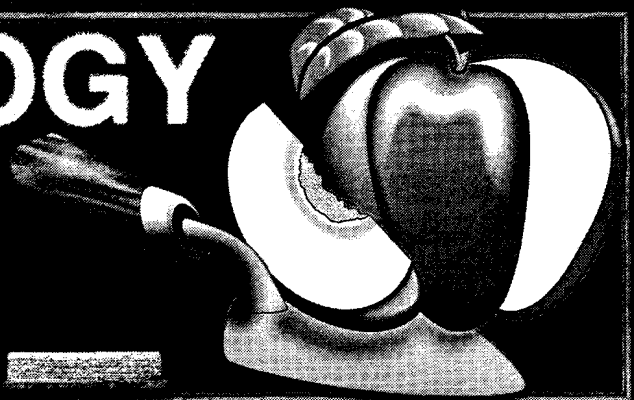


# ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 4, No. 1 • August 1993

## A Plan for the Future

Ten initiatives will guide public education efforts

*Phyllis Messenger*

*Co-chair, Public Education Committee*

Since its founding in April 1990, the SAA Public Education Committee (PEC) has focused its energies on activities and projects that promote: 1) understanding of, and respect for, other cultures, values, and diversity through the teaching of archaeology; and 2) respect for, and preservation of, heritage resources as a cultural norm, which will encourage good stewardship of heritage resources.

A strategy for these efforts was laid out in an action plan that was adopted in March 1990 and revised during a PEC retreat last November. Subsequently approved by the SAA Executive Committee, the 1992 PEC Strategic Plan identifies areas in which the Committee intends to provide leadership within the SAA for a clear and long-term commitment to public education about and through archaeology.

The Strategic Plan initiatives are being carried out by subcommittees and work groups in consort with other SAA committees, governmental agencies, and outside institutions. Ten action items which the PEC has identified as priority goals for the next few years are described below.

### **ACTION ITEM 1: Network Subcommittee**

**Task:** Expand and develop the network of provincial and state coordinators for public education.

**Status:** A network of volunteers at state and provincial levels—forty-six, to date—serve as liaisons between the PEC and organizers of local and regional programs. Among other activities, network representatives have begun to coordinate joint meetings and poster sessions at regional archaeological meetings.

### **ACTION ITEM 2: Public Sessions Subcommittee**

**Task:** Offer public sessions at the SAA annual meeting.

**Status:** A Saturday afternoon public lecture series has been offered at the last three SAA annual meetings. The 1993 session in St. Louis drew more than 400 archaeologists and lay people. In association with

*Continued on Page 4*

### **For Details . . .**

about the PEC action items, contact the subcommittee chairs listed below.

**Network:** Beverly Mitchum  
Bushy Run Battlefield, P.O. Box 468  
Harrison City, PA 15636  
(412) 527-5585

**Public Sessions:** Teresa Hoffman  
State Historic Preservation Office  
800 W. Washington, 415  
Phoenix, AZ 85007  
(602) 542-4009

**Workshops:** Nan McNutt  
P.O. Box 295, Petersburg, AK 99833  
(907) 772-4809

**Resource Forum:** KC Smith  
Museum of Florida History  
500 S. Bronough St.  
Tallahassee, FL 32399-0250  
(904) 487-3711

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## 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, the Education Station coordinator.

**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, publication announcements, calendar items, and reviews to: Phyllis Messenger, 18710 Highland Ave., Deephaven, MN 55391, (612) 475-9149. Submit material for 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 may be edited. Submissions on IBM or Macintosh disk are preferable.

**Receipt of publication.** Send address changes and additions to the mailing list to: Dr. Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5650, 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

**Newsletter logo:** Concept by Carol Ellick; computer graphics by Sean Kelley.

## FROM THE EDITORS

# Of Solstice And Solitude

Ah, summertime.

For many of us, the summer has meant rejuvenation of body, mind, and spirit through travel, coursework, relaxation, and organizing for the fall. For others, it has been a time of intense fieldwork or site interpretation that were planned throughout the winter.

For me, this summer was a rare and glorious opportunity at the end of a professional development sabbatical to spend five weeks in northern Minnesota as a volunteer staff member of an archaeological field school. There, on a long Saturday evening, just after the summer solstice, I found myself in my dream work setting: "up north" in a cabin "on the lake." My family had gone off to swim and to do laundry. I sat alone in the sun-filled knotty pine living room, with the loons calling back and forth across Leech Lake and a laptop computer in front of me. The shadows of oak leaves and mayflies fell across my page of notes. I was trying to decide where to begin composing this issue of the newsletter; but instead, I began thinking about what a wonderful group of students we had in the field school, and how they had gelled as a team that could laugh and play together, as well as work together.

