

ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 4, No. 3 • February 1994

SAA Annual Education

Disneyland won't hold a candle to the agenda of activities planned by the Public Education Committee at the annual society meeting.

Phyllis Messenger
Co-chair, Public Education Committee

The 59th annual meeting of the SAA, April 20-24, at the Disneyland Hotel in Anaheim, CA, will feature a variety of public events and programs organized by the Public Education Committee (PEC). Plan now to attend and hear presentations on the latest archaeological fieldwork and research, see publishers' displays, and get to know others who share your passion for archaeology.

SAA members receive registration information by mail. To become a member or to receive information about the annual meeting, call the SAA office at (202) 789-8200.



PEC MEETING HIGHLIGHTS

✓ Public Session

Investigating the Mysteries of Time with Archaeology

Saturday, April 23; 1:00-4:00 p.m.

Featured speakers:

- Brian Fagan, University of California, Santa Barbara: "Time Detectives," featuring world wide cases to illustrate how archaeologists investigate the past.
- Kent Lightfoot, University of California, Berkeley: "Solving a California Mystery: Who Created the Shell Mounds in San Francisco Bay?"

✓ Workshops

Archaeology for Educators

A ten-hour workshop for teachers given by Pam Wheat, Crow Canyon Archaeological Center.

Exhibit Development for Archaeologists

Three sessions given by the California Association of Museums on determining the needs of the audience, development and signage tips, and field testing and installation.

✓ Exhibits and Special Activities Earthmobile

A 48-foot simulated excavation of a fictitious Southern California site, developed by the Natural History Museum of Los Angeles County.

Poster session

Presented in conjunction with the Saturday public session.

Education Resource Forum

A display of archaeology education materials in the book-sellers area from Thursday to Saturday.

✓ Meetings and Sessions

Pre-conference reception

A get-to-know-you event for PEC members, Network coordinators, local facilitators of PEC programs, and the SAA Executive Committee; Tuesday evening.

PEC pre-conference meeting and training session
For PEC members; Wednesday, all day.

Principles of Ethics in Archaeology

Panel and forum on Thursday including education issues.

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Archaeology and Public Education is the quarterly newsletter of the Society for American Archaeology, Public Education Committee. Editors: Phyllis Messenger and KC Smith; Education Station coordinator: Cathy MacDonald.

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. The 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 preferred.

RECIPT 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.

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- Fish and Wildlife Service
- Forest Service
- Minerals Management Service
- Museum of Florida History
- National Park Service, Archaeological Assistance Division
- Soil Conservation Service

Public Education At A Higher Level

Opening the year-end issue of *Archaeology Magazine* to Brian Fagan's Timelines column entitled "The Arrogant Archaeologist," I read with great interest his assessment of academic archaeologists' failure to address conservation and public education issues in their research and teaching. His was a concise, passionate, and eloquent treatment of an issue of great importance to the Public Education Committee and others in the SAA—written, according to Fagan, "in the heat of anger, soon after walking over looters' trenches."

Fagan asks, "Why do we persist in producing more doctoral students in specialized fields that are already overcrowded when there is so much urgent work to be done on the global threat to the past?" He observes that, "Very few archaeology graduate programs anywhere expose their students to issues of conservation, ethics, and basic archaeological values—unless they are curricula specifically addressing cultural resource management."

Meanwhile, a growing number of undergraduate and graduate students are seeking programs that allow them to pursue their interests in public archaeology, education, and archaeological interpretation, as indicated by numerous letters and personal inquiries to PEC members. And as archaeology education programs continue to develop at elementary and secondary levels, the demand for such programs will surely increase in the future. (See *Archaeology Magazine*, Jan/Feb 1994, for an article on archaeological approaches to first-grade studies and for editor Peter Young's recognition of PEC efforts.)

We seek your help in identifying undergraduate and graduate training programs in archaeology and related fields such as education or museum studies that include a significant component on public archaeology education, ethics, and conservation issues. In the coming months, the PEC will collect information on these programs and will report our findings in this newsletter.

On another topic, if you are not yet a member of the SAA, be sure to join in time to participate in the annual meeting in Anaheim in April, which promises to be stimulating, thought-provoking, and educational, as always. As a member, you also will receive the *SAA Bulletin*; the March issue will focus on public education issues in a series of columns called "Sharing the Past: Building a Constituency for Our Cultural Heritage." The material is being organized and edited by Teresa Hoffman, with contributions from numerous committee members.

And finally, please bear with us as we work toward streamlining newsletter printing and distribution. We know that receipt of the newsletter varies by several weeks; we hope to have an improved system in place by fall.

PEM



Copy deadline for May issue:
March 20

Mark Trail Thanks

Thank you for the article on Mark Trail in the archaeology magazine [Vol. 4, No. 1]. It was well done, and I'm appreciative for being included in your publication. Maybe Mark will get involved in an archaeology-related story in a future [comic] strip.

Again, thank you,
Jack Elrod

Weisman Article

I am writing because of Brent Weisman's article, "Why Should We Save Sites?" [Vol. 4, No. 2]. The article was a disturbingly weak restating of the standard reasons for which we save sites. Until six months ago, I would have given the same reasons and continued to feel uneasy and uninspired. I believe those reasons lack salience and, therefore, broad public appeal.

The key for archaeologists answering the question "Why save sites?"

is the larger question, "Why is archaeology—and for that matter, history—important?" I believe the answer can be found in one of the key elements of the 1960s civil rights movement, *integration*, and its more fundamental partner, *enculturation*.

For a diverse and free society like ours to survive, our common cultural heritage must be held more valuable to us than our differences. There are plenty of current examples in which societies are tearing themselves apart because other values are held higher—for example, Northern Ireland (religion), Sri Lanka (religion), Palestine (religion and race), South Africa (race and tribalism), or the former Yugoslavia (take your pick). Pandering to current political and social ideologues, who have a personal stake in segregating racial, secular, ethnic, and religious power blocks out of our society, invites those kinds of disasters.

Enculturation and integration of our

diverse society are the salient reasons why archaeology and history are critical parts of the public education system. As stewards of our nation's heritage, we are the windows through which adults, teachers, children, and immigrants learn about our common cultural heritage, no matter how wonderful or awful parts of that heritage may have been. How honestly we present that heritage will have a profound impact on everyone's future.

I believe that this is a much stronger rationale for why government should spend taxpayer money on archaeology.

Sincerely,
Mike Johnson

P.S.: As an anthropologist with a clear understanding of the fundamental role of enculturation in any society, I am very opposed to current trends in multiculturalism, which surely would have Martin Luther King rolling over in his grave.

COMMENTARY

Metal Detector Hobbyists: A Potential Resource?

