

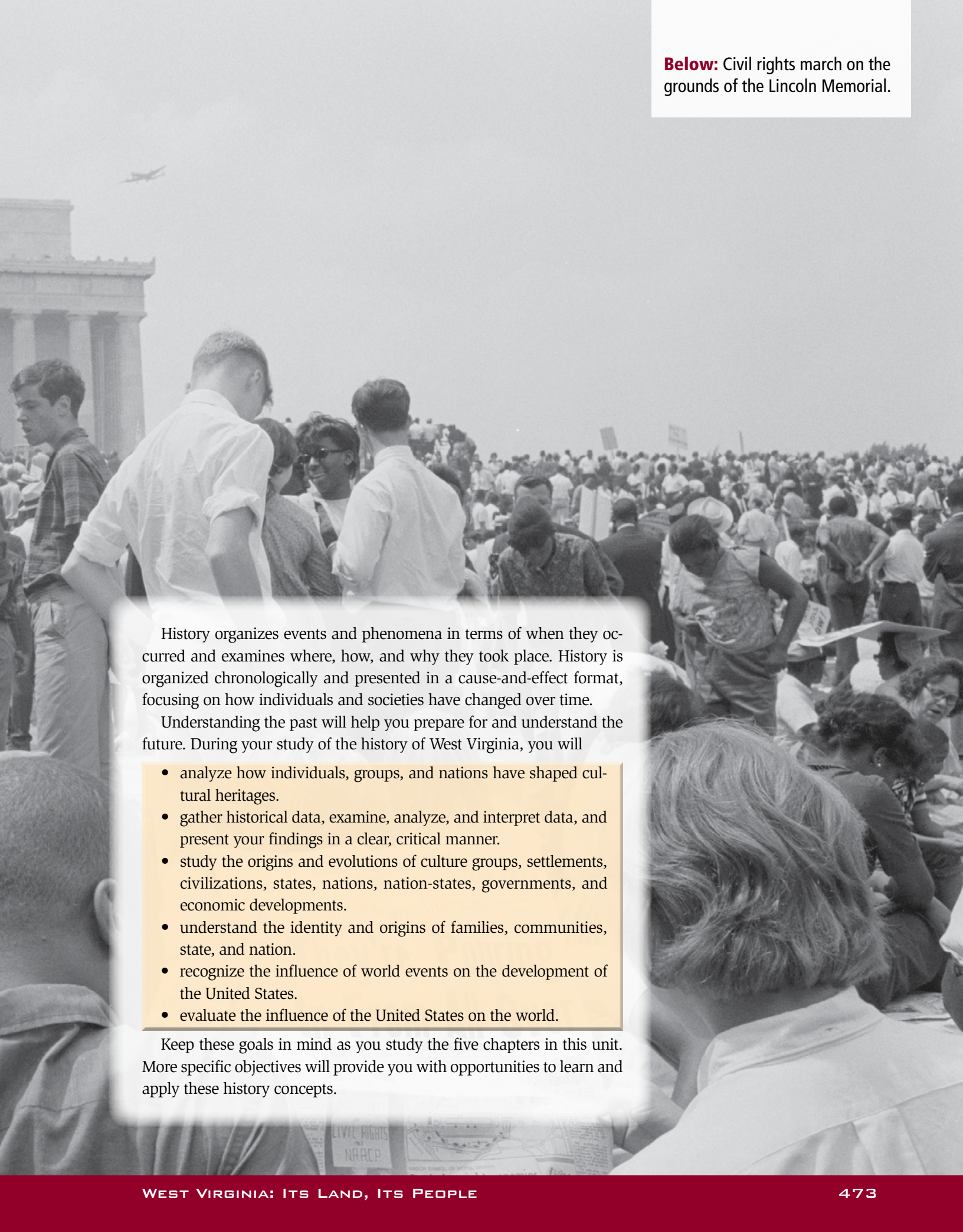
# UNIT 5

## What Is West Virginia's History?

The history of West Virginia begins on June 20, 1863—the day the mountainous western part of Virginia became the 35th star in the American flag. As you read in Chapter 12, West Virginia became a state through a series of odd circumstances. Some have even raised the question of the state's legality since it is the only state to be created by presidential proclamation.

Regardless of the unique circumstances of its birth, West Virginia has played a role in all the major national and international events that have occurred in the more than 150 years of its existence. The economic, political, and social issues that have defined the United States since the Civil War have also defined West Virginia.

In this unit, you will study West Virginia's history from Reconstruction through the early twenty-first century. You will learn about the rebuilding of the nation after the Civil War, the Progressive Era, the Roaring Twenties, and the Great Depression. You will also discover how World War II and the Cold War thrust the United States into a position of world leadership. More recent topics include the civil rights movement, the economy, the quest for homeland security, and the advancements in technology that have brought untold cultural changes.



**Below:** Civil rights march on the grounds of the Lincoln Memorial.

History organizes events and phenomena in terms of when they occurred and examines where, how, and why they took place. History is organized chronologically and presented in a cause-and-effect format, focusing on how individuals and societies have changed over time.

Understanding the past will help you prepare for and understand the future. During your study of the history of West Virginia, you will

- analyze how individuals, groups, and nations have shaped cultural heritages.
- gather historical data, examine, analyze, and interpret data, and present your findings in a clear, critical manner.
- study the origins and evolutions of culture groups, settlements, civilizations, states, nations, nation-states, governments, and economic developments.
- understand the identity and origins of families, communities, state, and nation.
- recognize the influence of world events on the development of the United States.
- evaluate the influence of the United States on the world.

Keep these goals in mind as you study the five chapters in this unit. More specific objectives will provide you with opportunities to learn and apply these history concepts.

# CHAPTER 13

## West Virginia and Reconstruction

### CHAPTER PREVIEW

#### TERMS

freedmen, Freedmen's Bureau, test oath, disfranchise, Ku Klux Klan, bond, poll tax, literacy test, grandfather clause, biennial, labor union, yellow-dog contract, blacklist, lockout, strike, depression, injunction, scab, cribbing, acquitted

#### PEOPLE

W. H. H. Flick, Floyd Hatfield, Randolph McCoy, Johnse Hatfield, Devil Anse Hatfield, Roseanna McCoy

#### PLACES

Berkeley County, Jefferson County

Several events that occurred as the Civil War ended shaped the period of history known as *Reconstruction*. Abraham Lincoln, whose election as president of the United States ignited the firing on Fort Sumter, the subsequent secession of a number of southern states, and the founding of the Confederate States of America, was reelected to a second term as the war was coming to a close. Lincoln, who had always considered secession illegal, believed that political reconstruction would be a simple task of removing the illegitimate government officials and recreating loyal state governments. He actually began working on his Reconstruction plans a year before the war ended. Because he had no malice (hatred) toward those who fought for the South, Lincoln favored forgiving any former Confederate who agreed to obey the U.S. Constitution and the laws of the Union. His Reconstruction plan stated that, when 10 percent of those in a given Confederate state who had voted in the election of 1860 took this oath and pledged allegiance to the Union, that state would be allowed to write a new state constitution, elect new state officials, and resume its place as one of the United States of America.

Tragically, however, President Lincoln was assassinated five days after Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House. After Lincoln's death, his vice president, Andrew Johnson, became president. The United States Congress believed Johnson, who was a southerner, was too lenient on the former Confederates. As a result, Congress, which was controlled by radical Republicans, enacted its own plan for Reconstruction.

Since West Virginia had remained loyal to the Union, it did not have to conform to the governmental restrictions imposed on the Confederate states. But, in the aftermath of the Civil War, West Virginia's government found itself facing a number of critical issues, including what to do with newly freed slaves or **freedmen**, what to do with former Confederates, where to locate the state's capital, how to solve boundary disputes with neighboring states, and how to resolve a debt with Virginia.



**Below:** After the Civil War, the freedmen established a number of villages.



VIRGINIA — FROM THE WEST



# SIGNS of the TIMES

## HISTORY

The Grange, an organization to help farmers, was first established in West Virginia in 1873. Within five years, there were more than 400 lodges and over 12,000 members.

## ECONOMICS

In 1870, there were 348 lumber mills in West Virginia; by 1880, there were 472. Production increased when operators switched from water power to steam power.

The Sistersville Oil Field opened in 1892 and was producing over 20,000 barrels of oil a day by the end of the year.

## GOVERNMENT

In 1865, President Andrew Johnson appointed Francis Pierpont provisional governor of the reunited state of Virginia. He remained in that position until 1868. After he left the governorship, Francis Pierpont served one term in the West Virginia Legislature in 1870.

## GEOGRAPHY

Land use changed after the Civil War. Farm sizes became smaller as large landowners divided their land among tenant farmers and sharecroppers.

## EVERYDAY LIFE

**Population:** The population of West Virginia in 1870 was 442,014. Life expectancy was 44 years in 1870, but just 39.4 years in 1880.

**Fashions:** The popularity of bicycling enabled women to give up long-skirted, heavy Victorian attire and use long hose and balloon below-the-knee trousers. Zippers were invented by Whitcomb Judson.

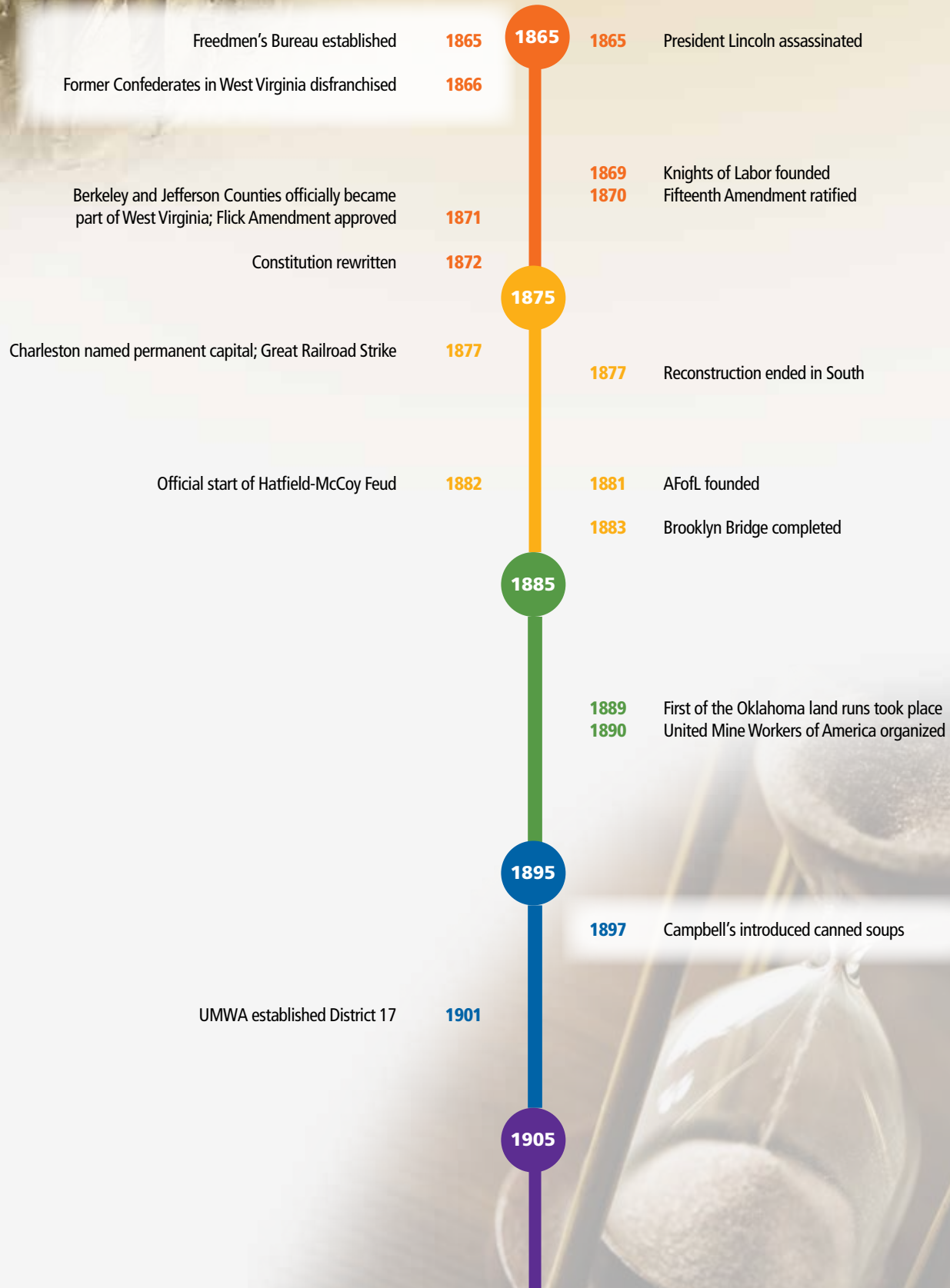
**Science/Technology:** Inventions of the period included an electric voting machine, phonograph, incandescent lamp, air brakes, typewriters, adding machine, and fountain pen. Alexander Graham Bell invented the telephone.

