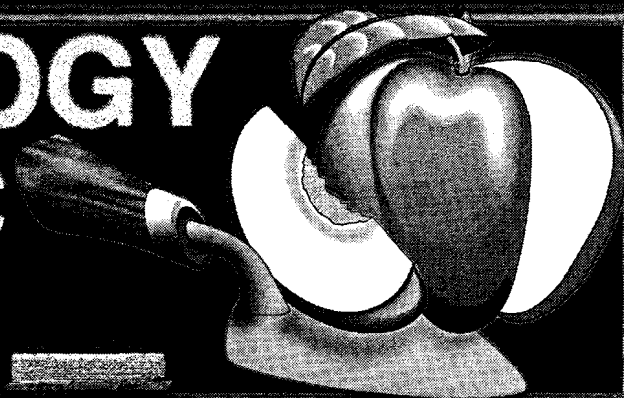


# ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

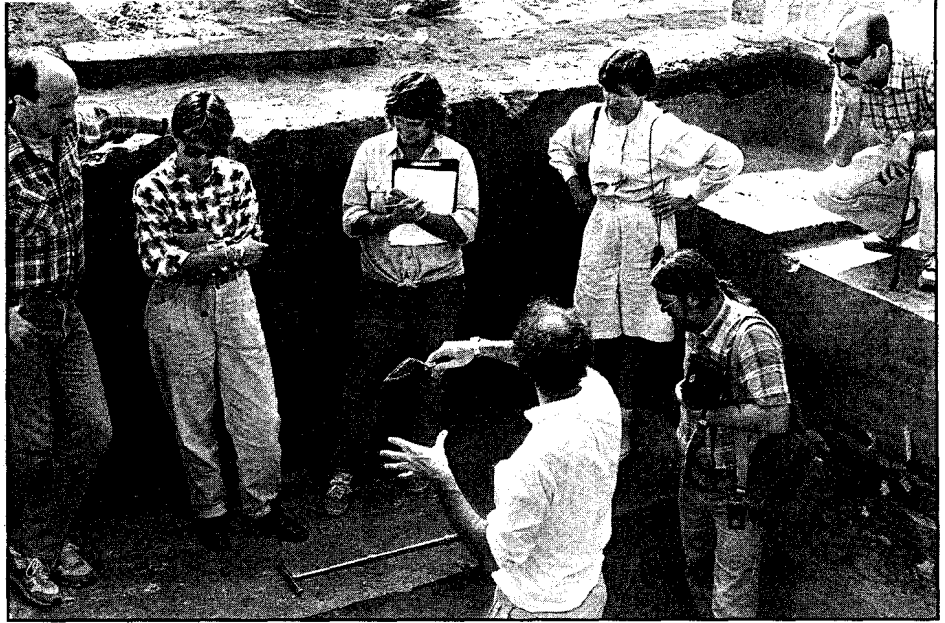
Vol. 5, No.4 • Fall 1995



**"We** don't apologize for the several ways in which American archaeology relies on federal laws and programs. It is entirely appropriate that preserving and understanding America's archaeological heritage be a national concern."

*SAA President Bill Lipe*

In summer 1991, Great Lakes Gas Transmission Limited Partnership sponsored excavation at several sites in Michigan's Saginaw Valley as part of the Section 106 compliance process. Institute for Minnesota Archaeology Archaeologist Clark Dobbs explains the stratigraphy of a site dating to 4900 B.P. to company representatives, Federal Energy Regulatory Commission members, and consultants.  
Photo: IMA Consulting, Inc.



## Maintaining A Federal Role In Archaeological Preservation: IT'S UP TO US

*Bill Lipe, President  
Society for American Archaeology*

It is popularly assumed that most archaeological fieldwork is done by professors and students from colleges and universities. Until about 25 years ago, this was true, and the academic sector continues to play a vital and dynamic role. However, the balance has shifted in recent years, and most archaeological fieldwork in the U.S. now is conducted by research teams not closely tied to academic institutions, and by archaeologists employed by federal and state agencies.

This is "cultural resource management" or "public archaeology." The work is done to satisfy federal and state laws requiring archaeological surveys—and sometimes excavations—prior to development projects done on public lands or with public funds, permits, or assistance. Of course, the public sector also is important in academic archaeology because tax dollars support faculty positions, facilities, and student training at state colleges and universities. In addition, the success of major academic research projects often depends on grants from the National Science Foundation or the National Endowment for the Humanities.

Consequently, the protection of archaeological sites and the kind and amount of archaeological research that is done can be affected strongly by the actions of Congress, state legislatures, or various public agencies. Supporters of archaeology must be "good citizens" by becoming aware of politi-

cal issues that affect the discipline and by making their views known to legislators. In this article, I will focus primarily on public archaeology, because this part of the national archaeological effort is less understood than is the academic sector.

### *The Keystone Law*

The National Historic Preservation Act (NHPA) of 1966 is the key law supporting public archaeology. This act establishes a national interest in preserving significant historic properties for the benefit of present and future generations. These properties include archaeological sites, historic buildings, and traditional cultural places (such as Native American sacred sites), which have significance at the national, state, or local level.

Section 110 of the NHPA requires federal agencies to inventory historic properties under their control and to develop programs for protection, management, and public interpretation. The magnitude of this charge is exemplified by the many historic military posts maintained by the Department of Defense and the thousands of archaeological sites present on the vast tracts of public lands managed by the Bureau of Land Management, Forest Service, Park Service, and Fish and Wildlife Service. These agencies employ archaeologists to carry out Section 110 responsibilities, and Section 106 requirements described below; and both agencies and researchers work with the SAA Public Education Committee to develop classroom and outreach materials that bring archaeology to K-12 students and the general public.

## SEE RELATED ARTICLES

- **Teaming Up To Teach The Congress**, p. 4
- **Legislation And College Curriculum**, p. 5
- **High Points In Historic Preservation**, pp. 10–11
- **Education Station Lessons**, pp. 12–13

Section 106 of the NHPA requires federal agencies to consider the effects of their actions on historic properties and to make good-faith attempts to avoid or to mitigate damage to these properties. Federal “undertakings” can range from the construction of a reservoir by a government agency to the issuance of a public lands drilling permit to a private oil firm. The agency must ensure that archaeological sites in the proposed project area are identified and evaluated. If the project cannot be redesigned to avoid significant sites, the agency may propose that they undergo “data recovery” (usually scientific excavation) as a “mitigation measure” to compensate partially for damage or loss.

State historic preservation offices review federal agency plans, and other interested parties such as Indian tribes, industry, and public interest groups also are consulted. The Advisory Council on Historic Preservation provides Section 106 regulations and guidelines, and sometimes can help to resolve disagreements over how a development project can proceed while still providing some protections for historic resources. On page 5 of this issue, Loretta Neumann provides a graphic account of recent battles to save the Advisory Council from the congressional axe.

Federal agencies seldom have enough personnel to undertake all of the studies that Section 106 requires. Hence, they frequently contract work to archaeological consultants, ranging from individuals who do small-scale surveys to large teams that handle a full range of research. Most consulting groups are private businesses, although some are affiliated with universities, museums, or historical societies. Business and industry pay for a significant share of the contracted work as a condition for obtaining a federal permit, license, loan, or technical assistance.

Because Section 106 review occurs during project planning and brings potential adversaries together early on, large numbers of archaeological sites and other historic properties have been saved with minimum litigation or delays. Surveys and excavations conducted under Section 106 also have made significant contributions to knowledge about the archaeological past.

### *Congressional Cuts*

In its understandable zeal to restrain federal spending, the current Congress is looking for any and all places to cut agency budgets. There is also a move to cut federal regulations to make American business more competitive. Federal historic preservation expenditures and regulations will receive close scrutiny in this Congress. There likely will be oversight hearings on aspects of the NHPA this fall, presumably to determine whether “regulatory reform” is needed.

In our contacts with members of Congress and their staffs, we find fairly wide support for archaeology and historic preservation, but little understanding about what the laws actually do and how the system that I have described actually works. We are a *very* small piece of the federal enterprise. I am convinced that the recent attempt to abolish the Advisory Council stemmed from a lack of understanding of the

essential role that it plays in the Section 106 process. This means that we have to work very hard to get our message across to Congress. We have a good message:

*Archaeological sites record more than 12,000 years of human occupation in North America; when they are destroyed without study, a part of that record is lost. The NHPA provides a time-tested system for ensuring that federal agencies “look before they bulldoze” when they carry out projects that might damage sites. This system may need tuning to make it more efficient, but it must be kept intact to ensure that federal programs do not destroy an irreplaceable part of America’s heritage. In addition, the Archaeological Resources Protection Act has proven to be a valuable tool for fighting archaeological looting and vandalism, and the small funds devoted to archaeology by the National Science Foundation and the National Endowment for the Humanities are enormously important stimulators of innovative basic research and new archaeological methods. We don’t apologize for the several ways in which American archaeology relies on federal laws and programs. It is entirely appropriate that preserving and understanding America’s archaeological heritage be a national concern.*

### *Sending Our Message*

We have two primary ways of getting our message across. First, we rely on professional lobbyists, such as Donald Craib, SAA government affairs manager, and Loretta Neumann, whose firm represents the American Cultural Resources Association, the Society for Historical Archaeology, and other groups. Lobbyists provide expertise, legislative contacts, and networking with other historic preservation organizations. But they can’t do it all, nor should we expect them to.

More importantly, we must rely on grassroots efforts. Supporters of American archaeology must understand what is at stake, and must be willing to contact their members of Congress and tell them, in their own words, that archaeology is important, and that there must be a federal role in archaeological preservation and study. Members of Congress respond *first* to constituents. I know that there are people in every state and every congressional district who believe that American archaeology is important and who can convey that message effectively to their legislators.

