

interpreter

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Core Curriculum Catalog Issue for Historic Area Interpreters

Introduction to the Core Curriculum

After scores of meetings with interpreters and research staffs, after various rereadings of interpreters' evaluations of training programs, and after many stimulating conversations with interested individuals, we in the Department of Interpretive Education are delighted to introduce the Core Curriculum program. This issue of *The Interpreter* describes the program's offerings and general policies. It is our catalog of courses, and henceforth each September issue of this periodical will be employed for the same purpose. Please read it with care.

The Core Curriculum is designed for interpreters in the following HAPO departments: Company of Colonial Performers, Crafts, Escorts, Exhibition Buildings, and Visitor Aides. More than any interpretive education program we've undertaken, the Core Curriculum strives to recognize and reflect the diversity of the Historic Area's interpretive staff. While recognizing the various backgrounds and interests of our interpreters, the program—especially at the BASIC COURSES level—is committed to providing each participant with a sound footing in colonial history and culture as well as in interpretive techniques.

The entire program outlined below is the result of a dialogue between you—the interpreter—various members of the research staffs, and the Department of Interpretive Education. The *growth* of the program is as dependent upon your continued contributions as was its *inception*, so you will be asked to evaluate the Core Curriculum program. We look forward to reading your remarks.

In-total, the Core Curriculum represents more than half of the in-service training time you receive each year. The remaining time is spent in either a division-wide update session (which is scheduled automatically into your individual winter Core Curriculum program) or your departmental training (which is coordinated chiefly by your master teacher or the designated training specialist in your particular interpretive department).

We certainly hope that, for you, the Core Curriculum is everything we think it will be.

—Bill Trampusch

The Partnership: Teaching and Application in Historical Interpretation

The CWF Core Curriculum program includes both BASIC and ADVANCED COURSES. As an interpreter, you are an active participant with expert teachers and researchers. In the BASIC COURSES you acquire a foundation of knowledge upon which to build as you proceed through the program. BASIC COURSES focus on general areas that are essential to your professional growth. ADVANCED COURSES focus on specialized topics building on the basic courses and allow you more choice in the direction of your development. Application is an essential and exciting part of this educational endeavor. For this reason, another aspect of the program will focus on interpretive techniques that you can use in your own work situations.

As HAPO interpreters, you are a diverse group and you bring special talents and interests to a wide range of interpretive situations. This program, the Core Curriculum, is designed to provide you with ample opportunity to share your ideas and skills with other interpreters. We have a lot to learn from one another.

Program Appraisal: Assessment/Practicum/Evaluation

Assessments and Assistance—Assessments help us evaluate our program, especially its value to you as an interpreter. We hope that the exercises will assist you in gauging your understanding of course content. If you are in the BASIC COURSES, you will participate in a 1½-hour assessment given by the faculty on the last day of class. Similarly, each of the three ADVANCED COURSES will involve a 30-minute assessment at the discretion of the individual instructor. The Core Curriculum faculty and the Department of Interpretive Education will be glad to answer any questions you may have about your courses, to provide tutors upon request, and to assist you in choosing future courses.

Practicum—Your Core Curriculum studies will conclude with a *practicum*, a period of practical application. This is an opportunity for you to apply one or more of the course themes to your specific interpretive work situation. At the conclusion of the practicum, you will reconvene in small departmental groups to discuss your applications.

Follow-Up Student Evaluation—Approximately two months after completing your course work and the practicum, you will receive a student evaluation form asking for your reflections on the Core Curriculum segment in which you participated. This will help us to arrange for you the highest quality educational program that the Colonial Williamsburg Foundation can provide.

How to Enroll: Basic and Advances Courses

Eligibility—

BASIC COURSES: For interpreters hired *after* January 1, 1980.

ADVANCED COURSES: For interpreters hired *before* January 1, 1980.

(If you are eligible for the ADVANCED COURSES, you can still choose to take the BASIC COURSES if you prefer.)

Registration Form—Please fill out the registration form that relates to the courses you will take—BASIC or ADVANCED. Return the registration form and the interpreter profile to the Norton-Cole House by *Wednesday, October 6, 1982*.

Interpreter Profile—Because we are interested in devising courses that meet your professional needs, *please complete the enclosed interpreter profile and return it with your registration form.*

Confirmation—You will receive enrollment confirmation through your department during the month of November.

Attendance—Participation in training is an integral part of your job. Attendance will be recorded at each class meeting. As usual, all classes will be held regardless of weather conditions unless the Colonial Williamsburg Foundation closes operations. With the permission of your department head, one excused absence may be permitted for illness or an emergency.

Core Curriculum Committee: Bill Tramosch, chairman, Barbara Beaman, Peter Bergstrom, Ed Chappell, Kevin Kelly, Sumpter Priddy III, Jane Strauss, and Carol Williams.

