

Chapter 11

Progress and Poverty

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Using Technology

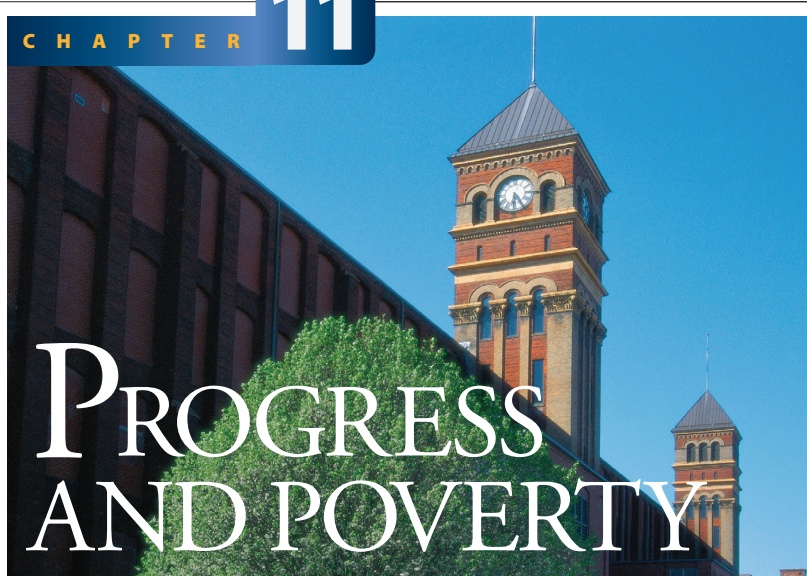
Research the life of Francis Warrington Dawson and prepare a profile of the man. In his youth, he wanted to become a playwright. How would that assist him in becoming a good newspaper man? Dig a little deeper and find letters he wrote to Sarah Morgan. In what ways did he influence her?

Check It Out

Google “The Strange Career of Francis Dawson-NY Times.” What did you learn about Dawson that was not mentioned in the text?

Yet Another Side

Research the “Summary of *A Confederate Girl's Diary*.” In what ways did Sarah Morgan influence Dawson?



PEOPLE: Francis Warrington Dawson, Samuel F. B. Morse, Cornelius Vanderbilt, John D. Rockefeller, Andrew Carnegie, Thomas G. Clemson

PLACES: Conway, Greenville, Aiken, Summerville, Bennettsville, Darlington, Phoenix

TERMS: lynching, Industrial Revolution, capitalist, yellow journalism, deflation, gold standard, textiles, Redeemers, Bourbons, disfranchise, convict lease system, populism, land grants, Dispensary, prohibition, poll tax, segregation, Jim Crow system

Francis Warrington Dawson was an unlikely and unusual South Carolinian. He was born in London, England, and came to America on a southern blockade runner in 1862 to fight for the Confederacy. He fought in eleven battles, was wounded three times, and was captured by Union troops. After the war, Dawson came to Charleston to work as a newspaperman. He and a partner bought the *Charleston News*, then the *Charleston Courier*, and merged the two. Dawson made the *News and Courier* a true news-gathering organization, having correspondents in Charleston, Columbia, and Washington, DC. Its daily editions, shipped by railroad, covered the Palmetto State. The news and Dawson's editorials made the *News and Courier* the premier paper in the state, a powerful voice for progress. Often, his editorials were unpopular and courageous. They challenged Carolinians to make improvements in their society. Dawson campaigned for a “New South,” built on more industry, diversified agriculture, and better education. He helped lead a successful campaign to outlaw dueling. The devout Roman Catholic's antidueling editorials won him a high honor from the pope. Although challenged to many duels, he never accepted. He also wrote vigorously, but less successfully, against **lynching** (the killing of a suspect without a trial, usually by mob action).

This crusader against violence in society became a victim of violence in 1889. Dawson was convinced his doctor was making improper advances

State Standards

Key Concept At a Crossroads

Standard 4 Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

Enduring Understanding Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.



on the Dawson children's governess. He confronted the doctor about it, and the doctor shot him dead. Claiming self-defense, the doctor was acquitted by the jury.

Dawson was one of the few foreigners in South Carolina in this era. He was a romantic about the Confederate cause and generally supported the white establishment of the state. But his outside perspective helped him see faults in his adopted society and crusade for improvements.

Opposite page, above: Southern progressive journalists like Francis Warrington Dawson were strong advocates of industrial expansion. In South Carolina, this usually meant cotton mills, like the Olympia Mills in Columbia, the largest in the world at the time. **Above:** The dark side of the growth of cotton mills was the exploitation of those who worked in them. Wages were so low that usually every member of the family had to work, including children. **Left:** Wade Hampton III, Civil War hero, governor, and leader of the Bourbons, has been honored with a statue on the State House grounds in Columbia.

Teacher Note

The website <https://kidspass.com> is an interesting site aimed at getting students involved on various levels of American history. In addition to research sites, it also offers a number of games, historical quotes, and additional free art and music activities.

Setting the Scene

"No man can become rich without himself enriching others." (Andrew Carnegie) Discuss the meaning of Carnegie's quote. Did Reconstruction live up to the meaning of the quote? Why or why not? What do you think was the mood of southerners by this period in history?

Career Education

What skills does a news writer need? Today, many newspaper writers have a degree in journalism. Research the types of courses you need to become a journalist. What jobs are available for a journalist? List four or five character traits that would be essential for a newspaper writer.

Note: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

Notes

Using Technology

Does the *News and Courier* still exist in Charleston? Trace the newspaper's development into modern history. In what ways does reading a newspaper trump getting your news on television or the Internet?

Searching the Internet

Search the “Statue of Liberty” and complete a 5 W’s and H.

Who Was He?

Who was Frank Mason Robinson? Why was he important to Coca-Cola? Teacher Note: He named John Pemberton’s drink and wrote the name in the script that is used even today.

Teacher Note

As you begin the chapter, you might want to pull up “YouTube John Philip Sousa” and have a selection playing as students come into the room. (“The King Cotton March” and “Stars and Stripes Forever” are good examples.)

Determine How

In what ways has the discovery of x-rays been a help to you?

Sharing Your Opinion

During the past few years, some school systems have banned the teaching of *Uncle Remus: His Songs and His Sayings*. Mark Twain’s *The Adventures of Huckleberry Finn* and *Tom Sawyer* have also been banned in some systems even though all three books are considered classics. What do you think? Do you agree or disagree with the banning? Explain your response.



SIGNS of the TIMES

EXPANSION OF THE U.S.

The Hawaiian Islands were annexed to the United States by a joint resolution of Congress in 1898. During this period, North and South Dakota, Montana, Washington, Idaho, Wyoming, and Utah became states.

SPORTS

Professor James Naismith invented basketball in 1891. Bicycling became important as a sport and means of transportation. In 1896, the first Olympic Games of the modern era were held in Athens, Greece. At the 1900 Summer Games in Paris, women participated in Olympic events for the first time.

ART & ARCHITECTURE

The new type of tall building known as the skyscraper was born in the 1880s and 1890s. The Statue of Liberty, built in France, was installed on Bedloe’s (now Liberty) Island in New York harbor and dedicated in 1886. Built in 1889, the Eiffel Tower in Paris became the tallest man-made structure in the world.

SCIENCE & INVENTIONS

Thomas A. Edison patented the phonograph, electric lightbulb, a moving picture machine, and fluorescent lights. George Ferris designed the first Ferris wheel. In 1895, German chemist Wilhelm Röntgen discovered x-rays.

FOOD

In 1886, Atlanta pharmacist John Pemberton mixed the flavorful syrup he had created with soda water to produce Coca-Cola.

LITERATURE

Joel Chandler Harris published *Uncle Remus: His Songs and His Sayings* in 1880. In the 1880s, Helen Hunt Jackson wrote about the mistreatment of Indians in *A Century of Injustice*. Popular fiction of the 1880s included Robert Louis Stevenson’s *Treasure Island*; Sir Arthur Conan Doyle’s first Sherlock Holmes story; and Mark Twain’s *The Adventures of Huckleberry Finn*. In the 1890s, black poet Paul Laurence Dunbar published *Oak and Ivy*; Rudyard Kipling wrote *The Jungle Book*; and H. G. Wells wrote *The Time Machine*.

MUSIC

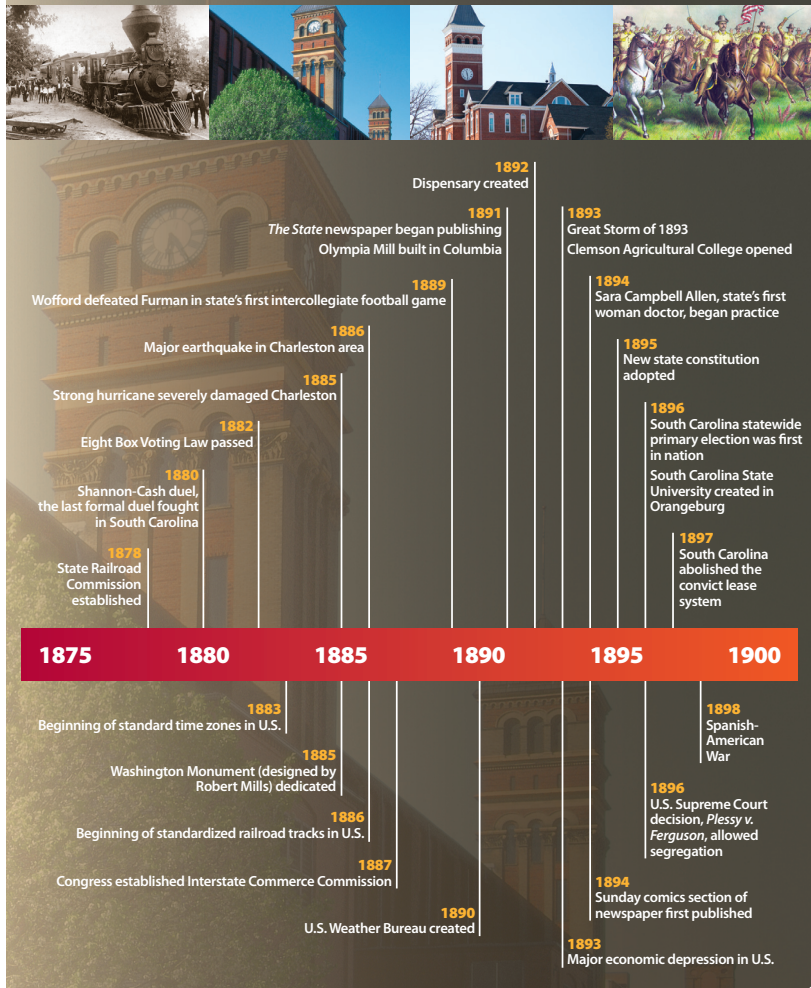
John Philip Sousa, the “March King,” composed many of his famous marches, including “The Stars and Stripes Forever,” during this era. Popular songs of the day included “Oh My Darling, Clementine” and “The Sidewalks of New York.”

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Notes

FIGURE 16

Timeline: 1877 to 1900



Signs of the Times 329

Location, Location!

Charleston is hit or glanced by hurricanes every 3.11 years. The longest time between storms was 12 years (1928-1941).

What's the Difference?

Research "Nor'easters" and "Hurricanes." What is the difference between the two? Why do you think the storm of 1893 was called the "Great Storm"?

Check It Out

Search "South Carolina Great Storm of 1893" or "Historical Hurricanes in South Carolina." Teacher Note: Frequently called the Sea Island Hurricane, the 1893 storm hit right below Savannah on August 27. By the next day, it had traveled across South Carolina causing major loss of life and property. Beaufort became a pile of rubble. The phosphate industry was almost wiped out, and farmland in the area was ruined due to sea water flooding fields. An estimated 1,000 to 2,000 persons died mostly from storm surge. Over 30,000 were left homeless.

Students who are interested in either nursing or the Red Cross can research Clara Barton, who was in charge of helping South Carolinians come through this deadly and destructive storm. Do you remember where Clara Barton helped people in South Carolina earlier?

