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"THIS IS A WHITE MAN'S GOVERNMENT"



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## Document #1

# Freemen's Bureau

The **Bureau of Refugees, Freedmen, and Abandoned Lands** (usually referred to as the **Freedmen's Bureau**) was a U.S. federal government agency that aided distressed refugees of the American Civil War. The **Freedmen's Bureau Bill**, which created the Freedman's Bureau, was initiated by President Abraham Lincoln and intended to last for one year after the end of the war. Passed on March 3, 1865, by Congress to aid former slaves through education, health care, and employment, it became a key agency during Reconstruction, assisting freedmen (freed ex-slaves) in the South. The Bureau was operational from June 1865 to December 1868. It was disbanded under Lincoln's successor, President Andrew Johnson. The Freedmen's Bureau spent \$17,000 to help establish homes and distribute food, established 4,000 schools and 100 hospitals for former slaves. This Bureau also helped freedmen find new jobs. At the end of the war, the Bureau's main role was providing emergency food, housing, and medical aid to refugees. It could also help reunite families. Later, it focused its work on helping the freedmen adjust to their conditions of freedom. Its main job was setting up work opportunities and supervising labor contracts. It soon became, in effect, a military court that handled legal issues.

## Document #3

# Deconstruction

The era after the War for Southern Independence is called Reconstruction. It would be more apt to call it Deconstruction. Constitutional law and state sovereignty were abolished in the South. In its place came a nationalized government, with the states as vassals to Washington's authority. Most important from Washington's perspective, Reconstruction meant the re-education of the 'rebels', so that they would have the same mentality as Northerners and would never consider secession again. Via new Reconstruction constitutions, the Federal government controlled Southern education.

Many carpetbaggers held the deluded dream of 'impregnating the South with Northern civilization.' They enlisted the brute force of the military to actualize this dream. The Army confiscated Southern churches and the properties of many Baptist, Methodist and Presbyterian congregations. Their ministers were called traitors. Northern ministers were installed at bayonet point. Federal government money paid their salaries and built new churches. This was unconstitutional. It fused Church and State. These subsidized churches became governmental bureaucracies, promoting radical Republican policies. 'Every innovation of the Executive was adopted as an article of religious faith.'

## Document #2

# Effects of Education During Reconstruction

Lack of funds, scarcity of teachers, defective legislation, uncertainty and confusion, partisan strife, and fraud and extravagance in the state government promised nothing but failure for the new school system, which was meeting obstacles at almost every point. Added to these ills was a decision of the supreme court which held that the provision of the school law of 1869 for local school taxes was unconstitutional and could not be enforced. And with public opinion so strongly against levying of school taxes under the radical regime, the entire school system was practically inoperative.

In many respects public education in the South during reconstruction suffers when compared with that of the antebellum period. Teachers were paid a higher salary in the South before the war than during reconstruction or until after 1900. A larger percentage of the school population was enrolled in school in 1860 than at any time during reconstruction. Moreover, the reconstruction regime failed to improve the provisions for state, county, and local administrative organization and supervision. Finally, evidence is strong that had the native conservative element of the State been free to act without unwholesome influences from the outside a safer and more adequate

## Document #4

# Education: Louisiana

Important reforms in education took place in Louisiana during Reconstruction. The Constitution of 1868 provided for at least one free public school in each parish, with students age six to eighteen admitted regardless of race. Within five years after the 1868 constitution, the Louisiana school system increased from 100 public schools in the state to over 1,100.

The Louisiana school system was not perfect under Reconstruction administrations, with inadequate funding for buildings, books, and teachers, but it was much better than the one that followed in the years after Reconstruction. After 1877 segregation returned to the system, with very few schools for African Americans. During Reconstruction all-black and mixed public schools flourished, while attendance at white schools dropped.

## Document 5

. . . When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a “pole locomotive,” made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

Source: Charles Dudley Warner, “The South Revisited,”  
*Harper’s New Monthly Magazine* (March 1887)

- 5 According to this passage, what was **one** economic change that had occurred in the South by 1887? [1]

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