Notes on Romanticism

I Romantic View of Life
   A. Imported from Europe
      1 Romanticism is very complex and the following is a gross simplification
         a Roots in German "Storm and Stress" (1760-1785) revolt against "Reason" of the Enlightenment, with its repression of emotions, and against a stultifying social environment
            i Characterized by very young writers (Goethe, Schiller, Klinger, Klopstock, Herder, Bürger)
            ii Themes include social inequality and moral corruption, wronged and forsaken women, superhuman aspirations, rebellion against moral restrictions, and hatred of political tyranny
            iii Characteristics include intense, violent emotions; intense in folk themes; abandonment of traditional literary structures; use of dialect and common language
            iv Finest examples of work include: Johann Wolfgang von Goethe’s The Sorrows of Young Werther and Goetz von Berlichingen and Friedrich Schiller’s The Robbers
      b Begins "officially" in English in 1796 with the publication of Lyrical Ballads by William Wordsworth and Samuel Taylor Coleridge.

   2 Qualities
      a Change and growth are the essence of life for both individuals and cultures
      b Feelings are exalted
      c Intuition is a valid means of knowledge
      d Individual differences are valued, even glorified
         i Individualism becomes intense
         ii Subjectivity, turning within oneself for inspiration and, above all, for Truth, becomes increasingly important
         iii Validation of external, objective reality becomes an increasingly serious problem
         iv Discovery of an intrinsic subjective order amid chaotic experiences becomes important.
            aa If external verities and societal constraints are undermined, where does one find a FORM for CONTENT?
            bb Art becomes "self-expression," not the expression of externally verifiable, societally recognized truths.
B | Illustrations
| Neoclassic examples
| a | Alexander Pope

One clear, unchang'ed, and universal light,  
Life, force, and beauty, must to all impart,  
At once the source, and end, and test of art!  
"Essay on Criticism", 71-73

Those Rules of old discover'd, not devis'd,  
Are Nature, but Nature methodiz'd:  
"Essay on Criticism", 88-89

Learn hence for ancient rules a just esteem;  
To copy Nature is to copy them.  
"Essay on Criticism", 139-140

In wit, as nature, what affects our hearts  
Is not th'exactness of peculiar parts;  
'Tis not a lip, or eye, we beauty call,  
But the joint force and full result of all.  
"Essay on Criticism", 243-246

True wit is Nature to advantage dress'd;  
What oft was thought, but ne'er so well express'd;  
"Essay on Criticism", 297-298

But true expression, like th'unchanging sun,  
Clears and improves whate'er it shines upon,  
It gilds all objects, but it alters none.  
"Essay on Criticism", 315-317

Lean then what morals critics ought to show,  
For 'tis but half a judge's task, to know.  
'Tis not enough, taste, judgment, learning join;  
In all you speak, let truth and candour shine,  
That not alone what to your sense is due  
All may allow, but seek your friendship too.  
"Essay on Criticism", 560-567
"If Johnson's criticism rests on any one principle more than another it is on the classical conviction that the aim of art--as indeed of all humanistic pursuits--is the mental and moral enlargement of man, and that art attains this end through a moving and imaginative presentation of truth. . . . For Johnson, the knowledge to be desired is the knowledge of what principles, qualities, or values are most universal or persisting." Walter Jackson Bate, ed. Criticism: the Major Texts (New York: Harcourt, Brace, and World, 1952) p. 199.

"The end of writing is to instruct; the end of poetry is to instruct by pleasing.

"Nothing can please many, and please long, but just representations of general nature. Particular manners can be known to few, and therefore few only can judge how nearly they are copied. The irregular combinations of fanciful invention may delight a-while, by that novelty of which the common satiety of life sends us all in quest; but the pleasures of sudden wonder are soon exhausted, and the mind can only repose on the stability of truth."

Preface to Shakespeare

"To a poet nothing can be useless. Whatever is beautiful, and whatever is dreadful, must be familiar to his imagination: . . . for every idea is useful for the enforcement or decoration of moral or religious truth; . . . '

"The business of a poet,' said Imlac, 'is to examine, not the individual, but the species; to remark general properties and large appearances; he does not number the streaks of the tulip, or describe the different shades in the verdure of the forest. He is to exhibit in his portraits of nature such prominent and striking features, as recall the original to every mind; and must neglect the minuter discriminations, which one may have remarked, and another have neglected, for those characteristics which are alike obvious to vigilance and carelessness.

'He must divest himself of the prejudices of his age or country; he must consider right and wrong in their abstract and invariable state . . . He must write as the interpreter of nature, and the legislator of mankind, and consider himself as presiding over the thoughts and manners of future generations; as a being superior to time and place."

_________________________ Rasselas

2 Romanticism
a  Generalizations

"There was by the close of the eighteenth century a widespread confidence that, as Goethe's Faust said, 'Feeling is all.' . . . This assumption took various forms. First, it encouraged an emphasis on such qualities in art as spontaneity, immediacy, and originality . . . The belief that art is ideally a form of 'self-expression' took rise at this time." (Bate, p. 271)

"The aim of art, in short, is to capture the fluid, almost intangible nature or 'identity' of its object" (Bate, p. 272)

". . . the organic view of nature (as opposed to the mechanistic view of Newton), the belief that the essential reality of nature is not to be found through its specific parts ("We murder to dissect", Wordsworth), fixed concepts, and static principles. Rather it resides in the dynamic process or activity in which the parts are brought together into an organic unity and in which the general principle and the concrete become one, each evolving through and by means of the other." (Bate, p. 274)

"In almost all cases, the organic philosophy is also characterized by transcendentalism. This very loose term may be used in at least two general ways. Applied specifically to the philosophy of Kant and his followers, transcendentalism either means that there is a reality beyond our experience that we can never know, or else it may refer to the way the human mind works,--namely, 'transcending' our experience, and imposing a certain order on that experience. But the term may also be used in a sense other than those senses it has for Kant. It may imply a belief in an ultimate reality that 'transcends' the concrete, material world." (Bate, p. 276)

c  Romantic examples

". . . all good poetry is the spontaneous overflow of powerful feelings . . ."

