per hour in 1960. And, living conditions for the migrant workers and their families were often characterized as inhuman, especially in the years following World War 2.

Part of the problem was the United States government's immigration policy at this time. Author **Matt Garcia**, in his book *"From The Jaws Of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement"*, writes the United States had an official agreement with Mexico beginning in 1942 allowing Mexicans to come to the States as "visitors" to alleviate a workers shortage "harvesting crops and maintaining American railroads". This Mexico-United States agreement was known as "**the bracero program**". What was intended to end after World War 2 continued when Washington **lobbyists** for farm owners convinced Congress to continue the **bracero** program so that farmer owners

continued to have access to labor cheaper than American migrant workers. The result was not only the exploitation of foreign migrant farm workers but also open hostility between the American migrant workers and the American farm owners. American migrant workers were harassed and often attacked.

Chavez responded by organizing protest marches, encouraging boycotts of popular farm products like lettuce and grapes, as well as other forms of nonviolent resistance to gain attention and support for the American migrant farm workers. One of Chavez's most impactful acts of protest was abstaining from food for long periods of time. These "**fasts**", abstaining from food, brought international attention and support for Chavez's causes. In 1968, he fasted for 25 days to support migrant farm worker issues all the while promoting the principle of nonviolent resistance. Chavez's background, not surprisingly, influenced his decision to fast. He was a Roman Catholic and fasts were part of the Catholic tradition of doing 'penance.' Chavez was also influenced by the Asian Indian revolutionary, **Mahatma Gandhi**, whose **fasts** became a critical part of his peaceful rebellion to rid his country, India, from the control of England in the 1940s.

Because

Chavez understood the value of diversity in an organization's and a person's network of mentors, associates,

and staff, he recruited numerous people of different ethnicities and backgrounds: Jewish Harvard University student, **Marshall Ganz**, Irish Catholic social activist **Jerry Brown**, artist **Luis Valdez**, the **Reverend Jim Drake**, **Corretta Scott King**, wife of Martin Luther King, Jr, and a multitude of Latino social activists and Mexican American migrant workers. It was this network, according to **Matt Garcia** in his Chavez biographical profile, "*From The Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement*", that suggested

Chavez and his union's most effective, non-violent, tactic for change was the 'boycott'

In September of 1955 when **Filipino** American farm workers initiated **the Delano grape boycott** to protest below minimum wages paid to Filipino farm workers, Chavez led his **National Farm-Workers Union** to support the Filipino workers.

Chavez led a strike of California grape pickers on a historic farm workers march

from the city of Delano to the California state capitol in Sacramento in 1966. The impactful story of the Filipino workers and other American migrant farm workers caused a significant number of Americans to boycott table grapes and grape

“ONCE SOCIAL CHANGE BEGINS, IT CANNOT BE REVERSED.
 YOU CANNOT UNEDUCATE THE PERSON WHO HAS LEARNED TO READ.
 YOU CANNOT HUMILIATE THE PERSON WHO FEELS PRIDE.
 YOU CANNOT OPPRESS THE PEOPLE WHO ARE NOT AFRAID ANYMORE.”

—CESAR CHAVEZ
 MARCH 31, 2013 - APRIL 23, 2013



CESAR CHAVEZ DAY MARCH 31, 2010
DÍA DE CÉSAR CHÁVEZ EL 31 DE MARZO 2010



U.S. Department of Labor
 MARIA L. GARCIA, Secretary of Labor

by-products like wine across the United States as a show of support for the migrant workers. This strike lasted five years and attracted national attention. United States Senator and 1968 Presidential candidate, **Robert F. Kennedy**, expressed his support for the striking workers and visited Chavez during his protest 'fast'. The U.S. Senate Committee on Labor and Public Welfare's Subcommittee on Migrant

Labor held hearings in California on the strike. After the hearings, The Filipino workers union, **Agricultural Workers Organizing Committee**, and Chavez's **National Farm Workers Union** joined forces to form a new union, the **United Farm Workers of America**.

Chavez and UFW cofounder, **Dolores Huerta**, fought America's **Bracero Program** from 1942 to 1964. Chavez and Huerta believed the program hurt the employment of all U.S. workers and exploited migrant workers. The Bracero Program gave farm owners a constant alternative for cheap, immigrant labor rather than United States citizens, the migrant workers. Migrant workers were fearful about protesting because they could be fired by



According to Robert Kennedy, he visited Chavez during Chavez's fast because Chavez asked him to come. This photo shows Kennedy, on March 10th, 1968, offering bread to Cesar Chavez during Chavez's 25-day fast protesting social injustice of farm workers in Delano, California. Robert Kennedy was a candidate for President of the United States in 1968 and was assassinated while campaigning this same year.

The translation of Chavez's comments are as follows:

"Robert Kennedy was the only public official who came to us at the hour of our need. March with us under the hot sun for justice and equality. He shared bread with me to give us new hope and inspiration. He is our friend and ally."



Cesar Chavez (left) and Dolores Huerta

farm owners and replaced by less costly immigrant laborers. Chavez and Huerta's efforts pressured Congress to finally end the Bracero Program in 1964. Chavez continued to focus on the rights of migrant workers. He even went so far as to lead the United Farm Workers in setting up a protest line along the United States-Mexico border to prevent Mexican immigrants from entering the United States illegally to take jobs from UFW union workers. Later, during the 1980s, Chavez and Huerta fought for amnesty provisions in the 1986 federal immigration act.

Cesar Chavez died on April 23, 1993, of natural causes in San Luis, Arizona. Chavez's wife, **Helen Chavez**, donated his famous black nylon union jacket to the **Smithsonian Museum** in Washington, D.C. Cesar Chavez's birthday, March 31, is celebrated in California, Colorado, and Texas as a state holiday promoting service to the community in honor of Chavez's life and work. Although it is not a federal holiday,



Cesar Chavez gravesite is located in the garden of the Cesar E. Chavez National Monument, in Keene, California

President Barack Obama
proclaimed March 31 as
“Cesar Chavez Day”
in the United States,

with Americans being urged to “*observe this day with appropriate service, community, and educational programs to honor César Chávez’s enduring legacy*”.

“Sí, se puede!”



Cesar Chavez (third from right) and to his left, the wife of Martin Luther King Jr, Coretta Scott King (fourth from right) lead a lettuce boycott march in New York City in 1973.

Rosa Parks



An ordinary person doing extraordinary things.
Rosa Parks

**Did you ever know
something was wrong
but
did nothing to stop it?**

Whether you knew something was hurting another or clearly was morally wrong, did you find the courage to speak out against it? On December 5, 1955, in **Montgomery, Alabama**, a quiet, shy, well-mannered, very religious, 42 year old, bespectacled, light-skin African American woman named Rosa Parks did and, in the process, ignited a civil rights wildfire that swept across America changing the landscape of the country.

Rosa Parks was born **Rosa Louise McCauley**, in **Tuskegee**, Alabama, on February 4, 1913. Her dad was a carpenter; her mother was a teacher. Ms Parks lived much of her life under “**Jim Crow**”, the racist, separatist laws in states like Alabama, Mississippi, South Carolina, Louisiana, Georgia, North Carolina, and Kentucky that were used to keep African American citizens at a distinct disadvantage from white citizens. African Americans were legally separated from white people on trains, buses, street trolleys, and other

forms of public transportation. African Americans had separate schools, hospitals, hotels, barbershops, theatres, even drinking fountains! **Douglas Brinkley** writes in his biography of Rosa Parks, “*segregation laws slapped ‘white’ and ‘colored’ signs on every facility...*” reminding African Americans their citizenship in ‘*the home of the brave and land of the free*’ was still a ‘dream’. Racism and discrimination weren’t exclusive to the southern states of America; they were found in northern states too. Even America’s armed services, the Army, Navy, and Air Force, were segregated! But Southern state ‘Jim Crow’ was accompanied by a horrific level of violence and death. Lynching, murder, burning, and other forms of physical violence were commonplace in America’s southern states eventually causing a **great migration** of African Americans from the south to northern and mid-west cities like Detroit, New York, Cleveland, and Chicago.

Rosa Parks cleaned homes of well-to-do white families in Montgomery, Alabama. She also made alterations on clothes to bring in extra income. She was considered an exceptional seamstress.

“*The church was the center of Rosa’s life*” according to biographer Brinkley. Parks was an active member of the **African Methodist Episcopal (AME) Church** in Montgomery, Alabama.

Rosa Louise McCauley met and quickly fell in love with **Raymond Parks**, an intelligent, well read, African American barber in Montgomery who was very active



1940 photograph of a separate, African American waiting room, labeled ‘Colored Waiting Room’, at a bus station in Durham, North Carolina, taken by a federal government employee of the United States.

in African American civil rights issues and a member of the Montgomery chapter of the **NAACP**, the National Association for the Advancement of Colored People. They were married in 1932.

In the first half of the 20th century, the 50,000 African Americans living in Montgomery, Alabama had difficult and unfair lives. *“African Americans were excluded from being chosen for a jury, hired only for menial jobs, prohibited from enrolling in college and universities, and denied access to public libraries and parks”* writes Parks biographer Brinkley. There wasn’t a public school for African Americans in Montgomery until 1946; a scholarship to a private schools was the only education option. Getting the opportunity to vote meant passing a literacy test created, scheduled, and reviewed by the white political leaders of the community.

One of the earliest events shaping Rosa Parks adult life was a November afternoon in 1943 when she boarded a bus in Montgomery just like she had many times before. Because the entrance to the back of the bus was crowded with other African Americans, Ms Parks went to the front entrance. By doing so, she violated a city regulation requiring all African Americans to enter the bus using the back door. As she entered the front door, the surprised white bus driver immediately told her to turn around and enter at the back of the bus. The usually shy, respectful Parks *“told him I was already on the bus and didn’t see the need of getting off when people were crowded in the back stairwell.”* The driver was

stunned by the directness of Ms Parks’ response but quickly responded *“get off my bus!”* Accordingly to Brinkley, *“Parks then intentionally dropped her handbag and then sat down on a ‘whites’ only seat to retrieve the bag on her way off the bus which further infuriated the driver.”* Parks purposely avoided any bus driven by the same driver in the future.

Other events during her life continued to change her. She took a job at **Maxwell Air Force Base** in 1945. United States military bases were prohibited by law from racial segregation. This meant Rosa Parks could ride in any seat she wished on an integrated trolley throughout the base. Biographer Douglas Brinkley noted that Parks acknowledged this experience *“opened my eyes up”* to the benefits of integration and lifted her self-esteem. Unfortunately, Parks was forced to leave her job at Maxwell to care for her sick mother. When the Maxwell door closed, another door opened, this time at the home of a well-to-do white family in Montgomery. Parks took a job as a housekeeper and seamstress for **Clifford and Virginia Durr**.

**Parks’ soon realized
her stereotype perceptions
of people
were wrong.**

Clifford Durr, a **Rhodes Scholar** educated attorney in Montgomery and his Alabama born and **Boston** educated wife, Virginia, were not the typical, white people Parks had routinely encountered in Montgomo-



Virginia Durr

ery. The Durrs were seemingly outliers in Montgomery; they had a genuine commitment toward ending racial injustice. In the process, the Durrs made many enemies among their white, Montgomery neighbors. Very quickly, **Virginia Durr** became a mentor and then close friend. Virginia shared her books with Rosa and invited her to integrated prayer groups at her home. The Durrs realized Parks' intelligence and strong values. In the summer of 1955, the Durrs offered to pay for Rosa Parks' transportation and attendance at a conference at the **Highlander Folk School** in Monteagle, Tennessee, an education center for people committed to civil rights and racial equality. Highlander was initially disconcerting for Parks; she never had white people cooking and serving her food nor had she collaborated with white people to find ways to end the racism destroying America.

Rosa Parks benefited from her diverse network.



Mahatma Gandhi

It was at Highlander that Parks and others read and discussed the pacifist ideas of Russian **Leo Tolstoy**, **Mahatma Gandhi's non-violent** revolution to evict the English army from his native country, India, and **Thurgood Marshall's** seminal effort before the United States Supreme Court in the **Brown vs the Board of Education** case in 1954.

**Rosa Parks left Highlander
“feeling empowered”
that she could be
a ‘change agent’
in the struggle to end racism
in America.**

Highlander gave Rosa Parks hope that America could change for the better.

Later that same summer, on August 14th, 1955, Parks attended an NAACP meeting at the United Methodist Church in Montgomery. Only 30 people were in attendance when a 26 year old minister named **Martin Luther King Jr** approached the podium to deliver a mesmerizing speech to Parks and the rest of the congregation.



Rosa Parks (left) and the Reverend Martin Luther King Jr.

It was her first encounter with the man who would eventually symbolize the civil rights movement in America. Months later,

**Parks experienced a
deja vu moment,
an incredible reoccurrence of
a moment
from her past.**

On December 1, 1955, Parks left her seamstress job at the **Montgomery Fair Department store**, to go home. She boarded the back door of a public bus and dropped a dime in the fare box before taking an aisle seat in the **'neutral section'** in the middle of the bus. An African American man sat to her right; two African American women sat directly across the aisle from her. At the next two stops, several white people boarded the bus filling all the seats so that one white man was left standing. The **'Jim Crow' rules** of Montgomery dictated African Americans sitting in the **'neutral section'** had to give up their seat for any white person without one; African Americans were also prohibited from sitting next to or across the aisle

from a white person. As soon as the bus driver turned to remind the black riders in the **'neutral section'** to give up their seats for the white passenger, both Parks and the driver instantly remembered their confrontation on a Montgomery bus twelve years before.

"Move y'all" the driver barked

at Rosa and the other African Americans in the neutral section. The African American gentleman and two women got up from their seats and moved to the back of the bus. Parks only moved from her seat on the aisle to the window seat in the same row. The driver, aggravated by Rosa Parks' insolent response, got up from his seat and walked directly down the aisle towards her. As the driver approached her, Rosa immediately thought about her grandfather's confrontations with the violent **Ku Klux Klan** as well as John Brown, the white abolitionist who railed against racism saying *"Talk. Talk. Talk. That didn't free the slaves. What is needed is action. Action!"* As the driver stood over Parks, he sternly asked her *"are you going to stand up?"* Rosa responded softly but directly *"no!"* The driver was shocked by her response. How could this meek, middle age woman respond so courageously? He struggled to find the appropriate words to respond.

"Well then, I'm going to have you arrested" he finally said.

"You may do that" she said as if giving him permission.



Ms Parks being fingerprinted at the Montgomery police station after her arrest

Parks seemed embolden by her recent experiences at the Highlander Folk School, her readings about Gandhi's non-violent rebellion in India, the moving spirituality of the young Reverend Martin Luther King Jr's speech, the strength of her grandfather standing up to the terror of the KKK, and the empowering encouragement of Virginia Durr. *"There had to be a stopping place, and this seemed to have been the place for me to stop being pushed around and to find out what human rights I had"* she later said.

Rosa Parks was arrested, fingerprinted, and placed in jail for refusing to give up her seat on the bus. Within hours of her arrest, community leaders came to the same conclusion as Rosa Parks, this was the time and place to make a stand against Jim Crow.

Rosa Parks' brand energized the Montgomery community

and the rest of America's civil rights activists! On Sunday, December 4, 1955, plans for a **Bus Boycott in Montgomery** were

announced in black churches throughout the city and the surrounding area. A Montgomery African American leader soon leaked information to the press about Rosa Parks, the *"dignified, meek, respected African American woman of impeccable moral character"* and her recent arrest for not giving up her seat on a bus to a white passenger. The informant also shared their plan to protest her arrest by **boycotting** the city's bus company's service. Every African American Montgomerian would either walk or take an African American owned cab at a discounted rate rather than ride the city bus. The reporter, a progressive, white journalist named **Joe Azbell**, ran the story on the front page of the city's leading newspaper, ***The Montgomery Advertiser***. This front page story, along with thousands of pamphlets distributed throughout Montgomery, informed virtually everyone in the city about Rosa Parks and the impending bus boycott. A church rally solidified support for the boycott until all African American Montgomerians were treated fairly with a level of courtesy they expected, until the bus company hired black bus drivers, and seating in the middle of the bus was handled on a first-come basis. African Americans supported the boycott and rode to work in carpools while others traveled in black owned cabs that charged the same fare as the bus, 10 cents. The remaining 40,000 black commuters walked to work, some as far as 20 miles! The boycott lasted for 381 days as the bus company buses never left the yard as the company neared bankruptcy. The city eventually repealed their racist seating laws after the United States Supreme Court ruled the law re-

quiring segregation on public buses was unconstitutional.

Parks became an icon in the Civil Rights Movement. However, she suffered great personal hardship as a result. She was fired from her job as a seamstress at the department store because of her much publicized civil rights activity. Her husband, **Raymond**, quit his job after his boss forbade him to talk about Rosa at work. As racial tension rose in Montgomery and her life became more difficult, Rosa moved to her brother Sylvester and sister-in-law Daisy McCauley's home in Detroit, Michigan. Her husband and her mother moved to Detroit to join her. Parks found work as a seamstress until 1965. She then was hired by **John Cony-**



President Bill Clinton presented Rosa Parks with the Presidential Medal of Freedom on June 6, 1999

ers, an African-American U.S. Congressman from Michigan, as a secretary and receptionist for his congressional office in Detroit. She worked for Congressman Conyers until she retired in 1988.

The remaining years of Rosa Parks' life were difficult. Despite her fame and



On February 27, 2013, a **statue of Rosa Parks** commissioned by Congress was unveiled in National Statuary Hall in the United States Capitol. **President Obama** is seen in this picture touching the right arm of the Parks' statue. To the immediate right of President Obama is **John Boehner**, the Speaker of the House of Representatives. Behind the President is **Harry Reid**, the leader of the Democratic members of the United States Senate.

speaking engagements all over America, Parks didn't have a lot of money and donated most of what she had to civil rights causes. She was served an eviction notice from her landlord because she couldn't pay her rent. Her poor health created expensive medical bills. Parks was forced to accept assistance from church groups and admirers. Rosa Parks lived in Detroit until she died of natural causes at the age of 92 on October 24, 2005, in her apartment on the east side of the city.

Rosa Parks' place in American history has been eclipsed by more famous individuals like **Martin Luther King Jr**, **Malcolm X**, **Arthur Ashe**, and **John Lewis**. But Parks' biographer, David Brinkley, offers a moment in her biography which enlightens all to the power of her brand and its enduring impact on those who walk the same civil rights path. In 1990, the South African patriot, future **Nobel Peace Prize** winner and future President of the Republic of South Africa, **Nelson**



Nelson Mandela

Mandela, visited the United States after 27 years in the South African government prison at Robben Island for trying to end

the South African government's 'Jim Crow' policy called 'apartheid'

Mandela's mission in America was to convince the American government NOT to cooperating with the white, racist South African government. During his trip, he visited several American cities and met several American leaders like President George Bush and Jesse Jackson. And then, at one ostensibly routine stop in Detroit, Michigan, Mandela was moved to tears. Author Brinkley explains - *"At each one of Mandela's stops on his tour of America, he was greeted by dignitaries, both white and black. In Detroit, Rosa Parks was surprisingly not invited to meet Mandela; Parks had observed and admired Mandela from afar and called him 'my symbol of hope'. But the leaders organizing the event decided not to include her. 'It's ok' Parks replied. 'They just forgot me.' Parks' friend, Elaine Eason Steele, asked Judge Damon Keith for his help to include Parks; the judge said he would try. As Mandela departed the plane and moved toward a receiving line waiting to greet the great South African civil rights leader, he suddenly froze, staring open mouth in wonder. Tears quickly filled Mandela's eyes as he approached a small old woman with her hair in two silver braids crossed atop her head.*

*In a low, melodious tone,
Nelson Mandela began
to chant,
'Ro-sa Parks. Ro-sa Parks.
Ro-sa Parks!'
until his voice crescendoed into
a shout:
'Ro-sa Parks!!!'
Then the two, brave,
civil rights icons,
Rosa Parks
and
Nelson Mandela,
fell into each other's arms,
rocking back and forth
in a long, joyful embrace."*

It seems Mandela too had been observing
and admiring from afar.

Amelia Earhart



At a time
when women were pressured
to be
barely seen and not heard,
Amelia Earhart's
actions shook and eventually
shattered the **stereotypical mold of women**
created by American men.

**It was as if Amelia Earhart
was telling the world
all she **wanted**
was the **opportunity** to
take the same risks
as men
to satisfy curiosity,
learn new things,
seek opportunities
to **fulfill dreams**.
Gender,
like race, religion, and
economic status,
should never impede
one's ambition.**

In the spring of 1935, the President of **Purdue University** implored Earhart to come to Purdue to inspire its female students to take up careers once thought exclusively male. Sitting in the midst of awestruck co-eds, the charismatic Earhart encouraged the women not to be intimidated by the stereotypes of the day. *"She believed women really did have choices about what we could do with our lives"* recalled a student. *"She encouraged us to study what we want. Don't let the world tell you who you should be"* another said. The female enrollment at Purdue increased by 50% during Earhart's time at Purdue. Earhart **biographer, Candace Fleming**, wrote *"everyone seemingly wanted to take one of her classes"*.

Amelia Mary Earhart was born in Kansas on July 24, 1897. Her father was a lawyer and her mother was the daughter



ter of a prominent Kansas judge. Amelia and her sister grew up with lots of love, money to support their family's comfortable lifestyle, and encouragement from her parents to reach for her dreams. The Earharts had maids to serve them and new dresses and clothes for everyone in the family. Amelia's Grandmother Otis, who lived nearby, often reminded Amelia to act and dress like ladies should act and dress. Not Amelia. She liked to play sports, shoot rifles, ride roller coasters, and wonder why she couldn't live the exciting adventures boys were allowed to live.

**But Amelia's idyllic life
came to a shocking end
when her once beloved father
started drinking.**

Rather than eagerly awaiting her father's daily return from his job to play and embrace, Amelia and her sister hid fearing an eruption of his alcohol driven temper. Her once successful and highly paid father

ther was soon fired from his job. The family then move to St Paul, Minnesota for her father's new albeit much lower paid job. They no longer had a beautiful home with maids. They were forced to rent a shabby house in a poor section of town. They didn't have enough money to heat the entire house so half the rooms had to be closed. Amelia's father continued to drink and strain the once wonderful relationship he had with his wife and daughters. Eventually, her mother left her father and took the 17 year old Amelia and her sister to live with friends in Chicago.

Amelia's first mission in Chicago was finding the best high school in the city to attend. Instead of enrolling in the school closest to her home, she chose Hyde Park High School because it *"had the best science program in the city"*. Amelia entered Hyde Park with no friends and, for some reason, she didn't try to make any. This behavior was in sharp contrast to the fun-loving, outgoing student she once was. Biographer Candace Fleming wrote Amelia was remembered by Hyde Park classmates as a loner, *"spending most of her time alone in the library"*. Her father's troubles and its effect on her family caused her to learn a hard lesson.

"One must really rely on oneself" she said.

Amelia moved on to one of the country's best college preparatory schools. During the Christmas break in 1917, she decided to visit her sister, Muriel, attending school in **Toronto**. Amelia never returned to her school, choosing instead to volun-

teer as a nurse's aide in Toronto to care for wounded soldiers returning from Europe fighting the Germans in World War 1. It was during her stay in Toronto that Amelia became fascinated with airplanes. Biographer Fleming writes *"Amelia found herself watching planes land and take off near the Canadian Flying School. 'They were like full-sized birds'"* she said.

**She suddenly felt her first
*"urge to fly"***

By 1920, her mother and father reunited and the family moved to California with Amelia taking her first flying lesson on January 3, 1921.

***"It wasn't safe to fly
an airplane in 1920"***

writes Earhart biographer Candace Fleming. *"The engine would sometimes stop in mid air!.. In 1920, the United States Postal Service hired 40 pilots to deliver airmail. By the end of 1920, 15 of those pilots died in crashes caused by motor failures. The engine would just stop without warning"*. And there weren't any airports. Most pilots were landing in fields or pas-

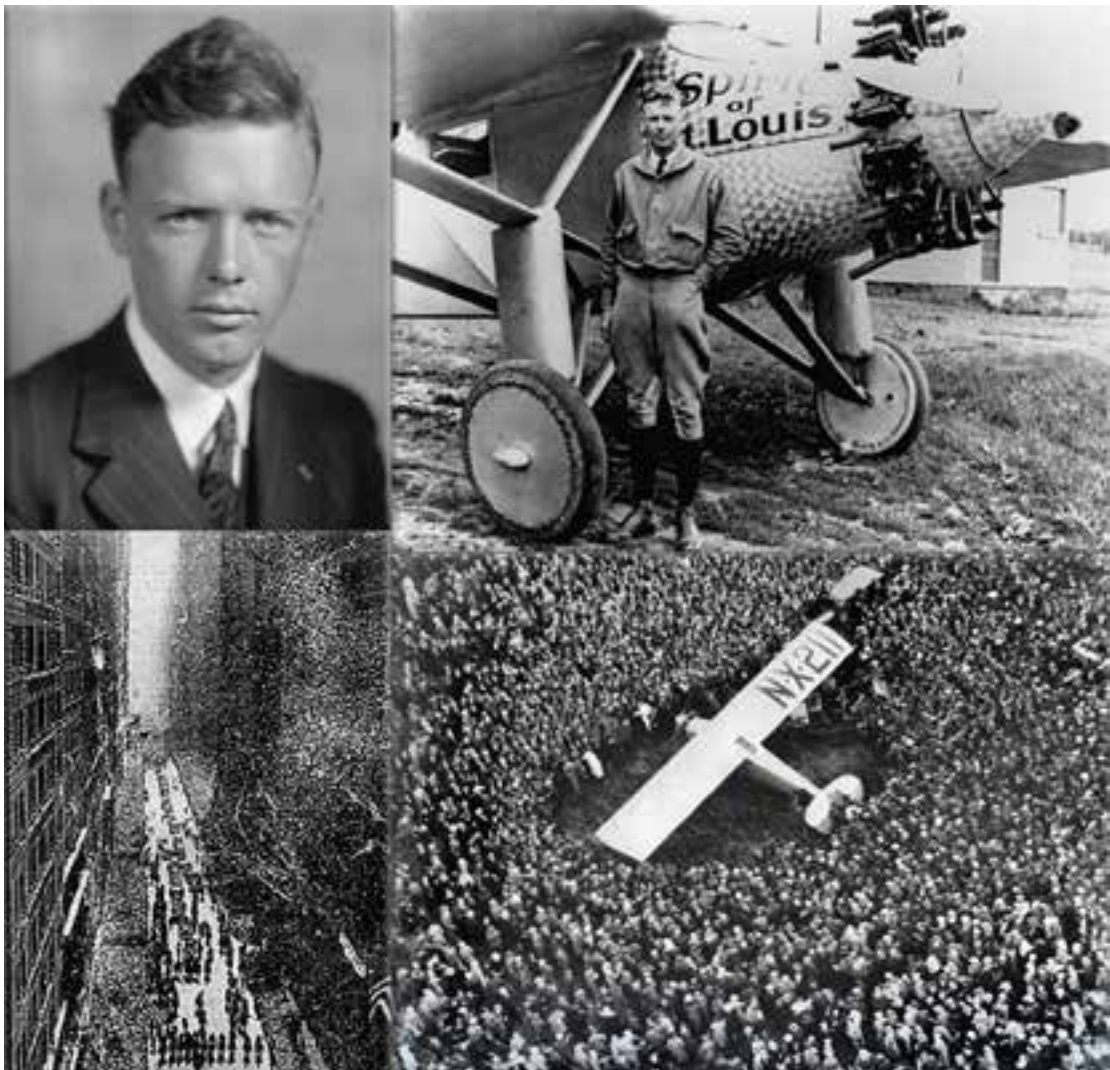


Orville and Wilbur Wright were two American brothers, inventors, and aviation pioneers who were credited with inventing and building the world's first successful airplane and making the first controlled, powered and sustained heavier-than-air human flight, on December 17, 1903. The photo above shows Orville in flight, covering a distance of approximately 1,760 feet in 40 1/5 seconds, November 16, 1904.

tures bumping over rocks and holes. By 1928, the Boeing Company started making passenger planes but flying remained an adventure. Airplanes couldn't fly high enough to get over mountains. They couldn't fly safely at night. Passengers found the ride too loud forcing many to stuff cotton in their ears and the seats felt like wooden park benches. Inside the plane, the smell of gasoline and disinfectant from cleaning up the effects of a passenger's upset stomach permeated the

air. Despite all the inconvenience and adventure, more and more people traveled on the new DC 3 airplane for non-stop coast to coast travel with comfortable seats and nurse trained stewardesses with ventilated, non-smelly cabins. By 1939, 1,176,858 people traveled by airplane in the United States.

The most famous pilot and, arguably, person in the world in the 1920s was American **Charles Lindbergh** after he



A Charles Lindbergh collage: upper left, Charles Lindbergh; upper right Lindbergh and the plane he made his famous transAtlantic flight; lower right Lindbergh landing in Paris; lower left, New York City ticker tape parade in his honor!

accomplished the seemingly impossible, a non-stop, 33 hour flight across the Atlantic Ocean from New York City to Paris, France. Lindbergh became an instant icon, greeted by large crowds and parades everywhere he went. He was awarded the Congressional Medal of Honor and paid **\$125,000** (today equal to \$1,500,000!) in advance to write a book about his transatlantic flight.

**Charles Lindbergh
created a blueprint
for Amelia Earhart.**

WANTED

INFORMATION AS TO THE
WHEREABOUTS OF



CHAS. A. LINDBERGH, JR.

OF HOPEWELL, N. J.

SON OF COL. CHAS. A. LINDBERGH

World-Famous Aviator

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

DESCRIPTION:

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

ADDRESS ALL COMMUNICATIONS TO

COL. H. N. SCHWARZKOPF, TRENTON, N. J., or
COL. CHAS. A. LINDBERGH, HOPEWELL, N. J.

ALL COMMUNICATIONS WILL BE TREATED IN CONFIDENCE

COL. H. NORMAN SCHWARZKOPF

March 11, 1932

Supt. New Jersey State Police, Trenton, N. J.

Earhart now focused on becoming the first woman to fly across the Atlantic.

Earhart began this quest by flying in exhibitions. Initially, she did stunts with her plane that made her “*feel like a clown*”. After seeing the notoriety and opportunities generated by record breaking accomplishments, she decided to challenge more flying records. The first to be broken was the women’s altitude record when she brought her plane to 14,000 feet above the ground in October of 1922. The next spring, she passed a flying test to receive a prestigious international license becoming only the sixteenth woman in the world to receive one. Then, in 1928, she became the first woman to fly across the Atlantic Ocean leaving Newfoundland, Canada and touching down in Great Britain in 20 hours and 40 minutes just as the plane ran out of gas. Like Lindbergh, Amelia Earhart became an instant celebrity. Parades, receptions, medals, photographs, magazine covers and lectures awaited her return from Europe. She was paid to endorse products like **Kodak** film, **Lucky Strike** cigarettes, and **Franklin and Hudson** automobiles. She even had her own clothing line and designed the clothes herself. Most of her money was made giving lectures. According to biographer Fleming, “*in 1933 alone, she gave 33 talks in 25 days. In 1934, she appeared on stage 135 times before audiences estimated at 80,000 in total earning between \$250 and \$300 (equal to approximately \$3,500 in 2013 dollars)*”. Earhart had seemingly reached the pinnacle of success. But she quickly realized if she wanted to continue to fly, she had to keep making money.

