

# Chapter 9

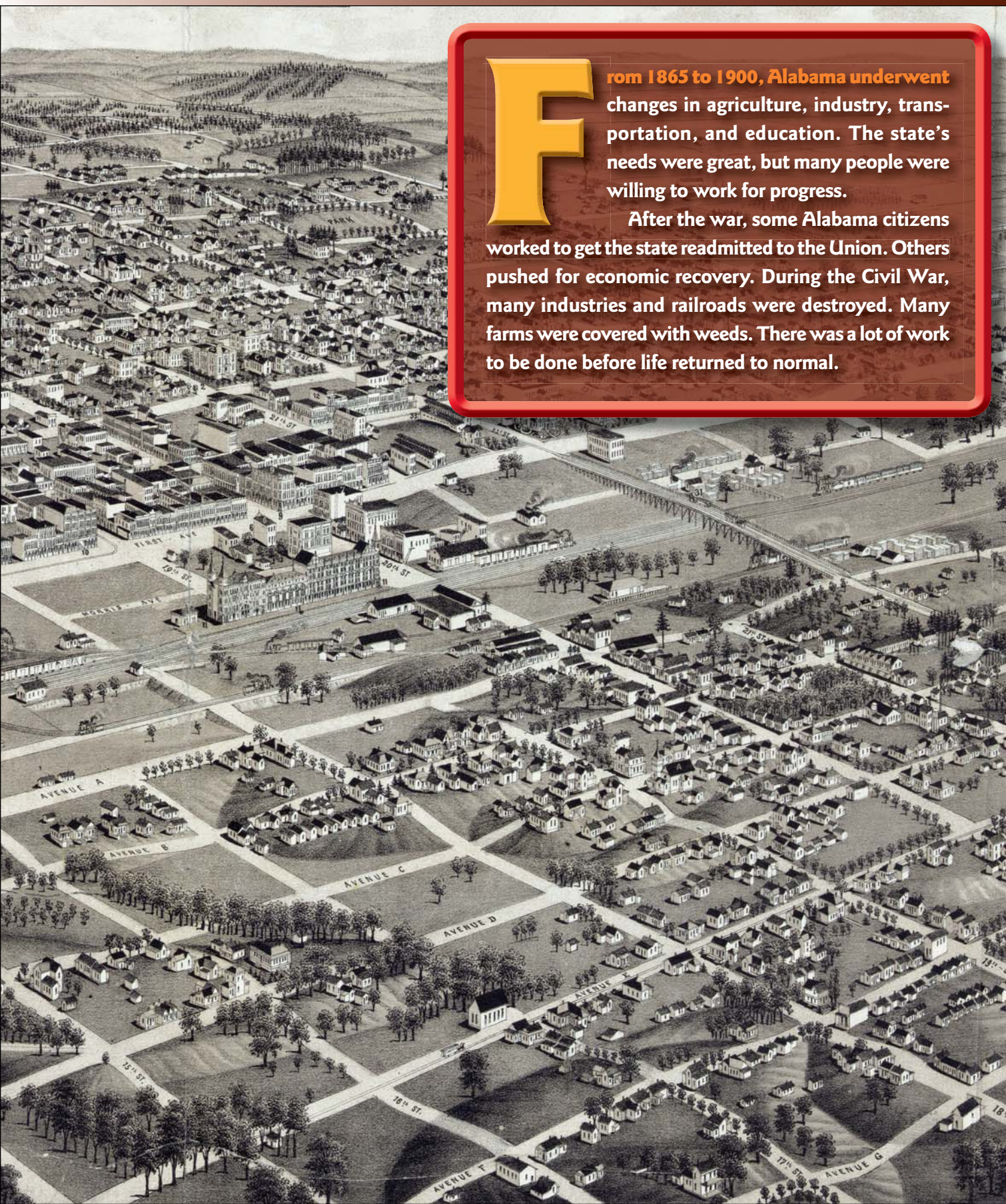
## A Changing Alabama

### Chapter Preview

#### TERMS

agricultural economy,  
sharecropper,  
credit, tenant farmer,  
normal school, tuition,  
expand, coke, impurity,  
suburb, civil rights,  
Jim Crow laws

**Above:** This bird's-eye view of Birmingham is from 1885. That was less than 15 years after the city was founded. Its rapid growth is why Birmingham got the nickname "The Magic City."



**F**rom 1865 to 1900, Alabama underwent changes in agriculture, industry, transportation, and education. The state's needs were great, but many people were willing to work for progress.

After the war, some Alabama citizens worked to get the state readmitted to the Union. Others pushed for economic recovery. During the Civil War, many industries and railroads were destroyed. Many farms were covered with weeds. There was a lot of work to be done before life returned to normal.

# Focus on Reading Skills

## Determining Fact from Opinion

### Learning

Many primary sources such as letters are filled with opinions. A *fact* can be proven. An *opinion* is someone's feelings. The writer may say, "I think . . ." or "It is my belief . . ." before writing an opinion. It is important to be able to tell fact from opinion.

### Practicing

Write the numbers from 1 to 6 on a separate sheet of paper. Read the sentences that follow. For each sentence, decide whether it is fact or opinion. If it is a fact, put an F next to the

number. If it is an opinion, put an O next to the number.

1. Abraham Lincoln had a plan to bring the country back together.
2. All Alabamians were happy to come back into the Union.
3. John Wilkes Booth shot President Lincoln.
4. Most freedmen found good jobs in cities after the war.
5. The U.S. Congress passed the Reconstruction Act in 1867.
6. Carpetbaggers were bad people.



John Wilkes Booth shot President Lincoln. Fact or opinion?

# Section I

## Agriculture

### As you read, look for

- who were sharecroppers and tenant farmers;
- the importance of international trade in agriculture;
- terms: agricultural economy, sharecropper, credit, tenant farmer, normal school.

Between 1865 and 1900, most people in Alabama lived on farms. The state had an **agricultural economy** (farm-related). That means its wealth depended on farming. With the war over, cotton could again be shipped to New York and European markets. Cotton returned to being the state's major farm crop.

**Figure 19**  
**Timeline:**  
**1865 to 1900**



**1868**  
Alabama readmitted to Union

**1871**  
Birmingham founded

**1885**  
Montgomery had the country's first electric streetcar

**1887**  
First child labor law passed in Alabama

**1894**  
Child labor law of 1887 repealed

1865

1870

1875

1880

1885

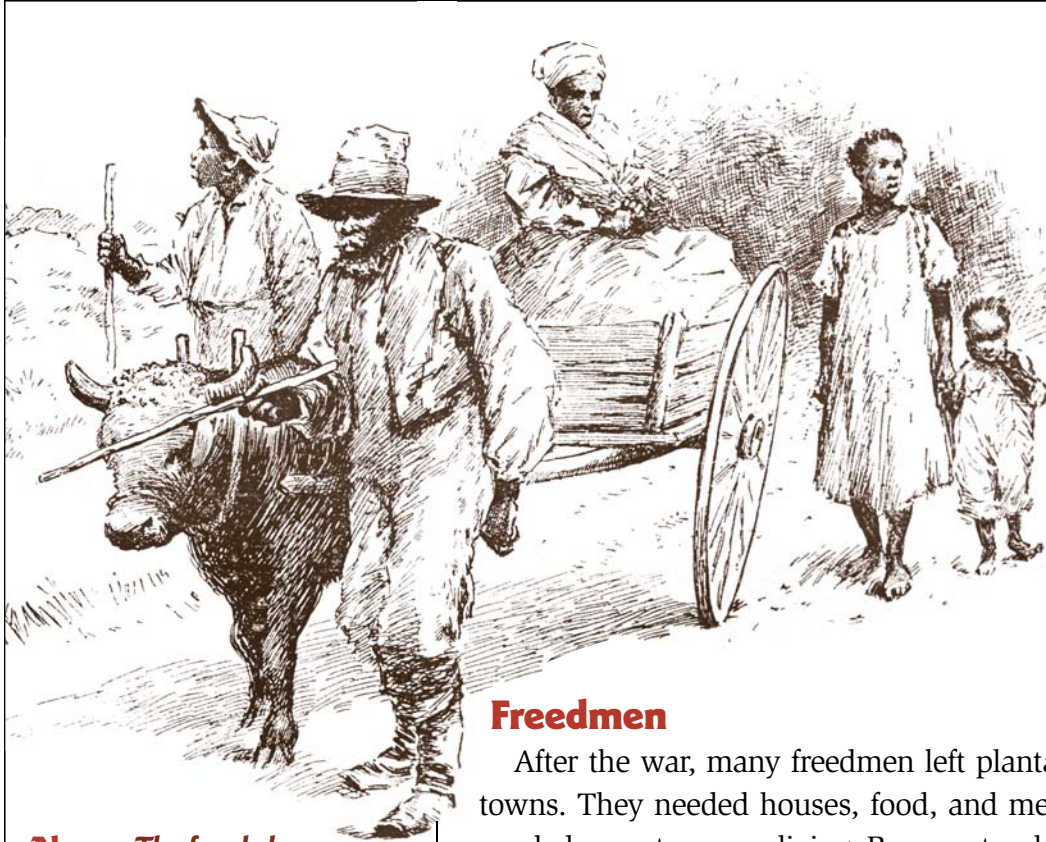
1890

1895

1900

**1875**  
U.S. law allowed blacks to serve on juries

**1898**  
Spanish-American War



**Above:** *The freed slaves did not know how to look for work. Some families wandered from town to town trying to find jobs.*

