



Society for American Archaeology: Committee on Public Education

Volume 2, Number 3

March 15, 1992

Editorial Staff

Ed Friedman
Phyllis Messenger
Michele Hope

Public Education Committee

Ed Friedman
*Chair, Public Education
Committee and Network
Subcommittee*

Phyllis Messenger
*Vice-Chair, Public Education
Committee*

Lawrence G. Desmond
*Special Interest Group
Subcommittee*

Joyce Williams
*Formal Education
Subcommittee*

George Smith
Public Sessions Subcommittee

KC Smith
*Education Resource
Forum Subcommittee*

Nan McNutt
*Workshop Coordination
Subcommittee*

Address Inquiries To:

Ed Friedman
Bureau of Reclamation
P.O. Box 25007, D-5530
Denver, Colorado 80225-0007
Phone: (303) 236-9026
Fax: (303) 236-6763

MEDIA WORKS' PLANS FOR MOVIE

by Barry Fuller, Tempe, Arizona

"Who's Minding The Past" is intended to be the first 60 minute 16mm documentary of a series which will be designed to have a significant effect on the public's perception of the value of prehistoric and historic cultural resources, archaeology, and the accomplishments of ancient Native Americans.



It is planned for broadcast throughout the United States and Canada on PBS and other cable outlets. It will promote public awareness of the importance of archaeological sites and artifacts, and the preservation of archaeological resources. It also will help to create a higher level of respect among the general public for Native American antiquities, help to reduce vandalism, and help to raise the consciousness of the general public regarding seemingly harmless pursuits such as arrowhead and pot hunting.

The documentary's story line will, wherever possible, stress the increasing cooperation between archaeological and Native American groups in the preservation of ancient evidence of Native American lifestyle and accomplishments. In addition, it will cover proactive government programs, private efforts, and the establishment of Native American museums and archaeological education programs.

The film's message will apply to the entire U.S., but right now most of the shooting is planned to be confined to the Southwest because of budget constraints. However, if sufficient funding is obtained, other areas of the country and world will be used as shooting locations.

Native Americans have a central role in this film and strongly support its production. Letters of endorsement are on file from the Arizona Inter-Tribal Council (nineteen tribes), the Hopi tribe, the all Indian Pueblo Council in New Mexico, and the Gila River Indian Community. We are working closely with Al Qoyawayma, a renowned contemporary Hopi ceramicist as well as a principle investigator of ancient Hopi ceramics for the Smithsonian.

Archaeological groups also are strongly in favor of the film. We have letters from the Heard Museum, the Smithsonian Institution and many of the major southwest archaeological organizations. We are awaiting additional written endorsements.

Letters of interest indicating consideration for broadcast are on file from PBS (Nova, Front Line), Discovery, and Turner Broadcasting System (TBS). National Geographic Television is considering a possible co-venture. Others from within the U.S. and from abroad are expected.

We have a plan to make the film available to smaller regional local cable outlets, schools, and tribal groups. Besides contacting educational materials distributors, we have contacted the National Science Foundation about the possibility of editing the film and developing adjunct materials for classroom use throughout the U.S.

A nationally-known personality for narration and on-camera appearances is being sought. We have sent preliminary proposals to Ted Danson, Kevin Costner, Harrison Ford, Dennis Weaver, Walter Cronkite, Jack Perkins, Robert Redford and others. Senator Domenici, who framed ARPA legislation, has been contacted and asked to appear in the film. Initial indications are favorable.

The Society for American Archaeology has before it our proposal to examine ways in which it might help us to review, endorse, and distribute the film. Prudence Rice has offered to review the script when it's available.

The film's base budget is approximately \$300,000. To date, we have raised over \$150,000 in contingent commitments for funding, logistical support, transportation, and sponsorship from various federal, state and private archaeological groups. Among these are the National Park Service, the U.S. Forest Service, the Bureau of Land Management (BLM), the Bureau of Reclamation (BOR), the Corps of Engineers, the Four Corners State SHPOs, the Southwest Archaeology Team, and others. We have letters of endorsement and statements of regional support from the headquarter offices of the BLM and BOR. Three of the U.S. Forest Service Regions are offering support. Other agencies,

organizations, and corporations, contacted more recently, have given us verbal assurances that they are interested, and that they will be seeking financial and logistical support for us.

