

Questions & Answers

Vol. 7, No. 1

February 1986

In this issue of Questions and Answers we want to share with you questions we received from the Historic Area Stores about eighteenth-century clothing. Linda Baumgarten, Curator of Textiles answered questions 1, 2, 3 and 5-a, Harold Gill Assistant to the Director of Craft Shops, question 4 and John Moon, Director of Music part B of question 5.

1. Did Storekeepers wear Waistcoats?

Eighteenth century men of all classes wore waistcoats, some which had sleeves attached, and some sleeveless. When part of a suit, the waistcoat was worn over the shirt and under the coat, with just the fronts visible. Some working men wore their waistcoat as a jacket, without the coat. Only in hot weather, during vigorous activity, and in very informal situations would a man appear in his shirtsleeves. Most storekeepers would wear a waistcoat (and probably a coat, as well) when meeting customers.

2. Was there such an article of clothing for women in the Eighteenth Century; an over-garment--such as a sleeved-bodice, similar to the sleeved waistcoat?

Many working women wore jackets that laced (or less frequently buttoned) up the front and which had below-elbow length sleeves. They fitted closely to the body over the white shift, and were worn with an outer petticoat. These jackets show up in several print and painting sources, including a painting of slave women working in Virginia fields around 1800. Textile staff members in the Crafts Department have made several reproduction jackets of this type, one of which can be seen on exhibit at the Carter's Grove Reception Center.

3. Why was a ladies head covered at all times? Religion? Custom? Style?

Fiona Clark, author of the book entitled Hats, suggests that the custom for married women wearing caps was an evolution derived from the teaching of the church in the Middle Ages that married women should conceal their hair in public. By the eighteenth century, it had become custom, and caps were worn as

SUBJECT INDEX:
EIGHTEENTH CENTURY CLOTHING: WAISTCOATS - HATS - KILTS

indications of the married state and 'domestic intimacy.'" When dressed formally women frequently dressed their hair with ribbons or pearls, and omitted their caps. The wearing of caps by interpreters serves both to show the widespread wearing of head coverings during the eighteenth century, but also to hide modern hair styles which might distract from the costume.

4. Were trues/tammes or balmorals worn by a storekeeper?

I have seen no evidence that any of the items above were worn by storekeepers in Williamsburg.

5 a. Were there Kilts worn in Eighteenth-Century Williamsburg?

I have not found conclusive evidence for men wearing Scottish-style clothing here in Williamsburg, though some may have. Many imported Scottish textiles were being worn here, however. Stockings and suits were often made of a woolen textile called "plaid," but this term indicated the type of wool fabric, rather than the pattern. Sometimes "plaid" was checked or patterned, but frequently it was white.

5 b. In 1745 after the Battle of Culloden, the second Jacobite Rebellion, things Highland were outlawed i.e., bag-pipes, kilts, Highland pistols and wearing clan tartans. This was an attempt to break up the clans.

By 1760 these items were allowed to appear again but there was no kilt maker in Williamsburg, which is a specialized craft.

As head of the Murray clan, Governor Dunmore had his own piper, he was kilted but this was an exception.

The following Highland regiments the 42rd, 54th, 82nd, 71st and 76th arrived here between 1770 and 1780 and at the seige of Yorktown all were kilted. Upon their discharge kilts became private property.

Some of the kilts may have been sold in Williamsburg but there is still no evidence that they may have been worn here.

Questions & Answers

Vol. 7, No. 2

April 1986

In this issue of Questions and Answers we have collected a number of miscellaneous questions. We hope they will be of interest to all of you.

1. Was bathing considered unhealthy?

Naturally, opinion varied widely from one individual to the next. William Byrd II in his History of the Dividing Line mentioned several occasions on which he was relieved to be able to bathe after several days' travel in the wilderness. George Wythe took cold showers every morning for both health and hygienic purposes.

Advertisements for soaps and other bathing equipment show that there was something of a market for these items. While equipment associated with personal hygiene--wash basins and stands, for examples--rarely appear in inventories before the 1760s (and then only in estates of the very well-to-do), buckets and other multi-purpose items could have been used at bath time. Vermin in beds and heads were frequently written about, indicating that the personal cleanliness was not a high priority, and many people did not own enough clothing to change often. It is important to understand that the eighteenth century did not share our modern concern with cleanliness.

2. What did colonials use to brush their teeth?

The toothbrush has changed very little since its invention by the Chinese in the fifteenth century. Stores and shops in eighteenth-century Williamsburg sold both toothbrushes and dentifrice powders. Sassafras twigs may have been used occasionally too.

3. Did women wear lipstick in the eighteenth century?

Eighteenth-century English cookbooks include recipes for lip balms made of various fats such as lard, spermaceti, and butter, but no dyes. Carmine or ground plaster of Paris mixed with red lead and other coloring agents is said to have been used by some fashionable London ladies.