Getting Ready

The Red Cross has a comprehensive hurricane checklist. Go to <https://www.redcross.org/> and, under "Get Help," search for information on hurricane preparedness. Go over the steps every family should take to get ready for hurricane season (June 1 to November 30).

Teacher Note

The website https://www.thirteen.org/wnet/supremecourt/antebellum/landmark_plessy.html gives a succinct and understandable description of the important *Plessy v. Ferguson* Supreme Court case.

Section 1

The National Industrial Boom

INTRODUCE

Outline

- A. The Rise of Big Business
- B. Industrial Slowdowns (Depressions)
- C. Prosperity and Immigration
- D. Prosperity and Empire

Materials

Textbook, pages 330-336

Student Workbook

119 Vocabulary: Fill in the Blank

120 The Spanish-American War:

The Sinking of the Maine

121 Finding the Facts

Teacher Tech Website

Lesson Plan

Guided Reading, 11-1

mystatehistory.com

Online Textbook

Critical Thinking

During the Industrial Revolution, production in the United States changed from handmade to machine-made items, and from homemade to factory-made items. Industrialization in America was possible due to three changes in the country: (1) transportation expanded from roads, rivers, and canals to include railroads; (2) electricity was harnessed for use in machinery; and (3) a variety of efficient industrial processes were developed and refined. What would have happened to industrial growth had we lacked transcontinental railroads, electricity for factories, or more efficient industrial processes?

SECTION 1

The National Industrial Boom

Opposite page, above: The development of a nationwide rail system was a necessary precursor for industrial development. This colorful poster advertises the Illinois Central Railroad. **Below:** An illustration from *Harper's Weekly* celebrates the adoption of a standard gauge for railroad tracks throughout the United States. In the words of the drawing, it was "The Last Spike of our Commercial Union."

AS YOU READ, LOOK FOR

- factors that led to the growth of railroads and to new industries;
- how American natural resources and creativity produced great inventions;
- the role of government in the success of big business;
- how American prosperity encouraged increased immigration;
- the beginning of an American empire;
- terms: **Industrial Revolution, capitalist, yellow journalism.**



An Industrial Revolution is a shift of an economy from an agricultural base to a dependence primarily on manufacturing with the use of machinery powered by water or steam or, later, electricity. Revolution is not always an accurate term for the shift from farm to factory because it was often a long, gradual process—more an evolution than a revolution. The world's first Industrial Revolution began in Britain in the mid-eighteenth century, and accelerated and spread in the nineteenth century. The United States had some industrial development before 1860, mostly in the Northeast, but her great boom came in the post-Civil War decades.

The Rise of Big Business

The development of great industries and transportation systems would transform American life and cause the United States to become one of the world's most powerful nations by 1900. The South, because of the destruction of the Civil War and disruption of Reconstruction, was left behind in this new economy.

The total industrial output of all the southern states combined in 1890 was equal to one-half that of New York State.

State Standards

State Standard 4 (T326)

The student will:

8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

8.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.

Cooperative Learning

Divide into teams with each team researching one of the early, major U.S. industries (oil, meatpacking, railroads, and iron/steel). Present your reports to the class during the chapter. Four other teams can research the major industries of South Carolina (textiles, cotton, phosphates, and lumber) and report on those industries to the class.

Map Skills

Draw the time zones of the United States on an outline map of the country.



The Railroads

The first really big businesses to develop in the United States were the railroads. They were the very symbols of power, movement, and flexibility. They could go where rivers and canals could not—across the dry plains, through mountains, right up to factory loading platforms. Their operations were often spread across several states, with thousands of employees. New techniques of organization and communication were necessary. The telegraph, invented in the 1840s by Samuel F. B. Morse, was essential to the development of railroads. They needed exact timing and communication of train locations. The railroads collaborated by establishing standard time zones in 1883. They set up four zones across the nation with the time for each zone standardized to match sun time near its center. Before that, each community had its own time; for example, before 1883, when it was noon in Columbia, it was 12:04 in Charleston, and 12:16 in Washington, DC. This had made it hard to schedule trains accurately.

The railroads also agreed to adopt one standard width between the two rails, so cars could continue to travel on another company's rails without having to unload and reload the cargo. All the tracks in America were ad-



Above: Cornelius Vanderbilt built one of the largest fortunes in American history in shipping and railroads. In today's money, it was worth almost \$150 billion.

Notes

Using Technology

From a list of “Robber Barons” available on the Internet, select one industrial leader and prepare a profile of his life and career. Make a mobile or pictorial illustration for your report and share it with the class.

Just for Fun Research

Most of the important men mentioned in this section of the chapter had a southern connection. Research the “Jekyll Island Club.” List the men from your text reading who built their “cottages” on Jekyll Island in Georgia. How do you think our nation’s economy was impacted by what we now call “snowbirds”?

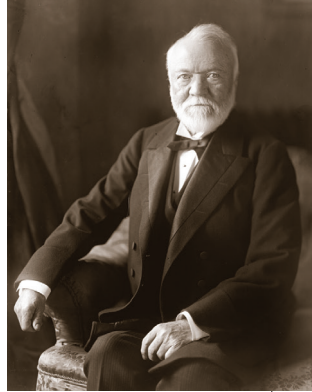
Teacher Note: Today, visitors who come to coastal areas of South Carolina, Georgia, and Florida are called “snowbirds” because they escape the cold months of the North and come south between late December and mid April.

Do Your Research

One of Andrew Carnegie’s longest-lasting acts of philanthropy was his contribution of Carnegie Libraries all across the country. Find out more about these libraries. Were any of them built in South Carolina? If so, are any of those buildings still in existence? Are any of the libraries still in use?

justed to the new standard on one day in 1886. These changes contributed to efficiency through standardization.

Captains of industry (some, less kindly, called them robber barons) also sought efficiency—and profits—through consolidation of rail lines. Men such as Cornelius Vanderbilt, J. Edgar Thompson, and Thomas A. Scott built transportation empires and became very wealthy in an era before income taxes were imposed. At the end of the Civil War, America had 35,000 miles of track. By 1900, it had 193,000 miles of track, more than on the whole continent of Europe. The Northeast was thickly laced with tracks, and that network was connected to the Pacific coast by the completion of the transcontinental railroad in 1869. The South’s railroads grew, only more slowly.



Oil and Steel

Other big businesses were oil and steel. John D. Rockefeller managed to get control of most of the oil production in the country. His Standard Oil Company was nearly a monopoly. Andrew Carnegie did much the same thing in the steel industry. He used the new Bessemer process developed in Britain, which made mass production of steel practical and reasonable in price. Steel was probably



Notes



the single most important factor in the industrialization process. Steel was the main ingredient in rails and locomotives, most machinery, bridges, and the skyscrapers that were being built in large cities.

Natural, Human, and Government Resources

America's rapid rise to industrial leadership in the world was made possible by abundant natural resources. But it also resulted from the great inventiveness of the American people. American inventors produced the typewriter (1867), the telephone (1876), the cash register (1879), and the adding machine (1888). By the 1870s, the United States had laid undersea cables that connected our telegraph network with those of Europe, Japan, China, and Brazil. Inventors discovered ways to make electricity do astounding things. It could light up a city, run trolleys and subways, zoom elevators to the top of skyscrapers, and—by the end of the century—power great factories.

Another factor in the rapid industrialization of the United States was the active assistance of the federal, state, and local governments. Government fostered and *subsidized* (supported) business development. The federal government gave large cash grants plus huge tracts of land in the West to get railroads to build lines through thinly populated territories and over difficult terrain. State and local governments gave tax breaks to encourage railroads to build in their areas. The national government imposed tariffs on foreign-made goods to make them more expensive than American-made goods. Tariffs were good for American businesses, but they drove up prices

Above: Government promoted and protected business and commercial interests through subsidies and tariffs. This cartoon from the magazine *Puck*, titled "Nursing Our Infant Industries," shows various members of Congress taking care of their pet businesses. These included swine, railroads and steel, and cotton in the front, and salt, wood pulp, silver mining, and shipbuilding in the back.

Opposite page, above: Andrew Carnegie came to the United States a penniless immigrant in 1848. He built the second-largest fortune in American history with the Carnegie Steel Corporation, and spent the last part of his life giving much of his fortune away. Opposite page, below: This huge Carnegie steel plant was in Braddock, Pennsylvania.

FYI

Tariffs were the largest single source of federal income for the United States until 1916 when the federal income tax was adopted and 1935 when social security legislation was passed. Tariffs averaged about 20 percent on items imported into the country and made up over 90 percent of federal income. Tariffs made imported goods more expensive, but they financed much of America's government for over a century.

Research and Report

Several inventions made farm productivity increase. Use your Internet research skills to find some of the major inventions that helped agriculture transform, such as barbed wire, Halladay windmills, gas-driven tractors, the "Burbank potato," and wooden peach-packing crates that could be stored in refrigerated carriers. Share your findings with your classmates.

Using Technology

A major boon to the growth of railroads in the U.S. came from passage of the Pacific Railway Acts. The 1862 Act made millions of acres of land and millions of dollars in loans available for railroad companies to build a transcontinental railroad. Find out what the 1863 Act did that helped to unify the nation's rail systems. Teacher Note: It established the 4'8-1/2" gauge, which became the standard gauge. In what ways did the building of the railroads and Chinese immigrants cross each other?

Notes

FYI

Another useful invention of this era was "waist overalls," which became known as blue jeans. Look up Levi Strauss and research the invention of denim blue jeans.

What other fun inventions of the late nineteenth century can you find? Tip: Try Coca-Cola, cotton candy, and hot dogs.

Writing Skills

Try to imagine that you were a teenager in Ireland fleeing famine and poverty, or a teenager in Germany fleeing political upheaval. How would you feel about going across the ocean to a new land where you knew no one, leaving all of your friends and your home behind? Write a letter back to former friends in Ireland or Germany telling them about your crossing to America or the city in which you live. Do some Internet research so you will know what conditions were like for these immigrants before you tackle your letter.

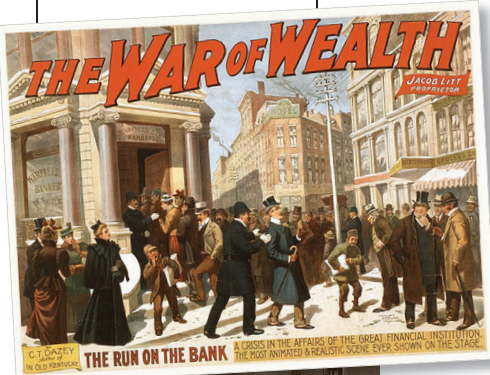
FYI

During the period from 1890 to 1910, approximately 40 percent of the population growth of the United States was from immigrants. They often arrived not knowing the language, not knowing anyone, and not knowing where to go. They settled in larger cities and worked at the most menial jobs for the lowest wages to have a chance at the American dream.

Check It Out

Search “Immigrants Who Made It Big in the United States.” Choose five immigrants who excelled in this country. Identify their original homes, where they lived in America, what they did to excel, and at least two of their major accomplishments. How do they influence your life, either now or possibly in the future?

for American consumers. Finally, the government helped business by imposing very few rules that would enforce safe working conditions or prevent pollution of the environment.



Industrial Slowdowns (Depressions)

Industrial progress and economic development were not always smooth. Occasionally there were economic slowdowns, such as the depression in 1873. A second major depression began in 1893. Each economic collapse caused great suffering. Unemployed people could get no help from the government in the nineteenth century. Most politicians and businessmen thought that the government should allow the economy to operate without intervention. According to the eighteenth-century theory of *laissez-faire* (which means “let it alone”), the economy would operate on its own and, in the long run, everyone’s needs would be met. The irony is that the government was willing to intervene sometimes to help business, but not to help individuals who might lose their jobs or be hurt on the job. Efforts at forming labor unions to promote laborers’ interests and rights usually had little long-term success. Calls for reforms to improve conditions for workers and for poor citizens of crowded industrial cities were not yet heeded.