For more information contact Barry Fuller, Media Works, 843 W. Elna Rae, Tempe, Arizona, 85281 or call at (602) 968-4392.

1992 SAA Essay Contest
by Beverly Mitchum and Alan Tonetti

Once again, the SAA Public Education Committee is sponsoring a student essay contest in conjunction with the annual meeting. Last year Nancy Hawkins, of the Louisiana Division of Archaeology, organized the first contest. This year's planning and preparation has benefitted from Nancy's vast experience.

Contests were held in Pennsylvania and Ohio. Paul Hooge (Licking County Archaeological and Landmarks Society) acted as a liaison between the two states and the Public Education Committee; Beverly Mitchum (Pennsylvania Historical and Museum Committee) and Alan Tonetti (Ohio Historic Preservation Office) organized the contests in their respective states. The contests were open to eighth and ninth grade students who were asked to write a 250 word essay on the theme "What are Archaeological Sites and Why is it Important to Protect Them?"

Three prize winners will be selected in each state and receive the same prizes. First prize winners will receive one year subscriptions to Archaeology magazine, National Geographic, copies of Protecting the Past, and America's Ancient Cities. Second prize winners will receive one year subscriptions to Archaeology magazine and National Geographic. Third prize winners will receive one year subscriptions to Archaeology magazine. Sponsoring teachers of the winning students will receive National Geographic's People and Places of the Past: The National Geographic Illustrated Cultural Atlas of the Ancient World. Plaques will be awarded to the schools attended

by the winning students. Winning essays will be considered for publication in Archaeology magazine. All of the winning students and their teachers will be invited to the Public Session on April 11, during the meeting in Pittsburgh.

In Pennsylvania, Beverly worked with the Pennsylvania Archaeological Council (PAC) to organize the contest. Information on the contest was sent directly to each of the 500 school districts and also was included as part of general press releases sent out in October announcing the state's first Archaeology Week. The contest was announced as an Archaeology Week event. In addition, Dr. Renata Wolyneć, Chairwoman of PAC's Public Education Committee, and Beverly gave a presentation and handed out entry forms for the contest at the state's Science Teachers Annual Convention. Twenty-five schools requested information about the contest in response to the publicity. Others received entry forms directly from members of PAC. As of February 8, 129 entries from 16 schools had been received.

In Ohio, Al Tonetti discussed how best to proceed with the contest with the State Curriculum Coordinator for Social Studies and the Director of the Ohio Council for Social Studies. In October, an article about the contest was prepared for the November issue of the Ohio Council for Social Studies newsletter. Contest information also was distributed through the State Curriculum Coordinator for Social Studies to about 300 public school social studies teachers at five meetings on curriculum development.

In early-December, contest information was mailed first class to approximately 800 junior and middle school anthropology and history teachers. Their names were obtained from the State Department of Education and the Ohio Historical Center.

A press release on the contest was sent to 38 daily newspapers in mid-December and an article about the contest appeared in the Fall, 1991 issue of the Ohio Archaeologist, an amateur archaeologist's and collector's magazine published by the Archaeological Society of Ohio. The November-December issue of Ohio Preservation, the Ohio Historic Preservation Office's newsletter,

also contained an article about the contest. Over 8,000 people, including about 2,000 history and social studies junior and middle school teachers were reached regarding the contest.

Thirty-three essays from five schools were submitted as of February 8. A panel of professional archaeologists has been assembled to judge the essays. The Ohio Archaeological Council, the state's professional archaeological organization, donated the funds necessary for the plaques to be awarded to the schools attended by the winning students.

