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## Society for American Archaeology: Committee on Public Education

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Volume 2, Number 2

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## A PRELIMINARY SURVEY OF ARCHAEOLOGY AND PUBLIC EDUCATION IN SOUTH CAROLINA,

by Gail E. Wagner, University of South Carolina

Archaeologists in South Carolina were recently asked to write their "Public Education CV" by filling out a questionnaire detailing ten categories of public interaction. More than one participant remarked how pleasantly surprised and proud they were to realize just how much they already did on a routine basis. The questionnaire is a first step in building a network of people, ideas, speakers, educational materials, and other resources within the area. Although I report here only the initial results, the survey will continue in greater depth. I hope it will form the basis for discussion and interchange within the state, and eventually lead to the formulation of general goals and objectives for the future.

Participants in the survey fall into the following general categories: amateur/avocational archaeologist, graduate student, independent/contract archaeologist, middle school teacher, museum personnel, park interpreter, professor, senator, and archaeologists employed by state agencies such as the Highway Department and the South Carolina Institute of Archaeology and Anthropology (SCIAA).

The following types of public interaction and education are common and performed on a repeated basis: newspaper articles, editorials, and press releases; radio and TV talks and interviews; displays (not just at museums, but also at banks and other public areas); recording and photographing private collections; visiting sites reported by individuals; identifying artifacts; participating in dedication ceremonies; conducting joint professional/amateur excavations and surveys; holding open house/tours at laboratories and archaeological sites; using interns; doing archaeology with students; and talking to groups. In this last category, talks and classes have been given to groups or places as diverse as churches, school groups, junior colleges, military personnel, scouts, historic societies, retirement homes, state parks, developer associations, elderhostel, archaeological societies, landowners, corporations, Rotary, Kiwanis, and other civic groups.

A number of educational videos have been produced within the state. These range from archaeological lectures to fully professional productions. Archaeologists have written a number of popular publications. These have appeared as a museum leaflets,

newsletters, brochures/handbooks, and as publications in venues as diverse as Business Digest, Expedition magazine, Tennessee Anthropologist, and publications distributed free by the Highway Department. The entire volume 20 of South Carolina Antiquities, the journal of the Archeological Society of South Carolina (ASSC), contains papers from the 1988 ASSC symposium on Public Involvement in Archaeology. The State Historic Preservation Office, through the SC Department of Archives and History, puts out a free newsletter. Other newsletters are distributed by the ASSC and by the Underwater Archaeology Division of the SCIAA. One offshoot of this survey will be to assemble a descriptive list of videos and publications.

A variety of educational materials has been developed through the years, including materials for museum education departments, traveling kits with a teacher's manual for rural secondary schools in South Carolina, a simple notebook for field volunteers, games, and a teachers' manual on archaeology. One gifted/talented program within the state has conducted a 7th grade unit on archaeology for the past three years. At present, one archaeologist is developing teaching modules on Spanish colonialism and on Cherokee culture. Heritage Educational packages are available to teachers through the SC Department of Archives and History. A highly successful summer teacher's workshop called "Teaching Archaeology in the South Carolina Classroom" has been offered for the past three years; the class fills instantly and receives rave reviews from the participants.

Community outreach efforts include a 1990 Lexington county contest on "What is Archaeology?," administered through the public library. A variety of history or heritage days take place at communities or locations throughout the state. A number of archaeologists are on the speakers bureau for the South Carolina Humanities Council. One of our most resounding success stories is Archaeology Day, sponsored by the ASSC, which has gone from 157 attendees in 1987 to 220-300 in 1989-90, to 1,200 attendees in 1991. Part of this year's success is owed to holding the event at a state park located centrally within the state.

Archaeologists have worked to inform legislators and initiate preservation legislation. Such activity includes

writing letters to legislators, advising, informing, and lobbying legislators, attending council meetings, giving a presentation at the National Conference of Mayors, and writing legislation. One respondent, after working in the SHPO office, notes the acute need for archaeologists to educate personnel at county planning offices, as well as state and federal agencies about ". . . what is archaeology, why is it important, how can they incorporate protection of such resources in their planning . . . ."

