



An American Success Story: The Pope House of Raleigh, NC



(Photo by Elizabeth Alley, courtesy of the Raleigh Historic Districts Commission)



(Courtesy the Pope House Museum Foundation)

On a busy street corner in downtown Raleigh, in the shadow of looming skyscrapers, sits a lonely, unassuming brick house. Built in 1901, this was the home of Dr. Manassa T. Pope, his wife Delia, and their two daughters, Ruth and Evelyn. Today, the Pope house sits as a lonely reminder that this area, known as the Fourth Ward, was once a thriving African-American neighborhood including stores, churches, businesses, and the homes of many black professionals.

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For the Pope family, their home was a powerful symbol of this success. Though racial tensions were very high at the turn of the 20th century, the Popes refused to be treated like second-class citizens. The Popes and other members of the black middle class fought to maintain a high standard of living and show other African Americans that success was attainable through hard work and perseverance.

"The M.T. Pope House is significant to the city of Raleigh as a stalwart sentinel to both the worst and best of American society: It represents racial intolerance and segregation, but also the strength and dignity of those who refused to be subjugated by bigotry," according to the National Register of Historic Places nomination for the Pope House. "Its continued presence in a now stark commercial urban environment will remind generations to come of the dark days of segregation as well as of the strength and dignity of those who excelled in spite of it."¹



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Where this lesson fits into the curriculum

Time Period: 1880-1920

Topics: This lesson could be used in teaching units on African-American history-- including themes on segregation, the Jim Crow era, the growth of the black middle class, and the beginning of the movement for civil rights in the early 20th century.

Relevant United States History Standards for Grades 5-12

This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:

US History Era 6

- **Standard 2B:** The student understands "scientific racism", race relations and the struggle for equal rights.
- **Standard 2C:** The student understands how new cultural movements at different social levels affected American life.
- **Standard 3C:** The student understands how Americans grappled with social, economic and political issues.

US History Era 7

- **Standard 3C:** The student understands how new cultural movements reflected and changed American society.
-

Relevant Curriculum Standards for Social Studies

This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:

Theme I: Culture

- **Standard A:** The student compares similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.



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- Standard B: The student explains how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Standard D: The student explains why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.
- Standard E: The student articulates the implications of cultural diversity, as well as cohesion, within and across groups.

Theme II: Time, Continuity and Change

- Standard B: The student identifies and uses key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Standard C: The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

Theme III: People, Places and Environments

- Standard A: The student elaborates mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Standard D: The student estimates distance, calculates scale, and distinguishes other geographic relationships such as population density and spatial distribution patterns.

Theme IV: Individual Development & Identity

- Standard A: The student relates personal changes to social, cultural, and historical contexts.
- Standard B: The student describes personal connections to places associated with community, nation, and world.
- Standard C: The student describes the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- Standard E: The student identifies and describes ways regional, ethnic, and national cultures influence individuals' daily lives.
- Standard H: The student works independently and cooperatively to accomplish goals.

Theme V: Individuals, Groups, and Institutions

- Standard A: The student demonstrates an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- Standard B: The student analyzes group and institutional influences on people, events, and elements of culture.



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- Standard E: The student identifies and describes examples of tensions between belief systems and government policies and laws.
- Standard F: The student describes the role of institutions in furthering both continuity and change.
- Standard G: The student applies knowledge of how groups and institutions work to meet individual needs and promote the common good.
- Standard H: The student explains and applies concepts such as power, role, status, justice and influence to the examination of persistent issues and social problems.

Theme VI: Power, Authority, & Governance

- Standard A: The student examines issues involving the rights, roles and status of the individual in relation to the general welfare.
- Standard H: The student explains and applies concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

Theme IX: Global Connections

- Standard F: The student demonstrates understanding of concerns, standards, issues, and conflicts related to universal human rights.

Theme X: Civic Ideals and Practices

- Standard B: The student identifies and interprets sources and examples of the rights and responsibilities of citizens.
- Standard C: The student locates, accesses, analyzes, organizes, and applies information about selected public issues recognizing and explaining multiple points of view.
- Standard E: The student explains and analyzes various forms of citizen action that influence public policy decisions.
- Standard F: The student identifies and explains the roles of formal and informal political actors in influencing and shaping public policy and decision-making.
- Standard J: The student examines strategies designed to strengthen the "common good," which consider a range of options for citizen action.

Relevant Common Core Standards

This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle and high school students:

Key Ideas and Details

- CCSS.ELA-Literacy.RH.6-12.1
- CCSS.ELA-Literacy.RH.6-12.2
- CCSS.ELA-Literacy.RH.6-12.3

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Craft and Structure

- CCSS.ELA-Literacy.RH.6-12.4
- CCSS.ELA-Literacy.RH.6-12.5
- CCSS.ELA-Literacy.RH.6-12.6

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RH.6-12.7
- CCSS.ELA-Literacy.RH.6-12.8

Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.6-12.10



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About This Lesson

This lesson is based on the National Register of Historic Places nomination for the Dr. M.T. Pope House, the Pope House Museum Foundation website, the Pope Family Papers, and other source materials. The lesson was written by Elizabeth Arnold Hull, graduate student in history at the University of North Carolina at Greensboro, and Melissa Prycer, Program Manager, Old City Park: The Historical Village of Dallas, Dallas, TX. It was published in 2005. The lesson plan was edited by the Teaching with Historic Places staff. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

Objectives

1. To list some of the values and objectives of the black middle class at the beginning of the 20th century;
2. To outline efforts made by Dr. Pope and other African Americans to gain civil rights in the years before the modern Civil Rights Movement of the 1950s and 1960s;
3. To identify the attributes that helped Dr. M.T. Pope succeed as an African-American entrepreneur and citizen;
4. To research how race relations shaped their community, past and present.

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

1. Two maps of downtown Raleigh, NC;
2. Four readings from the Pope family papers;
3. Five photographs of or related to the Pope family;
4. One illustration from a local newspaper from the early 20th century.

Visiting the site

The Pope House Museum Foundation is located at 511 S. Wilmington Street in downtown Raleigh, NC. The house is not open to the public for tours, as it is not yet restored. The Foundation hopes to raise the necessary funds to restore the Pope House, build an Education and Visitors' Center, and open the property to the public in the near future. For more information, please write to the Pope House Museum Foundation, 511 S. Wilmington Street, Raleigh, NC 27601, or call 919-996-2220, or visit the [Pope House Museum website](#).



Getting Started

CERTIFICATE OF PERMANENT REGISTRATION.
(See Chapter 430, Section 5, Public Laws 1901).

I, A. E. Olmstead, Registrar for
Raleigh Township, 2 3 Precinct
(or ward), of Wake County, do hereby certify
that on this day Pope St of
Co. Free race, of Wake County,
Raleigh Township, 2 3 Precinct
(or ward), age 64 years, took and subscribed the oath required by law
and has this day been registered on the Permanent Roll as a voter in said
township, ward or precinct, in accordance with section four, Article VI of the
Constitution of North Carolina.

This the 18 day of Oct 1902
A. E. Olmstead Registrar.

NORTH CAROLINA,
Wake County.

I, W. M. Russ
Clerk of the Superior Court of the aforesaid county, do hereby certify
that the foregoing certificate is in due form, and that the signature of said
A. E. Olmstead, Registrar of said precinct
(ward or township), is in his own proper handwriting.

