

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 divisionwide 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, etc.). 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, Basic Courses and 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.

Basic Courses 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. Interpreters whose employment antedates January 1, 1980, however, may choose to enroll in the Basic Courses. The last year that this option will be offered is 1984. The Basic Courses are:

Year one—*Virginia Society in Profile*

The Growth of Virginia's Preindustrial Economy

Fine Things/Plain Things: Virginia's Material Culture

Year two—*Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia*

The Evolution of Government in Colonial Virginia

The Revolution in Virginia and Its Aftermath

Advanced Courses are available only to those interpreters hired before January 1, 1980. Interpreters will indicate the "set" of two courses that is their first choice, second choice, and so forth. The Advanced Course section of the Core Curriculum gives those interpreters who have been here longer the opportunity to select courses that further their professional development.

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Objectives, *continued*

Each year the Advanced 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, interpreter questionnaires and profiles (completed by all interpreters involved in the program), and consult department heads from the various interpretive support departments such as archaeology, architecture, collections, and research.

A third level of the Core Curriculum is now being developed and is expected to be implemented in January 1985. This program will offer courses to those individuals who have participated in the advanced programs and will provide still more opportunity for choice in their interpretive development. Individual study courses, small workshops, and visits to other museums are but a few of the options that may be available in this newest phase of our divisional in-service program.

Core Curriculum Committee: Bill Tramosch, chairman, Linda Baumgarten, Barbara Beaman, Gary Brumfield, John Caramia, Kevin Kelly, and Jane Strauss.
Core Curriculum Catalog: Carol Williams, coordinator.

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

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The Partnership: Teaching and Application in Historical Interpretation

The 1984 Core Curriculum is divided into six sessions:

Session One, lasting approximately four hours, will consist of two lectures that will help to develop your skills in the use of historical source materials. Graham Hood will discuss what we can learn from paintings and prints, and a member of our research staff will discuss historical documents.

Sessions Two through Four are devoted to your content courses. If you are enrolled in Basic Courses, each training day will last eight hours; if you are taking Advanced Courses, each day will last seven hours. There is a difference in time because the Basic programs consist of three courses each, but the Advanced program consists of two courses this year. Scheduling two three-hour Advanced Courses per day enables us to offer more in-depth study.

Session Five, lasting approximately three hours, consists of (a) a review of course content, (b) a discussion of the ways in which the content can be applied, (c) a test, and (d) preparation for the Practicum.

Session Six, lasting approximately two hours, will be a discussion of the practicum period. This discussion will be held three weeks after the fifth session.

As HAPO interpreters, you are a diverse group, and you bring special talents and interests to a wide range of interpretive situations. The Core Curriculum is designed to provide you with ample opportunity to share your ideas and skills with other interpreters.

Program Appraisal: Test/Practicum/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 Basic Courses, you will participate in a 1½-hour test developed by the faculty and given on a day following completion of your three days of classes. Similarly, each of the two Advanced Courses will involve a 30-minute test given on a fourth day soon after completion of your course. 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 period, you will reconvene in small departmental groups to discuss your applications. Relevant faculty and Department of Interpretive Education staff will also attend the practica.

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: Basic and Advanced Courses

Eligibility—

BASIC COURSES: First-year courses (Basics I) are for interpreters hired *after* January 1, 1983. Second-year courses (Basics II) are for interpreters hired *between* January 1, 1980, and December 31, 1982, who took the first year of Basic Courses in 1983.

ADVANCED COURSES: Advanced Courses are for interpreters hired as seven-month or more employees *before* January 1, 1980. (If you are eligible for the Advanced Courses, you may elect to take either first-year Basic or second-year Basic Courses in the 1984 Core Curriculum. However, this is the last year that this option can be offered.)

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 your master teacher or interpretive education representative by Wednesday, October 5, 1983.

Interpretive Profile—Each year the faculty needs to know about the interpreters in his or her classes. Will you 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, 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

First-Year Basic Courses (Basics 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.

The Growth of Virginia's Preindustrial 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

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. Teaching Curator.

Second-Year Basic Courses (Basics 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, prints of the period, and documentary and artifactual 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 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.

Advanced Courses 1984

Archaeology in Williamsburg and Carter's Grove

This course covers the history of excavations in these two areas 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.

Comparative Colonial Experience

This course will provide a context for understanding that part of the Anglo-American colonial world which 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. Philip Morgan.

Crafts at Colonial Williamsburg: History, Process, and Products

After surveying the metalworking trades, this year's offering will focus on ironworking trades. It will identify the tradesmen, explain the structure of the work force and business operation, present the role of the trades in the community, and show the processes and products of the trades. Participants will examine objects, account books, prints and paintings, and visit several sites where the use of this information will be demonstrated and discussed. Gary Brumfield and Peter Ross.

Eighteenth-Century Thought

This course will examine the eighteenth-century concepts of men, reason, and nature. It will explore eighteenth-century ideas of man's nature and knowledge, his relationship to God and the universe, and his relationship to other men. Frank MacDonald.

Historic Trades in Colonial Virginia

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 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. Harold Gill.

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.