Friend and future husband,

**George Putnam, and
his extensive
networking
made **Amelia Earhart**
a profitable brand!**



President Herbert Hoover and Amelia Earhart at the White House in January of 1932

He exploited every opportunity to keep Earhart in the public eye, from attending

events like christening ships and opening new buildings to giving speeches and lectures. And wherever Earhart went, Putnam made sure a newspaper photographer captured the moment. *"She enjoyed the attention and the publicity"* her sister Muriel contended.

After setting new speed records for flying from New York City to Los Angeles in nineteen hours, she set another flying record becoming the first person, male or female, to fly alone from Hawaii to California.

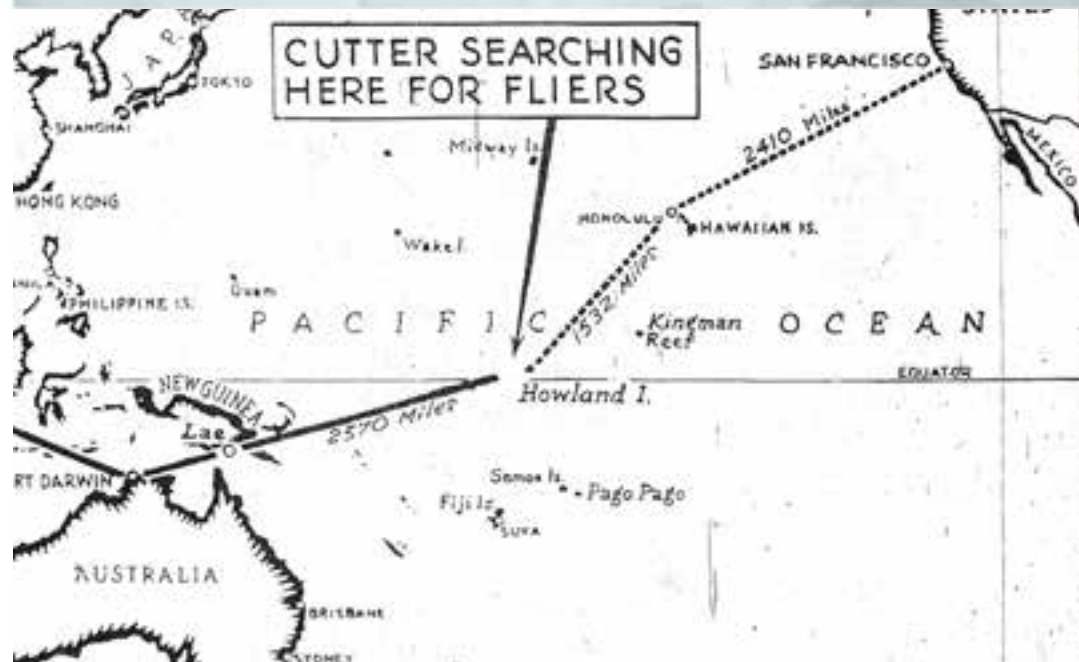
**Amelia then asked herself
'*what else do I need to do*'
to bring value
to my brand?**

Amelia decided she would circle the earth along the longest route, 27,000 miles, around the equator. *"It seems to that I must try this flight. I've weighed it all carefully. (By completing this flight) my life will be fuller and richer. I can be content. Afterward, it will be fun to grow old"* she said.

On May 21st, 1937, Amelia Earhart took off from Oakland, California to several international locations on a round-the-world flight to make history. **Fred Noonan** was Earhart's only crew member. On July 2, 1937, midnight, Earhart and Noonan took off from the island of New Guinea, just north of Australia, toward their next to the last scheduled destination on Howland Island, a small, sliver of land in the Pacific Ocean. Unfortunately,

The hunt for Amelia Earhart's plane wreckage

A team of researchers seeking to solve the mystery of aviator Amelia Earhart's 1937 disappearance say a sonar image taken from the shore of Nikumaroro Island could be a piece of wreckage from her plane.



newspaper map showing the believed location of Amelia Earhart's plane crash between the New Guinea and Howland Island stages in 1937.



Earhart and Noonan never reached this destination.

"For the next 10 days, news of the lost flier stayed on the front page as people grasped for any tidbit of information. They stayed glued to their radios and flocked to movie theatres to watch newsreel films showing ships and planes searching the area of the Pacific Ocean" biographer Fleming wrote describing the aftermath of Earhart's disappearance. **George Putnam**, Amelia's husband at the time, used his extensive network within the United States government for the Navy and Coast Guard to engage in an exhaustive search covering 250,000 square miles of the Pacific Ocean looking for Earhart and Noonan. As the days passed with no sighting, **President Roosevelt** finally issued a Presidential order around 5pm, July 18, 1937: *"facts*

must be faced, all search for Earhart terminated".

Because no body was ever found, Amelia Earhart never had a funeral or memorial service.

Remarkably, Amelia Earhart did leave a letter in case she did not accomplish and return from her circumnavigation of the earth. Earhart wrote the following: *"Please know I am quite aware of the hazards. I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others"*.



Close friends - First Lady Eleanor Roosevelt (left), and Amelia Earhart

A grief stricken,

best friend,
First Lady
Eleanor Roosevelt,
told news reporters
after the search for Earhart
ended
*“I am sure **Amelia’s last words***
were
***‘I have no regrets’**”.*



Amelia Earhart (left) and First Lady Eleanor Roosevelt, wife of President Franklin Delano Roosevelt

Ms Earhart’s ‘last words’ are a noble goal for all.



A 20th century Apple advertisement using the Amelia Earhart brand to promote the exceptional uniqueness of Apple’s computer technology.



Joe Rantz



Did you ever feel
you're on your own,
all alone,
with few people to turn to
and
fewer who care?

Joe Rantz did.

Joe Rantz was born on March 31, 1914 in Spokane, Washington to Harry Rantz and Nellie Maxwell. He had an older brother named Fred. When Joe's mother died when he was 3, his inconsolable father suddenly left their home for Canada and sent Joe to live with an aunt in Pennsylvania. Two years later, Joe was summoned to live with his older brother and his new wife, Thelma. Two years later, Joe's dad returned to the United States and soon married **Thula LaFollette**. The roller coaster life ride for Joe continued in April of 1921, when Joe moved into his father, Harry's, new home, this same father who previously abandoned him. Step brothers were soon born to Harry and wife Thula while the family continually moved from town to town as Harry looked for jobs to support his new family.

When he was only 10, Harry shocked Joe again telling him

his stepmother did not want Joe living in their home anymore.

Joe's father made a deal with the school teacher from the single room school house near his home. If she gave young Joe a place to live, Joe would chop firewood for the school house. Because Thula also refused to cook and feed 10 year old Joe, Harry worked out a second deal to get Joe fed. In return for two meals a day, Harry promised the owners of a local company Joe would deliver heavy trays

of food twice a day from their company kitchen to the cafeteria where the miners and carpenters awaited their evening meal of slabs of meat and potatoes and hotcakes and bacon in the morning.

The now exiled Joe, living alone in a schoolhouse near his real father's home, would frequently reminisce about the times he and Harry played cards at the kitchen table and listening to the sounds of the forest near their home on the front porch. A suffocating, almost debilitating, feeling of loneliness took hold of young Joe.

In November of 1924, after Thula gave birth to another child, she told Harry she wanted to move the family again, this time to Seattle. Joe fortunately went with the family this time. Harry soon started a car repair company. The business went well enough for Harry to buy some land and start building, with Joe's help, a new farm house. Things seemed better for the Rantz family. Joe was reunited with his father and stepmother and he started attending the local high school.

But in November of 1929, misfortune again struck 15 year old Joe Rantz. America's stock market and, with it, the entire United States economy, crashed! The **Great Economic Depression** cascaded across America and into the Rantz home. Businesses closed. Prices of corn, wheat, milk, and other farm products collapsed. People lost jobs and homes. All of this affected Joe's family, from Harry's auto business to the new farm they built. Soon after, the nightmare of rejection reap-

peared to Joe. As Joe got off the school bus one day and approached his home, he quickly noticed his father's car fully packed and running in the driveway. Another tragic, unbelievable conversation took place between father and son described in the book *"The Boys In The Boat"* by Daniel James Brown:

"What's up, Dad?" Joe asked his father. *"We can't make it here, Joe. Thula won't stay".*

"Where are we going to go" Joe asked again.

"Not sure, Joe" his father answered. *"But, son, Thula wants you to stay here.....You can't come with us."*

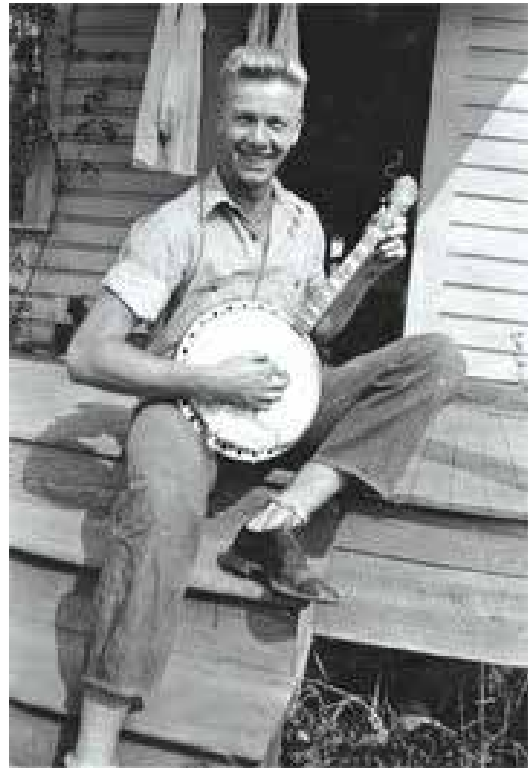
Joe froze, incredulous. *"But can't I just come along?"* he quickly shot back to his Dad.

"No. That won't work. You have to learn how to be happy on your own".

The entire conversation took just a few minutes. Joe's father then turned and walked to the waiting car and drove away.

**For the second time
in his young life,
Joe was abandoned
by his father and
his stepmother.**

Joe went to bed that evening not caring if he ever woke up again. *"How could this happen, again?"* he asked himself. Joe decided, at that moment, to take control of his life and assume the responsibility for his own destiny. Joe was sick and tired of being abandoned



leaving him with the unanswerable question, 'why'. His mission would be to prove to his father and to himself he would never depend on anyone again. Joe Rantz would survive and do it on his own!

**Joe quickly realized he had to
be imaginative and creative
to survive.**

He played his banjo and sang on the town street corners hoping for a passerby's spare change. He caught fish and sold them to a local market and several homes in the town. While beer, rum, and whisky were illegal during Prohibition in America, liquor was legal just 15 miles across the bay in Vancouver, Canada from the American city of Se-

attle, Washington. American **bootleggers** were breaking America's Prohibition laws secreting bringing Canadian whisky into the United States to sell to thirsty Americans. Joe became an entrepreneur, albeit an illegal one, by making dandelion wine. While customers secretly



Joe Rantz

picked up their Canadian whisky at a secret drop off location, Joe secretly switched the Canadian liquor with his dandelion wine, then took the Canadian whisky and sold it to his own customers. During summer vacation from high school, Joe did less risky, more legal work

on farms haying and pulling tree stumps.

Joe always understood the value of an education.

Doing well in school meant a good job, an exciting career, a way to escape the poverty in his life. Joe was an honor roll high school student and a member of the men's gymnastic team and theatre club. Joe Rantz was rewarded for his hard work and perseverance with his acceptance to the University of Washington. College meant Joe had to study hard and find jobs to support himself. As importantly,

Joe courageously stepped out of his comfort zone when he tried out for the Washington crew team.



Joe had never rowed before.

Surprisingly, Joe made the team and, in the process, became part of a new family, the University crew team.

Rowing, also called 'crew', was one of America's most popular sports. In the Olympic games, crew was second in popularity to only track and field. Crew was perceived as a rich man's sport. The best teams were found in the elite eastern universities of **Cornell, Pennsylvania, Columbia, Yale, Syracuse** and **Navy** where students from private high schools and affluent families with fathers who were senators, governors, and wealthy businessmen sent their sons.

But this perception, like most stereotypes, would soon prove wrong



Joe Rantz, second from the left

as schools from the American west, like University of California at Berkley and University of Washington, with sons from middle class and poor families, soon competed and won national races.

Joe made the freshmen crew team at the University of Washington, one of the 32 boys from the 175 who tried out. On the day the boys were told who made the team, *“Joe cried, the first time since his family abandoned him”*. Soon after, Joe struggled to feel accepted by his new teammates. Daniel James Brown wrote about Rantz’s college transition in *“**Boys In The Boat**”*. *“Joe initially didn’t feel much kinship with many of the students on campus and most of the boys on the team. He felt like he stuck out. He showed up every day in the same rumpled sweater, the only one he owned, and most days there was the occasional cruel remark about it in the locker room. ‘Hobo Joe’ the other boys snickered. ‘You trying to catch moths with that thing, Rantz? How’s life in Hooversville?’”* (Hooverville was a reference to the areas in most cities during the **Great Depression** where homeless people would congregate and live.)

But Joe quickly turned doubters and bullies into believers and friends with hard work and perseverance. Joe was one of 8 freshman chosen to row in the top freshman boat for the coming season’s races.

The freshman first boat caught everyone’s attention. Washington’s freshmen team beat their perennial rival, the **University of California at Berkley**, in their annual and hotly contested race in front

of 80,000 spectators on the western shore of Lake Washington near the city of Seattle. The team later in the season rowed on the **Hudson River** in **Poughkeepsie, New York**, to compete and win the 1934 national collegiate freshmen crew championship.

The following school year Washington’s famed coach, **Al Ulbrickson**, placed Joe’s entire freshmen team in the number one varsity boat. The coach felt there was something special about this collection of young athletes: their strength, their competitiveness, and especially their teamwork kept producing winning results.

But crew, like life, has its challenges with bumps in the road like white caps in the water.

Doubt and adversity are persistent intruders;

coaches, teams, and individual athletes are constantly tested. In 1935, at the national championship meet in Poughkeepsie, Coach Ulbrickson’s confidence in Rantz and his talented sophomore teammates eroded. At the national championship in Poughkeepsie, Ulbrickson made the decision to demote Rantz and the sophomores from the varsity to the Junior Varsity (JV) boat. After some inconsistent performances, Coach Ulbrickson believed the JV rowers on the team’s second boat would perform better than Joe’s sophomore group. Unfortunately, Coach Ulbrickson’s plan did not fulfill his intended goal. While Washington’s JV boat, now rowed by Rantz and his fel-

low sophomores, went on to win the national JV championship, the new varsity boat failed dismally as Washington's new varsity crew finished a disappointing 3rd behind race winner and arch rival University of California at Berkley and 2nd place Cornell University.

Coach Ulbrickson and his Washington crew team dejectedly left Poughkeepsie for home. However, what the team observed along their way home across the heartland of America provided a sobering and healthy perspective for their recent defeat in Poughkeepsie and, more importantly, for their lives in general. The team saw thousands of Americans, unemployed and homeless, moving west looking for a job and to escape an incredible drought enveloping most of the country. America was baking under a

dome of heat. *"Nothing could grow under such conditions"* wrote author Brown in *"The Boys In The Boat"*. *"And without corn, wheat, and hay, cattle could not survive. The country was literally drying up and the land blowing away in the wind. On May 9th, 1935, a colossal dust storm swung across America's midwestern states turning the landscape into a*

'Dust Bowl'.

***In the process,
12 million tons of dirt
dropped from the sky
on the city of Chicago
before continuing east to
New York and Boston".
The effects were devastating.***



Dust storm blowing across the mid western states of America in the mid 1930s.

Many midwestern farmers simply packed their bags, left their homes, “*driving away with their front doors open so neighbors could help themselves to what they had left behind. The New York Times called it the greatest storm in American history.*” Two days later, the same storm reached the cities of **Buffalo, Boston, Cleveland, New York City, and Washington, D.C.** in the east. According to a Wikipedia footnote, “*that winter (1934–1935),*

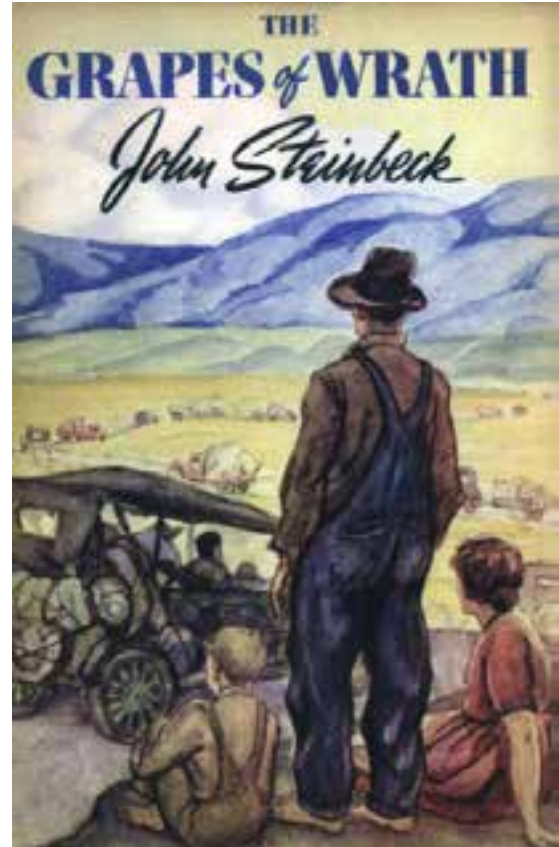
red snow fell on New England.

Earlier in 1935, on April 14th, 20 of the worst “black blizzards” occurred across the entire sweep of the Great Plains, from Canada south to Texas. The dust storms caused extensive damage and turned the day to night; witnesses reported they



Famous picture by photographer Dorothea Lange depicting Florence Owens Thompson, a mother desperately taking care of her children during the drought during America's Great Depression of the 1930s.

could not see five feet in front of them at certain points.” The only haven of green and moisture in the country seemed to be the **Puget Sound** area of **Seattle**; consequently, many Americans moved there during the drought of the mid-1930s.



The original cover jacket from one of America's great works of literature by author John Steinbeck, “*The Grapes of Wrath*.”

“*The Grapes of Wrath*” is an American novel published in 1938.

This novel won author Steinbeck the National Book Award and Pulitzer Prize. Steinbeck later won the Nobel Prize for literature in 1962.

The setting for the novel is the Great Depression.

The novel focuses on the Joad family, a poor family of tenant farmers driven from their Oklahoma home by the great drought and ensuing economic hardship as well as the changes in the American fiscal and agricultural economy. Due to their nearly hopeless situation, in part because of the Dust Bowl, the Joads set out for California. Along with thousands of other “Okies,” they sought jobs, land, dignity, and a future.

More than likely, this book is assigned reading in your high school.
(wikipedia summary)

When the next collegiate crew season began in the Fall of 1935, Coach Ulbrickson, realizing the error of his decision a few months before at the national championship in Poughkeepsie, reinstated Joe Rantz and his talented, now college juniors, into the number one varsity boat for the new 1935 - 1936 crew season. Coach Ulbrickson also began preparations for more than the college crew season. 1935-36 was an Olympic year. **Berlin, Germany** would be the host city for the games scheduled to begin on August 1st, 1936. Amazingly, the understated Coach Ulbrickson shocked the team and the rowing world by writing a letter to the *Seattle Times* newspaper at the start of the rowing season in September of 1935.

**The Coach predicted
Washington's 8 man
varsity boat
would win
the Olympic gold medal the
following summer in Berlin?!**

Ulbrickson essentially announced to Joe Rantz, his fellow juniors, the NCAA, and the world he believed in his team and, at the same time, challenged them to make the necessary sacrifices to realize this goal. Ulbrickson knew his junior class rowers had exceptional, physical talents. But races were won by teams, not individuals. The coach's challenge was to turn these rowers into a team. In order

to be successful,

**teams benefit from
diversity and empathy**

to exploit the physical talents and personality traits of each rower. *"Good crews are blends of personalities: someone to lead the charge, someone to hold something in reserve, someone to pick a fight, someone to make peace; someone to think things through, someone to charge ahead without thinking. And, somehow make it all come together. This is the challenge of building a winning team."*

But Joe Rantz, and to a lesser extent the entire varsity boat, remained an enigma to this Coach. While Joe's teammates showed more empathy for him by refraining from hurtful comments about his old clothes, author Brown writes Coach Ulbrickson thought Joe specifically was *"erratic, one time rowing longer and harder than anyone else and other times seemingly not. Joe was physically tough and acted self assured and yet was apparently vulnerable and sensitive"*. As a result,

**Joe questioned himself,
often times feeling alone
and unwanted.**

At one point, the frustrated Coach removed Joe from the first varsity boat only to reinstate him after the varsity boat faltered without him. But Joe, the team and its Coach persevered, never giving up on one another. In the process, this group of west coast kids from blue collar, some, like Joe Rantz, from dirt poor families, transformed themselves from individuals to a

closely knit, caring team with each rower pulling for the other. After winning the collegiate championship in Pouhgkeep-sie and the Olympic Trials at **Princeton University** in New Jersey in the spring of 1936, the University of Washington 8 man crew team of Rantz and his fellow juniors was ready for the Olympic Games.

While Coach Ulbrickson prepared Washington's crew team for Berlin, Adolf Hitler and top aides, Joseph Goebells, Nazi Minister of Propaganda, and Leni Riefenstahl, renowned Nazi film maker, prepared Berlin for the world.



Adolf Hitler (left) and filmmaker Leni Riefenstahl (right), the woman many consider one of the twentieth century's most talented film makers whom Hitler commissioned to produce several Nazi propaganda films including "*Olympia*", a documentary of the 1936 Olympic games in Berlin.

By the time Ulbrickson's team arrived in Berlin,

Hitler had whitewashed his German asylum of murderers and torturers into a German Disneyland. Everything seemed beautiful; everyone seemed happy.

What the world did not see was Hitler's **genocide** state bent on killing Jews and taking over the world. Daniel James Brown describes the Nazi preparations of Berlin in his book "*The Boys In The Boat*": "the Olympians did not see hundreds of thousands of Jews, Jehovah Witnesses, Gypsies, Catholics, and homosexuals rounded up by the Nazi Brown Shirt (SA) police and relocated to areas outside the city. The **Jews Are Unwanted Here**' signs and the anti-Semite newspapers were removed from the news stands only to return after the athletes left. While they could see the large AEG Kabelwerk factory outside the city, they would not witness thousands of slave laborers forced to work and die in the factory. The athletes didn't realize that once the games ended many of the friendly waiters and waitresses in Berlin restaurants, accommodating store owners, and mothers and their children seen walking happily in the Berlin parks would be rounded up and shipped in cattle train cars to concentration camps for extermination simply because of their ethnicity or religious or political beliefs. Since the Nazi's took control of Germany in 1933, Jews were forbidden to hold pub-



Hitler's SA Brown Shirt police started street violence against Jews, Communists and Socialists. They also enforced boycotts against Jewish-owned business, such as this one in Berlin on 1 April 1933.

lic office, become doctors, lawyers, or journalists.

'Jews Not Welcome'
*signs appeared at the entrances
to hotels, drug stores, restaurants,
public swimming pools,*

and stores of all kinds in every German city. Jews were forbidden to marry non-Jews. By 1936, Jews lost all their rights as German citizens. Over 1,000,000 Jews were murdered during the Nazi genocide program under German Chancellor Adolf Hitler.

On August 14, 1936, the men's 8 man crew championship at the Berlin Olympic was scheduled. Favored to win was home team **Germany**, followed by future wartime Axis ally, **Italy**, especially after the German Olympic Committee changed the way teams were assigned

lanes on the course. In previous Olympics, lane assignments had been awarded by qualifying times; teams with the fastest qualifying times were awarded the preferred middle, faster lanes (1, 2 & 3) with less wind and water turbulence. Slower qualifying boats were assigned less desirable, outside lanes (5 & 6). But for this championship race, the German Olympic Committee changed the rules by awarding the German crew the most preferred, middle lane 1 and Italy, lane 2; the United States was given the outside, least preferred lane 6 and Great Britain lane 5. To make matters worse, Washington rower, **Don Hume**, was in bed with a high fever. Coach Ulbrickson announced his decision to replace Hume with a back up rower. Joe Rantz spoke out. "No. If you put Don in the boat, Coach, we'll pull him across the line. Just strap him in. He can go along for the ride." After a few minutes of reflection, the Coach told the team to get their gear, head for the race course and to "bring Hume" with them!

At 9:15 am in America and slightly after 6pm in Berlin, millions of Americans were turning on their radios for the NBC network call of the race. "People who hardly heard of Seattle before the Poughkeepsie regatta, people who had to go to work later that Friday morning in August of 1936, if they were lucky to have a job, people who had to tend to their farm chores, if they were lucky enough to still have their farm, were turning on their radios" author Daniel James Brown writes. At the same time, Chancellor Adolf Hitler, Propaganda Minister Goebbels, and **Getaspo** founder **Herman Goering**, stood upon

a balcony overlooking the race course to witness the expected gold medal winning performance of their German crew team. Hitler's Nazi movie producer, **Leni Riefenstahl**, filmed the race.

As the

**teams waited in their lanes
for the start,**



a race official suddenly emerged, raised the starting flag above his head, turned to the boats and quickly shouted "*are ready, GO!*" The American and British boats never heard the starter's voice nor saw the flag. The German and Italian boats did and immediately surged from the starting line; the Americans and Brits remained still in the water before reacting to the German and Italian boats rowing from the starting line, quickly one and a half strokes ahead of the Americans.

About three hundred meters into the race, American coxswain Bobby Moch was startled when he saw rower Don Hume white faced with eyes almost closed in the stroke seat directly in front of him. The rest of the American crew only saw Hume's back. "*Don, are you ok?*" Moch

yelled. Hume didn't respond. Coxswain Moch, facing his teammates and the German and Italians ahead of him, continued to bark stroke speeds to his teammates.

**The American team
fell farther behind
to last place**

at eight hundred meters! As the teams approached the final stretch, 75,000 screaming spectators, from German Chancellor Hitler and his Nazi associates to Coach Ulbrickson, observed the front running German and Italian boats with the Swiss in third and followed by the Hungarians. The Brits and Americans were tied for last.

With 1,000 meters to go in the race and



Adolf Hitler , center with swastika band around his left arm, at the Opening Ceremonies of the 1936 Berlin Olympic Games

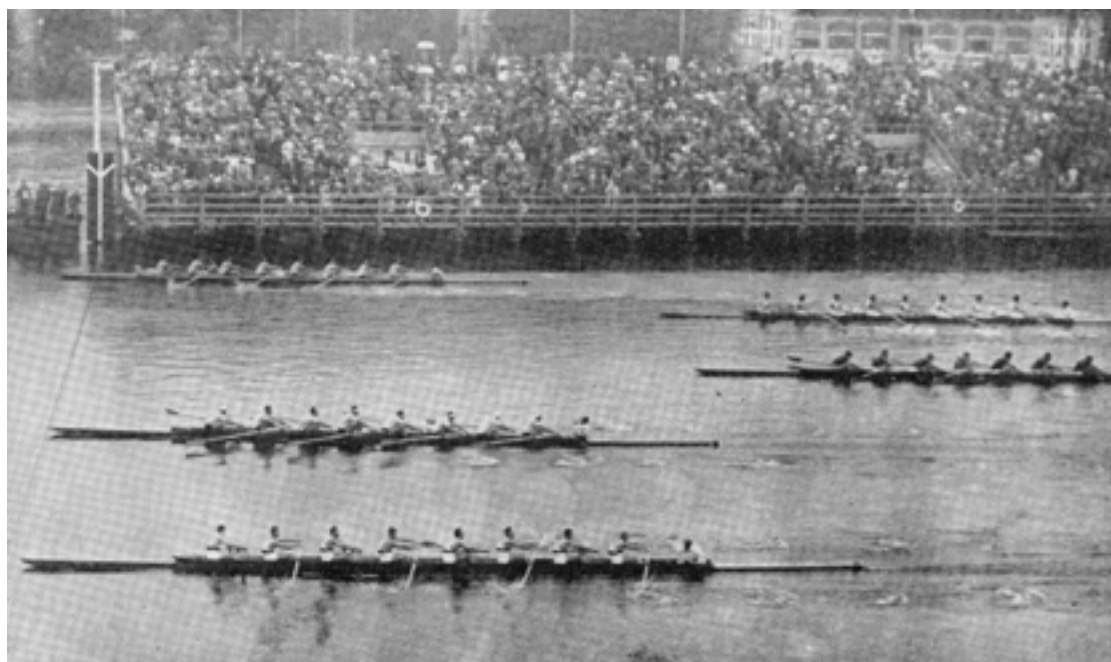
a desperate Moch looking at a seemingly unconscious rower, Don Hume, Hume's head suddenly jerked up. *"His eyes popped open"*, his mouth clamped shut with his attention now fixed on his shouting coxswain. With a resurrected Hume, coxswain Moch raised the decibels of his instruction with a more intense *"pick 'er up!"* yell. Each rower responded, including the miraculously energized Hume. The American boat quickly closed the gap on the Germans. *"Higher! Higher! Give it all you've got!"* Moch yelled to his team. Just a few hundred yards before the finish line, the German, Italian and American boats now alternated in the lead. As the action unfolded on the course, thousands of spectators along the race course shoreline and listening to NBC radio announcer, Bill Slater, in homes throughout America, as well as Coach Ulbrickson and Hitler, Goering and Goebells on their respective viewing balconies, watched

the intensely contested sprint to the finish. Everyone rose to their feet including thousands of Americans listening in their homes on the radio. As the boats crossed the finish line,

**Hitler *"raised a clenched fist
shoulder high
while Goebells jumped up
and down
anticipating victory!"***

In the American boat, Don Hume bowed his head" while the rest of the American rowers collapsed over their oars in exhaustion.

Surprisingly, there was no official announcement of the winner because no one knew. Finally, *"the loudspeakers crackled back to life with the official results. Incredibly, the bow of the American*



America's University of Washington 8 man plus coxswain crew team crossing the finish line at the top of the photo first at the 1936 Berlin Olympics

boat touched the finished line 6/10ths of one second ahead of the Italians and one second ahead of the Germans”.

The American boat incredibly won!

Hitler immediately turn and walked off the spectator balcony with Goebells and Goering in tow. Coach Ulbrickson stood motionless and speechless while Joe Rantz and his teammates could only summon enough energy to smile, quietly, reveling in the “*greatest moment of their lives*”. And **Leni Riefenstahl**, Nazi film-maker extraordinaire, captured it all in her documentary, “*Olympia*”.

As the Star-Spangle banner played after the boys received their gold medals, “*tears crept into the corner of Joe Rantz’s eyes*”. More important than the gold medal was each rower’s realization that they all had stepped up when counted upon. “*They were there for each other, all of them, moment by precious moment when they needed each other the most. This was the prize Joe had sought nearly all of his life. Now he felt whole*” author Brown eloquently writes.

Joe Rantz finally found a family he could count on.

Joe Rantz went on to graduate from the University of Washington the following year and eventually had a long and successful 35 year engineering career at **Boeing**, an American multinational aerospace and defense company. He married his high school sweetheart and best friend,

Joyce Simdars; they had two children.

