



Society for American Archaeology: Committee on Public Education

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ARCHAEOLOGY AND PUBLIC EDUCATION AN AGENDA FOR THE FUTURE

In August 1992, 21 members of the SAA Committee on Public Education held a three-day retreat at the University of Northern Colorado in Greeley to revise its action plan and set an agenda for the future. The resulting Strategic Plan will be presented to the SAA Executive Committee at its November meeting. Discussions at the retreat focused on taking stock of committee initiatives during the two years since its formation, as well as defining new action items in support of the committee's mission: "To promote public education about the past and to engage the public in the preservation and protection of heritage resources."

Efforts and projects that the Committee on Public Education will emphasize in the next several years include:

- o Public sessions at SAA annual meetings, featuring public lectures on archaeology and presentation of awards to winners of school essay contests.
- o Workshops for archaeologists and teacher training sessions at SAA meetings.
- o The Education Resource Forum, an exhibit of teaching manuals, books, games and other archaeology education materials.
- o Publication of guidelines related to the development, evaluation, and use of materials used in teaching about and through archaeology.
- o An information packet about archaeology and public education.
- o Affiliations with special interest groups to encourage their interest in archaeology and protection of heritage resources.
- o The network of provincial and state coordinators for public education in archaeology.
- o An awards program to recognize exemplary efforts which promote archaeology in public education.
- o An information and expertise exchange to encourage state/provincial Archaeology/Heritage Preservation Weeks.

o Communication with the professional community, including archaeologists in academic fields, to increase their involvement in public education in archaeology.

Detailed implementation plans being developed by several subcommittees will be discussed in future newsletters. The newsletter itself will undergo format and editorial changes over the next few months to reflect its importance as a communication tool and forum for an ever expanding audience.

The Colorado retreat facilitated the continued growth and evolution of the Committee on Public Education from its beginnings in May 1989 as an ad hoc work group emerging from the Taos, New Mexico Anti-Looting Working Conference. Its agenda is ambitious and forward thinking. Its members are a dedicated and energetic group who passionately believe in their mission. They each bring a special set of skills and experiences to the committee. With the addition of each new member, the group is enriched and re-energized. The committee chair and vice-chair would like to publicly thank those who worked so tirelessly in Colorado on this important team effort. A special thanks goes to Eileen Friedman and Bob Brunswig, who were generous and cheerful hosts in Denver and Greeley.

The agenda of the Public Education Committee requires the participation of many individuals, both as committee members, and as associate members who wish to work on specific, finite projects. Anyone who wishes to become involved is encouraged to contact committee chair Ed Friedman.

Illinois Archaeology Awareness Week

Paul Katz, Carson County Square House Museum; Susana R. Katz, PRIAM; Joyce Williams, Southern Illinois University

Illinois held its first archaeology awareness week in September 1991. From beginning to end the event was a volunteer effort. The impetus came from members of the Illinois Archaeological Survey (IAS), the state's professional archaeological organization. The IAS became the primary sponsor of the event, providing seed money and an ad hoc coordinating committee.

This committee of six persons represented a cross-section of the state archaeological community. It included private, state, and federal archaeologists, and the presidents of the IAS and the Illinois Association for the Advancement of Archaeology (IAAA), the statewide organization of avocational archaeologists. Financial support was as broad-based as the committee membership. The IAS and the IAAA contributed cash, and the U.S. Forest Service and the Illinois Humanities

Council provided matching funds. Significant in-kind contributions and services were provided by every state agency with an archaeological interest and by many private contractors as well. For example, a private organization produced the calendar, while different state agencies designed the poster, provided exhibit space at the State Fair, and coordinated statewide publicity. Volunteers from the staff of the Illinois State Museum and from the IAAA membership undertook the multiple mailings.

The goal of the first IAAW was to raise public consciousness about archaeology rather than to give the public a guilty conscience. The committee decided that it would be easier to ask the public to protect archaeological resources once they had developed an appreciation for the state's archaeological heritage. Thus the theme of the first year focused on the antiquity of the resources rather than on the protection of the resources. The latter will be emphasized in the future.

The first IAAW required approximately 10 months of planning and preparation. The committee selected a week in September for the event, as it was very important to select a month when schools would be in session. Also of note are the fine fall weather and the myriad of festivals that take place at this time of year. Festival time insured ready-made audiences for several events.

A letter from the committee solicited participation from libraries, museums, departments of anthropology, state and federal agencies, and private archaeological contractors. A follow-up letter to respondents included a questionnaire that formed the basis for the calendar of events. The Governor of Illinois proclaimed an officially recognized Illinois Archaeology Awareness Week. His proclamation, along with a color poster and the calendar of events, were displayed at the Illinois State Fair in August, which kicked off a statewide publicity campaign.

The 1991 effort focused on raising public awareness by providing a wide array of educational programs designed to attract diverse audiences. These programs concentrated on topics of local archaeology and were sponsored by local cultural institutions. In all, more than 185 events were presented by 115 organizations at 85 sites throughout the state. (These are minimum statistics, in that some organizations did not "register" their programs for inclusion in the Calendar of Events.)

