Chapter 5

Colonial Society on the Eve of Revolution, 1700–1775
The Thesis Statement – What Is It?

The Thesis Formula: X. However, A and B. Therefore, Y. **NOTE**: These are not necessarily standalone sentences, they are concepts. ‘X’ represents the strongest point against your argument. We call this the counter-argument (it does not have to be a counter-argument, it can qualify as well). ‘A and B’ represent the two strongest points for your argument. We call these your organization categories. Y’ represents the position you will be taking – in other words, your stand on the prompt.

Let’s take a look at a basic prompt, a simple way to set up the essay, and a sample of a thesis statement. In a compare / contrast essay your argument is whether there are more similarities or more difference between the two things under investigation.

**Prompt**: Compare and contrast the cities of Bridgeport and Southlake.

**Towns in Texas**
- Irish spends a lot of his time here
- Sonic, McDonalds, and Pizza Hut restaurants
- Moved up in UIL classification

**Southlake**
- Green / White / Dragons
- Irish works in
- Expensive to live
- Large town
- No major lake in the city

**Bridgeport**
- Maroon / Black / Bulls
- Irish lives in
- Cheap to live
- Small town
- Major lake in the city

**Thesis Statement**: Southlake and Bridgeport are both towns in Texas that have similar eating restaurants and will face the similar challenges of moving up in UIL classifications this year. However, the locations and size of each city vary greatly, they have different mascots and school colors, and Irish spends different parts of his day in different capacities within each town. Therefore, despite some common features, Southlake and Bridgeport are very different cities. (thesis)
Levels of Specificity / Developing a Summary Statement – How Much Do I Say?

How much specificity to include in the Summary Statement should be a balancing act. On the one hand, you don’t want to be too general (Level Three Generalization), but on the other hand you don’t want to be too specific (Level One Specification). Let them know where you are going, but don’t give away all your information. We want the reader to keep reading! We will call the right amount of specificity Level Two Specificity.

Consider the following prompt:

Identify and evaluate the causes which led to the American Revolution.

Level Three Thesis (not enough): The economic factors were very harsh on the Americans. However, the political and social conditions were much more strenuous on the Americans. Therefore, while economic factors were important, political and social factors were more important in bringing about the American Revolution. (thesis)

Level Two Thesis (just right): The taxes which were implemented following the French and Indian War were viewed by Americans as harsh and unfair leading to anger and frustration. However, it was the denial of basic political rights along with a beefed up presence in enforcing policies which had long been ignored which gave rise to a new sentiment within the American conscience. Therefore, while economic factors like taxes were important, political and social factors were more important in bringing about the American Revolution. (thesis)

Level One Thesis (too much): The Stamp Act, Tea Act, and Intolerable Acts were very harsh on the Americans which led to great anger and frustration. However, “no taxation without representation,” the Admiralty Courts, enforcement of the Navigation Act to counter piracy and smuggling, the Quartering Act, and the Boston Massacre, were important factors which caused more stress on the Americans. Therefore, while economic factors were important, political and social factors were more important in bringing about the American Revolution. (thesis)

-from John Irish’s “Writing in APUSH 2016-17”
FOCUS QUESTIONS
1. How did the population growth in the eventually rebellious colonies compare with England’s?
2. What ethnicities contributed to the mosaic of the thirteen colonies?
3. How did eighteenth-century America’s social hierarchy compare with seventeenth-century America’s social hierarchy? How did both compare with the Old World’s?
4. What was the leading industry in eighteenth-century America? What other industries were important?
5. How did the Great Awakening influence religion in America?
6. Who are some of America’s noteworthy artists and writers from the eighteenth century?
7. How were the colonial governments similar and different, and how influential was England in colonial governance?

CHAPTER THEMES
Theme: Compared with its seventeenth-century counterpart, eighteenth-century colonial society became more complex and hierarchical, more ethnically and religiously diverse, and more economically and politically developed.

Theme: Colonial culture, while still limited, took on distinct American qualities in such areas as evangelical religion, education, press freedom, and self-government.

