

# Comparison Tables: The Nation Before the Civil War (Circa 1830-1860)

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K = thousand (example: 250K = 250,000)

M = million (example: 2M = 2,000,000)

B = billion (example: 2B = 2,000,000,000)

## Demographics: What were the basic population patterns?

1830-1860 Issue	North	South
<p>What was the population growth? Where was it distributed?</p>	<p><b>Growth of total population</b>—1830s-1840s: 13M → 17M  <b>Movement of population to West OF Mississippi—growth of population in West:</b></p> <ul style="list-style-type: none"> <li>- 1840-1860: 300K, Southerners moving to TX with 142K post-Panic of 1837. But more migration—by those from old Northwest Territories.</li> <li>- 1849 +: "Forty-niners" to CA in Gold Rush—95% male; Chinese also in region; by early 1850s, diverse population—from Europe, China, Mexico, and South America, and both free and slave blacks.</li> </ul> <p>Movement by Santa Fe Trail, Oregon Trail, or other overland trail (on foot usually). Independence (MO), St. Joseph (MO), Council Bluffs (IA) jump-off points. 1841-1843 5K Americans to Oregon – "Great Migration" of 1843</p> <p>1840s-1860s—<b>growth in size of cities</b> – Philadelphia 220K → 565K – New York City 312K → 805K</p> <p>City growth—population in free states            1820-1840—1 in 20 in cities → 1 in 12 in cities            1840-1860—14% → 26% in cities/towns of over 2.5K—<b>growth in % of population living IN cities</b>  <b>But not in the South—1840-1860 6% → 10% growth in number of cities</b></p> <p><b>Growth in # of cities</b> in interior—St. Louis, MO; Pittsburgh, PA; Cincinnati, OH; Louisville, KY; Buffalo, NY; Chicago, IL  <b>But with only one of these in the South</b></p> <p>Movement of population to US—<b>growth of immigrant population—ideal for factories</b> (<a href="#">Sum</a>)</p> <ul style="list-style-type: none"> <li>- 1830—500K of 13M total population</li> <li>- 1840-1850—1.5M immigrants—mainly Irish (Fanny Kemble on—<a href="#">Sum</a>) and German</li> <li>- 1850s—additional 1.0M to 2.5M</li> </ul> <p style="text-align: right;"><b>But not in the South—only 500K of immigrants went there</b></p> <p>With immigration came <a href="#">nativism</a>. (Click <a href="#">here</a> for example.) (Click <a href="#">here</a> for summary of who came and to where.)</p>	
<p>Where was King Cotton moving?</p>		<p>1840-1860 est. 410K slaves moved from upper South to lower or Deep South (SC, GA, AL, MS, LA, AR, TX). Consequences on slave family—<a href="#">Sum</a></p> <p>Shift in population by 1860:</p> <ul style="list-style-type: none"> <li>- Deep South 1 slave to 1 white</li> <li>- Upper South 1 slave to 3+ whites</li> </ul> <p>Statistics for black population in general (not South-specific):</p> <ul style="list-style-type: none"> <li>- 1820 1 black to 4 whites in US</li> <li>- 1840 1 black to 5 whites</li> </ul> <p>Reason for black population not climbing: High birthrates for children, BUT high death rates as well (1/3 before age 1). (Subsistence diets = malnutrition if a pregnant or nursing mother)</p>

1830-1860 Issue	North	South
What was the motivation for movement into the Southwest (Mexican, formerly Spanish) territories?	This trend came to closure with the annexation of the republic of TX (1845) and the Mexican War (1846-1848). (Additional movement there by overland trails— <a href="#">Sum.</a> ) Mexico: federal government, no slavery; later dictatorship—1834—Santa Anna  Mexico—to use current terms—followed free trade policy in its territories (now NM, CA, TX, AZ) and opened to Americans (and others). Americans move into TX by charter in return for Roman Catholic conversion, no slavery, collecting customs on imported US goods—promises in general they did <b>not</b> keep. 1836-TX Revolution. 1842-3—Mexico limits trade etc.	
What was the motivation for movement into the Far West territories?	This trend came to closure with the British treaty (1846) settling the Oregon boundary <sup>i</sup> . (Migration by overland trails— <a href="#">Sum</a> )	

### Economy: How did they make a living? What was the infrastructure for this economy?

1830-1860 Issue	North	South
What happened to agriculture?	NE—farmers staying on land changed to truck farming (vegetables), fruit, dairy for local cities  NW: - Average farm 200 acres—owner worked it - Industrialization in agricultural machinery and mass production (such as meat packing)  Knowledge changes—big names in agricultural machinery included - John Deere (IL, 1840s, plow factory)—steel plow, essential on prairie - Cyrus McCormick (in 1840, reaper factory)—reaper 10X 1 person's work - Imported seeds - Imported stock	Growth in King Cotton as nation's export: - \$321M (1836-40)—1.35M bales—43% of total exports - \$745M (1850-1860)—4.8M bales—54% of total exports  Note: Agricultural mechanization in South seemed restricted to the early one of cotton gin  Upper South (VA, NC, plus two states that will not secede—DE, MD) was trying out growing diverse crops, using fertilizer.
How did the surplus of farm products change the labor market?	2 sources of workers grouped in cities: - Farmers forced off land (as above in the 1800s) - Immigrants ( <a href="#">Sum</a> )  Pattern in the early factory system ( <a href="#">Sum</a> ) - Mid-Atlantic (old middle colonies)—families as workers (kids age 4-5 working side by side)  Massachusetts—young women in the beginning (1820s); the factory was paternalistic ( <a href="#">Sum</a> ) but shifted in 1830s and 1840s ( <a href="#">Sum</a> ) and turned to immigrants from European economic and political problems who were surplus and more docile labor.	1860—8M whites; 383,000 slaveholders; 2,292 held 100+ slaves. 4M slaves—90% on plantations, farms—used to grow 90% cotton, most sugar and rice. About 5% in construction, mines, mills, factories.  <b>Most Southerners did not own slaves.</b> 1860—only 25% had any and only 12% had more than 20 slaves.  Approximate distribution: - 25% on plantations of 50 + (2% of these on plantations of 200+) - 50% on plantations of 10-49 - 25% on plantations of under 10
How did the arrival of immigrants change the labor market? What was the situation for black slaves?	Immigrants: - Numerous—therefore cheap (the surplus—with jobs being the scarcity) - New to US—therefore lacked knowledge of how to use the political system to protect themselves and also not citizens - Categorized as different, sometimes as subhuman—“Shanty Irish”	Throughout the era, blacks: - Experienced enforced poverty, therefore cheap to use their labor - Outside of political system—with slave codes - Carried in skin color instant identification as slaves

