

*New Jersey's
Revolutionary Experience*

28

*Teachers' Guide:
Elementary*

GEORGE C. LINDEMER

New Jersey Historical Commission

NEW JERSEY'S REVOLUTIONARY EXPERIENCE

Larry R. Gerlach, *Editor*

This series of publications is dedicated to the memory of Alfred E. Driscoll, governor of New Jersey from 1947 to 1954, in grateful tribute to his lifelong support of the study and teaching of the history of New Jersey and the United States. He was a member of the New Jersey Historical Commission from 1970 until his death on March 9, 1975.

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**THE NEW JERSEY AMERICAN
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Foreword

New Jersey's Revolutionary Experience is a Bicentennial pamphlet series published by the New Jersey Historical Commission with a grant from the New Jersey Bicentennial Commission. The twenty-six numbers and two teachers' guides are intended to acquaint secondary school students and the general public with the state's history during the era of the American Revolution. Some titles treat aspects of the Revolution in New Jersey, while others show how important themes of the colonial period developed during the revolutionary years; some bring together the results of existing scholarship, while others present the findings of original research; some are written by professional historians, and others by laymen whose investigations of Jersey history exceed avocation. Because the series is directed to a general audience, the pamphlets have no footnotes but contain bibliographical essays which offer suggestions for further reading.

New Jersey's Revolutionary Experience is the product of a cooperative venture by numerous individuals and agencies. On my behalf and that of the pamphlets' readers, I accord recognition and appreciation to the individual authors for their contributions to New Jersey history, to the New Jersey American Revolution Bicentennial Celebration Commission and the New Jersey Historical Commission for their support of the project, to Hank Simon, president, Trentypo, Inc., for his invaluable suggestions and cooperation in producing the series, and to the staff of the Historical Commission: Richard Waldron, Public Programs Coordinator, who as project director supervised the series from commencement to completion; Peggy Lewis, Chief of Publications and Information, and Lee R. Parks, Assistant Editor, who edited and designed each number; and William C. Wright, Associate Director, who contributed valuable suggestions at every stage of production.

Larry R. Gerlach
University of Utah

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Introduction

This Guide is intended as an aid to teachers preparing units on New Jersey in the Revolution. It has special relevance for those using the pamphlets of "New Jersey's Revolutionary Experience" for their own use or, with advanced elementary students, as class texts.

The Guide contains four sections: suggested pupil activities (for individual students, small groups or entire classes), including suggestions for full utilization of field trips to historical museums; community resources for enrichment of classroom activities; a bibliography divided into sections covering books for students, teachers, and a special section on the pamphlets in "New Jersey's Revolutionary Experience"; and a section dealing with filmstrips, movies, maps, transparencies, and other non-book resources.

The activities included in Section I are offered as a guide to the possible, not an exhaustive, comprehensive list. They are best used to stimulate the imaginations of students and teacher. They are presented in brief form so that teacher and students will feel free to adapt them to specific classroom situations and specialized curriculum objectives. Throughout the section, the aim of each activity is to encourage the teacher to utilize "New Jersey's Revolutionary Experience" and other suggested readings as several of many means of understanding and presenting New Jersey's role in the American Revolution. This understanding is best achieved by encouraging the student to learn about daily life in the period, by comparing the burning issues of the eighteenth century to those of today as well as the means of earning a living, using leisure time, or gaining an education as they existed in revolutionary times to those the present offers. The activities suggested in this section are geared to objectives of this sort.

INTRODUCTION

The section on community resources (Section II) includes a listing of statewide agencies which can assist in planning field trips or more intensive study of the topics covered by the series, or of subjects spawned by the series. The list cannot be definitive since the number of local agencies in the state which can be of aid would fill a large volume by themselves. Therefore, a brief bibliography of publications listing many of these agencies is included.

The teacher's portion of the bibliography presented in Section III supplements—and occasionally overlaps—the bibliographies included in each pamphlet under the title "For Further Reading." In general, whether in this Guide or in the pamphlets, relatively inaccessible items such as doctoral dissertations or articles in obscure journals have been avoided, except when they constitute the sole sources for additional reading or are of great importance to comprehending the subject. Authors have attempted to cite the products of recent research whenever possible and to include lively and interesting publications. In the Guide bibliography, works printed prior to 1900, unless extraordinarily important, have been omitted.

The twenty-six pamphlet summaries offered in Section III C are convenient introductions to the topics covered by the series. They are not meant to be substitutes for the pamphlets or adequate treatments of the subjects for either teacher or students. The summaries are presented in a logical (as opposed to numerical) sequence. Use of the pamphlets in the order in which they are presented here will offer a logical approach to the topic, though not the only possible approach.

Section IV offers the author's selections of the best in audio-visual materials currently available on the subject of the American Revolution, with specific reference to New Jersey. The titles presented here are a selective list and should be supplemented by the New Jersey School Media Association's *New Jersey and the Revolution* (1975). Used together they offer the most complete resource for audio-visual materials dealing with topics on New Jersey in the American Revolution.

Finally, some word is in order about the use of language in the pamphlet series. Matters of capitalization, punctuation, and knotty questions such as when to print a number as words or numerals are based in general on *A Manual of Style* (12th ed., Chicago: University of Chicago Press, 1969).

Eighteenth century prose seems chaotic to the modern reader in matters of spelling, capitalization, and punctuation, but this chaos has

been retained in quotations throughout the series in the interests of authenticity and period flavor. The use of "sic" is confusing, and, given the number of times that it might have to appear in a long quotation, destructive of meaning. When a word has been used by an eighteenth century writer in a completely confusing or incorrect manner, its proper form is given in brackets in the text.

Over the past two centuries, changes in names have occurred in the case of fairly familiar places or institutions. Princeton University, for example, was in the eighteenth century called the College of New Jersey; Bound Brook was Middlebrook; Elizabeth was Elizabethtown. Whenever such a case occurs in a pamphlet the eighteenth century form is preferred, followed, in the first instance of usage only, by a parenthetical use of the modern name.

I. Activities for Pupils

A discussion of specific activities will follow preliminary treatment of skills, strategies and an activity checklist to assist the teacher. An educator must analyze every pupil involved thoroughly before any activity can take place. The teacher also has to know his or her own strengths and weaknesses to create a positive teaching situation. Additional research and some media resources may balance specific deficiencies.

Once having completed these preliminaries, the teacher can decide how to begin and how to follow through. Not all the suggestions will work for all teachers or pupils. Depending upon pupil motivation and abilities, the teacher can simplify the ideas presented or make them more complex.

A. Skills

In implementing any activities the teacher must consider the development of skills achieved only after a long period of application and reinforcement. Skills can best be learned inductively and kinesthetically. Much educational research now shows the same skills can be acquired earlier than previously believed. However, motivation remains one of the keys to learning. Therefore, extensive use of the "hands on" approach is recommended, including all types of media and field excursions. All types of media, including books, should be available to all pupils for motivation and learning experiences on the highest level.

Regardless of the activity planned, pupils should develop skills related to (1) locating and organizing information; (2) interpreting and evaluating findings; and (3) communicating findings. Even pupils in the primary grades using concrete materials in stimulating environments, can begin to develop these skills.

The early grades may use picture dictionaries, encyclopedias, as well as other books and pictures. Pupils in the middle and upper grades should use atlases, simple encyclopedias, almanacs, newspapers, and journals. Films, filmstrips, records, tapes, study packets, and other materials should be available for all grade levels. Library skills, such as using the card catalog, locating books, journals, and other media, are necessary for researching a particular topic. Locating data has meaning only if pupils organize their findings. Among the possibilities in the early grades are art projects, arranging a picture sequence with captions for each, scrap books, exhibits, and timelines. In the middle and upper grades, in addition to using the above techniques at a higher level, pupils should learn note taking, interviewing, and other language skills.

Perhaps the most difficult skills to learn are interpreting and evaluating the quality and quantity of information collected. Pupils making decisions on the validity of facts or judgments and the reliability of sources need assistance from the teacher. For suggestions for communicating the findings, see the activity checklist developed by the author on pages 10-11.

B. Strategies

The selection of activities depends upon at least four important factors: (1) teacher's objectives, (2) pupils' needs, (3) pupils' interests, and (4) availability of resource materials. How these are implemented depends upon the style of teaching preferred. A teacher may employ endless methods and techniques to achieve the same objectives, given the needs and interests of the pupils. The problem-solving or discovery method, using inductive or divergent thinking, is the most desirable. Using concrete materials whenever possible results in a higher degree of interest, increased vocabulary, and more permanent learning. The challenge of teaching pupils about the American Revolution lies in making the past as immediate as the present.

Among the many techniques to teach pupils about the American Revolution, the most obvious is the chronological. A variation of this technique combines the topical approach. For example, the revolutionary war may be the topic, and the specific causes and events can be presented in chronological order. Using the strictly topical approach, after the pupils and the teacher have examined a specific movement or period, the pupils should be asked to explore the relationship of this topic to the past or present. After a class has studied the American Revolution,

ACTIVITIES FOR PUPILS

for instance, the pupils can be asked to research some present-day problems related to clarifying civil liberties that have their origins in the Revolution. Postholing, a technique of studying a particular period in depth, can be combined with a quick survey of the broad aspects of the period. For example, an in-depth study of the American Revolution, combined with a broad survey of world history, will assist pupils in understanding the context of the Revolution.

C. An Activity Checklist for Teaching About the American Revolution

While activities may be teacher-initiated, it is more desirable for pupils to initiate them. On occasion teachers may wish to "do their own thing," but they should limit this to demonstration since one of the main objectives of teaching is to stimulate cognitive and affective domains of learning. Although teachers should refer to their colleagues, pupils, journals, and all media for possible approaches, the following checklist of diverse activities may assist the teacher in brainstorming for activities. Teachers should select the activities that best meet the objectives and the particular needs of the pupils.

Activity Checklist

(Although the words "historical" or "American Revolution" are not mentioned for each item listed, they are presumed for most of them.)

DIAGRAMS

- charts
- flow charts
- graphs
- maps or globes
- timelines
- other
- flags
- hall of fame
- magazines
- models of realia
- newspapers
- photographs
- other

EXHIBITS

- books
- dolls
- documents
- collages (montages)
- dance
- illustrated timeline
- mobiles

FINE ARTS AND CRAFTS

Fine Arts

Activity Checklist

- murals
- paintings
- photographs
- prints
- sculpture
- sketches (drawings)
- other

Crafts

- candle making
- cartooning
- cooking
- dioramas
- map making
- posters
- puppets
- rug making
- sewing (stitchery)
- weaving (spinning)
- other

Games

- crossword puzzles
- flashcards
- identify realia (grab bag)
- jigsaw puzzles of:
 - maps
 - flags
 - historic houses
 - famous people
 - realia
- word-association contests
- other

LANGUAGE ARTS

*Oral communication

- actors box

- choral speaking
- current events report
- debates
- discussions (brainstorming, buzz groups, conferences, panels, round tables)
- dramatics (plays, roleplaying, story telling)
- guest speakers
- interviews
- reports (individual or committee)
- other

Creative Writing

- biographies
- diaries
- eyewitness accounts
- letters
- newspaper or magazine stories
- pen pals
- plays
- poetry
- reports (individual or committee)
- other

Research (formulate questions)

- interviews
- review articles, books, bulletins
- surveys

*Consider video taping or tape recording some of the above for analysis and discussion.

