

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Effects of the American Revolution

For homework, read the following monograph on the effects of the American Revolution, and complete the outline at the end of the handout.

*J. Franklin Jameson (1859-1937) served as managing editor of the American Historical Review from its founding in 1895 to 1928, except for a four-year interval. After a teaching career at Johns Hopkins, Brown University, and The University of Chicago, Jameson served as Director of Historical Research in the Carnegie Institution of Washington and as Chief of the Division of Manuscripts in the Library of Congress. Jameson's work, The American Revolution Considered as a Social Movement, stresses the extent of the social reforms won at home during the war.*

### The Revolution as a Social Movement

*It is indeed true that our Revolution was strikingly unlike that of France, and that most of those who originated it had no other than a political programme, and would have considered its work done when political independence of Great Britain had been secured. But who can say to the waves of revolution: Thus far shall we go and no farther? The various fibres of a nation's life are knit together in great complexity. It is impossible to sever some without also loosening others, and setting them free to combine anew in widely different forms. The Americans were much more conservative than the French. But their political and their social systems, though both were, as the great orator said, still in the gristle and not yet hardened into the bone of manhood, were too intimately connected to permit that the one should remain unchanged while the other was radically altered. The stream of revolution, once started, could not be confined within narrow banks, but spread abroad upon the land. Many economic desires, many social aspirations were set free by the political struggle, many aspects of colonial society profoundly altered by the forces thus let loose. The relations of social classes to each other, the institution of slavery, the system of landholding, the course of business, the forms and spirit of the intellectual and religious life, all felt the transforming hand of revolution, all emerged from under it in shapes advanced many degrees nearer to those we know.*

*If then it is rational to suppose that the American Revolution had some social consequences, what would they be likely to be?*

*Allowance has to be made for one important fact in the natural history of revolutions, and that is that, as they progress, they tend to fall into the hands of men holding more and more advanced or extreme views, less and less restrained by traditional attachment to the old order of things. Therefore the social consequences of a revolution are not necessarily shaped by the conscious or unconscious desires of those who started it, but more likely by the desires of those who came into control of it at later stages of its development.*

*All things considered, it seems clear that in most states the strength of the revolutionary party lay most largely in the plain people, as distinguished from the aristocracy. It lay not in the mob or rabble, for American society was*

*overwhelmingly rural and not urban, and had no sufficient amount of mob or rabble to control the movement, but in the peasantry, substantial and energetic though poor, in the small farmers and frontiersmen. And so, although there were men of great possessions like George Washington and Charles Carroll of Carrollton who contributed a conservative element, in the main we must expect to see our social changes tending in the direction of levelling democracy.*

*It would be aside from the declared purpose of these lectures to dwell upon the political effects which resulted from the victory of a party constituted in the manner that has been described. There are, however, some political changes that almost inevitably bring social changes in their wake. Take, for instance, the expansion of the suffrage. The status in which the electoral franchise was left at the end of the Revolutionary period fell far short of complete democracy. Yet during the years we are considering the right of suffrage was much extended. The freeholder, or owner of real estate, was given special privileges in four of the new state constitutions, two others widened the suffrage to include all owners of either land or personal property to a certain limit, and two others conferred it upon all tax-payers. Now if . . . we are considering especially the status of persons, we must take account of the fact that the elevation of whole classes of people to the status of voters elevates them also in their social status.*

*A far more serious question, in any consideration of the effect of the American Revolution on the status of persons, is that of its influence on the institution of slavery, for at this time the contrast between American freedom and American slavery comes out, for the first time, with startling distinctness. It has often been asked: How could men who were engaged in a great and inspiring struggle for liberty fail to perceive the inconsistency between their professions and endeavors in that contest and their actions with respect to their bondmen? How could they fail to see the application of their doctrines respecting the rights of man to the black men who were held among them in bondage far more reprehensible than that to which they indignantly proclaimed themselves to have been subjected by the King of Great Britain? . . .*

Name \_\_\_\_\_ Date \_\_\_\_\_

There is no lack of evidence that, in the American world of that time, the analogy between freedom for whites and freedom for blacks was seen. If we are to select but one example of such evidence, the foremost place must surely be given to the striking language of Patrick Henry, used in 1773, when he was immersed in the struggle against Great Britain. It is found in a letter which he wrote to one who had sent him a copy of Anthony Benezet's book on slavery.

Is it not amazing [he says] that at a time, when the rights of humanity are defined and understood with precision, in a country above all others fond of liberty, that in such an age and in such a country we find men professing a religion the most humane, mild, gentle and generous adopting a principle as repugnant to humanity as it is inconsistent with the Bible and destructive to liberty? . . . Would anyone believe I am the master of slaves of my own purchase? I am drawn along by the general inconvenience of living here without them. I will not, I can not justify it. However culpable my conduct, I will so far pay my devoir to virtue, as to own the excellence and rectitude of her precepts, and lament my want of conformity to them. I believe a time will come when an opportunity will be offered to abolish this lamentable evil. . . .