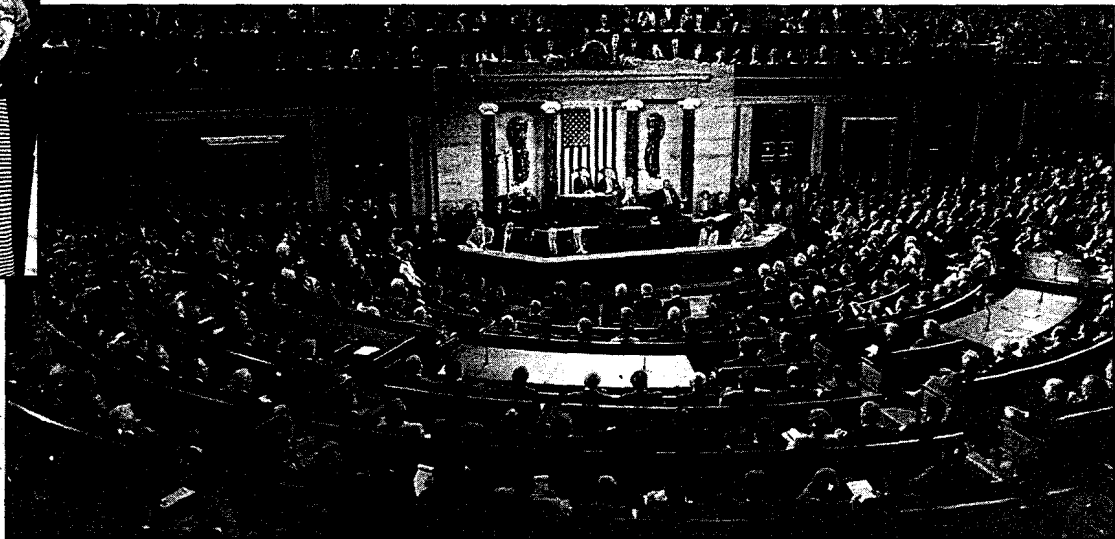
If you are willing to get involved, SAA can provide guidelines about contacting members of Congress, and will mail you copies of “Action Alerts” when particular issues are being considered by Congress or the agencies. Please send your name, mailing address, and phone, fax, or email numbers to: PEGA-SOS (Public Education in Government Affairs to Save Our Sites), Society for American Archaeology, 900 Second St., N.E., Suite 12, Washington, DC 20002.

That is all that is necessary to get on the mailing list so you can be informed. Thanks for your help.

*In addition to serving as president of SAA, Dr. Bill Lipe is a professor of anthropology at Washington State University, Pullman, and a research associate at the Crow Canyon Archaeological Center, Cortez, Colo.*



Architect of the Capitol



# TEAMING UP TO TEACH THE CONGRESS

Loretta Neumann

**E**ducating the public about cultural resources must include educating the Congress. Many new members of Congress do not understand why federal laws and programs are needed to protect our nation's cultural heritage. Educating them requires the help of individuals as well as the collective strength of organizations.

Several years ago, an ad-hoc coalition—the National Preservation Coordinating Council (NPCC)—was formed as a way of sharing information among such diverse groups as the American Institute of Architects, Society for American Archaeology (SAA), National Conference of State Historic Preservation Officers (NCSHPO), and the National Trust for Historic Preservation. Today, about 20 organizations participate. Until recently, they met quarterly; now, they often meet weekly. Their goal is to educate the Congress about the need to retain and fund federal preservation programs.

A major victory occurred in July, when NPCC members teamed up to save the Advisory Council on Historic Preservation. The Appropriations Committee in the House of Representatives proposed to eliminate the council and to cut its funding by two-thirds (from \$3.06 million to \$1 million), with the remaining funds to be used to close it out. The American Cultural Resources Association (ACRA), a new professional business organization, led NPCC's battle. Using faxes and the Internet, ACRA got phone calls and letters to all of the members of the House. Other groups, such as SAA, NCSHPO, and Preservation Action, aided the effort. On July 13, an amendment offered by Rep. Bernie Sanders (I-Vt.) to restore the council's funding was approved by an overwhelming vote of 267 to 130.

The battle then shifted to the Senate. The Senate Appropriations Committee initially proposed that most preservation funding be retained at the House levels, except for the Historic Preservation Fund for state and local governments and Indian tribes (cut by \$1.7 million to \$32.4 million) and the National Trust for Historic Preservation (increased to \$5.6 million). These were the levels that passed the Senate. NPCC hopes to restore some of the cultural resource cuts from the bill when it goes to the House/Senate conference committee in September.

In addition to the funding issues, Congress has other measures that could affect cultural resources. Among these are bills to place a moratorium on new regulations, including historic preservation regulations of the National Park Service and the Advisory Council; to transfer vast amounts of the public lands to the states; and to restrict the law enforcement authority of federal land managers.

Now is the time to contact your representatives and senators. Urge them to protect cultural resources when they consider new legislation. And, of course, urge them to continue funding the programs that already are in place (especially the ones mentioned above). Any congressional office can be reached through the Capitol switchboard at (202) 224-3121; or by writing to the House of Representatives, Washington, D.C. 20515, or to the Senate, Washington, D.C. 20510. If you would like to be on our Internet list to receive further information, send a message to [CEHP@hap.cais.com](mailto:CEHP@hap.cais.com).

*Loretta Neumann, president of CEHP Incorporated of Washington, D.C., and an ACRA board member, has been a lobbyist on behalf of archaeology and preservation issues for many years.*

*What Do  
College-Level  
Archaeology  
Students Really  
Learn About  
Federal Laws?*

# Legislation and College Curriculum

*George S. Smith, Susan J. Bender,  
and Bennie C. Keel*

**H**istoric preservation in the United States began in the early 1800s with concerned citizens' efforts to protect places associated with important individuals and events. Much of what began in the private sector

since has been codified in various federal, state, and local laws and ordinances, in addition to numerous regulations, executive orders, policies, and guidelines. This body of historic preservation law has become the basis for most of the archaeology undertaken since the mid-1970s. It is within this legal framework that the archaeological community functions. Therefore, it is critical that we not only understand these laws and how and when to apply them, but that we also transmit this knowledge to future generations of archaeologists. These laws are powerful tools that can help to interpret and protect the past.

Passage of the Antiquities Act (1906), Historic Sites Act (1935), and the Reservoir Salvage Act (1960) necessitated a steady increase in the number of practicing archaeologists—many outside the discipline's traditional bastions of universities and museums—and an increase in the number of projects carried out because of these laws. Implementation of the National Historic Preservation Act (1966, amended in 1980) also increased the number of archaeologists and projects undertaken based on legal mandates as well as job opportunities at both graduate and undergraduate levels. Since 1966, additional federal laws (see "High Points in Historic Preservation," pages 10–11) have provided protection and guidance for archaeological sites and objects. Today, most archaeology undertaken in the U.S. is driven in some way by this body of historic preservation legislation.

## *Collegiate Programs*

That undergraduate- and graduate-level training in public/applied archaeology, which includes the content and application of historic preservation law, varies greatly was recognized by the Professional Involvement Work Group during SAA's 1994 Save the Past for the Future II conference. Undergraduates often receive no exposure, and graduates receive minimal training and/or experience in this important area. The work group identified the need to develop

and foster improved curricula that meet the requirements of current career opportunities in archaeology. Students need to understand the historic preservation system and the legal and ethical issues of contemporary archaeology. It is critical that undergraduate and graduate curricula include the understanding that public/applied archaeology is part of doing archaeology in today's world.

## *Curriculum In Progress*

As a result of the work group's discussions, the Public Education Committee recommended in a report to SAA that undergraduate students receive some exposure to public/applied archaeology topics and that graduate courses include in-depth readings and discussion on legislation, cultural resource management, ethics, and the different "publics" with which archaeologists interact. In addition to class work, it further suggested that graduate students pursue independent studies or internships in public/applied archaeology. This might include writing an archaeological resource protection brochure for the local community; working with a federal or state agency that deals with cultural resources; developing a study or teaching plan for grade schools; preparing activities and events for an Archaeology Week; developing an archaeological site protection or interpretation plan for sites on public or private lands; or interning with a private archaeological business to handle or create projects for the public. Additional graduate training might include an internship resulting in a product that could be used as a thesis. The work group also recommended that means be developed for giving students credit for field crew positions on cultural resource management projects and internships on CRM projects that emphasize supervisory experience.

The Public Education Committee is developing a general curriculum in public/applied archaeology that will be available to all academic institutions as a guideline for curriculum development. Topics and textbooks from a syllabus prepared for a course co-instructed by Keel and Smith at Florida State University are listed at the end of this article. In addition to readings assigned for specific topics, two source books were compiled to provide copies of laws and articles specifically related to the course. Unfortunately, the information needed for a public/applied archaeology course is not readily available and must be pulled together from various sources. To improve this situation, books,

*Continued on page 19*

*Archaeology and Public Education* (ISSN 1080-0611) is produced by the Public Education Committee of the Society for American Archaeology. 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. Our publication aims 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 the fall, winter, and spring. Deadlines for submitting material are June 22, September 22, and December 22, respectively. Submissions on IBM or Apple disks are preferred, or material may be sent electronically; call for email addresses. Submit articles, news briefs, and calendar items to Phyllis Messenger, Institute for Minnesota Archaeology, 3300 University Ave., S.E., Suite 204, Minneapolis, MN 55414; (612) 627-0315; 623-0177, fax. Send copy for the Education Station or the parks, museums, or network columns to addresses listed in these features. Items should not exceed 500 words, and all material may be edited.

**RECEIPT OF PUBLICATION**

For subscription information or a change of address, contact the SAA office in Washington, D.C.

**MEMBERSHIP/ADVERTISING**

For information about joining SAA or placing display advertising in this publication, contact Brighid Brady-de Lambert at the SAA office.



900 Second St., N.E., Suite 12,  
Washington, DC 20002;  
(202) 789-8200; 789-0284, fax.

# Changes Ahead

**Ralph Johnson**  
*Executive Director*  
*Society for American Archaeology*

**A**rchaeology and Public Education was established on the premise that sharing archaeology with the public can have many positive outcomes. In the precollegiate classroom, for example, archaeology can be used to promote cultural awareness and sensitivity; provide a means of teaching critical thinking, cooperative learning, problem solving, and citizenship skills; increase awareness of archaeological research; and encourage protection and care of archaeological resources.

