CHAPTER 14

The Age of Reform

1820–1860

Why It Matters

The idea of reform—the drive to improve society and the lives of Americans—grew during the mid-1800s. Reformers set out to improve the lives of the disadvantaged, especially enslaved people and the urban poor.

The Impact Today

The spirit of reform is alive and well in the modern world. Individual freedom became a key goal during the last half of the twentieth century. Civil rights movements have advanced racial equality. In many countries the women's movement has altered traditional female roles and opportunities.

The American Republic to 1877 *Video* *The chapter 14 video, "Women and Reform," chronicles the role of women in the reform movements of the 1800s.*



1825
- New Harmony, Indiana, established

1827
- New York bans slavery

1830
- *Book of Mormon* published

1836
- Texas gains independence

United States PRESIDENTS

Monroe 1817–1825 | *J.Q. Adams 1825–1829* | *Jackson 1829–1837* | *Van Buren 1837–1841* | *W.H. Harrison 1841*

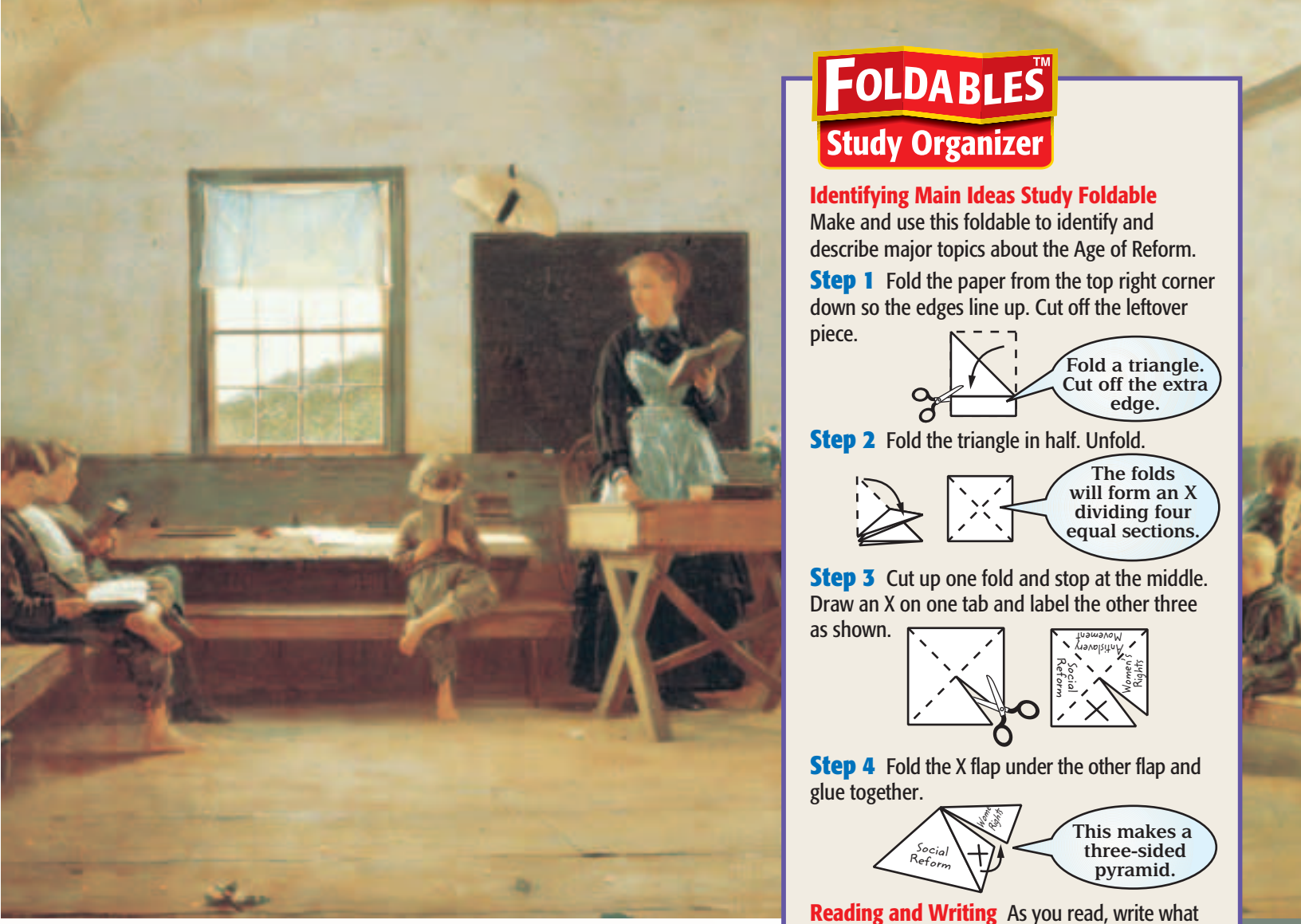
1820 | 1830 | 1840

World



1821
- Mexico becomes independent nation

1837
- Victoria becomes queen of England



The Country School by Winslow Homer By the mid-1800s, the number of public elementary schools was growing.

FOLDABLES™ Study Organizer

Identifying Main Ideas Study Foldable
Make and use this foldable to identify and describe major topics about the Age of Reform.

Step 1 Fold the paper from the top right corner down so the edges line up. Cut off the leftover piece.

Step 2 Fold the triangle in half. Unfold.

Step 3 Cut up one fold and stop at the middle. Draw an X on one tab and label the other three as shown.

Step 4 Fold the X flap under the other flap and glue together.

Reading and Writing As you read, write what you learn about social reform, the antislavery movement, and the women's rights movement under each appropriate pyramid wall.



1848
- Seneca Falls Convention

1851
- Maine bans sale of alcohol

1862
- Mary Jane Patterson is first African American woman to earn a college degree



Tyler 1841–1845 | *Polk 1845–1849* | *Taylor 1849–1850* | *Fillmore 1850–1853* | *Pierce 1853–1857* | *Buchanan 1857–1861*

1850 *1860*

1847
- Liberia claims independence

1850
- Taiping Rebellion begins in China

1853
- Crimean War begins

1859
- Lenoir builds first practical internal-combustion engine

HISTORY Online

Chapter Overview
Visit tarvol1.glencoe.com and click on **Chapter 14—Chapter Overviews** to preview chapter information.

SECTION 1

Social Reform

Guide to Reading

Main Idea
During the early 1800s, many religious and social reformers attempted to improve American life and education and help people with disabilities.

Key Terms
utopia, revival, temperance, normal school, transcendentalist

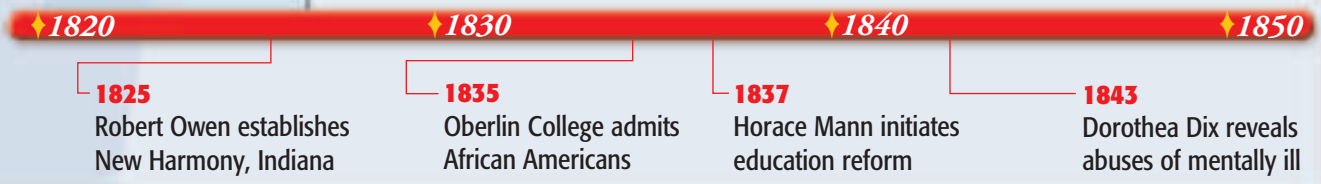
Reading Strategy
Taking Notes As you read section 1, re-create the diagram below and identify these reformers' contributions.

