

1993

A Study of American Colonial Myths

Susan A. Vasoti
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects

 Part of the [Education Commons](#)

Recommended Citation

Vasoti, Susan A., "A Study of American Colonial Myths" (1993). *OTS Master's Level Projects & Papers*. 382.
https://digitalcommons.odu.edu/ots_masters_projects/382

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

A STUDY OF
AMERICAN COLONIAL MYTHS

A Research Paper
Presented to the Graduate Faculty
of the Department of Occupational and Technical Studies
at Old Dominion University

In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree

By
Susan A. Vasoti
August 1993

APPROVAL PAGE

This research paper was prepared by Susan A. Vasoti under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

APPROVAL BY: John M. Ritz 8-9-93
Dr. John M. Ritz Date
Advisor and Graduate
Program Director

TABLE OF CONTENTS

	Page
Approval Page	i
Table of Figures	iv
Chapters	
I. INTRODUCTION	1
Statement of Problem	2
Research Goals	2
Background and Sigificance	3
Limitations	7
Assumptions	7
Procedures	8
Definition of Terms	8
Overview	9
II. REVIEW OF LITERATURE	10
Explanation of Myths	10
Summary	14
III. METHODS AND PROCEDURES	15
Population	15
Instrument Design	16
Data Collection and Analysis	16

Summary	17
IV. FINDINGS	18
Data Concerning Myths	18
Personal Identification Data	21
Summary	21
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	24
Summary	24
Conclusions	24
Recommendations	25
Bibliography	26
Appendices	27
A. Survey	28
B. Cover Letter	36

TABLE OF FIGURES

Figure	Page
1. Education Levels of Believers	22
2. Believers in History Field	23

CHAPTER I

INTRODUCTION

Due to misunderstandings on the part of the average American concerning certain historical issues, a study was done to ascertain the depths to which this confusion reaches into our society. These myths are being taught in our schools, in historic museums and can be found in books.

Many Americans in 1993 claim to have a love for history. They volunteer in museums, create characters from early America, live in old houses and collect books on the subject. But how many of these lovers of nostalgia know that many stories they believe are not true? Hopefully, this study will determine how many people believe myths. Questions about popular myths will be asked along with various demographic questions. It is important to determine who believes these myths and where they heard them.

Once this information is obtained, the education process can begin. Teachers and historic house tour guides must be informed by through inservice training and the general public must be told through pamphlets or special programs.

Statement of Problem

The problem of the study was to determine the characteristics of Americans who believe in certain historical myths of the 17th and 18th Centuries and who or what is keeping these myths alive in order to correctly educate those teaching the myths and those who believe in them.

Research Goals

The goals of the research study were to ascertain the following:

1. What types of Americans believe in historical myths.
2. If those who believe the myths are getting this false information from historic house tour guides, teachers, television, books or family members.
3. What can be done to keep the stories alive as myths, not fact.

Background and Significance

To the reader not directly involved with the historical field, this study may seem unimportant. However, it is imperative to determine why these myths are so entrenched in our society. Those who are educating our children could be the ones perpetuating these myths, therefore we must determine who believes these stories and who is telling them.

Nine historical myths were examined, and they were as follows:

1. People in the 17th and 18th Centuries were considerably shorter than folks of today.
2. Betsy Ross sewed the American flag with instruction from George Washington.
3. Colonial people used an outhouse to relieve themselves.
4. "Cross and Bible" doors were used to symbolize faith.

5. Widows' walks were used by a lonely woman watching in vain for her sea-faring husband.

6. Paul Revere actually completed his ride.

7. Many colonists' homes had Indian tunnels to protect them from violent attacks.

8. The Liberty Bell was built and rung in honor of the Declaration of Independence.

9. The stones and bricks which colonists used to line their streets and build their homes once served as ships' ballists.

Through previous research, it has been determined that the above statements are indeed myths. The facts are as follows:

1. The average man in the 17th and 18th Centuries was 5 feet 8 inches, only a few inches shorter than the average male today (Dunbar, 1987, p. 33).