Wordsworth, Preface to Lyrical Ballads

"I am certain of nothing but of the holiness of the Heart's affections and the truth of Imagination--What the imagination seizes as Beauty must be truth . . . The Imagination may be compared to Adam's dream--he awoke and found it truth."

John Keats, letter to Benjamin Bailey Nov. 22, 1817

". . . I mean Negative Capability, that is, when a man is capable of being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason--"

Keats, letter to George and Tom Keats, Dec. 21, 1817
"... the poetical Character ... is not itself--it has no self--it is everything and nothing--It has no character--it enjoys light and shade; it lives in gusto, be it foul or fair, high or low, rich or poor, mean or elevated--It has as much delight in conceiving an Iago as an Imogen. What shocks the virtuous philosopher, delights the chameleon Poet."

Keats, letter to Richard Woodhouse, Oct. 27, 1818

"The IMAGINATION then, I consider either as primary, or secondary. The primary IMAGINATION I hold to be the living Power and prime Agent of all human Perception, and as a repetition in the finite mind of the eternal act of creation in the infinite I AM. The secondary Imagination I consider as an echo of the former, co-existing with the conscious will, yet still as identical with the primary in the kind of its agency, and differing only in degree, and in the mode of its operation. It dissolves, diffuses, dissipates, in order to recreate; or where this process is rendered impossible, yet still at all events it struggles to idealize and to unify. It is essentially vital, even as all objects (as objects) are essentially fixed and dead."

Samuel Taylor Coleridge, Biographia Literaria, Chapter XIII

"Reason is the enumeration of quantities already known; imagination is the perception of the value of those quantities, both separately and as a whole.

"Poetry, in a general sense, may be defined to be 'the expression of the imagination'; and poetry is connate with the origin of man. Man is an instrument over which a series of external and internal impressions are driven, like the alternation of an ever-changing wind over an Aeolian lyre, which move it by their motion to ever-changing melody.

"A poet is a nightingale, who sits in darkness and sings to cheer its own solitude with sweet solitude.

"But poetry ... awakens and enlarges the mind itself by rendering it the receptacle of a thousand unapprehended combinations of thought. Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar.

"The great secret of morals is love; or a going out of our nature, and an identification of ourselves with the beautiful which exists in thought, action, or person, not our own."
"The great instrument of moral good is the imagination.

"Poets are the hierophants of an unapprehended inspiration; the mirrors of the gigantic shadows which futurity casts upon the present. . . . Poets are the unacknowledged legislators of the world."

Percy Bysshe Shelley, A Defence of Poetry

But quiet to quick bosoms is a hell,
And there hath been thy bane; there is a fire
And motion of the soul which will not dwell
In its own narrow being, but aspire
Beyond the fitting medium of desire;
And, but once kindled, quenchless evermore,
Preys upon high adventure, nor can tire
Of aught but rest; a fever at the core,
Fatal to him who bears, to all who ever bore.

Lord Byron
Childe Harold's Pilgrimage
Canto III, Stanza XLII

The beings of the mind are not of clay;
Essentially immortal, they create
And multiply in us a brighter ray
And more beloved existence: that which Fate
Prohibits to dull life, in this our state
Of mortal bondage, by these spirits supplied,
First exiles, then replaces what we hate;
Watering the heart whose early flowers have died,
And with a fresher growth replenishing the void.

Lord Byron
Childe Harold's Pilgrimage
Canto IV, Stanza V

What from this barren being do we reap?
Our senses narrow, and our reason frail,
Life short, and truth a gem which loves the deep,
And all things weighed in custom's falsest scale;
Opinion an omnipotence,—whose veil
Mantles the earth with darkness, until right
And wrong are accidents, and men grow pale
Lest their own judgments should become too bright,
And their free thoughts be crimes, and earth have too much light.

Lord Byron
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Childe Harold's Pilgrimage
Canto IV, Stanza XCIII

The problem of validation of truth / reality / order

O Lady! we receive but what we give,
And in our life alone does Nature live:
Ours is her wedding garment, ours her shroud!
And would we aught behold, of higher worth,
Than that inanimate cold world allowed
To the poor loveless ever-anxious crowd,
Ah! from the soul itself must issue forth
A light, a glory, a fair luminous cloud
    Enveloping the Earth--
And from the soul itself must there be sent
    A sweet and potent voice, of its own birth,
Of all sweet sound the life and element!

Samuel Taylor Coleridge
"Dejection: An Ode", Stanza IV

"If all men had green spectacles instead of eyes, then they would have to judge that the objects, which they see through them, are green--and they would never be able to determine, if their eye shows them things the way they are, or if it adds something to them, that does not belong to them, but to the eye. So it is with the understanding. We cannot determine, if that, which we call Truth, truly the Truth is, or if it only appears so to us. If it is the latter, then the Truth, which we collect here, is after death no more--and all the striving to obtain a possession that will follow us into the grave, is useless."