Interpreter Profile 1984

Each year the faculty needs to know about the interpreters in his or her classes. Will you please complete the enclosed interpreter profile and return it with your registration form.

Please print or type your name.

Department in HAPO

1. Years of interpretive experience at CWF.
2. Present position and department.
3. Any other positions you have held with the Foundation.

Cut on dotted line.

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4. Other related work experience.
 5. Related educational background.
 6. In order to assist us in planning future Core Curriculum programs, departmental in-service training, and articles for *The Interpreter* and *Questions and Answers*, will you please indicate which areas of interpretive education at CWF are of particular interest to you. Please be specific.



1984

Core Curriculum Registration Form

The Core Curriculum is intended for interpreters in the following Historic Area departments: Company of Colonial Performers, Crafts, Historic Area Stores, Historical Interpretation, and Visitor Aides. Please register for either the Basic Courses or choose four sets of Advanced Courses according to your order of preference. Return this form with the enclosed "Interpreter Profile" to your master teacher or interpretive education representative by October 5, 1983.

Basic Courses Registration

If you were hired after January 1, 1983, you will be scheduled by your department to take the first set of Basic Courses in January or February, as shown below:

Basics I *Virginia Society in Profile*
The Growth of Virginia's Preindustrial Economy
Fine Things/Plain Things: Virginia's Material Culture

If you were hired after January 1, 1980, and you took the first year of Basic Courses in 1983, you will register for the second year of Basic Courses, as shown below:

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

Please print or type your name.

Department in HAPO

I understand that my department will schedule specific dates for me to attend the Basic Courses for which I qualify (please check below).

Basics I

Basics II

Signature

If you were hired as a seven-month or more employee before January 1, 1980, you are eligible to choose between taking Advanced Courses or Basic Courses. This is the last year that you will be given this option. Please indicate your preference by checking the box below. Note: Each interpreter will take three Basic Courses or two Advanced Courses in 1984—combinations of Basic and Advanced Courses are not possible.

I choose to take Basic Courses rather than the Advanced Courses for which I am eligible. (Complete the Basic course registration.)

Please return this form to your master teacher or interpretive education representative by *Wednesday, October 5, 1983.*

Advanced Courses Registration

If you are enrolling in Advanced Courses, indicate in the boxes your first four choices of sets in order of priority by numbering 1-4. Every effort will be made to place you in one of the Advanced Sets you have selected. If over-registration occurs in any course, placement will be determined by seniority within your department if your registration form is received by October 5, 1983.

- | | | | |
|--------------------------|-------|---|------------------------------------|
| <input type="checkbox"/> | Set A | <i>Archaeology in Williamsburg and Carter's Grove Historic Trades in Colonial Virginia</i> | Jan. 10-19 (Intro. Jan. 9) |
| <input type="checkbox"/> | Set B | <i>Archaeology in Williamsburg and Carter's Grove Period Clothing</i> | Jan. 10-19 (Intro. Jan. 9) |
| <input type="checkbox"/> | Set C | <i>Comparative Colonial Experience Eighteenth-Century Thought</i> | Jan. 16-23 (Intro. Jan. 9) |
| <input type="checkbox"/> | Set D | <i>Archaeology in Williamsburg and Carter's Grove Crafts at Colonial Williamsburg: History, Process, and Products</i> | Jan. 24-Feb. 2 (Intro. Jan. 23) |
| <input type="checkbox"/> | Set E | <i>Archaeology in Williamsburg and Carter's Grove Eighteenth-Century Thought</i> | Jan. 24-Feb. 2 (Intro. Jan. 23) |
| <input type="checkbox"/> | Set F | <i>Eighteenth-Century Thought Historic Trades in Colonial Virginia</i> | Jan. 30-Feb. 7 (Intro. Jan. 23) |
| <input type="checkbox"/> | Set G | <i>Eighteenth-Century Thought Williamsburg's Public Buildings</i> | Jan. 30-Feb. 7 (Intro. Jan. 23) |
| <input type="checkbox"/> | Set H | <i>Crafts at Colonial Williamsburg: History, Process, and Products Historic Trades in Colonial Virginia</i> | Feb. 6-13 (Intro. Jan. 23) |

(continued on reverse)

Advanced Registration, *continued*

| | | | |
|--------------------------|-------|--|------------------------------------|
| <input type="checkbox"/> | Set I | <i>Crafts at Colonial Williamsburg: History, Process, and Products Period Clothing</i> | Feb. 20-27 (Intro. Feb. 13) |
| <hr/> | | | |
| <input type="checkbox"/> | Set J | <i>Archaeology in Williamsburg and Carter's Grove Williamsburg's Public Buildings</i> | Feb. 28-Mar. 8 (Intro. Feb. 27) |
| <hr/> | | | |
| <input type="checkbox"/> | Set K | <i>Archaeology in Williamsburg and Carter's Grove Comparative Colonial Experience</i> | Feb. 28-Mar. 8 (Intro. Feb. 27) |

Please print or type your name.

Department in HAPO

Signature

Please return this form to your master teacher or interpretive education representative by
Wednesday, October 5, 1983.