A Program for using Colonial Williamsburg as a Laboratory for the Study of Colonial Life

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A PROGRAM
FOR USING COLONIAL WILLIAMSBURG
AS A LABORATORY
FOR THE STUDY OF COLONIAL LIFE

by

LOUISE BIRNIE FORSYTH
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Chapter I

The Problem

Introduction. The restored city of Williamsburg offers rich opportunities for experiences in the study of colonial life that are not fully realized or utilized by teachers of American history. An examination of numerous secondary school textbooks and courses of study ¹ has shown that units of colonial life are usually included in American history courses, so that many more classes could be taking advantage of the many learning experiences in Williamsburg than are now doing so.

In past years education has tended to be removed from the basic experiences of life. Children memorized textbooks and were not allowed to think or experience beyond the limitations of the classroom. The active school is replacing this traditional school and is based on the theory that the pupil learns more by active participation than he does by taking in information passively. It is the responsibility of the educators to select those worthwhile experiences that

¹ Listed in the bibliography.
will contribute to the desirable growth, mental, social, and physical, of the child. Such a conception allows a teacher to build into the lives of her pupils new and invaluable experiences formerly unheard of.

Dewey states that "an ounce of experience is better than a ton of theory." The experience is necessary before the mass of theory can be grasped. Words are symbols of ideas, so when the bodily situation is removed, as it too often is in the classroom, the idea loses its function, and the word alone remains with little meaning and results in half observations, verbal ideas, and unassimilated knowledge which make perception obscure and thinking impossible.

A fundamental aim of education is to acquaint the child with his environment. Much of the information needed may be obtained from books, the teacher, and class discussion but unless this information is supplemented by contact with

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4 Loc cit.
things, "impressions are likely to be vague and lacking in realistic aspects. Children need to see and examine objects in order to acquire clear, accurate concepts." 5

The principles of learning as enumerated by Rugg 6 emphasize the values of experience in teaching. He states as his first principle that "the pupil learns only by active participation." He should be provided with a continuous stream of opportunities to think, draw generalizations from facts, and to apply them. A second principle holds that "the situations of the school must be real and dramatic." As much first hand material and experiences as possible should be provided. Only through these experiences "-excursion, observation, vivid discussion - will he (the pupil) achieve a true understanding of the social world." The third principle of learning as stated by Rugg is that "learning proceeds through the gradual accumulation of experience." The new education conceives learning in school as an inductive cumulative process during which each new experience modifies the attitudes which the pupil had assumed.


Rugg further states that "every avenue of learning should be employed." If pupils are to understand the world in which they are living then the course in the social studies must provide the pupil with a great wealth of illustration. There are numerous sources from which illustrative material for units on colonial life can be drawn. Books are the most common and most easily procured materials and a wide variety of treatments of colonial life are available in textbooks and in supplementary references. Books provide the basic medium for the development of understandings.

Still pictures can be used effectively in the study of colonial life and are used so extensively to illustrate textbooks and supplementary publications that they are regarded as necessary additions to practically all types of instruction. Pictures used should be limited to the subject being studied and impressions gained should be integrated with the verbal presentation to facilitate understanding.

The motion picture has great potential educational value and has a contribution to make towards enrichment of experiences. To date, little material is available on colonial life. No picture should be used unless it has a definite contribution to make to the understandings being

7 ibid. p. 8
developed. The motion picture provides an effective means of preparation and follow-up of a unit.

Objects or models brought into the classroom or seen in museums make an important addition to the development of clear impressions. The study of colonial life provides many opportunities for the utilization of materials of this type. Children may make models or they may be borrowed through children's museums. Excursions may be made to museums to see the objects.

Great value can be derived from directed school journey's, excursions, and field trips. Pupils are enabled to examine things first hand and often to see things in their natural setting and relationships. For this purpose colonial Williamsburg offers a unique opportunity for the study of eighteenth century life in America in general and Virginia in particular free from alien or inharmonic surroundings. "A great educational project has brought back to life those elements that contributed to the dignity, the charm, and the significance of colonial Williamsburg." 8 Home life, social life, the fine arts, crafts, are all represented and contribute to a greater appreciation of life in the eighteenth century.

The records of the Restoration show that many school groups, both secondary and elementary, are visiting

8 Leaflet of Colonial Williamsburg, Incorporated, 1942.
Williamsburg, but the majority of secondary school groups are senior classes on annual tours to Washington and to Virginia. The trips are planned as culminating activities of the school year and are apart from regular school and classroom activities.

A survey of school groups visiting Williamsburg in the spring of 1942 was made by the educational division of Colonial Williamsburg and it was shown that the groups which had studied life in colonial times before the visit asked much more intelligent questions and were much more interested in what they saw than were the groups which did not have an historical background relating to the period. Those children who had studied colonial life asked such questions as:

- Why is there so much Chinese influence?
- How were the window panes made?
- Were the stocks ever used for women?
- How did people take baths?
- What was the life of the gaoler like?

In contrast, the children with no knowledge of life in colonial days seemed incapable of asking intelligent or sensible questions because they could not appreciate what they were seeing. One group of junior high school children asked such questions as:

- Has that clock been running since colonial days?
- Did Blackbeard's pirates sleep on that same straw?
While much incidental learning occurs, the excursion to Williamsburg would be much more successful and valuable if there were planning and preparation for the trip and utilization of the material and understandings gained in the classroom. This study is projected to make school journeys to Williamsburg more valuable by showing what aspects of colonial life are represented in the city and by pointing out specific things that will aid in the development of a greater knowledge of these aspects.