Along with many examples and expressions of individual opinion, we may note the organized efforts toward the removal or alleviation of slavery manifested in the creation of a whole group of societies for these purposes. The first anti-slavery society in this or any other country was formed on April 14, 1775, five days before the battle of Lexington, by a meeting at the Sun Tavern, on Second Street in Philadelphia. The members were mostly of the Society of Friends.

. . . The New York "Society for Promoting the Manumission of Slaves" was organized in 1785, with John Jay for its first president. In 1788 a society similar to these two was founded in Delaware, and within four years there were other such in Rhode Island, Connecticut, New Jersey, Maryland, and Virginia; and local societies enough to make at least thirteen, mostly in the slave-holding states.

In actual results of the growing sentiment, we may note, first of all, the checking of the importation of slaves, and thus of the horrors of the trans-Atlantic slave trade. The Continental Congress of 1774 had been in session but a few days when they decreed an "American Association," or non-importation agreement, in which one section read: "That we will neither import nor purchase any slave imported after the first day of December next, after which we will wholly discontinue the slave trade, and will neither be concerned in it ourselves, nor will we hire our vessels nor sell our commodities or manufactures to those who are concerned in it"; and the evidence seems to be that the terms of this agreement were enforced throughout the war with little evasion.

Still further, the states in which slaves were few proceeded, directly as a consequence of the Revolutionary movement, to effect the immediate or gradual abolition of slavery itself. Vermont had never recognized its existence, but Vermont was not recognized as a state. Pennsylvania in 1780 provided for gradual abolition, by an act

which declared that no negro born after that date should be held in any sort of bondage after he became twenty-eight years old, and that up to that time his service should be simply like that of an indented servant or apprentice. Now what says the preamble of this act? That when we consider our deliverance from the abhorrent condition to which Great Britain has tried to reduce us, we are called on to manifest the sincerity of our professions of freedom, and to give substantial proof of gratitude, by extending a portion of our freedom to others, who, though of a different color, are the work of the same Almighty hand. Evidently here also the leaven of the Revolution was working as a prime cause in this philanthropic endeavor.

The Superior Court of Massachusetts declared that slavery had been abolished in that state by the mere declaration of its constitution that "all men are born free and equal." In 1784 Connecticut and Rhode Island passed acts which gradually extinguished slavery. In other states, ameliorations of the law respecting slaves were effected even though the abolition of slavery could not be brought about. Thus in 1782 Virginia passed an act which provided that any owner might, by an instrument properly attested, freely manumit all his slaves, if he gave security that their maintenance should not become a public charge. It may seem but a slight thing, this law making private manumission easy where before it had been difficult. But it appears to have led in eight years to the freeing of more than ten thousand slaves, twice as great a number as were freed by reason of the Massachusetts constitution, and as many as there were in Rhode Island and Connecticut together when the war broke out. . . .

Thus in many ways the successful struggle for the independence of the United States affected the character of American society by altering the status of persons. The freeing of the community led not unnaturally to the freeing of the individual; the raising of colonies to the position of independent states brought with it the promotion of many a man to a higher order in the scale of privilege or consequence. So far at any rate as this aspect of life in America is concerned, it is vain to think of the Revolution as solely a series of political or military events. . . .

If anything should occur which should administer a great shock to the entire social system of the country, it would dislodge and shake off from the body politic, as an outworn vesture, such institutions as no longer met our needs. Now this is just what the Revolution did. It broke up so much that was traditional and customary with the Americans, in dissolving their allegiance to a monarchy for which they had felt a most loyal attachment, that whatever else was outgrown or exotic seemed to be thrown into the melting-pot, to be recast into a form better suited to the work which the new nation had before it. . . .

But in a quiet, sober, Anglo-Saxon way a great change was effected in the land-system of America between the years 1775 and 1795.

In the first place, royal restrictions on the acquisition of land fell into abeyance. The king's proclamation of 1763, forbidding settlement and the patenting of lands beyond the Alleghenies, and those provisions of the

Name \_\_\_\_\_

Date \_\_\_\_\_

Quebec Act of 1774 which in a similar sense restricted westward expansion and the formation of new, interior colonies had, it is true, never been executed with complete rigidity, but they, and the uncertainties of the months preceding the war, had certainly checked many a project of large colonization and many a plan for speculation in land. Now these checks were removed. Moreover, all the vast domains of the Crown fell into the hands of the states, and were at the disposal of the state legislatures, and it was certain that these popular assemblies would dispose of them in some manner that would be agreeable to popular desires. Whether the land law in respect to old holdings should be altered by the Revolution or should remain unchanged, it was certain that in respect to new lands, on which the future hopes of American agriculture and settlement rested, a more democratic system would be installed.