Friedrich von Kleist, letter to Ulrike von Kleist, March 22, 1801
C Traits

1 Distrust or fear of urban society
   a yearning for agrarian life

2 Glorification of Nature
   a Nature as God (Pantheism)
   b Nature as source of knowledge and inspiration
   c Desire to merge or be united with Nature

3 Glorification of the Common Man, the simple life
   a Blends in with democratic trends already present in U.S.

4 Love of freedom in all forms, especially freedom of thought
   a Strongly reenforces American democratic ideology

5 Nationalism, since nations are thought of as distinct biological organisms, which have a particular culture and particular worth

6 Optimistic belief in the worth of individual and in his capacity for growth and perfectibility
   a Man is not inherently evil (an important break with Enlightenment philosophy), but is imperfect as a result of his environment
      i hence, improvement the environment, and Man will improve
      ii Hence, Romanticism can be a call to REVOLUTION and REFORM--Romanticism has direct political and social implications!! It is not just a literary or artistic movement!! It begins in the world of art, but spreads to other dimensions
      iii Some Romantics look within themselves, and see evil in Man's very nature.
         aa Wordsworth, Coleridge, Schiller, Novalis Emerson, Thoreau do not, and are "white Romantics"
7  *Fear of growing mechanization of society (which is related to growing urbanization of society)*

D  Romanticism blends in with American/Jacksonian values/attitudes

1  Huge land to be exploited
2  Glorification of the Common Man
3  Optimism
4  Subordination of intellect to feeling

E  Period of rapid change

1  Vast economic growth and national vitality
2  Change = unsettled society
   a  Optimistic belief that each individual has a power for good that society should unleash—epitomized by the Transcendentalists
   b  Desire to find order, discipline and control in a rapidly changing society—epitomized by the Shakers and Mormons

II  *American Transcendentalism*

A  Played a vital part in revitalizing the American spirit

B  Difficult to define Transcendentalism, which was at once a faith, a philosophy, and an ethical way of life

1  Transcendentalists were eager experimenters
2  No institution was sacrosanct: slavery; education; property rights; position of women; the relationship between labor and capital
3  "The search for truth and reality carried on in a period of social unrest was incentive to radicalism of the first magnitude."  (Tyler, p. 50)

C  Major influences
1. **Plato**, Plotinus, Pythagoras

2. **Immanuel Kant** (most important modern philosopher, destroyer of rationalism, and father of German Idealism)

   *Friedrich Schiller* and *Johann Wolfgang von Goethe* (German Classicists; Schiller is a Platonist), Jean Paul Richter, Friedrich Schelling

   Pestalozzi (Swiss educational reformer)

   **Jean Jacques Rousseau** (Swiss Romantic philosopher)

   Swedenborg (Swedish mystic)

   Coleridge, Wordsworth, and Carlyle (Coleridge, especially, is a vehicle for German Idealism)

D. Loose generalization

"Borrowing heavily from German philosophers such as Kant, Hegel, and Schelling, and from the English writers Coleridge and Carlyle, the transcendentalists embraced a theory of the individual that rested on a distinction (first suggested by Kant) between what they called 'reason' and 'understanding'. Reason, as they defined it, was man's highest faculty; it was individual's innate capacity to grasp beauty and truth by giving full expression to the instincts and emotions. Understanding, by contrast, was the use of intellect in the narrow, artificial ways imposed by society; it involved the repression of instinct and the victory of externally imposed categories. Man's goal, therefore, should be to free himself from the confines of 'understanding' and to cultivate his 'reason'. Each individual should strive to 'transcend' the limits of the intellect and allow the emotions, the 'soul' to create an 'original relation to the universe'" (Current et al., *American History*, p. 354)

Note: Coleridge's "O Lady, we receive but what we give!"; 'Reason' here is Coleridge's 'imagination'. In the next paragraph after the passage quoted above, Coleridge contrasts 'imagination' with 'fancy' or 'understanding'

Note: 'Reason' means something very different here than it does for Jefferson

III. The **Transcendental Club**

A. Small group that met in 1836 in Concord
B  **Ralph Waldo Emerson**

1. Unitarian minister, but gave up pulpit in 1832 to become a lecturer and writer

2. Enormously influential

3. "Nature" 1836  Man should look for self fulfillment with the natural world

4. "Self-Reliance" 1841  "Nothing is at last sacred but the integrity of your own mind."

5. Political views: "Both his individualism and his feeling that the state must be freed from the control of those who would use it to further their own economic interests led him to the Jeffersonian democratic philosophy of a state whose functions were limited, and he feared the tyranny of a strong government with power to coerce the individual." (Tyler, p. 58)

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C  **Henry David Thoreau**

1. Believed most men lead lives of "quiet desperation"

2. "The sole purpose of Thoreau's life was to find a basis for ideal living." (Tyler, p. 59)

3. **Walden** (1854)  on a two year stay at a cabin on Walden Pond outside of Concord--attacks artificial restraints on society and unthinking uniformity

4. **Civil Disobedience** (1849)  In 1846, he refused to pay a poll tax because he wished to protest the Mexican War, because he believed it advanced the cause of slavery. He spent 1 night in jail (until his aunt paid the tax)  "I believe . . . that government is best which governs not at all . . . . If the law is of such a nature that it requires you to be an agent of injustice to another, then, I say, break the law. Let your life be a counter friction to stop the machine."