Statement of the problem. The aims of this study are:

1. To establish definitely the importance of an understanding of colonial life as an objective to be realized in social studies courses.

2. To determine the aspects of colonial life about which understandings are desirable.

3. To summarize concepts about excursions, school journeys and field trips as applicable to the problem.

4. To prepare a program or suggestions for a program to develop an understanding of these aspects of colonial life under the following:

   a. Materials that are especially helpful in preparing students for these understandings before actually making a school journey.
b. Location of things (buildings, objects, etc.)
which will aid in the development of the desired understandings.

c. Suggestions of materials that can be used for the follow-up in the classroom.

d. Details concerning arrangements for the visit to Williamsburg.

Definitions of the terms used:

School Journey. A school journey is usually a long trip lasting one or more days and involving the consideration of several things of class interest.

Excursion. The excursion refers to a visit to some nearby point of interest which takes less than a day to accomplish.

Field Trip. The short trip involving only a few hours away from the school to observe points of interest to the class is known as a field trip.

These terms are sometimes used interchangeably to designate class trips away from the school taken by students under the direction of teachers for the purpose of studying objective material in museums or in its natural setting. The terms are so used in this study.
Chapter II

Development of Understandings Concerning Colonial Life.

"All history has a background. Behind something that is stands something that was." 1

A study of the history of the United States should enable one better to understand and appreciate the present through the study of the political, social, and economic development of our country. A part of the aim of any social studies course should be to enable the individual better to understand and function in his environment through the study of the past. The primary activities of man acquire meaning through history.

The social conditions of the United States today are too complex to be directly grasped. To be comprehended they should be studied in their process of formation. In studying the colonial period as one period in the development of America, one studies under simpler conditions the country of today. The colonial period was basic in the

1 Quoted in Long Beach City Schools Course of Study for Senior High Schools in United States History and Government. Long Beach, California, 1932. P. 9.
foundation of the American way of life. It saw the founding and the establishment of American customs, habits, and points of view in contrast with those of the old world homes of the colonists. A knowledge and appreciation of life in the colonies is necessary for an understanding of the changes in the economic and social structure of the nation through which a small colonial population became strong and industrialized.

Horn  states that there is value in the love of knowledge for its own sake. All phases of colonial life are not connected with the present but "history as a systematic record of the achievement of man on earth may very well include much that does not aid in solving the present social problems, the reading and enjoyment of which may only cultivate individual personality."  Aristotle is quoted as saying that "it is neither fine nor noble always to be talking about what is useful."  To study only the past of our present would leave many large and interesting gaps. Children are interested in the ways people lived in by-gone days and delight in stories about life in homes, schools, amusements, and many other aspects of past cultures.

3 Loc. cit.
4 Loc. cit.
It is an indisputable fact that history should not be taught as a ready-made study, occupying the learner for no other reason than that he is sent to school to learn. The immediate activity and the direct interests of life are neglected when mere information is amassed in school apart from life. The subject should be adapted to the needs and interests of the group and should contribute to a realization of their purposes. The class should have an active part in determining what shall be studied and how. All aspects of any period cannot be studied in school due to the time limitation and therefore selections must be made. In a unit on colonial life it is necessary to determine the aspects of life about which understandings are desirable.

In an effort to determine which aspects of colonial life are most often taught in social studies classes in secondary schools an examination was made of a number of high school textbooks and courses of study for United States history. Those taught are grouped under social, political, and economic aspects of life. Included under the social aspects of life are: types of homes, furnishings,


6 The list of books examined is found in the bibliography at the end of this study.
table wear, heating, lighting, food and drink, clothing, entertainment (amusements, literature, music, art), and religion. Government, defense, schools, and crime and punishment are included in the political aspect of colonial life. The economic phase consists of crafts, other occupations, communication, and transportation.

After repeated visits to the exhibition buildings of colonial Williamsburg it was found that all of these aspects of colonial life are represented in the city to some degree. All of them contribute to bring about a complete picture of life in the eighteenth century.

Through a study of the everyday life of the colonists the appreciation of their problems will increase and the people are seen as human beings who lived, worked, played, and cooperated with one another. The colonial period was the beginning of the blending of nationalities that produced the Americans of the twentieth century. Modern institutions such as schools, churches, businesses, and governments were started during the period of colonisation.

As a result of a unit concerned with colonial life understandings concerning the social classes, the ways people made a living, how they lived, the culture, and the government should be developed. Classes should realize why such a mode of life developed and how it has affected our modern life.
The best way to develop an understanding and an appreciation for a way of life is to relive it. Colonial Williamsburg offers almost such an opportunity to students. Scenes once only words in a textbook come alive during a visit to the city.