Participating organizations included 23 historical societies, 14 public libraries, and all but one of the major museums holding anthropological collections. Every section of the state, from Chicago to Metropolis and from Quincy to Danville, was involved. The categories of activities included site tours (e.g., Albany Mounds near Quincy, the Collins Site near Danville,

and the Fulton County sites); excavations for the public (e.g., searching for earliest French settlement in Peoria, and excavations at the Pound Site in the Shawnee National Forest); adult and children's workshops (e.g., a joint workshop of the South Suburban Heritage Association and South Suburban Archaeological Society, and children's workshops at Dixon Mounds and Illinois State museums); festivals (e.g., the Chicago Academy of Sciences and the Quincy Museum of Natural History, each featuring prehistoric crafts and hands-on activities); and a Native American pow-wow and crafts demonstration from the ILIAMO-American Indian Center in Farmington. Public libraries contributed by displaying their collections of archaeological books and sponsoring readings of children's literature in archaeology during the week.

Illinois Archaeology Awareness Week is, in our opinion, the most effective of the archaeological education programs in Illinois. 1) It reached, and perhaps influenced, the most people. We estimate the number to be 17,000, or ten times that of the next most successful program. 2) IAAW activities brought the public into direct and personal contact with knowledgeable persons. Most presenters were archaeologists. Others were historians, American Indians, and craftsmen. 3) It was very cost effective. We have calculated that the cash expenditure per contact was 25 cents; and when all contributed services were figured in, the total cost per contact was probably under one dollar. 4) Last, it united the Illinois archaeological community as never before and has rejuvenated professional and avocational interest in educating the public about archaeology.

Plans are well underway for the second Illinois Archaeology Awareness Week, scheduled for September 20-26, 1992. In recognition of the Columbus Quincentenary, this year's theme is "Exploring New Cultures." The successful elements of 1991 have been continued, including the volunteer steering committee, cash support from the IAS and IAAA, matching funds from the U.S. Forest Service, and a color poster designed by a state agency.

1992 will see more effort devoted to publicizing the week itself in the schools and to encouraging teachers and students to sponsor and participate in archaeological activities. The IAAW Committee has initiated a very ambitious educational project, which will reach fruition in 1993. This is an illustrated booklet summarizing Illinois prehistory that will be distributed to every sixth grader in Illinois in conjunction with the 1993 Illinois Archaeology Awareness Week.

For details, contact Sharron Santure, Chair, IAAW Committee, at the Education Department, Illinois State Museum, Spring and Edwards Streets, Springfield, Illinois 62706 or call (217) 782-0061.

A TRIBUTE TO ELDEN JOHNSON, AN ARCHAEOLOGIST FOR THE PUBLIC

North American archaeology has lost one of its earliest and staunchest advocates for public education and outreach. Elden Johnson, retired professor of anthropology at the University of Minnesota, died of cancer on July 4, 1992. He was 68.

Elden will be remembered for his outstanding research, his caring support of students, and his leadership in including the public in archaeology. After retiring from the University of Minnesota in 1988, he took over the directorship of the Institute for Minnesota Archaeology (IMA), a nonprofit organization whose mission is "to expand understanding and involvement in archaeology, study and interpret the past, and promote stewardship of our cultural heritage." Elden was particularly energetic in emphasizing public participation in archaeology through tours, classes and teacher training. He was personally responsible for the popular "Bringing Archaeology to the Public," which included Friday night lectures and Saturday visits to shopping malls in several Minnesota towns. He was a key player in the evolution of the IMA's annual "Archaeology in the Classroom" workshop for Minnesota teachers, begun three years ago.

The importance Elden placed on outreach and public education throughout his career are obvious in his writings. "I firmly believe that outreach must be a major part of our mission." He recommended that the IMA "dramatically increase its public outreach activities," and was pivotal in the hiring of a full-time outreach coordinator, Kristen Zschomler (now Minnesota's representative to the SAA's Public Education Network).

Elden Johnson's archaeological career began in 1954 under Lloyd Wilford, a pioneer of modern archaeology in Minnesota. In 1963, Elden became state archaeologist, a nonpaying position appointed by the Minnesota Historical Society. During his 15-year tenure, he started the Council for Minnesota Archaeology and initiated a tradition of working closely with state institutions in interpreting the prehistory of the state for the general public.

He became a national spokesman for American Indian rights involving reburial of remains. "He will certainly be remembered for his brilliant research, but he probably will be most appreciated for his timely and sensitive approach to the issue of Indian reburial when it first surfaced in the early 1970s," said archaeologist Jan Streiff. "He set the tone for all further dealings with the Native American community." He was one of three anthropologists to meet with Native Americans at the SAA-sponsored Airlie House seminar in

1974. Their discussions, with Elden as compiler, became part of the important 1977 Airlie House report, The Management of Archaeological Resources, edited by Charles McGimsey and Hester Davis. As Guy Gibbon, a colleague at the University of Minnesota, put it, throughout his life, Elden "was intimately involved in attempting to reconcile the goals of science with the legitimate concerns of living descendants of those native Americans whose remains archaeologists were investigating."

