

# interpreter

## *Core Curriculum Catalog Issue for Historic Area Interpreters*

### Objectives of the Core Curriculum

The Core Curriculum is an *in-service* interpretive education program that is offered annually to all Historic Area interpreters of the Colonial Williamsburg Foundation. It is but one portion of the entire interpretive education program and is general and division-wide in nature. Another component of the Department of Interpretive Education's programs (although it is not the subject of this catalog) is *departmental in-service* training. In contrast to the Core Curriculum, departmental training is offered within an interpreter's specific department, and it endeavors to address site-related topics (for example, tavern update training, crafts interpretation technique training, visitor aide training, and so forth). All interpretive education programs, whether Core Curriculum or departmental, are overseen by the members of the Department of Interpretive Education.

Presently, Core Curriculum consists of two parts, Core Curriculum I and II (formerly called "Basic Courses") and Core Curriculum III (formerly called "Advanced Courses"). Each part shares the following objectives:

1. To provide concepts and historical information of a general, contextual nature for interpreters.
2. To offer guidance in the organization and application of these concepts and contextual information to specific interpretive situations.
3. To develop interpreters' skills in communications and in the use of historical source materials of all kinds.
4. To identify and underscore those aspects of interpretation that will serve to strengthen the sense of common purpose among interpreters from Colonial Williamsburg's various interpretive departments.

Core Curriculum I and II offer an introduction to the understanding and interpretation of colonial Virginia society and culture. Those interpreters employed after January 1, 1980, are required to participate in this two-year program. The courses offered in Core Curriculum I and II are:

Core Curriculum I— *Virginia Society in Profile*

*Introduction to Virginia's Colonial Economy*

*Fine Things|Plain Things: Virginia's Material Culture*

*The Black Presence in Colonial Virginia* (New Course)

Core Curriculum II— *Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia*

*The Evolution of Government in Colonial Virginia*

*The Revolution in Virginia and Its Aftermath*

Core Curriculum III courses are available to those interpreters hired before January 1, 1980, and to those hired since that date who have completed Core Curriculum I and II. This section of the

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## Objectives, *continued*

Core Curriculum gives those interpreters who have been here longer the opportunity to select courses that further their professional development. Two courses are required, and we are looking into the possibility of inviting interpreters to elect a third course on a space-available basis. We will notify you if funds are approved in the 1985 budget for this option.

Each year the Core Curriculum III course offerings are identified by members of the Core Curriculum Committee, which consists of interpreters, researchers, curators, and members of the Department of Interpretive Education. For guidance in these decisions, the members of the Core Curriculum Committee study the evaluations of the past year's program, review interpreter questionnaires and profiles, and consult department heads from the various interpretive support departments, such as archaeology, architecture, collections, and research.

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**Core Curriculum Committee:** Bill Tramposch, chairman, Barbara Beaman, Gary Brumfield, Brenda Canada, John Caramia, Valerie Coons, Liza Gusler, Kevin Kelly, Jane Strauss, and Sandi Yoder.

**Core Curriculum Catalog:** Valerie Coons, coordinator.

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## “Becoming Americans:” Themes Like Old Times

During the past year many of us have had numerous questions about the theme, “Becoming Americans.” Here are three recurring ones: “What is an American, anyway?,” “Becoming American from what?,” and finally, the clincher, “How can I work this theme into my interpretations?”

It’s easy to be apprehensive about the debatable terminology itself, let alone the thought of applying “Becoming Americans” concepts to your interpretations. But healthy interpretation prefers open inquiry to apprehension any day. “Becoming Americans” is an invitation to us all to explore some of the most stimulating questions of our day—questions to which we can develop our own lines of reasoning and our own answers. Jefferson said, “Reason and free inquiry are the best agents against error.”

So, it follows that Core Curriculum will once again strive to raise more questions than it answers. Core Curriculum ’85 will “guide” you, as any educational program should, to your own answers. For the most part, your particular answers to the three questions we’ve raised above will depend upon your own thinking and creativity as an interpreter. Our program is based on the belief that, given exposure to a certain body of knowledge and the proper amount of guidance and encouragement, each interpreter can develop his/her own effective interpretations.