Gay laughter, tinkling glasses, the tuneful strains of a harpsichord... there is a dinner party at the Governor's Palace. While over at the Raleigh Tavern there are other sounds, other voices - angry protests of table-thumping planters, and townsmen, clanking tankards, robust songs, logical discourses of earnest young students... a democracy is being conceived... a new people are finding themselves... a nation is coming of age. 7

In order to be successful the visit to the colonial city must be carefully planned. The pupils must know the object of the excursion and for what they are to look. The excursion should be a cooperative undertaking of teacher and pupils with the pupils assigned a share in the responsibility of the enterprise and an active roll at the destination. 8 If the pupils' interests in the undertaking are developed through active participation and if they are well prepared to understand the significance of the visit "the remains of the past will stir their imaginations and bring concreteness to the study of the abstractions of history." 9


8 Henry C. Atyeo, "The Excursion as a Teaching Technique," Teachers College Record, 40: 737-9, May, 1939.

The excursion to Williamsburg should not be undertaken unless the pupils feel a genuine need for utilizing resources outside the school. When such a need is felt and when the planning and management are left largely to the pupils, the project will provide an excellent adventure in democratic, cooperative living. The excursion gives pupils an opportunity to develop ability in observation, to do some scientific thinking, and to make valid deductions from the evidence of things seen and heard. 10

Classroom preparation should begin with the building up of the pupils' background concerning colonial life so that the experience will be enjoyable and meaningful. Materials should be varied, including both verbal and visual instruction. (Suggested materials are found in a later chapter of this study.)

When there is a recognized need on the part of the students to utilize the resources of Williamsburg, student committees on arrangements should be appointed to correspond with the Restoration office in order to make arrangements for the visit, to secure available materials, and to explain the purposes which the class hopes to achieve through the visit.

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Question forms are an excellent means of making a permanent record of the visit and are invaluable for purposes of review. They also help resist distractions during the visit and obviate disciplinary action. The form should include pupil questions not answered in the materials used in class and questions devised by the teacher and the committee concerning things to be seen in Williamsburg, and space should be left for illustrative sketches, descriptions, and new words. 11

L. C. Davis 12 has prepared a good check list for planning the excursion which is adapted here specifically for the excursion to Williamsburg.

1. Make a survey of the possible places to visit.
2. Make previous arrangements with the authorities in Colonial Williamsburg.
3. Choose the excursion to correlate carefully with the class study.
4. Arrange for flexibility in the school schedule so that the group may be gone for the required amount of time.
5. Avoid taking too many children on the trip.

11 Ibid.
6. Provides sufficient supervising teachers and guides.
   (The Restoration suggests one teacher for every ten children)

7. Make groups small enough so that each student can hear what the guide is saying when he is giving explanations.

8. Plan carefully regarding the routine factors of transportation, expense, schedules, and meeting places so that the values will not be lost through mismanagement.

9. Maintain good discipline on the trip.

10. Prepare a card for each pupil containing printed directions such as:
    a. Take notebook, question sheet, pencil, camera.
    b. Don't touch anything.
    c. Place of meeting and time.
    d. Suggested wearing apparel.

11. Work out a definite plan so that the administration office can reach the group if necessary.

12. Have each parent sign a permission card authorizing the school to take his child on a trip.

13. Motivate the excursion by previous study.

   During the visit to Williamsburg the pupils should utilize initiative, self-activity, and observation. Sketches and plans can be drawn, pictures taken, and descriptions
written. The teacher should guide the organisation of pupil observations and before any place is left the observations should be gone over systematically and any misunderstandings cleared up.

The evaluation of the trip lies in its effect on the students themselves. Trips or excursions may and often do aid in creating interest and impressions that are difficult to attain by the simple question and answer method. The teacher does not know what has been learned or gained on a trip unless reports are made by the pupils themselves. The question forms compiled on the trip make effective means of evaluation along with pupil reports, class discussion, and questions by pupils and teacher.

McKown and Roberts 13 have suggested questions for evaluating the excursion:

1. Was the time sufficient for the trip?
2. Was the group of the proper size?
3. Was the transportation satisfactory?
4. Was the individual or group expense right?
5. Did the group see what it wanted to see?
6. Did the group see enough so that what it saw was worthwhile?

7. In general, was the group interested and active?
8. Were there any pupils disappointed with the trip?
9. Were there any unavoidable delays?
10. Was the guide satisfactory? What were his weaknesses?
11. Was the general conduct of the group satisfactory?
12. Was the trip correlated satisfactorily later?
13. What were the most satisfactory things about the trip?
14. What were the most unsatisfactory things about the trip?
15. What changes would you make?

Certain values should have been gained from the excursion including and apart from the accumulation of knowledge. Writers concerned with the school excursion have generally agreed on the values to be found in it and the following list is adapted from several authors. 14


Henry C. Atyeo, "The Excursion as a Teaching Technique," Teachers College Record, 40: 737-9, May, 1939.


1. The excursion offers opportunities to present subjects of study in their natural setting.

2. Concrete evidence necessary to clarify instruction is offered.

3. An interest in history is stimulated by visits to historical shrines.

4. The excursion serves as a means of arousing specific interests in history and in related fields.

5. The excursion may serve as a preview of the lesson and as a means of gathering instructional materials.

6. The trip can verify previous information.

7. Teaching situations are created for cultivating keenness, observation, and to encourage pupils to see and to notice things about them.

8. An excursion aids in interpreting, enriching, and supplementing curricular experiences.

9. It provides for longer retention of knowledge acquired through its means than by any other method of instruction.

10. It develops responsibility.

11. General knowledge is increased through its use.

12. An interest is aroused in further personal research.

13. A desire to travel is created in many students.

The school excursion has its weaknesses and they may detract from the effectiveness of the trip unless the preparation for the visit is thorough. The organization
of subject matter is poor. The things seen on a journey are
diverse and may involve several branches of learning.
Distractions are many and varied. Climate cannot be controlled
and it sometimes destroys the effectiveness of an excursion.

