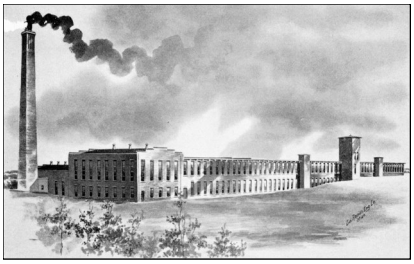
N.C. OFFICE OF ARCHIVES AND HISTORY

Resources for Teachers

Primary Sources and Activities for Studying the Gilded Age in North Carolina

The North Carolina Office of Archives and History offers a wealth of resources to help teachers and students of history gain a richer understanding of life in the past. To make some of these resources more accessible to teachers, representatives of the North Carolina Museum of History, the Division of State Historic Sites, State Archives, and the Education Branch of the Director's Office formed an Education Committee. Using primary sources and other information from their organizations, committee members developed supplemental materials and activities about the Gilded Age in North Carolina.



Life changed dramatically for many North Carolinians during the Gilded Age. Thousands of people left their farms to work in factories such as this one, the Highland Park Gingham Mills of Charlotte. Image from the 1899 book Cotton Mill, Commercial Features, *in the State Library's collection.*

The committee chose to focus on the Gilded Age because it was a time of dramatic transformation in the nation and in North Carolina, a time when how and where Americans lived and worked changed in so many ways. Although the committee could not provide a comprehensive look at the Gilded Age and had to focus on selected themes, it hopes that these supplemental materials will enrich students' understanding of the past and will help teachers give students a more in-depth look at how life changed in North Carolina in the late 1800s.

These materials include primary sources such as documents from the State Archives; artifacts and photos from the N.C. Museum of History; images from State Historic Sites and the State Archives; newspaper articles from the State Library, and more. Staff also wrote and compiled historical articles giving overviews and background information.

In addition, the committee developed activities focused on the primary sources to help students interpret these sources and learn about the past in more detail.

In the future, the committee hopes to continue to provide resources on selected topics or time periods in North Carolina's history and welcomes feedback about the usefulness of this collection. Please send in your comments about this collection as well as suggestions for future resource packets by filling out the evaluation form at the end of this publication.

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Meeting Goals from the Standard Course of Study

These materials and activities were designed to help students meet a variety of goals from the Standard Course of Study, including the following:

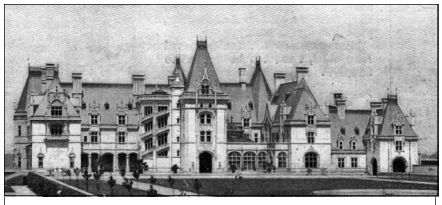
Eighth Grade: North Carolina History
Goal 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.
5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.
5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina.
5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.

Ninth Grade: World History
Goal 6: Patterns of Social Order: The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.
6.03 Trace the changing definitions of citizenship and the expansion of suffrage.
Goal 7: Technology and Changing Global Connections: The learner will consider the short- and long-term consequences of the development of new technology.
7.03 Examine the causes and effects of industrialization and cite its major costs and benefits.

Eleventh Grade: United States History
Goal 5: Becoming an Industrial Society (1877-1900): The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.

An Age of Contradictions

For many people, the term "Gilded Age," which refers roughly to the time between 1870 and 1900, evokes images of great wealth. People think of prosperous businessmen such as Andrew Carnegie and John D. Rockefeller, who became wealthy as their steel and oil industries flourished and who built extravagant mansions on Fifth Avenue in New York City and elsewhere. George Washington Vanderbilt even built his 250-room Biltmore Estate in North Carolina in the early 1890s. In North Carolina, the Dukes, the Reynolds, the Cones, the Carrs, and other prominent families grew rich as tobacco and textile industries prospered.



The Gilded Age was a complex time, a time of great wealth for some—as seen in this photo of G. W. Vanderbilt's Biltmore House—and of economic hardship for others. Photo from the November 28, 1896, issue of Harper's Weekly, *in the State Library's collection.*

Yet the Gilded Age was a more complex time; it could even be described as an age of contradictions. It was a time of great wealth for some, and of economic hardship for most. Immigrants from other countries flooded the North looking for work. In the South many farmers, struggling with low crop prices and the difficulties of the sharecropping system, left their farms to work in the new factories and mills that were rapidly being built in the growing cities. Yet in return for getting a dependable paycheck, factory employees worked for low wages and for long hours (10-12 hours a day), often for 6 days a week. In addition, women and children worked in the factories as well, usually for lower wages. The labor of these workers made factory owners wealthy and also created a huge array of consumer goods, which were aggressively marketed across the country through innovations in advertising.

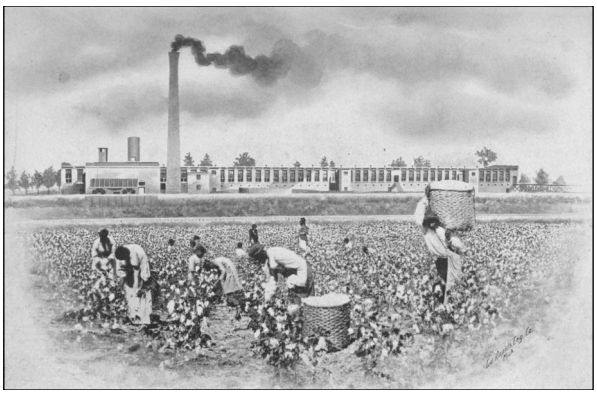
During the Gilded Age, thousands of these factory workers joined together in unions to protest their working conditions. Unions used strikes as one way to try to force businesses to make changes; in 1886 alone, 700,000 workers went on strike. Congress even made Labor Day a national holiday in 1894, a recognition of labor's importance. Yet strikes sometimes ended violently, with state or federal troops fighting the strikers. An explosion of a bomb that killed a police officer in Haymarket Square in Chicago in 1886 eroded popular support for unions. Over time, unions made little progress in the fight for shorter work weeks, higher pay, the elimination of child labor, and the right for collective bargaining.

During this same time, African Americans in the South began to enjoy some of the fruits of freedom, exercising their right to vote, starting businesses, and serving during the Spanish American War. But they also faced racism and later endured violent opposition to their attempts to vote and to gain economic power. The end of Reconstruction in 1877, the 1896 Supreme Court ruling of *Plessy v. Ferguson* that upheld segregation, and the white supremacy movement in North Carolina in the late 1800s all posed severe challenges to their search for equal rights.

By necessity, this resource guide can focus only on selected themes. Even within those themes, it offers just a glimpse of some of the ways North Carolinians experienced change in the realms of agriculture, industry, race relations, inventions, and lifestyles.

Sharecropping and Tenant Farming

After the Civil War, thousands of former slaves and white farmers forced off their land by the bad economy lacked the money to purchase the farmland, seeds, livestock, and equipment they needed to begin farming. Former planters were so deeply in debt that they could not hire workers. They needed workers who would not have to be paid until they harvested a crop—usually one of the two labor-intensive cash crops that still promised to make money: cotton or tobacco. Many of these landowners divided their lands into smaller plots and turned to a tenant system.



During the Gilded Age many African Americans and whites lacked the money to buy farmland and farm supplies. They became tenant farmers and sharecroppers. This image shows African American workers picking cotton around 1899. Note the factory in the background, which reflects the growth of industry in the state. Image from Cotton Mill, Commercial Features, *in the State Library's collection.*

Tenant farmers usually paid the landowner rent for farmland and a house. They owned the crops they planted and made their own decisions about them. After harvesting the crop, the tenant sold it and received income from it. From that income, he paid the landowner the amount of rent owed.

Sharecroppers seldom owned anything. Instead, they borrowed practically everything—not only the land and a house but also supplies, draft animals, tools, equipment, and seeds. The sharecropper contributed his, and his family's, labor. Sharecroppers had no control over which crops were planted or how they were sold. After harvesting the crop, the landowner sold it and applied its income toward settling the sharecropper's account.

Most tenant farmers and sharecroppers bought everything they needed on credit from local merchants, hoping to make enough money at harvest time to pay their debts.

Over the years, low crop yields and unstable crop prices forced more farmers into tenancy. The crop-lien system kept many in an endless cycle of debt and poverty. Between 1880 and 1900, the number of tenants increased from 53,000 to 93,000. By 1890, one in three white farmers and three of four black farmers were either tenants or sharecroppers.

Activity: The Struggles of Sharecroppers and Tenant Farmers

When crops were sold in the fall of each year, tenant farmers hoped to have enough money to pay landowners the rent for the house they lived in and the land they farmed and to pay merchants for food they had bought on credit during the year. Sharecroppers hoped to pay landowners for rent of a house and land as well as for farming supplies and tools; they also hoped to pay local merchants for the food they had bought during the year.

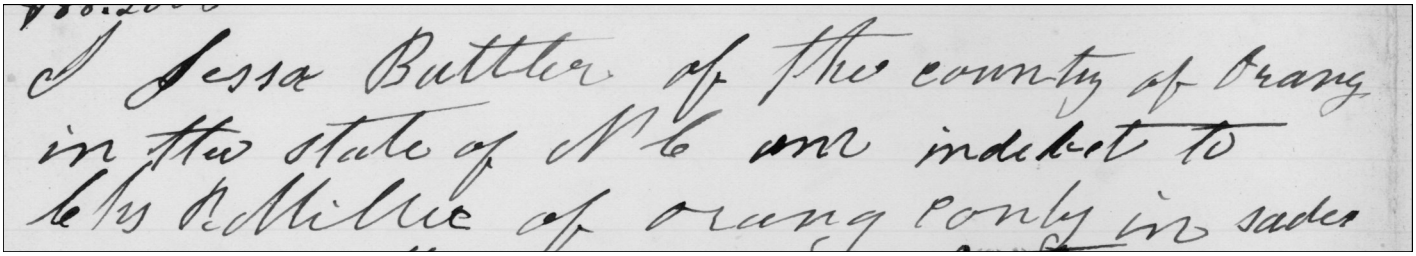
Often the crops did not bring in enough money, and the tenants and sharecroppers went into debt. One way they could continue farming was to sign chattel mortgages, in which they promised to pay back the money they owed. In this contract they conveyed certain items of personal property to the person to whom they owed money. (To convey means to transfer the title or ownership of an item to another person.) If they paid their debt, these items would not be sold. But if they failed to pay their debt, the mortgage allowed the person to whom money was owed to sell the conveyed items to pay off the debt.

The W. R. Miller Papers at the State Archives contain many examples of chattel mortgages. Some of these mortgages state that the debtor is a cropper or tenant farmer of C. R. Miller, a landowner in Orange County.

Activity: The Struggles of Sharecroppers and Tenants (continued)

Study the following documents to get a sense of how difficult it was for farmers to get out of debt and what items they risked losing when signing a mortgage.

READING:


I Jessa Buttler of the county of Orang
in the state of N C am indebt to
Chs R Miller of orang conty in sade

When sharecroppers and tenants could not pay their debts to landowners, they usually signed chattel mortgages, promising next year's crop and/or items of personal property to the landowner if they were unable to pay back the debt in a certain amount of time. In this mortgage Jessa Buttler states that he is in debt to Charles R. Miller. The mortgage is one of many in the W. R. Miller Papers in the State Archives.

The following chattel mortgage contains many misspellings but is reprinted as it was written, with some editorial corrections for clarity. The farmer, Jessa Buttler (also spelled as Jessy Butler in another document), apparently was unable to read or write and had to sign this mortgage with an X, representing his mark. It is unclear who wrote the document for him.

"I Jessa Buttler of the county of Orang in the state of NC am indebit to Chs R. Miller of orang conty in sade state on the sum of eighty eight dollars and twenty cts for which he holds my note to be due on the 15 day of October 1883 and to secure the payment of the same I do hearby conveay to him these articles of personel property to wit my gray horse Charles . . . 8 years olde and blind and my intire crop of corne wheat oats tobacco shuck foder straw . . . . I am to farm on Chs R Miller lands . . . .

but on the spec[i]al trust that if I file to pay sade debit and intrest in or before the 15 day October 1883 then he may sell said property or so much thereof as may be ne[ces]-sary by public auction for cash first giving twnty days notis at three public places and aply the proceeds of such sales to the discarge of saide debit and intrest on the same and pay any surplus to me giving under my hand and seal this 3 day of March 1883."

Witness: J. W. Miller My Mark: X Jessa Buttler

QUESTIONS:

1. How much money does Mr. Butler owe Charles Miller?

2. What items of personal property does he convey to Charles Miller?

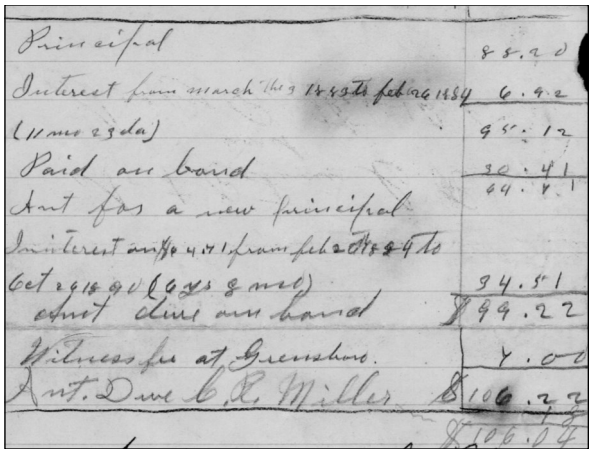
3. When does Mr. Butler have to repay his debt to prevent Charles Miller from selling his personal property?

4. When did Mr. Butler sign this contract? How much time does that give him to earn the money to pay off the debt?

Activity: The Struggles of Sharecroppers and Tenants (continued)

READING:

Another document reflects Mr. Butler's attempts to pay off his debt. This document, reproduced below, shows the principal of the debt, the interest that was added to the debt, and how much money Mr. Butler owed as of October 26, 1890.


Principal 88.20
Interest from march the 3 1883 to feb 26 1884 6.92
(11 mo 23 da) 95.12
Paid on bond 30.41
Amt for a new principal 64.71
Interest on $64.71 from feb 26 1884 to
Oct 26 1890 (6 yrs 8 mo) 34.51
amt due on bond $99.22
Witness fee at Greensboro. 7.00
Amt. Due C. R. Miller $106.22
$106.04

Principal……..88.20
Interest from march the 3 1883 to feb. 26 1884….. 9.92
(11 mo 23 da) 95.12
Paid on bond……....30.41
Amt for new principal……64.71
Interest on $64.71 from feb. 26 1884 to ……34.51
Oct. 26 1890 (6 yrs 8 mo)
Amt due on bond……...$99.22
Witness fee at Greensboro…… 7.00
Amt. Due C. R. Miller $106.22
[Surplus money credited to Mr. Butler……..0.18
after he paid back a different debt]
$106.04

QUESTIONS:

1. Notice that in addition to having to pay back the principal, or original amount, of $88.20, Mr. Butler is also being charged $9.92 in interest after one year. This brings the total amount owed up to $95.12. How much was he able to pay off on Feb. 26, 1884? (Hint: Look for the line that says "Paid on bond.")

2. Because he was unable to pay off the full amount owed, what do you think happened to the personal property that Mr. Butler conveyed to Mr. Miller in the chattel mortgage?