SUBJECT INDEX: BATHING, LAMPLIGHTERS, FORKS, SHORTHAND, APPRENTICES, INDENTURES, GOVERNESS,
PEYTON RANDOLPH PROPERTY, LIPSTICK, TOOTHBRUSHES

4. Were there lamplighters in eighteenth-century Williamsburg?

There were no lamplighters because there were no street lamps here in the eighteenth century.

5. Were most homes in Williamsburg self-sufficient?

No. See Barney Barnes's article, "Urban Domestic Economy: The Powell-Waller Program," in The Interpreter, July 1985.

6. Did Peyton Randolph own property across England street or north of the two lots where his house sits?

John Randolph owned a lot across North England Street from the present Randolph House, as well as one or more lots north of it and other property in and near Williamsburg. He sold the lot west of England Street, and later in his will Peyton inherited the three or more lots in block 28 where the Peyton Randolph House stands.

7. What did the colonial Virginian eat for breakfast?

In affluent households, breakfast consisted of hot breads and cold meats (Virginia ham and roast from dinner the day before, for example) or a hashed dish. Fruit and eggs were rarities. Among the middle and lower classes, cornbread, hominy, or whatever was available was welcome at breakfast as at any other meal. Milk, small beer, and cider were typical breakfast beverages for all classes in the eighteenth century. The well-to-do had the added options of tea, coffee, and chocolate.

8. Did people eat coffee beans?

In ancient times, some may have eaten coffee beans as an experiment, but the beverage came into general use in Europe during the seventeenth century. An English merchant engaged in trade with Turkey introduced coffee to England in 1652.

9. When did forks appear commonly on tables in colonial Virginia?

In general, it is correct that some of the wealthiest Virginians had forks very early in the eighteenth century and that certainly by the 1750s even quite modest households had forks. Lois Carr and

Lorena Walsh had worked with inventories from various counties along the Chesapeake for "Changing Life Styles and Consumer Behavior in the Colonial Chesapeake," a paper they presented at the Institute's social history conference in September 1985. Carr and Walsh compared rural and urban York County inventories for various consumer goods, including table forks. No York County inventory from the seventeenth century mentions forks. By 1732 in urban York County more than half of the estates worth over £95 included forks. Later in the century forks became more common in both rural and urban areas at all wealth levels. (The Foundation Library has a copy of the conference papers.)

10. Did they use a form of shorthand in the colonial period?

Yes. William Byrd II wrote his diaries in shorthand adapted from the system developed by William Mason, a late seventeenth-century English stenographer. Mason's textbook was published in 1672 and went through several editions and revisions until 1707. Besides Byrd, Roger Williams, John Winthrop, and several early presidents of Harvard College employed shorthand, and Thomas Jefferson recommended its use.

For more information and an illustration of Byrd's shorthand, see the introduction to The Secret Diary of William Byrd of Westover, edited by Wright and Tinling.

11. Is there a difference between an indenture contract and an apprenticeship indenture?

Technically, both are the same legal form. The contents of apprenticeship indentures distinguish them from other contracts in the obligations on both sides (master and apprentice) are spelled out. Apprentices usually had legal protections outlined in their contracts, whereas indentured servants had none. (An example of a typical apprenticeship indenture appears in The Interpreter, July 1981.)

12. Did eighteenth-century families use the term governess? When did this term come into use? What was the role of a governess in the eighteenth century?

The term was used in the eighteenth century; it appears in such works as the Spectator for 1712 and in Smollett's 1771 novel Humphrey Clinker. According to the Oxford English Dictionary, the earliest use of the term in the sense of a female teacher or instructress was the 1712 Spectator. A newspaper advertisement in

1775 reads, "A WOMAN who would act as a GOVERNESS to any genteel family . . ." (Virginia Gazette, ed. Purdie, 13 October 1775). Philip Vickers Fithian refers to two governesses employed in homes near Nomini Hall.

Duties of governesses probably varied greatly from family to family. For example, it is not certain that in the eighteenth century governesses necessarily were employed in private households. Generally, a governess taught reading and other basic skills to females and very young boys. Sewing, etiquette, French, drawing, and other accomplishments were mainly taught to the girls.

Questions & Answers

Vol. 7, No. 3

June 1986

In this issue of Questions and Answers we asked Conny Graft, programs manager, to give us an update on the Junior Interpreter Forum. The objective of this group is to provide us with information about eighteenth-century children. We have included a few questions, a bibliography, and a list of our Junior Interpreter programs.

