

Faith, Finance, And The Efforts
At African Colonization In
Connecticut Between 1819 and
1829

By Henry Graf

An Alternative "Solution" to Slavery

- The practice of slavery was a national topic in the early 1800s.
- Immediate abolition was too radical of a solution.
- The Colonization Society proposed a different solution:
 - Removal instead of integration
- Presented as:
 - Moral
 - Practical
 - Necessary

The American Colonization Movement

- American Colonization Society (ACS) – founded 1816
 - Goal of the society was the relocation of free Black Americans
- Branch organizations:
 - Connecticut Colonization Society (CTCS) – founded 1819
 - Fundraising
 - Public campaigns
 - Institutional efforts



Why Colonization?

- ACS belief:
 - Black and white Americans could not coexist
 - Slave labor was no longer as profitable
- Viewed racial difference as:
 - Permanent
 - “Irreconcilable”
- Freedom ≠ equality
- Solution:
 - Separation, not integration



Mr. Ashmun

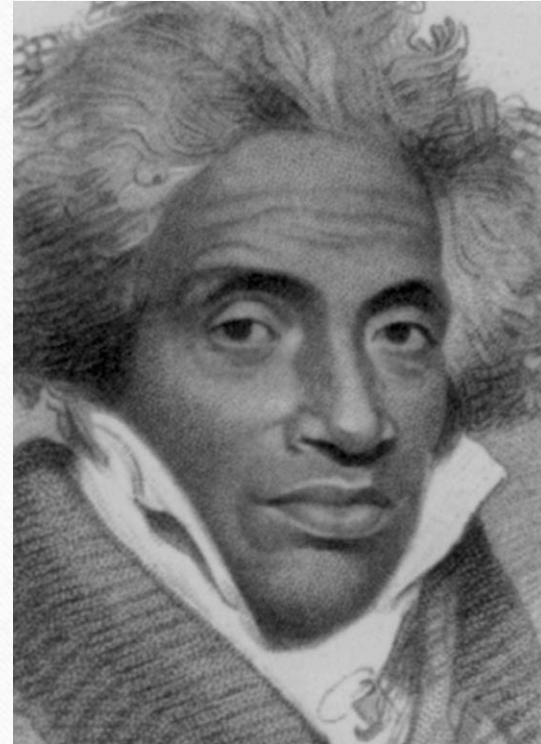
My Thesis and The Triple Mission

- Christianity
 - Spread the Gospel in Africa
 - Convert African populations
 - Religion = moral justification
- Commerce
 - Great economic opportunity for the United States by expanding trade with Africa
 - Creates new markets
 - “Legitimate commerce” vs slave trade
 - Thought it could potentially end slavery
- Social Order
 - Maintain racial hierarchy
 - Remove free Black Americans
 - Avoid integration
 - Freedom tied to removal



Prince Abdulrahman Ibrahima ibn Sori

- West African prince (Futa Jallon)
- Educated, high social status
- Captured → enslaved in Mississippi
- Enslaved for ~40 years
- Freed in late 1820s



Case Study: Prince Sori

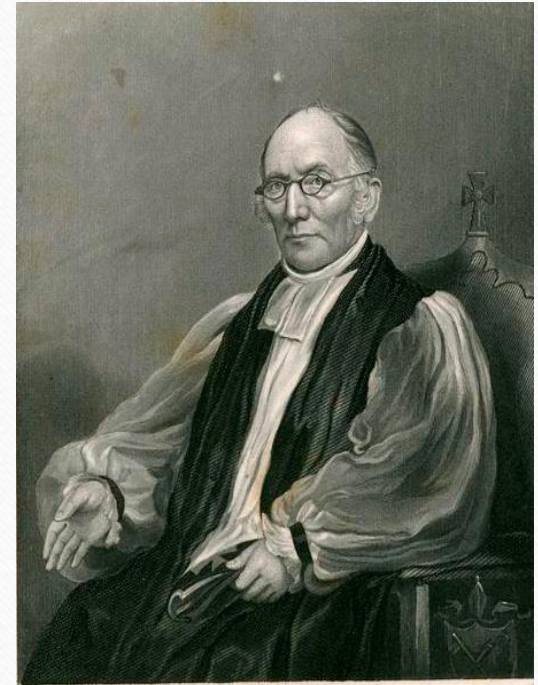
- Symbol of “successful transformation”
- Used in fundraising campaigns
- Presented as Christian convert
- Linked religion + commerce
- Bridge between U.S. and Africa
- Limitations
 - Conversion likely strategic
 - Died shortly after arriving in Africa



Rev. Thomas H. Gallaudet

The African Mission School (1829)