ARCHAEOLOGICAL PARKS by Mary L. Kwas

Recent Activities

This fall, **Moundville Archaeological Park**, Alabama, held its third annual Moundville Native American Festival. Handcrafted items were available for sale, including pottery, baskets, beaded belts and ornaments, musical instruments, and stone tools and weapons. Native foods, storytelling, singing, and dancing were also featured.

Toltec Mounds, Arkansas, held an astronomy program in early November. Members of the Mid-South Astronomical Research Society (MARS) presented the Native American view of the heavens, told Indian myths about the night sky, and pointed out constellations recognized by the Indians and viewers today.

Mastodon State Park, Missouri, recently completed installation of the second, and major, phase of exhibits in its ice-age man and mammals museum. The park contains the Kimmswick Bone Bed, an archaeological and paleontological site where Clovis points have been found in association with extinct megafauna. The current direction of the interpretive program is focused on the bone bed, its trail and brochure.

El Morro National Monument, New Mexico, hosted an open house at their visitor center in early December to commemorate the day on which the site was designated a national monument.

Grand Village of the Natchez Indians, Mississippi, received accreditation by the American Association of Museums, certifying that the museum operates according to standards set forth by the museum profession.

Wickliffe Mounds Research Center, from Kit W. Wesler

The Wickliffe Mounds Research Center recently completed a MAP I assessment grant. The report, by Andrew Gulliford of Middle Tennessee State University, was quite thorough, and considered aspects of WMRC operations on site as well as its relationship to its university and wider anthropology/museum communities.

Among the recommendations, Gulliford urged strongly that Mississippian site museum programs move decisively toward collaboration and the kind of networking that we have just barely begun. He recommended support from the AAM and IMS for these activities, specifically beginning with a conference among all the directors of mound site museums.

"Out of that conference should come a large six-figure grant request for public programming and temporary exhibits which will link all the Mississippian sites. . . . The interpretive issues are similar: pot-hunting . . . sensitive treatment of human remains and burial goods . . . [These facilities] can be very useful to AAM, IMS, and NEH in providing state-of-the-art programming and interpretation on the proper way to educate American citizens on crucial new developments in public archaeology . . . the AAM and IMS should openly solicit grant proposals which would link all the moundbuilder sites."

These are recommendations that should be pursued quickly while the AAM's own evaluation is fresh. Kit Wesler (WMRC) and Mary Kwas suggest that the aftermath of the ARchaeological Parks SAA symposium would be an excellent chance for as many of us as possible to discuss a plan of action. We suggest that all interested parties--we hope at least all of the symposium participants--retire to the nearest bar after the session (Wesler promises, with some trepidation, to buy the first round).

Wesler suggests the following as ideas to begin the discussion:

1. coordination of public programs--maybe a special event circuit?
2. revitalization of a Museum Directory, grant-funded for a slicker and bigger edition; annual or biennial?
3. travelling exhibits--a single exhibit tying us all in, or an exhibit for each of us, making a circuit?
4. general networking--how should we proceed?

One of the things that struck Gulliford is the extent to which our sorts of museums have been ignored by groups such as AAM. He suggests that AAM is quite ignorant of the dynamics of our visitation, which (at least in Wickliffe's case) does not much resemble the textbook museum audience. He also feels that AAM's pronouncements of ethical considerations--for instance the removal of human remains from display--often are made in ignorance of probable negative impacts on visitation, and that AAM and IMS should take steps to help us weather the storms when we attempt to "do the right thing" according to their formulations. Should we plan either a mini-conference or a symposium, or both, at an upcoming AAM meeting, to enhance our visibility in those circles?

Things to Come

Chucalissa, Tennessee, is planning two special exhibits to be on display this spring. "American Indian Realism," an exhibit of photographic portraits taken in Indian Territory (Oklahoma) during the late 1800's by William S. Prettyman, Joseph Andrews Shuck, Warren P. Chaney, and O.W. Osborn, will be on display from March 5-28. The exhibit is toured by Exhibits USA. Chucalissa will also mount an exhibit on Italian archaeology during May as part of the annual Memphis in May international festival.

