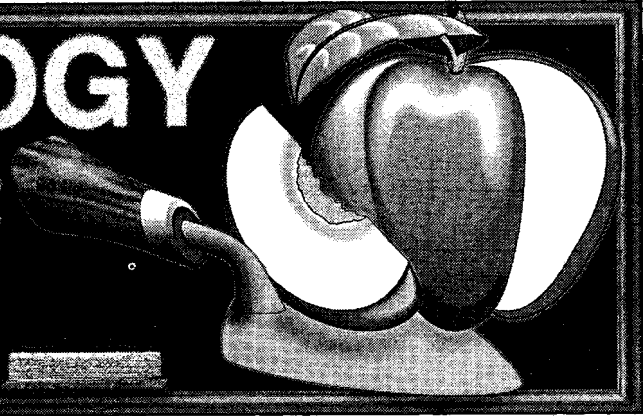


ARCHAEOLOGY AND PUBLIC EDUCATION



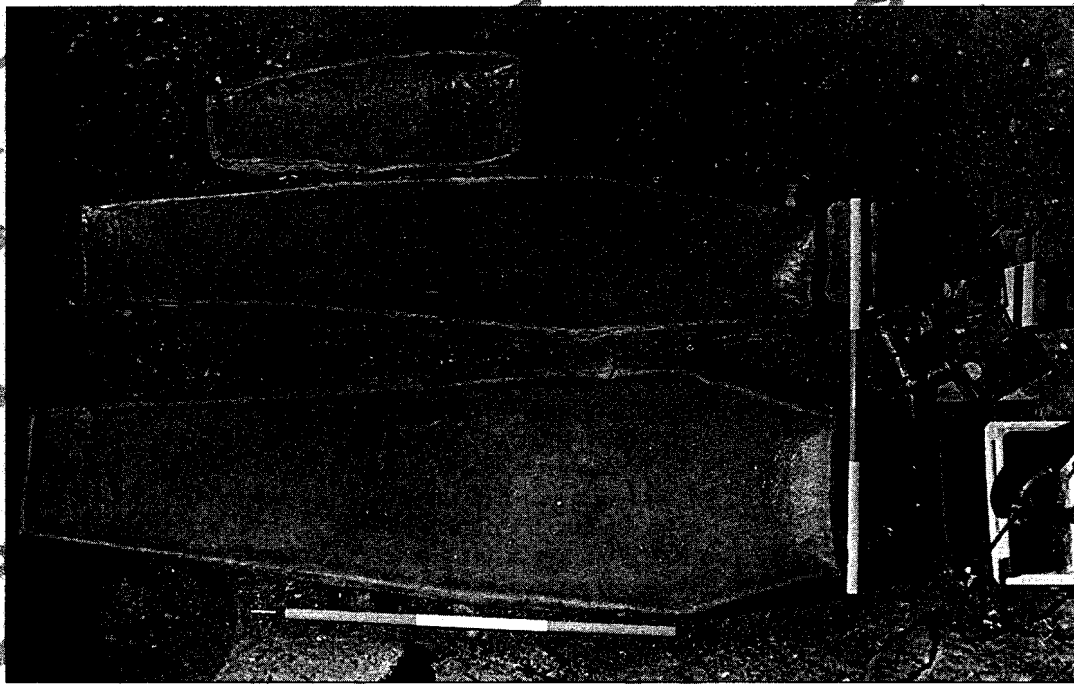
Society for American Archaeology, Public Education Committee

Vol. 6, No. 1 • Winter 1995-96



Historical Archaeology

Documenting the Recorded Past



FOCUS ON Historical Archaeology

Archaeologists reconstruct past cultures based on material evidence that people left behind. While prehistoric archaeologists must rely solely on artifacts, features, and clues from nature, historical archaeologists, who study literate populations or people about whom written records were made, have a wealth of additional data to embellish the material evidence they recover from the ground.

In this issue of *Archaeology and Public Education*, we focus on historical archaeology by highlighting three arenas of research: a colonial, urban context made clearer by the study of human remains; trends in African American research; and shipwreck archaeology. We are grateful for assistance from Society for Historical Archaeology Public Education Committee members Martha Williams, Jim Gibb, Katherine Bequette, and Louise Akerson, and also thank Henry Miller, Roger C. Smith, and Douglas Armstrong for their input.

Publication of this issue was supported by a grant from the National Park Service, Inter-agency Archeological Services, Southeast Field Area, facilitated by the efforts of John E. Ehrenhard and George S. Smith.

ON THE COVER

Syracuse University students take time for a field lecture during their excavation of an African American community on St. Johns, USVI. Three lead coffins dating to the 17th century were recovered at Historic St. Mary's City, Md. Photos, respectively: Douglas V. Armstrong and Historic St. Mary's City.