Elden Johnson was without a doubt the world's expert on Minnesota archaeology. His book, Prehistoric Peoples of Minnesota, first published in 1969, is still a best seller. He will be sorely missed and fondly remembered by those who were privileged to be touched by his life and challenged by his ideas on public education and cultural heritage preservation.

[This tribute, compiled by Phyllis Messenger, includes material from Guy Gibbon and Jan Streiff in The Woodland Tradition in the Western Great Lakes: Paper presented to Elden Johnson (University of Minnesota Publications in Anthropology No. 4); David Chanen in "Anthropologist, archaeologist Elden Johnson dies" (Star Tribune, July 6, 1992); and Reports to the IMA Board, compiled by Sandra Roe.]

WHAT'S NEW

USED ARCHAEOLOGY: CLASSROOM ACTIVITIES BY TEACHERS FOR TEACHERS

The Society for Georgia Archaeology is pleased to announce publication of a special edition of its Early Georgia journal entitled, "Used Archaeology: Classroom Activities by Teachers, for Teachers", edited by Rita Folse Elliot, 145 pages.

This educator's manual emphasizes a multi-disciplinary approach to applying archaeological activities in curricula from English to science to math. The activities are designed to capture the attention of students, improve or teach new skills in standard subjects, foster an appreciation for non-renewable cultural resources such as archaeological sites, and illuminate the many tasks of an archaeologist, from pre-excavation research to post-excavation analysis, reporting, and curation.

The manual is divided into three sections. The narrative segment contains articles by educators detailing their logic, methods, and results when using archaeological activities in the classroom. Section two is a composite of archaeological activities designed for students in grades 1-12. The third segment is a comprehensive source book that lists archaeological background information and classroom curriculum materials, including books (non-fiction and fiction),

magazines, posters, films, videos, tapes, traveling exhibits, teaching aids, artifact replica suppliers, computer games, etc.

Cost is \$6 per issue, plus \$1 shipping and handling from:

Publication Secretary
University of Georgia
Department of Anthropology
Baldwin Hall
Athens, Georgia 30602

LEAP CLEARINGHOUSE

The Archeological Assistance Division (AAD) of the National Park Service (NPS) will soon publish its second catalogue, Listing of Education in Archeological Programs: The LEAP Clearinghouse, 1990-1991 Summary Report. It contains new information incorporated into the NPS computerized data base. The Clearinghouse includes summary information about public education efforts carried out as part of Federal agencies' or other organizations' archeological projects.

A LEAP summary report published in 1990 includes all information collected by the Clearinghouse in 1987-89. It has been distributed to Federal agencies, heads of contributing Departments, State Historic Preservation Offices, State Archaeologists, and Congress. Both free catalogues may be obtained from the AAD Publication Specialist.

Agencies and organizations wishing to be listed in the Clearinghouse may request forms from the LEAP Coordinator, Archeological Assistance Division (436), National Park Service, P.O. Box 37127, Washington, D.C. 20013-7127, telephone (202) 343-4101, FAX (202)523-1547.

NEW CLASSES AT CAHOKIA MOUNDS

Cahokia Mounds State Historical Site and Museum Society has developed a special educational program on the diversity of Indian culture and the prehistoric periods.

The Indian Diversity program gives a glimpse of the Choctaw, Ponca, Pueblo, and Peoria/Miami daily life. One can attend an Indian council meeting or a dance celebration, or go to a San Juan Pueblo school to see children learn their traditional culture and language. The Time Journey program takes a journey back to different cultural periods from the crossing of the Bering Strait landbridge (20,000 B.C.) to the urban Mississippian culture (A.D. 1400). The focus is on cultures associated with the area east of the Mississippi River and portions of Missouri, Arkansas, and Oklahoma.

The educational program contains a video with Indian Diversity, Time Journey, and two storytelling programs; an educational handbook; and four posters with illustrations and explanations of the Northeast, Southeast, Southwest, and the Plains. It is available through Cahokia Mounds Museum Society for \$20.00. Contact the Museum Shop at (618) 344-9221 or write to Cahokia Mounds Museum Society, P.O. Box 382, Collinsville, Illinois 62234.

**SECOND INSTALLMENT
SAA ESSAY CONTEST WINNER
FIRST PLACE, PENNSYLVANIA**

Carrie Richardson, Susquehanna Township Middle School, Harrisburg

Archaeology is the science of learning about man's past from the things he left behind him. Archaeologists are sometimes considered detectives because they search for clues to the past. Sometimes their evidence can turn to dust, because, through erosion or the rebuilding of later cultures, artifacts can be destroyed or lost. Yet, it is amazing how some things are perfectly preserved under the earth for centuries.

It is very important to protect archaeological sites because we can learn about our past by exploring them. We can learn how people of past civilizations lived through the study of archaeology. We learn about the tools and weapons they used, and find precious artifacts such as jewelry, pottery, and clothing. From each archaeological site, we gain more and more knowledge about a specific culture. As we compare cultures and civilizations throughout history, we can discover how man has grown and changed, and how he has built upon the knowledge of previous civilizations. Archaeology is the basis for our historical knowledge and understanding of change.