3. Mr. Butler presumably signed another chattel mortgage on Feb. 26, 1884, this time for $64.71. How much interest was he charged between February 26, 1884, and Oct. 26, 1890?

4. With the addition of $7 in witness fees and the deduction of 18 cents for surplus money left over when Mr. Butler paid off a different, $50 debt, Mr. Butler now owes Mr. Miller $106.04. If he were to pay off his debt immediately, how much money would he actually have spent to pay back the original amount of $88.20?

   To find this answer, take the answer to question #1 (showing how much Mr. Butler paid in Feb. 1884) and add it to the $106.04 that he owes as of Oct. 26, 1890.

5. Do you think Mr. Butler would be able to pay off this debt in the next year? Why or why not?

The Growth of Industry in North Carolina

Some powerful statistics show the impact of industrialization in North Carolina during the Gilded Age. The number of people working in industry in North Carolina doubled each decade between 1880 and 1900. As workers came to the cities to work in the growing factories, cities grew in size. Wilmington was the only city with more than 10,000 residents in 1870, but by 1900 Charlotte, Winston, Raleigh, Greensboro, and Asheville all had more than 10,000 people living in them.

"By 1900, the state had 177 textile mills and 44 furniture factories, and it was home to a main office of the largest tobacco company in the world, the American Tobacco Company...."

During this time, the tobacco, textile, and furniture industries all flourished. For example, by 1880, the state was home to 126 tobacco factories, with North Carolina tobacco products being sold nationally. In addition, an average of six new textile mills were built each year between 1880 and 1900. By 1900, the state had 177 textile mills and 44 furniture factories, and it was home to a main office of the largest tobacco company in the world, the American Tobacco Company, which was founded by the Duke family in Durham.

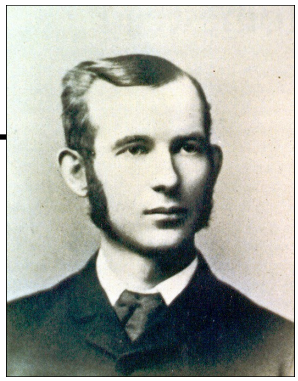
It would be an overwhelming project to try to study the impact of industrialization in these three major industries, which were spread across the state. Instead this section will examine aspects of the tobacco industry in Durham. A study of the tobacco industry illustrates some themes that were important nationally and in North Carolina during the Gilded Age—labor unrest, attempts at unionization, and the benefits and dangers of machine use in factories.

Background on the Duke Family

In 1865 Washington Duke and his family started a tobacco business on their farm, and by 1874 they had moved their business to a factory they had built in downtown Durham. At first the Dukes, and later their employees, made smoking tobacco, which customers could buy and smoke in their pipes. But in 1881 Washington Duke's son James B. Duke declared, "My company is up against a stone wall. It cannot compete with the Bull. . . . . I am going into the cigarette business."

The Bull that James Duke was referring to was Bull Durham, a world-famous brand of smoking tobacco that was also made in Durham. James Duke recognized that for the Duke company to succeed, it needed to sell something in addition to smoking tobacco. As a result, W. Duke Sons and Company began making cigarettes. This decision and the popularity of the company's cigarettes ultimately resulted in W. Duke Sons and Company becoming a wealthy and powerful business. In 1890 James Duke convinced his firm's competitors to merge with his company; in this way he created the American Tobacco Company, the largest tobacco company in the world until it was broken up in 1911.

Several factors lay behind the Duke family's success: the hard work of their employees, the heavy use of advertising to promote cigarettes, and the introduction of machines that could make cigarettes more quickly and more cheaply than workers could make them by hand.



The decision of James Duke to start using machines instead of people to roll cigarettes offers a telling example of the effects of the industrial revolution on workers. *Photo courtesy of Duke Homestead State Historic Site.*

The story of how the Dukes hired workers to hand roll cigarettes in 1881 and later replaced those workers with machines offers a telling example of the effects of the industrial revolution on workers in the state. It also offers insight into the formation of unions in North Carolina, and why unions generally failed. A further look at other aspects of the tobacco industry in Durham adds more detail about labor unrest in North Carolina and some of the impacts of industrialization on workers.

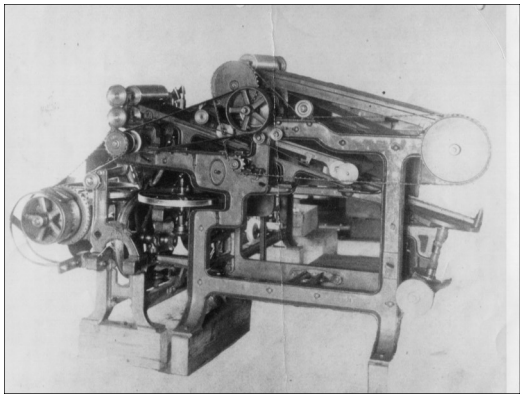
The Bonsack Machine and Labor Unrest

In 1881 James Duke traveled to New York and hired approximately 125 Eastern European Jewish immigrants to hand-roll cigarettes for W. Duke Sons and Company in Durham. These workers were skilled hand rollers, able to roll three or four cigarettes per minute; they had learned the trade in Europe, where cigarettes were first developed, and had worked for a company in New York. At the time of Duke's visit, they were on strike against that New York business, presumably for better wages or shorter hours.

These workers moved to Durham and started work for the Dukes. By 1883, the workers were rolling 250,000 cigarettes daily. In 1884, however, James Duke learned of a recently invented machine that could theoretically roll as many cigarettes in a day as 48 workers could make. This machine was known as the Bonsack machine after the name of the inventor, James Bonsack. Companies were reluctant to invest in the machine, because they believed consumers preferred hand-rolled cigarettes and also because the machine often broke down. But with the help of a mechanic from the Bonsack Company, James Duke was able to get the machine to work well. He also arranged for the Dukes' company to get the machines at a cheaper rate than his competition could.

This February 10, 1883 illustration from Frank Leslie's Illustrated *shows workers in a Virginia factory rolling cigarettes by hand. In 1881 James Duke hired 125 Eastern European immigrants to move to North Carolina to hand roll cigarettes. Photo courtesy of Duke Homestead State Historic Site.*

Some of the cigarette rollers resisted the introduction of the machine. The mechanic who worked on the machine, Tim O'Brien, said he received death threats. Three months after the first Bonsack machine arrived, several workers formed a local chapter of the Cigarmaker's Progressive Union (CMPU). Over the next few years several wrote letters to the union's journal documenting their concerns.



Workers in the Duke factory were concerned about the introduction of the Bonsack machine, which could roll as many cigarettes in a day as 48 hand-rollers. Photo courtesy of Duke Homestead State Historic Site.

In 1885 James Duke met with the National Executive Board of the union and cut the number of cigarettes that union workers were allowed to make. This reduced how much money union members could earn. Duke also installed a second machine.

In 1885 the Durham chapter of the CMPU closed when the union became exclusively a union for cigar makers. Some workers joined the Knights of Labor, but factory foremen threatened to fire any members of the Knights.

Eventually most of the Jewish hand rollers left Durham. According to one author, the workers were given $25 in severance pay, which would have been equal to several weeks' pay. Some workers stayed to train their replacements, native North Carolinians who were hired to roll cigarettes at a lower salary.

By 1888, all cigarette rollers had been replaced by machines, according to an August 23, 1888, letter written to the Knights of Labor's publication, the *Journal of United Labor*. "Machinery... is the curse of the laborer," wrote the author. The writer criticized the ingratitude of a local cigarette manufacturer who "owes his mills and fortune to the cigarette makers who today are thrown out of employment."

ACTIVITY:

1. Pretend you are a cigarette roller working for the Dukes in 1885. Write a letter to the journal *Progress* expressing your concerns about the Bonsack machine.

[Source: Much of the information in this article came from Jennifer Farley's "Socialism & Trade Unions in Durham, North Carolina: 1881 to 1886," which appeared in the Fall 2000 issue of the *Gold Leaf,* a publication of Duke Homestead State Historic Site.]

Activities: Working in a Tobacco Factory

In 1926 the *Durham Morning Herald* printed an interview with Laura Cox, who had started working for the Dukes in the early 1880s. She described how cigarettes were rolled by hand at that time. This method would have been the same method used by the Jewish cigarette rollers who had moved to Durham in 1884 and who taught native North Carolinians how to roll cigarettes.

READING:

> "One started the day's work off by getting a supply of tobacco on her table. A good day's work was considered to be the production of about 2,000 cigarette[s], and it took about two pounds and three ounces of tobacco for every thousand cigarettes. . . .After getting the tobacco on the table the employe[e] took a portion of it and put it under a damp cloth. This was done in order that the tobacco would retain its freshness until it was used up. After getting the tobacco all under the cloth it was pressed flat so as to get it in better form to work with….The employe[e]s would take a portion of the tobacco from under the cloth and place it on the table directly in front of her. . . . Directly in front of the employe[e] was a small paste-board square called the 'kleunky' on which the actual rolling was done. Taking the tobacco up in one hand, it was placed on the paper very carefully, particular attention being given to its smoothness and the clean appearance of the paper it was being wrapped in. After the cigarette had been rolled, it was stuck together with paste which every operator had in easy reach. . . . . When the employe[e] had made a good number of cigarettes, she would stack nine of them between her fingers and trim the ends with a pair of sheers [*sic*]. This operation required great skill for it was very easy to ruin several cigarettes with one miscut with the sheers."
>
> —January 17, 1926 *Durham Morning Herald,* on microfilm at the State Library

QUESTIONS:

1. Based on Laura Cox's description, do you think rolling cigarettes by hand required skill?

This illustration from the Jan. 15, 1887, issue of Harper's Weekly *shows women hand rolling cigarettes in a Virginia factory, following the same process that Duke employee Laura Cox described in her interview. Photo courtesy of Duke Homestead State Historic Site.*

2. If workers were able to roll 3 cigarettes per minute, how many hours would it take for them to roll 2,000 cigarettes, which was the expected amount per day?

3. The picture above can reveal clues about the division of labor in factories according to gender and race. Study the picture and answer the following questions: What race are the employees working in the cigarette rolling room? Who is actually rolling cigarettes? What do you think the men are doing?

4. Like many other factory workers at the time, cigarette rollers were working 6 days a week, for 10 to 12 hours at a time. Try to imagine what your life would be like today if you had to work 60 to 72 hours per week. What activities would you have to give up?

Activities: Other Signs of Labor Unrest in the Tobacco Industry

Going on strike was one ways for workers to seek better pay and better working conditions. During the Gilded Age in North Carolina, some workers did go on strike, but they usually did not succeed in getting what they wanted. Read the following newspaper excerpts to discover some of the challenges that striking workers faced.

READING:

"According to the Raleigh *Sentinel* the hands employed at Blackwell's tobacco factory, at Durham, struck work about breakfast time and walked out of the house. Bill Hammitt, as they call him, took the next train for Petersburg and brought up on Tusday [*sic*] forty picked hands to fill the places of the strikers. And now the strikers are "lonely and sad" and nothing to do."

—*Greensboro Patriot*, Sept. 8, 1875, on microfilm in the State Library

QUESTIONS:

1. What happened to the workers who went on strike?

2. If you were an employee at another company and saw what happened to the Blackwell workers, would this make you more or less likely to join a strike at your company?

3. What seems to be the writer's attitude toward the workers?

READING:

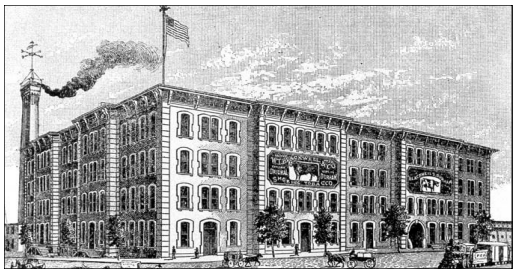
On August 6, 1881, *The U.S. Tobacco Journal* described an attempted strike in the Bull Durham factory. Read the excerpt below to learn what choices were offered to the strikers.

"W. T. BLACKWELL & CO. SETTLE A STRIKE QUICKLY"

"On Friday morning the cigarette hands in the factory of Blackwell & Co., Durham, N.C., eighty-nine in number, on entering their department very coolly took their seats and turned their backs upon their work. It was soon perceived that a strike was on foot. Mr. W. T. Blackwell was sent for at once. He is not a bit of an orator, but a most effective speaker, going at once to the point. He asked what was wanted. The leader, an Englishman, announced that they wanted the discharge of the inspector of cigarettes, and they wanted more pay. 'As for the first,' said Mr. B., 'I propose to run this establishment. I selected my inspector. The reputation of my factory depends on my judgment. As for more pay, I will not yield to demands made in this way. Now let every one of you go back to his work. I will give you one minute to do that. If not, there is a door big enough for you all to go out fast enough. Take your choice.'

"All went back to work, and thus ended the strike.

"But to guard against a recurrence, Mr. Blackwell dispatched a representative to New York by the evening train to engage a sufficiency of first-class workmen."



In 1875 and 1881 workers at W. T. Blackwell's company went on unsuccessful strikes, with unfortunate results. Image courtesy of the North Carolina Collection, Durham County Library.

QUESTIONS:

1. What choice did Blackwell give to the strikers?

2. Given the statement that Blackwell has sent a representative to New York, what do you think will happen to the strikers?

3. What attitude does the writer express toward the workers? What attitude is expressed toward Blackwell? Find specific words or phrases to support your answer.

Activities: Unionization and Reactions to the Knights of Labor

During the Gilded Age, many workers joined unions in hopes of improving their working conditions and wages. An example of the popularity of unions early in the Gilded Age is shown by the fact that between 1877 and 1880, the number of national unions grew from three to eighteen.

The Knights of Labor was one national organization that some North Carolina workers joined. In its 1878 platform, or statement of goals, the Knights of Labor expressed concern about the accumulation of wealth by some people and the possible "pauperization," or impoverishment, of workers. It called for the reduction of the workday to 8 hours; the prohibition of the employment of children under age fourteen in factories, workshops, and mines; equal pay for men and women; and more. It also called for the use of arbitration, or negotiations, rather than strikes, "whenever the employers and employees were willing to meet on equitable grounds."

The Knights of Labor opened its first assembly in Raleigh in 1884 and expanded into most counties in North Carolina, but made little progress toward its goals in the state. Resistance from business managers limited its effectiveness. In addition, the fact that the union was open to both whites and blacks made it unpopular among many white southerners, who resisted the idea of social equality between blacks and whites.

An editorial in a Durham newspaper expressed concern about the Knights of Labor. Read the following excerpts to understand the author's concerns and how these concerns reflect common attitudes among some whites of the time.

"Social equality has a bitter taste to us, although it is a sweet morsel to some people of the North. . . . "

—1887 editorial in The Tobacco Plant *newspaper, criticizing social equality between whites and blacks in the North and by extension criticizing the Knights of Labor, which was open to both blacks and whites*

READING:

The Tobacco Plant Feb. 2, 1887, p.2

"The 'Pauper Labor of the South'"

"Some of the Northern newspapers are devoting more space than brains to an alleged 'discussion' of the 'pauper labor of the South.' As a rule, the men who indite these editorials are as ignorant of Southern institutions, the people of this section and the relations existing in Dixie between employer and employed as a razor-back hog is of artillery practice. . . .