### **Freedmen**

After the war, many freedmen left plantations to move to towns. They needed houses, food, and medicine. They also needed ways to earn a living. Because teaching slaves to read had been illegal in the South, few blacks could read and write. The lack of education limited the types of jobs the freedmen could find. The Freedmen's Bureau tried to help African Americans find work, but there were not many jobs. Some freedmen went from town to town looking for work. Others tried to find jobs on farms.

### **Small Farmers**

Many small farmers came back from the war to find their houses and barns in bad shape. Their tools were rusted or broken and needed repairs. They did not have money to buy what they needed. It was hard for these people to start farming again.

### **Plantation Owners**

Most plantation owners still had their land, but it was covered with weeds. They needed help to clear the land and begin growing crops.

Plantation owners had land and living quarters for workers. But they had no money to pay wages to the workers. Freedmen needed a place to live and a way to make a living. Some poor whites and a few freedmen had enough land for their basic food

# Focus on Geography

## International Trade in Agriculture

**During the last half of the 19th century, many farming regions developed in America. In each region, farmers had a different favorite cash crop. They sold part of their crops to people in the other regions and exported the rest.**

On the Great Plains, farmers raised wheat and ranchers raised cattle. Midwestern farmers grew corn and raised hogs and dairy cows. In Alabama, the favorite cash crop was still cotton. Alabama cotton was sold to textile mills in the northeastern United States. Cotton was also exported to England. But the British textile

mills had found other sources for cotton during the Civil War. Once the South was back in the cotton business, there was simply too much supply. Prices for cotton went down rapidly during this time. Labor costs for cotton farmers, however, did not go down. Together, these two things made it hard for Alabama farmers to make a profit on their cotton crops.

***Below: A cotton buyer is shown weighing a wagon full of cotton on a scale. An increased supply of cotton after the war made prices low.***





## About Alabama

The Freedmen's Bureau was supposed to review and approve labor contracts between the plantation owners and the freedmen (example above). The bureau had 12 field offices in the state.

needs. But they did not have enough land for growing both food and cotton.

Freedmen, poor whites, and plantation owners came up with two ways that seemed to work. The new ways of farming were called “sharecropping” and “tenant farming.”

### Sharecroppers and Tenant Farmers

A **sharecropper** lived in a house on the property of a landowner. He used the landowner's seed, plow, and mule to grow a crop. The worker agreed to give the landowner a share of the harvest. Until the crop was sold, the landowner often provided a worker with food, medicine, and other supplies on credit. (Buying on **credit** means that you get the item now and pay for it over time.)

If a sharecropper harvested 20 bales of cotton and agreed to give the landowner half, each got 10 bales. But remember the items bought on credit? After he sold his part of the cotton and paid his bills, a sharecropper had little money left. It was hard to save money to buy land or tools.

Landowners had a different deal with tenant farmers. This was because **tenant farmers** owned their tools and farm animals. They also bought their own seed. At the end of the year, the tenant farmer paid the landowner his share. It could be money or an agreed-on part of the annual crop.



The lives of both sharecroppers and tenant farmers were hard. However, these ways of farming gave some freedmen and poor whites a way to care for their families. At the same time, landowners could keep their farms in operation.

### **Farm Improvement**

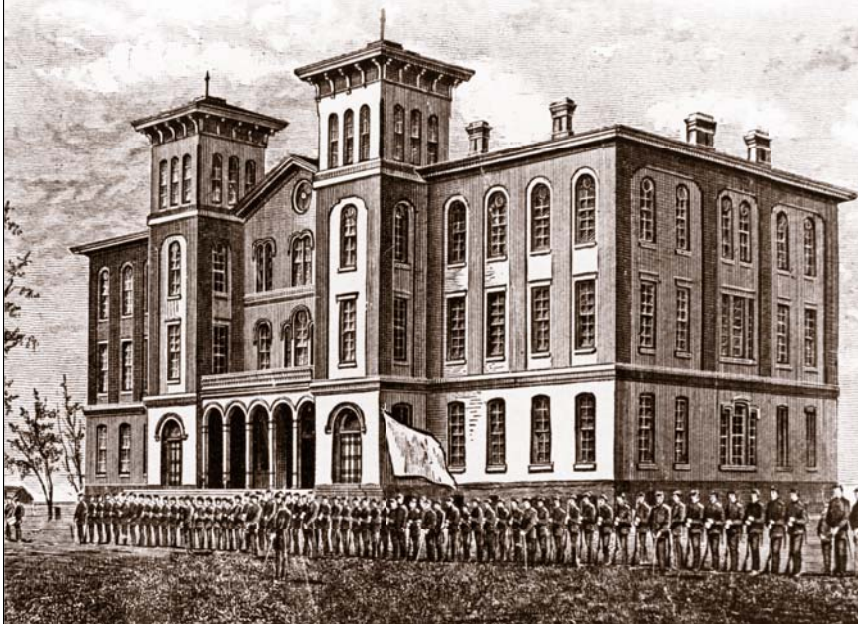
Most Alabama farmers made little money during the first years after the war. Farmers had to deal with bad weather, insects, poor soil, and low prices for their crops. These things made it hard for them to earn a living.

In order to harvest bigger crops, farmers had to learn new ways to farm their land. Two schools in Alabama helped farmers learn how to take better care of their land. They also helped farmers learn to grow different crops.

### **Schools to Help Farmers and Train Teachers**

During the Civil War, the U.S. Congress passed the Morrill Act of 1862. Its purpose was to give farmers and working people a chance to go to college. The Morrill land grants gave land to states for use in setting up colleges. These schools were to teach agriculture, engineering, military training, and other subjects.

In 1869, Alabama applied for its land grant under the Morrill Act. The land gift was 30,000 acres of land for each of the state's members in the U.S. Congress. Alabama received 240,000 acres. This land could be sold and the money used to run the schools. But the buildings and land for the colleges had to come from other sources.



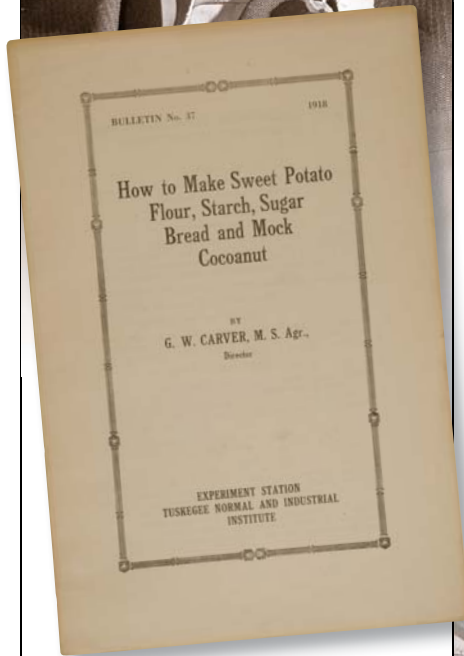
## **About Alabama**

**Auburn University and Alabama A&M manage the state's cooperative extension system. Each county has an agricultural extension agent to assist farmers. The state's role in teaching agriculture started over 100 years ago. The work in education continues today.**

**Right: The Agricultural and Mechanical College of Alabama became Auburn University in 1960. This is Old Main, which was built in 1856 and destroyed by fire in 1887.**

**Opposite page, below: Sharecroppers lived in a house provided by the landowner.**





**Top:** Dr. George Washington Carver of Tuskegee University did research to develop many uses for crops like peanuts and sweet potatoes (above).