Having more advanced knowledge of the past also helps us understand more about our future. Directions, motivations, or patterns throughout history may help us see where and how we may be moving ahead. By realizing the importance of archaeological sites, today's youth may be able to contribute to helping save them. Students can form groups to "save the sites" or to educate others as to their importance. Students can get their whole school involved to preserve the past.

Although many people think that archaeological discoveries have ended, there is much more to be found and many worlds waiting to be explored. Preserving archaeological sites not only saves the past, but benefits the future. The search is not over, it is just beginning.

**Archaeology and Local Development
The Port Huron, Michigan Example**

Richard Stamps, Oakland University

Museums, archaeological digs, and other activities that preserve cultural resources within a locality can become critical factors in local development. International archaeological sites, for example, have long been places that have attracted tourists. The Chinese Terra Cotta warriors of Xian, the diggings in Pompei, the pyramids of Egypt are world renowned examples. Museums such as the Smithsonian or the Louvre have become pilgrimages for young and old. But there has been little attention paid to the significance of local museums and archaeological digs in economic development.

When tourists seek out a local attraction, there is an immediate gain in restaurants, motels and admission fees to the attractions. But long term gains go beyond the important dollars generated initially. The attraction can become a center for local identity and a catalyst around which local pride develops and the focus of developmental decisions. Moreover, the local attraction may become a center of community activity, sponsoring and stimulating community festivals and celebrations, generating economic and social benefits for residents as well as tourists.

The Port Huron Story

Port Huron, Michigan is an interesting example of how archaeology can contribute to a new sense of community identity. The story of how this community found ways to preserve its cultural resources is one that can be repeated throughout the country. The important elements for success are: cooperation, communication, creativity and timing. All four were essential ingredients in the development of what has become a central theme in Port Huron's development.

The story began when the old Carnegie Library no longer was adequate to meet the community's needs and a new library was built. A group of interested citizens suggested that the old library be converted into a museum. Since the library had collected early documents and historical artifacts over the years, the museum had the beginnings of a display when the library moved. Gradually, the museum provided a focal point for those citizens of Port Huron who were interested in preserving their cultural heritage.

At the same time, the State of Michigan History Division carried out preliminary archaeological excavations in Port Huron. There was general knowledge that an Indian site had

existed in the city and the preliminary digging uncovered some remains from the thousand year old village: pottery, stone tools, bones, and fish remains. The findings fascinated many local people, and members of the museum board encouraged more archaeological investigation. When the state was unable to continue working on the project, the citizens came to Oakland University for support.

My first responsibility was to prepare a research design, which provided not only a plan of work, but a vision of what could be accomplished. Our goal was to examine Port Huron during different time periods. As an anthropologist, I was particularly interested in how the environment was affected by humans and how humans changed the environment. For example, we wanted to look at the impact of changing technologies. What was the impact of Indian hunters and gatherers, Indian farming and fishing, French fur trapping, colonial farming, and lumbering? What has been the impact of contemporary technology, the paper, brass and chemical processing industries? We also discovered Port Huron had been the boyhood home of Thomas Edison. This led to support for excavation because of the centennial celebration for the electric light bulb.

We were asked to locate the house in which Thomas Edison lived by local leaders, who thought pinpointing the home would be of interest for the historical record. As a young boy, Edison's first experiments and discoveries were made in his basement laboratory. We knew that the house had burned to the ground, but research studying historic maps and examining preliminary test pits soon revealed the basement of the house. I like to think that one reason the Port Huron enthusiasts were willing to pursue the Edison boyhood home study was that they had become sophisticated enough about archaeology to realize that remains of human activity in the ground can be located and studied. We found the site, and again, the interest in Edison was enhanced. Awareness of Edison's role in the local city led to efforts to preserve the original train station where young Edison worked as a telegraph operator.

But prestige and museum support generated by timely finds are fragile flowers that need to be cultivated, and the success of the Port Huron project must be attributed in large part to our efforts to build public support. When excavation first took place in the summer of 1975, we made a serious commitment to public relations through local news and media interviews, call-in talk radio programs, printing and distributing fliers that explained the history, and conducting public tours. Crew members were assigned as tour guides and were instructed to take time to explain whatever they could whether the visitor was a neighbor or a senior citizen or an official from the city.

At the end of the excavation there was a public meeting and slide show. We set up a mini display which went into the library of the local community college. This became a traveling exhibit displayed in the lobby of the bank, city hall, schools, county fairs, and other sites upon request.

Lessons from Port Huron

Those of us interested in archaeology can learn a great deal from the Port Huron experience. Without question, cooperation between all parties is essential. In this case, cooperation between the museum, the city, the community college, the university, the state officials and local groups was possible. Secondly, communication - particularly with the general public - must be a number-one priority of all parties. In this regard, the anthropologist has a dual function: to explain what is happening and to teach others about the importance of cultural resources. Thirdly, the Port Huron research design provided the creative push that brought together many different elements of local interest. The theme of humans and the environment was broad enough for us to go far beyond archaeological digging. We examined the flora and fauna of the area, stimulated serious historical scholarship, and were able to even examine some of the environmental impacts of current technology. Thus, the archaeologist is both technical expert, public educator, project director, publicist, and committed citizen who has made cultural preservation the primary priority.