2. There is no real proof that Betsy Ross, a Philadelphia seamstress, sewed the first flag, nor is there proof that Washington ordered one made until much

later (Panetti, 1987, p. 279-280).

3. The chamber pot was mainly used until the 19th Century (Miller, 1986, p. 254).

4. The "cross and Bible" design is merely needed for construction and does not symbolize faith (Dunbar, 1987, p. 29).

5. The so-called widow's walk was simply a trend in architecture and the walks are actually too small to allow even a tiny 18th Century woman to walk on them (Dunbar, 1987, p. 30).

6. There is little evidence that supports the claim that Revere finished his famous ride. There is evidence he began it, but was arrested soon after beginning (Shenkman, 1992, p. 10).

7. By the time most of the colonists were building their homes, Indian raids were unheard of and were no more needed than they are today (Dunbar, 1987, p. 36).

8. There is no evidence stating that the bell was rung to announce independence, it is even believed to have been built in the 16th Century (Shenkman, 1988,

p. 142).

9. It is true that many stones and bricks were carried from England to balance ships(ballists), but it is unimaginable to think that all of the many stones and bricks were once used for that purpose (Dunbar, 1987, p. 36).

While there are many books and articles dealing with historical myths, none have done an examination of why the stories are still being told. Richard Shenkman writes in his book, Legends, Lies and Cherished Myths of American History that all Americans seem to remember from history classes are the myths (1988, p. 1). He says that the facts fade, but the legends and myths live on. Is this because people find the myths much more interesting than the truths (1988, p. 56)? Many of the bestknown stories from history are false, yet most people do not not realize this. As E.M. Forster wrote, "Nonsense of this type is more difficult to combat than a solid lie. It hides in the rubbish heaps and moves when no one is looking" (1988, p. 12).

Limitations

The limitations of the study were as follows:

1. Only the aforementioned nine myths of the 17th and 18th Centuries were used.
2. Americans 8 years of age and older received the survey upon entering the Adam Thoroughgood House in Virginia Beach, Virginia.

Assumptions

At the beginning of the study, the researcher understood that most Americans believe certain historical myths which are not fact. The results of the study may provide insight into the minds of these same people by examining why they believe these myths. This study may also provide answers to the problem of people believing false truths.

Procedures

The researcher created a questionnaire which was handed out to guests eight years and older at the Adam Thoroughgood House in Virginia Beach, Virginia. The results were then compiled by statistical tabulations. The researcher gained much advise and help from the Director of Historic Houses, T. Patrick Brennan, the Education Specialist, Andrea Burzyk and the Site Manager of the Adam Thoroughgood House, Stephanie Kamp-Carcano, all employed by the Chrysler Museum.

Definition of Terms

There are some terms used in this study which may cause some confusion. They are defined to assist the reader's comprehension of the study.

Historical Myth - The Webster's New World Dictionary defines myth as "any fictitious story, person or thing" (1987, p. 328). The myths in this study were nine myths which concerned the 17th and 18th Centuries, therefore they are historical myths.

American - For the purpose of this study American is defined as a natural born citizen of the United States of America.

Colonial - For the purpose of this study, colonial can be defined as the English owned and ruled North America time period from 1607 to 1776.

Overview

Chapter I has stated the purpose of the study which was to determine where the colonial myths are coming from, who is believing them, and what can be done about these problems. Included in this chapter was the study's research goals, background and significance, limitations, assumptions, and definition of terms.

Chapter II will review literature related to the study. Chapter III will describe in detail the methods and procedures used in conducting the study. Chapter IV will report on the results of the study. Chapter V will summarize the research study and draw conclusions.

Chapter II

REVIEW OF LITERATURE

Presented in Chapter II is background information concerning myths in general and the nine historical myths which were examined in the study. Also found in this chapter will be some theories as to why myths are believed.

Myth authority, Joseph Campbell theorizes that people believe myths, "not to seek a meaning for life, but to seek the experience of being alive" (Campbell, 1988, p. 5).

Whether one is discussing Greek mythology or Santa Claus, myths can bring great joy and are usually accepted as fiction. But some stories accepted as fact can turn out to fiction also.