**Right:** In addition to academic subjects, Booker T. Washington insisted that students take practical courses like carpentry. He felt such skills would help them get a job. The first buildings at Tuskegee were built by students and faculty.

## Auburn University

The townspeople of Auburn offered the state 100 acres of land for a college. Alabama Methodists gave the buildings of the East Alabama Male College in Auburn for the college. Because it had land and buildings, Auburn received the land grant. It was called the Agricultural and Mechanical College of Alabama. In 1899, the name was changed to Alabama Polytechnic Institute. In 1960, the name was changed again to Auburn University.

## Alabama A&M University

The Alabama legislature denied black people the opportunity to attend Auburn. The State Colored Normal and Industrial School was chartered in 1873 in Huntsville. (Schools that trained teachers were called **normal schools**.) This school also worked on solving farm problems and sharing ideas with farmers.

The Morrill Act of 1890 allowed the college to apply for a land grant. The Alabama legislature made it an African American land grant college. The name was changed to Alabama Agricultural and Mechanical University (Alabama A&M) in 1969.

## Tuskegee University

Lewis Adams, a former slave, worked to establish a school for his people. A state law founded a Negro Normal School in Tuskegee (today's Tuskegee University). On July 4, 1881, Booker T. Washington became the school's first president. Tuskegee University achieved land grant status in 1899.



Dr. George Washington Carver joined Tuskegee's staff in 1896. He worked successfully to help all farmers grow sweet potatoes, peanuts, and soybeans. The farmers learned to preserve the soil's fertility by using crop rotation. Farmers came from all over the South to the college.

The college also went to the farms with a traveling classroom. This educational tool was called the Movable School. Thomas Monroe Campbell was a Tuskegee graduate. He was also the state's first African American extension agent. Campbell used the Movable School to teach black farmers new and better methods for farming.

Teachers at these schools tried new ways of growing crops and taking care of farm animals. When they were sure a new way was better, they shared it with farmers in the state.

### **The Grange**

The Grange was a social and educational group for farmers and their families. In 1877, there were 678 chapters of the Grange in Alabama. The group helped farmers work together for common goals. The Grange pushed for rural mail delivery and other policies that helped farmers.

#### **Think It Through!**

- 1. What happened to many farms during the Civil War?**
- 2. Why did most people live and work on farms between 1865 and 1900?**
- 3. What were the differences between a tenant farmer and a sharecropper?**
- 4. What two groups helped Auburn University get land grant status?**
- 5. How did Dr. Carver's work help farmers?**



**Above:** This poster is called "Gift for the Grangers." The pictures show all the virtues of the farming life. The picture in the upper right shows a meeting of the Grange.

# Alabama Portrait

## Dr. Booker T. Washington

**Born in 1856, Dr. Booker Taliaferro Washington** went from a slave cabin to the Hall of Fame. In 1900, he wrote a book about his life called *Up from Slavery*.

Once slaves were freed, Booker's mother took her three children to Malden, West Virginia. His stepfather worked in a salt mine there. Young Booker also worked packing salt in barrels.

A young, educated man from Ohio agreed to open a school for black children. Families paid fees to support the teacher. Booker went to work very early in the morning before going to school. Then he returned to work in the afternoon.

### Washington's Education

Young Booker T. Washington learned quickly and finished his local schooling in a few years. He had a deep desire for more education. He heard of Hampton Institute in Virginia where blacks could be educated. In 1872, he made the 500-mile journey from Malden to Hampton with only \$1.50 in his pockets.



**Above:** Booker T. Washington. **Below:** The campus of Tuskegee Institute in 1916. **Opposite page:** This statue of Booker T. Washington at Tuskegee shows him lifting the "veil of ignorance."



Washington told people at the school that he would work to pay for his food, room, books, and **tuition** (school charges). Young Washington studied history, science, languages, geography, and mathematics during his years at Hampton Institute. He also learned how to lay bricks.

In 1875, Washington graduated at the head of his class and returned to Malden to teach. Later he studied for a year at Wayland Seminary in Washington, D.C. He then returned to Hampton to teach American Indians studying there.

### **Tuskegee Institute**

In 1881, the 25-year-old Dr. Washington was invited to head a new school for blacks in Alabama. He opened the school on July 4, 1881, in a small building near the Tuskegee AME Zion Church. The school started with 40 students, most of whom were adults. This small school was the beginning of Tuskegee Institute.

No one worked harder than Dr. Washington did to build the school. He taught his students from *books* and taught them how to make *bricks*. The students used the bricks to build structures on the campus. They learned construction, cooking, handcrafts, agriculture, and the blacksmith trade. He showed his students how to clear land, raise crops, and sell the harvest. Profits from their work helped construct more buildings.

Dr. Washington's hard work and his plan for "learning by doing" won friends for the school. The Alabama legislature voted to spend money



to help Washington's work. Wealthy people who wanted to see blacks receive a good education gave money too. Andrew Carnegie was one of the richest men in the country. He gave money to build a library for the school.

### **A Voice for Black Americans**

Washington made a moving speech at the Atlanta Exposition in 1895. After that, he became a major spokesperson for black Americans. He also wrote more than 40 books. Washington dedicated his life to helping others of his race improve their lives.

On November 14, 1915, Booker T. Washington died at Tuskegee Institute. He was only 59 years old, but he had worn himself out with years of work. Hundreds of people attended the service to honor Dr. Washington. He was buried at the school he had loved.



## Section 2

# The Changing Role of Industry



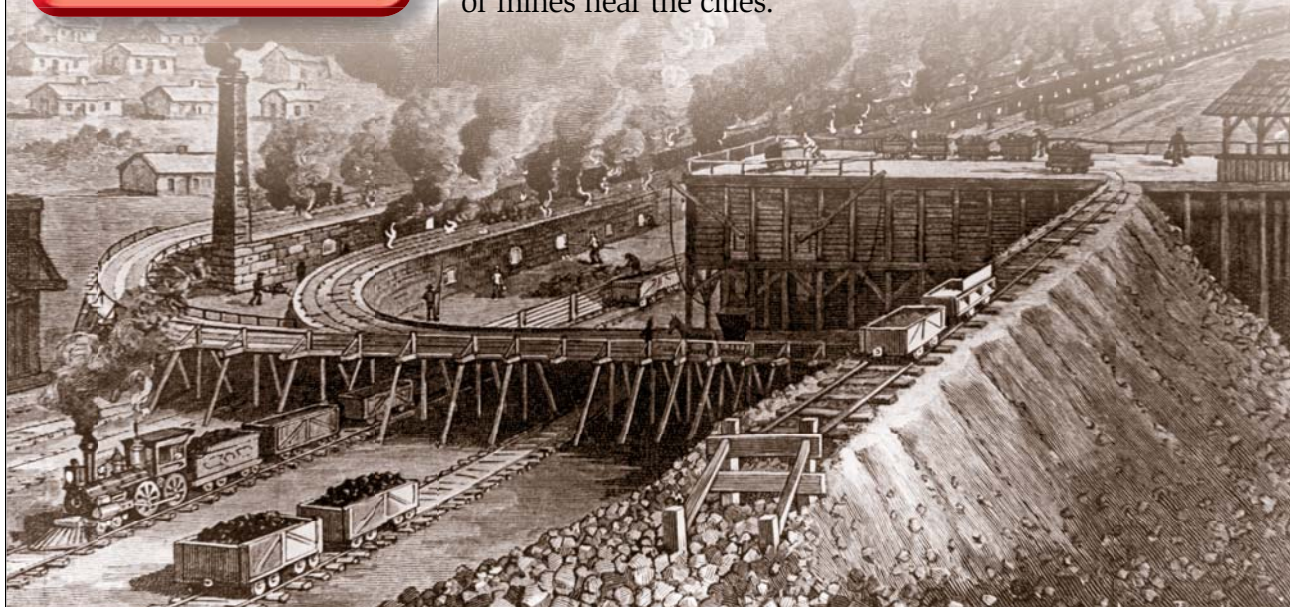
### About Alabama

Between 1886 and 1890, 27 blast furnaces were built in the state. In 1880, the blast furnace near Woodstock in Bibb County was the first in Alabama to use coke as a fuel.