By providing feature articles, lesson plans, and news (about training opportunities, museums and archaeological parks, educational resources, and more), *Archaeology and Public Education* aims to help you teach the public about the value of archaeological research and resources. Judging by your responses to the reader survey in the last issue, the newsletter is highly effective in providing material that you use, share, and retain—and we promise to continue delivering useful information and creative ideas in future issues.

Another measure of the newsletter's value is its dramatic growth in circulation. Nearly doubling in the last year, the list of educators, interpreters, curriculum developers, archaeologists, and others who receive this newsletter now surpasses 10,000! I suspect that the volunteers who created, and have sustained, this publication never dreamed that such a large audience would be so receptive and willing to share archaeology. The Society for American Archaeology, publisher of the newsletter, anticipates that the audience will continue to expand.

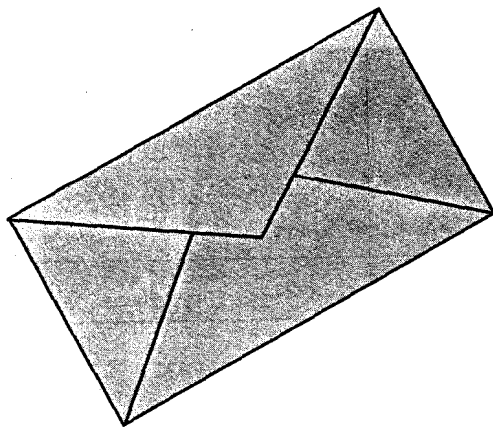
This growth in circulation is accompanied, unfortunately but unavoidably, by dramatic increases in paper, printing, and postage costs. As a result, the society's executive board has determined that a small charge must be assessed to help meet these expenses. You'll receive a mailing in September that asks you to make a choice. One option is for you (or the organization that employs you) to become a direct subscriber, for \$10, to receive three content-rich issues over the course of the annual subscription.

A more rewarding option, I believe, is to become an Associate member of the Society for American Archaeology and continue receiving a free subscription to *Archaeology and Public Education*. You'll also receive an array of additional member benefits—including *Archaeologists of the Americas*, the annual directory of members and sourcebook of individuals and institutions in the field of archaeology; *SAA Bulletin*, containing information (five times each year) about society business, commentary, news, meeting announcements, software reviews, and more; and member-level access to SAA's forthcoming site on the World Wide Web. All for \$30.

After you've received this issue of *Archaeology and Public Education*, I hope that you'll decide to continue receiving it. The subscription invoice—and special offer for new members who join the society by November 1—already should have reached you through the mail. Whatever your choice, the society appreciates your dedication to sharing archaeology with the public. The understanding of humanity's past, and the stewardship of its future, is enriched as a result.



**Copy deadline for spring issue:  
December 8**



# LETTERS

## Teacher "Sampler" Receives Kudos

I want to take this opportunity to thank you for the copies of *Teaching Archaeology: A Sampler for Grades 3 to 12*, published by the SAA Public Education Committee. I instruct a methods course on teaching history and social studies for pre-service teachers preparing for careers in middle and high school. In this class, I integrate archaeology as a teaching model as part of a larger program on living history.

The people who prepared the lessons for *Teaching Archaeology* knew exactly how to engage young people in drawing associations between history and culture. The variety of teaching strategies and skillful use of challenging questions also make this a most useful resource. My compliments to the people who labored to make this resource possible. This once again reminds us that archaeology is an essential part of history instruction at all grade levels. You can be sure that all of my students will become subscribers to *Archaeology and Public Education*.

Gregory Wegner  
University of Wisconsin-LaCrosse

*Ed. note: Copies of the "Sampler" are available free of charge from the SAA office.*

## Don't Mention Multiculturalism

I hope you don't stress multiculturalism [Vol. 5, No. 3] in future issues, preferably, don't even mention the word. Multiculturalism as an ideal is great and has been important in our evolution as a species, as a nation, and as a profession. But the principles and practice have become so distorted and regulated by politicians and bureaucrats that the striving for what they think is multiculturalism is having a

polarizing rather than unifying effect. More and more people are finding the word "multicultural" to be offensive, and it wouldn't help the cause of archaeology to alienate these folks. By nature, archaeologists need to be multicultural, but can get along just fine without using the word.

J. Richard Ambler, Professor Emeritus  
Northern Arizona University

*Karolyn Smardz responds:*

*I heartily agree that multiculturalism as a concept can produce incredible divisiveness. In fact, in Canada, where it has been a national policy for more than 25 years, this has been the result. However, the fact remains that people who are offering archaeology as a subject to the public, whether they are educators or archaeologists or both, must deal with a widely diverse audience and un-*

*derstand that the way in which messages are received is not always in line with what one believes one is transmitting. Without an understanding of how multicultural audiences learn, one cannot transmit a sense of the commonality of human experience, which I believe is a responsibility of archaeologists working in the public realm.*

*Archaeology has tremendous potential for enhancing appreciation of the differences as well as the similarities across cultures. This in turn engenders tolerance. The point that I am making is that not all of our clients are dead.*

*As a final note, it should be made clear that the word multiculturalism is in everyday usage in North American school systems and hence is expressed here to provide a direct link between archaeology and a current education issue for the teachers and public archaeologists in the readership.*

## You Say Tomayto; I Say Tomahto

You may notice in our newsletter, particularly this issue, that "archaeology" is spelled with and without a second "a." These variations stem from different spellings among the federal government, other public agencies, academic institutions, and the media.

Most groups spell the word with the second "a." The federal government, on the other hand, usually omits this letter, so its documents and publications refer to "archeology." But even the feds aren't consistent—to wit, the Archeological and Historic Preservation Act of 1974 was followed by the Archaeological Resources Protection Act of 1979. Such situations give folks in Washington fits because materials they pen must reflect spellings used in original documents; thus, writings may include both forms.

When we tried to track down the source of this dichotomy, several explanations were offered. The Government Printing Office was cited as the culprit by several informants, who said that, some years back, the GPO decided that the "æ" in "archæology" was laborious and opted for a simpler

spelling. However, someone else pointed out that the GPO does not control federal publication style. That task falls to the Office of Management and Budget, which, our source suggested, formally adopted "archeology" in a style guide in the 1970s.

Another informant said that the Smithsonian Institution used "archeology" when referring to its river basin salvage program of the 1940s and '50s. When the National Park Service inherited the program in the 1960s, it inherited the spelling, which became standardized as federal involvement in archaeology continued to expand.

Whatever the basis, the matter presents dilemmas for publications such as ours. We prefer "ae" and conform general text accordingly, although we retain the shorter version in literary references, official titles, and other instances in which editing for conformity would be inappropriate. Occasionally, this leads to confusion for our readers. Take a look at the "Archaeology Weeks" news brief on page 8, and you'll see what we mean.

K.C.S.

## Newsletter Survey Results

Thanks to all who have returned the Reader Survey included in the last issue of *Archaeology and Public Education*. Your responses and thoughtful comments are greatly appreciated. If you haven't replied yet, please do so now. Your observations will help us to keep this a useful and appealing publication.

Two interesting trends that we find among the early returns are: 1) copies of the newsletter are shared by as many as 20 readers, then filed or clipped for later reference; and 2) few readers have provided information on public education training programs. If you know about collegiate training programs related to public archaeology, we'd like to hear from you.

## Conference Will Explore Public Archaeology

The 28th annual Chacmool Conference in Calgary, Alberta, will focus on the role of archaeologists in the public realm. The conference will be held November 9-12 at the University of Calgary. Speakers will discuss major challenges for the discipline of archaeology in a new era, including contending with financial realities of the present and bridging the gap between research and public education.

Sessions will address such topics as the public, museums and archaeology; archaeology and education in the developing world; heritage tourism; and successful archaeology education programs. Registration information is available from the Department of Archaeology, University of Calgary, Calgary, AB Canada T2N 1N4; or contact Lesley Nicholls at (403) 220-7131 (phone) or 282-9567 (fax) to request an email address.

## States Inaugurate Archaeology Weeks

Hawaii and Minnesota have held their first Archaeology Week celebrations, joining nearly 40 other states that annually organize week- or month-long events in honor of the discipline.

To celebrate Hawaii's first Archeology Week last April, internationally acclaimed Hawaiian artist Herb Kawainui Kane created a poster masterpiece merging the dual themes of traditional Hawaiian fishing lore and material culture as a living cultural experience. More than 70 educational and cultural activities took place throughout the islands. One special event was a traditional taro field cultivation, followed by a taro pancake breakfast. A new publication, *Yesterday & Beyond: Archaeology and Hawaii's Past*, was authored for the celebration by National Park Service Archaeologist Robert Hommon.



Archaeology and Public Education editors Phyllis Messenger (left) and KC Smith each received a Presidential Recognition Award from outgoing SAA President Bruce D. Smith (right) at the SAA annual meeting in Minneapolis in May. Education Station Coordinator Cathy MacDonald, unable to attend due to the arrival of her first child, also was honored. The award recognized the three editors for their "initiative and vision in the development" of the newsletter.

Hawaii Archeology Week posters are available for \$4 each, plus \$3 shipping. Orders and requests for published materials and information should be directed to Martha Yent, Society for Hawaiian Archeology, P.O. Box 23292, Honolulu, HI 96823.

In Minnesota, 60 events took place from April 29 to May 7, coinciding with the SAA Annual Meeting. Funding from the Minnesota Humanities Commission supported lectures in six locations throughout the state, pairing local archaeologists with colleagues who attended the SAA meeting from as far away as Denmark.

The Archaeology Week keynote address and opening ceremony of the SAA meeting honored the late Professor Elden Johnson, Minnesota's first state archaeologist. It included a lecture by former SAA President Don Fowler of the University of Nevada-Reno, and a traditional Dakota memorial song by the Heart of the Earth Singers.