William A. Firstenberger

In the past twenty years the hobby of metal detecting has been on the rise, and many articles have been written by metal

detector enthusiasts. The archaeological community has responded with publications, guidelines, and legislation to combat the destructive practices of this pastime. I feel a responsibility to readers of treasure hunting articles and to the archaeological community to offer an alternative that can produce the same sense of excitement and that also can render a service to professional archaeologists.

Interest in buried material culture found by digging in the ground or under water is at an all-time high, reflecting the fact that people are indeed fascinated by history. However, do these individuals feel guilt when they destroy history by digging up cultural remains without documenting their locations?

Sadly, they do not, but this negli-

gence often rests on the shoulders of the educational system and the media, not the treasure hunters. Ultimately, one must determine whether accounts by the media and the academic community promote the continued obliteration of irreplaceable resources, or whether they provide readers with an ethical base that promotes new knowledge.

Damage or discovery?

Some of the articles in question come close to breaking real ground on a number of topics. First, archaeologists, being true opportunists, recognize the value of the metal detector as a tool in documentation, just as doctors use drugs as tools of healing. However, in both cases the tools can be abused, and when they are, the results are tragic. A group of

treasure hunters armed with precise metal detectors can change a potentially valuable archaeological site into "swiss cheese" in an

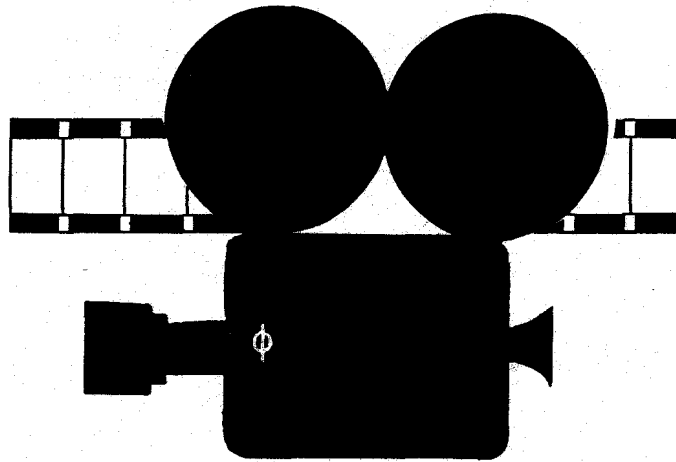
afternoon. Most of what detector hobbyists term as "finds" are diagnostic or datable artifacts such as coins and buttons, which tell us about the time period of the layer of soil in which they were found.

By associating other nondatable artifacts with diagnostic items, we can develop a fairly accurate picture of a group occupation or an event in history. Without the entirety of the deposited objects, the archaeologist sees an artificially skewed picture of history created by the previous work of the treasure hunter. Most treasure hunters know that metal detectors are forbidden on federal lands; therefore, they seek sites on private property. Whether on public or private lands, the ethic remains the

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Sharing The Message With Film And Video

Carol Lazio



It is fundamental that Europeans not participate in the pillage, theft, or [destructive] exploitation of their cultural patrimony," Belgian numismatist, educator, and publisher Tony Hackens told a gathering of European archaeological film festival organizers in Bordeaux at the 1992 International Week of Archaeological Film, hosted by ICRONOS, the association for the international festival of archaeological films. At a later presentation, Hackens went on to note that "today's language is the language of images; . . . what we need [are] the best images possible to be put to the best use possible—the communication of our heritage to our children, to the young people in our schools."

As vice president of PACT, a Council of Europe committee dedicated to applying mathematic and scientific techniques to the study and conservation of cultural remains, Hackens had come to Bordeaux with a Council mandate to propose that ICRONOS and Bordeaux become the center of a European network dedicated to the dissemination of film and video presentations about archaeology.

ICRONOS is the largest and most comprehensive in a wave of archaeological film festivals that has been sweeping Europe since the mid-1970s. Bordeaux and Amiens in France, and Rovereto and Forli in Italy, are the four European film festival centers, offering regional presentations outside national capitals and large culturally active cities. Their locations facilitate coverage by regional bureaus of national television stations, which occasionally opens the way for additional collaboration—for example, on documentary production or the broadcast of prize-winning films.

What does it take to make a

successful archaeological film festival? In 1992, European organizers agreed that a good festival lasting four to six days, offering free admission, and drawing audiences up to 2,500 people can be organized for about \$40,000. This estimate is based on three premises: that key personnel are unpaid; the cost of the theater does not have to be underwritten; and the films are provided without rental fees.

Seed money typically is contributed by municipal and regional entities, with the host city often providing the theater free of charge. Occasionally, a festival is presented in consort with a museum or with support from local and national departments of culture. More recently, pan-European governmental bodies have become involved, and additional support also is sought from local businesses.

Customarily, a theme is announced that governs all or part of the year's program and permits the inclusion of productions that have been produced several years earlier. Organizers share a commitment to presenting public programs while still providing a scientific framework and an opportunity for filmmakers and content advisors to discuss their work and the issues that these productions raise. Public parti-

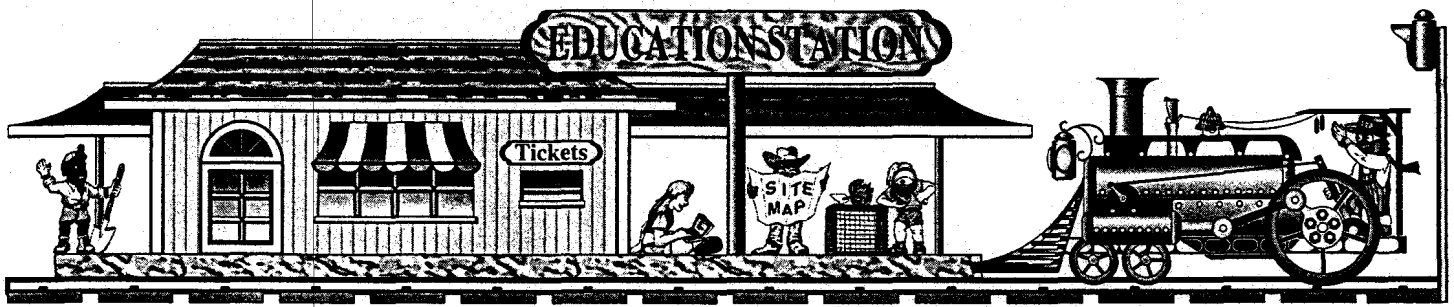
cipation is encouraged by keeping admission free, and involving the audience in the choice of a favorite film from each year's selections. Some festivals are annual; some are held every two years; and a few, like the Archeos festival recently sponsored by Great Britain's English Heritage, are more episodic.