Theme: England’s Atlantic seaboard colonies, with their population growth and substantial agricultural exports, grew and developed in importance to the English Empire. Thus, the relationship between England and these colonies was shifting economically, politically, and culturally. Colonists sold their agricultural abundance not only to England, but also to France and the West Indies. Royal authority was checked by colonial legislatures that sometimes refused to pay governors’ salaries and the famous Zenger case. Schools and colleges emerged, and the cultural reliance on England began to fade.
I. Conquest by the Cradle

- Among the distinguishing characteristics that the rebellious settlements shared was lusty population growth:
  - 1700 fewer than 300,000 souls, about 20,000 of whom were blacks
  - 1775 2.5 million inhabited the thirteen colonies, of whom half a million were blacks
  - White immigrants were nearly 400,000, and black "forced immigrants" about the same.
I. Conquest by the Cradle (cont.)

• The colonists were doubling their numbers every twenty-five years.

• 1775 the average age was about sixteen.

• 1700 there were twenty English subjects for each American colonist. 20:1

• 1775 the English advantage had fallen to three to one. 3:1

• This resulted in a shift in the balance of power.
I. Conquest by the Cradle (cont.)

• The most populous colonies in 1775 were: Virginia, Massachusetts, Pennsylvania, North Carolina and Maryland—in that order.

• Only four cities of any size: Philadelphia of 34,000, trailed by New York, Boston, and Charleston.

• About 90% of the people lived in rural areas.
II. A Mingling of the Races

- Colonial America was a melting pot from its beginning, containing numerous foreign groups (see Map 5.1):
  - Germans—about 6% or 150,000 by 1775
    - Fled religious persecution, economic oppression, war in the 1700s, settling chiefly Pennsylvania
    - Primarily Lutherans, further enhancing religious diversity
    - Known as the Pennsylvania Dutch, they were 1/3 of the colony's population, living in the backcountry
II. A Mingling of the Races

Scots-Irish numbering around 175,000, or 7% of the population:

- **Non-English group, but spoke English**
- Over centuries they were transplanted in northern Ireland
- Their economic life had been hampered
- Early 1700s ten of thousands came to America
- They became the first settlers of the West.
II. A Mingling of the Races (cont.)

- Scots-Irish (cont.):
  - When they came up against the Allegheny Mountains they defected southward to Maryland and down the Virginia’s Shenandoah Valley.
  - They had flimsy log cabins.
  - They proved to be superb frontiersmen.
  - By the 1800s they settled along the eastern Appalachian foothills of Pennsylvania.
II. A Mingling of the Races (cont.)

- Scots-Irish (cont.):
  - They kept the Sabbath
  - Pugnacious, lawless, and individualistic, they brought the Scottish secret of whiskey distilling
  - They cherished no love for the British government, or any other government
  - 1764 the Paxton Boys marched on Philadelphia
  - A few years later they spearheaded the Regulator movement
II. A Mingling of the Races (cont.)

• 5% of the European groups:
  - They embraced French Huguenots, Welsh, Dutch, Swedes, Jews, Swiss, and Scots Highlanders
  - The largest single non-English group were Africans

• 20% of the colonial population in 1775.

  - The South held 90% of the slaves

  - New England, original Puritan migrants, showed the least ethnic diversity.
II. A Mingling of the Races (cont.)

• The middle colonies, especially Pennsylvania, received the bulk of later white immigrants.

• Outside of New England about ½ were non-English in 1775.

—Of 56 signers of the Declaration of Independence in 1776, 18 were non-English and 8 were not born in the colonies.
II. A Mingling of the Races (cont.)

• These immigrants laid the foundations for a new multicultural American national identity.

• The African American community far more variegated in its cultural origins than others.

• In New England, “praying towns” where Indians gathered to be Christianized.

• Great Lakes contained dozens of groups of displaced indigenous people, Native American
III. The Structure of Colonial Society (cont.)

- America seemed the shining land of equality and opportunity, except for slavery:
  - On the eve of the Revolution America was showing signs of stratification and barriers to mobility.
  - The gods of war contributed to this by enriching the merchant princes in New England and the middle colonies.
  - Wars created a class of widows and orphans.
III. The Structure of Colonial Society (cont.)