	Contributions
Lyman Beecher	
Horace Mann	
Thomas Gallaudet	
Dorothea Dix	

Read to Learn
- how religious and philosophical ideas inspired various reform movements.
- why educational reformers thought all citizens should go to school.

Section Theme
Civic Rights and Responsibilities
Many reformers worked for change during this era.

Preview of Events





Henry David Thoreau

AN American Story

According to folklore, Henry David Thoreau sat on the hard, wooden bench in the jail cell, but he did not complain about its stiffness. He felt proud that he had stood up for his beliefs. Thoreau had refused to pay a one-dollar tax to vote, not wanting his money to support the Mexican War. As he looked through the cell bars, he heard a voice. "Why are you here?" asked his friend Ralph Waldo Emerson. Thoreau replied, "Why are you *not* here?" He would later write, "Under a government which imprisons any unjustly, the true place for a just man is also a prison."

The Reforming Spirit

Thoreau represented a new spirit of reform in America. The men and women who led the reform movement wanted to extend the nation's ideals of liberty and equality to all Americans. They believed the nation should live up to the noble goals stated in the Declaration of Independence and the Constitution.

The spirit of reform brought changes to American religion, politics, education, art, and literature. Some reformers sought to improve society by forming **utopias,** communities based on a vision of a perfect society. In 1825 Robert Owen established New Harmony, Indiana, a village dedicated to cooperation rather than competition among its members.

Others tried to reform society by founding communities on what they considered right principles. The Oneida community in central New York was founded on the idea that Christians should own everything in common. The Mormons were driven by persecution to move west, eventually founding Salt Lake City in 1848. Only the Mormons established a stable, enduring community.

The Religious Influence

In the early 1800s, a wave of religious fervor—known as the **Second Great Awakening**—stirred the nation. The first Great Awakening had spread through the colonies in the mid-1700s.

The new religious movement began with frontier camp meetings called **revivals.** People came from miles around to hear eloquent preachers, such as Charles Finney, and to pray, sing, weep, and shout. The experience often made men and women eager to reform both their own lives and the world. The Second Great Awakening increased church membership. It also inspired people to become involved in missionary work and social reform movements.

(See page 601 of the Appendix for a primary source account of a revival meeting.)

War Against Alcohol

Religious leaders stood at the forefront of the war against alcohol. **Lyman Beecher,** a Connecticut minister and crusader against the use of alcohol, wanted to protect society against "rum-selling, tippling folk, infidels, and ruff-scruff."

Reformers blamed alcohol for poverty, the breakup of families, crime, and even insanity. They called for **temperance,** drinking little or no alcohol. The movement gathered momentum in 1826 when the American Society for the Promotion of Temperance was formed.

Beecher and other temperance crusaders used lectures, pamphlets, and revival-style rallies to warn people of the dangers of liquor. The **temperance movement** gained a major victory in 1851, when Maine passed a law banning the manufacture and sale of alcoholic beverages. Other states passed similar laws. Many Americans resented these laws, however, and most were repealed, or canceled, within several years.

The temperance movement would reemerge in the early 1900s and lead to a constitutional amendment banning alcohol.

Reading Check **Analyzing** What were the effects of the Second Great Awakening?

Reforming Education

In the early 1800s, only New England provided free elementary education. In other areas parents had to pay fees or send their children to schools for the poor—a choice some parents refused out of pride. Some communities had no schools at all.

The leader of educational reform was **Horace Mann,** a lawyer who became the head of the Massachusetts Board of Education in 1837. During his term Mann lengthened the school year to six months, made improvements in the school curriculum, doubled teachers' salaries, and developed better ways of training teachers.

Partly due to Mann's efforts, Massachusetts in 1839 founded the nation's first state-supported **normal school,** a school for training high-school graduates as teachers. Other states soon adopted the reforms that Mann had pioneered.

Education for Some

By the 1850s most states had accepted three basic principles of public education: that schools should be free and supported by taxes, that teachers should be trained, and that children should be required to attend school.

These principles did not immediately go into effect. Schools were poorly funded, and many teachers lacked training. In addition, some people opposed compulsory, or required, education.

Most females received a limited education. Parents often kept their daughters from school because of the belief that a woman's role was to become a wife and mother and that this role did not require an education. When girls did go to school, they often studied music or needlework rather than science, mathematics, and history, which were considered "men's" subjects.

In the West, where settlers lived far apart, many children had no school to attend. African Americans in all parts of the country had few opportunities to go to school.

What Life Was Like...



One-Room Schoolhouse

Until education became widespread, many children learned to read and write in one-room schoolhouses. Students of all ages learned mostly by rote—one group recited while the rest studied their lessons. The popular McGuffey *Readers* provided moral lessons as well as lessons in reading and grammar.



Lunch pail, left
Hornbook, center
Page from McGuffey's, right

Higher Education

Dozens of new colleges and universities were created during the age of reform. Most admitted only men. Religious groups founded many colleges between 1820 and 1850, including Amherst and Holy Cross in Massachusetts and Trinity and Wesleyan in Connecticut.

Slowly, higher education became available to groups who were previously denied the opportunity. Oberlin College of Ohio, founded in 1833, admitted both women and African Americans to the student body. In 1837 a teacher named Mary Lyon in Massachusetts opened Mount Holyoke, the first permanent women's college in America. The first college for African Americans—Ashmun Institute, which later became Lincoln University—opened in Pennsylvania in 1854.

People With Special Needs

Some reformers focused on the problem of teaching people with disabilities. **Thomas Gallaudet** (ga•luh•DEHT), who developed a method to educate people who were hearing impaired, opened the Hartford School for the Deaf in Connecticut in 1817.

At about the same time, **Dr. Samuel Gridley Howe** advanced the cause of those who were visually impaired. He developed books with large raised letters that people with sight impairments could "read" with their fingers. Howe headed the Perkins Institute, a school for the blind, in Boston.

When schoolteacher **Dorothea Dix** began visiting prisons in 1841, she found the prisoners were often living in inhumane conditions—

chained to the walls with little or no clothing, often in unheated cells. To her further horror, she learned that some of the inmates were guilty of no crime—they were mentally ill persons. Dix made it her life's work to educate the public as to the poor conditions for both the mentally ill and for prisoners.

Reading Check **Identifying** How did Dr. Samuel Howe help the visually impaired?

Cultural Trends

The changes in American society influenced art and literature. Earlier generations of American painters and writers looked to Europe for their inspiration and models. Beginning in the 1820s American artists developed their own style and explored American themes.

The American spirit of reform influenced **transcendentalists.** Transcendentalists stressed the relationship between humans and nature as well as the importance of the individual conscience. Writers such as Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau were leading transcendentalists. Through her writings, Fuller supported rights for women. In his poems and essays, Emerson urged people to listen to the inner voice of conscience and to break the bonds of prejudice. Thoreau put his beliefs into practice through **civil disobedience**—refusing to obey laws he thought were unjust. In 1846 Thoreau went to jail rather than pay a tax to support the Mexican War.