1830-1860 Issue	North	South
	Consequences: ( <a href="#">Sum</a> ) - Piece rates (not paid by day) - Work day to 12-14 hours (with 6-day week traditional) - Wages down	
What was role of the merchant marine?	Tonnage numbers show growth, with some shipping by fast—as name indicates—clipper ships ( <a href="#">illustration</a> )—1840s-1850—wooden vessels - 1840 1,577K - 1860 5,921K  What nation's vessels are carrying US goods? - 1821—90% US vessels carrying goods; - 1860s—dropped to 71% US vessels. (Why?—we couldn't build iron ships)	
What was happening in water-based transportation?	Canals continue. Steamships: - E. seacoast, Great Lakes - 1848 – New York to Liverpool	1840s-1860s steamships on the Mississippi River and other major rivers
What was happening in land-based transportation?	Northern Summary: Barges replaced by boats—river-sea connection. Boat on inland river to New Orleans; then shipped to ports on US Atlantic—but this pattern was reduced by the railroad ( <a href="#">Sum</a> ).  The change in pattern because of railroad: - Lack of increase in old the NW to South connection that had used the rivers and had dominated in 1830s-1840s - Increase in <b>new</b> NW to NE connection by rail in post 1840s era	1840s-1850s clipper ships ( <a href="#">illustration</a> )  1847-1860 – VA railroad construction 1849 – NC some construction  But the pattern was: - few canals - roads unsuitable for heavy goods - separated railroads
What was the new transportation?	Railroad—innovation of tracks + steam power + regular schedules—supersede canals, steamboats - 1840—3K miles of track - 1860—27K miles of track  Vulnerability: No standard width (gauge). Consequence: unloaded one railroad car and then filled another.  Travel time: - 1830 New York City to Chicago 3 weeks by boat (lake/canal route) - 1850 New York City to Chicago 2 days by railroad	
	NE = 2X NW in tracks per square mile NE to NW interconnections lessened dependence of NW on Mississippi— <b>and thus on the South</b>	NE = 4X South in tracks per square mile
What was the new communication?	1789—Post Office Department—Post-mail had been the main communication.  1837—Telegraph—Samuel Morse (Morse Code)—required wires/electrical current ( <a href="#">illustration</a> of equipment) ( <a href="#">Sum</a> )  1860—50K miles telegraph wire—“most parts” of country—transcontinental --New York City to San Francisco (Pacific Telegraph)—unified company = Western Union Telegraph Company  1866—trans-Atlantic cable  Railroad-telegraph connections—railroad needed anyway for scheduling, emergency notification	

1830-1860 Issue	North	South
What was happening with capital and what was happening with King Cotton?	Capital in manufacturing and the new transportation industries.	No decline in cotton price, so no search for other uses for capital. Plus slaves and land were high users of capital and did not allow rapid shift. Appeal by J. D. B. DeBow (editor <i>DeBow's Review</i> ) for use of slaves in industry, but not followed.
What happened to manufacturing? What happened to King Cotton?	<p>1820s development of factory system—associated particularly with textiles (cotton, later wool) and shoes but also iron</p> <ul style="list-style-type: none"> <li>- Machine-based and also powered—required capital (<a href="#">Sum</a>)</li> <li>- All parts of manufacture together (<b>not</b> “putting-out system”)—consolidated workers (<a href="#">Sum</a>)</li> </ul>	
	<p><b>Machine-based:</b> 1840s—machine-made tools for making machines (Examples: - Turret lathe, universal milling, precision grinding machine). Needed for success with <b>interchangeable</b> parts to manufacture <b>NEW machines in this era</b>. (Examples: Watch/clock, <a href="#">locomotive (illustration)</a>, bicycle, cash register, typewriter)</p>	
	<p>Industries using machine tool knowledge</p> <ul style="list-style-type: none"> <li>- Military (rifle parts standardized)—<a href="#">arsenal</a> at Springfield, MA and at Harpers Ferry, VA</li> <li>- Sewing machine (also relied on precision grinding) (<a href="#">illustration</a>)—in a war—clothe troops and later “ready-to-wear”</li> </ul>	
	<p>Power source/supply:</p> <ul style="list-style-type: none"> <li>- Early products (flour milling, for example) were by a water source; later burned wood; later coal</li> <li>- Pennsylvania mining:</li> <li>- 1820—50K tons of coal</li> <li>- 1860—14M tons of coal</li> </ul>	
	<p>Patents reflect the new knowledge being applied:</p> <ul style="list-style-type: none"> <li>- 1830 patents 544</li> <li>- 1850 patents 993</li> <li>- 1860 patents 4,778</li> </ul>	
	<p>1840—manufactured goods—US total = \$483M  1860—manufactured goods—US total = <b>\$2B—1<sup>st</sup> time—manufacture = agricultural</b></p>	
	<p>NE ½ of manufacturers.  NE produced 2/3 of goods.  NE had ¾ of manufacturing jobs.</p>	<p>Growth in King Cotton as nation’s export:</p> <ul style="list-style-type: none"> <li>- \$321M (1836-40—43% of total exports</li> <li>- \$745M (1850-1860)—54% of total exports</li> </ul>
	<p><b>New</b> products  1839 NE—vulcanized rubber (<b>Charles Goodyear</b>)  1846 NE—sewing machine (<b>Howe and Isaac Singer</b>) (<a href="#">illustration</a>)</p>	<p>Tredegar Iron Works—Richmond, VA—used <b>slave labor</b>   1860—textiles 3X 1840 value, but still only 2% of cotton production</p>

