



“TO KILL A MOCKINGBIRD”: AN INTRODUCTION TO 1930S AMERICA

TEACHER VERSION

Subject Level:

High School English

Grade Level:

9–10

Approx. Time Required:

60–120 minutes

Learning Objectives:

- Students will be able to use census data to describe unemployment numbers from the 1930s and to make inferences about the plot, setting, and conflict in “To Kill a Mockingbird.”
- Students will be able to use the RAFT technique to create a written piece that demonstrates an understanding of 1930s America and an explanation for why the major events occurring during this time period are relevant to the first 3 chapters of “To Kill a Mockingbird.”

Activity Description

This activity teaches students about the setting of Harper Lee’s famous novel “To Kill a Mockingbird,” which takes place during 3 years (1933–1935) of the Great Depression. Part 1 of this activity can be used before students start reading the novel to help them understand what life was like in the 1930s. In this part, students will examine and answer questions about census documents that feature unemployment numbers and related information. Part 2 can be completed after students have read the first few chapters of the novel. In this part, students will write a piece using the RAFT technique (role, audience, format, topic) to show what they learned about the 1930s and what they have read so far.

Suggested Grade Level:

9–10

Approximate Time Required:

Part 1 (60 minutes)

Part 2 (60 minutes, or for homework after students have completed Chapters 1–3)

Learning Objectives:

- Students will be able to use census data to describe unemployment numbers from the 1930s and to make inferences about the plot, setting, and conflict in “To Kill a Mockingbird.”
- Students will be able to use the RAFT technique to create a written piece that demonstrates an understanding of 1930s America and an explanation for why the major events occurring during this time period are relevant to the first three chapters of “To Kill a Mockingbird.”

Topics:

- 1930s
- Poverty
- The Great Depression
- “To Kill a Mockingbird”
- Unemployment

Skills Taught:

- Analyzing historical data
- Understanding others’ perspectives

Materials Required

- The student version of this activity, 12 pages
- Copies of “To Kill a Mockingbird”

Activity Items

The following items are part of this activity. The items and their sources appear at the end of this teacher version.

- Item 1: 1930s Overview
- Item 2: 1930s Decennial Census Questionnaire
- Item 3: Unemployment (Results of 1930 Decennial Census)
- Item 4: 1937 Unemployment Census
- Item 5: Photo of Employees and Supervisors Processing the 1937 Unemployment Census
- Item 6: Photo of Vice President John Garner and Unemployment Census Director John Biggers

For more information to help you introduce your students to the U.S. Census Bureau, read [“Census Bureau 101 for Students.”](#) This information sheet can be printed and passed out to your students as well.

Standards Addressed

See chart below. For more information, read [“Education Standards and Guidelines Addressed by Statistics in Schools.”](#)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

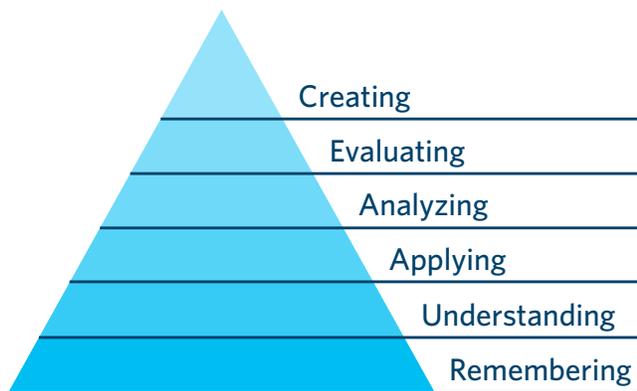
Standard	Strand	Clusters
<p>CCSS.ELA-LITERACY.RL.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	Reading: Literature	Key Ideas and Details

Bloom’s Taxonomy

Students will **understand** what life was like in the 1930s.

Students will **apply** what they learned about the 1930s as well as what they read in Chapters 1-3 of “To Kill a Mockingbird” to complete a writing assignment.

Students will **analyze** data to make inferences about the plot, setting, and conflict of the novel.



