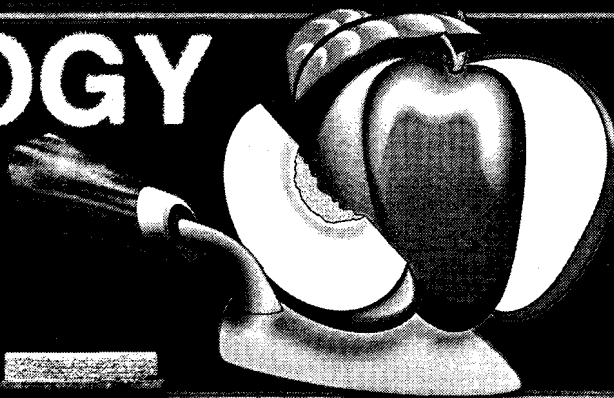


ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 4, No. 2 • November 1993

Why Should We Save Sites?

Brent R. Weisman

Florida Bureau of Archaeological Research

Why should we care about preserving archaeological sites?

This is a question I am asked often, and it is a question that I have learned must be answered convincingly. In times when a weary public is being asked to care about more and more, it is important that all of us consider how to best answer the question.

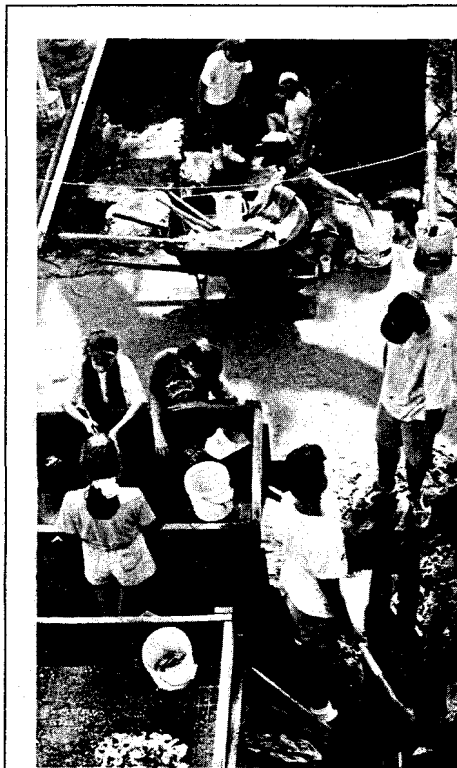
Each archaeologist will answer in his or her own way, but it seems that several themes usually emerge. Perhaps the most compelling reason for preserving archaeological sites is simply that they were here first and thus deserve our stewardship. Implied in this answer is the reasoning that because we have the power to adversely affect archaeological sites, we must bear the responsibility of protecting them.

A second argument for protecting these resources is that most of human history is preserved only in archaeological sites. Written accounts of human activities are rare and recent when viewed against the entire time span of human evolution. Indeed, even the earliest forms of writing have come to us from archaeological contexts. But perhaps more importantly, the major

means by which human beings have adapted to this planet, in chronological terms, left behind only archaeological sites as their most tangible legacy for the modern world. This is the fishing-gathering-hunting way of life, described by one archaeologist as one of the most remarkable success stories in the na-

tural world. The hunting and gathering strategy exclusively characterized human life arguably for close to two million years and is now all but extinct. To my mind, there is no better reason to study this unique and enduring slice of the human experience.

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Hands-on Learning

Youths participating in the Government House excavation, sponsored by Historic St. Augustine, Inc., learned about excavation, screening, and laboratory procedures. For a story about the project, see page 7. (Photo: St. Augustine Preservation Board)

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This article is excerpted from The Florida Anthropologist, Vol. 46, No. 3, September 1993.

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 in 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
- National Park Service, Archaeological Assistance Division
- Soil Conservation Service

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

Reaching The Right Audience

Sometimes, those of us involved in archaeology education believe that we have a handle on the breadth of the challenge before us.

We have sized up the objective: we are striving to teach a seemingly interested and enthusiastic public about the rightness of protecting and preserving cultural sites. *We know the reasons for our efforts:* we hope to help to arrest the looting, vandalism, and salvaging of terrestrial and maritime sites and to promote a sense of stewardship among the lay public. *We have a plan and a work force:* federal agencies, the SAA, and other professional societies have adopted regulations, action plans, and strategies that incorporate myriad educational programs—from field schools to publications—which are being presented by archaeologists, teachers, educators, and others with a similar commitment.

With all of this certainty about our mission, it is disarming to receive a phone call such as the one I recently received from a kindly, earnest woman who said that she was new to the area. Keep in mind that I work at a state-owned archaeological site where research is conducted on a year-round basis. The caller wanted to know whether I could recommend any local treasure-hunting groups that go out and look for artifacts.