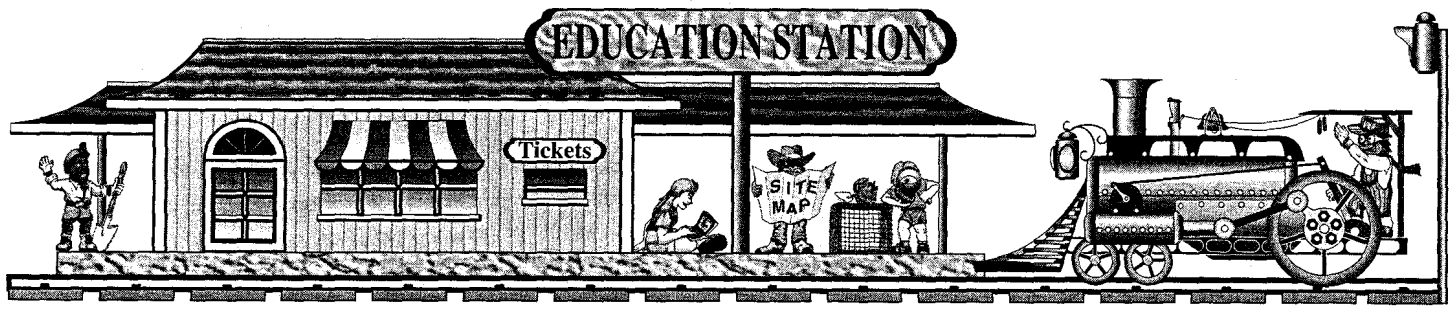
For more information on Minnesota Archaeology Week, contact James Myster, State Historic Preservation Office, 345 Kellogg Blvd. West, St. Paul, MN 55102; (612) 296-5434.

## Archaeology Conference

The Public Benefits of Archaeology, a conference November 5-8 in Santa Fe, N.M., will address the multiple public benefits of learning about archaeological sites and the importance of studying, preserving, and interpreting such resources. The meeting is geared for people with a variety of professional or personal interests in archaeological sites, and will result in a book that reiterates program topics.

The fee for registration is \$50, and reservations are required. For information, contact Barbara Little, (202) 343-9513; 343-1836, fax.





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

# Jefferson's Dilemma

*Our evolving interest in cultural remains has prompted improved methods to study them—and necessitated legislation and planning to protect them.*

KC Smith

We have no record of the first time that someone picked up a human-made oddity from a bygone era and wondered about its purpose and maker. Nor do we know whether that individual kept the found item out of some sense of reverie, fear, mysticism, or respect—or simply left it where it was discovered, perhaps returning occasionally to admire it again.

In many respects, our interest today in cultural objects, archaeological sites, and historic structures is no less curious, awe-inspired, or haphazard. However, it is defined by a corporate awareness that such relics deserve to be preserved because of the information they offer about past people and events, and the aesthetic pleasures and patrimonial pride that they provide. Indeed, modern people worldwide have established national programs for the protection of cultural resources on land and under water for the primary purpose of honoring their heritage now and in perpetuity. We have devoted much of this newsletter to articles relating to this preservation concept—in its most inclusive sense—to help readers to appreciate the need and value of both programs and legislation.

In the United States, people often cite Thomas Jefferson's excavation of Indian mounds at Monticello in 1782 as the nation's first systematic archaeological research because he undertook the work to answer specific questions, he formulated conclusions, and he published his results. From this actual or perceived genesis, a professional tradition has evolved that insists on methodologies that are far more exacting; that asks questions that are far more penetrating; and that produces publications that are far more elaborate than the nation's First Archaeologist ever could have imagined. Moreover, researchers today have at their disposal an array of equipment that Jefferson, the inveterate inventor, would have adored.

If Jefferson laid the groundwork, others followed in his

stead by understanding the perils that humans impose on cultural remains and the need to protect these resources with national and local legislation. One can only surmise how Jefferson, the statesman, would vote today on issues affecting the mounds at Monticello or the fate of national parks and other sites and agencies that manage cultural resources. Divorcing himself from partisan squabbles, perhaps he would smile at the course of events that has taken place in the growth of heritage preservation in the United States from his time to ours.

Among the most notable changes has been a shift from private to public promotion and support for historic preservation. Until the beginning of the 20th century, efforts to protect cultural remains were lodged primarily in the hearts and actions of individuals and independent groups. Similarly, the emphasis of attention has shifted from national to regional or local concerns for a variety of reasons—among them, the energizing effects of national legislation; the strengthening of state and local historic preservation agencies; and the realization that “nearby” and “from the ground up” history and archaeology often muster the strongest grassroots appeal and energy.

Moreover, in the past three decades, archaeological and historic preservation organizations, public and private, have recognized the need for long-term planning and management schemes. They have been forced to acknowledge the potential (and real) impacts on, uses of, and multiple public interests in, prehistoric and historic sites. Consequently, surveys and inventories of resources have become an expected part of federal, national, and local preservation plans. Not surprisingly, programs supporting the development, interpretation, rehabilitation, or adaptive use of properties have seen an amazing florescence.

Finally, the movement that has gained the greatest momentum, and that has the widest potential for sparking long-term protection of cultural properties, is the one that involves

*Continued on page 19*

**e**fforts to preserve human products can be traced at least to Classical times, when Ptolemy I established the first state-sponsored museum for the study of cultural and natural objects in Alexandria in 290 B.C. In the Middle Ages, churches were the repositories of precious remnants of human history. With the onset of the Renaissance, and a florescence of interest in humanism, scientific theory, and the works of Greeks and Romans, the Old World stage was set for the rise of museums, art galleries, botanical gardens, private collections, and public sites and efforts aimed at saving national patrimony.

In the New World, the long and elegant continuity of Native American customs, crafts, and lore represented the first efforts to preserve cultural heritage. Steps toward historic preservation from a Eurocentric perspective had to await the emergence of consolidated national identities with a sense of the past among the inhabitants. This began to take shape in the present United States in the late 18th and early 19th centuries. The following timeline summarizes the major events in U.S. history that have helped to craft cultural resource protection today.

**1784**  
Thomas Jefferson conducts the nation's first systematic archaeological excavation on mounds at Monticello, posing research questions and publishing his results.

**1816**  
The City of Philadelphia purchases the Pennsylvania State House (later called Independence Hall) including surrounding land and the Liberty Bell to preserve these monuments.

**1846**  
Residents in Deerfield, Mass., launch a drive to save "Old Indian House," the last structural survivor of a 1704 Indian massacre.

**1859**  
The Mount Vernon Ladies' Association raises an amazing \$200,000 to purchase and preserve George Washington's Potomac River estate, inspiring women elsewhere to initiate similar projects.

**1863**  
Attempts to save John Hancock's home fail, serving as a rallying point for historic preservation for almost a decade.

**1879**  
The Bureau of Ethnology (later called the Bureau of American Ethnology) is established within the Smithsonian Institution, initiating national programs in anthropology and archaeology. A report by the Archaeological Institute of America brings the looting of prehistoric ruins in the Southwest to the public's attention. The Anthropological Society of Washington (later called the American Anthropological

Association) begins to publish *American Anthropologist*.

**1892**  
Congress designates Casa Grande in Arizona as the first national archaeological reservation.

**1906**  
The **Antiquities Act** (Public Law 59-209) becomes the first federal legislation providing protection for cultural properties on government lands, specifying punishments for violations; and it also authorizes the President to declare areas of public lands as National Monuments.

**1916**  
Congress passes the **National Park Service Organic Act** (P.L. 64-235) to ensure the conservation of scenery, wildlife, and natural and cultural objects for the enjoyment of future generations.

**1926**  
Plans to restore Williamsburg, Va., represent the first effort to recreate an entire community, changing the professional orientation of preservation in the country and leading to other house museum and historic district projects.

**1930s**  
Numerous Public Works Administration projects aimed at national economic relief undertake the recording and investigation of cultural properties.

**1931**  
Charleston passes the nation's first comprehensive municipal preservation ordinance.

<b>1906</b>	<b>1956</b>
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Antiquities Act	Federal Highway Act
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Historic Sites Act	Res
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<b>1935</b>	Res
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# HIGH POINTS Histo

Compiled and Written by

**1934**  
The Society for American Archaeology (SAA) is established.

**1935**  
The **Historic Sites Act** (P.L. 74-292) establishes as national policy the preservation of important sites, buildings, and objects, giving the Secretary of the Interior authority to conduct surveys, collect and preserve data, and acquire historic and archaeological sites; and it also establishes the National Historic Landmarks program.

**1949**  
Congress charters the National Trust for Historic Preservation, a private, nonprofit organization dedicated to the protection and continued use of America's architectural, cultural, and maritime heritage.

**1956**  
The **Federal Aid Highway Act** (P.L. 91-605), prohibiting use of historic lands and sites for highways unless no alternatives are possible, represents the first protection of cultural properties from effects of federally sponsored projects.

**1960**  
The **Reservoir Salvage Act** (P.L. 86-523), the first legislation to recognize archaeological sites as important data sources and the first to authorize funding for data collection, makes the government accountable for cultural information impacted by reservoir projects it conducts or permits.

**1966**  
The National Conference of Mayors publishes "With Heritage So Rich," a report issuing a clarion call about the imperilment of the nation's cultural properties.

1966	1971	1978	1987
Nat'l Historic Preservation Act; Dept. of Transportation Act	EO 11593	American Indian Religious Freedom Act	Abandoned Shipwreck Act
Air Salvage Act	National Environmental Policy Act	Archeological and Historic Preservation Act	Archaeological Resources Protection Act
1960	1969	1974	1979
			Native American Graves Protection and Repatriation Act
			1990

# ic Preservation

Smith

The same year, Congress passes the **National Historic Preservation Act** (P.L. 89-665), the nation's cornerstone preservation legislation, which establishes as federal policy the protection of historic sites and properties in cooperation with other nations and state and local governments (see sidebar).

Also in 1966, the **Department of Transportation Act** (P.L. 89-670) restricts the initiation of transportation programs and projects requiring the use of land from historic sites of national, state, or local significance unless no alternatives exist.