**Recreation:** The first annual indoor track and field meet was held by the New York Athletic Club. The first professional baseball team—the Cincinnati Red Stockings—was formed. The first intercollegiate football game was played with Rutgers defeating Princeton 6 to 4.

**Music:** Popular songs of the period included “Silver Threads among the Gold,” “I’ve Been Working on the Railroad,” “Clementine,” “My Wild Irish Rose,” and “Sweet Rosie O’Grady.” John Philip Sousa popularized such march songs as “The Stars and Stripes Forever” and “Semper Fidelis.”

**Literature:** Louisa Mae Alcott published *Little Women* and *Little Men*. Mark Twain published *The Adventures of Tom Sawyer*, *Life on the Mississippi*, *The Prince and the Pauper*, and *The Adventures of Huckleberry Finn*. Sidney Lanier published “Corn,” about farming in the old South, and “The Symphony,” about the industrial North.

**Figure 13.1** Timeline: 1865-1905



# Summarizing

## DEFINING THE SKILL

When you listen to what other people say or you read what others have written, you might summarize or generalize what you have heard or read. When you summarize, you should actually write what you have read in your own words, breaking down the content into small pieces. Summaries contain the main idea found in the reading, but, unlike paraphrases, they leave out most of the supporting details.

To summarize, you should

- focus on the main idea.
- leave out details, examples, and descriptions.
- use concise language in your own words.

## PRACTICING THE SKILL

Copy the graphic organizer below on a separate piece of paper. Read the information about Efforts to Control Blacks on pages 482-483. List the details describing ways blacks were controlled in the second column of the organizer. In the third column, write a summary focusing on the facts you listed.

Topic	Facts from the Reading	Summary Statement
Efforts to Control Blacks		

## SECTION 1

# Social Changes

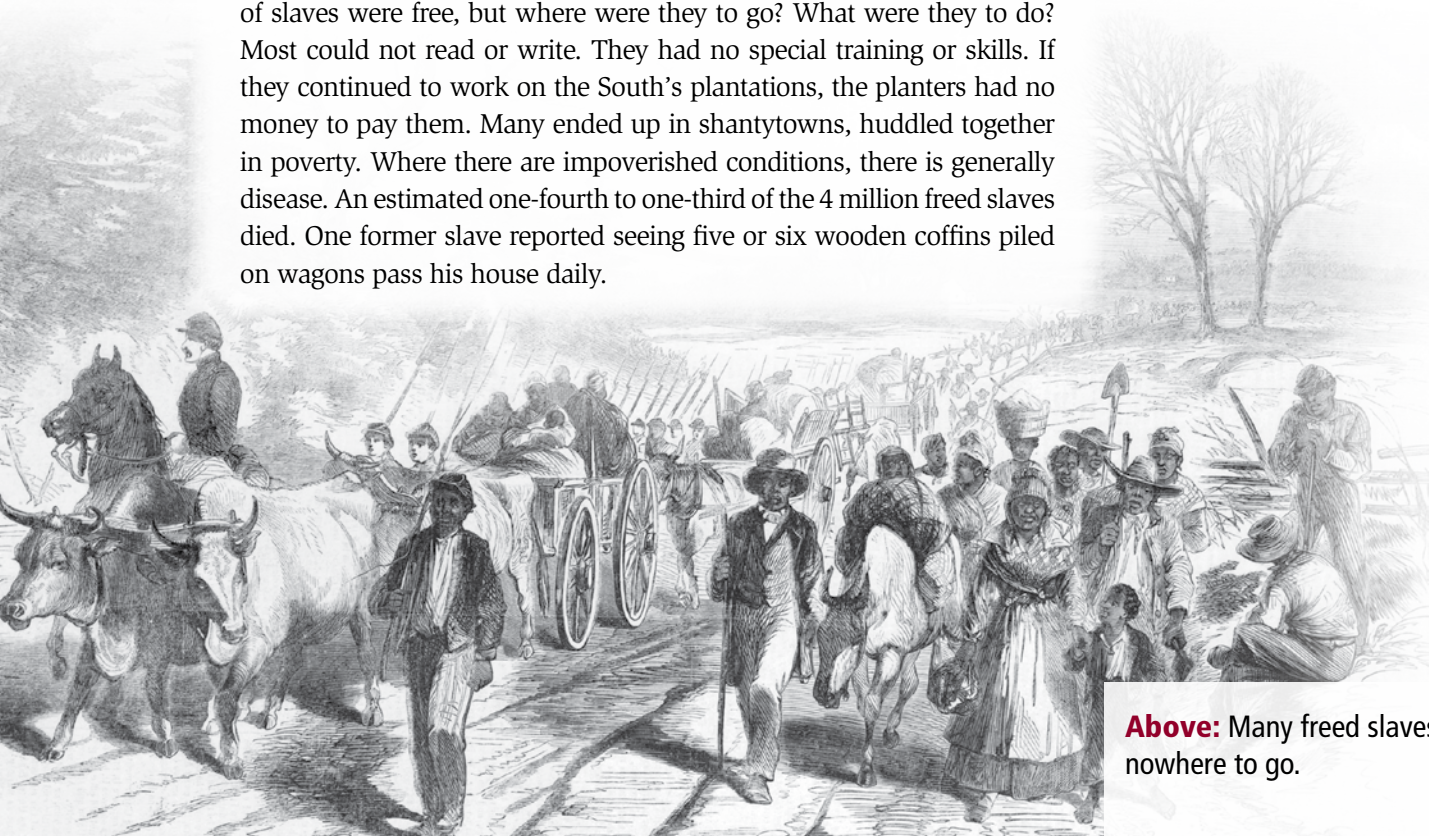
### As you read, look for

- problems faced by the freedmen;
- ways the government attempted to help freedmen;
- the role of the Freedmen's Bureau;
- the treatment of former Confederates after the Civil War;
- the efforts to control blacks;
- terms: **Freedmen's Bureau, test oath, disfranchise, Ku Klux Klan.**

**As president, Abraham Lincoln wanted desperately to bring some final solution to the issue of slavery.** He believed the only way to legally and permanently abolish slavery was through a constitutional amendment. To that end, he convinced Congress to pass the Thirteenth Amendment on January 31, 1865—before the Civil War actually ended. A few days later, on February 3, West Virginia's governor approved an act that abolished slavery and gave slaves immediate emancipation.

### Freedmen

Once the Civil War came to an end, one of the first issues faced by the United States government was to make plans for the freedmen. Thousands of slaves were free, but where were they to go? What were they to do? Most could not read or write. They had no special training or skills. If they continued to work on the South's plantations, the planters had no money to pay them. Many ended up in shantytowns, huddled together in poverty. Where there are impoverished conditions, there is generally disease. An estimated one-fourth to one-third of the 4 million freed slaves died. One former slave reported seeing five or six wooden coffins piled on wagons pass his house daily.



**Above:** Many freed slaves had nowhere to go.



**Top:** The Freedmen's Union Industrial School taught women of color the fine points of sewing.

**Below:** Storer College was the first black college in West Virginia.



## something extra!

The first school for blacks in West Virginia was established in 1863. In 1866, that school became the first public free school for African Americans in West Virginia, in fact, in the entire South.

In an effort to bring relief to these people, the federal government established the Bureau of Refugees, Freedmen, and Abandoned Lands in March 1865. General Oliver Howard, from Maine, was named to head the Bureau. The original purpose of the agency, which soon became known as the **Freedmen's Bureau**, was to help both freedmen and poor whites cope with their everyday problems.

The Freedmen's Bureau marked the first time in the history of the United States that the federal government gave support to the needy and underprivileged. Its immediate charge was to relieve hunger and distress, but it also tried to find work and land for blacks, if possible. The Freedmen's Bureau established schools, furnished food and medical supplies, and protected the freedmen from corrupt labor contracts. Additionally, it established military courts to administer justice.

In 1867, the Freedmen's Bureau established Storer College at Harpers Ferry. Storer College, the first black college in West Virginia, was named for John Storer from Maine who contributed \$10,000 towards its construction. The college offered high school and a few junior college

courses. When it began, the campus consisted of only four large brick houses that the federal government donated after the armory at Harpers Ferry closed. At its peak, the school had fifteen buildings on forty acres of land. Storer College closed in 1955.

## Former Confederates

In 1863, when West Virginia was admitted to the Union, the Legislature declared that all the property within the state that had belonged to Confederate soldiers would be forfeited (given up as a penalty) to the state. Since the war was still being fought, however, the law was really unenforceable, as were laws designed to keep Confederate supporters from speaking, writing, or printing anything favorable to the South's cause.

In 1865, as the war was nearing its end, West Virginia was

faced with yet another dilemma. The state constitution extended suffrage (the right to vote) to all white males over the age of twenty-one. Nationally, however, laws were being passed to deny former Confederates the right to vote. Since both Union and Confederate supporters lived in West Virginia, who could vote became an important issue. The governor and the Legislature became concerned that Confederate veterans returning home from the war might vote with other anti-Unionists to gain control of the state.

As a result, West Virginia lawmakers passed a law requiring all eligible voters to take a **test oath** that stated they had never taken up arms against the United States or held office in any illegal (Confederate) government during the war. Before being allowed to vote, men were also required to register, but they could not register without first taking the required oath.

To ensure that the law was consistent, the state passed a constitutional amendment in 1866 taking away citizenship rights from all persons who had supported the Confederacy. Within a year, former Confederates were **disfranchised**; that is, they had their right to vote taken away. In addition, they could not hold public office, practice law, serve as jurors, teach school, sue in court, or defend themselves in lawsuits brought by others.

something  
**extra!**

The right to vote is also called the "franchise."



**Above:** Members of the Confederate cabinet had their right to vote taken away after the Civil War.

## Efforts to Control Blacks

The task of Reconstruction was to bind up the country's wounds and reunite it politically. Southerners lived under the rules and regulations of the northern radicals for twelve years, and the events of those twelve years created the circumstances that influenced the social, economic, and political life of the South for the next century.

Former Confederates felt so violated by Reconstruction that, once they returned to power, they were determined to get revenge and return to the antebellum years. Many white southerners believed they needed protection from the power of the blacks and radicals. They blamed the corruption in government and the misuse of government funds as reasons for their economic problems. Frustrated because they could not make their voices heard politically, some turned to violence as a means of achieving their objectives. Others, once they regained power, supported the passage of laws to restrict the rights of the freedmen.