The kaleidoscope of approaches that these common starting points have produced is fascinating. The greatest differences and points of contention have had to do with

program formats and how formally subject specialists who help to prepare the programs make their contributions. At issue are differing assumptions about the function that these festivals serve; for example, how pedagogic or academic must they be? As programs become more elaborate and difficult to administer, whether or not organizers should be paid also is becoming a delicate issue.

With the Council of Europe's proposal that festivals become centralized, and no doubt more professional, a tendency to seek improvements is in the air. While it would be helpful if information about the films and their sources could be standardized and made accessible internationally (and efforts to accomplish this are already underway), it would be unfortunate if the current diversity of formats and approaches to the festivals vanished. On the other hand, as long as the interests of the organizers remain as disparate as they are now, that prospect, happily, seems very unlikely.

Carol Lazio is co-editor of Archaeology on Film and the European correspondent for Baseline in New York. She can be reached at The Program for Art on Film, 980 Madison Avenue, New York, NY 10021.



The Education Station is designed as a pull-out section of resources and information for archaeology educators.

Late in the summer of 1879, a hurricane churning its way up the North Carolina coast tore the fishing schooner *Seychelle* from its anchorage in Cape Lookout Bight and deposited it on higher ground about a half-mile from the Cape Lookout Signal Station.

There the wreckage lay, buried under shifting dunes of a remote beach near Beaufort, NC—its location eventually forgotten. However, in recent years, shoreline erosion uncovered several large pieces of wreckage in that area. Could it be the *Seychelle*?

Thirteen middle school children enrolled in my two-day summer camp at the North Carolina Maritime Museum in Beaufort were determined to help me find out. After a long morning of visual presentations, discussions, and exercises related to underwater archaeology and maritime history, the kids were released from the classroom to hone their snorkeling and water-comfort skills.

This afternoon training session took place across the harbor from the Museum, where the scattered remains of a wooden fishing trawler are discernable in shallow water. Here the campers were able to safely practice techniques in systematic surveying, establishing their location relative to landmarks using a transit, and recording objects with a tape measure. They also were coached in issues important to archaeologists, particularly the need to record artifacts in place rather than falling prey to the common urge to grab them off the seabed, which instantly destroys their context.

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Say What? The Seashell? No, It's The Seychelle!

Mark Wilde-Ramsing



Campers receive instruction about surveying and mapping the shipwreck site. (Photo courtesy of the North Carolina Underwater Archaeology Unit).



Increasingly, programs are being developed for precollegiate youths that focus on underwater archaeology and maritime history. Presented as summer camps, museum experiences, classroom culture history units, or elements of marine science curricula, they emphasize the importance of seafaring in human history and global expansion. Often they involve hands-on exercises on unique and mysterious shipwrecks. Articles about two programs, and sources of information for others, highlight the initial pages of this Education Station.

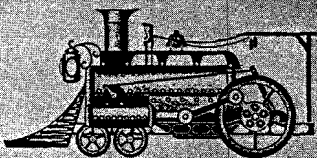
Girl Scouts Discover Archaeology On Land and Under Water

KC Smith

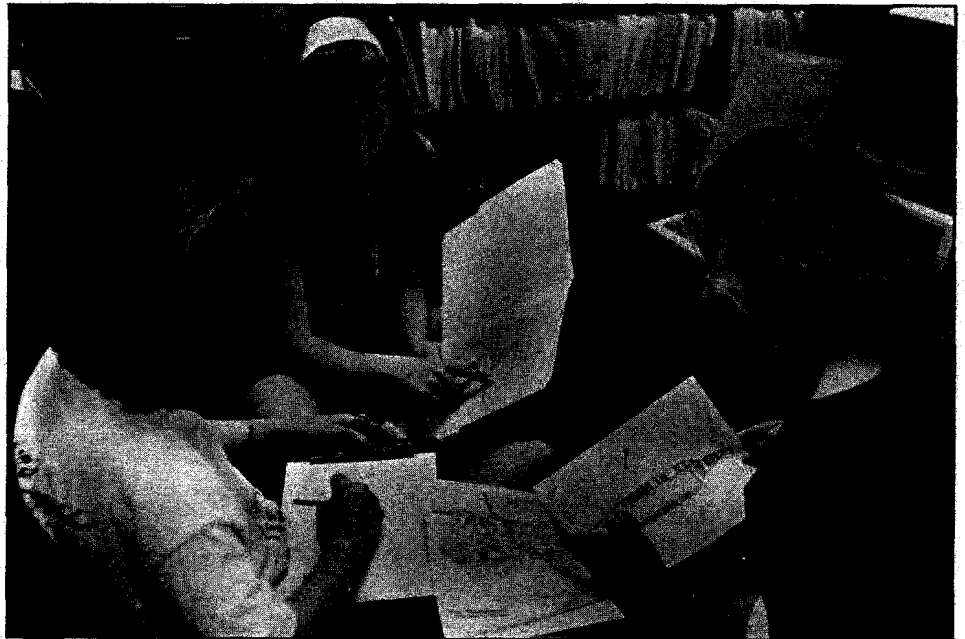
"I liked the [shipwreck] Sport best because there was more of it left to explore. . . But the challenge of uncovering the Dead-man's Island Wreck was a special feeling."

"I really liked analyzing artifacts because you [got] to see artifacts up close and notice things that wouldn't seem very important at first."

Despite relentless heat, unfamiliar bugs, sand trapped in swimming suits, and stinging jellyfish, the exploration of North Florida archaeological sites on land and under water prompted these reflections from two Girl Scouts who were part of a twelve-day, archaeology-based program in June 1993, sponsored by the Girl Scout Council of Apalachee Bend and the Museum of Florida History in Tallahassee, FL. Drawing together twenty-two Scouts from all corners of the country, the "Florida Findings" program was designed to present cultural and natural views of the Florida Panhandle, using archaeology as the continuous theme.



The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Illustrations and 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.



Before conducting fieldwork on two shipwreck sites, the Scouts researched information about the unfortunate vessels in the Florida Site File. (Photo: KC Smith)

"Florida Findings" was one offering in the National Girl Scout Council's annual Wider Opportunities Program, which enables teens to participate in regional camps that highlight cultural, recreational, historical, scientific, or environmental topics. "Wider Op" encounters are planned and proposed by local GSA councils; if approved by the national office, they are advertised in a special bulletin, and Scouts apply for a particular program through a process that includes interviews and references—all necessary because each Wider Op has limited openings.

The "Florida Findings" camp combined a four-day experience in terrestrial archaeology with a similar encounter with submerged sites. Land-based activities involved a day of discussions and techniques to introduce archaeology to the girls, who ranged from fourteen to seventeen years of age. The next two days were spent assisting the local U.S. Forest Service "Passport

in Time" program with its investigation of a multicomponent, prehistoric and late 19th-century site that included a vernacular rural farm house.