Then there was the matter of quit-rents, which in most of the colonies, according to the terms on which lands were granted to individual occupants, were to be paid to the crown or to the proprietary of the province. They ranged from a penny an acre to a shilling a hundred acres per annum. It is true that payment was largely evaded, but since the amount received at the time when the Revolution broke out was nearly \$100,000, we may count the quit-rent as something of a limitation upon the ready acquisition of land. So at any rate the colonists regarded it, for in making their new constitutions and regulations respecting lands they abolished quit-rents with great emphasis and vigor, and forbade them for the future.

Another encumbrance on land-tenure which the Revolution removed was the provision, by British statute intended to ensure an adequate supply of masts for the royal navy, that no man should cut white-pine trees on his land till the king's surveyor of woods had surveyed it and designated the trees, sometimes many in number, which were to be reserved for the king's use. . . .

With the coming of the Revolution, the restriction came to an end, and fee simple was fee simple.

In the fourth place, great confiscations of Tory estates were carried out by the state legislatures, generally in the height of the war. New Hampshire confiscated twenty-eight estates, including the large property of its governor, Sir John Wentworth. In Massachusetts a sweeping act confiscated at one blow all the property of all who had fought against the United States or had even retired into places under British authority without permission from the American government. . . .

The largest estate confiscated was that of the Penn family, proprietaries of Pennsylvania, which they estimated at nearly a million pounds sterling. The commissioners of the state of Maryland who sold confiscated property in that state took in more than £ 450,000 sterling. . . .

In one colony and another, hundreds of estates were confiscated. Altogether, it is evident that a great deal of land changed hands, and that the confiscation of Tory es-

tates contributed powerfully to break up the system of large landed properties, since the states usually sold the lands thus acquired in much smaller parcels. . . .

If, as I have suggested, nothing was more important in the American social system than its relation to the land, and if the Revolution had any social effects at all, we should expect to see it over-throwing any old-fashioned features which still continued to exist in the land laws. What, then, was the old land-law in the American colonies? The feudal ages had discovered that, if men desired to give stability to society by keeping property in the hands of the same families generation after generation, the best way to do this was to entail the lands strictly, so that the holder could not sell them or even give them away, and to have a law of primogeniture, which, in case the father made no will, would turn over all his lands to the eldest son, to the exclusion of all the other children. There could not be two better devices for forming and maintaining a land-holding aristocracy. When the Revolution broke out, Pennsylvania and Maryland had abolished primogeniture, and South Carolina had abolished entails. But in New York, New Jersey, Virginia, North Carolina, and Georgia, entails and primogeniture flourished almost as they did in old England. Indeed, Virginian entails were stricter than the English. The New England colonies had a peculiar rule of their own for the descent of land in case a man left no will. They liked a democratic distribution, and yet they could not feel quite comfortable to cut away entirely from the old English notions about the eldest son. Moreover, their Puritanical feeling for the law of Moses (Deut. xxi 17) was very strong. Accordingly, they arranged that in such a case all the children should inherit equally, except that the eldest son should have a double share. Then came the Revolution. In ten years from the Declaration of Independence every state had abolished entails excepting two, and those were two in which entails were rare. In fifteen years every state, without exception, abolished primogeniture and in some form provided for equality of inheritance, since which time the American eldest son has never been a privileged character. It is painful to have to confess that two states, North Carolina and New Jersey, did not at once put the daughters of the Revolution upon a level with the sons. North Carolina for a few years provided for equal distribution of the lands among the sons alone, and not among daughters save in case there were no sons. New Jersey gave the sons a double share. But elsewhere absolute equality was introduced. Now I submit that this was not an accident. How hard Washington found it to get these thirteen legislatures to act together! And yet here we find them all with one accord making precisely the same changes in their landlaws. Such uniformity must have had a common cause, and where shall we find it if we do not admit that our Revolution, however much it differed from the French Revolution in spirit, yet carried in itself the seeds of a social revolution?<sup>1</sup>

1. From Franklin, Jameson J., *The American Revolution Considered as a Social Movement* (Princeton, NJ: Princeton University Press, 1940) pp. 9-38 *passim*.

Advanced Placement American History I  
Lesson 9—Handout 9 (page 4)

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List questions you have about the reading.
  
2. To what extent does available information about the author help you to understand his perspective, or point of view?
  
3. After reading the article, what questions might you ask that would suggest a different thesis?

**Title:**

**Author:**

**Date of publication:**

**Author's thesis:**

**Author's evidence:**

a.

b.

c.

d.

e.

**Author's conclusion about the significance of the topic:**

Write a paragraph in your own words explaining the gist of the article, the nature of the evidence, and the significance of the topic.