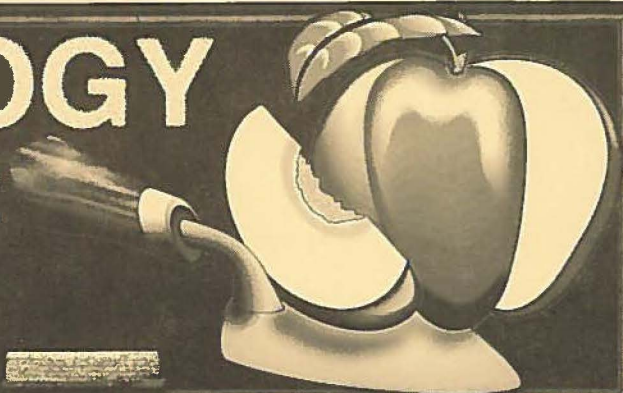


ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 3, No. 3 • May 1993

A New Goal for Academia

Bruce Smith

President, Society for American Archaeology

A primary goal of the Society for American Archaeology is to increase public understanding of our discipline and the unwritten histories of the Americas.

University-based archaeologists can play a central role in building stronger, better-informed constituencies for archaeology by directing their knowledge and communications skills beyond their usual audiences of colleagues and students. At the same time, it is naive to expect university professors to try to reach broader audiences and to get involved in wider education initiatives until their universities clearly acknowledge and reward such educational efforts.

The SAA is committed to working toward an essential

expansion and redefinition of the professorial role of university-based archaeologists. In a December 1992 article in this newsletter, Susan Bender and Richard Wilkinson outlined a number of steps which the SAA should take to reward and to promote contributions in the broader sphere of public education, as a way of elevating the status of such efforts. Their suggestions included publishing more articles about education in the Society's journals; scheduling more public, plenary, poster, and symposium sessions on education at the annual meetings; and initiating yearly public education awards.

In addition to these immediate steps that can be taken to increase the visibility and acknowledge the value and contribution of archaeology education, the SAA also must work toward changing perceptions in university settings.

The SAA supports efforts to recognize university-based scholars who contribute to public archaeology and education.

Because many anthropology department chairs attend our annual conference, a small but logical first step would be to provide a structured forum for discussion about how to elevate the status of public education activities in promotion and tenure reviews. Dr. Bender plans to organize a session at the 1994 meeting in Anaheim, relating to this topic. If you would like to assist the planning or participate in the forum, contact her at Skidmore College, Department of Sociology, Anthropology, and Social Work, Saratoga Springs, NY 12866.

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Notice Anything Different . . .

about this issue of *Archaeology and Public Education*? You should. We have a new format, content, mast, and editors. Under the direction of Public Education Committee chair Ed Friedman, the newsletter has appeared quarterly and grown to nearly 4,000 readers since 1990. But "Public Ed" recently asked for a respite, and a new crew of volunteers has stepped forward. We hope you like the changes. Let us know.

Archaeology and Public Education

Archaeology and Public Education is a quarterly publication of the Society for American Archaeology, Public Education Committee. Phyllis Messenger and KC Smith, editors; Cathy MacDonald, coordinator, The Education Station.

Mission statement. The Public Education Committee exists to promote awareness about and concern for the study of past cultures, and to engage people in the preservation and protection of heritage resources. Our newsletter is designed to aid educators, interpreters, archaeologists, and others who wish to teach the public about the value of archaeological research and resources.

Publication deadlines. *Archaeology and Public Education* is distributed on the 15th of February, May, August, and November. Material for inclusion must be received nine weeks before distribution. Submit articles, news briefs, calendar items, publication announcements, and reviews to: Phyllis Messenger, 18710 Highland Ave., Deephaven, MN 55391; (612) 475-9149. Submit material for regular columns about archaeological parks, museums, the PEC network, and The Education Station to the respective editors; see these features in the newsletter for addresses. Items should not exceed 500 words, and all material will be subject to editing. Submissions on IBM or Macintosh disk are preferable; contact Phyllis Messenger for details.

Receipt of publication. Direct changes of address and additions to the mailing list to: Dr. Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5611, Denver, CO 80225.

We wish to recognize the following agencies for their support of *Archaeology and Public Education*:

- Bureau of Land Management
- Bureau of Reclamation
- Federal Highway Administration
- Fish and Wildlife Service
- Forest Service
- Minerals Management Service
- Museum of Florida History
- Soil Conservation Service

FROM THE EDITORS

We Continue To Grow

Phyllis Messenger • KC Smith

It is good to be back from a brief hiatus as we shifted to a new publication schedule and format. We appreciate your continued interest in *Archaeology and Public Education*, as evidenced by the steady arrival of announcements and articles, and the nearly 100 new names added to the mailing list each month. Many thanks to Ed Friedman, chair of the Public Education Committee, for his three years of nurturing the newsletter from its infancy as a communication piece for the committee to its current circulation of 4,000 educators, interpreters, and archaeologists working in many settings—from precollegiate classrooms to federal agencies.