On Saturday, March 21, Spiro Mounds Archaeological Park, Oklahoma, will hold its fifth annual "Spiro Mounds Family Kite Flite Day." This low impact, high visibility event encourages families to utilize the park in a new way, and between 300 and 500 kite flyers and their families are expected to attend. Also, on May 28, the final day of the Choctaw Trail of Tears Memorial Walk will start at Spiro Mounds; representatives from the Mississippi and Oklahoma Choctaw will be in attendance.

Odds 'n' Ends

Mound State Monument, Alabama, the epicenter of trade and farming for the prehistoric Indians who lived along the Black Warrior River between A.D. 800-1500, has recently been renamed Moundville Archaeological Park. (It's about time! Isn't this what everyone's been calling it all along anyway?--ed.)

The site of Marksville, Louisiana, was reopened to the public in 1991, after being closed for several years. The site is managed by Ward Zischke, curator, through the Office of State Parks. Ward is seeking information and ideas on educational programs, and may be reached at Marksville State Commemorative Area, 700 Martin Luther King Drive, Marksville, Louisiana, 71351.

Dennis Peterson, historic property manager of Spiro Mounds, requests assistance from other archaeological parks on the following topics:

- Has anyone established a policy that deals with the repatriation of artifacts originally excavated from a now-protected site? He is trying to find out if it would be possible for artifacts to be repatriated to the site rather than a historic tribe.

- Are there any archaeological parks that have used Cultural Resource Management grants to create a master plan for the future development of their sites? He would appreciate any guidelines, examples, and comments on shortcomings that others could provide.

If anyone can help, please write to Dennis at: Spiro Mounds Archaeological Park, Rural Route 2, Box 339AA, Spiro, Oklahoma, 74959, (918) 962-2062.

Gordon Bronitsky of the Center for Archaeological Research is interested in a project to promote archaeological parks to Europeans, through traveling exhibits, small business marketing plans, craft internships, and tour operators. He would like to hear from any individuals interested in pursuing this topic. Contact him at: Center for Archaeological Research, Southwest Missouri State University, 901 S. National Avenue, Springfield, Missouri, 65804-0089, (417) 836-4885.

Archaeological parks will be featured in a symposium at the Society for American Archaeology conference in Pittsburgh this April. Entitled "Public Education at Archaeological Parks: Doing it Every Day," the papers will cover such topics as building reconstructions, burial exhibits, site development, traveling exhibits, and education programs. The symposium is tentatively scheduled for Friday afternoon, April 10.

Archaeological Parks--Please put me on your mailing list! You know I can't write this column without your help. Send me any information you have; I use almost everything. Write to Mary Kwas, Chucalissa Museum, 1987 Indian Village Drive, Memphis, Tennessee, 38109, (901) 785-3160.

Archaeology is Important to Persons with Disabilities by Carol Hunter: Executive Director of PAW

Archaeology is a field that is of interest to most of the general public. Several of our national parks are located on archaeological sites. Examples of some of these are: Chaco Culture, New Mexico; Cape Krusenstern, Alaska; Mound City Group, Ohio--to name a very few.

The general public includes persons with disabilities. Approximately 37 percent of the persons in our country have some kind of disability that affects their life quality, 10 percent of our population is considered temporarily impaired, and 10 percent (a percentage that is rapidly growing) is the section of our population considered elderly.

The statistics show how very important it is to consider this large part of the population when archaeologists are designing material and interpretive sites for the general public. The Architectural Barriers Act of 1968 and the Rehabilitation Act of 1973 already require Federal agencies to provide for persons with disabilities. The Americans with Disabilities Act of 1990 requires the same from State and Local governments, along with the private sector, which provides services to the general public.

This is a very exciting time for those who provide interpretive information. When we include persons with disabilities in our interpretive designs and programs, it has been proven that the overall product is much better for everyone.