• In New England the descendants faced more limited prospects of land, small farms, children hired out as wage laborers, homeless poor.

• In the South the great plantations continued their disproportionate ownership of slaves. 
  —Wealth was in the hands of the largest slaveowners.
III. The Structure of Colonial Society (cont.)

- The ranks of the lower classes swelled further by stream of indentured servants:
  - Many ultimately achieved prosperity and prestige
  - Two became signers of the Declaration of Independence
- Less fortunate were the paupers and convicts involuntarily shipped to America, altogether 50,000 “jayle birds.”
III. The Structure of Colonial Society (cont.)

• Least fortunate of all were the black slaves:
  - They enjoyed no equality with whites
  - They were oppressed and downtrodden
  - There were continual streams of transatlantic traffic in slaves approved by the British authorities even against repeated vetoes
  - North Americans condemned these vetoes as morally callous, while they benefited from the New England slave traders.
TO BE SOLD, on board the
Ship Banceyland, on Tuesday the 6th
of May next, at Ashley-Ferry; a choice
cargo of about 250 fine healthy
NEGROES,
just arrived from the
Windward & Rice Coast.
—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from Charles-Town prevented.

Austin, Laurens, & Appleby.

N.B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.
IV. Clerics, Physicians, and Jurists

• Colonial professions:
  – Most honored of the professions was the Christian ministry but by 1775 they had less influence than earlier
  – Most physicians were poorly trained
  – First medical school established in 1765
  – Aspiring young doctors served as apprentices
  – At first the law profession was not favorably regarded
V. Workaday America

- Agriculture was the leading industry with 90% of the people:
  - Tobacco the crop of Maryland and Virginia
  - The middle colonies ("bread") produced grain
  - Overall Americans enjoyed a higher standard of living than the masses of any country
  - Fishing ranked far below agriculture, yet was rewarding, with a bustling commerce.
V. Workaday American (cont.)

• **Triangular trade** was infamously profitable (see Map 5.3)

• Manufacturing was of secondary importance.

• In addition, household manufacturing, spinning, and weaving by women added up to an impressive output.

• **Strong-backed laborers** and **skilled craftspeople** were scarce and highly prized.
V. Workaday American (cont.)

• Lumbering the most important single manufacturing activity.
• Colonial naval stores were highly valued.
• An imbalance of trade existed.
• 1733 the British passed the Molasses Act aimed at squelching North American trade with the French West Indies.

• Thus was foreshadowed the impending imperial crisis—when headstrong Americans would revolt rather than submit to the dictates of far-off Parliament, apparently bent on destroying their very livelihood.

\[
P / P = \text{ECONOMICS} : \uparrow \text{TAXES} \downarrow \text{TARIFES}
\]
VI. Horsepower and Sailpower

• America, with a scarcity of both money and workers, was no exception to the oppressive problems of transportation:
  — Roads did not connect to major cities until 1700s
  — Roads were often clouds of dust in the summer and quagmires of mud in the winter
  — Dangers of tree-strewn roads, rickety bridges, carriage overturns, and runaway horses
VI. Horsepower and Sailpower (cont.)

- Population clustered along the banks of navigable rivers
- Taverns sprang up along the main routes
- Gossips also gathered at the taverns
- Taverns were important in crystallizing public opinion and proved to be hotbeds of agitation as the revolutionary movement gathered momentum.
- Mid-1700s intercolonial postal system started
# Table 5.1 Established (Tax-Supported) Churches in the Colonies, 1775*

