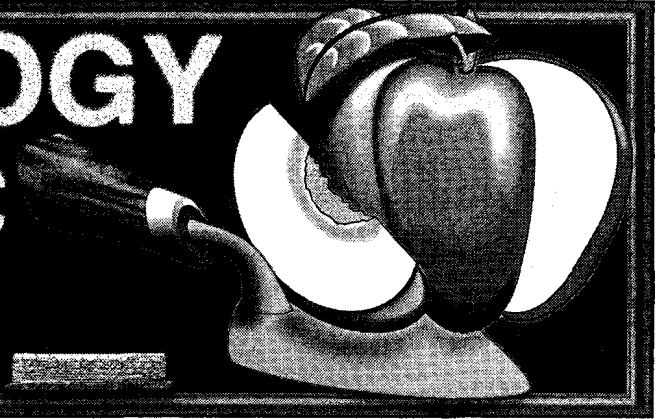


ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 5, No. 2 • December 1994

The Future Of The Past

SAA Maps A Long-Term Strategy

"This conference comes five years after the first 'Save the Past for the Future' meeting. It is time to assess what we have accomplished, to refine our role as stewards... But I think we need to ponder a very fundamental question, too. Why are archaeology and the remote past important to humankind?" —Archaeologist Brian Fagan



Dr. Brian Fagan presented the keynote address at the "Save the Past" conference.

*Phyllis Messenger
Vice Chair, SAA Public Education Committee*

Breckenridge, Colo., was the setting for the "Save the Past for the Future" conference sponsored in September by the Society for American Archaeology. The conclave brought together educators, archaeologists, resource managers, and law enforcement personnel to evaluate progress made since the first "Save the Past" conference in Taos, N.M., in 1989, and to make recommendations for actions needed in the future.

Out of the Taos meetings had come a holistic view of the problem of site looting and destruction, and the determination to develop public education as a means of preserving cultural heritage resources. The Breckenridge conference focused on re-fining aspects of programs and partnerships, as well as exploring new opportunities.

The meetings had three workshop themes: education, resource management, and law enforcement. Participants met at the beginning of the week to hear the agendas of these workshops, and the rest of the week was spent in small work groups, clustered around computers or studying flip chart pages taped to conference room walls. Periodically, emissaries went from one group to another with recommendations of agenda items to share or exchange. By the end of the week, each group had produced a rough draft of action items and recommendations, which were discussed in a closing session.

Highlights from the preliminary reports submitted to SAA by each work group leader are presented below. The November/December issue of the *SAA Bulletin* includes a longer summary of the Breckenridge recommendations. A complete report will be available in 1995 from the SAA Executive Office in Washington, D.C.

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SAA
1994

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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 publication strives to aid educators, interpreters, archaeologists, and others who teach the public about the value of archaeological research and resources.

PUBLICATION DEADLINES

Archaeology and Public Education is distributed in March, June, September, and December. Material for inclusion must be received nine weeks before distribution. Submit articles, news briefs, calendar items, and reviews to Phyllis Messenger, Institute for Minnesota Archaeology, 3300 University Ave., S.E., Suite 202, Minneapolis, MN 55414; (612) 623-0299. Submit copy for columns about archaeological parks, museums, the PEC network, and the Education Station to the respective editors; see these features for address information. Items should not exceed 500 words, and all material may be edited. Submissions on IBM or Macintosh disks are preferred.

RECEIPT OF PUBLICATION

Send mailing list additions and address changes to: Dr. Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5300, Denver, CO 80225.

MEMBERSHIP AND ADVERTISING

For information about joining the Society for American Archaeology or placing display advertising in this publication, contact the SAA, 900 Second St., N.E., Suite 12, Washington, D.C. 20002; (202) 789-8200.



Who Can Teach The Past?

Who is qualified to teach the past? What special training or credentials does it take? And when the subject of archaeology is added to the equation, when does an individual have enough experience to convey essential elements of the discipline adequately and accurately?

Several situations recently came to my attention that prompt these questions. They are not asked lightly, and they should be of greatest interest to the growing number of classroom teachers, museum educators, site interpreters, avocational archaeologists, archaeology graduate students, and docents who, by virtue of their employment, volunteer activities, or personal interest, are finding themselves in the role of teaching the public about archaeology and culture history.

The first incident involved a colleague who mentioned offhandedly that during a professional meeting that included archaeologists and archaeology educators, she had been apprehensive about stating her opinions because she was "not trained in archaeology." I found this remark extraordinary in view of the regional training and outreach program which she has developed and administers; it is an enviable model of public archaeology for precollegiate teachers and students. Indeed, she was a classroom teacher before embarking on her present venture, but to prepare herself, she volunteered for many years on field projects and in laboratories. When we later discussed her qualifications, she noted that she has sensed concern from professional archaeologists more than once regarding her efforts to teach the discipline.

The second incident involved a museum educator who has academic and field training, but not a degree, in archaeology. As she was presenting a workshop on the fundamentals of anthropology and archaeology to a group of education majors from the local college, an archaeologist overheard the program and complained about it in a phone call to the educator's supervisor. While the workshop dealt with concepts rather than methods, the objection was whether the educator should be presenting any program at all.

