

# Patterns of Progress



## Chapter Preview

### Terms:

progress, hydroelectricity, disfranchisement, grandfather clause, universal education, equalization, referendum, prohibition, compulsory education, Jim Crow laws, paradox, shotgun house, suburb, rural free delivery (RFD), auction, armistice, strike, Great Migration

### People:

Walter Hines Page, Woodrow Wilson, Warren C. Coleman, John Merrick, Julius Rosenwald, Sallie Southall Cotton, Kiffin Rockwell, James McConnell

### Places:

Kannapolis, Gastonia, Hayti, "Tobacco Road," Camp Greene, Camp Polk, Camp Bragg

Walter Hines Page missed his North Carolina turnips so much that he had them shipped all the way to London. Page had grown up in Moore County and gone on to become an influential journalist, first in Raleigh, then in New York City. He gained fame for his "plain speaking" about "living subjects" and "hearty living." After 1913, he was the U.S. Ambassador to Great Britain. He served his country in an important way during a very dangerous time: World War I. Page greatly influenced the policies of another former North Carolina resident, President Woodrow Wilson. The president had grown up in Wilmington and gone to Davidson College before moving north. Page convinced Wilson that the United States needed to help the British fight the Germans "to make the world safe for democracy." When the United States entered the World War in 1917, it started down the road to world dominance during the twentieth century. North Carolinians helped push the nation in that direction and continued to serve it afterward.

Americans like Page and Wilson were known as progressives. In North Carolina, progressives often referred to “the spirit of progress” being at the heart of their efforts to reform the state. For them, **progress** was really just another word for industrial development. They believed progress would help people live better lives. If a state could organize its raw materials and human resources in factories and turn out manufactured products cheap enough for anyone to buy, it would create a wealthy society that would benefit everyone. Page, a founder of North Carolina State College, had argued for years that North Carolina was controlled by “mummies,” leaders so wrapped up in the agrarian past that they would not face the new industrial future.

Progress had human costs in North Carolina. The whole state, in a way, became one big factory where some people handled the raw materials, others the finished goods. Life in North Carolina became more socially rigid. People were defined by their economic and social status, and it was unusual for a person to move outside his or her class or social group. Everyone was expected to develop new habits that would help achieve progress. In the end, “progress” meant that citizens with white skin benefited more than did those whose skin color was not white. Segregation in the early 1900s went hand in hand with progress.



**Background:** Cheoah Dam, which began operating in 1919, was built to provide hydroelectric power to an Aluminum Company of America plant providing raw materials for World War I. At the time it was built, it was (at 225 feet) the tallest dam of its kind in the world, and it had the world’s largest turbines. **Opposite page, Above:** Walter Hines Page in 1917, when he was U.S. Ambassador to Great Britain.

# Signs of the Times



## U.S. Expansion

Between 1907 and 1912, the last three “lower forty-eight” states were added to the Union: Oklahoma, New Mexico, and Arizona. Our nation held at forty-eight states until 1959.

## Population

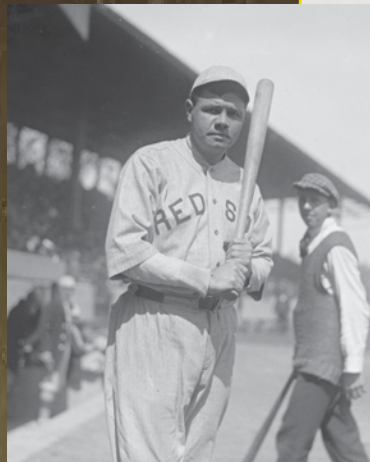
There were 1.9 million people in the state in 1890, 2.6 million by 1920. The biggest change was the migration to the larger cities.

## Invention

Stuart Cramer, an engineer, worked to make cotton mills more efficient. This included the dehumidification of air inside the factories to cut down on dust. In 1906, he used the term “air conditioning” to describe his innovations. About the same time, Willis Carrier invented the first true air conditioner. North Carolina summers would never be weathered in the same way.

## Sports

Golf was first played in North Carolina in the 1890s. The most popular course in the state quickly became the second one laid out in the new village of Pinehurst. Since its completion in 1907, “Pinehurst Number 2” has become world famous. For a short time in the early 1900s, Lenoir-Rhyne College student Richard Little held the world record for the mile run. In 1914, baseballer George H. “Babe” Ruth hit his first professional home run at a game at the Fayetteville fairgrounds.



## Education

Black residents of Scotland County asked Booker T. Washington, the nation’s leading African American educator, for his help in 1903. Washington sent two graduates of his Tuskegee Institute to start a school. Emmanuel and Tinny McDuffie developed Laurinburg Institute and trained hundreds of black leaders in the two Carolinas during the twentieth century.

## Literature

The novels of Shelby native Thomas Dixon were very popular in the early 1900s. His subject was the activities of the Ku Klux Klan during Reconstruction, which he portrayed as being heroic, despite its murderous record. Dixon’s novel, *The Clansman*, became the basis for the first popular motion picture, *The Birth of a Nation*.

## Technology

Henry Ford perfected the idea of the assembly line in Detroit to make his Model T automobiles. He opened a factory in Charlotte in 1916, which made 300 cars a day into the 1920s.



## Food

At the 1904 St. Louis World’s Fair, several food items were first popularized: hot dogs, hamburgers on a bun, and ice cream cones. Jacob Weaver of Lexington used the hamburger bun to serve his barbecue sandwiches in downtown Lexington sometime in 1916.

**Figure 11.1**

**Timeline  
1900-1920**

**1900** - African Americans disfranchised

**1900**

Hurricane devastated Galveston, Texas, killing 6,000 - **1900**

**1902** - North Carolina Federation of Women's Clubs formed

**1903** - Child labor law passed; Wright Brothers flight at Kitty Hawk

**1905**

San Francisco destroyed by an earthquake - **1906**

**1907** - Mechanics and Farmers Bank opened

**1908** - Voters approved prohibition

**1910**

Morton Salt Company founded - **1910**

**1913** - Compulsory education law passed

**1915**

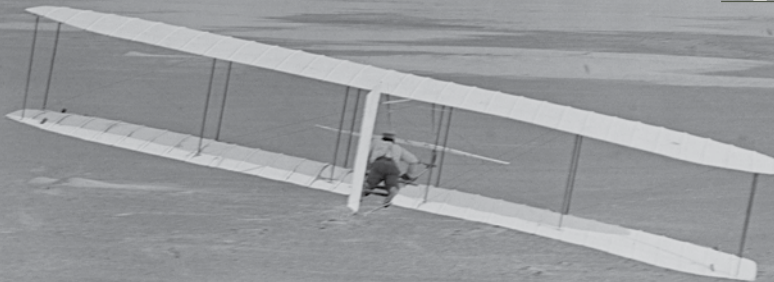
World War I started in Europe - **1914**

U.S. entered World War I - **1917**

Worldwide Spanish influenza epidemic; World War I ended - **1918**

**1920**

Nineteenth Amendment gave women right to vote - **1920**



## Section 1

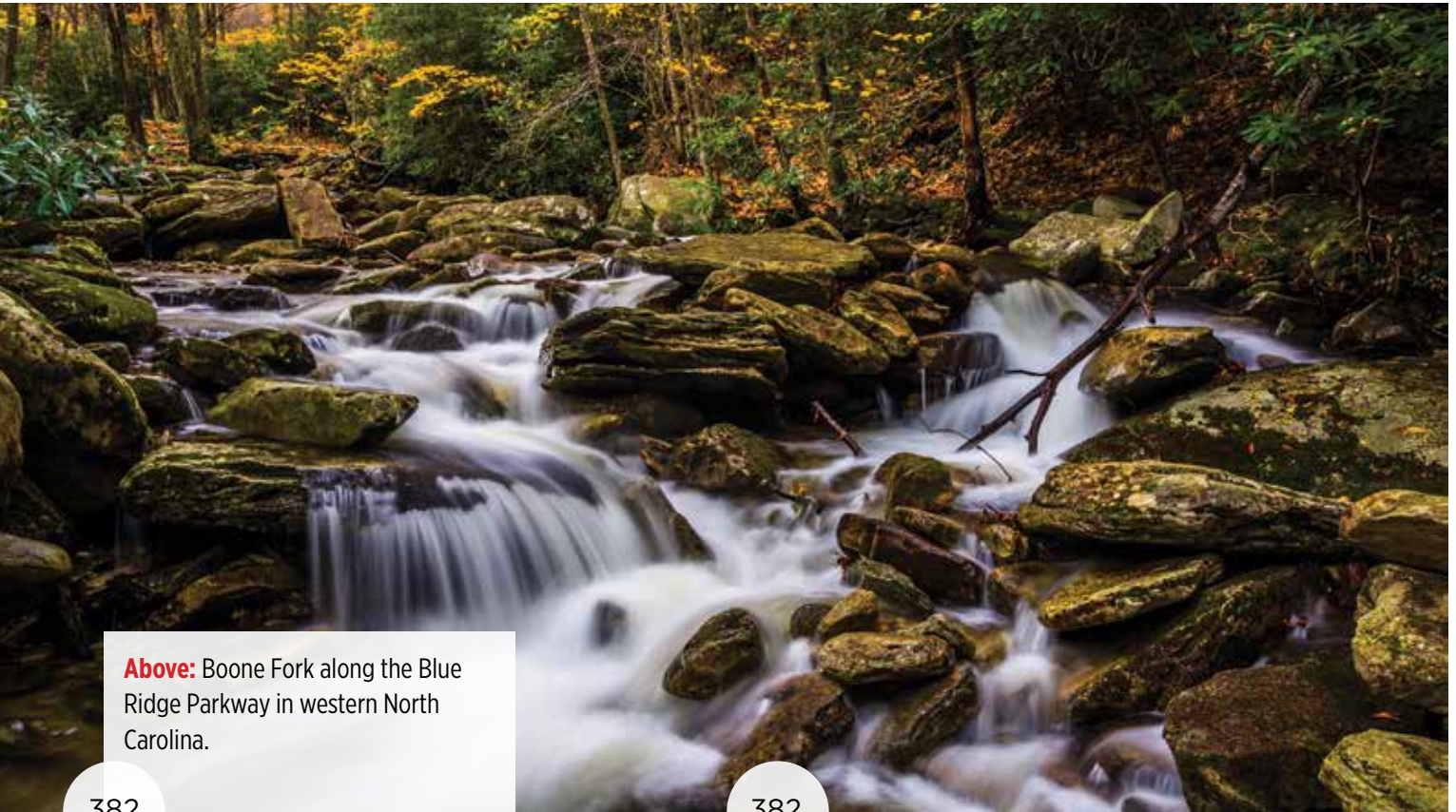
# “Progress,” Democrats, and Education

## As you read, look for



- ▶ steps that led to the disfranchisement of African Americans and segregation in the state;
- ▶ efforts to improve education in North Carolina;
- ▶ legislation to bring “progress” to the state;
- ▶ **terms: hydroelectricity, disfranchisement, grandfather clause, universal education, equalization, referendum, prohibition, compulsory education, Jim Crow laws.**

North Carolina’s economy grew rapidly once the troubles of the 1890s were resolved. By the early years of the twentieth century, North Carolina had become the leading manufacturing state in the South. The growth of local industry rivaled that of some northern states. North Carolina was able to expand its wealth, in part, because it finally took advantage of its rock-filled western rivers.



**Above:** Boone Fork along the Blue Ridge Parkway in western North Carolina.

## Industrial Progress

James B. Duke moved to Charlotte and started a new industry. After 1904, he built dams across the Catawba River to generate electricity. Duke originally sold the power to nearby textile mills. Duke's first big customer was James W. Cannon, who built a new town, Kannapolis, in 1906 to take advantage of the situation. Eventually the entire North Carolina Piedmont benefited from the **hydroelectricity** (water-powered electricity) made by what became the Duke Power Company.

Most of North Carolina's industrial growth was concentrated in tobacco, textiles, and furniture. Because of the Duke family, Durham became the source for most of the nation's cigarettes. After 1913, under the leadership of R. J. Reynolds, Winston-Salem began to rival it. Gaston County became the center of the textile industry, with almost one hundred mills by the 1920s. North Carolinians like the Hanes brothers in Winston-Salem also built knitting mills that made socks and underwear. High Point had thirty-three furniture plants in 1900, more than one hundred by 1913.

