

# The Living History CLASSROOM

A PUBLICATION OF TRYON PALACE Fall 2011

Governor William Tryon and the Regulators.  
*Courtesy of the North Carolina Office of Archives and History, Division of Historical Resources, Raleigh, North Carolina.*

## *A Walk in Their Shoes*

### Other Shoes, Other Lives, Other Times



#### A WALK IN THEIR SHOES

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**H**ave you ever.... Pet a deer? Met a "possum"? Had to clean up after other people?

In the 21st century, there are some things we may never do that were done in the past on a daily basis. We may never shoe a horse, make lye soap, or stitch a sampler. However, if we ever tried, we might gain an understanding of what life was like in the 1700s and 1800s, from the time these tasks take to complete, to the skill it takes to do these tasks well.

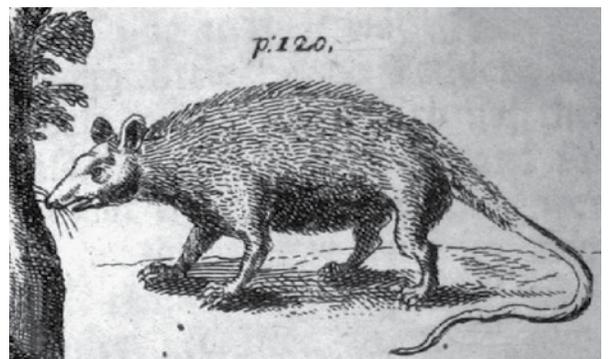


People who lived two and three hundred years before us might initially appear strange to us—they dressed differently, and spoke differently. But they lived in the same places we live in now, and they encountered many of the same plants and animals. They had the same feelings we have—happiness, sadness, disappointment...even grumpiness! When we read the stories they left behind, or see paintings of their world, or even when we hold an old coin or butter churn handle, to some degree we enter the life they knew.

People who lived two and three hundred years before us might initially appear strange to us—they dressed differently, and spoke differently. But they lived in the same places we live in now, and they encountered many of the same plants and animals. They had

**John Lawson** (1665?-1711) was an 18th-century naturalist and explorer who lived in early New Bern, but his feelings about opossums are probably the same as your local animal control expert:

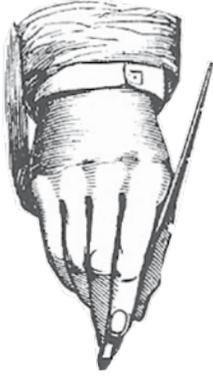
*"If a Cat has nine Lives, this Creature surely has nineteen; for if you break every Bone in their Skin, and mash their Skull, leaving them for Dead, you may come an hour after, and they will be gone quite away, or perhaps you meet them creeping away. They are a very stupid Creature, utterly neglecting their Safety."*



Children who were away from their families in the 1700s and 1800s were just as homesick as we would be today, maybe even more so. We can drive to towns 300 miles away within a day's time, but the same distance took longer to span when roads were bad, and horses or boats were the primary ways to travel. In 1784, 9-year-old

*continued on page 3*

# Essay Contest



Want to give your students a challenging writing project, and the possibility of seeing their work published in the next issue of *The Living History Classroom*? After reading the short story, "In the Militia," have your students create their own piece of historical fiction by writing a fictional short story of 500 words or less on a historical person they are studying in class.

Make sure the students write their own names, ages, grades, and schools on their essays. Then send the completed essays by October 31, 2011 to Karen Ipock, Tryon Palace, P.O. Box 1007, New Bern, NC 28563.

Essays will be judged on creativity. We will publish the winning essays in the next issue of *The Living History Classroom*, due out in Spring 2012.

## A Note to Teachers

In each issue of *The Living History Classroom*, teachers will find articles, short stories, puzzles, and activities planned to help students explore North Carolina history and culture while utilizing observational and critical thinking, research, and discussion skills. This issue has been designed with the 4th-grade classroom in mind but may also assist parents at home or teachers of other grade levels. Listed below is a guide to show how each article and activity can align with the current 4th-grade North Carolina Standard Course of Study. To help you prepare, we also included the new standards that go into effect for the 2012-2013 school year. The exact goals met will vary based on how you choose to use the issue (e.g., group study, Internet research, writing essays).

### Essay Contest

NCSCOS, 2004 ELA: 3.06, 4.07, 4.09, 5.01  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Writing: 3, 4, 6, 7

### Let's Play a Game

NCSCOS, 2006 SS: 6.01  
NCSCOS, 2004 ELA: 2.05  
Ess. Stan., 2010 SS: 4.E.2.2  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1  
Reading Standards for Info. Text: 1, 5  
Language: 4.a, 4.c

### Children of the New Republic

NCSCOS, 2006 SS: 3.05  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.H.1.4  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 4, 5, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

### A Servant's Life

NCSCOS, 2006 SS: 3.05  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.E.2.2  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 3, 4, 5, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

### Mystery of the Pocket Book

NCSCOS, 2006 SS: 3.01  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.E.2.2  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 3, 4, 5, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

### "Barber Jack"

NCSCOS, 2006 SS: 3.01, 3.05  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.E.1.4, 4.E.2.1  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 3, 4, 5, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

### Crossword Puzzle

NCSCOS, 2004 ELA: 2.05  
CCSS, 2010 ELA:  
Reading Standards for Literature: 4  
Reading Standards for Info. Text: 4  
Language: 4.a, 4.c

### What Lawson Saw

NCSCOS, 2006 SS: 2.04, 3.05  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.H.1.1, 4.H.1.2, 4.G.1.3  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 3, 4, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

### "In the Militia"

NCSCOS, 2006 SS: 3.05  
NCSCOS, 2004 ELA: 2.01, 2.03, 2.04, 2.05, 2.06, 3.01  
Ess. Stan., 2010 SS: 4.H.1.3, 4.H.1.4  
CCSS, 2010 ELA:  
Reading Standards for Literature: 1, 2, 3, 4  
Reading Standards for Info. Text: 1, 3, 4, 5  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c

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# Other Shoes, Other Lives, Other Times

*continued from page 1*

**Ann Stanly** (1775-1855), who was living in Philadelphia, wrote this to her mother in New Bern:

*“...I hope I shall have the happiness of seeing my dear mama and papa this summer and my brothers. Give my love to my brother Dicky and to Jemmy ...”*

Children usually had some way to return to their families, but poor people hired as servants who crossed the Atlantic to do their jobs, might wait for years to see their families again. Although valued by their bosses, details about these servants' lives and even their names could be vague, as shown by Governor Tryon's mention of people who helped him keep his house running:

*“...the lad we took from Norfolk, a sailor I have made my groom...the girl we took from my farm...”*

There are some things about the past that, hopefully, we will never have to relive or be a part of

ever again. In this issue, you will read about **John Carruthers Stanly** (1774-1846), who grew up as a slave. You will also learn what it was like to fight in a war through the eyes of a young soldier.