These anecdotes bring to the fore an issue that impacts anyone who endorses the idea of public archaeology. Professional archaeologists have said little in print regarding non- or paraprofessionals in teaching roles, but they have expressed concern privately. One researcher suggested that guidelines might be proposed to govern the situation—for example, folks without archaeology degrees and fieldwork can discuss concepts and culture history, but they can't demonstrate field techniques, and their educational materials must be reviewed by an archaeologist; but is this realistic? Is it not possible for a person to acquire enough information and experience through nontraditional means to explain and demonstrate concepts *and* methods?

Moreover, at the risk of offending many colleagues, one has to ask whether archaeologists understand the processes of education. In a former position, I hired and supervised twelve interpreters at an archaeological site; half of them had teaching experience, and half were seeking or had received archaeology degrees. Interestingly, it was easier for the former teachers to acquire the fundamentals of archaeology than it was for the archaeologists to learn how to relate to and share knowledge with youths. The archaeologists-turned-educators were not less competent than their associates; on the contrary, they could convey a richness of information about fieldwork that was appreciated by adult visitors. However, accustomed as they were to sharing knowledge in the mode of collegians, their interactions and comfort with kids took longer to refine, and more than one lesson plan went back to the drawing board because it failed to

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Experts in archaeology, public education, resource management, and law enforcement developed nearly seventy recommendations for SAA consideration and action in the next five years, with the long-term goal of preserving and protecting cultural sites.

“Save The Past” Conference . . .

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Education Workshop

Cochairs: George Smith, archaeologist, Southeast Archeological Center, National Park Service, Tallahassee; and Ed Friedman, historic preservation officer, Bureau of Reclamation, Denver.

The Education Workshop addressed ways to increase and improve archaeological site protection in the Americas by examining the messages shared with the public and the ways that messages are conveyed. Four work groups focused on five action areas identified in the Public Education Committee's 1992 Strategic Plan and made recommendations for future directions. The areas discussed included the public education network, Education Resource Forum, archaeology education resource centers, formal education, and professional involvement.

Suggestions common to all groups focused on the need to communicate more effectively using existing organizational and electronic networks; coordinate some activities through a staff position at the SAA headquarters; reach a wider, more diverse audience; and develop evaluation mechanisms for projects and programs.

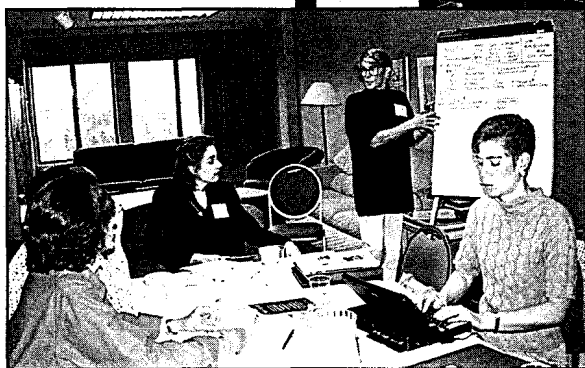
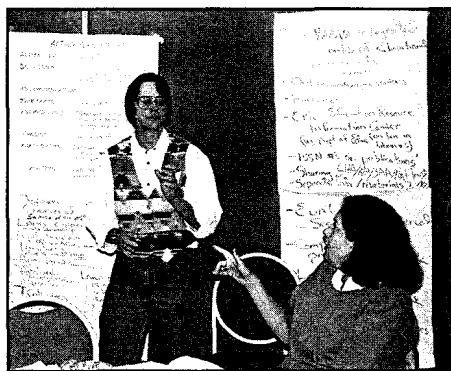
Recommendations for the SAA's public education network included the following: 1) expand, develop, evaluate, and improve the effectiveness of state and provincial network coordinator positions; 2) develop a sourcebook for network coordinators; 3) promote the

use of computerized networks, emphasizing enhanced communication among diverse groups; and 4) develop publications and programs to encourage private landowners to protect archaeological sites.

The formal education work group recommended that the SAA: 1) use current educational methods and trends in developing archaeology education programs; 2) develop strategies to include archaeology in curricula; 3) disseminate materials and information to professionals practicing public archaeology; 4) evaluate existing programs

and materials for messages and effectiveness; and 5) include multiculturalism in archaeology education programs.

Recommendations for the Education Resource Forum, a traveling display of archaeology education materials, included: 1) maintain the current Forum format and continue to display it at national and regional meetings for two



Conference scenes: (top) Bev Mitchem and Dorothy Krass discuss the Public Education Committee network; (center) George Smith addresses education workshop participants; (bottom) KC Smith elicits ideas about the Resource Forum as Amy Douglass records comments on a computer. Photos by Phyllis Messenger.

years; 2) analyze and make proposals for the design and fabrication of a new Resource Forum; 3) develop a brochure about the SAA's objectives, activities, and products related to public education; and 4) refine and implement criteria for evaluating the appropriateness of materials in the Forum, then develop an annotated bibliography in hard copy and electronic formats. This work group also discussed models for archaeology education resource centers and recommended that a task force study strategies for establishing SAA-coordinated resource centers or partnerships with existing institutions for public education programs.