Teacher Notes

Before the Activity

Students must understand the following key terms:

- **Decennial census** – a constitutionally required process for the purpose of reapportioning the U.S. House of Representatives, occurring every 10 years, that uses a questionnaire to count all U.S. residents at every address in the country (according to where they resided on April 1 of that census year)
- **Enumerator** – a person employed in taking a census of the population, which can involve going door to door to have people complete their census forms

Students should have a basic understanding of the following ideas and concepts:

- The purpose of the Census Bureau (For more information to help you introduce your students to the Census Bureau, read "[Census Bureau 101 for Students](#)" or visit www.census.gov/about/what.html. In particular, teachers should help students understand that the Census Bureau is a government agency that collects data about people, places, and the economy through various surveys. The decennial census is only one example of what the Census Bureau does.)
- The Great Depression
- The fact that Alaska and Hawaii were not part of the United States in the 1930s

During the Activity

Part 1

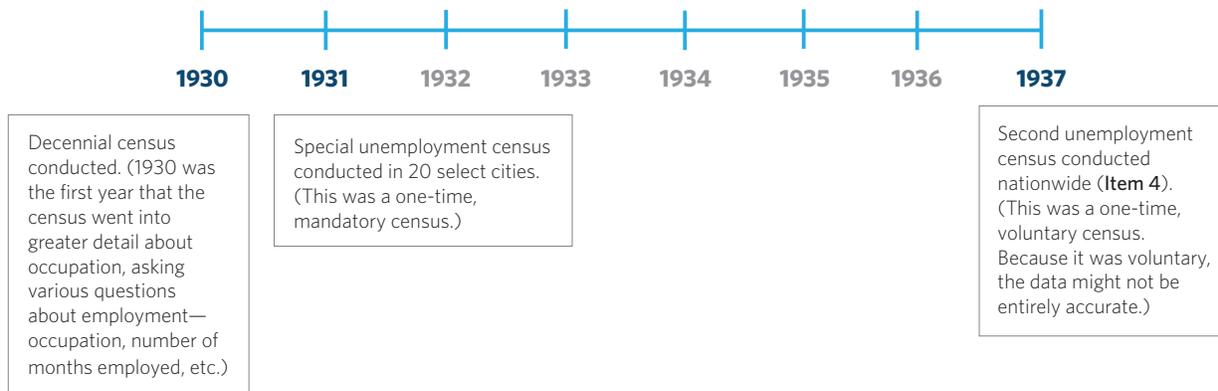
Teachers should facilitate a class discussion to have students share what they already know about the 1930s or the novel "To Kill a Mockingbird," writing down students' thoughts on a whiteboard or elsewhere in the classroom.

Teachers should then lead students in reading **Item 1**. Teachers could read aloud, have students take turns reading aloud, have students read aloud with partners, ask that students read silently and annotate the text, etc. Teachers should explain to students that before most decennial censuses, Congress passes an act to authorize the types of information that will be collected and sometimes lays out how to conduct the census (down to how and what to pay the enumerators). When Congress passed that act in 1929, leading up to the 1930 decennial census, it was the first time that Congress only stipulated categories of questions but allowed the Census Bureau to determine the questions themselves. Teachers should also add that one reason the data was unreliable was that people were often reluctant to admit that they were unemployed.

Next, teachers should have students review **Item 2** to get a sense of what the 1930 decennial census questionnaire looked like, pointing out the section for "Occupation and Industry" so students understand that occupations are tracked by the government.

Then teachers should have students read **Item 3**, which contains the data from the 1930 decennial census. After that, teachers should direct students to review the rest of the items (**Items 4, 5, and 6**), which feature the 1937 unemployment census and related photographs.

Teachers could draw a timeline on the board, like the one below, with input from students:



Teachers should then direct students to answer the questions for Part 1. Teachers may need to guide students through question 3.

Part 2

This part cannot be completed until students have read Chapters 1–3 of “To Kill a Mockingbird.”

Once students have read the first three chapters of the novel, they should complete RAFT responses.