Witness my hand and official seal, this the 18th
day of October 1902
W. M. Russ
Clerk of the Superior Court.
By V. Peoples deputy clerk

(SEAL)

(From the Pope Family Papers, #5085, Southern Historical Collection, the Library of the University of North Carolina at Chapel Hill)

What purpose might this document have served?

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Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

What questions do you have about the photograph? How might you find answers to these questions?



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Setting the Stage

In the aftermath of the Civil War, black and white southerners struggled to renegotiate their roles in a society fundamentally changed by the abolition of slavery. African Americans looked for ways to enjoy their newfound freedom, assert their independence, and exercise their rights as American citizens. In 1869, the 15th amendment gave African-American men the right to vote. During and after Reconstruction, a certain number of black individuals were even elected to political office or received political appointments. Most African Americans were Republicans, because that was the party of Abraham Lincoln who freed the slaves. Most elite white southerners--many of whom had owned slaves--were Democrats, while poorer whites gravitated towards smaller third parties broadly known as the Populists. During the 1890s, a political movement called Fusion attempted to unite the third parties with African Americans in the Republican Party.

White Democrats fought vigorously to destroy the Fusion movement, largely because people were beginning to unite across racial lines. Many feared that interracial partnership would lead to the end of white supremacy. To help preserve their position, white lawmakers began passing segregation laws, often called "Jim Crow" laws. This system has been defined by "the practice of legal and extralegal racial discrimination against African Americans"¹ and would curtail many of the freedoms which African Americans experienced following the Civil War. With the Supreme Court case of *Plessy v. Ferguson* in 1896, it became legal to create separate public facilities for African Americans, ranging from transportation to schools. While some unofficial segregation had already been in practice, this was the beginning of segregation by law. Many whites also sought to strip African-American men of the franchise, or the right to vote, like they did in North Carolina in 1900 when the state passed an amendment to the state constitution adding a literacy requirement to be eligible for voting.

Many southern blacks would not stand for this kind of treatment and refused to be seen as second-class, unequal citizens. Members of the small but rapidly growing black middle class took responsibility for the leadership and encouragement of the African-American people. "The Negro race, like all races, is going to be saved by its exceptional men,"² wrote African-American intellectual W.E.B. Du Bois in 1903. "The Talented Tenth of the Negro race must be made leaders of thought and missionaries of culture among their people."³

These so-called "Talented Tenth" took pride in their accomplishments, which became evident through their homes and possessions, photographs they took of their families, and in their public actions. They believed very strongly in education as the key to African-American advancement. The Pope family of Raleigh, NC was part of this middle-class African-American movement and wanted to set an example of success for other African Americans to follow.

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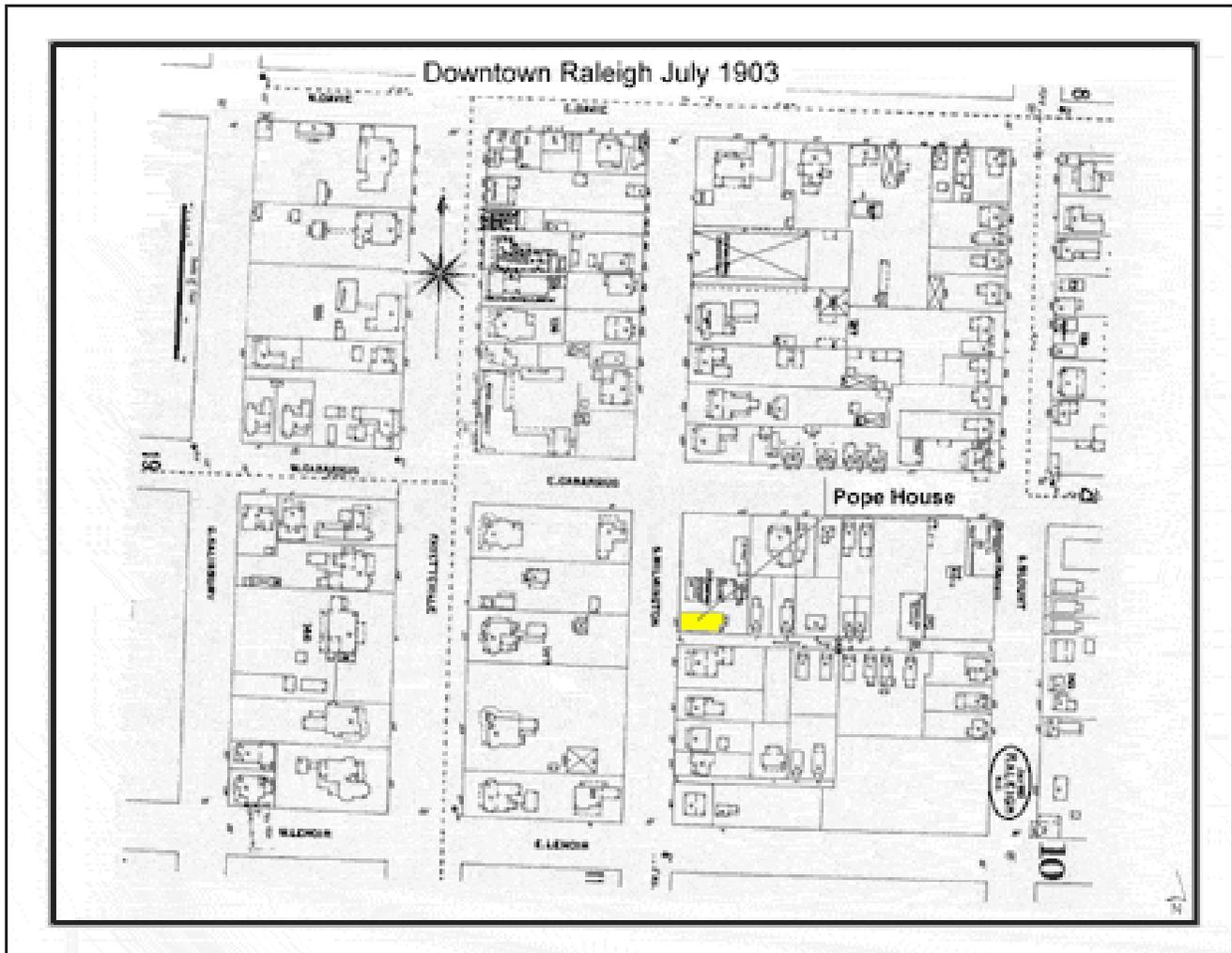
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Locating the Site