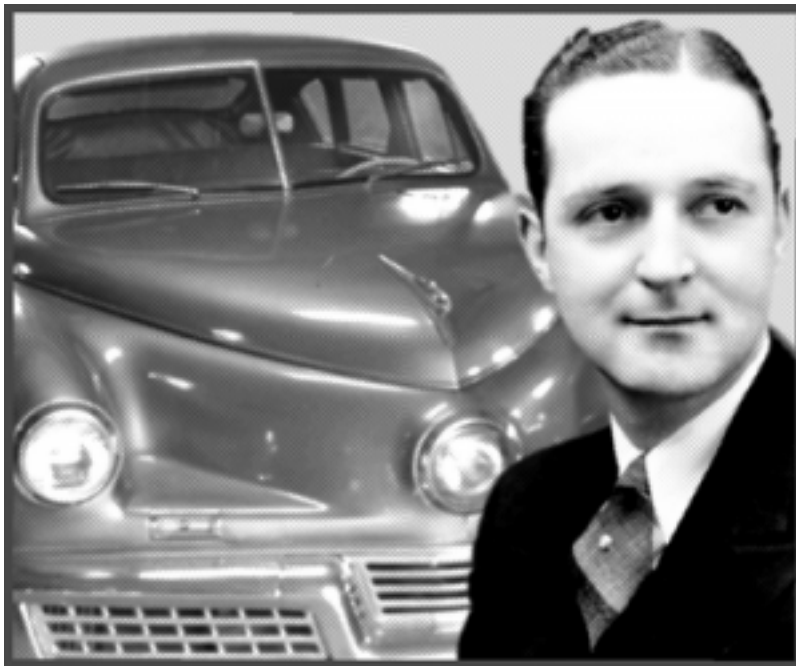
Joe Rantz’s remarkable success story came from his resilience, by never-giving-up, willing to take a risk and get out of his comfort zone by trying out and then becoming part of a diverse network of Washington rowers.

A proven recipe for success we should all pause and consider.

Joe Rantz died at 93 years old in 2007.

Please write one word
you associate with the Joe Rantz brand.

Preston Tucker



*“What’s important in life is
pursuing your dreams!”*

Preston Tucker dreamed about automobiles.

**Like Thomas Edison and
the Wright brothers before
and Steve Jobs and JZ
who followed,
Preston Tucker
was creative and resilient!**

But, unlike Edison, the Wright brothers, Jobs, and JZ, Preston Tucker was not able to overcome formidable, dark forces obstructing his dream.

**Unfortunately,
for Tucker
and America,
Tucker's dream was
someone else's nightmare.**

Preston Tucker didn't see an automobile until he was 6 year's old! That's because there weren't many around, especially in the rural parts of America. A few years after his father's unexpected death, the 6 year old Tucker was riding with his grandfather in a buggy pulled by a team of horses along a dusty, country road near his grandfather's



early 1900 Ford car

Michigan farm. Suddenly, grandfather and boy heard the noise of an engine in the near distance. Tucker's grandfather abruptly pulled on the reins to stop the horses and told the startled Preston to jump to the ground. Tucker's grandfather was fearful his horses would react uncontrollably to the noise and belching smoke from the rarely seen automobile. *"That fool with his gasoline buggy may scare the horses. We have to hold them so they won't run away"* his grandfather told him as **Charles Pearson** writes in a Tucker biography. But, young Tucker didn't share his grandfather's annoyance nor concern. Preston was mesmerized by the noise, gasoline smell, and speed of the horseless buggy that just passed them. Preston Tucker was hooked. For the rest of his life, Preston Tucker carried an insatiable curiosity for everything related to automobiles.

Preston Tucker was born on September 21, 1903, on a peppermint farm just outside of Detroit, Michigan. He was raised by his mother, a teacher, after his father, Shirl Tucker, died of appendicitis when Preston was 2 years old. After his seeing his first car with his grandfather at age 6, Tucker became obsessed by them. He learned to drive at age 11. At age 16, he began purchasing late model automobiles, repairing, refurbishing then selling them for a profit. He quit Cass Technical High School in Detroit to take a job as an office boy for the **Cadillac** Motor Company. In 1922, Tucker joined the Lincoln Park, Michigan police department because of his interest in driving the fast, high-performance police cars and motorcycles. His mother had him removed from the force by informing the

chief Preston was too young to be a policeman at 19 years old. Tucker rejoined the police department two years later.

Being a policeman in Detroit was dangerous during the 1920s **Prohibition** period. Bootlegging **gangsters** were continually smuggling Canadian whisky into a 'dry' but thirsty America near the Detroit, Michigan - Canadian border. Tucker was a fearless cop enforcing America's laws. In one remarkable situation, Tucker

***“drove his police car with
his right hand
while shooting
a sawed off shotgun
around the windshield
with his left
chasing criminals.***

Preston wasn't afraid of anyone or anything” writes biographer Pearson. Pearson also shares another Tucker anecdote. During one cold Michigan winter, Tucker's fearlessness and creativity ensured his comfort. One freezing Michigan day Tucker decided to bring much needed heat into his police car by borrowing a acetylene torch from the city's Public Works garage to cut a hole through the dashboard to pipe hot air into the front seat from the engine. Preston Tucker was soon after demoted.

Preston married **Vera Fuqua** when he was 20 years old and soon took a day job on the assembly line of the **Ford Motor Company** and a night job at a gas station. Biographer Pearson claims Tucker's mother didn't want her son working on Ford's assembly

line. *“Make Ford give you a job you can learn something not simply standing at a machine all day!”* The hardworking Tucker took a third job, albeit part time, selling cars for Mitchell W. Dulian's **Studebaker** car dealership in Detroit.

In the 1930s, Tucker began taking annual visits to the Indianapolis Speedway to check out new car designs and speak with race drivers and car designers. Tucker met legendary **Harry Miller**, the maker of several **Indianapolis 500**-winning engines. Tucker convinced Miller to start a new company with him building race cars. *“Miller and Tucker, Inc.”*, opened for business in 1935. The company's first job was building ten **Ford V-8 racer cars** for Henry Ford. Tucker was also the recipient of Harry Miller's impressive automotive network by introducing Tucker to the **Chevrolet** brothers and their impressive chief mechanic/engineer, **John Eddie Offutt**, who would later help Tucker develop and build his first Tucker '48.

**Preston Tucker was a
natural networker
with his
firm handshake and
outgoing,
look-you-in-the-eye,
genuine personality.**

Yes, Preston Tucker often mispronounced words and his facts were sometimes misconstrued. But, Preston Tucker always won over listeners! He had the preverbal *‘gift for gab’*, enhanced by a bow tie adorned, well dressed, 6 foot frame that created



the magnetic personality of Preston Tucker speaking to an audience

a **charismatic** persona.

“Tucker’s purpose was to instill in his listeners the same enthusiasm and confidence he had in himself”; and he did, according to biographer Pearson.

As Tucker’s reputation grew within the automotive industry, he started thinking more **entrepreneurial**. With Hitler’s menacing movements in Europe, Tucker got the idea of developing a high-speed armored combat vehicle anticipating a European war and a market for this weapon. As a result, Tucker moved his family back to Michigan in 1939 and bought a house and property in Ypsilanti. He remodeled an old barn on this property and started the Ypsilanti Machine and Tool Company. Tucker and Miller then designed a uniquely shaped armored combat car that could reach speeds over 115 mph. Tucker called the vehicle the “**Tucker Tiger**”. While the generals weren’t interested in the com-



Tucker Combat Car or Tucker Torret

bat car claiming it traveled too fast for the battlefield, the mobile power-operated gun turret located on top of the combat car caught the interest of the U.S. Navy which eventually used the “Tucker Torret” in PT boats, landing craft, and B-17 and B-29 bombers.

With the Japanese surrender after America’s atomic bombing of the Japanese cities of Hiroshima and Nagasaki in 1945, life began to return to normal in America. Soon after, people started spending money on new homes and automobiles. But Detroit, America’s car manufacturing center, wasn’t ready.

While America’s Big Three automobile companies in 1948, Ford, General Motors, and Chrysler were making the same cars they made in 1941, Preston Tucker was designing an exciting car few imagined, the ‘Tucker 48’.

General Motors, Ford, and Chrysler never

With this needed influx of capital, Tucker obtained a lease-to-buy agreement from the United States agency known as the **War Assets Administration (WAA)** for the largest factory building in the world, the 475-acre Dodge Aircraft Engine Plant in Chicago. The facility had previously been used to build giant engines for **B-29 bombers** during **World War II**. Tucker, a long-term thinker, believed this gigantic facility would fit his long-term goal of eventually producing an entire line of Tucker automobiles under one roof. Preston Tucker was now ready to build automobiles, soon, at an anticipated rate of 60,000 cars a year, 140 per day during the first 4 months then ramping up to 300 Tucker's per day.

But, in September of 1946, dark clouds imperiled Tucker's bright dream. A United States government agency, **The Securities and Exchange Commission (SEC)**, suddenly expressed concern with Tucker's sale of Tucker car dealerships. One of America's most influential Congressmen with close ties to Detroit's automobile companies and leader of the Senate Surplus Property Committee, **Michigan Senator Homer Ferguson**, also opened his own in-

vestigation of Tucker while pressuring his associates in the SEC and War Assets Administration to stop Tucker's momentum. Shortly after, another powerful politician, **Wilson Wyatt**, pressured the War Assets Administration to revoke Tucker's lease of the Dodge Engine Plant and transfer it to the **Lustron Corporation** of Chicago.

Tucker responded by publishing a full page advertisement in many national newspapers with "*an open letter to the automobile industry*", subtly inferring his efforts to build the cars were being stymied by politicians in an SEC conspiracy. Politics again undermined Tucker's efforts when his bids to obtain two mills to make steel to build his cars were rejected by the WAA. People who paid for Tucker dealerships soon questioned Tucker's motives and honesty and began filing lawsuits to recover their money. Tucker's stock value plummeted.

The Tucker brand
Preston Tucker so
painstakingly built
and protected
was now undermined
and tarnished



1948 Tucker Sedan



Preston Tucker driving one of the 52 Tucker's actually built before his company was forced to close.

**by the negative publicity
surrounding the government
investigation.**

Hoping the truth would eventually be told if he cooperated with the SEC, Tucker surrendered his corporate records to the U.S. Securities and Exchange Commission in 1949. United States Attorney Otto Kerner, Jr. began a grand jury investigation in February 1949. On June 10, 1949, Tucker and six other Tucker Corporation executives were indicted on 25 counts of mail fraud, five counts of violations of SEC regulations and one count of conspiracy to defraud. The trial began on October 4, 1949.

**The American government,
through the SEC,
claimed
Preston Tucker
deceived investors,
never intending to
build and sell automobiles;**

the investments and dealerships sold in the Tucker Corporation were simply a scheme to steal money from investors. On January 22, 1950, after 28 hours of deliberations, the jury returned a verdict of “*not guilty*” on all counts.

**Preston Tucker proved
beyond the shadow of doubt he
not only
intended to build automobiles
better than
any Detroit major car company
but he already produced
fifty
‘Tucker 48’ automobiles
*ready to drive!***

Unfortunately, it was too late. Tucker the man won the trial but Tucker the Corporation, without a factory and needed money from investors to buy materials and hire talented people, lost. The Tucker Corporation and its car of the future, the Tucker



Preston Tucker places luggage in the trunk of his *Tucker 48*. As you can see, the trunk was located in the front of the car while the engine was located in the rear of the *Tucker 48*!

48, remained only a Preston Tucker dream.

**Tucker's plan
to build a great car
was unfortunately
derailed by
the United States' government.
The SEC trial and
politicians' conflicting interests
ended Tucker's dream.**

Investor doubt and the subsequent production delays caused by the government investigation prevented Tucker from raising the needed money to implement his plan.

Dreams, like life, are filled with challenges, impediments from our own mistakes and, sometimes, from the dark forces of jealous souls. But, the dreamers of dreams with highest odds for reality find a way to overcome adversity. They persevere because they do. The dreamers who eventually realize their dreams are resilient.

**I am convinced
Tucker,
like the Wright Brothers and
Edison before him and
Jobs and JZ who followed,
would have found a way
to make his dream a reality.**

**Unfortunately,
Preston Tucker simply
ran out of time.**

"All through the trial, Preston Tucker was planning a comeback. He insisted it was no disgrace, nor even unusual, to fail in the automobile business. Henry Ford failed before getting it right! Preston Tucker was convinced he would do the same" writes author Charles Pearson in "The Indomitable Tin Goose: A Biography of Preston Tucker". In the early 1950s, Tucker traveled to Brazil with plans for a low cost car with a sports utility design. He already invested around \$40,000 on scale clay models, working drawings, and patterns and castings on a 2,000 pound, 4 cylinder vehicle.

But after returning from one of many visits to Brazil in 1956, Preston Tucker was diagnosed with lung cancer. He had been a habitual smoker. His weight dropped from 200 pounds to 100. X-rays eventually revealed the aggressive cancer spread throughout his body. On December 26th, 1956,

**Preston Tucker died
from pneumonia
caused by lung cancer
at the age of 53.**



Tucker grave marker at a cemetery in Michigan

A Reminder:

PERSPECTIVE

INTERPRETATION, OPINION

“This text is not fact, rather the view of one author; consequently, it should not be automatically accepted as ‘truth.’ Two time Pulitzer Prize winning historian and author, Barbara Tuchman, stated ‘there is no such thing as a neutral or purely objective historian....without an opinion, a historian would simply be a ticking clock....’ Your mission should be to determine the ‘truth.’ Your challenge will be to explain why anyone should believe you.”

CREDIBILITY

BELIEVABILITY

“It’s not a given, we acquiesce too quickly. Be respectfully skeptical. Do your homework; check the record and the resume. Ask the question – ‘should I trust this person as a credible source for the truth?’ Make it a prerequisite before embracing the claims of anyone who professes to have the ‘answers.’”

Paul Robeson



**All American College Football player.
Rutgers University Valedictorian.
Columbia University Law School.
Professional football player.
Actor.
Lawyer.
Opera Singer.
Linguist
Civil rights activist.
America's Renaissance man!**

How do you measure *'success'*?

Many people measure 'success' in terms of dollars; i.e. how much money someone has, how rich they are. And,

**if someone is rich,
the *'perception'* is
they must be *'intelligent'*
too.**

To this observer, '*success*' is measured by the mastery of one's craft as well as one's impact on the lives of others **NOT** by the amount of money residing in a bank account.

Money and '*wealth*' are random consequences of '*success*' not an indicator of



Paul Robeson as a young man

it. A different perspective on '*intelligence*'s relationship to '*wealth*' follows.

***'Wealth'* is not
a credible barometer of
'intelligence'.**

In other words, a '*wealthy*' person is not necessarily '*intelligent*'. There are an assortment of variables that impact '*wealth*' and the perceptions of '*intelligence*' and '*success*' accompanying it.

**A person's '*wealth*'
is sometimes determined
by '*chance*',
by '*happenstance*'.**

'*Wealth*' is sometimes affected by things as random as birth, geography, or race. Being born to wealthy parents or relatives who either earned or inherited money affects opportunities for '*wealth*'. If a person is born within the boundaries of a specific country, state, or neighborhood af-



photo of David Rockefeller, the youngest son of John Rockefeller Jr, and his family. David attended the prestigious, private, Lincoln School in the Bronx before going to college at Harvard. David was fortunate to inherit great wealth from his father, John D Rockefeller Jr, who inherited his wealth from his father, John D. Rockefeller. At his death in 2017, David's wealth was estimated at \$3.3 billion. David Rockefeller was a successful businessman and banker. The Rockefeller family has been generous philanthropists for multiple generations.



Poverty stricken family in an Appalachian, coal mining region in the state of Kentucky in the early 20th century.

fects their opportunities for personal *'wealth'*. For example, people born in the capitalist, democracy of the United States have more opportunities to be *'wealthy'* than people born in the country of Yemen located in the southern part of the Arabian peninsula. The same holds true for a 21st century person born in the affluent community of Dover, Massachusetts, with the best public **schools** in America and **networking** opportunities with other affluent families in Dover. The American citizens of Dover have greater opportunities for *'wealth'* in 2019 than people living in Providence, Rhode Island, with some of the worst documented public schools in the United States of America. Here's another example - African Americans born in **'Jim Crow'** regions of Mississippi, Alabama, or other states of the **deep South** in the early to mid 20th century had less opportunities to attend good public schools, reach the national life expectancy, and be as *'wealthy'* as a white person born and



raised in one of the affluent neighborhoods of New York with a higher than average life expectancy, networking opportunities with other families of wealthy professionals who attend outstanding, private schools.

'Wealth'
and all
its accouterments
can sometimes be attributed
to simply
'genealogy,'
'geography,'
and '*chronology*'.

I provide this perspective of ‘*wealth*’ and its relationship to ‘*intelligence*’ and the opportunity for lifetime ‘*success*’ for context to the life of

Paul Robeson,
one of
most talented,
accomplished,
hardest working,
and
resilient people
in American history.



Paul Robeson (far left) with his Rutgers University Classmates in 1919 who were selected for admittance into the prestigious *Cap and Skull* HONOR SOCIETY. Admission to *Cap and Skull* Society is dependent on excellence in academics, athletics, the arts, and public service. Leadership and a person's character are also crucial factors for admittance into *Cap and Skulls* membership. Only 18 new members, less than one-half of one percent, of a Rutgers College class are selected each year.

And, in the process,

Paul Robeson
enriched the lives
of Americans
and
people all over the world.

Paul Leroy Robeson was born in Princeton, New Jersey, in 1898.

**His father,
Reverend William Robeson,
was born a slave.**

William escaped from plantation slavery as a teenager. He eventually became the minister of the Witherspoon Street Presbyterian Church in Princeton, New Jersey in 1881. Paul Robeson's mother, Maria, was from a mixed race, prominent Quaker family. Paul Robeson had three brothers, William Jr. (born 1881), Reeve (born 1887), and Ben (born 1893). He had one sister, Marian (born 1895).

Paul's father lost his position at the Witherspoon Street Church in 1901 despite having the support of his black congregation. According to Robeson biographer, Martin Bauml Duberman, Reverend Robeson lost critical financial support for the church from a number of white benefactors after “*he refused to bow to the pressure to stop speaking out against social injustice in the town*”. The loss of his minister's position forced him to work menial, low paying jobs. Three years later Paul's mother, who was nearly blind, died in a house fire. Eventually, William struggled to provide for himself and his children.

In 1910, William found a new minister's position at the St. Thomas A.M.E.

Zion Church in 1910. Paul Robeson occasionally filled in for his father for church sermons when William was called away.

Paul Robeson attended a racially integrated High School in Somerville, New Jersey, where

he was involved in a variety of high school extracurricular activities



performing in theatre, chorus, and football, basketball, baseball and track.

After winning an academic competition,

Paul enrolled at Rutgers University with an academic scholarship.

Paul excelled at Rutgers as a scholar athlete.

He was selected to college football's

All American 1st team as well as earning valedictorian status in his Rutgers University graduating class.



Robeson entered New York University School of Law in fall 1919.

At the same time, Robeson was recruited to play for the **NFL's (National Football League) Akron (Ohio) Pros** while going to Law School. He also took a role in the play "*Simon the Cyrenian*" in 1920 at the YMCA. This performance led to another unexpected role. Robeson decided to take

a break from law school to perform in the play, 'Taboo'

which soon followed with another opportunity in 1921 for an Off-Broadway production entitled, *Shuffle Along*. According to his New York Times obituary, *“although his acting still had its rough edges, he was invited to Britain in mid-1922 to play opposite Mrs. Patrick Campbell in “Taboo,” which had been renamed “The Voodoo.”*

**Press reviews
of his performances
consistently praised
his exceptional
on-stage and singing**

performances. Paul’s emerging theatrical career was not planned. *“I never meant to be an actor”, he said. “I just said ‘yes’ to my wife to get her to quit pestering me.”* Robeson’s unanticipated theatrical success afforded him an increasing number of opportunities to **network** with rich, successful people which created more stage and singing performances.

Paul returned to school when he transferred to **Columbia University Law School in 1920** while playing for the **NFL’s Milwaukee Badgers**. He ended his football career in 1922 before graduating from law school a few months later. Because

**Robeson
continually pushed
out of his comfort zone,**

he created an **experiential education trying new jobs in different fields** which ultimately enabled him to identify the type of career he clearly wanted to dedicate himself to. From **Professional Football** and **Academia** to the **Law** and **Performing Arts**, Paul Robeson was well prepared to make an intelligent career choice about what he was passionate about. As a result, Paul Robeson chose the ‘*performing arts*’.



Paul Robeson with Uta Hagen in the Theatre Guild production of “*Othello*” (1943–44). Robeson played the lead role in the play. Hagen, a famous American actress, was eventually put on a “*do not hire*” or “*backlist*” in the late 1940s and early 1950s, in part, because of her association with Paul Robeson. Consequently, her movie and television opportunities diminished. She the focused her career on New York theatre.

Robeson found himself performing before sold out crowds on the greatest stages all over the world as well as live, radio and television broadcasts which showcased his incredible voice in songs like “*Old Man River*”.



Paul Robeson performed in the popular play "*Show Boat*" in London England, in 1928 where he sang "*Old Man River*" which became his most popular and famous song.

Paul Robeson became an international performing artist superstar.

In December 1924, Robeson landed the lead role in famous playwright, **Eugene O'Neill's**, popular play "*All God's Chillun Got Wings*". This performance led to the prized role of **Bru-tus** in the play "*The Emperor Jones*". In 1928, Robeson played the role of "Joe" in London, England, in the American musical "*Show Boat*". Robeson's rendition of the song "*Ol' Man River*" set the standard all other performers were compared to. Audiences, likewise, set their expectations for all other renditions to Robeson. "*Show Boat*" continued for 350 performances making it one of the most profitable plays in the theatre's history. Robeson's son, Paul Jr, wrote in his biography of his father, "*he was poised to become*

*the highest paid
concert singer in America!*"

On Oct. 19, 1943, Robeson became the first black person to play the role of **Othello** with a white supporting cast (Jose Ferrer and Uta Hagen) on Broadway in New York.

A number of awards and honorary degrees followed, including, in 1944, the **Spingarn Medal**, generally considered the top award in black life.

But, it was an epiphany in the 1930s that dramatically changed Robeson's life and altered the trajectory of **his brand** and his personal and financial health. As the 1920s rolled into the 1930s,

Paul became more socially conscious

about what he could do to alleviate the pain and suffering of millions of exploited people throughout the world. From European **colonial empire building** and exploitation of Africans in the Belgian Congo by **King Leopold the 2nd** of Belgium and **Viet Nam's colonization** by the European country of France to Germany's Nazi **fascist, Adolf Hitler's**, aggression in Europe and America's post-Reconstruction era

racism,

Robeson courageously decided to use his fame and the international stage accompanying it to speak against "*man's inhumanity man*". There were



1913 map of the **French Indo-China colony**, what is today, the countries of **Viet Nam, and Cambodia**. You can look at other maps in history in the 1950s and early 1960s when European countries like France, Portugal, England, and Spain took over poor countries in Africa and Asia.

countless times Robeson personally experienced racism in the United States from refusals to be served in restaurants and hotels to explicative laden taunts when he was a young lawyer, athlete, and performing artist. He often wondered why Europeans, especially **Russians in the Soviet Union, treated him with genuine kindness and respect** that many white Americans never gave him. His son, Paul Junior, writes about his father's reaction to being **in Russia** - "**here (in Moscow, Russia), for the first time in my life, I walk in full human dignity!**" And, "**in London, England, too, no**



Paul Robeson and the affectionate crowds in the **Soviet Russian Republic of Ukraine in the city of Kiev**. "*I was not prepared for the happiness I see on every face in Kiev. I was not prepared for the endless friendliness, which surrounded me from the moment I crossed the border. I had a technically irregular passport, but all this was brushed aside by the eager helpfulness of the border authorities.*"

one ever raised the issue of race" writes Robeson biographer Martin Duberman. "*The Robesons thoroughly liked life in London, being always appreciated as human beings and able to dine at any public place... (On the contrary), White theatres in **New York** would sell only balcony seats to blacks. White hotels refused them accommodations, and when Paul and his wife tried to buy Pullman train (1st class accommodations) reservations, they were told 'NO', only end seats (those over the wheels) were available.*" Robeson's son wrote "*my father escaped the stifling racial environment of the United States by*

*going to **London** in 1927
and
chose to live there
for 12 years,
returning home (America)
only for concert tours,*

to make films, and to perform in the theatre.”

But, it was the horror of

lynching,
especially African Americans,
and
especially in the
southern states of America,



that became Paul Robeson's focus. Lynchings were frequent occurrences in the southern states of the United States after the post-Reconstruction era (1863 to 1877) and continuing into the 20th century (1900s). The majority

of the people lynched were black, including at least 159 women. Between 1882 and 1968,

the Tuskegee Institute
recorded
1,297 lynchings of whites
and
3,446 lynchings of blacks.

Mexican and Chinese lynchings were also numerous. One of the largest mass lynchings in American history occurred in 1891, when a mob lynched eleven Italian immigrants in New Orleans, Louisiana, after they were acquitted of the murder of a local police chief. The largest lynching was the '*Chinese massacre of 1871*.'

Wikipedia notes Paul Robeson led a contingent of civil rights advocates to a meeting at the White House in 1946 to ask **President Harry Truman** to "*take decisive action against lynching*". It's interesting to note world famous physicist, **Albert Einstein**, was a member of this group but could not accompany Robeson to the meeting with President Truman. At one point during the meeting, the President told



Paul Robeson (far right) speaking with his friend, **Albert Einstein** (2nd from the left in the long white hair)

Robeson's group that this was not the appropriate time to enact a federal bill banning lynching; for "*an issue so fraught with potential political repercussions, timing was all-important*". When Robeson continued to push the President on the issue, Paul Jr writes, "*President Truman stood up and shook his finger at my father saying 'this sounds like a threat!' My father slowly rose from his chair and looked directly at President Truman. Two secret service agents on each side of the President's desk unbuttoned their jackets and took a step forward. Truman sat down and abruptly ended the meeting.*" Despite the fact many black leaders, like **Roy Wilkins**, the deputy director of the **NAACP**, and **Lester Granger** of the **Urban League**, continued to support President Truman and criticize Robeson to protect their own political agendas, Robeson stood strong in his criticism of the President's reluctance to end lynching.

Paul Robeson soon became '*persona non-grata*' (*person not wanted*) in the eyes of the government especially with the head of the **FBI** (Federal Bureau of Investigation), J. Edgar Hoover.

**J. Edgar Hoover ordered a
24 hour
surveillance of Robeson,**

reading his mail, wiretapping his phone calls and the calls of his friends and business associates.

**Paul Robeson was now
a '*marked man*'**



J. Edgar Hoover

all because of his criticism of American **racism** that was, in essence, protected and, thus, encouraged by the United States President and Congress. Adding to the government's anger at Robeson was Robeson's public admiration for the way he and other people of color had been treated when touring in the country of **the Soviet Union** (*communist* Russia). As a result, Paul Robeson's personal brand perception changed. For many,

**Robeson's perceived brand
was now**

someone who **preferred** life
in **the Soviet Union**
(**Communist Russia**)
rather than
the **United States** of America.

It is important to note that this was
a time in history after World War 2
when there were mounting tensions
and



Photo of Robeson (right) seated with the communist Soviet leader, Nikita Khrushchev. during one of Robeson's many visits to Russia.

military threats
between
communist Soviet Russia
and the
the United States
and its democratic allies

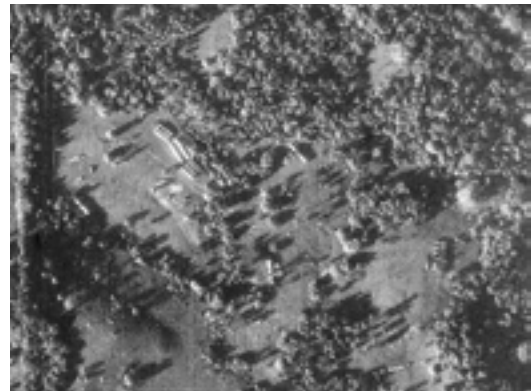
(England, France, Germany, and other European countries). Author **George Orwell** ("**1984**") named this conflict between communist Russia (Soviet Union) and America

a "**Cold War**".

It soon brought the world to

the brink of World War 3
and
potential annihilation

in 1963. The Soviet Union government secretly placed nuclear missiles aimed at America only 90 miles from the state of Florida on the island of Cuba, a Russian ally and another advocate of the communist form of government. Despite the fact Robe-



a photo from an American spy plane flying over Cuba circa 1962 showing nuclear missiles, transports, and tents on the island of Cuba about 100 miles from modern day DisneyWorld

son consistently professed his desire to remain an American citizen with all the privileges and responsibilities which accompanied it, FBI Hoover and the federal agencies he influenced continued to harass Robeson. "*I am born and bred in this America*" Robeson announced according to Robeson biographer Duberman. "*I want to love America the way I love the Negro people from whom I spring..... I love a*

part of it."

J. Edgar Hoover personally assumed supervision of "*the Robeson case*". He also pressured his contacts in America's media, especially the famous journalist **Walter Winchell**, to criticize and castigate Robeson whenever possible. "*Soon, a constant stream of*

partisan attacks appeared in newspapers across America" against Robeson

wrote Paul Robeson Jr. The **Hearst Newspaper company**, the biggest media conglomerate in the world in



Keystone of the Hearst Newspapers

TRUTH
JUSTICE
PUBLIC
SERVICE

Twenty-Eight
HEARST
NEWSPAPERS

Read by more than 20,000,000 people
in 18 Key Cities of the United States...

*What a Market for Automobiles
and Automobile Accessories !*

New York American	Chicago Herald and Examiner	San Francisco Examiner
New York Evening Journal	Chicago American	San Francisco Call-Bulletin
Albany Times-Union	Washington, D.C., Herald	Oakland Post-Enquirer
Rochester Journal	Washington, D.C., Times	Los Angeles Examiner
Rochester Sunday American	Boston American	Los Angeles Herald
Syracuse Journal	Boston Sunday Advertiser	Wisconsin News
Syracuse Sunday American	Detroit Times	Seattle Post-Intelligencer
Atlanta Georgian	Baltimore News	San Antonio Light
Atlanta Sunday American	Baltimore Sunday American	Pittsburgh Sun-Telegraph
	Ottawa Bee-News	

the early part of the 20th century with a number of magazines and newspapers in major American cities, printed front page editorial headlines like

**"IT WAS AN ACCIDENT,
UNFORTUNATELY
FOR AMERICA,
THAT **ROBESON**
WAS BORN HERE!"**



The New York Times
ran a headline
declaring
**"LOVES SOVIET BEST,
ROBESON DECLARES"**.

On October 7, 1946, Robeson was called to appear before a Congress-

sional Committee for questioning on, what some members of Congress considered, Robeson's apparent anti-American, pro-communist comments and activities.

J. Edgar Hoover's FBI harassment of Robeson continued



Martin Luther King Jr. (FAR LEFT in photo) with Paul Robeson (in the background wearing a fedora with a small child standing in front of him during the 1963 March on Washington for Jobs and Freedom, during which he delivered his historic "*I Have a Dream*" speech, calling for an end to racism.

by pressuring multiple government agencies, like the State Department, to deny the renewal of Robeson's **passport** so he could travel to countries outside the United States to perform and earn a living.

As a result of his forced quarantine in America, Robeson's income plummeted along with his health. The pressure and anxiety from the Ameri-



1948 photo of Robeson joining Civil Rights activist march at the White House in Washington, D.C.

can government's continuous harassment coupled with the ongoing stress in his marriage with wife Essie and his conflicts with many African American leaders led to his progressively deteriorating health.

After regaining his passport from a decision by the United States Supreme Court in 1954, Robeson began traveling again to Europe and Australia. While in Moscow in March of 1961, Robeson hosted an "*uncharacteristic*" party in his hotel room and surprisingly tried to commit suicide by cutting his wrists. Robeson told his son while in a Moscow hospital that he was paranoid and depressed. He also told Paul Jr that he felt he hadn't done enough in his life to help people in need.