In spite of these disadvantages the excursion technique
is superior to class discussion for teaching material
requiring comparisons and knowledge of concrete objects as
Atyeo 15 determined in a study of the effect of excursions
on an experimental group of twenty-six high school pupils
in an ancient history class. A control group, matched on
the basis of age, I.Q., and performance on standardized
history tests, was taught with the same methods excluding
only visits to museums.

Thomas Briggs, one of the earliest proponents of the
excursion wrote that

The activities of a school are determined by its
purposes. If these are to teach pupils to do better
the desirable things that they will do anyway and to
reveal higher activities, at the same time making
them desired and to an extent possible, then the ex-
cursion is important. By it the school is enabled
to acquaint pupils with various museums, memorials,
industries, and natural phenomena of a community,
thus making them intelligent concerning their environ-
ment and widening in a systematic way their interests.
At the same time it is enabled to enrich various

15 Henry C. Atyeo, "The Excursion as a Teaching
Technique," Teachers College Record, 40:737-9, May 1939.
courses and to motivate work. The excursion furnishes a series of projects which offer unsurpassed opportunities for initiative, cooperation, and the judging of relative values. 16

The modern school is increasingly emphasizing the importance of learning through concrete meaningful experience and observation and teachers are using the excursion more as a means of enriching and supplementing the work of the class. The school itself cannot provide all the necessary materials and situations for direct study and real experiences; the class must secure its first hand information at its source wherever possible.

Chapter III

A Program for Developing Understandings of Colonial Life.

One of the fundamental principles underlying the school journey, as stated by educators concerned with this method of education, is that the success of the trip depends on the preparation and guidance given before hand which provides a background enabling pupils to observe carefully and intelligently. Preparation in the classroom should involve the use of several types of activities and materials. Visual aids, supplementary references, and discussions should be used in addition to the text books. The material found in textbooks is the most easy to use and is basic to later understandings. Other general United States history books may present different aspects of the subject.

1 Henry C. Atyeo, "The Excursion as a Teaching Technique," Teachers College Record, 40: 737-9, May, 1939.
A section is devoted to the subject of colonial life in most United States History books and there are several excellent books devoted exclusively to the colonial period of American life and which cover the material extensively. Books that will prove helpful include:

New York: Charles Scribner's Sons, 1933.
Volume I, Chapter IV.

- and Vannest, Charles G., *The Record of America.*
Pp. 747-749, "Early Schools."

Alsetter, Mable, and Moreton, Richard, *Virginia and Her Builders.*


Hartman, Gertrude, *These United States and How They Came To Be.* New York: The Macmillan Company, 1932. Chapters I through XI.


The history book treatment of the subject of colonial life is a condensed version which presents only the most important aspects of eighteenth century life. There are many books available which go into detail concerning life of the period and are written in story manner. These books contain excellent illustrations in many cases.
The stories of life in the colonies are good and illustrations show costume, furniture, and mode of life.

The chapters on homes and life in general are good. There are quotations from original sources.

The book is a detailed account of Virginia life in the early colonial days useful as a reference book for the teacher.

Stories of life in the colonies.

References are made mainly to New England but are applicable to the southern colonies also. It is a helpful and detailed account of child life.
The detailed descriptions of the costumes worn in colonial times would be very helpful to a class planning to present a play or especially interested in the dress of the period.

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The details of home life not found in most books are contained in this excellent account. The book is well illustrated.

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The subject of transportation and travel is well covered and illustrations add to the usefulness of the book.


The story of Williamsburg is elementary but is of use on the junior high school level for its story of the growth of Williamsburg and the account of the "Public Times."
The collection of stories told in colonial days make an excellent contribution to an appreciation of life in the colonies.

The detailed account of colonial lighting is well illustrated with pictures and sketches of all types of lights.

The profusely illustrated stories of "firsts" in American history are elementary but so unique as to be useful on the secondary level.

The best of the stories is that concerned with action in the Virginia House of Burgesses on pages 259 to 266.

The illustrations of colonial costumes are excellent and are accompanied by good descriptions.
Scott, Arthur P., Criminal Law in Colonial Virginia. Chicago: The University of Chicago Press, 1930. The account of law in colonial days is written in a simple and interesting manner and will prove of use in the unit on colonial life and customs.

Talbot, Faulkner Hamlin, editor, Pageant of America. New Haven: Yale University Press, 1926. 15 volumes. The first sections of each of the fifteen volumes are an excellent source of materials on colonial life.


Wharton, Anne Hollingsworth, Colonial Days and Dames. Philadelphia: J.B.Lippencott and Company, 1900. The life of colonial women and their place in the society is discussed. The women represented are mainly New Englanders.