Map 1: Sanborn Insurance Map of Downtown Raleigh, July 1903



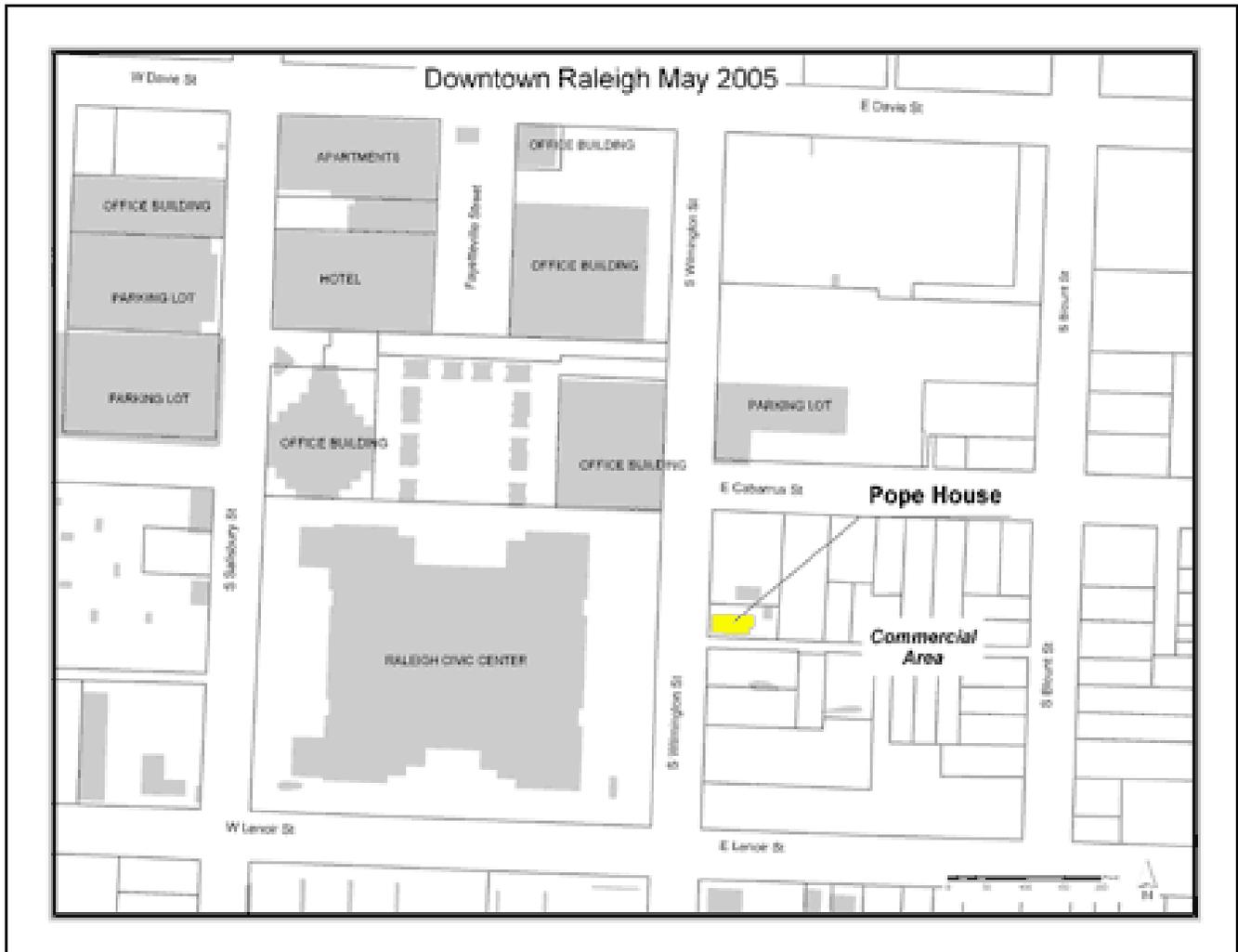
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Locating the Site

Map 2: Map of Downtown Raleigh, May 2005



Map 1 and Map 2 portray the same area of downtown Raleigh, about 100 years apart. The Pope House is highlighted in yellow on both maps. Map 1 shows the area as it existed in 1903, two years after the Pope House was built. Map 2 shows this same area today, where the Pope House is one of the only houses remaining in a sea of tall buildings and parking lots.

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Questions for Maps 1 and 2

- 1) What does Map 1 tell you about downtown Raleigh at the time the Pope family resided there? Compare and contrast Map 1 and Map 2. What are some of the biggest changes to the area between 1903 and 2005?

- 2) On Map 1, some of the buildings are marked with the word "Colored." Why might the mapmakers have done this? What does it say about society at this time?

- 3) Based on the changes noted between 1903 and 2005, do you think it is important to preserve the Pope House and its contents? Why or why not?



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Determining the Facts

Reading 1: Family History

Before the Civil War, not all African Americans were slaves. There were free people of color. Some of them lived in North Carolina as either farmers or skilled craftsmen. Manassa Thomas Pope, builder of the Pope House, was born near Rich Square, Northampton County, North Carolina, in 1858. Both of his parents were free African Americans. Manassa's father, Jonas Elias Pope (1827-1913) was a carpenter who owned a large amount of land. Jonas Pope was a Quaker, and well-educated for the era. He was described as being of "bright yellow complexion," indicating that he was of multi-racial heritage. Not much is currently known about Manassa's mother, though evidently she too was born free and was of multi-racial ancestry.

In 1874, Manassa Pope came to Raleigh to attend Shaw University which was founded in 1865 as a college for African-American men. He finished his undergraduate education and then began study at the Leonard Medical School at Shaw University, the first four-year medical college in North Carolina. Dr. Pope was part of the first graduating class from the medical college in 1886. Although James F. Shoiber of Wilmington was the first black doctor (with a medical degree) to practice (without a license) in North Carolina, Pope became the state's first African-American man to receive a medical license. In 1887, he married Lydia Walden of Winton, NC and the couple moved to Henderson, NC, in 1888, where Dr. Pope served as assistant postmaster until they moved to Charlotte, NC in 1892. In Charlotte, Dr. Pope not only practiced medicine but was a very active businessman. He helped to establish the Queen City Drug Store, which grew to be one of the most successful black-owned businesses in Charlotte, and the People's Benevolent Association, an insurance company.

When the Spanish-American War broke out in 1898, Dr. Pope's good friend James H. Young formed an all-black volunteer regiment. Many prominent black men wanted to enlist, including Dr. Pope, to prove their patriotism as well as their ability to fight. Dr. Pope enlisted as first assistant surgeon in the Third Regiment on July 4, 1898, serving until his discharge in February of 1899. Although the regiment never saw action, the Third Regiment made a strong statement about the character of North Carolina's African-American population.

In 1899, Dr. Pope moved to Raleigh and established his medical practice on East Hargett Street, which was rapidly becoming the city's central African-American business district. He built a brick house not far away, at 511 South Wilmington Street. The choice of location for the house was not coincidental. Informal racial segregation was common by this time, and was beginning to be written into official housing documents. The Pope House was one of many homes of prominent black professionals on Wilmington Street, which faced the back of the homes of elite whites on Fayetteville Street. South Wilmington Street served as a buffer zone between these black and white neighborhoods. Though no written evidence survives, it seems clear that Dr. Pope built his house in the best place he was allowed as a black man in a segregated city.

Dr. Pope and his wife Lydia moved into the new house in 1901. He took much pride in his fine new home, decorating it in elegant fashion. At that time, most homes were made of wood, so it was a sign of wealth to have a home of brick. The interior had darkly varnished wood trim, doors, and floors; an impressive staircase; and an attractive stained glass window in the front hall. He installed the latest technology, including a kitchen with running water, a full bathroom,

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coal burning heating stoves, and even a telephone. He also installed a call bell system for the family's hired help, and saw patients in his home as well as his Hargett Street office.