Since this newsletter assumes that you, the reader, are willing to talk about your programs, ideas, and needs, as the new editors we thought it only fair to tell you something about us. After graduate school in Mexico and Minnesota, studying art history and anthropology, Phyllis did archaeological field work in Mexico and Honduras. Since 1985, she has worked in the Institute of International Studies at the University of Minnesota, most recently as director of outreach, responsible for school-university partnerships. She has edited various newsletters, including those of the Maya Society of Minnesota and the Minnesota Alliance for Global and International Studies. Currently on professional development leave, she is working with her local community on a project called "Celebrating Deephaven's Centennial: Discovering and Preserving a History of Diversity," funded by the Minnesota Humanities Commission.

KC's background in communications brought her to archaeology, with an interest in bridging the information gap between scholars and the lay public. During graduate studies in anthropology at Texas A&M University, she worked on shipwreck projects in the U.S., the Caribbean, and Africa, sponsored by the Institute of Nautical Archaeology. Since 1988, she has served as a program supervisor for the Museum of Florida History, responsible for public education and interpretation at San Luis Archaeological and Historic Site in Tallahassee, a 17th-century Spanish mission and Indian townsite. She has edited newspapers and newsletters, and continues to write about and to photograph archaeological projects, and to peek at shipwrecks as often as possible.

Our challenge as editors is to make this newsletter relevant to the readership, as we strive to fill a communications gap in a unique and useful way. Please bear with us as we smooth out the transition details so we all can continue to enjoy a quality, quarterly publication that is free of charge. Let us know how we are doing, and how we can do better. We look forward to sharing your comments or queries in a "Letters to the Editor" column, and we desperately need graphics, including photos, to "lively up" the format. Your words and your pictures will be greatly appreciated.



Deadline for August issue: June 15

Friedman Honored For Education Service

Edward Friedman recently was presented the Steven Hart Award for Historic Preservation by the Colorado Historical Society (CHS) because of his efforts to promote positive behavior toward cultural resources. The award recognized his service both to the CHS Task Force on Anti-Looting and the SAA Public Education Committee (PEC).

As the historic preservation officer of the Bureau of Reclamation, U.S. Department of the Interior, Friedman is well acquainted with the problems associated with protecting cultural resources, and has long been a proponent of public education as an effective solution. The concept of public involvement was first instilled by Dr. Richard Daugherty, his major professor when Friedman was a doctoral student at Washington State University.

"Dick was in the forefront of interdisciplinary archaeology and public responsibility, and he

made it clear that involving lay-people was part and parcel of the discipline. The public needs to have a hand in what archaeologists do, and the involvement does not pertain only to anti-looting messages, but to good site usage as well," Friedman says.

Friedman also points out that, because all federal programs have mandated public awareness components, in some respects the future of archaeology will depend on cooperation between professional and lay groups. "If we don't involve the public, we may lose research and operating funds," he notes.

The chair of the PEC since its formation in 1990, Friedman laments the reticence of some researchers to include avocationists in their work. "I've seen field schools for undergraduates and graduates who have no more, and sometimes less, experience than amateurs, and the students are given full range of the site.

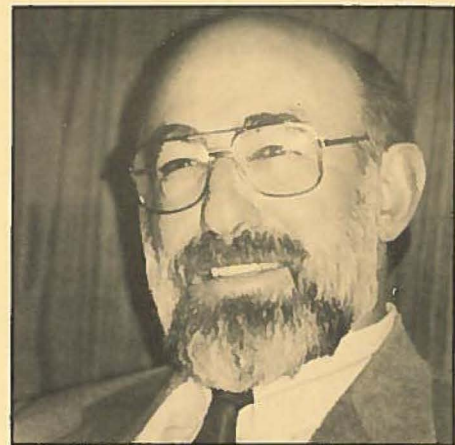


Photo: Phyllis Messenger

"In many places, active public involvement is a fact, and I think it's an asset for the future."

"From this perspective, the matter of avocationists digging with appropriate supervision is a moot point, and certainly it is no longer a matter of debate. In many places, active public involvement is a fact, and I think it's an asset for the future. I doubt that we can roll back the clock on this issue."

