Denver Center Theatre Company

Inside Out

PRODUCED BY THE EDUCATION DEPARTMENT | JANUARY 2001

1933 Was a Bad Year

"'Dominic Molise', I said, 'hold it. Is everything going to be according to plan? Examine your condition with care, take an impartial survey of your situation.'"

When 17-year-old Dominic Molise examines his condition in Boulder, Colorado, he finds it pretty dismal. It is 1933, the low point of the Great Depression. His bricklayer father has had no work in five months; his Italian family, Mother, Father, brother Augie, sister Clara and grandmother Bettina live in a cramped house on Arapahoe Street. He envies his wealthy friend, Ken Parrish, and is hopelessly in love with Ken's sister, Dorothy. All Dominic has faith in is "The Arm." His left arm, which can pitch sliders, knuckle balls and fast-balls, is his ticket out of Boulder and his entree into big league baseball. But realizing his dream is tougher than Dom thought. Without resources, he has to resort to tactics that his gentle nature abhors. In this poignant, tender, funny memory play, when reality

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The Author

"Our path emerges for a while, then closes within a dream."

Ernest Dowson. Vitae Summa Brevis Spem Nos Vetat Incohare Longam. 1896.

John Fante was born in Colorado in 1909. He attended parochial school in Boulder and Regis High School, at that time a Jesuit boarding school. He also attended the University of Colorado and Long Beach City College.

Fante began writing in 1929 and published his first short story in *The American Mercury* in 1932. He published numerous stories in *The Atlantic Monthly*, *The American Mercury*, *The Saturday Evening Post*, *Collier's*, *Esquire*, and *Harper's Bazaar*. His first novel, *Wait Until Spring, Bandini* was published in 1938. The following year *Ask the Dust* appeared. (Both novels have been reprinted by Black Sparrow Press.) In 1940, a collection of his short stories, *Dago Red*, was published.

Meanwhile, Fante had been occupied extensively in screen writing. Some of his credits include *Full of Life*, *Jeanne Eagels*, *My Man and I*, *The Reluctant Saint*, *Something for a Lonely Man*, *My Six Loves* and *Walk on the Wild Side*.

John Fante was stricken with diabetes in 1955 and complications brought about his blindness in 1978, but he continued to write by dictation to his wife, Joyce, and the result was *Dreams from Bunker Hill* (Black Sparrow Press, 1982). He died at the age of 74 on May 8, 1983.

In 1985, Black Sparrow published Fante's selected stories, *The Wine of Youth*, and two early novels, which had never before been published, *The Road to Los Angeles* and *1933 Was a Bad Year*. In 1986, Black Sparrow brought out two previously unpublished novellas under the title *West of Rome*. *Full of Life* and *The Brotherhood of the Grape* were reprinted by Black Sparrow in 1988.

In 1989, Black Sparrow published John Fante and H.L. Mencken: *A Personal Correspondence 1930-1952*, and most recently in 1991, they published Fante's *Selected Letters 1932-1981*. (from book jacket to *1933 Was a Bad Year* by John Fante. Santa Barbara: Black Sparrow Press, 1995.)

1933 Teams

CHICAGO CUBS

Charlie Grimm, Manager, 1B
Gabby Hartnett, C
Billy Herman, 2B
Woody English, 3B
Billy Jurges, SS
Frank Demaree, OF
Babe Herman, OF
Riggs Stephenson, OF
Kiki Cuyler
Mark Koenig
Harvey Hendrick
Gilly Campbell
Jim Moslof
Taylor Douthit
Stan Hack
Dolph Camilli
Zack Taylor
Babe Phelps
Lon Warneke
Guy Bush
Charlie Root
Bud Tinning
Pat Malone
Lynn Nelson
Burleigh Grimes
Roy Henshaw
Leroy Herrmann
Beryl Richmond

NEW YORK YANKEES

Joe McCarthy, Manager
Bill Dickey, C
Lou Gherig, 1B
Tony Lazzeri, 2B
Joe Sewell, 3B
Frankie Cosetti, SS
Ben Chapman, OF
Earle Combs, OF
Babe Ruth, OF
Dixie Walker
Lyn Lary
Sammy Byrd
Doc Farrell
Art Jorgens
Tony Rensa
Joe Glen
Billy Werber
Red Ruffing
Lefty Gomez
Johnny Allen
Russ Vanatta
Danny Macfayden
Jumbo Brown
Don Brennan
Charlie Devens
Herb Pennock
George Uhle
Wiley Moore
George Pipgras