Dr. Pope soon became an important figure in Raleigh's political scene. Racial tensions were very high during this time. Many powerful whites felt threatened by the success of black people like Dr. Pope, and tried to find ways to block their progress. North Carolina's white supremacist politicians passed an amendment to the state constitution in 1900 that disfranchised most African-American men by adding a literacy requirement for voting. To not disfranchise illiterate white men, a so-called "grandfather clause" was added to the amendment which stated that anyone whose father or grandfather could vote prior to 1867 (the start of federal Reconstruction, which gave freed slaves the vote) would be exempt from the literacy test. Dr. Pope, however, did not lose his right to vote. Because neither his father nor grandfather had been a slave, he was able to get around the amendment through the "grandfather clause." He walked to the registration office in 1902, when the new law took effect, presented his father's 1851 freedman papers, and was issued a voter registration card. Dr. Pope thus became one of only seven black men in the entire city of Raleigh to be eligible to vote. In 1916, a group of African-American men formed the Twentieth Century Voters' Club. This was one of many black political groups that formed in North Carolina in the 1910s to encourage black political participation.

Dr. Pope's political activity reached a high point in the spring of 1919. That spring thousands of American soldiers returned from the bloody battlefields of World War I, including a significant number of African Americans. Many of these black veterans expected to be treated differently after having fought in a war that was supposed to make the world safer for democracy, but instead were forced to return to the status of second-class citizens. Both the demands for justice by angry African Americans and the increasing competition between blacks and whites brought on by the war and the black migration to urban areas in the North contributed to a record year for racial violence in 1919. Race riots took place throughout the northeast and a record number of lynchings occurred.

Putting their very lives in danger in this volatile environment, Dr. Pope courageously ran for mayor of Raleigh on a non-partisan African-American slate along with two other black candidates running for commissioner of public safety and commissioner of public work. They were sponsored by the Twentieth Century Voter's Club. Of registered voters, 2,550 cast ballots, with Dr. Pope receiving 126 (98 of these came from the precinct in which he lived). As one of Dr. Pope's fellow black candidates later remembered, "we knew we wouldn't win...but we just did it to wake our people up politically."¹ Dr. Pope's run for mayor in 1919 represented an important risk. Taking such a public stand on racial issues was an act of non-violent protest that came decades before the modern Civil Rights Movement.

Outside of his political activities, Dr. Pope led a quiet family life. In 1906, his first wife Lydia Walden Pope died of tuberculosis. The next year he married Delia Haywood Phillips, who was 22 years younger than Dr. Pope. She too came from a multi-racial background. Though Delia's parents were both born into slavery, her family was very prominent in the area. Delia worked as a teacher before her marriage to Dr. Pope. She was later employed as a cosmetics representative for a company owned by Madam C.J. Walker, one of the most famous and successful black businesswoman of the period, selling beauty products made for African-American women.

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Two daughters were born to the couple: Evelyn B. Pope in 1908 and Ruth P. Pope in 1910. The family belonged to Raleigh's elite black society. Despite being strict Baptists, Dr. and Mrs. Pope seem to have been thoroughly "modern" parents where their daughters were concerned. They freely discussed adult issues with them, and strongly encouraged them to pursue higher education. Both daughters received undergraduate degrees from Shaw University, and both went on to earn Master's degrees from Columbia University in New York: Evelyn in library science, and Ruth in home economics.

Dr. Pope died in 1934 at the age of 76, and his wife followed him in 1955. Evelyn was by then a respected librarian at the North Carolina Central University Law School, which at the time was an African-American institution, and Ruth was a beloved home economics teacher in the Chapel Hill public schools. The two sisters, neither of whom married, kept up the family home in Raleigh and retired there in the 1970s. Evelyn died in 1995, and Ruth passed away in October of 2000.

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Questions for Reading 1

- 1) Who was the "Talented Tenth?" What were their goals?

- 2) What does disfranchise mean? If needed, refer to a dictionary. How would a literacy requirement accomplish this?

- 3) What were some of Dr. Pope's major accomplishments? What role did his being African American play in these accomplishments? Why do you think Dr. Pope enlisted in the military?

- 4) Why were Dr. Pope and his fellow candidates so certain that they would not win the election of 1919? Why did they take the risk of running for office if they knew they wouldn't win? In what way did their actions foreshadow those of the Civil Rights Movement of the 1950s and 1960s? Explain your answer.



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Determining the Facts

Reading 2:

Freed blacks living in the South prior to the Civil War had to carry their freedman's papers with them at all times to make sure that they would not be caught and sold back into slavery. These papers were issued by the state, and provided proof that they were free. The freedman's papers that you are about to read were owned by Jonas Pope, Dr. Manassa Pope's father.

State of North Carolina
Northampton County

This may certify that Jonas Pope the bearer hereof a free person of colour was borned the first day of February Eighteen hundred and twenty seven according to the family record is of bright yellow complexion five feet nine inches high in shoes with a scar on the great toe of his right foot cut by an axe: is a carpenter by trade & of good habits industrious. He the said Jonas Pope is of free parentage to the best of my knowledge and belief as I have been personally acquainted with his grand mother & mother & father for twenty five years or more and they sustained a good character during that time, so far as I have heard. This the 6th day of October 1851

[signed] Jordan Beale *[Justice of the Peace, Northampton County, NC]*

State of North Carolina
Northampton County

I, John B. Odom clerk of the court of pleas and Quarter Sessions for Northampton County and state aforesaid, do certify that Jordan Beale and James Martin, whose names appear on the foregoing certificate, are and were at the time of signing the same two of the acting Justices of the Peace in and for the county & state aforesaid, duly commissioned and qualified according to law. And that their signatures appear to be genuine.

[seal]

Given under my hand and seal of Office at Jackson this 9th day of December A.D. 1851 and in the 76th year of American Independence

[signed] John B. Odom CCC

State of North Carolina
Northampton County

I, William Barrow, chairman of the court of pleas and Quarter Sessions for Northampton County state aforesaid, do certify that John B. Odom, whose name appears to this foregoing certificate is and was at the time of signing the same the acting clerk of our said court, duly Elected and Qualified - that his certificate above is in due form of Law and that full faith and credit are due to his official acts as such.

Given under my hand at Jackson this 9th day of December A.D. 1851 & in this 76th year of American Independence

[signed] William Barrow

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Determining the Facts

Document 1: Dr. Pope's Voter Registration Card, 1902

CERTIFICATE OF PERMANENT REGISTRATION.
(See Chapter 430, Section 5, Public Laws 1901).

I, A. E. Olmstead, Registrar for
Raleigh Township, 2 3 Precinct
(or ward), of Wake County, do hereby certify
that on this day Pope M of
Free race, of Wake County,
Raleigh Township, 2 3 Precinct
(or ward), age 64 years, took and subscribed the oath required by law
and has this day been registered on the Permanent Roll as a voter in said
township, ward or precinct, in accordance with section four, Article VI of the
Constitution of North Carolina.

This the 18 day of Oct 1902
A. E. Olmstead Registrar.

NORTH CAROLINA,
Wake County.

I, W. M. Russ
Clerk of the Superior Court of the aforesaid county, do hereby certify
that the foregoing certificate is in due form, and that the signature of said
A. E. Olmstead, Registrar of said precinct
(ward or township), is in his own proper handwriting.