NPS Program Seeks Communication Among Practitioners and Educators

John H. Jameson, Jr.
*Archaeologist, National Park
Service*

The Public Interpretation Initiative is an outreach program developed and coordinated by the Interagency Archaeological Services Division of the National Park Service (NPS), Southeast Region. A response to the growing public interest in archaeology, the Initiative is designed to facilitate communication among various practitioners in the field, from educators to archaeologists. It helps to meet goals set by the Department of Interior for a national strategy in federal archaeol-

ogy, and it also helps to accomplish the Archaeological Resources Protection Act (ARPA) component that requires federal land managers to establish a program "to increase public awareness of the significance of the archaeological resources located on public and Indian lands and the need to protect such resources."

The basic premise of the program is that many past failures in public interpretation of archaeological and historic sites have resulted from differences in perspectives between archaeologists and professional interpreters and educators. The differences

have arisen because of the technical and academic interests of archaeologists and historians compared to the public goals of exhibit and program designers in providing uncomplicated, educational, yet entertaining interpretive programs. Archaeologists and interpreters need to communicate more effectively to insure that the common goal of creating interpretive formats easily absorbed and appreciated by the lay public will be achieved.

Since 1990, symposia, workshops, and training sessions have been organized through the

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Institute Blends Native Culture And Multicultural Education

The Ketchikan Teachers Institute in Southeast Alaska, July 19-24, aims to acquaint educators with native culture while giving them a model for their own efforts toward multicultural education.

Workshop organizers Priscilla Schulte, professor of anthropology, University of Alaska, and John Autrey, archaeologist, U.S. Forest Service, have designed the program to make participants aware of one native culture and to inspire them to develop their own educational strategies.

Features of the institute will include cultural overviews by native elders and leaders; demonstrations by native artists;

field trips to traditional habitation sites; surveys of the natural surroundings by biologists and botanists; anthropological and archaeological overviews; and information about how native people use natural resources and adapt to the environment.

The \$600 fee for the institute includes three graduate credit hours at the University of Alaska, materials, lodging, and meals. Registration and a \$300 deposit are due by June 14. For information, contact Winona Wallace, Ketchikan Teachers Institute, Totem Heritage Center, 629 Dock St., Ketchikan AK 99901; (907) 225-5900.

Looting Incident Prompts Ethics Conference

The College of Santa Fe (CSF) will host a conference focusing on the Archaeological Resources Protection Act (ARPA) and its implications for institutions of higher learning on June 9-12.

"Archaeological Protection: The Challenge for Higher Education" stems from an incident in which participants in a CSF-sponsored activity illegally excavated Indian burial sites and transported human remains back to the College. Upon learning of the possible ARPA violation, CSF reported the action to federal officials. Through the conference, the College seeks to teach educational institutions of the obligations and opportunities to inform participants in school-sponsored activities about the importance of archaeological sites.

The fee for the four-day program, which will feature a variety of professional experts, will be \$125. For information about attending, contact the College of Santa Fe at (505) 473-6270.

NPS Initiative . . .

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Initiative. For example, the 1993 SAA annual meeting included the symposium, "Toward Sensitive Interpretation of Cultural Resources in a Multicultural Society," which addressed effective communication of the experiences and perspectives of defined ethnic and cultural groups, relating to archaeological, ethnographic, and historical materials and subjects.

A one-day workshop entitled "Conveying the Past to the Future: Interpreting Cultural History for Young Audiences," will precede the 1993 conference of the National Association of Interpretation (NAI) in Washington, D.C., November 17-22. The workshop will address the question, "In an increasingly multicultural and technological world, how can we effectively interpret historical and cultural information for tomorrow's adults?" Because museum

exhibits and other interpretation programs are often a youngster's first encounter with exotic objects and concepts, they must be interesting and stimulating, informative and uncomplicated. They also must be culturally and developmentally sensitive.

The NPS coordinates and sponsors an interagency training course, "Issues in the Public Interpretation of Archaeological Sites and Materials," which provides the basic tools necessary to develop effective presentations that meet federal standards. In addition to serving federal personnel, the course is open to people working in state and local government and private institutions.

Three NPS publications also are planned for the future. "Digging for the Truth: The Public Interpretation of Archaeological Sites" will be an anthology of case studies. "Close Encounters:

Interpreting Cultural History for Young Audiences" will draw from 1992 AAA and 1993 NAI sessions and additional papers; and "Presenting Our Cultural Heritage: Toward Sensitive Interpretations in Multicultural Societies" will include topics presented in the 1993 SAA symposium and other contributed articles.

The Initiative is an attempt to foster an exchange of ideas for a more holistic approach to interpretation. As the communicators, we must act together as a lens to focus the public eye on the appreciation of archaeological and historical resources.

