The Great Depression

In October 1929 the booming stock market crashed, wiping out many investors. The collapse did not in itself cause the Great Depression, although it reflected excessively easy credit policies that had allowed the market to get out of hand. It also aggravated fragile economies in Europe that had relied heavily on American loans. Over the next three years, an initial American recession became part of a worldwide depression. Business houses closed their doors, factories shut down, banks failed with the loss of depositors' savings. Farm income fell some 50 percent. By November 1932, approximately one of every five American workers was unemployed.

The presidential campaign of 1932 was chiefly a debate over the causes and possible remedies of the Great Depression. President Herbert Hoover, unlucky in entering the White House only eight months before the stock market crash, had tried harder than any other president before him to deal with economic hard times. He had attempted to organize business, had sped up public works schedules, established the Reconstruction Finance Corporation to support businesses and financial institutions, and had secured from a reluctant Congress an agency to underwrite home mortgages. Nonetheless, his efforts had little impact, and he was a picture of defeat.

His Democratic opponent, Franklin D. Roosevelt, already popular as the governor of New York during the developing crisis, radiated infectious optimism. Prepared to use the federal government's authority for even bolder experimental remedies, he scored a smashing victory – receiving 22,800,000 popular votes to Hoover's 15,700,000. The United States was about to enter a new era of economic and political change.

1. What happened to the American economy in October, 1929?

2. Approximately how many American workers were unemployed by November, 1932?
   a. 5%
   b. 10%
   c. 15%
   d. 20%

3. Describe President Herbert Hoover's efforts to end the Great Depression.

4. Who won the presidential election of 1932?
   a. Franklin D. Roosevelt
   b. Herbert Hoover
   c. Warren G. Harding
   d. Woodrow Wilson

5. It is often said that hindsight is 20/20. Looking back upon the Roaring Twenties, what might have been done to avoid the Great Depression? Explain your answer.
Day 9: Snow Day Lesson. Read article and answer questions at the end.

Could one-and-done be an issue again?
Ray Glier
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USA TODAY

ATLANTA -- Ben Simmons spent a lone season in college basketball at LSU, trying to fit in with immense skill and share the ball, and it prompted more debate about the NBA’s continued push to ban teenagers from the league.

Is it justifiable forcing a player such as Simmons to play in college when he obviously has greater skills?

If NBA Commissioner Adam Silver had his way, Simmons would have been back at LSU for his sophomore year.

Simmons, 19, was taken first overall by the Philadelphia 76ers....

NBA players can opt out of the collective bargaining agreement with the league Dec. 15. Current players, along with the NBA, presumably will decide the future of teenagers with a new CBA — or maybe they won’t.

“It’s not high on the list,” said the Atlanta Hawks’ Kyle Korver, who is a member of the National Basketball Players Association executive committee....

Korver, while stressing it was his personal opinion, has doubts about whether 18-year-olds should be allowed to play in the NBA. The first-year salary for an early-first-round pick can be about $5 million, give or take 20%.

“I’m going to keep fighting for the health of the league,” said Korver, whose co-members on the executive committee include the Cleveland Cavaliers’ LeBron James and the Golden State Warriors’ Stephen Curry. “This is not about making as much as you can, as fast as you can. We need to make sure guys can handle the social and financial pressures.”

There is a difference of opinion among NBA players on this. Korver turned 35 in March. This will be his 14th season in the NBA.

Compare his take with that of Jabari Parker, the Milwaukee Bucks forward who played one year at Duke and turned 21 in March.

“Some of our greatest players did it,” Parker said in reference to players such as James and Kobe Bryant, who went directly to the NBA from high school. “If this is going to be your occupation, why not do it as soon as possible?

“If they can handle it, a player should be able to go. It depends on whether you are ready or not.”

Parker had a solid inner circle, which included his father, Sonny, who played in the NBA, and Duke coach Mike Krzyzewski. Parker is a thoughtful player, more wise than many 21-year-olds in any profession. He was ready, but what about others?

A few things you should know about the NBA, the NCAA and the one-and-done.