## Education: How did they teach their young and the next generation of leaders?

1830-1860 Issue	North	South
What did the sections do about basic education for the young and what other basic education was occurring?	<p><b>REFORM:</b> Advocacy of free public education by workers' groups.</p> <p>Horace Mann—MA Board of Education—"education only way to counterwork this tendency to the domination of capital and the servility of labor"—that is, protect democracy.</p> <p>1860—72% white children enrolled (but varied in quality of school, attendance)</p> <p>General literacy—94%</p> <p>Also Perkins School for the Blind (MA)</p> <p>Lyceum movement—education for adults (plus debating societies)</p>	<p>1860—1/3 white children enrolled.</p> <p>General literacy—83% white population (58% total population)</p>
What was happening in educational opportunities for women in the sections?	<p>College education for women:</p> <ul style="list-style-type: none"> <li>- 1835—Oberlin (OH) (Click <a href="#">here</a> for details.)</li> <li>- Mt. Holyoke (MA)</li> </ul>	<p><b>Approximately 1/4 of white women illiterate</b></p>
What was happening in educational opportunities for Indians and blacks?	<p>1840s: Indian education attempted by missionaries, particularly in Oregon area—again, these were assimilation-type.</p> <p>Some admission of blacks in North (<a href="#">Sum</a>)</p>	
What were the colleges in the sections? What was happening to the college education of ministers?	<p>College walk out over abolition at Lane Theological Seminary (OH)—led by revivalist/abolitionist Theodore Dwight Weld, with his supporters later having influence at Oberlin College (OH)—accepts women, men, <b>blacks</b>—radical.</p>	<p>1860L</p> <ul style="list-style-type: none"> <li>- 260 colleges.</li> <li>- 25K students—upper class income only</li> </ul>

## Government: How did they govern themselves? What was the infrastructure of government?

1830-1860 Issue	North	South
What was happening with infrastructure?	Change to fund internal improvements for infrastructure: - Railroad funding—by 1860—30M acres <b>public land</b> by Congress to 11 states to fund railroads—intransparency of transfer of public resources since not directly out of taxpayers' pockets. (FYI: After Civil War, more grants occurred.) - Railroad funding—also by state, local government loans, bond guarantee - Canal funding—by states—example Erie Canal. - Experiments funding—1843—Congress—\$30K—telegraph—an experiment—Baltimore to Washington line (wires)—communicated nomination for presidency (Polk's). Later widespread. ( <a href="#">Sum</a> ) - Tolls as funding—7 years paid for costs of Erie	
What was happening with government jobs?	Jacksonian era—1828+: "Spoils system"—giving of government taxpayer-paid-for jobs to members of your political party so they keep working for it.	
What was happening with the Supreme Court?	Click <a href="#">here</a> for comparison of major cases regarding business (both the Marshall and Taney courts).	
What was happening with corporations?	Corporation—organizational structure developed from railroad, with separation of ownership and control - <b>Pre</b> -1830s charter—state law—needed to get entire state legislature to agree - <b>After</b> -1830s—paid a fee for limited liability (Click <a href="#">here</a> for definitions about corporation)	Compared to the rapid development of organizational structures, limited financial infrastructure
What was happening in the law with laborers?	Courts and laws anti-union workers <b>or</b> artisans. Changes started (slowly) with <i>Commonwealth v. Hunt</i> —MA—1842 - legal to organize - legal to, as a group, not work (strike)—as unskilled workers, what other leverage did they have?	
What was happening in the law with fugitive slaves?	Constitution had backed return of fugitive slaves (Article IV, Section 2, paragraph 3) plus 1793 federal law on <b>fugitive slaves</b> .  <b>But:</b> Supreme Court—1842— <i>Prigg v. Pennsylvania</i> : - States not obligated to enforce this federal law - Only federal government required to.  States therefore wrote their " <b>personal liberty laws</b> " to forbid state authorities from aiding return of slaves.	

## Knowledge: What kind of knowledge had they gathered?

Some knowledge topics are covered under the economy.

1830-1860 Issue	North	South
What was the state of the medical profession?	Public health problems continue. Cholera—fewer than ½ lived.  Varieties of types of <b>REFORM</b> (some strange, some useful): - Dietary—Sylvester Graham (Graham cracker) - Phrenology—science of bumps - Anesthetics—1840s	
What was the state of the national literature, art?	Hudson River school—painting ( <a href="#">list</a> of illustrations) 1820s—James Fenimore Cooper—example: <i>Last of the Mohicans</i> 1850s—Walt Whitman— <i>Leaves of Grass</i> 1851—Herman Melville— <i>Moby Dick</i>	Edgar Allen Poe—“The Raven”
	Rise of transcendentalism—a movement that rejected reason (or rather renamed it) of the Enlightenment and its focus on observation of reality in favor (to simplify) of individuals’ perception.	
	1830s-1840s—Ralph Waldo Emerson—transcendentalist—“Self-Reliance” ( <a href="#">Sum</a> )—Coined phrase “Young America” (1844), a phrase reflecting this new era’s pro-market economy, pro-expansion, pro-technology views 1854—Henry David Thoreau— <i>Walden Pond</i> —“Resistance to Civil Government” (1849)—refusing to obey unjust laws ( <a href="#">Sum</a> )	William Gilmore Simms (SC) essayists, lecturer
	1846—creation of Associated Press (AP) (consolidation of papers—shared reports but still great competition in newspapers). Also: new inventions (steam cylinder, rotary press) fueled growth of mass circulation newspapers (more penny press).	

## Social Order: How was the society organized?

Although the reform issue for slavery is placed under varied issues under Social Order, it has economic and governmental elements as well.