Among the recommendations of the work group focusing on professional involvement were: 1) identify and evaluate public attitudes about archaeology; 2) establish means for recognizing public education activities as a

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News Notebook

Society Seeks Author For Children's Book

The SAA is working with the Supon Design Group of Washington, D.C., to produce a children's book about archaeology. Supon, which has collaborated on a dozen published children's books, will provide graphics and layout, and present the book to potential publishers. The SAA Formal Education Subcommittee has defined the book's objectives and concepts, and is seeking an author to develop the storyline.

In embarking on this project, the SAA hopes to promote the excitement and adventure of discovering the past through archaeology, and to convey an awareness of archaeological resources and their stewardship.

A number of important concepts will be interwoven into the book, including:

- archaeology is the scientific study of past cultures, and in many cases, it is the only way to know about past peoples;
- archaeology enables us to experience the richness and diversity of past cultures, and links us to the human continuum, including modern descendants of ancient cultures;
- archaeology is a science of context—for artifacts to be messengers from the past, they must be found in an undisturbed situation;
- evidence of past cultures is disappearing through looting, vandalism, development, and artifact collecting, and much of this activity is illegal; and
- everyone can play a role in protecting the past and be a part of the mystery and excitement of archaeology.

Shelley Smith, chair of the Formal Education Subcommittee, says that, in addition to conceptual content, the children's book should incorporate a number of other features. Targeting a seven- to ten-year-old audience, the

publication should be fun, lively, and colorful. It will have a large format, with 24 to 30 pages; and it should be informative as well as entertaining. The story should unfold in more than one location, and it should not focus on digs. To enhance the storyline, the book might have pop-up pages, cutouts, or flaps that lift to reveal other information. Most important, says Smith, content should include a clear message about site preservation and etiquette; that is, how to behave at sites so they will not be harmed.

Individuals interested in collaborating with the SAA and Supon should submit a sample of their work, a resume, and a statement of terms for participation—including financial details—by March 6. The Formal Education Subcommittee will review submissions and select an author by mid-May. Send information to Shelley Smith, 839 E. Garfield Ave., Salt Lake City, UT 84015, or call (801) 539-4066.

PEC Vice Chair Accepts New Post

Phyllis Messenger, vice chair of the Public Education Committee and coeditor of *Archaeology and Public Education*, has been appointed senior education archaeologist with the Institute for Minnesota Archaeology (IMA) effective December 1. She will direct the education and outreach program for the IMA, a nonprofit organization that focuses on archaeological research, education, and stewardship.

Calls and correspondence can be directed to her at the IMA, 3300 University Ave., S.E., Suite 202, Minneapolis, MN 55414; (612) 623-0299, fax (612) 623-0177.

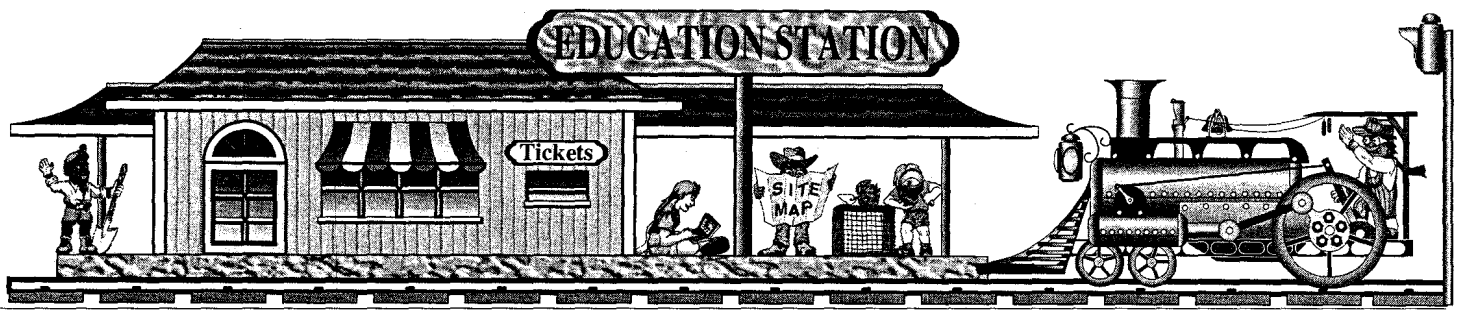


S. Rigby Wright receives a plaque from Jeff Kent as Lynell Schalk and Martin Phillips look on. Photo by Phyllis Messenger.

SAA Recognizes Law Enforcement Efforts By Six

S. Rigby Wright, a law enforcement consultant with the Manti-LaSal National Forest in Utah, was recognized at the recent SAA "Save the Past for the Future" conference for his role in prosecuting looters of archaeological sites under the Archaeological Resources Protection Act (ARPA). Noting the importance of "recognizing people in the trenches," Oregon Assistant U.S. Attorney Jeff Kent made the award with assistance from Lynell Schalk and Martin S. Phillips, special agents-in-charge with the Bureau of Land Management in Oregon and Utah, respectively.

This month the SAA recognized Kent with a Public Service Award for his legal and courtroom work on a pivotal ARPA-related case in Oregon. Four other Public Service Awards were given to FBI Special Agent James Beck, former U.S. Attorney Deborah Daniels, former Assistant U.S. Attorney Scott Newman, and Assistant U.S. Attorney Larry Mackey. They were involved in the successful prosecution of five people in Indiana, charged with the trafficking of artifacts from one of the largest Hopewell mounds in North America. Both cases set precedents for archaeological resource protection.