ACTIVITIES FOR PUPILS

A teacher who needs additional assistance can contact local historical museums and societies. (See pages 17-18 for further information about pupil activities related to using historical museums and societies.) Some of these organizations provide personnel who will demonstrate candle making, weaving, and other crafts. Many of these activities may be initiated through the use of various media, including tapes, records, films, documents, and pictures. (See pages 23-25 for a list of sources.) For game ideas, see books listed on page 45.

D. Selected Questions and Activities

Below is a selected list of questions and activities to motivate pupil interest and generate educational techniques. The emphasis is on interpretation, analysis, or evaluation rather than simply memory. This type of motivation requires a higher level of intellectual and emotional response. The ideas suggested may be simplified or made more comprehensive, depending on the teacher's objectives and the needs, abilities and interests of the pupils.

Motivating Questions

1. What effect did the period of the seventeenth and eighteenth century enlightenment have on the American and other revolutions?
2. What are the causes and natures of revolutions?
3. If you were placed in a community in New Jersey during the Revolution, how would you know you were living in that period?
4. What was it like to cross the Atlantic Ocean during this era?
5. If you were given a piece of land during this period, how would you use it?
6. If you were Patrick Henry, John Adams, Benjamin Franklin, or other historical figure, what would you be saying to your countrymen during the revolutionary era?
7. How would a Tory defend the actions of Great Britain shortly before and during that period?
8. What were some of the significant contributions of various minorities during the revolutionary era?
9. How many children did the typical family have? What is the size of the average family today? Why the difference?
10. At what age did children begin to help their parents and in what ways?

Questions and Activities

11. What was it like to be in the elementary school during this period? What subjects were taught?
12. Describe the typical family of the period in terms of clothing, food, shelter, work inside and outside the home, values, education, recreation.
13. What were some of the luxuries enjoyed by most of the people during this period? How do luxuries differ today?
14. What was the length of the typical workday? How does this compare with the present workday?
15. What was the division of labor between the colonies and England?
16. Should the colonists who sided with Britain be called Loyalists, rebels, or traitors?
17. Why was the Proclamation Line of 1763 resented by the colonists? What was the purpose of the line?
18. Why were all the grievances in the Declaration of Independence aimed at the king and not Parliament?
19. Was it hypocritical for Thomas Jefferson to state in the Declaration of Independence "...all men are created equal ..."?
20. Do you agree that the peace terms granted the Americans after the revolutionary war were generous?
21. What are the differences between the government of the United States under the Constitution and the Articles of Confederation?
22. What are the most important features of the government of the United States under the Constitution?
23. Why is it important to have guarantees of individual freedoms in the Bill of Rights built into the Constitution?
24. Why is it desirable to have separation of powers and the checks and balances built into the Federal system?
25. What current events outside the United States show parallels to this period?
26. What current events in the United States have their origins in the American Revolution?
27. In what respect are the problems of some emerging nations similar to those in our revolutionary period?
28. How would you compare our present taxes with those of the Navigation Acts and the Stamp Act?
29. What are the differences between the way our government today regulates industry and the way England tried to regulate American industry prior to the Revolution?

ACTIVITIES FOR PUPILS

30. Are there parallels to American justification of civil disobedience in colonial times and how some persons justify civil disobedience today?
31. What present and past stamps or coins illustrate some aspect of the revolutionary era?

Motivational Activities

1. Show the class reproductions of prints and etchings before, during, and after the revolutionary period. Ask them to identify their time, place, and importance.
2. Show the class maps of the battles of Trenton and Monmouth and the army encampment areas in Morristown and Middlebrook. Have pupils identify places, generals in charge, and the strategic importance of the areas.
3. Ask the class to pretend that they are in New Jersey in 1775 and discuss whether they should fight for independence. Be sure to present both sides of the issue.
4. Ask your class to nominate members for a hall of fame exhibition. Have the class research and discuss whom to admit and why. Exhibit pupil-made drawings, paintings, or photographs of paintings in the classroom. Consider such persons as Lord Stirling, William Franklin, Abraham Clark, John Hart, Francis Hopkinson, Richard Stockton, Elias Boudinot, Samuel Adams, Alexander Hamilton, John Adams, Casimir Pulaski, Paul Revere, John Hancock, Baron von Steuben, Anthony Wayne, Patrick Henry, George Washington.
5. Ask the class to pretend they have discovered a new continent and discuss the type of government to establish.
6. Ask the class to identify photographs you have taken of local historic sites and have them further research and discuss their significance. Pupils may decide to take their own photographs or make sketches.
7. Show the class a timeline made by a previous year's class and ask the students to associate dates with the words or vice versa. Ask a committee to make another timeline using different information.
8. Ask pupils to identify some present-day values that can also be associated with people of the Revolution.
9. Ask the class to pretend they are members of a committee of correspondence and write letters describing events such as the Boston

Questions and Activities

Massacre, smuggling, anger toward the Tories and similar events and attitudes.

10. Review the actions of both the English and American generals in the American Revolution.
11. A class, or a committee, panel, or group of debaters may be asked to pretend they are colonists (pro and con on the issue of revolution) and research such topics as:
 - a. England's right to tax the colonists
 - b. The tyranny of King George III
 - c. The choice is war with England
 - d. Changes the leaders of the American Revolution wanted
 - e. The possibility of reaching an agreement on the issues
 - f. The possibilities of success of the Revolution without French assistance
 - g. Two American views of the British Parliament following the Stamp Act
 - h. The need for the Boston Tea Party
 - i. Thomas Paine's view of the divine right of kings

II. Community Resources

Many New Jersey communities have historical resources, some dating back to the American Revolution. Any study of the Revolution should be considered in terms of local history, which requires use of local historical resources. Some of these sources can be found in local or college libraries, historical societies, and museums. Volumes of state, county, and community history are usually available. Government documents, land deeds, tax rolls, records from the city treasurer's office, photographs, buildings, paintings, etchings, crafts, tools, vehicles, memoirs of community leaders, heirlooms, school records, family histories and biographies, military records, directories, maps, atlases, anniversary addresses, business records, and many other resources can serve as research materials.

In any research endeavor, one should be aware of the differences between primary sources, which include all materials that have been preserved from a period—written documents and all other physical artifacts such as buildings, furnishings, etc.—and secondary sources, which are writings by persons who lived after the events they describe but studied the original sources.

A. Valuable Community Resources

Perhaps the most valuable resources are the local historical societies, museums, houses, and villages. Personnel from the sites may offer services such as loans of exhibits, library services, history clubs, films, slides, newsletters, demonstrations, speakers, fairs, conferences, conventions, suggestions for visit preparations, follow-up activities, and reading lists.

The use of institutions provides a visual and tactile experience, which imparts a sense of reality, enriching opportunities for exploring American history. An excursion is one way of using these institutions as

an opportunity for serious experiences in learning from the concrete. While pupils should be taught to observe accurately and evaluate what they see, they should also be encouraged to assist in planning museum excursions and participate in discussions after they return. The real test of the success of an excursion can be measured in continued pupil interest as expressed in their compositions, discussions, and later voluntary visits to other historic sites.

B. Activities Related to Using Historical Museums and Societies

Even national history is based on generalizations made from close-up views of local history. For this reason we should develop activities in and out of school to encourage students to do research and to express themselves on their findings. The recreating of history may take the form of compositions, artwork, dramatizations, models, maps, and numerous other activities. Thus local historical resources offer opportunities for developing skills, ideas, and information about the past and present that are vital to education.

As an incentive for pupils to research and write, we should encourage publishing articles in the school newspaper or in a statewide junior history magazine. The local newspapers, radio stations, and service clubs are other means of presenting information which students have gathered.

Because educationally successful excursions require careful pre-planning and follow-up activities, preliminary visits by adult leaders will help to ensure a successful group visit. In any case, only the excursions which offer knowledge, understandings, and appreciations not usually available in the school should be considered. Pupils should be encouraged to become members of the statewide student history program (the Jerseymen) of the New Jersey Historical Society (230 Broadway, Newark 07104) or a local association.

Exhibitions planned by adults and pupils might include old photographs, letters, household utensils, clothing, and other historic articles. These objects may be borrowed from historical museums and societies and, at times, from pupils' homes.

Learning facts, developing generalizations, and increasing vocabulary as well as reinforcing appreciation should result from such visits and the use of other museum services and materials. Moreover, the full use

COMMUNITY RESOURCES

of museum resources can initiate and enrich discussion, writing, reading, and art.

We should also consider the possibility of history fairs, perhaps calling upon historical museum and society personnel to assist and including exhibitions made by pupils and authentic artifacts. Articles written by pupils and adults can be displayed and distributed.

There is a need for our schools to increase the use of community institutions qualitatively and quantitatively. The use of local family history and folklore also offers opportunities for active enjoyment and intellectual understanding. Because local cultural history is filled with colorful facts and legends which explain an earlier way of life, field trips to historical sites and museums, Indian burial grounds, and older, private homes may enhance such study. If this folklore is not studied, a significant portion of local culture may be lost. Using local history will enable pupils to learn to think critically and carefully, to develop a feeling for their community and nation, to understand the world about them in terms of cause and effect, and to develop ideals of loyalty, integrity, and responsibility.

History may be viewed as a way of finding out, asking and refining questions, and developing hunches and explanations. Pupils who use historical museum resources can participate directly in the process of ferreting out source materials, render their own account of events, develop resourcefulness, scrutinize objects, and undertake interviews.

An active affiliation with a historical society can further stimulate pupils. Early satisfying experiences with history will keep children interested and responsive to later, more advance contacts. Thus, preplanning, clarification of purposes, teacher and pupil planning, guidance in the use of resources, and evaluation are essential to the successful use of historical museum resources.

C. Evaluating Historical Museums and Societies

Before using any museum service, one must review what can be achieved. The instrument printed below can assist the educator in evaluating the resources of a museum in terms of various objectives. For the most effective learning situation this device should be used prior to student involvement. The knowledge, understandings, appreciations, and activities listed should stimulate exploration of many other possibilities. The skills of locating, gathering, and organizing data must be taught and developed as well as the related skills involved in interpreting documents, pictures, paintings, graphs, globes, maps, and other graphic materials.

Taking notes at the museum, using the local library, making sketches or diagrams, using a camera and/or tape recorder are a few of the ways of gathering information. Obviously all readily available museum announcements, pamphlets, bulletins, and posted information related to exhibit materials should be used.

The following evaluation instrument may serve as a guide to educators who wish to visit museums and preplan excursions or utilize other museum resources.

Evaluation Instrument

- 1. What knowledge and/or understandings will be developed by students?
 - a. Generalizations
.....
 - b. Facts
.....
.....
 - c. Vocabulary
.....
.....
 - d. Others
.....
.....
- 2. What appreciations will be reinforced and/or developed by students?
 - a. Our heritage
.....

.....

-

-

- a. Arts

.....

.....

.....

• • • • •

.....

- b. Committee work
-
- c. Discussions
-
- d. Reading
-
- e. Research reports
 - Oral
 -
 - Written
 -
- f. Others

4. What services or materials will be available for use at the school?
What services or materials will be available for use at the museum?

Museum School

- | | | |
|-------|-------|----------------------------|
| ..... | ..... | dioramas |
| ..... | ..... | loan kits or exhibit cases |
| ..... | ..... | models |
| ..... | ..... | photographs |
| ..... | ..... | maps |
| ..... | ..... | records or tape recordings |

COMMUNITY RESOURCES

- library resources
- mimeographed or dittoed materials
- pamphlets
- lectures or discussions by museum personnel
- workshops for pupils
- history fairs
- documents (copies or originals)
- furnishings
- paintings
- historic buildings
- others
- services and materials for educational leaders
 (specify particulars).....
-

5. What are the outstanding features or highlights of the museum?

.....

.....