Finally, timing is crucial. There are so many demands on local governments that it is important to seize those occasions - festivals, anniversaries, and special events - that make it possible to generate public enthusiasm.

The museum, archaeological diggings, Edison's boyhood home and railroad station, and the waterfront are all incorporated in the cultural heritage of residents of Port Huron. They have given people a feeling of identity with the history and experience of others who inhabited the land. Moreover, in the process, many residents have learned about archaeology and different cultures. They have used this knowledge to create sites of interest contributing to a steady increase in tourism in the city. Today, when the State of Michigan issues tourist materials and advertisements, and when the city describes itself to others, all of the elements of the community's cultural resources are mentioned.

Applying archaeology to everyday life is an important intellectual and economic activity. As professional anthropologists, we have much to offer our local communities. For more information on the Port Huron experience, contact Richard Stamps, Oakland University, Department of Sociology and Anthropology, Rochester, Michigan 48309-4401, telephone (313) 370-2420.

**COUNCIL OF AFFILIATED
SOCIETIES SPONSORS TRAINING
WORKSHOP AT SAA**

Hester Davis, Arkansas Archaeological Survey

At the SAA meetings in Pittsburgh, a Workshop on Training Programs was sponsored by the Council of Affiliated Societies, and organized by Hester Davis and Ann Early of the Arkansas Archeological Survey.

Questionnaire

Prior to the meeting, a questionnaire was distributed to a sample of 40 state and local archeological societies, to solicit information about existing training programs, and opinions about their worth. Replies were received from 22 organizations. Of those, 9 had some form of formal training and certification programs with instruction in field, laboratory, and survey work. Several organizations had day or weekend programs for volunteers, and in several states amateurs were welcomed in professional excavations without a formalized training program. Only 5 programs included training in report writing. One state included instruction in exhibit technique, one had a course in marine archeology, at least 2 had specialized training in rock art recording and conservation, 2 included seminars in archeology and the law (or CRM), and one had seminars in the archeology of Mesoamerica and other world areas. All certification programs have been modeled after the Arkansas program, with modifications as needed. Twenty responses were positive about the worth and usefulness of training programs; one was tentatively negative, and one said "We take care of our own and don't need help or advice from outside, thank you very much," or words to that effect.

Workshop

The workshop was attended by 18 people, who had 0-20 years' experiences with training programs. The morning session consisted of case reports on training programs from Kansas, Texas, and Arkansas, and the programs of Earthwatch and Crow Canyon. The afternoon covered discussion of problems and logistics, administration, gaining support of professionals, and future directions. Should SAA or CAS provide guidance or standards? Should the SAA and CAS look to generic basic requirements and a nationwide examination for all those in training programs? What kinds of exchange information amongst societies would be most useful? The list of societies will be expanded, and names and addresses of those with training programs will be distributed to that list (which will include all CAS members and those who attended the workshop).

Discussion at CAS Business Meeting about Workshop

The discussion at the CAS business meeting resulted in the decision to sponsor another workshop at the 1993 SAA meeting in St. Louis which would get down to nitty-gritty details of content and problems in organizing and running training programs. The workshop will be organized by Cathy Poetschat of the Oregon Archeological Society (13255 SW Glenhaven, Beaverton, Oregon 97005). Suggestions for the workshop would be most welcome.

ARCHAEOLOGICAL PARKS

Mary L. Kwas, Chucalissa Museum

Send Me News!

I have placed my address and request for information at the top of this column, because I suspect many of you have missed it when it appeared at the very end. There are a lot of sites we have identified as archaeological parks--and you are on our mailing list--but we have never received any news or information from you, especially those located west of the Mississippi River. Please send me your schedules of events, press releases, or just a small paragraph describing what there is to see or do at your site. Even the briefest of notes will be appreciated. Send the information to Mary Kwas, Chucalissa Archaeological Museum, 1987 Indian Village Drive, Memphis, Tennessee 38109.

Please note: The deadline for this column is two weeks prior to the deadline for the newsletter.

Recent Activities

Moundville Archaeological Park, Alabama, hosted the Mid-South Archaeological Conference on May 23-24. The theme of this year's meeting was "Historic Native Americans in the Mid-South: Archaeology of the Choctaws, Chickasaws, Creeks, and Cherokees."

Jeff Mitchem held an archaeology field school, June 29 - August 7, at **Parkin Archeological State Park**, Arkansas. Parkin is a 17-acre Mississippian period (A.D. 1300-1500) village surrounded by a defensive moat. It is thought that Parkin may be the site of Casqui, visited by Hernando de Soto in 1541. Construction of the visitor center is currently underway and is expected to be finished by the beginning of 1993. Look for Parkin on an upcoming series about archaeology to appear on the Discovery Channel.