- Founded in Hartford (1829)
- Connected to Trinity College
- Led by Bishop Thomas Church Brownell
- Episcopal Church influence
- Part of broader missionary movement
- Limitations with students



Bishop Thomas Church Brownell

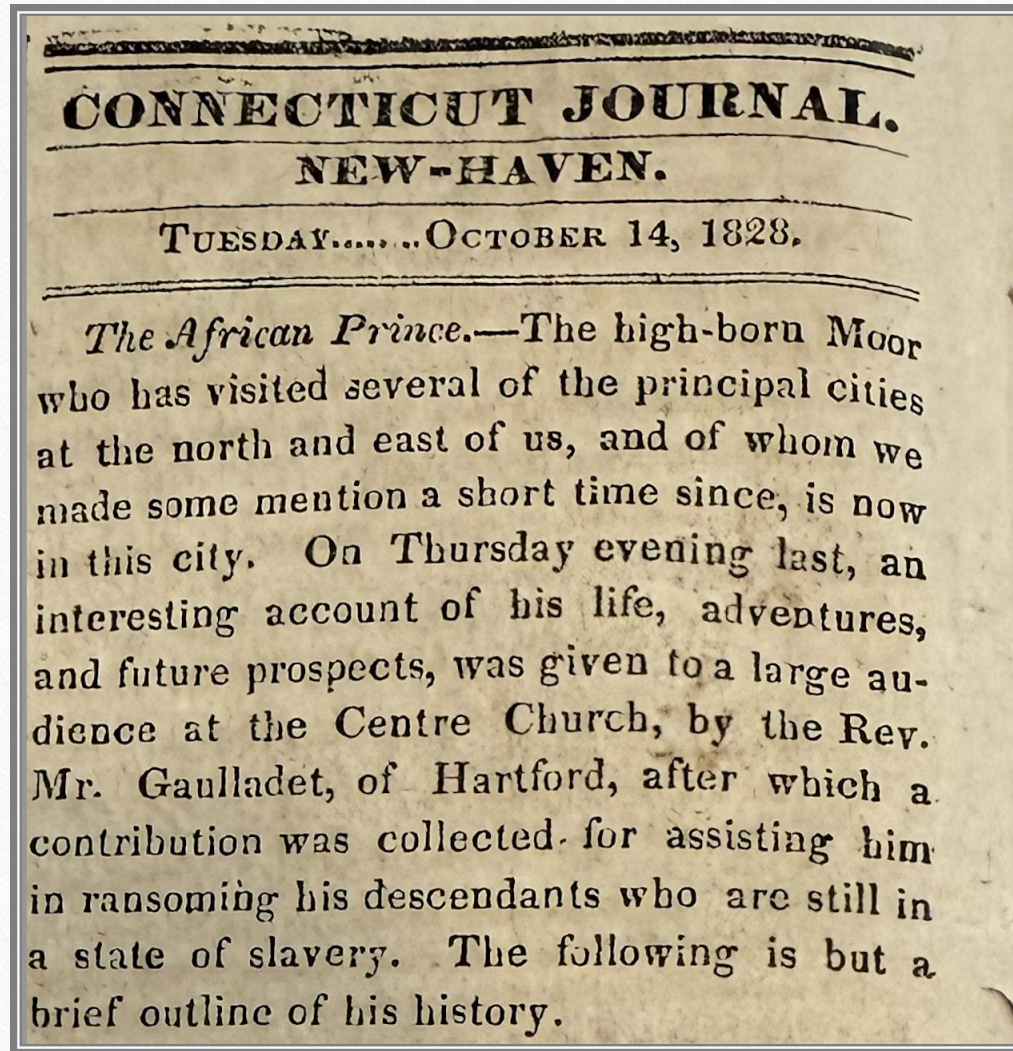
Education for Colonization

- Trained Black students as missionaries
- Goal: Send students to Africa (Liberia)
- Curriculum focused on:
 - Religion
 - Language
 - Practical skills
- Students were agents of colonization
- Limitations
 - Failed to produce missionaries
 - Some rejected colonization goals



My Research Experience

- Visited:
 - Center Church
 - American School of The Deaf
 - Windsor Historical Society
 - Connecticut Museum
 - New Haven Museum
- Examined research related to specific figures.
- Connecticut Journals from 1828-29
- Looked through Thomas Galluadets Journals



Personal Reflection: Belonging and Identity

- Freedom was viewed as conditional
- Opinions on people of color were predetermined
- Status and education didn't matter
- Forced to assimilate, but still didn't belong
- The challenge of holding onto one's identity

Why This Still Matters

- Belonging still debated today
- Assimilation expectations remain
- Immigration and identity
- Judged on contribution
- Who gets to belong?