Explanation of Myths

The historical myths researched in this study could be disputed by the average American as fact. Tell someone that Besty Ross did not sew the first Ol' Glory and you will certainly begin an argument. The myth can be considered an illusion, a false fact hiding as a truth (Strenski, 1987, p. 23). To truly understand the historical myth, research must be done in order to explore the whys and hows of the illusions.

Ivan Strenski in his book, Four Theories of Myth in Twentieth Century History writes that certain myths are born at certain periods of time in history (1987, p. 34). For instance, the Civil War of 1861-1865 caused a resurgence of patriotism, thus the Ross and Liberty Bell myth began to circulate (Panati, 1987, p. 279). Many

of the stories are emotional and moving; people like to believe stories which touch us or inspire us. We also love heros; there are many myths which include the man or woman who single-handedly moved mountains. Many of the myths are just simply more interesting than the truth. If something in history was done for a mundane reason, people would much rather believe the more exotic made-up reason. Is it just another attempt for Americans to escape the hum-drum rigors of life that we believe people of another time led dangerous, exciting lives (Strenski, 1987, p. 45). That is the question the research study intended to answer.

The nine myths in this study are stories which the average American believes without a doubt. The four myths which concern house construction have perhaps the most boring of truths behind the myths. The myth which surrounds the doors inside many colonial homes even created their name, "cross and Bible" doors. These doors are commonly seen, even in modern homes. Upon seeing these doors in old homes, people will exclaim, "Cross and Bible doors!" fully believing the pattern of the door symbolizes colonists' faith in God. Actually since most early Americans were Protestants, they would have avoided using the symbol of the Catholic cross. The doors are simply built that way to avoid shrinking and swelling with the changes of the seasons. To believe that the doors were built by religious zealots is much more interesting, however (Dunbar, 1987, p. 29).

Another myth surrounding construction of homes involves the widow's walk. This is a small porch atop many New England homes which people believe enabled the poor lonely wife to watch for her sea-faring husband. Imagine a young woman of the Georgian period climbing to the roof of a two-story home in her stays and hoop skirt to watch for her man. For one thing, the widow's walks are very

small, and for another, 18th century women had very little time to be hanging out on rooftops; they were busy. The widow's walk was merely a style in architecture (Dunbar, 1987, p. 30). Again, it is more fun to believe the story that sounds like it was invented by Danielle Steele.

Another inaccurate belief is that colonists built Indian tunnels in order to escape violent attacks. These so-called tunnels were built many years after Indians no longer posed a threat to the English colonists. They were probably only dead space or root cellars (Dunbar, 1987, p. 36). Again, we like to believe people of long ago were not saddled with the mundane day-to-day life in which we live. We like to believe they lived lives of danger and excitement.

There are also many heroic and patriotic myths. Many of us would like to believe that the patriots of yesterday would do anything for their country. In fact, most colonists were Tories who supported the King during the Revolution. Everyone has heard the story of Paul Revere's dangerous ride through New England warning, "The British are coming," but who knows he was actually arrested soon after he began his famous ride (Shenkman, 1992, p. 10)? Thanks to Henry Wadsworth Longfellow's famous poem, Revere rode into history in 1863 when the poem was written. Until then Revere was hardly known by any American, even his silver was not treasured until the 19th century (Shenkman, 1988, p. 23).

Another false hero of American history is the Philadelphia seamstress who supposedly sewed and helped design the first American flag, Betsy Ross. It is a fact that her shop was located close to the State House in 1776 where history was being made. The legend begins with George Washington entering her shop with a rough drawing of the new flag. Ross told him that five-pointed stars were easier to cut than six-pointed stars and thus

she began to make our new flag. However, there is no factual evidence that she actually sewed the flag, other than her story told on her deathbed some 50 years later. The story was not related publicly by her son until 1870. Also, Washington's well-kept notes never mention meeting with a local seamstress, nor was there anything written of Congress even discussing a new flag (Panetti, 1987, p. 279-280).