Williams, Lloyd Haynes, Pirates of Colonial Virginia. Richmond: Dietz Press, 1937. The account of lawlessness and punishment adds to an understanding of colonial days. The story of Blackbeard and his pirates is especially related to the study of Williamsburg. (Pp. 83-118)
After the class has decided that an excursion to Williamsburg would lead them to a better understanding of colonial life, they should determine with the teacher what they can expect to see that will lead to a realization of their aims. If possible the teacher and a class committee should make a preliminary visit to the city. If this is not possible due to distance effective use may be made of the numerous books and articles written about Williamsburg. Some of the books contain descriptions of the city and are well illustrated with photographs and sketches. Other works describe life in the colonial city in pre-revolutionary days.


Most children are interested in food and while this book is intended mainly as a cookbook it would have much use in a classroom for its menus and descriptions of food.


A good reference for orientation purposes.

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Short histories of the buildings and stories of events which occurred in them add to the value of the visit.


Cooke, John Eaten, *Stories of the Old Dominion*. New York: Harper and Brothers, Publishers, 1897. The stories are elementary but deal with subjects not treated in more advanced works. In particular see:

- Spotswood and the Golden Horseshoes, pp. 82-93.
- Patrick Henry, pp. 158-179.
- Ball at the Capitol, pp. 193-204.


Hanna, Paul; Quillen, James I.; and Potter, Gladys, L.:
Ten Communities. Chicago: Scott, Foresman and Company,
The account of Williamsburg is designed for the
elementary grades but is of use in the secondary
school.

Hartwell, Henry; Blair, James; and Chilton, Edward,
The Present State of Virginia and the College.
Williamsburg: Colonial Williamsburg, Incorporated,
1940.
The book was originally published in 1697 and is a
contemporary report of the period written by residents
of Williamsburg.

Hawthorne, Hildegard. Williamsburg, Old and New. Illustrated
by E. H. Suydam. New York: D. Appleton Century
Company, 1941.
The description of Williamsburg is excellently
written and is quite detailed. It is one of the best
books on Williamsburg.

Niles, Blair. The James. New York: Farrar and Rinehart,
Publishers, 1939. Chapters VIII and IX.
The two chapters, "Young New World" and "Duke of
Gloucester street," make an interesting addition to
the study of colonial life.
News items from the Virginia Gazette of the eighteenth century have been compiled to form an excellent source book of the life and times of Williamsburg.

A sketch book useful for its pictures of Williamsburg.

Good descriptions of Williamsburg are found in many periodicals and the accompanying illustrations are very useful as visual aids. Brief histories are found in some magazines and many of the magazines pertaining to the home contain excellent accounts of what Williamsburg means to contemporary life. Among the best articles are:

Good description of the contribution of colonial Williamsburg to modern life.

A brief historic sketch of the city.

70-1, November, 1934.
78-9, December, 1934.
Description of the restoration with illustrations.
______, "Williamsburg, A Shrine For American Patriots."
A short history of the city.
Description of the craft program.
An excellent article on Williamsburg well illustrated with many photographs.
A description of the Wythe House, its outbuildings, and the three craft shops accompanied by illustrations.
______, "Williamsburg Concerts; Sixth Festival of Eighteenth Century Music," House and Garden, 80: 67, November, 1941.
The story of the yearly concerts in Williamsburg at which colonial music is played on instruments used in the eighteenth century.

The Williamsburg issue of the magazine is an inclusive coverage of the work in the city. There are excellent illustrations and interesting and valuable discussions of what the restoration means to modern living.


Williamsburg at the beginning of the restoration.


A short history of Williamsburg.


What Williamsburg means to modern architecture.

Fiction can sometimes better develop period atmosphere than can non-fiction. There are a few stories that have colonial Williamsburg as their locale and which are worth including on the reading lists for a unit concerned with colonial life. It is unfortunate that there are not more stories on the secondary school level.


Visual aids can be used very effectively in the teaching of a unit on colonial life. The pictures found in many of the books and magazines listed previously in this chapter will be useful and are authentic. Few still pictures relating to colonial life are available from commercial companies. Class members may find it interesting and worthwhile to make slides for the unit if a projector is available. Slides are
simple to make and may be used again and again. 2

Several motion pictures are available which deal with colonial life and history. The motion picture may be used as an introduction to the unit or it may be used as a follow-up procedure. It is most useful when a picture is available for several showings during the course of the unit.

Hartley 3 recommends one film that is concerned with colonial life in Virginia entitled "Colonial Virginia."

Scenes of reconstructed Williamsburg, Virginia. A colonial coach arrives at a Williamsburg home and several ladies dressed in colonial style step forth. With this introduction to the spirit of colonial splendor which hangs over the city, we visit its points of interest. By pictures and narration by Lowell Thomas, we visit the House of Assembly, post office, church, Wythe House, William and Mary College, Raleigh Tavern, Public Gaol, Powder Magazine, Semple House, and finally the Governor's Palace. Many interior views are presented. Throughout the picture no touch of modernity is seen. Men and women in colonial fashions stroll the gardens and the general impression is that of a visit to an eighteenth century village. Among the many colonial objects pointed out are furniture, coats of arms, stocks, pillories, and kitchen utensils.

An excellent picture for use in a study of colonial times. Pupils are given the opportunity to see how people dressed, the houses in which they lived, their methods of transportation, and the grandeur of the colonial officials who represented the king. Also valuable for a consideration of American architecture.


For a picture of the very early colonial days a film entitled "Colonial Children" is available. It depicts the furnishings, clothing, customs, and events in a colonial family's day from the morning chores to the reading of the scriptures by the fireside in the evening.