<table>
<thead>
<tr>
<th>Colonies</th>
<th>Churches</th>
<th>Year Disestablished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts (incl. Maine)</td>
<td></td>
<td>1833</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Congregational</td>
<td>1818</td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
<td>1819</td>
</tr>
<tr>
<td>New York</td>
<td>Anglican (in New York City and three neighboring counties)</td>
<td>1777</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td>1777</td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
<td>1786</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Anglican</td>
<td>1776</td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
<td>1778</td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td>1777</td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note the persistence of the Congregational establishment in New England.
<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>Chief Locale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congregationalists</td>
<td>575,000</td>
<td>New England</td>
</tr>
<tr>
<td>Anglicans</td>
<td>500,000</td>
<td>N.Y., South</td>
</tr>
<tr>
<td>Presbyterians</td>
<td>410,000</td>
<td>Frontier</td>
</tr>
<tr>
<td>German churches (incl. Lutheran)</td>
<td>200,000</td>
<td>Pa.</td>
</tr>
<tr>
<td>Dutch Reformed</td>
<td>75,000</td>
<td>N.Y., N.J.</td>
</tr>
<tr>
<td>Quakers</td>
<td>40,000</td>
<td>Pa., N.J., Del.</td>
</tr>
<tr>
<td>Baptists</td>
<td>25,000</td>
<td>R.I., Pa., N.J., Del.</td>
</tr>
<tr>
<td>Roman Catholics</td>
<td>25,000</td>
<td>Md., Pa.</td>
</tr>
<tr>
<td>Methodists</td>
<td>5,000</td>
<td>Scattered</td>
</tr>
<tr>
<td>Jews</td>
<td>2,000</td>
<td>N.Y., R.I.</td>
</tr>
<tr>
<td>EST. TOTAL MEMBERSHIP</td>
<td>1,857,000</td>
<td></td>
</tr>
<tr>
<td>EST. TOTAL POPULATION</td>
<td>2,493,000</td>
<td></td>
</tr>
<tr>
<td>PERCENTAGE CHURCH MEMBERS</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>
VII. Dominant Denominations

Two “established” or tax-supported churches were conspicuous in 1775 (see Table 5.1).

— Most people did not worship in any church.

— In colonies that had established churches only a minority belonged (see Table 5.2).

The Church of England

— Members were called Anglicans

— Official faith in Georgia, North/South Carolina, Virginia, Maryland and part of New York.
VII. Dominant Denominations (cont.)

- Church of England (cont.)
  - In England it served as a major prop of kingly authority
  - In America the Anglican Church fell distressingly short of its promise
  - It was less fierce and more worldly than the religion of Puritanical New England
  - Sermons were shorter, hell less scorching
  - 1693 the College of William and Mary, Virginia
VII. Dominant Denominations (cont.)

- Congregational Church
  - Influential church that grew out of the Puritan Church was formally established in New England, except Rhode Island
  - At first supported by taxing all residents.
VIII. The Great Awakening

• Spiritual conditions of the colonies:
  - In all the colonial churches, religion was less fervid in the early eighteenth century than earlier.
  - The Puritan churches in particular sagged under the weight of two burdens: their elaborate theological doctrines and their compromising efforts to liberalize membership requirements.
 VIII. The Great Awakening (cont.)

- **Arminianism**—the Calvinist doctrine of predestination by Jacobus Arminius; all humans, not just the “elect,” could be saved if they freely accepted God’s grace:
  - This doctrine was considered “heresies”
VIII. The Great Awakening (cont.)

- The twin trends toward clerical intellectualism and lay liberalism were sapping the spiritual vitality from many denominations.
- **Great Awakening** exploded in 1730s - 1740s.
  - First united in Northampton, Massachusetts by Jonathan Edwards.
  - He warned his subjects in the sermon "Sinners in the Hands of an Angry God."
VIII. The Great Awakening (cont.)

- George Whitefield’s evangelical preaching revolutionized the spiritual life of the colonies.
- Orthodox clergymen, known as old lights, were skeptical of the emotionalism and theatrical antics of the revivalists.
- New lights defended the Awakening for revitalizing American religion.
- Congregationalists and Presbyterians split over this issue, many went over to the Baptists.
VIII. The Great Awakening (cont.)

• The Awakening left many lasting effects:
  – Its emphasis on direct, emotive spirituality seriously undermined the old clergy
  – The schisms set off in many denominations an increased number and competitiveness of American churches
  – It encouraged new waves of missionary work
  – It led to the founding of colleges
  – It was the first spontaneous mass movement
IX. Schools and Colleges

• Education was first reserved for the aristocratic few: The line of thinking was that...
  – education should be for leadership, not citizenship, and primarily for males
  – Puritan New England was more zealous in education
  – The primary goal of the clergy was to make good Christians rather than good citizens.