We'll learn how people made butter in the 18th century, and try a turn at it ourselves with a new, but basic, recipe. We'll also play “*Hunt the Slipper*,” a game 18th-century children enjoyed. Somewhere in the middle of it all, you might just look down and see yourself in a whole different pair of shoes... and, with the help of paintings, objects, buildings, and letters, closer to understanding what life was like for Ann Stanly, John C. Stanly, Patty Hatch, our unknown young soldier, and John Lawson.



## *Let's Play a Game*

Children in early America played many different types of games, most of which could be played with items found around the house. Even wealthier children, like New Bern's John and Ann Stanly, or even Margaret Tryon, had few toys compared to what children have today; a doll or a set of toy soldiers was considered more than enough for a child. Less fortunate youngsters and slave children, such as John Carruthers Stanly, would have only had toys that either their parents or they themselves made.

Games and toys were often used as learning tools to prepare children for adulthood. For instance, some games taught wealthy girls how to be graceful, while others taught children who worked for a living how to work as a team. But some games were popular with all children, regardless of class. One of these was **Hunt the Slipper**.

To play *Hunt the Slipper*, players stand in a circle with one child in the center. Children in the outer ring then try to pass a slipper (or shoe) behind their backs without the “hunter” in the center seeing them do so. The hunter tries to find the person with the slipper and, if guessed correctly, he or she switches places with the person who was caught, and the game begins anew. *Hunt the Slipper* is recorded as being popular with well-to-do children, in whose homes a slipper might be readily available. In other, poorer, families, a similar game was **Bob a Needle**. *Bob a Needle* had the same rules as *Hunt the Slipper* but, instead of hunting for a slipper, the players passed around a needle case, which was a more common household object.

**Now it's your turn to play!**  
**Here's how:**

1. Find a small object in your classroom or house to “hunt.”
2. Get a group of friends or classmates in a circle and choose one person to be the hunter in the center.
3. Have the hunter count to ten, with eyes closed.
4. While the hunter counts to ten, start passing the object around behind your backs.
5. When the hunter's eyes are open, continue to pass the object but try to trick him or her by constantly moving your hands behind your back as if you are passing the object.
6. The hunter must then try to guess who has the object. If he or she guesses correctly, the hunter switches places with the “slipper-holder” and resumes the game.



# Children of the New Republic

**This portrait displays a great deal of symbolism of how life was changing in the *American colonies* during the 1770s and 1780s.**



Portrait of Ann and John Stanly by Charles Willson Peale. *Tryon Palace Collection.*

John and Ann Stanly posed for this portrait sometime in 1781 or 1782. At the time, John would have been between 7 and 8 years old, with Ann a year younger. They were then living in Philadelphia, Pennsylvania. Charles Willson Peale, a Philadelphian who painted many famous 18th-century people and their children, was the artist. The painting remained in the Stanly family until 1977, when it was donated to Tryon Palace.

*John Wright Stanly's 1789 household inventory does list "four tame deer," which would have been family pets.*

Did John and Ann show up for their portrait sessions in the park? Probably not. Many of Peale's portraits are set in meadows and rural surroundings—settings chosen by other 18th-century painters. The deer, a symbol of innocence, is used here to make the setting more ideally natural—the idea being that in perfect nature, all creatures are at peace with one another. But this actual deer may have been a pet of either Peale the artist or of the Stanly children. There are many accounts in the 1700s of American children having pet squirrels and pet deer, and John Wright Stanly's 1789 household inventory does list "four tame deer," which would have been family pets. John and Ann went to Mr. Peale's studio, possibly with "Bambi" on a leash, and after Mr. Peale made several sketches of them, he created this painting, working in sketches he'd drawn of the meadow from other studies.

The dark clouds in the background were meant to be dramatic. Peale may have been using them to symbolize the "storm and stress" the colonies were undergoing as they were fighting the **Revolutionary War**. John and Ann's father, John Wright Stanly, was a North Carolina **patriot** who captured British ships for the Americans, so their lives were considerably more dramatic than those of most children. For one thing, because of their father's wartime activities, it was not safe for them to live in New Bern, so that they had moved to Philadelphia where they lived until the end of the war.

The way Peale chose to paint John and Ann is important. American paintings in the 18th century show portraits changing from being stiff, wooden people in front of dark backdrops to warmer, well-rounded faces and figures with more realistic backgrounds. This painting shift reflected a real shift in daily life. As people understood science and medicine more, there was a greater understanding of **anatomy**—the science of how our skin, bones, and muscles are put together. Consequently, Peale and other 18th-century portrait painters represented children as children—round faces, “puppy fat,” and all. Little John and Ann are a little fancier-looking in the painting than they probably were in real life—no skinned knees or messy hair—but they are undeniably young. The same advances in science and medicine meant that adults’ quality of life included having more time to appreciate their children. The scarf that John and Ann are holding together shows their relationship as brother and sister, a symbolic “tie that binds.”

John and Ann are actually less dressed-up than subjects of earlier children’s portraits, and that may be deliberate, too. The 13 colonies making up America were about to become a nation, and they looked to the early Romans who had formed a non-monarchy—a **republic**—as an example of what sort of country they wanted to become. This was part of a greater movement called “Neoclassicism” when people in Europe and America were looking to earlier **civilizations** to guide them in how to live. Children of a republic didn’t wear fancy, lacy clothes like British nobility and royalty did. Ann’s pink dress has ruffles and tucks and the cloth is well-made, but it is a simple garment, as are John’s butternut-colored breeches and vest, combined with his plain waistcoat and buckled shoes. From childhood, this image of Ann and John Stanly speaks of Charles Willson Peale’s vision of America’s future citizens.



Close-up of scarf.



Close-up of John’s relaxed dress.

*The way Peale chose to paint John and Ann is important. American paintings in the 18th century show portraits changing from being stiff, wooden people in front of dark backdrops to warmer, well-rounded faces and figures with more realistic backgrounds.*

# A Servant's Life

When you visit the Governor's Palace today, it's easy to imagine what it would be like



Servants in the 18th century often had to share beds in crowded bedrooms. Some beds were designed to save space, like this one, which can slide under the bed when it is not being used. *Tryon Palace Collection.*

to live in such a beautiful home. It is a lot harder to imagine having to scrub its floors, make its beds, and tend to its gardens! There weren't just the house and grounds to take care of, but also the royal governor, his wife, and their children or, in the case of Governor William Tryon, his young daughter, Margaret. Besides daily care—clothes mended, food prepared, and personal matters attended to—working for a royal governor involved duties out of the ordinary, such as special events like the King's Birthday, which called for entertainments and fireworks, or when

General Assembly members arrived from all over the colony to meet with the governor.