Interagency Archaeological Services Division, NPS, 75 Spring St., S.W., Atlanta, GA 30303.

THE EDUCATION STATION

FIELD NOTES

As part of its new format, the newsletter will present **The Education Station** in each issue—a four-page, pull-out section to help people bring archaeology into the classroom. Designed with precollegiate teachers and archaeology educators in mind, this section will be your place to find out about existing programs, read about others' experiences, and have your questions answered. Whether you are just beginning to incorporate archaeology into your classroom or you are an old hand at the process, this section is for you.

Among the features that we intend to include are: Profiles

A Special Section For Educators

about current archaeology programs • "Que Pasa," news briefs about courses, events, inservices, and activities • Lesson plans—activities that we create or successful activities that you submit to us • A "Q&A" section in which questions about archaeology education are posed and answered • A feedback section, including your letters, comments, and experiences about what worked and what didn't work • "Issues"—articles ranging in topic from skills development to holistic edu-

cation, examining challenges facing all educators, and providing educational rationale for using archaeology in the classroom • Information about new resources • Evaluations and reviews of resources • Samples of student work • Networking information to help you to correspond with other educators about program ideas.

It should be clear that your contributions and comments will be welcome. Send your material to Cathy MacDonald, Social Sciences Department, Fr. Austin Secondary School, 570 Walsh Drive, Port Perry Ontario, Canada L9L 1K9; (416) 985-0077.

ERS Programs Benefit Upper Midwest Educators

Bonnie L. Christensen, Educational Resource Service

In a middle school class in western Wisconsin, an instructor introduces a math unit on grids and coordinates as students scurry around a re-created archaeological feature, locating artifacts in a mapping project. Across town, the elementary-level art teacher uses the same exercise to present scale drawing. In a rural school seventy miles away, fourth graders classify arrowheads; first graders read about underwater archaeology; kindergartners grind corn with a mano

and metate; and four other classes join in a hands-on "Archaeology Day" presentation that will last all morning.

The program that offers such a wide range of archaeology- and culture-based experiences is the Educational Resource Service (ERS) of the Mississippi Valley Archaeology Center (MVAC). Initiated in response to the dramatic increase of public interest in archaeology, ERS was established to meet the needs of precollegiate educators and the general public in western Wisconsin, southeast-

ern Minnesota, and northeastern Iowa. Striving to bridge the gap between archaeological research and public education, ERS provides instructors with: 1) the knowledge they need to comfortably teach archaeology and the culture history of the upper Mississippi River region; 2) resources and creative lesson packages to assist classroom presentations; and 3) extensive support services that ensure a well-stocked and reliable information base. The program is funded by MVAC, the United Fund for the Arts and Humanities, the State Historical Society, and private donations.

ERS staff believe that the key to successfully introducing

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History In Our Backyard:

Hands-on experience with archaeology

*Douglas Frink and
Richard Allen*

What happens when you unleash sixty-five elementary students on a significant archaeological site? The results might surprise you!

In June 1992, the Archaeology Consulting Team (ACT), Inc., surveyed the proposed Williston Community Park project in Williston, Vermont, during which two Native American sites were located in a previously plowed field. Because the proposed project was adjacent to Williston Central School (WCS), ACT recommended that the sites be used as outdoor laboratories in a supervised educational program for WCS students during the next phase of work.

"History In Our Backyard" became a special course offered through the WCS Enrichment Program, coordinated by Richard Allen. The project was directed by ACT archaeologist Douglas Frink. Funding for the project was provided by the Chittenden South Supervisory School District and the Williston PTA.

Ranging in age from seven to thirteen, the sixty-five students were grouped into four teams of "scientists." Their multidisciplinary program of math, science, and social sciences was divided into sixteen weekly meetings for each team. Some of the lessons which the students experienced are outlined below.

Class 2, "Mathematics, Measurements, and Maps," addressed the problems of how to draw a square that is really square and how to prove it. Presented as a worldwide problem, examples of solutions, derived from a study of

ancient Chinese and Greek cultures, were used to construct a measured Cartesian grid on a map of the study area.

Class 4 involved the construction of scientific hypotheses. Before the actual site excavation, each team developed a contingency explanation for the anticipated data and the range of possible meanings that might be inferred from the data.

Classes 5 and 7 involved excavation of the site within the context of the "perfect" Cartesian grid established during Class 2. The concept of provenience for artifacts was a focus throughout the excavation, including grid location, soil stratification, and cultural affiliation of artifacts.

Class 6 dealt with the site's environmental context. Using forest reconstruction models, the teams discussed resources that would have been available to Native Americans at different times in the past. Additional hypotheses were developed about activities that might be represented by found artifacts.