An Update on the Junior Forum

In May 1985, Dennis O'Toole asked me to chair a forum for the purpose of coordinating and strengthening all interpretive programs that involve junior interpreters. The forum members included Chris Barton, who represents "Once Upon a Town," Dylan Pritchett who supervises junior interpreters in African-American programs, Dorothy Poucher who represented the Fife and Drum Corps as well as dance and music students, Anne Schone, instructor in D.I.E., Marilyn Wetton who at the time supervised the young needleworkers, and Mary Ellen Stebbins who was developing a program for junior interpreters in the Crafts department. We called ourselves "J.I.F.," which stood for the Junior Interpreters Forum and we met for several months, sharing information about each others' programs and discussing ways in which we could coordinate and thereby strengthen some of our work, particularly in the areas of research and training. In January 1986, we presented Dennis O'Toole and the Directors of HAPO with a report. The following is a summary of some of our ideas and the status of our recommendations.

RESEARCH

All of us agreed that we were sorely lacking in research on all aspects of children's lives in eighteenth-century Williamsburg. The few sources we knew of dealt with the children of the gentry class. We also needed to know more about the daily lives of children of all classes. We recommended that a Question & Answer sheet on this subject be published. We also submitted a request to the Research department for a research report that covered a list of questions we had developed. Our request is now being incorporated into a long list of other research. request that Cary Carson is compiling into a ten year plan for his department.

A Bimonthly Publication of the Department of Interpretive Education

SUBJECT INDEX: JUNIOR INTERPRETER FORUM - EIGHTEENTH-CENTURY CHILDREN - EDUCATION

Meanwhile, Anne Schone has been appointed the HAPO resident coordinator on the subject and has developed a slide lecture on "Growing Up in Eighteenth-Century Williamsburg" with assistance from historian Kevin Kelly. Anne is also developing an annotated bibliography and training materials on the subject with the assistance of historical interpreter Ruth Rabalais which will be helpful to all members of the forum. We have discovered a wonderful collection of rare eighteenth-century children's books at AARFAC and in our research library. Thanks to the work of intern Amy Killpatrick in the Museum Studies Graduate Program and John Ingram, Curator, Library Special Collection in the Foundation Library, we now have an annotated bibliography of those books and will soon be receiving a collection of xeroxed passages from several books to share with our junior interpreters. One book called "Goody Two Shoes" which we know was sold in Williamsburg has been copied by John Ingram and with the assistance of Dale Dippre in the Printing Shop and Mark Howell in the Bindery, the book will be reproduced and incorporated in our training and interpretive programs.

TRAINING

John Caramia and Anne Schone developed an outline for a division-wide training program for all junior interpreters in HAPO that covers basic information on interpretation, the visitor, Virginia history, the Colonial Williamsburg Foundation, hospitality and courtesy and Anne Schone's materials on "Growing Up in Eighteenth Century Williamsburg." John and Anne and Valerie Coons are now implementing this training program for all junior interpreters.

RECOGNITION

We came up with several actions we could take to strengthen the recognition junior interpreters receive for their contributions to our programs. One of the major recommendations was that we work with the school system to see if the interpreters could receive school credit for their work. Dorothy Poucher is now working with a staff member of the James City County Public School System and she reports that it looks very promising.

FUTURE PROGRAM DEVELOPMENT

We proposed that sites identified in the ten year plan as having emphasis on family life incorporate junior interpreters into their interpretive plans. Sites that emphasize cultural life such as the Wren building and George Wythe House should also include junior interpreters

when special programs are being developed.

FUTURE COORDINATION AND EXCHANGES

We proposed that the forum continue to meet on a quarterly basis for the purpose of exchanging research, sharing new ideas and keeping each other up-to-date on new training and program developments.

Since the forum's creation, several new interpretive programs that incorporate young people have been developed and their "creators" have become new members of J.I.F. Allison McCaig and Elaine Shirley in the Coach and Livestock program of the Crafts department will have young people ages 12 - 17 every morning this summer from 8:30 - 11:00 a.m. helping them take care of the animals. As with the "Once Upon a Town" program, the junior interpreters were recruited from the 4-H Club. Mary Wiseman is working with some of our youngest interpreters who represent the Geddy children in her "According to the Ladies" program. Mary Wiseman and Alex Clark are also working with five "Young Gentlemen Scholars" who will portray students at the College of William and Mary in several experimental programs this summer. Bill Weldon in the Crafts department has been assigned by Earl Soles to continue the work of Mary Ellen Stebbins in establishing a junior interpreter program in the Crafts department.

I am particularly excited about the possibilities that these junior interpreters provide and the wonderful things that can happen when such a program becomes successful. Not only do the programs provide an exciting activity for young people in the community, but it also provides our young visitors and their parents with a powerful image of family life in eighteenth-century Williamsburg. If you would like to learn more about our junior interpreter programs, please feel free to call me at extension 2103.

Q. What kinds of education were available to children in Eighteenth-century Virginia:

A. A small number of children from the wealthiest families attended a formal school, (either in the colony or in England), the College of William and Mary, or studied at home under private tutors. Otherwise, parents taught skills to their children,

and formal apprenticeships began when the child to be apprenticed was about 14. Increasingly in the eighteenth century men signed their names--evidence of basic literacy. By the Revolution about 70 to 90 percent of males had that skill; the percentage of literate women was smaller. Others may not have gone through formal apprenticeships but learned somewhere along the line a little reading and, if nothing else, how to write their names and perhaps a very few words phonetically. Many wills--even of "middling" parents--include a proviso that a child be educated, and guardian accounts show payments made for schooling paid by the year.