The life of a servant isn't something history has always paid much attention to, so we generally know less about servants and more about the people for whom they worked. However, we do have some information about servants who worked for the Tryon family. In a letter Governor Tryon wrote not long after he arrived in North Carolina, he mentions seven servants who were living with him at his temporary home near Wilmington:

*my trusty servant George  
Pierre LeBlanc, **cusinier** [cook]  
the lad we took from Norfolk  
a sailor I have made my **groom**  
a little French boy I got here  
the girl we took from my farm  
Turner, the farmer*

Also, according to surviving records, the Tryons did bring servants from England, including housekeeper Patty Hatch. Others, such as "the little French boy," entered household service after arriving in the colonies. Tryon described some of the servants' job titles—the sailor who became a groom, and Pierre LeBlanc, the cook. But other servants—"the lad we took from Norfolk... the girl we took from my farm, Turner the farmer"—remain a mystery to this day.

*There were three types of servants common in colonial America: paid servants, indentured servants, and enslaved servants.*

Servants in a place like the Governor's Palace often operated under different degrees of liberty. There were three types of servants common in colonial America: paid servants, **indentured servants**, and enslaved servants. Paid servants earned money for their work—some more and some less, depending upon how skilled they were. Wages usually included room and meals, since they lived with the family. Some servants sent their pay back to Europe, to help support families they had left behind. In the case of Patty Hatch and Ann Patterson, who moved with the Tryons when they left North Carolina, paid servants often grew close to their employers, almost becoming like family members.



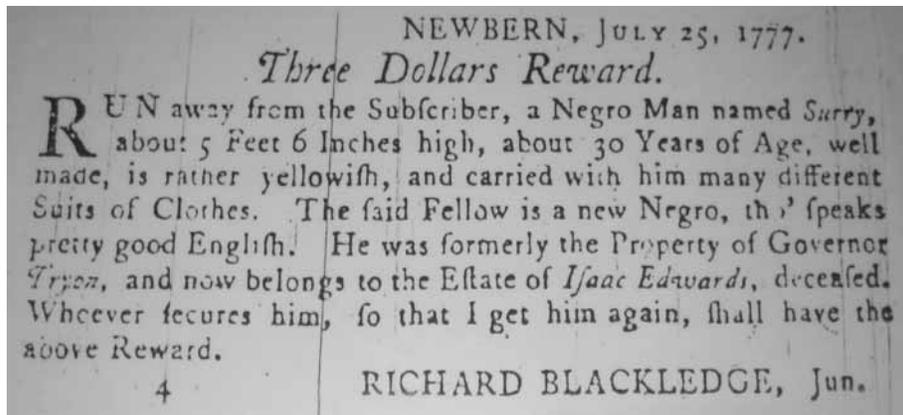
A chamber pot was the closest thing to an indoor toilet. Servants would not only use them but would also have to empty all of them in the house. *Tryon Palace Collection.*

Indentured servants signed a contract with their employer and promised to work a certain number of years for free, provided that their new employer would pay for their voyage across the Atlantic. Some indentured servants were given a lot of responsibility and received a final payment or token from these employers, but some were not treated well at all. Tryon likely had indentured servants, but we do not know their names.

Enslaved servants, usually known as slaves, faced the worst situation of the three. These servants were captured in Africa and brought to the colonies in “slave ships,” and their children born in the colonies were enslaved from birth. Slaves were sold against their will, often separated from their families and forced to work for the person who bought them. Slaves were not paid, had very little freedom, and often faced living conditions worse than those of paid or indentured servants. Some slaves were lucky and had kind “masters” who **manumitted**, or freed, them when they reached adulthood or upon the master’s death, but this was an exception to the rule.

Governor Tryon had two slaves we know of—one named Tom and another named Surry—both of whom were given names by their white owners. We do not know their original African names. When Tryon left North Carolina in 1771 to become New York’s royal governor, he gave Surry to his secretary, Isaac Edwards, who stayed behind in New Bern. A few years later, according to a **runaway slave advertisement** in the New Bern paper, Isaac Edwards had died and Surry had apparently decided to try and escape to freedom. We don’t know if Surry was successful, but other slaves in colonial America ran away from their masters as well, either to wild remote places like North Carolina’s Great Dismal Swamp or to larger towns like Philadelphia or Boston, where they hoped they could begin new lives and not be caught.

Where did servants live and work in the Governor’s Palace? Thanks to surviving floor plans, we know that the Palace’s **architect** John Hawks designed certain rooms for servants to work in. Two servants—Patty Hatch, the



A runaway slave advertisement about Surry in the North Carolina Gazette, July 25, 1777. Copy from microfilm housed at the New Bern-Craven County Library.

housekeeper, and the steward—had offices in the main house, probably because they managed the other servants and helped the Tryons keep stock of household materials. These two servants also had their own separate sleeping quarters in the main building’s cellar. Other servants had places to sleep in the Palace’s two side buildings—the Kitchen Office and Stable Office.

These servants had to share rooms and probably even beds. Some may have even had to sleep on the floor.

So when you visit the Palace, pay special attention to the servants’ offices, the cellar, the Kitchen, the Stable, and the Governor’s rooms. Think of Patty Hatch checking on candles, and of the “girl from the farm” emptying chamber pots. At the Kitchen, imagine how busy it was when the Tryons had visitors. When you visit the Stable, think of the former sailor **curry-combing** a horse, or of Tom and Surry fixing a wheel. As you think of all these things, put yourself into the shoes of the servants, known and unknown, who lived and worked here.



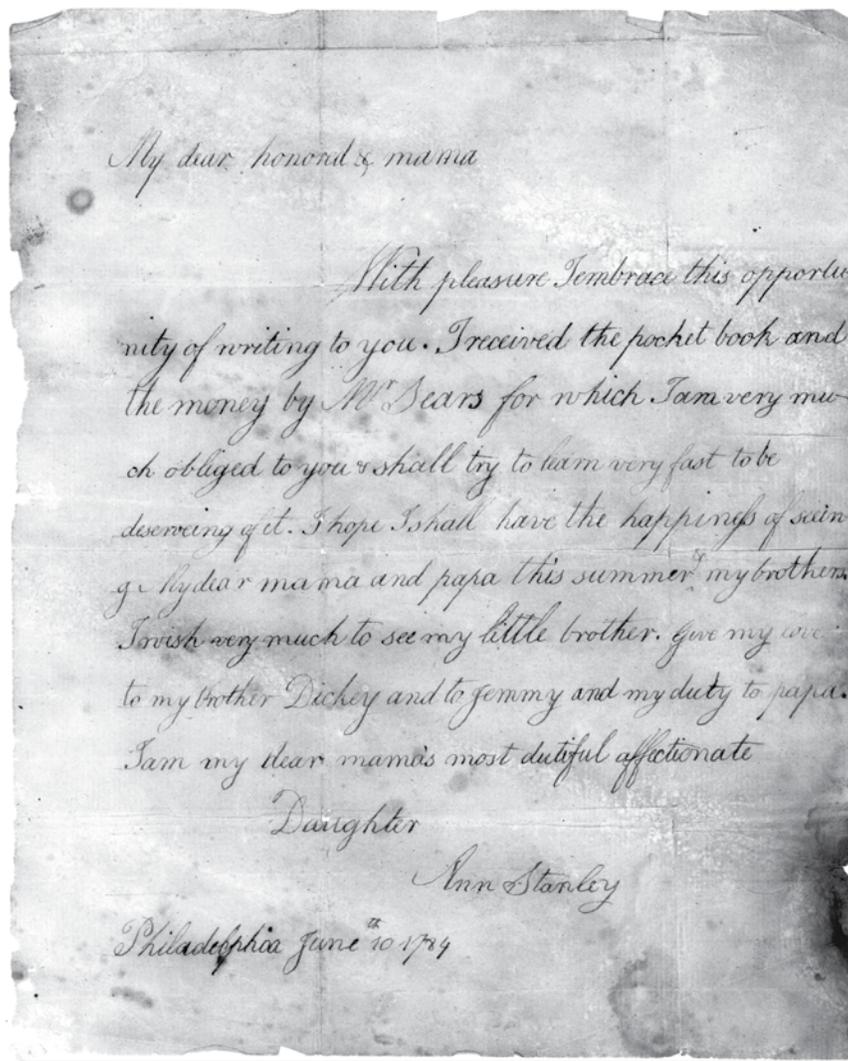
A Tryon Palace Interpreter portraying an enslaved servant in the Royal Governor’s household.