**Paul Jr. believed
the CIA
(America's
Central Intelligence Agency,
aka 'Spy agency')**

and
MI 5,
 the British version
 of America's spy agency,
 were **responsible**
for
his father's failing health

by secretly administering mind altering drugs and controversial electric shock treatment when his father was hospitalized. Paul Jr believed America's government would do anything to silence the voice of Paul Robeson. Biographer Martin Duberman wrote

***“Robeson's health breakdown
 was probably caused by
 multiple factors
 including***

***extreme emotional
 and physical stress,
 bipolar depression,
 exhaustion,
 and the beginning of
 heart problems”.***

Regardless of the causes, Robeson's health was rapidly deteriorating eventually forcing him to retire from public life in 1963.

Robeson returned to the United States from Europe in 1963 and, for the rest of his life, lived in relative seclusion. He made a few appearances at civil rights events. Double pneumonia and a kidney blockage in 1965 almost killed him.

In 1968, Robeson went to live with his sister, Marian, in the city of Philadelphia.



Photos show the images of major African American male influencers from the 19th and 20th century America.

How many can you identify?

If you were asked to identify major African American women influencers during the same time period, who would they be?



Pollard was the first African American head coach in the National Football League. Robeson's body lay in state in the neighborhood of **Harlem, New York City**, New York.

Numerous celebrations were held in his honor over the next several years. Robeson saw few visitors aside from close friends and family. He made very few public statements aside from messages supporting civil rights efforts and condemning colonial empire building. Robeson was comfortable with this posture saying his life "*spoke for itself*."

On January 23, 1976, following complications from a stroke, **Paul Robeson died in Philadelphia at the age of 77**. His funeral was attended by 5,000 people including actor **Harry Belafonte**, A. **Philip Randolph**, a union leader, **Betty Shabazz**, widow of **Malcolm X**, and **Fritz Pollard**, American football player and coach.



Susan Robeson, producer, documentary filmmaker, writer, consultant and granddaughter of Paul Robeson.

Franklin Delano Roosevelt



*“FDR, more than any other
American President preceding him,
changed the expectations for American government.
Rather than a ‘hands off’ approach
to a capitalist economy
and
the well being of its citizens,
FDR’s government became an active manager of both.”*

Franklin Delano Roosevelt was born in 1882 in Hyde Park, New York, just up the Hudson River, north of New York City.

His family was rich.

His father, James Roosevelt, graduated from Harvard Law School in 1851, but chose not to practice law after receiving a large inheritance from his grandfather, James Roosevelt. As a young boy, Franklin was taught how to ride a horse, and play polo, golf and tennis.



Roosevelt, age 11, 1893.

Roosevelt was home-schooled by tutors until age 14.

He then attended a private prep school,

the Groton School, in Groton, Massachusetts. He then enrolled at **Harvard College** like most of his Groton classmates.

He started dating his cousin, Eleanor Roosevelt, while attending Harvard and eventually married her in 1905.



Eleanor circa 1904

After law school, Franklin used his family brand and network to get an **internship** at the prestigious law firm of Carter Ledyard & Milburn.

Politics, not law, was always Franklin's passion. He ran for state senator in 1910 and despite being a heavy underdog, he won. Acting as his own campaign manager, Roosevelt traveled throughout the New York state senate district by automobile at a time when most people could not afford a car. Wealth has its privileges.

In the

**1912 United States
Presidential Election,
Franklin supported**



Theodore "Teddy" Roosevelt

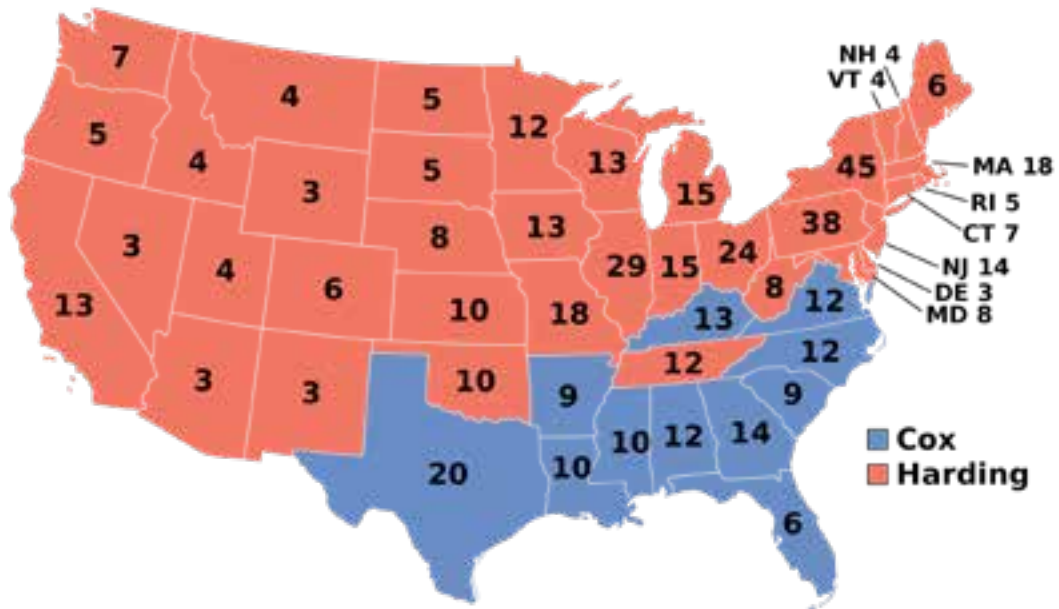
**the Democrat candidate,
Woodrow Wilson,
rather than
his **cousin**,
Theodore Roosevelt,**

the former Republican Party President from 1902 to 1908 who ran as a third party candidate, the "**Bull Moose**" Party, in 1912.

Franklin was rewarded by President Wilson in March of 1913 when he was named Assistant Secretary of the Navy. Franklin ran for US Senator from New York in 1914 and lost. From this defeat, he learned his **brand** was only known in Washington, D.C. and upstate New York; he realized he needed to expand brand recognition and his network to New York City. As a result, Franklin made a deal with the boss of the **infamous Tammany Hall** political machine in New York City, Charles Francis Murphy; they became political allies.

**Franklin Roosevelt
became
Democratic PRESIDENTIAL
CANDIDATE
James Cox's
choice for
Vice President in the
Presidential Election of 1920.**

The Cox and Roosevelt ticket was



Election of 1920. Notice the number of Electoral College votes each state was allocated, based on population, in 1920. This fact will give you an indication how the population centers of the United States have changed over time. Also, since the **diabolical, nefarious Presidential Election of 1876**, southern states consistently voted Democrat. Again, research how most southern states changed political affiliation over time since 1876.

defeated by Republican Presidential candidate Warren G. Harding and his Vice President, Calvin Coolidge. After the election, Roosevelt returned to New York City to practice law and serve as a vice president of the Fidelity and Deposit Investment Company.

In August of

**1921, Franklin Roosevelt
contracted **polio**,
a contagious illness
which causes nerve injury
leading to
paralysis,**

difficulty breathing and sometimes

death. Franklin Roosevelt was forced to use leg braces and wheel chairs for the rest of his life.

Eleanor and Franklin's close friend and adviser, Louis Howe, were all determined that Franklin continue his political career. He taught himself to walk short distances while wearing iron braces on his hips and swiveling his legs and torso from side to side, often supporting himself with a cane.

**Roosevelt tried not to be seen
using his wheelchair
in public,**

and took great care to prevent any portrayal in the press that would highlight

his disability. However, his disability was well known before and during his presidency and became a major part of his image. He usually appeared in public standing upright, supported on one side by an aide or one of his sons.

Roosevelt ran for Governor of the state of New York in 1928 and won.

**In 1932,
Franklin Delano Roosevelt
ran for
the Presidency
against
incumbent
Republican
President Herbert Hoover.**

The country was in the midst of a

**severe economic depression
which began with
the stock market crash
of October 29, 1929.**

**25% of
American workers
were unemployed.**

Farmers were in deep trouble as crop prices fell by 60%! Two million people became homeless. By the evening of

**March 4, 1930,
32 of the 48 states**



Photos of Franklin D. Roosevelt sitting in a wheelchair are rare and weren't shown to the public while he was in office. In this image from 1941 he's with his dog Fala and Ruthie Bie, the granddaughter of a gardener who worked for the Roosevelt family.

**in the United States
closed their banks,**

i.e. no one could withdraw money from their saving's accounts in their banks.

**Panic
spread through the nation
and soon after,
the world.**

President Herbert Hoover initially responded the same way previous Presidents responded to periodic American recessions; they waited for the economy to fix itself. And, in most cases, the economy did.

From the multiple bank failures of

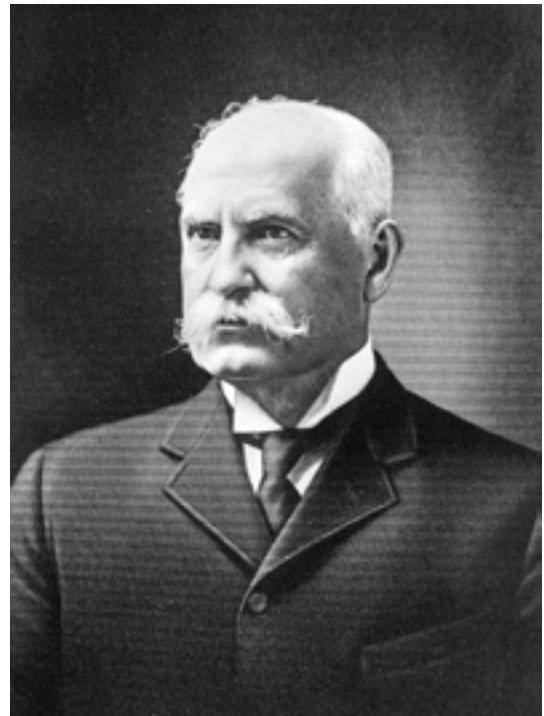
the **Panic of 1837** and the **Long Depression or Panic of 1873** to the **Panic of 1907** and the **Great Recession of 2007** which was caused by a *real estate bubble* and subprime mortgage crisis, “*there have been as many as 47 recessions in the United States dating back to the Articles of Confederation*” according to Wikipedia. The **Panic of 1907**, known as the 1907 Bankers’ Panic or Knickerbocker Crisis, was a financial crisis that took place in the United States over a three-week period starting in mid-October of 1907, when the ***Knickerbocker Trust Company***, New York City’s third-largest bank, closed its doors to its customers. The collapse of the prestigiously branded Knickerbocker spread fear and shock throughout New York City’s financial district causing a bank run, i.e. smaller banks with their deposits in bigger New York City banks quickly withdrew their deposits. Panic set in and extended across the country as more people started withdrawing their deposits from their local banks. The New York Stock Exchange index fell almost 50% from its peak the previous year. Fear and panic spread nationwide until one man, multi-millionaire investor **J.P. Morgan**, interceded and



promised to use his own money to guarantee every depositor’s money in American banks. Morgan also convinced other bankers and investors in his network to do the same. Because of **Morgan’s brand** and promise, the Panic of 1907 was over.

Because of the 1907 Panic and the memory of ones from before, **Rhode Island Senator, Nelson W. Aldrich**, took action.

**Nelson Aldrich was arguably,
the most powerful person
in the United States**



Nelson W. Aldrich, born in Foster, Rhode Island in 1841. His father worked in a mill (factory). Nelson attended public schools in East Killingly, Connecticut before his parents enrolled him in the East Greenwich Academy, a private boarding school in Rhode Island. Aldrich’s first job was a clerk for the largest wholesale grocery store in the state. He worked his way up to become a part owner of the company. He died in 1915.

**Aldrich was a leader
in the Republican Party
and
a United States Senator
from 1881 to 1911.**

Because of Aldrich's **political power** and influence on national political decisions, he was referred to by the media as the "*general manager of the Nation*". Aldrich's influence affected American government decisions on trade, taxes, tariffs, and economic policy during the early 20th century. Following the Panic of 1907, Aldrich took charge to study the causes of the 1907 Panic and create a remedy to prevent a repeat of a similar financial crisis.

**Aldrich's solution
on December 11, 1913
was The Federal Reserve Act;**

the US Congress essentially created a central banking system for the country. This act created twelve (12), regional, Federal Reserve Banks jointly responsible for

**managing the
country's money supply,
making loans,
providing oversight
of America's banks,
and
serving as the bank**

**to lend money
when none other can.**

The Great Depression was not the first economic 'recession' or 'depression'. In more recent history, there was a stock market crash on

**October 19, 1987
when stock prices fell further
in value
than October 24, 1929,**

the start of the Great Depression. "*President Ronald Reagan did nothing to respond to this economic collapse*" writes Stanford University Economist, Thomas Sowell, except allow the Federal Reserve to do what it was created to do. The Federal Reserve in 1987, under the leadership of **Alan Greenspan**, provided "*liquidity*," i.e. access to cash to keep banks lending, giving people access to their savings, and the economy working. The market rallied immediately after October 19, 1987 "*gaining 102.27 points the very next day and 186.64 points on Thursday October 22*". It took only two years for the Dow Jones (stock market) Industrial Average to completely regain all of the value it had lost in the October 19th crash. **Nelson Aldrich's remedy for a financial crisis worked.**

The *Great Depression* provided a litmus test for the Presidency of Herbert Hoover. Hoover's response to the Stock Market crash would measure

the quality of his leadership and the legacy of his Presidency. President **Hoover FAILED** and his **once impressive, highly regarded personal BRAND never recovered.**

In the days following the 1929 Stock Market Crash, Hoover summoned business and labor leaders to the White House to ask business owners NOT to cut workers' pay and, at the same time, union leaders NOT to strike. Hoover convinced railroads and public utilities to increase spending on construction and maintenance to increase hiring. The Federal Reserve announced it would cut interest rates to make borrowing money less expensive. At the same time, Hoover opposed congressional proposals to provide federal relief to the unemployed; Hoover believed public assistance programs were the responsibility of state, local governments and philanthropic organizations not the federal government. Hoover initially believed the economic collapse created by the Stock Market fall on October 29, 1929 would be a short recession similar to *the Depression of 1920–21.*

**Immediately after the
October 24th, 1929
Stock Market crash,
the unemployment rate was
9%,**

that is, **1 out of every 10 workers** did

not have a job and were actively looking for one.

After those actions by Hoover,

**the unemployment rate
in June of 1930,
improved to
6.3%,**

leading many to believe the economy was getting better.

However, the economy started to worsen dramatically after

**two fateful decisions
by President Hoover.**

Hoover signed a new law, the *Smoot-Hawley Tariff Act*, in June of 1930 which essentially added a tax on all products made in foreign countries that were sold in the United States. This act essentially raised prices on foreign made goods. Foreign countries retaliated by putting tariffs on American made goods making them more expensive to buy in foreign countries. Consequently, fewer products made in America were exported to foreign countries. Not the best decision in the middle of an economic depression when so many people had lost their jobs. American factories soon laid off workers because foreign countries did not import as many American made products. Very quickly,

**unemployment increased
to
11.9% !**

Then, in late 1931,

**Hoover proposed
tax increases
on people's earnings,
company profits,
inheritances,
chewing gum, soft drinks,
sporting goods; guns; coal;
jewelry, matches,
refrigerators, stamps,**

and toiletries as well as America's first tax on gasoline to raise revenues for the government to pay its bills. The government was spending more money that it had been collecting in taxes. These decisions by Hoover caused

**the unemployment rate
to worsen again
to 15%
by mid-1931.**

And, on the eve of the 1932 Election when President Hoover ran for re-election against Democrat candidate, Franklin Delano Roosevelt,

**the unemployment rate
worsened again to 23%!**



giving rise to growing **fears** that the country was experiencing a depression far worse than most economic downturns preceding it.

Why the Federal Reserve did not do what it was designed to do, remains a question.

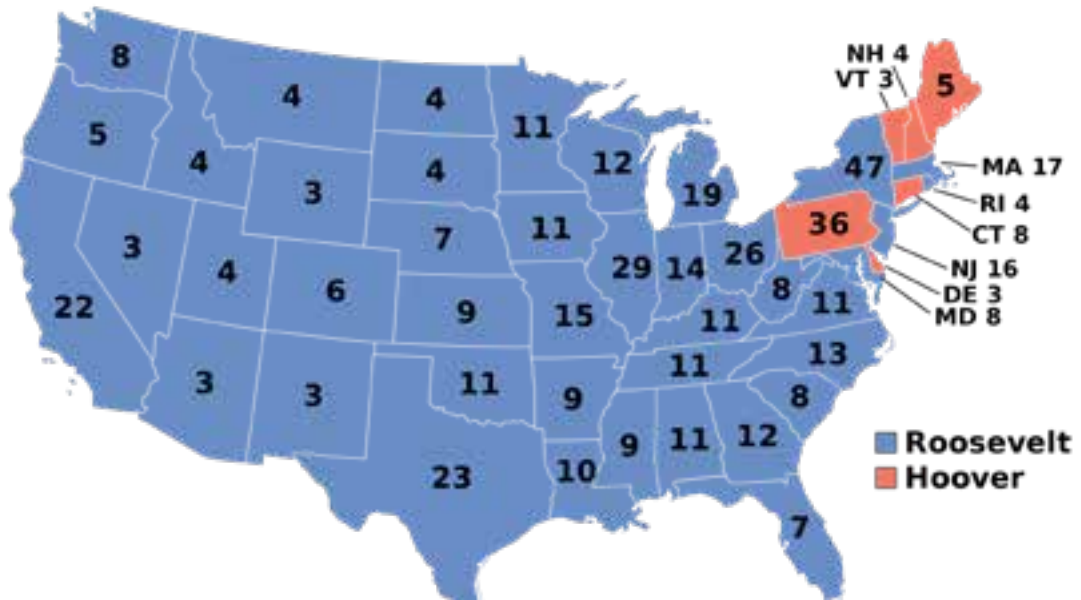
On March 3rd, 1933, after

**a landslide victory
over Herbert Hoover,
Franklin Delano Roosevelt
assumed the Presidency**

of the United States and took on the monumental task of fixing America's economy. He was 51 years old.

When Roosevelt was inaugurated on March 4, 1933, the U.S. was experiencing the worst recession in its history. With

**banks closing
at a rapid rate
and**



Presidential Election Results of 1932.

businesses closing
as fast,
fear and panic
took over the nation.

A fifth of the American workforce was unemployed; in other words,



1 out of every 5 Americans,
20%,
did not have a job.

AND
factories were only producing
HALF
of what they were

producing before 1929. Things seemingly could not be worse.

Roosevelt launched
HIS **economic plan**
to resuscitate the economy
TO
get Americans
back to work.

Roosevelt was about to change the way the American **economy** worked, i.e. the system for making and buying things of value in America. Instead of focusing on business and compa-

nies like the Presidents proceeding him (Coolidge, Harding), Roosevelt's economic plan prioritized workers.

**President Roosevelt's
focus was using
government power
and government money
to create government jobs
to lower America's
high unemployment rate**

Unfortunately, many in America felt

**Roosevelt's plan
was not the best way
to achieve
his economic goals.**

President Roosevelt publicly criticized businesses, companies, their wealthy owners, the banks and a stock market where business owners invested their wealth and had too much influence,



**unlike Harding and Coolidge's
focus on helping businesses
create jobs,
lower unemployment, and
increase tax revenue.**

too much power, in America. The *working man* would be Roosevelt's focus **using government money and power** to revive the American economy and get people back to work.

**Business people felt
Roosevelt did not like
companies and
business owners!**

**Many felt Roosevelt
was blaming them
for *the Great Depression*.**

Soon after Hoover's defeat in the Presidential Election in November of 1932, Hoover wrote letters to Roosevelt asking for a meeting to offer his help to Roosevelt for his plan to fix the economy. **Roosevelt never responded to Hoover.**



Hoover (left) and Roosevelt

Roosevelt went to work 2 days after his March 4th, 1933 inauguration by ordering national "*banks to close*" for four days as well as calling for a special session of Congress. Congress then passed the ***Emergency Banking Act*** on March 9th similar to a President Hoover plan giving the President the power to determine the opening and closing of banks and authorizing Federal Reserve Banks to issue loans. Soon after, Roosevelt launched other parts of his economic, worker cen-

tric plan. Roosevelt then created the **National Recovery Administration** (NRA) in 1933 to help workers get a fair, **minimum wage** and **a reasonable number of hours to work each week**. **The NRA also set prices that farm products and factory goods could be sold.**

Roosevelt made relief for farmers a high priority by establishing another government agency called the **Agriculture Adjustment Administration** (AAA) to raise prices for farm products by **paying farmers to plant fewer crops** and **reduce the size of herds** (*cows, steers, sheep, pigs, etc*). Fewer cows and less corn meant higher prices for each; the basic principles of supply and demand.

**Roosevelt encouraged
the NRA to borrow money
and spend it on
projects Roosevelt felt were
essential to
economic recovery.**

Roosevelt established more government agencies like **The Tennessee Valley Authority** (TVA). The TVA

**built dams to control floods,
create hydro power, and
modernize farms and homes
in
poor areas of Tennessee.**



Roosevelt also passed a new law called **Executive Order 6102** declaring all privately held gold of Americans must be sold to the U.S. government which raised the price of gold from \$20 to \$35 per ounce. **All**

these steps increased the size and spending of America's government:
more agencies,
more government employees,
more government jobs, and,
thus, more government influence over the economy and peoples' lives.

A bigger government naturally created the **need for MORE money to support it.**

That money had to come from higher taxes and more borrowing.

One of Roosevelt's other objectives for fixing the economy was stopping **deflation**. *Deflation is a dangerous economic condition where the costs for goods and services DECLINES.* Deflation causes prices to decrease for crops grown by farmers and products made in American factories. This means **farmers and factory owners earned LESS MONEY; thus, LESS MONEY TO SPEND!** This forced factories and farmers to cut back on their production, to make less, which led to layoffs and salary reductions of employees. With fewer people working, there were fewer consumers spending money.

Finally, Roosevelt **wanted to balance his budget**, i.e. making sure the government only spent what it had collected in taxes and fees. Roosevelt had criticized President Hoover for not having a balanced budget during his 1932 Presidential campaign.

Roosevelt's Secretary of the Treasury, Henry Morgenthau, believed in balanced budgets too.

To ensure a balanced budget, Roosevelt had to **raise taxes and cut expenses.**

Roosevelt **cut** expenses by reducing **military spending** from \$752 million in 1932 to \$531 million in 1934. He **cut pensions** of veterans and widows, **cutting the salaries of federal employees**, and **reducing spending on research and education**. At the same time,



FDR celebrating his victory in the Election of 1932 with Eleanor and his son. Notice how FDR is holding onto his son's arm to stand up and keep his balance.

**Treasury Secretary
Morgenthau**
***"came up with a plan to
choke the money
out of companies with
a corporate profits tax"***

writes historian **Amity Shlaes**.

***"For a company making
\$10,000,
their **tax would be 42%.**
For those companies with
higher profits,
the tax could be as much as
74%!"***



Many respected historians like **Amity Shlaes** and economists like **Milton Friedman** and **Thomas Sowell** have criticized Roosevelt's plan and contend

***The Great Depression
should NOT have been
'great' NOR 'long'***

*“From 1929 to 1940, from
Hoover to Roosevelt,
the government
helped make
the Great Depression”*

writes Amity Shlaes, the author of



Amity Shlaes

*“The Forgotten Man: A New History of
the Great Depression”.*

*“The 1929-30 ‘depression’
wasn’t anything special.
It was, in fact, softer than*

*the 1920-21 ‘recession’!!
the only difference being
what
the politicians did”*

according to author and Political Economics editor of Forbes Magazine, **John Tamny**.

Another interesting skeptic of Roosevelt’s *New Deal* was **Benjamin Anderson**, the Chief Economist of the *Chase National Bank*, an economics Professor at Harvard and Columbia University, and the author of “*Value of Money*”, a critique of the quantity theory of money.

According to Anderson
*“there was a tendency of the
Roosevelt government*



Benjamin Anderson

*to play God
and when playing God failed
(to fix the economy),
the government played God
harder.”*

As a result - Roosevelt and Morgenthau's well intentioned economic recovery plans to end the Depression and get people back to work actually prolonged the Depression.

**Roosevelt's tax increases
targeted the rich.
“Such taxes caused
tremendous damage to
the economy”**



Morgenthau Jr and FDR

states Shlaes. “The wealthy are in a position, because of their wealth, to take risks by investing in new business ventures.

*Under Roosevelt's
1935 tax law,
a wealthy person would see
more than 3/4 of their profits
taken by income tax.”*

**So, instead of investing
their wealth
to start new businesses,
which hired people
who would pay taxes
to the government
along with the wealthy people
who started and owned
these businesses,**

“the rich hoarded their money”; in other words, they would not invest.

**Roosevelt also “boasted” he
would continually
“experiment”, boldly**

and persistently” until he found THE BEST REMEDIES to fix America's economy and the plight of workers.

**Roosevelt's “experimentation”
created
uncertainty and “fear”.
“The threat of additional,
unknown policies froze
the American economy”**

writes historian Shlaes. Business owners and Wall Street investors ALWAYS want ‘certainty’ before investing their money, hiring more employees, and giving pay increases to existing ones. Continual ‘*experimentation*’ remains anathema to investment, business confidence, and economic growth.

Author and economic journalist **John Tamny** adds “*politicians ignored or forgot that recessions are a healthy sign of an economy getting rid of issues that prevent economic growth!*”

***If a capitalist economy is
left alone,
it has **proven in history**
to fix itself,***

*thus, setting the stage for another economic boom. Politicians of the NEW DEAL started to apply their remedies rather than letting the market economy fix itself. Politicians are always quick to spend more money and increase taxes to pay for new spending. Politicians in the 1930s raised the top tax rate from 25% of the money a person earns to 83% of what a company makes!! 83!! Roosevelt also added new rules and regulations for hiring employees and running businesses. Hoover agreed and signed the **Smoot-Hawley tariff** which caused foreign countries to stop importing American made products. Politicians fell over one another trying to erect barriers to*

business success through new business regulations. As a result, there was a substantial drop in what factories were producing and, ultimately, this created a major decline in hiring, the number of jobs in America, and the supply of money.”

James Warburg, a Roosevelt advisor, “*became so angry with President Roosevelt that he wrote multiple books to express his rage*” writes historian Amity Shlaes. “*The NRA rules were so stringent, business owners would not invest in their companies and discouraged them from hiring workers. Businesses decided to wait Roosevelt out, hold onto their profits to invest in the future rather than during Roosevelt’s Presidency*”. Even **John Maynard Keynes**, whose economic philosophy encouraged government spending which Roosevelt followed, became concerned about President Roosevelt’s tactics.

**Keynes said Roosevelt’s
continuous ‘bullying’ of
companies, especially
“utilities (electricity companies)
every other week”,
hurt the US economy.**

Roosevelt’s **NEW DEAL**, *the name* his economic recovery plan, **NEVER SOLVED** the unemployment problem during the Great Depression -



ONE OF many posters to create support for America’s war effort. Naomi Parker Fraley (pictured in the factory below), born August 26, 1921 and died January 20, 2018, was a real American factory worker in 1942. Ms Fraley is considered the model for the iconic “We Can Do It!” poster; i.e. the ‘*Rosie the Riveter*’ posters



YEAR	UNEMPLOYMENT RATE
1929	3.2%
1930	8.7%
1931	15.5%
1932	23.6%
1933	25%
1934	22%
1935	20.1%
1936	17%
1937	14.3%
1938	19%
1939	17.2%
1940	15.2%
1941	10%
1942	4.7%
1943	1.9%

**What revitalized
the American economy,
according to many
historians and economists,
was
the start of
World War II
in 1939
NOT
Roosevelt’s New Deal -
what he called
his economic plan -
for ending
the Great Depression.**

Millions of American men went into the military during World War 2. **Women went to work in factories** to produce the tanks, jeeps, uniforms, and

LATEST PRICES		LATE NIGHT FINAL
<p>IT'S CLEAR</p> <p><i>Nicholson's</i></p> <p>Gin</p> <hr/> <p>IT'S GOOD</p>	<h1 style="margin: 0;">Evening Standard</h1> <div style="font-size: small; margin-top: 5px;"> Tradesmen's Weather— Bright & good. </div> <div style="font-size: x-small; margin-top: 5px;"> Lightning—Fair Thunder—S.E. </div> <hr/> <div style="display: flex; justify-content: space-between; font-size: x-small;"> No. 35,600 LONDON, FRIDAY, SEPTEMBER 1, 1939 ONE PENNY </div>	<p><i>La Coquille</i></p> <p style="font-size: x-small;">RESTAURANT FISHBAR</p>  <p style="font-size: x-small;">Having shell food? Fish and shell food.</p> <p style="font-size: x-small;">At all restaurants where we sell fish and shell food.</p>

GERMANS INVADE AND BOMB POLAND

BRITAIN MOBILISES

Warsaw, Cracow, Nine Other Towns Bombed: Danzig is "Annexed"

FRANCE DECLARES "STATE OF SIEGE"

GERMANY INVADED POLAND TO-DAY. COMPLETE BRITAIN WILL

SOUVENIR EDITION **The Honolulu Advertiser** **SPECIAL EXTRA**
Hawaii's Territorial Newspaper
PUBLISHED DAILY, T.S.A. MONDAY THROUGH SATURDAY

JAPANESE BOMB PEARL HARBOR!

Hickam, Wheeler, Kaneohe Hit

MORE THAN 2,000 DIE IN SNEAK AIR ATTACK

Scores of low-flying Japanese planes swooped down on Oahu from the north 30 minutes after dawn today in a surprise attack, raining bombs and terror on Pearl Harbor and other military installations.

When it was over, the huge U.S. Pacific Fleet lay crippled at anchor and military air fields were heavily damaged.

The air raid by planes with the Rising Sun emblems of Japan, clearly visible on their wings, left more than 2,000 Americans, soldiers and Marines dead or injured and more than 1,200 seriously injured.



Election of 1944

weapons America needed to defeat its enemies: Hitler's Germany, Emperor Hirohito's Japan, and Mussolini's Italy.

While **Shlaes, Friedman, Sowell, and others** are critical of FDR's **NEW DEAL** policies and his management of the economy during the Great Depression, most historians

**praise Roosevelt's
overall leadership
of the country
during the dark days of
the Great Depression
AND
World War II**

until his death in his fourth term as President on April 12, 1945. Arthur Schlesinger Jr, the author of the American Presidential Poll of American historians on **Greatness**, repeatedly chose

**Franklin Delano Roosevelt
as one of America's
3 GREATEST PRESIDENTS.**

**President Roosevelt is
consistently ranked
in the top 3
of American Presidents
with Lincoln and Washington.**

William E. Leuchtenburg, Professor Emeritus of History, University of North Carolina, writes

***"FDR reshaped
the American presidency
through his
"fireside radio chats"
to the the American people
via
the new technology of radio.***



In the process, FDR built a bond between himself and the American public. His storytelling did much to shape the image of the President as America's caretaker."



(bottom photo) American family listening to one of FDR's many 'Fireside Chats' on their home radio. (Top photo) President Roosevelt gives one of his FIRESIDE CHATS to Americans sitting by their radios.



As Presidents
Obama and Trump
 used the
 21st century technology of
 the **internet and social media**,
 President **Roosevelt**
 mastered the
new 20th century **technology**
 of **radio**.