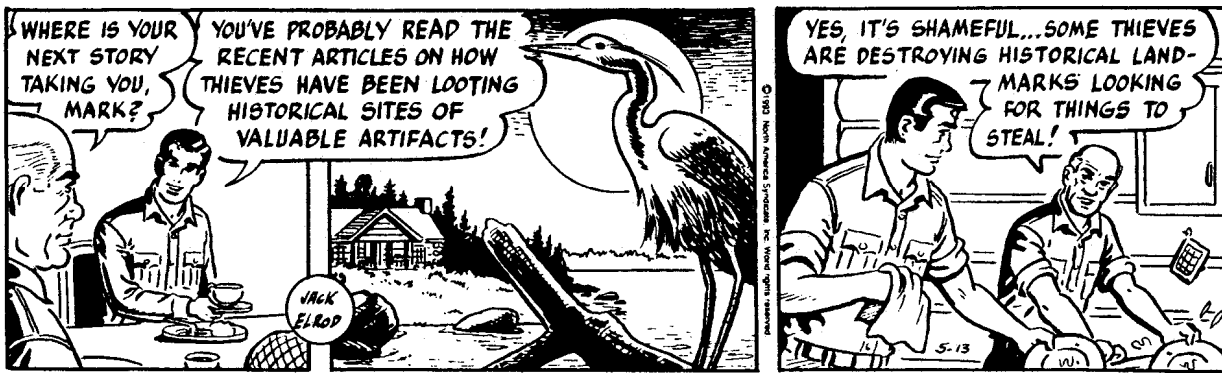
The students had also begun to give weekly tours to the Girl Scouts who were staying at a camp just down the road from our site on Big Bass Lake in the Chippewa National Forest. They drew on their camp counselor expertise, and launched into a discussion of the site and how and why it was being studied. They described the environmental and cultural setting as it might have been in the past. They talked about the fragility of the archaeological record and the need to study and record it carefully. The Scouts and their counselors were fascinated. As I mused about how this ad hoc collaboration was leading to talk of planning a week-long program in archaeology at the camp next year, I wondered what other wonderful connections between archaeologists and the public were being made this summer—serendipitous or otherwise.

We hope that you have had similar interesting, fulfilling, and rejuvenating moments this summer. We would enjoy hearing about them, especially if they, too, involved archaeology and public education.

P.M.



**Copy deadline for November issue:  
September 30**



Concept and art by Jack Elrod. Reprinted with special permission of North America Syndicate.

## Move Over, Indy

# Mark Trail Tracks Culture Thieves

Phyllis Messenger

Last May, comic strip environmental crusader Mark Trail got involved in another side of the preservation business—cultural heritage preservation. He decided to write a story on the problem of site looting and vandalism. During the course of the comic strip sequence, Mark proclaimed that “many areas have had problems with looters, and the prime targets are ancient Indian sites!” His fiancée, Cherry, noted that she had read “that looters even went under water to remove artifacts,” and mutually they expressed their disgust for a collector who had an item worth \$450 appraised at \$250,000, which he donated to a museum, then taking a \$250,000 tax deduction.

So Mark headed off to a fishing camp with its own Indian artifact museum (the owner assured him that none of the objects had been stolen) and wrote a story featuring pictures of the best objects. An unscrupulous collector read the article and sent two henchmen to rob the museum, just when Mark and Cherry were visiting. When their paths crossed, Mark ended up unconscious at the bottom of a lake, and the objects were missing.

As this newsletter goes to press, Mark is a victim of amnesia. Will he be reunited with Cherry? Will the ancient pottery be re-

turned to the collection? Will the public react to the preservation message in the popular media?

Can't stand the suspense? We couldn't either, so we called Jack Elrod, the writer/illustrator of Mark Trail, at his home in Atlanta. Jack was delighted to talk about Mark Trail and his interest in promoting the preservation of both cultural and natural resources.

Mark Trail was created in 1946 by Ed Dodd. Jack began working with him in 1950 and took over in 1978 when Ed retired. Sadly, Ed

died three years ago, but Mark Trail's purpose—conservation and preservation for future generations—has not wavered since his creation nearly fifty years ago.

Like many other story lines, the archaeology-related series came from a newspaper article that Jack had clipped. He was familiar with the problem of artifact and site destruction from work done for the Fish and Wildlife Service, including illustrating a “Take Pride in America” poster, which

*Continued on Page 11*

## Archaeologyland:

### A Hands-on Feature Planned for Anaheim

Amid Adventureland, Frontierland, and other realms that Disneyland will offer at the 1994 SAA annual meetings in Anaheim, there will be Archaeologyland.

A day-long event featuring hands-on activities relating to archaeology, stewardship, and preservation, Archaeologyland will offer lesson and concept ideas for introducing archaeology to precollegiate audiences. Sponsored by the Public Education Committee, the festival on Saturday, April 23, will be open to SAA conferees and their families, and youths in the school district that surrounds the annual meeting site.