#### As you read, look for

- how industry developed;
- where iron and steel, coal, textile, and lumber industries were located;
- the location of natural resources;
- why trade developed in and out of Alabama;
- why cities grew;
- terms: **expand, coke, impurity.**

**The last half of the 19th century was an important time for Alabama industry.** After the Civil War, some old industries started up again. New industries were begun and others **expanded** (enlarged). Many farmers left their farms seeking jobs in factories or mines near the cities.





## The Iron and Steel Industry

When the Civil War was over, the iron furnaces were rebuilt. Soon people learned to make steel. Steel is a metal that is harder and stronger than iron. The state became one of America's leading iron- and steel-making states. Furnaces still needed to be located near iron ore deposits. But a new fuel called **coke** was used to heat the furnaces. Coke is made by baking coal in a very hot furnace without setting it on fire.

In central Alabama, three natural resources were found together. They were coal, iron ore, and limestone. A seam (layer) of iron ore ran along the side of Red Mountain. Coal was located just a few miles away. Two railroad lines met in the valley and ran side by side. Sloss Furnace was built at the place where these railroad lines came together. Sloss no longer makes iron, but you can still visit the furnace to see how it worked. These resources were all near Jones Valley. This area would become the new city of Birmingham.



**Opposite page, below:**  
*These ovens are producing coke for the blast furnaces.*

**Top:** *These early steel mills are in Ensley, near Birmingham.*

**Above:** *Sloss Furnace has been preserved as a museum.*



**Above:** This illustration shows the activity in a Birmingham land office as people bid for lots in the new city.

Many furnaces were built in and around Birmingham. By the end of the century, Birmingham was famous for iron production. Alabama iron furnaces exported iron and steel all over the world.

### **Birmingham, “The Magic City”**

Because of the coal, iron ore, and limestone found in the state’s Mineral Belt (see Map #5 in Chapter 2), businesses were started in the area. New towns and cities were also built.

Birmingham became the fastest-growing and largest city in the state. This new city was laid out in 1871 in Jones Valley by the Elyton Land Company. Colonel James Powell, the company president, gave the city some parcels of land. They used those lots to build schools, churches, and parks. Birmingham grew so rapidly that it became known as “The Magic City.” It was a center of industry in the southeastern United States. In addition to iron, its factories have made cement, chemicals, furniture, and building supplies. Birmingham has also produced cloth, bricks, cottonseed oil, and railroad equipment.

### **Gadsden, “The City of Champions”**

Gadsden was founded in 1845 by Gabriel and Joseph Hughes from North Carolina and John S. Morange from South Carolina.

## **About Alabama**

Every year, the “World’s Longest Yard Sale” begins in Gadsden. Sellers line the road all the way to Ohio. For one weekend in August, buyers can drive along and shop for treasures.

The city was located on the banks of the Coosa River. The men liked the beauty of this part of the state and felt the area would grow. Gadsden later became a large iron- and steel-making city.

### **Anniston, “The Model City”**

Samuel Noble and Daniel Tyler bought an old iron furnace in 1872. They built the Woodstock Furnace Company, and Noble laid out a town called Woodstock. In 1873, the town’s name was changed to Anniston in honor of Tyler’s daughter-in-law, Annie. By 1890, Anniston was the fourth-largest city in Alabama. At that time, Anniston’s industries made pipes from iron, steel, and clay.

### **Bessemer, “The Marvel City”**

Henry F. DeBardeleben founded Bessemer, “The Marvel City,” in 1887. He named the city for Henry Bessemer, an English engineer. Bessemer found a way to improve steel while lowering its cost. The “Bessemer process” removed **impurities** (unwanted parts). The city’s main industries were railroads and making iron and steel.

### **The Coal Mining Industry**

The many iron furnaces built around Birmingham, Bessemer, Gadsden, and Anniston provided jobs. This encouraged people to move to the area. Iron production increased. The state exported large numbers of iron and steel products to other countries.

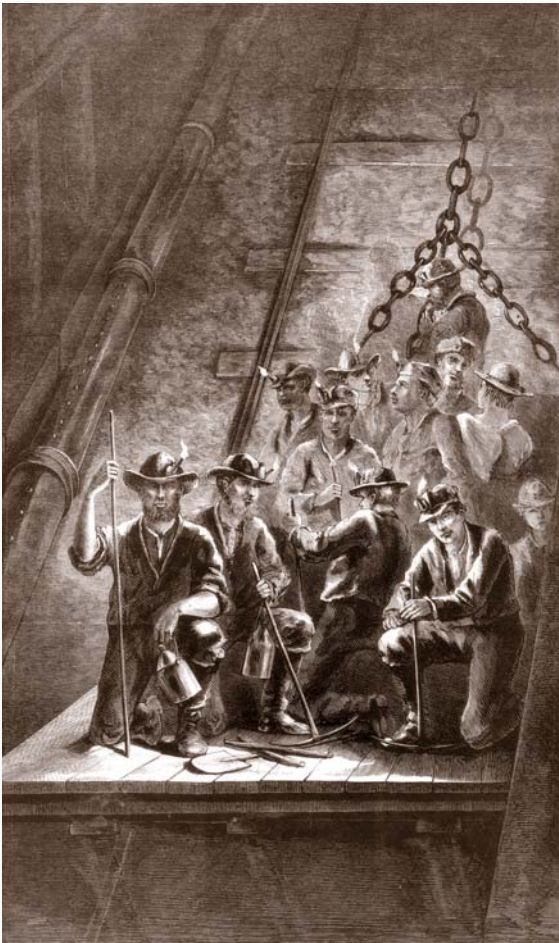
A lot of coal was needed to keep all those furnaces running. Coal mining provided jobs for a large number of people. But it was dangerous work, and the pay was not very high. However, for many people, working in the mines was better than working on a farm. Many immigrants came here to work in the mines. People from Italy, England, Scotland, Ireland, Holland, and Russia settled in Alabama as miners.

Towns and villages were often built near mines. These settlements included Alden, Bayview, Ishkooda, Ruffner, Aetna, and



**Above:** This page is from a brochure promoting the new city of Anniston. The pictures are of the houses of some of the area’s leading citizens.





Central City. The miners lived in the towns so they could walk to work. Some miners in Birmingham rode the coal trains to the mines and back to their homes in the city. Thousands of people moved to the cities to get jobs. Owners of the furnaces and mines often built houses for their workers near the factories. Sometimes these settlements had a store, a school, and a clinic. Some miners lived in a mining camp or town.

### **The Textile Industry**

There were a few textile mills in Alabama before the Civil War. But most cotton was sent out of the state to be made into thread and cloth. After the war, new mills were built in Alabama. Having the mills close to where the cotton was grown saved money on transportation.

The state welcomed the new textile mills because they brought needed jobs. When people had jobs, they had money to spend. This made the area's economy stronger. At that time, the textile mills could compete with mills in other parts of the country. Many families left farms to take jobs in the mills.





### **Mill Villages**

Many people needed jobs and were willing to work in the mills. Mill workers lived in company-owned houses. They paid little or no rent. These clusters of houses were known as “mill villages.” Schools, churches, and stores were nearby. Mill workers often worked long hours for very little pay.

Alabama’s textile industry did not change much until the end of the 1800s. By then, Alabama had many miles of railroad tracks. That meant that the textile mills did not have to be built just where cotton was grown. Mills were then built in cities all over the state. Most workers in the mills were women. Working in the mills was one of the few jobs open to women at that time. Children also worked in the mills. People in Alabama were willing to work for low wages. To mill owners, this cheap labor made the state a good location for mills.

### **Child Labor**

Many children worked in the mills to help make money for their families. They had little time to go to school or play. There were no laws to stop mill owners from hiring very young children.

**Above:** This is a dreary winter day in the Adelaide Mill Village in Anniston. **Opposite page, above:** Miners were lowered deep into the mine. Here they hold oil cans for filling their hat lamps. **Opposite page, below:** Many of the employees of textile mills were women and teenaged girls. Sometimes whole families worked in the mill.