The transcendentalists were not the only important writers of the period. Many poets created impressive works during this period. Henry Wadsworth Longfellow wrote narrative, or story, poems, such as the *Song of Hiawatha*. Poet Walt Whitman captured the new American spirit and confidence in his *Leaves of Grass*. Emily Dickinson wrote simple, deeply personal poems. In a poem called "Hope," written in 1861, she compares hope with a bird:

> "'Hope' is the thing with feathers—
> That perches in the soul—
> And sings the tune without the words—
> And never stops—at all—"

Women writers of the period were generally not taken seriously, yet they were the authors of the most popular fiction. Harriet Beecher Stowe wrote the most successful best-seller of the mid-1800s, *Uncle Tom's Cabin*. Stowe's novel explores the injustice of slavery—an issue that took on new urgency during the age of reform.

Reading Check **Describing** What was one of the subjects that Margaret Fuller wrote about?

SECTION 1 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

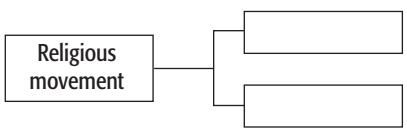
1. **Key Terms** Use each of these terms in a sentence that helps explain its meaning: **utopia, revival, temperance, normal school, transcendentalist.**
2. **Reviewing Facts** What were the three accepted principles of public education in the 1850s?

Reviewing Themes

3. **Civic Rights and Responsibilities** How did Thoreau act on his beliefs? What impact might such acts have had on the government?

Critical Thinking

4. **Drawing Conclusions** What did Thomas Jefferson mean when he said that the United States could not survive as a democracy without educated and well-informed citizens?
5. **Determining Cause and Effect** Re-create the diagram below and describe two ways the religious movement influenced reform.



Analyzing Visuals

6. **Picturing History** Study the painting of the school room on page 414. What is pictured that you still use in school today?

Interdisciplinary Activity

Research Interview your grandparents or other adults who are over 50 years old to find out what they remember about their public school days. Before you do the interview, write six questions about the information that interests you.

What were people's lives like in the past?

What—and who—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.



PHOTO RESEARCHERS INC., NEW YORK

Profile

"My best friends solemnly regard me as a madman." That's what the artist **JOHN JAMES AUDUBON** *(left) writes about himself in his journal. And he does seem to be a bit peculiar. After all, he put a band around a bird's foot so he could tell if it returned from the South in the spring. No one's ever done that before. Audubon is growing more famous thanks to his drawings. His love of the wild and his skill as an artist have awakened a new sense of appreciation for American animal life both here and in Europe. Here is what he wrote recently while on a trip to New Orleans:*

"I TOOK A WALK WITH MY GUN THIS afternoon to see… millions of Golden Plovers [medium-sized shorebirds] coming from the northeast and going nearly south—the destruction… was really astonishing—the Sportsmen here are more numerous and at the same time more expert at shooting on the wing than anywhere in the United States."



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SPORTS

Baseball for Beginners



Want to take up the new game of baseball? Keep your eye on the ball—because the rules keep changing!

1845

- canvas bases are set 90 feet apart in a diamond shape
- only nine men play on each side
- pitches are thrown underhanded
- a ball caught on the first bounce is an "out"

1846

- at first base, a fielder can tag the bag before the runner reaches it and so make an out

1847

- players may no longer throw the ball at a runner to put him out

AMERICAN SCENE

Americans Living on Farms

1790: 95% of Americans live on farms

1820: 93% live on farms

1850: 85% live on farms

Personalities Meet Some Concord Residents

YEARS AGO, ONE OF THE FIRST BATTLES OF THE REVOLUTIONARY WAR was fought at Concord, Massachusetts. But now the sparks that fly are of a more intellectual variety. If you want to visit Concord, you should read some of the works of its residents.

Nathaniel Hawthorne
This writer's novel *The Scarlet Letter* moved some readers, and outraged others.

Henry Wadsworth Longfellow
Writes poems about Paul Revere, Hiawatha, and a village blacksmith.

Louisa May Alcott
Author of *Little Women* who published her first book at age 16.



Louisa May Alcott

THE SCHLESINGER LIBRARY, RADCLIFFE COLLEGE

CONTENTS

MILESTONES

PEOPLE AND EVENTS OF THE TIME

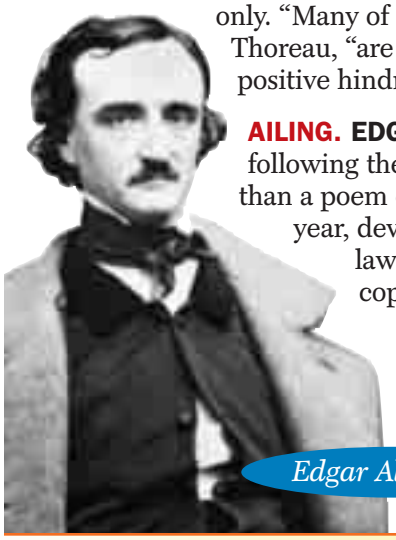


BROWN BROTHERS

Frederick Douglass

EMIGRATED. In 1845, to England, **FREDERICK DOUGLASS**, former slave, author, and abolitionist leader, to escape danger in reaction to his autobiography, *Narrative of the Life of Frederick Douglass*.

MOVED. **HENRY DAVID THOREAU**, writer, to Walden Pond, Concord, Massachusetts, in 1845. Thoreau intends to build his own house on the shore of the pond and earn his living by the labor of his hands only. "Many of the so-called comforts of life," writes Thoreau, "are not only not indispensable, but positive hindrances to the elevation of mankind."



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Edgar Allan Poe

AILING. **EDGAR ALLAN POE**, in Baltimore, 1847, following the death of his wife, Virginia. Other than a poem on death, Poe has written little this year, devoting his dwindling energies to lawsuits against other authors he claims copied his work.

INVENTED. Samuel F.B. Morse has revolutionized communications with a series of dots and dashes in 1844.

NUMBERS

U.S. AT THE TIME

9,022 **Miles of railways operating in 1850**

3 **Number of U.S. Presidents in 1841—Van Buren's term ended, Harrison died, and Tyler took his place**

29 **Number of medical schools Elizabeth Blackwell, a woman, applied to before being accepted at one in 1847**

700 **Number of New England whaling ships at sea in 1846**

$8 **Approximate yearly cost for a newspaper subscription in 1830**

50% **Approximate percentage of the American workforce in 1820 under the age of 10**

CHILD LABOR

Letter From a Mill Worker

Mary Paul is a worker in her teens at a textile mill in Lowell, Massachusetts. Mary works 12 hours a day, 6 days a week. She sent this letter to her father:

Dear Father,

I am well which is one comfort. My life and health are spared while others are cut off. Last Thursday one girl fell down and broke her neck which caused instant death. Last Tuesday we were paid. In all I had six dollars and sixty cents, paid $4.68 for board [rent and food]....At 5 o'clock in the morning the bell rings for the folks to get up and get breakfast. At half past six it rings for the girls to get up and at seven they are called into the mill. At half past 12 we have dinner, are called back again at one and stay till half past seven. . . . If any girl wants employment, I advise them to come to Lowell.