Source: www.baseball-reference.com

Italian Immigration
to Colorado

Italian immigration to the U.S. brought more than four million people between 1870 and 1920. Like most immigrants, Italians came to the U.S. in search of better lives. Stories from America promised higher wages, better living conditions and greater independence. Colorado attracted Italians because it had great mineral wealth, wooded areas and fertile soil. A European newspaper described it as the "Italy of Western America."[9]

The political climate of Italy also contributed to the vast emigration. The Italian Revolution for a unified country began in the mid-1800s and in 1871 Italy was proclaimed an independent nation. Although the revolution achieved its goal, the political, social, and economic conditions were slow to improve. This was especially true for lower-class working families whose greatest numbers populated southern Italy, or the region described as the Mezzogiorno. They worked on farms and vineyards in rural areas with little pay and very poor living conditions. Approximately 75 percent of all Italian immigrants came from the Mezzogiorno and sought mining and field work in the southern and western U.S.

The first Italians to head for Colorado were from Liguria, one of the most mountainous regions of Italy. From Genoa, the four Garbarino brothers came to the untamed wilderness. One of them, Louis, ultimately made his home in Boulder and by 1870, had made enough money from mining to send for a fifth brother. Most of the Italian émigrés headed for the mountains because Colorado mines were booming from 1880-1890. They supplanted the English, Welsh and Cornish workmen in their search for gold, silver, iron, lead and copper. They also worked in the fields of granite and freestone quarrying.

Because of their numbers, they experienced prejudice. The Ku Klux Klan in Boulder made them a target for their enmity and called them "Dagos"— a derogatory version of the name Diego. The Italians "did the hardest, most dangerous work in the county—coal mining—but the Klan stereotyped them as lazy, unproductive parasites."[10] Despite serious discriminatory conditions, the Italians managed to integrate themselves into the community.

The 1930 census reported 103 first- or second-generation Italian immigrants living in Boulder County out of 32,456 total inhabitants. Although the statistic suggests that Italian ancestry was not a large portion of Boulder's population, it does not take into account families with a longer history in the region. The industrious first-generation Italians worked hard not only for profit and the industry of Colorado, but to provide better lives for their children. The success of future generations in professional and white-collar jobs earned Italian Americans respect for their contributions to Colorado's history and future. "The Rocky Mountain West provided them with a gratifying time of growth, a time to build and plant their roots deeply into the soil.[11]

"Chi lascia la via vecchia per la nuova sa quel che perde e non sa quell che trova."

"He who gives up the old ways for the new ones knows what he has lost but not what lies ahead."
–Italian Proverb

BOULDER

In 1858, a Captain Aikins led a small party of gold seekers to the Colorado Mountains and the present site of Boulder. Prior to 1858, few settlers knew of Boulder's green valleys and grassy plains that lay east of the Rocky Mountains. It was the winter hunting grounds of the Comanche, the Kiowa, the Cheyenne and the Arapaho; otherwise, the area was unsettled and uncharted.

The prospectors established a winter camp on Boulder Creek. Gold was found, news spread and inevitably, more people arrived. On February 10, 1859, the Boulder City Town Company was organized. The word "boulder" was chosen because of the profusion of large boulders in the area. Boulder was applied to town, creek, and canyon as well as to the company's name.

The new inhabitants appropriated the choicest lands — lands that still belonged to the Native Americans by natural right and by the Treaty of Fort Laramie of 1851. Another treaty was negotiated, the Fort Wise Treaty of 1861 that moved the Southern Arapaho and Cheyenne to a tiny reservation in the arid flats of southeastern Colorado. Native Americans remaining in the Boulder area suffered from disease, starvation and attack as the white settlement grew and depleted the native's resources. The Medicine Lodge Treaty of 1867 forced the few Southern Arapaho who survived out of Colorado to a reservation in what is now northwestern Oklahoma.