# Mystery of the Pocket Book

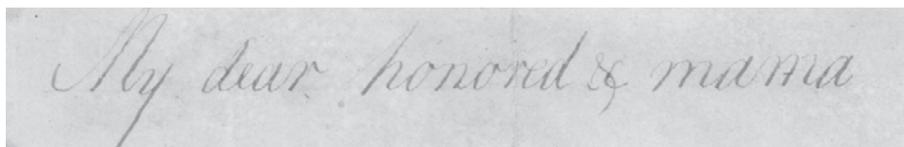
## *Ann Stanly's Letter to Her Parents in 1784*

**D**etective work isn't just for solving crimes. If you're a good detective, you know that the same skills real detectives use—being observant, asking questions, and never thinking they know it all already—are skills you use when you're in class or studying. Even a letter can present a mystery to solve, especially a letter from over 200 years ago.

Ann Stanly was nine years old when she wrote this letter to her mother and father. Let's take the letter apart and find out what it can tell us about Ann, about her family, and about life in the 1780s.



The letter Ann wrote to her mother on June 10, 1784.  
Tryon Palace Collection.



Detail of Ann's letter.

**Philadelphia, PA, June 10, 1784**

**Question: Why is Ann in Philadelphia when her family lives in New Bern?**

Ann's parents, John Wright and Ann Stanly, were building a new house in New Bern, but they had lived in Philadelphia at times during the Revolutionary War. John Wright Stanly was a patriot and **privateer** who captured many



Ann Stanly at about age six.

British ships and turned them over to the American navy; this helped the Americans a great deal, but put him on England's "Most Wanted" list. Because of this, Stanly was worried the British might try to capture him or hurt his family. Unlike New Bern, Philadelphia was a large city and well-fortified by the Americans, so Stanly moved his family there from 1781 until it was safe to return to New Bern. After the war, Ann was still living in Philadelphia, possibly staying with family friends and attending school.

**"My dear honored &c mama, with pleasure I embrace this opportunity of writing to you."**

**Question: Why is Ann calling her parents "honored"?**

Children and their parents were more formal with each other in the 1780s. Where you might write "Hey Mom and Dad," this is what an 18th-century child would have written—if he or she could read and write. Ann goes on to ask her mother to "give my duty to Papa," which is not exactly like saying, "Give Daddy a hug for me," but, for a well-brought-up child in the 1780s, was about the same.

**"I received the pocket book and the money ..."**

**Question: How much money?**

Not so fast! A pocket book in 1784 was not the same thing as what we know today. Instead of a giant handbag full of stuff—sunglasses, a coin

purse, and ancient Kleenex—a pocket book was small and not much larger than a little cloth wallet: it held money and small items, and easily fit into people’s pockets. A man might keep a letter in his pocket book. A woman often had a pocket book known as a **housewife**, where she kept thread, needles, and other sewing tools. These pocket books were often decorated with handsome needlework.

But pockets weren’t the same, either. Instead of being sewn into what you wore, as in our pants, skirts, and jackets, women tied **pockets** around their waists under their dresses and reached into them through slits in their dress seams.

As for the money—it also wasn’t anything like money as we know it today. Mr. Stanly didn’t have American dollars, or dimes, or quarters, because it wasn’t until 1793 that the United States developed the beginnings of our present currency. Ann may have gotten some foreign coins that were considered valid money at the time, such as Spanish dollars or British shillings or pence, hopefully enough for Ann to buy some candy or material for a doll’s dress.

**“...by Mr. Sears for which I am very much obliged to you ...”**

**Question: Who was Mr. Sears?**

We don’t know who Mr. Sears was, but there was a Sears family in New Bern at that time. Mr. Sears may have worked for Ann’s father, or he may have been a family friend who was visiting Philadelphia. There is no address on Ann’s letter to her parents, so we think she gave it to Mr. Sears, who put the letter in *his* pocket book, and gave it to her parents when he returned to New Bern.

**“...and shall try to learn very fast to be deserving of it.”**

**Question: What must Ann learn ‘very fast’?**

When Ann wrote her letter, New Bern had no girls schools. A previous school founded in the 1760s took both boys and girls, but it closed

when war began. Ann’s father was one of several citizens who started the work of re-establishing the New Bern Academy in December 1784. Stanly furthermore stated in his 1788 will that he wanted all of his children to be educated.



Ann’s pocket book might have looked similar to this one.

But what kind of school might Ann have been attending in Philadelphia? Besides the Charity School, which began accepting female students in 1753 and also took boarders, and William Penn Charter School, where girls began attending in 1754, many colonial cities had what were known as **dame’s schools**, where girls were taught in a schoolmistress’s house how to read, write, and do some basic math. Needlework was a major task for these little girls, and many of them turned out some pretty fancy embroidery and samplers by the time they were eight or nine.

**“I hope I shall have the happiness of seeing my dear mama and papa this summer and my brothers. Give my love to my brother Dicky and to Jemmy ...”**

**Question: This summer? When will Ann be able to go home?**

In 1784, traveling from Philadelphia to New Bern was not easy. There were no paved roads outside of cities. A journey on a muddy, bumpy, long road with few bridges and places to stay could take days, even weeks. Stanly owned several ships, and Ann may have gone home by sailing from Philadelphia to New Bern, but that would have been a long trip too.

**“I am my dear mama’s most dutiful and affectionate Daughter Ann Stanly”**

Ann was home in New Bern by 1788 and went on to have a full and interesting life.