Archaeology offers much in the way of interpretation for the person with a disability. Archaeology is a field that requires touch. The archaeologist as a scientist spends a large percentage of her/his time touching what has been discovered. Because of this, archaeology can provide experiences that many other fields cannot share with the general public. Persons with disabilities, and especially the visually impaired, are teaching us how very important it is to include touch in our interpretive messages. Those of us who can see, sometimes take for granted how much we learn through our eyes. Archaeology is a field that can help us consider how much we learn through our sense of touch.

I am very much aware of how fragile many archaeological finds are and how easily they are damaged by touch. But I have seen many examples of the joy brought to a child or a visitor at an interpretive site when they are allowed to touch an artifact picked by the archaeologist as a way of sharing the experience. More and more interpretive sites are using copies of significant artifacts to explain the site's meaning and message. One example is a copy of a petroglyph. Touch allows the visitor to trace the outline of the pecked or incised rock art design. What excitement comes into the eye of the visitor! Another example is the use of copies of pottery found in an archaeological dig as a method of interpretation.

The more we can share the feeling of joy and excitement with the general public about the finds made at archaeological sites, and how important artifacts are to understanding our past, the less likely individuals who make up the general public will damage our very fragile archaeological sites.

PAW (Physically-challenged Access to the Woods) was designed to act as a facilitator between the public and private sectors to create outdoor opportunities on public lands for persons with disabilities. PAW is a national non-profit located in Empire, Colorado.

The Discussion Continues by Charles E. Blanchard

May I respond to the letter of Ms. Connie Nobles of the Louisiana State College of Education in the December 1991 issue of Archaeology and Public Education, in the following manner:

Dear Ms. Nobles;

I recognize and empathize with the cry of anguish implicit in your response to my article, "Education and/or Entertainment: Archaeology and Prehistory in the Public Schools," published in the September 1991 issue of this newsletter. It echoes a cry of my own some twelve or thirteen years ago when I was forced to take a good, hard look at what was then my favorite interactive teaching tool, the simulated "dig."

A meticulously administered student dig program had just been directly linked with the destruction of thousands of years of cultural information. Students from the 72 program, some well-meaning, others not so, visited a "Phase II" in progress over a weekend and ruined it.

The first clear truth of this tragedy, for me, was that I had misrepresented and oversold archaeology as a Treasure Hunt, and that I had vastly underestimated the energies released by my misrepresentations.

Archaeology is not, in fact, a treasure hunt. It is an increasingly sophisticated, orderly, responsible process of forensic investigation in which hundreds of preparatory hours of strategy and thousands of follow-up hours of analysis surround a single hour of "dig" time.

The premature introduction and featuring of dig simulation, and other such games, to students and the public in general seriously misrepresents archaeology both as a discipline and as a career.

Frog dissection in biology lab and testing for unknowns in chemistry lab are wonderful interactive exercises. But they are used only after students have reached a certain maturity and have consumed a considerable general science background first. Nor are

ALASKA ARCHAEOLOGY WEEK

Plans are underway for the third annual Alaska Archaeology Week celebration to be held state-wide from March 29 through April 4, 1992. This year's festivities will be co-sponsored by the National Park Service, Minerals Management Service, Bureau of Indian Affairs, Bureau of Land Management, U.S. Forest Service, State of Alaska, and Anchorage Museum of History and Art. Events in Anchorage will include lectures, slide talks, and the ever-popular Saturday children's program. For further information contact Michele Hope at (907) 271-6424.

**TEACHING ABOUT CULTURAL
ENCOUNTERS COMMMEMORATING
THE QUINCENTENNIAL**
by Phyllis Messenger

In a previous issue of this newsletter, we invited readers to report on how their institutions are commemorating the encounter of the Old and New Worlds. Several of you have responded with descriptions and outlines of regional events and publications. Two are summarized below. We welcome additional submissions and reports for future newsletters. Please send them to Phyllis Messenger, Director of Outreach, Institute of International Studies, 214 Social Sciences, 267 19th Avenue S., University of Minnesota, Minneapolis, 55455, phone (612) 624-6527, FAX (612) 626-2242.