Top: This poster is advertising *The War of Wealth*, a play about the Panic of 1893. The picture shows a run on a bank, where a large number of depositors demand their money from a bank, causing it to collapse. **Above:** This group of immigrants is awaiting inspection by officers at Ellis Island in New York harbor. About 23 million people entered the United States there, more than any other place.

Prosperity and Immigration

In spite of depressions and labor-employer conflicts, the main theme in the nation as a whole from the 1870s to 1900 was progress and a higher standard of living for most Americans. The promise of a better life in America attracted millions of immigrants from Europe and other continents. In the American West, the federal government was giving out land, 160 acres per family—and it was free. It’s hard to imagine being a peasant in Europe, where all the land had been taken up for centuries, learning about a country where land was being given away to anyone who would come and settle.

Those who came to America on that promise probably never reached the western frontier. Most immigrants settled into crowded and dirty cities. But there were usually jobs of some sort to be had, and some immigrants would emerge into good jobs and would become prosperous, middle-class Americans. There were even a few immigrants, like Andrew Carnegie, who became extraordinarily wealthy. The American Dream was very much alive. Popular novels by American writer Horatio Alger taught the young that, if they worked hard, were morally good, and had a little bit of luck, they could become rich.

FYI

During the Depression of 1893, almost 25 percent of the nation’s railroads went bankrupt. Many of the nation’s banks failed, and in some cities, unemployment went over 25 percent as industries cut back or closed.

FYI

Between 1880 and 1930, 27 million immigrants came to the United States in search of a better life.

Prosperity and Empire

By the 1890s, the nation was exporting more goods than it imported. America was becoming wealthy. Ever since Jamestown, Plymouth, and Charles Town, Americans had been expanding westward. Now, the people began to look abroad for new markets for their goods and new places for **capitalists** (those who invest in businesses and run them for profit) to invest their money. Remnants of the old Spanish Empire—Cuba, Puerto Rico, and the Philippines—looked inviting. And the Spanish treatment of their island subjects gave Americans a moral justification for intervention.

The Spanish-American War

When the Cubans rebelled against Spain in 1895, the Spaniards forced Cuban citizens into concentration camps, where thousands died. Americans were sickened by the news, which was reported in a very emotional manner by the new **yellow journalism** (a type of journalism that uses sensational reporting and crusades against corruption and injustice). Big city papers called for American intervention against Spain. In February 1898, the United States sent the battleship *Maine* to Havana harbor in a show of power and an effort to protect Americans in Cuba, if necessary. A few days later, the *Maine* blew up and sank. Convinced that the Spanish were responsible, the United States declared war in April 1898.

Below: The most famous event of the Spanish-American War was the charge up San Juan Hill by the 1st U.S. Volunteer Cavalry, nicknamed the “Rough Riders,” led by future president Theodore Roosevelt (in front with sword raised). Roosevelt had served as assistant secretary of the Navy before volunteering for the war.



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Critical Thinking

William Randolph Hearst and Joseph Pulitzer were two New York newspaper owners who battled with each other to sell the most newspapers. They used a style of journalism based on heart-wrenching melodrama, romance, and gross exaggerations to sell papers. Research “yellow journalism” and share two or three of the stories that are examples of this type of news reporting. Today, we have grocery store checkout papers and Internet sites that fill that role. Teacher Note: www.pbs.org/crucible/frames/_journalism.html provides an examination of the role of journalism during this time.

History’s Mysteries

One infamous story during this time was as follows. Famed artist Frederic Remington had been sent to Cuba to cover events. He telegraphed William Randolph Hearst to tell him all was quiet in Cuba and “There will be no war.” Hearst responded, “Please remain. You furnish the pictures and I’ll furnish the war.” Some historians believe that this interaction never occurred. Others differ in their opinion. You solve the mystery by researching it.

FYI

The Spanish-American War actually began in Manila in the Philippine Islands. Commodore George Dewey was sent to wreck the Spanish fleet harbored there. The Spanish were unprepared, and their fleet was destroyed with heavy casualties. The six-ship American fleet was hardly touched.

FYI

On June 14, 1898, 17,000 troops left Tampa, Florida, for Cuba. Many became ill from yellow fever, typhoid, and bad food, but they quickly defeated the Spanish forces and a peace treaty was signed in December 1898.

FYI

Since the 1903 Cuban-American Treaty, the United States has maintained control of forty-five square miles on the banks of Guantanamo Bay—the Guantanamo Bay Naval Base (nicknamed GITMO). The base also houses the Guantanamo Detention Camp.

Using Technology

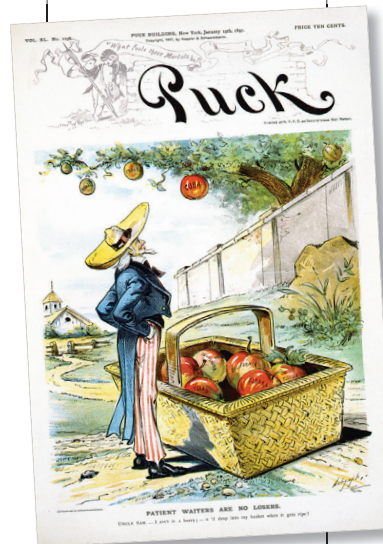
Find out which of the islands that America controlled after the Spanish-American War and subsequent expansion are now states. Which are territories? What is the difference? Are all of them still linked to America? Who is linked in ways other than statehood or being a U.S. territory?

ASSESS

Answers to “Do You Remember?”

1. An **Industrial Revolution** is a shift of an economy from an agricultural base to a dependence primarily on manufacturing with the use of machinery powered by water or steam or, later, electricity. A **capitalist** is a person who invests in businesses and runs them for the profit. **Yellow journalism** is a type of journalism that uses sensational reporting and crusades against corruption and injustice.
2. The South was left behind in economic growth because of the destruction of the Civil War and the disruption of Reconstruction.
3. The annexation of Hawaii and American Samoa gave the American navy and merchants coaling stations for refueling their ships. The harbors made trade and the exercise of power in the Pacific much easier.

Spain had become a weak nation, and the United States won the war in ten weeks. The volunteers from South Carolina did not even get to a battlefield, so the state was little affected by the war. But America was greatly affected.



Above: The cartoon on this *Puck* cover of 1897, the year before the Spanish-American War, satirizes American imperialism. Uncle Sam is waiting for a ripe apple labeled “Cuba” to fall into a basket that includes apples labeled “Alaska,” “Texas,” “Louisiana,” “Florida,” and “California,” all territories acquired from other countries. The remaining apples on the tree are labeled “Central America,” “Hawaii” (which the U.S. would annex the following year), and “Canada”!

An American Empire

The Spanish-American War of 1898 represented America’s arrival on the world stage as a great power, a new world empire with foreign territorial possessions outside North America. Spain transferred to the United States by treaty Puerto Rico in the Caribbean and Guam and the Philippines in the Pacific. Cuba was to be independent, but America held a supervisory role there for several decades, with American soldiers on the island. We also got permanent use of a naval base at a place called Guantanamo.

In the mood of expansion, the nation annexed Hawaii at the request of American sugar plantation owners, who had overthrown the Hawaiian queen and set up a republic. Now America owned one of the finest harbors in the Pacific, Pearl Harbor. America also acquired the islands that came to be called American Samoa. Hawaii and Samoa gave the American navy and our merchants coaling stations for refueling their ships. The harbors made trade and the exercise of power in the Pacific much easier. America was engaging in *imperialism* (increasing a nation’s power by gaining control over other countries), as the British, French, and Spanish had earlier.

Americans justified all the acquisitions as being necessary for the economic growth and welfare of the nation’s businesses. Many Americans also believed that, along with the British Empire, America must help govern, teach, and civilize the world.

America was by 1900 wealthy and a rising world power. In a little more than a century, the country expanded from the Atlantic coast to the west coast and into the Pacific. However, South Carolina, one of the wealthiest of the thirteen original states, had seen her wealth and power swept away, and the state struggled through the final decades of the century as one of the poorest and least powerful sections of the nation.

DO YOU REMEMBER?

1. Define in sentence form: Industrial Revolution, capitalist, yellow journalism.
2. Why was the South left behind in the nation’s post-Civil War economy?
3. What advantages did the annexation of Hawaii and American Samoa give to the United States?

Find the Rest of the Story

Find out the names of the men who won the Congressional Medal of Honor in the Spanish-American War. What did each man do to receive the honor?

Golden for Some

This period is referred to as the “Gilded Age.” Research this term and give three examples of why it was called “gilded.”

SECTION 2

South Carolina: Progress and Poverty

AS YOU READ, LOOK FOR

- problems for farmers caused by reliance on one cash crop and by a scarcity of money;
- the new industry that offered poor whites an alternative to sharecropping and tenant farming;
- the lifestyle of a mill village;
- how the railroads boosted the economy of small towns and brought northern visitors to the state;
- the effect of natural disasters on the economy;
- terms: **deflation, gold standard, textiles.**

Below: The period after the Civil War saw the final decline of rice as an important crop in South Carolina. The lack of experienced workers, and two devastating hurricanes, sounded the death knell for what had once been South Carolina's most important agricultural product.

Most colonists of South Carolina in the late seventeenth century made their living by farming, with rice just becoming the cash crop. In the late eighteenth century, most South Carolinians still made their living by farming, with cotton becoming the cash crop. Those who lived in the defeated and exhausted state of South Carolina in the late nineteenth century were probably still scratching out a living on a farm. Cotton was their familiar friend as well as their cruel master. The difference in the late nineteenth century was that another option appeared. Those who gave up on farming could go to work in one of the new factories.

Agriculture—The Old Reliable

For two centuries, tilling the soil had been the reliable basis of the economy. Most families did not get rich farming, but most earned a decent living and had adequate food, clothing, and shelter. A few got very rich from agriculture, because their efforts were multiplied by their slaves. The disruption and destruction of the Civil War made the return to prosperity



State Standards

State Standard 4 (T326)

The student will:

8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

Section 2

South Carolina: Progress and Poverty

INTRODUCE

Outline

- A. Agriculture—The Old Reliable
- B. Rise of Industry
- C. Railroads
- D. Resort Towns
- E. Natural Disasters and the Economy

Materials

Textbook, pages 337-345

Student Workbook

122 *Mill Mother's Lament*

123 *Working in a Cotton Mill*

Teacher Tech Website

Lesson Plan

Guided Reading, 11-2

mystatehistory.com

Online Textbook

FYI

Although many improvements in agriculture and its equipment came about during this period, only those farmers who had cash or good credit could afford to purchase the new gasoline-driven tractors and other farming tools. Although new ways of plowing the soil and improved seeds were developed, poor farmers stayed with cotton rather than take risks. They lacked the financial capital for investing in farming, and they fell farther behind each year.

Critical Thinking

Why do you think farmers refused to change from cotton farming when prices fell so low that they could not make a living? Back up your responses.

FYI

The United States went off the gold standard during the Civil War and returned to it in 1879. We remained on the gold standard from 1879 to 1933 when President Franklin D. Roosevelt took the country off the gold standard again. All gold coins, bullion, and certificates had to be turned over to the government. In 1974 President Gerald Ford signed legislation allowing Americans to own gold bullion again. During the recession that started in 2008, among the few things that went up in value were silver and gold.

Using Technology

Log onto <http://www.mullinssc.us/sctobaccomuseum/>, the website of the South Carolina Tobacco Museum. In what town and county is this museum located? (Mullins, in Marion County) Where is the museum housed? (in the historic train station) Describe the exhibits you could see at this museum.

Living History

The “L. W. Paul Living History Farm” is another online farming experience for students to explore.



DID YOU KNOW?

The first tobacco crop in Horry County was planted about 1869 on the farm of J. W. Holliday. Horry County today produces more tobacco than any other county in the state.

seem like a distant dream to most. Production of cotton recovered, but prosperity did not. The sharecrop and crop-lien systems kept most Carolinians poor. Crop diversity did not occur. Rice production never recovered from the loss of slave labor.