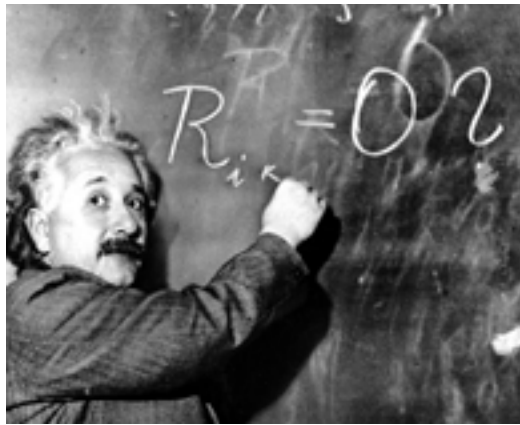
World War 2 eventually dominated FDR's attention. Roosevelt's focus was total mobilization of America's economic, financial, and institutional resources to defeat the Axis Powers of Germany, Japan, and Italy. Roosevelt avoided micromanaging the war;

the President
delegated
responsibilities to
his top military officers
to make most decisions.

Roosevelt's civilian appointees handled the draft and procurement of men and equipment; no civilians – not even the

secretaries of War or Navy – had a voice in military strategy.

Nobel Prize winning physicist and American immigrant, Albert Einstein, sent a letter to Roosevelt, warning of the possibility of a secret German project to develop nuclear weapons. **Einstein and fellow physicist, Leo Szilard**, realized that a recently discovered process of nuclear



Albert Einstein

fission could be used to create a nuclear chain reaction that could be used as a **weapon of mass destruction**. Roosevelt feared the consequences of allowing Germany to have sole possession of this technology and authorized increased spending for more research in nuclear weaponry. After the attack on Pearl Harbor, Franklin Delano Roosevelt established the ***Manhattan Project*** to beat Hitler's Nazi scientists in the development of the first nuclear weapon, **an atomic bomb**.

America and its allies continued to

gain ground against the German and Italian armies in Europe and northern Africa as well as numerous Japanese strongholds on islands in the Pacific Ocean featuring dramatic naval battles in the Pacific and numerous attacks on Japanese military bases on Pacific islands and in Asia.

As Roosevelt approached the **Presidential Election of 1944**, he made it clear to the leaders of the Democrat Party he wanted to run for the Presidency again for an unprecedented 4th term. Democrat Party leaders told Roosevelt he must change his Vice President, Harry F Byrd from Virginia, to Missouri Congressman Harry S. Truman. Roosevelt and Truman won the 1944 election by a comfortable margin, defeating Dewey and his running mate, John W. Bricker, with 53.4% of the popular vote and 432 out of the 531 electoral votes.

**As the war neared its end,
people became concerned
over how ‘old’**

**President Roosevelt
looked.**

**He looked thin,
frail, and weak.**

Roosevelt now spoke while seated, which he rarely did before, in the House of Representatives, an indication of Roosevelt’s physical deteriora-



Allied Power leaders February 1945 photo: England Prime Minister **Winston Churchill** (left), **Franklin Roosevelt**, (center) and Russian **Josef Stalin**, General Secretary of the Communist Party of the Soviet Union (1922–1952) and Chairman of the Council of Ministers of the Soviet Union, i.e. the most powerful person in RUSSIA, then called the SOVIET UNION, or, THE UNION OF THE SOVIET SOCIALIST REPUBLICS

tion and fatigue.

Roosevelt decided to get some rest by retreating to his “*little White House*” in Warm Springs, Georgia, before his appearance at the founding conference of the United Nations.

In the afternoon of April 12, 1945, at Warm Springs, while sitting for a portrait, Roosevelt said

“I have a terrific headache.”

He then slumped forward in his chair, unconscious. His aides quickly carried him into his bedroom. The president’s attending cardiologist, Dr. Howard Bruenn, diagnosed the medical emergency as a massive brain hemorrhage. At 3:35 p.m. on

**April 12th, 1945,
Franklin Delano Roosevelt,
America's 32nd President,
died
at the age of 63.**

As one of America's greatest Presidents who made the ultimate sacrifice with his life for his country, the Presidency of the United States of America passed from Franklin Delano Roosevelt to his Vice President, Harry S. Truman.

Postscript - FDR was unquestionably a beloved and trusted leader for many Americans throughout his Presidency. One of the best examples of this love and trust is the story of Jewish immigrant owners of the **LIVE Poultry Store** on **East 52nd street and Rockaway** in New York City. The Schechter brothers owned and operated a business that bought chickens from chicken farms all over the United States. The Schechters then *"slaughtered and sold the chickens to small food stores to sell their chickens to the general public for about 27 cents a pound. The Schechters business was kosher; in other words, the business followed strict Jewish, dietary laws to ensure the cleanliness and safety of everything they sell. They even employed Rabbis to inspect their procedures and chickens"* writes Amity Shlaes. Roosevelt's National Recovery Administration

**(NRA) rules
and
its government agents
shut down
the Schechter
poultry business
for letting
Schechter customers
choose the chickens
they wished to buy
and
for having prices that were
too low!!!!**



The Schechters added that when government NRA agents came into their store, one agent started swearing at one of the Schechter customers.

**The Schechters were initially
found guilty,
sent to prison,
and
fined \$7,425
which was, in 1934,
equal to several years
of their company earnings.**



Last photograph of Roosevelt, taken April 11, 1945,
the day before his death

The Schechters appealed to the Supreme Court of America where the judges rebuked the NRA's agents for their **arrogance and insensitivity** toward the hard working, American immigrants, the Schechters. Furthermore, the Supreme Court justices ridiculed the NRA prosecutor question during the trial. More importantly, the Supreme Court judges found the Schechters "**NOT GUILTY.**"

**The Supreme Court ultimately
declared
the NRA
unconstitutional.**

"The Schechters went back into business after the Supreme Court ruling. The Schechters were continuously concerned about anti-Semitism (anti-

Jewish sentiments) in America. The Schechters believed if President Roosevelt had not solved the problems of the Depression, America could have become an anti-Semitic country like Nazi Germany.

*Despite the unwarranted,
discriminatory, harassment by
government NRA agents,
one Schechter relative believed
these Jewish immigrant
business owners,
the Schechters,
still voted for
Franklin Delano Roosevelt
in
1932, 1936, 1940, and 1944"*

writes historian Shlaes. The Schechter case is a testimonial to the trust and

**affection MOST Americans
clearly had for President
Franklin Delano Roosevelt.**

General George Smith Patton Jr



***“Politicians are
the lowest form of life on earth”.***

**He was arrogant
and
seemingly needed ‘publicity’
the way most humans need
‘oxygen’ to breath.**

**His vocabulary was often
shocking, vulgar, offensive
and so repulsive,
some left the room.**

His behavior was often the same. Like the time he entered a hospital ward caring for wounded servicemen during **World War II** and encountered a serviceman he believed was not injured enough to be hospitalized. The General “*immediately flared up, slapped the soldier across the chin of his face with his gloves*”, and called him a coward among other things.

Furthermore, for this author, he seemingly

**treated his soldiers
like consumables, i.e.
necessary but disposable
items to win battles**

and ultimately the war. For example, **Patton once told a story**, matter-of-factly, **he might have killed one of his own men** when trying to move his tanks forward in difficult terrain. “*Some of my reserve tanks were stuck by some trenches. So I went back and made some Americans hiding in the*

trenches dig a passage. I think I killed one man here. He would not work so I hit him over the head with a shovel”.

Yet, Historian Terry Brighton, author of ‘*Patton, Montgomery, Rommel: Masters of War*’, admirably writes

**World War 2
could have been lost
to the Nazis**

**on D Day,
on the beaches of Normandy
if**

**George Patton had not been
available to serve
in the United States military
and**

**Hitler hadn’t lost trust in his
brilliant general
Erwin Rommel,
the Desert Fox.**

George Smith Patton Jr was born on November 11, 1886 and died in a car accident on the way to a pheasant hunting vacation in Germany after the war on December 21st, **1945**.

**He was an
Olympic athlete
competing in the pentathlon
in the 1912 Summer Olympics
in Stockholm, Sweden.**

He was the only American in the competition and finished 5th overall; he placed 21st on the **pistol range**, 7th in **swimming**, 4th in **fencing**, 6th in the **equestrian** competition, and 3rd in the **footrace**.

George Patton always wanted to be a soldier.

At 17 years old, he applied to West Point and several other colleges. He was rejected at West Point and accepted at Princeton and **Virginia Military Institute (VMI)**; he chose VMI. He transferred to **West Point** after one year. *“However, his academic performance was so poor that he was forced to repeat his first year after **failing math**. He eventually **graduated ranked 46 out of the 103** cadets in his graduating class at West Point on June 11, 1909 and received a commission as a second lieutenant in the Cavalry branch of the United States Army”* according to his Wikipedia profile.

George Patton was seemingly always looking for a war to fight in.

The new West Point grad was assigned to border patrol duty with the 8th Cavalry along the Texas Mexico border during a time of turbulence between the two countries. Patton began wearing a Colt .45 attached to his belt rather than a holster. One night in a bar, his gun accidentally went off. Patton soon changed his Colt .45 for an

ivory-handled Colt, ‘Single Action’ Army revolver, which would soon become an important part of the Patton brand.



When Mexican gang leader, **Pancho Villa**, crossed the Mexican American border and raided towns in New Mexico in **1916**, Patton asked the American general assigned to respond, **John J. Pershing**, to join his retaliatory force.

**General
John J. “Black Jack” Pershing
became
Patton’s role model**

and had a lasting influence on Patton’s aggressive, focused, *take-the-fight-to-the-enemy* tactics he would embrace against the Nazi’s in World War 2.

When General Pershing was sent to command the American forces against the **Axis armies** (*Germany, Austria-Hungary, and Turkey*) in World War

1 in 1917, Patton accompanied Pershing as his personal aide and soon after oversaw the training of American troops in Paris, France. Frustrated with his non-combat, administrative position, Pershing granted Patton’s thirst for action, blood and guts, by assigning him to an infantry command. Patton, on the **advice of a Colonel in his military network**, Fox Conner,

**Patton asked for a transfer
from the infantry
to
tanks,
a new weapon in a
new division of the army**

utilizing the latest developments in military technology called “*Caterpillar Machine Gun Destroyers or Land*



The **first tank to deploy in battle**, the British made Mark I tank (1916 photo) with a special Solomon camouflage design



George Patton, 1918, with a French made Renault FT light tank during his deployment in France during World War I. Patton's brigade was then moved to support U.S. I Corps.[70] He personally led a troop of tanks in the Meuse-Argonne Offensive on September 26 through thick fog as they advanced 5 miles into German lines. Patton was wounded while leading six men and a tank in an attack on German machine guns near the town of Cheppy. His orderly, Private First Class Joe Angelo, saved Patton, for which he was later awarded the Distinguished Service Cross. Patton commanded the battle from a shell hole for another hour before being evacuated. Patton's tank corp was part of an initiative which eventually captured Varennes but did so with heavy losses.

Another story told by Patton reinforced his **win at all cost focus after he was severely wounded in battle**. Patton wrote in a letter to his wife: *"The bullet went into the front of my left leg and came out just at the crack of my bottom about two inches to the left of my rectum. It was fired at about 50 meters so made a hole about the size of a [silver] dollar where it came out."*

While recuperating from his wound, Patton was promoted to colonel in the Tank Corps of the U.S. National Army. He returned to duty on October 28 but saw no further action before the war ended On November 11, 1918. For his actions in the battle of Cheppy, Patton received the **Distinguished Service Cross**. For his leadership of the brigade and tank school, he was awarded the **Distinguished Service Medal**. He was also awarded the **Purple Heart** for his combat wounds after the decoration was created in 1932.

Cruisers" and later shortened to "*tank*" in 1915.

After the World War 1, Patton was assigned to various positions in different locations throughout America from writing manuals on tank operations

to giving speeches on his combat experiences at the General Staff College. Throughout this period in his life, Patton advocated for increased development of armored warfare and insisted tanks should be used, not as infantry support, but rather as an independent

fighting force.

In the 1930s with Japan acting aggressively against China in what became the Sino Japanese War,

**Patton wrote
a prescient paper
in 1937 entitled “*Surprise*”
predicting
a surprise attack by Japan
on Hawaii.**

Almost 4 years later, on **December 7, 1941**, the Japanese military did conduct a devastating, surprise attack on the United States Naval facility at Pearl Harbor, Hawaii. Soon after, in the **summer of 1942**, Patton was assigned to help plan the Allied invasion of the Nazi German occupied territories in French North Africa as part of **Operation Torch** under the command of **Lieutenant General Dwight D. Eisenhower, the Supreme Allied Commander**. By **March of 1943**, following the defeat of United States troops deployed in northern Africa by **the famous German Nazi General Erwin Rommel, the Desert Fox**, at the Battle of Kasserine Pass, Patton replaced American Major General Lloyd Fredendall as Commanding General of the II Corps and was promoted to lieutenant general. Patton brought his aggressive, *win-at-all-cost, ‘attack’* leadership style and strategy to his new assignment when attacking a German-Italian force near



M36 tank destroyer moving in heavy fog on 20 December during Battle of the Bulge, Belgium. (Wikipedia)

Gafsa, Tunisia. He purportedly said *“I expect to see such casualties among officers, particularly staff officers, as will convince me that a serious effort has been made to capture this objective.”*

From North Africa, Patton moved on to the island of Sicily and Italy to eradicate the ally of **Adolf Hitler’s** Nazi Germany, the Italian forces of **Benito Mussolini**. For *Operation Husky*, the invasion of Sicily, Patton commanded the Seventh United States Army Western Task Force with orders to support the invasion of **British General, Bernard Montgomery, commander of the British Eighth Army**. The **chain smoking, irascible, 6’1”, 170 lbs, Patton** described the **non-smoking, diminutive (5’ 7” and 140 lbs), haughty Montgomery** as

“smart, alert, wonderfully conceited, and the best soldier I have yet met in this war”.

And yet, while there were striking



Montgomery (left) greets Patton in Palermo, Sicily, July 1943



**dissimilarities
in each general's
warfare strategy and tactics,**

Montgomery and Patton competed against each other for

**fame and publicity
on the world stage for who
was *‘the better soldier’*
This intense competition’**

made this author wonder about each general's priority, i.e. defeating Hitler's Nazi war machine OR capturing the headlines in the world's newspapers.

***“I know I can
outfight the little fart anytime”***

according to Patton.

After

**defeating
Mussolini's Italian
and
Hitler's Nazi
armies in Italy,
Patton and Montgomery**

were re-called to Britain to plan for an invasion of Europe and the destruction of Hitler's Nazi military forces.

Montgomery was ultimately



Benito Mussolini (left) and Adolf Hitler

chosen over Patton
to command
the 21st Allied Army Group
made up of
United States AND British
ground forces
participating in
Operation Overlord,
code name
for the Allied invasion of
Normandy.

The overall planing and command of
all the Allied forces was assigned to
American General Dwight D. Eisenhower. Both British Prime Minister



The bodies, from left to right, are: Unknown (surname: Gelormini) Benito Mussolini Claretta Petacci Alessandro Pavolini Achille Starace. The dead body of Benito Mussolini hung next to his mistress, Claretta Petacci, and those of other executed fascists, on display in Milan on 29 April 1945, in Piazzale Loreto, the same place that the fascists had displayed the bodies of fifteen Milanese civilians a year earlier after executing them in retaliation for resistance activity. The photograph is by Vincenzo Carrese.

Winston Churchill and Eisenhower acknowledged **Montgomery was 'a pain in the ass'**, difficult to work with. Both men wanted the position to go to British General Sir Harold Alexander. BUT, Montgomery had someone in a powerful position, British Lieutenant-General Alan Brooke, who argued adamantly that Montgomery was a MUCH superior general to Alexander and, as a result, Montgomery was given the appointment. Without Brooke's support, Montgomery would have remained in Italy.

The German High Command of Hitler, Goring, Rommel, and others had more respect for Patton than any other Allied commander

and believed Patton would be a critical part of the Allied invasion plan the Nazi's anticipated.

However, Eisenhower and Churchill did not give Patton a combat force to command at the outset of the invasion of Europe.

American General Omar Bradley, who was Patton's junior in both rank and experience, was selected to command the First United States

Army force preparing for the invasion of Normandy, i.e. Operation Overlord. Patton blamed the slapping incident of the hospitalized soldier for not getting his own command. While Eisenhower and Marshall both considered Patton to be a skilled combat commander, they felt Bradley would obey their commands, was less impulsive, and would stay out of the news for outrageous actions like slapping a wounded soldier. Finally, on January 26, 1944, Patton was given command of the **U.S. Third Army** in England, a newly formed field Army of inexperienced soldiers he was to train and prepare for combat in European war against Hitler.

Knowing Hitler's respect and concern about Patton's role in the Nazi anticipated invasion of Europe,

Patton was used as a decoy in a deception scheme called

'Operation Fortitude'.

Through the British network of double-agent spies, the Allies fed German intelligence a steady stream of false reports about troops sightings and where Patton's forces would be deployed. Eisenhower was attempting to convince the Germans that Patton was preparing this massive command for an invasion not at the eventual Allied landing on the beaches of Normandy but up the French coast at Pas

de Calais.

Prior to the D-Day invasion at Normandy, Patton spoke to his Third Army men in what came to be known as *'The Speech'* which, according to historian Terry Brighton, was

“the greatest motivational speech of World War 2 and perhaps of all time”.

Patton gave *'the speech'* in May and June of 1944, 4 to 6 times in total, at different locations. “On each occasion”, according to historian Brighton, “Patton arrived in a black Mercedes driven by an aide. He wore black helmet, dark green uniform, highly polished calvary boots and a deep scowl on his face. He carried a riding crop (whip) that he occasionally



snapped for effect when he spoke”. His soldiers were inexperienced boys and men. He wanted to get them ready for the brutality that awaited them by addressing their fears using the vulgar, curse words of the barracks or locker room. Patton delivered *'the speech'* without notes, only passion and obvious conviction. And, his men responded, with vim and equal passion inspired and empowered by his heart felt words. Here are some excerpts of *“The Speech”*.

“Men, be seated.

“No bastard ever won a war by dying for his country. He won it by making the other poor dumb bastard die....

You are not all going to die. Only two percent of you

Every man is scared in his first action. If he says he's not, he's a goddamn liar. But the real hero is the man who fights even though he's scared. Some men will get over their fright in a minute under fire, some take an hour, and for some it takes days. But the real man never lets his fear of death overpower his honor, his sense of duty to his country, and his innate manhood.

An army is a team. This individual hero stuff is bull shit. we have the best team—we have the finest food and equipment, the best spirit and the best men in the world. Why, by God, I actu-

ally pity these poor bastards we're going up against.

Every single man in the army plays a vital role. So don't ever let up. Don't ever think that your job is unimportant.

you can look your grandson straight in the eye and say 'Son, your granddaddy rode with the great Third Army and a son-of-a-goddamned-bitch named George Patton!

All right, you sons of bitches. You know how I feel. I'll be proud to lead you wonderful guys in battle anytime, anywhere. That's all!"

While the vulgarity in Patton's speeches failed to impress some of his fellow officers, for the field soldier, they DID. 18 year old David Knutsford responded this way after a Patton speech:

*"first time I ever heard
anyone talk as
I thought a warrior would.
I thought
'this man Patton is a warrior
and
I'm glad
were on the same side' "*

Patton's Third Army became operational at noon on August 1, 1944 His strategy was always the same - speed; offense not defense, reliable recon-

naissance; the element of surprise, do what the enemy would not suspect; a focused attack on the enemy deployment using tanks to break through the enemy's troop deployment to create a path for our infantry to follow. At one juncture of the Allied initiative toward Germany, both **Montgomery** and **Eisenhower considered pausing, regrouping** to rebuild the Allied strength before moving forward again.

Patton would have no part of pausing to rest and regroup.

"Attack!!!

Attack everywhere with everything...

the Germans don't have the resources to stop us" writes historian Terry Brighton in his class biography "Patton, Montgomery, and Rommel: The Masters of War".

The ultimate destination for the Allied Army after D- Day was Berlin where the German army was retreating from the advancing Allied armies. With the Americans and British armies pushing from the west while the Russian armies attacked the Nazi army ferociously from the east, **Adolf Hitler** would retreat to a bunker beneath the city and ultimately assist in the assisted suicide of his beloved German shephard **Blondi**, his girlfriend **Eva Braun**, and soon after, his own life by ingesting a **cyanide tablet**. Following



The **761st Tank Battalion**, an armored division composed mostly of **African American soldiers** during World War 2, serves as tragic irony in light of America's long-standing brand as a beacon of freedom and democracy while its national and state political leaders, especially in the Democrat Party controlled southern states (Alabama, Mississippi, South Carolina, etc) enacted racist Jim Crow laws which included the lynching (hanging) of African Americans simply because of the color of their skin. **AND YET, black Americans enlisted by the thousands in the United States military to fight to protect their country**, the United States of America, and its allies (England, France, Russia, etc.) from the invading Axis armies of Adolf Hitler's Nazi Germany, Benito Mussolini's Fascist Italy and Emperor Hirohito's Japan. The **761st** was formed in the spring of 1942, and, according to U.S. Army records, had **30 Black officers, 6 white officers, and 676 enlisted men**. The **761st** was known by the nickname "**Black Panthers**" in reference to the the panther patches they wore on their uniforms. Although the United States military would remain heavily segregated until 1948, men of all races throughout the United States **volunteered** for service after the surprise bombing attack by the Japanese air force on the United States naval installation at Pearl Harbor, Hawaii in 1941. Black enlistees were generally assigned to segregated divisions serving mostly in non-combat 'support' roles. **However**, there were exceptions like the African American soldiers of the **Tuskegee Air corps** and the **761st Tank Battalion** who were deployed in high combat operations. Historian Hugh Cole notes that General **Patton** was the first to integrate black and white soldiers into the same rifle companies. Furthermore, the man who was closest to General Patton during World War 2 was his aide, **Sergeant Major William George Meeks**, an African-American career soldier, a personal confidant and friend of the General. In 1944, the 761st was assigned to General George S. Patton Jr's **Third Army in France**. "**Patton's Panthers**" became one of the **most effective tank battalions in World War II**, fighting continuously for 183 days on the front lines inflicting heavy casualties upon the Nazi German military all the while the 761st soldiers were being lauded by their peers and commanders. 761st soldiers were awarded **three Medal of Honor nominations in their first month of combat**. In the end, the men of the **761st Tank Battalion were awarded a Medal of Honor, 11 Silver Stars, and about 300 Purple Hearts** despite facing racism as the first black armored unit in combat and the second in U.S. military history. An interesting footnote about the 761st: One of the **761st's** 36 officers was baseball star **Jackie Robinson**, who never saw the European theater due to his refusal to give up his seat on a military bus and subsequent court battle. (source: History.com) **There is a similar story of racism against Japanese Americans during World War 2**. Thousands of Japanese families - men, women, and children - were forcibly taken from their homes in America and relocated to isolated, guarded, 'concentration' camps located in the western parts of the continental United States because American political leaders feared Japanese Americans were more loyal to the Emperor of Japan rather than the country where they were presently living, the United States of America. These actions were **initiated by president Franklin D. Roosevelt by executive order** shortly after Japan's attack on Pearl Harbor. **AND YET, thousands of Japanese Americans responded like thousands of African Americans by serving America during its greatest time of need**. As the war progressed, many of the young **Nisei** (*Japanese immigrants' children who were born with American citizenship*) volunteered or drafted to serve in the United States military. Japanese Americans served in all the branches of the United States Armed Forces. An estimated 33,000 Japanese Americans served in the U.S. military during World War II, 20,000 of whom joined the Army. Approximately 800 were killed in action. (wikipedia)



General **George S. Patton**, U.S. Third Army commander, pinning the Silver Star on Private **Ernest A. Jenkins** of New York City for his conspicuous gallantry in the liberation of Chateaudun, France, 1944.

The National Archives



Logo for the 761st Tank Battalion. (Credit: Army.)

the defeat of Germany, Patton asked for a command in the Pacific Theater of the war against the Japanese, begging **Chief of Staff of the US Army, George Marshall**, to bring him to that war in any way possible. On June 14, 1945, **Secretary of War Henry L. Stimson** decided that Patton would

not be sent to the Pacific but would return to Europe in an occupation army assignment, i.e. Patton was appointed a military governor of the Bavarian region of Germany where he led the Third Army in 'denazification' efforts.

When the Japanese eventually surrendered after the dropping of a 2nd atomic bomb after **Hiroshima**, this time the city of **Nagasaki**. Patton was crestfallen, dejected that he would no longer be able to participate in war.

He wrote in his diary,
***"Yet another war has come to
 an end,
 and with it,
 my usefulness to the world."***

On September 28, 1945, after a heated exchange with Eisenhower over his statements, Patton was relieved of his military governorship of Bavaria and then, in October, he was relieved of his command of the *Third Army*.

Later that year, Patton's chief of staff, Major General Hobart Gay, realizing the melancholy of his commander,



Patton during a welcome home parade in Los Angeles, June 9, 1945

suggested a pheasant hunting trip near Speyer, Germany, to lift his general's spirits. As they drove along to the hunting site, Patton observed the debris of bombed out vehicles along the side of the road and said, "*How awful war is. Think of the waste.*" Moments later, the 1938 Cadillac limousine they were riding in collided with an American army truck. Major Gay and the others were slightly injured, but Patton hit his head on the glass partition that separated the front seat from the back seat. Patton experienced a compression fracture and dislocation of the cervical third and fourth vertebrae, resulting in a

**broken neck
AND
cervical spinal cord injury
that rendered him
paralyzed
from the neck down.**

Patton, who had been told he had no chance to ever again ride a horse or resume normal life, at one point commented, "*This is a hell of a way to die.*" He died in his sleep of pulmonary edema and congestive heart failure at about 6:00 pm on December 21, 1945, at the age of 60.

Like 2 sides of a coin, there are multiple chapters of each man's story. While George Patton was rightly disparaged for his cruelty to a hospitalized soldier

suffering from PPSD, there are other reports of

General Patton
*"visiting field hospitals
during which
he knelt besides GIs
to ask for their forgiveness"*
historian Brighton notes.
*"On coming across a fatally in-
jured soldier
on the battlefield,
Patton cradled him
and
prayed with him until he died."*

On December 24, Patton was buried at the Luxembourg American Cemetery and Memorial in the Hamm dis-



Wounded soldiers waiting to be evacuated by air to a military Hospital. General Patton speaks with Pvt. Frank A. Reed, East Dephon Mass, 7th Infantry 3rd Division suffering from shrapnel wound.



General Patton U.S. commemorative stamp, issued in 1953

trict of Luxembourg City, alongside some wartime casualties of the Third Army, in accordance with his request to *“be buried with [his] men”*.



Major General George Patton IV, the **son of General George Patton Jr.**, who served in the United States military during the Viet Nam war.

Moe Berg



*“The strangest man
ever to play
Major League **Baseball**,
who just happened to be,
an American **spy**”.*

Morris "Moe" Berg was born in New York City in 1902 to Jewish parents Bernard Berg, a pharmacist, and Rose Tashker, a homemaker. The family lived in the Harlem section of New York City, New York, just down the street from one of my favorite ball parks, The Polo Grounds, the home of the New York Giants Major League baseball team.

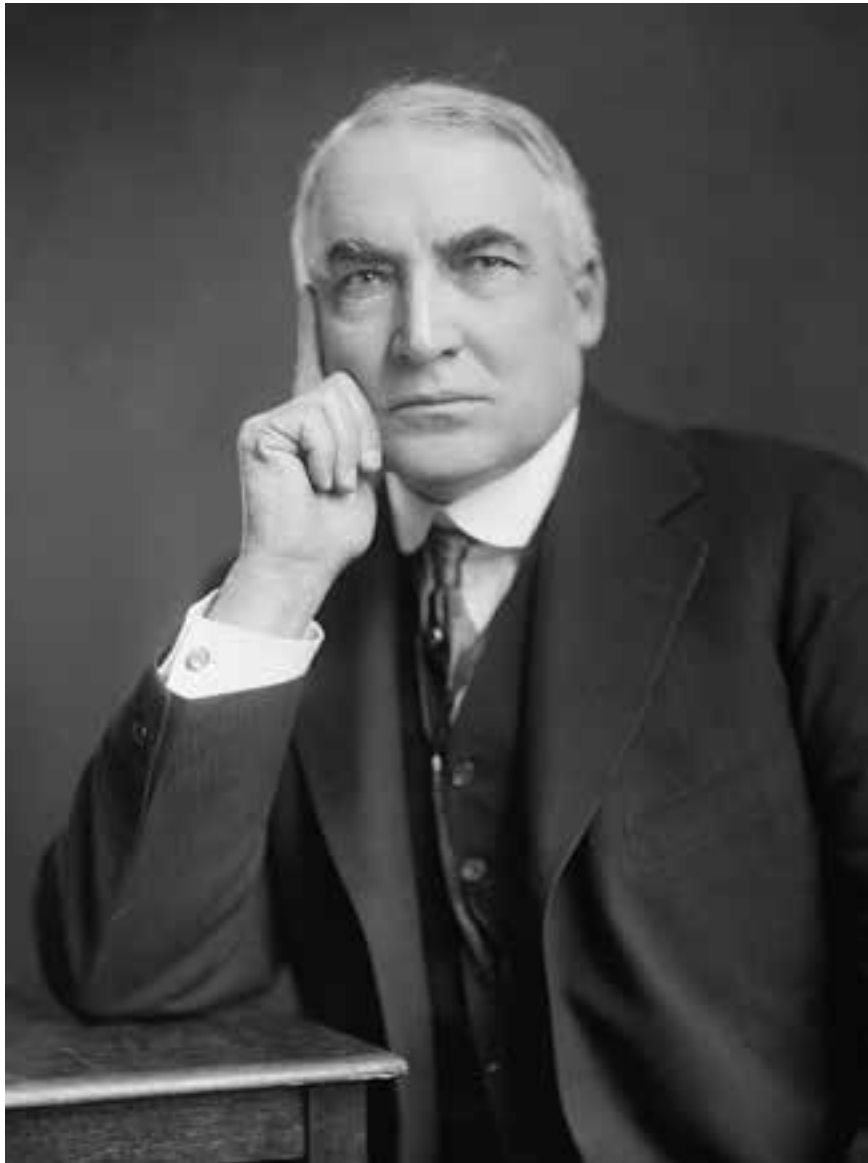
Daniel Inouye



Daniel Inouye, son of Japanese immigrants and a United States Senator, was at one time the third person in line to become President of the United States of America if, during a national emergency, anything happened to the President, the Vice President and the Speaker of the House of Representatives.

Daniel Ken “Dan” Inouye was a Medal of Honor recipient, a recipient (posthumously) of the Presidential Medal of Freedom, a United States Senator from Hawaii, a member of the Democratic Party, and the President pro tempore of the United States Senate from 2010 until his death in 2012 making him the highest-ranking Asian American politician in U.S. history. Inouye was the chairman of the U.S. Senate Committee on Appropriations.

WARREN HARDING



Warren Gamaliel Harding, born November 2, 1865, died August 2, 1923. The 29th president of the United States, serving from 1921 until his death in 1923. A member of the Republican Party, he was one of the most popular presidents at the time of his death. After yet death, he has been one of the most derided and criticized.