Also involved in the planning: Dennis O'Toole, former chairman, Cliff Burket, John Moon, Earl Soles, Margie Weiler, Jeanne Whitney, intern, and Shomer Zwelling.

Core Curriculum Catalog: Carol Williams, coordinator; John Thelin, Associate Professor of Higher Education, College of William and Mary, advisor.

The Interpreter is a bimonthly publication of the Department of Interpretive Education.

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Course Descriptions

First-Year Basic Courses (Offered in 1983 and 1984)

Virginia Society in Profile

This course traces the evolution of Virginia society from its beginnings in the chaotic seventeenth century to its mature form in the third quarter of the eighteenth century. In the process, society's component parts (gentlemen planters, backcountry farmers, blacks, women, townsfolk, et al.) are examined and the interactions of its units (family, plantation, neighborhood, town) are explored. Kevin Kelly.

The Growth of Virginia's Preindustrial Economy

From its seventeenth-century beginnings, Virginia's single-crop economy was wracked by cycles of boom and bust in the international tobacco trade. Yet during the eighteenth century, with the massive introduction of slavery, the growth of new markets, and increased infusions of British credit, Virginia's planters turned away from a single-crop economy to a mixed agricultural output and began modest experiments in manufacturing and internal trade. Along the way Virginians learned to cope with the mysteries of specie, currency, and bills of exchange. This course provides an overview of the economy of the colonial Chesapeake by exploring the twin processes of economic development and economic diversification. John Hemphill and Peter Bergstrom.

Fine Things/Plain Things: Virginia's Material Culture

This course will take a close look at a number of artifacts that survive from colonial Virginia, particularly those goods with close Williamsburg associations. Its main objective is to show how objects can give insights into colonial Virginia in ways that written records alone are usually unable to do. Secondly, it focuses on those same objects as reflections of the economic, social, political, and cultural history of the colony. Sumpter Priddy III.

Second-Year Basic Courses (Beginning in 1984)

Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

Williamsburg's eighteenth-century residents were different from us. Their everyday language and behavior, their public ceremonies and private transactions, their attitudes, beliefs, and ideas were those of a bygone, preindustrial age. This course, through the presentation and analysis of a variety of visual, artifactual, and documentary sources of the period, attempts to describe and interpret the day-to-day world of colonial Virginians. Dennis O'Toole.

The Evolution of Government in Colonial Virginia

This course will consider the evolution of government in colonial Virginia from its settlement in 1607 to May 15, 1776. It will cover English policy and administration of Virginia as a royal colony but will be concerned primarily with the development and processes of local and provincial administration and government, including legislation, the judicial system, and the system of representation in the House of Burgesses. John Hemphill.

The Revolution in Virginia and Its Aftermath

This course covers Virginia's role in the growing imperial crisis, 1763-1775; areas of internal tension; the role of Lord Dunmore; the outbreak of war in Virginia, 1775-1776; establishment of republican institutions; the war renewed, 1779-1781; the Confederation period in Virginia; and ratification of the federal constitution. John Selby.

Advanced Courses 1983

Afro-American History

This course explores the world of Afro-Americans in the seventeenth- and eighteenth-century Chesapeake. Two major aims are to develop a sense of changes in the black community over time and to focus attention on the central concerns of everyday life—family, work routines, and culture. Philip Morgan, Lorena Walsh, Reginald Butler.

Agricultural History of Colonial Virginia

Among the topics included in this course are the development of tobacco as a staple crop, seventeenth-century efforts to diversify agricultural production and why they failed, techniques of tobacco culture and the tobacco inspection system, importance of livestock and its by-products, grains, and other crops, techniques of grain culture, and mills and milling. Harold Gill.

Architecture: Social Spaces

This course first considers the architectural details and forms that distinguish the early architecture of Williamsburg and the Chesapeake Bay region. It then examines how levels of architectural decoration, choice of building materials, room arrangements, and selection of overall forms all responded to social imperatives. Upon completion of this course, participants will be more conversant with how social forces shaped architecture here in Williamsburg. Ed Chappell.

Household Economy

Each eighteenth-century household had to consider and manage its time in a particular season to utilize fully its human and material resources. How did families contend with the daily concerns of living and interruptions implicit in human experiences? How did the urban household differ from the rural? What variations were present according to social class? "Household Economy" explores these challenges to eighteenth-century living. Pat Gibbs.

Learning from the York County Project

"Learning from the York County Project" focuses on the beginnings of Yorktown and Williamsburg during the period 1690-1720. This course examines the population of the county, the founders of the towns, and the chances for advancement—economically, socially, and politically—by town dwellers as opposed to their country neighbors. Kevin Kelly and Peter Bergstrom.