The development of Boulder started almost immediately. The Boulder Valley and Central City Wagon Road, a toll enterprise, started in 1865. In 1870, there were expectations of obtaining a railroad and a university. The town of Boulder was incorporated on the 4th of November 1871 and re-incorporated with enlarged boundaries in February 1878. In 1873, both the Colorado Central Railroad and the Denver & Boulder Valley railroad reached the city.

The population of Boulder grew from 343 in 1870 to 3,069 in 1890.[12] In 1900, it had 6,150 residents. "... Boulder shunned industry and strove to become the 'Athens of Colorado,' as Editor Lucius Paddock of the Boulder *Daily Camera* said. The new Athens, Paddock wrote in his June 11, 1896 edition, boasted 'churches and excellent schools, a cultural society, happy homes, and the University of Colorado.'" Boulder's first newspaper, *Valley News*, debuted on April 3, 1867. The paper that is today's Boulder *Daily Camera*, was first published in 1890.[13] The first church built in Boulder was the Congregational Church begun in 1866 and dedicated in 1870. The first volunteer fire department, the Phoenix Hook and Ladder Company, was formed in 1875 and Boulder High, the first high school in Colorado, graduated its first class in 1876. Mount Saint Gertrude's Academy, the first private school, was founded in 1891; the Boulder Colorado Sanitarium for tuberculosis patients began in 1895 and the Colorado Chautauqua, a center for artistic, educational, cultural, social, and recreational programming, held its first assembly in 1898.

In 1859, the town founders planned a town with unusually large lots and generous public amenities. By 1900, the city had acquired more than 1800 acres of parkland and adopted visionary plans for acquiring much more during the 20th century. Boulder became a Home Rule city with a city manager form of government on January 1, 1918. Town meetings initially focused on lot size, railroads, the university, water supply, schools and other important community issues. Boulder's management of growth has made it a national prototype. To protect their scenic foothills from development, local government has initiated a 5750-foot "blue line" for water services. Further they initiated the first open space tax in the United States and in 1971 approved a 55-foot building height limit.

Since 1970, Boulder County officials have viewed rural preservation as a way to manage growth and preserve the quality of life. In 1976, voters approved a 2% residential growth limitation and subsequent ordinances continue to limit the number of residential building permits. These plans to limit growth to a manageable level are creating a challenge in the form of affordable housing for Boulder's middleclass. A transferable development rights program now permits more clustered housing in exchange for setting aside open space. Agreements between the county and its cities also preserve agricultural land, as do conservation easements that leave land for crops and livestock. Consequently, "Boulder enters the 21st century endowed with a superb greenbelt, exhilarating mountain parks and a first-rate city park system."[14]

The Great Depression

In October 1929—only a few months after the Republican president, Herbert Hoover, took office—the stock market crashed. The average value of 50 leading stocks fell by almost half in two months. The slide continued until 1932, when stock prices were barely one-fourth of what they had been in 1929.

The causes of the Crash of 1929 were many. The agricultural economy had collapsed in 1919 and continued to be weak. Because of poor regulatory policies, many banks were overextended in loans. Wages had not kept up with profits, and by the late 1920s, consumers had reached the limit of their ability to borrow and spend. Thus, production began to decline and unemployment began to rise. The Crash was also precipitated by stock prices that were much higher than their actual value. Confidence was destroyed in both investors and consumers.

"Historians attribute the use of the term 'depression' to Herbert Hoover, who used the word to characterize the state of the American economy in the months following the Crash of 1929."[2] He thought the term "panic" was too frightening, but, in truth, there was much to fear. "The 1,352 banks that failed in 1930 represented more than 853 million dollars in deposits. In 1931, 2,294 banks went under, with deposits of over 1.7 billion dollars. In 1930, 26,355 businesses failed. That number was surpassed in 1931 by 28,285 failures. The 451,800 corporations left in business in 1932 had a combined deficit of 5.64 billion dollars. By the end of 1931, unemployment had climbed to 8 million and in a few months would approach 12 million."[3]

"In the entire history of American capitalism, there has been only one Great Depression. In more recent years the United States has suffered 'recessions,' the current term of preference, at frequent intervals. But no economic downturn has been as severe as that of the Great Depression, one of the few true national crises in American history."[1]