Hispanic Heritage in Texas

The Texas Historical Commission has produced a guide to Hispanic heritage in Texas as its Columbus Quincentenary project. The Commission was motivated by several factors: The Quincentenary offered a special occasion to focus on the historic and archaeological resources of an important ethnic group in Texas. It provided an opportunity to relate Native American resources of the Historic period to the arrival of Europeans, and to show, as objectively as possible, how Native Americans were affected by European settlement. The Commission underscores that Spanish

these activities misrepresented as the only thing chemists and biologists do. It seems reasonable that the real science of archaeology be treated with equal care and respect.

The prehistory of North and South America, as it is coming to be understood, in all its multicultural, multitemporal, multigeographic, multienvironmental array, is a fascinating story that can be introduced at primary school levels and expanded upon and enriched (with a little enlightenment in social studies and science programs) throughout the years of public school experience. The amount of material involved is staggering only if one tries to cram it all into a single learning event, particularly if that learning even is distracted by games, however interactive, that misrepresent and thus misteach.

I was a teacher long before I became an archaeologist. Over the thirteen years since my own rude awakening, I have learned to present programs in prehistory (and history) which do not employ resource destructive lessons. As a teacher and an archaeologist, this seemed a clear duty for me. It has taken time and thought and a reluctant letting-go of beloved misperceptions.

The three phases of curriculum architecture which I mentioned in my original article are: 1) teaching what we know; 2) teaching how we know; and 3) understanding why.

You misquote me slightly but significantly in regard to these. I did NOT say, "... when phases one and two are taught ..." understanding and respect will follow. I said, "... when phases one and two are WELL taught ..." understanding and respect will follow.

The contention of my experience is, simply, that there are scores of better ways to bring the prehistoric heritage of North and South America to the public school classrooms than through dig simulation games.

Sincerely,

Charles E. Blanchard

missions are historic sites that are related to both the Native American and Spanish presence in Texas.

Because Columbus' arrival in the New World, for good or bad, opened the door to Spanish exploration of Texas in the early 16th century, the Commission felt it was particularly appropriate that the event be recognized by the state agency for historic preservation. They see production of the guide as an important tool for assessing the status of preservation and interpretation of cultural resources associated with Historic Native American and Hispanic cultures in Texas. They note that historical preservation is not just a matter of preserving the "best" of the past, but a representative sample of the material culture of all Americans.

The guidebook--which is geared toward a public audience--is prefaced with a selection of essays that provide regional and topical overviews for major classes of resources, including missions, ranching, and vernacular architecture. The volume, Hispanic Heritage in Texas: A Historical Guide, will be published by the University of Texas Press in fall 1992. For further information, contact co-editors Helen Simons or Cathy Hoyt at (512) 463-6090, Texas Historical Commission, P.O. Box 12276, Austin, Texas 78711.

BLM Commemoration - "A Meeting of Two Worlds"

The Bureau of Land Management, which manages the lands ceded by Mexico to the United States in the 1848 Treaty of Guadalupe Hidalgo, has planned a series of events to celebrate Old and New World heritages. In October 1992, as part of its Adventures in the Past initiative, the BLM plans to host a public tour combined with two symposia to interpret the role and legacy of Spain and Spain's interaction with the land and Native peoples in the settlement of the American Southwest. The primary focus will be on Arizona and New Mexico.

A one-day symposium will take place in Tucson, hosted by the University of Arizona, on Saturday, October 3, 1992. A two-day symposium in Albuquerque will be hosted by the University of New Mexico beginning on October 8. The symposia will highlight the perspectives of historians, historical archaeologists, cultural anthropologists and Native Americans in areas such as the settling of the

Southwest in the 17th and 18th centuries, Native Americans encountered by the Spanish in the Pimeria Alta and New Mexico, the mission experience, and an overview of southwestern Hispanic and Native American culture today.

A four-day bus tour, starting in Tucson after the first symposium, will visit Spanish colonial and Native American contact sites in the two states. Native Americans and others with special perspectives or historical expertise will ride with participants on the buses and guide them through each site.