The general decline in cotton prices hurt farmers. When the price of cotton went down, the farmers' response was usually to grow more cotton in order to keep up their income. Seeking new crops seemed too risky. Thus, more land was planted in cotton. Overproduction resulted, and the price went down further. Cotton had brought 28 cents per pound in 1869. In 1880, the price was 9.8 cents. In the 1890s, the price fell to 5 cents per pound!

The farmers were not just plagued by overproduction, low prices, and a crushing crop-lien system. They were caught in the grips of a nationwide, even worldwide, agricultural depression that lasted from 1873 to 1896. The depression was characterized by **deflation** (falling prices).

Many farmers and workers wanted the government to go off the gold standard. The **gold standard** means gold is used to set the value of all money in circulation, such as silver or paper money. Debtors wanted the government to coin more silver and print more greenbacks, which would make money easier to come by. That did not happen.

Farmers fell further in debt, and many lost their land. In 1886 alone, farmers lost nearly one million acres of land to their creditors or to the state for not paying their taxes. In the 1880s and 1890s, many white farmers became sharecroppers, joining the ranks of most black farmers. Very few could save enough money to move out west and farm the free land offered by the federal government.

Some farmers in the 1880s in the Pee Dee area began to plant tobacco, a crop that had served Virginia well for so long. Tobacco companies of Virginia and North Carolina began to *mass-produce* (produce in large quantities by machinery) cigarettes for the first time. Cigarettes became all the rage in this country and in Europe. Their extremely addictive nature guaranteed a continuing market. By 1900, Pee Dee farmers had learned the techniques of bright leaf tobacco production and wanted to grow more. In the twentieth century, tobacco was to become more important than cotton in the South Carolina economy.

Teacher Note

A booklet called “The Economic and Social History of Tobacco Production in South Carolina,” found at chicora.org/pdfs/Tobacco.pdf, can be of use when discussing the role of tobacco cultivation in South Carolina through the ages.

Online Field Trip

Go to www.freewoodsfarm.com. Using the panel on the left-hand side, read about the farm. Why is it used as a working farm? What is its main crop? What are its plans for the future? What can visitors learn?



Rise of Industry

Before the Civil War, William Gregg tried to convince his fellow southerners that it made sense to bring the cotton mills to the cotton fields. However, very few followed his lead. John C. Calhoun had taught Carolinians well about the “evils” of industry.

The war proved the power of industry, as the North’s industrial might overwhelmed the agricultural South. Finally, the South became more open to the possibility of developing manufacturing. The first major new industry, phosphate mining for the manufacture of fertilizers, had a short but dramatic lifespan. The state granted rights to companies to mine phosphate under Lowcountry rivers. South Carolina became the world’s greatest producer of phosphate in the 1880s. Almost all the mine workers were African American. After the 1890s, richer deposits in Florida displaced this state’s leadership in phosphate; however, South Carolina remained among the top five fertilizer-producing states until 1940.

A few small antebellum industrial enterprises continued and increased their productivity in the final decades of the century. The pottery makers of the Edgefield-Aiken area still turned out their splendid products, and the slave named Dave continued shaping his magnificent pots as the free man named Dave Drake. The lumber and turpentine businesses continued to take advantage of the vast forestlands in the state. The production of cottonseed oil was increasing in importance.

Above: Phosphate mining was the first major new industry in South Carolina following the Civil War. Many plantation owners in the Coastal Zone discovered layers of phosphate several feet below the topsoil. Other deposits were found in riverbeds. **Opposite page, above:** This 1879 photograph shows cotton being laid out to dry at a cotton warehouse in Charleston. Cotton continued to be the number-one crop after the war, but fluctuations in price made it a less reliable living. **Opposite page, below:** Farmers in the Pee Dee region began planting tobacco as an alternative to cotton in the 1880s. This old tobacco barn was in Dillon County.

FYI

Phosphates in South Carolina run parallel to the coastline for about seventy miles. Phosphate within the Charleston Basin outcrops on the banks of the Cooper, Ashley, Stono, Edisto, Coosaw, and Combahee Rivers. The phosphates were used as fertilizer for the worn-out fields of the state. Several years of fertilizer treatments could restore fields to productivity. However, the industry’s success was short lived as heavy taxes on phosphate companies forced many out of business, richer sources of phosphates were found in Florida, and the deposits in South Carolina were primarily used up by the 1890s.

Using Technology

Search the Internet for information about “Dave the Potter’s Pots.” Why were they considered to be the most important examples of Edgefield-Aiken pottery? Who was Dave Drake? What are the characteristics of the pottery of the Edgefield-Aiken area?

FYI

The first cottonseed oil in the U.S. was used primarily for lamp fuel to replace whale oil, as a lubricant for machinery, in fertilizer, and (with poor results) as a “cure” for such illnesses as colic. In the late 1880s, it was added to lard, a cooking fat. In 1911, Proctor & Gamble produced the first all-vegetable cottonseed oil shortening, called Crisco.

Notes

Map Skills

On a map of South Carolina, label the major phosphate areas in the state. What does the pattern on your map tell you about the geography and mineral resources of the state?

In Other Words

duck—plain, woven, heavy cotton fabric; canvas

Critical Thinking

The textile industry drew northern investors with capital for manufacturing. What resources of the state do you think made South Carolina such a prime market for developing the textile industry? Check out plentiful water power, an abundant and cheap labor supply, cotton production, and cheap land. Which factors would have made South Carolina a better market for textile industries than the industrialized northern states? Which factors would have favored the more industrial North?

FYI

By 1880, the South Carolina textile industry was producing almost \$3 million worth of textile goods per year.



Above: Cotton mills were large buildings without central heat or air conditioning. These are the Granby Mills in Columbia. **Below right:** Young girls often operated large looms with few safeguards. Serious injuries were frequent.

The Textile Industry

The manufacture of **textiles** (thread, yarn, cloth, and clothes) became the most important and widespread industry across the state. Every little community wanted a cotton mill, though most mills were in the Piedmont where water power was abundant. Local promoters fostered enthusiastic campaigns in the 1880s, preaching the virtues of building mills that would employ many poor white sharecroppers.

Many communities, especially in Greenville, Anderson, Spartanburg, and Richland Counties, were able to organize local funding for starting new mills. The investors expected profits but were also motivated by civic pride and a hope for community progress. Local funds were not adequate for rapid growth, so more northern investors became involved by the end of the century. From 1880 to 1900, the number of cotton mills in the state increased from 14 to 115. The size of the mills grew with more capital invested in machinery and employees.

DID YOU KNOW?

Olympia Mill in Columbia was, when it was built in 1891, the world's largest textile mill building. (It is now divided into apartments.) In 1893, the Columbia Duck Mill, making heavy cotton duck cloth, became the world's first all-electric-powered factory. (It now houses the South Carolina State Museum.) A hydroelectric plant on the nearby Columbia Canal provided the electricity.



Notes



Life in the Mill Villages

Mills were usually built on streams on the edges of towns or villages, but a mill had its own community—its own mill village. Like William Gregg, these mill owners built houses for workers to rent and ran a company store. The mill owners influenced their workers' lives by supplying churches and ministers, schools and teachers. The company also provided recreational opportunities, creating ball fields and baseball and football teams that competed with other mill village teams. The mill “hands,” as the workers were called, were all white, with the exception of an occasional black janitor.

A typical day in a mill village would look something like this. Residents were awakened by the mill whistle at 5:00 a.m. Those who were about ten years old or older started work at 6:00 a.m., had a half-hour off for lunch, then worked until 6:30 p.m.—a twelve-hour workday. On Saturday, they worked only nine hours, to complete a sixty-nine-hour workweek. Factories closed on Sundays. The noise was deafening, the factory was cold in winter and blistering hot in summer, and the cotton lint that filled the air stuck in workers' hair. People in town would call them “lint heads,” a term of criticism. Lint that entered the lungs was even more damaging, making lung disease more probable.

Working men were paid about \$4.50 to \$5.50 per week. Women and children made less. It took the whole family to make a living. Workers may not have been fond of the disciplined and regimented nature of their new life, but they liked the security of a steady cash income. They could be laid off at any time though, and neither the owner nor the government had any responsibility to offer help.



Top: This mill village housed workers at the Lydia Mills in Clinton. **Above:** Due to low wages, all members of a mill family who were physically able had to work in order to make ends meet.

Map Skills

On a map of South Carolina, label each major mill community. What does the pattern of the mills tell you about the geography and water resources of the state?

FYI

One aspect of life in a mill village was the advent of modern credit. The mill stores allowed workers to “charge” food, clothing, sports equipment, and any other items. These charges went against workers' wages so that, when workers were paid, the mill store was paid first. Their “rent” also had to be paid from wages before they received a salary. It was hard for workers to save money to leave the mill for new opportunities.

Teacher Note

Download *The Woman Who Toils*. Scroll down to Chapter IX and read aloud “The Child in Southern Mills.” Have students share their feelings. Assign the activity that follows.

Using Illustrations

After reading the text section, and listening to the story of “The Child in Southern Mills,” search the Internet for “Doffers at the Bib Mill No. 1” and “Child Labor in a Textile Mill.” Examine the pictures carefully. Using a Venn diagram, compare and contrast your life today with that of a mill child your age during this period. What did you learn?

Notes

Writing Skills

Imagine you and your family have just reached Glenn Springs on the Union and Glenn Springs Railroad. Write a journal entry describing your train journey and telling what you expect to do in the resort.

FYI

According to a hotel advertisement, the Glenn Springs Water was “unsurpassed and invalids find sure and speedy relief by its use. It will cure Dyspepsia, Liver Complaint, Chronic Hepatitis, Jaundice, Torpor of Liver and General Debility, following upon Malarial Diseases, Dropsy...” You can go to <http://gspreservation.org/history.html> to find more fascinating details about this popular resort and its sulfur springs.

Answer to Map 38 Skill

Answers will vary.

Map Skills

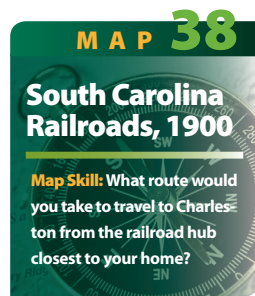
Using a clear plastic sheet or overlay on your textbook map, label the interstate and limited access highways in South Carolina. How closely do the major routes overlap?



Above: The Union and Glenn Springs Railroad served mainly to bring guests to and from the popular grand hotel at Glenn Springs in Spartanburg County. The resort was famous for its mineral waters.

Railroads

Just as every town and village in South Carolina wanted a cotton mill, every community also wanted a railroad. Every village wanted to be the depot to which the farmers brought their crops to be shipped away. An



Notes

article in the *Horry Herald* in the 1880s tells of the transformation the railroad caused in Conway.

Only a few years ago we were completely isolated from the world . . . struggling along in darkness and eking out an existence of a precarious (insecure) and uncertain kind. Then came the revolution in the shape of the railroad, and with its advent new life seemed to be infused into us.

Greenville experienced a similar new life and economic growth when that little town was connected to railroads.

At the end of Reconstruction, the state had just over 1,200 miles of track. By 1900, it had nearly 4,000 miles, and every county was linked in. Most rail companies began with only a few miles of track. By the turn of the century, many of the small lines had been bought out and consolidated into three large interstate railway companies. This was a trend in the whole country, where seven huge systems dominated most of our nation's 193,000 miles of track by 1900. The railroads helped shape the agricultural and industrial future of the state and nation.

Resort Towns

Several towns fancied themselves candidates to become health resort communities for wealthy northerners, if only they could get a railroad and a large hotel. Aiken had shown the way when the South Carolina Railroad from Charleston to Hamburg came through the area in 1833. The town gained a reputation among Charlestonians as a healthful escape from the coastal heat and outbreaks of malaria. After the Civil War, Aiken advertised in the North for winter tourists to come and enjoy the warm climate. A new

Below: The 300-room Park in the Pines Hotel in Aiken was built in 1900 to attract wealthy guests from the North. The pines were thought to provide healthy air. The wooden hotel burned to the ground in two hours in 1913.