"Now the writer has seen a good deal of the North and its 'institutions' of late years. It is a great country—a very great country in many respects. There are a great many things, animate and inanimate, to be seen there which we do not have in North Carolina or in the South. Their cities are larger and their business buildings are bigger than ours. Their hotels are conducted on a more extensive scale—we stopped at one in Ohio where whites and blacks occupied adjoining rooms, sometimes the same room, and ate at the same table. At another hotel in the same State the proprietor was found to be a very black man and his wife a very white woman, and the 'guests' of both races were waited on by tolerably white servant girls. That is one of the 'animate' things which we do not have here. . . . It is a matter of taste. But our 'guardians' of the North are slow to concede that we have a right to taste as we do. Indeed, some of them tell us we have no business to taste at all unless we taste as they taste. Social equality has a bitter taste to us, although it is a sweet morsel to some people of the North, and because it is not palatable to our social stomachs they want to force it down our throats. . . ."

QUESTIONS:

1. What does the writer mean by 'social equality?'
2. What can you learn about how blacks and whites interacted in North Carolina in 1887? What forms of segregation in the state are implied by this editorial?

Activities: Reactions to the Knights of Labor (continued)

The editorial continues on Feb. 16, 1887:

> "We have no fear of anarchy, socialism, or social equality gaining a foothold among the Knights of Labor *of the South*. On the whole, we think the organization is a good thing for men who have trades and laborers generally in the cities. . . . If a manufacturer of cigars, say, can pay a man a dollar a hundred for making a brand of cigars which he can sell at a price which will allow him a reasonable profit, after paying for the tobacco, the tax and the skilled labor at that rate, he ought to do it, and the cigar makers union would be likely to see that he did do it. On the other hand, if the employe[e] should want two dollars per hundred for making the same brand, the manufacturer would lose money by paying such a price and of course, the increase could not and therefore would not be given unless there was a corresponding increase in the price of that brand of cigars. In the latter case the request should be acceded to. Suppose there was a 'scab' ready to take his place, at the old price, did you say? Well, if we were the employer we would not hire the 'scab,' but if we did so employ him you would have no right to destroy our property nor would you be justified in mobbing the 'scab.'. . . The best thing and about the only thing you could lawfully do would be to make a 'union' man of the 'scab.'"
>
> —Excerpts of editorial from *The Tobacco Plant*, on microfilm at the State Library

QUESTIONS:

1. Think about the scenario described by the writer, in which workers at a cigar factory ask for a higher wage and presumably go on strike. Other people, whom the writer calls "scabs," are willing to take the workers jobs at a lower rate of pay. ("Scab" was a common and critical term at the time to refer to someone who breaks a strike.) Why do you think some people would be willing to work for lower pay?

2. What would you do if you were a worker who had gone on strike and you could not convince the "scab" to join the strike?

3. What fears does the writer express about the possible actions of strikers when other workers break the strike?

4. What would you do if you were an employer and someone agreed to work at a lower pay than the strikers are demanding?

5. The writer says that if an owner can give a raise to his employees and still get a reasonable profit, he should do so. Can you see a problem with this statement? Who determines what is a reasonable profit?

Activities: Some Effects of Using Machines in Factories

The invention and growing use of machines in factories during the Gilded Age meant that factories could produce more items more cheaply than if all the work were done by hand. There were some benefits to the use of machines. Because machine-made items could be sold for a lower price than hand-made items, consumers could buy more products. As consumers bought more, the demand for products increased, which meant factories could grow and hire more workers. And as noted before, many workers were glad to have a steady paycheck from a factory, rather than trying to make a living from farming.

Washington Duke and his sons first began processing smoking tobacco by hand in a corn crib, a building formerly used on their farm to store corn. This 1904 photo shows Washington Duke posing next to his first "factory." *Photo courtesy of Duke Homestead State Historic Site.*

But machines posed problems for workers as well. As noted in the discussion about the Bonsack machine, machines sometimes replaced skilled workers, who lost their jobs or who might be given the chance to work at a lower paying, less skilled jobs. In addition, some machines posed health risks to workers. For example, loud machines could damage workers' hearing. One textile worker, who worked in Durham's textile mills in the 1900s, recalled that it was not until the 1960s that workers were required to wear ear plugs; by then, she noted, it was too late for many workers, who had already lost their hearing. In addition, machines used in the textile industry put a lot of cotton lint into the air. This lint was inhaled by the workers, and many of them would develop breathing problems years later.

Machines, with their rapidly moving parts, could also injure people. One history of the company that made Bull Durham tobacco notes a few of these injuries: In 1889 a worker named Joe Bynum had his hand caught in a cylinder and suffered a broken finger and severe cuts on his hand. Another worker, Wayland Rollins, operated a machine to cancel revenue stamps and had his foot crushed in the machine.

Again the tobacco industry offers examples of both the benefits that factory owners found in using machines and some of the dangers posed to those working with the machines.

READING:

Read the following passage about how the Dukes processed tobacco on their farm, when they first started their tobacco business.

> "My farm was 2 ½ to 3 miles from Durham. I ran the farm and manufactured tobacco at odd times. Everything was done by hand. We beat the tobacco up with sticks by hand when it was dry, and then run it through a fine wire sieve. With the help of my boys we could put up 400 to 500 pounds per day."
>
> —Quote by Washington Duke, from an April 5, 1896, article in *The News and Observer*, on microfilm in the State Library

QUESTION:

1. Washington Duke is describing a time when he and his three sons were producing smoking tobacco by hand. If four people were working and making 500 pounds per day, how many pounds of tobacco did each person produce?

READING:

The following description of the Dukes' tobacco factory appeared in an April 5, 1896 article in the *News and Observer*.

> "[The tobacco] then passes into a granulating machine, not the old fashioned method of f[l]ailing it to pieces with poles, adopted by

Activities: Some Effects of Using Machines in Factories

Mr. Washington Duke, when he first established this great establishment, but immense machines run by steam and crushing the leaf into granulated particles as fast as a man can feed the leaf into it. It goes from here into oscillating sieves, where all the dust and finer particles are taken out of it. . . .The factory has a daily production of . . . ten thousand pounds of smoking tobacco."

By 1874 the Duke family had built a factory in downtown Durham, and by the 1890s they had built a large, brick factory where hundreds of employees worked. Photo courtesy of Duke Homestead State Historic Site.

QUESTIONS:

1. What might be some of dangers of working with a granulating machine? Think not only about the crushing of the leaves but also the dust generated by this process.

2. Who set the pace of work—the workers or the machines? What challenges might this pace pose for workers?

3. In 1896 the factory was producing 10,000 pounds of smoking tobacco daily. How much of an increase is this production when compared to the 500 pounds being produced daily by hand in 1866? How many people would be needed to produce 10,000 pounds a day if the work were still being done by hand?

4. If you owned a factory, would you choose to use a machine to do this work or would you hire workers to do it?

Activity: The Employment of Women and Children in Factories

As North Carolina families left their farms and began to work in factories, they found themselves working long hours for low pay. Often women and children would work in the factories with the men to help support their families. Indeed, in some textile towns, where homes were owned by the factory owners, a family had to provide a worker for every room in the house where they lived. This encouraged women and children to work.

The use of machines also encouraged the employment of women and children, because some of these machines did not require great physical strength to operate. This was especially true in the textile mills. In addition, factory owners liked to employ women and children because it was considered acceptable to pay them lower wages.

READING:

Review the following information from the Industrial Schedule of the 1880 census to learn more about the employees of the W. Duke, Sons & Company:

Average Number of Hands Employed

Males Above 16 Years:	40
Females Above 15 Years:	0
Children and Youth:	20

Wages and Hours of Labor

Number of Hours in an Ordinary Day of Labor

May to November	11
November to May	10

Average Day's Wages for a Skilled Mechanic	$1.50
Average Day's Wages for Ordinary Labor	$.40

QUESTIONS:

1. How many young people under the age of 16 worked in the W. Duke, Sons & Company factory in 1880?

2. If you worked 10 hours a day and received 40 cents per day as payment, how much money are you being paid for each hour's work?

Activities: Division of Labor by Race

In the tobacco industry, as in other industries, there was a division of labor between the work that whites did and the works that blacks did. Generally, whites were given the higher paying jobs, while jobs for African Americans were lower paid and involved more manual labor. In addition, men were generally paid a higher wage than women received.

A study of primary sources can reveal hints about gender and racial divisions of labor. Read the following ad to learn about the race and gender of the workers the Duke tobacco company hired to make cigarettes:

"WANTED! 25 White Girls to Make Cigarettes. W. Duke, Sons & Co."
—*The Tobacco Plant,* Jan. 11, 1882

Examine this drawing of women working in a cigarette rolling room for the Allen and Ginter Company in Virginia. The image comes from the February 10, 1883, issue of *Frank Leslie's Illustrated Newspaper.*

QUESTIONS:

1. What race are the women in the picture?

2. In the center of the picture there is one African American man. What job does he appear to be doing? Would this be a physically demanding job?

In tobacco factories blacks often worked as stemmers, removing the stems from each tobacco leaf. This job was usually done in rooms that were kept warm and humid to make the leaf more pliable. African Americans also prepared tobacco leaves to make plug, or chewing, tobacco. A visitor to the P. H. Mayo and Brother plug factory in Richmond, Virginia, noted both the hot working conditions of the factory as well as the skill of the African American workers.

This picture from the January 15, 1887, issue of Harper's Weekly *shows black women stemming tobacco (removing the central stem from tobacco leaves). During the Gilded Age in the South, black and white factory workers usually worked in different rooms doing different jobs, with African Americans generally given lower paying and more physically demanding work.*

READING:

"After being taken from the hogsheads in which it is received, the leaf tobacco is first sorted into its several grades; then it is stemmed, sweetened in a mixture of syrup and licorice, steam-dried, shredded, moulded into shapes, cut into dimensions, enveloped in leaf wrappers, weighed, pressed, tagged, and packed for shipments. All this work must be carried on in a temperature of about ninety degrees, as a single blast of colder air would unfit the prepared material for use, and it is all done with the utmost rapidity, precision, and cleanliness."
—*Harper's Weekly,* Jan. 15, 1887

QUESTION:

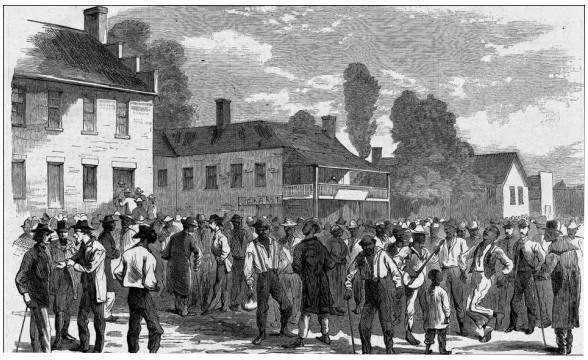
1. Try to imagine working in a 90 degree room.What dangers might this type of temperature pose to workers?

[Source: Information and images from *Harper's Weekly* and the *Tobacco Plant* from the State Library's collection; image from *Frank Leslie's Illustrated Newspaper* from State Historic Sites.]

Activities: African Americans and Voting Rights

In March 1867, as part of its Reconstruction Acts, the U.S. Congress required that the defeated Southern states give African American men the right to vote. In 1869 Congress passed the 15th Amendment, which applied to all states. The amendment, which was ratified by the states in 1870, reads as follows:

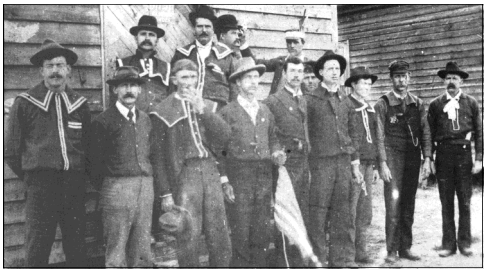
> Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.



After the Reconstruction Acts of March 1867, black men were allowed to vote in the South. This scene shows a crowd of African Americans registering to vote in Asheville. The article stated, "The late slaves of the South have exhibited unusual interest in the work of registration, their first necessary step toward securing the privilege of suffrage which they esteem so highly." Scene from the September 28, 1867 issue of Harper's Weekly*, from the State Library's collection.*

Though some southern whites supported the right of blacks to vote, others used violence and intimidation to discourage black voting and to erode the alliance between blacks and white Republicans. Over time many southern states changed voting laws to disenfranchise black men, but they were careful to do so in a way that did not appear to violate the 15th Amendment of the U.S. Constitution.

In North Carolina some white Democrats used intimidation tactics to keep away black voters and to win control of the state legislature in 1898. In Wilmington they also carried out a violent overthrow of city's government that resulted in the deaths of an unknown number of blacks and the departure of many blacks from the city and the state. Much more can be learned about this brutal event by reading the Wilmington Race Riot Commission's report at the web site www.ah.dcr.state.nc.us/1898-wrrc/report/report.htm.



Red Shirts, such as these men from Laurinburg, intimidated black voters in 1898 by parading through African American communities with their guns in view. Photo from the State Archives.

With the Democrats in power, the North Carolina legislature wrote an amendment to the state constitution in 1899; the amendment was approved by voters in 1900. This amendment required a literacy test and a poll tax for men who wished to register to vote.

Many poor whites and blacks at this time were unable to read and write and could not pass the literacy test required for voting.

Read the following selection of the law to understand how the law allowed illiterate whites to vote, but not most illiterate blacks.

READING:

> Article 6, Section 4: Every person presenting himself for registration shall be able to read and write any section of the constitution in the English language and before he shall be entitled to vote he shall have paid on or before the first day of March of the year in which he proposed to vote his poll tax as prescribed by law….
>
> But no male person who was, on January 1, 1867, or at any time prior thereto, entitled to vote under the laws of any state in the United States wherein he then resided, and no lineal descendant of any such person, shall be denied the right to register and vote

Activities: African Americans and Voting Rights

at any election in this state by reason of his failure to possess the educational qualifications herein prescribed. . . .

—Constitution of the State of North Carolina, as published in *Public Laws and Resolutions of the State of North Carolina Passed by the General Assembly at Its Session of 1901,* in the State Library's collection.

QUESTIONS:

1. Many black men in North Carolina in 1899 had either been slaves before the end of the Civil War or had ancestors who had been slaves. Before the Reconstruction Acts of March 1867, these men did not have the right to vote.

   Many of these men were also illiterate. Would they have been able to vote under North Carolina's new law, which stated an illiterate person could vote if he or his ancestors had been able to vote prior to Jan. 1, 1867?

2. Does this North Carolina amendment mention race? Why do you think the writers of the amendment were careful not to mention race as a reason to keep a person from voting?

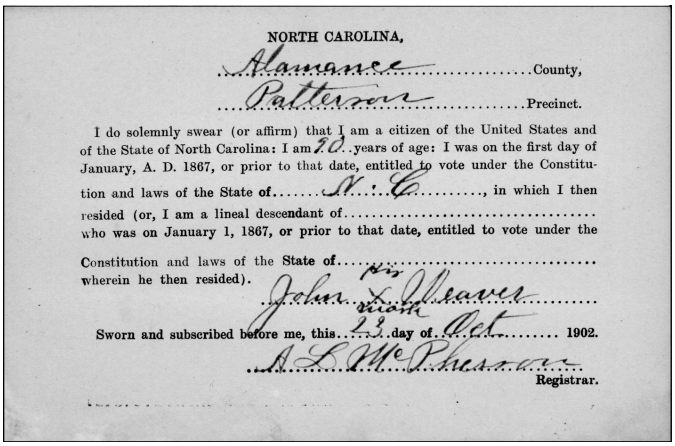
READING

Even though race was not mentioned in North Carolina's amendment, it was commonly understood that the reason for this amendment was to prevent blacks from voting. Read the following excerpt from a letter describing a speech given in support of the amendment.