How do you answer a question like that? Keeping my public servant composure, I explained that, even if I was aware of such groups, I would have a hard time sharing the information because of my personal attitude about archaeological sites. Poor lady . . . she then received a gentle but thorough explanation about why sites should be preserved, punctuated with the question, "M'am, do you think that your intended activities might have a harmful effect?". Her reply was, "Well, we don't want to find artifacts; we just want to look for coins."

Yikes. Unable to be of assistance, I ended the conversation amicably (all the while, slapping my forehead in disbelief); and later, colleagues with whom I shared the experience noted that it really made perfect sense that our archaeological site should have received such a call. After all, archaeological sites are about artifacts, including coins. Nonetheless, I was left with the feeling that, despite our earnest and aggressive efforts over the last few years to promote a preservation message and to make the value and meaning of archaeological research known to the public, there must be a very large audience out there that has completely missed the point.

So what do we do about this sad fact? Hopefully, articles such as the ones featured in this newsletter can help to explain why preservation is important and suggest positive, constructive alternatives for sharing the message. Likewise, activity fairs such as ArchaeologyLand, planned for the 1994 SAA meetings (see page 11), or state-sponsored "archaeology weeks," now presented in more than twenty states, can leave a lasting impression. And, of course, those of us involved in archaeology education can simply redouble our efforts. However, one cannot help but wonder sometimes whether we are not simply preaching to the choir.

☺ ☺ ☺

KCS

**Copy deadline for February issue:
December 20**

NAGPRA

NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT

A NAGPRA Primer: Assessing Burial Remains For Possible Repatriation

Editor's note: Federal agencies and museums that receive federal funds are engaged in inventorying Native American human remains and associated funerary objects for possible return to indigenous groups. For an introduction to the recently enacted Native American Graves Protection and Repatriation Act, the federal legislation governing this process, we turned to the Archeological Assistance Division of the National Park Service in Washington, D.C. The following summary of NAGPRA has been drawn, with permission, from an article by Francis P. McManamon, departmental consulting archaeologist for the U.S. Department of the Interior (DOI), which appeared in the DOI CRM Bulletin, No. 5, 1992.

In 1989 and 1990, federal statutes were enacted that provided direction on how Native American remains and other special artifacts are to be treated. The 1989 statute deals with collections owned or controlled by the Smithsonian Institution. In 1990, a far more comprehensive statute, the Native American Graves Protection and Repatriation Act, was enacted.

NAGPRA establishes two main requirements:

1. Federal agencies and museums receiving federal funds are required to inventory Native American human remains and associated funerary objects, and to develop written summaries for unassociated funerary objects, sacred objects, and objects of cultural patrimony that are in the collections they own or control. Objects of cultural patrimony are defined as having "ongoing historical, traditional, or cultural importance central to the Native American group or culture itself,

rather than property owned by an individual Native American, and which, therefore, cannot be alienated, appropriated, or conveyed by any individual." Agencies and museums must notify Indian tribes or Native Hawaiian organizations that appear to be culturally affiliated with the items of their holdings and offer them the opportunity to claim the remains and items.

2. Native American graves and other cultural items still located within archaeological sites on federal and tribal land are protected. This approach encourages the in situ preservation of archaeological sites, or at least the portions of them that contain burials or other kinds of cultural items, but may encompass other actions to preserve these remains and items.

Successful implementation of NAGPRA will require consultations and agreements between and among Indian

tribes and Native Hawaiian organizations, traditional Native American religious leaders, federal agencies, and museums receiving federal funds. Committee reports express the hope that these discussions will lead to a better understanding of the historic and contemporary cultural values of remains and objects. A Senate report notes both that human remains must at all times be treated with dignity and respect, and the important role that museums play in educating the public and increasing social awareness about the nation's prehistory and history.

Many objects in archaeological or ethnographic collections are not covered by the statute, because they never had a burial, funerary, religious, or cultural patrimonial context in the culture of which they were a part. Such objects would be retained in existing repositories with appropriate treatments and care.

Opportunities From Crow Canyon

Crow Canyon Archaeological Center is seeking manuscripts for a publication entitled *Collected Papers on Archaeology and Education*. Designed to encourage educators to write about their classroom, museum, or field programs, articles geared for K-to-college audiences are sought. Through this publication, it is hoped that a network to refine and validate ideas and materials about archaeology and education will be established.

Manuscripts may range from three to eight, double-spaced pages in length, including references. Illustrations or black and white photographs are encouraged. Captions must accompany all graphics, and credits and letters of permission are required if illustrations are not the work of the author.

References should follow the *MLA Style Book*, and biographical information about the author should accompany the submission. If the paper is accepted for publication, the copyright will be assigned to the publisher, who has agreed that reasonable requests from the author to reproduce a contribution will not be refused.

Deadline for submitting manuscripts is January 15. For additional information and guidelines, contact Pam Wheat, Crow Canyon Archaeological Center, 23390 County Road K, Cortez, CO 81321; (303) 565-8975.