Many Americans believe that the Liberty Bell was rung on July 4, 1776, in honor of the Declaration of Independence. For one thing, there is some question concerning if independence was declared on that day. The bell was installed in Independence Hall in 1753, but there is no record of it being rung to announce liberty. In 1828, Philadelphia tried to sell the bell for scaps; they had no takers. It was not until George Lippard made up the legend of the bell in his book, Legends of the American Revolution, in 1847, that the bell became the shrine that it is today (Shenkman, 1988, p. 142).

There are two other misconceptions of history which people believe today without even thinking about the truth. One is the myth that people of the 17th and 18th centuries were considerably shorter than people today. Two examples they cite as evidence for this myth are the small beds and the short doorframes. Beds were expensive and considered a great luxury and so were simply smaller. Doors were short because that was the style, less heat escaped that way. The male was 5 feet, 8 inches, only a few inches shorter than the average male today. This was due to malnutrition (Dunbar, 1987, p. 33). The other myth is that colonists used outhouses. While there may have been some outhouses in use, most people used a chamber pot to relieve themselves. Eighteenth century folk even had the pot match their good dishes and the chamber pot was taken to church with the colonists (Miller, 1986,

p. 254).

The nine myths covered in this research study are believed by most Americans. The researcher attempted to find out who believes the myths and who is telling the myths. Many of the myths are engrained in our culture, so there may be no way to get rid of them. The researcher tried to do this by first discovering where the myths originated. The researcher wanted to keep the myths alive, as stories, not fact. This was difficult since many people choose to believe the myths even when presented with the evidence disputing the stories.

It is odd that most other myths, such as Paul Bunyn, Santa Claus and the Easter Bunny are recognized, but they are kept alive by adults as myths. Why do not historical myths share this honor?

Summary

A review of literature revealed that this research study really did need to be performed. There is little information available pertaining to why myths are accepted as fact. Simply not thinking for oneself and ignorance can combine to create a myth which is then believed by many. Education is the key to better understanding. Training programs for teachers and tour guides need to be implemented so they can then in turn enlighten the general public.

CHAPTER III

METHODS AND PROCEDURES

It was the purpose of this study to determine what types of Americans believe certain historical myths and who is keeping the myths alive today. This study attempted to solve the problem of people believing in false truths. This chapter will outline the methods and procedures used in determining who is believing and telling myths. Also provided in this chapter are sections on population, instrument design, data collection and analysis, and summary.

Population

The population of this study consisted of native born Americans eight years of age and older who come to visit the Adam Thoroughgood House in Virginia Beach, Virginia. This population was chosen because in the Virginia Beach Public School system, third graders, who are probably at least eight years old, study Virginia history. Also, it was decided to hand out the surveys at the historical house because it is assumed most of the people who come to the house have some knowledge of and interest in the subject. Seventy-four responses were obtained.

Instrument Design

An instrument was designed explicitly to solicit data from the respondents for the completion of this study. A series of questions regarding their beliefs on certain historical issues as well some demographic questions pertaining to level of education and job were asked. The survey, along with a cover letter (Appendices A and B), requesting his permission, and explaining the need for the study, were then mailed to the Director of Historic Homes of the Chrysler Museum, T. Patrick Brennan on May 10, 1993.

Data Collection and Analysis

The data was then collected by handing the survey to visitors of the Thoroughgood House. Once the data had been received, the researcher tabulated and analyzed the responses in accordance with the goals established in Chapter I. After tabulating the results of the survey, percentages were calculated for each of the closed end items on the survey. All of the findings of the survey, along with the percentages for each response, were presented in Chapter IV in narrative and tabular form.

Summary

This chapter discussed the methods and procedures used to secure the data for this study. A survey was administered by the researcher to those who fulfilled the aforementioned requirements. The results of the survey will be discussed in the following chapter. Finally, a summary, conclusion and recommendations arising from this study will be indicated in Chapter V.

CHAPTER IV

FINDINGS

The purpose of this chapter was to present the findings resulting from the survey. The data described was the result of a survey administered to guests of the Adam Thoroughgood House who were born in America and over eight years old.

This study attempted to identify which individuals believe in historical myths and where they acquired this information. Demographics questions were also asked.

The information gathered through a survey instrument will be compiled and reported in this chapter. The total number of participants in the survey was seventy-four. For help with this chapter, the reader may wish to consult Appendix A.