College players can declare for the draft, go through the NBA combine in May and receive feedback on where they will go in the draft. The player has 10 days after the combine to decide whether he wants to enter the draft or return to college.

The player also can hold one individual tryout with a team.

Just because a player declares for the draft does not mean he will get an invitation to the combine in Chicago. It is invitation-only.

Mark Emmert, the NCAA president, said he would rather players go directly to the NBA out of high school than be part of an artificial system of pretending to be college students for a year.
Silver wants players to spend two years in college.

Fourteen players taken in this year’s draft were college freshmen last season.

So throw into this debate — no college, one year of college or two years of college — a hybrid, data-science model proposed by Intensity, a full-service economics firm based in San Diego. One of Intensity’s directors, Danny Schayes, played basketball at Syracuse (1977-81) and in the NBA (1981-1999).

“The solution has always been where do you draw the line, and it has always been a one-size-fits-all solution,” Schayes said. “Is 18 (years old) the right number. Is 19 the right number? Is 20 the right number?”

Intensity analyzed 1,700 players who had different entry points to the NBA: from high school to after their senior year in college.

“You want to maximize the guys who are LeBron and minimize the guys who come out too early and fail,” Schayes said.

There would be a “graduated” line in the sand, according to the Intensity model, Schayes said. The study declared that NBA scouts know how to pick the top players, no matter their age.

Players rated 1 through 15 by the NBA can come out of high school, and players rated 15 through 30 can be drafted after their freshman season in college. After their sophomore year, everybody is eligible for the draft.

Schayes also said the “perverse incentive” of players leaving college for money should be removed by allowing players to make money signing autographs or doing commercials. He insists more would stay in school.

“It prevents the marginal player from coming out, the guy being forced by his agent to go,” Schayes said.

**Discussion Questions:**

1. Define: collective bargaining agreement, presumably, full-service, perverse, marginal

2. What is the NBA’s current rule on eligibility to play?

3. Why is the NBA worried about players leaving college before they are ready? Why would teams draft such players even if they are unready? Why might it be better for the league as a whole if they could not do so?

4. Whose interests does the NBA players’ association represent? Current players? Future players? Who should it represent?

5. Why does Kyle Korver say he is only expressing his personal opinion? What is the difference between saying something is his personal opinion and the stance he will take in bargaining negotiations?

6. What interests do the players’ association and the NBA have in common?

7. Why might it be in a player’s interest to go to the NBA as fast as possible, even if it might hurt his long-term development? What do you think Intensity means by a “perverse incentive”?

8. What is collusion? Is it ever justified? Why or why not?

9. What rule does Intensity think would be best for NBA eligibility? What did they conclude about scouts’ ability to evaluate high-schoolers? From what you can tell, what did they base these conclusion on?
Solve each inequality and graph its solution.

1) \(-3 - 4(5 - 8x) \leq 137\)

2) \(6(5x - 4) < -174\)

3) \(84 < 7(4 + k)\)

4) \(-5 - 3(-8x + 3) < 82\)

5) \(5(1 + 5b) \geq -95\)

6) \(-8(3 - x) < -88\)

7) \(-128 \geq 4(7x + 3)\)

8) \(93 \leq 3(1 - 5u)\)

9) \(-5(-2a - 7) < 95\)

10) \(x - 6(2x + 8) \leq -125\)
Inventors and Scientists: Louis Pasteur

Synopsis: Louis Pasteur was born in France in 1822. He discovered a way to get rid of microbes. Microbes are tiny animals that are too small to see. To treat them, Pasteur invented pasteurization. This means heating and then cooling the microbes. Pasteur and his team also created many vaccinations. These make people resistant to certain diseases.

Early Life
Louis Pasteur was a French scientist. He studied chemistry and microbes. Chemistry is the study of what matter is made of. Pasteur studied both science and the arts. He finished his university studies at the École Normale in Paris in 1847. After that, Pasteur worked and taught at Dijon Lycée. In 1848, he became a professor of chemistry at the University of Strasbourg. While there, he met Marie Laurent, and they married in 1849.