Warren G. Harding — the **BRAND** has often been shaped less by his record as President than by comments published after his death. During his presidency, Harding was widely popular and publicly praised for restoring stability following the upheaval of World War I and for quickly overcoming the severe economic downturn that followed the administration of his predecessor, Woodrow Wilson. And yet, after President Harding's unexpected death in 1923, large segments of America's media and academic establishment focused their evaluation of his Presidency not on his policies and their outcomes but commenting on Harding's personality and character. By doing so, Harding's critics blurred the line between using documented evidence to support criticism and partisan, personal attacks not related to his Presidential performance. Consequently, Harding's posthumous **BRAND / REPUTATION HAS BEEN SIGNIFICANTLY TARNISHED.**

The words used to describe Harding have often been personally cruel and dismissive. Influential voices such as

popular journalist
H. L. Mencken
 labeled Harding *"no other such complete and dreadful 'nitwit' to be found in the pages of American history."*

Alice Roosevelt Longworth,

daughter of President Theodore Roosevelt,
called Harding *"a slob."*

Decades later,

prominent consumer activist Ralph Nader referred to Harding as
"the most ignorant,"

while college professor and political scientist Robert DiClerico concluded that Harding *"proved to be the most inept president in American history."*

Such language raises an important question:

What responsibility do journalists, scholars, and educators have when their words help shape public opinion—

especially young people search for a truth supported by 'facts'?

Do labels like *"nitwit," "slob," "ignorant,"* or *"the worst"* promote reasoned, evidence-based critical thinking and debate

fundamentally important to the development of students and citizens that thinkers like the Greek celebrated thinkers **Socrates, Plato, and Aristotle** believed are essential to a healthy democracy? And do they reflect the standards of intellectual responsibility that **America's Founding Fathers** thought fundamental to the longevity of America's republic?

This Warren Harding profile does not seek to glorify Harding. This activity

**challenges students to
question the life lessons
that emerge
when critical 'opinion'
avoids
documented 'fact'.**

**Partisan or personal criticism
can often reveal more about
the 'critic' than
the 'leader' of any nation,
city, school, company,
institution, organization, or
family they criticize.**

**'CREDIBLE' CRITICISM
depends on a principled,
'evidence-based' judgment
of performance.**

So, let's begin with a 'fact' based narrative of Warren Harding. He was born and grew up in rural Ohio. His father was a doctor. His mother was a midwife. The Harding family were known abolitionists.

After graduating from college, Harding was a teacher and sold insurance before studying law for a short period to time. He was an entrepreneur raising \$300 (equivalent to \$10,100 in 2024) in a partnership with others to purchase a failing newspaper, *The Marion Star*, the weakest of his town's three papers and its only daily. *The Star* soon became a popular and successful newspaper with Harding as its Editor. Harding's success as an editor took a toll on his health. Five times between 1889 and 1901, he spent time in a hospital for tension related "*fatigue, overstrain, and nervous illnesses*". Some have alluded these hospitalized episode were related to heart disease which eventually killed him.

Warren Harding married **Florence Kling**, a divorced woman with a child, in 1891. Florence was the daughter of **Amos Kling**, an influential businessman whom Harding had continually criticized in his *Morning Star* newspaper. Kling hoped to hurt Harding claiming he had African American ancestors. He didn't.

Harding pursued public office. Harding served in the Ohio State Senate from 1900 to 1904, and was the lieutenant governor of Ohio for two years. He was defeated for governor in 1910, but was elected to the United States Senate in



photo of Warren Harding circa 1900

1914—the state's first direct election for that office.

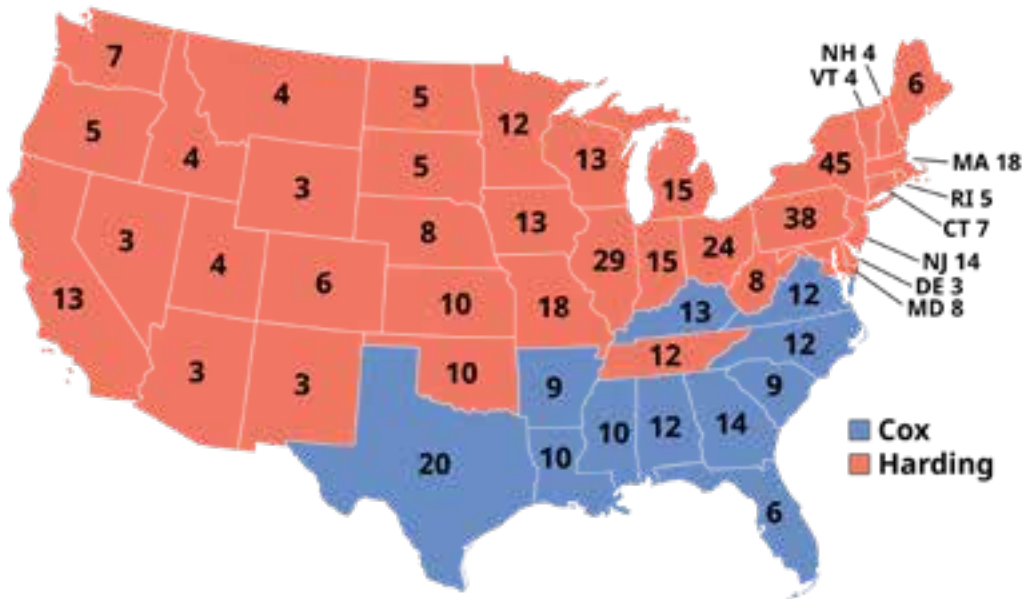
Harding ran for the Republican nomination for President of the United States in 1920. He was considered a long shot before the Republican convention. When the leading candidates could not compromise to earn the majority to win the Republican Party nomination, support



photo of Warren Harding circa 1919

for Harding increased, and he was eventually nominated as the Republican Party Presidential nominee on the tenth ballot. Harding did NOT travel the country to campaign the way Presidential candidates do today. He gave speeches and conducted meetings from his home in Ohio and people came to him. He promised a '*return to the normalcy*' of the way life was prior to World War I. He defeated **Democratic candidate James M. Cox** in a landslide to become the first sitting Senator elected president.

Harding was inaugurated on March 4, 1921, with his wife and father present. Harding preferred an inauguration without the customary inauguration parade.



1920 electoral college vote results.

COMPARE THE ELECTORAL VOTES OF EACH STATE IN 1920 WITH THE # OF VOTES EACH STATE HAD IN 2025

**In his inaugural address,
Harding said,**
*“Our most dangerous tendency
is to expect too much
from government
and, at the same time,
do too little for it.”*

Many liken Harding’s inaugural statement to

**President John Kennedy’s
1960 inaugural statement -**
*“ask not what your country
can do for you
but what you can do
for your country.”*

When Harding took office on March 4,

**1921, the nation was
in the midst of
a significant postwar
economic depression,**

also called *The Recession of 1920–1921*.
PLEASE NOTE The 1920–1921 downturn was a **‘DEPRESSION’** by economic definition, while the 1929–1939 downturn became the Great **‘DEPRESSION’** because of its larger scale, duration, and impact.

Unemployment rose from 5.2% to 11.7%. Deflation (when *prices across the economy* keep going *DOWN* — not just one item for sale but almost everything) was extreme - 18%. Wholesale

**prices fell 36.8%,
the most severe drop since the
American Revolutionary War.**

**This is worse than any year
during the Great Depression!**

There was an extremely sharp decline in industrial production. For example, from May 1920 to July 1921, automobile production declined by 60% and total industrial / factory / manufacturing production by 30%. Stocks fell dramatically during the recession. The Dow Jones Industrial Average reached a peak of 119.6 on November 3, 1919, two months before the recession began. The market bottomed on August 24, 1921, at 63.9, a decline of 47% (by comparison, the Dow fell 44% during the Panic of 1907 and 89% during the Great Depression). The climate was terrible for businesses—from 1919 to 1922 the rate of business failures tripled.

The cause of *The 1920 Depression* were numerous - including soldiers returning from the war, which created a surge in the civilian labor force. Too many people and not enough jobs caused high unemployment as well as wage stagnation. A decline in farm good prices occurred because of the post-war recovery of Europe agricultural output, which increased food supplies. Inflation spiked during the war as prices surged because

the government borrowed



Democrat President Woodrow Wilson official portrait

**and spent
massive amounts of money.**

**Inflation happens when
too much money chases
too few goods.**

When the government told banks to reduce lending, businesses and farmers suddenly had less access to credit. Consumers found it harder to get loans to buy goods. The US economy was a mess.

Harding quickly called a special session of Congress after assuming the Presidency, to convene on April 11. When he addressed the Congress the following day, Harding also convened a President's Conference on Unemployment. About 300 eminent members of industry, banking, and labor

were called together in September 1921 to discuss the problem of unemployment. The committee established a branch in every state having substantial unemployment, along with sub-branches in local communities and mayors' emergency committees in 31 cities..

**Harding urged
reducing income taxes
Wilson raised during the war.
He also increased tariffs**



on farm goods to protect the American farmer, as well as more wide-ranging reforms, such as **support** for highways and the **new technologies of aviation, and radio**. On June 10, Harding appointed

Charles Dawes as bureau director.

**Harding cut
federal government expenses.**

Harding's appointed **Andrew Mellon**, to run the government Treasury, one of America's most respected bankers and investors.



Warren Harding appointed Andrew Mellon as Secretary of the Treasury

**Mellon, recommended
cutting income tax rates
believing lower taxes
would increase
the amount of money
the government would collect
in taxes. And it did.**

**FACT - according to
historical IRS and Treasury
DATA, -**

**tax revenues rose from about
*\$719 million in 1921
to roughly \$1,160 million
in 1928 —
an increase of more than 60%
in the decade.”*

Mellon ordered an **empirical, data driven study** that demonstrated historically that,

**as income tax rates increase,
many Americans invest
or
save their money
in other countries with
lower tax rates
or
invest in tax deferred or
tax free investments
so
the American government
has less money to tax**

and money to collect. Mellon contended that lower rates encourage Americans to invest and save money in America which then could be taxed by the government. Based on Mellon's advice, Harding's bill to cut taxes started in 1922. The top

marginal rate was reduced in four stages decreasing from 73% in 1921 to 25% in 1925.

**Taxes were cut for
lower income people
starting in 1923;
the lower tax rates
substantially increased
money collected
by the government.**

**Harding also cut
federal government
spending.**

**Government spending as a
share of GDP fell
from 6.5% to 3.5%.**

He also cut government regulation that he and Treasury Secretary believed hurt businesses. When businesses do well, Mellon and Harding believed business will pay more taxes; more taxes means the government collects more money.

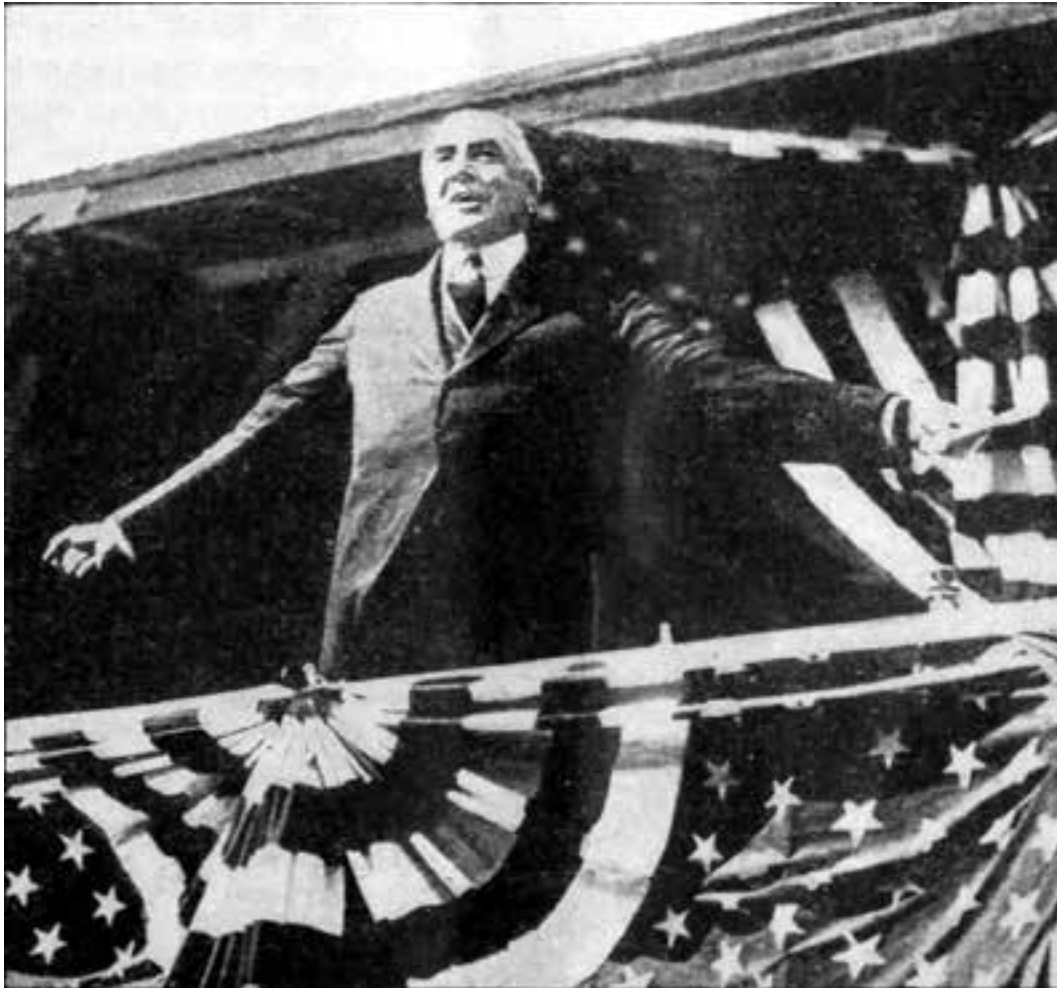
**By late 1922, the economy
began to turn around;**

1921 Economic Depression

the Harding Presidency

inherited from

the Wilson Presidency abated.



famous photo from October 26, 1921 - President Harding giving a speech in Birmingham, Alabama, to a segregated audience of 20,000 Whites and 10,000 Blacks. *"Whether you like it or not," Harding told his segregated audience, "unless our democracy is a lie, you must stand for that equality."* The White section of the audience listened in silence, while the Black section cheered. President Harding supported Republican Congressman Leonidas Dyer's federal anti-lynching bill, which passed the House of Representatives in January 1922. When it reached the Senate floor in November 1922, an anti-lynching law was filibustered by Southern Democrat Congressmen.

In the early 20th century, lynchings were predominantly committed by whites against African Americans in the Southern states. According to statistics compiled by the Tuskegee Institute, between the years 1882 and 1951 some 4,730 people were lynched in the United States, of whom 3,437 were black and 1,293 were white. The first wave of lynchings occurred in the years immediately following the Civil War, but fell off sharply with the dissolution of the first Ku Klux Klan about 1870. There was a revival in the 1890s; the largest annual number of lynchings occurred in 1892 (230 persons were lynched that year: 161 African-Americans and 69 whites).[10] and continued for the next two decades at relatively high levels, a period marked by disfranchisement of African Americans and Jim Crow laws in the South states controlled by Democrat politicians which discriminated against African Americans.

**Unemployment fell from its
1921 high of 12% to
an average of 3.3%
for the remainder of
the 1920s.**

The misery index, a combined measure of unemployment and inflation, had its sharpest decline in U.S. history under Harding. Wages, profits, and productivity all made substantial gains; annual GDP increases averaged at over 5% during the 1920s. Libertarian historians Larry Schweikart and Michael Allen argue that, the

***“Harding / Mellon tax policies
set the stage for
the most amazing
economic growth
yet seen in
America’s already
impressive economy.”***

Warren Harding selected a Cabinet of Advisors of the smartest people he could find to run the government agencies he assigned them. Harding allowed each cabinet secretary to run his department like they would run their own business.

**Harding trusted his
department leaders
to do their jobs
without a lot of supervision
from the Presidents’ office.**

Hoover expanded the Commerce Department to make it more useful to business. This was consistent with Hoover’s view that the private sector should take the lead in driving the economy.

**Another often-overlooked
aspect of
the Harding presidency
was his stance on civil rights.
President Harding publicly
denounced lynching
and racial discrimination**

at a time when such positions were politically risky.

**Although lynching was
illegal,
it was widely tolerated
as recently as the
Woodrow Wilson Presidency.**

Harding supported federal anti-lynching legislation and used the presidency to



1922 NAACP advertisement attempted to raise awareness about the lynching epidemic and the proposed Dyer anti-lynching bill.



1917 political cartoon published in New York Evening Mail newspaper about the East St. Louis RACE RIOTS in 1917 with the caption reading, "Mr. President, Wilson - why not make America safe for democracy?"

argue for greater political and economic equality for Black Americans.

And, what about government debt?

When Warren G. Harding became President in 1921, the national debt stood at about \$24 billion, the highest it had ever been to that point.

Paying for World War I caused the federal government under Woodrow Wilson to borrow money at historic levels.

The ability to pay for this debt was hampered because the US economy was in a sharp postwar recession, unemployment was rising, and confidence in government ability to manage the economy was questioned.

Harding did not inherit an easy situation

President Harding's choice was clear: continue borrowing, or do something different.

Rather than spending money to expand government programs or hoping to “*grow out*” of the debt by having the government borrow and spend MORE, Harding and his Treasury Secretary, Andrew Mellon, adopted a plan like a business person or family leader would do when the business or family was borrowing too much or already had too much debt.

The Harding - Mellon strategy for cutting government debt rested on three principles:



First, spend less! Don't spend more than you collect in taxes. Federal government spending had exploded during World War 1. Harding supported aggressive cuts in government spending by nearly half within two years. Government agencies were trimmed, emergency war-time programs were ended, and the federal government returned to a peacetime budget.

Second, collect more in taxes than the

government spends! Instead of tolerating deficits that cause the government to borrow more money, Harding and Mellon insisted that tax collection exceed expenses. From 1921 through 1923, the federal government ran budget surpluses, meaning there was money left over at the end of the year — money that could be used to reduce debt rather than add to it.

Third, grow the economy with business friendly policies and fewer regulations that hinder business growth — not borrowing. Mellon argued high tax rates often discourage investment in new technologies like electricity, automobiles, and aviation. As businesses expanded and employment improved, total tax revenues remained strong even with lower rates. The 1920s were a time of modernization for America—use of electricity became increasingly common. Mass production of automobiles stimulated other industries like highway construction, rubber, steel, and building, as hotels were erected to accommodate the tourists venturing upon the roads. This economic boost helped bring the nation out of the recession.

By the time Harding died in 1923,

**federal DEBT FELL from
\$25.9 billion (1920)
to approximately
\$21–21.3 billion by 1923. —**

a reduction of \$2.7 to \$3.0 billion, or about 11–12%, in just over two and a half years.

**The United States
did not merely slow the
growth of debt;
it paid down the debt!**

These facts matter because outcomes tell a different story about the Harding BRAND that many in the media (news-papers, radio) and professors / historians profess. Harding's presidency is often remembered for real scandals which only surfaced after his death. But on fiscal, finance and economic terms,

**Harding's Presidential record
is clear:**

**the US economy improved
while the government
had much less debt
when Harding left office
than when he arrived.**

Harding's Presidential legacy / BRAND should be impressive when comparing the debilitating, destructive **impact debt** has had on other once successful, powerful nations: **ancient Rome**, 20th century Argentina, **early 20th century Britain (England)**, 16th century Spain, **19th century Ottoman Empire**, late 18th century France, **early 20th centu-**

ry Weimar Republic (Germany), China during the Han family dynasty, etc.

To follow our mandate that fair evaluations of leadership and performance must be based on **FACTs**, the Harding Presidency was open to legitimate criticism. **EXTRAMARITAL AFFAIRS / MARI-TAL INFIDELITY:**



President Warren Harding and wife Florence Harding - 1922. photograph

**Harding had
an extramarital affair
with Carrie Fulton Phillips
of Marion, Ohio,
which lasted about 15 years
before ending in 1920.**

**Harding later fathered a child,
Elizabeth Ann Blaesing,
out of wedlock with
his mistress, Nan Britton.**

In 2015, DNA testing proved Blaesing was Harding's daughter who he once vigorously denied. Like President Bill Clinton's intimate affair with an intern, Harding's affairs exposed him to potential blackmail and they undermined personal judgment and discretion expected of a President. **SCANDALS** - He appointed close associates from Ohio (the so-called "*Ohio Gang*") to high office administration positions and several abused their positions for personal gain. **TEAPOT DOME** was just one where Secretary of the Interior **Albert B. Fall** secretly leased federal oil reserves to private companies in exchange for bribes. This became the largest politi-



the infamous Albert Fall

cal scandal in U.S. history to that point. Fall was later convicted and imprisoned — the first cabinet member to go to jail. Evidence suggests Harding was unaware of the bribery at the time and did not profit financially. However, criticism is fair over Harding's trust-based management style was inappropriate and provided poor management and ample opportunity for corruption. Another scandal involved the **VETERANS ADMINISTRATION** and Harding's appointed leader, Charles Forbes. Forbes stole or misspent hundreds of millions of dollars intended for wounded World War I veterans. He sold medical supplies meant for hospitals at deep discounts to private contractors. Charles also took bribes and kickbacks on hospital construction projects. Harding personally confronted Forbes and forced his resignation. Forbes fled the UNITED STATES but when he returned, he was convicted and imprisoned. This scandal directly harmed veterans, making it arguably more morally damaging than Teapot Dome. The scandal further demonstrates

**Harding's inability to
hire / appoint /
and provide leadership
to subordinates
not only questions his ability
to choose people
with good management skills
but
with good ethics too.**

President Harding went to bed early the evening of July 27, 1923 after giving a speech at the University of Washington. That night, he called for his doctor, Charles E. Sawyer, complaining of chest pain. On the morning of July 29, he insisted on walking from the train to the car, to the Palace Hotel where he suffered a relapse. Doctors found that not only was his heart causing problems, but also that he had pneumonia. He went directly to bed in his hotel room. By the afternoon of August 2, Harding's condition still seemed to be improving and his doctors allowed him to sit up in bed. At around 7:30 that evening, Florence was reading to him *"A Calm Review of a Calm Man"*, a flattering article about him from *The Saturday Evening Post*; she paused and he told her, *"That's good. Go on, read some more."* Those were his last words. A few seconds later, Harding started twisting convulsively and then collapsed back in bed, gasping for air. Florence Harding immediately called the doctors but they were unable to revive him.

**Harding was pronounced
dead a few minutes later,
at the age of 57.**

When evaluating Warren G. Harding, it is essential to separate documented outcomes from comment shaped only by scandal. Harding's administration achieved measurable successes in money management, debt reduction, and postwar economic success. At the same



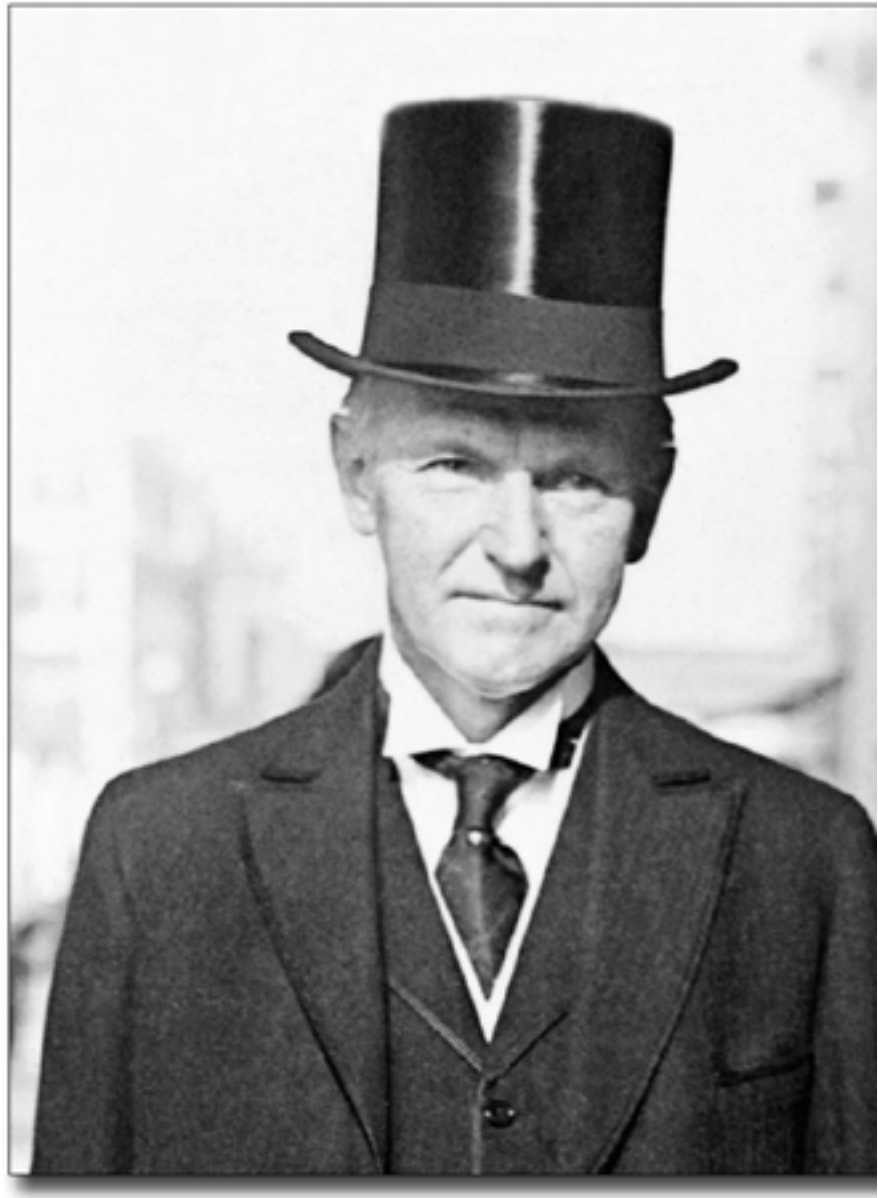
time, legitimate failures — including poor oversight of appointees and serious lapses in personal judgment — weaken public trust and damage a leader, especially historical figure's BRAND / REPUTATION.

Evaluations require more than labels like *"good"* or *"bad,"* or dismissive caricatures like *"nitwit," "slob,"* or *"the worst."* They require objective, fact-based analysis to support one's conclusions.

Sound evaluations examine stated objectives and measurable results, leadership methods of accomplishing objectives, and character / ethics, while recognizing that strengths in one area do not erase failures in another.

**Finally, evaluations carry
responsibility for
fact based 'truth' —
especially to young people
whose understanding is
shaped by
an influential critic's word.**

Calvin Coolidge



The Coolidge Presidency Economic Plan was a continuation of the Harding Plan.

Coolidge's brand initially impressed few, but eventually impressed many.

Let's begin our conversation of Calvin Coolidge by addressing the 'elephant in the room,' that is, *The Great Depression* and any responsibility President Calvin Coolidge had for it.

As most of you know,

The Great Depression,
was a devastating blow to the
booming American economy
of the 1920s
AND
forever changed
the role government played
in the United States.

The Great Depression ostensibly began with the **Stock Market Crash on October 24th, 1929.**

**This was the first domino
in a series to fall,**

and the beginning of decade long (1930s) **bank closures, company bankruptcies, deflation, high unemployment, poverty, loss of homes and farms, suicides, and lost opportunities for personal advancement.** One of the consequences of factories locking their doors, shops closing, and people losing their jobs was fewer taxes governments could collect. As a result, the federal and state governments could no longer pay their bills and provide public services that people ex-

pected. Citizens lost confidence in their government and their economic future.

The Great Depression also resulted in an increase in **emigration** (people leaving) from America for the first time in American history. Some immigrants went back to their native countries, while others left for hopefully better lives in Canada, Australia, and South Africa.

Many people had long believed *The Great Depression* was caused by 'capitalism' and the 'greedy' companies that 'capitalism' enabled. However, Nobel laureate economist **Milton Friedman** and his fellow monetarist, **Anna Schwarz**, have argued

the 'Great Depression'
should not have been
'Great'
NOR
a 'Depression'
but rather
the typical, short lived,
'Recession'



like America had been experiencing since the beginnings of the nation in 1776. According to **Friedman, Swartz**, and later **Ben Bernanke**, the head of America's **Federal Reserve** (*central Bank of the United States*) from 2006 to 2014, the United States government and the agency it created to safeguard its economy from Depressions,

**the Federal Reserve,
was to blame!**

The **Federal Reserve** controls the amount of money in the country. It could have made *the Great Depression* a *Recession*, less pain and shorter in duration, simply by doing its job, that is, making sure there was always enough money in the banking system for banks and people to get access to. When so many

**banks
all over America
could not get access to
extra
gold and cash
the Federal Reserve controlled
to pay customers,
banks closed their doors.**

You might ask *'why didn't the banks have the money their customers had given them to put in a savings account'*? Because banks use customer savings to lend to other people and charge them an *interest fee* for the loan. This is how banks make money. However, if all the savings account

customers want to withdraw their savings at the same time, the bank doesn't have enough money because of the loans. And, when people couldn't get their savings out of their savings account, **panic** set in. When all bank customers demand their money at the same time, this phenomenon is called a *'run on banks'*. Banks react by closing their doors. When so many banks throughout America closed in 1929, it created

**uncertainty in the economy,
doubt in capitalism,
and
a lack of trust
in government .**

According to **Friedman, Swartz, Bernanke, and other noted economic scholars**, the initial *'run on banks'* after the Wall Street crash would have been short lived like so many other periodic, national recessions which preceded October 1929 if only the *'Fed'* (Federal Reserve) provided the cash *it could and should have* to the banks.

President Calvin Coolidge actually **suspected the onset of a 'recession'** toward the end of his second term after multiple years of business success and a rising stock market during the *Roaring 1920s*. **President Herbert Hoover**, **who** succeeded Coolidge in March of 1929, tried to solve the economic problems after a series of *'bank runs'* in '29 and 1930 by raising **taxes** and initiating **tariffs** on foreign goods. Unfortunately,



Henry Morgenthau (left) and FDR 1933

Hoover's measures only **exacerbated** the economic problems in the country. Raising taxes simply took much needed **cash** out of an economy that desperately needed cash. People ended up with less money to spend. And, the imposition of **tariffs** on **goods made in foreign countries** simply made them very expensive to buy. As a result, the American economy worsened.

Franklin Delano Roosevelt (FDR), who succeeded President Hoover in 1933, initially brought confidence back to the nation by injecting cash and adding jobs to the economy with multiple public construction projects paid for by the federal government. However, according to Coolidge biographer and Great Depression **historian**, **Amity Shlaes**, **FDR** and

his Secretary of Treasury **Henry Morgenthau**'s self professed "**experimentation**" of different economic policies again panicked business leaders and investors. Business-
es and investors wanted *then and today* **certainty** in the government's economic policies so they can anticipate investments and the future of their companies.

FDR's constant economic "**experiments**" and the **uncertainty** they created

increased unemployment and extended the depression until the start of America's entry into World War 2 in 1941. Business, the stock market, investors, and the global economy need **certainty** to function at their best.

Now, back to Coolidge.



Vice President **Calvin Coolidge** became President of the United States in 1923, when he assumed the Presidency upon the unexpected death of **President Harding**. Coolidge ran and was elected President in 1924. He left the Oval Office when he chose not to run again in the Presidential *Election of 1928*.

While underestimated throughout most of his early life by a

quiet, unassuming
BRAND
with few words spoken,
Calvin Coolidge

was all the time *'tough'*, i.e. mentally strong, and rigidly focused on doing *'what had to be done'*; what he thought was *'the right thing to do'*.

Calvin Coolidge was born on July 4, 1872 in the small town of Plymouth Notch, Vermont, the only US president born on ***Independence Day***. His mother was often ill and **died**, perhaps from tuberculosis, when Coolidge was 12. His younger sister, Abigail, **died** at the age of 15, probably of appendicitis, when Coolidge was 18. His father was a farmer, store owner, and public servant running the town post office, and a tax collector, as well as serving in the Vermont state Senate.

Coolidge was a shy,
unimpressive,
high school student.