.....

D. Knowledge and Understandings

Since the purpose of using the services of a museum must include the development of cognitive (intellectual) skills, such as knowledge and understandings, we should concern ourselves with both the lowest levels of cognitive activity of recall and rote learning and the highest level, including synthesis and evaluation. The ability to develop generalizations results from the ability to combine, digest, and abstract from information collected, and from an accumulation of concrete learning experiences.

E. Appreciations

Because the further development of affective or emotional skills including appreciation is, according to behavioral scientists, at least as important as the cognitive or intellectual skills, considerable attention should be given to this aspect of the pupil's learning and developmental process.

Question three on the evaluation instrument deals with activities initiated or enriched to communicate what has been learned through using museum resources. Research shows writing to be the activity most frequently used. Many educators use no follow-up techniques and teachers give discussion and reading only tacit attention.

F. Services and Materials

The evaluation instrument used as a check list of services and materials available should aid educators since it lists the types of resources that museums offer. This instrument should encourage careful evaluation and planning prior to student involvement and a comprehensive follow-up. The following list of organizations and agencies will assist the teacher in that evaluation and planning.

1. Agencies and Organizations

American Association for State and Local History, 1400 Eighth Ave., South, Nashville, TN 37203. Publishes *History News* each month, a series of technical leaflets, a national directory of historical societies and a variety of books and pamphlets dealing with many topics in state and local history.

American Historical Association, 400 A St., S.E., Washington, DC 20003. Publishes a series of paperbacks for teachers of history on such pertinent topics as *The Nature and Practice of State and Local History*, *United States History: A Bridge to the World of Ideas*, *The American Revolution*, *New Interpretations of American Colonial History*.

Association of County Cultural and Heritage Commissions of New Jersey. Formed in 1975 this organization is an alliance of the seventeen county commissions that exist in New Jersey. The list below gives the mailing address and telephone number of each. The commissions are sources of useful information on local historic sites, historical programs aimed at students and the general public, and programs in history and the arts.

Atlantic County 739 Guarantee Trust Building, Atlantic City 08401; (609) 344-3579

Bergen County Bergen Community College, 400 Paramus Rd., Paramus 07652; (201) 447-1500

Burlington County 49 Rancocas Rd., Mount Holly 08060; (609) 267-3300

Camden County County Court House,

COMMUNITY RESOURCES

10th Floor, Camden 08101; (609) 757-8191

Cape May County 36 Main St., Dennisville 08214; (609) 861-2388

Cumberland County 300 Cherry St., Apt. 12, Vineland 08360; (609) 691-8572

Essex County County Hall of Records, Room 123, 470 High St., Newark 07102; (201) 961-8273

Hunterdon County R.D. 1, Annandale 08801; (201) 735-7358

Mercer County County Administration Building, 640 S. Broad St., Trenton 08607; (609) 989-6701

Middlesex County County Administration Annex, 841 Georges Rd., North Brunswick 08902; (201) 246-5788

Morris County County Court House, Ann St., Morristown 07960; (201) 285-6198

Ocean County 33 Brooks Rd., Toms River 08753; (201) 349-2506

Passaic County c/o Paterson News, News Plaza, Paterson 07509; (201) 274-2000

Salem County County Court House, 90 Market St., Salem 08079; (609) 935-1776

Sussex County Information unavailable

Union County McKay Library, Union College, Springfield Ave., Cranford 07106; (201) 272-3140

Warren County County Court House, Belvidere 07823; (201) 475-5571

Although Hudson County does not have a cultural and heritage commission, its very active *Office of Cultural and Heritage Affairs* provides similar services. Address c/o Planning Department, Hudson County Administration Building, 595 Newark Ave., Jersey City 07306; (201) 659-5062.

Historic Sites Section, New Jersey Department of Environmental Protection, John Fitch Plaza, Trenton 08625; (609) 292-2023. Information on historic sites in general with special reference to state-owned structures and sites.

National Council for the Social Studies, 1201 16 St., N.W., Washington, DC 20036. Publishes bibliographies, yearbooks, bulletins, and a curriculum series. The "How to Do It Series" includes bulletins on such topics as community resources, daily newspapers, local history, government publications, group discussions, and related topics.

New Jersey American Revolution Bicentennial Celebration Commission, 379 W. State St., Trenton 08625; (609) 292-6576. Official Bicentennial agency for New Jersey. Information on local, state and national Bicentennial programs. Newsletter published five times per year; no charge.

New Jersey Historical Commission, 113 W. State St., Trenton 08625; (609) 292-6062. State agency charged by statute with promotion of public interest in and awareness of New Jersey history. Publications, annual teachers' workshop and symposium in New Jersey history. Newsletter published September through June carries news of meetings, programs, and on-going projects dealing with New Jersey history; no charge.

New Jersey Historical Society, 230 Broadway, Newark 07104; (201) 483-3939. Museum and library facilities. Publication of *New Jersey History*, the only scholarly journal devoted exclusively to the state's history. Jerseymen Student History Program encourages study of New Jersey history at secondary level; publication *The Crossroads* presents a different topic for student consumption periodically throughout the academic year.

2. Publications

Dehoney, Martyvonne. "A Resource Guide to Art and Architecture in New Jersey from Pre-Columbian Times to the

Civil War," 1968. Unpublished doctoral dissertation providing teachers and students with a reference work which includes several hundred collections in the state of furniture, glass, ceramics, textiles, prints, paintings and sculpture, a portion of which was produced in the late colonial and revolutionary eras. May be purchased from University Microfilms, Ann Arbor, MI 48104; order no. 69-10,537.

Lindemer, George C. *Guide to the Educational Uses of New Jersey Historical Museums*. South Orange: Seton Hall University Press, 1974. A well developed, thoroughly documented handbook which highlights fifteen of the principal historic houses and villages in New Jersey, and includes an excellent examination of the educational purposes underlying the utilization of historic museums and a lengthy geographic listing of historical museums and societies in the state.

Museums Council of New Jersey. *Directory*. Trenton: Museums Council of New Jersey, 1975. Compiled by Karen G. Cummins. \$.25. Write c/o New Jersey State Museum, 205 W. State St., Box 1868, Trenton 08625. A compilation of the programs and services offered by member institutions, including Newark Museum, New Jersey Historical Society, State Museum. Information by county and includes address and telephone number.

New Jersey Environmental Times. Special Historic Sites Edition. Vol. 6, no. 2, February, 1974, 12 pp. Pictures and text of publicly-owned Bicentennial related historic sites. New Jersey Department of Environmental Protection, Room 805, Labor and

Industry Building, John Fitch Plaza, Trenton 08625.

Scenic and Historic Tours. New Jersey Department of Labor and Industry, State Promotion, Division of Economic Development, P.O. Box 400, Trenton 08625. Delineates a series of historic and recreational motor tours of the state.

Stember, Sol. *The Bicentennial Guide to the American Revolution*. Volume II: *The Middle Colonies*. New York: Saturday Review Press/E.P. Dutton & Co., 1974. Excellent combination of detailed descriptions of the battles, skirmishes, forts and encampments of the American Revolution, and specific travel guide explaining how to reach their sites and describing their current appearance as well as how they looked two centuries ago. Written in a readable, stimulating style, half of this volume is devoted to New Jersey.

What to Do in New Jersey. Published annually by What to Do County Publications, P.O. Box 84, Chappaqua, NY 10514. Includes, besides a wide variety of other subjects, listing and locations of landmarks, museums and libraries.

Wright, William C., comp. *Directory of Historical Societies of New Jersey* (League of Historical Societies of New Jersey, 1972). Order from New Jersey Historical Commission, 113 W. State St., Trenton 08625. Alphabetical listing of nearly two hundred local, county and statewide organizations. Lists services, collections, library and museum hours, address and telephone number.

III. Bibliography

This section offers a selective list of books that deal generally with the American Revolution and specifically with aspects of New Jersey's revolutionary experience. In divisions one (Books for Pupils) and two (Books for Teachers), entries reflect the author's selections of the most serviceable items. Entries have been placed in the most appropriate category in each division, though many books might fit in more than one.

As noted in the Introduction (p. 6), all books published before 1900 have been omitted. Inaccessible material such as doctoral dissertations, highly technical articles, or material published in obscure journals has also been omitted.

A. Books for Pupils

The following books represent a selective list. Many publishers are planning additional books for the Bicentennial. Almost all of the books listed are for intermediate and upper elementary grade pupils. Only those with a primary designation (**P**) are for the younger child.

Clothbound Books

Alderman, Clifford. *Samuel Adams, Son of Liberty*. New York: Holt, Rinehart and Winston, 1961. A detailed story of this eloquent speaker and persuasive pamphleteer.

_____. *The Story of the Thirteen Colonies*. New York: Random House, 1966. The establishment of the colonies and the lives of most of the important men of the period.

d'Aulaire, Ingri and Edgar. *Benjamin Franklin*. Garden City, N.Y.: Doubleday & Co., 1950. Franklin's character and sense of humor in light of the political and practical demands of the colonial and revolutionary periods.

Beers, Lorna. *Crystal Cornerstone*. New York: Harper & Row, 1953. The revolutionary war as it appeared to Thaddeus Long, a sixteen year old boy.

Books for Pupils

Benchley, Nathaniel. *Sam, the Minute-man*. New York: Harper & Row, 1969. A story of a young boy fighting at Lexington. **P**

Bliven, Bruce. *American Revolution, 1760-1783*. New York: Random House, 1958. The Revolution which began in the minds and hearts of the people fifteen years before blood was shed.

Brett, Grace N. *Picture Story and Biography of Tom Paine*. Chicago: Follett Pub. Co., 1965. A description of Paine and how he used his writings to aid the revolutionary movement.

Campion, Nardi R. *Patrick Henry, Firebrand of the Revolution*. Boston: Little, Brown and Co., 1961. A vivid account of the life of Patrick Henry.

Carmer, Carl. *The Boy Drummer of Vincennes*. Irvington-On-Hudson, N.Y.: Harvey House, 1972. A drummer boy marches with Clarke and his volunteer army. **P**

Clagett, John. *Gunpowder for Boonesborough*. Indianapolis: Bobbs-Merrill, 1965. Sixteen year old David Adams leaves Philadelphia to join his parents and ends up on a keelboat used for smuggling gunpowder.

Clarke, Clorinda. *The American Revolution, 1775-1783*. New York: McGraw-Hill, 1967. A view of both sides of the struggle in the Revolution.

Commager, Henry Steele. *The Great Declaration: A Book for Young Americans*. Indianapolis: Bobbs-Merrill, 1958. Documents, letters, diaries and the men who drafted the Declaration of Independence.

Cook, Fred J. *The New Jersey Colony*. New York: MacMillan, 1969. The history of the colony with interesting documentation, reproductions, and maps.

Cooke, Donald E. *Fathers of America's Freedom*. Maplewood, N.J.: Hammond, 1969. The human side of the signers of the Declaration of Independence including their origins, backgrounds, and pursuits at home.

Cuneo, John. *Battles of Saratoga*. New York: MacMillan, 1967. An account of the fall of Forts Ticonderoga and Edward and the victories at Bennington and Saratoga.

Cunliffe, Marcus. *George Washington and the Making of a Nation*. New York: American Heritage, 1966. The policies, battles, and military strategy of Washington.

Cunningham, John T. *Colonial New Jersey*. New York: Thomas Nelson, 1971. The development of New Jersey from the early Dutch and Swedish settlers to the revolutionary war.

Crouse, Anna. *Alexander Hamilton and Aaron Burr*. New York: Random House, 1958. The lives of Burr and Hamilton in the formation of America.