BETTMANN/CORBIS

SECTION 2

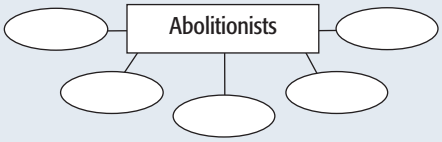
The Abolitionists

Guide to Reading

Main Idea
Many reformers turned their attention to eliminating slavery.

Key Terms
abolitionist, Underground Railroad

Reading Strategy
Organizing Information As you read Section 2, identify five abolitionists. Below each name, write a sentence describing his or her role in the movement.



Read to Learn
- how some Americans worked to eliminate slavery.
- why many Americans feared the end of slavery.

Section Theme
Individual Action Leaders such as Harriet Tubman and William Lloyd Garrison strengthened the abolitionist movement.

Preview of Events





William Lloyd Garrison

AN American Story

William Lloyd Garrison, a dramatic and spirited man, fought strongly for the right of African Americans to be free. On one occasion Garrison was present when Frederick Douglass, an African American who had escaped from slavery, spoke to a white audience about life as a slave. Douglass electrified his listeners with a powerful speech. Suddenly Garrison leaped to his feet. "Is this a man," he demanded of the audience, "or a thing?" Garrison shared Douglass's outrage at the notion that people could be bought and sold like objects.

Early Efforts to End Slavery

The spirit of reform that swept the United States in the early 1800s was not limited to improving education and expanding the arts. It also included the efforts of **abolitionists** like Garrison and Douglass—members of the growing band of reformers who worked to abolish, or end, slavery.

Even before the American Revolution, some Americans had tried to limit or end slavery. At the Constitutional Convention in 1787, the delegates had reached a compromise on the difficult issue, agreeing to let each state decide whether to allow slavery. By the early 1800s, Northern states had ended slavery, but it continued in the South.

The religious revival and the reform movement of the early and mid-1800s gave new life to the antislavery movement. Many Americans came to believe that slavery was wrong. Yet not all Northerners shared this view. The conflict over slavery continued to build.

Many of the men and women who led the antislavery movement came from the Quaker faith. One Quaker, Benjamin Lundy, wrote:

> "I heard the wail of the captive. I felt his pang of distress, and the iron entered my soul."

Lundy founded a newspaper in 1821 to spread the abolitionist message.

American Colonization Society

The first large-scale antislavery effort was not aimed at abolishing slavery but at resettling African Americans in Africa or the Caribbean. The **American Colonization Society,** formed in 1816 by a group of white Virginians, worked to free enslaved workers gradually by buying them from slaveholders and sending them abroad to start new lives.

The society raised enough money from private donors, Congress, and a few state legislatures to send several groups of African Americans out of the country. Some went to the west coast of Africa, where the society had acquired land for a colony. In 1822 the first African American settlers arrived in this colony, called **Liberia,** Latin for "place of freedom."

In 1847 Liberia became an independent country. American emigration to Liberia continued until the Civil War. Some 12,000 to 20,000 African Americans settled in the new country between 1822 and 1865.

The American Colonization Society did not halt the growth of slavery. The number of enslaved people continued to increase at a steady pace, and the society could only resettle a small number of African Americans. Furthermore, most African Americans did not want to go to Africa. Many were from families that had lived in America for several generations. They simply wanted to be free in American society. African Americans feared that the society aimed to strengthen slavery.

Reading Check **Explaining** How did the American Colonization Society fight slavery?

The Movement Changes

Reformers realized that the gradual approach to ending slavery had failed. Moreover, the numbers of enslaved persons had sharply increased because the cotton boom in the Deep South made planters increasingly dependent on slave labor. Beginning in about 1830, the American antislavery movement took on new life. Soon it became the most pressing social issue for reformers.

William Lloyd Garrison

Abolitionist **William Lloyd Garrison** stimulated the growth of the antislavery movement. In 1829 Garrison left Massachusetts to work for the country's leading antislavery newspaper in Baltimore. Impatient with the paper's moderate position, Garrison returned to Boston in 1831 to found his own newspaper, *The Liberator.*



"I looked at my hands to see if I was the same person now that I was free . . . I felt like I was in heaven."

—Harriet Tubman, on her escape from slavery, 1849

Two Viewpoints

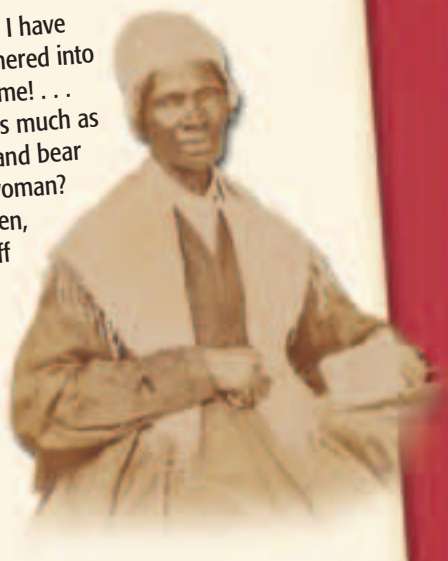
Is American Slavery Compassionate or Cruel?

More than any other factor, slavery isolated the South from the rest of the United States. While abolitionists cried out to bring the cruel practice to an end, Southern slaveholders defended the only way of life they knew.

Sojourner Truth, former slave, 1851

Look at me! Look at my arm! I have ploughed, and planted, and gathered into barns, and no man could head me! . . . I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman?

I have borne thirteen children, and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?



Sojourner Truth

Jeremiah Jeter, Southern slaveholder, c. 1820

I could not free them, for the laws of the State forbade it. Yet even if they had not forbidden it, the slaves in my possession were in no condition to support themselves. It was simple cruelty to free a mother with dependent children. Observation, too, had satisfied me that the free negroes were, in general, in a worse condition than the slaves. The manumission [setting free] of my slaves to remain in the State was not to be thought of. Should I send them to Liberia? Some of them were in a condition to go, but none of them desired to. If sent, they [would] be forced to leave wives and children belonging to other masters [on nearby plantations], to dwell in a strange land.

Learning From History

1. Why do you think Sojourner Truth was an effective speaker?
2. Why didn't Jeremiah Jeter just free his slaves?
3. Do the two excerpts contradict each other? In what way?

Garrison was one of the first white abolitionists to call for the "immediate and complete emancipation [freeing]" of enslaved people. Promising to be "as harsh as truth, and as uncompromising as justice," he denounced the slow, gradual approach of other reformers. In the first issue of his paper he wrote: "I will not retreat a single inch—AND I WILL BE HEARD."

Garrison *was* heard. He attracted enough followers to start the New England Antislavery Society in 1832 and the American Antislavery Society the next year. The **abolitionist movement** grew rapidly. By 1838 the antislavery societies Garrison started had more than 1,000 chapters, or local branches.

The Grimké Sisters

Among the first women who spoke out publicly against slavery were **Sarah** and **Angelina Grimké.** Born in South Carolina to a wealthy slaveholding family, the sisters moved to Philadelphia in 1832.

In the North the Grimké sisters lectured and wrote against slavery. At one antislavery meeting, Angelina Grimké exclaimed,

> "As a Southerner, I feel that it is my duty to stand up . . . against slavery. I have seen it! I have seen it!"

The Grimkés persuaded their mother to give them their share of the family inheritance. Instead of money or land, the sisters asked for several of the enslaved workers, whom they immediately freed.