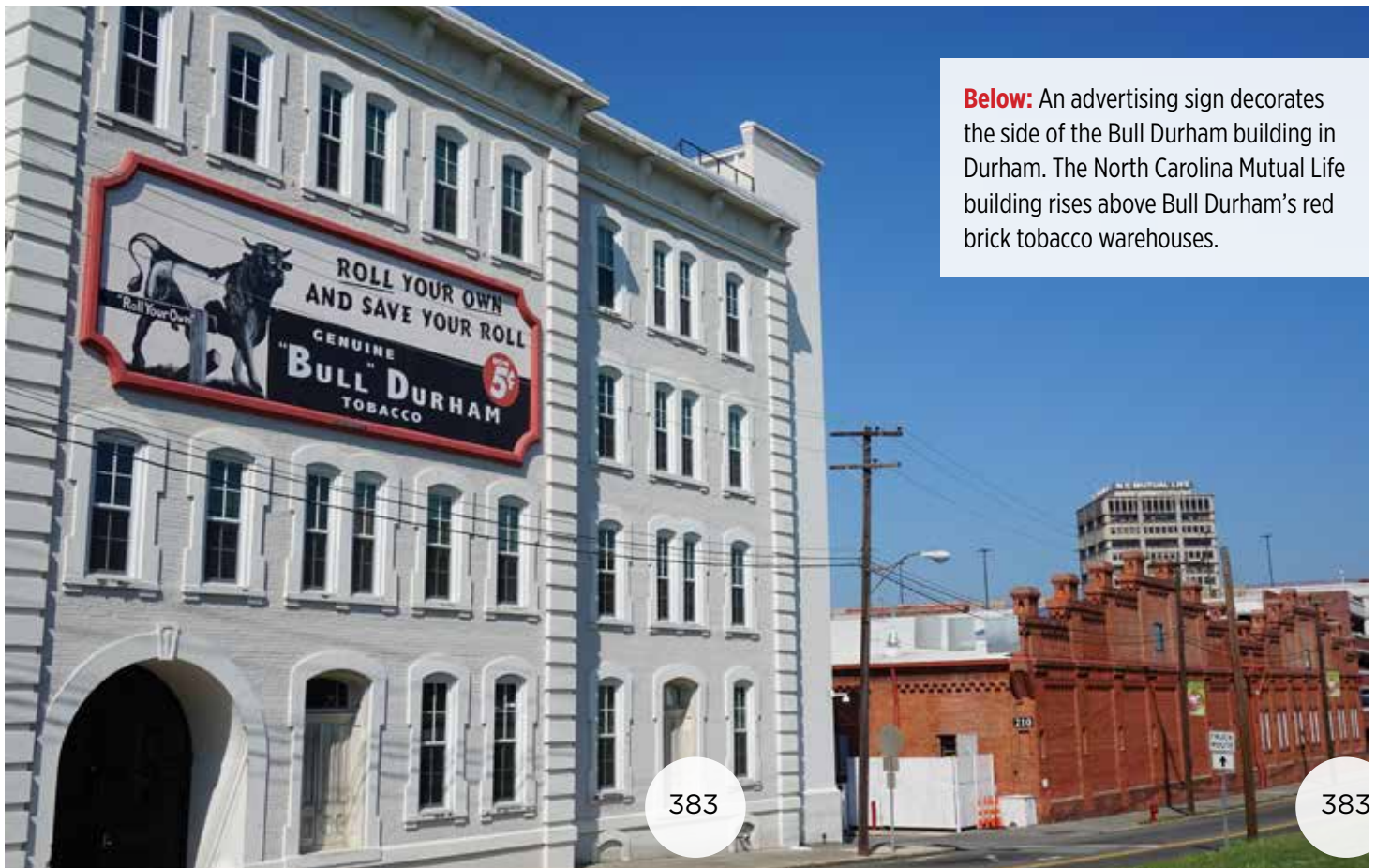
Towns continued to grow rapidly. More than a dozen towns had at least 10,000 people living nearby by 1910. Gastonia, for example, seemed to build a cotton mill and grow by 1,000 people each year. It erected three factories in 1902, started a library in 1904, paved its first streets in 1907, and built a hospital in 1908. Towns became the centers of progress, and each town claimed it was more progressive than any other. In 1902, leaders of Durham urged their citizens to "eat Durham, sleep Durham, wear Durham, and smoke Durham."

To handle industrial growth, the state had to be more organized. That meant that people had to be educated in new ways and influenced to behave in new ways. White leaders used politics to accomplish these goals.

DID YOU  
**KNOW...**



Fries Manufacturing and Power Company of Forsyth County was the first hydroelectric power company in the state in 1898.



**Below:** An advertising sign decorates the side of the Bull Durham building in Durham. The North Carolina Mutual Life building rises above Bull Durham's red brick tobacco warehouses.



## DID YOU KNOW...

Less than 50 percent of the adult males went to the polls in 1904 compared with 85 percent in 1896.

## HAVE YOU VISITED...

the Aycock Birthplace State Historic Site in Fremont? Charles B. Aycock was born in this rural Wayne County house in 1859. The reconstructed home of his boyhood is furnished with pieces from the mid-nineteenth century. A detached kitchen, pantry, smokehouse, outhouse, corn barn, and stables are also on display. In keeping with Governor Aycock's dedication to public education, an 1893 one-room schoolhouse is also at the site.

## Disfranchisement and the Election of 1900

The white supremacists who took over the state legislature in 1898 moved quickly to reorganize North Carolina. They wanted to develop the state's industrial potential by assigning everyone a particular role in manufacturing. In 1900, these Democrats proposed two ideas that would impact every citizen in the state. Behind both ideas was the principle of segregation, the white-based belief that both races would be better off if they were kept separate, with blacks assigned the task of serving whites.

The first proposal called for all voters to be literate because reading and writing were needed for advancement in the new industrial environment. It was evident to everyone that the Democrats had a racial motive in promoting literacy. A majority of black men were illiterate, compared to one-fifth of white men. If literacy were made a requirement for voting, most black men would suffer **disfranchisement**. That is, they would lose the right to vote given them during Reconstruction.

Because many white men had not had much schooling, the proposal would disfranchise them as well. To handle that problem, the Democrats took advantage of the racial prejudice of the day, where many whites were convinced that blacks had been given too many privileges because of Reconstruction. The Democrats proposed a **grandfather clause** that provided exceptions to the literacy rule. The plan said that any man whose father or grandfather (hence the name) had voted before 1867 could vote anyway because that family had always done so. This meant that very few freedman families could qualify since 1867 was the first year blacks had voted in the state. The real idea was to eliminate the black vote that had twice, in 1868 and again in 1894, allowed the Republicans to take over state government.

The second proposal promised that the state would move forward to create a public education system that would respond to the new demands of industry. Charles B. Aycock of Goldsboro, who was the Democratic candidate for governor in 1900, personally championed the idea of **universal education**. Every child, white and black, was to have access to better schools. In fact, the state legislature was to provide these opportunities through **equalization**, funding schools in poorer counties at a greater rate than in richer counties. That way, Aycock argued across the state, every young person could begin to gain the skills needed for the new jobs of the day. Aycock made it clear to everyone that the new schools would be segregated, but he personally pushed for the growth of black schools.



Not all North Carolinians agreed with the Democratic plan. Whites in the mountains, who were more likely to be illiterate, did not trust that the grandfather clause would be followed. A riot broke out in Maiden, a mill village in Catawba County, over the issue. Blacks, led by George H. White, the last remaining African American congressman, protested vigorously. However, “irregularities” kept many of them from having their votes counted. In the end, Democrats won the election, and the disfranchisement amendment to the state constitution was passed.

North Carolinians who approved of the transitions going on around them elected Aycock. He received most of his support in two key places: first, on the Coastal Plain where black sharecroppers grew tobacco and cotton, and, second, in the Piedmont mill villages where white farmers had gone to work in the factories. Whites on the Coastal Plain correctly saw that disfranchisement would make it easier to control the black sharecroppers because the Republican Party would have no reason to continue to help them. Mill hands also understood how disfranchisement would keep blacks from competing with them for jobs.

## The Aycock Education Plan

Disfranchisement immediately eliminated most of the black vote from state politics and turned the Republican Party into a minority. Although white voters in the west continued to vote Republican, Democrats could assume that, statewide, they would control the state legislature in each election. Republicans helped them achieve this by abandoning the black vote and becoming “lily white.” Governor Aycock and his allies then put forward a “progressive” agenda of laws that would sort out North Carolinians for industrial work. Every state resident would be put in place for the new economy sweeping the state.

Aycock asked both the legislature and the counties to spend more money on graded education. The legislature soon established several normal colleges designed to train teachers for the new graded schools. The white teacher colleges became known as Appalachian, East Carolina, and Western Carolina. Black teacher colleges were located in Elizabeth City and Fayetteville. In addition, the University at Chapel Hill was better funded to train professors to go to the normal schools and teach teachers how to teach. The legislation also adopted Governor Aycock’s equalization plan. Aycock crisscrossed the state urging counties to provide supplemental taxes for new schools.

Between 1902 and 1914, thousands of “Aycock schools” were built across the state. For the first time, many rural areas could afford graded schools. Each was built as a partnership between the state and the neighborhoods the schools served. Often, the frame structures replaced decaying log cabins that had been used since the Civil War. By the 1910s, many rural counties set up high schools, which allowed farm families to have their children move forward in grade without going the longer distance into nearby towns.



**Opposite page, Above:** Charles B. Aycock. **Opposite page, Below:** African American students and teacher in front of Professor Jacob’s School at Lake Waccamaw, Columbus County, in the early 1900s. **Below:** Walltown School for African Americans in Durham County.



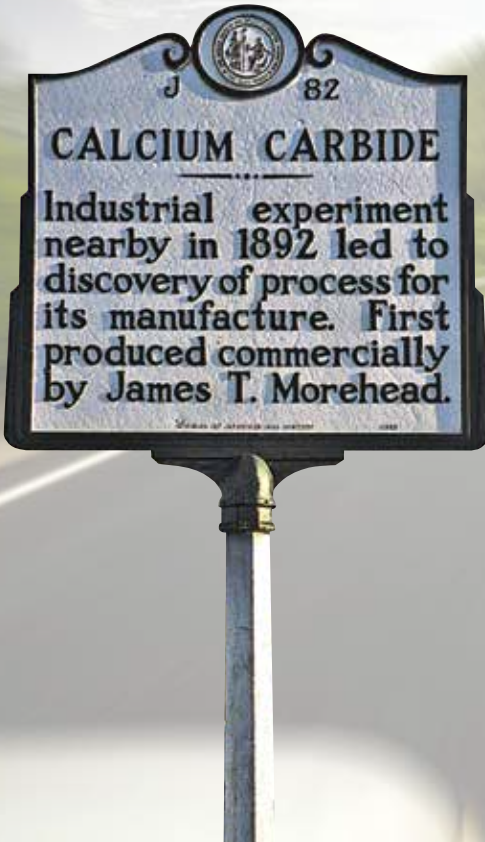
Massachusetts enacted the first compulsory education law in the country in 1853. By 1918, all states had them.



## History by the Highway

### John Motley Morehead III

The Morehead family of Greensboro operated an unsuccessful aluminum plant at the town of Spray (now the city of Eden in Rockingham County) in the 1890s. While experimenting with a new way to make aluminum, company researchers accidentally discovered the compound calcium carbide. When mixed with water, this compound gave off acetylene gas, which was later used in welding torches. The first commercial calcium carbide plant was built in this area by James Turner Morehead in 1894. John Motley Morehead III, James' son, was instrumental in establishing the Union Carbide Corporation in New York. Morehead III, who was the grandson of Governor John Motley Morehead, later used the fortune he made to set up the Morehead Scholarship program, now the Morehead-Cain Scholarship program, at the University of North Carolina.



## Legislating Behavior

The Democratic legislatures of the early 1900s passed a series of laws that altered the traditional behavior of North Carolinians. Alcohol, child labor, and race were all important issues of the day.

Before 1900, most state citizens could drink at bars and *distilleries* (places where alcoholic beverages are made). Some towns—Concord being the first in 1887—had banned bars, but most communities still had them. Many manufacturers, however, argued that drinking was not compatible with work in the new factories. Drunken workers would be hurt in the machines, and drinkers were more likely to miss work. In 1908, the legislature sponsored a **referendum** (a vote of the people on a particular issue). A majority of voters, almost all white by this time, approved **prohibition**, which made it illegal to make, possess, or consume alcoholic beverages.



**Above:** Moonshine was still being destroyed in Davie County in 1912.

The migration to the mill villages often resulted in young children being put to work in the factory. Those rural children had worked on the family farm, so working in a factory seemed like a somewhat normal progression. The Odell Cotton Mill in Concord, for example, had 110 preteens working in 1900. In 1903, the state passed a child labor law, which forbade parents from putting children under the age of twelve in the mills. Most of the mills ignored the law if families agreed to allow their children to work. In 1913, the legislature approved **compulsory education**, which required every child to attend school until a specific age unless there was a family situation that required the child to work. These laws again resulted in a change from tradition. The state, not the family, made these decisions.



