

## **Lesson #48 U.S. History**

### **Black Reconstruction**

#### Civil Rights Amendments:

- 13<sup>th</sup> freed the Slave in the United States
- 14<sup>th</sup> citizenship and barred 25,000 southern whites from political office and all participants in rebellion from political process (150,000 voters until pardon by Congress in 1872) (except 500) also, ended 3/5 count which gave the south 24 more representatives in congress and electoral votes
- 15<sup>th</sup> Gave vote to Freedmen and did not provide national control of elections and state used a variety of techniques to get around poll tax (\$1-2) and literacy test that kept 700,000 voters from voting. Only Maine, New Hampshire, Vermont, Massachusetts, and Rhode Island allow Blacks to vote when 15<sup>th</sup> was introduced and New York allow to only those to vote with property qualifications – Iowa did allow in 1868

Louisiana equal members in legislature

South Carolina majority of Blacks lower house (87-40)

There was no Black governor, two Lieutenant governors

Alonzo J. Ranier 1870 and Richard H. Gleaves 1872 were U.S. Senators

There were 6 members to House of Representatives

Other states held an 8 to 10 majority in whites in state governments

#### **Black Leaders in South**

James Hood – North Carolina

Henry M. Turner – Georgia

Richard H. Gleaves – South Carolina

Beverly Nash – South Carolina

Hiram Revels – Mississippi

Blanche K. Bruce – Mississippi

James Rapiers – Alabama

John Carraway – Alabama

Peyton Finley – Alabama

James O'Hara – North Carolina

Lewis Lindsay – North Carolina

Frederick Douglass said to "... just let them alone."

#### **Achievements:**

1867 Howard University

1868 Blacks could not vote in New York and only five states allowed them the vote

1874 Democrats controlled Congress

1875 *Crookshank v. U.S.* – against Force Acts

1876 help shape the Reconstruction with troops moved west there were only 2,876 troops in the South in 1876 - the move was symbolic

The State Constitutional Convention of 1867-68 had a majority of African Americans and half of those were former slaves. Three of the following members were African American:

“Mr. R. C. De Large: I shall attempt to defend the amendment proposing to strike out the word "compulsory." In the first place, we have a report which is to become a portion of the Constitution, and that Constitution emphatically declares, in terms that cannot be misunderstood, that "no distinction shall be made on account of race, color, or previous condition." ...As already stated, I object to the word "compulsory" because it is contrary to the spirit of republicanism.... I plant myself on the broad principle of the equality of all men as the basis of true republicanism; and to compel any man to do what this section provides is contrary to this principle....

Mr. A. J. Ransier: I am sorry to differ with my colleague from Charleston on this question. I contend that in proportion to the education of the people, so is their progress in civilization. Believing this I believe that the Committee have properly provided for the compulsory education of all the children in this State.... Vice and degradation go hand in hand with ignorance. Civilization and enlightenment follow fast upon the footsteps of the schoolmaster; and if education must be enforced to secure these grand results, I say let the compulsory process go on.

Mr. R. G. Holmes: If there is anything we want in this State, it is some measure to compel the attendance of children between the ages of six and sixteen at some school. ... I have seen white children sitting by the side of colored children in school, and observed that there could not have been better friends. If anyone chooses to educate their children in a private school, this law does not debar them that privilege....

Mr. E L. Cardozo: Before I proceed to discuss the question, I want to divest it of all false issues, of the imaginary consequences that some gentlemen have illogically thought will result from the adoption of this section with the word compulsory. They affirm that it compels the attendance of both white and colored children in the same schools. There is nothing of the kind in the section. It means nothing of the kind, and no such construction can be legitimately placed upon it. It simply says all the children shall be educated; but how is left with the parents to deride. It is left to the parents to say whether the child shall be sent to a public or private school.... There can be separate schools for white and colored. It is simply left so that if any colored child wishes to go to a white school, it shall have the privilege to do so have no doubt, in most localities, colored people would prefer separate schools, particularly until some of the present prejudice against their race is removed.”

These men used the arguments and reasoning that the members of the U.S. Constitutional Convention in 1787.

White Southerners Reacted to Republicans by a movement to have Southern Conservatives Regained Power. The North was concerned with westward expansion. Republican control of southern states began to collapse in 1869 and by 1876, Radical regimes survived only in Florida, Louisiana, and S.C.

White Southern Redeemers – Bring back control to the elite planter class

Strategies:

1. Organization to win scalawag vote (this was the swing group) “Fear”
  - a. Red Shirts
  - b. “rifle clubs”
  - c. White League
  - d. Knights of the White Camellia
  - e. Ku Klux Klan - (General Nathan Bedford Forest)
    1. Reorganized 1867 – “ghosts of confederates”
    2. Grand Cyclops over Den (local group)
    3. Grand Titan over provinces (counties)
    4. Grand Dragon over Realms (States)
    5. Grand Wizard over all
2. Discouragement – economic, ostracism, whipping, torture, and murder
  - a. Mississippi 1875 election slogan  
“Carry the election peaceably if we can, forcibly if we must”
  - b. 1873 Mississippi had in 6 counties 14,000 Black voters
  - c. the same counties in 1875 had 723 Black voters
  - d. Violence and Fear became the Mississippi plan



RE-WRITE History

The Vice President of the Confederacy A. Stevens coined the phrase “War Between the States”  
Then after the war to say the war was to protect States Rights.

Jefferson Davis and Stevens were both outspoken for slavery and the use of Federal laws to support southern beliefs before the war.

The South’s fear of losing of political power Free states and representation in the House (3/5 Clause ) plus the fear that slavery would be ended was the reason for Session.

1930’s Charles Beard in the Progressive mode saw war as an industrial (economic) conflict  
labor vs. business. He saw that slavery was not a moral issue for all. Only for about 5% of the people.