In Other Words

advent—coming, arrival

malaria—a disease marked by periodic attacks of chills and fever, which is passed from person to person by the bite of a mosquito

Sharpen Your Math Skills

Analyze the growth of railroad track in the state from Reconstruction to 1900. What was the percentage increase in track during that period?

Career Search

Today, tourism-related jobs are a major growth industry in South Carolina. The South Carolina Hospitality Association identifies growth trends and job projections in these fields as well as new and unique training programs and educational opportunities for this industry. Log onto the “Hospitality Association” website and review this career field information. What types of careers are available? What are the advantages and disadvantages of some of these career choices? Do any of these career fields appeal to you? Which ones and why?

Notes

Using the Internet to Prepare

Log onto <https://www.dnr.sc.gov/climate/sco/hurricanes/> to learn about the hurricanes that have hit our state over the years. (You can also review the information about hurricanes in Chapter 1, Section 3, of the textbook.) Do you know the difference between a tropical depression, a tropical storm, and a hurricane? Because South Carolina is located in one of Earth's six major tropical-cyclone basins, we are greatly affected by tropical climate factors. What are the categories of hurricanes in our state? What warning and watch signs are given out by weather reporters? Review precautions to take in advance of tropical depressions, storms, and hurricanes. Make a chart or pictorial representation of the state's most destructive storms.

ASSESS

Answers to "Do You Remember?"

- 1. Deflation** means falling prices. A **gold standard** means that gold is used to set the value of all money in circulation, such as silver or paper money. **Textiles** are thread, yarn, cloth, and clothes.
- 2.** Mills were located in the Piedmont because water power was abundant there.
- 3.** The town would need to have a railroad and a large hotel. Aiken, Camden, and Summerville became successful resort communities.



Above: Frederick Willcox, an Englishman who came to Aiken in 1891, built the Willcox Hotel in Aiken in 1900. The hotel was recently named one of the fifty best small hotels in America.

major hotel accommodated the Yankees. By the 1890s, Aiken's economy floated on the wealthy families from the North who built lavish homes they called "cottages" in the town and established a center for golf, polo, horse racing, and foxhunting. An Aiken native said that "we lived on Yankees in the winter and blackberries in the summer."

Camden joined Aiken in the 1880s as a health and tourist resort for wealthy northerners who loved horses, racing, golf, and mild winters. Camden was served by three railroads and three grand hotels. Northern visitors bought and helped preserve many fine antebellum homes. Summerville had always been a getaway for Charlestonians. Late in the nineteenth century, the town became a health resort and tourist destination for a broader range of visitors. It had several large hotels and tuberculosis *sanatoriums* (places for recuperation).

Natural Disasters and the Economy

Cities and states can never predict nor fully prepare for natural disasters, but those catastrophes have great effects on economic activity. In 1886, Charleston experienced the most powerful and destructive earthquake ever to hit the Southeast. Eighty-three people died and the city lost nearly one-fourth of the value of its buildings, a staggering economic blow. Summerville also lost many buildings. But the cities rebuilt—this time with an eye for sturdier buildings.

Hurricanes and tropical storms have shaped and reshaped South Carolina's coast since time began—and the economy since human habitation. Twice in the late nineteenth century serious hurricanes crashed into the state. On August 25, 1885, twenty-one people were killed in Charleston and 90 percent of the houses were damaged, many beyond repair. In the "Great Storm of 1893," a more widespread hurricane killed about two thousand people.

DO YOU REMEMBER?

- 1.** Define in sentence form: deflation, gold standard, textiles.
- 2.** Why were most South Carolina cotton mills located in the Piedmont?
- 3.** What two features were necessary for a South Carolina town to become a health resort community for northerners? Which towns succeeded in this pursuit?

Map Skills

On a state map, draw the major tourist and vacation attractions or centers today. **Tip:** Search the "South Carolina State Tourism Guide" on the Internet. How much does tourism contribute to the state's current economy?

Using Technology

Use your Internet skills and find out what major tourist or vacation attractions exist today in the Camden and Aiken areas. How many of these sites grew from the winter retreat plans of northern visitors?

Of SPECIAL INTEREST

Avery Normal Institute

By Dr. Bernard Powers Jr.

Before the Civil War, most African Americans in South Carolina were enslaved and legally prevented from learning to read or write. It was impossible to completely prevent black Carolinians from acquiring literacy, especially in cities like Charleston. Sometimes slave masters broke the law and taught slaves to read and write so they could perform certain kinds of work. Also there were many opportunities to learn in the city where signs, newspapers, and books were available. Some black Carolinians were free and legally able to learn reading and writing, and even to establish private schools and serve as teachers. The outcome of the Civil War ended slavery and gave the former slaves new rights, including the right to attend schools.

South Carolina's first public school system was established after the Civil War, and there were also private schools created by individuals and organizations. Charleston's Avery Normal Institute, named for the Reverend Charles Avery, a Philadelphia philanthropist, was established in 1865 as a private school. It was among the earliest for African Americans in the city and one of the most important. A "normal" institute was the name at the time for a school that trained teachers. The school's instructors were provided by the American Missionary Association, a northern abolitionist and religious organization. The Freedmen's Bureau assisted by constructing Avery's first building in 1868, at a cost of approximately \$15,000.

Francis Cardozo, a college-educated African American who had been free before the Civil War, was Avery's



principal between 1865 and 1868, and his decisions shaped the school's future. As a private school, tuition was required, and many desiring to attend unfortunately could not. Most of Avery's students were enrolled in the elementary grades, but Avery was also a high school providing college preparatory studies. Francis Cardozo introduced classes to train future teachers, and many of the African American teachers in rural South Carolina during the late nineteenth and early twentieth centuries were trained at Avery. The school played a special role for African Americans in South Carolina at this time because they still did not have equal access to education compared to white students. Charleston's white students had a high school before the Civil War, but there was no public high school for African Americans until after 1911! Prior to that time, Avery provided the only opportunity for African Americans in all of Charleston County to get a high school education.

In 1900, Avery enrolled just under five hundred students, and during the twentieth century maintained a reputation for high academic standards. Avery students were encouraged to become actively involved in community improvement efforts, and the school produced many distinguished graduates. Examples are Septima Clark, who became a teacher and notable civil rights activist; Dr. Robert Wilkinson, who became a president of South Carolina State University; and Herbert U. Fielding, who was elected one of South Carolina's first African American state senators since 1900. In 1947, Avery was taken over by the Charleston County School Board and was a public school until it closed in 1954. Since 1985, it has been part of the College of Charleston, serving as a museum and library renamed the Avery Research Center for African American History and Culture.

Critical Thinking

Early settlers in South Carolina brought with them to the colony the belief that education was a private family matter. Even as the state grew, most youth who received an education were served by home tutors, private tutors, and private schools. This same approach to education was common in most of the southern colonies during early colonial periods and during early statehood. Why would such an approach to education limit the growth and economic development? Teacher Note: Discuss programs that are underway in South Carolina during the present day to improve schools.

Technology Activity

Visit the "College of Charleston Avery Research Center" website at <https://avery.cofc.edu>. What is the focus of research at the Avery Research Center? What types of special programs and activities does the center provide? What types of exhibitions are offered by the center? What could you learn by visiting the center?

Notes

Section 3

Politics: Bourbons and Tillmanites

INTRODUCE

Outline

- A. The Bourbons and African Americans
- B. Bourbon Political Issues
- C. Ben Tillman Challenges the Bourbons
- D. Creation of Agricultural and Mechanical Colleges
- E. The Dispensary
- F. A New State Constitution
- G. The System of Jim Crow

Materials

Textbook, pages 346-357

Student Workbook

124 *Using the Internet: Jim Crow Laws*

125 *The Bourbons*

126 *The Life and Times of Benjamin Ryan Tillman*

Teacher Tech Website

Lesson Plan

Guided Reading, 11-3

Source Documents

S.C. Constitution of 1895

mystatehistory.com

Online Textbook

FYI

Although Republicans controlled much of national politics during this period, Conservative Democrats still controlled South Carolina politics. Because any expansions of government programs would require tax increases, the Conservative Democrats worked hard to restrict government to as few programs as possible.

T346

SECTION

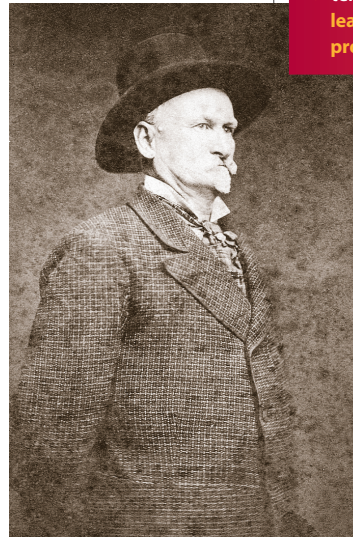
3

Politics: Bourbons and Tillmanites

AS YOU READ, LOOK FOR

- attempts by the Bourbons, or Redeemers, to disfranchise black citizens;
- the Bourbons' policies regarding public education, property rights, the convict leasing system, and dueling;
- the rise of Ben Tillman and the agrarian populist movement;
- the creation of agricultural and mechanical colleges and the Dispensary under Governor Tillman;
- how the new state constitution of 1895 helped legitimize the Jim Crow system;
- terms: **Redeemers, Bourbons, disfranchise, convict lease system, populism, land grants, Dispensary, prohibition, poll tax, segregation, Jim Crow system.**

Below: Martin W. Gary, who had devised the "Edgefield Plan" that used disruption by the Red Shirts to defeat the Republicans in 1876, led the more radical faction of the Democratic Party in opposition to Wade Hampton III. They thought Hampton was too moderate on race.



At the end of Reconstruction in 1877, the men who took control were determined to undo Radical Reconstruction and restore as much as possible of their antebellum South Carolina social and political systems. Most of them had been officers in the Confederate army and thought they were the natural leaders who should control the state once more.

As a group, they had several names. They usually referred to themselves as Conservatives or Conservative Democrats. Their contemporaries usually called them **Redeemers** because they were credited with redeeming the state from African American and northern control. Historians often call them **Bourbons** because they acted like the French royal family of that name. After the French Revolution and the rule of Napoleon, the Bourbons tried to return France to the "good old days." For South Carolina's Bourbons, the days before what they called the "War of Northern Aggression" were the "good old days."

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State Standards

Standard 4 (T326)

The student will:

8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

The Bourbons had several basic beliefs. They believed in the supremacy of the white race, the Democratic Party, the cause of the Confederacy, states' rights, Protestant Christianity, and the horrors of Reconstruction. Beyond these beliefs, they had no strong agenda or programs that government should carry out.

The Bourbons and African Americans

Wade Hampton III, who became governor after Reconstruction, was the trusted leader of the Bourbons. His reputation as a Confederate hero enabled him to establish a position on race that seemed moderate compared to the demands of more radical racists such as Martin Gary. Gary and his followers wanted to **disfranchise** (take away the vote from) blacks and deprive them of other rights. Hampton promised President Rutherford B. Hayes and northerners that blacks' rights would be protected under his care. Indeed, he appointed at least eighty-six black men to offices of state government. But he also told northern audiences that the election of 1876 was a triumph for "civilization, for home rule, for good government, for life itself."

Hampton's comparatively moderate position on race was basically paternalistic. He believed the blacks would be better off leaving the governing to his "better" class of white people. They would protect blacks' interests better than blacks themselves could. Bourbons tried to control blacks' votes by promising them fair treatment, but making it harder for them to vote. They provided fewer *polling places* (official places to vote) in heavily black districts, requiring some blacks to travel nearly all day to and from the polls.

The most effective means of reducing the black vote was the Eight Box Law, passed in 1882, long after Hampton left the governor's chair. The Eight Box Law was basically a literacy test. Each box was labeled for a different office that was up for election. The voter had to place his ballot for each office in the proper box or it would not count. Eighty-two percent of black voters could not read, and the white poll managers offered them no help in identifying boxes. Illiterate white voters, about 17 percent, could get help from the poll managers, if they were going to vote Democratic. (The managers would know how a person intended to vote because the secret ballot had not yet been adopted.) The number and effectiveness of black votes declined drastically in the 1880s. Only in very heavily black districts could a few blacks and Republicans hope to get elected.