After graduation, he applied to Amherst College in Amherst, Massachusetts. He did not pass the entrance exam and, as a result,

Amherst College
did not accept him.

After taking some remedial courses, Coolidge tried again, passed the exam, and was accepted.

It was at Amherst Coolidge that

a philosophy teacher
changed his life. Professor
Charles Edward Garman
found a way
to get young Coolidge
to push out of his comfort zone,

"to dip into the river of life", to try new things, take measured risks, and meet



Amherst College Philosophy Professor, Charles Edward Garman

new people. As a result, Coolidge's life changed. **Coolidge's mentor gave him the confidence to make a series of career decisions** to gather and analyze data, listen to his intuition, to take measured risks, and make critical decisions about a career path for success.

Coolidge decided to move to Northampton, in western Massachusetts, to pursue a career in law. Because Coolidge wanted to avoid the debt of law school tuition, he looked at an acceptable alternative at the time for becoming an attorney. Rather than enrolling in an expensive college law school and assuming tuition debt,

**Coolidge chose
an accepted alternative,
experiential education,
by taking an internship
at the Northampton law firm
of *Hammond and Field*.**

By 1897, Coolidge passed the bar exam to become an official Massachusetts lawyer. Soon after in 1898, Calvin Coolidge opened his own law office in Northampton.

By embracing Professor Garman's encouragement, Calvin Coolidge's career took off with the following, impressive jobs and

**the influential network
he created:**

- 1898 **Northampton City Council**
- 1901 **Northampton City Solicitor** (the city's official attorney)
- 1905 **Married** Grace Goohue
- 1906, 1907 **Massachusetts State Representative**
- 1909 - 1910 **Mayor** of Northampton
- 1911 - 1914 **Massachusetts State Senator**
- 1913, 1914 **President of the Massachusetts Senate**
- 1915 - 1917 **Massachusetts Lieutenant Governor**
- 1918, 1919 **Governor** of Massachusetts
- 1921 - 1923 **Vice President of the United States**
- 1923 - 1929 **President of the United States**

If there was **one event** in Coolidge's early career that propelled ***the Calvin Coolidge brand*** to the attention of the entire country, it was the **1919 Boston Police strike** while he was Governor of Massachusetts.



This was an interesting time in the lives of working people. People were leaving farms for city jobs in factories. Factory jobs demanded long days, dangerous working conditions, and low pay for the men, women, and young children who worked in them. President Coolidge signed a law reducing the legal **standard work week** for women and children workers from 54 hours a week to **48 hours**. “We must humanize the industry, or the system will break down”. President **Wilson had worker pay frozen during World War I** (1914 - 1918) claiming wage increases would hurt America’s chances of winning the war. Another problem, historian Amity Shlaes writes, was “**prices**. The cost of food at the store was **double** what it had been in 1913. Soldiers were returning from the battlefields of War War I in Europe and had difficulty finding jobs. Many were injured, “in pain, or disabled” writes historian Shlaes. When the war was over, workers wanted pay raises President Wilson promised.

Policemen had it no different. The average patrolman in Boston earned \$28 A WEEK!!! Officers worked long hours without overtime, and had only 1 day off

for each 15 days on the job. According to a Boston Globe article in 2019 commemorating the 1919 Police Strike and Riots by reporter Brian MacQuarrie, “in 1919, the

***starting pay for a
Boston policeman
was
\$21.90 a week
usually for 80 hours a week.
This salary had not risen since
the Civil War.***

A new police officer was also required to spend \$207.25 for his uniform and equipment when he joined the force. ***Policemen slept in rat- and lice-infested station houses where rats ate the leather off their helmets.***

***Many of the police were
Irish-Americans
and
Ireland-born immigrants.***

They weren’t paid for court appearances, couldn’t leave the city without a pass, and were used by higher-ranking officers as errand boys to pick up the groceries and newspapers of their bosses. Despite it all, there were three jobs that an Irish mother wanted her children to have: a priest, politician, or policeman.....”

So, Boston policemen decided to start a union to protest their conditions. The



State Guard troops descended on Scollay Square during the Boston Police Strike of 1919 - .Calvin Coolidge Presidential Library & Museum

Boston Police Commissioner, **Edwin Upton Curtis**, a tough, union foe and former Boston mayor, forbid policemen from joining any union, “*organization, club, or body outside the department*”. But, **on September 9th, 1919**, at a packed union meeting in the Irish neighborhood of the South End of Boston, **Boston police voted to strike** at the evening roll call on Sept. 9th, 1919. The vote was 1,134 to 2. The next day, more than

**1,100 policemen
walked off the job.**

Overnight, Boston lost three-quarters of its police force and, not surprisingly, the city spiraled out of control into mob

violence. Without the Boston Police to maintain order in the city,

**downtown Boston
erupted into
violence and destruction
as many people took advantage
of the situation**

by **looting stores and breaking windows**. Boston’s Mayor Andrew Peters asked Governor Coolidge to call in the Massachusetts State Guard and local militia. **Governor Coolidge’s** response was forceful. “*The action of the Boston Police in leaving their posts of duty is not a strike! It is desertion!!!! There is*



Massachusetts Governor Coolidge inspecting militia (national guard) summoned to Boston to quell the riot ignited after the Boston Police strike.

nothing to compromise. In my personal opinion there are no conditions under which the men can return to the force”.

Coolidge quickly ordered nearly 5,000 State Guard troops with machine guns and shotguns to the city to stop the rioting from the country’s first major police strike. **Fear** swept through the nation as many Americans feared a revolution was taking place to overthrow the entire American government just like in the country of Russia with its violent and successful **Communist Revolution in 1917**. Feeding this fear was the discontent and growing frustration of American workers.

When the guardsmen arrived in Boston, they quickly brought order by firing into the crowd killing five men. The riot was essentially over.

Most Bostonians blamed the violence on the police for leaving the city defenseless, rather than on the riotous, violent crowds or the State Guardsmen. Police Commissioner Curtis refused to rehire any strikers, but gave their replacements the pay increase the police had been requesting for years. It would be nearly fifty years before Boston’s police were allowed to organize and the nation saw another police strike.

Governor Coolidge emerged from the Boston Police Strike and Riot a national hero.

Newspapers covered the story praising Coolidge for his decisive, bold actions under fire. By 1920, the

Boston Police Riots had elevated the Coolidge brand at the Republican Convention to the Vice Presidential nominee on the Republican ticket with Presidential candidate, Warren Harding.

Harding and Coolidge took 60% of the popular vote in the 1920 Election beating the Democratic ticket of James M. Cox, for president, and the Assistant Secretary of the Navy, Franklin D. Roosevelt, for vice president.

Harding's presidency lasted a little over 3 years. On August 2, 1923, President Harding died unexpectedly from a heart attack in San Francisco, California.

Vice President Coolidge
was suddenly
President Calvin Coolidge.
Calvin Coolidge's Presidency



from left to right - President Warren Harding, Mrs Harding, Mrs Coolidge, and Calvin Coolidge

focused primarily,
although not exclusively,
on "**commerce**"
or in today's parlance,
business.

Coolidge, like Harding, had

Andrew Mellon,
as his top economic advisor
and Treasury Secretary,



Photo showing President **Calvin Coolidge** (left) Secretary of the Treasury **Andrew Mellon** (center) and

Both men believed that an economy was healthy and strong

**if companies were
making money,
people had jobs,
and
the government was collect-
ing
lots of tax revenue.**

After World War I,

**the biggest debt
America had
was the financial cost for
fighting World War I.**

Because of the war, America's debt went from \$2 billion dollars to **\$30 billion** (\$350 billion in 2020 dollars). Yet, during the Coolidge Presidency,

**Coolidge decreased
the FEDERAL debt
to
\$16 BILLION
by 1928.**

And, **Coolidge and Mellon** DID it by doing what few expected. Instead of raising taxes to get more money for the government, Coolidge lowered taxes to get more money for the government!!!!.

Federal government finances, 1923-1929
In millions of nominal dollars

FISCAL YEAR	REVENUE	EXPENDITURES	SURPLUS	PUBLIC DEBT
1923	\$3,853	\$3,140	\$713	\$22,350
1924	\$3,871	\$2,908	\$963	\$21,251
1925	\$3,641	\$2,924	\$717	\$20,516
1926	\$3,795	\$2,930	\$865	\$19,643
1927	\$4,013	\$2,857	\$1,155	\$18,512
1928	\$3,900	\$2,961	\$939	\$17,604
1929	\$3,862	\$3,127	\$734	\$16,931

Source: Secretary of the Treasury on the State of Finance

**Coolidge and Mellon
believed **lower taxes**
meant **more tax revenue**
for the government
because
companies and people
had more money to spend!**

Contrary to public belief, Coolidge's lower taxes brought **MORE MONEY** into the government's bank account **to pay down the War debt. Citizens also got more money in their pockets** to buy more 'stuff'. And, companies had higher profits to invest in their business and hire more people. It's similar to

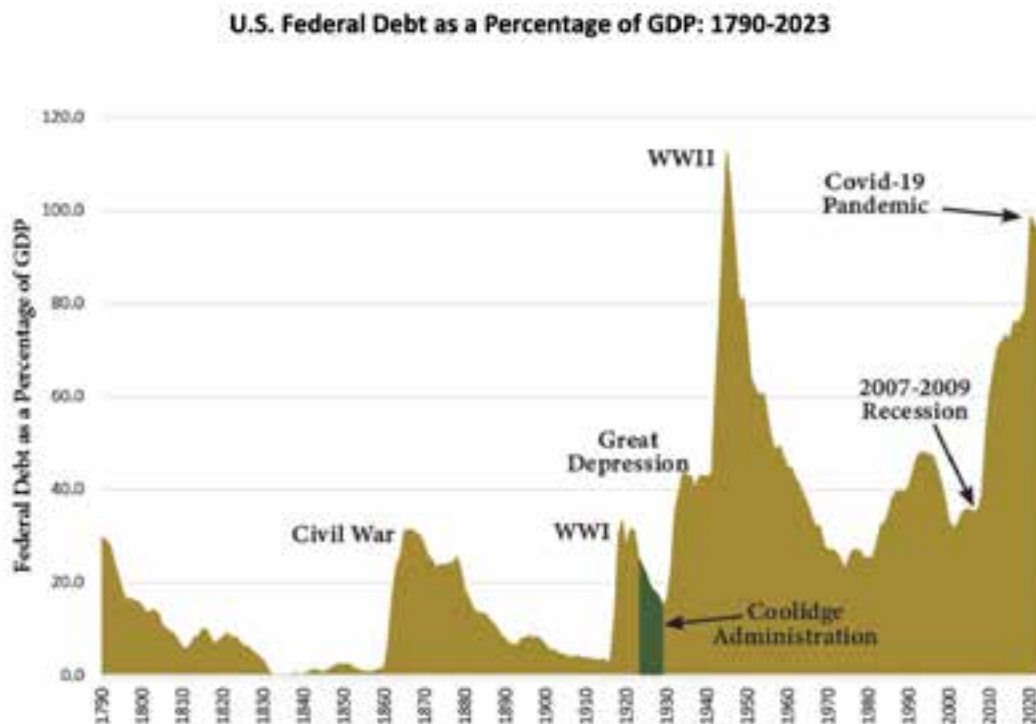
Walmart's business plan

today. **Walmart** attracts more customers to buy their products with low prices. And, if a company can keep their costs low, more sales means more profits. Low prices attract buyers. Like

Walmart, **Coolidge and Mellon not only** LOWERED taxes, they also cut government expenses. Coolidge challenged the leaders of different government departments to cut their costs. When **costs** are controlled and **companies earn more, people spend more; consequently, more taxes** are collected by the government.

Coolidge later wrote
*“higher taxes means
 lower wages...”*

Coolidge and Mellon continued to lower personal income tax rates from 60% to 25% of a person's income. This meant that instead of government taking



GRAPH ABOVE - **GDP** stands for **Gross Domestic Product**, in other words, the dollar value for all the goods (cars, computers, shoes, dresses, etc) and services (massages, hair cutting and coloring, nails, tattoos, etc) over a specific amount of time. **The National Debt** is the amount of money the United States government owes to organizations that lends it money. The United States borrows money by selling United States Treasury Bonds. They are like IOUs.

IN 2025, the United States HAS BORROWED and NOW OWES foreign countries, banks and other institutions

\$38 TRILLION dollars !!!!

The federal government adds to the debt whenever it spends more than it receives in tax revenue. Each year's budget deficit gets added to the TOTAL debt. CHECK OUT THE GREEN IN THE CHART ABOVE - it means President Coolidge did not have to borrow more money to pay US government bills because he did NOT SPEND MORE MONEY THAN THE US GOVERNMENT COLLECTED IN TAXES AND FEES!!! **WHAT IS YOUR OPINION OF COOLIDGE'S BUDGET MANAGEMENT?**

60% of what a person earns after a certain amount of money earned, the government would only take 25% of what a person earned in income taxes. Most people who pay the top tax rate are people who earn the most money. In **1921**, at the end of the Wilson Presidency, the top tax rate on people making over \$100,000 a year was 73%. This meant the **government took in taxes 73% of the money a person earned over \$100,000.**

**By 1927 of
the Coolidge Presidency,
only
the wealthiest 2% of taxpayers
paid any federal income tax.**

By 1929, after Coolidge's series of tax rate reductions had cut the tax rate to 24% for people making over \$100,000, the federal government collected more than a billion dollars in income taxes, of which 65% was collected from those making over \$100,000.

Each year Coolidge lowered federal taxes and cut government spending while federal income tax revenue increased! In the process,

**Coolidge reduced
the national debt
by 25%!!**

During Coolidge's presidency, the United States experienced a period of rapid economic growth known as the "*Roaring Twenties*." The Coolidge - Mellon tax plan worked! **In 1924, the US Treasury collected \$300 million more tax dollars than anticipated.**

While the Coolidge *tax, spend, and cost cutting* relieved the federal government of certain health and welfare responsibilities of its states and their citizens, the states and its citizens were forced to look elsewhere when they needed financial help.

**Calvin Coolidge and many
Presidents who preceded him
believed the
federal government had
limited financial aid
responsibilities
to its citizens
in times of troubles.**

For instance, Coolidge has often been criticized for his actions during the *Great Mississippi Flood of 1927*, the worst natural disaster to hit the Gulf of Mexico coast until Hurricane Katrina in 2005. Coolidge did not want to spend federal money to control the flooding that often took place along the Mississippi River that regularly destroyed property and claimed lives. Coolidge believed

*and Theodore Roosevelt was cautious about sending cash to Louisiana during a yellow fever epidemic. Coolidge did work hard with the Red Cross to raise \$5 to \$10 MILLION in donations to help the Mississippi Flood victims.” Other than army blankets and tents, there was little federal government money going to flood victims or the states. In fact, most financial help for the poor and victims of disaster came from the **donations** of large companies and charities like the **Red Cross**.*

President Coolidge obsessed about DEBT

and put constant pressure on the FEDERAL government department managers to cut expenses. Unlike today's federal government, the Coolidge run federal government cut total spending EACH YEAR while still operating efficiently.

The

**Coolidge 1929
federal spending budget
was
around \$3 **BILLION** a year.**

**America's Spending in the
2019 federal budget
was \$4.07 **TRILLION**.**

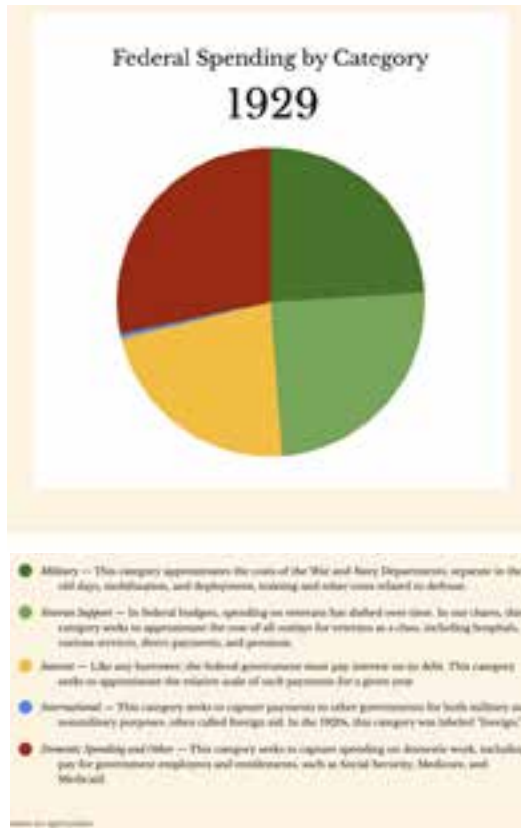
There has been a long standing debate about the responsibilities of the federal government vs the responsibilities of the state and the individual. Noted **University of Chicago** economists **Milton Friedman** (*Nobel Prize Winner in Economics*) and **Tom Sowell** (Hoover Institute at Stanford University) as well as 21st century **Libertarian** Party Senator Doctor **Ron Paul** believed the federal government should narrow its support to its citizens to a few, focused, responsibilities, namely **defending the country** from its enemies, **defining the rules** the country and its citizens should follow, and **adjudicating disputes** (courts).

The extent of America's

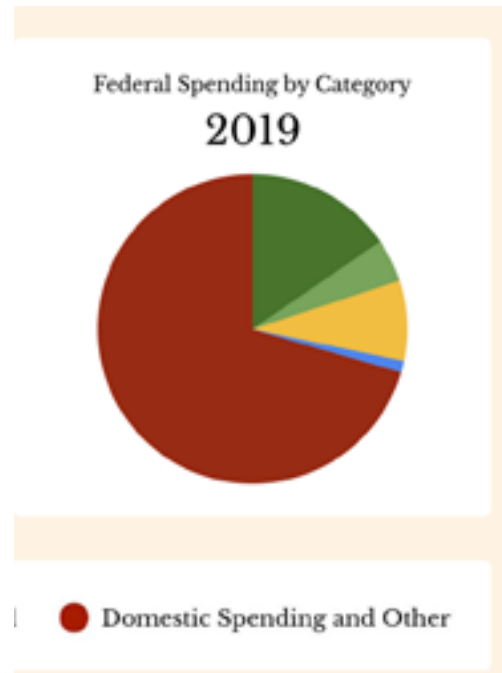
**government financial aid
to American citizens
has **changed** dramatically
**since the time of the
Coolidge presidency.****

Coolidge's **thrift** quickly changed into FDR's emergency spending during **the Great Depression** and there's been no holding back since.

**The United States debt in
1929
under President Coolidge
was \$16 **BILLION**.**



The United States debt in
2019
was \$22.8 TRILLION.



President Coolidge (left) and
Secretary of the Treasury, Andrew Mellon

The United States debt in
2025
was \$38.4 TRILLION.

Under Coolidge, state and local government expenditures increased and the bureaucracies to oversee them saw considerable growth eventually surpassing the federal budget in 1927.



TOP PHOTO - the British (England) publication - “The Economist Magazine” with its cover featuring newly elected (2023) **President of Argentina, Javier Milei**.

Milei was **elected** by frustrated Argentinian people over the **prolonged economic crisis** in Argentina marked by extremely **high inflation and the poverty it created, caused by excessive government spending and rising government debt** as well as **declining faith in the political parties running the Argentine government** and their programs and regulations. Voters were highly dissatisfied with the economic management of previous political parties running the government perceiving them as unable to improve living conditions or tame inflation. **Melei** campaigned on **sharp reductions in government spending, broad deregulation, shrinking the size of the government employees and government programs, and combating chronic deficit and inflation**. These ideas attracted voters frustrated with decades of deficit spending.

BOTTOM PHOTO - Argentina

Whether they be Nobel Prize winning economists like Milton Friedman, successful venture capital investor, Ray Dalio, influential British economist, John Maynard Keynes, Argentine President Javier Milei, and of course, President Calvin Coolidge, have said or implied something like

*“soon or later **excessive debt** will destroy an institution, whether that institution is a company, organization, family and yes, a country”.*

While Coolidge’s main focus was the economy, he did take some forceful positions on civil rights that Presidents preceding and following him avoided.

Coolidge spoke in favor of the **civil rights of African-Americans,**

saying in his first **State of the Union address** that Black American rights were “just as sacred as those of any other citizen” under the U.S. Constitution and that it was a “public and a private duty to protect those rights.” Coolidge repeatedly

called for laws to make lynching a federal crime

which was more than President Truman did almost 20 years later. Congressmen from too many states refused to pass any such law outlawing the **heinous act of lynching**. On June 6, 1924, Coolidge delivered a commencement address at historically black, non-segregated **Howard University**, in which he thanked and commended African-Americans for their rapid advances in education and their contributions to US society especially their eagerness to fight for their country in the World War, all while facing discrimination and prejudices at home.

While Coolidge navigated the 1920 political and economic environments with great success, there was a personal toll to pay. Long working hours, intense political confrontations with often duplicitous Democrat, Republican, and Progressive party opponents coupled with the July 7, 1924 sudden and

**unexpected death
of his 16 year old,
oldest son, Calvin Jr,
from a blister
created during a tennis match
with his brother,
John**



on the White House tennis courts. The blister got infected and turned into **sepsis**. Calvin Jr. died a little over a week later. The great stress of Presidential leadership and Calvin Jr's loss took a toll on the President's health. After the 1924 Republican convention and the death of Calvin Jr, Coolidge stayed to himself. He later explained that

***“when Calvin (Jr) died,
the power and glory
of the Presidency
went with him.”***

While the Republican Party wanted President Coolidge to run for re-election in the Presidential Election of 1928, Coolidge adamantly declined. Upon leaving the White House in March of 1929, he and



Calvin Coolidge family photo: Back left youngest son, John, next to oldest son Calvin Jr. Seated in front Calvin Coolidge and his beloved, vivacious wife, Grace.



President Calvin Coolidge sits with some of his friends, **the titans of American industry**, at the Coolidge home in Plymouth, Vermont on August 19, 1924. Seated from left to right are **Harvey Firestone**, President Calvin Coolidge, **Henry Ford**, **Thomas Edison**, **Grace Coolidge**, and **John Calvin Coolidge, Sr.**, the President's father.

Standing behind Mrs. Coolidge is **Russell Firestone**. Photo courtesy of Boston Public Library

Grace retired to a modest, rented house on Massasoit Street in Northampton. Coolidge published an autobiography in 1929 and wrote a syndicated newspaper column, "*Calvin Coolidge Says*," from 1930 to 1931.

On January 5, 1933, Coolidge, not feeling well, left his office for home. Around noontime, his wife Grace, returning from errands, called up stairs after not seeing him on the first floor. She soon found Calvin lying motionless on the floor. He

had already passed. Biographer **Amity Shlaes** writes "*It seemed a heart attack had come over him quickly. **The heart attack he had always feared had come.***"

***Calvin Coolidge,
the 30th President of
the United States,
was **dead** at the age of
only 60.***

Calvin Coolidge was a quiet man. He was often referred to as “*Silent Cal*”. **Honest, focused, fastidious, and always driven to do what he considered ‘the right thing to do’.** Others might add “*cheap*” to the description too. Despite all the references for being shy or introverted, President Coolidge gave over 520 press conferences, more than any other President. Coolidge was also very interested in technology. He quickly embraced the new technology of the day, **radio**, delivering several messages to the nation on the radio. Coolidge’s second Presidential inauguration was the first in history to be broadcast on radio. He was very interested in **aviation**. When aviator **Charles Lindbergh**, the first person to fly alone across the Atlantic Ocean from New York City to Paris, France in 1927, President Coolidge welcomed Lindbergh back to the United States and presented him with the *Congressional Medal of Honor*. The event was captured on film.

President Coolidge’s greatest achievements?

#1. Economic Prosperity and Growth:

The U.S. economy experienced robust growth, with a high GDP growth rate and a surge in manufacturing output. This era saw the rise of consumer culture and the widespread availability of automobiles, radios, and other consumer goods, leading to a dramatic increase in the standard of living for many Americans.

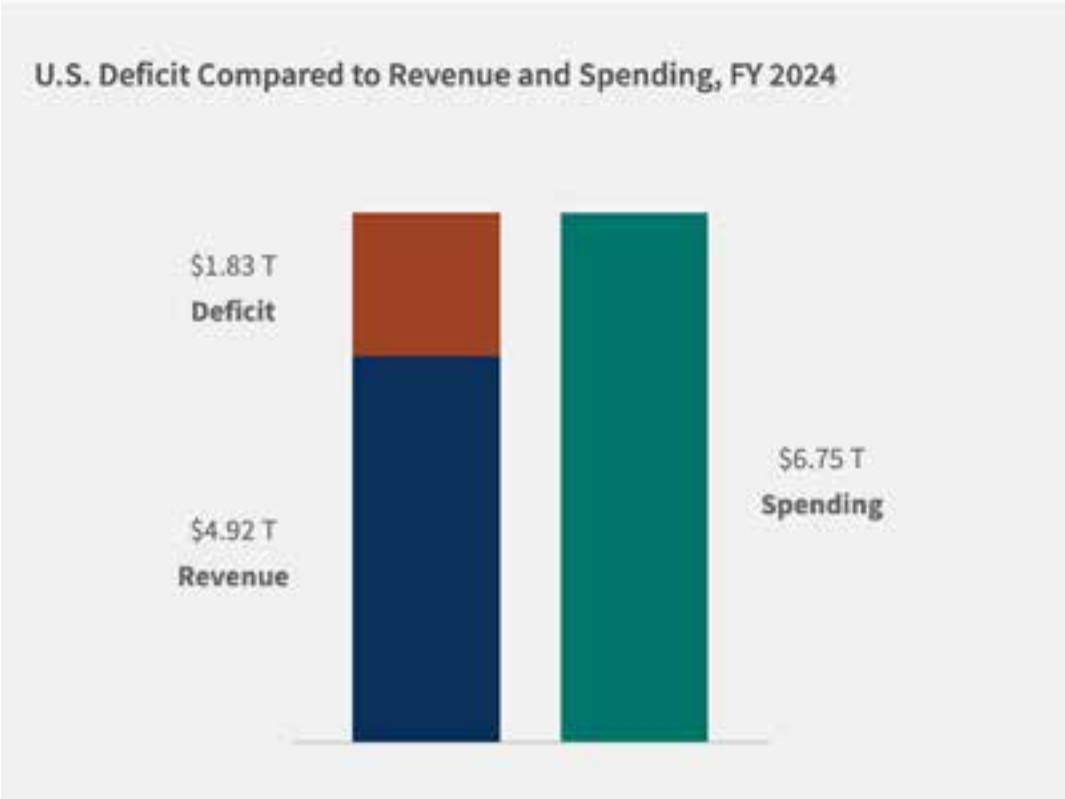
#2. Fiscal Conservatism (*Not Spending More Money Than the Government Collected in Taxes and Fees/Tariffs*): Coolidge, along with Treasury Secretary **Andrew Mellon**, significantly reduced the national debt from \$22.3 billion in 1923 to \$16.9 billion by 1929 (a reduction of nearly 25%). He consistently balanced the federal budget and cut federal spending, demonstrating a commitment to limited government.

#3. Lowering Taxes: A cornerstone achievement was the series of Revenue Acts (1921, 1924, 1926) that dramatically lowered high wartime tax rates. The top marginal income tax rate was slashed from 73% to just 24% by 1929, with the goal of stimulating investment and economic activity. And, that it did!

#4. Minimal Government Regulations /Intervention (*Laissez-Faire*): Coolidge’s philosophy of minimal government regulation of business created an environment conducive to entrepreneurship and innovation, which many economists and historians credit for the 1920’s strong economy.

According to President Coolidge, he was most proud of

“the very significant reduction of the national debt since I have been President.”



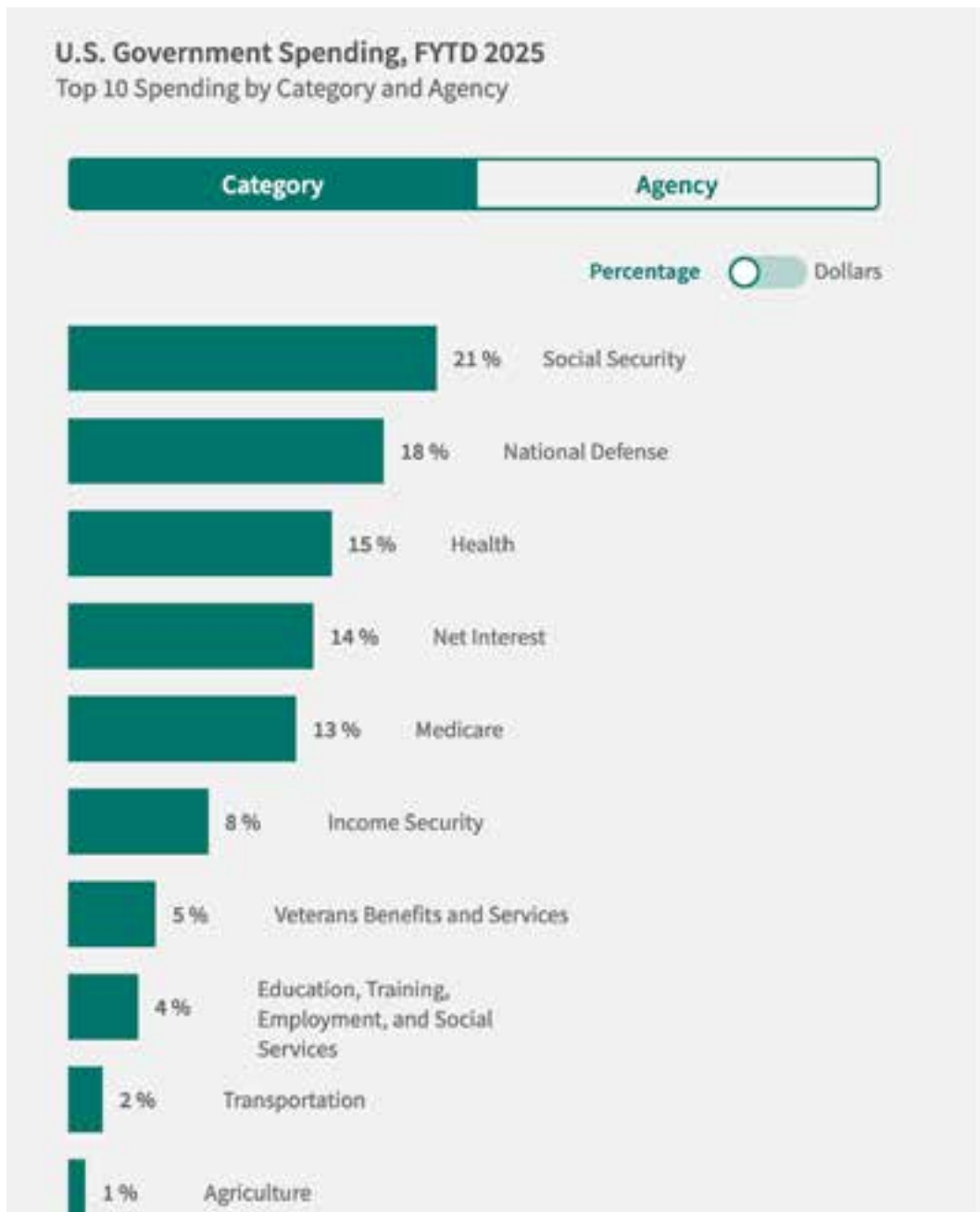
Net interest was the second-largest spending category through November for the federal government

Federal Outlays in FY26 (Billions of \$)



Source: Department of the Treasury • Embed • Download image

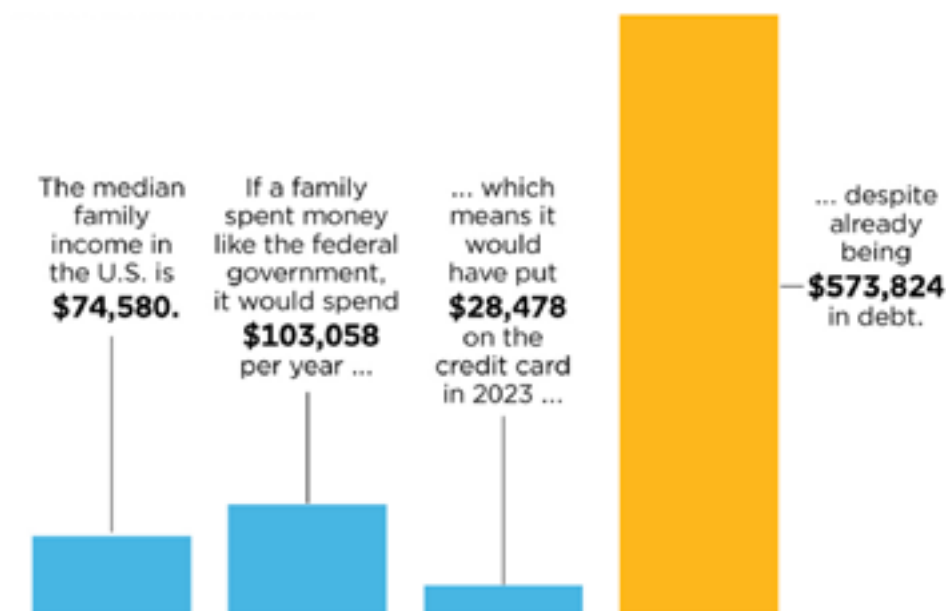
Notes: The federal fiscal year begins on October 1 and ends on September 30. Medicare spending is net of offsetting receipts. Income Security includes military retirement, the Supplemental Nutrition Assistance Program, Supplemental Security Income, unemployment compensation, and housing assistance.