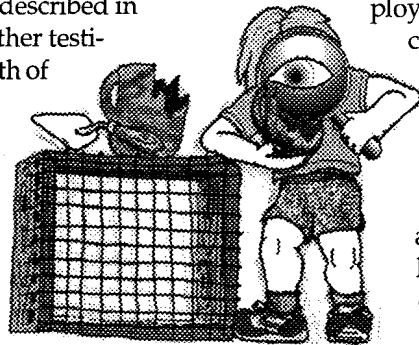
The Education Station is designed as a pull-out section of resources and information for archaeology educators.

Kids 'n Digs

Programs Target All Grades

Cathy MacDonald, Education Station Coordinator

The two programs described in this article are further testimony of the growth of archaeology education at the precollegiate level. They serve as excellent models for partnerships between universities, archaeological consultants, and elementary- and secondary-level students.



employed to reinforce concepts, students were asked to determine the functions of a collection of objects found in a kitchen in the 1940s, and they learned firsthand the value of experimentation, ethnoarchaeology, and con-

text in identifying whole or parts of objects. They had lessons about dating techniques such as dendrochronology and radiocarbon dating. They also discovered the importance of microscopic wear patterns in ascertaining use and the effects of natural forces in altering and destroying archaeological materials.

The highlight of the program was the students' participation in an excavation across the street from the school at a site slated for demolition. A house at the site, part of an old dairy farm, dated to the 1850s. Members of the Bethlehem Archaeological Group supervised the youths' involvement and helped them to un-



earth and to understand finds, which included coins, wooden marbles, toys, jewelry, ceramic sherds, and pipe stem fragments. Students learned and applied various skills including digging, drawing, recording, and journal writing.

Under the guidance of the archaeologists, 180 students, teachers, and parents participated in the project, which culminated in a school fair at which students explained tools, techniques, and finds to other students and parents. To underscore the fact



that archaeology continues after fieldwork, the young sleuths were invited this fall to the archaeology group's laboratory to help to wash, number, and analyze finds.

The Governor's Institute at Youngstown State University

Another example of a successful precollegiate program is offered by Youngstown State University (YSU) in Ohio as part of the Governor's Institute. Thirty-two states have similar programs, with the twofold goals of bringing high

Continued on Page 8

Among the activities em-

ARTIFACT

Interpretation

Overview

A simple yet intriguing exercise demonstrates the amount of information that the study of a single artifact can yield about a society.

Objectives/Skills

Students will

- assess the characteristics of a society based on analysis of a single coin
- make inferences, analyze details and features, examine assumptions, brainstorm, work cooperatively, formulate questions

Subjects

Social studies

Age Level

Grades 5 through 12

Materials

- one or two pennies for each group
- paper
- pencils

Time Required

Allow 40 minutes to prepare for this activity and 40 minutes to complete it.

Background

Among the hundreds, and often thousands, of artifacts that an archaeologist finds at a site, sometimes a single object will provide an inordinate amount of detail about a society. A coin is an example because it has the potential to

reveal information about leaders, values, technological accomplishments, language, political structure, and a numerical system in operation, as well as the date of manufacture of the coin.

Studying a United States penny, students can gather certain information about the American society, such as:

1. Americans have access to minerals, presumably through mining or trade;
2. men wear or have worn facial hair;
3. Americans believe in a deity;
4. they construct open-air, monumental architecture;
5. they have knowledge of the Latin language;
6. they have a numerical system;
7. they are organized into a system of affiliated states;
8. this object is not wearable.

The temptation may exist to make inferences from the coin based on actual or modern knowledge—for example, that Americans know how to mine or that they construct buildings of stone. Both facts are true, but does the information on a penny really prove them?

Archaeologists often are faced with similar dilemmas, when a recovered object suggests that something may have occurred or existed, but further proof is needed. Armed with such circumstantial evidence, archaeologists develop new questions and hypotheses to test as they proceed with their research. While they hope that certain proof will emerge, sometimes they must state their conclusions by noting that something “may have” or “probably” occurred.

Procedure

1. Divide students into groups of three or four. Distribute one or two pen-



nies per group, and tell the groups to select one member to be responsible for recording the group's findings on paper.

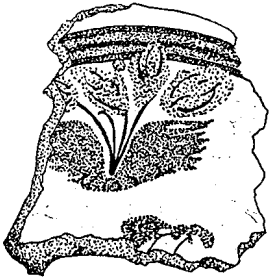
2. Ask students to imagine that they are examining a single artifact, found alone, from an unknown society. Their task is to determine as many features as possible about the people who made the object.

3. When the work group time has elapsed, ask teams to present their conclusions and to describe the processes that they used to reach their decisions. Lead students in a discussion about the details that can be derived from artifacts and the problem of making assumptions based on modern knowledge and behavior. Discuss as well the cumulative process that allows archaeologists to reach larger conclusions about a population of people.

Extensions

- Present this activity using old or foreign coins.
- Ask older students to develop a schema for artifact analysis and test it on other artifacts from contemporary society.

This activity was adapted from a lesson plan provided by Leonora Isakk, Hollis, NH.

Lesson Plan**TOOLS AND UTENSILS****How Is This Used?****Overview**

By observing the form and shapes of tools from the past, students make predictions about tool functions based on contemporary examples.