Witness my hand and official seal, this the 18th
day of October 1902
W. M. Russ
Clerk of the Superior Court.
By V. Ruppel deputy clerk

(SEAL)

(From the Pope Family Papers, #5085, Southern Historical Collection, the Library of the University of North Carolina at Chapel Hill)



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Document 1: Dr. Pope's Voter Registration Card, 1902 (Transcription)

CERTIFICATE OF PERMANENT REGISTRATION

I, A. E. Olmsted, Registrar for Raleigh Township, 23 Precinct (or ward), of Wake County, do hereby certify that on this day Pope M. T. of C. Free race, of Wake County, Raleigh Township, 23 Precinct (or ward), age 44 years, took and subscribed the oath required by law and has this day been registered on the Permanent Roll as a voter in said township, ward or precinct, in accordance with section four, Article VI of the Constitution of North Carolina.

This the 18 day of Oct 1902
A. E. Olmsted Registrar

NORTH CAROLINA.
Wake County.

I, W. M. Russ, Clerk of the Superior Court of the aforesaid county, do hereby certify that the foregoing certificate is in due form, and that the signature of said A. E. Olmstead, Registrar of said precinct (ward or township), is in his own proper handwriting.
Witness my hand and official seal, this the 18th day of October 1902

W. M. Russ
Clerk of the Superior Court

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Determining the Facts

Reading 3:

The following reading was excerpted from a term paper Ruth Pope wrote for an Education course at Columbia University. (Note that Ruth's teeth marks are still clearly visible on the piano in the Pope House living room.)

Creation, still a pertinent question in this changing civilization has lost none of its mystery. This point though dating back to the early ages has been a much debated question, and from it many issues have grown. We still give credit to the Almighty God in all his wise power for the world on which we live. Thus it is that we recognize his supreme hand in world industrial and cultural progress of to-day. Despite my traditional training I wonder if we should not allow scientific study to help share honors in these world wide marvels and successes....

My father as a youngster grew up proud of himself and his beautiful clothing. In short he was the spoiled child.... His schooling continued,...he left home, went to Shaw to further his education...War came! Yes, and he volunteered and enjoyed having served his country...After the lapse of years he returned to Raleigh to practice and open a drug store. This new experience proved very profitable in business and matrimony. It was then he met my mother, whom in late years he delighted in teasing by saying, "she was one of the small town old maid schoolteachers whose chief business at the drug store was to catch a view of the new unattached doctor." His social life was broad, for diversion he spent much time in card playing, baseball, and horse racing. Religious, yes a Baptist Sunday school teacher and Deacon of church. He attributed his success, if any, to God's help. He died at the age of 76 years.

My mother, a very capable and attractive woman was one of ten children five of whom were reared by an Aunt and elder sister due to the death of their parents. Her early childhood was spent in a home of average means and she had been taught to work making every job count as an art. Her Home training and moral standards were all instilled...

A home for these two [Dr. Pope and Delia Pope] so different in background whom fate or fortune had joined was built with the conveniences of that age in a mixed neighborhood of foreigners, whites, and negroes. No two of these races mixed and thus harmony at all times existed between them...

We [Ruth and Evelyn] were taken to Sunday school and occasionally allowed to stay for church. Here we were taught not to look around and whisper but to sit attentively... my mother and father would tell me, "pretty is as pretty does," and insisted that we were both pretty only when we were good...Sometimes mother would be busy or she wanted to read or play the piano. On one specific occasion, and one I can't forget, as she played and I wanted her to go out and see a sand house I'd built she kept saying I'll be out but didn't move. My anxiety grew, I showed my temper by biting the paint along the edge of the keyboard...

On entering high school I was thrilled, because I was sure I knew it all. This school was new, Raleigh's first public High School for negroes. I determined to do my best in order that I'd have the honor of making the highest average and have the pleasure of being May Queen in the carnival. I did this and even more I played basketball and tennis and was an active person in all school activities.



An American Success Story: The Pope House of Raleigh, NC

Visual Evidence

Photo 1: Shaw Medical School student body, including the first graduating class, 1886



(Courtesy of the Pope House Museum Foundation, Raleigh, NC)

Historians think that Dr. Manassa T. Pope is located on the 2nd full row, 3rd from the left. Shaw University's Leonard Medical School, which historically is an African-American school, was the first four-year medical college in North Carolina. Dr. Pope was a member of its first graduating class. At the graduation ceremony in 1886, senior Lawson Andrew Scruggs delivered these comments: "The colored man must go forward, he must harness himself for battle, and we who stand before you tonight, are pioneers of the medical profession of our race."¹

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An American Success Story: The Pope House of Raleigh, NC

Questions for Photo 1

1) It is noted in the caption above that historians believe they know the location of Pope in the photo, but are not certain. Can you think of some reasons why it might be difficult to use historic photographs as evidence? Why might it be important for you and your family to label and organize your photo collection?

2) What do you think Lawson Scruggs meant when he said that African-American men, and in particular successful, educated men, must "harness themselves for battle?" How does this comment relate to the Du Bois quote about the "Talented Tenth?"

3) What do you see hanging on the wall in the background? Why do you think this backdrop was selected?

4) Why is this photograph significant for both the black community at the time it was taken and to history in general?



An American Success Story: The Pope House of Raleigh, NC

Visual Evidence

Photo 2: Members of the African-American Third N.C. Regiment at their encampment near Macon, Georgia, 1899



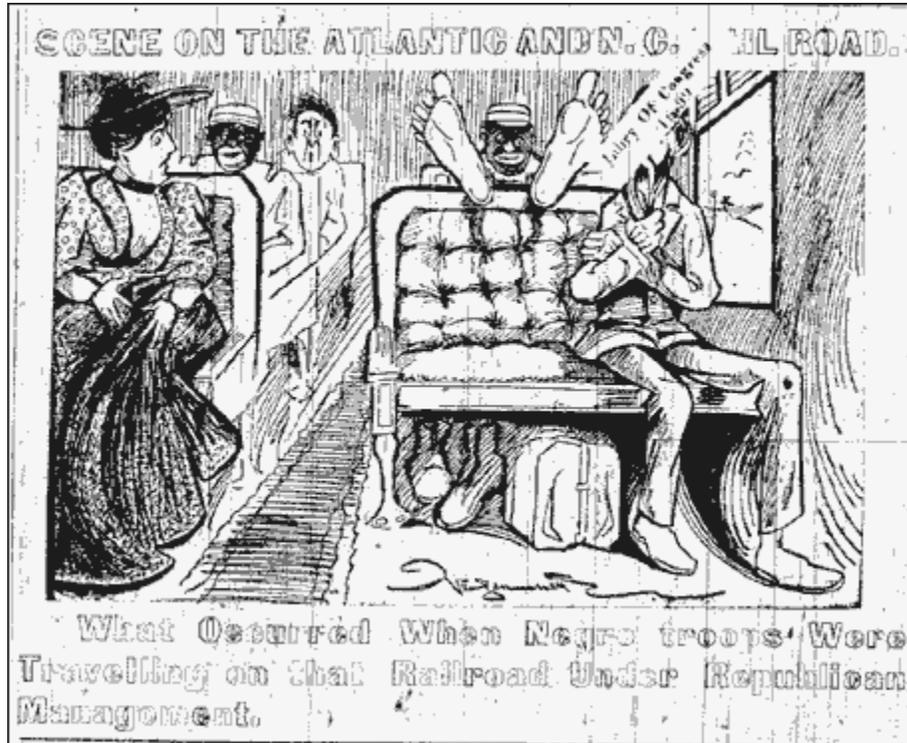
(Courtesy of the Pope House Museum Foundation, Raleigh, NC)

Dr. Manassa T. Pope, *left*, Col. James H. Young, *center*, Marcus W. Alston, *right*.