The Archaeological Society of South Carolina has six chapters situated throughout the state. The Society holds an annual meeting with papers by amateurs/avocational archaeologists, students, and professional archaeologists. It also sponsors Archaeology Day, where demonstrations, displays, talks, and other activities are offered all day long--a real family affair. One of the Forest Service Passport in Time programs was held in South Carolina in 1991, at the Chatooga Town excavations in the Francis Marion and Sumter National Forest. A number of public programs and activities have been sponsored through the Columbian Quincentennial Commission, including a series of speakers at the State Museum, and excavations and public interpretation at the site of Santa Elena, an early Spanish fort on the coast. The Council of South Carolina Professional Archaeologists is presently working on an insert about archaeology for the major daily state newspaper.

Two aspects to archaeology in South Carolina are not found in every state: resident Native American populations, and numerous underwater archaeological situations. One museum archaeologist maintains close interaction with the Catawba Nation, which is just one of at least seven major Native American groups or communities in South Carolina. This has led to a successful joint symposium and an archaeological project that is examining at least one protohistoric Catawba site. The Underwater Archaeology Division maintains contact with numerous sport diving clubs in North and South Carolina; has developed handouts and a manual, and produces a quarterly popular newsletter; holds an annual conference; and, since 1990, has held an annual underwater archaeology field school for sport divers. They also have produced a video and worked on new legislation protecting underwater antiquities.

To our mutual amazement, then, archaeology and public education is alive and well in South Carolina. However, despite the thousands of people we have already reached within the state, we feel we need to reach more. The completed survey will be used to compile a list of speakers, resource people, videos, and educational material. I hope it will serve as the basis for better planning of where we need to go from here.

**Response to "Education and/or Entertainment: Archaeology and Prehistory in the Public Schools,"** by Charles Blanchard, submitted by Nancy Hawkins, Louisiana State Archaeologist's Office; and Connie Nobles, Louisiana State University College of Education

We read Charles Blanchard's article, which appeared in the September 15, 1991, issue of Archaeology and Public Education, with great interest. It was of immediate relevance, as we are working together on a project to examine K-12 state-mandated curricula and to identify or develop innovative hands-on archaeology activities that can be used in existing classes. This project is jointly sponsored by the state archaeologist's office, and the Louisiana State University College of Education. To our surprise, our reactions to the article were very different. Some of this difference can be attributed to our professional perspectives. Nancy is an archaeologist and Connie is an education doctoral candidate with a classroom teaching background.

Nancy: Overall, my reaction to the article was very positive. Two issues in particular were highlighted that could change the direction archaeologists have taken in developing classroom activities.

Blanchard called attention to simulated excavations and the fever for digging that they can promote. I was one of those archaeologists who, several years ago, developed a complex simulated excavation for classroom use that did "get down to soil stratification and discoloration. . . ." Based on a formal evaluation and on anecdotal experience, I came to realize that the activity was leading to site destruction. It has been removed from the current collection of activities distributed as Classroom Archaeology.

As Blanchard states, teachers and students often associate archaeology with digging and with collecting artifacts. The teachers who have told me about their exciting teaching experiences with archaeology almost always mention simulated excavations that sound like glorified treasure hunts, field trips (led by non-archaeologists) to collect artifacts, or teacher-led site excavations. These are the very activities that archaeologists want to discourage. Archaeologists must be sensitive to the fact that even well-intentioned activities such as the time-honored waste basket excavation or student field schools may encourage some participants to try it in their own back yards.

Blanchard put in print an organization framework that serves as an excellent model for planning archaeological education projects. The three parts he outlines are "teaching what we know, teaching how we know, and understanding why." If Blanchard's article had been printed a month earlier, it would have saved us, in Louisiana, from independently creating the same categories to organize the content elements that we will include in the new collection of activities to be distributed here.

The understanding of what archaeologists have learned about people in the past and respect for how archaeologists reach their conclusions are important in developing a concern for site protection. This is Blanchard's "understanding why the nonrenewable remains of that inheritance requires protection and preservation."