1830-1860 Issue	North	South
What was happening with rich and poor?	<p>1860—5% of families = 50% of nation's wealth</p> <ul style="list-style-type: none"> <li>- Separated from the poor (they did not have to see them)</li> <li>- Separate neighborhoods—ostentatious homes, clothes, carriages</li> </ul> <p>Era also brought some:</p> <ul style="list-style-type: none"> <li>- <b>With no resources</b>—people died from starvation or exposure.</li> <li>- Who survived—but a shift in America with workers and laborers who became <b>renters</b></li> </ul> <p><b>But:</b></p> <ul style="list-style-type: none"> <li>- Free blacks in North better off than in slave South (not separated from family by being sold away)</li> <li>- Immigrants better off than in economic distress of Europe</li> <li>- Some moved West—or dreamed of it</li> <li>- Those in the <b>middle class</b> benefited—cheap consumer household goods; varied foods; cast-iron stove (safer), icebox; some indoor plumbing by 1850s.</li> </ul> <p><b>REFORM:</b></p> <ul style="list-style-type: none"> <li>- Dorothea Dix (MA)—national movement (by persistent individual) to treat mentally ill (not imprison as criminals)</li> <li>- Some prison reform (NY) with solitary confinement intended to be a <b>REFORM</b></li> <li>- Temperance <b>REFORM</b>—by 1840s national movement.</li> </ul> <p>(earlier Content Page) evolved into a focus on <b>REFORM</b>.</p>	<p>More rich planters—1830</p> <p>Most Southerners did not own slaves but followed the culture, with some being economically dependent upon the planter class. Terms frequently used:</p> <ul style="list-style-type: none"> <li>▪ Planter (owned land and 20 or more slaves)—4% of total population; 12% of slaveholders</li> <li>▪ Factor—job to market crop and to provide funding in advance of crop sale</li> <li>▪ Overseer—job to control slaves and production</li> <li>▪ “Plain folk” or yeoman farmers—owned land but subsistence farmers—acceptance of planter class. Opposition to planter class was mainly in “back country” (Remember the term from VA and Nathaniel Bacon?). Some joined the Union against the South.</li> <li>▪ “Crackers,” “sand hillers,” “poor white trash”—degraded, ill, pellagra, hookworm, malaria—but they were white.</li> <li>▪ <b>“Peculiar institution”</b>—the South: perceived special institution, but with variations by master in a basic structure of slave codes (with a trace of Africa determining black status).</li> </ul>
What was happening with workers?	<p>1820s—Paternalistic factory when the factories had no alternative labor supplies</p> <ul style="list-style-type: none"> <li>- Boarding house, food provided by factory</li> <li>- Supervision—including of morals</li> <li>- Good wages</li> </ul> <p>1830s—Competition in boom/bust period:</p> <ul style="list-style-type: none"> <li>- Hours over 10/day (not confirmed for Lowell, but work weeks were usually 6 days/week)</li> <li>- Decayed, crowded boarding houses—increased rent in 1836 (strike over this failed)</li> <li>- Wages down—25% wage cut in 1834 (strike failed)</li> </ul> <p><b>Resistance (besides strikes):</b> 1840s—Organization (Female Labor Reform Movement—Sarah Bagley) went to state asking for an investigation of the mills. Mills went to immigrant labor (<a href="#">Sum</a>).</p> <p>1834—General Trades’ Union—pressure for public education, 10-hour day, end of imprisonment for debt</p> <p>1860—only then 10-hour day in major industries</p>	<p><b>Slave codes</b> (varied in how applied):</p> <ul style="list-style-type: none"> <li>- Any African blood = black status</li> <li>- Owner’s killing a slave, not a crime</li> <li>- Slave’s killing an owner, death penalty</li> <li>- Could not leave, own property, assemble, learn to read and write (could fake own travel pass), be out after dark</li> </ul> <p><b>Life and work</b> (varied by owner, region):</p> <ul style="list-style-type: none"> <li>- Planter provided slave quarters, shoes, “Negro-cloth”-quality clothing, staples (corn)</li> <li>- Slaves grew their own food</li> <li>- Worked dawn-dusk, 6 days week; Sunday for laundry, etc.</li> <li>- Family structure (<a href="#">Sum</a>), religion provided support</li> <li>- Some house slaves, some slave drivers, some artisan crafts, some industry</li> </ul> <p><b>Free blacks:</b></p> <ul style="list-style-type: none"> <li>- 1860—500K, 250K of these in slaveholding areas (VA, MD)</li> <li>- Few slaves able to achieve either as gift by owner or by selling labor to purchase freedom.</li> <li>- 1830s—laws made it harder (fears of Vesey, Turner—<a href="#">Sum</a>)</li> <li>- Location—northern areas of slaveholding states</li> </ul>