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D  **Margaret Fuller**

1. brilliant, enormously well-educated

2. editor of the very influential "Dial" magazine, the propaganda arm of the Transcendentalists
3 indefatigable lecturer, involved in quite a number of reforms

4 **Woman in the Nineteenth Century** (1844) a frontal attack on all kinds of sexual discrimination

5 left "Dial" to write literary criticism for the New York **Tribune** at the request of Horace Greeley

6 shipwrecked and drowned with her family in a storm

7 "Her influence was out of proportion to her actual contributions to either American thought or American letters." (Tyler, p. 56)

**E Theodore Parker**

1 a preacher, and like Fuller, enormously well educated

2 "Of all the Transcendentalists, he best understood the social and political trends of the day. He was a born fighter; brave; energetic; uncompromising; yet intensely practical." (Tyler, p. 61)

3 "He believed in the infinite perfection of God, the adequacy of man, and the sufficiency of natural religion. He identified God with nature and with man and believed that God was infinite and perfect love." (Tyler, p. 62)

4 Active in changing marriage and divorce laws, suffrage and property laws to give women equal rights; also prison reform, prevention of vice and crime, labor problems, the peace movement, education reforms, temperance, and abolition

**IV Other Artists**

**A. Edgar Allan Poe**

1 Neurotic, morbid, unhappy, alcoholic, user of opium

2 Disciplined artist, editor, and critic

   a Detective stories
   b Stories of the macabre
   c Explored emotions and soul of man--his world of pain, guilt and horror
d. Very influential in Europe

B   Nathaniel Hawthorne

1. Influenced heavily by his Puritan background

2. Rejected the egoism and optimism of transcendentalism

3. *House of Seven Gables* (1851) can be seen as a searching critique of Transcendentalism
   a. Individual struggles with sin, guilt, pride and isolation
   b. Egotism is the "serpent" at the heart of human misery

4. Scorned "minute fidelity" to real world in art, to seek "a severer truth...the truth of the human heart" which marks him as a Schillerean idealist

C   Herman Melville

1. Rejects optimism of Transcendentalists
   a. *Redburn* (1849) "A study of disillusion, of innocence confronted with the world, of ideals shattered by facts"

2. *Moby Dick* (1851): one of the hand full of greatest novels ever written
   a. A book "broiled in hellfire"
   b. Ahab is an example of transcendentalism gone mad: "Melville exposed the power of the human spirit when unleashed from social constraints." Ahab's search "became symbolic of a search for the deepest meanings of life and for the final triumph over evil. The result, however, was the annihilation of Ahab himself--evidence of the power of the human spirit not only to liberate but to destroy." (Current, p. 354)

D   Walt Whitman

1. *Leaves of Grass* (1855) free verse, radically different

2. Egoist, distinctly American, individualist
   a. Devoted to "common man"; uses informality, slang
   b. Ardent Jacksonian, later Free Soiler

E   The Flowering of New England
1 *Henry Wadsworth Longfellow* (poet)
2 *John Greenleaf Whittier* (poet)
3 *James Russell Lowell* (Poet)
4 *Oliver Wendell Holmes* (author)
5 *George Bancroft* (Historian)
6 *William Hickling Prescott* (Historian)
7 *John Lothrop Motley* (Historian)
8 *Francis Parkman* (Historian)
9 Popular literature dominated by dozens of women

F Southern Writers

1 Much weaker literarily
2 More Romantic in a superficial sort of way
3 *William Gilmore Simms*
   a glamorized Old South and defended slavery
4 *James B. DeBow*
   a *DeBow's Review*, a journal of New Orleans, advocated Southern economic independence from the North, arguing the South had a "colonial" economy

V Spread of Culture

A Permeated by "middle class" values
B "Self-improvement" a craze
   1 *lyceums*
   2 mechanic's libraries
C Sentimental and moralistic novels
   1 Susan Warner *The Wide Wide World* (1850)
   2 Maria Cummins *The Lamplighter* (1854)
D *American Tract Society*
   1 distributed millions of religious tracts
E *American Bible Society*
   1 hundreds of thousands of Bibles (cf effect of evangelical network on reform)
F Education
   1 All states have public education by 1850
   2 Compulsory education almost non-existent
   3 Educations leaders
      a *Horace Mann*
      b *Henry Barnard*
      c *George Peabody*

G Art
1. **George Catlin**—recorded Plains Indians

VI. **An Age of Reform**

A. **Sources of Reform impulse**

1. Optimistic beliefs of the Transcendentalists
   a. Inheritors of Calvin's moral earnestness
   b. believed that *there was an ideal opportunity for reform that might be lost*—a uniquely plastic moment in our history

2. Protestant Revivalism
   a. Optimistic belief that everyone was capable of salvation
   b. **Charles Grandison Finney** leading evangelist
      i. worked in East, esp. western New York, the "burned over district"
   c. Revivalism is a mandate for individual salvation and for reform of society

"*The church must take right ground on the subject of Temperance, and Moral Reform, and all subjects of practical morality which come up for decision.*" Finney

"Although he was not a camp meeting revivalist, Finney used many of the tactics of the Western itinerate preacher. He preached not only salvation but reform, and many who came under his influence turned to the abolition and temperance societies and made of them crusades as vigorous as Finney's own. Indeed, the Great Revival was the fountain of energy from which came much of the impetus for the various reform movements. The whole-souled young reformers of this period disregarded the doctrinal disputes of earlier days and threw their energies into social reform." (Tyler, p. 41)

Oberlin College is an example: "long famous for its advocacy of evangelical religion and all manner of reform movements." (Tyler, p. 31)

Alice Felt Tyler's summary: American and British observers "saw that the same intensity of faith vivified both the democracy and the religious experience of many Americans, and they realized the potentialities of that combination. The mind and heart quickened by
the 'lively joy' of a vital religious experience were easily turned toward social reforms, and the spirit of inquiry and soul-searching that animated the revival had a dynamic social significance. The American faith in democratic institutions found its alter ego in the romantic evangelical spirit of American religious life. Together they gave to the Americans of the first half-century of the republic their conviction that their institutions could be perfected and their national destiny be fulfilled." (Tyler, p. 45)

B Belief in progress

1 Axiomatic among all Americans
2 Reformers tended to be environmentalists
   a Man is shaped by his surroundings
3 Rapid growth gave an unprecedented opportunity for change and a sense of urgency, the moment might be lost forever