Race was always an issue. The legislature supported segregation laws that separated the races, particularly in public places like city parks and graded schools. These rules became known as **Jim Crow laws**, after an old minstrel show that made blacks look foolish and dependent. The laws even said that any citizen whose great-grandparent had been black was also black and, therefore, subject to the restrictions that went with segregation. After 1906, that meant that a black person, when called to the witness stand in a courtroom, had to swear on a separate Bible than the one whites used. It meant that, in the new railroad station in Charlotte, blacks and whites went to different ticket booths and different waiting rooms. By 1910, North Carolina had become a strictly segregated society, the whole idea supported as part of the “progressive” advancement of the state.

No one was allowed to challenge the new system. In Durham, a Trinity College professor was almost fired for even hinting that blacks could be as good as whites. In 1903, John S. Bassett wrote that Booker T. Washington, the nation’s most famous African American educator, was “the greatest man, save General Robert E. Lee, born in the South in the last hundred years.” Whites across the state called for his dismissal. Only the influence of the Dukes kept him around.

## It’s Your Turn

1. Which two towns were the center of the tobacco industry? Which county was the center of the textile industry? Which town was the center of the furniture industry?
2. What was the effect of the legislature’s proposal that all voters be literate?
3. Explain the grandfather clause. How did it contribute to disfranchisement?
4. What was the purpose of prohibition?

**Above:** Many children, like this young girl at the Melville Mfg. Co., in Cherryville, worked in the cotton mills in the early 1900s. Some began working at the age of ten. In 1903, the state passed its first child labor law.

# special Feature

## Carolina People The Wright Brothers

North Carolina has for years put “First in Flight” on its automobile license plates. The state has good reason to make this claim. As people around the world know, the first powered flight of what came to be called an airplane was at Kitty Hawk on the Outer Banks.

The first flyers were not North Carolinians, however. The Wright Brothers—Orville and Wilbur—lived in Dayton, Ohio. Yet, they needed North Carolina’s Outer Banks to make their dream come true: to prove that manned flight was possible and that people could stay in the air for long periods of time using the technology they had perfected. Because of their success, North Carolinians have ever since claimed them.

The Wrights spent years figuring out a way for flight to occur. They watched others who tried different technologies but had little success. Their breakthrough came when they realized that imitating a bird would not work. Humans needed to push their way through the air like a boat pushes against the water. The Wrights designed their wings to use unequal air pressure to create “lift,” allowing an airplane to go up.



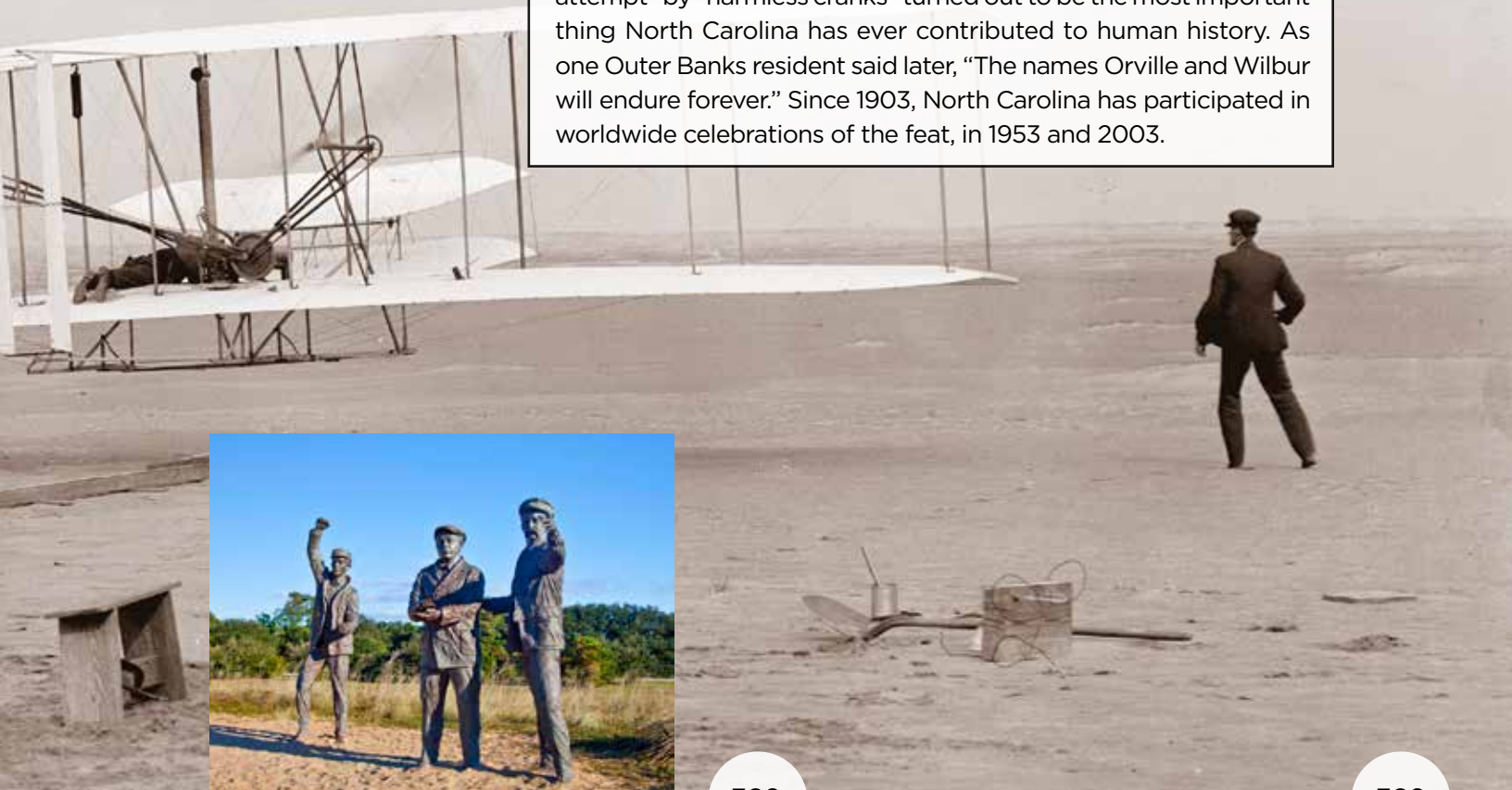


The Wrights needed a place to test their ideas on gliders. They found the tall sand dunes near Kill Devil Hill to be perfect for their

needs. The winds were fairly steady through most of the year, and the landings would be softened by the sand.

The Wrights made hundreds of test flights in their gliders. Finally, after many tests and adjustments in the fall of 1903, the Wrights were ready to see if humans could direct a powered craft through the air. On the morning of December 17, 1903, Orville, lying *prone* (face down) on the plane, felt it lift into the air. It stayed airborne for twelve seconds. A half dozen Outer Banks residents witnessed the feat. On the fourth and last flight of the day, Wilbur stayed in the air for a gleeful half mile. After that, they had to stop when a sudden gust of wind caught the wings of the plane and twisted them like an umbrella in a storm. The damage was too hard to repair.

The Wrights reported their achievement to the scientific world. Many of the innovations that would eventually take human beings all the way to the moon were first tested successfully at Kitty Hawk. As a tribute to the Wrights' accomplishments, Astronaut Neil Armstrong, the first person to walk on the moon, carried a fragment of the 1903 Wright Flyer with him on his 1969 Apollo XI mission to the moon. What some folks at nearby Nags Head said was "a fool attempt" by "harmless cranks" turned out to be the most important thing North Carolina has ever contributed to human history. As one Outer Banks resident said later, "The names Orville and Wilbur will endure forever." Since 1903, North Carolina has participated in worldwide celebrations of the feat, in 1953 and 2003.



## Section 2

# Black Responses to Segregation

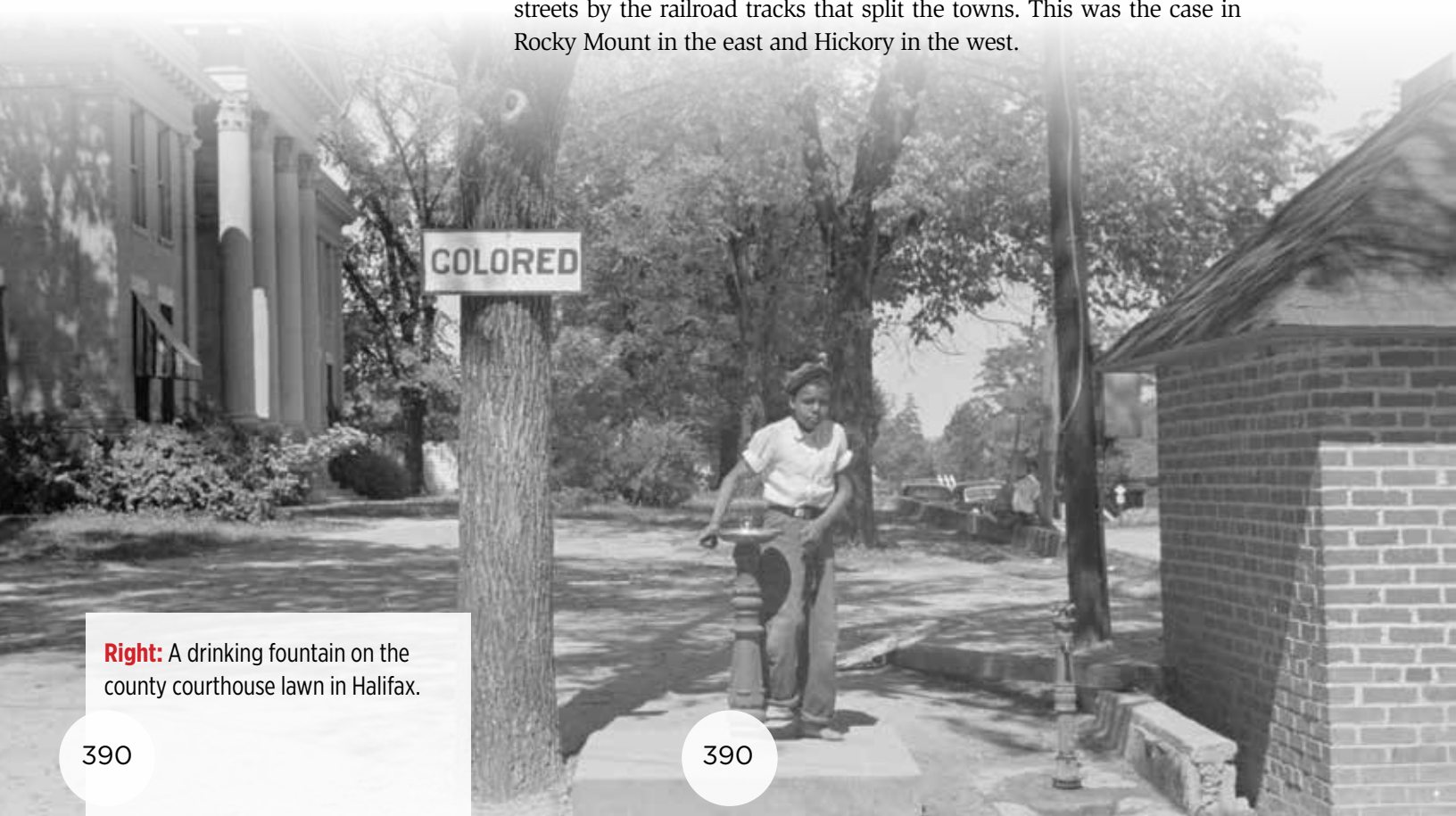

 Setting a Purpose

## As you read, look for

- ▶ the segregation faced by black North Carolinians;
- ▶ the growth of black neighborhoods;
- ▶ differences in education between whites and blacks;
- ▶ terms: **paradox**, **shotgun house**.

“Progress” put severe limits on North Carolina’s black citizens in the early 1900s. Even the few black residents who had money and lived well still had to nod their heads to most whites, even the poor ones. An African American walking down a street was expected to make way for any white person. As one white resident of Durham described it, no matter how successful a black citizen became, he or she still had to be like a servant to any white.

In the years after 1900, North Carolinians developed segregated neighborhoods. After Reconstruction, blacks had lived in small clusters throughout towns like Charlotte or Winston. Over time, however, black communities were put off to themselves, often separated from white streets by the railroad tracks that split the towns. This was the case in Rocky Mount in the east and Hickory in the west.