"Politics is getting hot in this county now. Papa is speaking nearly every day and a good many nights also. . . . Papa and Hayes spoke there [at Silk Hope] again and they did good work too. . . . Papa had last speech and at the end he told every body who were in favor of white supremacy and were for the amendment to stand up, and every body there stood up."

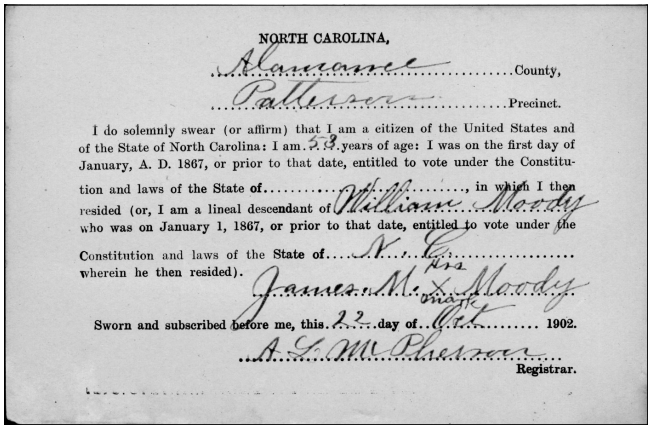
—July 6, 1900 letter by John London, from the Henry Armand London Papers, N.C. State Archives

The State Archives has examples of voter registration cards from Alamance County in 1902, after the new amendment took effect. Study the following cards to learn more about these voters.


NORTH CAROLINA,
Alamance County,
Patterson Precinct.
I do solemnly swear (or affirm) that I am a citizen of the United States and of the State of North Carolina: I am 70 years of age: I was on the first day of January, A. D. 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of N. C., in which I then resided (or, I am a lineal descendant of ..... who was on January 1, 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of ..... wherein he then resided).
his
John L. Weaver
mark
Sworn and subscribed before me, this 23 day of Oct 1902.
A. L. McPherson
Registrar.

1. Would this voter have been able to read or write any section of the constitution as required by the new amendment? Look at the voter's signature to find a clue that shows this person was unable to read and write. (The first signature is the voter's; the second signture is the registrar's.)

2. Why was this voter allowed to vote, even though he was unable to read or write?


NORTH CAROLINA,
Alamance County,
Patterson Precinct.
I do solemnly swear (or affirm) that I am a citizen of the United States and of the State of North Carolina: I am 53 years of age: I was on the first day of January, A. D. 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of ....., in which I then resided (or, I am a lineal descendant of William Moody who was on January 1, 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of N. C. wherein he then resided).
his
James M. X Moody
mark
Sworn and subscribed before me, this 22 day of Oct 1902.
A. L. McPherson
Registrar.

1. Notice that this voter, who was also unable to read and write, was not eligible to vote in 1867. (He would have been 18 in 1867, too young to vote.) Why was he allowed to vote in 1902?

Activity: The Stories of Charles Waddell Chesnutt

The stories of Charles W. Chesnutt offer one way to gain insight into race relations in the South during the Gilded Age. Chesnutt was born in 1858 in Cleveland, Ohio, as the son of free blacks who had emigrated from Fayetteville, N.C. Shortly after the end of the Civil War, the family moved back to Fayetteville, where Chesnutt attended a school founded by the Freedman's Bureau. He later became a teacher and by 1880 was the principal of the Fayetteville State Normal School for Negroes. He married and in 1883 moved with his new family back to Cleveland, Ohio, where he hoped to have better opportunities and a chance to pursue a writing career.

Chesnutt published two collections of short stories and three novels. His fiction illuminates many aspects of African American experience in the South. His short story, "The Bouquet," for example, explores issues of prejudice and segregation in telling the story of a white teacher and a young black student, named Sophy. When the white teacher, Miss Myrover, dies, Sophy tries unsuccessfully to attend the teacher's funeral and burial. The following excerpt from "The Bouquet" offers a telling example of how segregation and prejudice affected daily life.

> "The *cortége* reached the cemetery and filed slowly through the gate; but Sophy stood outside, looking at a small sign in white letters on a black background: -
>
> " *'Notice.*This cemetery is for white people only. Others please keep out.'
>
> "Sophy, thanks to Miss Myrover's painstaking instruction, could read this sign very distinctly. In fact, she had often read it before. For Sophy was a child who loved beauty, in a blind, groping sort of way, and had sometimes stood by the fence of the cemetery and looked through at the green mounds and shaded walks and blooming flowers within, and wished that she might walk among them. She knew, too, that the little sign on the gate . . . was no mere formality; for she had heard how a colored man, who had wandered into the cemetery on a hot night and fallen asleep on the flat top of a tomb, had been arrested as a vagrant and fined five dollars, which he had worked out on the streets, with a ball-and-chain attachment, at twenty-five cents a day. Since that time the cemetery gate had been locked at night.
>
> "So Sophy stayed outside, and looked through the fence."

—Text taken from pp. 287-288 from "The Bouquet," published in *The Wife of His Youth and Other Stories of the Colored Line*.

"FOR WHITE PEOPLE ONLY. OTHERS PLEASE KEEP OUT"

This illustration from Chesnutt's story "The Bouquet" shows Sophy, an African American girl, peering through the gate of the cemetery, which was open to whites only.

ACTIVITY:

Visit http://docsouth.unc.edu/southlit/chesnuttwife/cheswife.html to find an electronic copy of Chesnutt's short story collection, *The Wife of His Youth and Other Stories of the Colored Line.* Read the full text of "The Bouquet," which runs from page 269 to page 290, and answer the following questions.

1. In what period of history does the story take place? In which state is the story set?
2. What happened to Mary Myrover's father and brother? What do you learn about the financial situation of the Myrover family? Why are they in this situation?
3. What do you learn about the education of black children during this period?
4. What do you learn about the personal interactions of whites and blacks during the period?
5. List incidents in the story that point to segregation in the state at the time.

[Source: The image and the excerpt of Chesnutt's story were copied from *Documenting the American South*'s electronic copy of "The Bouquet." This work is the property of the University of North Carolina at Chapel Hill. It may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text.]

The Columbian Exposition: A Celebration of the New

The Gilded Age was a time of innovation, when new inventions changed how Americans lived and worked in both large and small ways. The invention of the telephone, for example, began to change the way people communicated, and the development of the typewriter resulted in thousands of American women gaining jobs in the work force as typists, a low-paying job that most men did not want. Examples of Gilded Age inventions that continue to be used today include light bulbs, electric fans, cash registers, motion picture cameras, aspirin, paper cups, zippers, dishwashers, escalators, vacuum cleaners, carbonated soda, and gas-powered cars.

The World's Columbian Exposition, held in Chicago in 1893, featured many of these new creations and offered a chance for some Americans to see these inventions for the first time. More than 27 million people visited this fair, which covered 633 acres of land and featured large buildings housing exhibits on the fine arts, machines, agriculture, the states, the culture of other countries, women's accomplishments, and more.

One innovation that the Exposition particularly celebrated was how electricity could be used to power lights, machines, and transportation. The fair's buildings were illuminated at night by electric lights, and electric boats plied the waters of the lagoon that had been created for the fair. The exposition even had an Electricity Building, featuring items such as electric lamps, elevators, irons, stoves, fans, and sewing machines.

The Exposition also introduced Americans to foods we take for granted today, such as hamburgers, Cracker Jacks, and Quaker Oats. For entertainment visitors could ride the first Ferris Wheel; see reproduction "villages" representing countries such as Algeria, China, and Germany; watch performances and hear music by people from other countries, and more.

North Carolinians were among the crowds of people who visited the exposition. In July 1893 members of the Weil family of Goldsboro traveled to Chicago to see the fair. Their letters home detail some of the inventions they saw as well as the excitement they felt.

Visitors to the 1893 Columbian Exposition could see some of the inventions of the age, such as the phonograph, electric light bulbs, electric elevators, the first Ferris wheel, and more. They also could send home picture postcards, another recent invention of the Gilded Age. This postcard was sent by Leslie Weil to his family in Goldsboro, NC. From the Gertrude Weil Papers, State Archives.

READING:

"After supper we saw the electric fountains, there are 2 of them & each has about 30 streams arranged in 3 circles that can be regulated at different heights & shapes & different colored lights can be turned on at will, white, red, purple, green in different shades. It is a beautiful scene—beyond all comparison."

—July 15, 1893 letter from Leslie Weil to his family, Gertrude Weil Papers, State Archives

"I also rode on the moving sidewalks two or three times. It extends from one end of the pier to the other…We rode all around the lagoon in an electric launch and saw the electric fountain which I admired greatly."

—July 26, 1893 letter from Herman Weil to his family, Gertrude Weil Papers, State Archives

ACTIVITY:

1. Pretend you are one of the visitors to the Columbian Exposition in 1893. Write a letter home describing some of the inventions you have seen or new food you have tried as well as your reactions to them.

Lunsford Richardson: Inventor of Vick's VapoRub

During the Gilded Age, North Carolinians were also producing new products. One of the most famous North Carolina inventions of the Gilded Age was Vick's salve, later known as Vick's VapoRub. Read the following article to learn more.

READING:

"You may not recognize his name, but you've probably used his cold remedy. Lunsford Richardson was a pharmacist in Greensboro at the turn of the twentieth century. Like many druggists of his day, he made medicines for treating minor ailments. His biggest-selling remedy was Vicks Croup and Pneumonia Salve. We know it today as Vicks VapoRub.

"Lunsford Richardson grew up on a plantation near Selma in Johnston County in the mid-1800s. He was the youngest of five children. During the Civil War his father served in the Confederate army. The boy saw how the war ruined North Carolina's economy. He dreamed of establishing a worldwide business that would help the state prosper once more.

"After he graduated from Davidson College, Richardson became principal of Little River Academy in Cumberland County. In 1880 while he was visiting his sister in Selma, he decided to switch to a career that would help him achieve his dream. He used his savings to purchase a small drugstore and soon began concocting home remedies such as liver pills, headache powders, and liniment.

"Richardson's children inspired him to invent his most successful remedy. When all three caught bad colds at the same time, they were treated in the usual manner of the day. A cloth spread with warm medicine, called a poultice, was placed on each child's chest, and a vaporizer lamp circulated the medicine to clear up the congestion. The kids got well, but Richardson thought he could come up with a better treatment.

'What he came up with was a medicine that combined a poultice and a vaporizer. Richardson mixed menthol, camphor, oil of eucalyptus, and other ingredients with petroleum to create a salve. When the soothing salve was rubbed on the chest, the person's body heat released the salve's vapors to make breathing easier.

Gilded Age inventor Lunsford Richardson developed a salve that later became famous as Vick's VapoRub.
Photo courtesy of the N.C. Museum of History.

"Richardson used his brother-in-law Joshua Vick's last name, rather than his own for the product, because he thought it was easier to remember. Once customers tried the salve, it practically sold itself. As a result, he decided to market it to a wider audience. And in 1898 he founded the Lunsford Richardson Wholesale Drug Company.

"In 1907 H. Smith Richardson, the inventor's son, became the company's sales manager. He started selling Vicks salve throughout the Southeast and soon suggested that the name be changed to Vicks VapoRub. Later, product demonstrations, free goods to druggists who placed large orders, and newspaper coupons for free samples attracted new customers across the country. In 1922 the company mailed five million VapoRub samples to people in rural areas west of the Mississippi River.

"Vicks VapoRub eventually became a household name in the United States and beyond. When Lunsford Richardson died in 1919, sales of VapoRub had topped $3 million. When his son passed away in 1972, sales had climbed to $450 million! Vicks VapoRub has been a popular cough and cold remedy for nearly 100 years. Lunsford Richardson's dream of a worldwide empire has definitely come true."

ACTIVITY:

1. Write a slogan for Vick's VapoRub. How would you use your slogan to sell the product?

[Source: This article, written by N.C. Museum of History staff, originally appeared in the May 21, 2004, News and Observer.]

Mansions and Mill Homes: The Contrast in How People Lived

Throughout America's history, people have always lived in different kinds of homes, depending on how much money they had. But during the Gilded Age the contrast between the rich and the poor became much more visible, as some people grew extremely wealthy and built lavish mansions, while others lived in simple homes and even cabins.

North Carolina has one example of a Gilded Age mansion, the Biltmore House in Asheville. Built from 1889 to 1895, this 250-room home required the labor of hundreds of workers and cost millions of dollars to build.

Though most people in North Carolina could not afford to build a mansion like the Biltmore House, upper-class and some middle-class people could afford to build attractive homes with many of the modern conveniences such as indoor plumbing, electric lights, and some form of heating.

Meanwhile farmers, factory workers, and mill workers often lived in simple three or four-room homes, while some sharecroppers and tenant farmers continued to live in log cabins that were built before the Civil War.

Compare the pictures of the following homes and imagine what life was like for people living in these homes.

Activity: Comparing Homes

The Biltmore House (Asheville, N.C.)

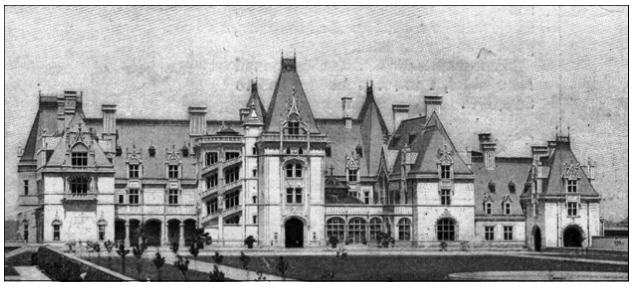


Image from the November 28, 1896, issue of Harper's Weekly*, in the State Library's collection.*

The Biltmore House was built in Asheville in the early 1890s for George Vanderbilt, whose family had made its fortune in the railroad industry. Biltmore contains four acres of floor space and was originally was surrounded by 125,000 acres of land. Some notable features in the house include a dramatic staircase off of the entrance hall; a large banquet hall with a seventy-foot high ceiling; bathrooms with indoor plumbing and hot and cold water for the tubs; a smoking room for the men; an indoor swimming pool; an indoor winter garden furnished with small palm trees; servants rooms; and more.

1. What features indicate that this house was built by a very wealthy person?

The Executive Mansion (Raleigh, N.C.)

Image courtesy of the State Archives.

Built between 1883 and 1891, the Executive Mansion in Raleigh is the official residence for North Carolina's governors. It includes 35,000 square feet of living, office, and storage space and has more than 50 rooms. The first floor includes a parlor for ladies and a parlor for gentlemen, reflecting the Victorian tradition of having separate rooms for men and women to talk after meals. The mansion sits on five acres of land and cost $58,843 to build.

1. What aspects of the Executive Mansion show that this building is intended for someone with an important status in the state?

Activity: Comparing Homes

Benjamin Duke's house (Durham, N.C.)