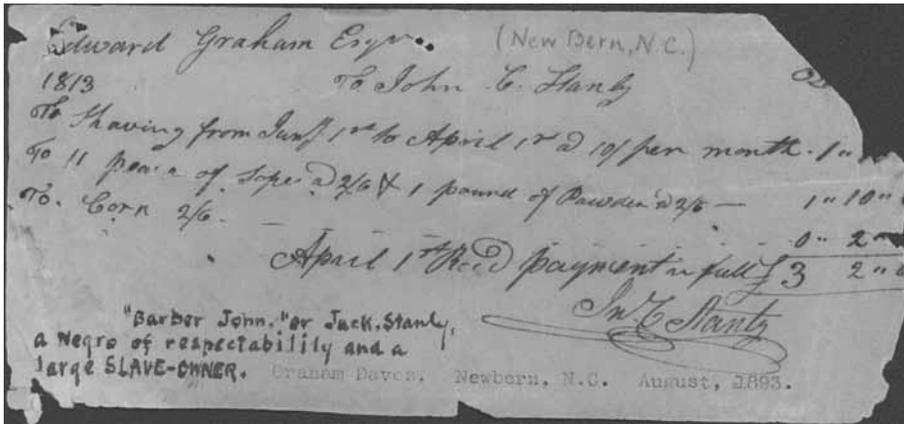
We don’t know what happened to her pocket book, but maybe one of you junior detectives will find it one day!



Pockets similar to ones Ann may have worn.

# “Barber Jack”

## *John Carruthers Stanly’s Journey from Slavery to Prosperity*



A receipt John Carruthers Stanly gave to one of his customers. Image courtesy of the North Carolina Office of Archives and History, Raleigh, North Carolina.

Most 19th-century African Americans who lived below the **Mason-Dixon Line**, separating the South from the North, were born slaves. Before the Civil War, they achieved freedom by escaping to the North or by being legally **emancipated**, or freed, from slavery by their “owners.” But because even freedom could not raise their economic status, few of these emancipated African Americans went on to own property or run successful businesses, much less buy and free other slaves. One major exception to this situation was John Carruthers Stanly, whose house still stands in downtown New Bern.

John Carruthers Stanly was born in New Bern about 1774. His mother was an African-born slave of Igbo descent. The **Igbo** (also called Ebo) tribes came from southeastern Nigeria, and many were captured and sold as slaves in the 18th century. We don’t know what happened to Stanly’s mother after he was born. His father, John Wright Stanly, was a white merchant and one of New Bern’s richest men before the Revolution. John Carruthers Stanly also had a lifelong friendship with his father’s legal heir, John Stanly, Jr., both of whom were nearly the same age. It is thought that John Carruthers Stanly’s financial troubles late in life came out of helping this same half-brother out of debt.

But, unlike his half-brother, John Carruthers Stanly did not live in a fine house or have a tutor from Princeton College. He was born a slave because his mother was a slave. However, his owners Alexander and Lydia Carruthers

Stewart taught him to read and write as a child. In 1795, the Stewarts went one step further: they petitioned Craven County’s court to free John Carruthers, stating he had been an exceptionally good and trustworthy servant. He was then 21 years old.

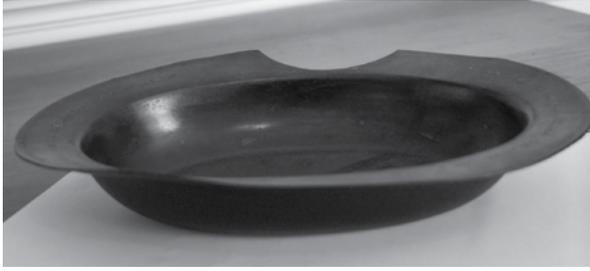
While enslaved to the Stewarts, Stanly **apprenticed** as a barber. By the time Stanly was learning the trade, barbering was much as we know it today. Young John Carruthers Stanly, equipped with a straight razor, a brush of **boar’s** bristles, scissors, soap, and a shaving bowl, earned his local nickname of “Barber Jack” by shaving men and trimming their hair and beards. Not all barbers worked in a barber shop as they do today; much like a shoeshine boy in the 20th century, Stanly probably made his way through town with his tools, on foot.

Barbering also included cleaning, repairing, and preparing men’s wigs, a trend that older gentlemen continued into the early 19th century. For example, an 1813 receipt for one of Stanly’s longtime customers, Edward Graham, specifies that for a period of three months, Graham had

*Barbering also included cleaning, repairing, and preparing men’s wigs, a trend that older gentlemen continued into the early 19th century.*

paid 3 **pounds**, and 2 **shillings** (many people in America were still using the British system of money) for Stanly to shave him, plus provide him with powder for his wig.

Eventually, Stanly made enough from barbering to have his own shop, and by the time he was 24, his barbering business was a success. Stanly was so successful that he was worried his local status as a free citizen might not matter to someone outside of the county who might try to enslave him or take his business away—unfortunately, this was something that happened to many free blacks. To protect himself, Stanly



A shaving bowl similar to one John Carruthers Stanly might have used as a barber. *Tryon Palace Collection.*

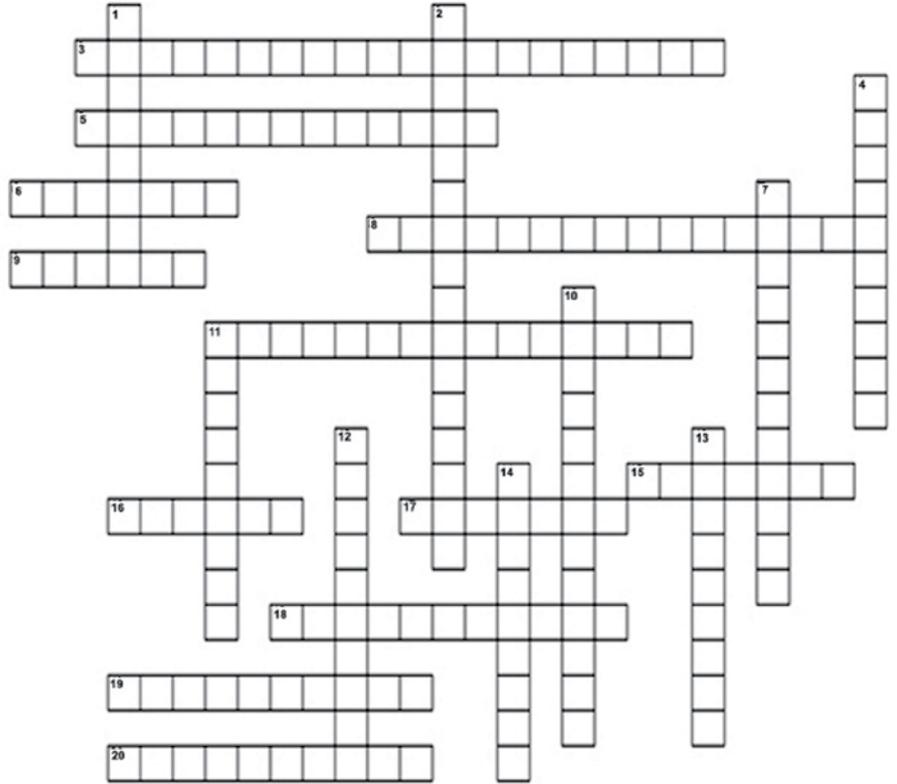
decided to approach North Carolina's General Assembly to definitely establish his being a "**freedman**" in 1798, and they granted "Barber Jack's" request. In becoming free, Stanly was part of a historic pattern: from the 1760s into the early 19th century, many white slaveholders were **manumitting**, or legally freeing, their slaves. A free man in both county and state, Stanly then purchased his wife and children out of slavery between 1800 and 1805.