Above: The election of Wade Hampton III as governor in 1876 restored the Democratic Party to power in South Carolina. After one term as governor, he won election to the U.S. Senate, where he served two terms.

Think It Over

Even today, voting and voter eligibility is a hot topic. Some states in our nation made it very easy to vote, even allowing voter registrations to be concurrent with driver's license registrations. Some states allow long periods of time for voting before election day, voting by mail or postcard, and the more common absentee vote. Federal election laws are quite strict about equality in voting districts, polling sites, and voter and eligibility requirements. Do you think voters should have to show a state identification card, such as a driver's license, in order to vote? Why or why not?

What Is Your Opinion?

There is little doubt that literacy requirements were put in place to reduce the number of black voters. However, many moderates supported the Eight Box Law because they believed that a person had to be able to read and write to understand political issues and choices in order to cast an intelligent vote. Even today, because of large numbers of non-English-speaking citizens, the dispute continues over the importance of literacy in voter eligibility. Do you think a citizen should be able to read and write in order to vote? Why or why not? Should all ballots be printed only in English, or in several languages? Why or why not?

Notes

Math Skills

Once federal funding came to South Carolina's educational system, it did bring federal influence to the state's schools. In fiscal year 2010-2011, the state money spent on education was \$4,485 per pupil; the federal money was \$1,633 per pupil; and the local money was \$5,254 per pupil. The average state expenditure per pupil for that year was \$11,372. Calculate what percentage of per-pupil expenditures comes from state, from federal, and from local funds.

Using Art to Explain

Imagine that you were either a large landowner who farmed the land or a small farmer who needed to allow pigs, cattle, and chickens to roam and forage. From one point of view or the other, draw an editorial cartoon for a local newspaper about the changes in the fence law.

Think It Through

Look at the "South Carolina Department of Corrections" website at www.doc.sc.gov/programs/pi.html to find prison work programs that exist today. What are the three types of programs? What are their advantages or purposes? What are the main differences between modern work programs and the convict lease system?

FYI

Dueling began in the Middle Ages and came to America from Europe. In 1777, a code for dueling, the *Code Duello*, written by Irishmen, laid out twenty-six rules describing the procedures and etiquette for gentlemanly duels. The American version of a dueling code was written by South Carolina Governor John Lyde Wilson in 1838.



Above: Matthew C. Butler was a U.S. senator from South Carolina at the same time as Wade Hampton III. They disagreed on whether to accept federal aid to fund education.

DID YOU KNOW?

In 1890, there were three times as many murders in South Carolina as in the New England states, which had four times as many people.

Bourbon Political Issues

Hampton and the Bourbons continued to support the public education system for both blacks and whites in segregated schools that the Republicans had established during Reconstruction. They even increased the funding slightly. Under Hampton, almost equal amounts were spent per pupil for blacks and whites. By 1895, however, the state was spending three times as much per pupil for whites as blacks. Both systems were poorly supported, with the government pleading poverty. Hampton himself voted for federal aid to education in the Senate, but it never passed. His fellow senator, Matthew C. Butler, was opposed to federal aid. Butler argued that federal money would give the federal government too much influence in South Carolina schools. This argument governed South Carolina's position on federal aid to education until the 1960s.

The Bourbon leaders were usually large landholders, or people like Wade Hampton who had been wealthy before the war. They tended to look after the rights and interests of property owners. An example was the fence law. One of the traditional privileges poor Carolinians had enjoyed since colonial days was the freedom to allow their livestock to roam freely and forage where they could. If landowners wanted to protect their crops, they had to build fences around them. In the 1880s, the Bourbons enabled counties to reverse that and require livestock owners to fence in their animals. The fence laws, passed by many counties, were seen as a conflict between the rich and the poor.

The Bourbon regime was very *frugal* (not wasteful). One way to save money was to make the prisons pay for themselves. Under the **convict lease system**, the state leased prisoners to railroads, mining companies, plantations, and others. The businesses would house, feed, and discipline the prisoners, as well as force them to work. Most of the prisoners were black, and to many observers, it looked a lot like slavery by another name. To some it seemed even worse than slavery because the companies had no financial investment in the worker. If a convict died or was crippled from a beating, the sheriff could provide another worker easily. An investigation at the time found that, between 1877 and 1879, 51 percent of the prisoners leased to the Greenwood and Augusta Railroad died. South Carolina abolished the convict lease system in 1897. Shockingly, the practice continued in some other southern states until World War II.

The ancient practice of dueling among men of the elite class came to an end under Bourbon rule. Perhaps the extreme violence of Civil War and Reconstruction took away some of the romantic appeal and illusion of nobility associated with the duel. In 1880, two prominent Carolinians, Colonel E. B. C. Cash and Colonel William Shannon, fought a duel in which Shannon died. Finally, Carolinians said "enough." In 1881, the legislature barred from public office anyone who had participated in a duel. Dueling ended, but violence as a means of settling disputes, unfortunately, did not.

Research and Report

Google the term "Convict Lease System" and read about the successes and abuses of this unique way to make prisons less expensive. What do you think would have been the main advantages and the major disadvantages of working under the convict lease program?

Notes

The Bourbon governors and legislatures from 1877 to 1890 were not very active in economic affairs. They did establish the South Carolina Agricultural Bureau, which provided information and advice to farmers concerning crops and seeds, weather, and new techniques. The Bourbons welcomed industries others created, but offered little encouragement. The state government responded to the many complaints about unfair railroad practices and rates by establishing the Railroad Commission. The Commission could investigate, but it was given little power to regulate the railroad systems or their rates.

Several other states, especially in the Midwest, were much more active in protecting consumers from unfair railroad practices. The federal government, with its policy of *laissez-faire*, usually stayed out of the practices of large corporations except to help them. But in 1887, Congress established the Interstate Commerce Commission to try to regulate railroads and prevent practices that were unfair to their customers. This first regulatory commission set a pattern followed by the many other commissions the federal government was to establish in the twentieth century.



Ben Tillman Challenges the Bourbons

Benjamin Ryan Tillman of Edgefield County had been a younger associate of Martin Gary in planning the Red Shirt campaign of 1876. They claimed—by their use of election fraud, intimidation, and violence—to have redeemed the state from Republican control and placed Wade Hampton in the governor's office. Once the Bourbons were in power, both Gary and Tillman quickly became disillusioned with them. Gary died in 1881, and Tillman held back for several years while building his farming operation until he owned over two thousand acres. Thus, he was in the same economic class as most of the Bourbon leaders, but he considered himself a real farmer and the Bourbons merely politicians.

Ben Tillman's Entry into Politics

Tillman sprang onto the political stage with an emotional speech to the state Agricultural and Mechanical Society in Bennettsville in 1885. He declared that farmers were poorer than they had been at the end of the war in 1865, and blamed this on the Bourbons, who had abandoned the real

Above: Benjamin Ryan Tillman came from the same radical side of the Democratic Party as Martin Gary, and participated in the Red Shirt campaign of 1876. He first rose to political prominence as a spokesman for poor white farmers whose financial plight, he felt, had been ignored by the Bourbons.

Teacher Note

This inactivity in economic affairs was due to the Bourbons' beliefs in limited government, few services, and low taxes. They did not believe in making capital investments to create industry or to bring industry into the state. In contrast, today the state actively recruits new industries in order to bring more jobs to South Carolina. Current efforts in recruiting industry include establishing a business-friendly regulatory environment; offering specialized training programs and educational opportunities; and maintaining a strong, qualified workforce. Discuss with students the meaning of maintaining a strong, qualified workforce.

FYI

Ben Tillman believed that the Conservatives had neglected the farmers of the state. But he also thought some of the poor conditions in agriculture could be attributed to the fact that too many farmers did not know how to farm.

Notes

FYI

Ben Tillman called the USC alumni “drones and vagabonds.”

Teacher Note

Twentieth-century American social critic and humorist H. L. Mencken defined a demagogue as “one who will preach doctrines he knows to be untrue to men he knows to be idiots.”

FYI

The farmers leading the Populist Party promoted the eight-hour workday for factory workers in order to win the industrial workers over to their political party. They favored government ownership of railroads as well as telephone and telegraph companies. They wanted the government to provide warehouses that farmers could use to store crops until prices rose. They also favored restrictions on immigration. While the Populist Party of the 1890s was the first such movement in the United States, a number of similar political movements have reappeared since that era.



Above: This bronze statue honoring Benjamin Ryan Tillman was erected on the grounds of the South Carolina State House in 1940. After serving four years as governor, he was elected to four terms in the U.S. Senate.

farmers. The state needed an agricultural college, but the South Carolina College (USC) was a school for elite dandies producing “helpless beings.” And the Citadel was merely a “dude factory.”

Tillman was bold, colorful, and electrifying. He had lost an eye to infection in his youth. As a speaker, he raged across the stage, glaring at the audience with his one flashing eye, holding the farmers spellbound. Ill health had kept him out of the Confederate army. He was a self-educated man who read widely but never went to college. His personality and politics made him one of South Carolina’s most influential leaders. Tillman organized a new Farmers’ Association that attacked the Bourbons and advocated agricultural experiment stations and a “real agricultural college.”

The Rise of Agrarian Populism

The Tillman movement in South Carolina was part of a national *agrarian* (farmer or agricultural) movement, known as populism. Agrarian populism became strong in the 1880s and 1890s, especially in the South and the Midwest. **Populism** is not easy to define, but usually involves pitting “the common people” against an economic or political elite. Populists use a folksy appeal to people’s “com-

mon sense,” not to their intellect. This approach involved more people in the political process, but it often led to *demagoguery* (praising the virtues of “the people,” while appealing to people’s fear, hate, and prejudice).

Farmers protested low prices for their farm products, high railroad rates, high machinery costs, and unresponsive state and national governments. They formed a new political party, the Populist or People’s Party. The Populists wanted strict regulation of railroads, government loans for farmers, an eight-hour factory workday, and an expanded money supply. They proposed a graduated income tax that required wealthy people to pay a higher percentage of their income in taxes. Tillman was unwilling to accept the more radical proposals.

Populists in some states, such as Georgia, formed a coalition of white and black poor farmers to demand reforms. But for Tillman, maintaining white unity and superiority was more important than any reforms. He chose not to break with the party of the Bourbons, but to capture it. He wanted to

Notes

keep South Carolina a Democratic state in a solid Democratic South, believing it was the only way to maintain white control.

Governor Ben Tillman

Tillman claimed no political ambitions, but he built the Farmers' Association into a powerful political machine. Superior organization and inspiring stump speeches enabled him to take over the Democratic Party in 1890 and become its candidate for governor. Even Wade Hampton had to support the man who had so savagely attacked him and his kind. Hampton, too, believed the unity of Democrats was necessary for the survival of white supremacy in a state that was 60 percent black. A former Bourbon leader, A. C. Haskell, ran as an independent and sought black votes. It was no contest. Democrats won the statewide offices as they always had since 1876 and always would until the 1970s.

The Tillmanite reformers were in, and the Bourbons were out. But Tillman offered no grand reforms, no sweeping changes in economic policy that would help the farmers he had championed so strongly. Tillmanites got only a slight change in the tax code that helped small farmers and required corporations to pay a bit more. The legislature limited the workweek in cotton mills to sixty-six hours, giving workers a few more leisure hours on Saturdays. Tillman also got more funding and better organization for the insane asylum. He bullied the General Assembly into giving fewer representatives to Charleston and more to the Upcountry. Representation in state government was, at last, proportionate to population.

Creation of Agricultural and Mechanical Colleges

Tillman's signature issue in his rise to power was agricultural education and the creation of an agricultural college. Bourbons feared that founding an agricultural college would take away funds from their favorite institution, South Carolina College (USC). By the time he was elected governor, the General Assembly, prodded by Tillman, had authorized creation of Clemson Agricultural College. Tillman's friend and ally, Thomas G. Clemson, son-in-law of John C. Calhoun, had died in 1888 and left Calhoun's Fort



Above: Prior to his election as governor, Benjamin Tillman had agitated for the establishment of a college to teach agriculture. Clemson Agricultural College opened in 1893, and is now named Clemson University. Main Building was renamed Tillman Hall in his honor in 1946.