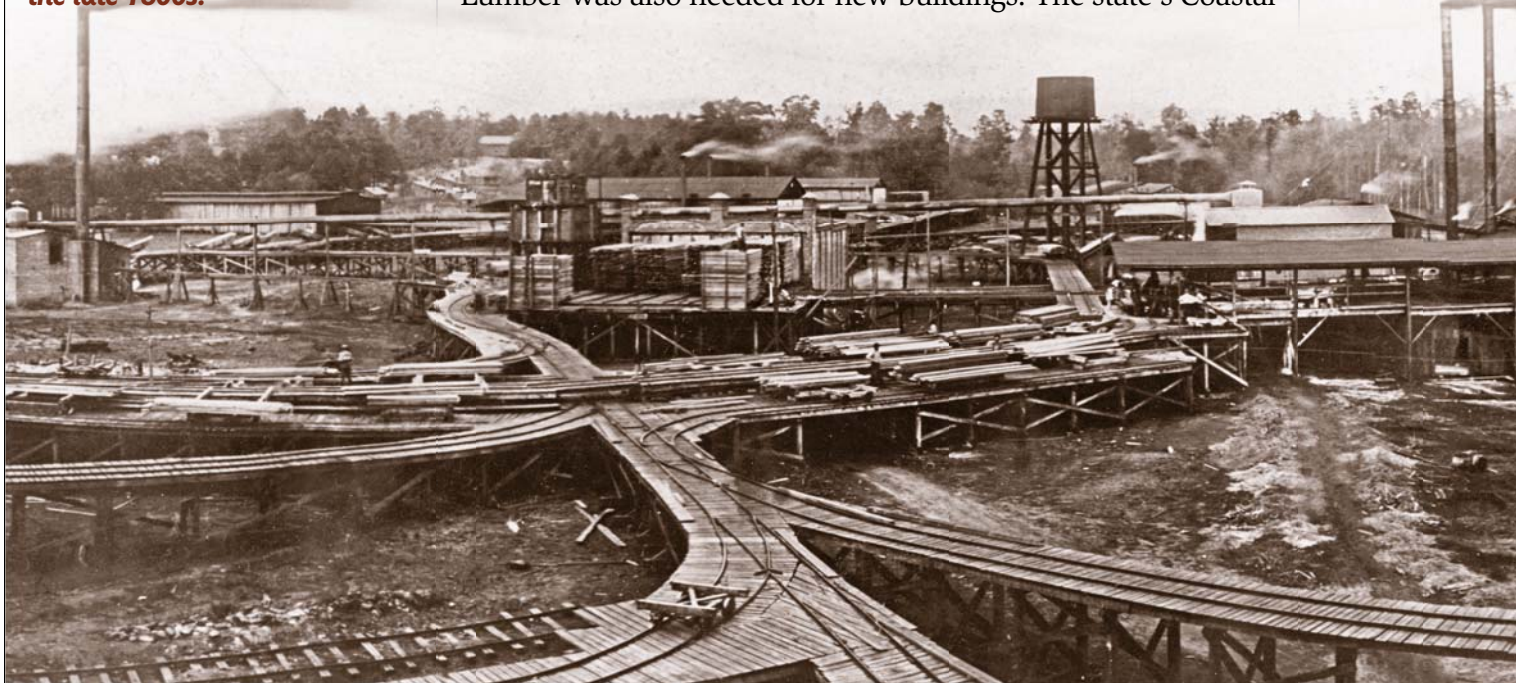
**Above:** Starting in 1887, the state passed laws limiting how much children could work. Textile mills, like this one in Mobile, employed many children. **Below:** Lumber became a major export for Alabama in the late 1800s.

Some people in the state wanted a law to protect children. Their goal was to stop children from working long hours. In 1887, the state set 8 hours as the longest workday allowed for a child under the age of 14. Business owners did not like the law because children worked for the lowest pay of all. The business owners persuaded the legislature to repeal the law in 1894.

It took several years to get a law to protect the rights of working children. Edgar Gardner Murphy, a minister in Montgomery, tried to help children. He talked with Alabama legislators about protecting child workers. Finally, in 1907, they passed a law that children under the age of 12 could not work.

### **The Lumber Industry**

After the war, people in Alabama needed large amounts of lumber. They had to rebuild many houses and businesses. Lumber was also needed for new buildings. The state's Coastal

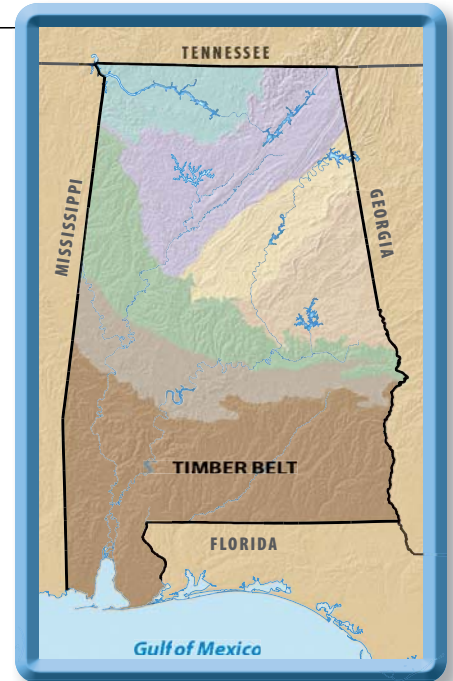


Plain region had most of the trees needed. This region has been known as the Timber Belt for a long time. Many sawmills were built in the state after the Civil War.

Loggers cut down pine trees and floated them down rivers. Some logs were hauled by oxen teams to sawmills. There the logs were sawed into lumber. After a time, railroads were rebuilt and steamboats were improved. Then it was easier to ship lumber to other parts of the state.

Lumber is an example of one of Alabama's natural resources (trees) used to make a product. This product, like iron and steel, was sold locally and internationally (to other countries). Many countries do not have forests and need to import lumber.

Lumber to be exported was first sent to the Port of Mobile where it was loaded onto a ship. Working with lumber became an important and profitable business during the late 1800s.

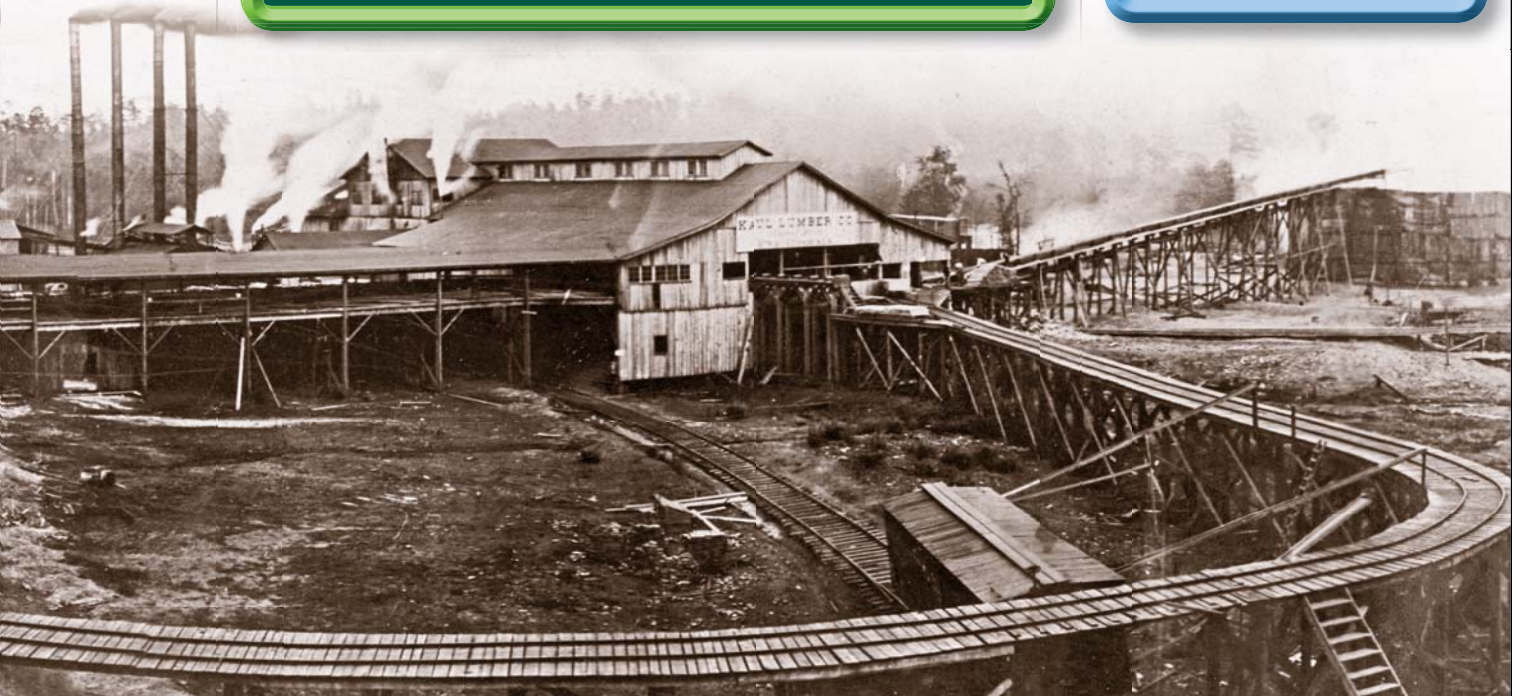


### Think It Through!

1. What are three minerals found in the Mineral Belt?
2. Why were textile mills built in Alabama after the Civil War?
3. How did Alabama lumber get to international markets?