## The Emergence of the Ku Klux Klan

The **Ku Klux Klan** was one of several secret organizations that tried to keep freedmen from exercising their new civil rights. The group began in Pulaski, Tennessee, in 1865, as a social club for returning Confederate soldiers. It quickly changed into a force of terror. Its members dressed

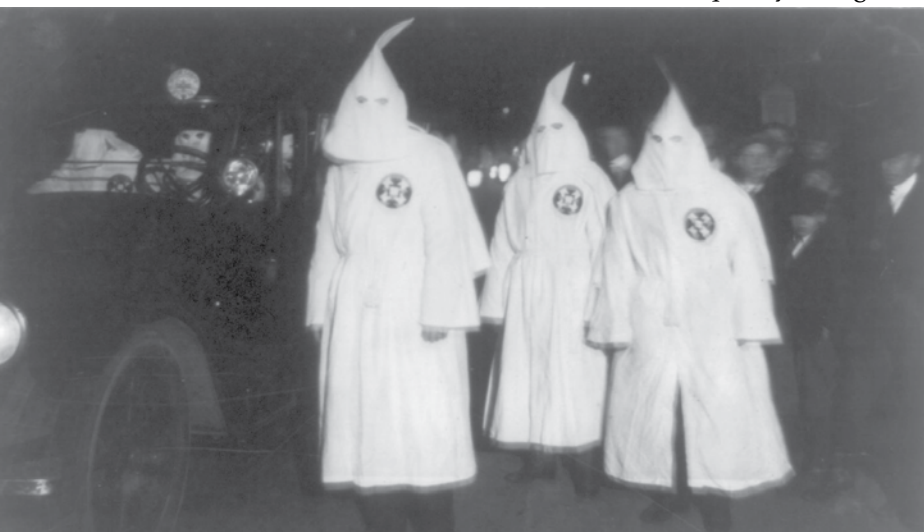
in robes and hoods so no one would recognize them. They terrorized and intimidated the freedmen to keep them from voting. By doing so, the Klan hoped to return political control to the Democrats.

Freedmen who were not frightened away from the polls were carefully watched. Those voting Republican lay awake at night listening for the sounds of horses, indicating the Klan was nearby. There were numerous reports of beatings, whippings, and murders. Most people knew that the price for voting could be death. Hostilities between

whites and African Americans resulted in an increase in the number of incidents of racial conflict.

## Black Codes

Although the Thirteenth Amendment abolished slavery, it did not abolish discrimination. By 1865, most of the southern states had passed laws, known as *Black Codes*, that were designed to restrict the rights of the freedmen. The codes included regulations that controlled the types of jobs freedmen could have; permitted whipping as punishment; and established labor periods from sunrise to sunset, six days a week. Because these codes permitted the imprisonment of jobless blacks, freedmen



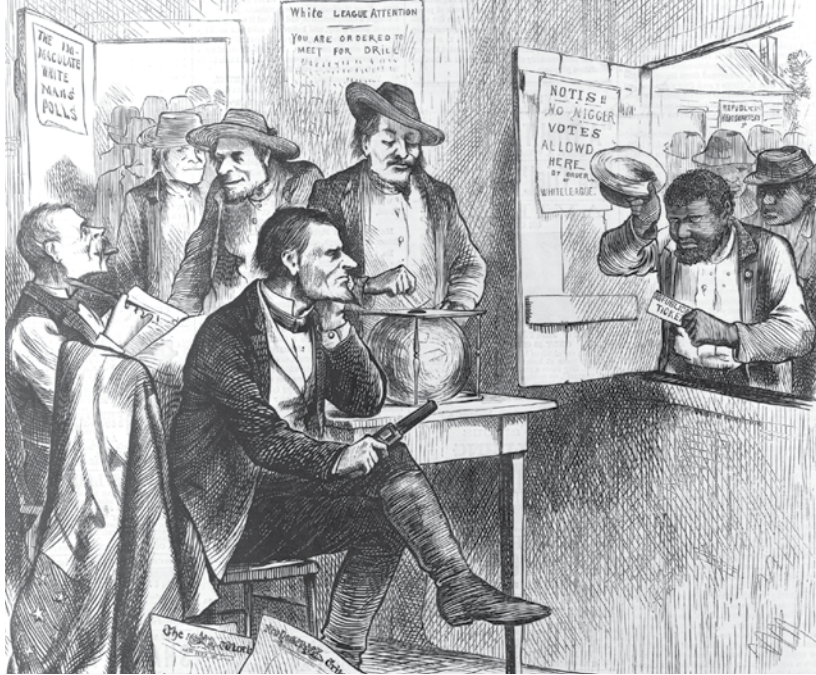
**Above:** The Ku Klux Klan tried to keep the freedmen from exercising their new civil rights.

were forced to take whatever jobs they could find regardless of low wages or other conditions. Although the Freedmen's Bureau recommended wages of \$144 a year, plus food and shelter, most workers were paid between \$50 and \$100 a year.

Other sections of the Black Codes did not allow freedmen to vote, to serve on juries, or to testify in court against whites. The codes also declared marriage between the races illegal.

Reaction to the Black Codes was fairly swift. Congress overrode a presidential veto and passed the Civil Rights Act of 1866. This law not only extended citizenship to African Americans, but it also gave the federal government the right and responsibility to intervene any time civil rights were taken away from the newly freed men and women. To ensure this, both houses of Congress passed the Fourteenth Amendment in June 1866. This amendment granted citizenship to the freedmen and forbade any state from denying anyone "equal protection of the laws." West Virginia ratified the amendment on January 6, 1867, and it became law on July 9, 1868.

That same year, the radical Republicans gained control of both houses of Congress. They claimed that the southern states were not "adequately reconstructed." They required the southern states to ratify the Fourteenth Amendment before they could rejoin the Union.



## Reviewing the Section

### Reviewing the Content

1. How were the freedmen treated after the Civil war?
2. Why did Abraham Lincoln want to be lenient toward the former Confederates after the war?
3. What was the purpose of the Black Codes?

### Using the Content

How would you have treated the former Confederates and freedmen after the Civil War? Design a plan for Reconstruction.

### Extending the Literacy Skill

Read the section on Freedmen on pages 479-481. Make a chart like the one on page 478 to record facts from your reading. Then write a summary describing the life of former slaves after the Civil War.

**Above:** The Black Codes took away the freedmen's right to vote as well as many other rights.

# Storer College



When the Civil War ended, there were over 30,000 newly freed slaves in the Shenandoah Valley, many of whom needed an education to help them adapt to their new life. Churches and religious societies were the first to establish schools. The Free Baptists were assigned to work in the Valley of Virginia, and Reverend Nathan Cook Brackett, a superintendent for the schools established by the Freedmen's Bureau, was put in charge of building schools in the eastern panhandle. In 1865, Brackett opened a Freewill Baptist primary school, with nineteen students and two teachers, in the Lockwood House in the Camp Hill area of Harpers Ferry. The war-torn Lockwood House, the former U.S. Armory paymaster's quarters, became a place where reading, writing, and arithmetic were taught to the children of former slaves.

The school was successful, and within two years it became evident that more teachers were needed. Reverend Brackett realized that something had to be done to train more teachers. Luckily, it was at this time that John Storer, a philanthropist living in Maine, offered to donate \$10,000 to anyone who would build a school somewhere in the South that would be open to all races and genders. Though Storer was agreeable to building the school in any southern state, he required the recipient of his money to raise funds to match the donation. The U.S. government donated seven acres of land with buildings near Harpers Ferry. The Freewill Baptists raised money for the cause, and Storer was



opened on October 2, 1867. Things did not go well in the early days of the school. There was considerable resistance to the school by residents of Harpers Ferry. The school withstood slander, vandalism, and political interference to shut it down. Eventually, attitudes changed.

The West Virginia Legislature appropriated money for educating blacks above the elementary level. By 1870, Storer was administered as a normal (teacher-training) academy. The school offered a four-year high school program, a traditional two-year junior college program, and separate courses focusing on homemaking and agriculture. It was also the only teacher-training institution for African Americans in the state of West Virginia. In 1938, Storer became a four-year college and, in



1942, the college awarded its first college degrees. In 1946, it granted BA degrees in elementary education and secondary education in English, social science, science, and home economics. Storer College remained a viable institution of higher learning until the 1954 *Brown v. Board of Education* decision by the United States Supreme Court. This decision, which declared segregation unconstitutional, resulted in West Virginia discontinuing funding for the college. Storer closed its doors on June 30, 1956.

A number of historic events have taken place at Storer College. In 1881, Frederick Douglass, one of the college's trustees, delivered a major speech on John Brown, the central figure in the historic raid on Harpers Ferry. In 1905, Dr. W. E. B. Du Bois and other leading African American activists created the Niagara Movement, which later merged into the National Association for the Advancement of Colored People (NAACP). In 1906, the organization held its second annual convention on the campus of Storer College. In 1910, John Brown's Fort was moved to the campus after it experienced several relocations. In 1959, Senator Robert C. Byrd sponsored legislation to make Storer's campus a National Park Service Training Center. On March 1, 1960, Storer College became part of the Harpers Ferry National Historical Park.



# Political Changes

## As you read, look for

- boundary disputes between West Virginia and its neighbors;
- West Virginia’s debt controversy with Virginia;
- the process used to determine the location of West Virginia’s permanent capital;
- changes in voting requirements during Reconstruction;
- the return of power to the Democrats;
- terms: **bond, poll tax, literacy test, grandfather clause, biennial.**

**Below:** During the time it was ruling on West Virginia’s boundary disputes and resolving the debt controversy, the U.S. Supreme Court met in the “Old Senate Chamber” in the U.S. Capitol.

**After the Civil War, West Virginia had to find solutions to a number** of political problems—everything from boundary disputes with its neighbors to striking a balance between the rights of former Confederates and the newly acquired rights of freedmen. The state was also embroiled in a controversy with the State of Virginia over a debt created when Virginia was under the control of a government that was loyal to the Union.

## Boundary Disputes

West Virginia faced several boundary disputes after the Civil War. Because of a provision in the U.S. Constitution, all disputes between states must be settled by the U.S. Supreme Court.

In 1863, Berkeley and Jefferson Counties voted to become part of West Virginia after the United States government approved the proclamation for statehood. After the war, however, Virginia sued for the return of

the two counties, claiming that the actions that led to West Virginia statehood were illegal. On March 2, 1866, the U.S. Congress denied Virginia’s claim, thus officially recognizing that the counties were indeed a part of West Virginia. But the issue was not settled; Virginia appealed the decision. It was not until 1871 that the U.S. Supreme Court declared that Berkeley and Jefferson Counties were part of West Virginia.

West Virginia also had to settle boundary disputes with the neighboring states of Ohio and Maryland. The settlement with Ohio set



the state's western boundary at the low-water mark on the north side of the Ohio River. This decision gave West Virginia all the islands in the Ohio River along the border between the two states.

The controversy over the West Virginia-Maryland border dated back to the days of Lord Fairfax. It did not become critical, however, until Maryland began to form Garrett County shortly before the Civil War began. This dispute also made its way to the U.S. Supreme Court, where it was discussed for nineteen years, from 1891 to 1910. The Court's decision confirmed the Fairfax Stone as the starting point of the Maryland-West Virginia border. The Court also decided the original survey would serve as the final boundary. As a result of the decision, West Virginia gained control of the Potomac River to the low-water mark of the south bank.