The film entitled "A Planter of Colonial Virginia" is an authentic study of the home life of planters of colonial times. Elements of their social, economic, and cultural aspects of living are portrayed in their natural setting, including medical practice, social events, political issues, social strata, social controls, and aspects of food, shelter, and clothing.

Many aspects of colonial living are represented in the film highly recommended by Teaching Film Custodians for grades five through senior high school entitled "Bill of Rights." The events take place in the Governor's Palace, the House of Burgesses, and in the Raleigh Tavern.

Materials selected from those listed in this chapter are helpful in preparing students for the excursion to Williamsburg. The visit can prove to be the most valuable method for the development of understandings and appreciations concerning colonial life for the students can re-live their history. The things they read and thought about in their

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5 Ibid. P. 37
6 Teaching Film Custodians, Films For Classroom Use. New York: Teaching Film Custodians, October, 1941. P. 178.
classroom become more vivid than is possible even through motion pictures. Most of the aspects of colonial life are represented in part in Williamsburg and if properly planned and organized the class excursion to the city will prove invaluable through experiences that can not be reproduced in the classroom. The Restoration is anxious to assist school groups and to have them visit the city. Before the war and the rubber shortage Colonial Williamsburg had always made special rates for groups of children accompanied by teachers and it is presumed that after the war the same situation will be restored. There are two leaflets available from Colonial Williamsburg. The first entitled "Colonial Williamsburg", contains pictures of the exhibition buildings, short descriptions, an historical sketch, and a drawing of the plan of the city. The map folder, the second leaflet, contains a perspective map of the city with general information about Williamsburg. The leaflets may be obtained in quantities sufficient for distribution to each class member. Inquiries should be directed to the office of Colonial Williamsburg, Incorporated, Williamsburg, Virginia.

In order to determine what aspects of life are represented in colonial Williamsburg and to locate articles which would lead to the development of understandings of these aspects repeated visits were made to each of the exhibition buildings. No attempt was made to catalogue all of the things to be seen
in the city but those things which seemed to be most representative of the period or which added to the interest of life were included in the lists.

The whole trip should appear to be simple and the pupils should not be conscious of being "loaded down" with information and facts. An attempt to crowd a mass of detail into a single visit should be avoided and if necessary only one aspect of colonial life should be stressed. It is suggested that the class be divided into committees each to study more thoroughly one aspect of colonial life as it is represented in Williamsburg and to report its findings to the class on the return to school.

The members of the group must participate actively and not be merely passive listeners. They should make sketches, take notes, and write descriptions of things seen. One writer suggests that before leaving one place of observation the group go over systematically all that has been observed, complete notes and sketches, and sum it up in topical form.

The following lists are intended as a survey to show what a class may expect to see and where these things may be found in the city.

---

**HOME LIFE**

<table>
<thead>
<tr>
<th>Article</th>
<th>Description</th>
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<tbody>
<tr>
<td>Clothing</td>
<td>Middle class man</td>
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<td>Upper class ladies</td>
<td>Exhibition buildings</td>
</tr>
<tr>
<td></td>
<td>Craftsmen and wives</td>
<td>Golden Ball Shop</td>
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<tr>
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<td>Ayscough Shop</td>
</tr>
<tr>
<td></td>
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<td>Boot and Shoe Shop</td>
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<td>Beane Shop and Forge</td>
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<tr>
<td>Gaoler</td>
<td></td>
<td>Gaol</td>
</tr>
<tr>
<td>Negro maids</td>
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<td>Palace kitchen</td>
</tr>
<tr>
<td>Lackeys</td>
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<td>Wythe kitchen</td>
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<td>Coachmen</td>
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<tr>
<td></td>
<td></td>
<td>In coach on streets</td>
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**Food and Drink**

- Many types of food and drink representative of those served in colonial days are served in eighteenth century style and surroundings.
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<thead>
<tr>
<th>Article</th>
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<tr>
<td>Homes</td>
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<td>Governor's Palace</td>
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<td>Homes of wealthy towns</td>
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</tr>
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<td>Lower middle class home</td>
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<td>The exteriors of many other types of homes</td>
</tr>
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<td></td>
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<td>Fine craftsmanship</td>
<td>Wythe House</td>
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<td>Plain and sturdy</td>
<td>Gaoler's quarters above the Gaol</td>
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<tr>
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<td>Crude and rough</td>
<td>Barracks at Palace</td>
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<td>Wren Building, College of William and Mary</td>
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<td>Fireplaces</td>
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<td>Iron stove</td>
<td>Committee room, Capitol</td>
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<tr>
<td>Lighting</td>
<td>Chandeliers</td>
<td>All exhibition buildings</td>
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<td></td>
<td>Candle sconces</td>
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<td>Description</td>
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<td><strong>General court room, Capitol building</strong></td>
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**SOCIAL LIFE**