The U.S. federal budget deficit for Fiscal Year 2024 ONLY (which ended September 30, 2024) was approximately \$1.8 trillion, an increase from the previous year, driven by higher spending, especially on net interest, Social Security, and Medicare. The total federal deficit, i.e. total amount of money borrowed over the years and still owed its lenders - \$38 trillion dollars!!



Figure 3. If the Average U.S. Household Spent Like the U.S. Government



Source: [Federal Budget in Pictures](#). Accessed February 11, 2024. (Data from the Congressional Budget Office)

Activity One

Research Activity: This activity focuses on your ability to find information. Answer each of the following questions.

1. Who is Malala Yousafzai? _____

2. Write a short definition for each of the following words:

- antithesis - _____
- fiscal - _____
- polio - _____
- culture - _____
- brand - _____
- tariffs - _____
- entrepreneurship - _____
- condescending - _____
- icon - _____
- boycott - _____

3. Which World War 2 Axis country in 1940 was closest geographically to the United States of America? (Japan, Germany, or Italy) _____

4. Name the century for each of the following years:

- 1176 AD - _____
- 1950 AD - _____
- 321 AD - _____
- 2000 AD - _____
- 2001 AD - _____
- 1896 AD - _____

5. When it's 9am in Providence, what time is it in Los Angeles? _____

6. When it's 9am in Providence, what time is it in Beijing, China? _____

7. When it's 9am in Providence, what time is it in Washington, D.C.? _____

8. On a 5 hour flight from Providence to Los Angeles, leaving Providence at 9am Eastern Standard time, what time, Pacific Coast Time, would you land in Los Angeles? _____

9. Describe where the country of Myanmar, formerly known as Burma, is located on a world map today. _____

Activity Two

INFERENCE - *an inference is the act or process of reaching a conclusion about something from facts. An inference is an opinion or conclusion reached based on reflections of observed facts. Your ability to make inferences will help you create opportunities in life; the ability to make logical inferences is a valuable skill.*

#1. *Please click on this link and listen to the music. This music tells an amazing story. Listen carefully to the peaks and valleys, the crescendo and diminuendo intervals, in the music, the sounds and the instruments used to make them, and the climatic finale. Then, when finished listening, see if you can infer the wonderful story being told by this composer. You don't have to describe a specific event; just **tell me what kind of story this music is telling.***

<https://www.youtube.com/watch?v=VbxgYlcNx8>

#2. *Please examine the Electoral College maps for the American President Elections of 1920, 1932, 1936, 1940, and 1944 found on pages 131, 137, 141, and 148 in this book. The number listed within each state's boundaries represents the number of ELECTORAL VOTES each state was allotted in each Presidential Election. The number of Electoral Votes is determined by a state's POPULATION; i.e. the higher the ELECTORAL VOTES, the more people living within the state boundaries. The states with the most electoral votes have the highest populations.*

- what **inferences can you make about CHANGES in United States of America** which took place between 1920 and 1944 based upon **your observations of CHANGES in Electoral Vote allocations** among states from the Presidential Election of **1920 to the Presidential Election of 1944!** YES, you can.*

1.

2.

Activity Three

Too often in history classes we are asked to recall historical facts to respond to questions about people, places and events. For example, World War 1 ended in 1918 and a treaty was brokered among the combatants in Paris beginning in 1919. Name the countries negotiating the treaty to end World War 1.

This assignment will be different. I will be asking **YOU** to **create a different version in history IF certain elements of a moment in time are changed.**

This assignment is designed to move students beyond memorization and into historical evaluation, the highest level of thinking expected in social studies. Students are not asked to defend a “right” answer, but to exhibit *evidence-based judgment*, recognizing that leadership effectiveness depends on context, priorities, and trade-offs and a leader’s philosophy on the priorities of an American President / Governor/ Mayor / Company Leader / Family Leader during challenging economic times. Disagreement is expected — and valuable — as long as conclusions are supported by FACTS from the readings. The goal is to create an understanding that history is not about labeling leaders as “good” or “bad,” **BUT** about analyzing decisions, outcomes, and consequences with intellectual, fact based analysis and honesty NOT partisan loyalty.

Begin by reading this teacher’s profiles of **Warren Harding** and **Franklin Delano Roosevelt** in our BRAND TEXTBOOK posted on www.hopelifeskills.com . It’s important to realize what *Two time Pulitzer Prize winning historian and author, Barbara Tuchman*, stated

***‘there is no such thing as a neutral or purely objective
historian / media person / teacher
without opinion,
a historian would simply be a ticking clock.....’
Likewise, the statements of any person in
a position of influence and power
should bring some level of scrutiny
and, if warranted, **questions** to the conversation.***

***Because of this bias, you are encouraged to do your own research
with different sources for other perspectives on both Presidents.***

You are now asked to imagine a *counterfactual moment* in American history:

Just as President Harding had a trusted economic advisor (Andrew Mellon) to collaborate with to solve the Depression of 1921 - 22 and

Roosevelt had his trusted economic advisor (Henry Morgenthau Jr.) to collaborate with to solve the Great Depression he encountered in 1932,

YOU are asked to find your collaborator in our class to complete this assignment.

YOUR COUNTER FACTUAL MOMENT - IMAGINE - Franklin D. Roosevelt takes office in 1921, inheriting the post-World War I recession economy left by Woodrow Wilson — which included high federal debt and unemployment, inflation followed by deflation, and a sharp economic recession.

Warren Harding takes office in 1933, inheriting the Great Depression from the Herbert Hoover administration — very high unemployment, bank failures, collapsing confidence in the government, and widespread economic fear.

In this alternate timeline I have provided, please note the main players - Warren Harding and Franklin Delano Roosevelt AND their economic advisors Andrew Mellon (Harding) and Henry Morgenthau, Jr. (Roosevelt). Each man's economic predilections remain the same; only the moment in time changes.

Your task is to decide — based on evidence — which President's leadership and economic philosophy traveled better across time.

Use evidence about the men - their personalities, their closest economic advisor, their feeling about the role of government should play during an economic crisis, their opinions about government debt, their opinions about business and government regulations, the role of business in a society, and how long did it take each President to return to normalcy following the economic crisis of their Presidency (Harding's Presidency starting in 1921; Roosevelt's Presidency starting in 1932.) - After reading the profiles in our text and your independent research, answer the following guiding question:

If Harding and Roosevelt changed places in time - Harding assuming the Presidency in 1920 and Franklin Roosevelt in 1932 - which president would have managed the other's crisis more effectively —

and why you believe this to be true?

There is no single correct answer. We are looking for the most convincing answer supported by each student's fact based analysis.

There are simply stronger and weaker arguments.

The class will decide which presentation has the most convincing argument.

This activity asks you to think like a historian — not to memorize facts, but to evaluate leadership, decisions, and consequences.

There is no single correct answer. Strong answers -

- are based on evidence
- explain why decisions matter
- recognize tradeoffs and limits

Responses should be supported by specific evidence, including:

The Counterfactual Scenario

Imagine - history changed:

- *Franklin D. Roosevelt becomes President in 1921, facing the post–World War I economic depression.*
- *Warren G. Harding becomes President in 1933, facing the Great Depression.*

Each President's personal beliefs, leadership styles, and economic advisors stay the same — only the moment in time changes.

1. Leadership / Management Style of each President

- Who did each man choose for his principal economic advisor -
- What did each president and his principal economic advisor think the role of federal government should be during an economic crises like the Recession of 1920 or the Great Depression of 1929

2. Economic Strategy

- How did each President, Harding and Roosevelt, change their budgets during the Depression they faced - Harding in 1921 and Roosevelt in 1932? 1 - i.e. the federal budget - government spending, debt, taxes, and government intervention / regulation, etc - AND any other steps they took

3. Character and Personality

- How did each president, Harding and Roosevelt, manage their staffs, engage / communicate with the public to manage public opinion during the Depression?

4. Consequences

- in each President's NEW moment in time - i.e. **Harding** Presidency beginning in **1921** and **Roosevelt** Presidency in **1933** - how long did you project it would take them to end the Economic Depression each President faced in this counterfactual moment - Roosevelt's *Depression of 1920* and *Harding's Great Depression of 1929*?
- **COMPARE each President's counterfactual Presidential Depression TO HOW LONG IT TOOK THE ACTUAL PRESIDENT in the ACTUAL MOMENT IN TIME-** (Harding Depression in 1921 and Roosevelt Great Depression in 1933)
SHORTER TIME or LONGER TIME
 - **IF SHORTER**, please explain **how much shorter** and **WHY IT WAS SHORTER** IN duration than the real Depression took to solve in history. _____
 - **IF LONGER**, please explain **WHY** the crisis took **LONGER** than the real Depression in history to solve - _____

Student Planning Worksheet

Step 1: Context Mapping - (What Problems Did Each President Inherit in their counterfactual Presidency?

- **Harding** (1921) – List the major economic problems he faced:
- **Roosevelt** (1933) – List the major economic problems he faced:

Step 2: Leadership Style & Role of Government - (*Do not invent new policies — base answers on Harding and Roosevelt's real actions and beliefs.*)

Based on what Harding actually did in the early 1920s:

- If Harding were President in 1933, how would he likely try to stabilize and recover from the Great Depression?

Based on what Roosevelt actually did in the 1930s:

- If Roosevelt were President in 1921, how would he likely try to stabilize and recover from the postwar depression?

Step 3: Evidence Collection

List three (3) specific **FACTS** that support your projections for what each President would do in their new Presidency in time. Note the source briefly.

HARDING – Evidence

1. _____
2. _____
3. _____

ROOSEVELT – Evidence

1. _____
2. _____
3. _____

Step 4: Consequences (*Compare Outcomes*)

In *this alternate timeline*, would each President end the economic crisis in a shorter or longer time than the real historical recovery?

Harding's alternate timeline Presidency: (beginning in 1932)

- Estimated Recovery Time (**choose one**): **1**) Less than 2 years **2**) 2–4 years
3) 5–8 years **4**) More than 8 years
- This is LONGER or SHORTER *than the real time Presidency of Roosevelt* _____

Roosevelt's alternate timeline Presidency: (beginning in 1921)

- Estimated Recovery Time (**choose one**): **1**) Less than 2 years **2**) 2–4 years
3) 5–8 years **4**) More than 8 years
- This is LONGER or SHORTER *than the real time Presidency of Harding* _____

Explain WHY your estimate makes sense: _____

Step 5: Your Judgment

- Which PRESIDENT, Harding or Roosevelt, and their system of governing would travel better across time in solving **ECONOMIC PROBLEMS** — in other words, which President would be *more successful solving most American Economic Crisis* like a Depression or Recession in any period in American History?
 - ROOSEVELT or HARDING? _____
 - Use evidence to explain your choice of this President: _____

- Which PRESIDENT, Harding or Roosevelt, and their system of governing would travel **better across time** (*during any moment in history*)-in solving **ANY and ALL problems and opportunities Presidents face during their Presidency (e.g.** — in other words, not only an *economic Depressions / Recessions, but also war, terrorism, civil rights, relations with other countries, etc.)* ROOSEVELT or HARDING?
- Explain your reasons for choosing this President - i.e. what specific things this President did during their Presidency that better suited them to handle **all the issues - challenges, crises, opportunities for success, etc during any moment in history-** _____

Step 6 - Final Reflection

- Did this assignment change about how you think the people and events in history should be evaluated? YES **or** NO
- Please explain why you think this way - _____
- Please describe your **BRAND perception** of Harding and Roosevelt -
 - **Warren Harding** - _____
 - **Franklin D. Roosevelt** - _____

Activity Three

Mission Statement Activity. *A mission statement is a statement of purpose. Most great companies have them.*

“Mission statements identify an organization’s purpose”, a reason why they exist.

Newport, Rhode Island’s **Richard Saul Wurman** shares a few company mission statements in his highly acclaimed book “Information Anxiety 2”:

Hallmark Card Company

“to help consumers express themselves, celebrate, strengthen relationships, and enrich their lives...”

NASA’s Apollo Space Program

“to land humans on the moon and bring them back safely to Earth.”

Boulevard Brewery

“to be the best specialty brewer of ales and lagers in the Midwestern parts of the United States.”

Nike (one of their mission statements of the 1980s)

“Crush Reebok!”

The best mission statements are short (no more than 3 sentences), passionate, genuine, clear, and strategic.

If mission statements are important for companies and organizations, why not people? Is there not a benefit for each person to be able to state, clearly, a purpose for living?

State your personal mission statement:

Next, explain, in a well written paragraph, how your personal brand aligns with your personal mission statement. What characteristics, values, qualities, and traits implied in your brand, support your personal mission.

Activity Four

Opinion: *Do you agree or disagree with the statement on page 46,*

**It is arguably
MORE IMPORTANT how others,
people and countries,
perceive America's brand
than
how Americans perceive
their own brand!**

Agree or disagree? _____

Write a well written essay with correct punctuation and grammar and good sentence structure to support your opinion.

Activity Six

Lessons Learned from the Harding and Coolidge Presidencies

IMAGINE - you are the new head of a household just as President Warren Harding was the new head of the United States in 1921. You become the head of your family when your father passes away. Like President Elect Harding, you both discover the size of a debt you are responsible for. President Harding had a \$24 billion dollar debt passed on to him from President Woodrow Wilson much of which was from what America spent during World War 1. You discover the debt of your father when you receive his monthly family VISA statement. To your dismay, you discover you owe \$24,000 in credit card debt.

Begin by listing 4 steps President Harding took to reduce America's federal government debt. President Harding realized rising debt meant the following:

- *lower credit rating which means America pays higher interest rates on the debt America still owes AND any new loans America chooses to borrow*
- *less money to buy essentials like military and cyber defense systems to protect America from its external and internal enemies*
- *less money to spend on things that help citizens:*
 - *great schools to develop the skills and talents of citizens so citizens can fulfill their lifestyle and career aspirations. Successful citizens mean people have jobs, possibly starting businesses, paying taxes which pay for things that help citizens like -*
 - *great health care for citizens*
 - *support for veterans*
 - *infrastructure investments - highways, airports, water supplies, etc*

5 STEPS TAKEN BY PRESIDENT HARDING TO LIMIT GOVERNMENT DEBT: *(fill in the steps you believe President Harding to reduce America’s increasing debt. I took the liberty of putting down what I think is the most important step the President took. If you disagree, please cross out my preferred step and write in yours.)*

- 1. *HIRE a trusted, experience, wise financial advisor: ANDREW MELLON*
- 2. _____
- 3. _____
- 4. _____
- 5. _____

NOW, **5 STEPS YOU WILL TAKE** TO REDUCE YOUR FAMILY’S \$24,000 DEBT:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Activity Seven: ***Preparations for a Job Interview***

The 3 Questions People Always Forget to Ask in an Interview

August 15, 2013
from LinkedIn

Getting an interview for that dream job is a perfect chance to **sell yourself** and you need to make sure that you get everything right.

Preparation is vital and it goes without saying that you should turn up for the interview knowing everything there is to know about your prospective employers and the role that you have applied for.

Of course, no two interviews are ever the same and the line of questions that you take will be determined by the nature of the company and the people who are interviewing you.

But I have always been more impressed by candidates who ask ME questions. The process should never be one sided - you need to take control. The best way of doing this is to ***ask as many questions as the interviewer does.***

There are at least ***three questions you should definitely have ready to ask*** for every job interview you go for. Remember the aim is to sell yourself as a bright, motivated and ambitious individual but it is important not to be too obvious. The people who are interviewing you will have heard it all before and they will be looking for someone who has that little bit extra quality or personality which ***sets them apart from the rest*** of the crowd.

Here are three questions that you should always try and ask:

What qualities are you looking for in the person you are hoping to appoint?

This may sound like a very obvious starting point but it is vital for both parties to grasp exactly what it is needed from candidate in terms of skills and experience. Remember the whole point of the interview is to prove you are the person that they want and are looking for. There is a much better chance of being able to do that if you actually ask the interviewers straight from the start what their ideal candidate would be.

What potential is there for personal development at your company?

It is important to show any prospective employee that you are the type of person who is ambitious and is looking to move their career forward. No one wants to take on an individual who is going to be content to coast and you need to show that you are not coming along just for an easy ride. Any ambitious and forward thinking company will be looking for like minded individuals. Ask a question which will give you the chance to show just how driven you are.

Is there anything you have seen in the other people on the shortlist that you have not seen in me?

This is a great question to throw into the mix as the interview is drawing to a natural close. I remember a candidate asking me this once and I had to smile because it left me with nowhere to go. As well as turning the tables on the panel it is also a great way of gauging just how well or how badly you have performed throughout the course of the selection process. You should always be looking to improve and getting feedback from an interviewer is a crucial part of this. It is a risky strategy to take because you might get an answer you are not happy with. But if you are prepared to take a risk, then this final question is a gamble that just might pay off.

Activity:

Your ongoing challenge in life is to develop a personal brand that creates as many opportunities as possible for achieving your personal goals. This article you just read encourages you to ask your job interviewer for a list the specific qualities their company is looking for in a new employee. Your persona, i.e. the way you dress and speak, the way you sit during a conversation, your eye contact, your handshake, is like a large billboard on an interstate highway advertising YOU! Well, do you know the qualities and attitudes your personal billboard represents? How you initially appear at the company to greet the receptionist and interviewer before the start of the actual interview, how you greet someone, your handshake, your smile, your eye contact, the way you walk in the front door or down the hall, when you eventually ask for the interviewer’s business card while offering your own, your closing remarks at the end of the interview, what qualities and attitudes do people perceive you have from their contact and observations of you? In an attempt to measure the perception others have of your brand, I will ask one of your peers to anonymously share their perception of your qualities and attitudes to essentially measure the value of your brand.

Your Perceived Brand qualities: _____

BRAND exercise

The power of a 'brand' It's the perception others have of you, it's the images that come to mind as soon as someone hears or sees your name.

For instance, what do you think about when you hear the name 'Jay Z' or see the 'Under Armour' logo?

The same holds true for you. *What do you hope comes to someone's mind when they hear or see your name? What values (e.g work ethic, reliability, honesty, empathy, etc), what personality, what abilities do you want someone to think of when they see or hear your name? What opportunities do you want to create for yourself by the image of YOUR BRAND?* If you don't know the answer to these questions, you need to stop and get them answered quickly. How people think about you will determine whether you get the job you're applying for, get into the college or grad school of your choice or get the date with the person you're attracted to. **It's about 'brand,' your brand.** Let's start by asking you your perception of the following brands. What qualities would you use to describe each of the following brands :



Perceived qualities: High quality. Expensive; not cheap! Dependable. Dapper; looks classy. Great technology and engineering. Safe. Foreign (German). Fuel efficient; great gas mileage.



- ---



Drake

- ---



- ---



- ---



The country of the United States of America

- ---



Barack Obama, President of the United States of America

- ---

YOU!

- *Not what you want, but who you are! How do others perceive you, NOW?*

Activity Nine

A Leader's Brand

Just as companies, products, and individuals have brands, so too does a position of authority. This activity focuses on the brand of 'leadership' and the expectations associated with it. We all eventually find ourselves in a position of leadership as a parent, a teacher, a caretaker for children or parents, a supervisor or committee chairperson, a person leading a discussion or the CEO, CFO, CMO, or CTO of an organization. Accompanying this role are expectations. Will we project confidence in our ability to lead, someone to be trusted and fair? Can we inspire others to collaborate and compromise? Do we have empathy to fully appreciate the circumstances of others to maximize their contribution to the cause? Will we hold people accountable? What follows is the story of a critical event in United States history where Presidential leadership was critical to the survival of the world let alone the peace and safety of America. I ask you to assume the role of President John F. Kennedy to help you appreciate the brand of leadership and the expectations accompanying it. There are questions to answer and a discussion to follow. I hope you enjoy and learn from this activity.

*On Monday, October 15th, 1962, a United States U-2 spy plane observed several medium range ballistic missile sites under construction on the island of Cuba, just 90 miles away from the coast of Florida. Cuba was an ally of the Soviet Union in 1962, the arch-enemy of America at that time in history. Why did Cuba suddenly need ballistic missiles? hmmm. 4 days later, President John F. Kennedy convened a meeting with the Commander-in-Chief of the United States Armed Forces, along with the Joint Chiefs of Staff from the Army, Navy, Air Force, and Marine Corps, as well as President Kennedy's two wisest and most trusted advisors, Secretary of Defense Robert McNamara, and the President's brother, who was the Attorney General of the United States at the time, Robert F. Kennedy. According to historian Arthur Schlesinger Jr., the Cuban Missiles created a crisis that became **"the most dangerous moment in human history."***

Here is some of the information presented to President Kennedy:

- the missiles were placed on the island of Cuba by the Russians, to be aimed at the United States as a show of force.
- the CIA, America's Central Intelligence Agency, reported there were 10,000 Russian troops on the island of Cuba
- the CIA also said the Russian missiles on the island of Cuba were small missiles; there were not more powerful nuclear missiles
- General Curtis LeMay claimed the Russians would not fire the missiles at the United States even if America invaded Cuba. Lemay also claimed if the United States attacked Cuba, the Cuban people would welcome the American invaders in order to depose the Cuban, communist leader, Fidel Castro.

Here's the advice President Kennedy initially received from his military advisors:

- from Air Force General Curtis LeMay: ***“Fry the place...we don’t have any choice except direct military action. As long as Russia is supporting Cuba, there isn’t any solution to the Cuban problem except a military solution.... I don’t think the Russians will do anything if we attack... we should invade today! The communists will use the missiles as a blackmail threat against us and our allies....”***
- from the Chief of Naval Operations, George Anderson: when President Kennedy instructed Secretary of Defense, Robert McNamara, to monitor the activities of the U.S. Navy as they installed a naval blockade of Cuba to prevent any military shipments from being delivered to the island, Anderson shouted to McNamara ***“Mr Secretary (McNamara) go back to your office and I’ll go to mine! We’ll (the Navy) take care of things here.”***
- from Ted Sorenson, President Kennedy’s top advisor: ***“the Joint Chiefs and LeMay, they all want war.”***

Imagine yourself as President John Kennedy. You are being called upon to make a decision, one which could determine the fate of the world. First of all, identify below your immediate, primary objectives:

- 1. _____
- 2. _____
- 3. _____

Secondly, describe the steps you would take to achieve these objectives:

- 1. _____

- 2. _____

- 3. _____

Activity Ten: IMAGINATION:

Imagine:

“The ability to imagine what has never existed is a person’s most important mental talent!”

The first step to develop creative thinking, the process of creating something new, begins with your imagination according to Jonah Lehrer, the author of the best selling book “Imagine: How Creativity Works”.

This exercise also develops empathy, an exceptional ability to truly understand the feelings and emotions of others. According to Jeremy Lifkin, the best selling author of “The Third Industrial Revolution”, your ability to empathize is as important as your ability to think critically, create, network, and collaborate! Your fulfillment as a person will remain elusive without empathy.

Read the story of Al Capone in your text book (page 52). This activity will test your imagination. Now, **Imagine:** If you had an opportunity to travel back in time to have dinner with Al Capone in 1934, would you accept the invitation?

Yes or No?

If you said yes or no, explain in 1 well written paragraph with perfect punctuation and spelling, WHY you would or would not accept the opportunity to dine with Al Capone.

Activity Eleven: IMAGINATION:

In the November 3rd, 2013 edition of *The New York Sunday Times*, reporter Richard Perez-Pena wrote an article with the headline “*Colleges Gauge Applicants’ Creativity*”. As we continually discuss in our ‘Life Skills’ class the importance of creative skills in the 21st century for job opportunities and personal fulfillment, colleges are now looking to measure the imagination, curiosity, and creativity of their potential students. To do this, the college essay has become a tool to determine if a student applicant is truly a ‘curious’ person and if the student has overcome their personal inhibitions that prevent all people from accessing their creative talents and expressing their creative ideas.

This activity is a sample of a college essay question designed to measure your level of creative thinking. In a well-written essay with good punctuation, sentence structure, and grammar and perfect spelling, answer the follow question and send it to my email address. The following question is from a Brandeis University application:

Imagine: *“You are required to spend the next year of your life in either the past or the future. What year would you travel to and why?”*

Activity Twelve: CRITICAL THINKING

The Cuban Missile Crisis is arguably the **closest time in history the world's** most powerful countries, i.e. the United States of America and Russia (called the Soviet Union at that time), **came to literally blowing each other up with nuclear weapons.** Thankfully, in the 11th hour of negotiations between both America and the Soviet Union (now called Russia), sensibility and rational thought returned to the leaders of these two countries to remember the well being of the people they served.

QUESTION: You are now asked to **offer your opinion** as to the main REASON(S) **HOW this lethal, destructive threat** to the people of both the United States and the Soviet Union (Russia) was avoided.

SUGGESTION: Please read the background information on the next 2 pages which could provide you with information to answer the previous question.

WHAT PRESIDENT JOHN F. KENNEDY DID DURING THE CUBAN MISSILE CRISIS:

President Kennedy focused on getting accurate information about the situation and then finding a way to speak directly with the Russians. Kennedy did not want war even though his general seemingly did. **President Kennedy** then gathered a group of advisors he could trust and shared his goal of finding an acceptable solution and alternative to war.

Kennedy knew the **American generals** wanted war so he quickly ordered **Secretary of Defence Robert McNamara** to keep a close watch over the United States Naval commanders to make sure they weren't planning an attack without his permission which could start World War 3! Kennedy also ordered the CIA to stop all plans to raid Cuba. **Bill Harvey**, the CIA chief, ignored Kennedy and mobilized 60 commandos and dropped them secretly into Cuba to await the anticipated invasion by the United States military.

President Kennedy then ordered his trusted brother, **Bobby Kennedy**, the United States Attorney General, to meet secretly with **Anatoly Dobrynin**, the Russian Ambassador to the United States. Bobby Kennedy and Dobrynin became the conduit for President Kennedy and the Soviet Union leader, **Premier Nikita Khrushchev**, to negotiate a peaceful solution to the Cuban Missile Crisis.

Throughout the crisis, Kennedy and Khrushchev exchanged private letters and confidential messages. In one letter, Khrushchev stated the Russian people wanted to live as much as the American people and it was up to both of them, Kennedy and himself, **Nikita Khrushchev**, to stop *"tugging on the knot of war. What good would it have done me in the last hour of my life to know that our great nation and the United States were in complete ruin and the national honor of the Soviet Union was in tact?"* THIRTEEN DAYS after the crisis began, Khrushchev and Kennedy found a way to avert a major war and keep peace. Khrushchev announced to the world he would withdraw the missiles from Cuba. Kennedy then, without a public announcement, removed missiles the United States had placed in the country of Turkey which borders Russia as well as promising Khrushchev the United States would NOT invade Cuba. Khrushchev was able to avoid political embarrassment and keep his power by declaring a small victory by having the United States remove American missiles from Turkey and guarantees from Kennedy not to attack Russia's ally just 90 miles from Florida, the island of Cuba.

WHAT THE WORLD LATER LEARNED:

IN OCTOBER of 2002, some of the principal Russian, Cuban, and American figures from the **Cuban Missile Crisis of 1962** met in Havana, Cuba, to reminisce about this moment in history.

- the Russian General leading the Soviet forces in Cuba told **Robert McNamara** and **Ted Sorenson** at the Havana conference that the Russians had 40,000 troops on the island not 10,000 America's intelligence services reported.
- the Russians had nuclear missiles on the island not the less powerful ballistic missiles America's military initially reported.
- Russian generals in Cuba were instructed to use nuclear missiles to stop America from invading the island.
- Sorenson concluded if Kennedy had followed the advice of his generals, like **Air Force General Curtis LeMay**, after learning about Russia's military capabilities in Cuba at 1962 and the instructions the Russian generals had been given, the world would have been reduced to a "*smoking rubble*".
- It was Khrushchev's idea originally to place Soviet missiles in Cuba in response to America's decision to put American missiles in Turkey.
- Kennedy aide, **Dave Powers**, overheard President Kennedy say of his brother Bobby as he walked into a meeting with the Generals "*Thank God for Bobby!*"
- Historian **Arthur Schlesinger Jr** concluded "*We would have had nuclear war if Richard Nixon had been President during the Cuban Missile Crisis. Kennedy's status as a World War 2 war hero allowed him to defy the American generals. Kennedy thought of the Joint Chiefs as a bunch of old men.*"
- **Anatoly Dobrynin** claimed "*Bobby Kennedy said to me 'the President is in a grave situation....we are under pressure from our own military to use force against Cuba.... President Kennedy implores Chairman Khrushchev to accept his offer. The President is not sure that the American military leaders will not overthrow him and seize power'.*"
- **Nikita Khrushchev** added "*For some time, we felt President Kennedy could lose control of his military. But, he didn't let himself become frightened nor did he become reckless...what good would it have done in the last hour of my life to know that our great nation and the United States were in complete ruin and the national honor of the Soviet Union (Russia) was in tact?*"

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The Cover: “Three Flags” is a 1958 painting by American artist Jasper Johns.

Done in encaustic (wax and pigment) on canvas, the work consists of three concentric American flags, depicted in their usual red, white and blue colors, with 48 white stars in a blue canton on a field of thirteen alternating red and white stripes. A total of 84 white stars are visible from the three layers, reversing the usual 48 stars representing the then U.S. states (preceding Alaska and Hawaii) of the U.S. flag between 1912 and 1959.

The three flags exist in a tiered relationship to one another, with three canvases of decreasing size stacked on top of each other, each progressively approximately 25% smaller than the one below, creating a three dimensional work. In a sense, the perspective is reversed, with the smaller paintings projecting out towards the viewer. Only the topmost smallest painting is fully viewable; the two behind are only partially viewable.

The painting was acquired by the Whitney Museum of American Art in New York City for \$1 million in 1980, to celebrate its 50th anniversary.