## The Debt Controversy

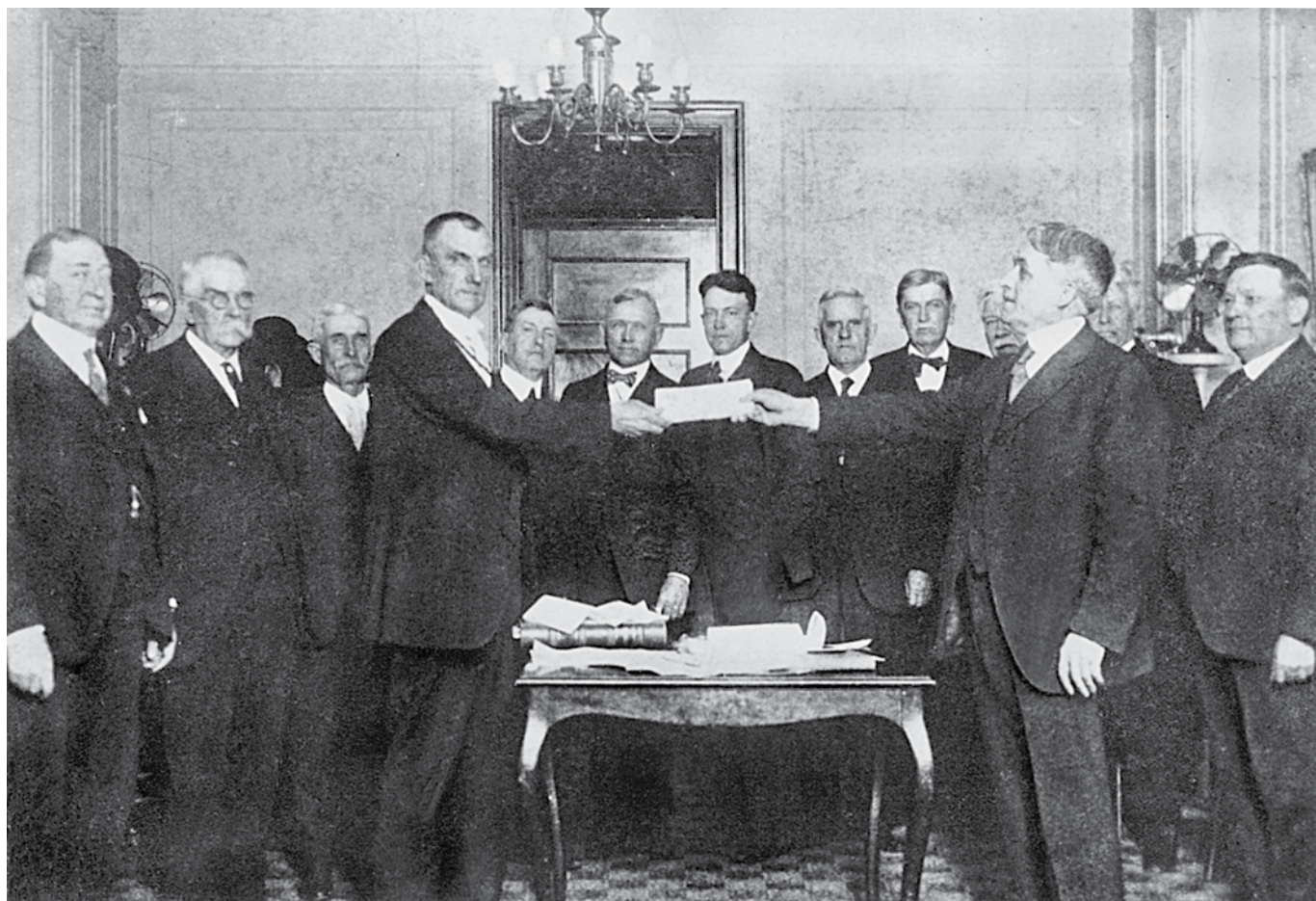
The U.S. Supreme Court was also involved in resolving a debt controversy between Virginia and West Virginia. Money belonging to the State of Virginia was given to the Restored Government of the State of Virginia while Francis Pierpont was governor of the restored state. Money due Virginia from the federal sale of land was also given to the Pierpont government, as were tax revenues, especially from the counties along the B&O Railroad. When West Virginia became a state, the Restored Government of Virginia gave the new state over \$175,000 to get it on its feet financially.

**Below:** West Virginia Treasurer W. S. Johnson presented a check to Judge William F. Rhea, the attorney general of Virginia, on April 18, 1919. This payment, plus the issuance of bonds due in 1939, ended the Virginia debt controversy.

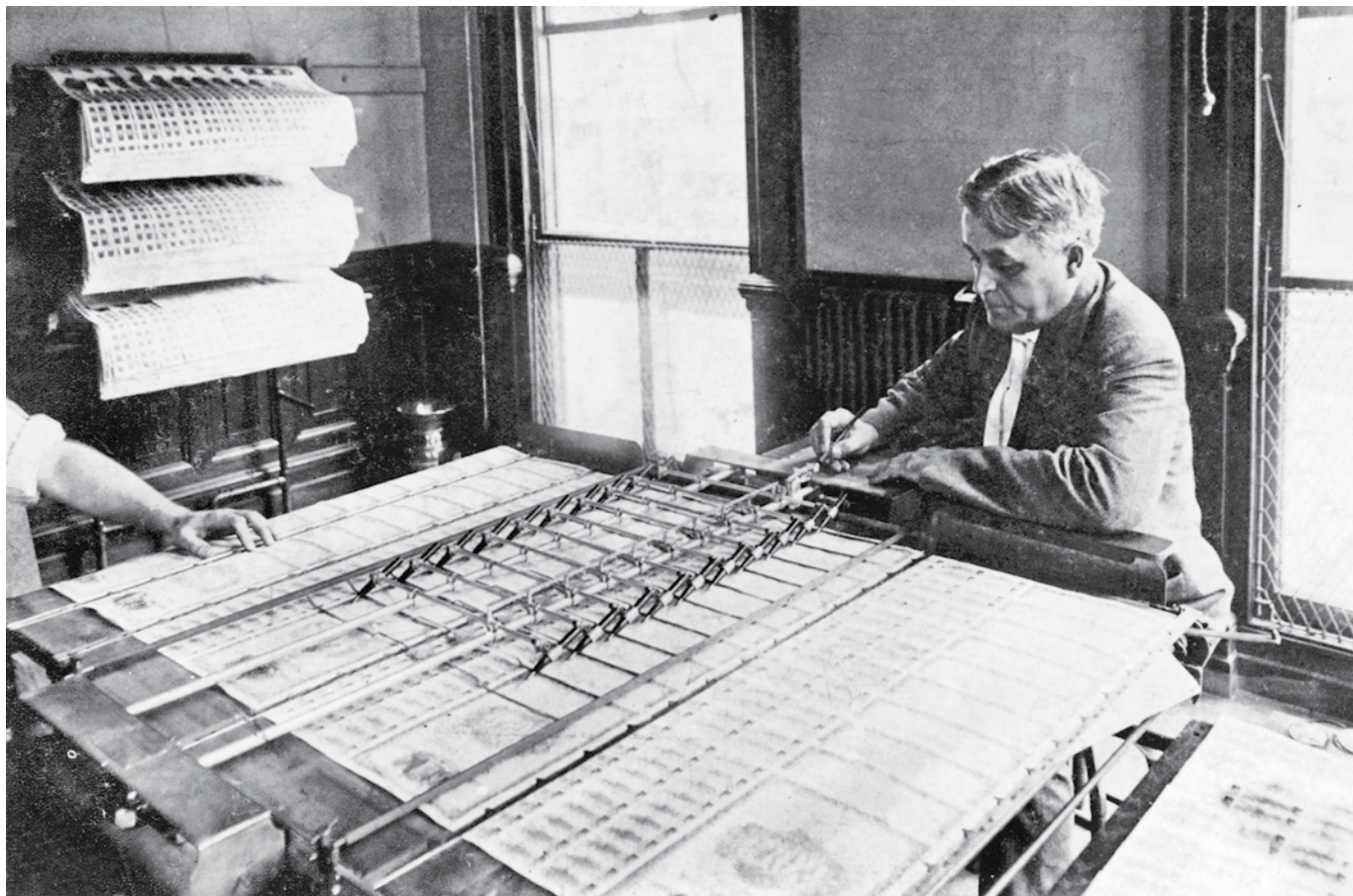
something  
**extra!**



Some people believe that the original Fairfax Stone may have been set by George Washington, who was a surveyor when he was young.







**Above:** W. S. Johnson signed \$12,366,500 worth of United States bonds in New York City using a signagraph machine.

West Virginia's 1863 constitution acknowledged an agreement made at the Second Wheeling Convention requiring West Virginia to pay a fair share of Virginia's public debt as of January 1, 1861. The two states, however, could not agree on the amount. Because West Virginia resisted paying the debt, the Virginia General Assembly took matters into its own hands in 1871 and determined that West Virginia owed one-third of the debt that existed just before the war began. This amount, according to Virginia, totaled \$34 million. That was considerably more than the \$1 million West Virginia believed it owed. At the same time, West Virginia declared that Virginia owed the new state a little over \$500,000!

The dispute continued until 1906 when Virginia sued West Virginia. The U.S. Supreme Court decided in Virginia's favor and set the amount owed at \$7,182,500. West Virginia did not pay the debt immediately. By January 1919, the amount with interest had grown to \$14,562,867. In that year, the Legislature made a cash payment to Virginia of \$1,062,867 and issued 3½-percent **bonds** (documents that serve as proof of a debt and require the payment of the debt plus interest). The bonds were due in 1939 in the amount of \$13,500,000. The debt was finally paid off when the bonds came due on July 1, 1939, almost eighty years after the debt was incurred.



## The State Capital

At the same time these controversies were being debated, West Virginia's capital moved from Wheeling to Charleston and back to Wheeling. Citing the need for a more central location, the Legislature first relocated the capital to Charleston in 1870. Charleston was thought to be a better choice because of its position on the Chesapeake and Ohio Railroad as well as its fine hotels. Five years later, the Legislature changed its mind and moved the seat of government back to Wheeling.

Shortly after this move, the people of the state were permitted to vote on a permanent location for the capital. The cities under consideration were Charleston, Clarksburg, and Martinsburg. Two well-known politicians, John Kenna and Romeo H. Freer, favored Charleston and traveled around the state trying to persuade others to vote for their hometown. The crowds that they attracted, however, were small. Then, while in Huntington, they told their story—that they could not get an audience to listen to them—to a man who turned out to be a circus clown. The clown, named John Lowlow, arranged for Kenna and Freer to travel around the state with the circus and gave them five minutes during each performance to speak to the audience. The politicians traveled with the circus for about a week and spoke with up to 5,000 people at each show. Their perseverance paid off. In the election, which was held on August 7, 1877, Charleston received 41,243 votes; Clarksburg, 29,942; and Martinsburg, 8,046. As a result of the popular vote, Governor Henry Mathews declared that the state capital would permanently return to Charleston in 1885.

## Voting Rights

The Fifteenth Amendment to the U.S. Constitution was passed on February 27, 1869. The amendment stated “The rights of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.” The Fifteenth Amendment was the last of the three amendments that became part of the Constitution as a result of the Civil War. The West Virginia House of Delegates approved the amendment on March 22, by a vote of 22 to 19. The state Senate ratified the amendment the next day by a vote of 10 to 6.

**something extra!**

Because West Virginia's capitol was moved so often, it was called the "capitol on wheels."

**Above:** The state capital was permanently moved to Charleston in 1885. The current Capitol building was completed in 1932.

**Below:** Several states passed specific voting requirements that restricted who could vote without violating the Fifteenth Amendment.

## Voting Restrictions

White southerners did not immediately set out to ignore the Fifteenth Amendment and deny African Americans the right to vote. However, a number of states passed specific voting requirements that restricted who could vote. One such law required all voters to pay a **poll tax** (a tax that had to be paid before a person could vote). Another required each voter to take a **literacy test** (a test to determine whether a person could read or write). These laws removed many blacks from the voting lists because a large number of them had little money or education. Although the poll tax and the literacy test were directed against blacks, they also kept many whites from voting.