VI Experimental Communities

A "Communitarianism" established ideal communities in petit to test them for export to the wider community

B George Rapp and Rappites
1 German pietists who separated from state churches
2 1804 established first of 3 successful communities
3 renounced marriage, justified celibacy
4 growth via German converts
5 millenialists
6 communists--all property in common
7 industrious and successful but isolated
8 gradually died out after Rapp's death

C Ann Lee and the Shakers
1 Came to America 1774 to escape persecution
2 Shakers so-called because "they trembled at the name of the Lord"
3 Millenialists, celibacy, communist, authoritarian (democracy had no place), and individualism restrained
4 Equality of sexes notable, with both men and women part of ruling hierarchy, often elders and deacons balanced by sex
5 Participation strictly voluntary, and hasty decisions discouraged
6 Virtues were: faith, hope, honesty, continence, innocence, simplicity,
meekness, humility, prudence, patience, thankfulness, and charity

7 Usually many more women than men joined
8 Group singing and dancing characterized worship
9 Simplicity of design and utility characteristic of architecture and furniture; often stark and modern beauty
10 Communities prospered and were tolerated by others

D John Humphrey Noyes and Oneida Community
1 Perfectionists
2 Attempt to reconcile family life and Christian socialism
3 Complex marriage:
   a questioned man's domination over woman and the nature of sexual intercourse (watched his wife suffer from 4 stillbirths)
   b evolved principles of complex marriage--each person in group married to everyone else; no sexual intercourse allowed unless both completely willing and with careful regulation; procreation is a matter for group discussion; male continence practiced; "exclusive love" carefully guarded against
4 Oneida founded in 1848 in New York
   a Women adopted a practical, simplified dress called the Bloomer costume
   b No sex discrimination practiced; complete equality
   c Agricultural pursuits combined with industrial projects (manufactured a new steel trap)
   d Economic security and pleasant living conditions were considered necessities
   e Stress on communal religious life and mutual harmony
   f Community prospered until 1880, when it sold holdings and broke up

E Brook Farm
1 Transcendental utopia, founded by George Ripley
2 Aimed to provide opportunity for each individual to realize his/her latent possibilities
3 "To insure a more natural union between intellectual and manual labor than now exists . . ."
4 Not especially successful agriculturally or industrially
5 School famous and progressive in curriculum
6 Converted from a utopia to a Fourierite socialist phalanx in 1845
   a Cost of conversion ran Brook Farm into debt, and went bankrupt following a fire
VI  The **Mormons** [following discussion taken mostly from Tyler]

A  Founded by **Joseph Smith**, from the "burned out district", who had a shady reputation

B  Formal title is **Church of Jesus Christ of Latter Day Saints**

1  **Book of Mormon**: "It can be said that, aside from Smith's own claims, there is no well-based evidence given by creditable witnesses that the plates ever existed." (Tyler, p. 90)

2  Smith's visions may originally have been the result of self-hypnosis; later were the tools of a cynical and shrewd dictator

B  Teaching was primitive and pentecostal--hence appeal on the frontier

1  Revelations limited to Smith as a step to prevent disintegration

C  By 1836, Mormons had several thousand members, a body of doctrine; a hierarchy; a centralized controlled economy and a coordination of economic and political organization

Smith could control their votes and their property, and this was both a source of strength and a source of friction and fear with Gentiles

D  Ohio

1  Exclusivity, arrogance, and polygamy generated hostility

2  Smith involved himself in a shady bank deal in 1837 as he manipulates his followers and others. Jailed for fraud, mismanagement, and peculation, Smith escapes and flees to Missouri

E  Missouri

1  "God is my right-hand man"

2  Paranoid retaliation to "persecution" leads to a guerrilla war

3  Smith, arrested, escapes in 1839 and flees to Illinois

F  **Nauvoo, Illinois**

1  Used voting as a powerful tool in a tight race in 1840 to gain concessions from both Whigs and Democrats; aided by Stephen A. Douglas
2 Nauvoo Charter creates a state within a state, complete with militia

3 Theocratic state with a distinctly rowdy caste

4 Disaster comes:
   a State government
   b non-Mormons nearby (esp. over the issue of polygamy)
   c Mormons themselves (Smith attempted to marry another man's wife)

5 Huge mob surrounds Nauvoo, arrests Smith, and murders him 1844

G **Brigham Young** takes over
   1 Leads Mormons on epic journey West to Salt Lake City
   2 Far from neighbors
   3 Polygamy provided cheap labor
   4 Women's role ensured docile domestic service
   5 Isolation makes apostasy difficult
   6 Flourished economically and have had a profound effect on Utah

VII Practical Reformers

A **Horace Mann**--education reform, defuse class conflict by education
B Johann Pestalozzi--adapt curriculum to meet changing needs of growing child
C Women's education
   1 **Emma Hunt Willard**--Female Seminary 1844
   2 **Mary Lyon** Mt. Holyoke College 1837
   3 **Oberlin** admits women 1833
D Blind/deaf education
   1 **Thomas Hopkins Gallaudet**--education of deaf
   2 **Dr. Samuel Gridley Howe**--education of blind
E Special facilities for social problems
   1 Care of orphans, insane, indigent previously in homes
   2 Criminals not usually jailed
   3 Environmentalism--place men in an environment where they can be re-trained or re-formed
      a Use of asylums
      b Use of penitentiaries, where criminals can be penitent
      c de-ranged persons can be re-arranged
   4 **Dorothea Dix** pioneer reformer in care of the insane

VIII Anti-Catholicism
A  Linked to traditional anti-Catholicism among Calvinists
B  Belief that Catholicism was anti-American, anti-democratic, pro-monarchy
C  Belief that Europeans were using Catholics to overthrow our republic
D  Fear of heavy Catholic immigration--Irish and German Catholics in 1840's
   1  poor, illiterate, hard-drinking
   2  challenge to jobs
E  Accusation that Europe was dumping its poor and criminals into the U.S.