The PEC is seeking individuals and organizations that would like to present a hands-on activity or interactive exhibit at Archaeologyland. The event not only will showcase educational products and strategies that have been developed and tested, but it also will provide a vivid means of demonstrating how archaeological principles and concepts can be shared with the public, especially youths.

To receive an application to participate, contact Amy A. Douglass, Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105. Completed applications are due by Dec. 3.

# PEC Plan . . .

*Continued from Page 1*

the public session, a school essay contest has been conducted in school districts adjacent to the annual meetings, with the winners recognized at the public session.

## **ACTION ITEM 3: Workshops Subcommittee**

**Task:** Conduct archaeology education workshops for teachers and archaeologists at the SAA annual meeting and other professional conferences.

**Status:** The PEC has sponsored workshops at the last three annual meetings with National Park Service and Bureau of Reclamation support. Teachers, educators, and archaeologists have attended the sessions to hone educational skills,

## **Subcommittees . . .**

*Continued from Page 1*

**Formal Education:** Joyce Williams  
Southern Illinois University  
Contract Archaeology, PO Box 1458  
Edwardsville, IL 62026-1458  
(618) 692-3925

**Prof. Involvement:** Susan Bender  
Skidmore College  
Dept. of Sociology, Anthropology,  
and Social Work  
Saratoga Springs, NY 12866-1632  
(518) 584-5000

**Interest Groups:** Larry Desmond  
University of Colorado, MARP  
Campus Box 292, Boulder, CO  
80309; (303) 492-1201

**Awards:** Kim Banks  
Bureau of Reclamation  
Missouri-Souris Projects Office  
MS-153, P.O. Box 1017  
Bismarck, ND 58502  
(701) 250-4594

**Arch. Week:** Lynn Sebastian  
Office of Cultural Affairs  
State Historic Preservation Division  
228 E. Palace Ave., Villa Rivera, 101  
Santa Fe, NM 87503  
(505) 827-6320



*SAA meeting conferees in St. Louis review and discuss materials on display in the Education Resource Forum. Photo: Phyllis Messenger*

learn about setting up stewardship programs, and gather related information. Workshops will continue at future meetings, and cosponsorship with other organizations is invited.

## **ACTION ITEM 4: Resource Forum Subcommittee**

**Task:** Maintain a collection of existing archaeology education materials to be exhibited at professional meetings.

**Status:** The Education Resource Forum has been displayed at three SAA meetings and at other professional conferences. Future plans include publication of an annotated guide to exhibit resources and the development of multiple versions of the exhibit. Additions to the collection, including teaching manuals, resource guides, books, newsletters, games and simulations, are welcomed.

## **ACTION ITEM 5: Formal Education Subcommittee**

**Task:** Foster and develop pre-collegiate archaeology education through a variety of proactive strategies.

**Status:** A set of guidelines for evaluating archaeology education materials for classroom use is being finalized under a Bureau of Reclamation grant. An evaluation

of archaeology-related games for grades K-12 is underway with support from the Bureau of Land Management. An introductory packet for individuals requesting information about archaeology education also is being finalized. This subcommittee also promotes the inclusion of public education concepts in college-level courses, such as anthropology, education, and resource management.

## **ACTION ITEM 6: Professional Involvement Subcommittee**

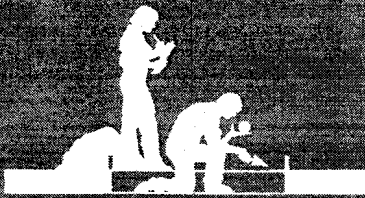
**Task:** Encourage professional community involvement in public archaeology and education.

**Status:** Professional archaeologists and archaeology students are integral in assuring the long-term success of public education. This subcommittee has proposed a session for the 1994 meeting on how to elevate the status of such activities in promotion and tenure reviews, and other issues related to professional archaeologists and public education.