Crow Canyon also announces the availability of the Ian M. Thompson Fellowship for Educators, intended to

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EDUCATION:

A Formidable Tool In Fighting Archaeological Crimes

Glenn E. Walls
Bureau of Land Management

As a youth, I recall my mother and grandmother cautioning an ensemble of unruly brothers, cousins, and assorted grandchildren against digging in the burial mounds located on the ancestral farm. Neither had any notion of the law or scientific value of those sites. They did, however, know about people, and about right and wrong. Without addressing Indian custom or religion, they made it clear in no uncertain terms that such behavior was unacceptable and would be dealt with, most likely, by supernatural means.

Indignities suffered by archaeological, historic, and other cultural resources have been of concern to the academic community since the dawning of the 20th century. The American Antiquities Act of 1906 prohibited the collection and destruction of objects of archaeological, historic, and scientific interest. Since that time, law enforcement has proven to be a valuable tool in the battle against the wanton theft, vandalism, and destruction of those resources.

When the Ninth Circuit Court of Appeals declared the Antiquities Act unconstitutionally vague, the archaeological community swiftly and effectively created the Archaeological Resources Protection Act of 1979 (ARPA). Later amended in 1988, ARPA more clearly defined and set forth more

severe penalties than did the 1906 Act.

Although the Ninth Circuit decision made the Antiquities Act null and void in that jurisdiction, the ruling does not apply nationwide. The 1906 Act is alive and well in Colorado and still applies in those jurisdictions not adopting the Circuit Court ruling.

Law enforcement activities of federal land management agencies in the Four Corners area, where the states of Colorado, Arizona, Utah, and New Mexico meet, have made an unmistakable impact on those illegal activities, with more than a modicum of success in prosecution and obtaining restitution using the provisions of those statutes.

It is clear that archaeologists, land managers, and law enforcement officials have an effective arsenal of rules and regulations at their disposal. We also have in our war bag a weapon which is just as formidable. That weapon doesn't require force, courtrooms, judges, lawyers, or juries. It requires truth, determination, and dissemination. It costs the taxpayer less than trials, jails, or probation. That weapon has reduced the severity of plague and epidemic throughout the world and has brought our country to a higher standard of living than most countries in the world. That weapon is education.

In 1984, the Bureau of Land Management (BLM) in Colorado received in excess of 100 reports of illegal digging and vandalism. In recent years, it

received an average of fewer than a dozen complaints per year of archaeological theft or vandalism on public lands in the state. Violators have been convicted under the provisions of ARPA, as well as other applicable laws.

Except in its most severe forms of criminal prosecution and incarceration, education will not reform the commercial pot hunter and trafficker whose goal is profit, regardless of the legality or morality of the action. However, education has proven to be highly effective in dealing with citizens who remove or vandalize cultural resources without knowledge of the ramifications of their actions. Until the last decade, children, under the supervision of their teachers on organized school field trips, looked for and collected pottery sherds and arrowheads without thought of the loss of irreplaceable scientific data.

Archaeo-education of the public is a multimedia, many-faceted, and far-reaching program that ranges from the grade school classroom to the site stewardship programs being carried out by the various state and national archaeological societies. By the combined and allied efforts of teachers, archaeologists, land managers, law enforcement officers, and mothers and grandmothers, significant progress is being made in the campaign against theft and destruction of archaeological resources. We're making a positive impact!

Crow Canyon . . .

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provide opportunities for candidates outside the Center to participate in educational activities at the site.

Open to elementary and secondary teachers who are using experiential educational principles to teach environmental or Southwestern archaeology or Native American studies, special em-

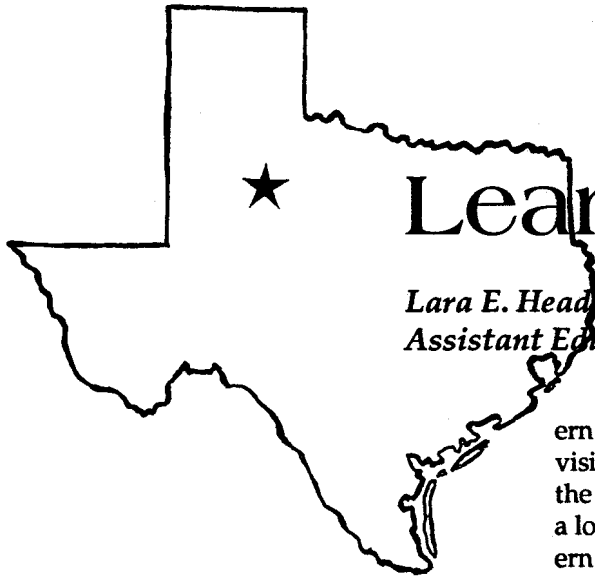
phasis will be placed on proposals that develop transferable teaching methods and materials to be used in regular classrooms or at the Crow Canyon Center. The fellowship will extend for the calendar year in which it is awarded. Educators who have been working for a minimum of five years are eligible. Fellowships will provide for research

expenses, travel expenses, and a modest stipend.