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Curtis, Alice T. *Little Maid of Monmouth*. New York: Alfred A. Knopf, 1953. The adventures of a little girl who lived in the vicinity of Monmouth Court House in 1778.

Dalgiesh, Alice. *The Fourth of July Story*. New York: Charles Scribner's Sons, 1956. A description of the writing and distribution of the Declaration of Independence. **P**

Dickinson, Alice. *The Boston Massacre, March 5, 1770*. New York: Franklin Watts, 1968. The underlying causes of the anger of the New England colonists including the political and economic policies of the British.

Drury, Maxine. *Liberty Boy*. New York: David McKay, 1967. A son of a militiaman accompanies a peddler with a wagon full of gold to the Western Territory.

Epstein, Sam and Beryl. *Young Paul Revere's Boston*. Champaign, Ill.: Garrard Pub. Co., 1966. Twelve year old Paul sees postriders, farmers, fishmongers, trading ships, and British officers in the Boston of his day. **P**

Faulkner, Harold and Herbert C. Rosenthal. *A Visual History of the United States*. New York: McGraw-Hill, 1961. The history of the states from the early settlements to independence.

Faulkner, Nancy. *Journey Into Danger*. Garden City, N.Y.: Doubleday & Co., 1966. A fifteen year old patriot risks her life for a boy in Washington's army.

Fisher, Leonard E. *The Colonial American*

Series. New York: Franklin Watts. The following books cover the history, tools, techniques and the terms used in colonial crafts and professions: *The Architects* (1970); *The Cabinetmakers* (1966); *The Doctors* (1968); *The Glassmakers* (1964); *The Hatters* (1965); *The Limners: America's Earliest Portrait Painters* (1969); *The Papermakers* (1965); *The Peddlers* (1968); *The Potters* (1969); *The Printers* (1965); *The Schoolmasters* (1967); *The Shipbuilders* (1971); *The Shoemakers* (1967); *The Silversmiths* (1965); *The Tanners* (1966); *The Weavers* (1966); *The Wigmakers* (1965).

Fleming, Thomas. *The Battle of Yorktown*. New York: American Heritage, 1968. The military and diplomatic history leading up to and including the final victory of Washington and his French allies.

Fritz, Jean. *And Then What Happened Paul Revere?* New York: Coward, McCann & Geoghegan, 1973. A humorous narrative of the activities of this versatile patriot.

_____. *George Washington's Breakfast*. New York: Coward, McCann & Geoghegan, 1973. A town librarian finds out what Washington ate for breakfast.

_____. *Why Don't You Get a Horse, Sam Adams?* New York: Coward, McCann & Geoghegan, 1974. An amusing version of why Sam Adams finally learned to ride a horse. **P**

Gauch, Patricia. *Aaron and the Green Mountain Boys*. New York: Coward, McCann & Geoghegan, 1972. Nine year old

Books for Pupils

Aaron chops wood and helps his mother bake bread for the Green Mountain Boys.

Geer, Charles. *Soot Devil*. New York: Grosset & Dunlap, 1971. A Philadelphia chimney sweep and his production of charcoal for the ironworks at Batsto.

Hagaman, Adaline P. *Early New Jersey*. Lincoln, Neb.: University of Nebraska Press, 1963. The state's history through the revolutionary war including the geology and archeology of New Jersey.

Haley, Gail. *Jack Jonett's Ride*. New York: Viking Press, 1973. An account of Jonett's ride to warn members of the Virginia legislature of an attempt by the British to capture them.

Hall-Quest, Olga. *The Bell that Rang for Freedom*. New York: E.P. Dutton, 1965. A story of the Liberty Bell woven into the history of the country's struggle for independence.

Heilbroner, Joan. *Meet George Washington*. New York: Random House, 1964. A simple story of George Washington's life from childhood to death. **P**

Hickman, Janet. *The Valley of the Shadow*. New York: MacMillan, 1974. A thirteen year old Delaware boy learns about missionaries and their Indian converts.

Holbrook, Stewart. *The Swamp Fox of the Revolution*. New York: Random House, 1959. Guerrilla tactics learned from the

Indians and used by General Francis Marion against the British.

Johnson, G.W. *America is Born: A History for Peter*. New York: William Morrow Co., 1959. A history of the country from the voyages of Columbus to the Philadelphia Convention of 1787.

Johnston, Norma. *The Bridge Between*. New York: Funk & Wagnalls, 1966. The life of a fifteen year old farmgirl living in Bergen County during the Revolution.

Judson, Clara I. *George Washington*. Chicago: Follett Pub. Co., 1961. A story of the statesman and soldier who became the first president of the United States. **P**

Lancaster, Bruce. *The American Revolution*. New York: Garden City Books, 1957. The military affairs during the years 1764–1783, including the campaigns of important personages.

Lawson, Robert. *Mr. Revere and I*. Boston: Little, Brown and Co., 1953. Paul Revere's ride as told by his horse Scheherazade.

Leckie, Robert. *The World Turned Upside Down*. New York: G.P. Putnam, 1973. An examination of the causes of the Revolution and its course to the final battle at Yorktown.

Levitin, Sonia. *Roanoke: A Novel of the Lost Colony*. New York: Atheneum, 1974. A description of the lost colony of Roanoke, on an island off the coast of Virginia.

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Loder, Dorothy. *The Key to Philadelphia*. Philadelphia: J.B. Lippincott, 1960. The history, culture and traditions of Philadelphia.

Loeper, John J. *Going to School in 1776*. New York: Atheneum, 1973. A depiction of the life of an eighteenth century child on a farm and in school.

Lomask, Milton. *The First American Revolution*. New York: Farrar, Straus & Giroux, 1974. The political, economic, social, and military influences on revolutionary America.

Longfellow, Henry Wadsworth. *Paul Revere's Ride*. New York: Thomas Y. Crowell, 1963. A well illustrated version of the famous poem.

Mason, Van Wyck. *Winter at Valley Forge*. New York: Random House, 1953. A picture of the terrible ordeal of the Continental army during the winter of 1779-1780.

Meadowcroft, Enid La Monte. *The Story of George Washington*. New York: Grosset & Dunlap, 1952. Washington's life and the great events of his time.

Millender, Dharathula H. *Crispus Attucks, Boy of Valor*. Indianapolis: Bobbs-Merrill, 1965. Crispus Attucks led a group of protesters to Boston Square on March 5, 1770, and became the first man to die in prerevolutionary agitation.

Miller, Donald. *An Album of Black Americans in the Armed Forces*. New York:

Franklin Watts, 1969. A description of black Americans who fought in the revolutionary war.

Monjo, F.M. *King George's Head Was Made of Lead*. New York: Coward, McCann & Geoghegan, 1974. The events leading to the revolutionary war told by a statue of King George III. **P**

———. *Poor Richard in France*. New York: Holt, Rinehart and Winston, 1973. Benjamin Franklin's diplomatic service in France as seen through the eyes of his seven year old grandson. **P**

Nadine, Corinne J. *The Colony of New Jersey*. New York: Franklin Watts, 1974. A history of New Jersey from the first settlers to the adoption of the Federal Constitution.

Parkinson, Roger. *The American Revolution*. New York: G.P. Putnam, 1971. A pictorial study of the revolutionary war.

Peare, Catherine O. *John Woolman: Child of Light*. New York: Vanguard Press, 1954. A vivid portrayal of this important Quaker leader who was also an early abolitionist.

Phelan, Mary K. *Four Days in Philadelphia, 1776*. New York: Thomas Y. Crowell, 1976. An analysis of the men of the Continental Congress and their four days of debate before the adoption of the Declaration of Independence.

———. *Midnight Alarm*. New York: Thomas Y. Crowell, 1967. Paul Revere's exploits

Books for Pupils

from the earliest preparations to the dramatic end of his famous ride.

—. *The Story of the Boston Tea Party*. New York: Thomas Y. Crowell, 1973. The Boston Tea Party from the points of view of both Whigs and Tories.

Reeder, Russell P. *Bold Leaders of the American Revolution*. Boston: Little, Brown, and Co., 1973. A portrayal of twelve important men of the revolutionary era.

Ross, George E. *Know Your Declaration of Independence and the 56 Signers*. Chicago: Rand McNally, 1963. How and why the Declaration of Independence was written, with a brief sketch of each Signer.

Russell, Francis. *Lexington, Concord and Bunker Hill*. Des Moines: Meredith, 1963. The early days of the revolutionary war around the Boston area.

Sanderlin, George. *Journals of American Independence*. New York: Harper & Row, 1968. The year 1776 is brought to life by the use of quotations from contemporary books, speeches, and letters.

Schneider, Benjamin. *Winter Patriot*. Radnor, Pa.: Chilton Book Co., 1967. After seeing his father killed by a Hessian, Seth Kimble joins the militia which harasses the British in central New Jersey.

Sheean, Vincent. *Thomas Jefferson: Father of Democracy*. New York: Random

House, 1953. A vivid portrayal of the author of the Declaration of Independence.

Smith, Robert. *The Infamous Boston Massacre*. New York: Thomas Y. Crowell, 1969. The "massacre" at Boston and how it formed part of the climate of opinion leading to American independence.

Stevenson, Augusta. *Molly Pitcher*. Indianapolis: Bobbs-Merrill, 1952. A courageous young wife who took her wounded husband's place and continued to serve his cannon during the battle of Monmouth.

—. *Anthony Wayne, Daring Boy*. Indianapolis: Bobbs-Merrill, 1962. The daring and successful exploits of "Mad Anthony" Wayne in Washington's army.

Taylor, David. *Farewell to Valley Forge*. Philadelphia: J.B. Lippincott, 1955. A description of two young people who spied for Washington in 1778.

—. *Lights Across the Delaware*. Philadelphia: J.B. Lippincott, 1954. A young woman convinces her Quaker boyfriend to join the American cause.

Taylor, Theodore. *Rebellion Town, Williamsburg, 1776*. New York: Thomas Y. Crowell, 1973. The events in Williamsburg and the developments leading to the election of Patrick Henry as the first governor of the state of Virginia.

Tunis, Edwin. *The Tavern at the Ferry*. New York: Thomas Y. Crowell, 1973.

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A description of life during the revolutionary period and the events leading up to the battle of Trenton.

Wilbur, C. Keith. *Picture Book of the Continental Soldier*. Harrisburg, Pa.: Stackpole Books, 1969. A volume of illustrations depicting the daily life of the Continental soldier.

Williams, Selma R. *Kings, Commoners and Colonists: Puritan Politics in Old New England, 1603-1660*. New York: Atheneum, 1974. A discussion of the Massachusetts colonists, the first to elect their officials and institute representative government.

Wright, Esmond B. *A Time for Courage: The Story of the Declaration of Independence*. New York: G.P. Putnam, 1971. A description of the deterioration of relations between England and the colonies leading to the Declaration of Independence.

Wright, Louis B. *Everyday Life in Colonial America*. New York: G.P. Putnam, 1965. A survey of the social and economic life of colonial America emphasizing lifestyles.

Paperbound Books

(Available from Scholastic Book Services, 50 W. 44 St., New York, NY 10036.)

Grades K-3

Benchley, Nathaniel. *Sam the Minuteman*.

Young Sam Brown joins his father and other Minutemen at Lexington.

Davidson, Mickie. *The Adventures of George Washington*. Washington's life from the French and Indian War to the presidency.

McGovern, Ann. *If You Lived in Colonial Times*. Informative book about life in colonial New England.

—. *If You Lived With the Sioux Indians*. Uses a question-and-answer format to describe the Sioux Indians.