Period Clothing

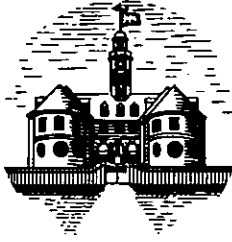
After participating in this course, the interpreter will be able to identify textiles typically used for eighteenth-century clothing, to use proper eighteenth-century terminology, and begin to differentiate among kinds of clothing worn for different activities. Also included will be a study of some surviving period clothing and accessories as well as various other visual sources. Linda Baumgarten.

Williamsburg's Public Buildings

This course examines the cultural traditions and practical needs that shaped these buildings individually, and how they in turn functioned together as a group of highly visible community symbols. By stressing the interrelationships between Williamsburg's public buildings, we will identify new interpretive opportunities for each of them. Upon completing this course, participants will be better prepared to tie each of these buildings into a larger historical context. Mark R. Wenger.

Women in Chesapeake Society

This course explores the lives of black and white Virginia women within the context of the seventeenth- and eighteenth-century Chesapeake society in which they lived. The position of women under the law, the nature of women's work, and the roles of women within the family will receive special attention. Gail Terry.



1983

Core Curriculum Registration Form

The Core Curriculum is intended for interpreters in the following HAPO departments: Company of Colonial Performers, Crafts, Escorts, Exhibition Buildings, and Visitor Aides. Please register for either the BASIC COURSES or a set of ADVANCED COURSES and return this form with the enclosed "Interpreter Profile" to Carol Williams at the Norton-Cole House by Wednesday, October 6, 1982.

Basic Courses Registration

If you were hired after January 1, 1980, you will be scheduled by your department to take the first set of BASIC COURSES in January or February, as shown below:

1983 Courses

Virginia Society in Profile

The Growth of Virginia's Preindustrial Economy

Fine Things/Plain Things: Virginia's Material Culture

Interpretive Methods

In January 1984 the following BASIC COURSES will be added:

Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

The Evolution of Government in Colonial Virginia

The Revolution in Virginia and Its Aftermath

Interpretive Methods

Please print or type your name.

Department

I understand that my department will schedule specific dates for me to attend the BASIC COURSES.

Signature

Interpreter Profile

Because we are interested in devising courses that meet your professional needs, please complete this profile and return it to the Norton-Cole House with your registration form by October 6, 1982.

Please print or type your name.

Department

1. Years of interpretive experience at CWF.

2. Present position and department.

3. Other related work experience.

4. Schools you have attended (list school, date, diploma or degree).

5. Which areas of interpretive education at CWF are of particular interest to you? (Communications, architecture, gardens, agriculture, animals, etc.) Please be specific.

Advanced Courses Registration

If you were hired before January 1, 1980, you are eligible to choose between taking ADVANCED COURSES or BASIC COURSES. Please indicate your preference by checking the appropriate box. Note: Each interpreter will take three BASIC COURSES or three ADVANCED COURSES—combinations of BASIC and ADVANCED courses are not possible.

☐ I choose to take BASIC COURSES rather than the ADVANCED for which I am eligible.

☐ I am taking the ADVANCED COURSES.

If you are enrolling in ADVANCED COURSES, indicate in the boxes at the end of this form your first four choices of sets in order of priority.

Dates of Courses

Set A	<i>Learning from the York County Project</i> <i>Household Economy</i> <i>Architecture: Social Spaces</i>	January 5-11
Set B	<i>Women in Chesapeake Society</i> <i>Household Economy</i> <i>Afro-American History</i>	January 10-14
Set C	<i>Period Clothing</i> <i>Household Economy</i> <i>Agricultural History of Colonial Virginia</i>	January 19-25
Set D	<i>Afro-American History</i> <i>Agricultural History of Colonial Virginia</i> <i>Williamsburg's Public Buildings</i>	January 24-28
Set E	<i>Women in Chesapeake Society</i> <i>Household Economy</i> <i>Learning from the York County Project</i>	February 2-8

(continued on reverse)

Set F	<i>Women in Chesapeake Society</i> <i>Period Clothing</i> <i>Architecture: Social Spaces</i>	February 7-11
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Set G	<i>Learning from the York County Project</i> <i>Period Clothing</i> <i>Williamsburg's Public Buildings</i>	February 16-23
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Set H	<i>Learning from the York County Project</i> <i>Agricultural History of Colonial Virginia</i> <i>Afro-American History</i>	February 24-28
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Please INDICATE BY LETTER OF SET your four choices. Every effort will be made to place you in one of the ADVANCED sets you have selected.

1st
Choice

☐

Set

2nd
Choice

☐

Set

3rd
Choice

☐

Set

4th
Choice

☐

Set

Print or type your name.

Department

Signature