An American Success Story: The Pope House of Raleigh, NC

Illustration 1: "Scene on the Atlantic and N.C. Railroad. What Occurred When Negro Troops Were Travelling on that Railroad Under Republican Management."



(Cartoon from page 1 of the October 5, 1898 Raleigh, NC News & Observer)

The Third North Carolina Regiment was formed in 1898 at the request of Governor Daniel Russell, under his primary black adviser, James H. Young (center in Photo 2). It was the second black battalion in the country to be commanded entirely by black officers. Though the regiment never actually went to battle, their existence was very controversial.

To many people, these soldiers posed a threat to white supremacy. One influential Raleigh newspaper, ran by prominent white Democrats, went so far as to publish insulting cartoons directed at the Third Regiment, as well as slanderous accounts about the men and their activities.

To African Americans, however, members of the Third Regiment were celebrated as examples of success and hope for equal rights.

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An American Success Story: The Pope House of Raleigh, NC

Questions for Photo 2 and Illustration 1

- 1) Who served in the Third Regiment? Why is that significant? What kind of message do you think it sends to society that these men were willing to serve their country even though they were not treated as equal citizens?

- 2) The Pope House Museum still holds Dr. Pope's Spanish-American War medical bag and his sword. How might that increase the historical importance of the portrait? How might Photo 2 be used in helping interpret the artifacts so that others may learn more?

- 3) What do you think was the intended message of Illustration 1? How does this relate to the political context at this time in North Carolina, as described in Reading 1?

- 4) How does Photo 2 contradict the message in Illustration 1? Explain your answer.

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An American Success Story: The Pope House of Raleigh, NC

Visual Evidence

Photo 3: Ruth and Evelyn Pope at the Pope House, c. 1913



(Courtesy of the Pope House Museum Foundation, Raleigh, NC)



An American Success Story: The Pope House of Raleigh, NC

Photo 4: Portrait of Delia Haywood Phillips Pope, c. 1905



(Courtesy of the Pope House Museum Foundation, Raleigh, NC)

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An American Success Story: The Pope House of Raleigh, NC

Questions for Photos 3 and 4

1) Why do you think the Popes had these portraits taken? Why might having a portrait taken be a status symbol?

2) In formal portraits like these many people posed with the things that were most special to them. What belongings were important enough to Ruth and Evelyn that they felt the need to include them in their photograph?

3) What do the carpet and furnishings in Photo 3 and the subjects' clothing and accessories in both portraits convey about the Pope family?

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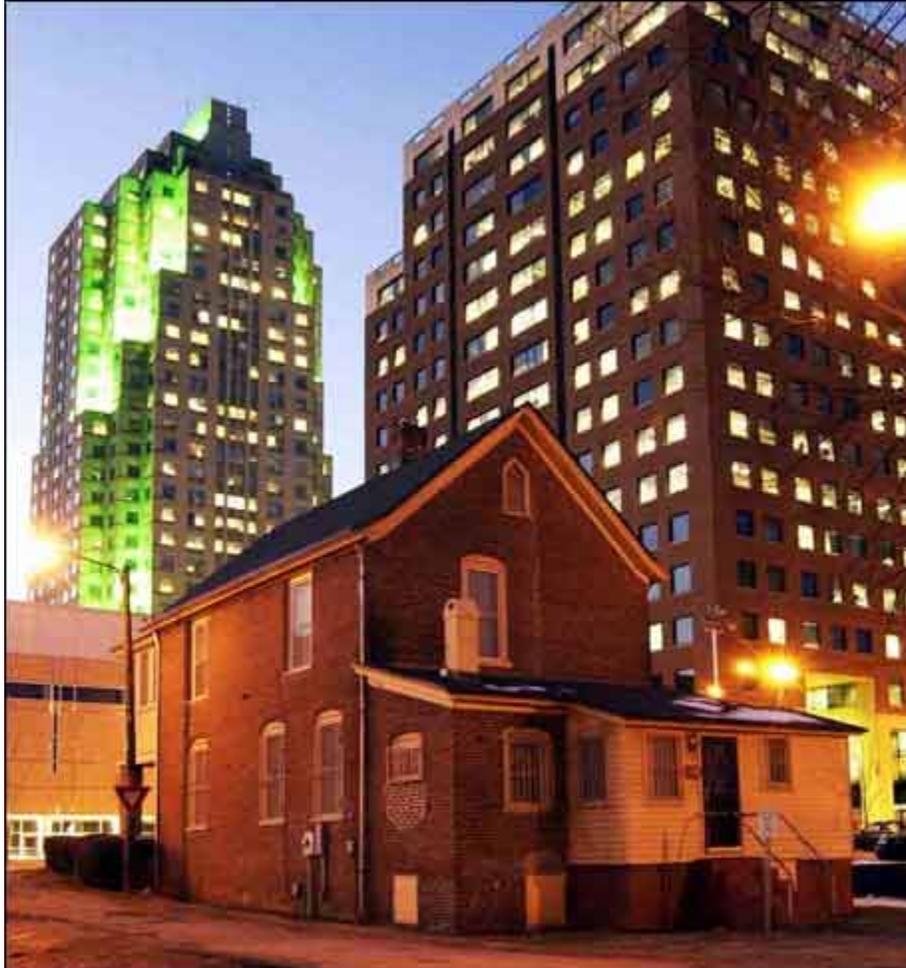
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An American Success Story: The Pope House of Raleigh, NC

Visual Evidence

Photo 5: A view of the back of the Pope House in 2003



(Courtesy of the Pope House Museum Foundation, Raleigh, NC)

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An American Success Story: The Pope House of Raleigh, NC

Putting It All Together

In this lesson, students meet Dr. Manassa T. Pope, an African-American doctor and entrepreneur in the early 20th century, and learn about his efforts to gain civil rights well before the modern Civil Rights Movement. The following activities will help them apply what they have learned.

Activity 1: Mock Election

A) Have students make campaign posters for Dr. Pope in the 1919 election and create a display for them in the classroom. What kind of slogan might the candidates have used? How would you campaign for an election that you knew was impossible to win? Are there any modern examples of candidates who run on principle with no hope of winning? Hold a class discussion on the merits of running on principle and whether or not this helps to accomplish certain goals.

B) Hold a mock election, either with student candidates, or for a referendum on some kind of classroom issue (e.g., changing the way the room is arranged). Randomly tell some students that they cannot vote, based on something beyond their control like where they sit or what they're wearing. Hold a class discussion after the exercise. What was the outcome of the vote? How did those students that were not able to vote feel? Would the verdict have been different if the other students were allowed to participate? Why is voting so important?

Teaching with Historic Places

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An American Success Story: The Pope House of Raleigh, NC

Activity 2: Constructing a Biography

Have students write a research paper on one of Dr. Pope's African-American contemporaries. Preferably the person would have been most active in the years between the Civil War and the Civil Rights Movement. Students should focus on the ways in which their person challenged racial roles and stereotypes. Have students present their findings in class.