### Map 25 Timber Belt

**Map Skill:** Look at Map 3 on page 43. Which Alabama land region is the Timber Belt in?



## Section 3

# Transportation and Changes in the Cities

### As you read, look for

- types of transportation used during this time;
- the hardships in travel;
- the shift in population;
- term: **suburb**.



**Above:** *By the end of the 19th century, Alabama's railroads had increased from less than 1,000 miles to over 4,000. These tracks are near Montgomery.*

**In the late 1800s, people traveling by land usually rode over rough dirt roads. Stagecoaches were still in use. Private transportation was on horseback or in family-owned buggies, carriages, or wagons.**

Steamboats still traveled the rivers but were not as popular as before the war. It was a slow process, but new railroads were built and old ones rebuilt. Railroads became the main way Alabamians traveled from town to town.

### **Railroads Crisscross the State**

Many railroads in the South were destroyed during the Civil War. In 1865, there were just 962 miles of railroads in Alabama.

Between 1875 and 1900, the state's railroad miles increased to 4,226. Most of these tracks were in northern and central

Alabama where industries were located. Railroads connected all parts of the state by 1900.

Many private companies built the railroads. But by 1900, they had combined into Southern Railway and the Louisville and Nashville (L&N) Railroad.

Alabama railroads tied in with tracks that went to other parts of America. Products like lumber, steel, and textiles were sent by rail to cities all over the nation. Goods needed in Alabama could easily be sent here by railroad. Products were also sent by railroad to the Port of Mobile for export. All of this transporting of goods meant more business and jobs for Alabama.

### **Streetcars in Towns**

Streetcars were built to provide transportation for people in towns. Early streetcars rode on rails and looked like small railroad cars. They were called “horsecars” because horses pulled them.

Later, streetcars got their power from electricity. These cars also ran on rails but were attached by a pole to overhead electric wires. Montgomery’s streetcar system was called the “Lightning Route.”



## **About Alabama**

**Montgomery (below) had the first electric streetcars in the nation. The first run was on April 7, 1885.**



**Above:** *The invention of the elevator allowed for much taller buildings. This is the skyline of Birmingham in 1899.*

## Changes in the Cities

As industries grew, they needed more workers. More people moved from the farms to the cities. At first, families lived in town near their jobs. When cities became larger and more crowded, some families moved away to **suburbs** (areas outside the cities).

People needed a fast and easy way to their jobs in the cities from their homes in the suburbs. Streetcars met this need. Later, automobiles would fill this role.

The invention of the elevator allowed for the construction of taller buildings in cities. Taller buildings meant the same amount of land could be used for a larger number of workers. The population of cities grew.

### Think It Through!

1. How did most people travel by land during this time?
2. In which area of the state were the first railroads built? Why?
3. How were streetcars powered before electricity was used?
4. How did the invention of the elevator change cities?

## Section 4

# Changes in Education, Religion, and Culture

### As you read, look for

- why the school term was so short;
- how culture and lifestyles changed;
- the center of social life.

**The Civil War brought about many** changes in people's lives. After the war, Alabamians turned their attention to education, religion, and social life. Cultural life also changed during this time. People had to change their ways in order to live and do well economically.

### Education Starts Over in Alabama

Schools began again after the Civil War. At first, most public schools did not have separate grades. There was just one teacher, and all of the students sat in the same room.

Public schools were open only about four months a year. This was because children were needed at home to work on the farm. By 1890, public schools had made many improvements and the school year was longer.

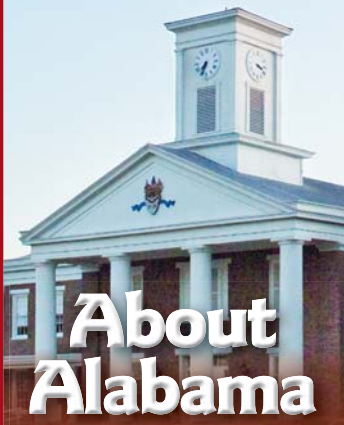
### The One-Room Schoolhouse

In the one-room school, students in the higher grades often helped the younger ones. Teachers taught math, reading, writing,



**Above:** After the Civil War, Alabama law said that black and white children must go to separate schools. This photo was taken at the Annie Davis School near Tuskegee.





## About Alabama

Marion Military Institute is the oldest military junior college in the nation.

**Right:** *The University of Montevallo was founded in 1896 as the Alabama Girls' Industrial School. This is Main Hall, the school's largest and oldest dormitory, built in 1897.*



spelling, and geography. They also had to clean and fill the oil lamps and bring in fuel (wood or coal) for the stove. Other duties were to fill a bucket with drinking water for the students.

Teachers had to live by strict rules. In some communities, teachers could “go courting” (dating) once a week. Women teachers were fired if they got married. Men teachers, however, could marry and keep their jobs.

Students were expected to behave well and to keep their desks neat. Students were not to talk without permission. They were not to use bad language or fight. If a child misbehaved, he or she was punished.

### **Private Schools and Colleges**

In most parts of the state, private grade schools and high schools opened. Some parents sent their children to these schools instead of public schools. Church groups started some private schools.

Colleges were also built during this time including several normal schools to educate teachers. State leaders wanted to improve the public schools. They knew that well-trained teachers were needed to do this.

In 1872, the State Normal College of Florence became the first normal school in Alabama and the South. It had been founded in 1829 as a Methodist college, but the school was later given to the state. Today, it is the University of North Alabama.

Jacksonville Male Academy (1836), Jacksonville Female Academy (1837), and Calhoun College (1869) combined to become Jacksonville Normal School. Today, it is Jacksonville State University. During this time, the education of women became more important. Schools for women were established. Many of the schools had high school and college classes. Women could become teachers or get other training. Alabama Girls' Industrial School (1896) at Montevallo became the University of Montevallo.

Alabama created separate schools for black and white people. In 1873, the state set up two normal schools for blacks: the State Normal School and University in Marion and Huntsville Normal and Industrial School. The Marion School later moved to Montgomery as the State Normal School for Colored Students. It is today's Alabama State University.


## Religion and Culture

People had few chances to socialize and worship during the war. With peace, Alabamians begin rebuilding their lives. This meant gathering for religious services and helping each other.

### Worshippers Work Together

Many Alabama places of worship were damaged or destroyed during the Civil War. Alabamians began rebuilding them as soon as the war was over. Catholic, Jewish, and Protestant congregations grew as the South rebuilt.

Members of the black community wanted their own churches once the war was over. Sometimes blacks and whites worked together to put up needed buildings. The First Baptist Church of Montgomery is an example of this. Before the war, the church had 300 white and 600 black members. During Reconstruction, both groups worked together to construct a building for black members. While it was being built, they continued to worship together.



**About Alabama**

Born in 1841, Julia Tutwiler was well educated and widely traveled for her time. She fought for education for women. She founded Livingston College, which is now the University of West Alabama.



**Above:** The famous poet Sidney Lanier was a schoolteacher in Prattville after the Civil War.

**Above right:** In 1866, the black members of the First Baptist Church of Montgomery left to form their own congregation, called the First Baptist Church (Colored). When the first church burned, a new church was built (pictured). It is called the “Brick-A-Day Church,” because church members were asked to bring a brick a day to help build it.