Applicants should write for an application and guidelines. The deadline for submissions is January 15, with notification by March. For information, contact Crow Canyon Archaeological Center, 23390 County Road K, Cortez, CO 81321; (303) 565-8975.



EDUCATION STATION



Learning In Lubbock

Lara E. Head
Assistant Education Program Manager, Lubbock Lake Landmark

What do you do when you add 250 archaeologists to your existing research crew?

When the Lubbock Lake Landmark hosted the annual Texas Archaeological Society (TAS) summer field school in June, it was presented with just this challenge. During an eight-day program, society members, teachers, and youth volunteers from across Texas worked in various areas at the site.

Lubbock Lake Landmark is a 300-acre archaeological preserve governed by Texas Tech University and the Texas Parks and Wildlife Department. The Museum of Texas Tech University offers year-round educational programs for people of all ages, and draws an international group of volunteers for its annual summer excavations. The Landmark's archaeology and education staff facilitated TAS members in excavations, surface surveys, lab work, youth programs, and an Advanced Academic Training Workshop for Texas teachers.

Youth participants, ages three to twelve, were involved in activities related to archaeology, interpretation, and the prehistory and history of the South-

ern Plains. Field trips included visits to the Texas Tech museum; the Ranching Heritage Center for a look at ranch life on the Southern Plains; the Science Spectrum hands-on museum; and the City of Lubbock Cemetery for historic interpretation based on headstone information. Participants thirteen to fifteen years of age were involved in washing and sorting matrix in the lab. Youths over fifteen joined adult members for field methods in survey and excavation.

The twenty-five participating teachers worked in the field or lab each morning and attended lectures each afternoon. Lecture topics covered material culture and object interpretation, museums as educational resources, archaeology-based curriculum development, geologic processes, plants and animals of the Southern High Plains and their uses, and the uniqueness of outdoor museums. A 200-page manual developed for the program included sections on the archaeology and geology of the Landmark, articles about museum edu-

cation and dating techniques, grade-specific student activities and worksheets, information on Texas Archaeology Awareness Week programs, a glossary, and a lengthy reference section.

Each aspect of the program was a great success, as evidenced by teachers' comments at the conclusion of the workshop: "Very relevant, organized and entertaining. This is the cutting edge!"; "The manual contains valuable resources I plan to use, especially the [curriculum guidelines in Texas] section and the activity section."; and "I enjoyed the informal atmosphere which encouraged discussion and exchange among the participants." Copies of the workshop manual are still available.

The teacher workshop was a pilot for future annual programs at the Landmark. For information about the 1994 Lubbock Lake Landmark teacher workshop, contact the assistant education program manager, Lubbock Lake Landmark, Museum of Texas Tech University, Box 43191, Lubbock, TX 79409-3191; (806) 742-1116.

An Invitation To Educators

The Education Station is always seeking examples of lesson and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Black and white photos are welcomed. Please send material to Cathy MacDonald, Social Sciences Department, Fr. Austin Secondary School, 570 Walsh Drive, Port Perry Ontario, Canada L9L 1K9.

Virtual Archaeology

Oklahoma program simulates reality for high school students with a multicomponent excavation and lab analysis.

**Robert L. Brooks
and Elaine Ledford**

There are a number of logistical and conceptual problems when dealing with the delivery of archaeology-based programs in primary and secondary education. One of the most widely discussed dilemmas is how to use simulated or real excavations without fostering a "dig-it-up" mentality among teachers or students. Another problem is the limited involvement with the high school curriculum. However, a program that we have developed called "Virtual Archaeology" has successfully addressed these issues.

We named the program after the current "virtual reality" rage in computer gaming, in which a player becomes so enmeshed in a computer

simulation that it becomes real. These games are similar to simulations used in training space shuttle and airplane pilots. Because of constraints of time and personnel, we created a simulated archaeological project bearing as close a resemblance to a real excavation as was feasible. The site was created on the campus of Woodward High School in northwest Oklahoma. The location was cleared, and a backhoe was used to create an artificial subsurface context extending over a 20 by 20-foot area, to depth of about 1.5 feet.

Four components were created for the site, and a sterile layer of soil was placed between each component. The first stratum was an early prehistoric temporary occupation consisting of burned rock, ashes, and bison (cow) bone. The second component modeled a Plains Village occupation of ca. 700 to

900 years ago. These remains were placed in Plains Village occupation contexts: a hearth was created using modern burned sandstone and burned wood and ashes, and a shallow pot was dug and filled with bison (cow) bone, charred corn cobs and kernels, and more burned sandstone, charcoal, and ashes. A series of post holes filled with charcoal also was placed in a linear arrangement across the unit. Thus, rather than excavating artifacts, students were faced with the identification of features, much as archaeologists encounter in real situations.