## **ACTION ITEM 7: Special Interest Groups Subcommittee**

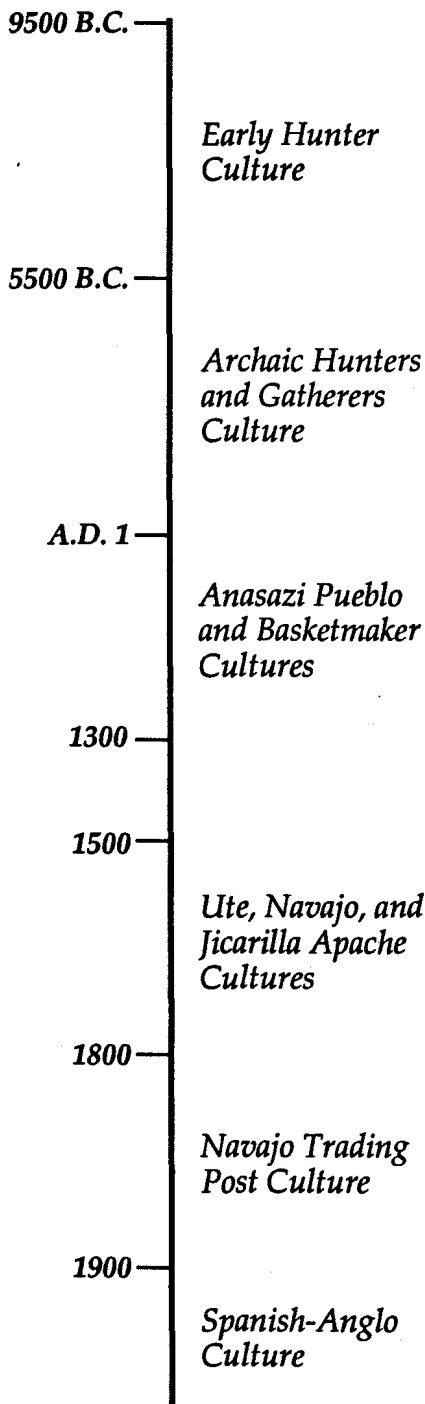
**Task:** Work with special interest groups to promote education about archaeology and heritage preservation.

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# EDUCATION STATION

## Teaching With Timelines



Culture Periods at Salmon Ruin Heritage Park

*Patti Bell*

**I** magine experiencing an Ice Age environment, an Archaic campsite, an Anasazi pithouse, pre-horse Ute brush shelters, Ute and Apache tipis, and Navajo hogans. In northwestern New Mexico at Salmon Ruin Heritage Park, museum visitors can walk a timeline path through outdoor exhibits of reconstructed dwellings and habitation areas representing 10,000 years of human occupation in the San Juan Basin.

The timeline path begins at an artificial Ice Age pond, replete with vegetation and animal tracks along the shoreline; visitors guess which animals are represented by the tracks. Museum guides show Paleo point replicas and other stone tools as they explain the lifeways of Ice Age hunters. Near the pond, a woolly mammoth target is set up for a hands-on activity, with simple wooden atlatls and dowel spears used to demonstrate the spearthrower technology.

The timeline path next takes visitors to an Archaic campsite, reconstructed as a "blowout" sand dune with fire-cracked rock, charcoal stains, grinding stones, and lithic flakes spread about. Guests can pick up artifacts and examine them, but they must return the evidence exactly as they found it. They can grind seeds on a bedrock mortar with a handstone (birdseed works well). Flintknappers who work at Salmon Ruin replenish the campsite with waste flakes.

The onset of agriculture is interpreted with a reconstructed Anasazi pithouse, underground storage pits, and an experimental garden. In May, school children use a digging stick to plant corn, beans, and squash, and gourds for rattles and containers; in the fall, the crops are harvested. A nearby ramada provides a shaded area for hands-on work with clay.

The historic Ute, Apache, and Navajo tribes of the area are represented by reconstructed dwellings and associated household or transportation items. Navajo rock art is replicated on large sandstone boulders.

The timeline path continues to the Salmon homestead, an original adobe home dating to the turn of the century. Nearby are the family orchard and the Salmon Ruin, a prehistoric Anasazi pueblo dating to the 11th and 12th centuries.

Adult visitors who walk the path say that the timeline helps to define the ways of life in different time periods and for different cultures. Children's artwork shows a remarkable acceptance of the timeline idea. Even the drawings of young children, who generally live day to day, reveal an understanding of the past, from most ancient to more recent times.

The Salmon Ruin museum education program employs a Navajo educator and incorporates Indian education curriculum in school tours. Native American advisors/educators also assist

*Continued on Page 8*

1993 Archaeology Week

## California Honors Its Ethnic Diversity

**Holly Dunbar**  
*National Park Service,  
Western Region*

With a proclamation asking citizens "to take the time to learn more about the archaeology of our state and help protect this important part of [our] history," Gov. Pete Wilson set aside May 10-16, 1993, as California Archaeology Week. Using the theme, "Celebrating California's Ethnic Diversity," the Society for California Archaeology (SCA) worked with cosponsors and local organizations to develop a program of

more than 130 cultural events and displays in 36 counties, held in conjunction with National Historic Preservation Week.

Private contributions and matching funds from a National Park Service National Historic Preservation Fund Grant enabled the California Office of Historic Preservation and the SCA to expand public education to include publication of a statewide archaeology curriculum brochure for grades K-6, and a teacher's planning guide for cultural diversity and archaeology curriculum implementation. The planning

guide uses the approach that everyone has a past and a story to tell, and that students learn best when the curriculum is based on personal experience. The guide outlines how cultural heritage fits into the state education framework and offers tips for treating sensitive concepts. Numerous lesson plans, including one shown below, are provided.