## 1969

The **National Environmental Policy Act** (P.L. 91-190) requires federal agencies to prepare impact statements for projects that may affect the quality of the human environment, including natural and cultural resources.

## 1971

President Richard Nixon signs **Executive Order 11593** (16 USC 470), requiring federal agencies to inventory their lands for cultural sites and to nominate sites to the National Register of Historic Places.

## 1974

The **Archeological and Historic Preservation Act** (P.L. 93-291) extends the protections established by the Reservoir Salvage Act to all federal construction projects where scientific, historical, or archaeological data might be imperiled.

## 1976

The **Tax Reform Act** (P.L. 94-455) establishes a tax credit for the rehabilitation of historic buildings that will be used for income-generating purposes.

## 1978

The **American Indian Religious Freedom Act** (P.L. 95-341) establishes as federal policy the protection and preservation of traditional beliefs and expressions of indigenous populations, allowing them access to sites and possession of sacred objects; and it directs federal agencies to consult with native peoples regarding relevant laws and projects.

In the same year, in the case of the Penn Central Railroad vs. the New York City Landmarks Commission, the U.S. Supreme Court finds in favor of the city, stating that historic preservation groups may establish policies that regulate private property.

## 1979

The **Archaeological Resources Protection Act** (P.L. 96-95) and its 1988 amendments (P.L. 100-555 and P.L. 100-588) supplement provisions of the Antiquities Act by further defining the parameters for scientific research on public and tribal lands, clarifying the nature of illegal actions, strengthening penalties for violations of the law, and directing federal agencies to establish public education programs.

## 1987

The **Abandoned Shipwreck Act** (P.L. 100-298) transfers ownership of certain historic shipwrecks from the federal government to states, and directs states to develop management and protection programs encompassing the needs of all user groups.

## 1989

SAA sponsors the Save the Past for the Future conference in Taos, N.M., leading to anti-looting and public education initiatives, including a permanent SAA Public Education Committee established in 1990.

## 1990

The **Native American Graves Protection and Repatriation Act** (P.L. 101-601) provides for the inventory and repatriation of human remains and cultural objects held by federal agencies or institutions that receive federal funds; and it provides for tribal involvement in decision making about archaeological resources on federal or tribal lands significant to Native Americans.

## 1994

SAA sponsors the second Save the Past for the Future conference in Breckenridge, Colo., to evaluate its five-year anti-looting and public education initiatives, and to map a course for the next five years.

## The Cornerstone Law

The National Historic Preservation Act and its 1980 amendments (P.L. 96-515), established 1) the National Register of Historic Places; 2) the office and duties of state historic preservation officers (SHPO); 3) a program of matching grants-in-aid to enable SHPOs to carry out their work; 4) the Certified Local Government program to identify communities that meet certain preservation standards; 5) federal agency responsibilities concerning historic preservation activities, including the appointment of preservation officers and consideration of impacts on historic properties by federally conducted or sponsored projects, as outlined in Section 106 of the NHPA; and 6) the Advisory Council on Historic Preservation to advise the President and Congress on historic preservation matters and oversee federal adherence to Section 106 policies.

**PRESERVATION IN THE CLASSROOM****Learning The Law***Cathy MacDonald***Overview**

Teaching historic preservation legislation to precollegiate students offers an exciting opportunity for interdisciplinary and multidisciplinary classroom experiences that help youths to develop a sense of personal responsibility for stewardship. To approach this broad topic, this edition of the Education Station is presented as a unit plan rather than our usual lesson idea. While this topic is more suitable for middle and high school levels, we hope that it will provide useful classroom activities for elementary educators as well.

One additional note. The term "historic preservation" usually is associated with old buildings and structures, referring to the continued use of deteriorated and historic buildings, sites, structures, and objects through restoration, rehabilitation, and adaptive use. However, many people involved in heritage-related fields use the term more inclusively to refer to the ongoing protection of all types of cultural resources, including archaeological sites. It is in this latter sense that the term is used here.

**Unit Objectives****Attitudinal**

Students will become aware

- of the meaning of stewardship
- that the past is a shared heritage and that careful stewardship is needed to protect it
- that various levels of government, including local, state/provincial, and federal, value this heritage and protect it through legislation

**Knowledge**

Students will learn

- historic preservation legislation applicable in their own area

- the structure of the legislative process and court system
- the jurisprudence of historic preservation legislation
- trial procedures

**Evaluation**

Students will

- write a research report
- organize a presentation

**Skills**

Research, oral presentation, memorization, role play, cooperative learning, small group work, hypothesizing, formulating questions

**Subjects**

Law, history, geography, civics, social studies, drama, media, English

**Background**

Background material is provided throughout this issue and in the references cited on page 19. The articles by Lipe and Neumann (pp. 2-3 and p. 4) discuss recent challenges to the viability and effectiveness of existing protections. The multi-author report on page 5 addresses the need for college-level instruction in archaeology-related laws. "High Points in Historic Preservation" on pp. 10-11 presents a timeline of significant events and legislation that have helped to craft the historic preservation movement in the United States. Messenger's article on page 12, proposing the use of creative writing as a means of combining research and comprehension about the discipline—albeit aimed at undergraduate students—suggests possibilities for innovative precollegiate educators.

**UNIT LESSON PLANS****Lesson One****Topic**

Stewardship and the need for historic preservation legislation

**Strategy**

1. If available, show "Silent Witness," a National Park Service videotape that illustrates the impacts of archaeological looting and the benefits of legislation protecting heritage sites.

2. Lead a class discussion about the importance of preserving national and local monuments. Questions that you might pose include:

- a. How would our understanding of the past be changed if looters or treasure hunters had destroyed \_\_\_\_\_? (suggest an example)
- b. What motivates treasure and pot hunters, and how can they be stopped?
- c. Why is it difficult to stop such activities even with legislation?

**Lesson Two****Topic**

The evolution of historic preservation legislation

**Strategy**

1. Present information on the development of historic preservation legislation.

2. Emphasize such topics as penalties for breaking the law; how, when, and why legislation was developed; levels of government responsible for various laws; and famous cases.

3. Ask students to speculate about historic bases for laws by examining other movements and events that raised consciousness about heritage preservation at the same time.

## Lesson Three

### Topic

Legislative and court structure

### Strategy

Depending on the length of the class, this may take two or three periods.

1. Divide the class into three groups and assign the following topics:
  - a. the process of passing a law or bill in the political system.
  - b. the sequence of hearings through various levels of courts, including local, state/provincial, and federal.
  - c. the process and roles of the various personnel involved in a court trial.
2. Ask groups to research their topics and present their findings to the class. Encourage them to prepare handouts and to take notes during the other groups' presentations.

## Lesson Four

### Topic

Guest speaker

### Strategy

1. Invite a guest speaker from the legal community experienced with cases involving historic preservation legislation.
2. Help students to prepare for a follow-up question-and-answer session with the speaker.

## Lesson Five

### Topic

Mock trial

### Strategy

This activity may take three or four classes. Students may have to rehearse their roles as witnesses, defendants, lawyers, judges, and jury members.

1. Obtain an actual case that was tried in court in preparation for students conducting a mock trial. Teacher's manuals showing how to organize this type of activity are available from curriculum coordinators, teacher's colleges, and local law schools or societies.
2. Lead students in role playing the various parties involved in the case and preparing arguments for the defense and prosecution. If possible, involve a law instructor, a paralegal, or a lawyer.

## Lesson Six

### Topic

Application of preservation legislation—a reality-based research project

### Strategy

1. In small groups or individually, instruct students to write a research report on an actual court case by examining the following questions and issues. A synopsis of the case should accompany the report.
  - a. How was the site discovered?
  - b. How and when did it come under historic preservation legislation?
  - c. Which pieces of legislation does it come under?
  - d. Has the site benefitted from changes in legislation over the period of its preservation or restoration?
  - e. Which levels of government are involved?
  - f. What problems or difficulties were encountered in prosecuting or applying the legislation?
  - f. Are the historic preservation laws adequate?
  - g. What changes should be made to legislation to better protect sites?

## ADDITIONAL IDEAS

The following activities can be used to supplement or replace unit lessons.

✓ Ask students to attend meetings or to volunteer at a local archaeological site, historical board, or heritage-related society, and to report to the class on the impact of legislation on this body.

✓ Help students to videotape the mock trial (lesson 5) and show it to other classes or schools to increase awareness of preservation legislation.

✓ Hold a mock trial competition between classes or schools on a specific case involving historic preservation legislation. Invite a local judge or lawyer to adjudicate the trials.

✓ Involve English, art, or media in creating an awareness campaign on preservation legislation that includes the creation of posters, advertisements, and t-shirts.

✓ Conduct a panel discussion seminar on historic preservation legislation with local law enforcement agents, law-

yers, park service agents, archaeologists, and others.

✓ Develop a theme week around this topic, combining ideas mentioned above, and invite the public. Involve local TV, radio, newspapers, and cable channels to publicize events. Involve English, media, and art classes as well.

✓ Help elementary and secondary students to create bulletin boards or freestanding displays on this topic.

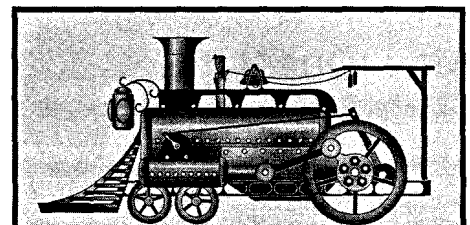
✓ Help students to take advantage of the current popularity of documentaries to get a message to the public. In research teams, they can create video or slide presentations on the impact of legislation on local heritage sites.

✓ Ask permission from your local mall to organize a booth featuring displays and documentaries based on projects suggested above.

✓ To help students become politically active, invite a politician interested in heritage preservation to the class. Prepare students for presenting the research reports developed in Lesson 6. Encourage them to make recommendations for improving legislation.