Data Concerning Myths

Questions 1.a through 9.a dealt directly with the myths, while questions 1.b through 9.b dealt with where the participants received the information. Question 1.a concerned the height of colonists. Of the seventy-four who responded, 64 percent believed the myth that our ancestors were very short. Of the 64 percent who believed, 44 percent were men and 20 percent women, 19 percent

were over twenty, with the remaining 45 percent falling under twenty years of age.

Question 2.a concerned the sewing of the American flag. Of the seventy-four who responded, 100 percent believed this myth. Of that large total, 70 percent were men and 30 percent women, 45 percent were over twenty with 55 percent falling under the age of twenty.

Question 3.a dealt with where a colonist relieved him/herself. Of the seventy-four who responded, 61 percent believed this myth. Of the 61 percent, 32 percent were men and 29 percent were women, 26 percent were over twenty with the remaining 35 percent falling under the age of twenty.

Question 4.a concerned the "Cross and Bible" doors. Of the seventy-four respondents, 42 percent believed the doors were used to symbolize the colonists' faith, 32 percent believed the doors were used to chase away demons, only 26 percent marked the correct answer that the doors were designed in that fashion to help the wood withstand the weather.

Question 5.a concerned "widows' walks." Of the seventy-four who responded, 72 percent believed this myth. Of the 72 percent, 12 percent were men, 60 percent were women, 54 percent were over twenty, with the remaining 46 percent falling under twenty years of age.

Question 6.a dealt with the Paul Revere myth. Of

the seventy-four who responded, 89 percent believed this myth. Of this large total, 55 percent were men and 45 percent women. 52 percent were over twenty, with 48 percent falling under the age of twenty.

Question 7.a concerned the secret tunnel myth. Of the seventy-four who responded, 32 percent believed the tunnels were used for piracy, while 68 percent believed they were used to hide from enemies. Not one of the respondents felt that the tunnel theory was just a myth.

Question 8.a concerned the Liberty Bell. Of the seventyfour who responded, 97 percent believed this myth. Of this large total, 53 percent were men and 47 percent were women, 51 percent were over twenty with 49 percent falling under the age of twenty.

Question 9.a concerned the use of bricks and stones for streets and houses. Of the seventy-four who responded, only a mere 23 percent believed the bricks and stones were once used as ships' ballists. Of the believers, 68 percent were men and 32 percent women, 86 percent were over twenty, with 14 percent falling under the age of twenty.

Of the b questions, the respondents seemed to divide up rather equally. Questions 1.b, 3.b, 4.b., 5.b, 7.b, and 9.b are usually considered "old house myths" and of the seventy-four who responded, 78 percent reported they obtained the information from historic house tour

guides, while 22 percent said they read the information in books.

Questions 2.b, 6.b, and 8.b are American History myths, and of the seventy-four who responded, 85 percent said they received the information from a teacher, while 15 percent said they read the information in books.