– A more secular approach was evident by the 1800s.
IX. Schools and Colleges (cont.)

Educational trends

- Education for boys flourished
- New England established primary/secondary schools with wide quality of instruction and length of days
- South, because of geography, was severely hampered in establishing effective school system
- Wealthy southern families leaned heavily on private tutors.
IX. Schools and Colleges (cont.)

• The general atmosphere in the colonial schools and colleges was grim and gloomy.
  - Most emphasis was on religion and classical languages, Latin and Greek
  - Focus was not on experiment and reason, but on doctrine and dogma
  - Discipline was severe
  - College education was geared toward preparing men for the ministry.
Nine colleges were established during the colonial era (see Table 5.3):

- Student enrollments were small, about 200
- Instruction was poor with the curriculum heavily loaded with theology and the "dead languages"
- By 1750 distinct trend toward "live" languages and modern subjects
- Benjamin Franklin played a role in launching the University of Pennsylvania free of the Church
<table>
<thead>
<tr>
<th>Name</th>
<th>Original Name (if Different)</th>
<th>Location</th>
<th>Opened or Founded</th>
<th>Denomination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Harvard</td>
<td></td>
<td>Cambridge, Mass.</td>
<td>1636</td>
<td>Congregational</td>
</tr>
<tr>
<td>2. William and Mary</td>
<td></td>
<td>Williamsburg, Va.</td>
<td>1693</td>
<td>Anglican</td>
</tr>
<tr>
<td>3. Yale</td>
<td></td>
<td>New Haven, Conn.</td>
<td>1701</td>
<td>Congregational</td>
</tr>
<tr>
<td>4. Princeton</td>
<td>College of New Jersey</td>
<td>Princeton, N.J.</td>
<td>1746</td>
<td>Presbyterian</td>
</tr>
<tr>
<td>6. Columbia</td>
<td>King's College</td>
<td>New York, N.Y.</td>
<td>1754</td>
<td>Anglican</td>
</tr>
<tr>
<td>7. Brown</td>
<td>Rhode Island College</td>
<td>Providence, R.I.</td>
<td>1764</td>
<td>Baptist</td>
</tr>
<tr>
<td>8. Rutgers</td>
<td>Queen's College</td>
<td>New Brunswick, N.J.</td>
<td>1766</td>
<td>Dutch Reformed</td>
</tr>
<tr>
<td>9. Dartmouth (begun as an Indian missionary school)</td>
<td></td>
<td>Hanover, N.H.</td>
<td>1769</td>
<td>Congregational</td>
</tr>
</tbody>
</table>
X. A Provincial Culture

- Art and culture still had European tastes, especially British.
- Colonial contributions:
  - John Trumbull (1756-1843), painter
  - Charles Willson Peale (1741-1827), known for his portrait of George Washington, ran a museum
  - Benjamin West (1738-1820) and John Singleton Copley (1738-1815), famous painters.
X. A Provincial Culture (cont.)

• **Other colonial contributions:**
  
  - Architecture was largely imported and modified to meet the peculiar climatic and religious conditions of the New World
  
  - 1720 the red-brickled Georgian style introduced
  
  - Colonial literature: noteworthy was the enslaved poet Phillis Wheatley (ca. 1753-1784)
  
  - Benjamin Franklin’s classic *Poor Richard’s Almanack*
X. A Provincial Culture (cont.)

• Science was slowly making progress:
  – There were a few botanists, mathematicians, and astronomers of reputation
  – Benjamin Franklin was considered the only first-rank scientist produced in the American colonies.
XI. Pioneer Presses

• Americans were generally too poor to buy quantities of books and too busy to read:
  – The Byrd family of Virginia had the largest collection, about 4,000 volumes
  – Benjamin Franklin established in Philadelphia the first privately supported circulating library
  – By 1776 there were about 50 public libraries and collections supported by subscription.
XI. Pioneer Presses (cont.)