1830-1860 Issue	North	South
		<p><b>Resistance:</b></p> <ul style="list-style-type: none"> <li>- Rebellion, sabotage, pretended stupidity</li> <li>- Noted insurrections (and earlier Gabriel Prosser):</li> <li><b>1822</b>—Denmark Vesey, Charleston free black; 1000 followers</li> <li><b>1831</b>—Nat Turner, VA, killed 60; 100 blacks executed. Only one that actually occurred.</li> </ul>
<p>What was happening with slaves and the slave trade?</p>		<p>Increased pressure on slaves from internal (inside US) slave trade from upper to lower South (<a href="#">Sum</a>).</p> <p><b>Slave trade and consequences:</b></p> <p>Weakened family but not commitment to it since running away frequently related to family member being sold away.</p> <ul style="list-style-type: none"> <li>- 1/3 of black families split by slave trade.</li> <li>- Slaves, average lifetime—10+ relatives sold away from them.</li> </ul>
<p>What was happening with slavery reform?</p>	<p>REFORM by free blacks :</p> <p>Example: Frederick Douglass (<a href="#">Sum</a>)</p> <ul style="list-style-type: none"> <li>- Escaped slave, later purchased his freedom.</li> <li>- Orator in England, later US.</li> <li>- Founder of <i>North Star</i>, a newspaper—1847.</li> <li>- Wrote beautiful autobiography: <i>Narrative of the Life of Frederick Douglass</i>.</li> </ul> <p><b>REFORM</b> by whites:</p> <ul style="list-style-type: none"> <li>- William Lloyd Garrison (<a href="#">Sum</a>)—editor of <i>Liberator</i> (MA)—for immediate end to slavery. Founder of what became American Anti-Slavery Society—1838—1,350 groups, 250K members.</li> <li>- Underground Railroad to help slaves escape to freedom</li> <li>- Petition to Congress to end slavery in DC and in territories in spite of the gag rule</li> <li>- “<b>Personal liberty laws</b>” (<a href="#">Sum</a>)</li> <li>- 1852—Harriet Beecher Stowe’s (<a href="#">Sum</a>) novel—<i>Uncle Tom’s Cabin</i>—300K copies 1<sup>st</sup> year</li> <li>- Free Soilers—Keep slavery out of the territories (may or may not have cared about slaves or slavery itself)—able to get broader base of Northern white population</li> </ul> <p>Opposition to abolitionists in the North:</p> <ul style="list-style-type: none"> <li>- 1834—Philadelphia race riot—starts over burning abolitionist headquarters</li> <li>- 1835—abolitionist newspaper editor killed (IL—Elijah Lovejoy)</li> </ul>	<p><b>REFORM</b> by whites:</p> <ul style="list-style-type: none"> <li>- 1817—American Colonization Society formed—Compensated owners; sent freed blacks out of country—limited.</li> </ul> <p>FYI: 1830—some of these groups of freed slaves set up Liberia on African west coast.</p> <p>Some Southern abolitionists and anti-slavery advocates:</p> <ul style="list-style-type: none"> <li>- Cassius M. Clay—KY</li> <li>- Hinton R. Helper—1857—<i>Impending Crisis of the South</i></li> </ul> <p>Post-1830s—South locks out communications (including the mail) that are anti-slavery. Shift:</p> <ul style="list-style-type: none"> <li>- From slavery as “necessary evil”</li> <li>- To slavery as “positive good” (based on <b>their</b> view of blacks as inferior, argument that the Bible supported slavery, and argument of humanitarian action to protect inferiors)</li> </ul> <p>Examples 1850s—VA—George Fitzhugh—<i>Sociology for the South</i>—South treats slaves better than North treats factory workers</p>
<p>What was happening with skilled labor—the artisan class?</p>	<p>Reminder: Colonial America had small entrepreneurs in <b>towns and cities</b>. Artisans, like small farmers, considered key to republican government. Decline:</p> <ul style="list-style-type: none"> <li>- Couldn’t compete in <b>price</b> with machine-made goods by immigrant workers at 14 hours/day on piecework pay</li> <li>- Joined together but were not able to protect themselves—including because of the law (<a href="#">Sum</a>)</li> </ul>	<p>Dependency of commercial business on planter class and the plantation system</p> <p>Labor in cities by slaves—on contract, for hire, in industry such as Tredegar Iron Works (<a href="#">Sum</a>)</p>

1830-1860 Issue	North	South
What's happening to women and the family?	<p>Colonial times and farming life—family = social and economic unit. Traits continued in this era as noted by the traveler (<a href="#">Sum</a>) Alexis de Tocqueville.</p> <p>Industrialization, however, resulted in:</p> <ul style="list-style-type: none"> <li>- Urban individual faced the workplace alone—and may have faced economic survival alone (work and survival no longer tied to the land and family)</li> <li>- <b>Middle-class women</b> were less likely to produce economically useful goods as part of family life and instead became consumers as part of “cult of domesticity” (although those on farms in the 20<sup>th</sup> Century continued to—canning, egg and chicken raising)</li> <li>- <b>Lower-class women</b> produced income as laborers or by taking in washing or other work—and, like children, were paid less for the work than men.</li> </ul> <p>Child-centered families and corresponding birth rate change reflecting new roles and new family social order:</p> <ul style="list-style-type: none"> <li>- 1800 average 7 children per woman</li> <li>- 1860 average 5 (with urban and middle class having fewer)</li> </ul> <p>Methods: Varied birth control used, including abortion. 1850 1 abortion per 5-6 births</p> <p>Legal—male authority over property, children. Separation male/female since workplace—for middle class—became male-centered.</p> <p><b>REFORM:</b> women's rights Seneca Falls Resolutions (NY)—1848—“Declaration of Sentiments and Assertions”—“all men and women are created equal”</p> <p>Some leadership for the women's rights movement came out of the women in the antislavery movement.</p> <p>Among leaders:</p> <ul style="list-style-type: none"> <li>- Elizabeth Cady Stanton—strong link between their efforts for blacks and for themselves, as Stanton's quote (<a href="#">Sum</a>) shows</li> <li>- Lucretia Mott</li> <li>- Susan B. Anthony (later)</li> </ul>	<p>White woman as “Southern lady”—as myth of protected child. Black slave woman as equivalent of single parent—with the authority and fatigue that came with that (since spouse may have been distant).</p> <p>Mixing of races—Fanny Kemble on (<a href="#">Sum</a>)</p>
What was happening with temperance?	1840s 0 Washingtonians – women and men – “pledge”	
What was happening with Indians?	<p>Movement in the 1840s-1850s to place the Indians on reservations (isolation from whites) as a way them to protect them and retrain them. Note: additional benefit to whites—reservations required less land for Indians.</p> <p>Indian population in the Mexican territory of CA (acquired by US in 1848) had already been reduced under Spanish rule. Reasons: same as early colonization era—exposure to Western disease; enslavement/serfdom. Mexican 1833 policy officially freed Indians from missions but also threw them off the land, making them targets for new, more aggressive enslavement by new, large-scale landowners.</p>	

1830-1860 Issue	North	South
What was happening with organized groups trying to reform society?	<p>Attempts to reform economic structures, family structures, and so on were numerous.</p> <p>Among these <a href="#">utopian</a> efforts:</p> <p>1825—Robert Owen (<a href="#">Sum</a>)—British industrialist—in New Harmony, IN—equality—<a href="#">commune</a>—failed.</p> <p>1826-1828—Francis Wright (Scottish)—Nashoba (TN) slave commune – Slaves work to earn their freedom.</p> <p>1830s—Mormons—Religious issues not touched here, but its social organization included polygamy (men able to have multiple wives). Attacks on this group and murder of its founder led to their mass migration to Utah in the 1840s.</p> <p>1840s—Shakers (founder Mother Ann Lee in 1770s)—20 communities in NE and NW—name from their religious dance. Sexual celibacy—thus no children born into group. Sexual equality.</p> <p>1842-1852—34 communes (phalanxies) following theory of Charles Fourier (French).</p> <p>1848—Oneida Community—all married to all, children raised by all, liberation of women.</p>	

### Religion: What were the major religious patterns?

1830-1860 Issue	North	South
What was happening with religion?	<p>1800s-1820s: Struggle in churches and the colleges (Harvard, Yale) against Enlightenment principles and the Unitarian movement. Examples in Content Pages.</p> <p>1816 and ongoing—African Methodist Episcopal Church (AME)—free black church, suppressed in Deep South</p> <p>Methodists and Baptists split over slavery leading to Northern denominations and these Southern ones:</p> <ul style="list-style-type: none"> <li>▪ Methodist Episcopal Church, South</li> <li>▪ Southern Baptist Convention</li> </ul>	1800s-1820s: Revivalism in the South, a relatively unchurched area since its founding.