The effect of such statistics could be seen in individual human lives as people struggled bravely to go on. America had always had a long tradition of neighborliness and charity, but there was not enough private charity to go around. It was up to each municipality to care for its own. As the depression worsened in 1930, towns and cities were unable to care for their needy and people were unable to give donations. Without money, the least fortunate begged and picked over refuse in garbage dumps. The novelist Thomas Wolfe wrote: "These scenes of suffering, violence, oppression, hunger, cold and the filth and poverty going on unheeded—left a scar upon my life."[4] "Still President Hoover insisted that the Federal government should not spend money for the relief of individual citizens. When the 1930 drought brought more disaster to farmers, Hoover urged Congress to appropriate money to be loaned to farmers to buy such things as seed and cattle feed. His opponents taunted him that he was willing to feed cattle but not people."[5]

President Hoover experimented with federally financed public works, but only on a limited basis. His administration created the Reconstruction Finance Corporation with two billion dollars for rescuing hard-pressed banks, railroads, factories and farmers. Afraid of sapping the initiative and will of the average worker, Hoover was reluctant to make the Federal government an employer. An enemy of big government, Hoover wanted to ride out the bad times rather than abandon the individualistic, capitalistic system he felt had worked so well. Hoover's failures and mistakes guaranteed that whomever the Democrats nominated in 1932 would become the new President. And it was Franklin Delano Roosevelt, governor of New York, who won the Presidency with a large margin, while the Democrats also won majorities in both Houses of Congress.

Immediate relief, recovery and reform were Roosevelt's aims when he took office. In a 99-day session, Congress passed an historic number of important bills, most of them emanating from the White House. One bill created a Federal Emergency Relief Administration (FERA) that eventually paid close to 3 billion dollars for relief or for wages on public works. Another bill established the Civilian Conservation

Corps (CCC) that employed 3 million young people in forestry work, road building and flood control. Out of these two agencies grew the Works Progress Administration (WPA) of 1935. Another emergency act gave the President power to regulate banking and reopen solvent banks. An important measure of 1933 set up the National Recovery Administration (NRA) which tried to put industry on its feet by shortening work hours, raising wages and eliminating cut-throat competition.

Beginning in 1935, Congress also passed a series of social security laws that gave pensions to the aged, insurance to the unemployed and benefit payments to disabled children and dependent mothers.

Despite all these efforts, the Great Depression resisted the remedies. Unemployment remained high; wages were still below the pre-1929 level; the Gross National Product (GNP) of 1939 had increased only slightly to three per cent beyond what it had been in 1929 and 9 million people were still unemployed. "The national crisis, the Great Depression, was not over even as the next national crisis, World War II, loomed. But not even the trauma of war and the return of peacetime prosperity following the defeat of Germany and Japan could purge the Great Depression from the memories of those who had lived through it." [6]

THE GREAT DEPRESSION IN BOULDER, COLORADO

The 1930s in Boulder were much like those years in any other part of the country—not much was going on because nobody had any money to do anything. Boulder families were struggling like everyone else; social services were meager because it was assumed "everyone would take care of their own."[7] However, the city of Boulder did offer help to recipients who worked on civic projects as a means of subsistence. These workers were paid one to two dollars a day, performing labor such as installing water mains, trimming trees, improving roads and shoveling snow. Hardly more than a thousand dollars a month was expended on these projects by the city and sometimes as little as one hundred dollars.

The local government also pinched pennies. Boulder cut the salaries of its twelve-man fire department in June 1932 to $114.75 a month. It also reduced police pay by 15%. The chief received $153.75 a month while patrolmen were paid $114.75.

In July 1933, the first group of the Civilian Conservation Corps (CCC) moved into the town and camped along Boulder Creek at Sixth Street. A program of the New Deal, they were paid thirty-two dollars a month, but had to send twenty-two dollars back to their families. In the Boulder area, the CCC opened up fire lanes in the mountain park lands, made horse trails, improved hiking trails and pulled out trees infected with the Black Hills beetle. They also built Flagstaff Road, the Sunrise Amphitheater on Flagstaff Mountain, a lodge on Green Mountain and a rock garden for the Chautauqua grounds.