Class 16, "Where the Rubber Meets the Road," took the program to the public through an open house where dioramas, drawings, articles, slide shows, booklets, oral presentations, bulletin board displays, and videos were presented.

If you would like to know more about the "History In Our Backyard" program, contact Douglas Frink, Archaeology Consulting Team, Inc., P.O. Box 145, Essex Junction, VT 05452, (802) 879-2017; or Richard Allen, Williston Central School Enrichment Program, 705 Williston Rd., Williston, VT 05495, (802) 878-2762.

A Student's View

Erika Lilja, grade 5, age 10

This year, Williston Central School did a project called "History In Our Backyard" because 1,000 feet behind the school, the town is building a park. Two Native American sites were found in this area, so Doug Frink decided that it might be fun to have the kids dig the artifacts.

Doug is the archaeologist excavating the land. He asked Mr. Allen, the Enrichment Teacher, if it would be okay to have a program where the kids could do the archaeological process. There was a sign-up for the children who were interested. Sixty-five children were split into four different groups, from second to eighth grades. The project lasted four months.

The first part of the process was talking about what artifacts we might find. The second part was learning to make perfect squares so that we could make grids. The grids helped us to see where to dig and helped to show us where we found the artifacts.

The third part of the process was the best part of all, the digging. We used a special sifter to sift the dirt so we wouldn't miss any artifacts. The fourth part was washing the artifacts so that we could get a better idea of what they were. Then we had to fill out a form called a "Woodchuck Sheet" that told different things about an artifact. We called it a "woodchuck" after the animal that is common in Vermont.

We found Native American and European American artifacts. Our hypothesis about the Native Americans was that they hunted in the areas and also scraped the animal hides there. We think that it was a hunting ground because we found a whole scraper and pieces of scrapers. We also found flakes, rather small pieces of rock left over when the Native Ameri-

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Approaches To The Past

*Cathy MacDonald, Social Sciences Department Head
Fr. Austin Secondary School*

In September 1992, two classes from Father Leo J. Austin Catholic Secondary School participated in a two-day excavation supervised by archaeologist Lawrence Jackson. The experience complemented the archaeological theme that runs through the eleventh-grade "History of World Civilization" course. As a method of discovering the past, archaeology gives students valuable insights into the nature of knowledge and research methods critical to learning higher-order thinking skills. It also enables them to integrate and apply the skills of focusing, organizing, locating, recording, evaluating, synthesizing, applying, and communicating. Participating in aspects of an excavation enabled students to learn about Paleo-Indian culture, a foundation of modern civilization.

Attitudinal Objectives

As I prepared an academic plan for the impending project, I outlined some of the intended goals and objectives for students and the program in the following way.

By participating in this program, student awareness of archaeological principles will be increased through emphasis of the following concepts: 1) Because the past is a shared heritage that belongs to everyone, it is impor-

tant to realize that removing artifacts is unlawful; 2) The process of archaeology is as important as the product; 3) Because location and context in which an artifact is found are as important as the artifact itself, proper archaeological methods must be used; 4) Archaeology is destructive to the past if not conducted in a thorough and methodological manner; and 5) The past provides vital insights into ourselves and our society.

Objectives

In considering specific objectives, I framed the students' involvement as a three-step process.

During site excavation under the direction of a professional archaeologist, students will practice these activities during the first part of the program: shoveling and troweling techniques; grid coordinate mapping; small group cooperation to carry out unit excavation; data and artifact recording and measuring; and maintenance of tools.

During the second part of the program, students will be involved in interpreting recovered materials and assessing the excavation process under the direction of an archaeologist, including screening techniques; washing, cleaning, cataloguing, registering,

and reconstructing artifacts; and interpreting artifacts, i.e., researching primary and secondary sources to assist in the process.

In the final part of the program, students will synthesize and assess the results of the artifact interpretation by analyzing the role that archaeology plays in reconstructing the past.

Follow-Up Activities

To complete the students' involvement in the archaeological process, I established a number of follow-up objectives in my plan.

After students have participated in the program in small groups, they will research current excavations around the world and report on these to the class. They will be asked to assess the difficulties in research design and physical demand of the various projects, as well as the role that archaeology plays in reconstructing the past.

My summary feeling was that, by participating in the program, the students would be in a better position to realize the complexity and the physical and methodological challenges involved in an archaeological excavation. They also would have acquired more experience in interpreting data to gain understanding of the past.

What Students Said About The Experience . . .

"Field studies are a perfect combination of physical and mental exercise for a history class. Working on an archaeological site not only can refresh the most advanced students, but it also can interest students who are usually unresponsive to traditional teaching methods."