The girls surveyed new areas of the site, dug posthole tests, and excavated in several units, their teams rotating through each task. In the evening, relieved of the day's sweat and dust, they washed artifacts and examined what their hard efforts had wrought. During the final lab day, the Scouts catalogued and analyzed artifacts, prepared computer-generated site maps and a project report, and completed a modest amount of artifact photography.

The maritime component also began with talks and activities to introduce underwater archaeology, including the the analysis and mapping of a mock shipwreck site, a visit to the state conservation lab, and research in the state archives about the shipwrecks they would be examining. The program then

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Exploring the Seychelle . . .

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"Is that it?", the campers asked disappointedly when they first saw the shipwreck, a large mass of wood and iron that lay high and dry on the beach. Their letdown came not from the fact that the object didn't fit their image of a shipwreck, but because they couldn't use snorkeling gear to explore it.

"Well," I lamely responded, "the Park Ranger told me it was in shallow water. Besides," I added with slightly more conviction, "underwater archaeologists should be prepared to work in any kind of marine environment."

Such surprises are not uncommon in my educational efforts to provide middle school kids with an introduction to underwater archaeology. It results from the fact that, together, we are conducting initial research on previously unrecorded shipwreck sites.

By Land or By Sea With The Scouts

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moved 200 miles west to Pensacola Bay, which has better shallow-water sites than the Tallahassee area.

After visiting attractions linked to Pensacola's role as a historic maritime depot, the girls went to work on local aquatic sites. Their first challenge was to survey and map the metal hull remains of the *Sport*, a 19th-century tug resting in five feet of water. The following day, they were asked to record the exposed remains of the Deadman's Island Wreck, a previously excavated, 18th-century British warship in three feet of water, which is in a vulnerable location, subject to constant tidal action. Both days, they also had lessons in site positioning, underwater photography, and shoreline survey.

For most of the girls, "Florida Findings" presented a first exposure to archaeology—and for a few, a first exposure to the ocean. At the end of the camp, several Scouts reported their certainty about making archaeology a career.

KC Smith is program supervisor at San Luis Archaeological and Historic Site in Tallahassee, FL.

Nothing is staged. Therefore, collectively, we experience the excitement of discovery and, equally, the frustration and tedium of scientific research.

Once they got over the shock of working in a "dry" environment, the campers set to work helping to produce a rough sketch of the wreck's hull, complete with measurements of the key structural timbers. Their probing and limited excavations revealed the extent of the buried portions of the wreckage and exposed important features, such as the outer hull planking, for examination. Wood samples also were collected for species identification.

Other youths explored the shoreline and dunes around the hull and located smaller wreck fragments several hundred yards away. Plotting the wreckage, all of which was scattered to the north, provided evidence that when the ship broke up, the wind was blowing from the south, as it reportedly had been when the *Seychelle* went down. The campers located a section of the upper hull with chain plate attached, proof that the wreck was a sailing vessel. They also found a small round object heavily encrusted with sand, shell, and

iron oxide. When cleaned, the artifact was identified as the cover for a cast iron stove, which, by association, provided a date range for the wreck from 1860 to 1920.

Although the possibility is good from evidence collected by the campers during their brief investigation that the wreck is the schooner *Seychelle*, we cannot be certain yet. A good deal more field analysis and historical research, much of it at the professional level, needs to be conducted in order to provide a positive identification. But that's part of the lesson being taught. Archaeology is a long, slow process—one in which these campers played a small but important part.

While I was finishing up the note taking, I suddenly felt alone. When I looked around, I realized the campers had made a mad dash to the shallow water to cool off and finally do some snorkeling.

Mark Wilde-Ramsing is the staff underwater archaeologist with the North Carolina Department of Cultural Resources, P.O. Box 58, Kure Beach, NC 28449; (919) 458-9042

Get Into The Swim Of Things

While many of the nation's maritime museums present youth activities in association with permanent or temporary exhibits, several locations offer hands-on programs relating to shipwreck archaeology. In general, these are short-term experiences in camp or class settings, for which there is a fee. They do not involve scuba diving, although snorkeling is a part of some of them.

For further information, contact the institutions listed below. If you know of additional underwater archaeology programs for youths, contact KC Smith or Mark Wilde-Ramsing.

Los Angeles Maritime Museum
Sheli O. Smith, Berth 84
San Pedro, CA 90731
(310) 548-7618

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

**North Carolina Maritime Museum
Summer Science School**
Jane Wolff, 315 Front St.
Beaufort, NC 28516
(919) 728-7317

**North Carolina Underwater
Archaeology Unit**
Mark Wilde-Ramsing, PO Box 58
Kure Beach, NC 28449
(919) 458-9042

**San Augustín Institute of Marine
Archaeology**
Marco Meniketti, 101 Sunny Hills
Dr., #66, San Anselmo, CA 94960
(415) 457-6124.

Science on the Surface

AN ARCHAEOLOGICAL SURVEY

Objectives

Students will simulate an archaeological survey to:

- recognize and use basic archaeological procedures
- determine how sites and artifacts relate information about human behavior
- analyze survey data and make inferences about human behavior
- compare their research to the study of archaeology

Materials

- copies of the Site Map, Artifact Record, and Final Report activity sheets for each student (pp. 9-10)
- graph and note paper for each group

Background

An archaeological survey is a systematic examination of the surface of the land for the purpose of locating and interpreting sites (places where people lived). As archaeologists survey the land, they are looking for anything that is not natural to the area: a row of rocks (possibly the remnant of a wall), depressions or mounds (buried structures), chips of stone (debris from stone tool manufacture), dark soil (possible middens, hearths, or burned structures), and pottery sherds.

When a site is found, the boundaries are defined and mapped. All artifacts within the boundaries are mapped and recorded, but they are collected only if the site will be disturbed due to a development project or if permission has been granted by the land owner. Maps, site forms, and any collected

artifacts are returned to the laboratory, where they are analyzed. Archaeologists study sites in relation to each other and make inferences about past lifeways based on these analyses. A report is written and made available to other researchers.

By conducting a survey, archaeologists can learn where people settled and how they used the land. For example, nomadic hunter-gatherers typically move within an area on a seasonal basis and often perform particular tasks such as root gathering or hunting in a specific place each year. Archaeological survey data can be used to reconstruct annual movements of prehistoric groups based on what was left at each locality, such as digging implements or projectile points. In short, archaeologists study the human behavior that created sites.

Setting the Stage

1. Ask the students: If an archaeologist walked into your bedroom, what would be known about you from the objects there? Would one object taken from the room tell as much about you as all of the objects considered together?