In 1936, the Works Progress Administration (WPA), another New Deal enterprise, built the Mary Rippon Outdoor Theater at the University of Colorado, the golf course at the Flatirons Country Club and Beach Park. In addition, federal grants given during the Depression provided funds for building several rural Italian style buildings at CU. Sewall Hall was built in 1934, the National History Museum in 1935 and Balch Fieldhouse in 1936.

But many felt that not enough was being done to help the needy. The Federal Emergency Relief Agency (FERA) was often criticized for ignoring minority groups, such as the Latinos. Helen Fischer of Boulder was extremely vocal on this matter. She told Harry Hopkins, administrator of FERA that "reactionary politicians" failed to help the poor.[8]

By 1934, times were extremely difficult in Boulder and town spirit was lacking. The Junior Chamber of Commerce, the Senior Chamber and the Boulder County Metal Association joined together to produce Pow-Wow Days in an effort to cheer people up. Pow-Wow began on August 1, 1934 and included a 40-mile bicycle race from Boulder to Longmont and back, and a beauty contest. The Hard Rock Drilling Championship of the World was established, bringing miners in from Nederland, Leadville, Jamestown and Climax to compete. In the city named after a boulder, suitable rocks had to be brought down from the mountains for drilling. But the day was a success and did lift spirits of the citizens if only temporarily.

People, Places and Things

ABRUZZI: a region in the center of Italy that is part of the Apennine Mountains. Besides mountains, the area is full of narrow gorges and uninhabited forests. In basins sheltered from the wind are orchards of almond and olive trees.
TORRICELLA PELIGNO: a village due east of Rome in the Abruzzi region.
SLOAN'S LINIMENT: a medicinal fluid applied to the skin for the purpose of soothing aching muscles; primarily used on horses.
GRETA GARBO: a Swedish-American actress who has been called the most famous actress in motion picture history. She starred in such 1930s films as *Camille, Anna Christie, Ninotchka*, and *Grand Hotel*.
JEAN HARLOW: a glamorous film actress of the 1930s who starred in such films as *Hell's Angels, Public Enemy*, and *Platinum Blonde*.
MIRIAM HOPKINS: a film star of the 1930s whose pictures included *The Smiling Lieutenant, Becky Sharp*, and *Dr. Jekyll and Mr. Hyde*.
CAROLE LOMBARD: a sophisticated comedienne of 1930s films such as *Twentieth Century, My Man Godfrey* and *To Be or Not to Be*. She died tragically in a plane crash in 1942 while returning from a US Bond-selling tour.
GINGER ROGERS: film actress and dancer who achieved her greatest acclaim as Fred Astaire's partner in such 1930s movies as *Flying Down to Rio, 42nd Street, Gold Diggers of 1933* and *The Gay Divorcee*.
YEHUDI MENUHIN: an American violinist who was a child prodigy and went on to achieve greater success as an adult.
FRANK COSETTI: shortstop for the New York Yankees between 1932-1948.
JOE DI MAGGIO: outfielder for the New York Yankees between 1936-1951.
LEW FONSECA: second baseman for the Cincinnati Reds, Philadelphia Phillies and Cleveland Indians between 1921-1933.
LOU GEHRIG: first baseman for the New York Yankees between 1923-1939.
CHARLIE GRIMM: first baseman for the St. Louis Cardinals, Pittsburgh Pirates and Chicago Cubs between 1918-1936.
GABBY HARTNETT: catcher for the Chicago Cubs between 1922-1940.
TONY LAZZERI: second baseman for the New York Yankees between 1926-1939.
BABE PINELLI: third baseman for the Cincinnati Reds from 1922-1927.
HACK WILSON: outfielder for The New York Yankees, Chicago Cubs, and Brooklyn Dodgers between 1923-1934.
JOE McCARTHY: manager of the Chicago Cubs in the 1930s.

NOTES

1. Chalberg, p. 14.
2. Chalberg, p. 14.
3. Watkins, p. 55.
4. Boardman, p. 32.
5. Charlberg, p. 20.
6. Chalberg, p. 21.
7. Noel and Corson, p. 28.
8. Leonard, p. 55.
9. Rolle, p. 169.
10. Noel and Corson, p. 29.
11. Rolle, p. 182.
12. *Boulder in Cool, Colorful Colorado*.
13. Noel and Corson, p. 41.
14. Noel and Corson, p. 133.