Image courtesy of the State Archives.

Benjamin Duke, who like the rest of his family became wealthy through the Duke family's tobacco business in Durham, built an attractive home in the late 1880s. Although there are no known pictures of the inside of the house, two newspaper articles reveal some insight into what the house looked like.

According to a January 25, 1889, article in the *Tobacco Plant* newspaper, the home had "all the modern improvements, heater, hot and cold water, electric lights, etc." The article also praised the relief painting that decorated the house, especially the dining room decorations, which cost about $500, and the overhead decoration in the halls showing cupids, birds, and tropical scenes. A Feb. 22, 1902, article in the *Durham Morning Herald* mentioned some of the rooms on the first floor, including a drawing room; a reception room; a dining room; a sitting room; and a library. (These articles can be found in the microfilm collection of the State Library.)

1. What are some features that indicate this house was built by a wealthy person?

Mill worker's house

In 1899 D. A. Tompkins, who built several cotton mills in North Carolina, wrote a textbook about cotton mills for use by textile schools and investors. Called *Cotton Mill, Commercial Features*, this book offers several sample floor plans for mill houses and makes suggestions about how these homes should be built.

According to Tompkins, each house should be on a half-acre lot, which gives families enough room to raise a flower and vegetable garden while not giving them too large a lot to maintain. As he notes, "Most families have scant time to devote to gardening, because so many members of the family are occupied in the mill" (p.117).

Tompkins also notes that each house usually has its own privy, or outhouse, which would be located outside the home, rather than having indoor bathrooms with plumbing.

The image below shows a typical 3-room home in a cotton mill town; Tompkins notes that it cost $325 to build.

Image from Cotton Mill, Commercial Features, *in the State Library's collection.*

1. Imagine what this house looked like inside. Using this picture and your imagination, compare this house to the Biltmore Mansion and Benjamin Duke's house. Name some of the differences.

2. Do you think this house had electric heat and lighting?

Activity: Comparing Homes

Factory superintendent's home

Image from Cotton Mill, Commercial Features, *in the State Library's collection.*

This image shows a house of a factory superintendent, who would have been paid more money than other cotton mill workers. Tompkins notes that this home cost $1,500 to build.

1. How is this house different from the home shown for a typical cotton mill worker?

Home in the mountains

Image by Margaret Morley, courtesy of the N.C. Museum of History.

This picture was taken by Margaret Morley around 1900 in the North Carolina mountains. Cabins like this were typical for many mountain farmers.

1. How many rooms do you think this cabin has? What do you think it looks like inside? How do you think it is heated and lighted?

2. Compare this house to some of the other ones in this article. Name some of the differences.

Activity: Comparing Lifestyles

Left image courtesy of the State Archives; right image courtesy of the N.C. Museum of History.

The Gilded Age was an age of contrast and contradictions. Photographs can help make these contrasts more clear. Study the following pictures. One shows women gathered for a bridal luncheon in New Bern in 1898; the other shows a mountain family gathered on the porch of their cabin around 1900, with one woman spinning thread or yarn.

Questions:

1. Compare the clothing worn by the women in these pictures. What are some of the differences?

2. What are some signs that the women in New Bern are wealthy? Be sure to look at details of clothing as well as items on the table.

3. Write a short story imagining what life was like for the women in the two pictures.

Timeline: North Carolina during the Gilded Age

1870

North Carolina Census Data

Total:	1,071,361
Free white persons:	678,470
Black:	391,650
Indian:	1,241
Other races:	Not Available

The new Cape Hatteras Lighthouse is completed, replacing a structure built in 1802. At 208 feet, it is the tallest brick lighthouse in the nation.

North Carolina native Hiram R. Revels is the first African American to serve in Congress when he becomes a senator for Mississippi.

James Lytch of Scotland County receives a patent for his cotton planter, a popular southern agricultural implement.

June 8: Governor Holden proclaims Alamance and Caswell Counties in a state of insurrection after the Ku Klux Klan perpetrates acts of violence, including several murders. Empowered by an 1869 law, Holden declares martial law and deploys troops to the area. Although the troops fire no shots, more than 100 men are arrested, and some violence occurs. The situation becomes known as the Kirk-Holden War.

1871

February 2–March 23: Democrats, newly returned to power in the legislature, remove Republican governor W. W. Holden from power. They impeach Holden on eight charges, which include illegally raising troops to send to areas not in actual rebellion, arresting citizens illegally, and denying the writ of habeas corpus to those arrested. He is convicted on six charges.

September: Congress, alarmed about recent events in North Carolina, investigates the role of the Ku Klux Klan in the state's politics. Nearly 1,000 men are arrested by United States soldiers for alleged involvement with the Klan, and 37 are convicted. This investigation helps limit Klan activity in the state for a period of time.

This image, taken around 1870, shows a Ku Klux Klan member wearing a frightening mask. Photo courtesy of the N.C. Museum of History.

1872

Susan Dimock, a native of Washington, becomes the first female member of the North Carolina Medical Society. Dimock had to go abroad to find a medical school that would accept women. She received her medical education in Zurich, Switzerland, and practiced at a hospital in Boston as one of the nation's first licensed female doctors.

1873

The North Carolina Press Association forms in Goldsboro.

Thomas Warrick and George Mabson become the first African American lawyers admitted to the North Carolina Bar.

1874

Washington Duke and Sons builds its first tobacco factory in Durham. R. J. Reynolds builds his first tobacco factory in Winston-Salem.

The United States Lifesaving Service begins operating on the North Carolina coast with seven lifesaving stations.

1875

John A. Hyman becomes the first African American to represent North Carolina in Congress. He serves until 1877.

The mining boom town of Ore Knob is chartered in Ashe County. Copper is mined extensively in the area throughout the 1870s and 1880s.

Voters approve 30 amendments revising the 1868 state constitution.

1875–1876

A congregation established in 1867 builds the Temple of Israel, North Carolina's first Jewish house of worship, in Wilmington.

1877

National political Reconstruction ends when newly elected Republican president Rutherford B. Hayes removes Federal troops from the South.

The General Assembly authorizes a normal school for blacks and chooses the Howard School, which opened in 1867 in Fayetteville, as the most promising site because of its academic record in educating black children. The school is renamed the State Colored Normal School (now Fayetteville State University) and designated as a teacher training school. It is the first state-supported institution of higher learning for African Americans in North Carolina.

Timeline: North Carolina during the Gilded Age

Zebulon B. Vance, North Carolina governor during the Civil War, is reelected to the post as Democrats regain control of the state government.

North Carolina creates the State Board of Health.

The USS Huron sinks off Nags Head with the loss of around 100 passengers. The tragedy creates a public outcry for increased government resources for maritime disasters. This wreck, along with the sinking of the Metropolis at Currituck earlier in the year, convinces Congress to expand the United States Lifesaving Service.

Leonidas L. Polk becomes the first commissioner of the newly created North Carolina Department of Agriculture.

1878
James F. Shober, the first known African American doctor in the state to possess an M.D. degree, begins practicing medicine in Wilmington.

North Carolina author Christian Reid, whose real name is Frances Fisher Tiernan, publishes her 10th book. *The Land of the Sky* is a travel novel in which young ladies and gentlemen engage in mild flirtations during a vacation trip to the state's Mountains. The book's title becomes a nickname used ever since to denote the western part of North Carolina.

January 8: Tabitha Ann Holton passes the North Carolina Bar and becomes the first licensed female lawyer in the South.

1879
North Carolina's first telephone exchanges open in Raleigh and Wilmington.

May: S. S. Satchwell becomes the first president of the State Board of Health.

November: Charles N. Hunter and his brother form the North Carolina Industrial Association to try to improve the lives of African Americans by emphasizing economic progress rather than political activity. Hunter's Colored Industrial Fair, held in Raleigh, becomes the most popular social event for blacks in the state. Hunter also starts the O'Kelly Training School in Wake County. In 1917 a Baltimore newspaper calls the school the "finest rural training school in the entire South."

1880
North Carolina Census Data

Total:	1,339,750
Free white persons:	867,242
Black:	531,277
Indian:	1,230
Japanese:	1
Other races:	Not Available

North Carolina has 126 tobacco factories that annually manufacture 6.5 million pounds of plug tobacco and 4 million pounds of smoking and other tobacco, valued altogether at $2,300,000. Tobacco manufacturing eventually becomes centered in Durham, Winston-Salem, Reidsville, and Greensboro.

A government inquiry investigates possible negligence by the staff of the Pea Island Lifesaving Station. Richard Etheridge is appointed to head the station, becoming the first African American station keeper in the United States Lifesaving Service. From 1880 to 1947, the Pea Island station is the nation's only all-black lifesaving facility.

The North Carolina Pharmaceutical Association forms during a meeting held in the state senate chamber in Raleigh.

1881
White Furniture Company in Mebane is founded as North Carolina begins mass-producing furniture.

1882
The first registered Guernsey cattle in the state are imported from Pennsylvania by H. T. Bahnson to his farm in Winston-Salem.

1883
September 11: North Carolina experiences a violent hurricane that kills more people than any other hurricane in the state's history. At least 53 people lose their lives.

1884
Surfmen from the Cape Hatteras and Creeds Hill Lifesaving Stations rescue the nine-member crew of the Ephraim Williams. For their heroic action, seven lifesavers receive the Gold Lifesaving Medal of Honor, the highest award given by the Lifesaving Service.

A Bonsack machine, which rolls cigarettes, is installed at the W. Duke, Sons and Company factory in Durham. The machine rolls 120,000 cigarettes a day, much more than the 15,000 that an individual worker could roll in a 60-hour week.

Timeline: North Carolina during the Gilded Age

The North Carolina Teacher's Assembly is founded at the White Sulphur Springs Hotel in Waynesville. The organization later becomes the North Carolina Education Association.

1885
The current North Carolina state flag is adopted.

The state recognizes the Croatoan Indians, now known as the Lumbee, as an official American Indian tribe.

1886
The Crissie Wright breaks up off Shackleford Banks, inspiring the construction of additional lifesaving stations along the coast down to Wilmington. Eventually, 29 stations exist in North Carolina.

J. T. Williams earns a medical degree and becomes the first licensed African American physician in North Carolina.

1887
A normal school for Indians opens in Pembroke, Robeson County. This school evolves into the present-day University of North Carolina at Pembroke.

Annie Laurie Alexander, born in Mecklenburg County, returns to the state several years after her graduation from Women's Medical College in Philadelphia to become the state's first licensed female doctor.

The North Carolina College of Agriculture and Mechanic Arts (now North Carolina State University) is chartered by the legislature as a land grant college. It opens in 1889.

April 20: The Farmer's Alliance and Cooperative Union, a national grassroots organization, spreads into North Carolina. Former commissioner of agriculture Leonidas Polk becomes its leader in the state. The *Progressive Farmer*, a magazine founded by Polk, becomes the main publication of the national organization. The Alliance encourages North Carolina farmers to band together to fight unfair credit practices among the state's merchants and to bring farm issues into the political arena. By 1891 the Alliance has 100,000 members in the state, but ultimately the organization fails to bring about significant political gains for farmers.

August: Charles W. Chesnutt, the son of freeborn Sampson County African Americans, becomes the first black writer to publish in the *Atlantic Monthly*, a prestigious literary magazine. Chesnutt, principal of the State Colored Normal School (now Fayetteville State University), is known as one of the nation's best African American writers.

1888
James W. Cannon founds Cannon Mills (now Fieldcrest Cannon) in Concord.

The High Point Furniture Manufacturing Company is founded. High Point begins its rise as a major furniture manufacturing center.

May 29: William Henry Belk opens his first retail store in Monroe.

1889
The state's first electric streetcars begin operating in Asheville.

Leonidas Polk is elected leader of the national Farmer's Alliance. The organization is powerful enough that the Democratic Party seeks its support by endorsing issues favored by the Alliance.

The Eastern Band of Cherokee is incorporated under North Carolina law.

Western Carolina University is founded as a semipublic school. It is chartered as Cullowhee High School in 1891, to serve the Cullowhee community and boarding students from neighboring counties and other states. In 1893 the first state appropriation of $1,500 establishes a normal department.

1890
North Carolina Census Data

Total:	1,617,949
Free white persons:	1,055,382
Black:	561,018
Indian:	1,516
Chinese:	32
Japanese:	1
Other races:	Not Available

James B. Duke incorporates the American Tobacco Company from five smaller firms. W. Duke, Sons and Company manufactures half of the cigarettes consumed in the United States.

Because of overproduction, cotton prices drop to an all-time low of 5¢ per pound, down from 25¢ per pound in 1868. Agricultural depression ruins many North Carolina farmers, forcing them into bankruptcy.

Sergeant William McBryar of the

Timeline: North Carolina during the Gilded Age

10th United States Cavalry becomes the first African American from North Carolina to receive the Congressional Medal of Honor. McBryar receives the award for his "coolness, bravery, and marksmanship" during a pursuit of Apache Indians in the Arizona Territory.

October: Congress creates the United States Weather Bureau as a part of the Department of Agriculture.

1890–1895
George W. Vanderbilt's home near Asheville is constructed. Biltmore House is the largest private residence in the nation.

1891
The General Assembly charters the State Normal and Industrial School as the first state-supported institution of higher education for women. It later becomes known as Woman's College (now the University of North Carolina at Greensboro).

The General Assembly charters the Agricultural and Mechanical College for the Colored Race (now North Carolina A&T State University). The school opens in Greensboro in 1893 to teach African Americans practical agriculture and mechanical arts and to provide academic and classical instruction. Thomas Edison patents the kinetoscopic camera, which takes moving pictures on a strip of film.

James Naismith invents basketball in Springfield, Mass.

1892
The Caledonia state prison farm is founded in Halifax County.

James Turner Morehead sets up an experimental electric ore furnace at his family's mill in Spray, Rockingham County, hoping to develop a process for producing aluminum. Instead, Morehead and his associates discover calcium carbide and acetylene gas, providing the foundations for Union Carbide Corporation. The new company develops outside North Carolina.

The first large-scale reforestation on a professional basis starts at the Biltmore Estate near Asheville.

The State Colored Normal School (now Elizabeth City State University), chartered in 1891, opens at Elizabeth City to educate and train African American teachers for North Carolina's public schools.

Slater Industrial Academy (now Winston-Salem State University) is founded.

September: Frank and Charles Duryea of Massachusetts make the first gasoline-powered automobile in the United States.

1893
The Panic of 1893 leads to a major economic depression.

The General Assembly approves Esse Quam Videri ("To Be Rather Than to Seem") as the state motto.

The present-day Governor's Mansion in Raleigh is completed. The former mansion stood in ruins at the end of Reconstruction, and succeeding governors had lived either in private homes or at the Yarborough Hotel.

Waldensians, members of a religious group founded during the Middle Ages, immigrate to North Carolina from Europe and settle the town of Valdese in Burke County.

1893–1898
An era of Fusion politics ensues when Populists and Republicans join together in a coalition to defeat the ruling Democrats. Most Populists are white farmers who feel that the Democratic Party has not addressed their economic concerns. The Fusionists overcome the racial politics that has kept wealthy white conservatives in power.