Angelina Grimké and her husband, abolitionist Theodore Weld, wrote *American Slavery As It Is* in 1839. This collection of firsthand accounts of life under slavery was one of the most influential abolitionist publications of its time.

African American Abolitionists

Although white abolitionists drew public attention to the cause, African Americans themselves played a major role in the abolitionist movement from the start. The abolition of slavery was an especially important goal to the free African Americans of the North.

Most African Americans in the North lived in poverty in cities. Although they were excluded from most jobs and were often attacked by white mobs, a great many of these African Americans were intensely proud of their freedom and wanted to help those who were still enslaved.

African Americans took an active part in organizing and directing the American Antislavery Society, and they subscribed in large numbers to William Lloyd Garrison's *The Liberator.* In 1827 Samuel Cornish and John Russwurm started the country's first African American newspaper, *Freedom's Journal.* Most of the other newspapers that African Americans founded before the Civil War also promoted abolition.

Born a free man in North Carolina, writer **David Walker** of Boston published an impassioned argument against slavery, challenging African Americans to rebel and overthrow slavery by force. "America is more our country than it is the whites'—we have enriched it with our blood and tears," he wrote.

In 1830 free African American leaders held their first convention in Philadelphia. Delegates met "to devise ways and means for the bettering of our condition." They discussed starting an African American college and encouraging free African Americans to emigrate to Canada.

Frederick Douglass

Frederick Douglass, the most widely known African American abolitionist, was born enslaved in Maryland. After teaching himself to read and write, he escaped from slavery in Maryland in 1838 and settled first in Massachusetts and then in New York.

As a runaway, Douglass could have been captured and returned to slavery. Still, he joined the Massachusetts Antislavery Society and traveled widely to address abolitionist meetings. A powerful speaker, Douglass often moved listeners to tears with his message. At an Independence Day gathering he told the audience:

> "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 . . . your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless . . . your shouts of liberty and equality, hollow mockery."

HISTORY Online

Student Web Activity
Visit tarvol1.glencoe.com and click on **Chapter 14—Student Web Activities** for an activity on the abolitionist movement.

For 16 years, Douglass edited an antislavery newspaper called the *North Star.* Douglass won admiration as a powerful and influential speaker and writer. He traveled abroad, speaking to huge antislavery audiences in London and the West Indies.

Douglass returned to the United States because he believed abolitionists must fight slavery at its source. He insisted that African Americans receive not just their freedom but full equality with whites as well. In 1847 friends helped Douglass purchase his freedom from the slaveholder from whom he had fled in Maryland.

Sojourner Truth

"I was born a slave in Ulster County, New York," Isabella Baumfree began when she told her story to audiences. Called "Belle," she lived in the cellar of a slaveholder's house. She escaped in 1826 and gained official freedom in 1827 when New York banned slavery. She eventually settled in New York City.

In 1843 Belle chose a new name. "**Sojourner Truth** is my name," she said, "because from this day I will walk in the light of [God's] truth." She began to work in the movements for abolitionism and for women's rights.

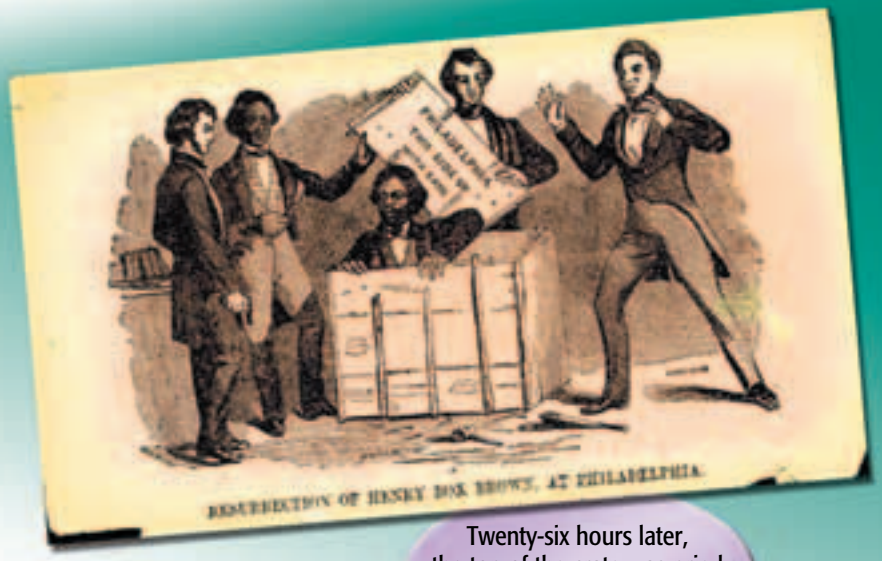
Reading Check **Explaining** Why did Frederick Douglass return to the United States?

MORE ABOUT...

The Underground Railroad

The Underground Railroad was neither "underground" nor a "railroad." It was a secret organization to help African Americans escape from slavery. The escape of Henry Brown is one of the most remarkable stories in the history of the Underground Railroad.

Henry Brown Henry "Box" Brown escaped slavery by having himself sealed into a small box and shipped from Richmond to Philadelphia. Although "this side up" was marked on the crate, he spent a good part of the trip upside down. When news of his escape spread, he wrote an autobiography and spoke to many anti-slavery groups.



"It all seemed a comparatively light price to pay for liberty."

—Henry "Box" Brown

After his wife and children were sold to a slaveholder in another state, Brown was determined to escape.

Another man transported the crate, with Brown in it, to a shipping company in Richmond, Virginia.

From there, the crate was sent to the Philadelphia Anti-Slavery Office.

Twenty-six hours later, the top of the crate was pried off and Brown emerged, a free man.



The Underground Railroad

Some abolitionists risked prison—even death—by secretly helping African Americans escape from slavery. The network of escape routes from the South to the North came to be called the **Underground Railroad.**

The Underground Railroad had no trains or tracks. Instead, passengers on this "railroad" traveled through the night, often on foot, and went north—guided by the North Star. The runaway slaves followed rivers and mountain chains, or felt for moss growing on the north side of trees.

Songs such as "Follow the Drinkin' Gourd" encouraged runaways on their way to freedom. A hollowed-out gourd was used to dip water for drinking. Its shape resembled the Big Dipper, which pointed to the North Star.

> "When the river ends in between two hills,
> Follow the drinkin' gourd,
> For the Ole Man's waitin' for to carry you to freedom.
> Follow the drinkin' gourd."

During the day passengers rested at "stations"—barns, attics, church basements, or other places where fugitives could rest, eat, and hide until the next night's journey. The railroad's "conductors" were whites and African Americans who helped guide the escaping slaves to freedom in the North.

In the early days, many people made the journey north on foot. Later they traveled in wagons, sometimes equipped with secret compartments. African Americans on the Underground Railroad hoped to settle in a free state in the North

or to move on to Canada. Once in the North, however, fugitives still feared capture. Henry Bibb, a runaway who reached Ohio, arrived at "the place where I was directed to call on an Abolitionist, but I made no stop: so great were my fears of being pursued."

After her escape from slavery, Harriet Tubman became the most famous conductor on the Underground Railroad. Slaveholders offered a large reward for Tubman's capture or death.