Objectives/Skills

Students will

- demonstrate an awareness of how function and material influence the structure, shape, and appearance of a tool
- observe, examine, draw, hypothesize, draw parallels, make comparisons, write paragraphs

Age Level

Grades 5 through 8

Materials

- photographs or drawings of artifacts of stone, bone, and shell
- tools and utensils from home or school
- drawing or grid paper
- pencils

Background

Native Americans used stone, bone, wood, and shell to make tools and

utensils. The individual materials, their natural shapes, and their structure determined how they would be used. Broken shells were used as hoes, scoops, scrapers, and cups. Stone was used to make spear and arrow points, knives, scrapers, hammers, net weights, and many other implements. Sometimes one of these resources was used in the fabrication of a tool of another material—for example, antler tips were used as pressure flaking instruments in the making of stone projectile points.

Procedure

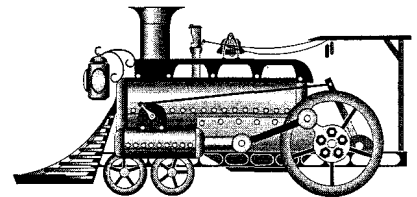
1. Ask students to select an artifact illustration to redraw. Encourage them to use a grid system so that proportions will be accurate.
2. Ask students to consider the purpose for which the tool might have been used based on its shape, structure, and the material of which it is made.
3. From the tools and utensils available, allow students to select and draw a contemporary tool that is used in the same way.
4. Lead students in a discussion about the similarities and differences among artifacts in the illustrations and the present-day tools, and discuss in particular the commonalities among their functions.

Extensions

- Reverse the procedure. Ask students to select a present-day tool to draw and an (illustrated) artifact that would perform a similar function.
- Ask students to write a paragraph explaining factors considered in making choices to match up artifacts with a tool or utensil.

This lesson has been adapted from Clues From The Past, edited by Pam Wheat and Brenda Whorton, published in cooperation with the Texas Archaeological Society by Hendrick-Long Publishing Co., P.O. Box 12311, Dallas, TX 75225-1123. Illustrations by Jeff Allen, Museum of Florida History.

For information, contact Pam Wheat at Crow Canyon Archaeological Center, 23390 County Road K, Cortez, CO 81321; (303) 565-8975. Contact Brenda Whorton at 3620 Haynie, Dallas, TX 75205; (214) 368-8290.



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. Send material to Cathy MacDonald, Social Sciences Department, Father Leo Austin Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9.

Education Programs . . .

Continued from Page 5

school students into a university setting to expose them to the many courses available and help them to appreciate issues involved in the participating disciplines.

Since its inception in 1986, YSU has made archaeology a capstone of its annual summer institute. Nearly 1,000 youngsters have been exposed to the hard work, sore backs, mental challenges, and intellectual pleasures involved in finding, mapping, excavating, curating, and interpreting real archaeological sites. Along the way, they have learned the underlying lesson that sites are nonrenewable resources that deserve care and allegiant stewardship.

During the first year, eager high school students divided their time between the foundational remains of an early 19th-century farmstead that previously had been submerged in a human-made reservoir; and the remains of an equally old lock system adjacent to the Mahoning River. The youths collected and culled thousands of artifacts and



specimens; sifted countless buckets of silt; measured house walls, locks, and the canal bed; climbed into wells and cisterns; and ultimately came to appreciate what archaeology, minus Indiana Jones, is really about.

In the ensuing years, the Institute has involved youths at a variety of sites. They have helped with the recording, measuring, and testing of caves and rock overhangs in a twenty-mile-long urban park, as well as the investigation of the buried wing of an early house that served as a way station in the "underground railroad"; an empty urban lot once graced by a stately manor; an alleged prehistoric meeting place, or "council rock"; and an early industrial complex with a granary, mill, and outbuildings.

Archaeology's pivotal role in the Governor's Institute at YSU is due largely to the recognition of its natural appeal to students at both elementary and secondary levels. Teachers are quick to note the compatibility of the subject with hands-on activities that lead to the development of critical thinking skills. Multidisciplinary in its approach,

archaeology teaches natural, physical, and social sciences as well as math, communication, and motor skills. Archaeology succeeds as an intellectual communicant because youths think it is fun and exciting, and it appeals to all ages because of its profound demand for creative thinking.

Articles by Gail Derosia and Professor John R. White about the Glenmont School and the YSU programs, respectively, were combined to prepare this article. Illustrations by Sean Kelley.

Teaching Materials Available From NPS

"Silent Witness," a thirty-minute video released in summer 1994 geared toward junior high to adult audiences, addresses archaeological preservation, ethics, and the law. To highlight the scope of these issues, the tape includes interviews with scholars, Native American officials, archaeologists, federal land managers, and a former site looter.

The video is accompanied by a curriculum guide divided into four thematic units. Topics include:

1. What are archaeological resources; why are they valuable; and where do they come from?
2. The problem of theft, vandalism, and destruction of cultural resources.
3. Cultural property laws and our responsibility, including instructions for a mock trial.
4. Developing solutions and action through education.

Initial production was funded by the National Park Foundation grant program, through which 700 sets were sent free of charge to all junior high schools in New Mexico, Arizona, southern Colorado, and southeastern Utah. The National Park Service funded the production of an additional 300 sets, 100 of which are being sent to schools in southern California.