Town Creek Indian Mound, one of North Carolina's State Historic Sites, recently celebrated the opening of their

Learning Center with a special "Activity Day." The newly constructed stockaded area helps the visitor learn how Native Americans utilized their environment, enhancing their understanding of the importance of Town Creek as a ceremonial center. Activities included making a dugout canoe by the use of fire, open hearth cooking, pottery making by the coil method, cordage making, making simple stone tools, and the demonstration of fire making using a bow drill and other tools. At the present time, the Learning Center is only opened for scheduled groups. It is hoped that eventually this facility can be opened on a daily basis.

Toltec Archeological State Park, Arkansas, offered two days of "Indian Myths and Legends," August 15 and 22, and "Sunfest 1992" on June 20, which featured a discussion of the archaeoastronomy research being conducted at the site.

Trail hikes and campfire programs continued through the summer at **El Morro National Monument, New Mexico**. The "Inscription Trail" passes the historic pool, Anasazi petroglyphs, and inscriptions left by Spanish and Anglo-American travelers. The "Mesa Top Trail" features Anasazi pueblo ruins and geological features.

August activities at **Sunwatch Archaeological Park, Ohio**, included Native American spear throwing, archery, and games, and workshops on arrow making, bone tools, moccasins, and cattail dolls. The "Sunwatch Summerfest Weekend," July 25-26, included Native American storytellers, dancers, a flute player, and craftsmen.

The "Choctaw Indian Heritage Festival" was held at **Chucalissa, Tennessee**, on August 1-2. Activities included a princess pageant, a possum skit, Native American dancing, a blowgun contest, and a stickball competition. Native American craftsmen also displayed a variety of craft items.

Things to Come

The Southeastern Archaeological Conference will be held in Little Rock, Arkansas, October 21-24. On Thursday evening, October 22, **Toltec Mounds** will host a tour and barbecue dinner for conference participants. Other fall activities at Toltec include a "Fall Equinox Sunset Tour" on September 19, "Hayride Tours" on October 24-25, and "Archaeological Site Exploration Hikes" on November 7, 8, 14, and 15.

In honor of National Indian Heritage Month, **Town Creek Indian Mound, North Carolina**, will hold an "Indian Heritage Festival" on Sunday afternoon, November 8. Activities planned for the afternoon include Indian dancing, traders, demonstrations of Indian crafts and foods, a film festival, and storytelling.

Ocmulgee National Monument, Georgia, is planning a "Take Pride in America Celebration," to be held in September. A lecture entitled "More Than Artifacts" will be presented on October 3, in association with an "Artifact Identification Day."

November is "Native American Heritage Month" for **Sunwatch Archaeological Park, Dayton, Ohio**. "Sunwatch Hunter's Weekend" activities, November 7-8, include the construction of a hunter's lodge and demonstrations of archery, spear throwing, fire making, flintknapping, hide tanning, and trap construction. "Volunteer Prairie Grass Harvest Weekend," November 14, involves the harvest of prairie grass to roof one of the Fort Ancient Indian houses. "Sunwatch Night in the Village," November 21, offers a firelight tour of the village, with each house occupied by craftsmen, storytellers, or interpreters.

Cahokia Mounds, Illinois, hosts "Heritage America," September 25-27. Activities include a variety of Native American dancers, demonstrations, and interpretive programs.

Chucalissa, Tennessee, will host the traveling exhibit, "Native American Games," from the Oklahoma Museum of Natural History, September 18 - October 17.

News from Zambia!!

Archaeological parks aren't unique to North America, as witnessed by a note recently sent to me by Billiard Lishiko, of the National Heritage Conservation Commission (NHCC), who manages several archaeological parks in Zambia:

The **Victoria Falls Eastern Cataract Field Museum** is scheduled for renovation of the exhibits, with a change in the displays, rewriting of the labels, and improvement of the lighting system. The museum currently displays a full archaeological sequence of the area, from early stone age to late iron age, and will be adding an exhibit on the geographical formation of the Victoria Falls and a gallery depicting the flora and fauna of the vicinity. The NHCC is also conducting a visitors' survey in June and October, and plans to use the data to develop a new management plan.

In 1992, the NHCC intends to open two new archaeological parks to the public: **Songwe**, which is a middle stone age site, and **Katombora**, which preserves early and middle stone age sites. Work at the sites will include erecting information signs, producing brochures, conducting guided tours, and making routes to the sites accessible year-round.

Odds 'n' Ends

The National Park Service (NPS) is offering a workshop entitled "Issues in the Public Interpretation of Archeological Materials and Sites," to be held in Denver, Colorado, October 6-9. For more information, contact John H. Jameson, Interagency Archeological Services Division, Southeast Regional Office, NPS, Atlanta, Georgia, 30303, (404) 331-2630.