In an effort to allow illiterate whites to vote, some states added a grandfather clause to their state constitutions. Specifically, the **grandfather clause** stated that any man who had been eligible to vote on January 1, 1867, or who was the son or grandson of a man eligible to vote on that date, would be permitted to vote—even if he could not pay the poll tax or pass the literacy test. Thus, blacks whose fathers and grandfathers did not have the right to vote in 1867 were denied suffrage. (The Fifteenth Amendment, which gave freedmen the right to vote, was not ratified until 1870.) Supporters of laws like the poll tax, literacy test, and grandfather clause argued these laws did not violate the Fifteenth Amendment because that amendment did not guarantee the right to vote—only that one cannot be denied that right because of race, color, or previous servitude.



## The Flick Amendment

Over time, West Virginians became divided in their support of existing election laws. Some favored a more lenient policy toward former Confederates. Others went so far as to break from the traditional Republican Party to become liberal Republicans. The liberals favored democratic reforms and individual liberty and argued that the former southern sympathizers had suffered enough.

In the 1868 governor's race, Republican William E. Stevenson defeated his Democratic challenger Johnson N. Camden by a narrow margin. The narrow margin of victory was a signal that the state's voters were becoming displeased with the radical Republican policies.

In 1870, Democrat John J. Jacob was elected governor. Liberal Democrats also gained enough support in the Legislature to remove the restrictions on the former Confederates. The time was right for W. H. H. Flick, state senator from Pendleton County, to propose an amendment to the state constitution that would give the right to vote to all male citizens, except for minors and paupers, regardless of race. The voters of the state approved the amendment the next year by a margin of 23,546 to 6,323.

After the passage of the Flick Amendment, pressure for a constitutional convention began to increase. The political climate was changing. The Unionists and the radical Republicans had lost control to the Democrats and liberal Republicans. Many believed that the constitution of 1863, written by Unionists, was outdated. More specifically, three major areas of concern were the expense of administering the secret ballot, the ill-suited township system, and the extension of suffrage to too many people.

The vote to call the convention was very close. There were 57,958 votes cast on August 24, 1871, with the margin in favor of calling the convention only 2,482. The following October, the citizens elected seventy-eight delegates, including only twelve Republicans.

## The Constitution of 1872

On January 16, 1872, the convention met in Charleston in the Methodist Episcopal Church. Samuel Price of Greenbrier County was chosen president. The convention met for eighty-four days and produced a document that, with some amendments, still provides the framework for West Virginia's state government.

The document and its amendments reflected the political makeup of the delegates. It restructured the government along the lines of the Virginia constitution of 1851. In the executive branch, the governor would now serve a four-year term but could not serve two consecutive terms. On the

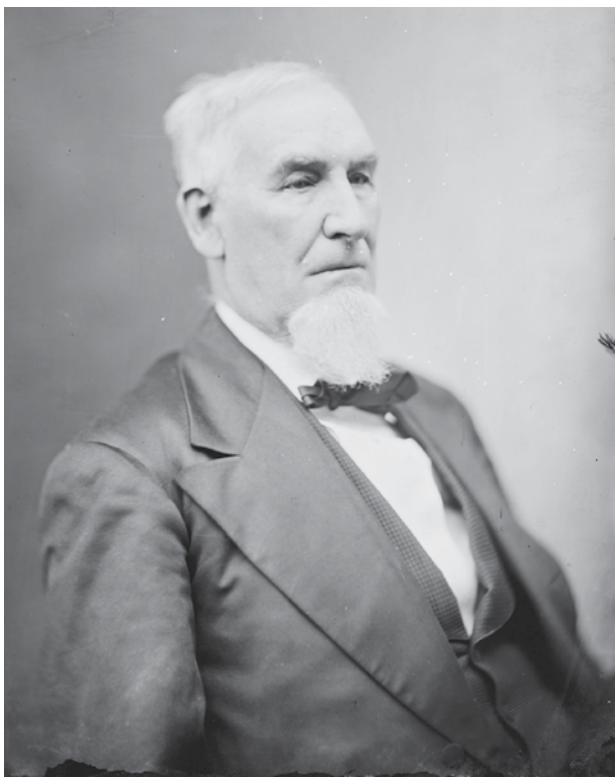


HON. W. H. H. FLICK.

### something extra!

Of the seventy-eight delegates to the constitutional convention, only one—Waitman T. Willey—had attended the first constitutional convention in Wheeling.

**Above:** W. H. H. Flick proposed an amendment to the state constitution that would give the right to vote to all male citizens, except for minors and paupers, regardless of race.



Board of Public Works, the secretary of state became an appointed position, while the superintendent of free schools was to be elected by the people. The governor was given the power to veto legislation.

In the legislative branch, the term of state senators was increased to four years, while members of the House of Delegates could now serve two-year terms. Senatorial districts were increased from eleven to twelve. Regular sessions of the legislative branch became **biennial** (every other year). A regular session was only forty-five days.

In the judicial branch, the number of judges on the supreme court increased to four. The constitution also declared that the state could never be sued. At the local level, the township form of government was replaced with the old county system, and justices of the peace were again in power.

The constitution of 1872 provided for several liberal measures in matters of voting. All males over twenty-one were allowed to vote. There was no voter registration, and voting could be open or by secret ballot. State elections were scheduled for November, at the same time as federal elections.

## Reviewing the Section

### Reviewing the Content

1. With what states did West Virginia have boundary disputes after the Civil War?
2. Why did West Virginia owe Virginia money after the Civil War? How was it resolved?
3. What was the Flick Amendment?

### Using the Content

Write a letter to your representative in West Virginia's Legislature during Reconstruction in favor of or opposed to the poll tax, the literacy test, or the grandfather clause.

### Extending the Literacy Skill

Read the section on Voting Restrictions on page 490. Make a chart like the one on page 478 to record facts from your reading. Then write a summary describing the restrictions placed on newly freed slaves to keep them from voting.

**Above:** Samuel Price of Greenbrier County was selected president of West Virginia's constitutional convention of 1877.

# John J. Jacob

John Jeremiah Jacob, West Virginia's fourth governor, was born December 9, 1829, in Green Spring in Hampshire County. He was the first of West Virginia's governors to be born within the present-day borders of the state.

Jacob attended Romney Classical Institute and later received a BA degree from Dickinson College in Carlisle, Pennsylvania. After his graduation, he returned to Hampshire County to teach and begin a study of law. Later, he took a teaching position at the University of Missouri but left to formally study law in Columbia, Missouri. Jacob worked as an attorney in Missouri during the Civil War and returned to Hampshire County after the war to establish a law practice in his hometown.

His political career began shortly after his return to West Virginia. In 1868, he was elected to the House of Delegates. Two years later, he defeated the incumbent governor, William E. Stevenson, to become the state's first Democratic governor.

As governor, Jacob supported legislation that eliminated discrimination against former Confederates. He also worked to create statewide schools to train teachers. During his term, the West Virginia

constitution of 1863 was revised. The new constitution expanded the governor's term in office from two to four years, but it also prohibited the governor from serving two consecutive terms.

Because Jacob's term as governor came to an end before the newly revised constitution completely

took effect, he was permitted to run for a second term. However, his party did not nominate him, instead choosing Johnson Newlon Camden as its candidate. Republicans, who had no candidate of their own, talked Jacob into running as an Independent to oppose Camden. Jacob defeated Camden and, in so doing, became West Virginia's only Independent governor. During his second term in office, West Virginia's state government returned to Wheeling.

After his second term, Jacob chose to stay in Wheeling and practice law. He was elected to the House of Delegates from Ohio County in 1879 and appointed to fill a vacancy as a circuit judge in 1881. He was elected to continue as a circuit judge in the next election and served until 1888. When his term ended, Jacob practiced law until his death on November 24, 1893.



# The Rise of Labor Unions

## As you read, look for

- the purpose of labor unions;
- the names of early labor unions and labor leaders;
- the “unholy four” used by coal companies against miners;
- the location of the first West Virginia unionized mine;
- provisions of early coal mining labor contracts;
- terms: **labor union, yellow-dog contract, blacklist, lockout, strike, depression, injunction, scab, cribbing.**

**The struggle for better working conditions and the right to organize** unions became an issue during Reconstruction as previously rural areas quickly became industrialized. The uneven growth and distribution of population and the individualism of both owners and workers are important factors in the labor movement in West Virginia.

**Labor unions** (organizations of workers formed to improve wages, benefits, and working conditions) evolved as workers searched for ways to work with business owners to protect themselves from discriminatory and sometimes unfair situations. Companies used many tactics to control their workers’ lives. Before being hired, all miners had to sign **yellow-dog contracts** by which they pledged not to join a union. If the miners broke the pledge, they were automatically fired. If fired, they lost not only their

jobs, but also a place to live. If workers complained about conditions, they were fired and their names were placed on a **blacklist** (a list containing the names of individuals or companies to be avoided or punished). Other mining companies would not hire “troublemakers” on this list. Sometimes companies even used a **lockout** (a procedure whereby workers are not allowed to enter the workplace) to keep their workers from their jobs.

**Below:** Coal workers were subjected to many discriminatory and unfair situations.



An individual worker had little power to change any of these unfair practices, but workers who joined together could stop working until the employer treated them fairly. Such an action was called a **strike** (a work stoppage). A strike was the most important weapon that workers struggling to improve their working conditions had. Railroad workers led the first major strike in West Virginia.

**Below:** Blockade of engines at Martinsburg on July 16, 1877.

## The First Strike

In 1873, a disastrous **depression** (a prolonged decline in economic activity) spread across the country, causing an economic tailspin. Factory output decreased as businesses failed. The decline in production led to rising unemployment. The effects of unemployment spread out like ripples in a pond. With no wages, workers could not pay their rent or buy food, which in turn took more money out of circulation. Many of those who were lucky enough to keep their jobs had their wages cut. Thousands of people found themselves hungry and homeless.

Because times were hard, violence often broke out. The Baltimore and Ohio Railroad had a train yard at Martinsburg in Berkeley County. In July 1877, the B&O announced a cut in wages for the fourth time in seven years. Workers became angry and left their trains to go on strike. After the company hired new employees to run the trains, the strikers gathered on the tracks and refused to allow the trains to operate.





**Below:** Workers in the window glass industry had some of the most complex labor contracts.

## something extra!



At one time, membership in the Knights of Labor was more than 700,000. By 1900, however, that number had dropped to about 100,000.

When the sheriff could not control the strikers, the mayor of Martinsburg telegraphed Governor Henry Mathews for help. By law, the governor was required to protect the company's property, and he immediately ordered the state militia to Martinsburg. The militia's first attempt to quiet the strikers ended in gunfire and withdrawal. The head of the militia wired Mathews that many men in his unit were railroad men and that they could not be depended on to break up the strikers. The governor turned for help to President Rutherford B. Hayes, who sent two hundred infantrymen. This was probably the first time federal troops were used for this purpose. Federal troops arrived in Martinsburg on July 19, and the strike ended the next day. The workers accomplished nothing by the strike, and their wages were further reduced when they returned to their jobs.

Though broken in West Virginia, the strike spread nationally throughout the railroad industry. The great railroad strike of 1877 was but a small sample of the coming labor unrest in West Virginia.

## Early Labor Unions

Labor unrest increased dramatically in the late 1800s as larger and larger companies spread industry throughout the country. If workers went on strike in one area, companies could still operate in other areas, which weakened the power of the strike. Workers fought back by forming nationwide labor organizations. Workers in each trade realized that they had much in common with workers in other trades, and they began to experiment with a national federation of all labor unions.