—. *If You Sailed on the Mayflower*. All about the voyage, the Pilgrims and the first Thanksgiving.

Grades 4-6

Blakeless, Katherine and John. *Spies of the Revolution*. Thirteen stories of espionage during the Revolution.

McGovern, Ann. *The Secret Soldier: The Story of Deborah Sampson*. Eighteen year old Deborah, dressed up as a man, becomes a soldier in the Revolution.

Meadowcroft, Enid L. *Benjamin Franklin*. The life of an important genius and patriot.

—. *Silver for General Washington*. A boy and girl help their country at the time of Valley Forge.

Books for Teachers

Spencer, Philip. *Day of Glory*. The first crucial twenty-four hours of the Revolution.

Vinton, Iris. *The Story of John Paul Jones*. The life of this famous naval hero culminating with his role in the Revolution.

Grades 5-8

Emanuel, Myron. *Faces of Freedom*. Important black figures in early America such as Attucks, Banneker, and Prosser.

Fleming, Thomas. *Give Me Liberty: Black Valor in the American Revolution*. Stories about early fighters for American independence.

Grades 7-8

Archer, Jules. *They Made a Revolution*. An account of the Founding Fathers and Mothers based on letters, diaries and memoirs.

B. Books For Teachers

General Works

McCormick, Richard P. *New Jersey from Colony to State, 1609-1789*. Princeton: D. Van Nostrand Co., 1964. A synthesis of the complex factors, forces and factions involved in New Jersey's transformation from a dependent colony to a sovereign state.

Studley, Miriam B., comp. *Historic New Jersey Through Visitor's Eyes*. Princeton: D. Van Nostrand Co., 1964. Compilation of selected accounts of life in New Jersey as described by foreign and native visitors to the state. Several describe late colonial and revolutionary scenes.

Wright, William C., ed. *New Jersey in the American Revolution: Political and Social Conflict*. Rev. ed., Trenton: New Jersey Historical Commission, 1974. Contains essays dealing with the coming of the Revolution to New Jersey, blacks and the Jersey Dutch, and other topics.

_____. *New Jersey in the American Revolution II*. Trenton: New Jersey Historical Commission, 1973. Contains papers dealing with Governor William Livingston, the Whigs of East Jersey, British and French map makers and maps depicting New Jersey.

_____. *New Jersey in the American Revolution III*. Trenton: New Jersey Historical Commission, 1976. Contains papers on Abraham Clark, William Paterson, the New Jersey soldier and production of war matériel.

Political and Constitutional History

Bailyn, Bernard. *The Ideological Origins of the American Revolution*. Cambridge, Mass.: Harvard University Press, 1967. Emphasizing the moral and political causes of the Revolution and drawing upon primary pamphlet material, the author examines the intellectual and emotional factors that brought about the break with England.

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Boudinot, Elias. *Journal of Historical Recollections of American Events During the Revolutionary War*. New York: New York Times, 1968. Originally published in 1894, this volume provides personal reminiscences by the author of his role as commissary general of prisoners in the Continental army, his contacts with General Washington, and his presidency of the Continental Congress.

Boudinot, J.J., ed. *The Life, Public Services, Addresses and Letters of Elias Boudinot*.... New York: Da Capo Press, 1971. First published in 1896, this two-volume work is an excellent source for firsthand accounts of those events before, during and after the Revolution of which Boudinot was a participant or observer.

Davidson, Philip G. *Propaganda and the American Revolution, 1763-1783*. Chapel Hill, N.C.: University of North Carolina Press, 1941. An examination of patriot and Tory propaganda efforts. The author advances reasons for patriot success in winning many neutrals for the rebel cause.

Erdman, Charles R., Jr. *The New Jersey Constitution of 1776*. Princeton: Princeton University Press, 1929. Scholarly, straightforward account of the adoption of New Jersey's first constitution and analysis of its features, especially those influences resulting in legislative dominance of the government.

Gerlach, Larry R. *Prologue to Independence: New Jersey in the Coming of the American Revolution, 1763-1776*. New Brunswick: Rutgers University Press, 1976. A thorough examination of the events, issues and individuals involved in

the movement of Jerseyans towards independence.

—, ed. *New Jersey in the American Revolution, 1763-1783: A Documentary History*. Trenton: New Jersey Historical Commission, 1975. A skillfully edited and interpreted collection of letters, official documents, journal entries and newspaper accounts which presents the coming of the Revolution to and the events of the war in New Jersey.

Green, Jacob. *Observations on the Reconciliation of Great-Britain and the Colonies*. Trenton: New Jersey Historical Commission, 1976. Reprint of 1776 edition. First published advocacy of independence by a Jerseyan. Interpretive essay and biography of Green by Larry R. Gerlach.

Kemmerer, Donald L. *Path to Freedom: The Struggle for Self Government in Colonial New Jersey, 1703-1776*. Princeton: Princeton University Press, 1940. Scholarly, well written and comprehensive examination of eighteenth century New Jersey leading up to the Revolution, stressing the political conflicts between the royal governors and the people.

Lockard, Duane. *The New Jersey Governor: A Study in Political Power*. Princeton: D. Van Nostrand Co., 1964. A brief, scholarly examination of the political activities and contributions made by the governors of the state throughout its history. The first part deals with the colonial and revolutionary periods.

McCormick, Richard P. *Experiment in Independence: New Jersey in the Critical*

Period, 1781-1789. New Brunswick: Rutgers University Press, 1950. Analysis of the restoration of the state after the war, the establishment of institutions of self-government, the development of permanent relations among the states, and the adoption of the Federal Constitution.

Pomfret, John E. *Colonial New Jersey: A History.* New York: Charles Scribner's Sons, 1973. A one-volume history of a complex subject. The author deals with the continuing antagonism between colonial governors and legislatures, tax policies, land problems.

Whisenhunt, Donald W., ed. *Delegate from New Jersey: The Journal of John Fell.* Port Washington, N.Y.: Kennikat Press, 1973. An annotated edition of the complete journal of a little known delegate to the Continental Congress which reveals the day-to-day functioning of that body over a two-year period. It also contains a short biography of Fell and capsule biographies of his contemporaries.

Wright, William C., ed. *The Development of the New Jersey Legislature, From Colonial Times to the Present.* Trenton: New Jersey Historical Commission, 1976. Three papers, delivered at a commemorative symposium in 1975, analyzing the powers and workings of the legislature under each of New Jersey's three constitutions. The first essay, by Larry R. Gerlach, describes the constitution of 1776 and its colonial antecedents.

Military Affairs

Bakeless, John E. *Turncoats, Traitors and Heroes.* Philadelphia: J.B. Lippincott, Co.,

1959. A vivid, readable and well-documented account of espionage during the revolutionary war, with much material on New Jersey as a center of clandestine intelligence activity by both sides.

Bill, Alfred H. *Campaign of Princeton, 1776-1777.* Princeton: Princeton University Press, 1948. Shows how the battle of Princeton was a necessary follow-up to Trenton in all but forcing the British out of the state and thwarting for a time their advance on Philadelphia, as well as giving the patriot cause an essential boost in morale.

—. *New Jersey and the Revolutionary War.* Princeton: D. Van Nostrand, Co., 1964. Full survey of the war in the state with emphasis upon critical battles and the civil war between Loyalists and patriots.

Boatner, Mark M., III. *Encyclopedia of the American Revolution.* New York: David McKay, 1966. Copious information, mainly military, about the American Revolution. Well illustrated. New Jersey events fully covered.

Fast, Howard. *The Crossing.* New York: William Morrow Co., 1971. A vivid depiction of the circumstances surrounding the famous crossing of the Delaware River.

Fleming, Thomas. *The Forgotten Victory: The Battle for New Jersey -1780.* New York: Readers Digest Press, 1973. Well written, easy-to-read (but well documented) account of the battle of Springfield.

Flexner, James T. *George Washington.* Four vols.; Boston: Little, Brown and Co.,

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1965-1972. A massive study of the man and his enormous influence on the revolutionary war and the early years of the republic.

_____. *Washington, The Indispensable Man*. Boston: Little, Brown and Co., 1974. This one-volume biographical distillation brings Washington to life and provides much valuable material on his wartime activities in New Jersey.

Gilman, C. Malcolm B. *Monmouth Road to Glory Including the Court Martial and Vindication of Major General Charles Lee*. Red Bank: Arlington Laboratory, 1972. Illustrated account of the battle of Monmouth and all its ramifications.

Heusser, Albert H. *George Washington's Map Maker: A Biography of Robert Erskine*. New Brunswick: Rutgers University Press, 1966. A biased but well documented biography of one of Washington's most dependable senior officers. Erskine supplied Continental forces with munitions and supplies from Ringwood Ironworks and drafted maps for Washington's Jersey campaigns.

Hoagland, Stewart. *New Jersey Historical Profiles: Revolutionary Times*. Somerville: Somerset Press, 1973. Consists of brief biographical sketches, reprinted from the *Somerset Messenger-Gazette*, of twenty prominent men and women—all New Jersey residents or individuals who spent the war years in the state.

Ketchum, Richard M. *The Winter Soldiers*. Garden City, N.Y.: Doubleday & Co., 1973. Deals primarily with the first year of the war through the Princeton campaign

and, therefore, heavily, with New Jersey.

Leiby, Adrian C. *The Revolutionary War in the Hackensack Valley: The Jersey Dutch and the Neutral Ground, 1775-1783*. New Brunswick: Rutgers University Press, 1962. A thorough account of the war in that part of the state dominated by the Jersey Dutch, divided in their allegiance and subject to frequent pillaging. Focuses on the early, most critical period.

Lundin, Charles L. *Cockpit of the Revolution: The War for Independence in New Jersey*. Princeton: Princeton University Press, 1940. Reprint, New York: Octagon Books, 1972. The author examines social conflict as well as numerous battles and troop movements that took place in the state and evaluates New Jersey's importance to the revolutionary effort.

Martin, Joseph Plumb. *Private Yankee Doodle: Adventures of a Revolutionary Soldier*. Edited by George F. Scheer. Boston: Little, Brown and Co., 1962. Also reprinted by the New York Times and Arno Press (New York, 1962) as *A Narrative of some of the Adventures, Dangers, and Sufferings of a Revolutionary Soldier*. A personal, vivid account, originally published in 1839, by a young Continental soldier detailing his wartime experiences and hardships, including the battle of Monmouth and a Monistown winter encampment.

Miers, Earl S. *Crossroads of Freedom: The American Revolution and the Rise of a New Nation*. New Brunswick: Rutgers University Press, 1971. Aimed at the general reader, this work emphasizes the major role of the campaigns and battles in New Jersey in winning the revolutionary war.

Books for Teachers

Morris, Margaret. *Private Journal Kept During a Portion of the Revolutionary War*. . . . New York: New York Times and Arno Press, 1969. A Quaker widow who fled from Philadelphia during its occupation by the British and settled in Burlington, Mrs. Morris kept a detailed account of the events that unfolded around her.

Pierce, Arthur D. *Smuggler's Woods: Jaunts and Journeys in Colonial and Revolutionary New Jersey*. New Brunswick: Rutgers University Press, 1960. Scholarly but highly readable account of the economic and maritime aspects of the revolutionary war which stresses the importance of privateering, smuggling, salt making, and other behind-the-lines activities which helped to make victory possible.

Ryan, Dennis P. *New Jersey in the American Revolution, 1763-1783: A Chronology*. Trenton: New Jersey Historical Commission, 1974. A well designed, easy to follow pamphlet which provides a chronological guide to noteworthy events in New Jersey's revolutionary period.