Fionna Scannell

"I thought of archaeology as simply searching for ancient artifacts in the mud. It never occurred to me how much more archaeology really is. It combines traits and skills that demand total commitment by the archaeologist attempting to uncover information about the past."

Andrea Scholtes

ERS

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archaeology into the classroom rests on well-informed teachers who are backed by up-to-date resources, and who are assured that support is readily and economically available. They address these needs through teacher training, resource support, presentations, consultation services, and post-application interviews.

Teacher training includes workshops to acquaint educators with ERS resources; introductory and field school classes also are offered through the University of Wisconsin-La Crosse that qualify teachers for upper and lower division credits. The courses provide basic knowledge, introduce materials, and provide lesson ideas and projects that teachers can adapt to science, math, social studies, language arts, art, music, and physical education curricula. In the 1991-92 school year, thirty-three teachers attended ERS workshops; thirty-eight attended the "Archaeology for Teachers" course at UW-LC; and eight assisted MVAC staff with a summer field school.

Buoyed by enthusiasm after

participating in such activities, teachers often find that up-to-date materials are unavailable or financially unobtainable in their school districts. To solve this dilemma, ERS maintains a planning and resource center where rental items are available and where teachers can do research, prepare lessons, observe laboratory work in progress, and preview materials.

Additionally, ERS offers presentations designed as hands-on programs; resource boxes that include videos, lesson plans, books, artifacts, bulletin board materials, and games; book boxes with multiple copies of a single text; activity and dig boxes; computer programs; and traveling dioramas and exhibits. ERS also has introduced the *Educational Resource Service Newsletter*, which provides information about new materials, up-coming lectures and classes, student responses, and, most important, ideas and projects that other teachers have implemented successfully. To retain student interest after the school year has ended, the ERS staff have taught summer programs with nearly

The response has been noteworthy: in one school year, ERS worked with 109 instructors, gave 117 presentations to 2,700 people, and circulated classroom activity boxes 151 times.

100 elementary and middle school students attending. And, in addition to working with instructors and youths, ERS has consulted with several organizations to design and supply unique resource materials pertaining to archaeology and Native American culture.

The programs offered by the Educational Resource Service have been rewarded with accolades from teachers, students, school boards, parents, and all areas of the archaeological community. For additional information about ERS and its programs, contact Bonnie Christensen, Mississippi Valley Archaeology Center, Educational Resource Service, 1725 State Street, La Crosse, WI 54601; (608) 785-8464.

Iowa Guide Available

Ten hands-on modules for fifth to eighth grade students are presented in *Discovering Archaeology: An Activity Guide for Educators* by Shirley J. Schermer. Focused on the culture history of Iowa, this sixty-page book includes background information, a glossary, a resource list, teaching material, a list of sites and museums to visit, and more. To order a copy, contact the Publications Order Department, The University of Iowa, Iowa City, Iowa 52242; or call (310) 335-4645 or (800) 235-2665.

A Student's View . . .

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cans made tools.

Our hypothesis about the Europeans was that the artifacts were scattered by a manure spreader. We found brick and glass, and more pieces of Whiteware than anything else. In all, we found 236 artifacts.

The last step was to do a project, and I chose to write an article. Some of the other projects were a game show, a video, and an artifact chart.

This was a great experience!

I am sure that all of the kids who participated had a great time. Mr. Frink said the most important thing that he got out of the project was, "An appreciation for the potential of public education and archaeological research combined in a beneficial way to everyone involved." Some of the students were asked what they got out of it. One said, "I learned how to tell artifacts apart and how to handle them." This course was a fun learning experience for all.

Archaeological Parks

Mary Kwas, Parks Column Editor

Summer is around the corner, and activities at archaeological parks are in full swing. Please contact the sites directly for details. Send information on future events, exhibits, and programs to me at the Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; (901) 785-3160.

EVENTS AND EXHIBITS

Sanilac Petroglyphs State Historic Site, Cass City, MI, will host a teacher workshop on "Using Local History in the Classroom" in August. Phone: Patrick Murphy, (517) 373-1979.

Toltec Mounds Archaeological State Park, Scott, AR, dedicated new exhibits in April on native use of plants, animals, and stone tools, and mound construction, as well as the methods of archaeology. Phone: (501) 961-2420.

Salmon Ruins, Bloomfield, NM, opened a new permanent exhibit, "Living Cultures of the San Juan Basin," in August, which introduces visitors to northwestern New Mexico's present-day inhabitants of Ute, Navajo, Apache, and Spanish heritage. Phone: (505) 632-2013.