2. Tell the students: Just as your personal possessions show something about you, ancient artifacts provide information about the people who made and used them. An archaeologist learns about people who lived in the past by studying the things they left behind. A wealth of information can be found on the ground surface, and systematic study can reveal much about past lifeways without excavation. This form of archaeological research is known as "survey." Students will simulate an archaeological survey on their campus.



Procedure

1. Just as archaeological sites and the materials they contain can be studied to learn about ancient human behavior, the campus can be studied to learn about recent human behavior. Within the campus there are numerous areas such as the cafeteria, the principal's office, the science lab, the parking lot, and an outdoor meeting place where specific activities occur on a regular basis. Artifacts that represent an activity, such as fast food wrappers, computer paper, or paths across lawns, remain in that area and may indicate what people did there. These areas can be considered to be "sites" for this project.

2. Using the background information, explain how and why archaeologists conduct surveys and record sites.

3. To model an archaeological survey, have students study the Site Map and the Artifact Record activity sheets, which represent a typical campus "site." Based on the objects present at the site and their relationship to each other (their "context"), what inferences might an archaeologist make about the activities that occurred?

4. Student survey projects. Imagine that the school has been abandoned and will soon be bulldozed to construct a freeway entrance. The class is a team of archaeologists who have been employed to study the

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behavior of students who attended the school. Students work in groups of three or four and choose a site. Each site must be a place where many people congregate; trash and other objects typically are left behind; and that is small enough in size that the project can be completed without difficulty. Examples include an outdoor lunch spot, small parking lot, baseball diamond, or bus stop. Using the Site Map and Artifact Record sheets as guides, each group will:

- make a map of the site using graph paper;
- describe features of the site such as the floor, walls, furniture, sidewalks, or vegetation present;
- assign each observed artifact a unique number and record it; record the artifact location, description, and possible use on note

paper; and

- mark the location of each artifact on the site map using its number designation.

Note: the "artifacts" may not be collected because archaeologists generally cannot collect artifacts from sites until they obtain permission to do so.

5. Have students read the Final Report activity sheet. Each group will then write a final report that includes:

- a description of methods used;
- a summary of the data collected. Bar graphs and tables are useful for summarizing data;
- inferences about how the site was used based on the artifacts present, their relationship to each other, and to the place where they were found; and
- a list of additional sources of evidence, such as direct observation

of trash dumping, that might confirm their inferences.

6. How is the campus similar to an ancient Roman town or an Anasazi pueblo? How is it different? Did survey of one portion of the campus tell the whole story of campus life? Would the same be true of an ancient site? Why or why not?

Closure

Many prehistoric and historic archaeological sites have been vandalized by people in search of artifacts to sell for personal profit. As a class, discuss how the results of their research would change if the artifacts they studied had been removed.

How would the results of an archaeological survey on a historic or prehistoric site change if numerous artifacts were stolen by collectors?

The Final Report below is a handout for students. Two copies can be duplicated on the same page, or educators can expand the information into a full page. See additional handouts on page 10.

The Final Report

Introduction

The site is located approximately 100 feet southwest of the school's front entrance. It has been named the "Front Lawn Lunch Site." The area consists of lawn with a few scattered shrubs and trees.

Methods

An area about 50 feet square was surveyed for artifacts. As each artifact was located, it was mapped, assigned a unique number, and recorded on the artifact record. Because artifacts were not collected, a description of each item was recorded during the survey.

Results

The site is about 30 feet square in area. A row of shrubs forms the northeast boundary of the site. On the southwest side of the hedge, the grass has been worn away, creating a bare area 10 feet wide by 35 feet long.

A total of six artifacts was found. These included a Hardee's wrapper, a brown paper bag, a smashed Mountain Dew can, a Gatorade cap, and two cigarette butts. It is possible that the lightweight objects, paper, and the aluminum can were blown into the site from another locality. The Gatorade cap probably was left by people because it is too heavy to have been moved by the wind.

Inferences

Although some of the artifacts possibly were moved by the wind, they appear to have been left by people who used the site. Half of the artifacts found—the Hardee's wrapper and the remains of beverage containers—relate directly to eating. The brown paper bag did not contain any food, but may have been used to bring food from home to the site.

The area without grass may have been caused by people walking and sitting there many times. This could have happened while people were eating the food brought to the site. Two cigarette butts were found a short distance from the food-related items. These may have been left by the people who used the site for lunch (although smoking on campus is against the rules), or they could have been dropped by others walking through the site.

Conclusions

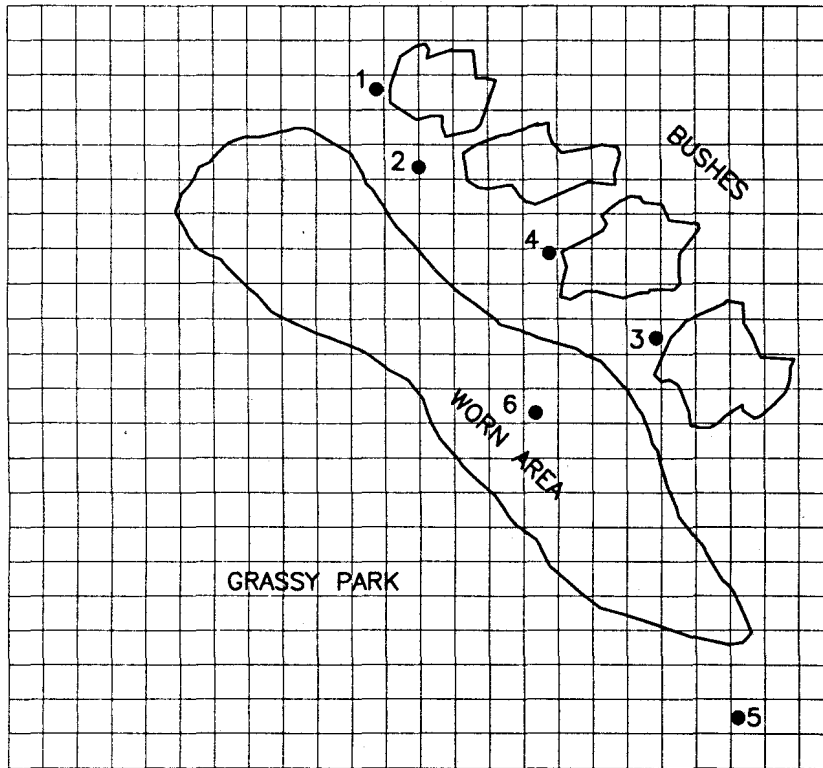
Food containers are the most common artifact type found at the site. This area probably was used by people, possibly students from the nearby school, as a place to eat. The worn areas in the grass indicate repeated use. The cigarette butts indicate that the rule against smoking has been broken.

Note: Your report must be expanded as the information requires.