In Louisiana, we listed two "whys," which differ slightly from Blanchard's. One is "Why do archaeologists want archaeology in the classroom?" and the other is "Why should students learn about archaeology?" These organizational categories include preservation, but include other ideas, as well. For example, lessons from archaeology can increase appreciation for other cultures. The inclusion of other ideas, however, does not diminish the goal of emphasizing the importance of "nondisturbance of the resource."

In summary, I was very excited about Blanchard's statements, and was surprised by my colleague's concerns with the article.

**Connie:** My first reaction as an educator to this article was that this is a harsh message. Blanchard seems critical of teachers' current efforts, but offers no realistic alternatives. He also seems to view education as a very simple process in which a teacher has the power to control the ideas and behaviors of the students. This clearly is not the case.

This article is telling me that simulated excavations that go on for a week or two are undesirable, yet what alternative does he propose? Instead of a motivating, hands-on, experientially rich simulation, he proposes using "charts, written scripts, maps, etc." These are most likely to be used in the classroom as written text, with students remaining passive recipients of someone else's information, rather than active participants in discovery. This is inconsistent with current educational reform. Archaeologists need to understand that educators are not interested in simulated excavations in order to promote looting or to entertain the students, but in order to provide a high-quality cooperative learning environment.

The amount of information Blanchard is proposing to be taught is overwhelming. If teachers are going to get archaeology into the classroom, they cannot be expected to spend weeks on it. Getting "the whole story out" is time consuming. Teaching an "integrated, regionally specific natural and cultural history" is a tall order.

In discussing how to tell what we know, Blanchard proposes that "we make sure that this interdisciplinary timeline is well-represented and clearly understood." Even when we want to do so, teachers cannot control how students construct their own interpretations. We cannot guarantee that students will clearly understand the timeline.

I agree that site preservation is of utmost importance, and that education can promote site preservation. However, again, I think it needs to be recognized that there is no guarantee that "when phases one and two are taught," this will automatically follow.

Blanchard refers to the success of the environmental education movement, and says that archaeology could experience a similar success. Archaeologists may fail to notice the dramatic differences in natural resource

protection issues and archaeological resource protection issues. First, the environment relates to every person; everyone has a stake in air and water quality. This is a life and death matter. It is not the same for archaeological sites. Even if every archaeological site in Louisiana were destroyed, we could still maintain healthy, productive lives.

Second, the environmental messages can be delivered relatively briefly and without a great deal of background information. Even a kindergarten student can understand why we need clean water to drink. The same child may not understand why we need undisturbed archaeological sites.

I have discussed several points on which I disagree with Blanchard, but there are others with which I wholeheartedly agree. "Nondisturbance of the resource" must be clearly and explicitly included in classroom activities. Creating new activities will require "creativity and thoughtfulness," and "teacher and other personnel training" is critical.

**Both:** Blanchard's article touches on an important issue: few classroom activities encourage preservation and also meet the educational objectives of being hands-on, high-interest, and discovery-oriented. Our challenge is to find the middle ground between good activities, educationally, that may not include information archaeologists want included, and activities that have a lot of archaeological content, but are not interesting or desirable educationally. This is the task we are undertaking in Louisiana.

Another issue is: most teachers cannot devote a great deal of time to learning about or teaching archaeology. Can students learn about preservation without having an exhaustive understanding of the "how" and "what" of archaeology? Can self-contained activities be developed that require little background in archaeology? This is the other major challenge in archaeology education today.

## ARCHAEOLOGICAL PARKS

by Mary L. Kwas



### Recent Activities

This summer **Salmon Ruin (San Juan County Archaeological Research Center)**, New Mexico, offered a day camp for children 8-12 years old that covered such activities as crafts, prehistoric technologies, cooking experiments, and archaeological investigations. Their annual **Heritage Week Celebration** in mid-July featured speakers, dance performances, food, and arts and crafts of the Navajo, Ute, Apache, Pueblo, Spanish, and Anglo cultures.