Scheer, George F. and Rankin, Hugh, eds. *Rebels and Redcoats*. New York: New American Library, 1959. Consisting of personal accounts by participants, both officers and enlisted men, with commentary by the authors, this book provides a very real picture of what the war was like on the individual level.

Smith, Samuel Steele. *The Battle of Monmouth* (1964), *The Battle of Trenton* (1965), *The Battle of Princeton* (1967). Monmouth Beach, N.J.: Philip Freneau Press. Brief but detailed accounts of three of the four major battles fought in New Jersey.

Somerville, Mollie. *Women and the American Revolution*. Washington: National Society Daughters of the American Revolution, 1974. An easy-to-read pamphlet which relates the stories of twelve women who played significant roles in the revolutionary era.

Stryker, William S. *The Battle of Monmouth*. Port Washington, N.Y.: Kennikat Press, 1970. A thorough and detailed examination of the effort of the Continental army to strike a major blow at the British forces. Based upon documents and official reports of both sides and the Lee court-martial.

_____. *The Forts on the Delaware in the Revolutionary War*. Trenton: J.L. Murphy Publishing Co., 1901. A thorough and fully documented examination of the contest for the strategic forts located on the Delaware.

_____. *The Battles of Trenton and Princeton*. Spartanburg, S.C.: Reprint Co., 1967. A reprint of the 1898 classic study of these two major battles. Based upon extensive research of primary materials and contains a wealth of detail.

Thompson, Ray. *Washington Along the Delaware, the Battles of Trenton and Princeton as Told by the Men Who Were There*. . . . Fort Washington, Pa.: Bicentennial Press, 1970. A short, readable, illustrated account of an important phase of the revolutionary war.

Van Doren, Carl. *Mutiny in January: The Story of a Crisis in the Continental Army*. Clifton: A.M. Kelley Publishers, 1970.

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Draws upon British and American sources to dramatically recount the mutinies at Morristown and Pompton in early 1781 brought on by the physical privation and suffering of the troops.

Population

Jones, Rufus M. *The Quakers in the American Colonies*. New York: MacMillan, 1962. This well written and comprehensive examination of the Quakers includes several chapters on their activities in New Jersey.

Quarles, Benjamin. *The Negro in the American Revolution*. Chapel Hill, N.C.: University of North Carolina Press, 1961. A thorough examination of the role of blacks in the Revolution, including both their participation in the conflict and the effect it had upon their status.

Vecoli, Rudolph J. *The People of New Jersey*. Princeton: D. Van Nostrand Co., 1965. A carefully written, well documented exposition on the ethnic groups that have populated the most diversely ethnic state in the nation. The first third of the book deals with the colonial and revolutionary periods.

Wacker, Peter O. *Land and People. A Cultural Geography of Preindustrial New Jersey: Origins and Settlement Patterns*. New Brunswick: Rutgers University Press, 1975. A massive study of the land and people of New Jersey before the industrial age. Includes information on Indian settlement patterns.

Weslager, C. A. *The Delaware Indians, A History*. New Brunswick: Rutgers University Press, 1972. A thorough history of the tribe that inhabited New Jersey prior to European settlement, and shared it—in diminishing numbers—through revolutionary times.

Whitney, Janet Payne. *John Woolman, American Quaker*. Boston: Little, Brown and Co., 1942. A thoroughly researched examination of the career of the New Jersey humanitarian and pacifist.

Colonial and Revolutionary Society

Bridenbaugh, Carl. *Cities in Revolt: Urban Life in America, 1743-1776*. New York: Alfred A. Knopf, 1955. A study of urban life in colonial America, emphasizing the growing maturity of cities.

Burr, Nelson R. *The Angelican Church in New Jersey*. Philadelphia: Church Historical Society, 1954. A thorough and complete history of Anglicans, their religious life and customs, and their relations with other groups, with close attention to the revolutionary era.

Cowen, David L. *Medicine and Health in New Jersey: A History*. Princeton: D. Van Nostrand Co., 1964. The first chapters of this well written, thorough work include an interesting examination of the status of medical care and surgery in the revolutionary period.

Jamison, Wallace N. *Religion in New Jersey: A Brief History*. Princeton: D. Van Nostrand Co., 1964. A scholarly account

Books for Teachers

which traces the contributions made by the various religious denominations to the development of the state. A large segment deals with the colonial and revolutionary periods.

Weiss, Harry B. *Life in Early New Jersey*. Princeton: D. Van Nostrand Co., 1964. Well written, readable account of living conditions and customs of the colonial family.

Economy and Industry

Boyer, Charles S. *Early Forges and Furnaces in New Jersey*. Philadelphia: University of Pennsylvania Press, 1931. A thorough, scholarly examination of the history of the iron industry in the state, including much valuable material on its contribution to the revolutionary effort.

French, Bruce H. *Banking and Insurance in New Jersey*. Princeton: D. Van Nostrand Co., 1965. A short account written for the general reader about the development of banking and insurance in the state. The first chapter deals with the rudimentary beginnings of these fields before 1800.

Pierce, Arthur D. *Iron in the Pines: The Story of New Jersey's Ghost Towns and Bog Iron*. New Brunswick: Rutgers University Press, 1957. A thoroughly researched and scholarly examination of the bog iron industry in the state, much of which is focused on the late colonial and revolutionary periods.

Weiss, Harry B. and Grace. *The History of Applejack or Apple Brandy in New Jersey*

from Colonial Times to the Present, 1954.* *The Early Fulling Mills of New Jersey*, 1957.* *The Early Woollen Industry of New Jersey*, 1958.* *Early Tanning and Currying in New Jersey*, 1959.* *The Revolutionary Salt Works of the New Jersey Coast . . .*, 1959.† *Forgotten Mills of Early New Jersey*, 1960.* *The Early Hatters of New Jersey*, 1961.* *The Early Snuff Mills of New Jersey*, 1962.* *The Early Breweries of New Jersey*, 1963.* *Trades and Tradesmen in Early New Jersey*, 1965.† *Early Brickmaking in New Jersey*, 1966.* *The Early Lotteries of New Jersey*, 1966.† *The Early Sawmills of New Jersey*, 1968.* Published in Trenton, these are all short, well written, illustrated monographs, anecdotal but based upon primary sources. They resurrect all but forgotten early industrial processes and commercial enterprises.

Woodward, Carl R. *The Development of Agriculture in New Jersey, 1640-1880*. New Brunswick: New Jersey Agricultural Experiment Station, Rutgers University, 1927. A thorough, well written survey of developments in agriculture, with some material on the late colonial and revolutionary eras.

Wright, William C., ed. *Economic and Social History of Colonial New Jersey*. Trenton: New Jersey Historical Commission, 1974. Contains essays dealing with New Jersey's colonial plantation settlement patterns, land riots of the mid-eighteenth century, higher education in the colony and colonial developments in church-state relations which led many to view the Revolution as a holy war.

* Published by the New Jersey Agricultural Society, Trenton.

† Published by Past Times Press, Trenton.

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Arts and Intellectual Life

Anderson, John R. *Shepard Kollock: Editor for Freedom. The Story of The New-Jersey Journal in Chatham, 1779-1783*. Chatham: Chatham Historical Society, 1975. A slim biography of one of the state's two revolutionary era printers.

Austin, Mary S. *Philip Freneau, The Poet of the Revolution: A History of His Life and Times*. Detroit: Gale Research Co., 1968. A biography of the poet-journalist who was educated in New Jersey and spent most of his life here. The book is aimed at the general reader and focuses on his revolutionary war experiences and includes a number of his poems from that period.

Axelrad, Jacob. *Philip Freneau: Champion of Democracy*. Austin, Tex.: University of Texas Press, 1967. A scholarly examination of the life and work of the radical writer who became famous during the American Revolution.

Burr, Nelson R. *Education in New Jersey, 1630-1871*. Princeton: Princeton University Press, 1942. An examination of the struggle to establish a system of public education in the state, with some attention to developments in the late colonial and revolutionary eras.

Gerdts, William H., Jr. *Painting and Sculpture in New Jersey*. Princeton: D. Van Nostrand Co., 1964. The first portion of this thorough account of the development of the fine arts in the state deals with the painters and sculptors of the colonial and revolutionary eras.

Gowans, Alan. *Architecture in New Jersey: A Record of American Civilization*. Princeton: D. Van Nostrand Co., 1964. A relatively brief, illustrated examination of architectural developments in New Jersey which clearly reflect the history of the state. A good part of the work deals with the late colonial and revolutionary periods.

Hixson, Richard F. *Isaac Collins: A Quaker Printer in 18th Century America*. New Brunswick: Rutgers University Press, 1968. A warmly written, thorough and scholarly biography of New Jersey's official printer and publisher of the state's first regular newspaper.

Kraus, Michael. *Intercolonial Aspects of American Culture on the Eve of the Revolution*. New York: Octagon Books, 1972. A major review of cultural developments throughout the colonies. Includes discussion of the growth of intercolonial relations and the rising spirit of nationalism.

McCormick, Richard P. *Rutgers: A Bicentennial History*. New Brunswick: Rutgers University Press, 1966. A detailed history of the school that became the state university of New Jersey, published in its two-hundredth year.

Schmidt, George P. *Princeton and Rutgers: The Two Colonial Colleges of New Jersey*. Princeton: D. Van Nostrand Co., 1964. A relatively short, illustrated account of the origins and development of the two colleges. The first chapter carries them from their founding through the revolutionary war.

Snyder, John P. *The Mapping of New*

Books for Teachers

Jersey: The Men and the Art. New Brunswick: Rutgers University Press, 1973. A well illustrated narrative of map making throughout New Jersey's history enhanced by short biographies of leading map makers. There is much good material on the revolutionary era.

Sonneck, Oscar. *Francis Hopkinson and James Lyon.* New York: DaCapo Press, 1967. A reprint of two studies published in 1905, one examining the musical career of America's leading composer of the revolutionary period and the other of a collector of religious music.

White, Margaret E. *The Decorative Arts of Early New Jersey.* Princeton: D. Van Nostrand Co., 1964. A short, well illustrated examination of the arts and crafts of the state with special attention to the late colonial and revolutionary periods.

Local History

Beck, Henry C. *Forgotten Towns of Southern New Jersey,* 1961. *Jersey Genesis: The Story of the Mullica River,* 1963. *More Forgotten Towns of Southern New Jersey,* 1963. *The Roads of Home: Lore and Legends of New Jersey,* 1956. *Tales Of Towns of Northern New Jersey,* 1964. New Brunswick: Rutgers University Press. Folksy, humorous, anecdotal accounts of little known towns, locales and neighborhoods, some of which antedate the Revolution. Based upon geography, history and folklore, these books reflect keen observation and a love of people and nature and provide colorful enrichment.

Heston, Alfred M, ed. *South Jersey, A History, 1664-1924.* Five vols.; New York:

Lewis Historical Publishing Co., 1924. The first volume deals largely with the late colonial and revolutionary period.

McMahon, William. *South Jersey Towns: History and Legend.* New Brunswick: Rutgers University Press, 1973. Full, highly readable, reportorial accounts of people and places in the eight counties of South Jersey, with much material on the late colonial and revolutionary periods.

Snyder, John P. *The Story of New Jersey's Civil Boundaries, 1606-1968.* Trenton: Bureau of Geology and Topography, 1969. A definitive source with excellent maps on changing county and municipal boundaries through the state's history, including the late colonial and revolutionary periods.

Thayer, Theodore. *Colonial and Revolutionary Morris County.* Morristown: The Morris County Heritage Commission, 1975. A detailed account of an important area in revolutionary New Jersey.