- Q. Do we know how old these children were when they started going to school? How were they taught? What about sciences and mathematics?
- A. Fifthian's diary, reveals a considerable difference between what he taught the children at various ages; the Carter daughters received more instruction in homemaking skills from the women of the household than literary skills from the tutor.

At the college of William and Mary, the students (all male, of course) entered the Grammar School in their mid-teens. At this stage they were expected to know basic Latin and be ready for higher mathematics.

They learned by rote, by memorization, and by copy books. It was not unusual for a seven- or eight-year old to begin the study of Latin. If the eighteenth-century boy student were attending a formal school, his composition was done in Latin as well.

Among the subjects taught at the College was natural philosophy, which included both physical and natural sciences. The mathematics taught there enabled students to solve problems in astronomical navigation and land surveying. Among the natural sciences, the study of what we call biology--especially botany--was important for students, most of whose lives were spent closer to the natural world than in our day.

- Q. What toys and games and other leisure time activities did children engage in?
- A. From eighteenth-century prints and paintings it is obvious that children cherished their special toys

(especially dolls for the girls) and pets; as examples, the Dering portrait of George Booth shows a boy with his dog and a gun, the painting of the Grymes boys includes a favorite bow and arrow, and Bridge's portrait of "Mann Page I" highlights a cardinal as a pet. Prints from the end of the century show children playing. Books of rhymes and all types of toys (both educational and recreational) were being made, advertised, and sold both in England and in Virginia.

Q. Did slave children actually play with white children?

A. It varied a lot with individual families. Anne Blair in a letter to her sister notes that she had let Betsy Braxton, her eight- or nine-year old niece, spend time with slave children of the household and that Betsy had picked up some of the black children's words. This certainly indicates some amount of playing together by black and white children within the same household. It was not uncommon for a black girl of, say, ten or twelve years of age to be appointed nursemaid to white children only a few years younger than herself.

Q. Can we define or explain what we mean by childhood, or children in the eighteenth century?

A. For untold generations, childhood was not a distinct period in the human life cycle. As soon as a child moved beyond infancy, he became a miniature adult. The child's life reflected the life of the adults to which he or she was born. Children were set to work doing the most routine tasks that any planting family needed done. Tedious chores were assigned to even very young children. Depending on his strength, the five- or seven-year-old carried wood, fetched water, or did other simple tasks; but, of course, this again depends on the social and economic status of the particular family.

Q. Did a child growing up in eighteenth-century Williamsburg have more advantages than a child growing up on a Plantation?

A. A child in Williamsburg had very different surroundings than a child who lives on an isolated farmstead. In town there were more children. When Betsy Braxton came to spend the summer with Anne Blair at the John Blair House, she was in a different situation than at home on her parents'

plantation. She went along when Anne visited; she attended music and dancing lessons; she played with young friends in the back yard; she ate green apples and got sick; they made doll clothes for Betsy's doll; she did needlework. There were other children living in the household, and occasionally she fought with them. These are just very typical things that in many ways are not a whole lot different from children's activities today.

These questions represent a sampling of questions the Junior Interpreter Forum will be exploring in the months to come. In some instances we can make assumptions about the similarities and differences as we look at the experiences of the eighteenth-century and twentieth-century child. Certainly, the colonial child lived in a very non-technical world without plumbing, electricity, and everything having to do with modern communications. The majority did not go to school, whereas the twentieth-century child's school day is formally structured, and he or she is the sole focus of attention. In the eighteenth century children--especially in farming families--did not have the kind of freedom from chores that modern urban and suburban children have today; their labor was required as a contribution to the family's economic well-being.

At this time it is not possible to draw more conclusions, but it is hoped that interpreters will be encouraged by the research efforts to keep informed as we learn more about this very important subject.

Here is a list of some of the most important works about childhood:

Philip Vickers Fithian, Journal and Letters of Philip Vickers Fithian, 1773-1774: A Plantation Tutor of the Old Dominion.

Philippe Aries, The Centuries of Childhood.

Robert H. Bremner, Children and Youth in America: A Documentary History.

Karin Calvert, "Children in American Family Portraiture, 1670-1810," William and Mary Quarterly, third series, vol. 39 (1982), pp. 87-113.

Jane Carson, Colonial Virginians at Play.

Philip Greven, The Protestant Temperament.

N. Ray Hiner and Joseph M. Hawes, eds., Growing Up in America: Children in Historical Perspective.

Joseph Kett, The Rites of Passage: Adolescence in America.

Jan Lewis, The Pursuit of Happiness: Family and Values in Jefferson's Virginia.