The RAFT technique helps students understand their role as a writer and how to communicate effectively in that role. It encourages students to think creatively and consider topics from multiple perspectives, and it teaches them how to write for multiple audiences.

RAFT stands for:

- **Role of the writer:** Who are you as the writer? (Students could write from the perspective of a character in the novel or from an outside perspective.)
- **Audience:** To whom are you writing?
- **Format:** What form is your written piece going to take?
- **Topic:** What are you writing about?

Teachers should work with the class to suggest that students writing from the perspective of a character in the novel don’t all pick the main character (Scout).

Teachers may want to model the RAFT technique to help students get familiar. Teachers could use the following examples with students:

Example 1:

- **Role:** I am Walter Cunningham
- **Audience:** and I am writing to myself
- **Format:** in a diary entry
- **Topic:** about poverty in the 1930s in Maycomb.

Example 2:

- **Role:** I am a townspeople in Maycomb County
- **Audience:** and I am writing to President Roosevelt
- **Format:** in a letter
- **Topic:** to discuss my experiences with poverty in the 1930s during the Great Depression and my feelings about his recent inaugural address in which he said, “There is nothing to fear but fear itself.” (Chapter 1 discusses the general feeling in Maycomb and alludes to this quote.)

After the Activity

Teachers should ask student volunteers to share their RAFT responses. When evaluating responses, teachers should ensure that students have proven their understanding of the time period based on this activity.

Teachers should also ask students to write down a prediction about something they think might happen in the novel based on what they learned in Part 1 of the activity.

Extension Idea

At any point during the reading of the novel, teachers could have students complete another RAFT response with different selections. RAFT is an appropriate tool to use with “To Kill a Mockingbird” in particular, because the novel features multiple perspectives.

Student Activity

Click [here](#) to download a printable version for students.

Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: 1930s Overview
- Item 2: 1930s Decennial Census Questionnaire
- Item 3: Unemployment (Results of 1930 Decennial Census)
- Item 4: 1937 Unemployment Census
- Item 5: Photo of Employees and Supervisors Processing the 1937 Unemployment Census
- Item 6: Photo of Vice President John Garner and Unemployment Census Director John Biggers

Student Learning Objectives

- I will be able to use census data to describe unemployment numbers from the 1930s and to make inferences about the plot, setting, and conflict in "To Kill a Mockingbird."
- I will be able to use the RAFT technique to create a written piece that demonstrates an understanding of 1930s America and an explanation for why the major events occurring during this time period are relevant to the first three chapters of "To Kill a Mockingbird."

Part 1

Review **Items 1-6**, then answer the following questions about what was going on in the 1930s, when "To Kill a Mockingbird" took place.

1. What is the purpose of the U.S. Census Bureau? Who works to support the Census Bureau, and what do they do?

Students should say that the Census Bureau is a government agency that collects data about people, places, and the economy. One thing they do is conduct the decennial census, which counts the number of people living in the United States. The decennial is conducted every 10 years and is required by law. Enumerators, employed by the Census Bureau, can help collect population data by going door to door to find people and have them complete their census forms.

2. Why was the 1930 decennial census so important?

Student answers will vary, but students should mention that when the stock market crashed in 1929, the Great Depression began and unemployment rates increased. The government needed to know how many Americans were impacted (unemployed) so that it could start working toward solutions. The 1930 decennial census aimed to provide that information.

3. What was the issue with the way that the Census Bureau was asking about unemployment in the 1930 decennial census?

The Census Bureau asked enumerators to mark all people who were not at work “yesterday” as unemployed, so some people were counted as unemployed who actually were employed but just did not work “yesterday” for whatever reason. Enumerators also were instructed to count a person who “expects to return to his former job” as employed, so people who believed that they were only temporarily laid off were counted as having jobs, even if it turned out that their place of work was not reopening. Because there was room for interpretation, the 1930 decennial census’ employment and unemployment numbers could both be inaccurate.

4. For the 1930 decennial census, people were sorted by designated classes A through G. Which class or classes provide the most accurate depiction of unemployment in the 1930s?

