

The Semi-Weekly Louisianian.

"REPUBLICAN AT ALL TIMES, AND UNDER ALL CIRCUMSTANCES."

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PROSPECTUS
OF THE
Louisianian.
The endeavor to establish another journal in New Orleans, Louisiana, to fill a necessity which has long and sometimes painfully existed in the transition state of our people in their struggling efforts to attain that position in the Body Politic, which we conceive to be their right, is regarded that much information, guidance, encouragement, and reproof have been lost, in consequence of the lack of a medium, through which these deficiencies might be supplied. We shall strive to make the Louisianian a desideratum in these respects.

POLICY.
Our motto indicates, the Louisianian shall be "Republican at all times and under all circumstances." We advocate the security and enjoyment of civil liberty, the absolute equality of all men before the law, an impartial distribution of honor and patronage to all who merit it. In the presence of allaying animosities, of branding the memory of the bitter and promoting harmony and union among all classes and between all in them, we shall advocate the removal of all political disabilities, foster kind and forbearance, where malignity and malice reigned, and seek for peace and justice where wrong and oppression prevailed. Thus united in our objects, we shall conserve our interests, elevate our noble position among the States, by the development of our abundant resources, and secure all the benefits of the mighty changes in the history and condition of the State and the Country.

TAXATION.
We support the doctrine of an equal division of taxation among all classes, a faithful collection of the same, economy in the expenditures, conformably with the exigencies of the State or Country and the discharge of every legitimate obligation.

EDUCATION.
We shall sustain the carrying out of the provisions of the act establishing a common school system, and urge the paramount duty of the education of our youth, as vitally connected with the progress and stability of a Republican Government.

FINAL.
In all our conduct, we shall strive to be true to our paper, from an ephemeral and temporary existence, and upon a basis, that if we are "commanded," we shall at all times "obey" success.
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New Orleans, Louisiana.

EDUCATION.

Speech of Honorable Josiah T. Walls, F. FLORIDA, IN THE HOUSE OF REPRESENTATIVES, (February 3, 1872.)

Mr. Speaker, my remarks will be principally directed as in answer to the remarks made by the gentleman from Georgia, [Mr. McIntyre] who it appears was in opposition to the bill establishing a national educational fund as proposed by the Committee on Education and Labor.

The gentleman from Georgia, in his effort in opposition to this bill, said that it was objectionable because it interfered with State rights. I quote him:

"The details of the original bill are objectionable and ought to be objectionable to every man who feels any interest in the State government."

He then proceeded to tell us why the bill is objectionable. I again quote him:

"Why do I say so? Simply from the fact that by the Constitution of the United States the powers of legislation have been distributed. How distributed? All those which the people of the country desired the Congress of the United States to exercise have been ascertained and defined by the terms of the Constitution, while all those powers which the people desired should be prohibited to the States have also been defined and set forth in the same instrument. By the Constitution, all those powers which have not been delegated to the Congress of the United States, nor prohibited to the States themselves. Now, sir, since the organization of the General Government, under which we are legislating to-day, it has always been understood that the power of regulating the common schools belonged exclusively to the States; and I am unwilling that Congress should take from the States any of their reserved rights. The provisions of the pending bill seek to vest the entire control of this fund in the General Government without regard to the will of the respective State."

If we did not understand those who keep up this great clamor for State Rights, we might be constrained to believe as the gentleman from Georgia, that no one had any interest in their respective State governments but those who dully warn us against the infringements upon the rights of the States. But we understand them. We know what the cry about State rights means, and more especially when we hear it produced as an argument against the establishment of a fund for the education of the people.