## List of Resources Linked with the Comparisons (such as Quotations, Definitions, and Illustrations)

- [Quotations from the Era](#)
- [Definition of Terms](#)
- [Illustrations of Technology](#)
- [Illustrations of Hudson River School](#)
- [Who Went Where](#)
- [Nativism](#)

### Quotations from the Era

Unless specified, all quotations are from Bartleby.com

#### Alexis de Tocqueville (1805–1859), French social philosopher who traveled in America

Alexis de Tocqueville, a French traveler, toured America in the 1830s and wrote *Democracy in America*. There are many European travelers going through America before the Civil War because they are so fascinated by this experiment in democracy, and he is among the most compelling of these travelers.

There is hardly a pioneer's hut which does not contain a few odd volumes of Shakespeare. I remember reading the feudal drama of Henry V for the first time in a log cabin.

*Democracy in America*, vol. 2, pt. 1, ch. 13 (1840).

If there ever are great revolutions there, they will be caused by the presence of the blacks upon American soil. That is to say, it will not be the equality of social conditions but rather their inequality which may give rise to it.

*Democracy in America*, vol. 2, pt. 3, ch. 21 (1840).

In no other country in the world is the love of property keener or more alert than in the United States, and nowhere else does the majority display less inclination toward doctrines which in any way threaten the way property is owned.

*Democracy in America*, vol. 2, pt. 3, ch. 21 (1840).

Two things in America are astonishing: the changeableness of most human behavior and the strange stability of certain principles. Men are constantly on the move, but the spirit of humanity seems almost unmoved.

*Democracy in America*, vol. 2, pt. 3, ch. 21 (1840).

In democratic ages men rarely sacrifice themselves for another, but they show a general compassion for all the human race. One never sees them inflict pointless suffering, and they are glad to relieve the sorrows of others when they can do so without much trouble to themselves. They are not disinterested, but they are gentle.

*Democracy in America*, vol. 2, pt. 3, ch. 1 (1840).

In countries where associations are free, secret societies are unknown. In America there are factions, but no conspiracies.

*Democracy in America*, vol. 1, ch. 12 (1835).

I have no hesitation in saying that although the American woman never leaves her domestic sphere and is in some

respects very dependent within it, nowhere does she enjoy a higher station. And ... if anyone asks me what I think the chief cause of the extraordinary prosperity and growing power of this nation, I should answer that it is due to the superiority of their women.

*Democracy in America*, vol. 2, pt. 3, ch. 12 (1840).

### **Frederick Douglass (c.1817–1895), US abolitionist**

What, to the American slave, is your Fourth of July? I answer: A day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham.

Speech, July 5, 1852, Rochester, NY. "What to the Slave Is the Fourth of July?"  
*The Frederick Douglass Papers*, ed. John W. Blassingame, first series (1982).

Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is in an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe.

Speech, April 1886, Washington, DC. *The Frederick Douglass Papers*, ed. John W. Blassingame (1982).

### **Ralph Waldo Emerson (1803–1882), US essayist, poet, philosopher**

The axioms of physics translate the laws of ethics. Thus, "the whole is greater than its part;" "reaction is equal to action;" "the smallest weight may be made to lift the greatest, the difference of weight being compensated by time;" and many the like propositions, which have an ethical as well as physical sense. These propositions have a much more extensive and universal sense when applied to human life, than when confined to technical use.

*Nature*, ch. 4 (1836, revised and repr. 1849).

When private men shall act with original views, the lustre will be transferred from the actions of kings to those of gentlemen.

"Self-Reliance," *Essays*, First Series (1841, repr. 1847).

That for which Paul lived and died so gloriously; that for which Jesus gave himself to be crucified; the end that animated the thousand martyrs and heroes who have followed his steps, was to redeem us from a formal religion, and teach us to seek our well-being in the formation of the soul.

Sermon, September 9, 1832, at the Second Church, Boston, Massachusetts. "The Lord's Supper," *Miscellanies* (1883, repr. 1903).

What is life but the angle of vision? A man is measured by the angle at which he looks at objects. What is life but what a man is thinking all day? This is his fate and his employer. Knowing is the measure of the man. By how much we know, so much we are.

repr. In *The Complete Works of Ralph Waldo Emerson*, vol. 12 (1921). *Natural History of Intellect*, pt. 1 (1893).

**William Lloyd Garrison (1805–1879), US abolitionist**

Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; but urge me not to use moderation in a case like the present.

*The Liberator* (Jan. 1, 1831).

**Fanny Kemble (1809–1893), British actor and abolitionist (married for a time to a planter)**

...I cannot help being astonished at the furious and ungoverned execration which all reference to the possibility of a fusion of the races draws down upon those who suggest it, because nobody pretends to deny that, throughout the South, a large proportion of the population is the offspring of white men and colored women.

*Journal of a Residence on a Georgian Plantation in 1838-1839*, ch. 1 (1863).

Though the Negroes are fed, clothed, and housed, and though the Irish peasant is starved, naked, and roofless, the bare name of freemen—the lordship over his own person, the power to choose and will—are blessings beyond food, raiment, or shelter; possessing which, the want of every comfort of life is yet more tolerable than their fullest enjoyment without them.

*Journal of a Residence on a Georgian Plantation in 1838-1839*, ch. 1 (1863).

**Robert Owen (1771–1858), British social reformer**

Courts of law, and all the paraphernalia and folly of law ... cannot be found in a rational state of society.