The first national federation was the Noble and Holy Order of the Knights of Labor, created in 1869. Established by Uriah S. Stephens and six other men, the organization began as and remained a secret group for twelve years in order to protect the jobs of its members. The union's goal was to unite all workers regardless of race, gender, or occupation.

For a period in the 1870s and 1880s, the Knights of Labor was the leading labor federation. In 1879, Terence Powderly became head of the Knights of Labor. Under his leadership, membership increased, and the union led a successful strike against the railroad industry. The Knights' leadership, however, seemed confused at times about what it wanted to achieve. It was often blamed for actions it did not approve and, by 1887, the union was losing members.



A new federation of trade unions, begun in 1881, filled the vacuum left by the Knights' decline. The American Federation of Labor (AFOFL), as it became known in 1886, was a loose alliance of other national unions. Workers joined their trade's union, which in turn became an affiliate (branch) of the AFOFL.

The founder of the AFOFL, Samuel Gompers, helped stabilize American unionism. Many early unions had been weak and poorly financed; the first failed strike often ruined them. Some of the unions even wanted workers to take over American industry. Gompers had a different vision. He was satisfied with industry remaining in the hands of private investors. He only wanted unions to be in a stronger bargaining position. Under Gompers's guidance, unions adopted policies that enabled workers to lead successful strikes, and the AFOFL grew.

## Unionism Comes to West Virginia

West Virginia had local unions representing workers in many industries. However, much of the early conflict occurred in the state's largest industry—coal mining.

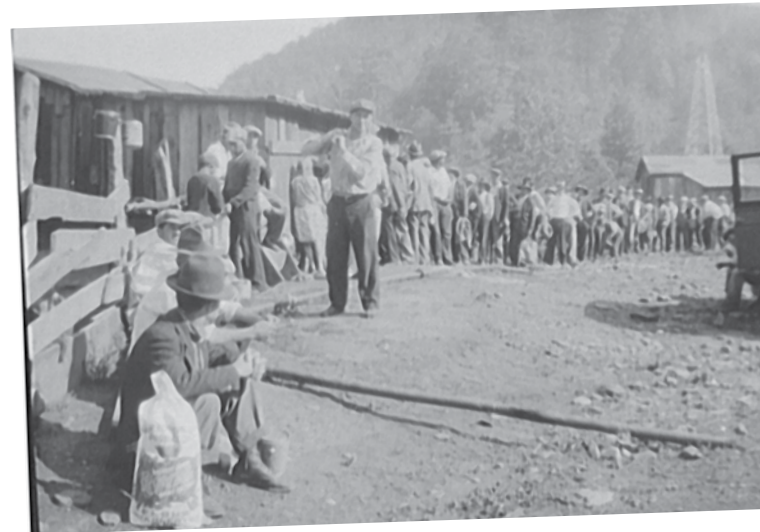
### Early Mine Strikes

Nonunion miners posed a threat to the good wages earned by union members. Some mines in the Kanawha Valley that had been unionized early were able to secure contracts in which miners received 50 cents per ton of loaded coal. Unorganized miners in Fayette County received only 38 cents a ton. In January 1880, the miners working near Hawks Nest, under the remnants of the Knights of Labor, went on strike. This strike suffered the same fate as other local strikes; it was broken without much difficulty by the West Virginia militia.

Companies fought strikers with what the miners called the “unholy four”: (1) the state militia, which often arrested law-abiding strikers; (2) **injunctions** (orders issued by local judges that stop a particular action or force a particular action); (3) the companies' private armed guards, who intimidated strikers; and (4) **scabs** (people willing to work for the companies when regular workers went on strike). Because scabs were usually willing to work for lower wages than the unions were seeking, their presence in the coalfields made it difficult for workers to win their strikes and improve their working conditions.

The mining companies were helped in their fight against unions by the state government. Many early West Virginia politicians had connections to mine owners or the railroads, which hauled coal for big profits; they believed unions would harm the growth of business in the state. Wealthy businessmen donated money to the campaigns of state politicians who promised to follow policies to help company owners. Thus, the state

**Below:** Striking miners often had to accept rations from the union during a strike.



**Below:** In 1907, a mine explosion at Monongah in Marion County killed at least 361 men. The disaster at Monongah illustrated the need for federal safety regulations in the mines.



government allowed mine owners to hire their own private armies to defeat strikes. When that was not good enough, the governor at times sent in the state militia to scare union members and put their leaders in jail.

## Early Labor Agreements

The United Mine Workers of America (UMWA) was organized in 1890 in Columbus, Ohio, when the National Miners' Union merged with an affiliate of the Knights of Labor. The UMWA was especially interested in organizing West Virginia. If the mines within the state were allowed

to remain nonunion, mine owners could sell nonunion coal more cheaply, putting union miners in other states out of work. On April 21, 1890, the UMWA established District 17 at Wheeling to begin unionizing the West Virginia mines.

Despite many obstacles, the UMWA won some agreements. These agreements were often simple. The 1897 contract at the Harewood Mines in Fayette County had only five parts and was less than a page long. According to the contract: wages were 2.25 cents for every bushel of 1½-inch screened coal; union workers were returned to their old jobs; discrimination against employees because of their connection with any organizations was forbidden; interference in

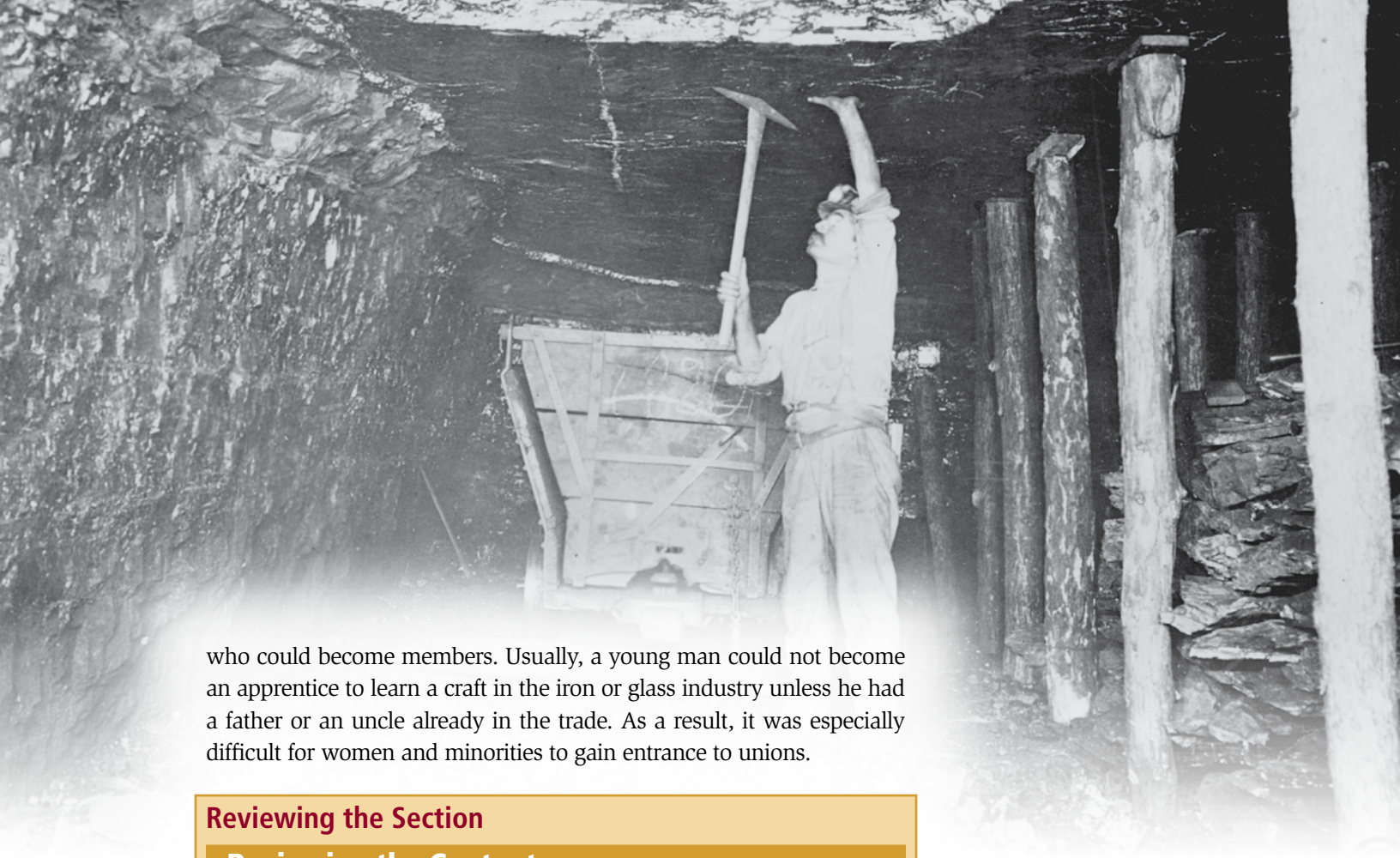
the mines by members of the Ku Klux Klan was prohibited; and the company was required to hire check weighmen, who would verify that the coal mined by each miner was accurately weighed.

Honest check weighmen were important because miners were paid according to the number of tons of coal they mined. Each coal car brought out of the mine held a certain amount of coal. Sometimes, however, the cars were fixed so they held more coal than the stated amount. For example, a coal car might state that it held 1,000 pounds of coal, while it actually held 1,200 pounds. The miners were only paid for the stated 1,000 pounds. This system, known as **cribbing**, would be corrected by hiring honest weighmen.

Such simple contracts were major victories for the miners. At the other end of the spectrum were contracts negotiated by the unions of skilled crafters. In the window glass industry, for example, the union had sixty-six pages of rules that it enforced. The iron workers' union had rules governing who would be hired, what each worker would be paid, how much iron the workers would make each day, and what the size of the work crew would be. These craft unions also strictly controlled

### something extra!

By 1870, an estimated 600,000 tons of coal were being dug in West Virginia. By 1890, over 6 million tons were produced. And, by the turn of the century, more than 21 million tons were produced.



who could become members. Usually, a young man could not become an apprentice to learn a craft in the iron or glass industry unless he had a father or an uncle already in the trade. As a result, it was especially difficult for women and minorities to gain entrance to unions.

### Reviewing the Section

#### Reviewing the Content

1. How did the depression of 1873 contribute to the strike against the Baltimore and Ohio Railroad?
2. What was the first national labor union? Who was its leader?
3. What did coal companies do to fight strikers?

#### Using the Content

Write a contract that would be acceptable to miners.

#### Extending the Literacy Skill

Read the section on The First Strike on pages 495-496. Make a chart like the one on page 478 to record facts from your reading. Then write a summary describing the first national railroad strike.