*Cathy MacDonald is head of the Social Sciences Department at Fr. Leo J. Austin Secondary School in Whitby, Ontario, Canada. She is also coordinator of the Education Station.*

*See page 19 for information about "Silent Witness" mentioned in lesson 1.*



*The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.*

*Send material to Cathy MacDonald, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9; (905) 666-2010.*

# Archaeology And Creative Writing: A Stimulus for Undergraduates

Lewis C. "Skip" Messenger, Jr.

*Editor's note: Stephen Lekson of Crow Canyon Archaeological Center wrote in the summer 1995 SAA Bulletin that, while interest in public archaeology is high, the discipline itself is presenting a cloudy message, perhaps leading to the "marginalization of American archaeology." He noted the media hype over Raptor Red, a work by a noted paleontologist, and suggested that novels may be a way to reach the reading public: "It is a short hop from narrative to novella, from document to docu-drama. If 'realist' archaeology is dead, perhaps we should embrace the richer fictional textures of prose and screen play." While Lekson isn't suggesting that we all write fiction, he is inviting us to look at new ways of communicating about the past. Here is how one college professor encourages his students to get the creative juices going by blending fact and fiction.*

For several years, I have been struck by the potential market available to anthropologists and archaeologists who wish to write fiction based on their field research and experiences. I had noted that many award winners in science fiction writing have strong anthropological backgrounds. At the same time, well-known authors of historical—really "pre-historical"—fiction (such as Jean Auel, author of *Clan of the Cave Bear*) often are journalists with little or no formal background in anthropology. My personal frustration was that such writers, while writing engaging fiction, often did so using sensationalism with little grounding in sound archaeological research. Furthermore, I felt that honestly "sensational" events had occurred in human an-

tiquity and that these were often missed.

I decided to develop an alternative writing assignment in my undergraduate "Introduction to North American Archaeology" class, for those interested in using creative writing to explore the ancient human experience. Many students in the class chose this option. A number of them told me later that they thought it would be much easier than the traditional "hypothetico-deductive term paper." The writing option involved students researching a particular time and place in ancient North America, then writing a fictional account that would convey to readers what life would have been like. In addition to writing engaging fiction, though, students had to account for specific details of their scenarios by providing endnotes indicating archaeological resources that provided needed details. When artistic liberties were taken, students had to include a reference indicating which part of their scenario involved creative license.

My positive expectations were confirmed. A number of papers satisfied the goals of the assignment—in both a literary and a "scientific" sense. One paper won the prestigious Steadman Award, an annual writing award given to a senior graduating from Hamline University. The student, Brent Wold, is now employed as a living history interpreter by the Minnesota Historical Society. This initial success has encouraged me to develop creative options for other classes.

*Lewis Messenger, Jr., is an associate professor of anthropology at Hamline University and a scholar-in-residence at the Anderson Center for Interdisciplinary Studies in Red Wing, Minnesota.*

## EDUCATIONAL RESOURCES

### MayaQuest II

MayaQuest organizers are responding to the interest of teachers and students in this year's educational cycling expedition to Mexico and Central America by planning a follow-up journey in March–April 1996. MayaQuest, which relies heavily on the electronic classroom, provides several access points to information. World Wide Web and Gopher sites offer archived expedition material including updates from the team, contributions from Maya archaeologists, a study guide, classroom activities, and a bank of images. For a newsletter or catalog of Maya-related resources, send your address by email to [MayaQuest@mecc.com](mailto:MayaQuest@mecc.com), or write to MayaQuest, 529 S. 7th St., Suite 320, Minneapolis, MN 55415.

Plans also are underway for a "family-friendly" tour to Yucatán, Mexico, sponsored by the Science Museum of Minnesota. Scheduled for March 23–31, 1996, the tour will visit archaeological and cultural sites at Uxmal and Chichén Itzá. A five-day extension to Palenque and other sites is offered. Tour leaders Skip and Phyllis Messenger are planning MayaQuest-related activities for school-age children. Con-

tact the Science Museum at (612) 221-4742 for information. The deadline for registration is January 19.

### Free Workshop For Teachers

The American Schools of Oriental Research (ASOR) will present "Archaeology and Interdisciplinary Study: A Workshop for Teachers" in conjunction with its annual meeting in Philadelphia. Cosponsored by the University of Pennsylvania Museum of Archaeology and Anthropology, the free program will be held November 18 from 9:00 a.m. to 3:00 p.m.

Using examples from ancient cultures, eleven educators from across the nation will demonstrate how the archaeology of any culture can be used to teach all subject areas. The workshop also will feature hands-on, small group sessions in which classroom activities are presented. Participants will receive free packets of curriculum materials and classroom activities. Pre-registration is required because space will be limited. For information, contact the University Museum education department at (215) 898-4000, or the ASOR outreach education section at (410) 516-3498.

# Archaeological Parks

Mary L. Kwas, Parks Column Editor

Thanks to all who have sent news for this column. The winter issue will be prepared this month, so plan ahead when sending information. Send submissions to me at 2408 Hampton Ct., Fayetteville, AR 72703-4337; (501) 444-6871.

**Hopewell Culture National Park**, Chillicothe, Ohio, has added a new video production, "Legacy of the Mound Builders," which is shown daily in the Visitor Center. New trail signs are being installed that will discuss changes in the Mound City landscape since prehistoric times. A self-guiding booklet also is being developed for the identification of trees and plants along the trail. Contact: (614) 774-1125.

**Homolovi Ruins State Park**, Winslow, Ariz, is planning a workshop on native plants for the fall. Cosponsored by the Homolovi Archaeological Society and the Arizona Ethnobotanical Society, the workshop will cover plant identification, place in the ecosystem, and traditional uses. Contact: (602) 289-4106.

**Kolomoki Mounds State Park**, Blakely, Ga., will co-host the Kolomoki Indian Festival and Indian Artifacts Day with the Early County Historical Society on October 8. Events

include arts and crafts, demonstrations, and entertainment. Contact: (912) 723-5296.

**Toltec Mounds Archeological Park**, Scott, Ark., will offer many fall events. Flintknapping Day is scheduled for September 23, followed by an Equinox Sunset Tour. On the first Saturday of each month, members of the Arkansas Native American Center for the Living Arts will demonstrate and discuss crafts and skills. Archeological Site Exploration Hikes on November 5 and 12 will explore areas of the prehistoric site not normally visited on regular tours. Contact: (501) 961-9442.

**Grand Village of the Natchez Indians**, Natchez, Miss., will hold a Student Day on September 15, and Music at the Mounds on October 28. Contact: (601) 446-6502.

**Cahokia Mounds State Historic Site**, Collinsville, Ill., will begin its fall events on September 17 with a 5-mile hike through archaeological and natural areas, and a September 24 observance of the fall equinox from the Wood-henge. "Heritage America," the site's premier annual event, will be

*Continued on page 17*

# Museum News

Amy A. Douglass, Museums Column Editor

Looking for ideas on creative museum programming to raise public awareness about archaeology and cultural resources? Look no further! Contact museums directly for specific information, and send descriptions of *your* museum programming to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105; fax (602) 350-5150; email amy\_douglass@tempe.gov.

**The American Association of Museums** has republished *Building Museum and School Partnerships*. This easy-to-use, spiral-bound book is for museum staff and school teachers planning to develop a partnership program or to improve an existing one. It concludes with an appendix of forms and outstanding program ideas. The cost to AAM members is \$25; nonmembers pay \$30. A quantity discount is available. Order from AAM, Department 4002, Washington, DC 20042-4002; (202) 289-9127.

**The Kelsey Museum of Archaeology**, Ann Arbor, Mich., is actively pursuing network access to its collection through an experimental World Wide Web page. Materials currently on-line include selections of glass, sculpture, and coins from Karanis, Egypt, among other objects in the museum's col-

lections. Access is via: <http://classics.lsa.umich.edu/Kelsey/Outreach.html>.

**The St. Petersburg Museum of History**, St. Petersburg, Fla., has opened "Gulf Coast Prehistoric People: 10,000 B.C.-1500 A.D." This exhibit features many hands-on activities relating to pottery design, ornamental "dress-up," and mathematical mound construction puzzles to intrigue all ages. Contact: Mary Lee Hanley, (813) 823-3326.

**The Oklahoma Museum Association**, Oklahoma City, offers museum education programs for sale. "Diaries in the Dirt: Archaeology and the Plains Village People" is targeted for 4th-6th graders. The activities and materials in the program provide an overview of Oklahoma prehistory, and an introduction to archaeological concepts and procedures. Contact: Cherie Cook, (405) 424-7757.

Construction is underway on a major expansion of the **Herrett Center for Art and Science**, Twin Falls, Idaho. New facilities include a reference library, classroom, and several new art and anthropology galleries. The centerpiece of the

*Continued on page 17*

# Network News

Beverly Mitchum, Network Coordinator

The SAA Public Education Network facilitates communication about public education activities through state and provincial network coordinators. If you have news of events in your region, a query for archaeologists, or you want additional information about the network coordinators, contact me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636-0468; (412) 527-5585.

One way to link educators and archaeologists is through programs, displays, and events at their respective professional conferences on the state, regional, and national levels. The fall 1994 combined meeting of the Southeast Archaeological Conference and Midwest Archaeological Conference (SEAC/MAC) provides an example of a regional archaeology conference with a strong education component. The conference included the SAA Education Resource Forum exhibit, a teacher workshop, a session of papers on precollegiate education, a network coordinators' meeting, and a reception for participants in all of the education events. SAA network coordinators Bonnie Christensen of Wisconsin and Gwynn Henderson of Kentucky collaborated on the program.

The SAA Education Resource Forum was displayed in the book room at SEAC/MAC. It provided a library-like corner to browse through archaeology education publica-

tions available from various sources and to sign up for *Archaeology and Public Education* and the Forum bibliography.

The half-day session of papers was well attended, with 40 to 45 people present for each paper. Topics included workshops that work, underwater archaeology education programs, case studies of state programs, and state humanities councils as resources for public education. The papers will appear in *Public Archeology Review*, published by the Center for Archaeology in the Public Interest at Indiana University-Purdue University at Indianapolis.