Speech, May 1, 1833.

**Elizabeth Cady Stanton (1815–1902), US author, suffragist, and social reformer**

... women feel the humiliation of their petty distinctions of sex precisely as the black man feels those of color. It is no palliation of our wrongs to say that we are not socially ostracized, so long as we are politically ostracized as he is not.

As quoted in *History of Woman Suffrage*, vol. 4, ch. 11,  
by Susan B. Anthony and Ida Husted Harper (1902).

The representative women of the nation have done their uttermost for the last thirty years to secure freedom for the negro, and so long as he was lowest in the scale of being we were allowed to press his claims; but now, as the celestial gate to civil rights is slowly moving on its hinges, it becomes a serious question whether we had better stand aside and see “Sambo” walk into the kingdom first. As self-preservation is the first law of nature, would it not be wiser to keep our lamps trimmed and burning, and when the constitutional door is open, avail ourselves of the strong arm and blue uniform of the black soldier to walk in by his side, and thus make the gap so wide that no privileged class

could ever again close it against the humblest citizen of the republic?

As quoted in *History of Woman Suffrage*, vol. 2, ch. 17,  
by Susan B. Anthony, Matilda Joslyn Gage, and herself (1882).

**Harriet Beecher Stowe (1811–1896), US novelist, author of *Uncle Tom’s Cabin*, anti-slavery  
campaigner**

So long as the law considers all these human beings, with beating hearts and living affections, only as so many things belonging to the master—so long as the failure, or misfortune, or imprudence, or death of the kindest owner, may cause them any day to exchange a life of kind protection and indulgence for one of hopeless misery and toil—so long it is impossible to make anything beautiful or desirable in the best-regulated administration of slavery.

*Uncle Tom’s Cabin*, ch. 1 (1852).

Nobody had ever instructed him that a slave-ship, with a procession of expectant sharks in its wake, is a missionary institution, by which closely-packed heathen are brought over to enjoy the light of the Gospel.

*The Minister’s Wooing*, ch. 1 (1859).

**Henry David Thoreau (1817-1862). US author, philosopher, naturalist**

The authority of government, even such as I am willing to submit to,—for I will cheerfully obey those who know and can do better than I, and in many things even those who neither know nor can do so well,—is still an impure one: to be strictly just, it must have the sanction and consent of the governed. It can have no pure right over my person and property but what I concede to it.

“Civil Disobedience,” originally published as “Resistance to Civil Government” (1849), in *The Writings of Henry David Thoreau*, vol. 4, pp. 386-387, Houghton Mifflin (1906).

But I would say to my fellows, once for all, As long as possible live free and uncommitted. It makes but little difference whether you are committed to a farm or the county jail.

Walden (1854), in *The Writings of Henry David Thoreau*, vol. 2, p. 93, Houghton Mifflin (1906).

I see, smell, taste, hear, feel, that everlasting Something to which we are allied, at once our maker, our abode, our destiny, our very Selves; the one historic truth, the most remarkable fact which can become the distinct and uninvited subject of our thought, the actual glory of the universe; the only fact which a human being cannot avoid recognizing, or in some way forget or dispense with.

*A Week on the Concord and Merrimack Rivers* (1849), in *The Writings of Henry David Thoreau*, vol. 1, p. 182, Houghton Mifflin (1906).

**Definitions of Terms**

Term	Definitions from <i>American Heritage Online Dictionary</i>
<b>arsenal</b>	NOUN: <b>1.</b> A governmental establishment for the storing, development, manufacturing, testing, or repairing of arms, ammunition, and other war materiel. <b>2.</b> A stock of weapons. ETYMOLOGY: Italian <i>arsenale</i> , from obsolete <i>arzanale</i> , <i>darsena</i> , from Arabic <i>as sino'a</i> , manufacture, industry, and <i>dor-as-sino'a</i> , place of manufacture : <i>dor</i> , house (from <i>dora</i> , to turn, revolve . . .
<b>commune</b>	NOUN: <b>1a.</b> A relatively small, often rural community whose members share common interests, work, and income and often own property collectively. <b>b.</b> The people in such a community. <b>2.</b> The smallest local political division of various European countries, governed by a mayor and municipal council. ETYMOLOGY: French, independent municipality, from Old French <i>comugne</i> , from Medieval Latin <i>communia</i> , community, from neuter of Latin <i>communis</i> , common.
<b>icebox</b>	NOUN: <b>1.</b> An insulated chest or box into which ice is placed, used for cooling and preserving food.
<b>locomotive</b>	NOUN: <b>1.</b> A self-propelled vehicle, usually electric or diesel-powered, for pulling or pushing freight or passenger cars on railroad tracks. ETYMOLOGY: Latin <i>loco</i> , from a place, ablative of <i>locus</i> , place + Medieval Latin <i>motivus</i> , causing motion . . .
<b>nationalism</b>	NOUN: <b>1.</b> Devotion to the interests or culture of one's nation. <b>2.</b> The belief that nations will benefit from acting independently rather than collectively, emphasizing national rather than international goals. . . .
<b>nativism</b>	NOUN: <b>1.</b> A sociopolitical policy, especially in the United States in the 19th century, favoring the interests of established inhabitants over those of immigrants.
<b>piecework</b>	NOUN: Work paid for according to the number of units turned out.
<b>romanticism</b>	NOUN: <b>1.</b> often <b>Romanticism</b> An artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis on the individual's expression of emotion and imagination, departure from the attitudes and forms of classicism, and rebellion against established social rules and conventions.
<b>utopia</b>	NOUN: <b>1a.</b> often <b>Utopia</b> An ideally perfect place, especially in its social, political, and moral aspects. <b>b.</b> A work of fiction describing a utopia. <b>2.</b> An impractical, idealistic scheme for social and political reform. ETYMOLOGY: New Latin <i>Utopia</i> , imaginary island in <i>Utopia</i> by Sir Thomas More : Greek <i>ou</i> , not, no . . .