IX Antislavery Crusade

A  Early opposition to slavery
   1  Quakers prominent in opposition
      a  Ralph Sandiford's pamphlet printed 1729 by Ben Franklin
   2  Anthony Benezet demanded positive anti-slavery action
      a  Tract in 1772 strongly influenced John Wesley, and Methodists, who were prominent in ending slavery in England
      b  Desired prohibition of further importation, freeing of all slaves at a certain age, and transport of freedmen

B  Doctrine of Natural Rights and Slavery
   1  James Otis asserted fundamental equality of all persons, black or white, in 1764
   2  Arthur Lee of Virginia in 1764 regarded slavery as depraving to white and black
   3  Benezet attacks exclusion of slavery issue in Declaration of Independence
   4  Jefferson drew up an ordinance for the governing of territories in 1785 that barred slaves after 1800
   5  Seven of 13 states provided for emancipation between 1776-1804
      a  post nati laws: freedom at 25 or 28 years
   6  Men like George Mason of Virginia believed that slavery undermined morals and provided lessons in political tyranny incompatible with the republic
   7  Conservative elements in Upper South block emancipation efforts
   8  Little opposition to slavery in Lower South

C  Slavery and the Constitution
   1  Most Americans accepted the contention that slavery was the jurisdiction of the states
      a  Northerners opposed slavery but saw no reason to fight it where it already existed
      b  Attempt to expand slavery into Louisiana Territory and Mexican Cession generates crucial opposition to slavery!!
2 Quaker anti-slavery groups petitioned Congress against slavery in 1782
   a Southerners made it clear that the subject was exclusively a state concern
   b "Do these men expect a general emancipation of slaves by law? This would never be submitted to by the South without a civil war." South Carolina Senator, 1790

D Growth of Abolitionism

1 Charles Osborn, self-exiled Southern Quaker, Philanthropist newspaper 1817-1819 in Ohio

2 Elihu Embree, Quaker, Emancipator, 1820

3 Benjamin Lundy, Quaker, Genius of Universal Emancipation, in Ohio 1821-1836 (note co-incidence with the Missouri Compromise!!!)
   a Forced to move often
   b courageous, but not fanatical, but unwilling to compromise
   c indifferent to method of emancipation
      i immediate or gradual
      ii absorption of freedmen or voluntary coloniztion
   d Argued national government should abolish slavery wherever it had sole authority
   e No new slave states
   f repeal 3/5 compromise
   g Free blacks to be accorded equal status with whites

4 David Walker
   a Free black in Boston
   b Walkers Appeal 1829
   c Called for insurrection and violence
   d Southerners demanded he be arrested
      i Demand refused: no law violated
   e Georgia orders a quarantine of black sailors
   f Becomes illegal to teach slaves to read
   g Slaves forbidden to assemble, or travel without white escort

E William Lloyd Garrison
1 Former associate of Lundy's; jailed repeatedly
2 1831--publication of Liberator
   "Unreasoning and unreasonable in its demands, unguarded an unequivocal in
its accusations, the Liberator broke up the 'conspiracy of silence' with which
the institution of slavery had been protected." (Tyler, p. 485)

Demanded immediate and unconditional abolition

a. "I shall strenuously contend for the immediate

enfranchisement of our slave population. . . . On this

subject I do not wish to think, or speak, or write, with

moderation . . . . I am in earnest--I will not equivocate--I

will not excuse--I will not retreat a single inch--AND I

WILL BE HEARD."

Garrison rejected the political process in general and the Constitution in

particular: he burned it publicly and called it "a covenant with death

and an agreement with hell."

Liberator not read very widely in North

Supported by free blacks

Made famous by Southern editors who reprinted his arguments to vilify him

Southerners attempt to suppress him and in so doing stir up the North

"Northern editors, who had refused to be moved by Garrison's pleas, began
to take notice of the Southern agitation and slowly swung to the defense of
the abolitionists' right to be heard." (Tyler, p. 486)

"To the Southerner, every anti-slavery man was a Garrisonian abolitionist.
Oversimplification of the nature of the opposition led to a complete and
categorical denial of the right to question the Southern position." (Tyler, p.
486)

Nat Turner's Revolt

1 Coincident with Garrison
2 Slave revolt the nightmare of the South
3 Revolt in 1831, killing 60 white persons before being crushed
4 South believed Walker and Garrison had incited Turner
5 Review of slavery in Virginia legislature 1831-32 dies with Turner's Revolt
6 South eventually demanded Northern states cooperate actively to protect

slavery

Frederick Douglass

1 Escaped from slavery 1838
2 Eloquent speaker against slavery: "Slavery brands your republicanism a

sham, your humanity a base pretense, your Christianity a lie."
3  Argued not only for freedom but for full economic, social, and political equality

4  Eventually broke with Garrison because Garrison was willing to tear up the Constitution; Douglass was willing to work within the political system

X  Anti-Slavery Doctrine as Revivalism

A  Revivalist influence: "Slavery was sin; from that original premise, progress to the doctrine that this sin must rest upon the conscience of all true Christians." (Tyler, p. 489)

"At the same time these religious humanitarians were democrats with a deep conviction of the worth of the individual and of the equality of all men." (Tyler, p. 489)

B  Effect of Abolitionist Activity: "Freedom of discussion was the life-blood of democracy, and the denial of that freedom in respect to slavery was regarded as an attack upon liberties too vital to be surrendered without a struggle." (Tyler, p. 489)