1895–1896
Caesar and Moses Cone establish the Proximity Manufacturing Mill in Greensboro. Ten years later, they open a second plant, the White Oak Mill, which becomes the largest cotton mill in the South and the largest denim-manufacturing plant in the world. The Cones' denim is a durable, dependable, and lasting fabric for work clothes.

1896
The United States Supreme Court rules in *Plessy v. Ferguson* that "separate but equal" racial accommodations are constitutional.

George Henry White benefits from Fusion politics when he is elected to Congress from North Carolina's Second Congressional District in 1896 and 1898. He is the only African American representative in Congress, where he seeks to promote and protect members of his race. He appoints African Americans to federal positions within his district and introduces the first antilynching bill. White is the last black from

Timeline: North Carolina during the Gilded Age

any state to serve in Congress for the next quarter century.

North Carolina Sorosis, the oldest Federated Women's Club in the state, is chartered in Wilmington.

October 23: The first rural free delivery (RFD) of mail in North Carolina takes place at China Grove in Rowan County.

November: The Republican-Populist coalition elects Daniel L. Russell as governor. He is the only Republican elected to that office in North Carolina between Reconstruction and 1972.

1897
Senate Bill 676, "An Act to Provide for Woman Suffrage in North Carolina," is introduced in the General Assembly, which promptly tables it by sending it to the Committee on Insane Asylums.

Durham opens the first tax-supported library in North Carolina.

Warren C. Coleman opens the nation's first African American–owned and –operated textile mill in Concord.

July 24: The North Carolina Banker's Association forms in Morehead City.

1898
Sallie Walker Stockard becomes the first woman to graduate from the University of North Carolina. Women had been allowed to attend summer teacher institutes in Chapel Hill since 1879.

The first forestry school in the United States is founded on the Biltmore Estate near Asheville under the leadership of Dr. Carl Schenck.

William Cyrus Briggs invents a very successful automatic cigarette-rolling machine in Winston-Salem.

Fries Manufacturing and Power Company in Forsyth County becomes the first producer of hydroelectric power in the state.

Dr. Aaron M. Moore and former slave John Merrick form the North Carolina Mutual Insurance Company in Durham. It is currently the largest African American–owned business in the world.

Pepsi-Cola is first marketed. It evolves from Brad's Drink, developed by New Bern pharmacist Caleb Bradham.

February 15: The United States battleship *Maine* explodes in Havana harbor. Outrage over this event leads to the Spanish-American War, which lasts from April to August. North Carolina sends two regiments of white soldiers and three companies of African American infantrymen. The final peace treaty is signed in December.

May 11: Ensign Worth Bagley of Raleigh becomes the first American officer killed in the Spanish-American War.

November 10: The Wilmington Race Riot occurs when white Democrats overthrow Wilmington's legally elected Republican government. The riot causes black and white Republicans to resign, and the Democrats install a white supremacist government. During the riot, whites burn the office and press of the *Daily Record*, an African American newspaper. State newspapers report casualties as 11 blacks killed, 25 blacks wounded, and 3 white men killed.

1899
The Watauga Academy (now Appalachian State University) is founded in Boone.

The Baptist Female University (now Meredith College) opens in Raleigh.

July 4: Clarence H. Poe assumes editorship of the popular weekly *Progressive Farmer.* He advocates progressive farming techniques and stresses the value of education and modern medicine.

Worth Bagley was the first American officer killed in the Spanish-American War. *Photo courtesy of the N.C. Museum of History.*

Resources offered by the Office of Archives and History

The Office of Archives and History offers many resources for teachers and students interested in learning more about the past. The North Carolina Museum of History in Raleigh offers exhibits, programs, virtual tours, teacher workshops, outreach programs, and more; it also has satellite museums in Albemarle, Beaufort, Fayetteville, and Old Fort. For more information, visit http://ncmuseumofhistory.org.

In addition, the museum sponsors the Tar Heel Junior Historian Association, open to students in fourth through twelfth grade. The museum produces a history magazine for members of this organization. For more information, visit http://ncmuseumofhistory.org/thjha/index.html.

The N.C. State Archives in Raleigh maintains collections of photographs, letters, diaries, manuscripts, government records, and more; for more information, visit http://www.ah.dcr.state.nc.us/archives. On this web page you can use click on the MARS link on the left of the page to search for items held in a variety of collections.

North Carolina's State Historic Sites feature museums and historic structures throughout the state that tell the story of North Carolina from pre-history to the present. For more information, visit www.nchistoricsites.org.
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The Office of Archives and History also sponsors National History Day in North Carolina. This competition, which is open to students in sixth through twelfth grade, invites students to conduct in-depth research on a particular theme and to present their findings through papers, exhibits, documentaries, performances, and web pages. For more information, visit www.nchistoryday.org.

The Historical Publications Section offers numerous publications about N.C. history at reasonable prices. For more information, visit www.ncpublications.com.

Enrichment Activities

The following activities offer ways to explore some of the Gilded Age topics in more depth.

Aspects of Agriculture

Take students to visit Horne Creek Living Historical Farm State Historic Site in Pinnacle, N.C., to learn more about life on a middle-class farm in 1900. Call (336) 325-2298 or visit http://www.nchistoricsites.org/horne/horne.htm for more information.

The W. R. Miller Papers and the John T. Gregory Papers in the State Archives in Raleigh offer a wealth of primary documents on sharecropping and tenant farming. Examples of these documents include chattel mortgages, records of workers buying food on credit, payment records, and more. As a teacher, you may want to visit the State Archives to look through some of these papers and decide if you would like to photocopy any papers to use in the classroom. Staff can photocopy loose documents for a small fee, currently 10 cents per page.

Industrialization

To show how themes from the Gilded Age are still relevant today, you can ask your students to explore any of the following issues.

North Carolina is known as a right-to-work state. Ask students to find out what this means and to compare North Carolina to a state that is not a right-to-work state. Ask students to research and make an argument for and against a state choosing to be a right-to-work state.

Congress passed its first federal minimum wage laws in the 1930s; in 2007 it voted to raise the minimum wage for the first time since 1997. Divide the students into groups and ask one half of the groups to research the pros of raising the minimum wage, and the other side to research the cons. Have a debate.

Because of union and worker demands, Congress and the states began passing laws in the 20th century about

Enrichment Activities (continued)

child labor. Ask students to visit the North Carolina Department of Labor's link regarding youth employment (www.nclabor.com/wh/fact%20sheets/joint_state_fed.htm). Ask them to list some of the restrictions that have been placed on work done by youth under the age of 18.

Take students on a visit to Duke Homestead State Historic Site in Durham. At the site, students can take a guided tour and see the Duke family's 1852 home, see a reconstruction of the First Factory, and tour the Third Factory, where students can see how tobacco was processed by hand. For a more in-depth visit, request that students be given the full site tour, which includes visits to a tobacco barn and packhouse, where students can learn about tobacco farming. Students can also watch an orientation video about tobacco and the Dukes and can tour the Tobacco Museum. To schedule a tour, call (919) 477-5498.

If you are unable to visit the site, you can ask students to visit the website at www.nchistoricsites.org/duke/duke.htm, or you can use information from that website to add more information to your lessons.

Mansions and Mill Houses

Visit the Kennedy Center's ARTSEDGE web site for more information about Gilded Age mansions and for a lesson plan that focuses on three mansions in Newport, Rhode Island. The web site for that lesson plan is http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Three_Newport_Mansions.

Ask students to study more of the pictures taken by Margaret Morley just before and after 1900 in the North Carolina mountains. What can students learn about the way people lived? Students can investigate clothing, chores, transportation, and more by studying these pictures. They can access these pictures by going to the N.C. Museum of History's artifact search web site (http://ncmuseumofhistory.org/Collections/Searchthe Collections.aspx) and typing Margaret Morley into the search field. A search will yield more than 200 hits; pictures accompany the description of photos at the start of the list and toward the end of the list.

Suggestions for Further Reading

There are many resources available about the Gilded Age. Below is a selection of some books, articles, and web sites for further reading.

Books

Clayton, Thomas H. *Close to the Land: The Way We Lived in North Carolina, 1820–1870*. Chapel Hill: University of North Carolina Press, 1983.

Clayton offers a detailed account of North Carolina life from 1820 to 1870. Topics include life on a plantation and life as a yeoman farmer.

Crow, Jeffrey J., Paul D. Escott, and Flora J. Hatley. *A History of African Americans in North Carolina.* Raleigh: Office of Archives and History, 2002.

Durden, Robert F. *Bold Entrepreneur: A Life of James B. Duke.* Durham: Carolina Academic Press, 2003.

This scholarly biography of James Duke traces his rise from tobacco farming with his father and siblings to becoming head of the largest tobacco company in the world by the late 1800s. It also explores Duke's involvement in hydroelectric power and his philanthropy, in particular the establishment of the Duke Endowment, which helps support Duke University today.

Durden, Robert F. *The Dukes of Durham: 1865-1929*. Durham: Duke University Press, 1975.

Dr. Durden's book is the definitive biography of the Duke family members, from their start as tobacco farmers to their success in founding a tobacco empire.

Foreman, John and Robbe Pierce Stimson. *The Vanderbilts and the Gilded Age: Architectural Aspirations, 1879-1901.* New York: St. Martin's Press, 1991.

Glass, Brent D. *The Textile Industry in North Carolina.* Raleigh: Division of Archives and History, 1992.

Greenwood, Janette Thomas. *The Gilded Age: A History in Documents.* New York: Oxford University Press, 2000.
This book, published for young people, uses primary documents such as newspaper articles, journals, speeches, and photos to examine different aspects of life in the Gilded Age. Topics include the growth of industry, immigration, urban life, the struggles of labor, life in the New South, and more.

Hall, Jacquelyn Dowd, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. *Like a Family: The Making of a Southern Cotton Mill World.* Chapel Hill: The University of North Carolina Press, 1987.

McLaurin, Melton Alonza. *The Knights of Labor in the South.* Westport, Conn: Greenwood Press, 1978.

Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: University of North Carolina Press, 2003.
This volume begins with the state's early Indian communities and continues to the present. The transition from farming to factory life is discussed.

Morley, Margaret. *The Carolina Mountains.* Asheville: Historical Images, 2006.
In the late 1890s New Englander Margaret Morley moved to North Carolina and photographed its people and its landscape. First published in 1913, *The Carolina Mountains* includes Morley's photos and her observations and offers a fascinating look into life at the turn of twentieth century in the North Carolina mountains.

Nathans, Sydney. *The Quest for Progress: The Way We Lived in North Carolina, 1870–1920*. Chapel Hill: University of North Carolina Press, 1983.
Nathans discusses the Reconstruction era, life during the turn of the twentieth century, and other topics.

Roberts, B. W. C. and Snow L. *Bull Durham: Business Bonanza, 1866-1940*. Durham: Genuine Durham Press, 2002.

Rogoff, Leonard. *Homelands: Southern Jewish Identity in Durham and Chapel Hill, North Carolina.* Tuscaloosa: University of Alabama Press, 2001.
This book includes a chapter on the Jewish Russian immigrants who moved to Durham in the 1880s to work in the tobacco factories. It chronicles their attempts to unionize and keep their jobs in the face of mechanization.

Tilley, Nannie Mae. *The Bright-Tobacco Industry, 1860-1929.* Chapel Hill: University of North Carolina Press, 1948.
This 754-page book is a detailed exploration of the history of bright-leaf tobacco, covering its cultivation, marketing, and manufacturing from 1860 to 1929.

Tompkins, D. A. *Cotton Mill, Commercial Features*. Charlotte: published by the author, 1899.

Twain, Mark and Charles Dudley Warner. *The Gilded Age: A Tale of Today.* New York: Penguin USA, 2001.
This satirical novel, first published in 1873, offers a look at greed and corruption in post-Civil War America. The term Gilded Age later came to be used by historians to refer to the 1870s and the decades following.

Articles

Tar Heel Junior Historian, a magazine for students in grades four through twelve, is produced twice a year by the North Carolina Museum of History. Many school libraries and some public libraries in the state carry it. Some back issues are available for purchase, and many of these articles are available online at http://nchistoryresources.org/resource_types.html#articles. For more information about the magazine, see http:/ncmuseumofhistory.org/thjha/magazine.html.

Boone, Edgar J. "The College for Rural Farm Families." *Tar Heel Junior Historian* (Fall 1987): 21–23.
This article focuses on educational opportunities in North Carolina in the late 1800s and early 1900s. The North Carolina Agricultural Extension Service and North Carolina State University are discussed.

Burton, Vernon. "Landless Farmers: The Tenant Farm System." *Tar Heel Junior Historian* (Fall 1987): 16–18.
Burton writes about the plight of the typical farmer in the nineteenth and twentieth centuries. By 1890 three-fourths of North Carolina farmers rented the land they tended.

Clifton, James M. "Reforming Antebellum Agriculture." *Tar Heel Junior Historian* (Fall 1987): 8–10.
After being hurt by an agricultural depression in the 1800s, farmers turned to the Farmers' Alliance. This article discusses the Alliance's history, role, and results.

Crump, Nancy Carter. "Food and Family Life." *Tar Heel Junior Historian* (Fall 1993): 28–31.
Complete with a glossary, this article contains information about food and its preparation among different socioeconomic classes in North Carolina through the years. New kitchen technology and its effects are also discussed.

Dixon, Sarah. "Alexander J. McKelway." *Tar Heel Junior Historian* (Fall 1999): 31.
This brief profile of McKelway centers on his efforts to promote child labor reform in North Carolina and throughout the South.

Eller, Richard. "Furniture Making in North Carolina." *Tar Heel Junior Historian* (Fall 1999): 34–35.
This selection covers the history of the furniture industry in the state.

Escott, Paul. "Paternalism: The Control of a Mill Village." *Tar Heel Junior Historian* (Fall 1986): 8–11.
Escott discusses the positive and negative effects of paternalism, a practice in which factory owners controlled what went on in mill villages.

Farley, Jennifer. "Socialism & Trade Unions in Durham, North Carolina: 1881 to 1886." *Gold Leaf* (Fall/Winter 2000-2001): 1, 4-5. (Available from Duke Homestead State Historic Site.)
This article focuses on the Russian immigrants who moved to Durham in the 1880s to work in the Duke tobacco factory.

Felkner, Pete. "From Farm to Factory." *Tar Heel Junior Historian* (Fall 1993): 15–18.
This article provides information about North Carolina's transition from a mainly agricultural society to an industrial society.

Frederickson, Mary. "Women in Mill Villages." *Tar Heel Junior Historian* (Fall 1986): 12–14.
Frederickson gives information about the demanding and important roles of women in mill villages.

Freeze, Gary. "Industry at the Turn of the Century." *Tar Heel Junior Historian* (Fall 1999): 23–25.
This article describes what was happening in the tobacco, textile, and furniture industries at the turn of the twentieth century.

———. "Introduction to Life at the Turn of the Century." *Tar Heel Junior Historian* (Fall 1999): 1–3.
Freeze gives an overview of North Carolina life at the turn of the twentieth century.

———. "Social Life at the Turn of the Century" *Tar Heel Junior Historian* (Fall 1999): 4–5.
This article gives examples of the social activities of North Carolinians from all walks of life.

Glass, Brent. "Architecture and Design in Mill Villages." *Tar Heel Junior Historian* (Fall 1986): 2–7.
Glass explains the rationale for the location and architecture of mill towns in North Carolina.