To obtain copies while the limited supply lasts, contact the National Park Service, P.O. Box 728, Santa Fe, NM 87504; (505) 988-6839.

KCS

Editor's Message . . .

Continued from Page 2

make the connection between activity and thinking skills development.

In considering whether a degree confers special skills, I think about one of my interpreters who left the job because he really wanted to teach high school economics. While his graduate studies in secondary education had included some courses in the subject, he had never actually "practiced" economics; nonetheless, a school district trusted his ability to teach the topic to young adults. One suspects that the same situation is true of most teachers: they have acquired a body of knowledge academically rather than functionally, which they pass on in the classroom, and neither school officials nor parents find anything wrong with this idea.

So why do attitudes change when the subject is archaeology? Perhaps it's because the resources are in peril and cannot withstand intrusions by people who are interested but untrained. This problem can be solved if messages about stewardship become an integral part of any lesson or discussion. Rather, one suspects that there is more to this matter than meets the eye, and, certainly, it suggests a need for dialogue, and perhaps compromise, between professional archaeologists and archaeology educators.

Archaeological Parks

Mary L. Kwas, Parks Column Editor

Many thanks to everyone who sent event calendars in the past year. Please send me your activity schedules for 1995, but remember that the copy deadline is about three months before you receive your newsletter, so send news releases well in advance. Send information to Mary Kwas at Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; (901) 785-3160, fax (901) 785-0519.

Parkin Archeological State Park, Parkin, Ark., unveiled its permanent exhibits on October 15, celebrating the event with a "Vision of the Past" festival organized by PAST, the site's support group. The formal site dedication took place in November. A trail system to be completed in spring 1995 is now in the design stage. Contact: Jody Morris, (501) 755-2500.

The Kahok Dancers were featured at **Cahokia Mounds**, Collinsville, Ill., on November 6 and 20, and December 18. The site's annual event, "Heritage America," which brings together Indian cultures from across the country, was held on September 23-25. A "Winter Solstice" program will be offered on December 22 at the Woodhenge. Call: (618) 346-5160.

Dickson Mounds Museum, Lewistown, Ill., which closed last September for general renovation and the installation of new exhibits and audiovisual programs, celebrated its reopening on September 16. Contact: Judith Franke, (309) 547-3721.

"Celebrating Our Cultural Heritage" was the theme of the Native American festival held September 2-October 1 at **Moundville Archaeological Park**, Moundville, Ala. In addition to many craft demonstrations, a new event—an "Indian Market"—was added, during which Native Americans offered arts and crafts for sale. Contact: Betsy Jones, (205) 371-2572.

Ocmulgee National Monument, Macon, Ga., held "Discovery Lab Orientations" on November 16 and December 14. Contact: (912) 752-8257.

Kolomoki Mounds, Blakely, Ga., sponsored the "Kolomoki Indian Festival" on October 8 in cooperation with the Early County Historical Society. The event included Indian skills demonstrations, storytelling, and an arts and crafts show. Contact: Lawrence Blankenship, (912) 723-5296.

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Museum News

Amy A. Douglass, Museums Column Editor

Looking for ideas for creative museum programming that raises public awareness about archaeology and cultural resources? Look no further! Contact the museums listed below directly for specific information, and send your museum programming suggestions to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105, fax (602) 350-5150.

Concord Museum, Concord, Mass., has published a 222-page sourcebook entitled *Native American Sourcebook: A Teacher's Resource on New England Native Peoples*. Written in notebook form, this extensively researched publication draws upon the expertise of archaeologists, Native Americans, and educators. Contact: (508) 369-9609.

Museum of Northern Arizona, Flagstaff, Ariz., offered a wide variety of programs this summer, including a "Family Excavation Week," focusing on petroglyphs and archaeoastronomy; full-day adventures for 4th-11th grades at Elden Pueblo; backpacking trips; backcountry seminars; and photography field trips to petroglyph sites. Contact: Education Department, (602) 774-5213.

South Street Seaport Museum, New York, N.Y., invites visitors to attend a series of free lunchtime lectures given by noted archaeologists. The lectures will cover topics ranging from the African Burial Ground to New York's prehistory. Contact: Karen Ogden, (212) 748-8753.

Duke University Museum of Art, Durham, N.C., has produced a ten-minute anti-looting educational video that focuses on the interpretation of a Classic Maya painted vessel both with and without the benefit of contextual data. The difference between the two stories demonstrates why an archaeologically excavated object is far more valuable. Contact: Dorie Reents-Budet, (919) 684-5135.

Pueblo Grande Museum, Phoenix, Ariz., had a busy fall schedule, including discovery hikes to prehistoric petroglyphs and archaeological sites; a twelve-hour docent training course; a lecture on Hopi migration myths as they relate to the archaeological record; and hands-on workshops on archaeological methods for children, atlatl- and dart-making, and Hohokam ceramic techniques. Contact: Thomas Hulén, (602) 495-0901.

Network News

Beverly Mitchum, Network Coordinator

This column highlights issues and activities related to the SAA Public Education Network. An updated list of state and provincial network coordinators will appear in the next issue of *Archaeology and Public Education*. If you have news of events in your region, a query for archaeologists, or you want to know how to reach your network coordinator, contact me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636-0468; (412) 527-5585.

