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CALEB PERRY PATTERSON

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

CONTENTS

Preface	7- 8
I. Introduction of Slavery into Tennessee.....	9- 24
I. The status of the negro in North Carolina, 1693-1790	12- 21
A. Privileges	12- 18
B. Restrictions	18- 21
II. The status of the negro in the Franklin State, 1785-1788.....	22- 23
III. The status of the negro in the Southwest Territory, 1790-1796.....	23- 24
II. The Status of the Slave in Tennessee, 1796-1865.....	25- 58
I. The Privileges of Slaves.....	25- 30
A. Hunting	25- 26
B. Travel	26
C. Suits for freedom.....	26- 28
D. Trial by Jury.....	28- 30
II. Disabilities of Slaves.....	30- 33
III. Relations of Master and Society.....	34- 38
A. Liabilities of the master to society....	34- 36
1. For his own acts.....	34- 35
2. For the acts of his slaves.....	35- 36
B. Liabilities of society to the master....	36- 38
IV. The Patrol System.....	38- 41
V. Special Problems of Slave Government.....	41- 52
A. The runaway	41- 43
B. Importation of slaves.....	43- 44
C. The stealing of slaves.....	44- 45
D. Trading with slaves.....	46- 49
E. Insurrections	49- 50
F. Unlawful assembly of slaves.....	50- 51
G. Punishment of slaves.....	51- 52
VI. Title of Slaves.....	52- 55
VII. The Law of Increase.....	55- 56
VIII. The Legal Status of the Slave.....	56- 58
III. Economics of Slavery in Tennessee.....	59- 79
I. Slavery an Expression of the Soil.....	59- 64
II. The Management of the Plantation.....	64- 72
III. Was Slavery Profitable in Tennessee?.....	72- 79
IV. Anti-Slavery Societies.....	80-101
I. The Tennessee Manumission Society.....	80- 89
II. The Humane Protecting Society.....	89
III. The Emancipation Labor Society.....	89- 91

IV. The Moral, Religious Manumission Society of West Tennessee.....	91- 94
V. The Tennessee Colonization Society.....	94-101
V. The Religious and Social Aspects of Slavery.....	102-152
I. The Methodists.....	104-125
II. The Baptists.....	125-131
III. Cumberland Presbyterians.....	131-136
IV. The Friends.....	136-139
V. The Presbyterians.....	139-148
VI. The Episcopalians.....	148-152
VI. The Legal Status of the Free Negro.....	153-175
I. The Establishment of a Policy.....	153-160
A. The policy of North Carolina.....	153
B. The policy of Tennessee in 1831.....	153
C. Changes in the policy from 1831 to 1865.....	153-160
II. System of Registration of Free Negroes....	161-162
III. Protection of Free Negroes.....	162
IV. Suffrage for Free Negroes.....	162-173
A. In North Carolina.....	162-164
B. In the Convention of 1796.....	164-167
C. From 1796 to 1834.....	167-168
D. Its abolition by the Convention of 1834.....	168-173
V. Limitations upon the freedom of free negroes.....	173
VI. The Status of the Free Negro.....	174-175
VII. Abolition.....	176-198
I. Private Abolition.....	176-180
A. Methods.....	176-179
(1) By Deed.	
(2) By Will.	
(3) By Bill of Sale.	
(4) By Implication.	
(5) By Effect of Foreign Laws.	
B. Extent of Emancipation in Tennessee	179-180
II. Anti-slavery Leaders.....	180-185
III. Abolition Literature.....	185-187
IV. Petitions to the Legislature for Abolition....	187-189
V. Abolition in the Convention of 1834.....	189-195
VI. Abolition Sentiment after 1834.....	195-198
VIII. Conclusions.....	199-202
IX. Bibliography.....	202-209

X. Appendices	209-213
A. Anti-Slavery Societies of Tennessee.....	209
B. Tennessee Colonization Society.....	209
C. Anti-Slavery Leaders in Tennessee.....	210
D. List of Emigrants.....	210-211
E. Vice-President of American Colonization Society from Tennessee.....	211
F. Comparative List of Manumission Societies and Members in the United States.....	211
G. Slave and Free Negro Population in Tennessee	212
H. Comparative Value of Land and Slaves in the Three Divisions of Tennessee, 1859.....	212
I. Approximate Value of Property, Slaves, Land, and Cotton in Tennessee, 1859.....	212
J. Classification of Slave-holders in Tennessee and the United States, on the basis of number of slaves held, 1860.....	213

PREFACE

This work was undertaken to discover the exact status of the negro in one of the border states. An effort has been made to give definite information as to the legal, social, economic, and religious condition of the negro from his introduction into slavery in Colonial Western North Carolina to the abolition of slavery in Tennessee in 1865.