"For much of the period before the Civil War, however, Northern laborers resented black competition, and Western farmers were determined that the territories should be closed to slavery. 'Free Soil' meant to them absence of the Negro farmer and farm laborer." (Tyler, p. 490)

C  Organization of the Anti-Slavery Movement

1  Middle West most active area due to influence of Great Revival

2  Influence of Charles Grandison Finney
   a  Founds Oneida Institute and Knox College, hotbeds of anti-slavery

3  Theodore Dwight Weld, converted by Finney, attends Lane Seminary in Cincinnati
   a  Lyman Beecher just installed as President
   b  Lane Seminary closed as a result of anti-slavery activities
   c  Finney asks Tappan brothers to fund a seminary for Oberlin
   d  Oberlin already co-educational
   e  Oberlin now admits Negroes and becomes a center for Western abolition

4  New England Anti-Slavery Society 1831
   a  Founded by Garrison
   b  Radical and vociferous
   c  Led to American Anti-Slavery Society 1833
   d  Weld-Finney group very active in West
i Weld's *Slavery As It Is* 1839, a devastating propaganda pamphlet
ii Lydia Maria Child's appeal against race prejudice
iii Revivalists far more successful since slavery was presented as a moral issue without any particular political action advocated

5 Split in the *American Anti-Slavery Society*
   a Garrison attempted to seize control
      i bitterly opposed participation in politics
      ii anyone who opposed him was his enemy
      iii chose to provoke fight over right of women to share administration
      iv Weld, *James G. Birney* refused to let the anti-slavery movement become confused with other reforms
   v neither man opposed women's rights
   vi Garrison wins, group splits
   vii Birney later runs for President for *Liberty Party* 1840 and 1844

XI Opposition in the North

A Opponents of slavery resented years of work destroyed by demand for immediate abolition

B Workingmen's fear of competition from free blacks made them susceptible to mob action

C Anti-slavery men recognized that denial of free speech could be turned to their advantage
   1 *Elijah Lovejoy* in Alton, Ohio
      a Advocated gradual emancipation
      b Press destroyed twice
      c "Is not this a free state . . . Have I not a right to claim the protection of the laws?"
      d A third press destroyed by mob, and Lovejoy murdered
   2 The cause of civil liberty and slavery were joined for many Northerners

D *Prudence Crandall*, Quaker
   1 Girls' school at Canterbury, Connecticut
   2 Admitted a black student
   3 Connecticut passed a law 1833 providing fines and imprisonment for teaching black students not residents of the state
4 Arrested in 1833 and fought case over constitutional grounds
   a state argued "A Negro is not a citizen"
   b second trial convicted her
   c reversed ultimately on a technicality

5 School forced to close due to incidents threatening safety

E The Right of Petition

1 South challenged the right of petition
   a numerous petitions each year in Congress to emancipate slaves in DC and in territories
   b South could table them in the Senate
   c Some procedure necessary due to sheer volume
   d "Gag rule" of 1836: petitions automatically tabled without being read or printed

2 John Quincy Adams fought the "Gag Rule" furiously
   a forging link between anti-slavery and democracy
   b Jackson comments Adams was "fierce as ten furies, terrible as hell"
   c made a folk hero of Adams
   d House actually attempted to censure Adams in 1842
   e Gag Rule finally broken in 1845
   f "The humanitarians had joined the revivalist in calling the democrats of the North to aid preserving the liberties of white men as well as in securing freedom for the slaves" (Tyler, p. 511)

XII The Southern Defense of Slavery

A Paranoia: Georgia editor 1833: "We firmly believe that if the Southern states do not quickly unite and declare to the North, if the question of slavery be longer discussed, in any shape, they will instantly secede from the Union, that the question must be settled, and very soon, by the Sword, as the only possible means of self-preservation." (Tyler, p. 514)

B New political doctrine
   1 If slavery is a positive good, then old theories of natural rights and of equality of men must be sacrificed; Jefferson is repudiated

C George Fitzhugh
1. Asserted slavery was the norm and freedom the exception
2. Slavery is only practical and ethical social basis
3. Discarded freedom of trade or industry, laissez-faire, and free competition for controls from above
4. Contended that "exploitation, the evils of child labor, and the neglect of the unfortunate were the ills of a free society"
5. Argued that slave owners are responsible for their slaves in illness or old age
6. Condemned liberty, democracy, and free will
7. Claimed the superiority of a feudal society with an aristocracy
8. Convinced himself that slaves were happy in their servitude
9. Convinced himself that slaves were happy in their servitude
10. If war comes--"war elevates the sentiments and aims of men"

D  **Hinton Rowan Helper**

1. *The Impending Crisis*
2. A statistical study, using Southern data. From a purely scholarly point of view, this work is an important advance in the field of economics.
3. Hated blacks, and documented the economic backwardness of the South, linking it to slavery
4. Represents an attack by a poor white (the class from which Helper came) on the political grip of the planters
5. Poor whites, who had the most to lose from competition for jobs from blacks, become the worst enemies of blacks following the Civil War. Helper is unusual in that he recognized the destructive effects on the poor white planter of having to compete against slave labor

E  **Underground Railroad**

1. Flight of slaves disproved the myth that slaves were happy
2. Quakers first organized to assist runaways
   a. Levi Coffin, a North Carolina Quaker living in Indiana prominent
3. Colleges such as Oberlin and Western Reserve provided a lot of help
4. Routes in South run mostly by blacks
   a. Harriet Tubman ("Moses")--brave, resourceful, determined
   b. used gospel song *Go Down Moses* to send messages--consider significance of that choice
5. Exact extent of losses not known but certainly very substantial: tens of thousands; the South's insistence on a national Fugitive Slave law is evidence of the effectiveness of the Underground Railroad

F  **Fugitive Slave Law**

1. Demanded by South
2. Unenforceable in climate of growing hostility
G  Trend Toward Secession
1  "... by 1850 there was widespread approval of the idea of secession, and Southern leaders were only awaiting a sufficiently dramatic crisis to win Southern consent to the creation of a new confederacy." (Tyler, p. 543)

2  Beverly George Tucker, 1840 of the University of Virginia: "The question of separation will always be a question of war. The constitutional question will be drowned in the din and tumult of war."