**Cahokia Mounds, Illinois**, held **Heritage America** in late September. The festival featured films, tribal dances, and crafts demonstrations. The site also sponsors an on-going program of craft workshops, which covers such topics as flintknapping, pottery, baskets, beadworking, moccasins, blowguns, fingerweaving, soapstone pendants, and cattail dolls.

**Pinson Mounds, Tennessee**, held **Archeofest**, their annual celebration of Indian culture and archaeology in mid-September. Activities included craft demonstrations, artifact identifications, Seminole foods, story telling, films, haywagon tours of the site, and a birds-of-prey program.

**Chucalissa, Tennessee**, hosted a traveling exhibit from the **Spiro Mounds, Oklahoma**, in September. Activities associated with the exhibit included Indian face painting for children, and demonstrations of the bow and arrow, atlatl and spear, and blowgun. In early August, the site hosted the **Choctaw Indian Heritage Festival** for the 16th year, and in October held a **Girl Scout badge day**, assisting Scouts in the completion of the requirements for the "Native People of the U.S.A" badge.

Information from **Mitchell Prehistoric Indian Village**, in South Dakota, says it is the only archaeological site open to the public for many states around. Each year archaeologists from **Augustana College** in Sioux Falls excavate at the site. On the third weekend of June,

they held "Archaeology Weekend," which brought out about 2,500 visitors to enjoy flintknapping, pottery making, fur trading, and a visit to the excavations.

**Anasazi Indian Village, in Utah**, conducted teachers workshops in the summer covering such topics as excavation, fire building, flintknapping, cordage making, and pottery production. They also held a park anniversary celebration in July with primitive technology demonstrations and preparation of Native American foods.

A demonstration of cutting, etching, and polishing shell ornaments was conducted at **Dickson Mounds, Illinois**, in August. The site also participated in the **Illinois Archaeology Awareness Week** in late September with a workshop, film festival, and auto tour of local archaeological sites. **Dickson Mounds** also hosted several traveling exhibits: "The Illinois Country, 1673-1846," "Excavations at the Morton Site: Archaeology Comes of Age," and "Maps and the Columbian Encounter" (on exhibit through December 26).

**Pueblo Grande Museum, Arizona**, is hosting a number of ongoing activities. They offer an "Archaeology for Kids" workshop that teaches archaeological methods and fulfills the requirements for the **Girl Scout Archaeology Badge**. They also offer monthly "Petroglyph Hikes" to sites in the **Salt River Valley**. In September, the museum opened their new long-term exhibit "The Southwest Past and Present," which features interactive displays about archaeology, the **Hohokam**, the **Pueblo Grande** site, and contemporary Southwest peoples.

Recent activities at **Toltec Mounds, Arkansas**, included "Indian Myths and Legends" storytelling, "Flintknapping Day," hayride tours of the site, "Archaeological Exploration Hikes," and a "Fall Equinox Sunset Tour."

The 3rd annual **Natchez Pow Wow** was held in March at the **Grand Village of the Natchez Indians, in Mississippi**. The event featured dancing, crafts demonstrations and special museum programs. The site also held a **Flintknapping Seminar** in October.

## ARCHAEOLOGICAL PARKS - CONT.

### Things to Come

**Salmon Ruin**, New Mexico, will host a Holiday Arts and Crafts Fair in November and December. They are also planning a college-level and avocational field school, the Totah Archaeological Project, beginning the summer of 1992.

**Aztec Ruins National Monument**, New Mexico, working with **Salmon Ruin**, is writing a grant to develop curriculum materials with local school teachers.

Solstice watchers can join like-minded folks December 22 at 7:00 a.m. at the Woodhenge, **Cahokia Mounds**, Illinois, to cheer in the birth of a new solar year.

In the near future, **Anasazi Indian Village**, Utah, will undergo the renovation of its visitor center. Plans include an expanded museum, auditorium, and gift shop, as well as outdoor interpretive signs with guides available in German, French, Dutch, and Italian. Their attendance has risen from 6,000 in 1970 to over 43,000 in 1990.

**Pueblo Grande Museum**, Arizona, will hold their 15th annual Indian Market in the middle of December. The event will feature eight hours of food and live entertainment as well as over 300 booths of Native American fine arts and crafts.