To assist you in these efforts, members of the Core Curriculum Committee and the Department of Interpretive Education have been at work developing a program that will encourage every faculty member to incorporate the “Becoming Americans” theme into his/her own teaching just as you are encouraged to incorporate it into your teachings. Furthermore, a proposed Day One of our Core Curriculum program will address the rationale behind choosing the theme, “Becoming Americans.” This section of the Core Curriculum will be led by various key researchers and educators at the Colonial Williamsburg Foundation—Dennis O’Toole, Robert Birney, Cary Carson, Graham Hood, and others. These particular presentations will be followed by a collection of examples of how some of your colleagues in interpretation are already using the theme on site.

In the meantime, teaching interpreters and master teachers within the Department of Interpretive Education are ready to assist you with any questions you have about developing stronger interpretations. We hope that you are as stimulated about the theme’s potential as we are, and we look forward to working with you.

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## Program Appraisal: Test/Application/Evaluation

**Tests and Assistance**—The test will assist you and us in gauging your knowledge of the course content. It will also help us to evaluate our program. If you take Core Curriculum I or II courses, you will participate in a 1½-hour test developed by the faculty and given on a day following completion of your classes. Similarly, each of the two Core Curriculum III courses will involve a 30-minute test given on a day soon after completion of your final course. The Core Curriculum faculty and the Department of Interpretive Education will be glad to answer any questions you may have about courses, to provide tutors upon request, and to assist you in choosing future courses.

**Application**—After completing and discussing the test, you will have an opportunity to work on the use of course content material in your specific interpretive situations. We will also consider the variety of ways to use the “Becoming Americans” theme in our interpretations.

**Student Evaluation**—As usual, after completing your course work 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 refine the program next year.

## How to Enroll: Core Curriculum I, II, and III

### Eligibility—

#### CORE CURRICULUM I and II:

- First-year courses (Core Curriculum I) are for interpreters hired *after* January 1, 1984.
- Second-year courses (Core Curriculum II) are for interpreters hired *before* January 1, 1984, who took Core Curriculum I (Basics I) courses in 1984.

#### CORE CURRICULUM III:

Core Curriculum III courses are for interpreters hired as seven-month or more employees *before* January 1, 1980, and for those hired since that date who have completed Core Curriculum I and II (Basics I and II).

**Registration Form**—Please fill out the registration form that relates to the courses you will take—Core Curriculum I or II or Core Curriculum III. Return the form to your master teacher or teaching interpreter by Wednesday, October 3, 1984.

**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 is required and will be recorded at each class meeting. As usual, all classes will be held regardless of weather conditions (unless, of course, the Colonial Williamsburg Foundation closes operations). With the permission of your department head, one excused absence may be permitted for illness or an emergency.

# Course Descriptions

## Core Curriculum I

### *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. The course will explore how the changing demography of the region profoundly affected Virginia, and, further, how that society grew more hierarchical and closed by the end of the colonial period. Finally, the course will examine the shape of Williamsburg's urban society and compare it to that of rural Virginia. Kevin Kelly.

### *Introduction to Virginia's Colonial Economy*

This course provides an overview of the economy of the colonial Chesapeake by exploring the twin processes of economic development and economic diversification. Through lectures and exercises in the classroom and the Historic Area we shall study Virginia's transformation from a tobacco-dominated economy to one of mixed agriculture, modest manufacturing, and burgeoning internal trade. Topics of study will include economic cycles, credit, money, introduction of slavery, and alternative markets. Peter Bergstrom.

### *Fine Things|Plain Things: Virginia's Material Culture*

Participants will study the tangible evidence of late eighteenth-century Virginia society, including houses (slave quarters to large planters' homes), furnishings, and clothing. Documents (inventories) and antique objects will be utilized to help students understand room terminology, the use of spaces, and the types and arrangements of furnishings. Liza Gusler.

### *The Black Presence in Colonial Virginia* (new course)

This course investigates the life experiences of black men and women in colonial Virginia in order to understand what material and cultural adjustments were necessary for them to live as Afro-Americans in the colony. Phil Morgan.

## Core Curriculum II

### *Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia*

The spiritual and mental worlds of eighteenth-century Virginians will be explored in this course. Through presentation and analyses of dramatic vignettes, maps of the period, and documentary sources, participants will come to understand how various colonial Virginians viewed themselves, their neighbors, their communities, and the natural and spiritual worlds of which they were a part. Contrasts with eighteenth-century England and seventeenth-century Virginia, as well as with contemporary America, will be made. 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.