Class A is the most representative because it includes all people who are “out of a job, able to work, and looking for a job.” Class B is somewhat helpful, as it includes people “having jobs but on lay-off without pay, excluding those sick or voluntary idle.” All other classes represent people who are sick or disabled or otherwise unable to work, or those who are not looking for work (rather than those who are able and looking but can’t find employment because jobs are scarce).

5. Why did Congress mandate a special unemployment census in January 1931?

There was a demand—from the public and academics—to know immediately how many people were unemployed during the Great Depression, and the Census Bureau wasn’t yet ready to release the information it collected in the 1930 decennial census (and some statisticians worried it wasn’t reliable).

6. What was noteworthy about the second unemployment census conducted in 1937?

It was an early opportunity for Census Bureau statisticians to experiment with statistical sampling.

7. In the early 1930s, 15 million Americans were unemployed. Does **Item 3**, Page 461, Table 1, confirm that number? Why or why not? Explain.

No. The 1930 decennial census reported numbers that were not even close to 15 million. If you add up the number of people in all of the unemployment classes (A through G), you get under 4 million. Because of the problems with how unemployment was defined, the numbers were not reliable—ultimately off by about 11 million.

8. How would you summarize what life was like in the 1930s?

Student answers will vary, but students should understand that unemployment was high and was a major concern for the public and the government.

9. How will these Census Bureau data and background information help you understand the novel? What can you already conclude about "To Kill a Mockingbird"?

Student answers will vary, but students should understand that knowing what life was like during the Great Depression, when the novel was set, will help them better grasp the plot. They should also understand that poverty and unemployment will play a role in "To Kill a Mockingbird," given that both were major parts of the Great Depression.

10. How might a family be affected if one or both parents are unemployed?

Student answers will vary, but students may say that it would result in financial strains on the parents to provide food and housing for their children, which could lead to stress in the household and could mean that the children have to find ways to contribute financially.

11. What are some sacrifices or trade-offs that people might have to make if they do not have a job? Explain.

Student answers will vary, but students may say that they would have to eliminate non-necessities. For example, a car might not be a necessity if public transportation is available. They might also have to come up with free ways to entertain themselves (instead of going to the movies, etc.).

12. How might a community be affected if lots of people living there lose their jobs?

Student answers will vary. Students might say that it could have a positive impact (where employed neighbors help their unemployed neighbors) or a negative one (where tensions run high, crime increases, etc.).

13. Based on what you now know about life during the 1930s, and the inferences you've made about how unemployment and poverty can affect families and communities, what predictions do you have about the setting and conflict in the novel?

Student answers will vary. Students might say that the novel takes place during a time when many people were unemployed and that the conflict might be related to it—perhaps tensions in the community are running high, leading to crime and fighting.

Part 2

Now that you’ve started reading “To Kill a Mockingbird,” you will write a response using the **RAFT** technique: **R**ole of the writer, **A**udience, **F**ormat, **T**opic.

First, you must decide how you will complete your RAFT response. The only thing decided for you is the topic: poverty in the 1930s. Your writing must include both references to and direct quotes from the novel and/or the readings from Part 1.

Keep in mind as you’re writing: Your RAFT response must demonstrate that you understand the time period in which the novel was set, based on Part 1 of this activity.

Use this table to help you get started:

Use this table to help you get started:		
R ole of the Writer	Who are you as the writer?	Scout? Jem? Atticus? Calpurnia? Walter? An enumerator? A reporter? Someone else?
A udience	To whom are you writing?	Walter Cunningham? The government? The president? A teacher? The Census Bureau? A group of students? Someone else?
F ormat	What form is your written piece going to take?	A newspaper article? A diary entry? A letter? A poem? Something else?
T opic	What are you writing about?	Poverty in the 1930s

Item 1: 1930s Overview

1930

Census Day was April 1, 1930.

Authorizing Legislation

The Fifteenth Census Act, approved June 18, 1929, authorized "a census of population, agriculture, irrigation, drainage, distribution, unemployment, and mines [to be] taken by the Director of the Census." This act was the first to specify only general areas to be investigated, leaving the content of specific questions to the discretion of the director. The census encompassed each state, along with Washington, DC, Alaska, Hawaii, and Puerto Rico. The governors of Guam, American Samoa, and the Virgin Islands each completed a census that same year. So did the governor of the Panama Canal Zone.