Aztalan State Park in Jefferson County, Wisconsin, is undergoing a facelift and new interpretive program. The Department of Natural Resources (DNR) has replaced outdated signs, cleared trees and undergrowth, and refurbished the park entrance. The DNR, with the help of the State Historical Society of Wisconsin and the University of Wisconsin-Milwaukee, instituted a self-guided walking tour and new brochure. The DNR will implement low-impact techniques to curb erosion on the site and complete a new exhibit for the kiosk located at the trailhead. A newly formed Aztalan Technical Advisory Committee will help the agency continue this program. For more information, contact Dana White, Park Superintendent, Aztalan State Park, Department of Natural Resources, 1213 S. Main Street, Lake Mills, Wisconsin, 53551, (414) 648-8774.

The Indian Temple Mound, Fort Walton Beach, Florida, was built around A.D. 1400 and was a political and ceremonial center for the Mississippian peoples. The mound, located adjacent to the museum, is the largest earthwork on salt water. The site, which is a National Historic Landmark, Florida State Historic Landmark, and Blue Star Memorial, is owned and operated by the city of Fort Walton Beach.

Despite drawing over half-a-million visitors a year and providing a full-range of activities, classes, and special events, Cahokia Mounds State Historic Area, Illinois, has recently lost several positions due to budget restraints, and there is discussion of closing the site two days a week. This is a telling example of why archaeological parks need our readers' support!

PUBLIC ARCHAEOLOGY IN NEBRASKA

John R. Bozell, Nebraska State Historical Society and Anne Vawser, National Park Service

Direct public involvement in Nebraska archaeology has not been well developed until recently. This is changing due to the professional communities' awareness of public responsibility. Moreover we have come to understand that a strong future for Nebraska archaeology must be closely

linked with public support. Financial, political, and public relations support require a positive public image.

The formation of Nebraska Association of Professional Archaeologists (NAPA) in 1986 not only provided a vehicle to bind the professional community, but has begun to solve the problem of maintaining a strong, well informed, and positive amateur society. The president of the Nebraska Archeological Society (NAS), the state's amateur group, sits on the NAPA Board. NAS and NAPA members cooperate on activities and events such as Nebraska Archeology Week. NAPA members regularly speak at NAS meetings and contribute to the NAS newsletter.

Education

NAPA publishes a newsletter three times a year to inform members of current events, upcoming activities, the results of fieldwork, and other matters of concern to the professional community. NAPA also publishes Central Plains Archaeology. NAPA has offered public outreach by conducting one day workshops on specific topics in archaeology directed toward lay audiences including school teachers, high school and college students, as well as private collectors. Workshops involve as much hands on work as possible with topics including historical archeology, lithic analysis, teaching archeology, faunal analysis, Nebraska archeology, and careers.

Several activities are underway to make our research more accessible and understandable to the public. Educational trunks are being prepared for use in the Nebraska public school system. The kits contain reading material, slide shows, artifacts, and instructions for mock excavations. Also, several special issues of Nebraskaland magazine have been devoted in part to archaeology.

Nebraska Archaeology Week

NAPA organized the first Nebraska Archaeology Week (NAW), held in the fall of 1991. NAW was a statewide effort to increase public awareness of Nebraska's cultural heritage through lectures, site tours, demonstrations, and a field school. Each of Nebraska's 145 local historical societies was invited to participate in the events and to send information on archaeological displays in their museum for a brochure. NAPA members were contacted to match interested groups with a professional archaeologist qualified to present lectures or demonstrations on topics of interest to the group. The week included lectures, demonstrations of flint knapping prehistoric pottery making techniques, and a site tour and picnic at the Hudson-Meng site.

State Fair Information Booth

In 1990 and 1991, NAPA designed and staffed a Nebraska State Fair Information Booth. The booth promoted archaeology in the state and provided a much needed forum to answer the public's questions about archaeology. Activities such as flint knapping and prehistoric pottery making demonstrations were held and archaeologists were on hand to identify artifacts brought to the booth. A mock excavation unit was also on display as well as artifacts and posters depicting the archaeological projects of several organizations. Informational brochures were available, and a light board game where prehistoric tools can be matched to modern ones provided educational entertainment for kids.

The booth has proven to be an efficient and inexpensive way to reach the public. Also, because of the nature of state fairs, the booth tends to reach the rural population in a manner that other activities can not.

Volunteer Excavations

NAPA-NAS field school was held in the fall of 1991 at the Andrews site, a Late Woodland site near Omaha. The event was a success with over 60 volunteers participating for three consecutive weekends. Participants came to Lincoln in December 1991 and processed and cataloged over half of the collection. Permanent staging of volunteer field school for NAS serves several important purposes. First, it provides NAS members with the opportunity to gain hands on experience with excavation, cataloging, and analysis of archaeological material. Secondly, it places archaeology in a high profile positive light. Finally, these events give professional archaeologists an opportunity to investigate sites which would not have the benefit of excavation under the normal course of cultural resource management activities.

THE WORD IS SPREADING

This NEWSLETTER is published quarterly by the SAA's Committee on Public Education to provide information and a communication tool for archaeologists, educators, and others interested in promoting public education about the past and engaging the public in the preservation and protection of heritage resources.

If you are not yet on the NEWSLETTER mailing list, please contact Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5611, Denver, Colorado 80225-0007. The telephone number (303) 236-9026. Ed has a new FAX number (303) 236-0890.