The third occupation was from the historic military period, based on nearby Fort Supply dating to the 1880s. Military hardware and stable livery were placed in settings analogous to those from the Plains Village period.

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RESOURCES FOR EDUCATORS

Teachers looking for resources to enhance their archaeology-based programs might investigate the following items.

The Long Island Society of the Archaeological Institute of America (AIA) has prepared a bibliography of resource materials that includes books, workbooks, magazines, newsletters, and games. Entitled "Finding Out About Archaeology," the listing will be particularly useful to teachers of world culture and world history who want to introduce an archaeology component, since additional readings relating to Ancient Greece, Rome, Egypt, Asia, and the Near East are given. Entries are identified according to appropriate age level. To receive a copy of this resource, contact Ed Pores, AIA

Long Island Society, 16 Dorchester Dr., Manhasset, NY 11030; (516) 627-4694.

Simulations based on archaeological research at Wolstenholme Towne (1620) and an Anasazi site (A.D. 900-1300) are available from GSP, Inc. Working in groups, students learn basic concepts of archaeology, then take a quiz on key terms. The average score of each team is converted into money, which a team can spend on its excavation. Groups choose sections of the site to investigate, and make inferences about artifacts found there. Geared for upper elementary and high school students, these simulations are available from GSP, Inc., 7426 N. Bradley Pl., Tucson, AZ 85741.

A new magazine, *Environmental Connections*, is designed to connect edu-

cators with organizations and information relating to environmental themes. Short, informative articles in twelve topic areas—including human society, population growth, biological concepts, and agriculture—are followed by suggestions for classroom activities and sources of information. The premier issue included an article about prehistoric rock art techniques. Published five times a year, the magazine is available by subscription from the Earth Information Center, P.O. Box 387, Springfield, IL 62705-0387.

Cobblestone Publishing, Inc., distributes four magazines geared for youthful readers, dealing with topics potentially useful for educators who want to include an archaeology-based

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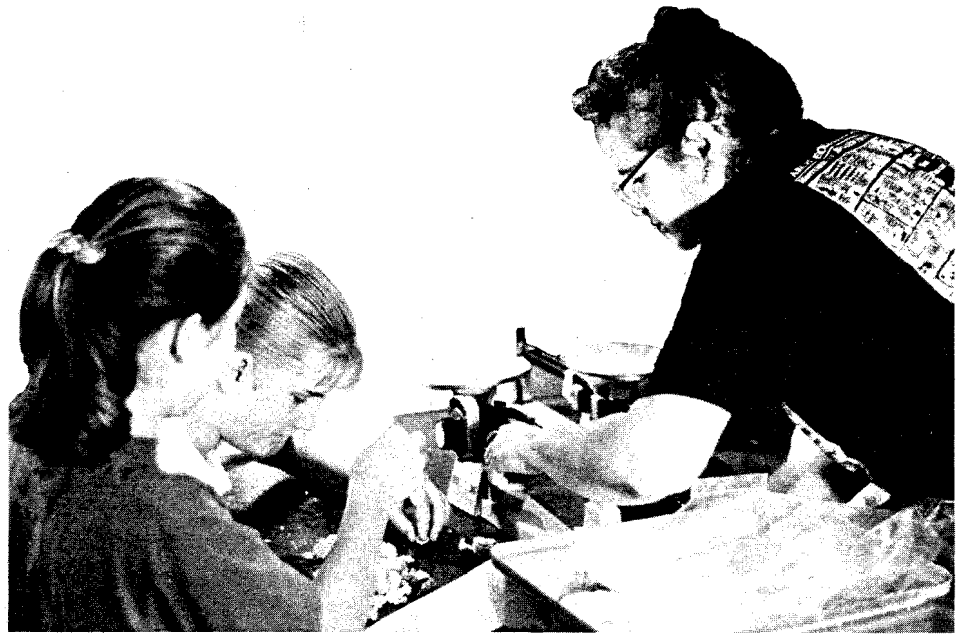
Hunched over a screen filled with dirt, water hoses in hand, a group of teenagers scrutinize the mud they are creating in search of artifacts. Nearby, several colleagues learn the

fine art of trowelling an excavation unit, while additional members of the group count and weigh sherds, charcoal, bone fragments, and other evidence in the project laboratory.

These youths travelled 200 miles to work for a day on an archaeological project relating to a topic they were studying, and while the experience was unique for them, their presence at the site was nothing out of the ordinary. Indeed, one of the hallmarks of the eight-month-long Governor's House Project in St. Augustine, Florida, was the involvement of the public—from visitors to volunteers, amateurs to avocationalists.