The network coordinators' meeting provided a unique opportunity to discuss network expectations and obstacles and how best to reach teachers in each state. Participants developed a set of recommendations to the Public Education Committee to facilitate the information flow between SAA and local and regional educators. Ideas included setting up an email bulletin board for the network and organizing networks on a regional basis according to the division of regional archaeology meetings.

The Saturday workshop, "Project Archaeology," drew 18 archaeologists, teachers, and museum educators from nine states. As part of the workshop, two local teachers displayed activities they use with their students, and a local archaeologist reviewed the culture history and locally available educational resources.

## SAA Network Coordinators

**Alabama:** Linda Derry, (205) 875-2529  
**Alaska:** Susan Morton, (907) 257-2559  
**Alberta:** Shawn Haley, (403) 342-3290  
**Arkansas:** Hester Davis, (501) 575-3556  
**Arizona:** Lee Fratt, (602) 621-4897  
**California:** Delmer Sanburg, (213) 744-3342  
**Colorado:** Susan Collins, (303) 866-2736  
**Connecticut:** Nick Bellantoni, (203) 486-5248  
**Delaware:** Lesley Keegan, (302) 738-5384  
**District of Columbia:** David Clark, (202) 319-5080  
**Florida:** Amy Felmley, (407) 747-6639  
**Georgia:** John Jameson, (404) 331-2630  
**Hawaii:** William Kikuchi, (808) 245-8311  
**Idaho:** Will Reed, (208) 364-4158  
**Illinois:** Joyce Williams, (618) 692-2059  
**Indiana:** Cameron Quimbach, (317) 925-6986  
**Iowa:** Shirley Schermer, (319) 335-2400  
**Kansas:** Virginia Wulfkuhle, (913) 272-8681, ext. 268  
**Kentucky:** A. Gwynn Henderson, (606) 257-1944  
**Louisiana:** Nancy Hawkins, (504) 342-8170  
**Maryland:** Kirsti Uurila, (410) 586-0050  
**Massachusetts:** Elena Filios, 58 Gillette Cir., Springfield, MA 01118  
**Michigan:** Susan Martin, (906) 487-2070  
**Minnesota:** Phyllis Messenger, (612) 627-0315  
**Mississippi:** Jo Miles-Sealey, (601) 359-6930  
**Missouri:** Carol Diaz-Granados, (314) 721-0386

**Montana:** Halcyon LaPoint, (406) 657-6361  
**Nebraska:** Mark Lynott, (402) 437-5392  
**Nevada:** Colleen Beck, (702) 895-0418  
**New Hampshire:** Richard Boisvert, (603) 271-3483  
**New Jersey:** David Mudge, (609) 530-2987  
**New Mexico:** Robert Leonard, (505) 277-4524  
**New York:** Jo-Ann McLean, (516) 887-4167  
**North Carolina:** Michele Vacca, (704) 873-0758  
**North Dakota:** Signe Snortland, (701) 250-4594  
**Nova Scotia:** Denise Hansen, (902) 426-5186  
**Ohio:** Alan Tonetti, (614) 297-2470  
**Oklahoma:** Robert Brooks, (405) 325-7211  
**Pennsylvania:** Phillip Neusius, (412) 357-2733  
**Rhode Island:** Alan Leveille, (401) 728-8780  
**Saskatchewan:** Maureen Rollans, (306) 975-3860  
**South Carolina:** Gail Wagner, (803) 777-6548  
**South Dakota:** Todd Kapler, (605) 677-5369  
**Tennessee:** Sean Coughlin, (615) 974-4408  
**Texas:** Pat Mercado-Allinger, (512) 463-6090  
**Utah:** William Fawcett, (801) 750-1230  
**Vermont:** Robert Sloma, (802) 656-3029  
**Virginia:** M. Catherine Slusser, (804) 786-3143  
**Washington:** Mona Wright, (509) 372-1791  
**West Virginia:** Lora Lamarre, (304) 558-0220  
**Wisconsin:** Bonnie Christensen, (608) 785-8454  
**Wyoming:** Mary Hopkins, (307) 766-5323  
**Email Contact:** Joelle Clark, jclark@nauax.ucc.nau.edu



# Parks . . .

*Continued from page 15*

held September 29–October 1. Plains Indian crafts will be featured on October 22. A temporary exhibit on the “French in Illinois” will open on November 18 to southern drum Indian music and dance. Contact: (618) 346–5160.

**Pu'uhonua o Honaunau National Historical Park**, Kona, Hawaii, will sponsor La Pa'ani (Games Day) for school children on November 3. Contact: (808) 328–2326.

**Town Creek Indian Mound State Historic Site**, Mount Gilead, N.C., will host the annual Native American Heritage Festival on November 4–5. Contact: (910) 439–6802.

**The London Museum of Archaeology**, London, Ontario, will be the setting for a Drum and Birchbark Basket Workshop on September 23. Contact: (519) 473–1360.

**Etowah Indian Mounds**, Cartersville, Ga., will offer demonstrations of basket weaving, flintknapping, pottery making, and weaponry on September 30. Artifact Identification Day is set for October 28. Contact: (404) 387–3747.

# Museums . . .

*Continued from page 15*

center is an educational program where elementary and secondary students present hands-on lectures about prehistoric American peoples. Contact: James C. Woods, (208) 733–9554, ext. 2355.

**The Anasazi Heritage Center**, Dolores, Colo., features a new permanent exhibit entitled “Tiny Traces.” This exhibit makes a hidden world visible with the help of an archaeologist's tool—the microscope. Contact: Michael Williams, (303) 882–4811.

**The Corporation for Jefferson's Poplar Forest**, Thomas Jefferson's retreat home in Bedford County, Va., works with students at the local Governor's School for Science and Technology as partners in an ongoing study of plant opal phytoliths. The students process excavated soils from Jefferson-era planting beds to separate plant phytoliths. The identification of the phytoliths will make possible the restoration of the Poplar Forest landscape. Contact: Mark Freeman, (804) 977–7591.

**The State Historical Museum**, Madison, Wis., offers focus tours in its “People of the Woodlands” exhibit. Students are introduced to archaeology and the processes involved in interpreting the physical environment and lifeways of the peoples of Wisconsin from the glacial era to the 17th century. Contact: Kori Oberle, (608) 264–6555.

**The North Carolina Maritime Museum**, Beaufort, N.C., in conjunction with the North Carolina Underwater Archaeology Unit, sponsored a week-long summer camp for youths dealing with local maritime history and the science of underwater archaeology. Museum activities were augmented by fieldwork on a wreck site. Contact: (919) 728–7317.

## Conference Report

# A Jaunt To India

*Jeanne M. Moe*

**Delhi Airport, 3:00 a.m.** How many different styles of dress are there? A couple dozen at least. Does each one denote a different ethnic group or religion? I've never seen so many different kinds of people in one place. Airports are always good for people watching, but this is like nothing I've ever seen. And I have plenty of time to watch. The international flights arrive and depart from Delhi in the middle of the night, so the airport is jammed with people from all over India and the world.

Add to India's amazing cultural diversity 600 or more international archaeologists attending the World Archaeological Congress 3 (WAC-3), and you have a fascinating array of individuals. I met researchers from Australia, the U.K., Lebanon, South Africa, New Zealand, Argentina, Tanzania, and even Vanuatu, a tiny Pacific island. Each came with different experiences and ways to approach the vast field of archaeology, but most brought a similar goal to the congress: to learn about our rich and divergent histories and to protect the source of that knowledge—the archaeological record.

When the SAA Public Education Committee was invited to send a representative to present a paper on North American archaeology education, I volunteered. My goals for attending the conference were threefold: to report on archaeology education programs designed for schoolchildren in the U.S. and Canada; to learn about similar programs in other countries; and to establish global heritage education contacts. Travel to the December 1994 conference was funded jointly by the Bureau of Land Management and the committee.

The conference schedule embraced some of the most diverse and intriguing topics that I have ever seen: concepts of time, the relationship between archaeology and language, the responses of indigenous people to ethnoarchaeology, the archaeology of cognition, and landscape archaeology, to name a few. My paper, “America's Archaeological Heritage: Protection through Education,” focused on programs for youths and their demonstrated success in helping to protect archaeological resources. The U.S. and Canada certainly are not alone in their concern for protecting archaeological sites, or in their approach to protection through public education. Archaeology education is a growing field internationally, and several other countries have launched similar programs aimed at schoolchildren. We have much to learn from one another.

**Delhi Airport, 3:00 a.m., three weeks later.** The airport looks very different than when I arrived. Everyone wants to get on a jet bound for home or some other exotic destination. Some talk quietly, and many try to sleep briefly before moving through the security station. I'm afraid that if I sleep I'll miss my 5:00 a.m. flight to Frankfurt. I wonder if I have ever been this tired before or will be again, and it's still a long way home.

*Jeanne Moe is an archaeologist with the Bureau of Land Management in Salt Lake City.*

# Tips For Archaeologists Involved In Public Education

Mary L. Kwas

**A**s an organizer of special events and programs about archaeology for the public, I am dependent on the willingness of professional researchers to volunteer their time to present talks and to participate in Archaeology Week and other activities. Most archaeologists are happy to contribute their fair share to public education.

Unfortunately, an archaeologist's willingness to participate does not assure a natural ability to be an effective communicator in a public forum. A boring or poorly organized program is little better than no program at all, for in neither case do communication and education occur. Here are some commonsense tips to improve any public program.

## Presentations

A public talk is different from "reading a paper" at a conference. It should be prepared and presented with the audience in mind.

- **Keep your talk short.** Twenty minutes is long enough.
- **Don't drone!** Speak clearly and be enthusiastic.
- **Do not read your presentation.** Be down to earth and keep on track with note cards or visual aids.
- **Make it relevant.** Put details in the context of your audience's lives, using easy-to-grasp statistics.
- **Use visual aids.** Artifacts and slides add life and depth.
- **Invite questions.** Put the audience at ease and make them want to know more.

## Using Slides

Slides often are the visual medium of choice for an archaeologist communicating to colleagues or the public. What the trained eye of an archaeologist can see often will be invisible to the untrained eyes of the public audience.