Alan Macfarlane, Marriage and Love in England: Modes of Reproduction, 1300-1840.

Darrett B. and Anita H. Rutman, "Now-Wives and Sons-in-Law": Parental Death in a Seventeenth-Century Virginia County, in Tate and Ammerman, eds. The Chesapeake in the Seventeenth Century.

Daniel Blake Smith, Inside the Great House.

Lawrence Stone, The Family, Sex and Marriage in England, 1500-1800.

Lorena S. Walsh, "The Experiences and Status of Women in the Chesapeake, 1750-1775," in Fraser et al., eds., The Web of Southern Social Relations: Women, Family, and Education.

_____, "Till Death Us Do Part," in Tate and Ammerman, eds., The Chesapeake in the Seventeenth Century.

Shomer Zwelling, "Robert Carter of Nomini Hall," unpublished research paper, CWF Library, and forthcoming, American Quarterly, fall, 1986.

History of Childhood Quarterly.

Journal of the History of the Family.

The following is a list of our junior interpreter programs and the names of supervisors you may contact for more specific information.

Needleworkers

Phyllis Putnam, X2033
(Crafts)

Juvenile Performers for
Black Programs

Dylan Pritchett, X2475
(CCP)

Once Upon a Town

Chris Barton, X2104 (HI)

Student Chamber Music Program

John Barrows, X2520 (CCP)

Student Dance Program

Dorothy Poucher, X2675
(CCP)

Fife and Drum Corps

John C. Moon and Todd
Johnson, X2677/2105 (CCP)

4-H Colonial Livestock Program

Allison McCaig and Elaine
Shirley, X2491/2392
(Crafts)

Young Gentlemen Scholars

Mary Wiseman, X2839 (CCP)

Questions & Answers

Vol. 7, No. 4

August 1986

This issue of Questions & Answers responds to recent questions from Historical Interpreters. We hope they will be of interest to other HAPO interpreters.

1. Where did George Wythe stay in 1781 while George Washington was using the Wythe House as his headquarters? Did Mr. Wythe and Mrs. Randolph continue to live in their houses at this time?

We have no precise evidence about this subject, but it is likely that both Mr. Wythe and Mrs. Randolph stayed in their homes while the Revolutionary generals made their headquarters there. Note that both these property owners were widowed and lived in large houses in the heart of town and convenient to each other. Washington and Rochambeau needed only a place to sleep, receive and dispatch messages, and meet with their officers. On the move, after all, a tent or two was sufficient for their purposes, so it is logical to think only part of a large Williamsburg residence fulfilled their needs as headquarters.

Washington was in Williamsburg from September 15 until he left for Yorktown on September 28. His correspondence during that period is often dated "Head Quarters, Williamsburg," but he does not specifically mention either George Wythe or the Wythe House. Thomas Jefferson had invited Wythe to the relative safety of Monticello, an invitation Wythe had had to refuse because of family obligations. His reply to Jefferson mentions the necessity of his "presence at Chesterville," the family property in Elizabeth City County (now Hampton).

We have a little more information about Mrs. Randolph. St. George Tucker, writing his wife on July 11, 1781, hinted that Mrs. Randolph remained at the Peyton Randolph House while it was used as headquarters. Tucker wrote that Aunt Betty had "the honour of Count Rochambault [sic] to lodge at her House."

2. Is it true that George Washington occupied the Southeast Chamber of the Wythe House?

It is well documented that the Wythe House served

A Bimonthly Publication of the Department of Interpretive Education

SUBJECT INDEX:

GEORGE WASHINGTON HEADQUARTERS - GEORGE WYTHE - MRS. PEYTON RANDOLPH - COURTHOUSE -

BENJAMIN POWELL - MILITIA REGULATIONS

Wrong -
not Wythe
till 1787

as George Washington's headquarters before the siege of Yorktown. From this we can assume that he slept in one of the chambers. However, no record that George Washington could view both the church steeple and Palace Green from his chamber has been located in his correspondence or elsewhere.

3. Why was the Capitol building not used as headquarters? Once the capital moved in 1780, it seems the Capitol building would have been used for some important function during the Revolution. Did it ever serve as a hospital after the Palace burned?

The Capitol never served as headquarters, but by December 1780 it was used for quartering militia. In the fall of 1781 it had become a hospital for French soldiers. At the same time the French were using the main building of the College as a hospital.

4. What two standing committees of the House of Burgesses did Patrick Henry serve on?

At the beginning of the fall 1766 session Patrick Henry was appointed to two standing committees, the Committee of Privileges and Elections and the Committee of Propositions and Grievances. He continued to serve on these important committees through 1774.

5. After the adoption of Virginia's state constitution in 1776, was the upper house of the legislature referred to as the Council or was it immediately renamed the Senate of the Virginia Assembly?