**Above:** Workers were paid according to the number of tons of coal they mined each day.

# Focus on Technology

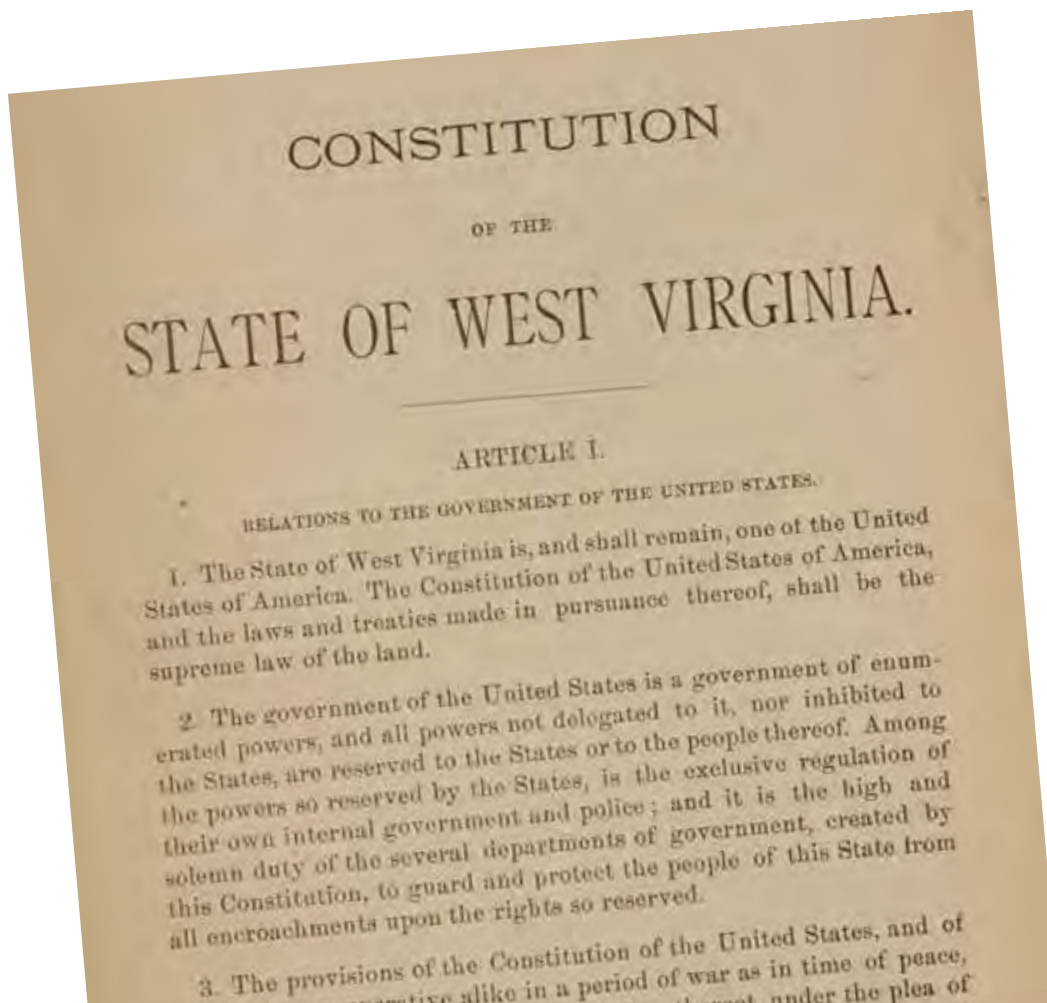
## LEARNING SKILL: CREATIVE THINKING

Develop a creative and coherent presentation using technology.

## TECHNOLOGY TOOL: SEARCH ENGINE, PRESENTATION SOFTWARE

Use audio, video, pictures, clip art, moviemaker, web page design software, and documents to create an electronic product.

Use a search engine to locate a copy of West Virginia's constitution of 1872 and a copy of the United States Constitution. Identify three amendments that are similar in the two documents and three amendments that are different. Make a slide in PowerPoint to illustrate each of the six comparisons.



## SECTION 4

# A Famous Feud

### As you read, look for

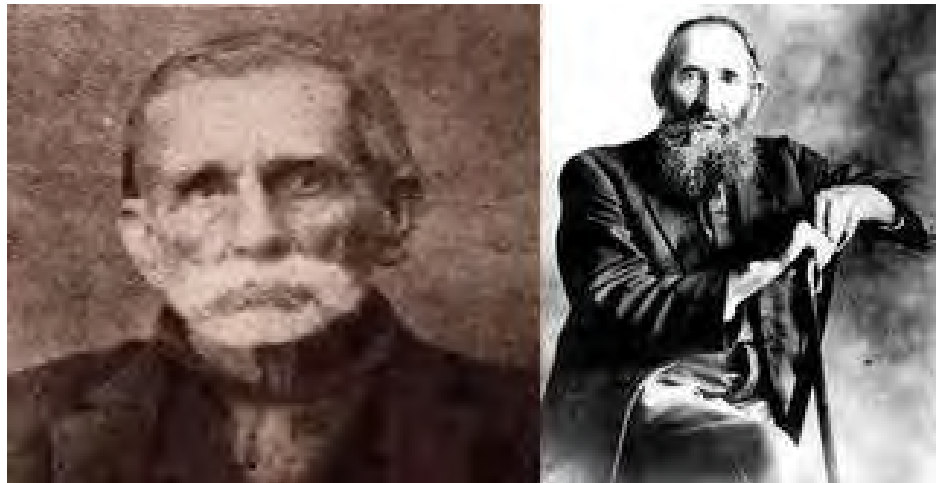
- causes of the feud;
- people involved in the feud;
- major incidents;
- the end of the feud;
- term: **acquitted**.

**While the new state of West Virginia was struggling to resolve social and political issues after the Civil War, a famous feud broke out. The feud, between two families who lived across the Tug Fork River from one another, actually had its beginning in the Civil War when the West Virginia Hatfields supported the Confederacy and the Kentucky McCoys supported the Union.**

There are several versions of what triggered the “feudin’ and fightin’” between the Hatfields, who lived in Logan County, West Virginia, and the McCoys, who lived in Pike County, Kentucky. One of the most mentioned stories is that the feud erupted after an argument over some pigs. Descendants of the two families have discounted this version, however.



**Above:** This family portrait of the Hatfields was taken in 1897.



Floyd Hatfield and Randolph (Ranel) McCoy, who had married sisters, often tended pigs that roamed wild in the countryside. One day in 1873, Floyd Hatfield gathered up a sow and her piglets and took them to his farm. When Randolph McCoy went to the Hatfield farm, he accused Floyd of stealing the pigs. Hatfield had to stand trial for the charges McCoy brought against him. Large numbers of family members from both sides of the Tug Fork River attended the trial, held in a cabin belonging to Reverend Anderson Hatfield. At the end of the trial, Floyd Hatfield was **acquitted** (found not guilty) of the charges, primarily on the vote of Selkirk McCoy, who was married to a Hatfield.



**Top:** Ranel McCoy, left, and “Devil Anse” Hatfield, right. **Above:** Roseanna McCoy wanted to marry Johnse Hatfield, but the two families were mortal enemies.

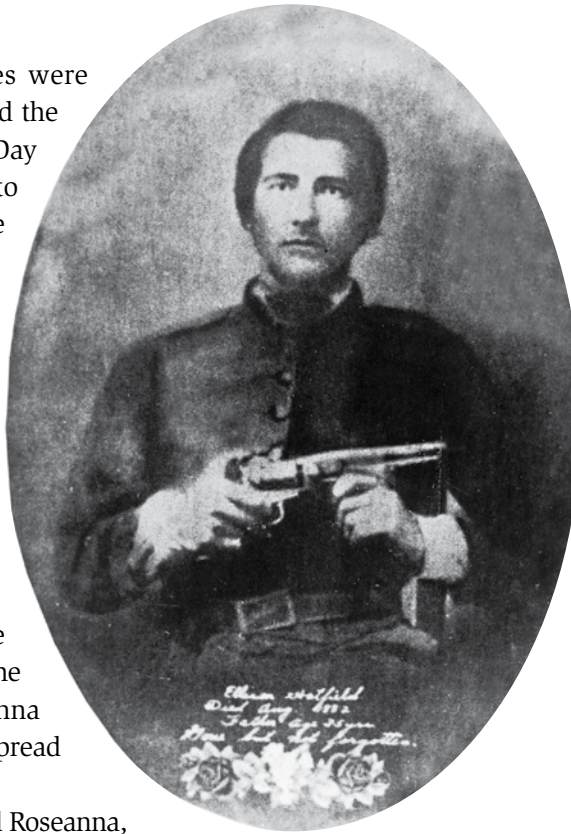
The trial was followed by several years of minor hostilities. The Scots-Irish ancestry of both families made them intensely loyal to family. They considered a wrong against any one family member as a wrong against the whole family. And the McCoyes believed a wrong had been done to their family, not only by the loss of the pigs but also by the acquittal of Floyd Hatfield. As a result, the McCoyes singled out and beat Bill Stanton, the husband of a Hatfield, in retaliation for his testimony during the trial.

The beating of Stanton did not go unanswered. Several times, Stanton or others in the Hatfield clan attacked members of the McCoy clan. One day while he was hunting, Stanton came upon Sam and Paris McCoy. Stanton fired

at them, wounding Paris. Sam then attacked Stanton. During the fighting, Sam fired his gun, mortally wounding Stanton. Sam McCoy was charged and tried for Stanton’s murder. The jury acquitted him, ruling that the shooting was self-defense. The acquittal enraged the Hatfields.

The feud was made more complicated by the Hatfields’ frequent jaunts into Kentucky. The Hatfields came and went at will, always in bands and always heavily armed.

Even though the two families were feuding, they occasionally attended the same social events. On Election Day 1880, both families turned out to socialize and vote for their favorite candidates. Johnse Hatfield (the oldest son of Devil Anse Hatfield) and Roseanna McCoy (a daughter of Randolph McCoy) were among those taking part in the festivities. The two slipped away from the others. When they returned at dusk, they were surprised to see that most of the crowd had gone home. Roseanna went home with the Hatfields so she could be with Johnse. On many occasions, the McCoy's tried to persuade Roseanna to return home. Vicious gossip spread through the mountains.



Although he knew his son loved Roseanna, Devil Anse Hatfield would not give his permission for the two to marry. About a year after she first went to live with the Hatfields, Roseanna moved in with an aunt. She was about three months pregnant at the time and continued to see Johnse even though the two did not marry. During one of Johnse's frequent visits, Roseanna's brothers captured him and set out to take him to the McCoy homestead in Pikeville, Kentucky. Upset by her brothers' actions, Roseanna rode to Devil Anse's house to tell him what had happened. He gathered his men, headed off the McCoy's, and rescued Johnse.

Johnse's capture resulted in a change of heart for two Hatfields. Devil Anse realized that Roseanna must truly love his son to have risked her life to betray her brothers. He was sorry that he had not given the two young people his blessing to marry. Johnse, however, believed Roseanna had betrayed him. He never crossed the river to be with Roseanna again. In 1881, their daughter Sarah Elizabeth was born, but she died a few months later during a measles epidemic. Johnse eventually married a McCoy, but it was Roseanna's cousin Nancy.

Election Day 1882 is generally given as the "official" start of the feud. It was on that day that Ellison Hatfield and Tolbert McCoy got into a fistfight. All the hatred and anger that had been building up from all the various incidents exploded. As the confrontation began, two other McCoy's ran to join the fight. The fighting intensified, and Reverend Anderson Hatfield rushed to separate the men. A shot rang out, and Ellison Hatfield fell seriously wounded. Ellison, who was wounded in Pike County, Kentucky, was carried across a swinging bridge over the Tug Fork River to a house in Matewan in Mingo County. Law officials arrested

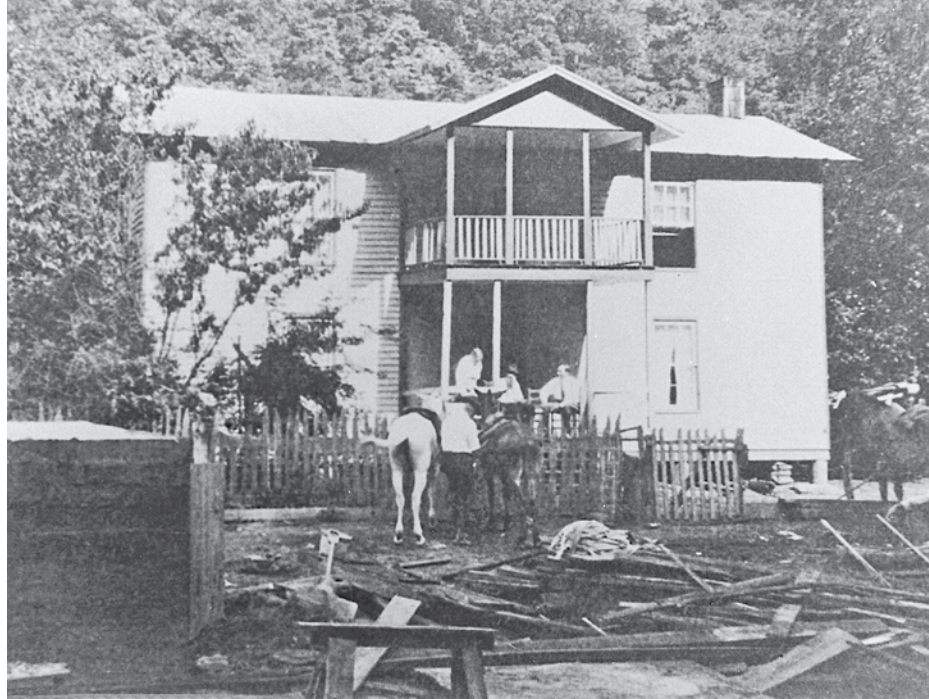
something  
extra!