Judging from the past, I must confess that I am somewhat suspicious of such rights, knowing, as I do, that the Democratic party in Georgia, as well as in all of the other Southern States, have been opposed to the education of the negro and poor white children. And I can, without doing that party any wrong, safely and truthfully state that the Democratic party to-day in Georgia, as well as in Florida, are opposed to the education of all classes. We know that the Democratic party used to argue that to educate the negro was to set him free, and that to deprive him of all the advantages necessary to enable him to acquire an education was to perpetuate his enslavement. Their argument against educating the poor whites was that the negro more directly associated with the poor whites than with that class who controlled the destinies of slavery. Why, sir, so fearful were they that the negro would become educated, either through his own efforts or by the aid of some poor white person, they enacted laws prohibiting him from being educated even by his own master; and if a poor white person was caught teach-

ing a negro, he was whipped, or in some States sold or compelled to leave the State; and if by chance a negro did learn to read, and it was found out, he was whipped every time he was caught with a book, and as many times between as his master pleased. We must remember that this State of affairs existed only about six years ago, and this being the case, is it unreasonable for us to suppose that the Democratic party of Georgia is opposed to the negro being included in the bill that proposes to establish an educational fund, and his being educated out of the public money? I think not.

The gentleman from Georgia also tells us that he is in favor of seeing the schools of the country promoted, and we believe he is, but he wishes to promote them under the old system, which has so far been a failure in the South, and every fair-minded and unprejudiced man will admit it.

Mr. McIntyre—I should like to make a correction there. It would seem that he seeks to produce the impression upon the House that I am opposed to education, which, of course, I am not.

Mr. Walls—The gentleman will be answered in the course of my remarks. I must ask him not to interrupt me now, as I did not interrupt him when he addressed the House.

The gentleman informs us also that the Georgia Legislature has within the last twenty days appropriated \$300,000 for the purposes of education, and that the educational system is not confined to the whites alone. He says that—

"Within the last twenty days the Legislature of Georgia has appropriated \$300,000 for the purpose of education; and that educational system is not confined to the whites alone."

He then informs us that the "colored people of his State are entitled under the law to the same rights that the whites will enjoy." Mark his words—entitled to the same rights that the whites will enjoy. This, Mr. Speaker, is very true; but will the colored people have an opportunity, or be permitted to enjoy the same rights the whites enjoy? This is the question. The echo of the past answers no! not while the Ku-Klux Democracy are permitted to burn the school-houses and churches belonging to the colored people of Georgia; not while they shut the doors of the school-houses against the colored children, will the colored people of Georgia enjoy the same educational advantages that the whites enjoy.

We find that in July, 1783, the Georgia Legislature appropriated one thousand acres of land to each county for the support of free schools. In 1784 the General Assembly appropriated forty thousand acres of land for the endowment of a college or university. In 1792 an act was passed by the Legislature appropriating one thousand acres of land for the endowment of each of the county academies; \$250,000 were appropriated in 1817 for the support of poor schools. Now, sir, we see that the Georgia Legislature prior to 1868 appropriated thousands of acres of land for the support of colleges, county academies, and free schools, but did Georgia have a free school system in operation prior to 1870?

Again, we see that the Georgia Legislature appropriated \$250,000 for the support of what they called "poor schools." If this appropriation was applied to the establishment of schools, did the poor white and colored children get an equal benefit of it? We are informed by Colonel J. R. Lewis that Georgia had indeed a very "poor school" system prior to 1870, and no free schools in operation at all; Savannah and Columbus were the only places where they had any schools worthy of the name. I now quote from the report of the Commissioner of Education, who says:

"The latest communication to this office, from a leading educator in Georgia, gives an encouraging account of the prospect that an excellent school law will soon go into operation in that State, which has just passed the Legislature. At present Savannah and Columbus are the only cities in the State that have school systems worthy of the name."

The gentleman from Georgia also calls our attention to what he thinks of the patriotism existing in Georgia. He says:

"I feel safe in expressing my belief that there is intelligence and patriotism enough in the State of Georgia to-day to manage its portion of this fund properly if it is turned over to the State."