Crises and Controversies

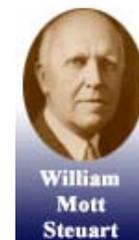
In the time between the passage of the act and census day, the stock market crashed and the nation plunged into the Great Depression. The public and academics wanted quick access to the unemployment information collected in the 1930 census. The Census Bureau had not planned to process the unemployment information it had collected - which some statisticians considered unreliable - until quite a bit later and was unequipped to meet these demands. When it did rush its data on unemployment out, the numbers it reported were attacked as being too low. Congress required a special unemployment census for January 1931; the data it produced confirmed the severity of the situation.

Intercensal Activity

Congress mandated that another unemployment census be conducted in 1937. This special census was largely voluntary; postal carriers delivered a form to every residential address in the country and those who were unemployed were expected to fill it out and mail it back. This special census is noteworthy because it was an early opportunity for Census Bureau statisticians to experiment with statistical sampling. Two percent of households were delivered a special census questionnaire whose results were used to test the accuracy of the larger census.



Herbert C. Hoover was President of the United States on Census Day, April 1, 1930.



William Mott Steuart was Director of the U.S. Census Bureau on Census Day, April 1, 1930.

www.census.gov/history/pdf/1930overview.pdf

Item 3: Unemployment (Results of 1930 Decennial Census)

UNEMPLOYMENT

INTRODUCTION

The census of unemployment was taken in April, 1930, as a part of the enumeration of the population for the Fifteenth Census. The enumerators were instructed to ask each person reporting a gainful occupation whether or not he (or she) was at work on the preceding day. If not, the enumerator was instructed to obtain further information and to make entries on a separate unemployment schedule.

Unemployment classes.—Since the enumerators were asked to make entries on the unemployment schedule for all persons who were not at work “yesterday,” it is obvious that many persons were returned on these schedules who were not “unemployed,” in accordance with the general acceptance of the term. The returns were therefore separated, in accordance with answers to specific questions on the schedule, into seven classes, designated classes A, B, C, D, E, F, and G.

Class A, comprising all persons reported as “out of a job, able to work, and looking for a job,” which constitutes by far the greater part of the unemployment returns, is made up of those persons who are unemployed in the strictest sense of the term.

Class B, comprising persons “having jobs but on lay-off without pay, excluding those sick or voluntarily idle,” includes many persons who are working on part time and are therefore better situated than those who have no jobs at all. The question as to whether a man has a job or not has proved to be a difficult one to answer, and class B includes many persons who have been laid off from their jobs for long periods (the tabulation by weeks idle will show how long), some of whom are practically in the same position as those in class A. Nominally, they have a job, but practically they are not receiving any income from that job, and they may have no definite promise as to when that income will be resumed.

Class C is made up of persons “out of a job and unable to work,” and Class D of persons “having jobs but idle on account of sickness or disability.” Their separation from their jobs is a matter of personal misfortune rather than the result of a scarcity of employment.

Classes E, F, and G are made up for the most part of persons whose idleness is voluntary, and who were included in the unemployment count as an incidental result of the method of selection used. Class E is composed of persons able to work and having no job, who were reported by the enumerator as not looking for work. Class F is made up of persons having jobs but not drawing pay, for whom the reason for idleness was reported to be “voluntary lay-off,” or its equivalent. Class G includes all those having jobs who were reported by the enumerator as not losing pay as a result of their idleness, being mainly persons on vacation with pay.

The detailed tabulations shown in the following tables are limited to classes A and B. These two classes include practically all persons returned on the unemployment schedules who would be considered as “unemployed” in the commonly accepted meaning of the term.