Set in the oldest continuously occupied European community in the United States, the Governor's House Project was a research-oriented excavation that included, from the onset, a public visitation program and a hands-on archaeology exhibit. Sponsored by Historic St. Augustine, Inc., the non-profit support foundation of the Historic St. Augustine Preservation Board, the project was directed by Preservation Board and city archaeologists, assisted by volunteers from the St. Augustine Archaeological Association.

Three goals guided the academic focus of the project, which represented the first archaeological investigation of a site that was used for governmental purposes for 400 years. Archaeologists Bruce John Piatek, Stan Bond, and Mary Martin were interested in defining the boundaries of 16th-century St. Augustine, which was settled in 1565, and identifying the earliest European use of the Government House lot. In particular, they hoped to encounter evidence



New Discoveries In The Oldest City

KC Smith and Bruce John Piatek

of a guard house and watch tower shown on a 1586 map, and remains of the home of Governor Canzo, built in 1598. They also hoped to document the evolution of the buildings that served as the governor's home and office—information that was unclear because of inconsistencies in historic maps. Finally, the researchers hoped to gain insights about the domestic habits of the various governors, families, servants, and slaves who resided on the property to compare with other sites in St. Augustine.

The public aspects of the project were equally focused and based on the fundamental goal of maximizing public benefit while maintaining archaeological quality. During working hours, gates to the site were open, and local residents or tourists were welcome to watch history emerge and to ask myriad questions about the excavation process or the pivotal role of St. Augustine in the nation's past. To augment their experience, a 3,000-square-foot exhibit

gallery adjacent to the excavation was designed by Piatek to offer hands-on activities and archaeological simulations for "kids" of all ages. Visitors were offered an opportunity to reconstruct a ceramic vessel, match artifacts with user groups, dress up like a colonist, use surveying tools, excavate and screen for replica artifacts, and walk into a mock excavation unit in which viewers are surrounded on all sides by layers of time and cultural activity.

A final public component involved a school tour program that served more than 1,000 youths. Led by staff archaeologists or volunteers, students toured the excavation, archaeology gallery, and Government House museum. Particularly challenging were groups from a local school for hearing- and vision-impaired students. Even after the end of the school term, the project continued to receive organized youth groups, including students from a summer marine science program, who learned

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Virtual Archaeology. . .

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The final layer of the site was a 1930s-era homestead from a typical northwest Oklahoma "dust bowl" environment. The material assemblage for this occupation consisted principally of domestic goods and ranching materials. There was a surface environment consisting of wire, welding slag, and siding materials.

Because we intended to reach approximately 200 ninth-grade students with this exercise, considerable logistical planning was necessary to make this more than a forty-five-minute class dig. Other ninth-grade teachers assisted the excavation and modified

class schedules to accommodate the exercise. Two in particular, Betty Green and Kenny Lamb, did a superb job of providing field support and shifting other learning priorities to meet the dig schedule—reinforcing the notion that real fieldwork requires the same time and resource management. To make the excavation a "virtual reality," the program involved much more than simple excavation. A plan was devised to carry students through the entire experience of archaeological research.

Once the grid was established, teams of students excavated and screened soil. All artifacts were left in situ and on pedestals. To aid teachers in maintaining control, each excavation unit had a crew chief to oversee the work. Each worker kept a field notebook describing the day's activities. For this part of the exercise, students also were required to keep a daily journal and to write a two-page paper on their reflections.

A control unit was hand excavated, and students from the vocational portion of the school program took soil samples, which were sent to the USDA Soil Conservation Service for analysis. When the artifacts were removed, they were processed and cataloged in the lab; however, the cataloging and boxing of materials was done in consultation with students hypothetically representing the museum where the materials were to be curated. These students had been instructed by personnel from the Pioneer and Plains Museum in Woodward on how to curate materials

properly and how to set up displays. Part of the museum group's responsibility will be a display at the high school.

Other students served as analysts studying the artifacts and their context. From this work, a detailed accounting of the excavation will be presented. Finally, some students worked on public relations aspects by writing news releases about the work and interviewing professional archaeologists. Students were rotated through the various work groups so all could experience the range of tasks involved in an archaeological project.

The state archaeologist spent a day at Woodward High talking to all ninth-grade students about archaeology as a scientific process; the concept of sites as fragile, nonrenewable resources; ethnic diversity; and "ownership" of the past. Regarding the last point, it was argued that archaeological resources are part of the global system as much as tropical rain forests or water quality, and that we all are stewards of that global cultural heritage.

The success of Virtual Archaeology will be assessed through a questionnaire that the students complete. Because some of the participants had experienced the modular learning program, "Diaries in the Dirt," as middle school students, the questionnaire also will provide an opportunity to determine whether attempts at values modification begun at an earlier age is effective in an area such as cultural history.