**Right:** A drinking fountain on the county courthouse lawn in Halifax.



As Charlotte grew during the early part of the century, so did the level to which it was segregated. Until the 1890s, black businessmen like Dr. J. T. Williams kept their shops downtown next to white stores. Then, facing threats and opposition to their presence, they began to move to the western side of town. There they developed neighborhoods like Biddleville around Biddle University (today's Johnson C. Smith University). Most of the residents of Brooklyn, another Charlotte neighborhood, had to go back to the white areas of town for work. They generally performed *unskilled* (lowly) jobs like shoveling coal, running errands for a white storekeeper, or taking in laundry or cooking for white families.

Blacks struggled to get a piece of progress. The best-known attempt was made by Warren C. Coleman, a Concord merchant. In the 1890s, Coleman convinced the Duke family to help him build a cotton mill in his hometown. He wanted to prove that whites were wrong to say that blacks were not good industrial workers. The Coleman mill opened right after 1900 and was operated for a few years by hard-working African Americans. The factory, however, closed when Coleman died.

### Black Neighborhoods

Although Durham practiced segregation just like other North Carolina towns, there were more opportunities there for black residents to achieve their individual bests. In 1900, Durham was home to five millionaires, who had made their fortunes in tobacco. Unlike the textile industry, which only gave marginal jobs to black men, the tobacco manufacturers hired blacks. That meant that Durham blacks had incomes higher than the state average. Most importantly, Julian S. Carr Jr., son of Bull Durham Tobacco's owner, built a sock factory in 1904 and, despite being threatened by his fellow whites, hired blacks. Those wages built the most envied black neighborhood in the state.



The first football game between black schools in the United States took place on December 27, 1892, when Biddle University played Livingstone College. Biddle won.

**Top:** The Coleman Manufacturing building circa 1900. **Above:** Warren C. Coleman.



## Durham's "Black Wall Street"

Hayti—pronounced “hay-tie” by its residents—was located south of the cigarette factories along the railroad in Durham. Business was so good that the black section of Durham soon gained influence over the rest of the state and became famous across the nation. In 1907, the Mechanics and Farmers Bank opened and soon had more deposits than any other black bank in Charlotte or Greensboro. More importantly, in 1911, the North Carolina Mutual Life Insurance Company erected its headquarters next to the bank.

What Durham residents came to call “The Mutual” had been founded in 1898 by John Merrick and several partners. Merrick had been born a slave near Clinton in Sampson County. After Reconstruction, he became a barber in Durham. His customers included the Dukes and the Carrs, who encouraged him to start a burial fund company. One of the biggest expenses of poor families was to pay for a loved one’s burial. Mutuals provided a way to do this by asking for a nickel or dime a month on a policy that would pay the expenses. Such insurance companies were also in Charlotte, Atlanta, Nashville, and other southern cities, but Merrick and his partners soon grew theirs into the biggest black-owned business in the region. The Mutual aided blacks across the state. Particularly in eastern North Carolina, the Mutual agent was a black schoolteacher or preacher who earned a little cash handling insurance accounts, thus helping the entire black neighborhood.

Stores, churches, and businesses of all types grew up around the bank and insurance building. One visitor called Hayti the “Black Wall Street” because it had become such a center of business. Nearby, prosperous black families built houses that rivaled those of white families on Main Streets across the state. A Hayti resident, one visitor noted, could wake up on a mattress made by blacks, live in a house constructed by black labor, buy clothes in a black-owned store, and spend the day in the company of other successful blacks. He could send his children to the new black-run North Carolina College, started in 1910 by the Rev. James Shepherd. If sick, he could be treated by black doctors like Dr. Aaron M. Moore at a hospital started in 1916. A prominent black leader from the North observed, “Durham has distinctly encouraged the best type of black man by active aid and passive tolerance. This is surely progress.”



### DID YOU KNOW...

At one time, the North Carolina Mutual Life Insurance Company was the largest black-owned, black-operated business in the world.



**Top:** The Mechanics and Farmers Bank opened for business in 1907 on West Parish Street in Hayti. **Above:** The North Carolina Mutual Life Insurance Company. **Right:** Houses in the Hayti section of Durham.

Hayti, like everything else progressive, had its **paradoxes** (situations where initial appearances are misleading to people). More than six hundred residents owned their own houses and lots, but all the policemen were white.

### Shotgun Houses

The homes and neighborhoods of most black North Carolinians did not resemble Hayti. As the black population grew, both white and black businessmen rented them **shotgun houses** instead of the old log cabins of slavery. These houses could be found in rural stretches of Harnett County or the streets of the town of Wilson. The narrow end of the house faced the street so that more houses could be built on the block. They went back two or three rooms, with no hallway, and their doors always lined up. This feature gained them their nickname because if all the doors were opened at one time, a shotgun blast would go through the house without touching anything.

These houses had the barest of comforts. When North Carolina towns obtained paving, electricity, running water, and sewers in the early 1900s, the white neighborhoods were redone first. Few blacks had any modern amenities. Most had to pump water from a shared well and use the out-house at the back of the lot. There was no insulation, and it was rare for a landlord to provide window screens.



### Limited Schooling

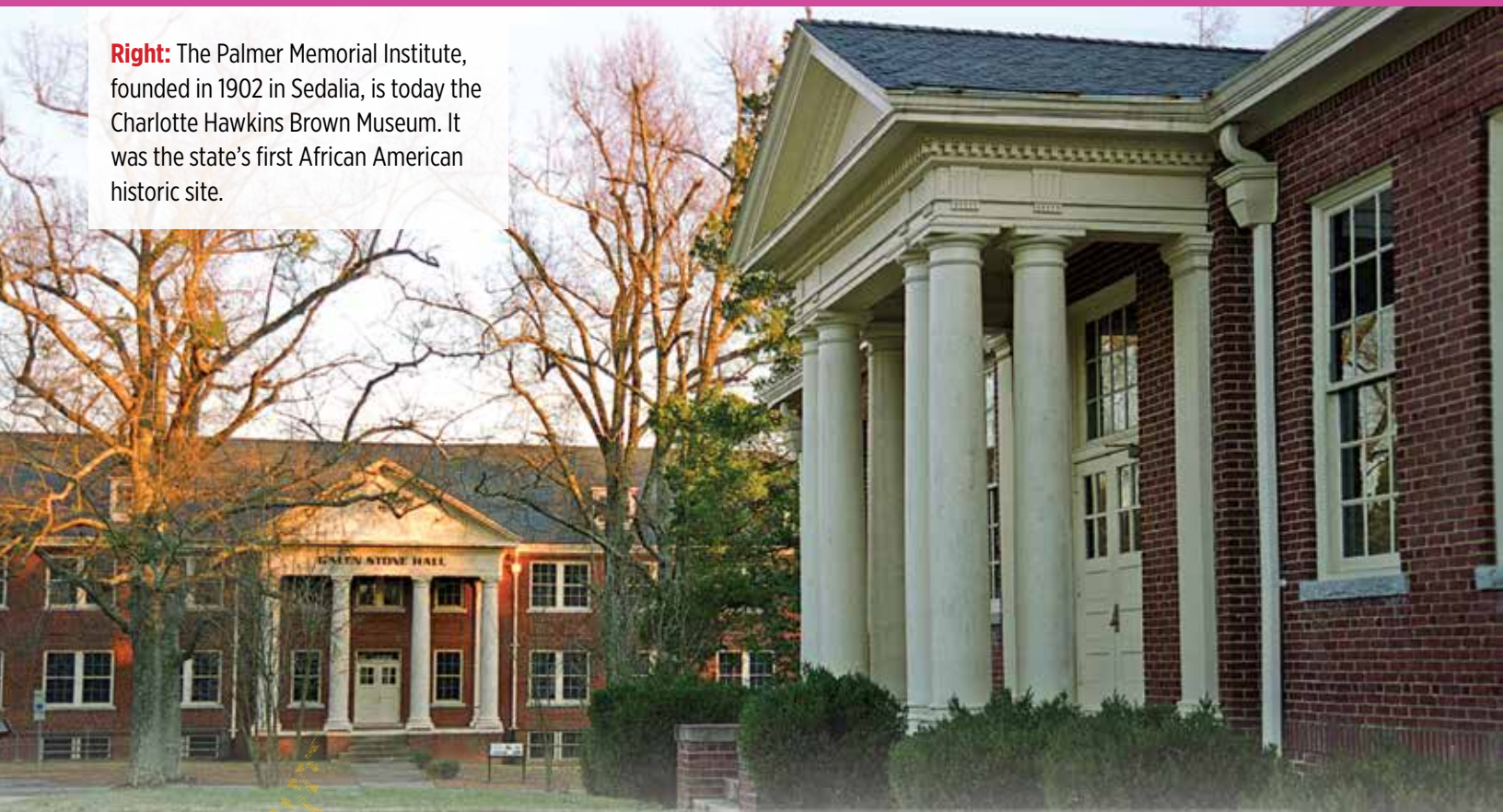
Despite the best intentions of progressives like Governor Aycock, black education lagged behind white education in the early part of the 1900s. During the Aycock era, one black school was built for every ten white schools. In towns, brick was increasingly used for white schools. Black schools were built of wood and often left unpainted.

Although graded schools were part of the new century, most whites assumed that black children needed only a minimum education. Rarely did black children have ready access to a high school during the period. Blacks were expected to continue to do work in the fields throughout the east and to do service jobs in the manufacturing areas of the west. Schooling, then, was tailored to the task assigned by progress.

**Above:** This row of shotgun houses is found in Wilson



**Right:** The Palmer Memorial Institute, founded in 1902 in Sedalia, is today the Charlotte Hawkins Brown Museum. It was the state's first African American historic site.



## DID YOU KNOW...



North Carolina had more Rosenwald Schools than any other state. Of the 4,977 schools erected in 15 southern states, 787 were in North Carolina.

## HAVE YOU VISITED...



the Charlotte Hawkins Brown Museum in Sedalia? This is North Carolina's first state historic site honoring the contributions of its African American citizens. Located on the Palmer Memorial campus, the museum links Dr. Brown and the school to the larger themes of African American history, women's history, social history, and education.

In the early 1900s, blacks often turned to northerners for help building their own schools. In particular, Julius Rosenwald set up a fund after 1914 to build black schools across the state. Rosenwald was one of the owners of Sears, Roebuck, the mail-order catalog company in Chicago. In most counties, the wooden Rosenwald School became the best facility available to black students.

Some black teachers gained a foothold to teach wherever they could. Charlotte Hawkins Brown had grown up near Henderson. Her family moved to Massachusetts, where she was educated. She returned to Sedalia, a hamlet (small village) near Greensboro, to teach in 1901 in an industrial training school. When the school was closed for lack of money, she converted an old blacksmith shop into a classroom. She also broadened the curriculum to give her students a true education, not just one that would prepare them to take the lowest-skilled jobs. In 1902, Brown received new funding to open Palmer Memorial Institute in Sedalia, which focused on a complete education through high school for young blacks. By 1912, Brown had become a leader among African American women in the state.

## It's Your Turn

1. In the years after 1900, what kinds of neighborhoods did North Carolinians develop?
2. Where was the "Black Wall Street" of North Carolina? Why did it have this nickname?
3. What were the Rosenwald Schools?

## Section 3

# Main Streets and Mill Villages



Setting a Purpose

### As you read, look for

- ▶ how middle-class whites lived during this period;
- ▶ how mill village families lived and worked;
- ▶ innovations in transportation, technology, and entertainment;
- ▶ term: **suburb**.

After 1900, almost every white towns person could use segregation to take advantage of blacks, but not all whites were treated equally in industrial society. Economic status tended to separate them from one another. In general, urban whites lived in one of two worlds in the progressive period: the more privileged and comfortable towns, or the mill villages on the edge of the towns.

While there were not the same formal restrictions on how whites lived together, interactions could be limited between those who lived in the center of town and those who lived beyond its edge. As one wealthier Durham resident put it: “We recognized that they were not quite our kind of people.”



**Left:** This view of downtown Raleigh in 1913 shows how progress was changing main streets. The building in the left foreground dates to the Civil War; the taller buildings in the background date to the turn of the twentieth century.



## DID YOU KNOW...

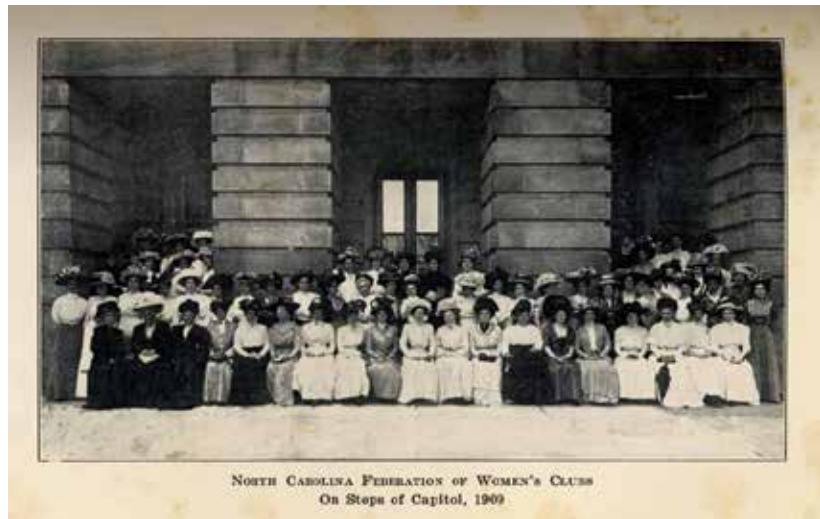
The first automobile manufacturer in the state was the Corbitt Automobile Company of Henderson. It produced its first "Motor Buggy" in 1907.