I suppose he refers to that patriotism existing among the colored people, or that which the whites have inculcated since May, 1865. Now, Mr. Speaker, if we judge of the patriotism existing among the Democratic party in Georgia to-day from the course that party has pursued in that State relative to free schools and the education of the negro, our conclusion will be that Georgia is not opposed to free schools, and the education of the negro and poor white children, as heretofore.

It is useless to talk about patriotism existing in those States in connection with free schools under Democratic system, and in connection with those who now and always have believed that it was wrong to educate the negro, and that such offenses should be punishable by death or the lash. Away with the patriotism that advocates and prefers ignorance to intelligence!

Let us look into the patriotism of Florida's sister State, Georgia. My State has been very retrogressive in connection with free schools, but she is still ahead of Georgia in this respect. I am indeed sorry I cannot say as much for the patriotism of the Democratic party of my State as the gentleman has about Georgia, when I know that in 1845 the General Government donated to Florida, while under Democratic rule, 908,503 acres of the public domain of that State for common-school purposes. And what did they do with it? Why, sir, they enacted a common-school law which did not mean anything, which was enacted only to obtain the possession of the lands donated. In this same law they created a common-school fund, and under the operation of this bogus law they obtained fraudulent possession of the lands, sold them, and applied the proceeds to everything else except that for which they were donated. Is this the kind of patriotism to which the gentleman, alluded in his remarks?

I am in favor, Mr. Speaker, of not only this bill, but of a national system of education, because I believe that the national Government is the guardian of the liberties of all its subjects. And having within a few years incorporated into the body politic a class of uneducated people, the majority of whom, I am sorry to say, are colored, the question for solution and the problems to be solved, then, are: can these people protect their liberties without education; and can they be educated under the present condition of society in the States where they were when freed?

Can this be done without the aid, assistance, and supervision of the General Government? No, sir, it cannot. Were it not that the prejudice of slavery is so prevalent among the former slaveholder against the education of the negro, it would be superficial to say that the negro could not protect his educational interests, or could not be educated without the establishment of a national system of education. This prejudice is attributable to the fact that they were compelled to keep the negro in ignorance in order to hold him in slavery; and with the advantages of education and enlightenment they were enabled to keep their slaves successfully in bondage; for we know that the advantages of education are great.

We are told that the Persians were kept for ages in slavery from the power of intellect alone. Education constitutes the apprenticeship of those who are afterward to take a place in the order of our civilized and progressive nation. Education tends to increase the dignity and self-respect of a people, tends to increase their fitness for society and important stations of trust, tends to elevate and consequently carries with it a great moral responsibility. This is why the Democratic party in the South so bitterly oppose the education of all classes. They know that no educated people can be enslaved. They know that no educated people can be robbed of their labor. They well know that no educated people can be kept in a helpless and degraded condition, but will arise with a united voice and assert their manhood. Hence, to educate the negro in the South would be to lift him to a state of civilization and enlightenment that would enable him not only to maintain and defend his liberties, but to better acquit himself as an honorable and upright citizen, and prove himself more worthy of the rights conferred upon him. This, then, being the result of educating the negro. I cannot believe that the Democracy of Georgia or any other State manifests this patriotism or has taken this sudden departure. They know the negro is loyal, and while their present educational institutions are fosterers of disloyalty and nurseries of enmity and hatred toward the Government and loyal blacks and whites, I cannot hope to ever see the Democratic party endowed with sufficient patriotism and justice to lend their energies and support in favor of the education and elevation of my people. While the Democratic party adhere to the ideas and principles that they have now it would be against their interests to educate the negro; not only against their interests, but entirely inconsistent with their faith. Can we then suppose that these firm adherents to slavery and State rights are willing to educate the negro and loyal whites, who are opposed to their principles, and thereby enable them to wield the controlling power of the South? No, sir, I should think not. They are more consistent and patriotic toward the principles of the lost cause than this. Let us not mistake ourselves, Mr. Speaker. The Democratic party are opposed to any system that will have the effect of making a majority of the present or rising generation loyal to the Government. It has been admitted by every lover of free government that popular education, or the education of the masses, is necessary to and inseparable from a complete citizenship. Then let the nation educate her subjects. It is to the interest of the Government, as also to the people, to do so. An educated people possess more skill, and manifest more interest and fidelity in the affairs of the Government, because of their chance to obtain more general information, which tends to eradicate the prejudices and superstitions so prevalent among an ignorant people.