In Other Words

stump speeches—political campaign speeches; the name comes from the nineteenth-century tradition of candidates standing on a sawed-off log or tree stump to be better heard in an outdoor setting

FYI

As governor, Tillman worked hard to end lynching in South Carolina although he remained an advocate of segregation of the races. During his two terms of office, he supported education for farmers and for teachers. He also convinced the legislature to adopt higher taxes on railroads and banks. He supported efforts to improve treatment for the mentally ill, and he led the way for improvements at the state mental hospital.

Similar or Different?

Using a Venn diagram, compare and contrast Ben Tillman and Wade Hampton III.

Notes

Using Technology

Today, Clemson University consists of five colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business and Behavioral Sciences; Engineering and Science; and Health, Education and Human Development. Log onto the Clemson website to see if you would be interested in any of the programs offered at Clemson.

FYI

Today, Winthrop University in Rock Hill is a coed university with over 6,000 students that offers graduate and postgraduate programs. Check out Winthrop on the Internet and decide what program they offer that would be of interest to you.

FYI

S.C. State in Orangeburg today has over 5,000 students. Log onto the school's website and check out their programs, services, and student life. Identify two or three things that you especially like about the school.

Teacher Note

In some instances, the price for keeping a blind tiger open was free liquor and/or a weekly bribe. Some of these businesses were also referred to as "blind pigs." Animal references also came about because the speakeasy would have a penned animal for a patron to come see for a price.



Above: Benjamin Tillman was the keynote speaker at the laying of the cornerstone for Main Building, the first structure built at Winthrop Normal and Industrial College. As happened at Clemson University, the building was renamed for Tillman many years later, in 1962.

DID YOU KNOW?

Illegal saloons were called "blind tigers" because constables and other law enforcers turned a blind eye to their operations (for a price).

Hill plantation and some money to the state for establishing the new college in Oconee County. South Carolina received additional land grant funds from the federal government. **Land grants** were funds set aside from the sale of lands in the West to support agricultural and mechanical colleges. The college began operations in 1893 with 446 students, the largest college in the state.

In 1891, the Tillmanites created Winthrop Normal and Industrial College of South Carolina to educate young women. This successor to an older Winthrop Training School for teachers in Columbia moved to Rock Hill in 1895. Tillman also supported the creation, in 1896, of an all-black land grant college in Orangeburg that is now known as South Carolina State University.

The Dispensary

A more controversial accomplishment was Tillman's creation in 1892 of the **Dispensary**, a state monopoly on the sale of liquor. The people had voted in a referendum for **prohibition** (the outlawing of all alcoholic beverages). Instead, Tillman's state government took over sale and distribution of all liquor. The Dispensary greatly expanded the governor's patronage power; that is, the power to appoint numerous

friends and allies to state jobs. Hundreds of constables were appointed to enforce the law. Constables angered many people as they closed saloons and searched for illegal liquor. Resistance to them came to a head in Darlington in 1893 when two citizens and a constable were killed in a gunfight and a mob chased the remaining constables into the surrounding woods.

Tillman ordered militia units to Darlington to restore order and enforce the law. Units from several towns, including Columbia, refused to go. Then the governor called upon units from his loyal rural communities. They rallied, some units protecting the governor and the Dispensary in Columbia and others restoring order in Darlington. Tillman's decisive action strengthened his authority and his reputation as governor.

The state was never quite able to close down all the illegal saloons, known as "blind tigers." The Dispensary became a big moneymaker for the state government, but the source of a great deal of corruption. In 1907, the General Assembly closed down the state system, but allowed counties to continue local systems. Several counties continued the system, but the state and the nation were moving toward an experiment in prohibition, which began in South Carolina by 1915 and in the nation in 1920.

FYI

The Dispensary bought the liquor, repackaged it in its own bottles, and sold it from its own stores. Private stores were illegal. Despite controversy, the Dispensary did reduce the amount of alcohol sold, and it lasted for thirteen years.

Your Opinion Counts

Do you think it was right for the state to own a monopoly on alcohol sales? Do you think alcohol sales should have been prohibited entirely? How would Tillman have benefited from the Dispensary's patronage power? What are the dangers of such a patronage system?

A New State Constitution

Tillman moved on to the U.S. Senate at the end of his term in 1894, but his influence in state politics and policy continued for many years. He died as a senator in 1918. One of Tillman's lasting legacies was the new state constitution, which he had a major hand in creating in 1895.

According to Tillman, the main reason for writing his new constitution was to officially and legally take away the right of black citizens to vote. Because the Fifteenth Amendment to the U.S. Constitution protected the right of citizens to vote without regard to race, the new South Carolina constitution could not say, "No black man shall vote." Other means had to be found.

The most effective method for preventing blacks from voting was the literacy requirement. Most blacks were still illiterate in the 1890s. Quite a number of whites were illiterate also, but white voter registrars registered them anyway. A black man who could read and write found it difficult to convince the white registrar that he was literate.



DID YOU KNOW?

Tillman earned the nickname "Pitchfork Ben" by promising to stick a pitchfork in the "fat ribs" of President Grover Cleveland (below).



Left: The move to a national stage in Washington, DC, as a U.S. senator, did little to moderate Benjamin Tillman's rhetoric on racial issues. He made fiery remarks after learning that President Theodore Roosevelt had invited Booker T. Washington, the most respected African American educator in the United States, to the White House. Later, he was censured by the Senate and barred from the White House for an assault, on the Senate floor, against John L. McLaurin, his fellow senator from South Carolina.

Using Graphic Organizers

Use a Venn diagram or other graphic organizer to show the differences between our up-to-date state constitution and the original 1895 constitution. Does today's constitution contain a "Declaration of Rights"? Why or why not?

FYI

This Constitution of 1895 has been amended 330 times. It is one of the longest state constitutions in the United States.

Vocabulary Development

Do you know the name of the style of eyeglasses worn by Benjamin Tillman in the photograph? It is called a "pince-nez," a style that was very popular in the late 1800s. The name comes from two French words. *Pince* comes from the verb *pincer*, which means "to pinch" in French. You can probably guess what the word *nez* means. (nose)

Notes

The Question is “Why?”

Why do you think Tillman and his party wanted to keep African Americans away from the voting booth?

FYI

The new constitution did not allow divorces, it forbade lotteries, and it stated that officeholders could be removed from office for gambling.

Constitutional Law

The Twenty-fourth Amendment to the U.S. Constitution prohibits Congress and the states from conditioning the right to vote in federal elections on payment of a poll tax or other types of tax. The amendment was ratified in 1964.



Above: Benjamin Tillman's attitude about African American suffrage is savagely caricatured (mocked) in this cartoon in the magazine *Puck*. In a parody of a famous scene from *Uncle Tom's Cabin*, Tillman, in the character of the brutal slaveowner, Simon Legree, whips kindly Uncle Tom, representing black voters.

Another method used to reduce black voting was the **poll tax**, a tax each voter was required to pay before he could cast a ballot. Most blacks were poor, and paying the tax was a burden. Soon, the number of blacks voting in the whole state was only a few hundred. Literacy requirements and poll taxes as means of disfranchising African American voters were approved by the U.S. Supreme Court in a unanimous decision, *Williams v. Mississippi*, in 1898. The decision seemed to reflect the consensus of the majority of white Americans, north and south, that nonwhite peoples were inferior to whites. Scientific studies of the time had seemed to justify whites' prejudice and discrimination against other racial groups. (That “scientific” research that placed blacks on a lower level of evolutionary development than whites was totally disproven by scientists in the twentieth century.)

The new constitution forbade interracial marriage and carefully defined a black person as anyone with at least one-eighth or more of “Negro blood”; that is, at least one great-grandparent of African descent. In addition to virtually excluding African American citizens from voting, the new constitution, of course, continued to totally exclude women from voting. Incidentally, to serve on a jury one had to be a registered voter, so no women and few black men were eligible to serve on juries. One of the immediate effects of black disfranchisement was the defeat of Congressman George Washington Murray for reelection in 1896 in a largely black district. Murray was the last African American to serve in the Congress from South Carolina until the election of James Clyburn in 1993. The long-term effect was to leave African

Notes

Americans almost without the protection of law. They were certainly without the “equal protection of the laws” promised in the Fourteenth Amendment.

Tillman’s constitution also required separate schools for blacks and whites. **Segregation** (separation of the races) in most public functions had been generally customary since emancipation. In the 1890s, the separation became more formal, legally required, and rigidly enforced. The pattern of segregation and discrimination that developed in the 1890s is usually referred to as the **Jim Crow system**. (The origin of the term is uncertain.) Segregated schools and public facilities of all sorts were approved by the U.S. Supreme Court in a Louisiana case, *Plessy v. Ferguson*, in 1896.

The System of Jim Crow

Under “Jim Crow,” black and white citizens learned the etiquette that was to govern their contacts with people of the opposite race for the next several decades. Black people would never call white adults by their first names: “miss” for a female, or “master,” “massa,” “boss,” or his military rank, for a male, were required. White people could call black persons by their first names, no matter what their age. Those who were elderly or well liked

might be called “uncle” or “auntie.” Black people had to yield the sidewalk to whites and let them pass. Restaurants were to be for either whites or blacks, never for both. Doctors’ offices and train depots had separate waiting rooms, and trains had separate cars for the two races. If a theater admitted blacks at all, it provided a separate seating section, usually in the balcony.

A black person would never approach a white family’s house from the front. The back door was the only proper entrance for black servants or repairpersons, who were likely to be the only blacks admitted. A black man would be in danger if he touched a white woman or looked directly at her. He had to avert his eyes (look away) to show proper respect. To be suspected of improperly relating to a white woman was the easiest way for a black man to be lynched. Under Tillman and his successors, the number



Above: Black disfranchisement was complete when George Washington Murray, who represented a mostly African American district, failed to win reelection in 1896. It would be almost a century before another African American would be elected to Congress from South Carolina.

Using Technology

Use your Internet research skills to examine the different explanations for the origin of the term “Jim Crow.” Which explanation do you think is most likely and why?

Think About It

In the Deep South, these discriminatory practices remained until the late 1960s. Make a word map describing how African Americans felt during this period.

Teacher Note: Although not at all appropriate for middle school students, the book *The Help* by Kathryn Stockett will assist teachers born after the early 1970s to get an idea of life prior to the implementation of the civil rights movement.

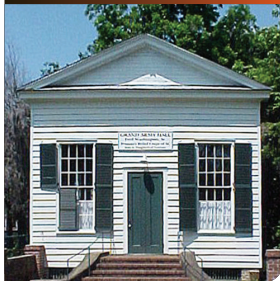
Still Alive Today

Go to <https://scdah.sc.gov/historic-preservation/resources/african-american-heritage> and search for the publication called “African American Historic Places in South Carolina.” It contains a comprehensive county-by-county directory of African American historic sites in the state. After browsing the PDF, indicate three places you think are important to maintain and list why you think so. Which historic places are listed for your county?

HAVE YOU SEEN...

the Grand Army of the Republic Hall?

This building, located at 706 Newcastle Street, Beaufort, was built in 1896 to serve as a meeting place for the black Union army veterans. It is probably the last surviving structure associated with the South Carolina citizens who fought for the Union.



Notes

What Have We Learned?

Fortunately, these types of riots are no longer a part of the southern landscape. Why do you think that's true?

On the Other Hand

Have students record five or six racially charged events of the period and, beside each, indicate how things are changing in today's society in our state.

ASSESS

Answers to "Do You Remember?"

1. To **disfranchise** is to take away the vote from a group. In the **convict lease system**, the state leased prisoners to railroads, mining companies, plantations, and others to save money. **Land grants** were funds set aside from the sale of lands in the West to support agricultural and mechanical colleges.
2. They acted like the French Bourbon royal family. After the French Revolution and the rule of Napoleon, the Bourbons tried to return France to the "good old days." South Carolina's Bourbons wanted to return to the "good old days" before the Civil War.
3. They wanted strict regulation of railroads, government loans for farmers, an eight-hour factory workday, and an expanded money supply. They proposed a graduated income tax.