By 1820, Stanly was not only a successful barber but also a respected local businessman and landowner, as well as a slave owner. We know that New Bern had one of the highest percentages of free black slaveholders in the state, although they made up a very small group when compared to North Carolina's white slave owners.

As we think of John Carruthers Stanly and how a man born into slavery could "own" 127 other human beings, we have to remember that Stanly lived at a point in history when enslavement and manumission were more fluid situations than they would be by the end of his life in 1846. Although Stanly owned over 100 slaves in 1820, he worked to free many of them, and he also worked to free slaves owned by other families in town. His own situation as a wealthy property-owning free black gentleman was never quite secure because his success and stability relied upon the goodwill and support of white patrons, such as his former owner Lydia Stewart and his white Stanly relatives. Even so, John Carruthers Stanly's journey from slavery to freedom is one of New Bern's most remarkable stories.

# Crossword Puzzle

## *A Walk in Their Shoes*



**Use the clues below and the vocabulary in bold text in each article to help you solve this crossword puzzle.**

### ACROSS

3. A barber who was born into slavery but was later freed.
5. The title of the person in charge of a colony.
6. An army of citizens who trained but were not professional soldiers.
8. A battle between Governor Tryon and the Regulators.
9. Can be spelled with an O as the first letter.
11. John Lawson wrote about their many nations.
15. The science of how our skin, bones, and muscles are put together.
16. A nickname for the building Governor Tryon lived in.
17. The opposite of a Loyalist in the American Revolution.
18. Freed.
19. A small written piece of fiction.
20. An early explorer of the Carolinas.

### DOWN

1. There were 13 of them.
2. The war that won America's independence.
4. Ann's mother gave her one.
7. A type of school Ann Stanly may have attended.
10. He was in charge of the American Colonies and England.
11. She wrote a letter to her mother while away from home.
12. The people in the west who stood up to Governor Tryon.
13. A servant who would milk the cow.
14. Ann Stanly's father had these types of ships.

Solution to Crossword Puzzle on Page 16.

# What Lawson Saw

In December 1700, John Lawson and a small group of fellow Englishmen left Charles Town (modern day Charleston, South Carolina) to explore parts of the colony of Carolina few European settlers had ever seen. During the trip, Lawson kept a diary listing the people he met, the animals and plants he saw, and things that happened to him. Reading his diary today, a modern person can feel the excitement and wonder that young John Lawson must have felt 300 years ago.

*John Lawson published his diary so English citizens could read about his adventures in Carolina, and learn about its people, animals, and plants.*

Lawson's book had many entries about the different **American Indians** that he met on his journey. Unlike many writers of his time, he wrote about their **culture** and medicine, and also noted that several of the problems the American Indians faced were due to **Europeans** arriving in their areas to settle. Still, Lawson held many of the traditional ideas of his own culture. Although he wanted the American Indians and settlers to live peacefully together, he wanted it done the way that an English person, rather than an American Indian, would see as right. In spite of his beliefs, John Lawson presented the native people of Carolina in a remarkably balanced way for his time.

Many American animals were new to Lawson. While we might not think much about **opossums**, or possums, today, Lawson found them to be fascinating. He could best describe them by using examples of animals that he and other Europeans were familiar with: as a result, opossums were "the color of a beaver," "like a rat," and had "no hair on their tails, but a sort of a Scale...as the Beavers have." Opossums were the first **marsupials** (mammals that nurse their young in pouches) Lawson had seen. While Lawson thought that possums<sup>1</sup> were "very stupid" creatures, he called them the "Wonder of all the Land-Animals."



After he finished his trip, John Lawson published his diary so English citizens could read about his adventures in Carolina, and learn about its people, animals, and plants. His book encouraged more settlers to come to a land with "the richest soil, a sweet, thin Air...and several beneficial Productions and Species, which are unknown in the European World."

An engraving from John Lawson's book of the animals he encountered in the Carolinas.  
*Tryon Palace Collection.*

<sup>1</sup> Did you know that although Lawson spelled this animal's name as possum, the name of the animals found here in North America should actually be spelled opossum? The spelling comes from the Algonquian Indian's name for the animal "aposoum" which means white beast.

# “In the Militia”

## *The Battle of Alamance*



In the late 1760s, troubles began in western North Carolina when citizens of the back-country, tired of high taxes and corrupt government officials, decided they needed to take matters into their own hands. At first, they tried to talk about why they were upset but **royal governor** William Tryon ignored their complaints. The group then decided they needed to take action: calling themselves “**Regulators**,” these men began damaging property, attacking the officials they distrusted, and, finally, threatening to march to New Bern and destroy the Palace which they felt had been the cause of many of the high taxes. To protect New Bern and the Palace, Governor Tryon sent out a call throughout the counties to form a **militia** to meet the Regulators in battle. The two forces met at Alamance Courthouse on May 16, 1771, and fought. Governor Tryon and his militia won the **Battle of Alamance**, but many of the circumstances that had upset the Regulators did not change. Can you imagine what it was like to be a North Carolina militiaman asked to march off to battle against your fellow colonists? *In the Militia* is a fictional **short story** about real people who fought in the Battle of Alamance.

### *“In the Militia”*

As the lines of militia held their places in the field, John Yates realized that, on a normal day, he would be hungry. This morning, though, food was the least of his concerns. By seven a.m. the whole Craven Regiment was ready to march the last few miles to the Regulators’ camp. They had waited in the field while the governor had attempted one last time to make peace with the Regulators by giving them an hour to disperse. That hour was almost over.

John and some of the older men heard voices coming closer from the opposite side of the field—the Regulators’ side. The Craven Regiment could now see the men who had been shouting. At first glance, these men were not intimidating, as they waved their hats and challenged the militia to open fire.

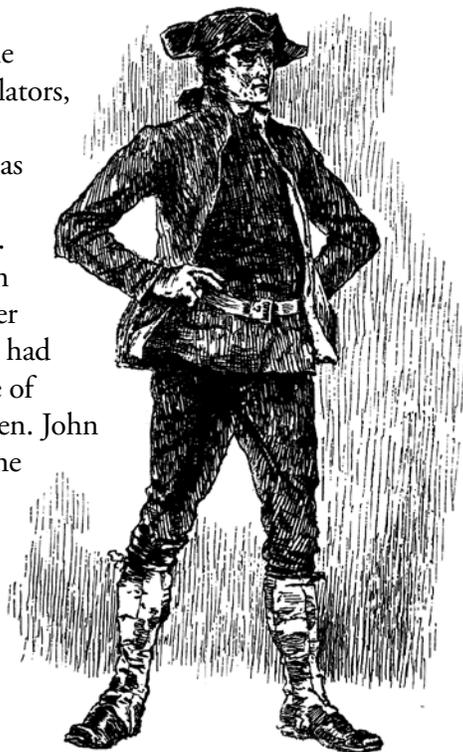
“Look at them! They haven’t the good sense to form a proper line!” Mr. Little commented nearby.