Project Lead Coffins

Reconstructing Colonial Life From Silent Human Testimony

KC Smith



These partially exposed foundations of a 1667 chapel hid the remains of three lead coffins. Photo: Historic St. Mary's City.

Human burials are among the most difficult and delicate finds at an archaeological site. They are difficult because bone and tissue remains usually are fragmentary, friable, and painstaking to excavate. They are delicate because human interment is a sacred practice, and exhumation confronts religious, social, and ethical customs. In the United States, Native American and Native Hawaiian graves on federal and tribal lands are protected by federal legislation, and states have laws that protect known, marked burials, and usually unmarked ones as well. Balanced against these considerations is the fact that burials are an extraordinary source of insight about the past. In cases where excavation appears necessary, archaeologists approach the matter with great deliberation, thought, and preparation.

Two years of preparation preceded the excavation of three humans entombed in lead coffins at the site of a 17th-century chapel in Historic St. Mary's City (HSMC), Maryland's founding community and seat of government, established in 1634. Revealed as sub-surface anomalies during remote sensing of the ruins of the first Catholic church in the English colonies, the coffins were uncovered by excavation in 1990. They were the oldest lead coffins found by archaeologists in the New World and represented a European tradition reserved for royalty and nobility. Their potential for scientific and cultural information—from analyzing 17th-century air and human remains to identifying the individuals and setting them into a clearer historical context—was immense. These and other factors prompted HSMC Director of Research Henry Miller to plan a careful and methodical recovery that ultimately involved 150 specialists and some of the most sophisticated analytical equipment and techniques known to science.

Concurrently, two historians from the Maryland State Archives began to sleuth every clue they could find about local residents who might have received such special interment. Because the coffins varied in size, there clearly were age, and possibly gender, differences among the deceased. By the time that excavation began in late 1992, ten male candidates had been identified (the virtual absence of information about women in the historical record precluded female candidates), and continued documentary research was focused on the men and their families.

The process of raising and opening the coffins began with the smallest lead box, which contained the remains of a young child, about six months of age, who had suffered from severe nutritional problems and lived a very sickly life. Inside the second coffin, a wooden box held the skeleton of a woman—the best-preserved remains yet found of a 17th-century North American colonist—who had been prepared for burial in traditional English custom. In her early sixties when she died, she evidently enjoyed a vigorous existence until she developed several serious debilities related to her bones. The remains of her cranium, although fragile, enabled a forensic artist to prepare a facial reconstruction of the woman as she might have looked a decade before her death.

The largest lead coffin also contained an internal wooden box, housing the remains of an adult male in a mixed state of preservation. While bones below

Continued on page 11



Students from Syracuse University, in cooperation with the Jamaica National Heritage Trust, excavate house sites, ca. 1670–1780, associated with an African American slave community at Seville Plantation. Photo: Douglas V. Armstrong, Syracuse University Department of Anthropology.

African American Studies

Research Reveals Ties To Traditional Lifeways

John McCarthy

Immigrants and minorities have not been well served by most written history. Prior to widespread public education, documents were produced by an educated few in society, rarely focusing on the lower social ranks and reflecting the biases and stereotypes of their creators. In contrast, the archaeological record is an objective, material reality produced by the very people whom we wish to under-

stand. Historical archaeology has proven to be a powerful, effective way to tell the stories of people who have been marginalized in the past, and the study of African Americans, in particular, has become a major research focus.

African American studies have prompted a synthesis of historical and archaeological data that is important in a multicultural society. What we “know” about the past is a construct—a reconstruction—that influences what we believe to be true and allow to happen in the present. Critical aspects of ideology and national policy are based implicitly, and sometimes explicitly, on our “history.” Populations whose past was poorly documented too easily have been viewed as people who were exploitable, without giving credit to the roots and richness of their heritage. Not only are such views politically charged, but they also fail to appreciate the blending of native and acquired customs that have been manifested in the past and that are evident today.

While African American culture now is recognized as a distinct entity forged by the interaction of people from Africa, Europe, and the Americas, this was not always the case. As late as the 1960s, the prevailing view, exemplified by the work of E. Franklin Frazier from the 1930s, held that forced importation and the devastating experience of slavery had stripped Africans of virtually all of their native customs. African American culture was perceived as an imperfect derivative of European American culture.