Howell, Valerie J. "One-Stop Shopping in 1900." *Tar Heel Junior Historian* (Fall 1999): 8–9.
Howell examines the country store and its importance.

Hunt, James. "The Farmers' Revolt." *Tar Heel Junior Historian* (Fall 1987): 14–15.
This article discusses the history, role, and results of the Farmers' Alliance.

Judkins, Bennett M., and Dorothy Lodge. "The Evolution of Textile Mill Villages." *Tar Heel Junior Historian* (Fall 1986): 35–37.
The authors consider the positive and negative aspects of living in a mill town.

Korstad, Robert. "Child Labor." *Tar Heel Junior Historian* (Fall 1999): 28–30.
A look at child workers in southern cotton mills.

Larson, John Lauritz. "East against West: The Fight over Internal Improvements." *Tar Heel Junior Historian* (Fall 1996): 5–9.
Larson writes about the controversy over improving transportation in early North Carolina.

LeCount, Charles. "The Agricultural Economy of Antebellum Life." *Tar Heel Junior Historian* (Fall 1996): 25–29.
This article outlines the differences between planters and yeoman farmers and considers how scientific farming procedures affected North Carolina agriculture.

Leloudis, James. "Like a Family: Life in North Carolina Mill Villages." *Tar Heel Junior Historian* (Fall 1986): 15–19.
Leloudis writes about the close-knit relationships of neighbors in mill villages.

McMillan, Alex Frew. "What It Was, What It Is: Industry and Technology." *Tar Heel Junior Historian* (Spring 1996): 4–7.
This article discusses how industry and technology have evolved in North Carolina.

Menius, Art. "James and Nancy Bennitt: Yeoman Farmers of the Old South." *Tar Heel Junior Historian* (Fall 1987): 6–7.
Menius tells the story of the Bennitts, whose farm reflected hard work and perseverance.

Neville, John. "Algonquian Agriculture." *Tar Heel Junior Historian* (Fall 1987): 2–3.
Neville outlines Algonquian agricultural practices, which European settlers observed and copied.

Phillips, Anne Radford. "Horne Creek Farm in the Year 1900." *Tar Heel Junior Historian* (Fall 1999): 6–7.
Phillips looks at how the Hauser family lived and worked at Horne Creek Farm, now a North Carolina Historic Site.

Quinney, Valerie. "Toys and Games: Good Times in a North Carolina Mill Village." *Tar Heel Junior Historian* (Fall 1986): 20–24.
This article discusses the pastimes of children in mill towns.

Reagan, Alice. "North Carolina State University and Tar Heel Agriculture." *Tar Heel Junior Historian* (Fall 1987): 27–29.
Reagan examines how the university advanced the agricultural industry in North Carolina.

Sims, Anastatia. "Women in 1900." *Tar Heel Junior Historian* (Fall 1999): 10–12.

Women's roles at the turn of the twentieth century are examined.

Trelease, Allen W. "Railroads in North Carolina, 1900." *Tar Heel Junior Historian* (Fall 1999): 32–33.
Trelease points out the ways railroads brought change to North Carolina.

Watson, Harry L. "Winning the Fight for Progress—North Carolina's Antebellum Years Begin: 1830–1850." *Tar Heel Junior Historian* (Fall 1996): 1–3.
Watson discusses North Carolina's slow progress in becoming an industrialized state.

Internet Resources

Communications Solutions/ISI. "North Carolina Business History." http://www.historync.org.
This site contains information about North Carolina businesses past and present.

Digital Durham, http://digitaldurham.duke.edu/teachers.php
This site offers primary sources about Durham from the 1870s to the 1920s, including letters, maps, photos, and more. It also includes a lesson plan for 8th-grade students to study the topic "Youth and Education in Durham, North Carolina during Industrialization, 1880-1910."

http://www.digitalhistory.uh.edu/
Digital History is a web site being developed by the University of Houston, the Chicago Historical Society, the Gilder Lehrman Institute of American History, the National Park Service, and other organizations. It includes an online exhibit on Reconstruction, historical documents, lesson plans, and more. To find lesson plans about Reconstruction, the Gilded Age, and other topics, visit http://www.digitalhistory.uh.edu/modules/index.cfm.

Leloudis, James, and Kathryn Walbert. "Like a Family: The Making of a Southern Cotton Mill World." http://www.ibiblio.org/sohp/laf/.
This site, part of the American Historical Association's program Teaching and Learning in the Digital Age, makes oral history resources available to teachers and suggests ways in which the stories can enrich the classroom experience.

Lilly, J. Paul. "North Carolina Agricultural History." North Carolina Department of Agriculture and Consumer Services. www.agr.state.nc.us/stats/history/history.htm.
Lilly offers an in-depth history of North Carolina agriculture.

Markets and Management Studies Program, Duke University. "North Carolina in the Global Economy." http://www.soc.duke.edu/NC_GlobalEconomy/index.html.
This web site presents and analyzes current information about how industrial restructuring in an era of globalization is impacting North Carolina's banking and financing, biotechnology, information technology, furniture, tobacco, textiles and apparel, and hog farming industries.

National Archives and Records Administration. "Archival Research Catalog (ARC)." http://www.archives.gov/research/arc.
The Archival Research Catalog (ARC) is the online catalog of NARA's nationwide holdings. ARC allows searches by keyword, digitized image, location, organization, person, or topic. The site includes historical documents, still images, maps, charts, and drawings.

North Carolina Farm Bureau. "Ag in the Classroom." http://www.ncfb.com/aitc/homeindex.htm.
This educational program provides materials to teach, through North Carolina competency-based lessons, about the sources of food and fiber and the importance of agriculture to the economy.

North Carolina Museum of History, http://nchistoryresources.org/resource_topics.html
The N.C. Museum of History offers many resources to teachers, including this website in which teachers can look up online museum resources by topic or time period. The web site offers links to magazine articles, information about videos, and online teacher workshops.

Stuart, Alfred W., ed. "The North Carolina Atlas Revisited." http://www.ncatlasrevisited.org/homefrm.html.
This extensive site includes historical and current information on North Carolina's agriculture, manufacturing and service industries, transportation, and economy.

Textile Heritage Initiative. "Welcome to Cooleemee, N.C." http://www.textileheritage.org/Cooleemee/welcome.htm.
This site looks at a typical mill town in North Carolina.

The University Library at the University of North Carolina at Chapel Hill. "Documenting the American South." http://docsouth.unc.edu/index.html.
This digital collection of primary resources provides texts, images, and audio files related to Southern history, literature, and culture.

Publication credits: Staff members who served on the Education Committee for the N.C. Office of Archives and History and who contributed to this publication include Jo Ann Williford, Education Supervisor, and Laura Ketcham, Outreach Coordinator, both of the N.C. Office of Archives and History; Debbi Blake, Public Services Branch Supervisor, N.C. State Archives; Jann Brown, Curator of Education, N.C. State Historic Sites; Alison Holcomb, Historic Interpreter, Duke Homestead State Historic Site; and Charlotte Sullivan, Curator of Outreach Programs, N.C. Museum of History. Ms. Ketcham also served as the editor and designer of the publication.

Aspects of Agriculture in the Gilded Age

The Struggles of Sharecroppers and Tenants (page 4)

1. Mr. Butler owes $88.20.
2. Mr. Butler conveys a horse named Charles, the entire crop of corn, wheat, oats, tobacco, shuck, fodder, and straw to Charles Miller.
3. The debt is due Oct. 15, 1883.
4. Mr. Butler signed the contract on March 3, 1883, giving him approximately 7 ½ months to pay off the debt.

(page 4)

1. Mr. Butler paid $30.41 on Feb. 26, 1884.
2. Because he could not pay off the debt in full, the property that Mr. Butler had conveyed (a horse, his crops) would have been sold.
3. Between Feb. 26, 1884 and October 26, 1890, Mr. Butler was charged $34.51 in interest.
4. If Mr. Butler were to pay off the new principal of $106.04, he would have paid a total of $136.45 to pay off the original debt of $88.20. (This means he would have paid an extra $48.25 above the original debt of $88.20. In other words, in the seven years since the original debt was incurred, the cost of that debt increased by more than 50 percent.)
5. Answers may vary. In all likelihood, Mr. Butler would not be able to pay off that debt. Reasons why include the fact that the debt owed is now even larger than his original debt, and he was only able to pay $30 on the debt in 1884.

The Impact of Industrialization

The Bonsack Machine and Labor Unrest (page 7)

1. Answers will vary. For example, in their letters pretending to be workers, students may mention fears of losing their jobs and being replaced by a machine; concern about having their pay cut as union members; concern over losing their job if they join a union, frustration or anger that a machine is now doing work they have trained to do; and more.

Working in a Tobacco Factory (page 8)

1. Answers will vary. It does seem cigarette rolling required skill—workers had to press the tobacco flat, select the right amount to roll, carefully place the tobacco on the paper, make sure the paper looked smooth and clean, roll and glue the paper, and then carefully cut the cigarettes without ruining them with a miscut.
2. If workers roll 3 cigarettes per minute, it would take them roughly 666 minutes—or 11.11 hours—to roll 2,000 cigarettes. (2,000 cigarettes per day/3 cigarettes per minute=666 minutes. 666 minutes/60 minutes per hour=11.11 hours.)
3. All the workers in the picture are white. The women are rolling the cigarettes, while the men appear to be supervising or transporting tobacco.
4. Answers will vary.

Other Signs of Labor Unrest in the Tobacco Industry (page 9)

Part One

1. The workers who went on strike lost their jobs.
2. Seeing other people lose their job when they went on strike would probably make you less likely to go on strike.
3. Answers may vary. Students could argue that the writer's attitude is unsympathetic, in a way blaming the strikers for their situation. They may argue this because the writer doesn't seem to condemn the factory for firing the workers.

Part Two

1. Blackwell told the strikers they could either get back to work or quit ("Now let every one of you go back to his work. . . . If not, there is a door big enough for you all to go out fast enough.")
2. It sounds like the representative sent to New York is going to hire new workers. These workers may replace the ones who went on strike.
3. Answers may vary. Students may argue that the attitude expressed by the writer toward the workers is positive or negative. For example, the writer says the workers "very coolly took their seats and turned their backs on their work." One could argue the use of the word "coolly" implies calmness and determination, which could be admirable traits, or that it implies coldness, an indifference to the necessity of working and to the hardship they are imposing on the factory owner by going on strike. Also, one could argue the reference to Mr. Blackwell seeking "first-class workmen" in New York implies that the ones in Durham are not first class, presumably because they went on strike.

   The description of Mr. Blackwell seems more positive, with the writer expressing admiration for his effectiveness as a speaker. Instead of simply writing, "Mr. Blackwell said," the author wrote, "Mr. W. T. Blackwell is not a bit of an orator, but a most effective speaker, going at once to the point." Also one could argue that by quoting Mr. Blackwell's speech in

detail and not quoting any of the thoughts of the strikers after Mr. Blackwell's speech, the writer is expressing support for Mr. Blackwell's actions.

Unionization and Reactions to the Knights of Labor (page 10)

Part one of the editorial:

1. By "social equality," the writer seems to mean blacks and whites interacting with each other in daily life without segregation or distinction made between them. Thus, the writer describes a marriage between a black man and white woman; white servants waiting equally on both blacks and whites; blacks and whites sleeping in rooms next to each other; and some blacks and whites sharing rooms and eating together.
2. Reading this editorial shows that in North Carolina at the time it was not considered acceptable for blacks and whites to be married to each other; for whites to serve blacks; for whites and blacks to eat together in public places; or for blacks and whites to be close to each other in hotels and public accommodations.

Part two of the editorial *(page 11)*

1. People might be willing to work for lower pay than what strikers are seeking because they need the money. They might have a family to feed and could be desperate for a job.
2. Answers will vary.
3. The writer expresses fear that the strikers might turn to violence, destroying factory property or attacking workers who are breaking the strike.
4. Answers will vary. Many may say that as owners they would hire the worker who is willing to work for lower pay because it would save them money and increase their profit.
5. One problem with saying an owner should give a raise to employees if he can still get a reasonable profit is that the owner is the one to determine what a reasonable profit is. Given human nature, many owners are likely to want to keep as much money as they can and to say their profit is reasonable. They may not consider the cost of living for their workers and other problems workers face.

Some Effect of Using Machines in Factories (page 12)

1. Four people making 500 pounds per day would be making 125 pounds per person. (500 pounds/4 people=125 pounds per person.)

(page 13)

1. The granulating machine which crushed the leaves could possibly also crush the hands of a worker who was feeding the leaves into the machine. Also, the crushing of the leaves could create dust, which would be dangerous for workers to breathe.
2. Answers may vary—students may say the machine set the pace or the worker set the pace. The machine crushed the leaves as fast as the workers could feed the machine; this could put pressure on the workers to work as fast as possible so that the machine could keep working. The danger of working fast is that workers could become tired and not pay close attention, which could lead to them becoming injured by the machine.
3. In 1896, the factory was producing 20 times more smoking tobacco daily than the Dukes were making by hand in 1866. (10,000 pounds per day/500 pounds per day=20). To figure out how many people would be needed to produce 10,000 pounds per day, students could use the figure they came up with for the question on page12 or they could determine again how many pounds per day a person could make. If the four Dukes averaged 500 pounds per day, then each person produced 125 pounds per day. (500 pounds per day/4 people=125 pounds per person). Thus, it would take 80 people each producing 125 pounds per day to produce 10,000 pounds per day. (10,000 pounds/125 pounds per person=80 people.)
4. Student answers may vary, but most will probably say they would use the machine instead of people. Machines could do more work more quickly than people could; using machines might also be cheaper, because a factory owner wouldn't have to pay as many people to do the work that machines can do.

The Employment of Women and Children in Factories (page 13)

1. 20 young people under the age of 16 worked for the Duke company in 1880.
2. Working 10 hours a day for 40 cents per day means that a worker would be earning 4 cents per hour ($.40/10=$.04).

Aspects of African American Life

Division of Labor by Race (page 14)

Part One

1. The women are white
2. The African American man appears to be lifting a full basket of tobacco, which would be a physically demanding job.

Part Two

1. Working in a 90 degree room could pose a variety of dangers to workers—workers could suffer from heat exhaustion or heat stroke. Other consequences might include becoming dehydrated or fainting.

African Americans and Voting Rights (page 16)

Part One

1. African American men who were illiterate and who had been slaves or whose ancestors had been slaves would not be able to vote under the constitutional amendment because they or their ancestors had not been eligible to vote before January 1, 1867.
2. This amendment does not mention race. Writers avoided mentioning race in the amendment to avoid getting in trouble with the federal government. The U.S. Congress had passed, and the states had approved, the 15th Amendment to the U.S. Constitution forbidding states from denying citizens from voting on the basis of race.

Part Two

1. The fact that this voter could not sign his own name shows that he could not read or write, as required by the new state amendment. (You will see that instead of a signature, this voter put an "X" on the signature line. Someone else spelled out his name and wrote the words "His Mark" next to the "X," meaning the "X" was his signature.)
2. This voter was allowed to vote in 1902 because he states he was entitled to vote in the state on January 1, 1867. This means he must have met the requirements of that time, which included being 21 or older in 1867. Since this voter was 90 years old in 1902, he would have been 55 years old in 1867. (1902-1867=35 years. 90-35=55 years old.) It is unknown whether he was black or white. Please note: Though former slaves or descendants of slaves who were illiterate could not vote under the new amendment, illiterate descendants of free black men would have been able to vote if they could prove they were descended from a free black who had the right to vote before 1835. After the state Constitutional Convention of 1835, free black men lost the right to vote in North Carolina.