Under Virginia's first constitution both Council and Senate existed, although only the Senate was part of the legislature. The eight-member Council, chosen by the General Assembly, was an advisory board to the governor who himself had only limited executive powers.

6. The 1723 act (Hening, Chapter II, May 1723) states that the age limit for militia service was "from twenty-one to sixty years of age." Was the age limit lowered later on? Did counties set their own age limits?

The assembly changed the ages for militia service several times in the colonial period (1641, 1687, 1723, etc.). On May 5, 1777, the Virginia General Assembly passed a law changing

the ages of required militia service to 16 to 50. Militia service was regulated by the General Assembly, not the counties.

7. Did Benjamin Powell receive the contract to build the Court House?

Despite the attention given recently to Benjamin Powell as builder of the Public Hospital, it seems well to point out that no evidence has come to light to indicate that Powell built the Court House. According to Carl Lounsbury, the architectural historian who is researching the Court House, little documentation survives about the construction of the Court House and none of it identifies the builder.

Questions & Answers

Vol. 7, No. 5

October 1986

In this issue of Questions & Answers we are responding to your request for more information about the founding of the other British colonies in mainland North America. A brief explanation of the government of each type of colony is also included here.

All of Britain's mainland colonies in North America were established by companies or proprietors or under their jurisdiction. By 1733 there were thirteen colonies under the crown, legally known as the British crown after the union of England and Scotland in 1707. Only five were still under the control of proprietors or corporations.

In general, there were three types of English colonies in America during the colonial period: royal, proprietary, and corporate.

In a royal colony the governor, appointed by the king, enforced the laws of England applicable to the colony and all laws passed by the colonial legislature. He recommended appointees to the king for membership in the upper house. (The king made the actual appointments.) He was also head of the highest court. The governor was really the viceroy of the king and exercised in the colony all the civil and military authority vested in him by the crown.

In a proprietary colony, the proprietor, who had received a royal charter granting him the land and special privileges, had control and wielded powers resembling those possessed by royal governors. The proprietor could exercise executive authority, appoint high officials, summon and dissolve assemblies, and approve or veto laws. Of the proprietary colonies, Maryland alone had a legislative council, composed of councillors selected by the proprietor. The legislatures of Pennsylvania and Delaware consisted of a single house, popularly elected.

A corporate colony was created by royal charter to a corporate political community. A corporate colony was free to elect a general assembly, composed of representatives from each town, and to choose its own governor and other officials. The colony was then bound together as a public state to be guided and governed in its civil affairs by laws, orders, and decrees properly made by the government without seeking the crown's approval.

With the dissolution of the London Company in 1624, Virginia became the first royal colony and was the model upon which other royal colonies were based.

At the close of the colonial period, eight of the thirteen colonies were royal:

Virginia, North Carolina, South Carolina, New York, New Jersey, Massachusetts, New Hampshire, and Georgia.

The corporate colonies were Connecticut and Rhode Island.

Proprietary colonies were Maryland, Delaware, and Pennsylvania.

The following is a list of the original colonies other than Virginia with references to their origins, first settlements, and their capitals just before the outbreak of the Revolution:

Georgia

Granted to a board of trustees by George II in 1732, Georgia was both a philanthropic experiment and a military buffer against Spanish Florida. The first English settlers arrived in 1733. In 1753 the trustees' charter expired, and the colony reverted to the crown. Its capital was Savannah.

Massachusetts

The Puritans began full-scale settlement of Massachusetts in 1630 under a charter granted to the Massachusetts Bay Company in 1629. Forced to surrender its original trading company charter in 1684, it was issued a new one in 1691 that united it with Plymouth as the royal colony of Massachusetts Bay. Plymouth, founded by Pilgrims in 1620, had operated as a separate colony under a land patent granted it in 1621 by the Council for New England. Boston was the colony's capital.

New Hampshire

This colony was first settled by the English in 1623 under a separate proprietary charter; however, Massachusetts began to extend its authority over New Hampshire in the 1640s. The heirs of the first proprietors won a lawsuit against Massachusetts in 1677. Two years later New Hampshire became a separate royal

colony. Portsmouth was its capital.

New Jersey

Founded in 1624 under Dutch auspices, it was seized by the English in 1664. The colony was then given to Sir George Carteret and Lord John Berkeley by James, Duke of York. In 1676 the proprietors agreed to divide the colony into East and West Jersey. In 1702 the two Jerseys were united as one royal colony. The colonial legislature convened alternately in Perth Amboy, the capital of old East Jersey, and Burlington, the capital of old West Jersey.

New York

Settled as early as 1613, the colony was founded as New Netherland by the Dutch West Indies Company in 1624. It was captured by the English in 1664 and named New York in honor of its first proprietor, James, Duke of York. New York automatically became a royal colony in 1685 when James succeeded his brother Charles as king of England. New York City was the colony's capital.