The first two major black religious groups were the African Methodist Episcopal (AME) and the AME Zion churches. These churches became important as religious, social, and cultural meeting places.

### **Social Life**

There was not much time for social gatherings during the years after the Civil War. The famous poet, Sidney Lanier, taught school in Alabama at this time. He wrote to a friend, “Perhaps you know that with us of the young generation in the South, since the war, pretty much the whole of life has been merely not dying.”

Mitchell Garrett lived in the Hatchet Creek community in Clay County. He wrote a book about being a child in Alabama in the

1890s. In his book, Garrett described spending a lot of time plowing the fields and harvesting the crops instead of being in school. He also told how all children old enough to work had chores to do. Some milked the cows or worked in the garden. Others built fires and helped with the younger children.

Places of worship were the center of most social life in the years after the Civil War. Churches often had “dinner on the grounds” after Sunday services. They sometimes had parties on Friday or Saturday nights.

Weddings, revivals, and Christmas parties were also social events. Children hunted, fished, played games, and swam in creeks or millponds. Friends also gathered to help each other harvest crops and build houses and barns.

Though life was difficult, some people had time to read books and even to write them. One of the most popular Alabama authors of the 19th century was Augusta Evans Wilson of Mobile. She was the first southern writer to earn \$100,000.



**Above:** *Augusta Evans Wilson of Mobile was the best-selling author of nine novels. She is a member of the Alabama Women’s Hall of Fame.*

### **Think It Through!**

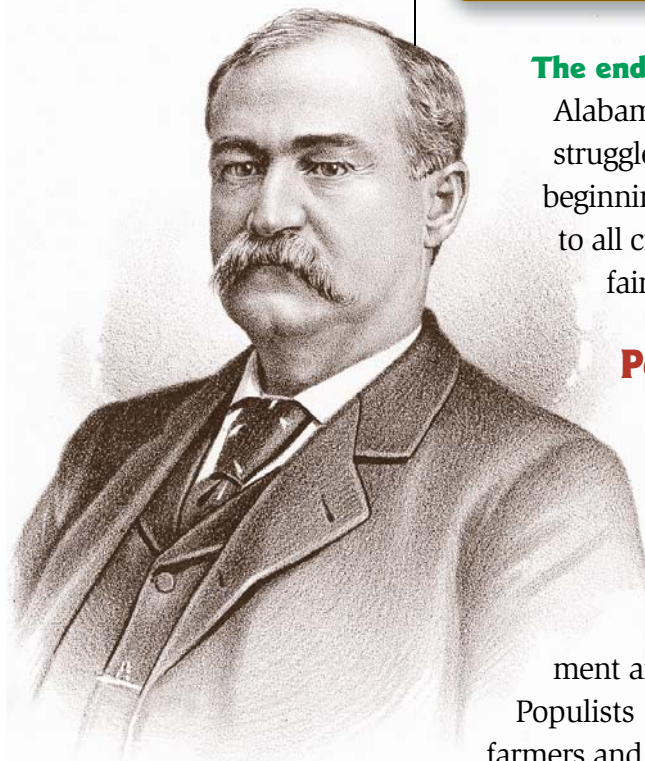
- 1. What were the conditions in schools after the Civil War?**
- 2. Why did the state want more trained teachers?**
- 3. How did one Montgomery congregation of blacks and whites work together?**

## Section 5

# Politics and Civil Rights

### As you read, look for

- the change in political power;
- the differences between the three constitutional amendments covered;
- terms: **civil rights**, **Jim Crow laws**.



**Above:** Reuben Kolb ran for governor of Alabama twice as the candidate of the Populist Party. Both times he lost to Democrat Thomas Jones.

### The end of Reconstruction brought more change to

Alabama There were power shifts in government. The struggle to ensure civil rights for all citizens was just beginning. (**Civil rights** are the basic rights that belong to all citizens. These rights mean that everyone is due fair and equal treatment.)

### Politics

George Smith Houston was elected governor of Alabama in 1874. His election brought the Democratic Party back into power. That political change meant that Reconstruction was over.

Many farmers supported the Populism movement and became members of the Populist Party. The Populists wanted the government to give more help to farmers and common workers. They wanted better schools and better prices for farm products. The state had a large number of farmers, so these ideas were popular.

Reuben Kolb ran for governor in 1892 and 1894 as a Populist. Thomas Jones, a Democrat, won both races. But the vote counts were very close. Because of this, many people disagreed about the fairness of the elections.

## Civil Rights

In the United States, civil rights belong to every citizen. Three amendments to the United States Constitution were passed between 1865 and 1870 to protect every citizen's civil rights:

- The **13th Amendment** did away with slavery.
- The **14th Amendment** stated that all persons born or naturalized in the United States are citizens.
- The **15th Amendment** stated that no one can be denied the right to vote because of “race, color, or previous condition of servitude.”

## The Struggle Continues

In 1875, Congress also passed a law that allowed black citizens to serve on juries. However, despite these laws, blacks were not given equal rights. The problem of civil rights for all would continue for at least another century.

Alabama and other southern states passed laws called Jim Crow laws. (**Jim Crow laws** kept blacks from having equal rights.) In 1875, Alabama passed a law for separate schools—black schools and white schools. The races were separated in railroad cars too. The U.S. Supreme Court ruled in the Louisiana case, *Plessy v. Ferguson*, that separate-but-equal railroad car seating was legal. Many states took that to mean that other separate-but-equal places were legal too.

A number of black leaders worked to see that all persons were allowed their full civil rights. Among these were Booker T. Washington and Adam Daniel Williams, the grandfather of Martin Luther King Jr.

### Think It Through!

1. What amendments to the U.S. Constitution were passed to improve civil rights?
2. Did the state give equal rights to freed slaves?



**Top:** This poster celebrates the 15th Amendment, which guaranteed every citizen the right to vote. **Above:** Booker T. Washington often spoke to large crowds on behalf of civil rights for African Americans.

# Spotlight

## Alabama Heroes of the Spanish-American War

**In 1898, less than 35 years after the Civil War,** men from the North and the South fought in another war. This time, they fought together against Spain in the Spanish-American War.

The island of Cuba was ruled by Spain. Cuba decided to fight Spain for its independence. The United States sent a battleship, the *USS Maine*, to protect Americans in Cuba. The ship was blown up in the Havana (today's capital of Cuba) harbor. The sinking of the *Maine* was a major reason that the United States declared war on Spain in April 1898. The American battle cry was "Remember the *Maine*."

This short war had a very famous battle, the Battle of San Juan Hill. Theodore Roosevelt, a future U.S. president, led men to victory in that battle. The United States won the war and gained the islands of Guam, Midway, Puerto Rico, and the Philippines.

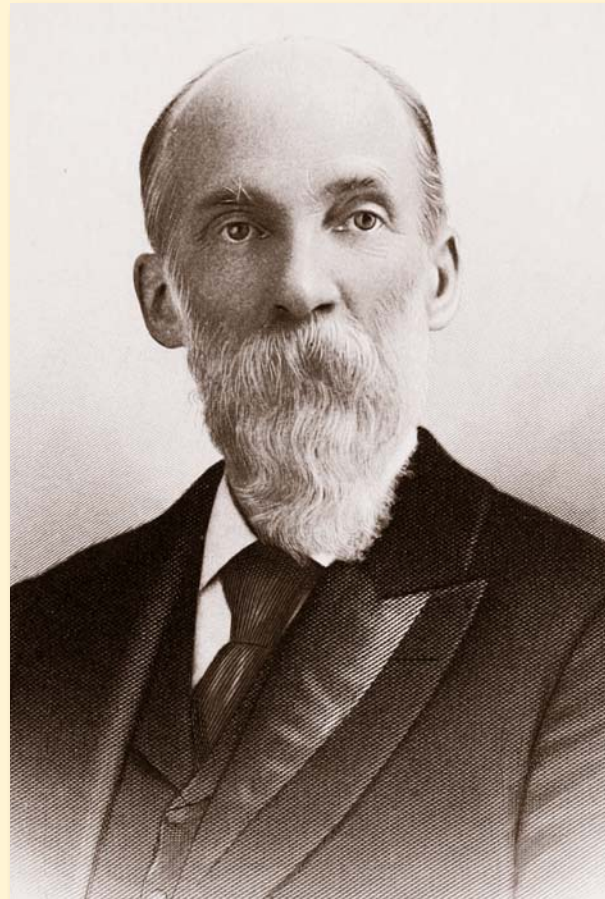
The Spanish-American War only lasted four months. But several Alabamians became heroes during the war and are still honored today.