Planners emphasize that "Native American sensitivity to Columbus Quincentenary events has been a serious concern of the BLM and its partners from the beginning. We have assiduously avoided referring to or thinking of the event as a celebration, envisioning it as a commemoration instead." A Native American representative on the planning committee, Joseph Sando, from Jemez Pueblo, has assisted the BLM in planning for the events, as have other federal agencies, and the two universities hosting the symposia.

Concluding this series of events will be an address by Dr. David Warren, Deputy Director of the new Museum of the American Indian, Smithsonian Institution, in Washington, D.C. Dr. Warren will focus on the encounter as it relates to our multi-ethnic society today and what we can learn from it as we look toward the future.

For more information on the BLM commemoration, contact Quincentenary Coordinator Gail Acheson, U.S. Bureau of Land Management, Arizona State Office, 3707 N. 7th Street, Phoenix, Arizona 85011, phone (602) 640-5504.

**Report on Formal Education
Subcommittee
by Joyce A. Williams**

It is an honor for me to be selected as the new chair of the Formal Education Subcommittee (FES). The former leaders, Paul Hooze and Karolyn Smardz, are going to be hard to replace. The goals for the FES

remain the same as when the committee was formed. Nan McNutt, taking over the Workshop Committee, will relieve the subcommittee of part of its responsibility and let us concentrate on our major job of integrating archaeology into pre-college educational programs.

Toward this end, the FES in April 1991, under the leadership of Paul, drafted documents including long range goals, elements and concepts for the development of educational materials utilizing archaeological theory, and the framework for integrating the theory into an educational format and curriculum for use in the classroom. I see the goal of the subcommittee, in the following years, to distribute these documents to the educational and archaeological communities.

In addition, a checklist of elements that the subcommittee sees as requirements for published curriculums using the checklist will be one of the goals for the subcommittee. The subcommittee will review the curriculums as a book would be reviewed indicating strong and weak points based on our established checklist.

The FES should be working with the other committees of the SAA to dovetail its programs and goals with theirs. The subcommittee should utilize existing networks and establish new ones for the dissemination of our materials.

The subcommittee needs to be in contact with educators in all of the 50 states. Names and addresses of State Education Departments and Professional and Avocational Archaeological Organizations are needed. Please, as a receiver of the newsletter, do your duty and forward information and addresses to the FES. In addition, I would appreciate hearing from any of you who have developed an archaeological program, however small.

The FES knows that you are interested in the message of preserving Native and Euro-American cultural remnants. We are here to help develop pre-classroom programs to present these messages. Please keep in touch. Joyce A. Williams, Chairman, address: Staff Archaeologist, Contract Archaeology Program, P.O. Box 1458, Southern Illinois University, Edwardsville, Illinois 62026, (618) 692-3925.

DEADLINES & DUE DATES



To ensure your spot in the next issue of the NEWSLETTER, we need your material by April 30, 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.

WHAT'S NEW

PUBLIC EDUCATION EVENTS AT THE SAA

Only three more months until the Society for American Archaeology's 57th annual meeting convenes in Pittsburgh. The dates are April 8-12, 1992. The conference headquarters will be the Pittsburgh Hilton Towers. More information is available in the Preliminary Program, which has been sent to all SAA members.

On behalf of the Public Education Committee, I invite and encourage all of you to attend. Room assignments for the Committee organized events are included in the program.

April 8

1:00-4:00 pm Committee meeting (all members)

4:00-5:00 pm Network Volunteers' get acquainted opportunity

April 9

Morning The Essential Skills of Archaeology

Afternoon Strategy for Effective Communication: Native American Perspective on Archaeology *

Evening Archaeological Stewardship: A Hands-On Experience for the Classroom ++

April 10

Afternoon Strategy for Effective Communication: Stewardship, Who Gets Involved? *

Evening Archaeological Stewardship: A Hands-On Experience for the Classroom ++

April 11

All Day Archaeological Stewardship: A Hands-On Experience for the Classroom ++

Afternoon Archaeology for the Public with Presentations by:

Kathleen Deagan Archaeology at Columbus' First New World Settlements, La Navidad and La Isabela

David Hurst Thomas The Impact of European Contact on Native Americans

Verna L. Cowin Western Pennsylvania Archaeology

Hope we see you in Pittsburgh.