The "Save the Past for the Future" conference in Breckenridge provided an opportunity to discuss many issues related to identifying resources and getting them to people who want to use them. Among the free publications available for the asking are:

- *Teaching Archaeology. A Sampler for Grades 3-12*, published by the SAA Public Education Committee. To receive a copy, call (202) 789-8200.

- *Participate in the Past and Archaeology and Education: The Classroom and Beyond*, a brochure and a monograph published by the National Park Service Archeological Assistance Division. To receive copies, call (202) 343-4101.

- *Teaching with Historic Places*, program brochure or copy of *CRM Bulletin* (Vol. 16, No. 2) about the program sponsored by the National Park Service, National Register of Historic Places, and National Trust for Historic Preservation. To receive information, call (202) 673-4040.

If you know of other resources or booklets that can be requested in multiple copies, free of charge or for a nominal cost, please send the information to this column editor. Let me know, too, if you are stumped by a request for resources or other questions that we can pursue on your behalf. Here's a question to get you going: Does anyone know of a low-cost source for teaching kits or artifact replicas for either prehistoric or historic cultures?

Archaeological Parks

Continued from Page 9

Homolovi Ruins, Winslow, Ariz., sponsored its "Harvest Workshop" on October 22, a program available for college credit that featured the use of Hopi recipes. Contact: Karen Berggren, (602) 289-4106.

Crafts people from the Native American Center for Living Arts were featured at **Toltec Mounds**, Scott, Ark., on November 5 and December 3. Park interpreters shared the story of Squanto, "A Thanksgiving Hero," on November 19-20, and an "Indian Myths and Legends" program is scheduled for December 17 and 31. Contact: (501) 961-9442.

Town Creek Indian Mound, Mt. Gilead, N.C., held its "Indian Heritage Festival," honoring national and statewide Indian heritage, on November 5-6. Contact: (910) 439-6802.

SunWatch Archaeological Park, Dayton, Ohio, offered workshops this fall focused on Native American games and bone tool making, and also held an artifact identification day. The site's major fall event, "Hunters' Weekend," held October 22-23, featured demonstrations of lodge construction, spear-throwing, trap construction, archery, and hide tanning. Contact: Charlene Bohn, (513) 268-8199.

Pueblo Grande Museum and Cultural Park, Phoenix, Ariz., sponsored "Archaeology for Kids" on November 12 and December 3, and will offer the program again on December 31. A simulated Hohokam floor feature is used to teach excavation and data recording techniques. The museum also sponsored the "18th Annual Indian Market" on December 10-11, which

featured Native American artists selling traditional arts and crafts. Contact: Thomas Hulen, (602) 495-0901.

The **Marksville Site**, Marksville, La., will offer a pottery making class on January 14 and February 11 as part of its winter workshop program. Contact: Ward Zischke, (318) 253-8954.

Poverty Point, Epps, La., will offer an "Artifact Identification Weekend" on February 18-19, as visitors learn how stone tools were made and used. On March 3-6, the site will sponsor a "Flint Knapping Workshop" for those who would like to learn the ancient craft. Contact: Nancy Clendenen, (318) 926-5492.

Ad Space Available

Display advertising space is now available in *Archaeology and Public Education*. According to Brigid Brady-de Lambert, manager of SAA membership services, advertising in the publication offers access to a unique cross section of readers, including educators, classroom teachers, archaeologists, and others interested in public archaeology and resource preservation.

Ads may be purchased in the following formats: 1/2 page horizontal, \$225; 1/4 page vertical, \$175; and 1/8 page horizontal, \$90. Insertion order closing dates for the March, June, September, and November issues are December 21, March 22, June 21, and September 20, respectively.

For mechanical specifications and other information, contact Brady-de Lambert, SAA, 900 Second St., N.E., Suite 12, Washington, D.C. 20002; (202) 789-8200.

SAA Conference Highlights . . .

Continued from Page 3

significant professional activity; 3) encourage the development of post-secondary curricula, publication outlets, professional development, and career opportunities in public education and outreach; and 4) promote archaeology education to Native Americans and others whose past archaeologists study.

Workshop on Ecosystem Management

Chair: Marilyn Nickels, chief, Division of Cultural Heritage, Bureau of Land Management, Washington, D.C.

Defining and enhancing the role of archaeology and archaeological resources in a coherent interdisciplinary management plan for natural resources was the theme of the Integrated Resource Management Workshop. The mission of work group members was to improve the management and protection of cultural and natural resources by providing a unique insight into the long-term interaction of human communities with the environment.

The group discussed how fundamental concepts about archaeology and other cultural disciplines relate to biological disciplines in a coherent plan for the long-term ecological sustainability of all landscapes, both public and private. Members offered concrete steps to change the way that archaeologists and other scientists do business in the real world of resource management. As Nickels noted, "We need to learn to talk and listen to other disciplines. We are all partners at the table of landscape management."

Action items adopted by this workshop included: 1) develop a policy statement that outlines the role of archaeology and archaeological resources in managing landscapes in a more ecologically sensitive manner; 2) collect examples of integrated resource management already in practice and produce an annotated listing and bibliography; 3) develop an outreach plan to contact other organizations and agencies to express the interest of archaeologists in integrated resource management approaches; and 4) establish an SAA committee to deal with ecosystem management.