## Core Curriculum III

### *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 change in the black community over time and to focus attention on the central concerns of everyday life—family, work routines, and culture. Phil Morgan.

### *Archaeology at Colonial Williamsburg*

This course covers the history of excavations at Colonial Williamsburg and the results of that work in terms of the most important properties and discoveries. Also included are an introduction to field techniques and methods of laboratory analysis illustrated by examples from current excavations in the Historic Area. The use of archaeological research within the context of economic and social history is also described. Marley Brown III and Ivor Noel Hume.

### *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.

### *Comparative Colonial Experience*

This course will provide a context for understanding that part of the Anglo-American colonial world that is represented here in the Chesapeake. Two major aims will be to explore the regional diversity of the Anglo-American colonial experience and to gain a sense of how each region developed over time. Phil Morgan.

### *Crafts at Colonial Williamsburg: History, Process, and Products*

American woodworking developed in a unique environment of cultural and natural influences. The different woodworking trades practiced in eighteenth-century Williamsburg were linked by both technology and tradition. This course begins with an investigation of the nature and behavior of wood and then explores the work, lives, and environment of those woodworkers primarily involved in the building trades of Williamsburg. Roy Underhill.

### *Dance, Music, and Theater in the Lives of Colonial Virginians*

This course will provide an overview of the three major performing arts—dance, music, and theater—in the colonial period. The discussion will cover the public and private aspects of presentation, the social graces involved in the teaching of children, and a brief description of the evolution of these arts into nineteenth-century melodrama and music hall. Company of Colonial Performers.

### *Education in Colonial Virginia*

This course will explore various facets of education in colonial Virginia, including methodology, social aspects, a comparison of formal and informal education, and the education of males versus that of females. Examples from England and other colonies as well as Virginia will be used in the discussion. Jim Axtell and John Thelin.

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## Core Curriculum III Course Descriptions, *continued*

### *Family Life in Colonial Virginia*

In this course we will explore the structure of colonial Virginia's white family, tracing its slow progress toward the stable norm that characterized England's other mainland colonies in the 1770s. We will also discuss how the relationship between husband and wife, parents and children, and master and slave changed between the seventeenth and eighteenth centuries. The parallel development of stable family life among eighteenth-century blacks will also be examined, as will the importance of black and white kinship networks in creating communities in late eighteenth-century Virginia. Kevin Kelly.

### *Folk and Formal Traditions in Early American Art*

This course will cover some of the distinctions between folk and academic or formal painting and the decorative arts by discussing examples from Colonial Williamsburg's collections. It will also consider how some of the methods and forms used by artists and craftsmen in the eighteenth century continued to be used or changed during the nineteenth century. Carolyn Weekley.

### *Historic Trades*

The central theme that runs through the history of trades in colonial Virginia is the perpetual shortage of skilled labor. This course will focus on that theme as well as on such topics as apprenticeships and training, wages and prices, competition, economic opportunities, social position of artisans, specialization and diversification, laws affecting artisans, and black craftsmen. John Caramia.

### *Military Life*

This course consists of an overview of the similarities and differences between Virginia and continental troops, regular, militia, minute, and independent companies, as well as the relationships that existed between civil government and the military. The role of the Magazine and the James Anderson forges will be included in the discussion. John Moon.

### *Politics and Allegiances of the American Revolution*

This course will be a discussion of the reasons that led to loyalism, with special consideration of loyalism in Virginia and individual loyalists, such as John Randolph. John Selby.

### *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 among 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 receive special attention. Gail Terry.



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## Core Curriculum Registration Form

The Core Curriculum is intended for interpreters in the following Historic Area departments: Company of Colonial Performers, Craft Programs, Historic Area Stores, Historical Interpretation, and Visitor Aides. Please register for Core Curriculum I or II if you were hired after January 1, 1983. If you are eligible for Core Curriculum III, choose three courses from that list, ranking them first, second, or third in order of preference. We will enroll you in your first two choices if possible. (If we are able to offer you the option of taking a third course, we will notify you as soon as possible. Save your catalog!)