Item 3: Unemployment (Results of 1930 Decennial Census) (Continued)

460

ABSTRACT OF THE CENSUS—UNEMPLOYMENT

Gainful workers.—The term “gainful workers,” as it is used in the census reports, includes all persons who usually work at a gainful occupation, even though they may not have been actually employed or at work at the time the census was taken. While occupations are occasionally returned for children under 10 years of age, the figures presented in the tables, both for gainful workers and for the several unemployment classes, represent persons 10 years old and over.

The special census of unemployment.—In January, 1931, a special census of unemployment was taken in 21 selected areas, of which 18 were entire cities and 3 were boroughs of New York City. The combined population of these cities and boroughs, according to the Fifteenth Census, was 20,638,981, amounting to 16.8 per cent of the total population and 56.8 per cent of the population living in cities of 100,000 or more inhabitants.

In order to make the returns comparable with those of the unemployment census of April, 1930, the same schedule form was used as in the census of the previous year, with the addition of questions on sex, age, occupation, marital condition, color, and nativity, which in 1930 were transcribed to the unemployment schedule from the population schedule. So far as possible the same enumerators who canvassed these areas in 1930 were reemployed for the special census. These enumerators were instructed to visit each family and to inquire of some responsible person whether or not any member of the household who ordinarily worked at a gainful occupation was unemployed on the preceding day, or on the last regular working day and, if so, to ask the specified questions and make detailed entries on the special unemployment schedule.

Detailed reports on unemployment.—The statistics on unemployment presented in this section have been taken from the two volumes of the Fifteenth Census Reports on Unemployment, in which the subjects covered are presented in much greater detail. These volumes are:

Volume I. Unemployment Returns by Classes for States, Counties, Urban and Rural Areas, and Cities.

Unemployment bulletins: Published for each State, with a summary bulletin for the United States as a whole.

Volume II. General Report: Statistics by Subjects.

This volume comprises the following chapters:

Chapter 1. Unemployment by Occupation.

Chapter 2. Unemployment by Period of Idleness.

Chapter 3. Unemployment by Marital Condition.

Chapter 4. Part-time Employment.

Chapter 5. The Special Census of Unemployment, January, 1931.

Item 3: Unemployment (Results of 1930 Decennial Census) (Continued)

UNEMPLOYMENT CLASSES

461

TABLE 1.—UNEMPLOYMENT RETURNS BY CLASSES, BY SEX, FOR THE UNITED STATES: 1930

DESCRIPTION OF CLASS	Total	Male	Female
Total population.....	122,775,048	62,137,080	60,637,968
Population 10 years old and over.....	98,723,047	49,949,798	48,773,249
Gainful workers (persons reporting a gainful occupation).....	48,829,920	38,077,804	10,752,116
UNEMPLOYMENT RETURNS BY CLASSES			
CLASS A.—Persons out of a job, able to work, and looking for a job.....	2,429,062	2,058,738	370,324
Per cent of total population.....	2.0	3.3	0.6
Per cent of gainful workers.....	5.0	5.4	3.4
CLASS B.—Persons having jobs but on lay-off without pay, excluding those sick or voluntarily idle.....	758,585	627,407	131,178
Per cent of total population.....	0.6	1.0	0.2
Per cent of gainful workers.....	1.6	1.6	1.2
CLASS C.—Persons out of a job and unable to work.....	172,661	140,864	31,797
CLASS D.—Persons having jobs but idle on account of sickness or disability.....	273,588	208,278	65,310
CLASS E.—Persons out of a job and not looking for work.....	87,988	61,068	26,920
CLASS F.—Persons having jobs but voluntarily idle, without pay.....	84,595	60,254	24,341
CLASS G.—Persons having jobs and drawing pay, though not at work (on vacation, etc.).....	82,335	63,544	18,791