**Toltec Mounds**, Arkansas, is in the process of redesigning their exhibit hall. Scheduled reopening is set for September 1992.

**Grand Village of the Natchez Indians**, Mississippi, will hold their next Natchez Pow Wow, March 27-29, 1992.

### General

**El Morro National Monument**, New Mexico, provides hiking trails for winter use. Inscription Trail takes the visitor to Inscription Rock where Anasazi petroglyphs, old Spanish messages and 1800s autographs can be seen. Mesa Top Trail climbs 200 feet to the Anasazi ruins above.

**Grand Mound Center**, in Minnesota, offers a variety of student activities throughout the year. Among the programs are a "Laurel Pottery Demonstration," "Atlatl Demonstration and Activity," and an activity called "How Many People Can Live in This Forest?" Two and a half miles of self-guided trails furnish information about the plants and animals the Indians used.

**Caddoan Mounds**, in Texas, was opened in 1983 on the George C. Davis site. It covers 93 acres and includes two temple mounds, a burial mound, a borrow pit, a reconstructed hut, and a small visitors' center.

The **Parkin Site**, Arkansas, is being developed as an archaeological park, although facility construction has been slowed by a delay in the release of funds. In the meantime, the site has worked out a memorandum of agreement with the Quapaw regarding the treatment of human remains. Excavation will be allowed, with reburial after the analysis. Artifacts will be curated at the Parkin facility.

The summer excavations at **Wickliffe Mounds**, Kentucky, concentrated on removing the skeletal remains from display in the cemetery in full view of the site's visitors. A good @95% of the reaction was reported to be guardedly favorable after the staff explained what was going on and why. The site's Native American consultant placed a prayer stick in the cemetery, symbolizing the spirit of cooperation between the archaeologists and Native Americans.

## Notes from the Column Editor

Thanks to all individuals from archaeological parks throughout the country who responded warmly to my announcement and first column. Special thanks to Kit Wesler, Wickliffe Mounds, Kentucky, for sending news on several sites from his short-lived newsletter. He asks that this column take the place of his newsletter, and I am glad to comply. As he said, the time must be right for an archaeological parks network.



I know that the winter is a very quiet time for most archaeological parks, but don't forget to send me announcements of your upcoming activities. Also, I would like short articles about programs you have had special success or failure with, or that you feel may be fairly unique. Information on our individual experiences will make it easier for all of us to come up with new ideas and better ways to teach about archaeology and Native Americans.

Send what you have to: Mary Kwas, Chucalissa Museum, 1987 Indian Village Drive, Memphis, Tennessee 38109. Mary's phone number is 901-785-3160.

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## THE CENTER FOR AMERICAN ARCHAEOLOGY, by Harry Murphy

### Education Program

The Center for American Archaeology - Education Program has served the general public for over 20 years. During this period, more than 20,000 students, ranging from junior high school age through senior citizens, have participated in field schools, tours, and lectures. The National Science Teachers Association has recognized the Education Program as one of its exemplary science programs.

The Education Program has three goals: raising public awareness of the cultural heritage and need for conservation of America's past; providing exemplary educational experiences for the public and professionals through participation in archaeology; and conducting responsible archaeological research.

### A Variety of Programs

The Center offers various educational opportunities in archaeology. The five-week summer high school field school gives students extensive training in numerous aspects of archaeological research including excavation, analysis, geomorphology, botany, zoology, experimental archaeology, and lithic analysis. These participants can also earn high school credit in world history. Also available are one-week field schools for students and adults, as well as research seminars, experimental field schools, and teacher workshops.

### History of the Program

It was the discovery and excavation of the Koster site that led to the founding of the Center for American Archaeology in Kampsville, Illinois. The excitement of contributing to the understanding of our past that was generated at the Koster site has continued through the Education Program working on real sites and real research questions.

In 1987 the Education Program began excavation at the Middle Archaic Twin Ditch site. Although the initial testing was positive, we were not prepared for the remarkable discoveries the summer field school would hold. The lowest horizon of the site contained diagnostic artifacts that predated the lowest levels of the Koster site. This level yielded an unprecedented archaeological find. The Twin Ditch site proved to be the first site to discover Thebes Knives 'in situ' and possibly evidence of the third oldest house structure in North America.