The Underground Railroad helped only a tiny fraction of the enslaved population. Most who used it as a route to freedom came from the states located between the northern states and the Deep South. Still, the Underground Railroad gave hope to those who suffered in slavery. It also provided abolitionists with a way to help some enslaved people to freedom.

Clashes Over Abolitionism

The antislavery movement led to an intense reaction against abolitionism. Southern slaveholders—and many Southerners who did not have slaves—opposed abolitionism because they believed it threatened the South's way of life, which depended on enslaved labor. Many people in the North also opposed the abolitionist movement.



Geography Skills

Many enslaved African Americans escaped to freedom with the help of the Underground Railroad.

1. **Movement** Which river did enslaved persons cross before reaching Indiana and Ohio?
2. **Analyzing Information** About how many miles did an enslaved person travel from Montgomery, Alabama, to Windsor, Canada?

"I sometimes dream that I am pursued, and when I wake, I am scared almost to death."

—Nancy Howard, 1855

Opposition in the North

Even in the North, abolitionists never numbered more than a small fraction of the population. Many Northerners saw the antislavery movement as a threat to the nation's social order. They feared the abolitionists could bring on a destructive war between the North and the South. They also claimed that, if the enslaved African Americans were freed, they could never blend into American society.

Economic fears further fed the backlash against abolitionism. Northern workers worried that freed slaves would flood the North and take jobs away from whites by agreeing to work for lower pay.

Opposition to abolitionism sometimes erupted into violence against the abolitionists themselves. In the 1830s a Philadelphia mob burned the city's antislavery headquarters to the ground and set off a bloody race riot. In Boston a mob attacked abolitionist William Lloyd Garrison and threatened to hang him. Authorities saved his life by locking him in jail.

Elijah Lovejoy was not so lucky. Lovejoy edited an abolitionist newspaper in Illinois. Three times angry whites invaded his offices and wrecked his presses. Each time Lovejoy installed new presses and resumed publication. The fourth time the mob set fire to the building. When Lovejoy came out of the blazing building, he was shot and killed.

The South Reacts

Southerners fought abolitionism by mounting arguments in defense of slavery. They claimed that slavery was essential to the South. Slave labor, they said, had allowed Southern whites to reach a high level of culture.

Southerners also argued that they treated enslaved people well. Some Southerners argued that Northern workers were worse off than slaves. The industrial economy of the North employed factory workers for long hours at low wages. These jobs were repetitious and often dangerous, and Northern workers had to pay for their goods from their small earnings. Unlike the "wage slavery" of the North, Southerners said that the system of slavery provided food, clothing, and medical care to the workers.

Other defenses of slavery were based on racism. Many whites believed that African Americans were better off under white care than on their own. "Providence has placed [the slave] in our hands for his own good," declared one Southern governor.

The conflict between proslavery and antislavery groups continued to mount. At the same time, a new women's rights movement was growing, and many leading abolitionists were involved in that movement as well.

Reading Check **Explaining** Why did many Northerners oppose the abolition of slavery?

SECTION 2 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

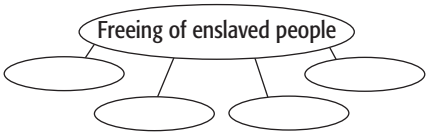
1. **Key Terms** Write a short paragraph in which you use these key terms: **abolitionist, Underground Railroad.**
2. **Reviewing Facts** Describe the American Colonization Society's solution to slavery.

Reviewing Themes

3. **Individual Action** What role did Harriet Tubman play in the antislavery movement?

Critical Thinking

4. **Comparing** Compare the arguments of Northerners with Southerners who opposed abolitionism.
5. **Organizing Information** Use a diagram like the one below to identify actions that abolitionists took to free enslaved people.



Analyzing Visuals

6. **Geography Skills** Study the map of the Underground Railroad on page 423. Why do you think more enslaved people escaped from the border states than from the Deep South?

Interdisciplinary Activity

Informative Writing Research the life of an abolitionist. Write a one-page biography that describes important events in his or her life.

SECTION 3

The Women's Movement

Guide to Reading

Main Idea
Women reformers campaigned for their own rights.

Key Terms
suffrage, coeducation

Reading Strategy
Taking Notes As you read the section, use a chart like the one below to identify the contributions these individuals made to women's rights.

	Contributions
Lucretia Mott	
Elizabeth Cady Stanton	
Susan B. Anthony	
Elizabeth Blackwell	

Read to Learn
- how the antislavery and the women's rights movements were related.
- what progress women made toward equality during the 1800s.

Section Theme
Groups and Institutions Women in the 1800s made some progress toward equality.

Preview of Events

1830 — 1860 — 1890

1837 Mary Lyon establishes Mount Holyoke Female Seminary

1848 First women's rights convention held in Seneca Falls, New York

1857 Elizabeth Blackwell founds the New York Infirmary for Women and Children

1869 Wyoming Territory grants women the right to vote



Mary Lyon, pioneer in higher education for women

AN American Story

Women who fought to end slavery began to recognize their own bondage. On April 19, 1850, about 400 women met at a Quaker meetinghouse in the small town of Salem, Ohio. They came together "to assert their rights as independent human beings." One speaker stated: "I use the term *Woman's Rights,* because it is a technical phrase. I like not the expression. It is not Woman's *Rights* of which I design to speak, but of Woman's *Wrongs*. I shall claim nothing for ourselves because of our sex. . . . [W]e should demand *our* recognition as equal members of the human family. . . ."

Women and Reform

Many women abolitionists also worked for women's rights. They launched a struggle to improve women's lives and win equal rights. Like many of the women reformers, **Lucretia Mott** was a Quaker. Quaker women enjoyed a certain amount of equality in their own communities. Mott gave lectures in Philadelphia calling for temperance, peace, workers' rights, and abolition. Mott

Why It Matters

Photo Gallery

Raising the Status of Women

The Seneca Falls Convention

Throughout the nation's history, women had fought side by side with the men to build a new nation and to ensure freedom. Even though the Declaration of Independence promised equality for all, the promise rang hollow for women.

Female reformers began a campaign for their own rights. In 1848 Lucretia Mott and Elizabeth Cady Stanton organized the Seneca Falls Convention. One of the resolutions demanded suffrage, or the right to vote, for women. This marked the beginning of a long, hard road to gain equal rights.

Lucretia Mott (below) and Susan B. Anthony were leaders in the effort to allow women a greater role in American society.





"We hold these truths to be self-evident: that all men and women are created equal."
—Declaration of the Seneca Falls Convention, 1848

Gaining the Right to Vote, 1848–1920

The Seneca Falls Convention led to the growth of the woman suffrage movement.

1848 Seneca Falls Convention → **1850** First national women's rights convention held in Worcester, Massachusetts → **1866** Susan B. Anthony forms Equal Rights Association → **1869** Women granted voting rights in Wyoming Territory → **1878** Woman suffrage amendment first introduced in U.S. Congress → **1884** Belva Lockwood runs for president

also helped fugitive slaves and organized the Philadelphia Female Anti-Slavery Society. At the world antislavery convention in London, Mott met **Elizabeth Cady Stanton.** There the two female abolitionists joined forces to work for women's rights.

