

Chapter 11

The Patterns of Progress



Chapter Preview

Terms: progress, hydroelectricity, disfranchisement, grandfather clause, universal education, equalization, referendum, prohibition, compulsory education, Jim Crow laws, paradox, shotgun house, suburb, auction, armistice, strike, Great Migration

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

Places: Kannapolis, Winston-Salem, Gastonia, Hayti, “Tobacco Road,” Camp Greene, Camp Polk, Camp Bragg

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

Americans like Page and Wilson were known as progressives. In North Carolina, progressives often referred to “the spirit of progress” being at the heart of their efforts to reform the state. For them, **progress** was really just another word for industrial development. They believed progress would help people live better lives. If a state could organize its raw materials and human resources in factories and turn out manufactured products



cheap enough for anyone to buy, it would create a wealthy society that would benefit everyone. Page, a founder of North Carolina State College, had argued for years that North Carolina was controlled by “mummies,” leaders so wrapped up in the agrarian past that they would not face the new industrial future.

Progress had human costs in North Carolina. The whole state, in a way, became one big factory where some people handled the raw materials, others the finished goods. Just like in a factory, North Carolinians were each given small parts to perform within the greater process. That meant that all residents of the state were sorted out into clearly defined roles. Everyone was expected to develop new habits that would help progress be achieved. Progress meant, in the end, that citizens with white skin benefited more from it than did those whose skin color was not white. Segregation in the early 1900s went hand in hand with progress.

Opposite page, above: Walter Hines Page, a founder of North Carolina State College. Below: Cheoah Dam, which began operating in 1919, was built to provide hydroelectric power to an Aluminum Company of America plant providing raw materials for World War I. At the time it was built, it was, at 225 feet, the tallest dam of its kind in the world, and it had the world’s largest turbines.





SIGNS OF THE TIMES

POPULATION

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

INVENTION

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

FADS

Golf was first played in North Carolina in the 1890s. The most popular course in the state quickly became the second one laid out in the new village of Pinehurst. Since its completion in 1907, "Pinehurst Number 2" has become world famous. Pinehurst also became home to the World Golf Hall of Fame in the twentieth century.

SCIENCE

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

LITERATURE

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

TECHNOLOGY

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

FOOD

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

SPORTS

For a short time in the early 1900s, Lenoir-Rhyne College student Richard Little held the world record for the mile run. In 1914, baseballer George H. "Babe" Ruth hit his first professional home run at a game at the Fayetteville fairgrounds.

Figure 21 Timeline: 1900–1920



1900

African Americans disfranchised

1902

North Carolina Federation of Women's Clubs formed

1903

Child labor law passed; Wright brothers flight at Kitty Hawk

1907

Mechanics and Farmers Bank opened

1908

Voters approved prohibition

1913

Compulsory education law passed

1917

U.S. entered World War I

1900

1900

Hurricane devastated Galveston, Texas, killing 6,000

1905

1906

San Francisco destroyed by an earthquake

1910

1910

Morton Salt Company founded

1915

1914

World War I started in Europe

1918

Worldwide Spanish influenza epidemic; World War I ended

1920

1920

Nineteenth Amendment gave women right to vote

TARGET READING SKILL

Summarizing

Defining the Skill

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

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

Practicing the Skill

Copy the graphic organizer on a separate sheet of paper. Read the following excerpt about Shotgun Houses from page 370. List the details that describe the shotgun houses. Then, write a summary of what shotgun houses were like.



TOPIC	FACTS FROM THE READING	SUMMARIZE THE INFORMATION
Shotgun Houses	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>