TABLE 2.—UNEMPLOYMENT CLASSES A AND B, BY SEX, COLOR, AND NATIVITY, FOR THE UNITED STATES: 1930

CLASS, SEX, ETC.	Total	Native white	Foreign-born white	Negro	Mexican	Other races
Total population.....	122,775,048	95,487,800	13,366,407	11,891,143	1,422,533	597,163
Male.....	62,137,080	48,010,145	7,153,709	5,855,609	758,674	358,883
Female.....	60,637,968	47,487,655	6,212,698	6,035,474	663,859	238,280
CLASS A.—Persons out of a job, able to work, and looking for a job.....	2,429,062	1,613,860	514,535	255,931	34,782	9,954
Male.....	2,058,738	1,359,444	473,311	187,355	32,203	9,425
Female.....	370,324	257,416	41,224	68,576	2,579	529
Per cent of population:						
Total.....	2.0	1.7	3.8	2.2	2.4	1.7
Male.....	3.3	2.8	6.6	3.2	4.2	2.6
Female.....	0.6	0.5	0.7	1.1	0.4	0.2
CLASS B.—Persons having jobs but on lay-off without pay, excluding those sick or voluntarily idle.....	758,585	512,680	167,340	65,605	10,274	2,686
Male.....	627,407	417,695	149,926	48,220	9,027	2,539
Female.....	131,178	94,985	17,414	17,385	1,247	147
Per cent of population:						
Total.....	0.6	0.5	1.3	0.6	0.7	0.4
Male.....	1.0	0.9	2.1	0.8	1.2	0.7
Female.....	0.2	0.2	0.3	0.3	0.2	0.1

www2.census.gov/prod2/decennial/documents/00476589ch06.pdf

Item 4: 1937 Unemployment Census

UNEMPLOYMENT REPORT CARD

Please fill out this card if you are totally or partly unemployed

Answer all questions promptly

It is important that EVERY total'y or partly unemployed worker in your household fill out a SEPARATE report card. Additional cards can be secured from your postman or post office. You can get help in answering these questions, if you need it, at any post office or from any postal employee.

1. Print full name (First) (Middle) (Last) Do you live on a farm? (Yes or no)

2. Are you: (Street and number or R. F. D.) (City, town, or village) (County) (State)

6. Sex (Check) Male Female

7. How many hours did you work last week? (If none, write "None") hours

Enter total number of hours worked at ALL jobs (except WPA, NYA, CCC, or other emergency work) during the week from Sunday, November 7, through Saturday, November 13.

8. How many weeks did you work in the last 12 months? (If none, write "None") weeks

Enter total number of weeks worked at ALL jobs (except WPA, NYA, CCC, or other emergency work) during the 12 months from November 1, 1936, through October 1937.

9. What is your occupation, or kind of work? (Examples: Tool maker, waitress, watchman, farm laborer, etc.)

The occupation which you give in answer to this question (number 9) describes the work you do. The answer to the next question (number 10) describes the kind of business or industry in which the work is done. Enter "New worker" in both questions 9 and 10 if you have never had a steady job, and want work. Do not give the name of your company or employer as an answer to question 10.

10. Kind of business or industry in which you did, or are doing, this kind of work? (Examples: Machine shop, restaurant, railroad, cotton farm, etc.)

11. How many other workers are there in your family living in the same household with you? workers

Count all persons working for pay or profit, or wanting work, except yourself.

12. How many of these workers are: (a) Totally unemployed and want work? workers (b) Partly employed and want more work? workers (c) Working at WPA, NYA, CCC, or other emergency work? workers

13. How many persons are mainly dependent on you for support? (Do not count yourself) dependents

14. What was your individual total income, cash and other, last week? \$ Do not include payments from relief, WPA, NYA, CCC, or other emergency work.

Sign here Mail this card before midnight November 20, 1937. No postage stamp is needed [OVER]

••• 11-11911

No URL available.

Item 5: Photo of Employees and Supervisors Processing the 1937 Unemployment Census



Census Bureau Director William L. Austin and Unemployment Census Director John D. Biggers supervise the receipt and check-in of questionnaires from the 1937 unemployment census, November 24, 1937.

www.census.gov/schools/resources/historical-documents/unemployment-census.html

Item 6: Photo of Vice President John Garner and
Unemployment Census Director John Biggers



Vice President John Garner selects at random the number of the postal route to be sampled during the 1937 unemployment census, November 19, 1937. To his left is Unemployment Census Director John Biggers.

No URL available.