Personal Identification Data

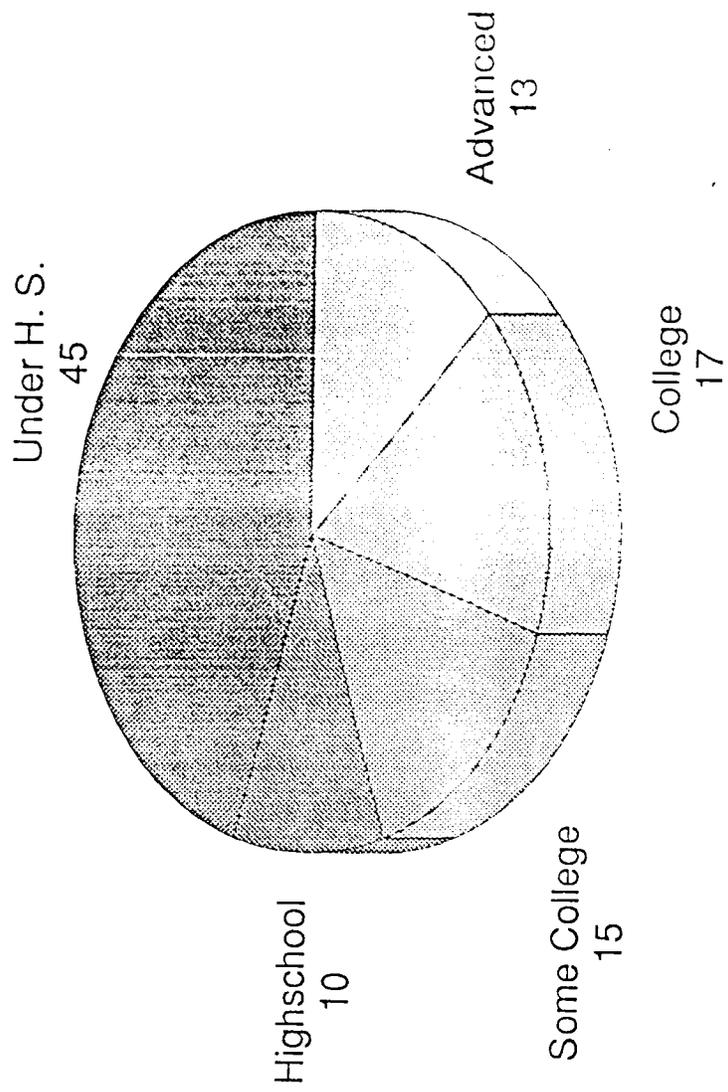
It was decided that the data concerning the demographics of the respondents would be best presented in chart form. Chart I will show the education level of respondents and Chart II will show believers in the history field.

Summary

In this chapter, certain personal identification data and beliefs concerning historical, colonial myths were analyzed and reported in an attempt to ascertain who believes the myths and where they received the information. Chapter V will consist of a summary, conclusions, and recommendations based on the survey results.