An educated people seek always to improve their condition, not only at home, but in all their surroundings. An educated people are more social, more refined, and more ready to impart their knowledge and experience to others; more industrious because more ambitious to accumulate and possess property; while the ignorant and uneducated are more prone to idleness, more addicted to low habits and dissipation, more careless and less ambitious, being more of a "turn" to content themselves and let things go about as they are. The uneducated person cannot have the influence among his fellowmen that educated persons have. As knowledge is power, in short, education is the panacea for all our social evils, injustices, and oppressions. The general diffusion of education among the whole people of the South would render them

less submissive to the social and political stigmas under which they are to-day laboring.

Now that our people throughout this broad land are free, it yet remains for this Government to give them that which will not only enable them to maintain, defend, and perpetuate their liberties. Imagine your race, Mr. Speaker, as having been in bondage for over two hundred years, subjected to all the horrors of slavery, deprived of every facility by which they might have acquired an education, and in this ignorant and helpless condition they were emancipated and turned loose in the midst of their enemies; among those who were opposed to not only seeing them educated, but opposed to their freedom; among those who possessed all the wealth, controlled all the educational facilities of the country; among those who believed your race to be naturally inferior to themselves in every particular, and fit only to be considered as goods and chattels.

Imagine, I say, your race to-day in this deplorable situation. Would you be considered as comprehending their desires and situation, were you to admit that their former enslavers would take an impartial interest in their educational affairs? I think not. Hence, I cannot believe that the Democratic party South would provide equal educational advantages to all classes. The gentleman from the District of Columbia (Mr. Chipman) has correctly said that the lately enfranchised people are peculiarly the wards of the Government. Still, we ask that equal advantages, impartial protection, and the same educational facility may be extended to all classes, to the whole people. Give us this and we will further endeavor to remove the ignorance from our people, and about which so much has been said by those who have occasioned it and who are justly responsible for it; they who have imposed it upon us through the operation of that once loved and cherished institution, slavery—that institution which has cost the nations millions of dollars and many of her best and bravest men, and has stamped upon the negro a curse which this generation will fail to obliterate.

In conclusion, Mr. Speaker, I might here pay a passing notice to the arguments generally used against the negro. And against his being educated. It has been said that the negro is an inferior race, with minds unfit for cultivation, with no traits of science, skill, or literature; with no ambition for education and enlightenment; in short, a perfect "booby brain." But these arguments, Mr. Speaker, fell to the ground many years ago, and have been rendered insignificant from the fact that notwithstanding all the laws enacted prohibiting the negro from being educated, in spite of the degradation of over two hundred and forty-seven years of the most inhuman and barbarous slavery ever recorded in the history of any people and coupled with five years subjugation to the reign of terror from the Ku-Klux-Klan, the dastardly horrors of which those only know who have been the victims, and those who commit the deeds. Notwithstanding all these obstacles and oppositions, we find in nearly every town and village, where the whipping-post and auction-blocks were once visible, school-houses and freedmen's savings banks erected in their stead, which are the growth of only five years, and which stand to day as living refutations to the foul, malignant, unjust, and untrue arguments used against the negro. We still find him, however, loyal to his Government and friendly toward his former master, to-day looking to this Congress for the passage of a measure that will aid in increasing the educational facilities throughout the country for the benefit of all classes, and thereby enable him to rear his children to truly comprehend their relations with and duties toward their Government.

[CONTINUED ON FOURTH PAGE.]

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Two	7	12	16	20
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