North Carolina

Settled by planters from Virginia in the 1650s, Albemarle, as it was called, was added to a large grant encompassing both Carolinas given by Charles II to eight proprietors in 1663. When South Carolina became a royal colony in 1719, North Carolina continued as a proprietary colony until 1729 when the proprietors surrendered their rights to the crown. New Bern was North Carolina's capital.

South Carolina

This colony was established in 1663 as a proprietorship including North Carolina and was not actively settled until 1670. In 1719 South Carolina became a royal colony because local planters rebelled against the proprietors in favor of crown rule. Charleston was the capital.

Delaware

First settled by the Dutch and a small number of Swedes, Delaware was captured by the English in 1664. In 1684 the Duke of York gave the area to William Penn. Delaware remained a part of Pennsylvania until 1701 when it was granted the right to choose its own assembly, but it shared its governor with Pennsylvania. New Castle was its capital.

Maryland

Given to Lord Baltimore in 1632, Maryland was the first proprietary colony. Its earliest settlers arrived in 1634. Except for brief periods under Cromwell and William III, the Lords Baltimore were able to maintain their proprietary rights to Maryland until the Revolution. Annapolis was Maryland's capital.

Pennsylvania

In 1681 Charles II gave William Penn the area that became Pennsylvania as a proprietary colony. Although begun as a Quaker commonwealth, the colony actively sought immigrants from other religious groups in Britain and elsewhere in Europe. Pennsylvania remained a proprietary colony until 1776. Philadelphia was the capital city.

Connecticut

Connecticut was established in 1635 and 1636 when a number of transplanted Massachusetts congregations settled along the Connecticut River. By 1639 another group of Puritans established a separate colony at New Haven. In 1662 the two were joined under a royal charter. The colonial assembly met alternately at Hartford and New Haven.

Rhode Island

Formed in 1640 by the confederation of the colony of Rhode Island and of Providence Plantation, two dissident offshoots of Massachusetts, Rhode Island received its first charter from Parliament in 1644. Providence, established by Roger Williams in 1636, was the first permanent English settlement in Rhode Island. Newport served as the colony's capital.

Correction to August 1986 Q & A

In the first answer (concerning the Wythe and Randolph houses used as headquarters before the Battle of Yorktown) Mr. Wythe is said to be a widower in 1781. It should have read a widower in 1787.

Questions & Answers

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In 1987 our nation will celebrate the bicentennial of the ratification of the United States Constitution. The national ceremonies to honor the anniversary will focus on the important events that occurred during the infancy of our republic. To observe these occasions all six issues of Questions & Answers in 1987 will be devoted to some critical stage in the development of the Constitution before ratification. We thought it would be interesting to highlight for you in this issue the significant events in the transition from colony to independent nation and identify the signers of the Declaration of Independence.

Once again we need to remind you that we are here to answer your questions. Please send them through the interoffice mail to Jane Strauss at the Davidson Shop or call her on Ext. 2449.

DATES

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|------|-------------|--|
| 1760 | October 26 | George III ascends the British throne. |
| 1764 | April 5 | The Sugar Act is passed by Parliament; the colonies protest. |
| | April 19 | The Currency Act forbids the colonists to issue paper money as legal tender. |
| | December 22 | Stephen Hopkins, governor of Rhode Island, publishes "The Rights of Colonies Examined." |
| 1765 | March 22 | The Stamp Act becomes law. |
| | May 15 | The Quartering Act orders the colonists to provide barracks and supplies for British troops. |
| | June 8 | The Massachusetts General Court adopts a circular letter calling representatives from all colonies to a congress in New York in October. |

SUBJECT INDEX: SIGNERS OF THE DECLARATION OF INDEPENDENCE

- October 7 The Stamp Act Congress meets in New York.
- November 1 The Stamp Act goes into effect to the sound of the tolling of muffled bells and flags at half staff.
- 1766 February 13 Benjamin Franklin, examined before the House of Commons in London, declares the Stamp Act cannot be enforced.
- March 18 England repeals the Stamp Act.
- 1767 June 29 Charles Townshend, British Chancellor of the Exchequer, imposes in his Revenue Act duties to be paid on glass, lead, tea, paper, and painters' colors imported into the colonies.
- September 4 Charles Townshend dies. Lord North succeeds him.
- October 28 The Boston town meeting renews its non-importation agreement, an action followed in other colonies to compel a repeal of the Townshend Acts.
- 1768 February 11 The Massachusetts House of Representatives adopts Samuel Adams's circular letter and orders it sent to the assemblies of other colonies, suggesting united opposition to Great Britain by discussion and petition.
- July 18 A "Song for American Freedom" by John Dickinson is published in the Boston Gazette.
- October 1 Two regiments of British soldiers land in Boston to enforce the customs laws.
- 1769 May 18 Virginia agrees to nonimportation of British goods.
- 1770 January 31 Lord North becomes Prime Minister of Great Britain.
- March 5 The Boston Massacre takes place (five killed, six injured).