## The Middle Class and the Spirit of Progress

The early twentieth century saw the emergence of North Carolina's version of the "middle class." Main Street often was paved and had streetlights. Houses near the center of town had hallways between the rooms, which provided a sense of privacy. Most had indoor plumbing, furnaces, and telephones. Wives of businessmen and successful professionals could phone in their orders for groceries, which were delivered to the door. In some towns, there was even long distance calling available.

Beginning about 1905, each town heard its first automobile arrive. Many of the first cars were owned by physicians, who found them useful for making house calls. Drugstores seemed to be on every corner, and people could buy newspapers, magazines, cosmetics, and soft drinks whenever they wanted. Both Coca-Cola, from Atlanta, and Pepsi, from New Bern, were available. Men often walked home in the middle of the day to have dinner (as the midday meal was still called). They might pick up an item in the downtown hardware store on their way.

Women of more successful families almost never worked outside the home. They often had black maids who watched the younger children while they attended club meetings. There they read books together and discussed ways to bring more "progress" to their communities. Some clubs pushed the male town leaders to improve sanitation, start a public library, or build a park. One of the first organizations was the End of the Century Club in Greenville, founded by Sallie Southall Cotton. Mrs. Cotton later helped many of the clubs throughout the state join together in the North Carolina Federation of Women's Clubs in 1902.



**Top:** The houses in the Oakwood section of Raleigh represent the tastes of its middle-class residents of the early 1900s. **Above Right:** The North Carolina Federation of Women's Clubs.

In every town, churches grew rapidly and erected larger sanctuaries and Sunday school buildings. Often five or more white churches would be on or right off Main Street, their brick towers rivaling in height the highest business buildings. Where country people in North Carolina had often waited for a minister to visit their neighborhood, townspeople could expect several services a week, on Sunday and Wednesday nights in addition to Sunday mornings. Most downtown churches had new organs and featured choirs led by women trained professionally in music.

Even though townspeople enjoyed the benefits of new technology, they still imitated the country habits of their ancestors. All but the richest of women spent much of their day preparing meals “from scratch,” cooking on an iron cookstove heated by wood. Most middle-class families still kept cows, chickens, and even hogs because food was cheaper and fresher that way.



**Middle Left:** After playing baseball with the Rocky Mount Railroaders in 1909 and 1910, Jim Thorpe won two gold medals in the 1912 Olympic Games. When word spread that he had played “semi-professional” baseball, he lost his amateur status and had to return the medals. In 1982, the Olympic Committee restored his medals. **Middle Center and Right:** After the Olympics, Jim Thorpe played professional baseball and basketball, and he drew large crowds when he played football with the Bulldogs of Canton, Ohio. **Below:** This streetcar would transport people from the Dilworth and Latta Park subdivisions into town.



The movie *Bull Durham* was filmed in North Carolina in October and November of 1987. The breath of the actors can sometimes be seen in the night scenes.

After 1900, the variety of entertainment in towns increased. By 1910, movie theaters—all of which had segregated seating by law—were established in every sizable city, and the film being shown changed each week. Most towns had brass bands, which played in parades and gave concerts in the summer. Baseball was the principal sport. Teams of local amateurs gave way to minor league professionals after 1910. Jim Thorpe, who became a famous Olympic star, played for the Rocky Mount Railroaders in 1909. The Durham Bulls, made famous much later in the movie *Bull Durham*, began play in 1913.

Some townspeople moved to fashionably designed neighborhoods at the edge of their communities. The first of these **suburbs**, where the houses were put in ordered lines and resembled each other in style, was Dilworth in Charlotte. More than five hundred houses were built there soon after 1900. To get to work or shopping, most suburban dwellers took the streetcar. Some suburbs included country clubs, where the new sports of golf and tennis were played. The country club came to the town of Wilson in 1916.



## The Confines of the Mill Village

Life in the mill village was far different from that of the suburbs. Although the houses were also in a straight line and the streets were often paved, the mill villages were more plain than prosperous. And they were to be found in just about every North Carolina town after 1900. Gastonia had four mill villages in 1900, more than a dozen ten years later.

Most cotton mill owners provided housing for their workers because most of the workers had come directly from the farm and could not afford to buy or build a house. Most mill houses were three or four rooms, with one room being the kitchen. None originally had running water, electricity, or indoor plumbing. Some remained without those services well into the 1900s. As late as the 1920s, only one-third had both electricity and running water. Those with toilets often had no bathtub.

Well into the century, mill hands spent more than ten hours a day, six days a week, working. They often went to their nearby homes for the midday meal. Because cash was often scarce for mill families, many kept charge accounts with high interest rates at the company store, which was run by the mill owner.

For many North Carolinians who left the farm, the mill village was their home for life. Knox Parnell went to a Belmont mill and took a job on a warp machine, which twisted the cotton fiber into yarn. He later told his son that he “adapted to this new way of life with a smile on his face and spring in his step.” Parnell kept that same job for the next fifty-seven years. He and wife Edith lived in the same house that whole time. The kitchen originally had only a cold water faucet, and there were no window screens. At one time, their five children slept in the same room. The children shared one tub full of water that was heated on the stove each Saturday night.

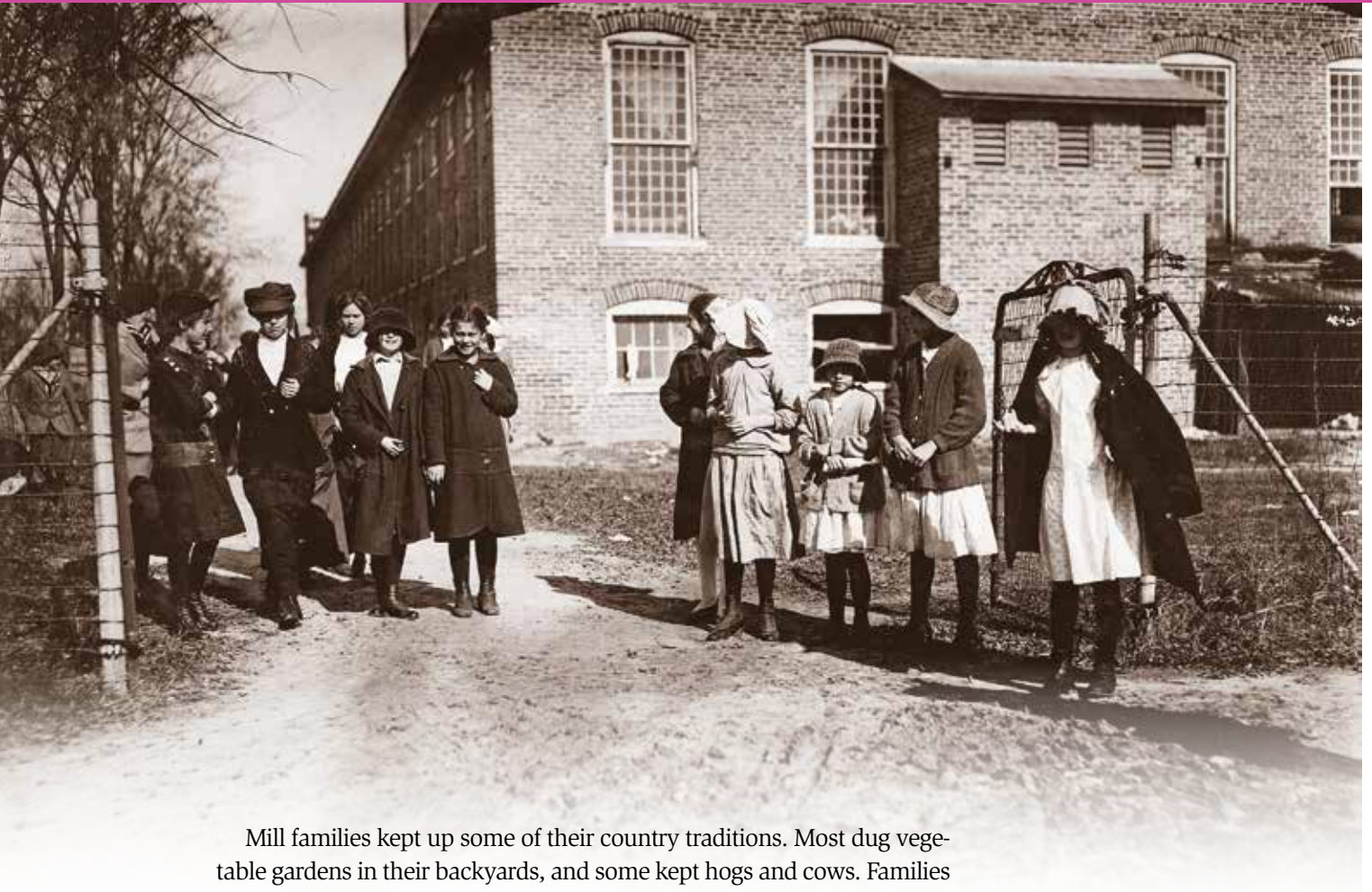
### DID YOU KNOW...



The average pay for a mill family, in which the father and four children (aged 14-21) worked in the mill, was \$17-\$22 a week. The family earned less than \$1,000 a year.

**Below:** By 1900, over 90 percent of all mill workers lived in mill villages provided by the owners. This is the White Oak Mill Village in Greensboro.





Mill families kept up some of their country traditions. Most dug vegetable gardens in their backyards, and some kept hogs and cows. Families were active in churches set up in the mill villages, and children almost always went to school after the compulsory education law was passed in 1913. They took great pride in their community baseball teams, made up of young men who worked in the mill.

Yet for many, mill village life was isolated. As one Gaston County resident remembered, “The villages were a culture—almost a different society—unto themselves.” Many families shopped, were schooled, and worshipped only in the mill village. Some did not like to go to town, for mill hands felt insulted when they were called “lint heads,” a nickname referring to the cotton dust that covered them at work. That led some downtown churches to establish chapels in the mill village for separate worship. In some cases, the minister would preach in the downtown church on Sunday mornings and in the chapel on Sunday evenings.

## It's Your Turn

1. Compare the houses of the white middle class and the white mill workers.
2. Why did mill owners provide housing for their workers?
3. What could mill workers do to obtain better food on their limited salaries?
4. Why did mill workers feel a sense of isolation?

**Above:** These young mill workers in Scotland Neck are on their way home for dinner.

## Section 4

# Progress in the Countryside

## As you read, look for



- ▶ how progressive ideas improved the lives of rural families;
- ▶ the rise of a tobacco culture;
- ▶ struggles for cotton farmers and mountaineers;
- ▶ terms: **rural free delivery, auction.**

## DID YOU KNOW...



The U.S. Post Office introduced rural free delivery in 1896. China Grove in Rowan County was one of the first places in the nation to try it.

Although the largest towns in North Carolina grew into cities in the early 1900s, only a tenth of the population lived in them. Most citizens still called farms or villages home, and the vast majority continued to farm. Yet, farm families were increasingly drawn into the patterns of progress after 1900.

Progressive ideas like Aycock graded schools changed some of their habits. By 1905, many received mail through **rural free delivery**. RFD, as it was called, brought farmers closer to urban, industrial society because they could mail-order goods from northern cities like Chicago and get newspapers mailed to them on a daily basis. Most rural residents no longer said they were from Smoky Hollow or Ballard's Crossroads. Rather, they hailed from Route 2, Selma, or Route 3, Asheboro. More and more farmers shopped for manufactured goods at country crossroads stores, and they made fewer of their own tools and clothes. Farmers earned money to pay for all these things by growing the raw materials needed by the factories, particularly cotton and tobacco.

**Above:** Horne Creek Living Historical Farm is a state historic site preserving the early twentieth-century Hauser Farm. This image shows a tobacco patch in front of the farmhouse.