The Seneca Falls Convention

In July 1848, Elizabeth Cady Stanton, Lucretia Mott, and a few other women organized the first women's rights convention in **Seneca Falls, New York.** About 200 women and 40 men attended.

The convention issued a Declaration of Sentiments and Resolutions modeled on the Declaration of Independence. The women's document declared: "We hold these truths to be self-evident: that all men and women are created equal."

The women's declaration called for an end to all laws that discriminated against women. It demanded that women be allowed to enter the all-male world of trades, professions, and businesses. The most controversial issue at the Seneca Falls Convention concerned **suffrage,** or the right to vote.

Elizabeth Stanton insisted that the declaration include a demand for woman suffrage, but delegates thought the idea of women voting was too radical. Lucretia Mott told her friend, "Lizzie, thee will make us ridiculous." Frederick Douglass stood with Stanton and argued powerfully for women's right to vote. After a heated debate the convention voted to include the demand for woman suffrage in the United States. *(See page 617 of the Appendix for excerpts of the Seneca Falls Declaration.)*



Maria Mitchell gained world renown when she discovered a comet in 1847. She became a professor of astronomy and the first woman elected to the American Academy of Arts and Sciences.

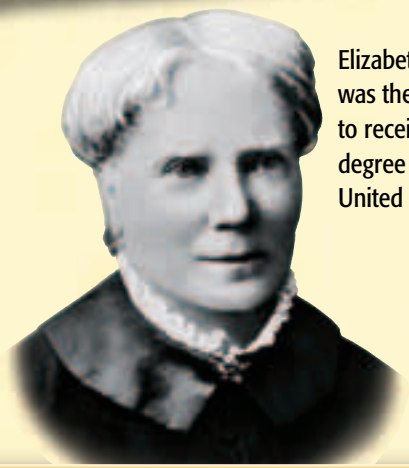


Mary Ann Shadd Cary was the first African American woman in the nation to earn a law degree.





Helen Keller overcame the challenges of an illness that left her deaf, blind, and mute to help others with similar disabilities.



Elizabeth Blackwell was the first woman to receive a medical degree in the United States.

Susette La Flesche was a member of the Omaha tribe and campaigned for Native American rights.

1893 → Colorado adopts woman suffrage

1896 → Utah joins the Union, granting women full suffrage

1910–1918 → States including Washington, Kansas, and Michigan adopt woman suffrage

1919 → House and Senate pass the federal woman suffrage amendment

1920 → Tennessee ratifies the Nineteenth Amendment, called the Susan B. Anthony Amendment. It becomes law on August 26, 1920.

The Movement Grows

The Seneca Falls Convention paved the way for the growth of the **women's rights movement.** During the 1800s women held several national conventions. Many reformers—male and female—joined the movement.

Susan B. Anthony, the daughter of a Quaker abolitionist in rural New York, worked for women's rights and temperance. She called for equal pay for women, college training for girls, and coeducation—the teaching of boys and girls together. Anthony organized the country's first women's temperance association, the Daughters of Temperance.

Susan B. Anthony met Elizabeth Cady Stanton at a temperance meeting in 1851. They became lifelong friends and partners in the struggle for women's rights. For the rest of the century, Anthony and Stanton led the women's movement. They worked with other women to win the right to vote. Beginning with Wyoming in 1890, several states granted women the right to vote. It was not until 1920, however, that woman suffrage became a reality everywhere in the United States.

Reading Check **Explaining** What is suffrage?

Progress by American Women

Pioneers in women's education began to call for more opportunity. Early pioneers such as Catherine Beecher and Emma Hart Willard believed that women should be educated for

their traditional roles in life. They also thought that women could be capable teachers. The Milwaukee College for Women set up courses based on Beecher's ideas "to train women to be healthful, intelligent, and successful wives, mothers, and housekeepers."

Education

After her marriage Emma Willard educated herself in subjects considered suitable only for boys, such as science and mathematics. In 1821 Willard established the Troy Female Seminary in upstate New York. Willard's Troy Female Seminary taught mathematics, history, geography, and physics, as well as the usual homemaking subjects.

Mary Lyon established Mount Holyoke Female Seminary in Massachusetts in 1837. She modeled its curriculum on that of nearby Amherst College. Some young women began to make their own opportunities. They broke the barriers to female education and helped other women do the same.

Marriage and Family Laws

During the 1800s women made some gains in the area of marriage and property laws. New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and the new state of California recognized the right of women to own property after their marriage.

Some states passed laws permitting women to share the guardianship of their children jointly with their husbands. Indiana was the first of several states that allowed women to seek divorce if their husbands were chronic abusers of alcohol.

Breaking Barriers

In the 1800s women had few career choices. They could become elementary teachers—although school boards often paid lower salaries to women than to men. Breaking into fields such as medicine and the ministry was more difficult. Some strong-minded women, however, succeeded in entering these all-male professions.

Hoping to study medicine, **Elizabeth Blackwell** was turned down by more than 20 schools. Finally accepted by Geneva College in New York, Blackwell graduated at the head of her class. She went on to win acceptance and fame as a doctor.

Despite the accomplishments of notable women, gains in education, and changes in state laws, women in the 1800s remained limited by social customs and expectations. The early feminists—like the abolitionists, temperance workers, and other activists of the age of reform—had just begun the long struggle to achieve their goals.

Reading Check **Identifying** Who established the Troy Female Seminary?

SECTION 3 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

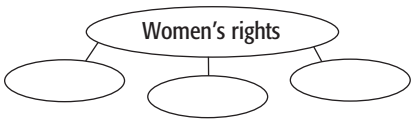
1. **Key Terms** Define the following terms: **suffrage, coeducation.**
2. **Reviewing Facts** How did the fight to end slavery help spark the women's movement?

Reviewing Themes

3. **Groups and Institutions** Discuss three specific goals of the women's rights movement.

Critical Thinking

4. **Making Generalizations** What qualities do you think women such as Sojourner Truth, Susan B. Anthony, Elizabeth Cady Stanton, and Elizabeth Blackwell shared?
5. **Organizing Information** Re-create the diagram below and list the areas where women gained rights.



Analyzing Visuals

6. **Sequencing Information** Study the information on the feature on the Seneca Falls Convention on pages 426–427. When did Wyoming women gain the right to vote? What "first" did Elizabeth Blackwell accomplish?

Interdisciplinary Activity

Music Write and record a song designed to win supporters for the women's rights movement. Include lyrics that will draw both men and women supporters.

Technology SKILLBUILDER

Evaluating a Web Site

Why Learn This Skill?

The Internet has become a valuable research tool. It is convenient to use, and the information contained on the Internet is plentiful. However, some Web site information is not necessarily accurate or reliable. When using the Internet as a research tool, the user must distinguish between quality information and inaccurate or incomplete information.

Learning the Skill

There are a number of things to consider when evaluating a Web site. Most important is to check the accuracy of the source and content. The author and publisher or sponsor of the site should be clearly indicated. The user must also determine the usefulness of the site. The information on the site should be current, and the design and organization of the site should be appealing and easy to navigate.

To evaluate a Web site, ask yourself the following questions:

- Are the facts on the site documented?
- Is more than one source used for background information within the site?
- Does the site contain a bibliography?
- Are the links within the site appropriate and up-to-date?
- Is the author clearly identified?
- Does the site explore the topic in-depth?
- Does the site contain links to other useful resources?
- Is the information easy to access? Is it properly labeled?
- Is the design appealing?