Government House . . .

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about the importance of marine resources to colonists, and campers from a museum program exploring early colonial life in Florida.

While findings from the archaeological research will remain preliminary until laboratory analysis is completed, the outcome of the public part of the project is clear. More than 4,500 hours of labor were provided by youth and adult volunteers, and more than 105,000 people visited the site and exhibit. The success of this component also was recognized through two awards given to Piatek, including the 1993 Florida Association of Museums Services Award for Innovation, which cited his creation of the unique urban archaeology exhibit at Government House.

For additional information about the Government House Project, contact Bruce J. Piatek, Historic St. Augustine, Inc., 48 King St., St. Augustine, FL 32084; (904) 825-5033.

Educational Resources . . .

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component in their teaching.

Cobblestone features articles about American history; *Calliope* deals with world history; *Faces* addresses multicultural studies; and *Odyssey* is science-oriented. In addition, "theme packs" that include a teacher's guide and nine

issues of a magazine, cover twelve subject areas, including several of potential use in archaeology-related studies.

For information, contact Cobblestone Publishing, Inc., 7 School St., Peterborough, NH 03458-1454; (603) 924-7209.

Why Should We Save Sites?

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Humankind's great failures also are chronicled in archaeological sites. Ancient urban sites in Mesopotamia (now part of Iraq and Iran), coastal Peru, Mexico, China, Africa, and elsewhere where humans attempted to alter their fragile environment in grand ways tell us that many times in the past our species has pushed its relationship with nature beyond the point of no return. Ecologists and natural scientists are now becoming aware that archaeological sites hold important information about past environments and how they have been altered by human use.

Finally, there are many contemporary societies for whom written histories are inadequate or simply do not exist. These "people without history," to use the words of one scholar, have no indigenous literary tradition and thus become known to the rest of the world, and ultimately to themselves, by the words and concepts of outside observers who, more often than not, have ended up in a culturally-dominant position. For these people—whether Seminoles in Florida, Inuit in Alaska, or Igbo in Nigeria—archaeological sites represent an irreplaceable historical resource for understanding their cultural past, and virtually the only means by which a history can be developed independent of outside documentation.

Of course, the physical safeguarding of archaeological sites is only one part

of the overall preservation picture, which includes a great deal of statutory emphasis on the preservation of archaeological *knowledge* from sites, more so than the actual preservation of archaeological remains. Ultimately,

however, archaeological protection cannot rest on the force of the law, nor should it. Public education about the value of archaeology is the only viable long-term solution to the problem of an endangered cultural record.

Join The SAA Today!

If you are not a member of the Society for American Archaeology, please consider joining as a regular member, student member, associate member (someone not active in archaeology, such as a teacher), or avocational member (a practicing, nonprofessional archaeologist). Members receive the *SAA Bulletin*, the organization newsletter, and reduced rates at the annual meeting. Members may present papers at the meetings, vote, and serve on committees. Regular and student members receive *American Antiquity*, the SAA journal, and they may subscribe to *Latin American Antiquity* at special rates.

Anyone who supports the objectives of the Society is eligible to become a member. Among the objectives are to promote and to stimulate interest and research in the archaeology of the American continents, and to encourage a more rational public appreciation of the aims and limitations of archaeo-

logical research. SAA bylaws state that "The practice of collecting, hoarding, buying, or selling archaeological materials for the sole purpose of personal satisfaction or financial gain, and the indiscriminate excavation of archaeological sites are declared contrary to the ideals and objectives of the Society."

To join the Society, send a check payable to the Society for American Archaeology to SAA, Dept. 0123, Washington, D.C. 20073-0123. Include your name; institutional affiliation, if appropriate; address; phone number, and type of membership that you prefer. If you have additional questions, please call the SAA at (202) 789-8200.

Membership Rates

Regular member	\$75.00
Student member	\$37.00
Associate member	\$25.00
Avocational member	\$25.00

A Lean, Mean Mailing List

Our newsletter mailing list continues to grow by leaps and bounds—we're nearly 5,000 strong—and nothing could make us happier. However, we suspect that some of our readers may have discovered that *Archaeology and Public Education* is not for them (could it be possible?). If that is the case, we'd like to remove your name from our roster. If you no longer wish to receive the newsletter, please complete and return this form to: Dr. Edward Friedman, Bureau of Reclamation, P.O. Box 25007, D-5650, Denver, CO 80225.

Please remove my name from the *Archaeology and Public Education* mailing list.

Name _____

Address _____

Archaeological Parks

Mary L. Kwas, Parks Column Editor

This column highlights events held during the busy fall season; contact the sites directly for details. As you prepare your 1994 event calendars, send preliminary information to me at Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; (901) 785-3160.