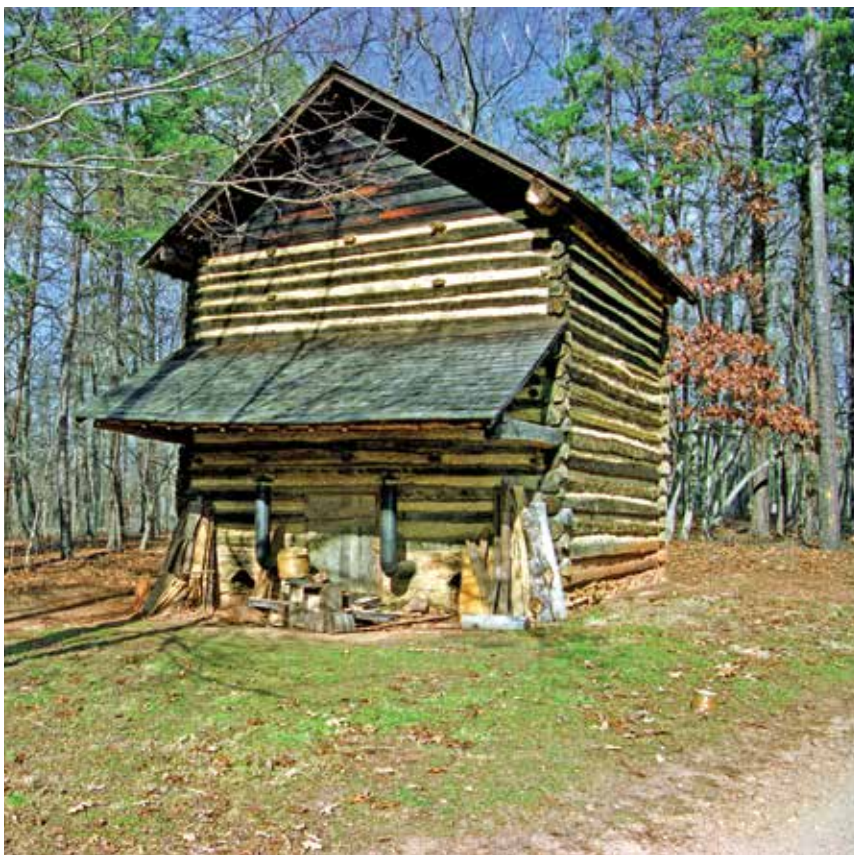
## “Tobacco Road”

North Carolinians became famous worldwide in the early 1900s for one thing. They made the bulk of the world’s cigarettes. Smoking changed with the innovations of the Dukes. Until 1900, tobacco had been consumed in cigars, chews, or pipes; after 1900, cigarettes became the preferred choice.

With the rise of the Duke family monopoly, tobacco took over the economies of the Coastal Plain. Even in a small county like Greene, more than 2,000 farmers grew tobacco. With this came the growth of tobacco marketing towns like Rocky Mount and Wilson. Farmers sold their leaf at warehouses in town, then the tobacco was shipped to Durham, Reidsville, and Winston-Salem. In each of these locations, thousands of North Carolinians made their living making cigarettes, and a few owners of warehouses and large farms made a fortune. The area between Wilson and Durham became known as “Tobacco Road” because so much leaf was shipped to the factories. The tobacco industry was one of the largest taxpayers into the federal treasury because the national government taxed tobacco as a luxury item.

A new culture developed on the Coastal Plain around the planting, cropping, harvesting, and marketing of bright leaf. Thousands of sharecroppers, both white and black, gambled their families’ future on the price of the leaf each year. Each farmer went into debt in the spring by borrowing from a merchant or banker in a nearby town to buy fertilizer and other needed supplies. The family then spent every hour they could raising as much tobacco as possible, sometimes even planting tobacco in the front yard of the house. Often, sharecropper farmers did not grow much of anything else and went into further debt buying bacon, cornmeal, and canned goods to get by.

Each season dictated what a tobacco family was to do. In spring, the plants had to be set out, one by one, in the plowed rows. In summer, farmers had to remove the many baby leaves on the stem. By late summer, the harvest began, and the mature leaves at the bottom of the plant were taken off one by one. The stacks of leaves were hung on rafters in the nearby tobacco barn for curing. As one young boy in Greene County remembered, “Two or three of us slept on crude cots each night, each taking shifts, to make sure that the fires were kept burning [at] the right temperature.”



**Above:** The flues in this flue-curing tobacco barn are the black metal pipes. They drive the heated air into the enclosed barn.



## DID YOU KNOW...

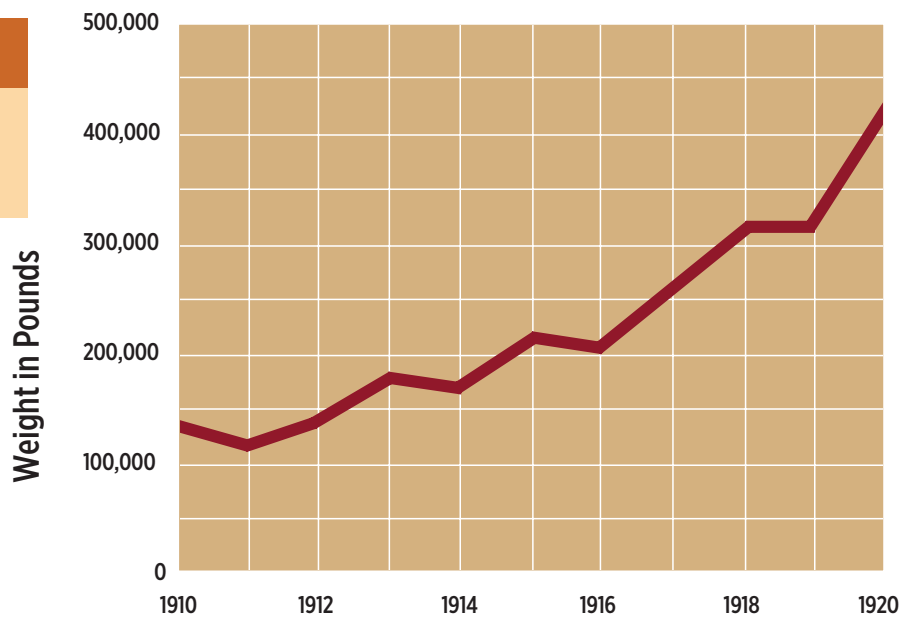
In 1911, the federal government broke up the monopoly of the American Tobacco Company. Four new companies were created: American Tobacco, R. J. Reynolds, Lorillard, and Liggett & Myers.

In early autumn, the farm family took their tobacco to market in the nearby town. The tobacco was marketed at an **auction** (a sale to the highest bidder) in a tobacco warehouse. The sound of the auctioneer became as important to most Coastal Plain families as the sound of the preacher on Sunday. In a matter of seconds, the auctioneer had sold an entire year's crop to a tobacco buyer from the Piedmont factories. When the price was good, the family celebrated by buying a treat at a downtown store. When the sale went badly, they went home in as much debt as ever.

And so it went, year after year. Tobacco Road counties like Nash organized their years around bright leaf. Schools, for example, were closed to let children harvest the crop. Businessmen in town anticipated being paid during market week. Warehouse owners in particular only operated for part of the year.

**Figure 11.2**

**North Carolina Tobacco Production, 1910-1920**



## Cotton Pickers and Mountaineers

Tobacco farmers were the most famous, but by no means the only, farm families who still lived in the North Carolina countryside. The growth of textiles in the Piedmont pushed more and more farmers to try to make money growing cotton. To do so, more fertilizer was needed to help the poor red clay soil, and cotton farmers, like tobacco pickers, depended on a good year to get by. Cotton farming did have some good years, particularly after 1910.



**Right:** Cotton pickers using machinery in 1913 near Hamlet.

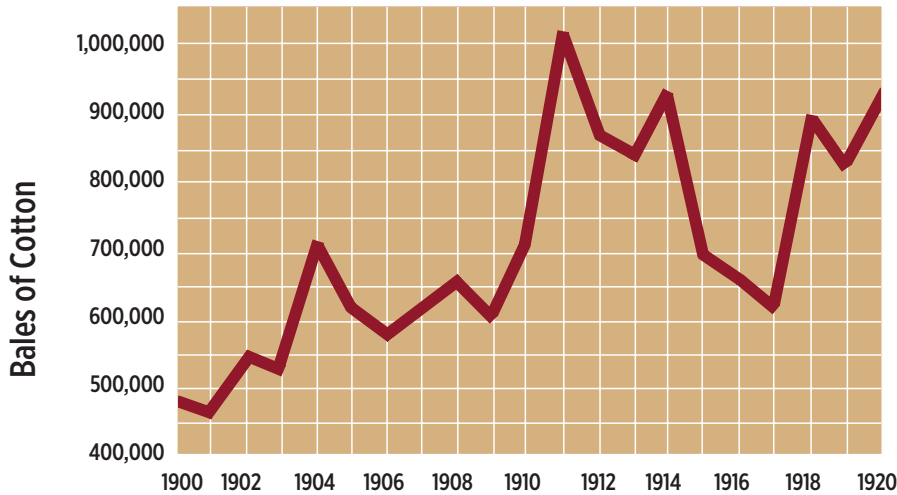


Figure 11.3

North Carolina Cotton Production, 1900-1920

In contrast, prosperity eluded many mountaineer families in the early 1900s. Their families had often grown so large since the Civil War that there were too many young people for the small amount of farmable land in mountain coves. Some young men found work cutting down hundreds of thousands of acres of trees on the mountain slopes. (The lumber was used by the growing furniture factories in Lenoir, Hickory, and Statesville.) This, however, worked against the health of their farms. With no trees left to hold the soil, erosion clogged the streams and floods ruined their fields. Thousands of mountain families left after 1900 and went to the cotton mills in places like Gastonia and Rutherfordton. Thousands of residents from the far western section of the state moved far away to the timber regions of the state of Washington. So many migrants settled north of the city of Seattle that a crossroads there became known as Tar Heel.



## It's Your Turn

1. What did North Carolinians become famous for in the early 1900s?
2. Where was "Tobacco Road" located? Why was it called this?
3. What did cotton farmers need to use to improve their crops?
4. What effect did logging have on agriculture in the mountains?

**Above:** At the turn of the century, many small farms were nestled in the coves of the Mountains region. This farm has been preserved at the Great Smoky Mountains National Park.

# special Feature

## Growing Up... Barning Bacca

After tobacco farming expanded to the Coastal Plain in the early 1900s, “bacca” became a way of life for young and old alike. For example, in 1899, farmers in Greene County planted 6,000 acres; in 1919, 15,000 acres; and, in 1929, 29,000 acres. The whole household was involved in the process, and the ability of a family to survive depended on everyone working hard and often. All this work had to be done when the plant needed it, not when someone wanted to do it.

The routine varied little from year to year. Tobacco seeds were planted, one by one, in a seedbed in the winter. This “plant bed” was covered to protect the sprouts from freezing. When it was time to transplant the sprouts, every member of the family was needed to carry each seedling to a row of earth on the blunt end of a wooden peg. This, said University Professor Howard Odum, “required great care and back-bending labor.”

Once the plants were in the field, the really hard work began. At least six times during the season, the area between the rows had to be plowed, to get air and water into the soil and nourish the plants. As the plants matured, children were sent to pinch off the buds, which made the leaves grow bigger. Children also helped with “suckering” the plant, removing the small leaves that grew after the larger ones were mature. During the summer, younger members of a family were sent to remove worms wherever they were found on the plant. About three months after transplanting, every family member was put to work “priming,” removing the lower leaves from the plant one by one. It usually took several weeks and as many as a dozen trips to the field to finish priming.





Next, the tobacco leaves had to be “cured.” Children of all ages helped loop the tobacco into bunches and drape them over a stick. The sticks were then hung across poles in the curing barn. By the early 1900s, almost all tobacco farmers used the flue-cured method. A fire was built in a stove on the side of the barn, and heat was sent through the barn by a pipe. Someone had to stay up all night with the heater. Usually, older sons shared this responsibility with their fathers. Doing the job right meant constant attention to the heat of the stove and the flow of air through the barn. More than one boy who grew up on a tobacco farm later said he got his worst “whupping” if he let the fire go out. If the curing went too fast, or too slow, the leaves were spoiled and could not be sold. At a critical moment of the drying process, the father would “fix the color” to give the tobacco its best flavor. If he messed up, he “blistered” the leaf, and, again, the family would lose money.



Once the tobacco was cured, it was taken on the special market day to the nearest tobacco warehouse, in towns like Rocky Mount, Wilson, or Greenville. There the grower had to pay a fee just to have the large tobacco companies, like R. J. Reynolds or American, bid on his crop. All the tobacco was sold at one time at an auction. It was all over for the individual farm family in less than a minute. “You could always tell if the tobacco sold good,” recalled the Greene County youngster. “Papa would always bring something extra home for supper like fish, cheese, or beef.” If the price was bad, then “father was reluctant to give us school children a nickel for a pencil tablet or a penny for a pencil.”