## Illustrations of Technology

Description	Link
Canal packet boat (passenger) with tow lines and horses clearly visible	<a href="http://www.rochester.lib.ny.us/rochimag/photolab/vintage/v0000/v0000160.jpg">http://www.rochester.lib.ny.us/rochimag/photolab/vintage/v0000/v0000160.jpg</a>
Canal barge towed over aqueduct; shows both tow method and the engineering prowess needed to build the canal	<a href="http://www.eriecanal.org/aqueduct-1878.jpg">http://www.eriecanal.org/aqueduct-1878.jpg</a>
Clipper ship—untitled painting by Clifford Warren Ashley	<a href="http://www.udel.edu/Archives/Collection/JPEG/Clipper.JPG">http://www.udel.edu/Archives/Collection/JPEG/Clipper.JPG</a>



Cotton gin—line drawing from patent application	<a href="http://www.pbs.org/wgbh/aia/part3/3h1522b.html">http://www.pbs.org/wgbh/aia/part3/3h1522b.html</a>
Locomotive—the John Bull, brought from England in 1831	<a href="http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=25">http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=25</a>
Sewing machine—patent model by Isaac Singer, 1851	<a href="http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=89">http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=89</a>
Steamboat—drawing of Clermont	<a href="http://www.pbs.org/wnet/newyork/laic/episode1/topic7/images/2758_Clermont.gif">http://www.pbs.org/wnet/newyork/laic/episode1/topic7/images/2758_Clermont.gif</a>
Steamship—image of stamp featuring the Savannah (first trans-Atlantic steamship)	<a href="http://www.cviog.uga.edu/Projects/gainfo/savannah.jpg">http://www.cviog.uga.edu/Projects/gainfo/savannah.jpg</a>
Telegraph—photos of prototypes and working equipment in the 1830s	<a href="http://nmaa-ryder.si.edu/collections/exhibits/secrets/secrets_innovation.html">http://nmaa-ryder.si.edu/collections/exhibits/secrets/secrets_innovation.html</a>

### Illustrations of Hudson River School

Illustration	Link
Paintings of Niagara Falls by Albert Bierstadt and John Kensett	<a href="http://www.sunyniagara.cc.ny.us/homepags/Knechtel/hudson.html">http://www.sunyniagara.cc.ny.us/homepags/Knechtel/hudson.html</a>
Links to several Thomas Cole paintings	<a href="http://www.yale.edu/amstud/cole/">http://www.yale.edu/amstud/cole/</a>
Asher B. Durand's "God's Judgement on Gog"	<a href="http://www.chrysler.org/collections/durand.jpg">http://www.chrysler.org/collections/durand.jpg</a>
Sanford Robinson Gifford's "Hunter Mountain, Twilight"	<a href="http://www.tate.org.uk/britain/exhibitions/americansublime/images/hunter.jpg">http://www.tate.org.uk/britain/exhibitions/americansublime/images/hunter.jpg</a>
Winslow Homer's "Song of the Lark"	<a href="http://www.chrysler.org/collections/homer.jpg">http://www.chrysler.org/collections/homer.jpg</a>

### Who Went Where?

Immigrant (Religion if Applicable)	Main Period	Quantity and Main Settlement	Traits and Typical Consequences	Reasons
Irish (Catholic)	1830s-1840s	1.5M by 1860; Northeast cities (New York, Boston, Philadelphia) – Fares low to region since timber trade <i>from</i> Canada/US Northeast <i>to</i> England so shippers carried the Irish <i>from</i> Ireland <i>to</i> those areas to avoid financial losses of empty vessels on 1 leg of the journey.	Unskilled. Had in US low-paying jobs. Lived in city slums, increasing problems already there. Anti-Catholic riots – 1844 - Philadelphia	Potato Famine
Germans (Catholic and Lutheran)	1840s +	1.0 M by 1860; Midwest farms; Midwest cities (St. Louis, Cincinnati, Milwaukee)	Farmers or skilled artisans. Had in US farms or small businesses.	Failed Revolution of 1848 and economic depression
Scandinavians	—	Midwest (WI, MN)	Similar to Germans.	—
Chinese	1849 +	70K by 1870; CA railroad jobs	Initially unskilled labor.	Economic need

## Nativism

Americans failed with the challenge of trying to understand what seemed at that time to be a rapidly changing world and with economic displacement, turned to quick solutions of blame—anti-Catholicism and anti-immigrant (particularly against the Irish, who were both).

Group: “Know-nothings”

Time Period: 1837-1854

Major Traits: Secret order—password “I know nothing”—thus the name. Objectives: Religious and US birth qualifications:

- For public office
- For voting: literacy tests
- For citizenship—more requirements

Launched American Party—1854—short-lived success

## How to Use the Comparison Tables

Tables are written in sentence fragments **on purpose** in this type of study tool. You may find using fragments helps in creating your own study tools; however, do not however use fragments for your Writing Assignments.

Follow these steps in using these comparison tables:

1. Read all about a specific attribute of provincial America by reading each row across. – Data applicable to all colonial sections is in a cell across all 3 columns; to 2 colonial sections, in a merged cell for those 2 sections. Click [here](#) for what years are covered by the terms *18<sup>th</sup> century*, *19<sup>th</sup> century*, etc.
2. Read all about each section by reading down each column.
3. Compare attributes from left to right individually and all the rows together. Which sections are alike; which are different?
4. Read the table as a whole. What is this **developing** nation like?
5. If you have questions, please ask.

### Sources Used for This Data

The data in the tables is from:

- Robert A. Divine's *The American Story*
- Alan Brinkley's *The Unfinished Nation*
- Edward L. Ayers' *American Passages*
- General reference books, including the *Encyclopedia of American History* (edited by Jeffery B. Morris and Richard B. Morris)

### What Years Are Covered By The Terms 18<sup>th</sup> Century, 19<sup>th</sup> Century, Etc.?

The convention coming from those who long ago set up the time terminology follows this pattern:

18<sup>th</sup> century = 1700s

19<sup>th</sup> century = 1800s

20<sup>th</sup> century = 1900s

21<sup>st</sup> century = 2000s

Because this convention is known for causing human error, it's safest to think about and write dates as numbers, such as 1600s (and not 17th century).

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<sup>i</sup> 1842 - British and United States also settle NE/Canada boundary - Webster-Asburton Treaty (as in Daniel Webster).