For additional information, or to receive a copy of the brochure and planning guide, contact Royanne Lisk, SCA Archaeology Week Chair, 20418 Whistle Punk, Bend, OR 97702; (503) 385-5842.

### A LESSON IDEA FROM CALIFORNIA

*Created by Mary A. Gorden for the Society for California Archaeology*

#### My Family's Cultural Heritage

**Skills:**

- Demonstrate the ability to compose sentences and express ideas
- Demonstrate the ability to determine locations on a map

**Grade:** 3-12

**Time:** 1-1.5 hrs.

**Materials:** pen, pencil, lined paper, U.S. and world maps

**Vocabulary:** culture, ethnic, heritage, religious identity, surname

**OBJECTIVES:** To appreciate that similarities and differences exist among cultures and ethnic groups. To develop an understanding of the movement of people and ideas. To develop respect for yourself and others.

**BACKGROUND:** Culture is a heritage with habits and traditions that are learned and passed from one generation to the next. Culture dictates relationships and social arrangements; establishes survival needs; protects and educates the young. It is influenced by environmental factors such as contacts with other societies.

**ACTIVITY:** Answer these questions in complete sentences.

What country (countries) does your family come from? On a map show where your family has lived in the past. Does your surname have a special meaning? Was your surname ever changed from some other surname? If so, who changed it and why?

Do you belong to a group which has a specific ethnic and/or religious identity? If so, describe your ethnic/religious identity.

What holidays are special in your home? How are they celebrated? How do you celebrate your birthday? Describe any foods that you eat with your family that are meaningful or that you eat only on special occasions.

Describe one way your family is special. What does your family believe is important? What does your family expect of you and your behavior? In what ways does it expect girls and boys to behave differently?

**EVALUATION:** Students will be able to identify the area on a map where they or their families have lived in the past. How are our families alike and different? What does that tell us about ourselves (i.e., number of different languages, ethnic groups, religions represented in the class)?



## Elden Pueblo Public Programs Emphasize Cultural Awareness

*Lise Stuart*  
*Project Director*

Since 1978, professional archaeologists have supervised interested members of the public in research techniques and artifact analysis at the Elden Pueblo ruins just outside of Flagstaff, Arizona. Participants study archaeological concepts, values, laws, and practices through personal experience. Archaeologists benefit from increased community support.

Programs designed for children as well as novice and seasoned amateurs extend the focus from the physical remains of the past to a cultural awareness of our own time, particularly in the

Southwest. The Arizona Natural History Association (ANHA) administers the programs as a part of its cooperative agreement with the U.S. Forest Service.

One of the most popular programs is the Elementary School Day Camp. Elden Pueblo provides a full day program and a day-and-a-half program for elementary school classes. The children study Sinagua culture, archaeology, and national site protection topics in school, then come to the site for a hands-on learning project. The youths excavate, interact with the professional archaeologists, and investigate the past. A typical program includes a tour of the site, excavation, a sampling of traditional Native American food, artifact washing, and considerable interactive discussion.

In the course of their experience, the youths become aware of

the different cultures that lived, and that still live, in northern Arizona, including the Hopi, descendants of the Sinagua. They become spokespersons for natural and cultural resources, which promotes cultural pride and awareness in schools, where many of the children are Native American.

The Elden Pueblo Archaeological Project has been growing steadily each year to accommodate new groups interested in exploring the archaeological and cultural heritage of the area. In spring 1993, 450 students participated in the day camp program, with an equal number anticipated in the fall—up from 300 students in 1992.

For more information about these programs, contact Lise Stuart, Elden Pueblo Archaeology Project, Arizona Natural History Association, P.O. Box 3496, Flagstaff, AZ 86003; (602) 774-7779.

### **Project Objectives: Elden Pueblo Day Camp**

- Each child will develop a sense of ownership in our public lands and heritage.
- Each child will understand the basic archaeological theory of stratigraphy related to dating cultural remains found under the earth's surface layer.
- Each child will become aware of diverse cultures and the development, change, and causes of change in cultures.
- Each child will be aware of how the environment was used by the Sinagua people 900 years ago. Comparisons will be made to how we use the environment today.

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## From Stone Flakes to Computer Chips: Learn the Past and Teach the Future

Colorado's first Archaeological Education Conference dealing with topics from the Rocky Mountains to the Plains to Mesa Verde will be held in Florissant, CO, on October 1-3.

Open to educators and other interested people, the conference will feature Dr. James Judge, an authority on ancient Anasazi cultures, as a keynote speaker. Discussions by additional experts will focus on Colorado's history and prehistory to encourage educators to: 1) enhance curricula with these studies; 2) stimulate students to appreciate fragile

cultural resources; and 3) develop a new approach to critical thinking and problem solving.