Festivals of Native American culture, featuring dances, music, crafts, foods, and other activities are popular at archaeological parks during fall. Sites holding such festivals included Pinson Mounds, TN, (901) 988-5614; Angel Mounds, IN; Cahokia Mounds, IL, (618) 345-4999; and Moundville, AL, (205) 371-2236.

Marksville State Commemorative Area, Marksville, LA, held the Southern Mound Builders Championship Atlatl Contest in early October, with divisions for men, women, and juniors, scored for target, accuracy, and distance. Contact: Ward Zischke, (318) 253-8954.

A Flintknapping Workshop and Native American Craft Day was held in late August at Old Stone Fort, Manchester, TN. Contact: Ward Weems, (615) 723-5073.

Grand Village of the Natchez Indians, Natchez, MS, offered a Student Day in September with demonstrations of Indian crafts and nature studies. In October, the site hosted Music at the Mounds. Contact: Jim Barnett, (601) 446-6502.

Chucalissa Museum, Memphis, TN, began a new two-day festival in October targeted at pre-K to 6th-grade youths. Native American Days offered craft demonstrations and dances to enhance the experience of school children during a traditionally popular visitation period. Contact: Mary Kwas, (901) 785-3160.

Dickson Mounds, Lewistown, IL, offered a Traditional Indian Dress Style Show in late September. Women from the Indian Women's Club of Bartlesville, OK, modeled authentic traditional dress of twenty-two different tribes. Contact: Judith Franke, (309) 547-3721.

Toltec Mounds, Scott, AR, continued its monthly programs, including a Flintknapping Day and Equinox Sunset Tour in September, Hayride Tours in October, Site Exploration Hikes in November, and Storytelling in December. Contact: Site Interpreter, (501) 961-9442.

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.

Schiele Museum of Natural History and Planetarium, Inc., offers a summer program called "Jr. Abo Camp" for nine- to twelve-year-olds, designed to give youths a taste of life thousands of years ago. Among the prehistoric skills offered are stone working, friction fires, and wild food foraging. The Schiele also offers fieldwork opportunities for students and volunteers. Contact: J. Alan May, (704) 864-3962.

Utah Museum of Natural History sponsors teacher workshops and inservice training. The Museum also makes credit arrangements for the Archaeology Certification Program and sponsors classes, workshops, and field trips in archaeology for all ages. Contact: Laurel Casjens, (801) 581-6927.

Louisiana State Exhibit Museum has developed a hands-on program, "Caddo Lore," that teaches students about the history and lifeways of Louisiana's Caddoan culture. Students in grades 3 to 8 learn about Caddo archaeology, language, customs, and traditions. The program includes pre- and post-visit activities; a workbook structures the program. Contact: George Ward Shannon, Jr., (318) 632-2020.

North Carolina Maritime Museum offers a twelve-hour course in underwater archaeology for middle school children. This program is conducted by museum personnel and staff from the Underwater Archaeology Unit of the North Carolina Division of Archives and History. Contact: JoAnne Powell, (919) 728-7317.

Abbe Museum has developed an Artifact Kit containing a collection of objects representing 5,000 years of Maine's prehistory, a guide to the artifacts, and a packet of suggested activities. The kit can be rented for use in the classroom. A related slide show explaining how archaeologists work is also available. Contact: Anne Stocking, (207) 288-3519.

ArchaeologyLand

The SAA Public Education Committee will present ArchaeologyLand, a hands-on archaeology fair for children and families, in conjunction with the Society's annual meetings in Anaheim, California, in April 1994. Organizers are soliciting individuals or groups that would like to sponsor an activity, which can include a prefabricated device that is used onsite, an interactive exhibit, or an activity in which children create a finished product out of raw materials.

Activities should focus on preservation, cultural awareness, stewardship, or steps in the archaeological pro-

cess, and promote interactive learning. Presenters will be responsible for providing all necessary supplies and for running the activity at the fair, to be held Saturday, April 23.

If you would like to sponsor an activity, please complete and send the form below. Attach any flyers, instruction sheets, evaluations, or other materials that will assist ArchaeologyLand organizers in understanding and evaluating your activity. Deadline is December 10.

For additional information, contact Amy A. Douglass, (602) 350-5105, or Carol Ellick, (602) 721-4309.

ArchaeologyLand Activity Application Form 1994 SAA Meetings • Anaheim, CA • April 23

Return to: Amy A. Douglass, Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282

Sponsor name: _____

Sponsor address: _____

Contact person: _____

Name of activity: _____

Goals of activity: _____

Description of activity: _____

Age level for activity: _____

Program where activity has been used (i.e., classroom, museum, archaeology fair, etc.)

Institution: _____

Program: _____

Location: _____

Contact for activity other than organizer (teacher, museum director, park manager, etc.)

Name: _____

Title: _____

Phone: _____

Space needed (sq. ft.): _____

Other equipment: No. of tables _____ No. of chairs _____

Electricity: Yes _____ No _____