Return this form to your master teacher or interpretive education representative by October 3, 1984. (NOTE: Space considerations necessitate limiting the number of participants in each Core Curriculum III class. Interpreters whose registration forms are received by October 3 will have the best chance of enrollment in the courses of their choice.)



## Core Curriculum I and II Registration

If you were hired after January 1, 1984, you will be scheduled by your department to take Core Curriculum I in January, as shown below.

**Core Curriculum I**    *Virginia Society in Profile*  
*Introduction to Virginia's Colonial Economy*  
*Fine Things/Plain Things: Virginia's Material Culture*  
*The Black Presence in Colonial Virginia*

If you were hired after January 1, 1980, and you have completed Core Curriculum I, you will register to take Core Curriculum II in January or February, as shown below.

**Core Curriculum II**    *Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia*  
*The Evolution of Government in Colonial Virginia*  
*The Revolution in Virginia and Its Aftermath*

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Please print or type your name.

Department in HAPO

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I understand that my department will schedule specific dates for me to attend either Core Curriculum I or Core Curriculum II. (Please check the level for which you qualify.)

Core Curriculum I

Core Curriculum II

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Signature

Please return this form to your master teacher or teaching interpreter by *Wednesday, October 3, 1984.*

## Core Curriculum III Registration

If you are enrolling in Core Curriculum III courses, indicate your first three choices in the boxes below, numbering them 1-3 in order of priority. Every effort will be made to place you in the first two courses you have selected. Your test/application will fall on a day soon after your final course. You will be scheduled to attend an introductory session before your first course.

A	<i>Afro-American History</i>	<input type="checkbox"/>	January 15 (Intro. Jan. 7)
B	<i>Archaeology at Colonial Williamsburg</i>	<input type="checkbox"/>	January 17 (Intro. Jan. 7)
		<input type="checkbox"/>	February 7 (Intro. Jan. 21)
C	<i>Architecture: Social Spaces</i>	<input type="checkbox"/>	January 9 (Intro. Jan. 7)
D	<i>Comparative Colonial Experience</i>	<input type="checkbox"/>	January 16 (Intro. Jan. 7)
		<input type="checkbox"/>	January 29 (Intro. Jan. 21)
E	<i>Crafts at Colonial Williamsburg: The Building Trades</i>	<input type="checkbox"/>	January 22 (Intro. Jan. 21)
		<input type="checkbox"/>	February 14 (Intro. Feb. 11)
		<input type="checkbox"/>	February 27 (Intro. Feb. 11)
F	<i>Dance, Music, and Theater in the Lives of Colonial Virginians</i>	<input type="checkbox"/>	January 23 (Intro. Jan. 21)
		<input type="checkbox"/>	February 19 (Intro. Feb. 11)
G	<i>Education in Colonial Virginia</i>	<input type="checkbox"/>	January 24 (Intro. Jan. 21)
		<input type="checkbox"/>	February 19 (Intro. Feb. 11)
H	<i>Family Life in Colonial Virginia</i>	<input type="checkbox"/>	January 29 (Intro. Jan. 21)
		<input type="checkbox"/>	February 26 (Intro. Feb. 11)
I	<i>Folk and Formal Traditions in Early American Art</i>	<input type="checkbox"/>	January 30 (Intro. Jan. 21)
		<input type="checkbox"/>	February 20 (Intro. Feb. 11)
J	<i>Historic Trades</i>	<input type="checkbox"/>	January 30 (Intro. Jan. 21)
		<input type="checkbox"/>	February 26 (Intro. Feb. 11)
K	<i>Military Life</i>	<input type="checkbox"/>	February 6 (Intro. Jan. 21)

(continued on reverse)

L *Politics and Allegiances of  
the American Revolution*

January 10 (Intro. Jan. 7)  
 February 21 (Intro. Feb. 11)

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M *Williamsburg's Public Buildings*

February 14 (Intro. Feb. 11)  
 February 20 (Intro. Feb. 11)

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N *Women in Chesapeake Society*

January 14 (Intro. Jan. 7)  
 January 28 (Intro. Jan. 21)

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\_\_\_\_\_  
Please print or type your name.

\_\_\_\_\_  
Department in HAPO

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Signature

Please return this form to your master teacher or interpretive education representative by *Wednesday October 3, 1984.*