The program will be sponsored by the Colorado Archaeological Society (CAS) in conjunction with the National Park Service, Bureau of Reclamation, Bureau of Land Management, USDA Forest Service, Colorado Council of Professional Archaeologists, and the Office of the Colorado State Archaeologist.

For further information or to register, contact the CAS-TEC, P.O. Box 2496, Silverthorne, CO 80498; (303) 468-2197.

# Why Is Archaeology Important To Me?

*First-place winners of the 1993 SAA Public Education Committee student essay contest explain their views about the meaning of archaeology.*

**ILLINOIS WINNER**

*Nicole Sequin, grade 8  
St. Peter's Cathedral School  
Teacher: Shirley Fedeli*

Archaeology is the scientific study of the remains of past human activities. I consider it to be a very useful tool that helps us to understand the past cultures of our world better. Archaeology shows us what the people of the past were like, and it also tells us a lot about how they lived their lives.

For a long time I thought archaeology only existed in far off lands, such as Troy or Pompeii. I thought those were the only places where ancient civilizations prospered, and then died, leaving traces of their lives behind for generations like ours to discover.

I was wrong. I have found out, while preparing for this essay, that people lived everywhere, even in the places where we live today. It was very interesting to discover that ancient people, the Mound Builders in my case, lived on the same land we walk on every day.

Whether searching in Europe, or Asia, or even your own backyard, it is inspiring to know all of the possibilities of what you could be fortunate enough to find. I think it is fascinating how we can learn so much about the people that lived before us. I also find it very encouraging that people of the future will be able to learn just as much, and maybe even more, about us.

**MISSOURI WINNER**

*Kate Hurster, grade 6  
North Kirkwood Middle School  
Teacher: Regina A. Woeger*

Archaeology: The study of ancient buildings, tools, and other objects as a way of learning about the past. These civilizations were totally different than ours. We have fax machines, refrigerators, and telephones. These civilizations had . . . well, that's what archaeology teaches us.

Archaeology is important to me because how not to make the mistakes of ancient man over

again is what the work and research of archaeologists makes us understand. We learn how man in 140 B.C. didn't live a long life. We learn why and how he died. From these mistakes, we can learn how to keep ourselves alive and well, or something including architecture, concerning the most durable building materials, the ones that won't decay.

Archaeologists also discovered how ancient man lived. This is also why archaeology is important to me. It's important because it's exciting and interesting. How could the discovery of King Tutankhamen's tomb by Howard Carter and Lord Carnarvon in 1922 not be at all interesting to someone? Or the uncovering of the royal cemetery at Ur in Iraq? That's all about the living done before us. So from the discovery of Pompeii to the discovery of "Lucy," archaeology has been showing us the mistakes of ancient man, hoping we don't make them again. This has been happening for centuries, and that is why archaeology is important to me.

## Teaching With Timelines . . .

*Continued from Page 5*  
with exhibit interpretation and public programs.

The timeline concept can be reinforced in the classroom by developing personal timelines; converting the classroom or school into a "time-tunnel"; reenacting lifeways of past peoples; and experimenting with former technologies. Older children can create

world timelines. Making models or dioramas is appropriate for grades 3-8. At Salmon Ruin, class tours end with a half-hour hands-on activity, which reinforces learning and provides a fun way to participate in past lifeways.

Salmon Ruin Heritage Park is an educational model that can be applied to other locations across the country. For more informa-

tion, contact Judy Stanley, San Juan County Museum Association, P.O. Box 125, Bloomfield, NM 87413; (505) 632-2013.

*Patti Bell, former education director at Salmon Ruin, has formed a company called Prehistorics/Cultural Connections. She can be reached at 8602 E. Old Spanish Trail, Tucson, AZ 85710; (602) 290-2873.*



# PEC Initiatives . . .

Continued from Page 4

**Status:** Many archaeologists collaborate on an individual, ad hoc basis with civic and recreational organizations having an interest in, or impact on, archaeological sites. Future efforts will focus on developing a relationship with one or more major organizations to provide information about archaeology and resource protection, articles for publication in newsletters, and other appropriate services or products.

## ACTION ITEM 8: Awards Subcommittee

**Task:** Establish an awards program to recognize exemplary efforts that promote public archaeology education.

**Status:** The SAA Executive Committee has authorized the development of an awards program to give special recognition to organizations and individuals who have promoted public education about the past, or who have engaged the public in the preservation and protection of heritage resources. The subcommittee presently is establishing criteria and an initial set of awards.

## ACTION ITEM 9: Archaeology Week Subcommittee

**Task:** Encourage and assist the development of state- or province-sponsored Archaeology or Heritage Preservation Weeks.

**Status:** A growing number of U.S. states and Canadian provinces are establishing specific times for promoting archaeology and heritage preservation awareness, consisting of events, activities, and products that encourage public involvement. In association with the National Park Service, this subcommittee will assess these programs and generate materials or training to assist agencies and groups wishing to develop new programs or to better integrate existing programs into classrooms and other educational settings.