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<td></td>
<td>church members, and balconies</td>
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<td></td>
<td>for the college students and for</td>
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<td></td>
<td>the slaves are in the church.</td>
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<td></td>
<td>The small chapel at the college</td>
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<td>Article</td>
<td>Description</td>
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<td>Schools</td>
<td>College of William and Mary is the second oldest college in the United States, and the Wren Building is furnished in the style of furniture that was used in the early days of the college.</td>
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<td>Exteriors of many other types of homes may be seen in the city along Duke of Gloucester Street, Francis Street</td>
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<td>Ayscough Shop</td>
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<td>Arms and Munitions</td>
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<td>Deane Shop and Forge</td>
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<td></td>
<td>Hautboy</td>
<td>Ballroom, Palace</td>
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<td></td>
<td>Pianoforte</td>
<td>Apollo Room, Raleigh</td>
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<td></td>
<td>Barwel organ</td>
<td>Apollo Room, Raleigh</td>
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<td></td>
<td>Piano (1785)</td>
<td>Parlor, Wythe House</td>
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<td>Violin</td>
<td>Parlor, Wythe House</td>
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<td>Drum</td>
<td>Barracks, Palace</td>
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<td>Music sheets</td>
<td>Ballroom, Palace</td>
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Several of the books about Williamsburg contain interesting accounts of events taking place in the buildings of colonial Williamsburg. In case the references are not available to the teacher a condensed account of the significance of various buildings of colonial Williamsburg is included as a part of this study. The information was gathered from William Oliver Stevens' Old Williamsburg and Her Neighbors, Grace Norton Rose's Williamsburg, Today and Yesterday, and the official Handbook For The Exhibition Buildings published by Colonial Williamsburg, Incorporated.

The Capitol.

The capitol at Williamsburg was one of the important buildings of colonial America. The House of Burgesses, the Governor's Council, and the General Court of the Virginia Colony met at the capitol from 1704 to 1776. Interesting stories are told of events in the capitol. In 1759 George Washington was standing in his place in the House of Burgesses trying to express his thanks for the tribute given him by the House for his services on the frontier during the French and Indian War and was so ill at ease that the Speaker broke in with, "Sit down, Mr. Washington, your modesty is equal to your valour; and that surpasses the power of any language I possess."
The scene connected with the Williamsburg capitol which is most remembered is the debate on May 29, 1765 over the Stamp Act, made memorable by Patrick Henry. The debate took place in the House of Burgesses and the Speaker's chair in use at the time is in its place in that chamber today. The day began with a series of resolutions against the stamp act, introduced by Patrick Henry and it was in defense of one of his resolutions that Henry cried out, "Caesar had his Brutus, Charles the First his Cromwell, and George the Third" ---here being interrupted by cries of "Treason" he continued---"and George the Third may profit by their example. If this be treason make the most of it."

The Capitol was used frequently for dancing, suppers, and for social assemblies during the colonial period.

The first steps putting an end to colonial America were taken at the Virginia Capitol when resolutions were offered and unanimously adopted, calling upon the Continental Congress to declare the colonies free and independent.

The Public Gaol.

The Gaol was built near the Capitol so that those awaiting trial by the General Court could be kept safe and where others could be confined for their crimes or at least be kept until they were hanged. The Gaol was not a pleasant place in which to live as the cells were unfurnished, un-
heated, and the small windows were barred but not glazed. Thirteen of Blackbeard's pirates were held in the Gaol and were afterwards hung on the Capitol Landing Road.

Debtors were also confined in the Williamsburg Gaol but their quarters were a little better than those of the criminals. Since the rooms occupied by the debtors had once been the gaoler's quarters they could be heated. The colony was responsible for the maintenance of poor debtors only for the first twenty days of their imprisonment after which the creditor had to pay the prison fees if they wished them held longer.

The Raleigh Tavern.

The Raleigh Tavern was the most famous of the Virginia Taverns and was closely connected with the life of the capitol. So important was it that all neighboring areas were at a premium for doing business. The Raleigh was the business center of the colonial capitol as well as its leading hotel.

The Tavern was also the social center of the city. The men and women of the colony met at balls during the "Public Times" and danced and dined in the Apollo and the Daphne Rooms. It was here that Thomas Jefferson danced and lost his "fair Belinda". Here also was held the first meeting of the Phi Beta Kappa Society which was founded by
students of the College of William and Mary on December 5, 1776.

The Raleigh reached its greatest importance during the period when the royal governors and the Virginians were at odds on public questions and meetings were transferred to the Raleigh for greater freedom and security.

The Governor's Palace.

The Palace stood for nearly seventy years as a symbol of royal authority and prestige in Virginia. The social life was elaborate and social recognition at the Palace was the near equivalent of acceptance at the Court of St. James in England. The celebrations were probably more elegant and impressive than those held elsewhere in the colonies at the time. The Palace was the residence of Alexander Spottswood, Hugh Drysdale, William Gooch, Robert Dinwiddie, Francis Fauquier, Norborne Berkeley (Baron de Botetourt), and John Murray (The Earl of Dunmore).

The garden of the Palace is elaborate and formal with the geometric divisions fashionable in the eighteenth century. The bowling green and the holly maze in the gardens afforded amusement to the colonial ladies and gentlemen.
The Wythe House.

The Wythe House exemplifies the more comfortable colonial city homesteads and was the home of George Wythe, the first professor of law at William and Mary and the first at any college in America.

The house is said to have three ghosts, one being George Wythe, himself, who was poisoned by a nephew in Richmond, and is said to return to his home on the anniversary of his death and to lay a chill touch on the face of whoever is sleeping in his bedroom. Some say that George Washington, who made the Wythe House his headquarters during the Yorktown siege, revisits the house. Others say that this apparition is Governor Page, who owned the house and who prefers it to any other place. The third ghost is said to be Lady Ann Skipwith, another occupant, who looks for her slipper lost in hasty flight from a ball at the Palace after her beau deserted her for another.