“I would not cast judgment, James,” the soldier next to him said. “They at least have the good sense not to shoot themselves in the foot.”

Mr. Little was quiet, remembering the accident he suffered during a muster back in Newbern<sup>2</sup> earlier in the year.

John chuckled to himself at the men’s conversation, but his laughter stopped when he saw how many Regulators stood in front of them. There seemed to be twice as many of the troublemakers as there were militiamen.

As John looked over the crowd, he caught eyes with one of the Regulators, a young man, about his own age. The Regulator looked as nervous as John, making John wonder what had brought the young man here. John, at seventeen, had to serve in the militia, but the governor’s offer of forty shillings to any volunteer had eased the decision to stand as one of Craven County’s two hundred men. John had heard some people say that the Regulators were not trying to cause trouble, but were trying to change the appointment of corrupt men in the government. That would mean these men weren’t paid to be standing on the other side of the field.



*continued on page 14*

## “In the Militia”

continued from page 13

John wondered just who this young man was. What was his name? Did he have a family?

Mr. Little shook his shoulder. “Boy, this is no time to be daydreaming. Losing your focus now is likely to get you hurt.”

“What’s wrong, Mr. Little?”

“The hour is up, John, and the Regulators haven’t gone home. We’ve received orders to prepare to fight.”

There wasn’t time to think about anything else. Before he could answer Mr. Little, John and the rest of his regiment heard their commanding officer cry: “Ready your guns!” The Battle of Alamance was about to begin.



<sup>2</sup>Did you know that New Bern once was spelled as one word? Many colonial towns had their names changed over the years for many different reasons. Some just evolved in spelling where others were changed for political or social reasons. Kinston, North Carolina for instance was once Kingston but the letter “g” was dropped after the American Revolution.”

## Featured Programs

Below are just some of our many programs available for families and school groups to experience this year. Check our website at [www.tryonpalace.org](http://www.tryonpalace.org) for a full listing of the tours and programs we have to offer. Contact our Group Services Coordinator at (252) 639-3524 or [kpierson@tryonpalace.org](mailto:kpierson@tryonpalace.org) to schedule your group’s next visit.

### School Tours

#### North Carolina Begins Here

See where North Carolina began as you tour the reconstructed Palace, home to royal governors and North Carolina’s first capitol. Meet the servants in the Kitchen and Stable Offices, and stroll outside to see the nationally-acclaimed gardens. You may even be invited to join in a colonial game! (Grades K-12)

#### Day in the Life: 19th-Century New Bern

Although no longer the capitol of North Carolina, New Bern remained a bustling port into the 19th century, and was the state’s largest town until the 1830s. Come experience what life was like for the town’s residents in a truly unique way. Tour the Regional History Museum to understand the changes taking place in 19th-century New Bern. In the Pepsi Family Center, help the town prosper by working at the wharves, in a turpentine distillery, and local businesses. Step back into 1835 and visit the home of Robert Hay and his family as you help them with their daily chores. Learn about the past by living it! (Grades 3-8)

### Upcoming Programs

#### Constitution Day

Saturday, September 17, 10:00 a.m. – 4:00 p.m.  
North Carolina History Center

##### Regular admission

Come help us celebrate the 224th anniversary of our Constitution! Patriotic craft activities and other special programming throughout the day. Then from 3:30 p.m. to 4:00 p.m. we invite you to bring a bell to the rear of the North Carolina History Center and help us ring in a commemoration of the signing of the Constitution of the United States of America. Across the U.S. there will be thousands of people ringing bells to commemorate this event. Join us, and be connected to history!

#### Tryon Palace Theater: WHIT Presents “The Monkey’s Paw”

Saturday, October 1 and 15, 1:00 p.m.

North Carolina History Center, Cullman Performance Hall

\$6 per adult, \$3 per student; free with regular admission

Step back to the Golden Age of Radio, when families used to gather together to listen to shows as a live cast of voice actors and sound effects artists perform an adaptation of W.W. Jacobs’ harrowing tale of three wishes gone horribly wrong!

#### Fall Family Day: A Kid’s Life for Me

Saturday, October 15, 9:00 a.m. – 3:30 p.m.

##### Regular admission

Families of all ages can enjoy interactive crafts and activities that celebrate being a kid in the 18th and 19th centuries. Different ticket options are available for tours of the North Carolina History Center, the Governor’s Palace, and our historic homes. Bring your picnic lunch and spend time immersed in the past. Activities are designed for school-age children; some activities have a minimum age requirement. No advance registration is needed.

#### Tryon Palace Teacher’s Day

Saturday, October 15, 9:00 a.m. – 5:00 p.m.

Free admission to teachers and discounted admission for immediate family members

Explore history at Tryon Palace by being engaged in innovative and interactive programming that opens the past for children and adults to discover and learn. Teachers and their families are welcome to be a part of history by attending the first Teacher’s Day and taking this opportunity to explore the museums, learn more about our educational programs, and discover how our site can help you link Common Core State Standards to your classroom. Complimentary One Day Pass includes access to the Governor’s Palace, the North Carolina History Center, gardens, and our historic homes. Bring your picnic lunch and spend time immersed in the past. Activities are designed for school-age children; some activities have a minimum age requirement. No advance registration needed. For questions regarding Teacher’s Day, please contact Brandon Anderson, Acting Director of Educational Services, at [banderson@tryonpalace.org](mailto:banderson@tryonpalace.org) or 252-639-3584.

#### New Bern Historical Society’s Ghostwalk: The Good, The Bad, the Ugly

Friday, October 28 - Saturday, October 29, 5:00 p.m. - 9:00 p.m.

\$15 in advance; \$20 day of the tour. New Bern Historical Society at (252) 638-8558 or [www.newbernhistorical.org](http://www.newbernhistorical.org).

As Night falls, encounter New Bern’s spirits in their historic “haunts.” Listen to their tales and YOU decide who is... The Good, The Bad, The Ugly... Special preview night of Cedar Grove Cemetery and the Masonic and Athens Theatres on Thursday, October 27 from 6:00 p.m. – 9:00 p.m. Ghostwalk ticket holders can purchase an add-on ticket to attend special Tryon Palace programming both evenings. Enjoy listening to Judge Gaston’s wives have a lively chat about the man that they knew the best. And all is not well within the Stanly House - encounter restless spirits from grudges never settled. Add-on tickets \$6 for adults; \$3 for students.