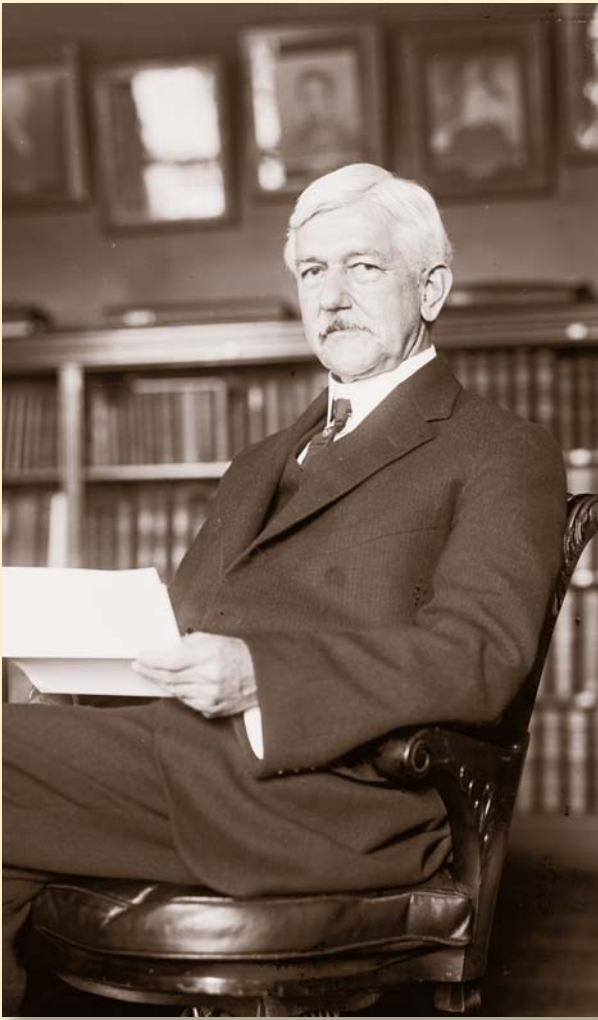
### **"Fighting Joe" Wheeler**

Many former Confederate soldiers volunteered to fight the Spanish. Among them was General "Fighting Joe" Wheeler. During a battle in Cuba, the Spanish began to fall back. Men

fighting near the general said he slipped into an old habit and shouted, "After them, boys! The Yankees are running!"

Wheeler was elected to the U.S. Congress in 1880. Joe Wheeler State Park and Wheeler Lake are named in honor of the general.





### **Dr. William Crawford Gorgas**

Dr. William Crawford Gorgas was born near Mobile. He served with the Army Medical Corps as chief sanitary officer in Cuba and the Panama Canal Zone.

Dr. Gorgas is known for his study of yellow fever. He believed that mosquitoes spread the disease. Gorgas knew that mosquitoes laid eggs in still water. The eggs then hatched into thousands of new mosquitoes.

While serving in Havana, Dr. Gorgas had open water sprayed with oil. Young mosquitoes could not pass through the oil, so they died. This action brought yellow fever under control. In 1914, Dr. Gorgas became the U.S. Army surgeon general.

### **Richmond Pearson Hobson**

Navy Lieutenant Richmond Pearson Hobson was born in Greensboro. He graduated from the U.S. Naval Academy at Annapolis in 1889.

During the Spanish-American War, the American fleet formed a blockade around Santiago Bay in Cuba. The Spanish fleet was trapped in Santiago Bay. Hobson volunteered to take the old USS *Merrimac* and sink it to block the entrance to the bay. This would keep the Spanish ships from escaping.

On July 3, 1898, Hobson and six volunteers moved their ship into place and sank it. However, the *Merrimac* did not settle where they had planned. The Spanish escaped, but the U.S. Navy defeated them. Hobson was awarded the Medal of Honor for his bravery. He was later elected to the U.S. House of Representatives.





# Chapter Review

## Chapter Summary

Between 1865 and 1900, many changes came to Alabama. Most people lived on farms. Freedmen left plantations to move to towns. Farmers came back from the war to find their farm fields overgrown with weeds. There were no slaves to work in the fields. Many workers were needed to grow cotton.

Landowners, freedmen, and poor whites tried a new approach. Some freedmen and poor whites became sharecroppers or tenant farmers.

Industries reopened and grew. The iron and steel industry gave birth to Birmingham. As industries grew, so did the need for labor. Many children worked long hours in textile mills for very little pay. They had little time to go to school or play. Child labor laws were later passed to protect children.

Transportation between cities began to change from boats and horse-drawn vehicles to railroads. Within cities, people rode streetcars.

New schools and colleges were started and old ones were reopened. Congregations rebuilt their places of worship. African Americans established churches during this time. These grew in importance for cultural and religious reasons.

The Spanish-American War brought together soldiers from the North and South. We still honor Alabamians who were heroes in this short war.



### Remember

*Analogy*—Choose the word(s) or term(s) from the answer box that complete(s) the analogy. An *analogy* makes a

comparison or connection. Red is to Color as Large is to Size or it may look like this: Red is to Color as Large is to \_\_\_\_\_.

### Answer Box

Lumber

Farming

Money made from farming

Given all farming needs

Money made from making and selling products

Impurities

Ship products from our state

1. Agricultural economy is to \_\_\_\_\_ as industrial economy is to money made from making products.
2. Tenant farmer is to paid money to farm as sharecropper is to \_\_\_\_\_.
3. Ship products to our state is to import as \_\_\_\_\_ is to export.
4. \_\_\_\_\_ are to melted iron as seeds are to orange juice.

## Reviewing the Facts



1. Name the two types of farmers who worked another person's land.
2. How did "The Magic City" get its name?
3. Who was the first Democratic governor elected after Reconstruction?
4. What three amendments to the U.S. Constitution were passed soon after the Civil War?

5. What industries grew after the Civil War?
6. Where did miners live?
7. In what year was a law finally passed (and kept) that protected children who worked?
8. What transportation could people in cities use?
9. What was the center of social life during this time?



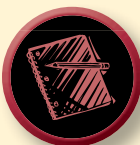
### Using Critical Thinking Skills

1. Compare the life of a sharecropper to that of a farmer who owns land.
2. How would your life be different if you worked in a cotton mill eight hours a day?



### Making Decisions

1. Many people moved to cities for jobs. Would you have stayed in the country or moved to the city? Why?
2. You have an important meeting in another city. Find that city on a map. Consider these factors: distance, time, location, and costs. Choose the form of transportation you will use. Why did you choose this form of transportation?



### Project

Alabama exports many products. Draw a map of the route a barge and a ship might travel. On your map, the exports will go from the Black Warrior River through Mobile, the Gulf of Mexico, and the Panama Canal. In what ocean will the ship be?



### Writing

1. Visit a farm. Observe and photograph important parts of the farm. Interview the farmer about his work. Notice the technology in use at the farm. Write a report about what you learned.

Tell why more technology means fewer workers.

2. In the Spanish-American War, Theodore “Teddy” Roosevelt led his “Rough Riders” to win the Battle of San Juan Hill. This victory made him a hero. Roosevelt was later elected president of the United States. Write a report or a play about Theodore Roosevelt. Read the report aloud or perform your play with classmates.



### Preparing for Tests

*Multiple Choice*—These questions are like those you might find in tests.

Write your answers on a separate sheet of paper.

1. Which statement is the *opinion* of many business owners in 1894?
  - A. Children should work in mills.
  - B. Children should not work in mills.
  - C. The state set a limit of 8 hours of work a day for children under 14.
  - D. The state outlawed labor for children under 12.
2. Which of these statements is a *fact*?
  - A. Sharecropping is a bad way to make a living.
  - B. The sharecropper lives in a house on the owner’s land.
  - C. Sharecroppers have an easy life.
  - D. Sharecropping never existed in Alabama.



### Using Technology

You are going to use the Internet to practice your skills at locating the *main idea* in a story.

1. Find the website for your local newspaper and locate a news story.
2. Read the story or article.
3. Write one sentence that tells what the story is about, the main idea.