The study reveals the struggles of the slave from a status of servitude under the common law through the institution of slavery regulated by an extensive slave-code into the final condition of an almost helpless citizen with a responsibility for which he was only partially prepared.

The status of the free negro is also established in his relations to both the slave and the whites. It was rather disappointing to find that the free negro was more disadvantageously situated than the slave. He never attained either civil or political equality, although he exercised the suffrage until 1834. He was subject to a special code different from either the slave code or the regular code.

It is clear, however, that the negro, whether slave or free, was making progress. He was receiving an industrial training without which he could never have sustained himself without help, when freedom came. His training for active participation in the body politic was negligible. He was taught the lesson of being obedient to law.

A constructive part of the study is the disclosure of a large body of loyal friends of the negro in all his stages of development. These consisted of not only the abolitionists, the Friends, and the anti-slavery forces generally, but of more conservative individuals who saw that the negro could be fitted for freedom only by a gradual process. The courts of the state deserve special mention in this connection.

The study has been a difficult one to make because of the scarcity of the sources and the deplorable condition of those that were available. The county records of Tennessee have either been burned, thrown away, or thrown together in heaps in the basement of county court houses. The state

archives are in the attic of the Tennessee Capitol, covered with dust, and are practically inaccessible for any thorough study. The statutes of the state, records of courts, reports of anti-slavery societies, church minutes, petitions, slave codes, periodicals, travels, reminiscences, and newspapers are the principal sources consulted. A goodly number of general, state, and church histories and biographies proved useful for general information.

The work was begun under the direction of Professors Jernegan and Dodd of the University of Chicago, and continued under the guidance of Professor Albert Bushnell Hart of Harvard, Professor U. B. Phillips of the University of Michigan, and Professor William A. Dunning of Columbia University. Professor B. B. Kendrick of Columbia University was especially helpful in organizing the material. But for the stimulating and sympathetic assistance of these men, the study could not have been completed. The author alone is responsible for any errors of fact and the conclusions.

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CHAPTER I

INTRODUCTION

The introduction of slavery into Tennessee was a part of the westward movement of colonization. It had passed the experimental stage of its development in North Carolina before Tennessee acquired an independent political existence.¹ Its economic, social, and legal aspects had largely been determined before Tennessee was even settled.² As a system of labor, it had proved a valuable adjunct to the sturdy pioneers in converting the wilderness of North Carolina into a growing community that began immediately to look forward to statehood.³ As a social institution, it had been left primarily to the regulation of custom. As a problem of government, an elaborate code had been enacted for its control. Its establishment and regulation in North Carolina prior to 1790 constitute, therefore, the genesis of this study.

Negro slaves were brought into North Carolina in 1663 by Virginia immigrants who planted a settlement on the Albemarle River.⁴ A group of more thrifty Virginians, with a large number of slaves, settled in the central part of the state about the middle of the eighteenth century.⁵ A number of small farmers came to the western part of the state with their slaves at about the same time.⁶ It is im-

¹Tennessee belonged to Virginia from 1607 to 1663, to Carolina from 1663 to 1693, and to North Carolina from 1693 to 1790. Garrett, W. R., and Goodpasture, A. V., *History of Tennessee*, p. 14.

²The first settlements in Tennessee were made in 1769 and 1772. *Ibid.*, pp. 49-52.

³The settlements of western North Carolina became the State of Franklin in 1785, the Southwest Territory in 1790, and the State of Tennessee in 1796. *Ibid.*, pp. 91, 105, and 127.

⁴Doyle, J. A., *The English Colonies in America*, I, 331.

⁵Bassett, John Spencer, *Johns Hopkins University Studies*, Vol. 14, p. 18.

⁶*Ibid.*, p. 19.