The Ludgillet-Paradise House.

The house is another example of the town house of the eighteenth century. Its most famous inhabitant, Lucy Paradise, was so eccentric that she insisted that callers accompany her in her coach as it was rolled to and fro around a back hall.

The house now contains Mrs. John D. Rockefeller, Junior's collection of nineteenth century American folk art.
Bruton Parish Church.

As the Court Church of colonial Virginia Bruton Parish Church was attended by the most distinguished Virginians of the time. George Washington worshipped at the church when he was in Williamsburg. It is said that the Baptismal Font was the one used at the baptism of Pocahontas at Jamestown.

The College of William and Mary.

The college is the second oldest in America and was the first in America to receive a charter from the crown, dated 1693, under seal of the Privy Council. It was the first and only American college to receive its coat of arms from the College of Heralds in London.

Thomas Jefferson, John Marshall, and James Monroe were students at the College of William and Mary and other distinguished men of the period were graduates.

The main building is known from contemporary evidence to have been designed by Sir Christopher Wren. It housed the professors and students, and contained the kitchen, the refectory, the Great Hall, and the Chapel.

Indian students were housed in the Brafferton in the original college yard and most of the presidents have lived in the President's House opposite it. The three buildings in the college yard comprise the oldest academic buildings extant in the United States.
While the tour of the buildings and the city is being made, it is suggested that the students make sketches and plans, take pictures, and write brief descriptions to be used as a permanent record of the trip and as a means of review.

Many of the materials mentioned previously can be used for follow-up as well as for the period of preparation. After the journey, new interests in colonial life will have been developed and the children will have new incentive to refer to the supplementary references. The use of one or more motion pictures on the subject is always an effective follow-up technique if the pictures are closely related to the subjects discussed in the classroom. If the picture was shown before the excursion, it may be re-shown for review and as a culminating activity.

The teacher should select the materials used during the unit with care so that they will contribute to the realization of pupil purposes and of her purposes. Unless the material can make a definite contribution to the subject, time should not be wasted using it when there are so many excellent materials on the subject of colonial life.
Chapter IV

Summary

The social conditions of the United States are too complex to be directly grasped without preliminary study, so that to be comprehended they should be studied in their process of formation. The colonial period was basic in the foundation of the American way of life as during that period were developed the American customs, habits, and points of view which are so characteristic of the country today. A knowledge and appreciation of life in the colonies increases understanding of the changes in the economic and social structure of the nation through which a small colonial population became strong and industrialized. In order to see how a nation has changed it must first be known what it was before.

An examination of high school textbooks and courses of study showed that units on colonial life are usually included in United States history courses. In the majority of texts the aspects of colonial life were grouped under social, political, and economic phases covering all aspects of colonial life.
The ideal way to study any period of life would be to re-live it. Colonial Williamsburg offers almost such an opportunity to those classes studying colonial life. All of the aspects of colonial life which are characteristic of it are represented to some degree in the city and opportunity is given children with proper factual background the chance to increase understandings and to have stories in textbooks mean more than just words in a book. Experience and active learning are more desirable and more effective than the traditional passive education. Such a conception allows teachers to bring into the lives of their pupils new and valuable experiences from outside the walls of the class room. Outstanding is the increasing use of the excursion which can bring concreteness to the abstractions of history.

The excursion to Williamsburg must be planned for and must not be used unless the class feels a need for the material to be gained from the excursion. The journey should follow a definite plan from the first planning to the culmination. A plan for organization and procedure is suggested.

1. Make a preliminary survey of the points of interest in Williamsburg that will give meaningful content to the curriculum and school activities.

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2. Determine the purposes.
3. Examine the survey data for materials that will develop desired concepts.
4. Make the necessary arrangements with:
   a. School authorities
   b. Parents
   c. Representative of Colonial Williamsburg
5. Initiating the journey.
   a. Develop the need for the excursion to Williamsburg during class discussion.
   b. Have the pupils fix the aims definitely.
   c. The teacher should be familiar with the place, the route, and the necessary reference materials.
   d. Pupils should compile a list of necessary equipment for the journey.
6. Instruction en route and the visit.
   a. The teacher should be a constant guide on the way and should lead discussion groups if the group is together.
   b. A definite plan should be followed during the tour of the city and the buildings. The students should collect information and make sketches that will be of use for the follow-up period. The teacher should guide the organization of student observations.
c. On the return trip the students should exchange ideas, ask questions, and begin to organize the results of the trip.

7. The follow-up period should include pupil reports and questions and the work should be coordinated.

8. Appraisal of the lesson should determine whether or not the excursion accomplished what it was supposed to accomplish.

When properly planned and executed, the excursion to Williamsburg can contribute more to the development of understandings and appreciations concerning colonial life than can any other method. One group should not attempt to see everything that there is to be seen in the city. The entire group should gain a general impression of colonial life as it was in the city and small groups should study the aspects of one phase of life as it appears in Williamsburg to be reported on the return to school. Since there is so much to be seen in Williamsburg confusion and overloading with facts will result unless some such system is worked out. If at all possible repeated visits should be made in order to utilize the resources of the city as a laboratory for the study of colonial life.
References for School Journeys,
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