First Major Contribution In Chemistry
In 1849, Louis Pasteur studied something called tartaric acid. This acid has a special property. It changes how light passes through it. Scientists can measure this change. Pasteur compared this with paratartaric acid. The two seemed to be the same because they were made of the same matter. However, paratartaric acid does not change how light travels. Pasteur concluded that the two must be different. Pasteur decided to study paratartaric acid closely. He discovered that it is made of tiny crystals. These crystals look almost exactly the same. However, their shapes are mirrors of each other. Pasteur separated the two kinds of crystal into two piles. He discovered that the two had exactly opposite effects on light. When the two crystals were together, they canceled each other out. This proved that it is not enough to just know what matter is made of. The shape also has to be known.

Commercial Success
In 1854, Pasteur worked on a different problem. He showed that microbes make wine, beer and even milk sour. He invented a way of removing these microbes. He boiled and then cooled the wine, beer or milk. This got rid of the microbes that were present. He completed the first test in 1862. Today, this is known as pasteurization. In 1865, Pasteur took on yet another problem. Silkworm eggs are used to make silk. At the time, they became ill with an unknown disease. Pasteur discovered that microbes were the cause. He found a way to stop the contamination. In 1879, Pasteur created new vaccines. He studied a disease called chicken cholera. He exposed his chickens to a weak form of this disease. The chickens did not stay sick. Instead, they were able to fight off the cholera. Pasteur went on to make vaccinations for other diseases. Some of these were tuberculosis and smallpox. Pasteur worked in many important schools. At one time he decided to study rabies. Animals get rabies. In 1885, he treated 9-year-old Joseph Meister. The boy had been bitten by an infected dog. He was cured by Pasteur’s vaccine. Because of this, Pasteur became instantly famous. As a result, the Pasteur Institute was built in 1888.

Personal Life
Pasteur was celebrated by other well-known scientists. He kept working despite serious health problems. He died in 1895. Pasteur’s remains were moved to the Pasteur Institute in 1896.

Quiz
1. Louis Pasteur studied chemistry. How did his studies affect his scientific discoveries?

(A) Through his studies, he met a mentor who would inspire him to create many inventions.
(B) He used what he learned from his studies to discover the shape of paratartaric acid.
(C) After Pasteur finished his studies, he realized that he needed to study vaccines and diseases.
(D) When Pasteur studied chemistry, he helped another scientist complete work on microbes.
2. Why was Pasteur's study of chicken cholera important?

(A) He suffered from chicken cholera while he studied the disease, and got very ill.
(B) While studying chicken cholera, he realized that some diseases do not have a cure.
(C) He used what he learned from studying chicken cholera to create other vaccines.
(D) The chickens on his own farm had the disease, and without them Pasteur would have starved.

3. Read the following selection from the section "Commercial Success":

He showed that microbes make wine, beer and even milk sour. He invented a way of removing these microbes. He boiled and then cooled the wine, beer or milk. This got rid of the microbes that were present. He completed the first test in 1862. Today, this is known as pasteurization.

Based on this information, what does "pasteurization" mean?

(A) the accomplishments and successful discoveries of Louis Pasteur
(B) the use of certain kinds of microbes to make wine, beer, and milk taste sour
(C) the creation of liquids that do not need microbes in order to stay fresh for long periods of time
(D) the process of boiling and then cooling a liquid to get rid of microbes in the liquid

4. Read the following paragraph from the section "Commercial Success":

Pasteur worked in many important schools. At one time he decided to study rabies. Animals get rabies. In 1885, he treated 9-year-old Joseph Meister. The boy had been bitten by an infected dog. He was cured by Pasteur's vaccine. Because of this, Pasteur became instantly famous. As a result, the Pasteur Institute was built in 1888.

Which sentence from the paragraph means that many people quickly learned about Pasteur's discovery?

(A) Pasteur worked in many important schools.
(B) In 1885, he treated 9-year-old Joseph Meister.
(C) Because of this, Pasteur became instantly famous.
(D) As a result, the Pasteur Institute was built in 1888