Ellison Hatfield had taken part in Pickett's Charge at the Battle of Gettysburg on July 3, 1863.

**Above:** Ellison Hatfield was mortally wounded by three McCoy's on Election Day 1882. In retaliation, the Hatfields killed the three McCoy's.





the McCoys, but the Hatfield family intercepted them on their way to the jail and took the McCoys prisoner. The Hatfields kept the McCoys in an abandoned schoolhouse while they waited to see what would happen to Ellison. Sarah McCoy, along with her daughter-in-law Martha, went to plead for the release of her sons. Devil Anse Hatfield told the women the fate of the McCoy boys rested on whether Ellison Hatfield lived or died. While Sarah McCoy was pleading with the Hatfields to spare her sons, Randolph McCoy was in Pikeville, Kentucky, trying to get help from the county police.

At about 3:00 p.m. on the day after he was shot, Ellison Hatfield died. Just after dusk, the three McCoy boys were shot and killed. Warrants were issued in Kentucky for those Hatfields believed to have murdered the McCoys. Rewards were offered for the capture of the Hatfields, and West Virginia's governor agreed to help bring the guilty parties to trial. However, none of the seventeen persons for whom warrants were issued were ever arrested, and so the feud continued.

During the next six years, sporadic raids continued. In 1888, the Hatfields made another major raid into Kentucky. Their objective was to kill Randolph McCoy. The Hatfields set Randolph's home on fire and fatally wounded his daughter, Alifair. As Sarah McCoy ran to help her daughter, she was beaten unconscious and left for dead. One of Randolph's sons, Calvin, was also killed. Randolph McCoy escaped to Pikeville, but he was a tired and broken man.

The Hatfields were eventually captured when Kentucky Governor Simon Bolivar Buckner sent deputies to West Virginia to arrest and transport them to Pikeville. The Pikeville jail, as well as the whole town, was placed under heavy guard in anticipation of a Hatfield raid. Both Governor Buckner of Kentucky and Governor E. Willis Wilson of West Virginia wanted custody of the prisoners. Governor Wilson questioned whether it was legal for Kentucky law officers to cross the Tug Fork River to seize West Virginia citizens. The matter eventually found its way to the

**Above:** The Hatfield home was located in Logan County.

U.S. Supreme Court, which ruled that the arrests were legal since the Kentucky officers entered West Virginia in the pursuit of criminals. Most of the Hatfields held in Pikeville were eventually sentenced to prison, although one was hanged.

The feud died down on its own after legal authorities became involved. Clannish loyalty decreased as the area became less isolated. Younger members of both families followed more peaceful pursuits. One, Henry D. Hatfield, became a prominent physician. He later became governor of West Virginia and, after leaving that office, was elected to the U.S. Senate.

A ceremonial end to the feud occurred on May 1, 1976, at the dedication of a McCoy family monument at the old McCoy Cemetery on Blackberry Fork above Hardy, Kentucky. At the dedication ceremony, Willis Hatfield, the last surviving son of Devil Anse Hatfield, and Jim McCoy shook hands and thus symbolically buried the hatchet, putting the feud to rest.



## Reviewing the Section

### Reviewing the Content

1. What caused the Hatfield and McCoy feud?
2. What role did Johnse Hatfield and Roseanna McCoy play in the feud?
3. What event is considered the "official" start of the feud?

### Using the Content

Write a newspaper article describing one of the incidents that occurred during the Hatfield and McCoy Feud.

### Extending the Literacy Skill

Make a chart like the one on page 478 to record information on various encounters between the Hatfields and the McCoyes as you read Section 4. Then write a summary describing two of those encounters.

**Above:** Henry D. Hatfield, physician and governor of West Virginia.

# Preserving the Hatfield-McCoy Feud

The story of the Hatfield-McCoy Feud, which has generated interest for over 150 years, has all the elements of a good novel—lawlessness, gun-toting vigilantes, family loyalty, family disloyalty, revenge, and a modern Romeo and Juliet love story. The Hatfields and the McCoy, who lived across the Tug Fork of the Big Sandy River from one another, fought on opposite sides during the Civil War. Randolph McCoy's younger brother, Asa Harmon McCoy, suffered a broken leg and was discharged from the Union army in late December 1865. Two weeks later, he was killed by a local Confederate militia, the Logan Wildcats, led by Devil Anse Hatfield. McCoy was accused of spying and killing horses that belonged to the Logan Wildcats. No one was ever prosecuted for the murder. Although historians do not consider this event the beginning of the feud, they do recognize that it created hostile feelings and a call for revenge that lasted over 100 years.





The story of the Hatfields and McCoys is remembered annually in West Virginia as well as in Kentucky through fairs, festivals, and outdoor drama. Theatre West Virginia first offered an outdoor drama that told the story of the Hatfield-McCoy Feud at the Cliffside Amphitheatre in Beaver, West Virginia, near Beckley, in 1970. The most recent performance was during the summer of 2018.

Another event that focuses on the feud is the annual Hatfield and McCoy Reunion Festival and Marathon, held in Matewan and Williamson, West Virginia. During the festival, narrated tours to historic sites are available. Stops include the Hog Trial site, the place where Johnse and Roseanna met, the spot where Devil Anse Hatfield's brother was murdered, the Paw Paw Massacre site, the home of the McCoys, and the location of the New Year's Day Raid. There is also a tour of Matewan and a visit to a museum with exhibits related to the feud.

Besides the activities in West Virginia designed to preserve the history and culture of the feud, there is also a lot of national attention given to the event. In 2012, Kevin Costner starred in a miniseries on the History Channel focusing on the famous feud. The miniseries received many awards, including an Emmy for Costner for his performance as Devil Anse Hatfield.

# Chapter Summary

## Section 1: Social Changes

- The Freedmen’s Bureau was established to help newly freed slaves and poor whites. It established Storer College.
- After the Civil War, property of former Confederate soldiers was to be forfeited to the state, but the law was unenforceable.
- Lawmakers required all West Virginia voters to take a test oath. This prevented former Confederate soldiers from voting, participating in other civic pursuits, and teaching.
- The Ku Klux Klan, which started as a social club, turned to violence to keep blacks from voting.
- The Black Codes restricted freedmen’s rights.

## Section 2: Political Changes

- West Virginia had boundary disputes with Virginia, Ohio, and Maryland. The U.S. Supreme Court ruled that Berkeley and Jefferson Counties were part of West Virginia; that control of Ohio River islands belonged to West Virginia; and that the Fairfax Stone was the starting point of the state’s border with Maryland.
- West Virginia’s debt to Virginia resulting from money given to the Restored Government of Virginia was finally repaid in 1939.
- The state capital moved between Wheeling and Charleston until it was located permanently in Charleston in 1885.
- Poll taxes, literacy tests, and the grandfather clause were used to disfranchise black voters.
- The Flick Amendment gave voting rights to all male citizens except minors and paupers.
- The constitution of 1872 changed the executive branch: the governor could serve a four-year term, but not two consecutive terms, and could veto legislation.
- The constitution of 1872 changed the legislative branch: state Senate terms were four years and House terms were two years; Senate districts increased from eleven to twelve; and regular legislative sessions would be biennial.

- The constitution of 1872 changed voting requirements: all males over 21 could vote; there was no voter registration; voting could be open or by secret ballot; and state elections took place at the same time as federal elections.

## Section 3: The Rise of Labor Unions

- Strikes were workers’ most important weapon for improving working conditions.
- West Virginia’s first strike occurred after B&O Railroad workers in Martinsburg had their wages cut four times. It ended when federal troops were sent to Martinsburg.
- The first national labor union was the Knights of Labor.
- The American Federation of Labor was a loose alliance of national unions. Workers joined their trade’s union and it became an affiliate of the AFofL.
- Companies used the “unholy four” against strikers: state militia, injunctions, private armed guards, and scabs.
- The United Mine Workers of America began unionizing West Virginia mines in 1901.

## Section 4: A Famous Feud

- Election Day 1882 is considered the “official” start of the Hatfield-McCoy Feud. Ellison Hatfield was shot that day and later died. His family captured and murdered three McCoy’s.
- In 1888, Randolph McCoy’s house was set on fire, two of his children were killed, and his wife Sarah was beaten and left for dead. The Hatfields who were responsible for the attack were eventually captured.
- The feud dwindled after legal authorities became involved, and it died after younger family members found more peaceful pursuits.
- In 1976, a symbolic end to the feud occurred when Willis Hatfield and Jim McCoy shook hands at a ceremony to dedicate a McCoy monument at a family cemetery.

## West Virginia and Reconstruction

### Recalling the Facts

1. What did the Freedmen's Bureau do?
2. What West Virginia college was established by the Freedmen's Bureau?
3. What two counties petitioned to become part of West Virginia after statehood was approved?
4. What site was selected for West Virginia's permanent capital?
5. What were the provisions of the Fourteenth and Fifteenth Amendments to the U.S. Constitution?
6. How did the poll tax, literacy test, and grandfather clause affect African Americans?
7. How was the executive branch of West Virginia's government changed by the Constitution of 1872?
8. In what industry did the first labor strike in West Virginia occur?
9. Who founded the American Federation of Labor?
10. What was the cause of the Hatfield-McCoy Feud? What caused the feud to come to an end?

### Learning Skill

1. Compare and contrast the treatment of former Confederates and newly freed slaves during Reconstruction. How did differences in the treatment of these groups impact southern politics?
2. The location of West Virginia's permanent capital was an issue after the Civil War. Where do you think the capital should be located? Give reasons to support your choice.
3. How might the history of West Virginia be different if the capital had remained in Wheeling?

# Chapter Review

4. Compare and contrast the good and bad effects of the formation of labor unions.
5. Evaluate the advantages and disadvantages of strikes, citing examples from the chapter.

### Community Connection

1. Survey ten adults to determine if they think there should be limits on the number of terms West Virginia's governor can serve. Bring the data you collect to class to be included in a class graph.
2. Survey the Internet, daily newspapers, current magazines, or local newscasts to find current events involving unions in West Virginia. Share the information you find with the class.
3. Interview a relative or neighbor who is a member of a union. Ask the person what the union does for its members.

### Literacy Skill

1. Write a letter to the editor of a local newspaper detailing the effects of the Black Codes.
2. A newspaper headline uses just a few words. Its purpose is to capture the "heart" of the story and make the reader want to learn more. Write a newspaper headline focusing on one of the topics in the chapter.

### Technology Tool

1. Visit the AFL-CIO website, [www.aflcio.org](http://www.aflcio.org), to find two issues with which the union is concerned. Report your findings to the class.
2. Use a search engine to find another well-known feud, e.g., Romeo and Juliet. Compare that feud to the Hatfield and McCoy feud.