Part Three

1. This 53-year-old voter was also unable to read or write in 1902 (he signs his name with an "X"). He could not claim that he was eligible to vote in January 1867 because he would have been 18 at the time (1902-1867=35 years. 53 -35=18), and voters had to be 21 or older to vote. However he was allowed to vote because he was a lineal descendant of a person (William Moody) who was eligible to vote in 1867. (According the U.S. Census, James Moody was white.)

The Stories of Charles Waddell Chesnutt (page 17)

1. The story takes place several years after the Civil War, after the Freedman's Bureau stopped running schools for African Americans. It is set in North Carolina. (A line on page 270 refers to a branch of the family settling in the state.)
2. Mary Myrover's father and brother both died in battle during the Civil War. Mary Myrover's family has little money, because her father invested most of the family's money in Confederate bonds, which were worthless after the war. Because of this lack of money, Mary Myrover decides to teach.
3. Answers may vary. Students may mention that the Freedman's Bureau once ran these schools and that later the state took on this role. Students may also note that at the time of the story only whites were allowed to teach in black schools.
4. Answers may vary. Students may write about the fact that whites and blacks knew each other and interacted often but whites did not treat blacks as social equals. For example, blacks were expected to not talk to whites on the street (in Miss Myrover's case, they would only talk to her on the street if no other whites were around). Also blacks were expected to know that they could not be considered as friends by whites, no matter how long they had known each other (as seen in the refusal to let anyone but "friends"—i.e. white people—into the house or church after Miss Myrover's death.) Other statements in the story make it clear that whites did not think of blacks as equals. For example, Miss Myrover accepts Sophy's attachment to her in a condescending way: "It had a sort of flavor of the old *régime,* and she felt, when she bestowed her kindly notice upon her little black attendant, some of the feudal condescension of the mistress toward the slave" (page 277).
5. Some incidents that point to segregation at the time include the fact that blacks were expected to sit in a separate gallery in church and that a cemetery in town was designated for whites only—blacks

could not be buried there and in fact could not even enter that cemetery for a visit. Also the story reflects the fact that blacks and whites were educated in separate schools.

Innovations and Inventions

The Columbian Exposition: A Celebration of the New (page 18)

1. Answers will vary.

Lunsford Richardson: Inventor of Vick's VapoRub (page 19)

1. Answers will vary.

Mansions and Mill Homes

Comparing Homes (page 20)

The Biltmore House

1. Some features that indicate this house was built for a very wealthy person include the fact that both the building and the house were originally very large, with the building containing four acres of space and the grounds including 125,000 acres. Other features that reflect great wealth include the dramatic staircase, the 70-foot-high ceiling in the banquet hall; the use of indoor plumbing and availability of hot and cold water; the inclusion of an indoor swimming pool and winter garden; and the fact that the house included servants rooms, which meant the family had servants. Students may also note that the house includes 250 rooms, far more rooms than any other home in the state, and that it cost millions of dollars to build. Students may also comment on the Biltmore's impressive appearance—for example, it is built to look like a Renaissance chateau, or castle, from France.

The Executive Mansion

1. Students may mention a variety of features that reflect the high status of the people who live in the mansion: the cost (more than $58,000); the fact that it has more rooms and so much more space than most homes (50 rooms, 35,000 square feet of usable space); the large grounds (5 acres); and even the fact that there are separate parlors for men and women to visit after a meal. Students may also comment on the building's appearance—for example, the fact that it is three stories tall, is built of brick, has several chimneys, and has ornate turned wooden posts on the porches.

Benjamin Duke's House

1. Some features that the students may mention include the modern conveniences the house had (heat, hot and cold water, electric lights), the elaborate decorations, and the fact that it had specialized rooms such as a drawing room, reception room, dining room, sitting room, and library. Students might also say that having a library also suggests that the family had enough money to buy a good collection of books. Students may also comment on the building's ornate appearance.

Mill Worker's house

1. Answers will vary. In comparing this home to others, students may note how much smaller this building is and how much simpler its construction is. They might also note the small lot, perhaps a half-acre as Tompkins suggests.
2. This house probably did not have heat, electric lighting, or indoor plumbing.

Factory Superintendent's home

1. This house is larger, has more windows, has a nicer porch, and has a more attractive appearance (bay windows, a decorative railing around the top, etc.) It may also have indoor plumbing.

Mountain home

1. Answers will vary.
2. Answers will vary.

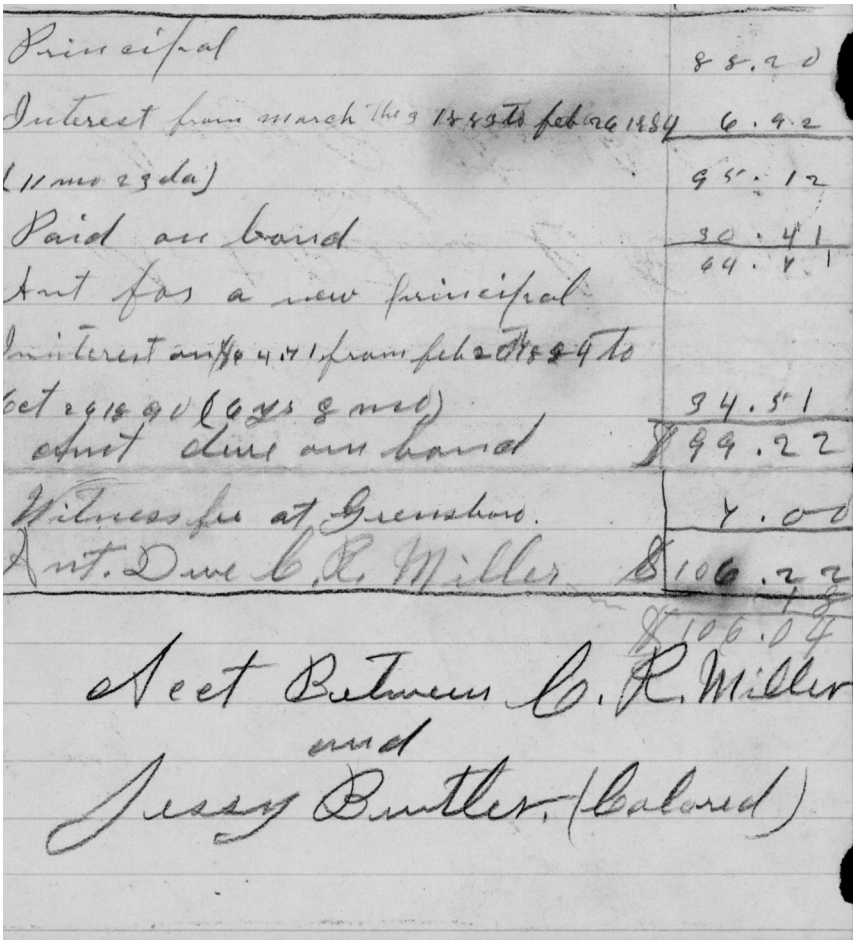
Comparing Lifestyles (page 22)

1. The dresses worn by the New Bern women are more decorative than the ones worn by the mountain family; for example, these dresses have ruffles, puffed sleeves, and flounces around the hems of some of the skirts. The New Bern women also are wearing ornate hats decorated with feathers. In contrast, the members of the mountain family are wearing very plain and simple work clothes which the women probably made themselves. (Note the woman working at the spinning wheel.) Students may even note that the fact that the New Bern women had the time and leisure to have a tea party and bridal luncheon is a sign of wealth. Many farming families had to combine social events with work, such as hosting quilting bees and gatherings to shuck corn.
2. The dresses and hats are signs of wealth, as is the fact that these dresses follow the fashions of the time. (It cost money to continuously update one's clothes to follow the fashions.) In addition, though this may be hard to see in the printed picture, one woman is holding a silver teapot and there is a silver creamer and sugar bowl on the table. The parasols and the pretty table covering could also be seen as a sign of wealth.
3. Answers will vary.

Enlarged Copies of Selected Documents and Photographs

Selected documents and images have been enlarged in this Appendix for teachers who would like bigger images to go along with the activities.

From page 5, "The Struggles of Sharecroppers and Tenants"


Principal 88.20
Interest from march the 3 1883 to feb 26 1884 6.92
(11 mo 23 da) 95.12
Paid on board 30.41
Amt for a new principal 64.71
Interest on $64.71 from feb 26 1884 to
feb 26 1885 (9 yrs 8 mo) 34.51
amt due on board $99.22
Witness fee at Greensboro. 7.00
Amt. Due C. R. Miller $106.22
$106.04
Acct Between C. R. Miller
and
Jessy Butler. (Colored)

Copy of document showing how much money Jessy Butler owed C. R. Miller; the document can be found in the W. R. Miller Papers in the State Archives. This more complete copy of the document shows that Jessy Butler was African American.

Enlarged Copies of Selected Documents and Photographs

From page 8, "Working in a Tobacco Factory"

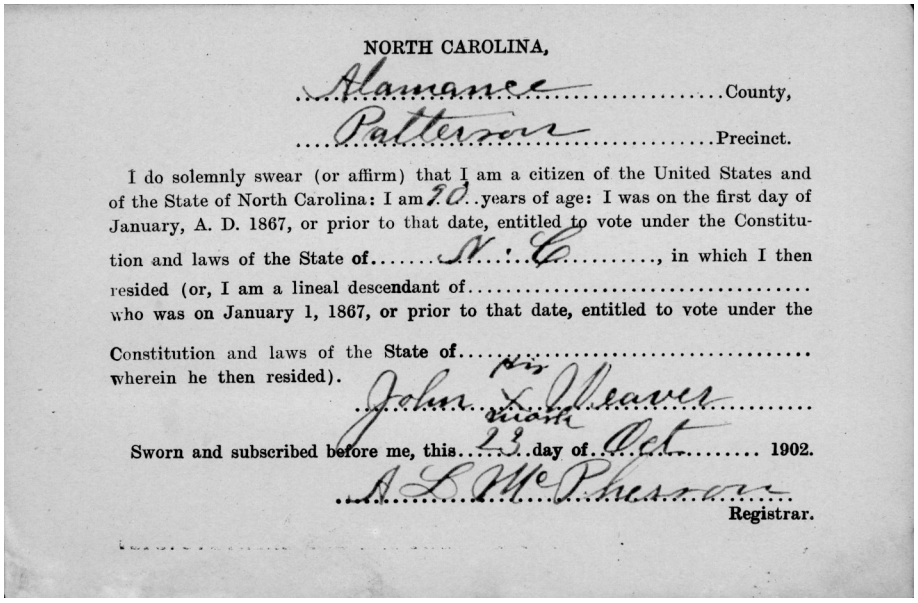
Illustration from Jan. 15, 1887 issue of Harper's Weekly, *courtesy of Duke Homestead State Historic Site.*

From page 14, "Division of Labor by Race"

Copy of image from the Feb. 10, 1883 issue of Frank Leslie's Illustrated Newspaper, *in the State Library's collection.*

Enlarged Copies of Selected Documents and Photographs

From page 16, "African Americans and Voting Rights"



NORTH CAROLINA,

Alamance County,

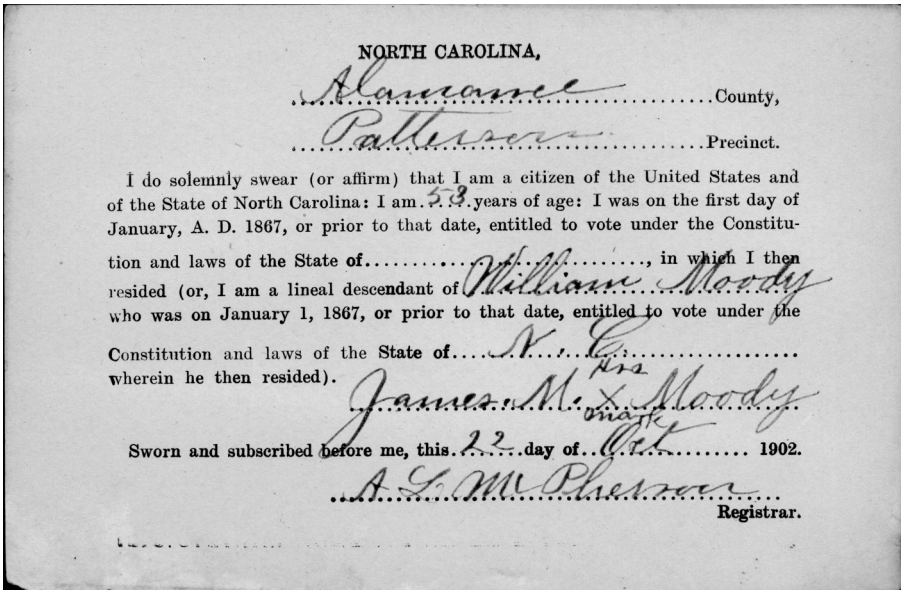
Patterson Precinct.

I do solemnly swear (or affirm) that I am a citizen of the United States and of the State of North Carolina: I am 70 years of age: I was on the first day of January, A. D. 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of N. C., in which I then resided (or, I am a lineal descendant of ..... who was on January 1, 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of ..... wherein he then resided).

his
John L. Weaver
mark

Sworn and subscribed before me, this 23 day of Oct 1902.

A. L. McPherson
Registrar.



NORTH CAROLINA,

Alamance County,

Patterson Precinct.

I do solemnly swear (or affirm) that I am a citizen of the United States and of the State of North Carolina: I am 53 years of age: I was on the first day of January, A. D. 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of N. C., in which I then resided (or, I am a lineal descendant of William Moody who was on January 1, 1867, or prior to that date, entitled to vote under the Constitution and laws of the State of N. C. wherein he then resided).

his
James M. X Moody
mark

Sworn and subscribed before me, this 22 day of Oct 1902.

A. L. McPherson
Registrar.

Copy of voter registration cards, from a collection entitled "Miscellaneous Records" from Alamance County, in the State Archives.

Enlarged Copies of Selected Documents and Photographs

From page 22, "Comparing Lifestyles"

Upper photo of 1898 bridal party for Lillian Fowler (seated at far right) in New Bern, courtesy of the State Archives; lower picture by Margaret Morley, courtesy of the N.C. Museum of History.

Evaluation for "Primary Sources and Activities for Studying the Gilded Age in North Carolina"

Jo Ann Williford, Education Supervisor, Office of Archives and History,
4610 Mail Service Center, Raleigh, NC 27699-4610
Phone 919-807-7280 Fax 919-733-8807

Name of school or organization_____

Name of teacher or leader_____

Please check which grades you teach:

___6th ___7th ___8th ____9th ____10th ____11th ____12th

	Excellent	Good	Fair	Poor	N/A
Overall quality					
Quality of reading materials					
Quality of activities					
Relevance to curriculum goals					
Usefulness as teaching tool					
Appropriateness for grade/age					

Comments or suggestions:

What topics for future resource packets would be useful in your classroom?

Date_____ **Thank you for your assistance!**