• Printing press:
  - first printed pamphlets, leaflets, and journals
  - Eve of the Revolution there were 40 newspapers
  - Newspapers were a powerful agency of airing colonial grievances and rallying opposition
  - The Zenger trial (1734-1735) of John Peter Zenger who assailed the corrupt royal governor

**Freedom of the press**
XI. Pioneer Presses (cont.)

- The Zenger decision was a banner achievement for freedom of the press and for the health of democracy.
- It pointed the way for open discussion required by the diverse society.
- It helped to establish the doctrine that true statements about public officials could not be prosecuted as libel. (Still seen it today’s headlines)
XII. The Great Game of Politics

• American colonists were noteworthy contributors to political science:
  - By 1775 eight colonies had royal governors appointed by the King
  - 3 proprietors chose their own governors—Maryland, Pennsylvania, Delaware
  - 2 Connecticut and Rhode Island elected their own governors under self-governing charters.
XII. The Great Game of Politics (cont.)

• Each utilized a two-house legislative body:
  
  — **Upper house**—appointed by the crown in the **royal colonies** and by the proprietor in the **proprietary colonies**. It was chosen by the voters in self-governing colonies.
  
  — **Lower house**—popular branch, elected by the people.
• Self-taxation through representation was a precious privilege that Americans had come to cherish above most others.

• Governors were generally appointed by the king.

• The colonial assemblies found various ways to assert their authority and independence.
XII. The Great Game of Politics (cont.)

• The London government generally left the colonial governors to the legislature.
  - Control of the purse proved to be one of the persistent irritants that led to a spirit of revolt.
  - Administration at the local level varied.
  - County government remained the rule in the plantation South.
  - Town-meeting government predominated in New England.
XII. The Great Game of Politics (cont.)

- Town meetings, with their open discussion and open voting, direct democracy functioned best.
- The ballot was by no means a birthright.
  - In 1775 religious and property qualifications continued.
  * Privileged upper classes, fearful of democratic excesses, were unwilling to grant the ballot to everyone.
XII. The Great Game of Politics (cont.)

• About half of the adult white males were thus disfranchised.

• The right to vote was not beyond the reach of most industrious and enterprising colonies.

• Yet, eligible voters often did not exercise this precious privilege; they frequently acquiesced in leadership.
XII. The Great Game of Politics (cont.)

• By 1775 America was not a true democracy—socially, economically, or politically.

• Colonial institutions were given free rein in their democratic ideals.

• These democratic seeds were planted in rich soil, later bringing forth a lush harvest.
XIII. Colonial Folkways

• Everyday life in the colonies was drab and tedious: (Like APUSH :)
  – Food was plentiful, though the diet was coarse and monotonous
  – Basic comforts were lacking
  – Amusement was eagerly pursued where time and custom permitted

Staring @ the Sun
By 1775 British North America looked like a patchwork quilt:

- Each colony slightly different, but stitched together by common origins, common ways of life, and common beliefs in toleration, economic development and self-rule.

- All had separated from the imperial seat of authority. (AKA: The Crown)

- These facts set the stage for the struggle to
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1693</td>
<td>College of William and Mary founded</td>
</tr>
<tr>
<td>1701</td>
<td>Yale College founded</td>
</tr>
<tr>
<td>1721</td>
<td>Smallpox inoculation introduced</td>
</tr>
<tr>
<td>1732</td>
<td>First edition of Franklin's <em>Poor Richard's Almanack</em></td>
</tr>
<tr>
<td>1734</td>
<td>Jonathan Edwards begins Great Awakening</td>
</tr>
<tr>
<td>1734–1735</td>
<td>Zenger free-press trial in New York</td>
</tr>
<tr>
<td>1738</td>
<td>George Whitefield spreads Great Awakening</td>
</tr>
<tr>
<td>1746</td>
<td>Princeton College founded</td>
</tr>
<tr>
<td>1760</td>
<td>Britain vetoes South Carolina anti-slave trade measures</td>
</tr>
<tr>
<td>1764</td>
<td>Paxton Boys march on Philadelphia Brown College founded</td>
</tr>
<tr>
<td>1766</td>
<td>Rutgers College founded</td>
</tr>
<tr>
<td>1768–1771</td>
<td>Regulator protests</td>
</tr>
<tr>
<td>1769</td>
<td>Dartmouth College founded</td>
</tr>
</tbody>
</table>