* Registration required, limited to 30 individuals

++ Workshop for teachers, youth group leaders, and archaeologists - total of 15 hours.

RE-DISCOVERY

Sites that have been originally located on an archaeological survey are often revisited to obtain more information. Sometimes the site is revisited to check for signs of looting or vandalism and sometimes for test excavation or data recovery. In any case, the first problem that is encountered is finding the site again. Archaeologists then determine the boundaries again and locate previously recorded artifacts. The success or failure of relocating previously recorded archaeological sites is dependent upon the accuracy of the original maps and field notes.

MATERIALS:

- 1 Compass per group
- 1 Field journal entry per group
- 1 Treat ("Artifact") per child (bag by group)
- 1 2" nail (datum)
- Masking tape to mark the datum

Preparation for this exercise involves setting up a datum from which all points will be shot, laying out the points to hide the "artifacts," (somewhat obscured locations will work the best), preparing the journal entry, and stashing the "artifacts"/treats. (This should be done just prior to the lesson so as not to be discovered). To mark the datum point, press the nail into the ground and flag it with a piece of masking tape marked "DATUM."

In this exercise, students use their compass skills in a cooperative manner to locate "artifacts." The class should be split into two or three groups depending on the size of the class. It will be necessary to set up a number of artifact locations equal to the number of groups. The in-class lesson should include a review of compass parts and a discussion on how one might use a compass to relocate previous information on a site.

To relocate a point, the person holding the compass must stand directly over the datum, line up the specified bearing on the rotating ring with the center mark at the top edge of the rotating ring on the compass base, then orient his or her body so that the north arrow is directly inside the direction of travel arrow. The rest of the group will line up in front of the person shooting the bearing. The group will then be instructed to walk out very slowly and will be aimed on course by verbal instructions from the student holding the compass. It will be easiest for the compass holder to direct the group if he or she stops the group prior to having them move a little left or right in adjustment. Ideally, the "artifacts" should be described in-situ, prior to their removal and subsequent enjoyment.

The following excerpt can be copied by hand and smudged a bit to resemble a page from a field notebook from a previous project. Information can be changed to fit your particular situation. At a minimum, you will need to fill in the compass degrees and general directions for your site.

Journal entry July 12, 1979.

Archaeological survey of the Northeast part of the eastern quarter of Township 3 S., Range 4 E., Section 22, USGS 7.5 min. quad.

Crew Chief: E. Rose

Crew: S. Smith, M. Lorrie, P. Martin, D. Semko

The terrain on this piece of land is fairly flat and there isn't much vegetation on the ground. This should make finding things fairly easy. In our site record search of the area, we found very little previously recorded information for this area. There was one site recorded, but it was further to the north.

We began our survey walking a transect from the south edge of the property. The spacing between each of us was 2 meters. Nothing was found on this first pass. We pivoted and covered the next transect to the east, 15 meters into this transect we encountered a small artifact scatter. We set a datum and plotted the artifacts. From the datum, the first artifact is on the bearing ___°. The second artifact is ___° from the datum at a distance of ___. The last artifact that was found was at bearing ___°. This was all we encountered in this area. The rest of the morning was fairly uneventful.

THE WORD IS SPREADING

It was reported in the last issue of the NEWSLETTER (Vol. 2 No. 2) that our readership reached 1,900. I am pleased to note that this issue will be going to over 2,150 individuals.

Due to this 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.

**BUREAU OF RECLAMATION
CULTURAL RESOURCES BRANCH
P.O. BOX 25007, D-5530
LAKEWOOD, COLORADO 80225-0007**