—. *As We Were. The Story of Old Elizabethtown.* Elizabeth: Published for the New Jersey Historical Society by the Grassmann Publishing Company, Inc., 1964. (Volume XIII in the Collections of the New Jersey Historical Society). A thorough history of revolutionary New Jersey's largest town, published in its tricentennial year.

Trenton Historical Society. *A History of Trenton, 1679-1929.* Two vols.; Princeton: Princeton University Press, 1929. The first volume contains much material on early times.

BIBLIOGRAPHY

Westervelt, Frances A., ed. *History of Bergen County, New Jersey, 1630-1923*. Three vols.; New York: Lewis Historical

Publishing Co., 1923. Volume one includes much material on the county's early development.

C. New Jersey's Revolutionary Experience

The pamphlet series of which this Guide is a part, is intended for use by the general reader, secondary students, and elementary and secondary teachers. Brief abstracts of each pamphlet are given below for the teacher's use in determining applicability of their use within the bounds of his or her curriculum. They are not meant to be substitutes for the pamphlets or adequate treatments of the subjects. They are arranged in logical (as opposed to numerical) sequence. Their use in this order will give the teacher or advanced elementary student first, basic social, cultural, economic and demographic background on New Jersey from roughly 1750 to 1800 (pamphlets 17, 4, 9); second, a political sequence of events from 1763 to 1776 (pamphlets 7, 13, 21, 15, 6, 18-20) including the coming of the Revolution to New Jersey, the composition of the Whig and Loyalist segments of the state's population, and biographies of important New Jersey figures of the era; third, a series of discussions of the major battles and campaigns that raged across the state from 1776 to 1783 (pamphlets 5, 16, 22, 25, 3, 8).

A fourth section treats two important but neglected segments of the population—women and blacks (pamphlets 26 and 14)—and provides transition from the political-military sphere to discussions of specialized topics such as religion, medicine, and education and their impact on the revolutionary movement as well as the effect of eight years of war on their theory and practice (pamphlets 10, 1, 24, 12, 2, 11, 23).

17. Thomas J. Archdeacon: *New Jersey Society in the Revolutionary Era*. A comprehensive view of colonial society, including the geography, industry, agriculture, politics, social system, and economic class structure.

4. Peter O. Wacker: *The Cultural Geography of Eighteenth Century New Jersey*. The heterogeneous cultural heritage of New Jersey's population is examined in nationalities as the Dutch, Swedish, Africans, Scots, Irish, Scots-Irish, Germans, and English.

New Jersey's Revolutionary Experience

9. James H. Levitt: *New Jersey's Revolutionary Economy*. A discussion of the role of the economy during the Revolution, the effects of the war on the economy, and the economic consequences of independence.

7. Larry R. Gerlach: *The Road to Revolution*. The events of 1763-1776 which pushed New Jersey, unwillingly at first, into the revolutionary camp.

13. Larry R. Gerlach: *William Franklin: New Jersey's Last Royal Governor*. William Franklin, son of Benjamin Franklin, is described as one of the most popular and successful royal governors of New Jersey who effectively represented both the crown and the people of the colony.

21. Carl E. Prince: *William Livingston: New Jersey's First Governor*. The life and political career of the conservative who more than any other individual, made the political Revolution in New Jersey.

15. Richard J. Connors: *The Constitution of 1776*. A description of the colonial background of the 1776 New Jersey constitution is reviewed, including an exploration of the nature and contents of the document.

6. John T. Cunningham: *New Jersey's Five Who Signed*. Examination of the events leading to the signing of the Declaration of Independence and the selection of the five New Jersey signers: Richard Stockton, John Witherspoon, John Hart, Abraham Clark, and Francis Hopkinson.

18. Donald W. Whisenhunt: *Elias Boudinot*. The civil and military career of Boudinot, including service as president of the Continental Congress and director of the United States Mint.

19. Dennis P. Ryan: *New Jersey's Whigs*. The well-known patriots are described, including William Livingston, John Witherspoon, and Elias Boudinot, as well as landowners and the landless poor who were the backbone of the military forces.

20. Dennis P. Ryan: *New Jersey's Loyalists*. A description of the vilified group of Jerseyans who remained loyal to crown and Parliament and their reasons for so doing.

5. Mark E. Lender: *The New Jersey Soldier*. A description of the common soldier of the Revolution and his social origin and reasons for fighting.

16. Lewis F. Owen: *The Revolutionary Struggle in New Jersey, 1776-1783*. An examination of the civil war conducted by Whigs and Loyalists in the state, as well as a brief description of the major conflicts of Trenton, Princeton, Monmouth and Springfield.

22. Kemble Widmer: *The Christmas Campaign: The Ten Days of Trenton and Princeton*. A detailed description of the ten days that may have saved the American Revolution during the first year of the war.

25. Samuel S. Smith: *The Battle of Monmouth*. A description of the longest major

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engagement of the war wherein the Continental army and New Jersey militia gave as much as they took from British regulars.

3. Bruce W. Stewart: *Morristown: A Crucible of the American Revolution*. A depiction of the rigors undergone by the Continental army in two winter encampments at Morristown.

8. Thomas Fleming: *The Battle of Springfield*. The significance of the battle of Springfield as a crucial turning point in the War for Independence.

26. Linda Grant DePauw: *Fortunes of War: New Jersey Women and the American Revolution*. A description of the contribution of women to the Revolution in the state and a description of the effect of eight years of war and privation on them.

14. Frances Pingeon: *Blacks in the Revolutionary Era*. An examination of the conditions under which blacks lived in New Jersey, as slaves and as freedmen.

10. Edward J. Cody: *The Religious Issue in Revolutionary New Jersey*. The influence of religion is evaluated in general and specific terms including its role in the Revolution.

1. Richard F. Hixson: *The Press in Revolutionary New Jersey*. The role of newspapers is evaluated in terms of their ability

to form and reflect public opinion in aid of the revolutionary cause.

24. Douglas Sloan: *Education in New Jersey in the Revolutionary Era*. A discussion of the nature of education in colonial society and its continuance and growth during and after the war.

12. David L. Cowen: *Medicine in Revolutionary New Jersey*. The general medical services, the Medical Department of the Continental army, New Jersey hospitals, diseases of the army, care of the sick and wounded are among the topics discussed.

2. John P. Snyder: *The Mapping of New Jersey in the American Revolution*. A description of map making before and after the Revolution with emphasis on maps by William Faden, Robert Erskine, Simeon DeWitt, John Hills, and Louis-Alexandre Berthier.

11. Charles H. Kaufman: *The Music of Eighteenth Century New Jersey*. Discussion of vocal and instrumental music and their ethnic origins, including love songs, lullabies, work songs, patriotic songs, ballads, and dance music.

23. Suzanne Corlette: *The Fine and the Useful Arts in New Jersey, 1750-1800*. While the state did not possess the sort of society that produced many fine artists, its artisans were vigorous, creative and productive.

IV. Non-Book Classroom Aids

What follows is a selective list of audio-visual materials dealing with the general topic of the American Revolution. Many of the items listed deal specifically with New Jersey's revolutionary role. In each case the author has listed the address where the interested teacher should write for information, with a brief description of the item listed.

A. Games and Simulations

**ERIC Clearinghouse for Social
Studies/Social Science Education**
855 Broadway
Boulder, CO 80302

Chapman, Katherine, *Guidelines for Using
a Social Simulation/Game*. Mimeo. 1974.

Chapman, Katherine and James E. Davis.
*The Use of Simulation/Games in the So-
cial Studies Classroom*. N.D.

Chapman, Katherine, James E. Davis and
Andrea Meier. *Simulations/Games in the
Social Studies: What Do We Know?*
1974.

Charles, Cheryl L. and Ronald Stadslev,
eds. *An Analysis of Social Studies Educa-
tion Games and Simulations*. Paperback.
1972.

The Foreign Policy Association
345 E. 46 St.
New York, NY 10017

Nesbitt, William A. *Simulation Games for
the Social Studies Classroom*. Paperback.
1971.

B. Films

A-V Distribution Section
Colonial Williamsburg Foundation
Box C
Williamsburg, VA 32185

NON-BOOK CLASSROOM AIDS

Home Life; Cabinetmaking; Community Life.

BFA Educational Media
2211 Michigan Ave.
Santa Monica, CA 90404

The American Revolution: 1770-1783
"A Conversation with Lord North." Peter Ustinov and Eric Sevareid are featured.

The Bill of Rights in Action: Freedom of Religion. Real lawyers in an emergency hearing argue the constitutional issues involved in a blood transfusion case.

The Bill of Rights in Action: Freedom of Speech. Lawyers argue the constitutional issues to a court of appeals. Viewers are asked to be the judges.

The Bill of Rights in Action: Story of a Trial. The film stresses the importance of due process of law.

The History of Our Flag. Story of our country's growth from thirteen small colonies to a nation of fifty states.

Paul Revere's Ride.

Churchill Films
662 Robertson Blvd.
Los Angeles, CA 90069

Bill of Rights. A series of four films.

Justice, Liberty and Law. Conflicts in a free society; the Bill of Rights in historical perspective.

Soldier of the Revolution. Dramatized experiences of an ordinary soldier.

Coronet Instructional Media
65 South Water St.
Chicago, IL 60601

American Revolution: Background Period. What caused the farmer, laborer, craftsman, merchant, and frontiersman to take up arms against the British.

American Revolution: War Years. Proclamation at Independence Hall, crisis at Valley Forge, turning point at Saratoga, climax at Yorktown.

American Revolution: Postwar Period. Steps that brought union to the independent states of America.

Valley Forge: "No Food, No Soldier." The spirit and reality of one of the perilous winters of America's revolutionary fighters.

Yorktown: "The World Turned Upside Down." Battle of Yorktown through to the surrender of the redcoats.

Colonial Life in the South. Economic life of the southern colonies in the prerevolutionary period; authentic colonial restorations, many utensils, household articles, and fashions of the period.

Films

Colonial Life in New England. Costumed re-enactments portray colonial life in a rural New England community, including means of earning a living, and participation in local government.

Colonial Life in the Middle Colonies. Trip of a post rider as he carries mail from Philadelphia to New York.

Colonial Life on a Dutch Manor. Colonial life is presented in the charming, historical Van Cortlandt Manor on the Hudson River; the decorative arts, preparations for the Christmas season, candle making, and spinning and dyeing wool.

Dawn of the American Revolution: A Lexington Family. Through the eyes of a young boy, a dramatic situation involving the boy's family and a visiting uncle from England.

George Washington's Greatest Victory. Major events in Washington's life from the days of his boyhood through the revolutionary war.

East Orange Public Library
221 Freeway Dr.
East Orange, NJ 07018

An Invitation to Morven. New Jersey's official governor's residence, and an intimate glimpse into its colonial history.

This Is New Jersey. Varied facets of the state, its history, characteristics, romance, and beauty.

George Washington in New Jersey. Washington's adventures in New Jersey during the American Revolution.

Encyclopaedia Britannica
Educational Corp.
425 Michigan Ave.
Chicago, IL 60611

The French and Indian War—Seven Years' War in America. Differences between French and English colonial policies, ways of living, and methods of conducting military campaigns.

Tom Savage—Boy of Early Virginia. Tom Savage, a thirteen year old boy, who was given to the Indians as a token of friendship.

Planter of Colonial Virginia (1740-1765). Physical and social environment in the Virginia colony immediately preceding the revolutionary war.

Colonial Children. Recreates Puritan farm life in seventeenth century New England.

Colonial Expansion. 1492 to the revolutionary war. Traces the economic development in the colonies, and analyzes the political effect of each major phase of expansion to 1763.