If we need to change your address for receiving the NEWSLETTER, please call or write Ed Friedman.

DEADLINES & DUE DATES



To ensure your spot in the next issue of the NEWSLETTER, we need your material by October 30, 1992. Your submissions keep the readers informed. Letters to the editor and comments are encouraged.

It would be appreciated if, along with a hard copy of an article, you would send a copy on disk (We will return the disk). We have an IBM compatible and use Word Perfect. Send your material to Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5611, Denver, Colorado 80225-0007.

FOR THE CLASSROOM

Carol J. Ellick
Statistical Research, Tucson, Arizona

Vocabulary Words

The following list of words and terms is background for previous activities and the lessons to come. The list is by no means exhaustive, as different areas of the country have materials and terms that may apply locally.

- A** **Archaeology:** The study of people through what they leave behind.
Artifacts: Objects made or used by people.
Atl-atl: A spear throwing device, usually made of wood.
Awl: A sharp pointed tool, often made of bone, that is used to punch holes in leather or other objects.
Ax: An artifact made from very dense rock by grinding and polishing to obtain the desired shape.
- B** **Biface:** A sharp-edged stone tool that has had flakes removed from both surfaces. Examples of bifaces include knives and projectile points.
Backfill: The dirt that has been removed from a test pit or trench that will be put back into the hole when the project is complete.
- C** **Ceramic:** Pottery.
Charcoal: Burned woody plant material.
Chopper: A simple tool, made from a cobble with a few flakes removed. It was used for chopping or hacking things.
Context: Looking at something in relation to the things around it.
Cordage: Plant fibers twisted into cord, rope, or yarn.
Core: A rock, usually very fine grained, from which flakes have been removed.
- D** **Datum:** Point on a site that measurements are made from.
Drill: A wooden shaft with a bifacially worked stone tip used to drill holes. Drill tips can also be made of bone and shell.
- F** **Feature:** A built-in part of a site, like a living surface, a roasting pit, or a post hole.
Fire-cracked rock: A natural stone that has been cracked in a fire. These are often found in roasting pits and hearths.
Flake: A piece of stone that has been broken off a core by hitting the core with a hammerstone or removed by pressure by pushing against the rock with an antler. Most flakes are debris from making a stone tool, however, some flakes are used as tools.
- G** **Ground stone:** Stone tools that are made by grinding the rock to a desired shape or are used for grinding up different materials. Ground stone tools used for grinding up materials include manos, metates, mortars, and pestles.
- H** **Hammerstone:** A rock used to pound other objects.
- I** **In situ:** In place.
- L** **Lithic:** A stone artifact.
- M** **Mano:** A hand held rock used on a metate for grinding.
Metate: Large rock with a flat surface used to grind on. Often the rock surface is pecked or ground to shape prior to use.
Mortar: A rock with a cup-shaped depression used to hold seeds or other materials for grinding with a pestle.
- P** **Pestle:** A rod-shaped stone tool used with a mortar to pound and grind materials.
Pot hunter: A person that removes artifacts from archaeological sites for other than scientific reasons. Artifacts are kept by private collectors or sold. Pot hunting is illegal.

Plumb bob: A pointed weight at the end of a string used to determine if the walls are being excavated vertically.
Prehistoric: The period of time before written history. This varies from area to area.
Projectile point: Hunting point that would have been fastened to a shaft and propelled through the air. Spear points, atlatl points, and arrowheads are all projectile points.
Provenience: The exact place or location.

- R
Replica: Modern copies of artifacts.
Roasting pit: A pit dug into the ground that was used for cooking. They contain fire-cracked rocks, charcoal, ash, and sometimes remains of whatever was cooked.
- S
Scraper: A stone tool made from a flake that has an extremely steep angle for scraping. The scraping edge is unifacially worked.
Sherd: (Rhymes with bird) A broken piece of a pot.
Site: A place used by people.
Site steward: A volunteer who visits a site and helps protect it from vandalism and looting.
Stratigraphy: The layering of dirt and rock, which often contains the remains from people's past activities.
Survey: A systematic method of walking and looking at the ground surface in search of sites.
- T
Tabular knife: A thin tablet-shaped tool made of slate, basalt, or schist that may have been used as a saw.
Test pit: An excavation unit dug by archaeologists to see what might be buried underground.
Transit: Surveying instrument used to lay out a grid on a site and for mapping the site.
Trowel: Hand-held tool used by archaeologists when excavating.
- U
Uniface: A lithic that has been worked by removing flakes from one surface.

**EXPANDED TEACHER SECTION BEGINS IN
SPRING 1993**

Beginning with the May 1993 issue of the Archaeology and Public Education NEWSLETTER, the section for classroom educators will be expanded to include more articles, materials from teachers and students, letters to the editor, and reader responses. The editor of this section will be Cathy MacDonald, Father Leo J. Austin Catholic Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9. Cathy's telephone number is (416) 985-0077. She is seeking reader contributions, as well as teacher reporters. Watch the December NEWSLETTER for further details.

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