Above: One of the most notorious lynchings in South Carolina history occurred on February 22, 1898. Frazer (or Frazier) B. Baker had been appointed U.S. postmaster in the mostly white town of Lake City. Outraged that a black man should have a position of authority, a mob set fire to his house. When he, his wife, and six children tried to escape, they were fired upon by men hidden in the woods. Baker and his infant daughter were killed, and the others, pictured above, wounded. The national outcry was so great that thirteen men were indicted for the crime, but the trial jury failed to reach a verdict.

of lynchings increased. Tillman declared he would lead the mob himself against an accused assaulter of a white woman. There was no such outrage over the assault of a black woman by a white man, which had been much more common, both during slavery and since emancipation.

Racial violence has been a constant in South Carolina history. It grew more intense in the Tillman era than in the Bourbon era, in part because of the racially loaded language of the leader. Lynching was only part of that violent picture. Race riots were another. In Phoenix in Greenwood County, a riot broke out on election day, 1898, between white Democrats and white and black Republicans. The white Republicans were trying to collect evidence of Democrats preventing blacks from voting. A white Democrat was killed in the fighting. Over the next few days, several black men were killed and two white Republicans' houses were burned.

Many white people of South Carolina disapproved of the violence, but most whites accepted it as being necessary to maintain white supremacy. Violence had been the foundation for the system of slavery. Violence had been one of the means of overthrowing the biracial democracy of Reconstruction. Violence or the threat of it was to be the means for enforcing black disfranchisement, racial segregation, and inequality—the system of Jim Crow—during the Bourbon and Tillman eras and throughout much of the twentieth century.

DO YOU REMEMBER?

1. Define in sentence form: disfranchise, convict lease system, land grants.
2. Why were Conservative Democrats of the late nineteenth century called Bourbons?
3. What were some of the aims of the Populist or People's Party?

Notes

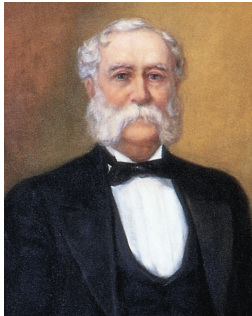


Wade Hampton III

By Dr. Robert K. Ackerman

Every state has two statues in the Statuary Hall Collection in the U.S. Capitol in Washington, DC. These statues represent each state's most famous citizens. South Carolina's two statues represent John C. Calhoun and Wade Hampton III.

There were three important Wade Hamptons. When Wade Hampton I was very young, his parents were killed in an Indian raid in the Spartanburg area. He was a successful soldier in the Revolution and the War of 1812. He became very rich with cotton and sugar plantations here and in Louisiana. He served in the state General Assembly and the U.S. Congress. Wade Hampton II, like his father, was a soldier and a politician. He



became a planter-aristocrat. "Millwood," his home near Columbia, was the center of society in the state.

Wade Hampton III graduated from South Carolina College at age eighteen in 1836 and became a planter-aristocrat. He managed slave-worked cotton plantations in South Carolina and Mississippi and was probably the richest southerner. He, too, became a political leader. Although he was a slave owner, he gained fame in successfully opposing the attempt to reopen the African slave trade, which had been illegal since 1809. He called the slave trade disgusting.

Hampton opposed secession, but when war began in 1861, he offered his services to his state. Using his own wealth, he organized and armed the Hampton Legion composed of infantry (foot soldiers), cavalry (mounted

soldiers), and artillery (big guns and cannons). When General J. E. B. Stuart was killed in battle, Hampton replaced him as commander of General Robert E. Lee's cavalry. He endured the tragedy of seeing his son Preston killed in battle. Hampton took command of the Confederate forces in Columbia just as Sherman's Union army approached. He and his small force had to flee to North Carolina, where his Legion surrendered in April 1865.

Hampton returned to Columbia as South Carolina's

most famous soldier to find his homes and much of the city in ruins. He lost his wealth in the war. His time as a planter-aristocrat had ended, but his fame as a soldier made him popular with much of the state. In 1876, Conservative Democrats felt strong enough to challenge the Republicans in charge of Reconstruction. The party chose Hampton to run against the Republicans for governor. The campaign was the most violent ever. Hampton himself was rela-

tively moderate, opposing both the Republicans and the more violent Democrats. He prevailed in the end, after a disputed election. His governorship was noted for honesty and for involving some African Americans in politics.

In 1879, he became a U.S. senator, and his influence at home decreased. In 1890, he was defeated by the extreme racists who favored segregating the two races. Hampton lived until 1902, crippled by a riding accident and dependent on his friends for financial support. On the State House grounds is a massive statue of Wade Hampton III on his horse.

Hampton's three failures were also South Carolina's: the planter-aristocrats failed, the South lost the Civil War, and the attempt at a compromise in race relations failed until the civil rights era of the 1960s.

Using Technology

Use your Internet skills to visit the U.S. Capitol online and see the statues of John C. Calhoun and Wade Hampton III. Why do you think these two men were the two citizens chosen for South Carolina's statues in the U.S. Capitol? If you could choose two statues to represent South Carolina from its beginning to today, who would you choose?

Notes

Chapter Review

Reviewing People, Places, and Things

1. Andrew Carnegie was one of the “captains of industry” (“robber barons”). He came to the U.S. penniless in 1848, built the second-largest fortune in American history (Carnegie Steel), and gave away much of his fortune.
2. Samuel F. B. Morse invented the telegraph.
3. *Laissez-faire* is a policy of the government staying out of the affairs of business and industry.
4. *Maine* was a U.S. battleship that was blown up in the harbor at Havana, Cuba, sparking the United States’ entry into war with Spain.
5. The Jim Crow system was the pattern of segregation and discrimination that developed in the 1890s.
6. Land grants were funds set aside from the sale of western lands to support agricultural and mechanical colleges.
7. Populism pits the common people against an elite economic or political group.
8. The Dispensary gave the state government a monopoly on liquor sales.
9. Prohibition was the policy of outlawing the production and consumption of alcoholic beverages. It became law in South Carolina by 1915 and in the U.S. in 1920.
10. Segregation is a policy of separating the races.

Understanding the Facts

1. They brought power, movement, and flexibility to people and the government.
2. It was important to have com-



Chapter Summary

During the decades after the end of the Civil War, the United States started moving toward greater industrialization. Industrial growth was more evident in the Northeast region of the United States, although there was some industry in the South. In South Carolina, a new textile industry emerged, but South Carolina remained essentially an agricultural state.

The Democratic Party in South Carolina worked hard to regain control of the government once Reconstruction ended. That meant that nothing much had changed for blacks and poor whites in the state. Neither group would have much voice in the government. Black people found themselves living under restrictions imposed by “Jim Crow.” The leading politician in South Carolina during the 1880s and 1890s was Benjamin Tillman, who supported the creation of separate agricultural colleges for black and white farmers. Tillman was also responsible for the 1895 state constitution for South Carolina.

The turn of the twentieth century saw the emergence of the United States as a world power. It not only had made great strides in industry, but it also gained colonies and influence in the Pacific and the Caribbean. The United States was certainly showing that it could compete in a global setting.

Activities for Learning

Reviewing People, Places, and Things

Identify or define each of the following in a complete sentence.

1. Andrew Carnegie
2. Samuel F. B. Morse
3. *laissez-faire*

4. *Maine*
5. Jim Crow system
6. land grants
7. populism
8. Dispensary
9. prohibition
10. segregation

Understanding the Facts

1. Why were railroads such a big business in the United States?
2. Why was Samuel Morse’s invention of the telegraph essential to the development of railroads?
3. What could happen if rail widths were not uniform?
4. Indicate with which industry each of the following was associated: Andrew Carnegie, Cornelius Vanderbilt, and John D. Rockefeller.
5. How did the federal government assist in the rapid industrialization of the United States?
6. Why did many Europeans immigrate to the United States during the latter part of the nineteenth century?
7. Why did the United States declare war on Spain in 1898?
8. How were South Carolina farmers affected by the economic depressions in the last quarter of the nineteenth century?
9. What crop replaced cotton as the most important crop produced in South Carolina?

munication and exact timing of arrivals and departures to avoid disasters.

3. It could increase time and costs of travel caused by having to unload and reload cargo.
4. Carnegie, steel; Vanderbilt, transportation (railroads); Rockefeller, oil
5. It provided money and land grants to get railroad companies to build through lightly populated areas and over rough terrain. It

placed protective tariffs on imported goods, and it imposed few safety and environmental rules on industries.

6. The U.S. government was giving away land to people who would settle in the West. Immigrants came to America for the free land, although many of them never made it to the West.
7. The government thought Spain was responsible for blowing up the U.S. battleship *Maine*.

- Which industry became South Carolina's most important industry?
- How did expansion of railroads affect South Carolina?
- What was the Avery Normal Institute?
- What names were associated with Conservative Democrats after the Civil War?
- What did Ben Tillman do to help farmers in South Carolina?
- Why did many farmers and workers want the government to go off the gold standard?

Developing Critical Thinking Skills

- How did whites control the outcome of elections in South Carolina?
- What kind of governor was Wade Hampton III, and why do you think he believed blacks would be better off with whites in control of the government?
- Why do you think South Carolinians began to change their minds about industry after the Civil War?
- What role did violence play in the politics of South Carolina after the Civil War?

Writing across the Curriculum

Write a diary entry showing two days of what it was like living in a mill village around the turn of the twentieth century in South Carolina.

Exploring Technology

- Find out more about the founding of Clemson College and South Carolina State College by doing online research on the two institutions and writing a brief history of their development over the last century.

- Cite two online sources that have information about the earthquake of 1886 and/or the hurricanes of 1885 and 1893. List five new facts you learned about those disasters.

Applying Your Skills

- Using a map of the world, give the relative locations of countries that came under United States control at the turn of the twentieth century.
- What conclusions can you draw concerning the treatment of freedmen in South Carolina during the latter half of the nineteenth century?

Building Skills: Understanding Cause and Effect

When something happens, it is the *effect* of what caused it. What causes something to happen can be a person, an event, or the condition of something. The relationship between what happens and what makes it happen is called the *cause-effect relationship*.

Sometimes a cause can have an immediate effect. Other times a cause may have occurred long before it made something happen. This is an underlying cause. A simple example of cause and effect is when you apply the brake when driving a car. You either slow down or you stop. A more complex example is a war, which results from numerous underlying causes over years or even decades. In this example, there is usually a catalyst that sparks the war. Knowing the causes of catastrophic events can help prevent similar events from happening in the future.

Try This!

Find the underlying causes of the Spanish-American War. What was the "spark" that started that war? What were the effects of that war?

- The price of cotton dropped and they fell further in debt.
- tobacco
- textiles
- Goods could be sold nationwide and northern visitors could reach South Carolina tourist destinations.
- It was a private school for blacks in Charleston that provided elementary and high school education and teacher training.
- Redeemers and Bourbons
- He pushed for the establishment of agricultural colleges.
- If the government produced more silver and greenbacks, money would be easier to come by.

Developing Critical Thinking Skills

- They made it difficult for blacks to vote by having fewer polling places in black districts and imposing literacy tests on blacks.
- He was a moderate governor. Answers will vary.
- Answers will vary but should mention that the North's industrial strength had helped it win the war.
- It was used by white leaders to assure that the state would remain under white control.

Writing across the Curriculum

Answers will vary.

Exploring Technology

- Answers will vary.
- Answers will vary.

Applying Your Skills

- Check students' map skills.
- Answers will vary.

Building Skills: Understanding Cause and Effect

(1) Rebellious Cubans were placed in concentration camps. American journalists sensationalized the Cuban plight through "yellow journalism." The U.S. government sent the *Maine* to show power and protect Americans in Cuba.

(2) The blowing up and sinking of the *Maine* was the spark that brought the U.S. into war with Spain.

(3) The United States became a world power with widespread colonies. Spanish power was further diminished. Americans began to feel it was their duty to govern, teach, and civilize the world.