## Section 5

DID YOU  
KNOW... 

Archduke Franz Ferdinand, who was next in line to be the ruler of Austria, was gunned down along with his wife by a teenage Serbian nationalist as their motorcade traveled through the streets of Sarajevo, Bosnia.

# The Impact of the First World War

## As you read, look for



- ▶ North Carolina's contributions to the war effort in World War I;
- ▶ the economic effects of the war on the state and the country;
- ▶ postwar developments in the lives of women and African Americans;
- ▶ terms: **armistice, strike, Great Migration.**

In 1914, the assassination of the heir to the Austrian throne threw the European continent into all-out war involving almost all of its nations. Because European nations controlled colonies throughout the world, this conflict became known as the World War or the Great War. The principal combatants were Great Britain and France, who fought against Germany and Austria. Years later, when a worldwide conflict emerged again, the initial war took the name World War I. The Great War lasted five years, and toward the end of it the United States took a decisive role in its outcome.

North Carolina had a significant influence on the United States' presence in World War I. It was true for both politics and economics.

**Right:** Many more soldiers were killed in World War I than in any previous war. The use of deadly new weapons like the machine gun was one of the reasons.

## North Carolinians and the World War

For the first time in American history, North Carolina exerted its influence over the United States. Woodrow Wilson, who had been born in Virginia and spent much of his youth in Wilmington, was president. He had close friends from North Carolina like Ambassador Walter Hines Page and Josephus Daniels, a Raleigh editor who was named secretary of the Navy in Wilson's cabinet. This was the first time a North Carolinian had been in the cabinet since the Civil War. In addition, several Tar Heel senators and congressmen headed committees that made key decisions about fighting in the war.

North Carolinians also showed their individual courage in the conflict. Even before the United States entered the war, two North Carolinians—Kiffin Rockwell of Asheville and James McConnell of Carthage—volunteered in the Lafayette Escadrille, a squadron of that new weapon of war, the airplane. The Escadrille was made up of Americans who fought under the French flag. Both Rockwell and McConnell were killed in action.

After the U.S. entry into the war in 1917, the federal government *drafted* (conscripted) all able-bodied single young men into service. North Carolina provided 86,000 soldiers. A little more than 2,000 died of wounds and disease. In this war, for the first time, North Carolinians fought in units with soldiers from other states. One Army division, called “Old Hickory” after President Andrew Jackson, was made up primarily of North Carolinians. It helped break the German defensive line at a crucial point in the war.

To train all these troops, the federal government set up three enlistment camps across North Carolina. The largest, Camp Greene in Charlotte, had tents and barracks to house 50,000 troops, more than the population of the city. The other camps were Camp Polk in Raleigh and Camp Bragg in Fayetteville. Camp Bragg, named for Civil War General Braxton Bragg, later developed into Fort Bragg.



**Above:** Kiffin Rockwell of Asheville (second from left) and James R. McConnell of Carthage (far right) served in the French Lafayette Escadrille before the United States entered World War I. **Left:** The Thirtieth Infantry Division, made up primarily of North Carolina soldiers, is shown overseeing the movement of German prisoners of war.

**Background:** The tobacco industry profited from World War I. Both factory workers and soldiers tended to use more tobacco in wartime.

**Below:** The Raleigh Iron Works made explosive shell casings for artillery during World War I.

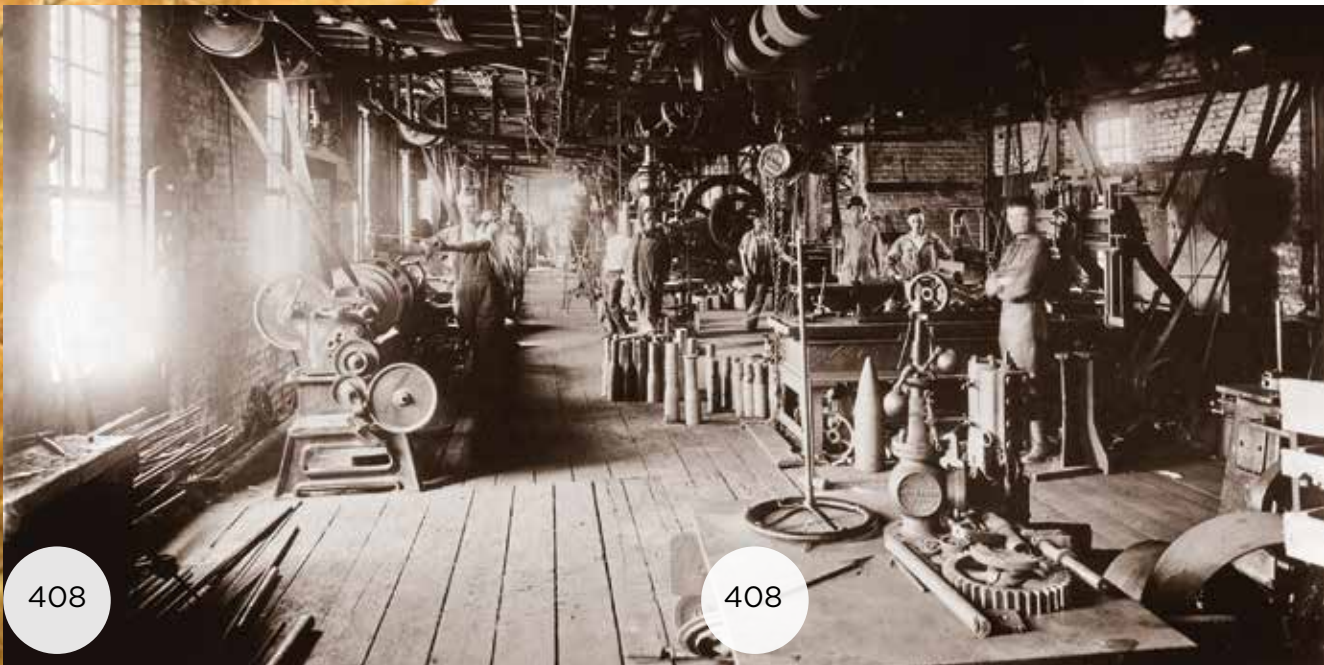
Only a small minority of North Carolinians were publicly opposed to America's role in the war. Often the most resistance occurred in the same areas where citizens had opposed North Carolina's entry into the Confederacy back in the 1860s. Armed gangs in Davidson and Ashe Counties caused trouble for a while.

There was some expression of pro-German sentiment in counties where the Lutheran Church was strong, although the denomination itself fully supported the war. Two brothers in Iredell County, who claimed they had German heritage, fled to Mexico to avoid being drafted. A school-teacher in Lincoln County was threatened with tar and feathering if he continued to speak out against American war efforts. He quit holding meetings. Residents of Rowan and Catawba Counties were arrested by authorities for saying good things about Kaiser Wilhelm, the monarch of the German Empire.

### The Economics of War

The tobacco industry in the state greatly profited from the stresses of the war. More factories were needed across the nation to make weapons and other military materials. Smoking cigarettes increased as more people worked longer hours. The breakup of the Duke family's tobacco monopoly worked out well for North Carolina because it gave the state more tobacco companies. R. J. Reynolds Company in Winston-Salem came out with Camel cigarettes in 1913. Durham's American Tobacco Company countered with Lucky Strike cigarettes. Liggett & Myers, the new Durham company, introduced Chesterfields. The three brands grew very popular during the war.

Because our federal government provided supplies for American, British, and French troops, many kinds of goods were needed to fight the war. The Raleigh Iron Works made shell casings. The Cannon Manufacturing Company in Kannapolis provided sheets and towels for soldiers in the barracks. Each month for a year, the Bull Durham Company shipped thirty railroad boxcars full of tobacco—a total of eleven million sacks each time—for soldiers to roll their own cigarettes. One rail car advertised that "The Smoke That Follows the Flag Is Always Old Bull!"



## The Home Front during the World War

Once again, public support for the war varied in North Carolina depending upon where one lived. Folks in the countryside were generally patriotic, but they were less likely to invest in *war bonds* (long-term IOUs issued to raise money for the war). In contrast, factory workers held contests throughout 1917 and 1918 to see who would buy the largest bonds during Liberty Loan drives. The graded schools held similar contests. Businessmen, who were finding the wartime profitable, gave back generously during the war drives to raise money.

One set of North Carolinians sometimes held back support. Many of the descendants of the Germans who settled the Piedmont did not approve of fighting people with the same heritage. In Catawba County, a few Germans actually protested the war, and several were arrested for disloyalty.

One set of North Carolinians was almost entirely loyal: African Americans. For the first time, blacks were drafted just like whites. Although blacks were still segregated in the Army and often given menial duties rather than combat, their families back home showed just as much support as white families.

North Carolinians did without some daily comforts during the war. Children went house to house to collect pecan and walnut shells, which were made into filters for gas masks. Car owners were forced to have “gasoline-less Sundays” and were arrested if they drove anywhere. In the winter of 1917, coal ran low in many towns, and some families had heatless days.

The worst suffering came in 1918 when the worldwide epidemic of Spanish influenza hit the state. This was the worst health crisis in North Carolina history. Sometimes half the workers in a factory were sick at the same time. Schools were closed for over a month in most places. Thousands died across the state during one of the coldest winters in decades.

### DID YOU KNOW...

North Carolinians, and other Americans, planted “victory gardens” to raise more food for themselves. Commercially grown food went to American troops and our allies.



**Above:** Hundreds of thousands of African Americans served in segregated units in World War I, mostly assigned to noncombat duties. **Left:** These cartoons warned of an influenza outbreak.





### The Effects of the War

The Germans surrendered in November 1918. After the **armistice**, as the end of the war was called, many North Carolinians took almost a year to get home. At some point, each town held a special parade to honor them. Both black and white soldiers were together in the parade, but if a meal was served afterward, progressive society called for segregated tables.

North Carolina found itself richer because of the war. Farmers had gotten good prices for their tobacco and cotton. Because many men were absent, wages had gone up in many factories. All this changed with the return of the soldiers. They wanted their old jobs back, but the military needed fewer goods. North Carolina joined the rest of the United States in an economic slump in 1920 and 1921. Because many manufacturers had earned so much money during the war, they suffered only a little. Their workers, however, had their wages cut because of job competition and low demand for goods. Some of the first real labor strikes in the state took place in Charlotte and Concord. A **strike** occurs when workers refuse to work, usually as a protest over some grievances. The strikes stopped once it was apparent the owners could wait until the strikers ran out of money and food.

One of the biggest impacts of the war was the passage by Congress of the Nineteenth Amendment to the U.S. Constitution, which gave women the right to vote. In North Carolina, most Democrats supported the idea, but the state legislature failed to ratify the constitutional amendment. However, other states gave the amendment its needed three-fourths majority, and women were able to vote in the November 1920 election. Some even ran for public office in 1920, but none were elected. At the same time, the Eighteenth Amendment to the U.S. Constitution had outlawed the sale and possession of alcoholic beverages, but North Carolina had had prohibition since 1908.

**DID YOU KNOW...**



North Carolina ratified the Nineteenth Amendment in 1911. It was one of six southern states to delay ratification.

**Above:** A national textile workers' strike after World War I.

## The Art of Politics

Although North Carolina passed legislation in 1908, prohibition did not become nationwide until the Eighteenth Amendment took effect in 1920. Cartoonist Rollin Kirby created “Mr. Dry,” the black-coated, sour-faced killjoy who represented the worst elements of prohibitionists, an image quickly adopted by other cartoonists.



The war had an interesting and long-lasting impact upon segregated North Carolina. It created an opportunity for African Americans to leave the state and find better jobs in northern cities. In the North, black Tar Heels could do things denied them in their native state, like vote and sit down in the same restaurants that whites used. So many blacks from across the South left that their action became known as the **Great Migration**. They moved principally to Washington, DC, Philadelphia, and New York. By the end of the war, more than 25,000 lived in Manhattan, most in the growing African American community of Harlem. So many had gone to Philadelphia by the 1920s that the North Carolina Mutual Life Insurance Company set up an office in west Philadelphia.

Some black North Carolinians became famous in Harlem, where African American art and culture flourished after the war in what became known as the “Harlem Renaissance.” Mabel Hampton, a Winston-Salem native, became a noted dancer. Romare Bearden, who was born in Charlotte, worked at a series of jobs in New York until his paintings gained him fame and fortune. Bearden eventually became one of the most respected American artists of the twentieth century.

Although most of the black migrants lived in the North for the rest of their lives, they seldom broke their ties to back home. Many made annual visits to church homecomings and family reunions. They also continued to identify themselves as North Carolinians in their new home. Romare Bearden, even after becoming famous, claimed that he was always “at home in Charlotte” regardless of where he was or what he was doing.