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ACTIVITIES

READING AND WRITING

For Discussion

Grandma Bettina and the elders in the Molise family face the issues of speaking English as a second language. Perhaps you have had the experience of visiting a foreign country in which the citizens speak another language. How do you think this would make you feel? How would you feel if you had to live in this country everyday? What problems would you face on a daily basis? How would your life be different compared to the way you live now?

Activities

•*Students apply thinking skills to their speaking, listening and viewing.*
Colorado Model Content Standard: Reading and Writing #4

Gibberish is a common improvisation technique used in theatre classes and rehearsal. Gibberish is defined as a made-up language that forces the actor to communicate through non-verbal techniques. Select two volunteers from your class: one of them should speak gibberish while the other speaks English. Help the student speaking gibberish identify an objective or something he/she wants from the other person. Start with a simple, achievable objective such as "I want him to sit in a chair" or "I want her to leave the room." The student speaking gibberish will have to communicate any way that he/she can in order to achieve the objective. The scene is complete once the objective has been reached.

Next, repeat the activity adding given circustances. Given circumstances are the fictional "who, what, where and why" of theatre. For example, the student who speaks gibberish may be a tourist asking for directions to a hotel. Or, the student who is speaking English may be trying to exchange money with a bank teller who speaks gibberish. After each scene has been performed, discuss how each actor used non-verbal communication to get what he wanted.

• *Students write and speak for a variety of purposes and audiences.*
Colorado Model Content Standard: Reading and Writing #2

1933 could be classified as either a memory play or a maturation story. A memory play is one in which a protagonist, or main character, reflects upon the events of the play. A maturation story is a story in which the protagonist experiences events that lead him/her to learn a moral or life lesson. After seeing the play, decide which of the genres best describes this play: memory play or maturation story. Can you identify examples of both forms of narration from the play? Select one of these genres and create a list of examples from the play or another piece of literature that classify it as either a memory or maturation story.

• *Students read and recognize literature as a record of human experience.*
Colorado Model Content Standard: Reading and Writing #6

1933 is adapted from a novel written by a native Coloradan. One can presume that many of the aspects of the story such as setting, characters and situations are derived from the author's life. After seeing the play, write about an event in your life that deeply affected you. Choose one of the literary genres listed above (memory or maturation story) in which to narrate your story. What perspective will you write from: the present or past? Describe how this event impacted your life and what lessons you learned from it.

SOCIAL SCIENCES

"Human beings have been on the move since prehistoric times. One of the most ancient identifiable migrations brought Asians to the Americas some 30,000 years ago. The first written record of a mass migration is the biblical story of the Jews leaving Egypt in search of the Promised Land. Between 1800 and 1970, 40 million people left Europe for North America, in what is now called the Atlantic Migration. The latter part of the 20th Century has seen mass migrations of refugees from war and economic want all over the globe." (*Kids Discovery: Immigration*, 1999.)

For Discussion

What would it take for you to pack up just a few of your most cherished possessions and move permanently to another country? What personal characteristics would enable you to successfully emigrate? Why has America always been one of the chief receiving nations for immigrants and refugees? How do you think the plight of the immigrant has changed throughout history? How has it stayed the same? How might Dom's situation of wanting to leave Boulder reflect Grandma Bettina's emigration?

Vocabulary: Define the following terms:
Immigrant
Emigrant
Refugee

Activities

• *Students know how to interpret and evaluate primary and secondary sources of historical information.*
Colorado Model Content Standard: History #2.2
• *Students know the characteristics, location, distribution and migration of human populations.*
Colorado Model Content Standard: Geography #4.1

Grandmother Bettina is an example of the millions of those who immigrated to America during the Atlantic Migration. The greatest number of immigrants from Eastern Europe (including Italy and the Slavic countries) arrived between the years 1880-1900. Research the events that were taking place in Italy during this era that might have caused this mass emigration. Were people leaving their home countries because of political, economic, religious or personal reasons? After researching the possible historic implications, choose one of these and create a fictional biography of Dominic's Grandmother Bettina. Describe her life before she left Italy, the reasons she left and how her life has

changed. You may choose to write your fictional account in any genre: as a story, a diary, a letter, a monologue or a fictional interview.