This year the Education Program continued its research on the Archaic Period. Excavations began at the floodplain Quasar Site (circa 5,000 to 3,000 B.C.). Early investigations indicated that this site may represent a seasonally occupied encampment. However, the rich midden, features, and numerous types of lithic artifacts suggest that the site was

intensely occupied over a long period of time. Many of the research questions generated through the excavation of the Quasar site provide the bases of the Education Program student research projects.

### **Opportunities for Outstanding Students**

For the last two years, the Education Program has conducted a six week National Science Foundation field school for outstanding high school students. The primary goal of the field school is to present archaeology as a fusion of the social and natural sciences. The students are active in archaeological field work including research projects using archaeological, geological, botanical, zoological, and bioanthropological methods to interpret the materials they have excavated and extant collections.

Students design and carry out a basic archaeological research project so they can fully appreciate the various scientific methods and disciplines that contribute to the field of archaeology. Students work individually under the direction of mentors on original research initiatives. The mentors guide and monitor their research and assist them in submitting research projects to science competitions such as the Westinghouse Science Talent Search and the International Science and Engineering Fair.

One student from the 1990 field school was a semi-finalist in the Westinghouse Science Talent Search. This project addressed the Paleoenvironmental reconstruction of the Lower Illinois River Valley for the Early Archaic Period. Another student won the St. Louis Science Fair. Her re-fit analysis of lithics from the upper midden of the Twin Ditch site demonstrated the degree of disturbance caused by crayfish tunnels. This year we have even greater expectations. The research projects under mentor Dr. Jane Buikstra on Mound #72 at Cahokia have produced some very exciting results. Projects centering on the floral, faunal and re-fit analysis of the materials from the Quasar site are adding insight into Archaic subsistence during the Hypsithermal climatic period.

The National Science Foundation field school has proven to be very successful. The key appears to be found in working with students as PARTNERS sharing

in the quest for greater insight into the archaeological past.

**For More Information, please contact:**

Center for American Archeology  
P.O. Box 366  
Kampsville, Illinois 62053  
Phone: 618-653-4316  
Attention: Harry Murphy

### **SIERRA CLUB APPOINTMENT**

Dr. Shawn Haley, a member of the Special Interest Groups Subcommittee of the SAA Committee on Public Education, was recently named to the Sierra Club's Native American Sites Committee. The NASC is active in a number of areas affecting native peoples and sites and has a large public education component as well. Dr. Haley expects that his involvement with the NASC and with the SAA Committee will have a positive impact on both of those committees.

### **THE ANASAZI ANTI-LOOTING PROJECT, by Shawn Haley**

The Anasazi Anti-looting Project, being jointly run by the Sierra Club, the United States Forest Service (USFS), and the Bureau of Land Management (BLM), has for the past three years inventoried and documented a large number of Anasazi pueblo sites in the Manti-LaSal National Forest of southeastern Utah. The goal of the project is to identify as many of these sites as possible so that the USFS and BLM can in turn develop effective protection strategies for those sites. Unfortunately, that protection is necessary since San Juan County (within which the Manti-LaSal Forest lies) has been and still is one of the areas being hardest hit by looters.

This goal, in and of itself, is sufficient, but the Anasazi Anti-looting Project has another. The Sierra Club's Native American Sites Committee, the driving force behind the project, is using it to inform the public of the importance of preserving Anasazi pueblo sites in particular, and Native

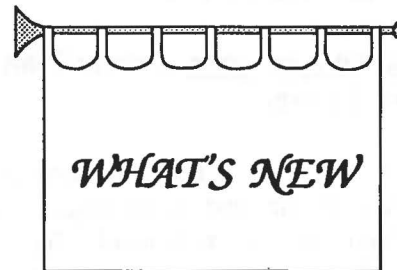


American sites in general. It does not preach nor does it evangelize. It brings dozens of volunteers (over 40 in 1991) together under the guidance of five professional archaeologists. The volunteers are given a brief overview of the area, its people, and the project, as well as training in basic field duties. Then they are taken into the field where they participate in locating and recording the Anasazi sites. Recording includes assessments (written and graphic) of the current state of the sites and the volunteers are often astounded and appalled by the degree of looting damage at even the most seemingly inaccessible sites. The impact of this personal exposure to huge holes (some dug with backhoes) with human bone and pottery strewn around them cannot be measured.