Artifact Record

Number	Location	Description	Use
1	next to bushes	Hardees sack	carry out
2	next to bushes	Mountain Dew can, smashed.	drink container
3	next to bushes	Gatorade cap	lid to jar
4	next to bushes	brown paper bag	carry lunch from home
5	grassy area	cigarette butt	smoking
6	worn area	cigarette butt	smoking

Site Map



Site Description

Most of the artifacts are found underneath the bushes. They may have been blown there by the wind. There is a large worn area without grass; the rest of the area is covered with grass.

Vocabulary

artifact: any object made or used by humans

behavior: anything that an organism does

context: the relationship that artifacts have to each other and to the situation in which they are found

data: factual information

evidence: an outward sign; information that confirms or refutes an inference or hypothesis

inference: a conclusion derived from observations

midden: a garbage dump

pottery sherd: a broken piece of pottery

projectile point: the stone point attached to the end of darts, spears, and arrows

site: a place where people lived and artifacts were left

survey: a systematic examination of the surface of the land for the purpose of locating and recording archaeological sites

This lesson plan was adapted from *Intrigue of the Past: Investigating Archaeology, A Teacher's Activity Guide for Seventh through Twelfth Grades*, Jeanne M. Moe and Kelly A. Letts, Bureau of Land Management, Salt Lake City, UT. If you use this lesson in your classroom, please call with comments, (800) 722-3988. Your feedback is invaluable.

Intrigue of the Past: A Teacher's Guide for Fourth through Seventh Grades, Shelley J. Smith et al., is available for \$15 through NSTA Publication Sales, 1840 Wilson Blvd., Arlington, VA 22001; or order by phone, (800) 722-NSTA, or fax, (703) 243-7177.

Lesson Plan

ArchaeoArt

A WORD-PICTURE GAME

Overview

This game allows students to become familiar with basic or advanced archaeological terms. In a classroom setting, the activity can serve as a diagnostic instrument or as a review before evaluation.

Objectives/Skills

- To associate words and ideas with mental pictures
- To develop visual communication skills
- To understand archaeological terms

Age Level

Grades 4 through 12

Materials

- game cards on colored, 3x5-in. index cards (three colors)
- clock or watch with second hand
- chalkboard and chalk

Time Required

Allow 20 minutes to prepare the game cards and 40-50 minutes to play the game.

Preparation

To prepare for this game, make a set of ArchaeoArt game cards, based on the three categories of words listed below, or other words judged to be more age appropriate or relevant to current classroom studies. The suggested topics are archaeological tools, artifacts, and features. The words in each category should be written or typed on the same color of index card. Prior to playing the game, introduce students to the terms during discussion or unit-related activities.

Procedure

To play the game, divide the class into two teams and determine which team will "go first." Each team selects one member to begin as the illustrator, who must sketch on the blackboard a picture of the word on the game card which he/she picks from one of the three categories. Game cards can be held by the teacher or placed in piles on a desk. The artist must illustrate the term in one minute. As he/she is drawing,

teammates try to guess the word. If the team guesses correctly, it receives one point. If it does not answer correctly, the opposite team gets one minute to identify the word. If the opponents correctly answer, they receive a point. The first team to reach a predetermined number of points, wins. The task of drawing the terms rotates among team members with each new turn. Artists may not use written or spoken words to embellish their illustrations.

Prepare ArchaeoArt cards for the following categories:

TOOLS

trowel
shovel
camera
compass
scale
wheelbarrow
grid
hammer
brush
dust pan
dental pick
stakes
map
level
tent
screens
notebook
measuring tape
transit
clippers
machete
toothbrush
auger
magnifying glass
microscope

ARTIFACTS

bone
bead
coin
shell
glass shard
pot sherd
projectile point
grinding stone
tooth
ring
anchor
eating utensil
bottle
cannon
button
crucifix
brick
gun
fish hook
knife
bell
statue
nail
shoe
plate

FEATURES

hearth
post mold
cemetery
midden
temple
church
fort
moat
shipwreck
pictograph
floor
privy
post hole
burial
trash pit
ballast pile
tomb
kiln
animal pen
well
metal forge
campsite
rock carving
garden
mound

This lesson plan was prepared by KC Smith and Sine Murray, San Luis Archaeological and Historic Site, Museum of Florida History, Tallahassee, FL

Resources

"State Archeology Weeks: Interpreting Archeology for the Public" is the fourth in a series of Technical Briefs on public archaeology and outreach produced by the Archeological Assistance Division, National Park Service. The publication offers the best ideas from twenty-two states that sponsored successful Archaeology Week events between 1983 and 1992. To order a free copy, request Brief No. 15, October 1993, from the Editor, National Park Service, Archeological Assistance Division, P.O. Box 37127, Washington, D.C. 20013-7127.

"Archaeology and the Public" is a four-page directory of resources in New Mexico, compiled by the New Mexico Archaeological Council. For more information, contact Lonnie Viklund, New Mexico Archaeological Council, P.O. Box 1023, Albuquerque, NM 87103.

First Peoples of the Northeast, by Esther and David Braun, uncovers the dynamics of prehistoric Northeast North America. Designed for middle school to adult readers, the text and more than eighty drawings, maps, and illustrations offer an introduction to the geography and native peoples of New England, New York, and the Maritimes, as well as a discussion of the archaeological process. For information, contact the Lincoln Historical Society, P.O. Box 84, Lincoln Center, MA 01773.

Archaeology of the Pueblo Grande Platform Mound and Surrounding Features presents a history of research of the first scientifically excavated site in the Southwest, as well as a history of the Pueblo Grande Museum. The in-depth study of this important Hohokam culture site, written for lay and archaeological audiences, contains more than 100 photos and illustrations. To order the \$25 publication, contact Pueblo Grande Museum, 4619 E. Washington St., Phoenix, AZ 85034-1909; (602) 495-0901.

Public Archaeology Review is a new newsletter from the Center for Archaeology in the Public Interest, Indiana University-Purdue University, Indianapolis. The Center is a repository of information and an active research base for professional archaeologists interested in ethics, public outreach, the impact of archaeology on local communities, and related issues; the *Review* is a forum in which such topics will be discussed three times a year. Annual subscriptions are \$10.00. Contact April Sievert, Center for Archaeology in the Public Interest, Dept. of Anthropology, Cavanaugh Hall 413, 425 University Blvd., Indiana University-Purdue University, Indianapolis, IN 46202-5140; (317) 274-1406.

Education Network

Beverly Mitchum, Network Coordinator

This column highlights activities of the State and Provincial Education Network. For information about the Network or the representative in your area, contact Beverly Mitchum, Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636-0468; (412) 527-5585.