Elden Pueblo Project, Flagstaff, AZ, will host numerous activities this summer: Public Dig Days, Archaeology Week for Physically Challenged Adults, Archaeological Vocational Training for high school graduates, Family Excavation Week, Seniors in the Field, Women in Archaeology, and Uncovering the Past, a day camp for grade schoolers. Phone: (602) 773-2989.

Jefferson Patterson Park and Museum, St. Leonard, MD, will celebrate its tenth anniversary in June with the opening of an Agricultural Exhibit Building, further complementing the exhibits and trails on the 544-acre archaeological and environmental preserve. Phone: (410) 586-0050.

REQUESTS FOR ASSISTANCE

Anasazi State Park, Boulder, UT, would like to contact a specialist in archaeoastronomy for research assistance. Initial investigations of ruins in and around the park indicate evidence of

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Museums

Amy A. Douglass, Museums Column Editor

My thanks to the museums that sent information about their programs and exhibits for the first issue of this column. By highlighting North American museums with educational activities designed to raise public awareness about archaeology and our fragile cultural resources, the column strives to foster communication between educators, teachers, and anthropologists so we all may work more effectively toward educating the public. Please contact the museums directly for additional information about programs. Please send newsletter information to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105.

Natural History Museum of Los Angeles County has developed the "Earthmobile," a specially modified, 48-ft. long trailer that re-creates a fictional, Southern California coastal canyon and simulates an archaeological excavation. Geared for 3rd to 6th grade students, it received the American Association of Museums Curator's Committee Award. Contact: Jennifer Bevington, (213) 744-3519.

Cleveland Museum of Natural History offers an annual, adult summer field school in archaeological techniques. Current research is at the Paleo Crossing Site, mentioned in the December 1992 issue of *National Geographic Magazine*. School groups participate in the excavation of a simulated prehistoric site on the museum grounds. Students are given a one-hour orientation stressing the need for accurate record keeping, and the ethics of professional excavation. Contact: Robert R. Segedi, (216) 231-4600.

Tulsa Zoo offers classes in archaeology to the public and teaches at least one field class a year in southwestern archaeology. The zoo, which presents cultural exhibits and maintains archaeological and ethnographic collections, also conducts outreach programs in anthropology to local schools. Contact: Charles Rippy, (918) 596-2400.

Fort Myers Historical Museum, FL, has taken an active role in the Southwest Florida Project

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Education Network

Beverly Mitchum, Network Coordinator

The State and Province Network has been re-organizing and expanding. We have identified forty-five volunteer coordinators, but we still need liaisons for Alabama, Alaska, Arkansas, Iowa, Maine, New Hampshire, New Jersey, Puerto Rico, Tennessee, West Virginia, British Columbia, Manitoba, New Brunswick, Newfoundland, Ontario, Prince Edward Island, Quebec, and the Yukon Territories. If you are reading this column in one of these areas, drop everything and write to me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636 about being a contact.

What is involved in being a network coordinator? First, you provide the Public Education Committee with a resource person in your state or province. The Committee receives dozens of requests for information about archaeology each month. The coordinators' names and addresses are included in a reply package so that people know who to contact in their immediate area. Regional contacts also provide the PEC with information about local resources and programs for wide-spread distribution. Finally, you can help to identify resources and materials needed to support archaeology education programs.

As a regular feature of the newsletter, each issue will include a request for information from a coordinator. If you can provide a reply, write to me, and I will compile a response and provide the information in this column. The first request is for information on sources of free pamphlets or brochures on archaeology that would be available to the network coordinators in quantities sufficient for them to distribute in their states.

PARKS . . .

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cardinal-direction structural alignments and possible archaeoastronomical observation. Contact Todd Prince, Curator, Anasazi State Park, P.O. Box 1329, Boulder, UT, 84716; (801) 335-7308.

Old Cahawba, Alabama's former capital and an antebellum town, is being developed as an archaeological park. The staff is seeking ideas for educational programs. Contact Linda Derry, Old Cahawba, 719 Tremont St., Selma, AL 36701; (205) 875-2529.

Workshops

Nan McNutt, Workshops Coordinator

The PEC Workshops Subcommittee would like to hear from you. Jot down your responses to the following questions and send them to me at P.O. Box 295, Petersburg, AK 99833.

What workshops would you like to have presented at the professional conferences you attend? If you have specific ideas, we may be able to arrange a program to meet your needs.

What workshops can you present? We are always looking for individuals who feel comfortable giving workshops. Let me know your preferred topics, intended audience, and previous experience.

What workshops will you be presenting in the future? We would like to announce these in the newsletter.