- **Choose your subjects carefully.** Make the images understandable and interesting.
- **Start your show with a map.** Put the site in context.
- **Avoid pictures of mounds buried in trees.** A map or drawing may illustrate the feature better.
- **Don't show profiles.** Most profiles don't photograph well enough to convey any meaning to the lay public.
- **Be careful using archaeologists' humor.** A crew photo that entertains may not be in good taste for the public.
- **Use artifact pictures.** While we want to avoid the "treasure hunt" image of archaeology, people *do* want to see the objects uncovered.
- **Use slides of people in action.** Images of the crew excavating, screening, or gluing a pot create human interest.
- **Pace and plan your slide sequence.** Don't leave the audience staring at one slide too long; use duplicate slides to return to a previous image to make a point.
- **Preview your slides.** Backwards, upside-down, and stuck slides can compromise even the best talk.

## Designing Posters and Mini-Exhibits

An appealing and readable poster or mini-exhibit is another effective communication tool in public education programs. Here are some tips.

- **Avoid head shots.** Show people doing things.
- **Let photos lead the viewer into the exhibit.** If the person in a photo is looking off the edge of the exhibit, your viewer's eyes will follow.
- **Identify objects in photographs.** Give the type name, date range, geographic location, and purpose of an object.
- **Photo captions should go beyond the obvious.**
- **Edit text carefully and use action words.** A well-constructed paragraph can be short, exciting and informative.
- **Avoid text gray-out.** Break up long columns of text into short paragraphs with bold headings. Use bulleted lists where possible.
- **Make the text visually appealing.** Use easy-to-read common fonts. Avoid all caps or extensive use of italics.

Mary L. Kwas edits the newsletter's Parks column. This article appeared in *The Tennessee Anthropologist*, Vol. 20, No.1.

## PREPARING AN EFFECTIVE AND PERSUASIVE SPEECH

An engaging, informative speech follows a logical pattern, as outlined below by J. Michael Bennett, professor of rhetoric at the University of Minnesota.

### Components of the Speech

1. Title
2. Introduction
  - a. attention getter
  - b. central idea
  - c. specific purpose statement
  - d. opposing views
  - e. main points
3. Body
  - a. main points
4. Conclusion
  - a. main points
  - b. appeal
  - c. closing comments

### Planning and Preparing the Speech

1. Select and narrow the subject
2. Determine the purpose
3. Analyze the audience and occasion
4. Gather the material
5. Arrange and outline the points
6. Practice the speech aloud
7. Deliver the speech

# College Curriculum . . .

Continued from page 5

readers, and articles on public/applied archaeology topics need to be published. In addition, the Public Education Committee has begun to gather and disseminate information about departments that provide training and opportunities in this area of study (see "Survey Results," page 8).

By providing college-level training and experience in public/applied archaeology, we will prepare our students to work and function effectively within the framework of historic preservation. Institutions of higher learning must examine their undergraduate and graduate curricula and, if they are found to be lacking in the area of public/applied archaeology, steps must be taken to provide courses and internships that prepare students to function in today's world.

George Smith is chief, Investigation and Evaluation Branch, National Park Service, Southeast Archeological Center, Tallahassee, Fla. Susan Bender is associate professor and chair, Department of Sociology, Anthropology, and Social Work, Skidmore College, Saratoga Springs, N.Y. Bennie Keel is regional archeologist at the Southeast Archeological Center, Tallahassee.

To receive a copy of the complete course outline, contact George Smith at National Park Service, Southeast Archeological Center, P.O. Box 2416, Tallahassee, FL 32316; (904) 561-9106.

## COURSE TOPICS

1. Development of Historic Preservation in the United States
2. Archaeology and the Public
3. Archaeological Site Destruction
4. Archaeology and the Law
5. National Register of Historic Places and the Concept of Significance
6. Protecting the Resource

## COURSE BOOKS

Henry, Susan L. *Protecting Archeological Sites on Private Lands* (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1993).

Hutt, Sherry, Elwood W. Jones, and Martin E. McAllister. *Archeological Resource Protection* (National Trust for Historic Preservation, Preservation Press, 1992).

Johnson, Ronald W., and Michael G. Schene. *Cultural Resource Management* (Malabar, Fla.: Krieger Publishing Co., 1987).

Keel, Bennie C., Francis P. McManamon, and George S. Smith. *Federal Archeology: The Current Program* (Washington, D.C.: National Park Service, 1990).

King, Thomas F., Patricia Parker Hickman, and Gary Berg. *Anthropology in Historic Preservation: Caring for Culture's Clutter* (New York: Academic Press, 1977).

McGimsey, Charles R. *Public Archaeology* (New York: Seminar Press, 1972).

Smith, George S., and John E. Ehrenhard. *Protecting the Past* (Boca Raton, Fla.: CRC Press, 1990).

Smith, George S., Francis P. McManamon, et al. "Archeology and the Federal Government." *CRM Bulletin*, Vol. 11, July 1988, pp. 1-36.

Society for American Archaeology. *Save the Past for the Future, Actions for the '90s* (Washington, D.C.: SAA, 1990).

*Editor's note: In addition to the sources used by Keel and Smith, the following references also are useful.*

Bevitt, Imogene A. *Federal Historic Preservation Laws* (Washington, D.C.: National Park Service, 1993), rev. ed.

Dwight, Pamela, ed. *Landmark Yellow Pages. Where To Find All The Names, Addresses, Facts, and Figures You Need* (Washington, D.C.: National Trust for Historic Preservation, Preservation Press, 1993).

Sherlock, Kathryn. *Silent Witness. Protecting American Indian Archeological Heritage*. Learning Guide and videotape. (Washington, D.C.: National Park Service, Parks as Classrooms Program, 1994). *Note: this resource is out of print. Contact your SHPO, local National Park, or local historical society for a set to borrow. Glen Kaye of NPS says that it is permissible to copy the workbook and videotape.*

Society for American Archaeology. *Save the Past for the Future*. Report of the Working Conference. (Washington, D.C.: SAA, 1995).

Cultural resource laws and regulations are available on IBM compatible disks free of charge. Send two formatted disks and a self-addressed mailer to Bureau of Reclamation, P.O. Box 25007, Attn. D5300, Denver, CO 80225-0007. For information, contact Ed Friedman, (303) 236-1061, ext. 239.

# Jefferson . . .

Continued from page 9

the lay public. As they soundly have exhibited, everyday people, adults and children, interested in archaeology, old structures, oral histories, archival materials, and objects from the past have enormous potential as guardians and stewards of American (and global) culture history. This is why so many people are committed to exposing children to accurate information and stewardship concepts at a time when their curiosity about the past is a strong motivator.

But individuals cannot perform these protective duties without official sanctions. Those who care about remnants of the human past and are willing to act on their behalf need to know that community support, legislation at all levels, and the simple expedient of "a higher good" is behind them when they take on a looter, a developer, a local commission, or the U.S. Congress. Only then will the happenstance discovery—appropriately recorded or left in situ out of a sense of awareness and confidence—be available in the future to speak its fullest message about the past.

KC Smith is program supervisor for statewide service at the Museum of Florida History, Tallahassee.

# SAA MEETING HIGHLIGHTS

*Phyllis Messenger*

The panoramic view from the escalators of the new Minneapolis Hilton Hotel was perfect for spotting old friends or tracking down committee members among the 2,281 registrants at the 1995 SAA Annual Meeting in May. General sessions emphasized the importance of public involvement in archaeology on many levels. At the Saturday night plenary session, panelists challenged professional archaeologists to do a better job of responding to the continuing public interest in archaeology. The *New York Times* and other media covered research results from some of the nearly 1,200 presentations given. The local media were a hard nut to crack, though a functioning Roman-era iron ore smelting furnace built for Minnesota Archaeology Week drew reporters and TV crews. The 60th Annual Meeting was a stimulating and successful meeting by all accounts, and most of us left simultaneously exhausted and reenergized.

Plan now to attend the 61st Annual Meeting, April 10-14, in New Orleans. Registration information will be sent to SAA members in early 1996.

## Public Education Committee Activities

The Public Education Committee (PEC) met as a whole on Tuesday, May 2. Meetings of the 10 subcommittees and various working groups were held on Wednesday and throughout the meeting. For more information about some of the issues and actions described below, contact the subcommittee chairs or PEC Chairman Ed Friedman at (303) 236-1061. Watch for more reports in the next issue of this newsletter.

**Precollegiate Education.** The Precollegiate Education Subcommittee (formerly Formal Education) made preliminary selection of an author for a children's book on archaeology. Contract negotiations will be coordinated

through the SAA office. The subcommittee discussed homeschool educators as a significant population to reach with information about SAA and its various resources. Consultant Kathleen Hunter offered her perspective on getting official mandates to include archaeology in curricula. She suggested correlating national assessments with the skills and content that archaeology can teach. The subcommittee will create a matrix using the national assessments for geography, science, and history, and distribute it to teachers and through network coordinators. Contact: Shelley Smith, (410) 671-3206.

**Professional Involvement.** Prioritizing and implementing recommendations from the Save the Past for the Future Conference was the focus of this subcommittee's discussions. To improve professional recognition of the value of public education, a working group will foster articles and publication outlets for education. A workshop for future SAA meetings will be developed to encourage public education among CRM archaeologists. A survey

will be made to identify and support education components in college-level archaeology programs. Contact: Susan Bender, (518) 584-5000, ext. 2595.

**Internet Connections.** Discussions about using the Internet to facilitate communication between us and others are similar to those of other cultural and educational organizations, according to Joel Halvorsen, technology coordinator for a Minnesota Department of Education technology project, who met with the committee. SAA has established an Internet Task Force, chaired by *SAA Bulletin* editor Mark Aldenderfer, to consider systems and programs for the whole organization. One option is a closed and automatic listserver for on-line committee communication. Contact: Larry Desmond, (916) 546-0919.

**Smith on SAA Board.** Congratulations to Archaeologist George Smith of the National Park Service in Tallahassee, who was elected to the SAA Executive Board. George is a founding member of the Public Education Committee.



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