## It's Your Turn

1. When did the United States enter World War I?
2. List three impacts of the Great War on the home front in North Carolina.
3. Why did North Carolina and the rest of the United States experience an economic slump in 1920 and 1921?
4. To what does the term “Great Migration” refer?

**Above:** *Show Time (of the Blues)* by Charlotte native Romare Bearden. Bearden gained international fame as an artist of the Harlem Renaissance. Bearden’s family joined the Great Migration to New York City during World War I.

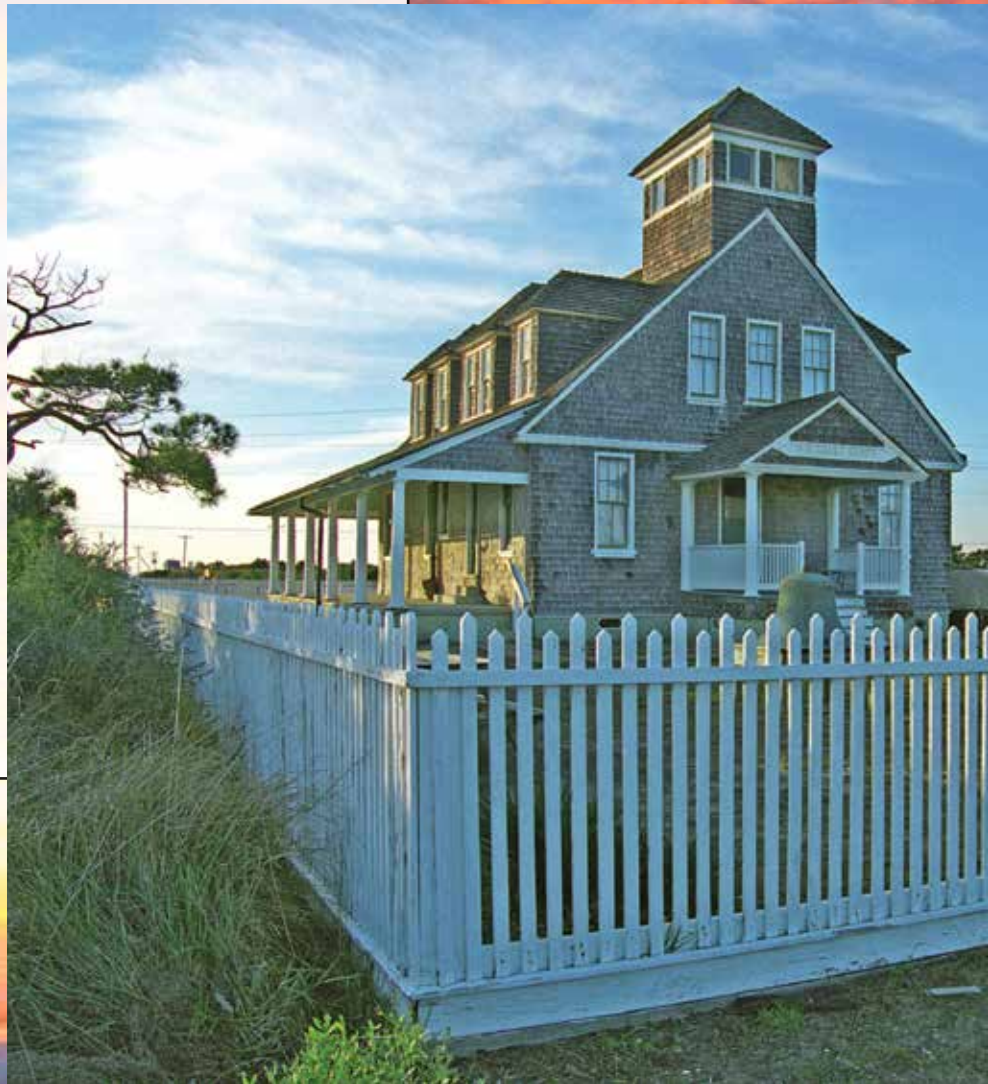
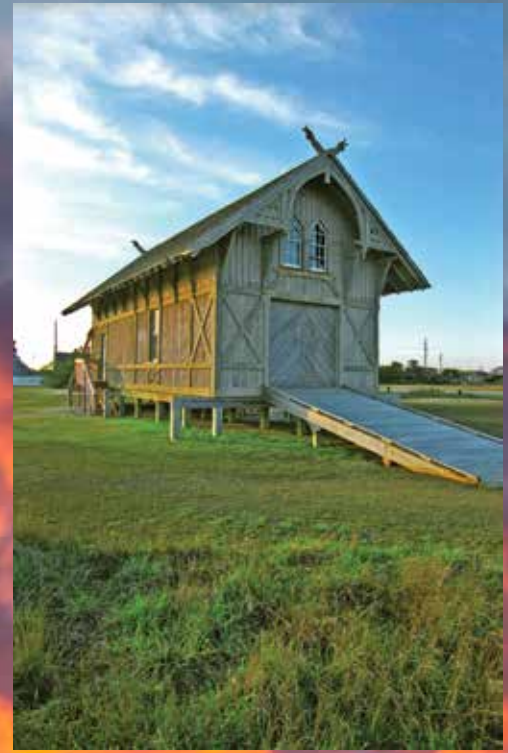
# special Feature

## Carolina Places Chicamacomico Life-Saving Station

It has one of the longest and most unusual place names in North Carolina. Chicamacomico—pronounced “chik a ma COM ah co”—is a 400-year-old Indian name for a famous place on Hatteras Island. Between 1874 and 1954, it was home to one of the most legendary Coast Guard units in history. The members of its lifesaving station repeatedly went out into the fierce Atlantic to rescue sailors about to be lost to the “graveyard of the Atlantic.”

Chicamacomico is located in the village of Rodanthe. The lifesaving station building is one of the most beautiful structures in the state. The village also has a number of tiny cemeteries where the bodies of drowned sailors have been laid to rest. One plot holds ninety sailors lost in one ship in 1891.

Soon after the Cape Hatteras Lighthouse was built in 1871, Congress authorized the building of seven lifesaving stations every ten miles or so along the Outer Banks. The hope was to cut down on the great loss of life caused by the treacherous waters off Cape Hatteras, where the warm Gulf Stream meets the cooler Labrador Current.





The largest family on Hatteras Island since colonial days has been the Midgetts. The Midgetts have provided more “surfmens” to the Life-Saving Service (more than 150) than any banker family. Often, they were the entire crew at “Chicky,” as they called the station. Midgetts were said by one island resident to “know the precise instant to commit the boat, and returning from the sea, the precise instant it should be beached without harm to the boat, crew, or passengers.” During an 1899 hurricane, Rasmus Midgett went out into the sea by himself nine times, on horseback, and each time brought back a survivor from a ship cracked open by the waves. They are the most honored family in the history of the Coast Guard. So famous have these North Carolinians become that the Coast Guard in 1992 named a *cutter* (a Coast Guard vessel at least 65 feet in length) in their honor.

The greatest of the Midgett heroes was John Allen Midgett, captain of the lifesaving station during World War I. German submarines, a new invention, lurked off the North Carolina coast. On August 16, 1918, a British tanker was blown up after hitting a floating sea mine left by a U-boat (as the German subs were called). The explosion set the ship on fire, and gasoline and oil began to burn on the surface of the ocean. Midgett and five other surfmen repeatedly rowed their lifesaving boat five miles out into the ocean through the flames to rescue forty-two crew members.



In 1954, the Coast Guard closed the station, and the National Park Service took over the site. In 1976, local residents joined with state officials to set up a nonprofit group to raise money for its restoration. Parts of the old 1874 station and its 1911 addition have been open to the public since 1984. There, visitors can learn more about some of the most heroic North Carolinians ever to live.

# Chapter Review

## Chapter Summary

### Section 1: “Progress,” Democrats, and Education

- At the beginning of the twentieth century, North Carolinians worked to bring progress (industrial development) to the state. By the early 1900s, North Carolina had become the South’s leading manufacturing state. Towns continued to grow rapidly, and they became centers of progress.
- An amendment to the state constitution disfranchised blacks, while a grandfather clause allowed whites to vote. As a result, the Republican Party became a minority party.
- The Democratic legislature of the early 1900s also passed laws affecting prohibition, compulsory education, and segregation through Jim Crow laws.

### Section 2: Black Responses to Segregation

- In the years after 1900, North Carolina’s black citizens lived in segregated neighborhoods. The Hayti neighborhood in Durham was called the “Black Wall Street.”
- Education for blacks in the state lagged behind education for whites. During this period, one black school was built for every ten white schools. Charlotte Hawkins Brown opened the Palmer Memorial Institute in Sedalia in 1902.

### Section 3: Main Streets and Mill Villages

- Most urban whites lived in towns and suburbs or in mill villages on the edge of towns. Whites themselves were separated by their economic status.
- Women of more successful families rarely worked outside the home. Many joined community organizations that sought to bring more progress to their communities.

- Textile workers lived in mill villages near factories. Many families shopped, went to school, and worshipped only in the mill village.

### Section 4: Progress in the Countryside

- Most North Carolinians still lived on farms or in small villages. Tobacco and cotton remained the state’s two main crops during this period.
- Progress for mountain families was elusive in the early 1900s. Farming conditions were poor, and many turned to the lumber industry that supported the growing furniture industry.

### Section 5: The Impact of the First World War

- North Carolina made important political and economic contributions to the U.S. efforts in World War I.
- North Carolina profited economically from World War I, but it joined the rest of the country in an economic slump in 1920 and 1921.
- After World War I, the states ratified the Eighteenth Amendment to the U.S. Constitution (which instituted prohibition) and the Nineteenth Amendment (which approved women’s suffrage).
- Many African Americans moved to the North where they had greater freedoms. This movement came to be called the Great Migration.

## Activities for Learning

### Reviewing People, Places, and Things



disfranchisement  
referendum  
John Merrick  
“Tobacco Road”

grandfather clause  
Great Migration  
Hayti  
Camp Greene

1. the area between Wilson and Durham that saw countless leaves of tobacco shipped to factories

2. movement of thousands of African Americans to northern cities
3. black neighborhood in Durham that became known as the “Black Wall Street”
4. largest training ground for World War I troops in North Carolina
5. founder of the North Carolina Mutual Life Insurance Company
6. rule that allowed some voters to avoid the literacy requirement to vote
7. to lose the right to vote; have it taken away
8. a vote by the people on a particular issue

### Understanding the Facts



1. In which three product areas was most of North Carolina’s industrial growth concentrated?
2. What two ideas did the white supremacists propose in 1900 that would impact every citizen in the state? What was the principle behind both ideas?
3. How did the building of thousands of Aycock schools across the state affect rural areas?
4. What were the three issues addressed by the North Carolina legislatures of the early 1900s?
5. How did black neighborhoods change in the early twentieth century?
6. Which North Carolina community offered the most opportunities for black residents?
7. Where did many North Carolinians who left the farm end up living for the rest of their lives?
8. Which two raw materials did North Carolina farmers increasingly grow, because they were needed by the factories in the cities?
9. What happened to many mountain families after 1900?
10. How did support for World War I vary in North Carolina?

### Developing Critical Thinking



1. When the disfranchisement amendment was up for a vote, why were whites in the mountains uncertain that the grandfather clause would be followed?

2. How did laws restricting alcohol use, treatment of children, and race relations conflict with the freedoms people felt they were entitled to as U.S. citizens? What are some of the social rules and laws today in regard to alcohol use, treatment of children, and race relations that people might feel conflict with their rights?

### Applying Your Skills



1. Your textbook says that Hayti “had its paradoxes.” Define the word *paradox*, describe how Hayti had its paradoxes, and give other examples of paradoxes.
2. What percentage of North Carolina soldiers who served in World War I died of wounds or disease?

### Exploring Technology



Using a credible search engine, research poetry written during the Harlem Renaissance. Choose one poem to read, and write an analysis of how the poem reflects the African American experience of the Great Migration.

### Writing across the Curriculum



1. Do you think it was possible for a black family to live a pleasant life in Durham in the early twentieth century? Write an essay defending your opinion.
2. Write an essay comparing life in the mill village to life in North Carolina’s growing towns in the early 1900s.

### Exploring Diversity



1. One proposal passed in North Carolina greatly hurt the progress of black families living in North Carolina: the literacy voting proposal (with the grandfather clause). How was this proposal passed? Could a law like this be passed in North Carolina today? How do we keep laws from being passed that are detrimental to North Carolina’s people?
2. How were the Jim Crow laws “sold” to North Carolinians as part of the “progressive advancement of the state”? What drawbacks did these laws have for North Carolinians?