• *Students use chronology to examine and explain historical relationships.*
Colorado Model Content Standard: History #1.3

The Great Depression was a traumatizing time in America's history affecting every aspect of life. After researching the era, create a time-line of the events that led up to and/or marked The Great Depression. Be sure your time-line includes important events from a variety of areas: politics, economics, entertainment, medical, social, etc. After creating the time-line, select one event from each subject area and answer the following questions: Why was this an important event during the Great Depression? How did this event impact the future? How would life be different today if this event never occurred?

• *Students know how to use maps, globes and other geographic tools to acquire, process and report information from a spatial perspective.*
Colorado Model Content Standard: Geography #1.1
• *Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.*
Colorado Model Content Standard: Geography #6

There are many references in 1933 to actual places in and around Boulder, Colorado. Research the following list of places and see if you can find their actual location on a map:
• Boulder High School
• Boulder Preparatory School
• College Hill
• University of Colorado
• Apollo Theatre
• Boulder Creek
Using a modern-day map of Boulder, identify where these places are or used to be. How many are still standing? Are they still used for their original purpose? What has emerged in Boulder that wasn't there in 1933? How do you think Boulder has changed since 1933? How will it be different 67 years from now?

MATHEMATICS
• *Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.*
Colorado Model Content Standards: Mathematics #1
• *Students use data collection and analysis, statistics, and probability in problem solving situations.* Colorado Model Content Standards: Mathematics #3

Use the following theorems to figure the statistics of 1933 ballplayers:

Glossary
• H = Number of Hits
• AB = Number of Times At-bat
• BB = Bases on Balls or Number of Walks
• HBP = Hit by Pitch, automatic walk
• SF = Sacrificed fly balls
• CS = Caught Stealing
• 2B = doubles
• 3B = triples
• HR = homeruns
• GIDP = Grounded into double play
• IBB = Intentional bases on balls
• SH = Sacrifice hits
• SB = Stolen Bases
• RBI = Runs batted in
• PO = Putouts
• A = Assists
• E = Errors
Batting Average = H divided by AB
Total bases (TB) = H + 2B + (3B times 2) + (HR times 3)
Slugging percentage = TB divided by AB
Fielding percentage = (PO + A) divided by (PO + A + E)

Activities
1) In his career, Joe DiMaggio had a total of 6,821 at-bats and 2,214 hits. What was his batting average? (Hint: Batting averages are rounded to the first 3 decimal spaces)
2) Joe DiMaggio had a total number of 1,537 RBIs over thirteen seasons. What was his RBI average per season?
3) In 1933 Tony Lazzeri's statistics were as follows: 154 hits, 22 doubles, 12 triples, 18 homeruns, and 523 times at bat. With this information, compute Lazzeri's slugging percentage. (Hint: Slugging percentage is rounded to the first 3 decimal spaces.)
4) Figure Tony Lazzeri's fielding percentage for 1933 using the following statistics: 338 putouts, 407 assists, and 25 errors. (Hint: Fielding percentage is rounded to the first 3 decimal spaces.)
5) Hack Wilson's total bases for 1933 numbered 140. How many hits did he have considering he had 13 doubles, 2 triples, and 9 homeruns?
6) Using the above information, what was Hack Wilson's batting average for 1933? He went to bat 360 times.

Denver Center Theatre Company

Donovan Marley, Artistic Director
A division of The Denver Center for the Performing Arts

The student matinee program is

StorageTek
Microsoft

Daniel Renner, Director of Education
Linda Eller, Editor
Sally Gass, Contributing Writer
Linda Eller & Chris McCoy, Activities
Melinda Jaz, Designer

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Colorado Council on the Arts
SCFD

7) Gabby Hartnett played for the Cubs for 19 seasons with a total number of 1912 hits. What was his average hitting scored per season?
8) Gabby Hartnett's 1933 slugging average was .433 out of 490 times at bat. If he received 21 doubles, 4 triples and 16 homeruns, how many hits did he have for the 1933 season?

Answer Key
1) .325
2) 118
3) .486
4) .968
5) 96
6) .267
7) 100.63
8) 135