The Declaration of Independence by the Colonies. Writing and adoption of the Declaration of Independence.

NON-BOOK CLASSROOM AIDS

The Midnight Ride of Paul Revere. Explosive situation that existed in the colonies during the spring of 1775. Recreates the events that occurred on the night of April 18, 1775.

Benjamin Franklin. Benjamin Franklin, statesman, man of letters, and scientist-inventor.

The American Revolution. Strategy, struggle, movement of forces, important military engagements and the meaning of the War for Independence.

The Battle of Yorktown. Events which led up to the decisive battle at Yorktown.

The Boston Tea Party. Colonists, disguised as Indians, boarded British ships and dumped the cargos overboard. "Intolerable Acts" hastened a complete break with the angry colonists.

The Shot Heard Round the World. "Intolerable Acts," levied at the colonists, further provoked rebellion; a militia was organized, ammunition collected, and the First Continental Congress was held.

Valley Forge. General Howe captured Philadelphia in the summer of 1777; Washington's counterattack.

Yorktown. Britain's southern campaign against the colonists ended in final surrender at Yorktown in 1781.

Constitution of the United States. Events

leading to the convening of the Constitutional Convention.

The Bill of Rights of the United States. Struggle for human freedom which led to the creation of the Bill of Rights.

The American Flag. Flags that have flown over North America, from that of Spain to that of the United States.

George Washington. Trials and triumphs as military leader in the American Revolution and as an organizer of the movement to frame the Constitution.

Alexander Hamilton. Contributions to the formation and growth of our nation.

**Essex County Audio-Visual Aid
Commission
156 Fullerton Ave.
Montclair, NJ 07043**

Biographies: *Alexander Hamilton; Benjamin Franklin; Boyhood of George Washington; Meet Mr. George Washington; Thomas Jefferson.* This is offered as an example of what one county audio-visual library has to offer. Teachers are advised to contact their county library for listings of audio-visual materials on the American Revolution.

American Revolution: *American Revolution; Battle of Yorktown; Declaration of Independence; Drums Along the Mohawk; Land of Liberty (Part I); 1776; Soldiers of the Revolution; Williamsburg: Story of a Patriot.*

Films

Handel Film Corporation
8730 Sunset Blvd.
West Hollywood, CA 90069

Valley Forge—the Battle for Survival.

Indiana University
Audio-Visual Center
Office for Academic Affairs
Bloomington, IN 47401

American Revolution: American Revolution: The Background Period; American Revolution: The War Years; Benedict Arnold's Plot Against West Point; Benjamin Franklin; Bill of Rights; Bill of Rights of the United States; The Boston Massacre; Boston Tea Party; Constitution of the United States; Declaration of Independence; Declaration of Independence by the Colonies; The Early Light of Dawn; Fort Ticonderoga: Key to a Continent; Give Me Liberty; Lafayette, Champion of Liberty; Land of Liberty, Part I; Midnight Ride of Paul Revere; Our Declaration of Independence; The Resolve of Patrick Henry; Servant of the People; The Signing of the Declaration of Independence; Soldier of the Revolution; Surrender of Cornwallis; Valley Forge: War of Independence 1775-1783; Williamsburg; The Story of a Patriot; Winning Our Independence; Americana; Plymouth Colony.

International Film Bureau, Inc.
332 Michigan Ave.
Chicago, IL 60604

Historic Plymouth. Reconstruction of the first colony in America.

Lexington and Concord. The beginnings of the fighting in the American Revolution; Paul Revere's house, Old North Church, the Lexington Green, the Wright Tavern, the North Bridge at Concord, and other famous sites.

Learning Corporation of America
711 Fifth Ave.
New York, NY 10022

The American Revolution: Part I. The Cause of Liberty. Based on the actual exchange of correspondence between Henry Laurens, president of the First Continental Congress, and his idealistic son.

The American Revolution: Part II. The Impossible War. Henry Laurens assuages his son's dismay at news of bloody revolution in the north, and soon both must go their separate ways.

McGraw-Hill Book Co.
Text-Film Division
330 W. 42 St.
New York, NY 10036

Freedom's Finest Hour. A film on the revolutionary war depicting that first struggle for freedom in America.

University of Michigan
Audio-Visual Education Center
Ann Arbor, MI 48106

Alexander Hamilton; American Flag—The Story of Old Glory; American Revolution; American Revolution: The Background Period; American Revolution: The Post-war Period; American Revolution: The

NON-BOOK CLASSROOM AIDS

War Years; Battle of Yorktown; Benedict Arnold's Plot Against West Point; Boston Massacre; Boston Tea Party; Decision at Williamsburg; Declaration of Independence by the Colonies; Development of Transportation (In the United States); Drums Along the Mohawk; Folk Songs of America's History; Fort Ticonderoga; George Mason; Give Me Liberty; Hamilton-Burr Duel; History of the U.S. Navy: War of Independence (1775-1783); Immigration in America's History; Inventions in America's Growth (1750-1850); John Adams (Profiles in Courage); Kentucky Pioneers; Lafayette, Champion of Liberty; Land of Immigrants; Land of Liberty, Part I; Midnight Ride of Paul Revere; Our Bill of Rights; Our Constitution; Our Declaration of Independence; Signing of the Declaration of Independence; Soldier of the Revolution; Sons of Liberty; Surrender of Cornwallis at Yorktown; Thomas Jefferson; War of Independence, 1775-1783; Washington Crosses the Delaware; Winning Our Independence.

National Geographic Society
P.O. Box 1640
Washington, DC 20013

The American Revolution Film Series. Twelve authentic twenty-five-minute reenactments of critical moments during the American Revolution are planned for 1975 distribution. The Stamp Act and its repeal, the question of slavery, the role of women during the Revolution, and the ratification of the United States Constitution, are among the topics to be treated.

NBC Educational Enterprises
30 Rockefeller Plaza
New York, NY 10020

Continental Congress—1776. Benjamin Franklin and Thomas Jefferson come back to Independence Hall to look at the Constitution.

George Washington. Washington's own words as well as those of his peers, in letters and diaries of his contemporaries and in newspapers of his time.

New Jersey State Museum
205 W. State St.
Trenton, NJ 08625.

Here Is New Jersey; Historic Trenton; Land Called New Jersey. Three general but descriptive films about New Jersey in all eras.

Oxford Films
1136 N. Las Palmas Ave.
Los Angeles, CA 90038

Patrick Henry's Liberty or Death. Patrick Henry's "Liberty or Death" speech, The Boston Tea Party, the Quartering Act, the increasing division of the colonists into Whig and Tory camps, and the Boston Massacre.

Washington's Farewell. A concise version of the better known portions of the Farewell Address in which Washington reviewed the precedents established during his administrations.

Pictura Films Distribution Corp.
43 W. 16 St.
New York, NY 10011

Filmstrips

How Colonies Grew; The Boston Tea Party; The Ragged Ragamuffins of the Continental Army.

Time-Life Films
43 W. 16 St.
New York, NY 10011

Making a Revolution. Blunders in London, inept colonial governors, and costly British frontier wars drain the colonists and push them to fight. Alistaire Cooke narrates.

C. Filmstrips

Alesco Educational Services Co.
404 Sette Dr.
Paramus, NJ 07652

U.S. History: Group I. The California Gold Rush; The Lewis and Clark Expedition; The Louisiana Purchase; Paul Revere and the Minutemen; our Independence and the Constitution; The Winter at Valley Forge.

The American Revolution. Overview of the issues, events, and personalities.

Establishing Independence. Emphasizes the causes of the rebellion, and the general military strategy employed by both sides.

The American Flag: Its History and Tradition. History, development, basic design, and symbolism of the American flag. Film-strip and record.

Allyn & Bacon, Inc.
Northern Division
Rockleigh, NJ 07647

The Right to Write: Williamsburg (An Historical Community: Williamsburg). With record or cassette.

The Baker & Taylor Co.
Audio Visual Services Division
P.O. Box 230
Momence, IL 60954

American Revolution. Causes of the war, the war itself, and the concluding peace conference. Four filmstrips and records; script.

American Revolution. From the early protests against British policies to how we handled our postwar freedom. Record or cassette.

The American Revolution: Who Was Right? Arguments for and against. Teacher's guide; record or cassette.

Background to the American Revolution. Analysis of the differences between the American and British ways of life. Record or cassette; teacher's guide.

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Paramus High School
Spring Valley Rd.
Paramus, NJ 07652

From Heritage to Horizon—New Jersey and the Bicentennial. Sound filmstrip. Compares forms of transportation, shelter, occupations, recreation and art in revolutionary and modern New Jersey.

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BFA Educational Media
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Educational Services Division of Franklin Watts, Inc. 730 Fifth Ave. New York, NY 10019

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Houghton Mifflin Company
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Englishmen—Or Americans? The colonists choose independence.

The Constitution. Will Americans accept a new form of government? Records and teacher's guide.

Harcourt Brace Jovanovich, Inc.
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New York, NY 10017

The American Revolution. Record and teacher's guide.

McGraw-Hill Book Co.
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Early American History. France in the New World; Southern Colonies; Colonial New England; Middle Colonies; Struggle

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Rochester, NY 14603

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National Geographic Society

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Freedom's Pledge. Two filmstrips with records and cassettes and a teacher's guide.

**Time-Life Education
Box 834
Radio City Post Office
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D. Slides

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F. Cassettes and Tapes

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Educational Activities, Inc.
P.O. Box 392
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America's Fight for Independence. Cassette or record.

Imperial International Learning Corp.
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2. Tapes

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G. Records

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Paramus, NJ 07652**

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The Patriotic Plan. Samuel Adams, Roger Williams, James Otis, Patrick Henry, Benjamin Franklin, Andrew Hamilton.

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H. Maps

American Map Co., Inc.
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The American Colonies and the British Empire 1750; The Peace of Paris 1763; The Thirteen British Colonies in America 1763; The Revolutionary War.

Also available as transparencies; a teacher's guide may be requested.

Map Publication Sales Office
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P.O. Box 2809
Trenton, NJ 08625

Battles and Skirmishes of the American Revolution in New Jersey. Color; 48" x 28". A printed guide to the map will be available in 1976. Produced by the Bureau of Archives and History, New Jersey State Library, and Bureau of Geology and Topography, New Jersey Department of Environmental Protection.

New Jersey Historical Society
230 Broadway
Newark, NJ 07104

1778 Faden Map of New Jersey. Facsimile of eighteenth century map.

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9 Sanhican Dr.
Trenton, NJ 08618

Plan of the Operation of General Washington Against the King's Troops in New Jersey (Dec. 26, 1776-Jan. 3, 1777).

I. Study Packets (Pictures and Documents)

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The American Revolution in New Jersey. Twenty-five plates in black and white.

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The Baker & Taylor Co.
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Silver Burdett Co.
Park Ave. and Columbia Rd.
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Flag Day—Independence Day. Six pictures.

Washington's Birthday.

Grossman Publishers
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New York, NY 10022

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Struggle for the Fourteenth Colony, by Wilfried Neidhardt. Documents; notes on exhibits; ten primary source materials.

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GEORGE C. LINDEMÉR is assistant dean and professor in the School of Education at Seton Hall University. He received his Ph.D. from Fordham University in 1969. His doctoral research dealt with the educational contributions of historical museums. He is author of articles in *The Social Studies*, *New Jersey Music and Arts*, *The Catholic School Journal* and others. After receiving a research grant from the New Jersey Historical Commission in 1970, he developed materials for a book *The Educational Uses of New Jersey Historical Museums*, published by Seton Hall University Press in 1974.