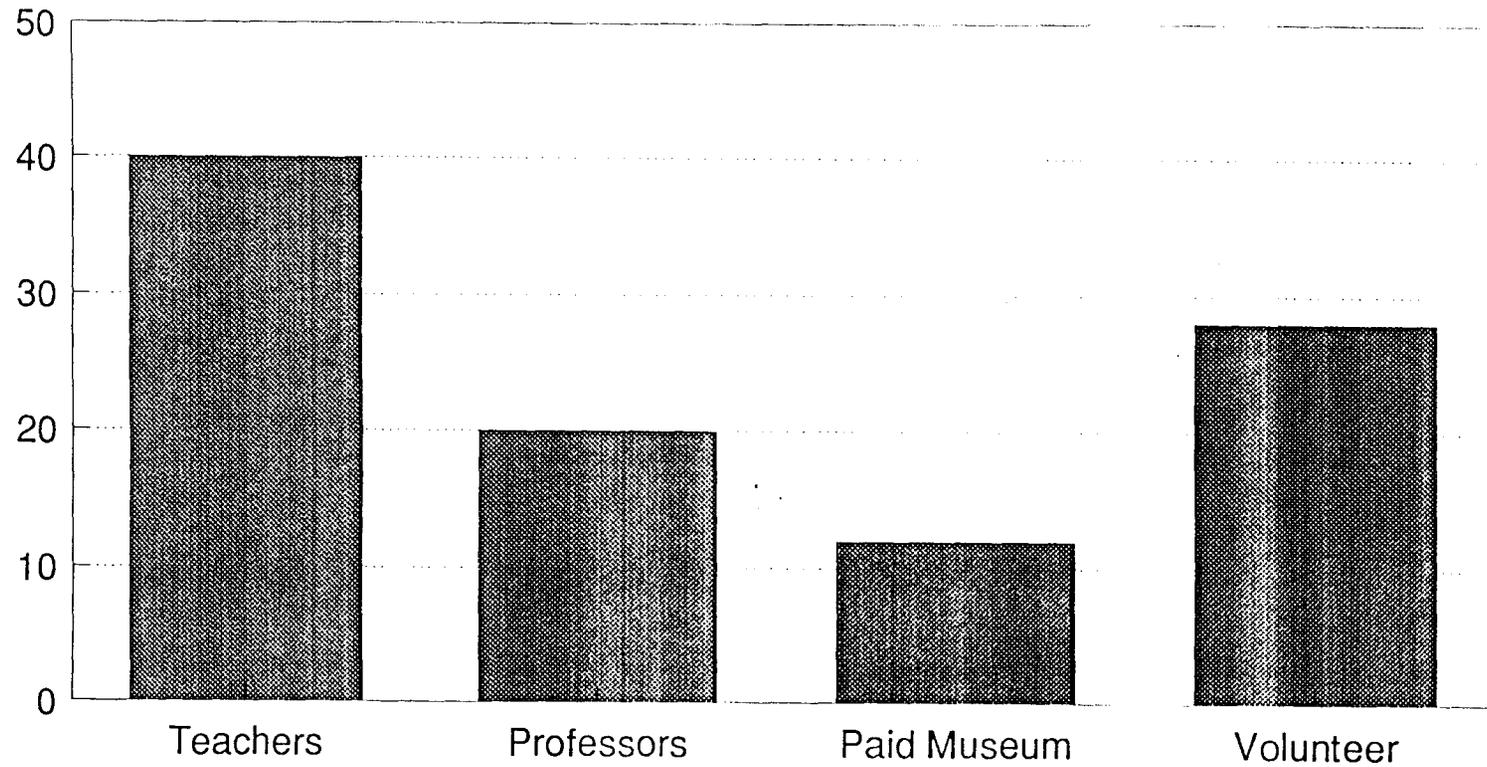
Education Levels of Believers

American Colonial Myths



Believers in History Field

American Colonial Myths



CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine who believed the colonial myths and where they received the information. The survey consisted of a series of questions concerning the various myths and questions concerning where they received the information. The survey also contained questions pertaining to certain pertinent demographic information. The survey was administered to guests of the Adam Thoroughgood House who met the criteria of being over eight years of age and born in the United States of America. Seventy-four usable responses were obtained. Based on the data obtained, conclusions and recommendations for clarifying misunderstood facts of history were made.

Conclusions

In response to the research goals:

1. What types of Americans believe in historical myths?

The research showed that most of the individuals surveyed believed the myths. Some, like the Betsy Ross myth were believed by all or most of the respondents while others, like the ships' ballists myth were believed by very few, 23 percent. Most of the myths were believed by a large percentage of the respondents. These data met with the assumptions made by the researcher at the beginning of the project. The data show that many different types of Americans believe the myths; from eight year olds to eighty year olds, from the educated to the uneducated.

2. If those who believe the myths are getting false information from historic house tour guides, teachers, television, books or family members. Concerning the myths which are considered "old house myths," the respondents said they received this from tour guides(78%) and books(22%). Concerning those myths which are considered American History myths, the respondents received the information from teachers(85%) and books(15%). These data also met the expectations of the researcher.

Recommendations

Based upon the results and conclusions of this study, the researcher provides the following recommendations for preserving the myths as stories, not fact:

1. Leave brochures at museums, libraries and schools describing the myths and truths.
2. Train interpreters and tour guides on the myths.
3. Hold inservice educational programs for public school teachers informing them of the myths so they can begin teaching the truth.
4. Hold free public programs at historic museums in which myths are discussed.

BIBLIOGRAPHY

Campbell, Joseph. (1988). The Power of Myth. New York: Doubleday.

Dunbar, Michael. (1987). Old House Myths. Early American Life, May, 28-36.

Miller, James. (1986). Chamber of Delights. New York: Harper & Row.

Panetti, Charles. (1987). Extraordinary Origins of Everyday Things. New York: Harper & Row.

Shenkman, Richard. (1992). I Love Paul Revere, Whether He Rode or Not. New York: HarperCollins Publishers.

Shenkman, Richard. (1988). Legends, Lies and Cherished Myths of American History. New York: Harper & Row.

Strenski, Ivan. (1987). Four Theories of Myth in Twentieth Century History. Iowa City: University of Iowa Press.