Suggestions include: Marian Anderson, Louis Armstrong, Josephine Baker, Mary McLeod Bethune, Charlotte Hawkins Brown, George Washington Carver, Charles Chestnutt, W.E.B. Du Bois, Paul Laurence Dunbar, Langston Hughes, James Weldon Johnson, Scott Joplin, Thurgood Marshall, Jelly Roll Morton, Madam C.J. Walker, Booker T. Washington, Ida B. Wells, and Richard Wright.

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An American Success Story: The Pope House of Raleigh, NC

Activity 3: Race Relations in your Hometown

Have students research race relations in your town or city and hold a class discussion on the following questions. Did segregation exist? If so, was it written into the laws? Is evidence of racial separation still visible today? Have there been any major events in the town/city/region's history related to race (e.g., a race riot, a march, a protest, or an example of interracial cooperation)? If so, what were the events leading up to and/or the effects of this event?

Alternatively, ask students to conduct an oral history interview with a community member who remembers life during the Jim Crow period. What does she/he recall about race relations in the community during this time? Did she/he attend segregated schools, or go to segregated public facilities? How did she/he feel about race relations then, and how has this shaped the person she/he is today? Have students submit their recordings either on paper or on tape to the local library or historical society.



An American Success Story: The Pope House of Raleigh, NC

References and Endnotes

Introduction

¹ Kenneth J. Zogry, "Dr. M.T. Pope House," (Raleigh, North Carolina) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1999.

Setting the Stage

¹Quoted in Charles D. Lowery and John F. Marsalek, eds. *Encyclopedia of African-American Civil Rights: From Emancipation to the Present* (New York: Greenwood Press, 1992), p. 281.

² W.E.B. Du Bois, "*The Talented Tenth*," in *The Negro Problem* (New York: James Pott & Company, 1903), p. 33.

³ *Ibid.*, p. 75.

Reading 1

Reading 1 was adapted from the Pope House Museum Foundation's website, (May 10, 2005), and from the National Register of Historic Places Nomination, both written by Pope House Museum Foundation director Kenneth Joel Zogry.

¹ Wilmoth A. Carter, *The Urban Negro in the South* (New York: Vantage Press, 1961), 80.

Reading 2

Reading 2 is from the Pope Family Papers, #5085, Southern Historical Collection, the Library of the University of North Carolina at Chapel Hill.

Document 1:

Document 1 is from the Pope Family Papers, #5085, Southern Historical Collection, the Library of the University of North Carolina at Chapel Hill.

Reading 3

Reading 3 is from the Pope Family Papers, #5085, Southern Historical Collection, the Library of the University of North Carolina at Chapel Hill.

Photo 1

¹ Leonard Andrew Scruggs, "Medical Education as a Factor in the Elevation of the Colored Race," *African Expositor* 9 (April 1886): 3.

Teaching with Historic Places

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An American Success Story: The Pope House of Raleigh, NC

Additional Resources

By studying *An American Success Story: The Pope House of Raleigh, NC* students meet Dr. Manassa T. Pope, an African-American doctor and entrepreneur in the early 20th century, and learn about his efforts to gain civil rights well before the modern Civil Rights Movement. Those interested in learning more will find that the Internet offers a variety of interesting materials.

The Pope House (City of Raleigh)

Visit the [Pope House website](#) for more information about the history of the house and the Pope family, at the Raleigh, North Carolina Parks, Recreation and Cultural Resources online resource.

Library of Congress

The Library of Congress [digital collections](#) offers a wide variety of resources about African-American history.

National Park Service Travel Itinerary

The *Discover Our Shared Heritage* online travel itinerary, [We Shall Overcome: Historic Places of the Civil Rights Movement](#) provides information on many places (in states across the U.S.) listed in the National Register of Historic Places for their association with the modern Civil Rights Movement. The travel itinerary [Raleigh: A Capital City](#) provides information on various National Register sites throughout Raleigh, the capital of North Carolina, including the [Dr. M.T. Pope House](#).

African-American material culture

[The Smithsonian's Anacostia Museum and Center for African American History and Culture](#) contains artifacts and information on the role material culture plays in helping us to better understand the African-American historical and cultural experience.

Association of African American Museums

[This organizational site](#) provides a centralized list of various African-American museums throughout the country.

American Radio Works--Remembering Jim Crow

Remembering Jim Crow is an [online documentary](#) glimpse at the system of Jim Crow explored through text, pictures, audio clips and slide shows. Sponsored by American Radio Works, the web site features personal accounts offering different perspectives on how the system of Jim Crow affected individuals throughout the country. The site also offers a sampling of Jim Crow laws, with a particular section addressing those specifically related to education.





CERTIFICATE OF PERMANENT REGISTRATION.

(See Chapter 550, Section 5, Public Laws 1901).

I, A. E. Olmstead, Registrar for
Raleigh Township, 2 3 Precinct
(or ward), of Wake County, do hereby certify
that on this day Page A of _____ of
60 Free race, of Wake County,
Raleigh Township, 2 3 Precinct
(or ward), age 44 years, took and subscribed the oath required by law
and has this day been registered on the Permanent Roll as a voter in said
township, ward or precinct, in accordance with section four, Article VI of the
Constitution of North Carolina.

This the 18 day of Oct 1902

A. E. Olmstead Registrar.

NORTH CAROLINA,

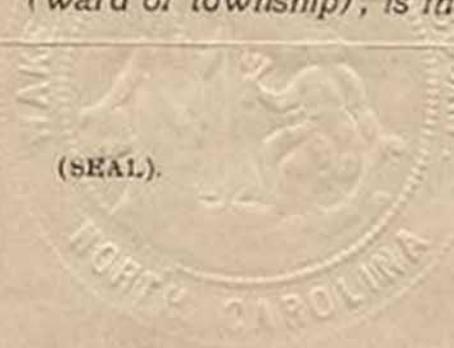
Wake County.

I, W. M. Russ,
Clerk of the Superior Court of the aforesaid county, do hereby certify
that the foregoing certificate is in due form, and that the signature of said
A. E. Olmstead, Registrar of said precinct
(ward or township), is in his own proper handwriting.