## ACTION ITEM 10: Unassigned

**Task:** Encourage and support the development of archaeology education resource centers at institutions of higher education or governmental agency regional centers.

**Status:** If public education pertaining to archaeology and cultural resource awareness is to have a long-term impact, resource centers should be established to conduct and coordinate research and program development. Such centers would be "think tanks" for archaeologists and educators, and would offer training, internships, and research opportunities. This is a long-term goal which is in the first stages of discussion by PEC committee members.

## Conclusion

The Strategic Plan offers an ambitious agenda, filled with the optimism and enthusiasm of the many individuals who have helped to craft it. It is a working and fluid document, the goals and actions of which are constantly being fine tuned.

It assumes the participation of many people and the support of their institutions and agencies. It relies on ongoing creative and respectful dialogue on an individual and organizational level, as well as through the *Archaeology and Public Education* newsletter and other publications.

The Public Education Committee continually will monitor the effectiveness of steps taken to implement the action items on its agenda. If you would like to receive a copy of the PEC Strategic Plan, please contact Dr. Edward Friedman, chairman of the Public Education Committee, Bureau of Reclamation, P.O. Box 25007, D-5650, Denver, CO 80225.

Your suggestions and information about related activities are welcomed and encouraged. Comments may be sent to Ed.

## SHERDLETS

### A Chance To Publish

Have you developed an archaeology stewardship lesson or activity which you think is just great? Have you or others taught the lesson to kids and revised it? Have you thought about having it published? Yes to all three? Read on!

The Forest Service in Southeast Alaska is compiling an educator's activity packet. The target audience is fifth and sixth grade teachers who have only enough time to teach a few lessons. To meet their needs, the packets will contain four or five generic lessons that focus on stewardship. Educators will be able to select at random the lessons they would like to use.

Each submitted lesson will be reviewed for age appropriateness, teachability, and content. Each lesson title and its author will be listed to market the entire project and to provide a source of further information. Copyright for materials will be retained by the author.

If you are interested in this opportunity, send your item to Nan McNutt, Stikine Area, Tongass National Forest, P.O. Box 309, Petersburg, Alaska 99833.

### ArchaeoFilms Sought

The Program for Art on Film is interested in expanding coverage of archaeology in its Art on Film Database, and requests information about recent film, video, and videodisc productions, particularly those completed since 1980. Productions by universities, museums, and local archaeological organizations, as well as commercial projects, are welcome.

For additional information, contact: Program for Art on Film, 980 Madison Ave., New York, NY 10021; (212) 988-4876.

## Archaeological Parks

*Mary L. Kwas, Parks Column Editor*

The parks column focuses on future events, new programs, and educational materials. Contact sites directly for details, and send news briefs to me at Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; (901) 785-3160.

### UPCOMING ACTIVITIES

**Anasazi State Park, Boulder, UT**, is developing a living prehistory program that will include building structures and doing everyday activities, with assistance from a nearby survival school. The Utah Humanities Council also awarded the park a grant to conduct geoarchaeological research and to develop public programs. Phone: Todd Prince, (801) 335-7308.

**Cahokia Mounds State Historic Site, Collinsville, IL**, will host "Heritage America," an annual special program that brings the diverse Indian cultures of today to one location. Scheduled for late September, the event will feature storytelling, games, craft demonstrations, music, and dance. Phone: Suzanne Kutterer-Siburt, (618) 346-5160.

**Ohio Moundbuilders Tour**, a weekend event offered in September, will focus on the Hopewell culture of 100 B.C. to A.D. 500. Archaeologists will join the group to provide lectures and insights. Phone: Eileen Martinez, (505) 982-3278.

**Wickliffe Mounds, Wickliffe, KY**, has begun a series of programs scheduled for the last weekend of each month during its open season. September will feature flintknappers. Phone: Kit Wesler, (502) 335-3681.

### ODDS 'N' ENDS

The Archaeological Conservancy has purchased twenty additional acres of the Hopewell Site in Ross County, OH. The acreage includes a 19th-century farmhouse that was noted on the Squier and Davis maps of the area in the 1840s.

**Bronitsky and Associates** is representing Indian artists and performance groups who would like to perform or exhibit in museums. They include dancers, musicians, and various crafts persons. Phone: Gordon Bronitsky, (303) 368-5868.

## Museums

*Amy A. Douglass, Museums Column Editor*

This column highlights North American museums with educational activities designed to raise public awareness about archaeology and cultural resources. Contact museums directly for specific information, and send newsletter items to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105.

**South Street Seaport Museum, New York City**, is the only museum dedicated to New York's urban archaeological heritage. An elevator takes visitors from Wall Street to the depths of a recreated three-dimensional cross section of an excavation. A glass-enclosed laboratory allows visitors to interact with archaeologists and conservators at work. School programs are offered. Contact: Janet Blit, (212) 669-9400.