The evenings are spent around the campfire discussing the day's accomplishments and speculating on what would have been found if the looters had not reached the sites first. In the two years I have been involved in the project, the volunteers have wanted to hear fireside stories about other efforts to curb the wholesale destruction of the Anasazi sites--some of the most spectacular prehistoric sites on the North American continent. Unfortunately, all the archaeologists can describe are horrendous looting rampages and reluctance of the judicial system to prosecute.

Almost by osmosis, the volunteers gain an appreciation of the importance of prehistoric sites and a determination to protect those sites. Several leave to pursue the battle actively. For example, one plans to write an article about the problem for a local publication; another is making a video on the subject; a couple intend to present a slide show to their Sierra Club chapter. These are all valuable ways to pass the message on. However, each and every volunteer makes a contribution and moves the Anasazi Anti-looting Project a step closer to its goal. They return home to tell family and friends about their experiences in southeastern Utah. They spread the word far and wide.

The Sierra Club, the United States Forest Service, and the Bureau of Land Management all deserve recognition for their active efforts to inform the general public about the importance of our archaeological heritage and the dangers it faces. Perhaps other groups could use the Anasazi Anti-looting Project as a model for their public awareness projects. Shawn can be reached at Red Deer College, Archaeological Research Institute, Box 5005, Red Deer, Alberta, Canada T4N 5H5.



### HOT OFF THE PRESSES!!

The Archaeological Assistance Division of the National Park Service has just completed the printing of Archaeology and Education: The Classroom and Beyond. The volume, edited by KC Smith and Frances P. McManamon, is the result of the Society for Historical Archaeology's 2nd symposium in archaeology and education.

Articles in this outstanding volume are:

Teacher Training Programs in Anthropology: The Multiplier Effect in the Classroom by Ruth O. Selig

The Pensacola Model of Pueblo Archeology by Judith A. Bense

By Land or by Sea: Archeology Programs for Youths at the Museum of Florida History by KC Smith

Project Origins: Archeology for People with handicaps by Michael Faught and James S. Gettings

**Archeology is More Than a Day Educating Children about the Past Saves Sites for the Future**  
by Carol Ellick

**A "Compleat" Curriculum: Historical Archeology on the Undergraduate Level** by Robert L. Schayler

This volume, Archaeological Assistance Study NO. 2, can be obtained by writing Juliette Tahar, National Park Service, Archeological Assistance Division, P.O. Box 37127, Washington D.C. 20013-7127, or call at (202) 343-4101.

**Naturally - Native American, Lesson Plan Book**, by Carol Young.

Naturally - Native American is a set of lesson plans combining science, folklore and archaeology. Each lesson can be adapted to any grade level. The lessons, if used in order, take the students through a study of nature, how nature influences culture, into the understanding of archaeological concepts. One activity is the making of duck decoys from cattails. The vision of 25 duck decoys floating on a stream or even a plastic wading pool and all of the science and culture themes that could be taught using this lesson is well worth getting this collection of lesson plans. The book is interspersed with recipes for Native American food and quotes from Native American literature. Each lesson stands on its own and includes background information, patterns for activities, and extensions. This document is available from C. T. Young, 3918 Johnson Avenue, Western Spring, Illinois 60558-1139. The cost is \$12.95 plus \$2.50 shipping. For Illinois residents, add a 7% sales tax.

**Archaeology and the Boy Scouts of America**, by Alan Skinner

AR Consultants, of Dallas, Texas, is presently working to develop a proposal for a merit badge in archaeology for submission to the National Council of the Boy Scouts of America. Unfortunately, the National Council has taken the position that there is insufficient interest in archaeology through the U.S. to warrant a merit badge. Therefore, I need your help to demonstrate sufficient interest from throughout the country.