Witness my hand and official seal, this the 18th

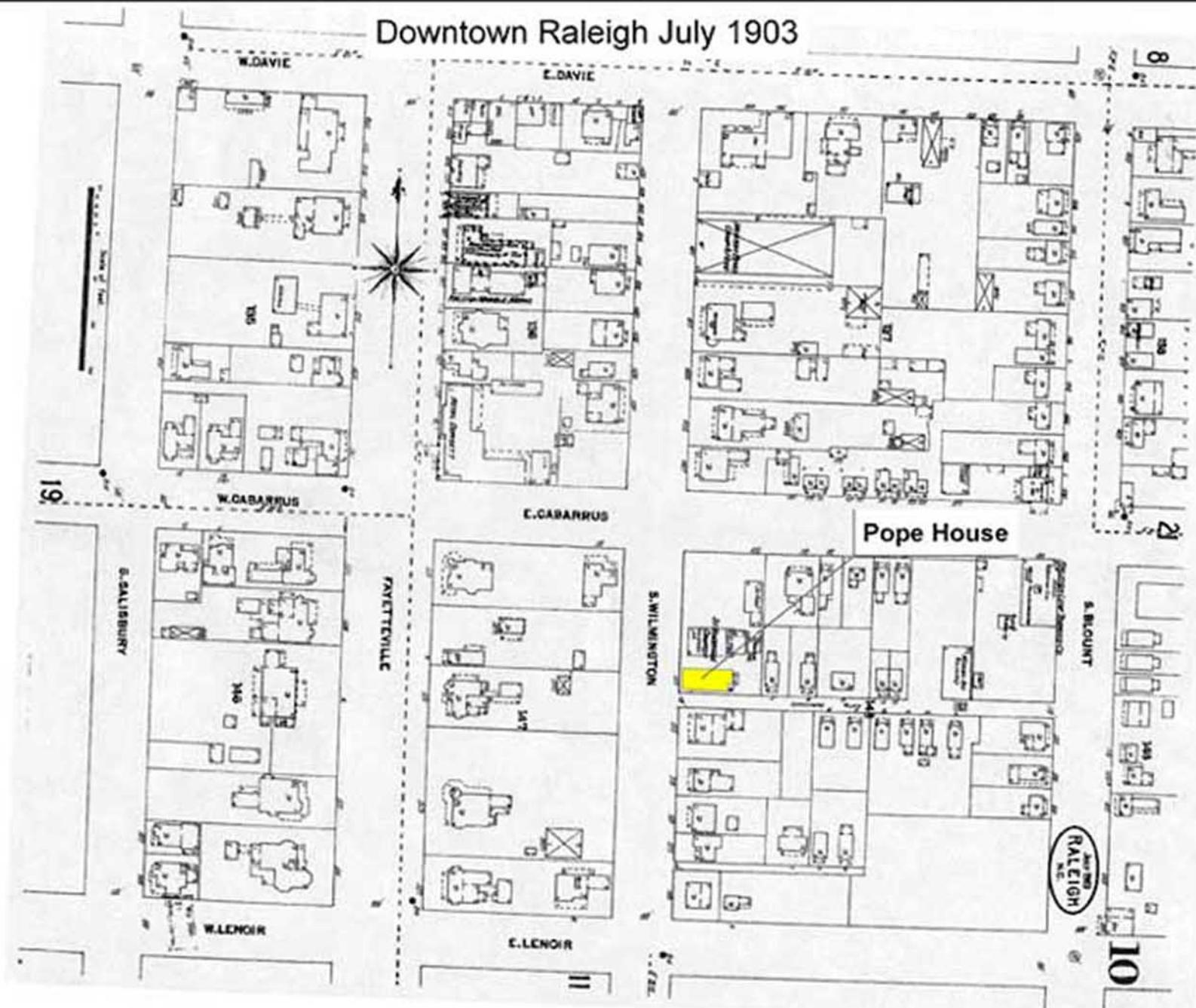
day of October 1902

(SEAL).

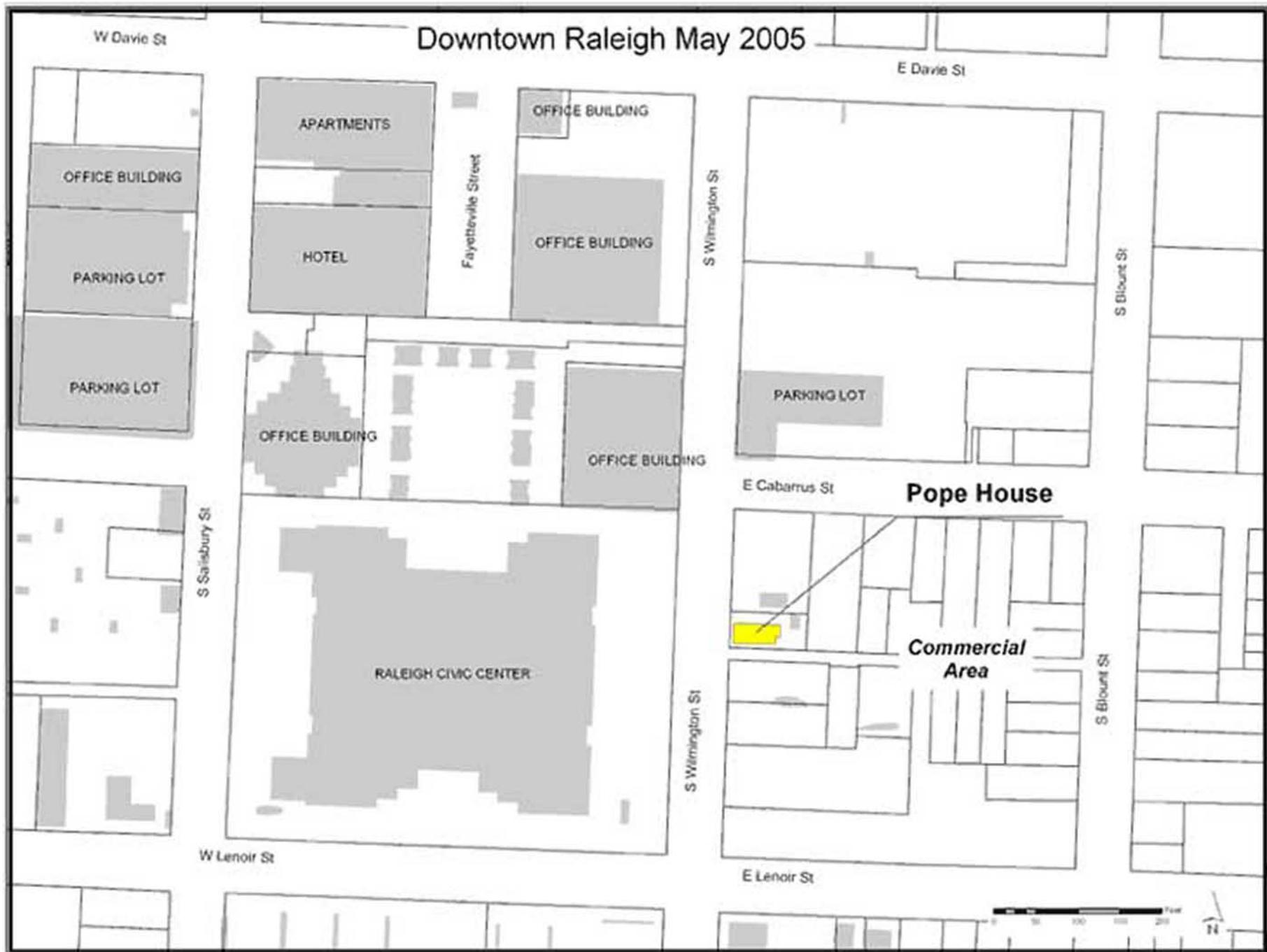


W. M. Russ
Clerk of the Superior Court.
by V. Roper Deputy Clerk

Downtown Raleigh July 1903



Downtown Raleigh May 2005



W Davie St

E Davie St

APARTMENTS

OFFICE BUILDING

OFFICE BUILDING

Fayetteville Street

HOTEL

OFFICE BUILDING

S Wilmington St

S Blount St

PARKING LOT

PARKING LOT

OFFICE BUILDING

OFFICE BUILDING

PARKING LOT

S Salisbury St

E Cabarrus St

Pope House

RALEIGH CIVIC CENTER

S Wilmington St

S Blount St

Commercial Area

W Lenoir St

E Lenoir St



SWIFT,



RALEIGH, N. C.





Wm. H. & Co.
111 N. 3rd St.
Philadelphia, Pa.