APPENDIX A

Summer 1993

Hi! My name is Susan Vasoti and I am working towards my Master of Science in Adult Education from Old Dominion University in Norfolk, Virginia. For my final project, I have chosen to do a study on how much the average American knows about American history. I would appreciate it if you could help me with this study. To do this you must complete a survey. You must be at least eight years old and a native-born American. If not, please hand the survey back to me and thank you for your time. If you qualify please proceed to Question 1. All of your answers will be confidential and you may omit any questions you do not wish to answer.

Thank you very much for your time and help!

Please circle the correct answer.

1a. In Colonial times, the average person was how tall?

A. 6 feet

C. 5 feet

B. 5 feet 8 inches

D. Don't know

E. Other(Explain) _____

1b. Where did you get this information?

A. teacher

C. books

B. parent

D. historic house tour

guide

E. Other(Explain) _____

2a. Who sewed the first American flag?

A. George Washington C. Florence Nightengale

B. Betsy Ross D. Don't know

E. Other (Explain) _____

2b. Where did you get this information?

A. teacher C. books

B. parent D. historic house tour

guide

E. Other(Explain) _____

3a. If a Colonial person had to use the bathroom, where did he go?

A. outhouse C. toilet

B. chamber pot D. Don't know

E. Other(Explain) _____

3b. Where did you get this information?

A. teacher C. books

B. parent D. historic house tour

guide

E. Other(Explain) _____

4a. Colonial people used "Cross and Bible" doors to
A. symbolize their faith C. chase away
demons

B. help the wood withstand weather D. Don't know
E. Other(Explain) _____

4b. Where did you get this information?

A. teacher C. books
B. parent D. historic house tour

guide

E. Other(Explain) _____

5a. Why do "widows walks" adorn some houses?

A. They are decorative
B. For brides to search the sea for their men
C. Don't know
D. Other(Explain) _____

5b. Where did you get this information?

A. teacher C. books
B. parent D. historic house tour

guide

E. Other(Explain) _____

6a. Who rode through towns warning, "The British are coming?"

A. Thomas Jefferson C. Paul Revere

B. Patrick Henry D. Don't know

E. Other(Explain) _____

6b. Where did you get this information?

A. teacher C. books

B. parent D. historic house tour

guide

E. Other(Explain) _____

7a. Colonists used secret tunnels so they could

A. bring in goods from England C. Don't know

B. hide from enemies

D. Other(Explain) _____

7b. Where did you get this information?

A. teacher C. books

B. parent D. historic house tour

guide

E. Other(Explain) _____

- 8a. The Liberty Bell was rung in honor of
- A. the Declaration of Independence
 - B. freed slaves
 - C. the King
 - D. Don't

know

E. Other(Explain) _____

- 8b. Where did you get this information?

- A. teacher
- B. parent
- C. books
- D. historic house tour

guide

E. Other(Explain) _____

- 9a. Most Colonial homes were built with bricks and stones

which

- A. were made or found locally
- B. were once ships' ballists
- C. were imported
- D. Don't know

E. Other(Explain) _____

- 9b. Where did you get this information?

- A. teacher
- B. parent
- C. books
- D. historic house tour

guide

E. Other(Explain) _____

You're almost through. Please answer a few questions about yourself.

10. Where do you live?
(City and State)

11. What was the last grade of school completed?
(Circle one)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
17 18 19 20 21 22 23 24 25

12. Are you currently employed?
(Circle one)

A. Yes B. No

If no, go to #14.

13. What is your job?

14. Are you going to school?
(Circle one)

A. Yes B. No

If no, go to #16

15. Which school do you attend?

16. What is your sex?

(Circle one)

A. Male B. Female

17. How old are you?

Thank you very much!

APPENDIX B

912 Rockbridge Avenue
Apt. 116
Norfolk, VA 23508
August 1, 1993

Mr. Patrick Brennan
The Chrysler Museum
245 Olney Road
Norfolk, VA 23510

Dear Mr. Brennan,

As per our conversation of March 12, 1993, I am sending you a copy of my survey for your approval. Once again, thank you for allowing me to hand out the surveys at the Thoroughgood House.

Sincerely,

Susan A. Vasoti

Encl.