Regional network coordinators' meetings were held recently at the Midwest Archaeological Conference and the Southeastern Archaeological Conference.

Meeting October 24 in Milwaukee, the Midwest Conference coordinators included Carol Diaz-Granados (MO), Mary Kwas (TN), Susan Martin (MI), Joyce Williams (IL), and Bonnie Christensen (WI), and John Evanson, Center for American Archaeology. The representatives described their varied activities: working with precollegiate educators, lobbying to have archaeology included in teacher certification requirements, writing newsletters, and setting up field schools and museum programs. They agreed to share materials that they send in reply to requests for information. They also will plan a coordinator's meeting and an education symposium for next year's conference. The symposium will be aimed at providing archaeologists with successful hands-on activities for public education programs. Interested participants should contact Bonnie Christensen, Mississippi Valley Archaeology Center, University of Wisconsin La-Crosse, 1725 State St., La Crosse, WI 54601; (608) 785-8464.

Similar topics were discussed November 4 at the coordinators' meeting at the Southeast Archaeological Conference in Raleigh, NC. Participants included Judy Pace and Jo Miles-Sealey (MS), Gail Wagner and Chris Judge (SC), Julie Lyons (AL), Gwen Henderson (KY), Michele Vacca (NC), and Elaine Davis, North Carolina Center of Math and Science Education. The group established the SEAC State Network Coordinators' Committee for Public Outreach, which plans to meet in April in Knoxville to share collections of materials representing the educational resources available in each state. This will provide a baseline of materials which each state in the region can work toward. Next year, the Midwest and Southeast Conferences will have a joint meeting in Lexington. If you would like to participate in the April meeting, contact Gwynn Henderson, University of Kentucky, Program for Cultural Resource Assistance, 101 American Building, Lexington, KY 40506-0100; (606) 257-1944.

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Archaeological Parks

Mary L. Kwas, Parks Column Editor

Many events are planned for the coming months. Send your calendar of events or press release—even a hand-scribbled list—to me at Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; (901) 785-3160.

The Parkin Archeological State Park, AR, has added a site interpreter and superintendent, who will help to develop exhibits, interpretive programs, and other activities related to ongoing research at the site. A new interpretive trail with wayside exhibits and movable sections allows route changes to visit current excavations. Exhibits planned for a 1,325-square-foot gallery are in final design stages. The park will open in spring 1994. A field school is scheduled for July 5-August 13. Contact: Jeffrey Mitch-em, (501) 755-2199.

Work continues at Anasazi State Park, Boulder, UT, on an excavation report from 1970-1991 research. The museum recently completed a collections assessment survey, funded by the American Association of Museums. The resulting report will assist staff in developing long-term plans for museum development and management of the archaeological and collections programs. Contact: Todd Prince, (801) 335-7308.

The museum at Dickson Mounds, Lewistown, IL, closed in September to begin a general renovation. Plans for new exhibits and audiovisual programs are progressing, with reopening scheduled for late summer 1994. Contact: Judith Franke, (309) 547-3721.

Suzanne Kutterer-Siburt, former education director at Cahokia Mounds Historic Site, Collinsville, IL, has accepted the position of assistant director of the Leadership Program at Southern Illinois University in Edwardsville.

The Grand Village of the Natchez Indians, MS, will host its annual Natchez Pow-wow on March 26-27. The event will include Native American dances, crafts, and food. Contact: Jim Barnett, (601) 446-6502.

Chucalissa Museum, Memphis, TN, is planning an Indian Heritage Genealogy Workshop for March 5, in response to many calls received from people wanting to trace their Indian ancestors. In addition, the 4th annual Archaeology Fair will be held March 19. Contact: Mary Kwas, (901) 785-3160.

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.

New Haven Society, Archaeological Institute of America, CT, has developed a traveling exhibit entitled "What is Archaeology?" in cooperation with the Connecticut Humanities Council. This exhibit treats four inter-related aspects of archaeology: archaeological method; reconstructing the past; the meaning of archaeological context; and culture and the archaeological record. Contact: Connecticut Humanities Council, (203) 347-6888.

Schingoethe Center for Native American Cultures, Aurora, IL, distributes discovery boxes for use in the classroom. The discovery boxes are portable containers that include either a selection of artifacts (originals or reproductions) relating to a specific topic; booklets with a story, myth, or legend, along with several pages of fun activities; or audiovisual materials. Contact: Rachel Schimelfenig, (708) 844-5402.

Greenbriar Historical Society, Lewisburg, WV, is preparing an exhibit at the North House Museum about Arbuckle's Fort, which was excavated in cooperation with the West Virginia Humanities Council. Hundreds of Greenbriar County school children and adult volunteers assisted the excavation of this pre-Revolutionary War fort. Contact: Jacquelyn Hopkins, (304) 645-3398.

Amelia Island Museum of History, Fernandina Beach, FL, offers tours and lectures about the prehistory, history, and archaeology of Amelia Island's 4,000-year occupation, including life at sea on Spanish galleons. Field trips to one of seven cemeteries on the island also are offered. Contact the museum, (904) 261-7378.

Skirball Museum, Hebrew Union College, Los Angeles, offers a school program that teaches the principles of excavation and research. A pre-lesson kit sent to the classroom contains a video entitled "The Big Dig for Little People" and materials to set up five hands-on learning stations. At the museum, youths participate in an interactive tour that culminates in a simulated excavation. Contact: Adele Lander Burke, (213) 749-3424.

Metal Detectors . . .

Continued from Page 3

same: the practice of using metal detectors to "find and dig" on the spot is destructive and should be abolished.

Proponent's perspective

Just as treasure hunters need to understand that their actions can be destructive, archaeologists must recognize the role that treasure hunters can play in the future of archaeology. This was addressed at the 1993 annual meeting of the Association of State and Local History in a session entitled, "Private Collector: Friend or Foe? An Archaeological/Curatorial Perspective." The symposium, which I chaired, explored how treasure hunters and others interested in material culture can assist archaeologists. Panelist Doug Scott, director of the 1985 Little Big Horn Battlefield Project and a proponent of using metal detector hobbyists, stated that a primary objective of his project was to use hobbyists in

the documentation of positive detector readings, and to archaeologically excavate a minimum number of these locations for verification of equipment effectiveness.

Treasure hunters who wish to become site surveyors should check with their state archaeologist for survey regulations, and ideally, they should work with professional archaeologists.

Steps to follow

Basic survey procedure should follow these steps:

- Set up a grid system from a permanent reference point in feet or meters and walk the potential site with detector and wire flags in hand to systematically mark where positive detector readings are found on the surface.

- Dig up nothing when a positive reading is encountered! Instead, put a flag in the ground at the spot of the reading and continue along the grid.

- After walking the grid, map all flag locations on grid paper. Be sure to extract all flags before leaving the site.