- April 12 The Townshend Revenue Act is repealed, except for the tax on tea.
- 1772 November 2 Committees of correspondence are first organized by Samuel Adams and Joseph Warren in Massachusetts and later followed by similar committees in the other colonies.
- 1773 December 16 The Boston Tea Party takes place.
- 1774 Benjamin Franklin's articles, "On the Rise and Progress of the Differences between Great Britain and Her American Colonies," are published in London.
- March 31 The Boston Port Act, first of Britain's coercive acts, receives the king's consent.
- May 12 The Boston Committee of Correspondence recommends that all colonies suspend trade with Great Britain.
- May 13 General Gage arrives in Boston to command British troops quartered there.
- May 27 The Virginia House of Burgesses, meeting unofficially in Williamsburg, adopts a resolution calling for an annual intercolonial congress.
- June 1 Boston harbor is closed to exports and imports by the Boston Port Act of March 31.
- June 2 The Quartering Act is passed by Parliament. The colonists must house and feed the British soldiers.
- June 17 Massachusetts elects delegates to an inter-colonial congress to meet September 1 in Philadelphia.
- September 1 General Gage seizes Massachusetts's stock of powder at Charlestown.
- September 5 The First Continental Congress assembles in Philadelphia with all colonies except Georgia represented.

- October 14 The Declaration of Rights and Grievances is adopted by Congress.
- October 26 The First Continental Congress adjourns to meet again May 10, 1775, if necessary.
- 1775 The words of "Yankee Doodle" are written by Edward Barnes and set to an old English tune.
- April 18/19 Paul Revere takes his midnight ride.
- April 19 The battles of Lexington and Concord take place.
- May 10 The Second Continental Congress meets in Philadelphia. All thirteen colonies send representatives.
- May 24 John Hancock of Massachusetts is chosen president of this Congress.
- June 15 George Washington of Virginia is appointed by Congress to be Commander in Chief of the Continental Army.
- June 17 The battle of Bunker Hill ends in a British victory.
- July 3 After traveling twelve days from Philadelphia, Washington takes command of the Continental Army on the Cambridge (Massachusetts) Common.
- July 6 Congress adopts a "Declaration of the Causes and Necessity of Taking up Arms."
- July 8 Congress adopts a petition to the king, offering reconciliation. (Samuel Adams and Benjamin Franklin think this is a futile gesture but consent to yield to the "moderates" of the Middle Colonies.)
- September 1 This petition of July 8 to the king from Congress is refused.
- 1776 January 1 A Continental flag with thirteen stripes is raised by Washington before his headquarters in Cambridge.

- April 6 Congress opens the ports of all colonies to all countries "not subject to the King of Great Britain" and prohibits the importation of slaves.
- April 12 North Carolina is the first colony to instruct her delegates to support independence.
- May 15 Virginia instructs her delegates to propose independence.
- June 7 Richard Henry Lee, chairman of the Virginia delegation, offers a resolution in Congress "That these United Colonies are and of right ought to be free and independent states."
- June 11 A committee is appointed in Congress to draft a Declaration of Independence. Thomas Jefferson is chairman.
- July 2 Lee's resolution of June 7 is adopted by Congress.
- July 4 The Declaration of Independence, as drafted by Thomas Jefferson, and amended, is adopted by Congress and signed by its president, John Hancock.
- August 2 The Declaration of Independence, having been engrossed on parchment, is signed by the members of Congress then present.

I. CONNECTICUT
 Roger Sherman
 Samuel Huntington
 William Williams
 Oliver Wolcott

II. DELAWARE
 Caesar Rodney
 Thomas McKean
 George Read

III. GEORGIA
 Lyman Hall
 Button Guinnett
 George Walton

IV. MARYLAND
 Charles Carroll
 Thomas Stone
 William Paca
 Samuel Chase

V. MASSACHUSETTS
Samuel Adams
John Hancock
John Adams
Elbridge Gerry
Robert Treat Paine

VII. NEW JERSEY
John Witherspoon
Richard Stockton
Francis Hopkinson
John Hart
Abraham Clark

IX. NORTH CAROLINA
William Hooper
Joseph Hewes
John Penn

XI. RHODE ISLAND
Stephen Hopkins
William Ellery

XIII. VIRGINIA
Thomas Jefferson
Richard Henry Lee
Benjamin Harrison
Francis Lightfoot Lee
Thomas Nelson
George Wythe
Carter Braxton

VI. NEW HAMPSHIRE
Josiah Bartlett
William Whipple
Matthew Thornton

VIII. NEW YORK
Philip Livingston
Lewis Morris
William Floyd
Francis Lewis

X. PENNSYLVANIA
Benjamin Franklin
Robert Morris
Benjamin Rush
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

XII. SOUTH CAROLINA
Thomas Heyward, Jr.
Arthur Middleton
Edward Rutledge
Thomas Lynch, Jr.