**Arizona Sonora Desert Museum, Tucson**, features a replicated mammoth kill site with replicas of Imperial Mammoth bones and associated Clovis stone tools, which interprets the Pleistocene megafauna extinction story proposed by archaeologist Paul S. Martin. The cave exhibit features a replicated Hohokam ceremonial grotto. Visitors can "discover" this darkened grotto with flashlights and express their ideas about the meaning of the site in a 19th-century expedition ledger. Contact: David Thayer, (602) 883-2500.

**Nova Scotia Museum, Halifax**, offers a class for fourth through seventh grades called "Early Acadian Life," which focuses on archaeological research done at a Pre-Expulsion Acadian site in Nova Scotia. A school loan kit and three information sheets accompany the program. The class, kit, and sheets are available in French and English. Contact: Brenda Boutilier, (902) 424-7391.

**Children's Museum of Houston** features an exhibit entitled "Dig it: Houston's History Underground." Visitors explore a simulated archaeological site and participate in artifact analysis. They can speculate about the lifestyles of Houston's former inhabitants based on their finds, and experience the mid-1700s in a simulated Orcoquisac rancheria and a Spanish mission

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## Education Network

### *Beverly Mitchum, Network Coordinator*

State Network coordinators have organized sessions and meetings for several regional archaeological meetings this fall.

Michele Vacca (NC) and Gwynn Henderson (KY) have scheduled a meeting for Network coordinators at the Southeastern Archaeological Conference, November 3-6, in Raleigh. Michele also will coordinate a workshop for teachers and archaeologists during the conference, using the BLM *Intrigue of the Past* teachers' guide. Anyone interested in these sessions should contact Michele at 125 N. Elm St., Statesville, NC 28677.

Mary Kwas (TN) and Suzanne Kutterer-Siburt (IL) are organizing a general session on public education at the Midwest Archaeological Conference, October 22-24, in Milwaukee. Bonnie Christensen is organizing a meeting of other coordinators during the conference. Contact Bonnie at the Mississippi Valley Archaeology Center, 1725 State St., LaCrosse, WI 54601.

Richard Boisvert (NH) is organizing a session on public archaeology during the Eastern States Archaeological Federation Meeting in Bangor, Maine, on October 29-31. For information, Richard's address is Deputy State Archaeologist, 19 Pillsbury Street, Concord, NH 03302-2043. I would encourage as many state coordinators as possible to plan to attend one of these sessions.

I am organizing a poster session for the SAA Anaheim meeting on public education and/or archaeology week programs. If you would like to participate, contact me immediately at Bushy Run Battlefield, PO Box 468, Harrison City, PA 15636-0468. Abstracts are due by September 23.

Network coordinators are still needed from most of the states and provinces listed in the last newsletter. Pat Trader of the West Virginia Division of Culture and History has volunteered to be the coordinator for that state.

## New Publications

### *Linking through Diversity: Practical Classroom Methods for Experiencing and Understanding Our Cultures*

Walter Enloe and Ken Simon, eds. 1993. Zephyr Press, 3316 N. Chapel Ave., Tucson, AZ 85732-3448; (602) 322-5090. Item #ZB38-F; \$21.95.

*Linking through Diversity* is a collection of conversations by teachers who have carried out classroom projects with their students in support of multicultural and global education. The editors, both of whom have a strong interest in the incorporation of archaeology and anthropology in the classroom, state, "We may think and act globally, but we are locally embedded ecologically and culturally." The intercultural learning experiences included in the book emphasize links that can be made locally, regionally, nationally, and internationally. This book "builds on the present, the immediate past, the commonplace, and the local as stepping-stones to the globe." Classroom projects discussed include culture box exchanges, linking up and down the Mississippi River, and using the Yellow Pages as a historical document.

## Mark Trail . . .

*Continued from Page 3*

had a print run of one million copies. He hopes that such efforts will help youths to take pride in preserving resources, both natural and cultural.

Does Mark find his way out of this mess? Eventually, yes, and it leads into his November marriage to girlfriend Cherry. As Jack tells it, while Mark is out in the Pacific helping otters, Cherry finds his wallet and solves the mystery. She helps the law apprehend the criminals and prosecute them, and she gets her man as well.

## Museums . . .

*Continued from Page 10*  
presidio. Contact: Tracy N. Martin, (713) 522-1138.

Collier County Museum, Naples, FL, offers the "Garbage Archaeology" program to area educators, who learn basic archaeological techniques by sorting

through relatively clean garbage, recording their finds, and reconstructing the activities they think the garbage represents. This and other museum programs expose students to lectures, video presentations, and museum exhibits containing preservation messages. Contact: Nancy E. Olson, (813) 774-8476.