The finished product, the site map, will give precise horizontal locations for objects which lie waiting to tell an important story in history. "But I want the feeling of digging and actually finding something!" the treasure hunter cries. There is a response to this sentiment: archaeologists are always seeking volunteers to work on excavations. Some projects are public events open to interested individuals with little or no archaeological experience.

Archaeologists need to remember for whom we do archaeology; without public support, the discipline's days are numbered. Reliving history through material culture is a thrill that should be deprived of no one, but we must be responsible enough to document and preserve the sites we have now, so future generations also may learn firsthand about the past buried beneath their feet.

William Firstenberg is curator and staff archaeologist, Northern Indiana Historical Society, 808 W. Washington, South Bend, IN 46601; (219) 235-9664.

Network . . .

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New Network Coordinators

We welcome, and extend thanks to, the following individuals:

- Mr. Pat Trader, West Virginia Division of Culture and History, The Cultural Center, Capital Complex, Charleston, WV 25305; (304) 558-0220.

- Ms. Linda Derry, Old Cahawba Preservation Project, Alabama Historical Commission, John Tyler Morgan House, 719 Tremont, Selma, AL 36701; (205) 875-2529.

Coordinators are still needed for the following states and provinces: Maine, Iowa, New Jersey, British Columbia, Manitoba, New Brunswick, Newfoundland, Ontario, and Quebec.

Poster Session in Anaheim

Network Coordinators will sponsor a poster session in conjunction with the Public Session at the SAA annual meeting. If you would like to participate, contact Network Coordinator Beverly Mitchum, (412) 527-5585.

Join The SAA Today!

If you are not a member of the Society for American Archaeology, consider joining as a regular, student, associate, or avocational member. Members receive the *SAA Bulletin*, the organization newsletter, and reduced rates at the annual meeting. They also can present papers at the meetings, vote, and serve on committees. Regular and student members receive the SAA journal, *American Antiquity*, 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 archaeological 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

Fieldwork Opportunities

The 1994 *Archaeological Fieldwork Opportunities Bulletin*, published by the Archaeological Institute of America (AIA), is a comprehensive guide to more than 275 excavations, field schools, and programs worldwide with openings for volunteers, students, and staff. The bulletin includes a bibliography and lists of related organizations, state archaeologists, and historic preservation officers. The price is \$8.50 for AIA members and \$10.50 for nonmembers (add \$3 for shipping one copy, and \$.50 for additional copies). Send check or money order to Kendall/Hunt Publishing Company, Order Department, 2460 Kerper Blvd., Dubuque, IA 52001. To order with Visa or MasterCard, call (800) 228-0810 or (319) 589-1000.

Opportunities to participate in the U.S. Forest Service Passport in Time program are listed in the quarterly *PIT Traveler*. Possible activities include documenting rock art, excavating historic and prehistoric sites, building an interpretive trail, collecting oral histories, engaging in living history, and working in the National Forests of Arizona, California, Colorado, Louisiana, Oregon, South Dakota, Utah, West Virginia, and Washington. For information, contact Jill Schaefer, volunteer services manager, (202) 293-0922 or fax (202) 293-1782.

"Southwestern Archaeology on the Ground and in the Classroom," a field school for teachers, will be offered by Arizona State University (ASU), July 11-26 and July 27-August 11. Participants will receive graduate-level training in Southwestern archaeology while excavating Rattlesnake Point Ruin, a ninety-room, 14th-century pueblo in Lyman Lake State Park near St. Johns, AZ. Teachers will develop a unit on Southwestern archaeology appropriate to the grade level they teach. For additional information, contact the ASU Department of Anthropology, (602) 965-6213, or write to the Lyman Lake Prehistory Project, Department of

Anthropology, Arizona State University, Tempe, AZ 85287-2402.

Please send additional fieldwork announcements to Phyllis Messenger, 18710 Highland Ave., Deephaven, MN 55391.

Conferences

Mid-South Archaeological Conference
June 11-12; Memphis, Tennessee

The Chucalissa Museum will host this anniversary conference celebrating "Twenty-five Years and More of Archaeology in the Mid-South." For information or to submit a paper, call Camille Wharey or Mary Kwas, (901) 785-3160.

Archaeological Remains:
In Situ Preservation

October 11-15; Montreal, Canada

The International Committee on Archaeological Heritage Management will offer a conference for managers, educators, archaeologists, and others involved with archaeological parks. Planned sessions will explore components of the preservation process; strategies for the selection of places and elements to conserve within sites; and the role of contributors and clients. For additional information, contact Rita Rachele Dandavino, (514) 872-7531.

World Archaeological Congress III
December 4-11; New Delhi, India

The 3rd World Archaeological Congress (WAC) will focus on education and archaeology as one of three primary themes, featuring a symposium entitled "Education about Time," organized by Irina Podgorny of Argentina and Peter Stone of England.

Founded in 1987, the WAC has representation from all global regions and has particular interest in education about archaeology and indigenous people; the ethics of archaeological inquiry; protection of sites and objects of the past; the effect of archaeology on host communities; the ownership, conservation, and exploitation of archaeological heritage; and the application of new technologies in archaeology and archaeological communication.

WAC membership includes a range of people; anyone with an interest in, or

concern for, the past may become a member by paying annual dues of \$20 (\$10 for student/unwaged members). To inquire about membership, contact Larry Zimmerman, Archaeology Laboratory, University of South Dakota, Vermillion, SD 57069-2390.

Mali's Patrimony Gets Protection

Last September, the United States imposed emergency import restrictions on archaeological material from the Niger River Valley region in Mali. This is the fifth emergency import restriction imposed since 1987 by the U.S. under the 1970 UNESCO Convention on the unauthorized movement of cultural property across international borders. Other restrictions are in place on certain Precolumbian artifacts from El Salvador, antique Andean textiles from Bolivia, Moche artifacts from the Sipan region of Peru, and Maya artifacts from the Peten region of Guatemala.

The current action follows a determination by the U.S. Information Agency (USIA) that the level of pillage from archaeological sites in the region is of crisis proportions, and that Mali's cultural heritage is in jeopardy.

"The United States recognizes that such pillage results in the irretrievable loss of important information about the heritage of [humankind]," states Penn Kemble, USIA deputy director. "This restriction will protect Mali's heritage and promote access to it through cultural, educational, and scientific means."

Kemble's decision followed the recommendation of the Cultural Property Advisory Committee, a committee of representatives from the archaeological and museum communities, international art dealers, and the public. The United States is the only country to prohibit entry of another country's artifacts under the 1970 UNESCO Convention, and the only major art importing country to have signed the Convention.

For more information on this action, contact Cathy Stearns at USIA, (202) 619-4355.