XIII  Women's Rights

A  Deterioration of the Status of Women: "The rise of feminism reflected not only the participation of women in social crusades but a more basic change in the nature of the family. The modern commercial-industrial economy of the Northeast had changed the economic basis of the household. Increasingly, work was performed and income produced into in the home but in the factory or mill or office. Families worked together less frequently; it was not uncommon for the male head of the household to be the only income producer, and the importance of children as an economic asset declined. The result was, among other things, a declining family size. Another result was a redefinition of the role of women within the family. Wives and mothers were now seen as providing a particular form of emotional nurture to their husbands and children. Their major function was the maintenance of the household and the care of the young. If the family was now seen as a purely domestic unit, with no direct relationship to the marketplace, then woman was seen as being the center of the domestic sphere.

"In one sense, this gradual change elevated the position of women, placing a positive value on their special role as mother and homemaker. But in another sense it accentuated women's inferiority by clearly defining and limiting their own, separate sphere. Women remained legally subordinate to their husbands, who retained almost absolute authority over their wives' property and persons." (Current p. 364)

B  Cult of Domesticity
1  Women viewed either as Eve or Madonna

2  Widespread belief in physical inferiority of women (as in nervous system, in size and capacity of brain)

3  Double-standard portrayed in "Ladies Books" of the day and by church hierarchies
   a  Sexual intercourse for a lady was a domestic duty, not a pleasurable act for women; infidelity tolerated for men, if not condoned
b  Double standard helped generate abolitionist sentiment among women (there were 588,000 mulattoes in the U.S. in 1860)

C  Civil Death
1  Result of English Common Law: "A married woman had no legal existence apart from her husband's when she took his name. She could not sue, contract, or even execute a will on her own; her person, estate, and wages became her husband's when she took his name. . . . No woman voted, although all were subject to the laws. Those (unmarried or widowed) who held property had to submit to taxation without representation." (Cott, The Bonds of Womanhood, p. 5)

D  Women in Abolition
1  Sarah and Angelina Grimké- Southerners, Quakers, feminists, abolitionists
   a  Sarah refers to the "bonds of womanhood"
   b  Denotes chattel slavery to her
2  Women such as Prudence Crandall sacrificed for the cause
3  Women drawn to abolition
   a  Discovered they could not help if denied opportunity to speak out
   b  Angelina married Theodore Dwight Weld
4  Women gain experience in organization and propaganda
5  American Anti-Slavery Society split over seating women administratively
6  World Anti-Slavery Convention in London
   a  Americans sent Lucretia Mott, a Philadelphia Quaker, and Ann Green Phillips
   b  refused admittance
   c  Henry Stanton, a graduate of Lane Seminary, and wife Elizabeth Cady present
   d  Garrison noisily refuses to participate
   e  Mott and Elizabeth Cady Stanton convinced they must organize to secure the rights denied them

G  Temperance
1  Similar experience to abolition: "We have been obliged to preach women's rights, because many, instead of listening to what we had to say on temperance, have questioned the right of a woman to speak on any subject."
Elizabeth Cady Stanton (Tyler, p. 449)

2 Schism similar to abolition

3 Disastrous, since great liberal reform leaders dropped out

H Trail Blazers
1 Medicine
   a professional barriers
   b Dr. Harriet K. Hunt opened practice 1835
   c Elizabeth Blackwell--valedictorian of med school at Geneva College
      i with sister Emily Blackwell established New York Infirmary
         for Women and Children
      ii Emily dean of Women's Medical College in New York later
      iii Elizabeth organized field nurses in Civil War

2 Clergy
   a Antoinette Brown graduated from Oberlin 1853,
   b Active in temperance crusade
   c Married brother of Elizabeth Blackwell

3 Writing
   a Margaret Fuller
   b Francis Wright, lecturer and editor, advocated equal education.
      Radicalism on other issues used by opponents to condemn women's
      rightists in general
   c Popular literature dominated by women
   d Harriet Beecher Stowe, Uncle Tom's Cabin

4 Education
   a Catherine Beecher--established modern teacher training
   b Emma Willard--Troy Female Seminary 1821
   c Mary Lyon--founded Mt. Holyoke College 1837, who demanded
      that the college have adequate financial endowment, be open to all
      economic groups, offer an advanced curriculum, and prepare women
      for homemaking or teaching
   d Susan B. Anthony--Quaker background, started as a teacher
      i linked low pay for teachers to sex discrimination in 1853
      ii low pay for teachers linked to limited job opportunities for
         women on 11/22/84 by Gov. Bob Graham of Florida
   f Oberlin first to offer university level work for women

I Seneca Falls
1. Organization needed to combat discrimination on all lines
2. Progress slow due to other reform movements
3. Seneca Falls July 1848

- a. Drew parallels between plight of women and of slaves
- b. Modelled *Declaration of Sentiments* on Declaration of Independence
- c. Called for end to double standard
- d. Called for women suffrage
- e. Asserted identity of capabilities and responsibilities for male and female
- f. Demanded equal participation in the various trades and professions