Practicing the Skill

Visit the Web site featured on this page at www.nationalgeographic.com/features/99/railroad/ and answer the following questions.



1. Who is the author or sponsor of the Web site?
2. What links does the site contain? Are they appropriate to the topic?
3. Does the site explore the topic in-depth? Why or why not?
4. Is the design of the site appealing? Why or why not?
5. What role did William Still play on the Underground Railroad? How easy or difficult was it to locate this information?

Applying the Skill

Comparing Web Sites Locate two other Web sites about the Underground Railroad. Evaluate them for accuracy and usefulness. Then compare them to the site featured above.

CHAPTER 14 ASSESSMENT and ACTIVITIES

Chapter Summary

The Age of Reform

Utopian communities
- Groups start small voluntary communities to put their idealistic ideas into practice.

Religion
- Great revival meetings, the building of new churches, and the founding of scores of colleges and universities mark the Second Great Awakening.



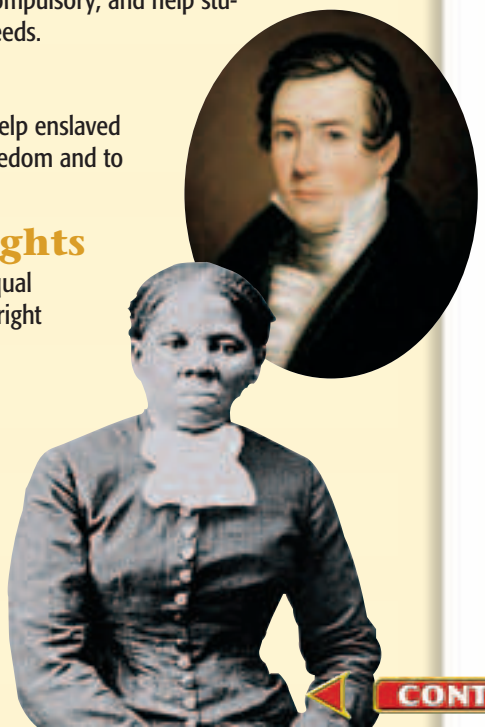
Temperance
- Reformers work to control consumption of alcohol.

Education
- A movement grows to improve education, make school attendance compulsory, and help students with special needs.

Abolition
- Reformers work to help enslaved people escape to freedom and to ban slavery.

Women's rights
- Reformers call for equal rights, including the right to vote.

The Arts
- Writers and painters turn their attention to the American scene.



Reviewing Key Terms

On graph paper, create a word search puzzle using the following terms. Crisscross the terms vertically and horizontally, then fill in the remaining squares with extra letters. Use the terms' definitions as clues to find the words in the puzzle. Share your puzzle with a classmate.

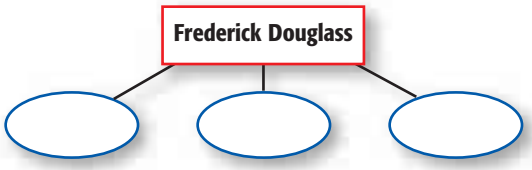
1. utopia
2. revival
3. temperance
4. normal school
5. transcendentalist
6. civil disobedience
7. abolitionist
8. Underground Railroad
9. suffrage
10. women's rights movement
11. coeducation

Reviewing Key Facts

12. What were the founders of utopias hoping to achieve?
13. What problems in society did reformers in the temperance movement blame on the manufacture and sale of alcoholic beverages?
14. What were the basic principles of public education?
15. What was unique about the subject matter that American artists and writers of the mid-1800s used?
16. How did William Lloyd Garrison's demands make him effective in the anti-slavery movement?
17. What was the purpose of the Underground Railroad?
18. What role did Catherine Beecher play in education for women?

Critical Thinking

19. **Analyzing Information** What role did Dorothea Dix play regarding prison inmates and people with mental illness?
20. **Making Generalizations** What was the significance of the Seneca Falls Convention?
21. **Organizing Information** Re-create the diagram below and describe the contributions Frederick Douglass made to the abolitionist movement.



CONTENTS

Practicing Skills

Evaluating a Web Site *Review the information about evaluating a Web site on page 429. Visit the Web site www.greatwomen.org/index.php and answer the following questions.*

22. What information is presented on this Web site?

23. What categories are used to organize the information?

24. What links does the site contain? Are they appropriate to the topic?

25. Do you think the site explores the topic in depth? Explain.

Geography and History Activity

Use the map on page 423 to answer the following questions.

26. Region What other country did passengers on the Underground Railroad travel to?

27. Location From what Southern ports did African Americans flee by ship?

28. Location What kinds of places were used as "stations" of the Underground Railroad?

29. Human-Environment Interaction Why do you think the routes of the Underground Railroad included many coastal cities?

Technology Activity

30. Using the Internet Search the Internet for a modern organization founded to support women's rights. Write a brief description of the organization, including its name, location, and a description of its purpose or activities.

Citizenship Cooperative Activity

31. The Importance of Voting Work with a partner to complete this activity. You know that the right to vote belongs to every United States citizen. In your opinion, what do citizens forfeit if they do not exercise their right to vote? Write a one-page paper that answers this question and share your paper with the other students.

Economics Activity

32. Goods are the items people buy. Services are activities done for others for a fee. List five goods you have purchased in the past month. List five services you purchased.

HISTORY Online

Self-Check Quiz

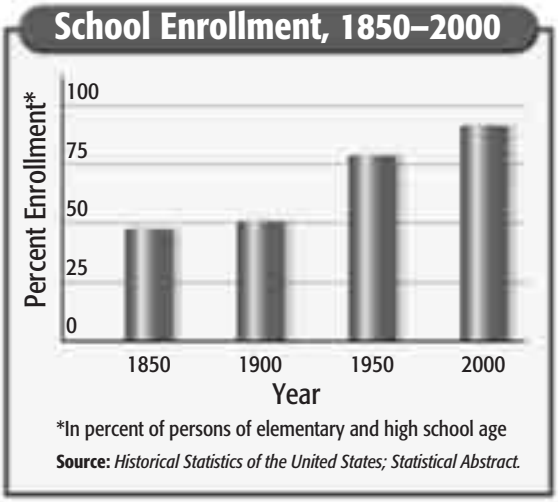
Visit tarvol1.glencoe.com and click on **Chapter 14—Self-Check Quizzes** to prepare for the chapter test.

Alternative Assessment

33. Portfolio Writing Activity Write a poem designed to win supporters for one of the reform movements discussed in Chapter 14.

Standardized Test Practice

Directions: Choose the *best* answer to the following question.



*In percent of persons of elementary and high school age

Source: *Historical Statistics of the United States; Statistical Abstract.*

According to the graph above, the greatest increase in the percentage of school enrollment occurred between

F 1850 and 1880.
G 1850 and 1900.
H 1900 and 1950.
J 1950 and 2000.

Test-Taking Tip

Use the information on the *graph* to help you answer this question. Look carefully at the information on the bottom and the side of a bar graph to understand what the bars represent. Process of elimination is helpful here. For example, answer F cannot be correct because this time period is not shown on the graph.