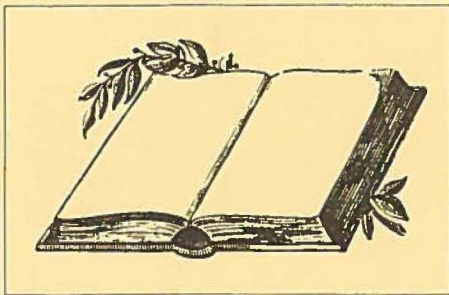
MUSEUMS . . .

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that focuses on the coastal Calusa and pre-Calusa cultures. The Museum features a slide show and offers exhibits on the Calusa. It also is preparing for videography of shipwrecks in nearby waterways. Contact: Richard T. Beattie, (813) 332-5955.

Oklahoma Museums Association distributes an educational program, "Diaries in the Dirt: Archaeology and the Plains Village People." The teachers' guide and "blueprint" are available to other museums. The program for 4th to 6th grade students includes activities that attempt to promote an understanding of archaeological methods, a respect for Native American culture, and a preservation ethic. Contact: Carolyn Pool, (405) 424-7757.

Sanilac Petroglyphs State Historic Site, Cass City, MI, has a collection of 800 to 1200 year old petroglyphs on its grounds. Fourth graders from a nearby school have begun an "Adopt the Petroglyphs" program that includes visits, reports, drawings, models, letters to state officials, and fund raising. The staff would like to hear from site managers with similar programs. Contact Patrick Murphy, Bureau of History, Michigan Historical Museum, 717 W. Allegan St., Lansing, MI 48918; (517) 373-1979.



New Publications

State Archaeological Education Programs, edited by William B. Butler, is a ninety-page collection of seventeen articles about public education programs on the state and national level. The essays, including one about the SAA public education initiative, were originally presented at the 1991 Plains Anthropological Conference.

For information about acquiring the publication, contact William B. Butler, Interagency Archaeological Services, Division of National Preservation Programs, National Park Service, P.O. Box 25287, Denver, CO 80225.

Native Peoples and Museums in the Connecticut River Valley: A Guide for Learning contains criteria for evaluating museum exhibitions on native cultures, suggestions for learning activities in museums and classrooms, and lists of resource materials about native peoples in New England. Essays on the role of museums as collectors of Native American materials, and on the concerns of Indians about the display of cultural materials, are also included. Drawing on examples from museums in the Connecticut River Valley and elsewhere, the essays present issues and teaching suggestions relevant to large or small museums anywhere.

The loose-leaf, pre-punched publication is available for \$5.00 from Historic Northampton, 46

Bridge Street, Northampton, MA 01060.

Archeological Resource Protection, by Sherry Hutt, Elwood W. Jones, and Martin E. McAllister, provides concise, easy-to-understand information on how to use the Archeological Resources Protection Act of 1979 to combat vandalizers and looters of archaeological resources. Written by a judge, an archaeologist, and a law enforcement officer, it is designed for use by professionals as well as concerned citizens.

Copies of the 176-page paperback are available for \$19.95 from the Preservation Press Order Department, National Trust for Historic Preservation, 1785 Massachusetts Ave., N.W., Washington, DC 20036; (202) 673-4066.

Field School Opportunities

Mississippi Valley Archaeology Center Teachers Field School • June 14-25

This field school will focus on research questions concerning habitation sites of the Effigy Mound Culture (A.D. 700-1100) in the Bad Axe Valley of Vernon County, MS. Participants will assist small-scale excavations and survey work. Contact Bonnie Christensen, MVAC Educational Resource Service, 1725 State St., La Crosse, WI; (608) 785-8464. University credit available.

Hamline University/Leech Lake Heritage Sites Program Archaeological Field School • June 21-July 23

Excavation on Leech Lake in northern Minnesota of a Euro-American, 19th-century occupation site and a Native American Initial Woodland (3000-1500 B.P.) site will be conducted under supervision of experienced archaeologists and Hamline University staff. Contact Professor Lewis C. "Skip" Messenger, Jr., (612) 641-2682 or (612) 475-9149. University credit available.

Northwestern University Ethnographic Field School • June 21 - August 14

The program will provide an opportunity to learn about the Navajo and Hispanic cultures of New Mexico and Arizona as participants design independent

research projects. Contact Professor Oswald Werner, Department of Anthropology, Northwestern University, Evanston, IL 60208; (708) 491-5402.

Mogollon, Mimbres, and Casas Grandes • September 16-24

A Crow Canyon Field Seminar traveling through the American Southwest and Northern Mexico will be conducted by leading Southwestern archaeologists Drs. Patricia Gilman, Paul Minnis, and J.J. Brody. Contact Drs. Stuart Struever or Stephen H. Lekson, Crow Canyon Archaeological Center, 1777 South Harrison St., Suite 815, Denver, CO 80210.

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