#### Defending New Bern: 300 Years of Stewardship

Friday, November 11 – Sunday, November 13

Free admission for all active duty and military veterans with the presentation of their military ID, with discounted admission for immediate family members. A special salute to the military men and women who have defended eastern North Carolina for over three centuries! Learn their stories while touring our historic homes and attending special programs and children’s activities in the North Carolina History Center.

#### “Music, Mirth, and Merriment:” The Holiday Season at Tryon Palace

Friday, November 25 – Saturday, December 31

Experience two hundred and fifty years of America’s holiday traditions—enjoy the sights, sounds, and scents of Christmases past at Tryon Palace. Our historic site will be celebrating this season with special programs, tours, and craft activities throughout the month. Framing these musical and mirthful events, our historic houses and the North Carolina History Center will display seasonal decorations from the eighteenth to the twentieth century.

See our calendar of events at [www.tryonpalace.org](http://www.tryonpalace.org) for more details.

## Additional Reading

Here are some suggestions for additional readings and sources that can be used to complement this complete issue of *The Living History Classroom*, or its individual articles and activities.

### John Lawson

- Joyner Digital Library. "John Lawson Digital Exhibit." *J.Y. Joyner Library, East Carolina University*. 2004. <<http://digital.lib.ecu.edu/exhibits/lawson/index.html>>.
- Lawson, John. *A New Voyage to Carolina; Containing the Exact Description and Natural History of That Country: Together with the Present State Thereof. And a Journal of a Thousand Miles, Travel'd Thro; Several Nations of Indians. Giving a Particular Account of Their Customs Manners, &c.* London: 1709. Accessed through Documenting the American South, The University of North Carolina at Chapel Hill, 25 July 2011. <<http://docsouth.unc.edu/nc/lawson/menu.html>>.

### Mystery of the Pocket Book

- Winslow, Anna Green. *Diary of Anna Green Winslow: A Boston School Girl of 1771*. Edited by Alice Morse Earle. Boston: Houghton, Mifflin and Co., 1895. Accessed through The Project Gutenberg, 25 July 2011. <<http://www.gutenberg.org/files/20765/20765-h/20765-h.htm#intro>>.
- "Pockets in the V&A Collection." Victoria and Albert Museum. Accessed 25 July 2011. <<http://www.vam.ac.uk/content/articles/p/pockets-in-the-vanda-collection/>>.  
*Note: This website has links to pictures of pockets as well as additional information.*
- "Welcome to eMuseum: The Collections of the Colonial Williamsburg Foundation Online." Colonial Williamsburg. 2011. <<http://emuseum.history.org/code/emuseum.asp>>.  
*Note: When you reach the webpage, type "pocketbooks" in the quick search box.*

### "Barber Jack"

- Schweninger, Loren. "John Carruthers Stanly and the Anomaly of Black Slaveholding." *North Carolina Historical Review* 67 (April 1990): 159-92. Accessed through NC Docks, The University of North Carolina at Greensboro, 25 July 2011. <[http://libres.uncg.edu/ir/uncg/f/L\\_Schweninger\\_John\\_1990.pdf](http://libres.uncg.edu/ir/uncg/f/L_Schweninger_John_1990.pdf)>.

*Note: This article is for teachers or parents who would like to learn more about John Carruthers Stanly.*

- Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. Vol. 1. London: [1789]. Accessed through Documenting the American South, The University of North Carolina at Chapel Hill, 25 July 2011. <<http://docsouth.unc.edu/neh/equiano1/equiano1.html>>.

*Note: This is an autobiography written in 1789 by a man kidnapped from his Igbo village at age 11 and sold into slavery. He was from the same area of Africa as John Carruthers Stanly's mother. This book can also be found in most libraries and bookstores.*

### A Servant's Life

- Swift, Jonathan. "Directions to Servants." In *The Works of Jonathan Swift, D.D. Dean of St Patrick's, Dublin; Containing Additional letters, Tracts, and Poems, Not Hitherto Published; with Notes and A Life of the Author by Walter Scott, Esq.*, 383-460. Edinburgh: 1814. Accessed through Google books, 25 July 2011. <[http://books.google.com/books/about/The\\_Works\\_of\\_Jonathan\\_Swift\\_Gulliver\\_s\\_t.html?id=vuIFAAAAQAAJ](http://books.google.com/books/about/The_Works_of_Jonathan_Swift_Gulliver_s_t.html?id=vuIFAAAAQAAJ)>.  
*Note: This is a satirical book about servants written by Swift in 1745 that, nevertheless, is richly informative about 18th-century servants' lives and chores.*

### Let's Play a Game

- Newbery, John. *A Little Pretty Pocket-Book intended for the Amusement of Little Master Tommy and Pretty Miss Polly with Two Letters from Jack the Giant Killer*. Worcester, Mass: Isaiah Thomas, 1767. Accessed through WikiSource, 25 July 2011. <[http://en.wikisource.org/wiki/A\\_Little\\_Pretty\\_Pocket-book](http://en.wikisource.org/wiki/A_Little_Pretty_Pocket-book)>.  
*Note: This was a book written for children that includes 18th-century games.*
- "African-American Games." Colonial Williamsburg. 2011. <<http://www.history.org/history/teaching/enewsletter/volume2/june04/teachstrategy.cfm>>.  
*Note: These two African-American games may have been played here in Colonial America.*

### "In the Militia"

- Powell, William S. *The War of the Regulation and the Battle of Alamance, May 16, 1771*. Raleigh: State Department of Archives and History, 1949.  
*Note: Though not written for 4th graders, this short little book gives a good overview of the Regulator movement and can be found in most North Carolina libraries.*

- Forbes, Esther. *Johnny Tremain*. Boston: Houghton Mifflin, 1943.  
*Note: This classic children's novel is a good read, covers topics leading up to the American Revolution, and can be found in most libraries.*

- Martin, Joseph Plumb. *A Narrative of a Revolutionary Soldier: Some of the Adventures, Dangers, and Sufferings of Joseph Plumb Martin*. New York: Signet Classics, 2010.

*Note: Martin wrote this narrative to tell his story of joining the Continental Army at age 15 and his experiences in the American Revolution. It can be found in many libraries and bookstores.*

### General

- Rodman, Lida Tunstall. Ed. "Journal of a Tour to North Carolina by William Attmore, 1787." *The James Sprunt Historical Publications* 17, no. 2 (1922): [pages unknown]. Accessed through Documenting the American South, The University of North Carolina at Chapel Hill, 25 July 2011. <<http://docsouth.unc.edu/nc/attmore/attmore.html>>

*Note: William Attmore documented his 1787 travels in North Carolina, giving a good account of what life was like in the area during that time.*

- The Papers of George Washington. "Washington's Copy of Rules of Civility & Decent Behaviour in Company and Conversation." Alderman Library, The University of Virginia. 2011. <<http://gwppapers.virginia.edu/documents/civility/index.html>>

*Note: Children in Colonial America sure had a lot to remember. This link leads to an etiquette, or manners, guide that George Washington copied when he was 16 years old.*