Please send me the following information:

1. Examples or case studies in which Boy Scouts, either as groups or individuals, have worked with avocational or vocational archaeologists in professional quality investigations. Please include names, addresses, and Troop/Post numbers where available.
2. Descriptions of Eagle Scout service projects or other service projects carried out by Boy Scouts and involving archaeology or historic preservation.
3. Letters of support from Boy Scouts, Scouters, avocational and vocational archaeologists for the concept of a merit badge in archaeology.

Please send your responses to S. Alan Skinner, c/o AR Consultants, P.O. Box 820727, Dallas, Texas 75382.



**DEADLINES & DUE DATES**

To ensure your spot in the next issue of the NEWSLETTER, we need your material by January 31, 1992. Your submittals keep the readers informed. Send them to Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5530, Denver, Colorado 80225-0007.

## FOR THE CLASSROOM

### **THE BEARING STRAIGHT, by Carol J. Ellick**

#### Activity:

Students build on the previous lesson, "The Shoot-out," using similar compass skills, plus add the dimension of mapping. The use of a protractor and the concept of producing angles need to have been introduced prior to this lesson. The Bearing Straight is an outdoor and indoor activity.

#### Materials per pair of students:

- 1 Compass
- 1 Clipboard (or writing surface)
- 1 Piece of graph paper (metric)
- 1 Pencil
- 1 10 meter piece of string (cut ahead of time)
- 1 Protractor
- 1 Metric ruler

#### Process:

Outside students scatter in pairs, allowing enough space between each pair that they may freely pivot on the 10 meter radius. One student stands on an end of the 10 meter length of string, holding the compass in hand, prepared to read a bearing. The partner pivots, holding the other end of the string, taking the clipboard, graph paper and pencil with him/her. The pivoting student rotates freely at the 10 meter distance from his/her partner. The students, when requested to stop, hold their positions so that the compass reader can pivot the rotating ring aligning the North needle inside the direction of travel arrow. The bearing is read at the point where the center line intersects the number on the rotating ring (top center). The bearing is called out to the partner. The bearing is listed as bearing 1 on the top of the graph paper. The pivoting student may also want to examine the compass to make sure that the bearing was correctly noted prior to beginning the second bearing. The compass reader must maintain his/her spot for both bearings. This point will be labeled "O" when mapping begins. To find the second bearing, the students repeat the process of pivoting and recording.

Inside. Prior to continuing this lesson, it is imperative that students have had experience with the use of the protractor and seen its relationship to the compass. The circular protractor with the degrees numbering clockwise is the easiest to relate to the degrees on the compass and for students to use. Students begin by plotting their datum, "O," the point on which the student with the compass stood, in the center of the page. North will follow straight up from the O point. The first bearing is plotted, using the protractor by lining up the protractor and marking a dot at the appropriate degree point on the paper. Since the distance of the bearing outside was 10 meters, the distance must be plotted in order to make the map correct. Using the metric ruler, having students measure from O, laying the ruler on the point for the bearing a distance of 100 centimeters. (The scale will be 1 centimeter equals 1 meter.) The same procedure will be followed to plot the second point. All points should be labeled.

#### In the Field:

Archaeologists use this process to draw a map of the site, plotting the boundary, features and artifacts, as well as landmarks to tie it into reality. Without accurate field maps, we are unable to tie the information together that describes how people lived in the past. Most of the time maps are made on the archaeological survey. These maps are used to relocate the sites, plot changes, and add information.

### **THE WORD IS SPREADING**

It was reported in the last issue of the NEWSLETTER (Vol. 2 No. 1) that our readership reached 1,635. I am pleased to note that this issue will be going to over 1,900 individuals.

Due to this unexpected (but wonderful!) growth in readership, we are no longer able to include the updates of the mailing list. If you are interested in receiving the Public Education Committee's mailing list, please contact Ed Friedman, 303-236-9026, or FTS 776-9026.

If we need to change your listing in the NEWSLETTER, please call or write Ed Friedman.

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