Lively discussion ended the "Save the Past" conference, as conferees exhorted colleagues to expand their thinking and their actions.

"Add law enforcement officers to [public education] programs; it's as personal as a punch in the nose."—Lt. Jonathan Dover, Chaco Site Protection Program

"Take note of what is going on in your own backyard in the way of looting and vandalism. Stealing antiquities makes news."—Dr. Judy Bense, University of West Florida

"Let's not write off whole constituencies such as non-professional societies and retired people, who can be good stewards of heritage resources."—Martha Williams, Society for Historical Archaeology Public Education Committee

Workshop on Law Enforcement

Cochairs: Martin McAllister, archaeologist, Archaeological Resource Investigations, Duluth; and Bob Marriott, NPS special agent, Washington, D.C.

Law Enforcement Workshop participants, including archaeologists, law enforcement personnel, and lawyers, discussed issues related to protecting archaeological sites from looting and vandalism. The five topic areas were prosecution and legislation, training, interagency cooperation, information sharing, and investigative technologies.

Workgroups developed twenty-nine actions for the SAA and twenty-eight for other agencies to adopt. Of highest priority were the suggestions that the

SAA develop a position statement in support of law enforcement, and urge its members to support implementation of conference proposals by Congress and other governmental agencies.

Training proposals included developing a site damage assessment program for archaeologists, and working with State Historic Preservation Offices to produce archaeological resource protection training for state and local personnel. Recommendations about prosecution included asking the SAA to propose to the U.S. Sentencing Commission that specific guidelines be adopted for offenses covered in the Archaeological Resources Protection Act.

It was recommended that law enforcement be carried out with an integrated approach, targeting the range of criminal activity, rather than separating out site looting. According to NPS Special Agent Paul Berkowitz, "There's a wonderful diversity of crime on public lands."

Another aspect of this integrated approach could involve training archaeologists in such law enforcement matters as confidentiality and chain of evidence, so prosecutions could be carried out more successfully.

Future Directions

A lively discussion closed the meetings. Many areas of overlapping concern were noted, and in many cases, the work group ideas were transformed into suggestions for and invitations to take direct action.

At the close of the discussion, SAA President Bruce Smith told the assembly that the Executive Board will provide a written response in six months to all action items and proposals submitted in the work group reports. He noted that some recommendations could be addressed immediately—for example, writing a position statement in support of law enforcement. Others will require long-term planning and implementation in the context of SAA committee work.

The author wishes to thank the workshop chairs and SAA Executive Director Ralph Johnson for providing information used to compile this conference summary.

UP AND COMING

Professional Development

A training opportunity for individuals presenting archaeology to the public is available through the University of Nevada Cultural Resource Management Program.

A day-long workshop, "Public Presentations about the Past," will be offered February 9-10 in Reno, Nev., presented by Jill Cordi, executive director of *A Common Thread*. The deadline for registration is January 12. Fee for the course will be \$250.

For additional information about this and other UNV courses, contact Cultural Resource Management, Division of Continuing Education/048, University of Nevada, Reno, NV 89557-0024; (800) 233-8928.

SAA Annual Meeting

Mark your calendar for the Society for American Archaeology 60th Annual Meeting, May 3-7, at the Minneapolis Hilton Hotel. In addition to scholarly papers and symposia, professional society meetings, and the opportunity to hobnob with old friends and colleagues, the agenda will include special events, tours, and public programs in conjunction with Minnesota Archaeology Week, April 29-May 7.

Public Education Committee events will include a preconference meeting, teacher workshop, forum on the "Save the Past for the Future" conference last September, and public sessions. Additional details will appear in the February issue of *Archaeology and Public Education* and the *SAA Bulletin*. SAA members will receive preregistration information early in 1995.

Reminder: Listing Of Summer Opportunities

This is the last call for information about summer archaeology education

programs, which will be listed in the February issue of *Archaeology and Public Education*. Send program information to Phyllis Messenger, Institute for Minnesota Archaeology, 3300 University Ave., S.E., Minneapolis, MN 55414; (612) 623-0299.

Crow Canyon Offers Internships

Crow Canyon Archaeological Center will offer six internships for educators in 1995 through its Ian M. Thompson Fellowship program. Interns will work closely with experienced educators to teach southwestern cultures and archaeology to school-age and adult groups. Each intern also will develop a content lesson and an educational research project.

Benefits of participation include a \$350 travel allowance, board and room (tent or dorm), and a \$50 per week stipend for expenses. Qualifications include experience in education, communication skills, and an interest in archaeology.

Internships will extend from March 5-May 27, May 28-August 12, and August

20-November 11. Application deadlines for the sessions are December 10, March 10, and June 15, respectively.

Crow Canyon is a private, nonprofit institution devoted to research and education in southwestern archaeology. For information about the internships and other opportunities, contact Pam Wheat, Crow Canyon Archaeological Center, 23390 County Road K, Cortez, CO 81321; (303) 565-8975.

Big Issue Headed To SAA Members

A 16-page issue of *Archaeology and Public Education* will be sent to all SAA members in February, in addition to the regular mailing list. A reader survey will be included to evaluate the publication's effectiveness and to allow readers to provide feedback and direction.

**Copy deadline for
May issue: March 14.**



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