However, Melville Herskovits's *The Myth of the Negro* Continued on page 11

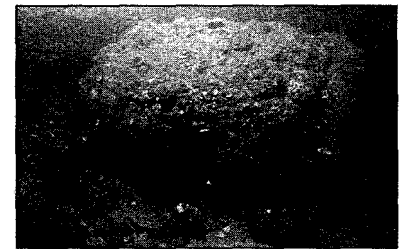
Emanuel Point Wreck

Plumbing The Depths For Clues To The Past

KC Smith

Shipwrecks differ from archaeological sites on land because they usually represent single cultural episodes that are uncomplicated by overburden from later human activity. Capped by protective sediments or marine debris, they often reveal a level of artifact preservation, particularly among organic objects, that is uncommon in land-based deposits. Contrary to the oft-cited argument that wrecks will erode into nothingness and thus must be excavated when found, the remains and contents of submerged watercraft reach a state of equilibrium in their environments just as terrestrial features and artifacts do. Barring natural or human disturbance, they can lie dormant for centuries, harboring their historic secrets.

The underlying theme in shipwreck research is transportation and, hence, the transmission of culture. Mobile watercraft traversing the globe were the primary vectors of people and ideas; raw, manufactured, and biological cargos; and imperial power and economy. Shipwrecks thus add to historical knowledge in ways not afforded by archaeological studies of populations with local or regional roots. Be-



A crusty, curiously shaped object on the seabed proved to be the concreted remains of a Spanish breastplate, a piece of protective armor. Photos: Florida Bureau of Archaeological Research.

cause the myriad functions of watercraft have been reflected in vessel shape and form; because crews often were multinational, handling products from many ports; and because sites are found in all aquatic contexts, underwater archaeologists address the full range of cultural and scientific questions. And while the watery arenas of their research may present unique technological challenges, the historical sources they use to interpret recovered data are as diverse, scientific, and scholarly as any employed in archaeology.

Mysterious Marine Midden

In a mere 12 feet of murky water in Pensacola Bay, the remains of one of the oldest sailing ships found in the United States are the object of study by the Florida Bureau of Archaeological Research. Located during a magnetometer sur-

Continued on page 11

Archaeology and Public Education

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 Brigid Brady-de Lambert at the SAA office.



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

GUEST EDITORIAL

Public Education, An SHA Objective

Martha Williams

*Chair, Public Education Committee
Society for Historical Archaeology*

Recently, I went on a busman's holiday and enjoyed the special privilege of excavating at Jamestown, one of America's oldest historic sites. Being part of the excavation team at this most public site reminded me in a very personal way just how much the public, for whose benefit we conduct our research, yearns to make contact with the past. That yearning was manifested supremely by the simple comment of one fifth grader who, when permitted to hold for a moment the 400-year-old lead shot that I had just gathered from my sifting screen, simply breathed, "Cool!"

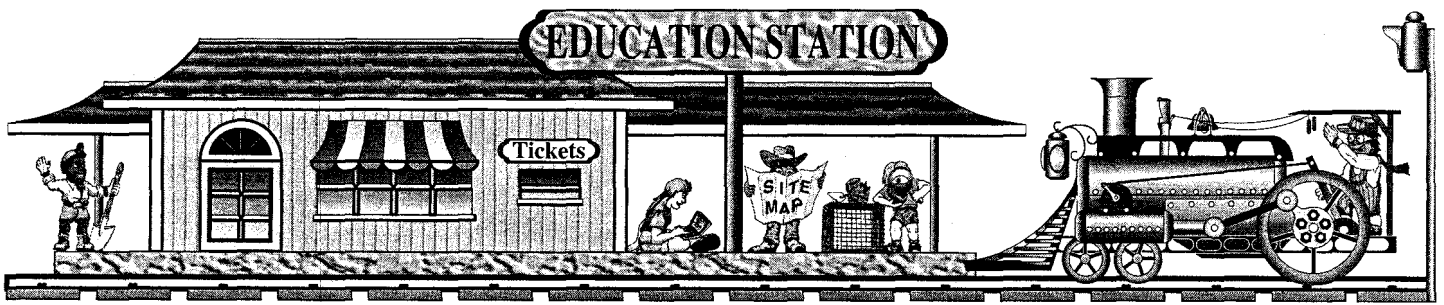
Properly presented, the archaeology of historic sites fascinates young people. Historical archaeology provides, therefore, a perfect teaching tool. Through it, students readily can develop mental analogies between the unfamiliar past and the contemporary world in which they live. Archaeological data from historic sites afford students an opportunity to independently verify their previously held assumptions about historical events. For the social studies teacher, using archaeological data in tandem with traditional historical sources offers unique opportunities to craft learning experiences in primary historical research, and to establish interdisciplinary links between the social sciences and other elements of the curriculum.

For more than two decades, members of the Society for Historical Archaeology, individually and collectively, have developed a tradition of commitment to archaeology education. Long before the concept had become fashionable or acceptable, two of the Society's most distinguished members, John Cotter, former National Park Service archaeologist and university professor, and Ivor Noël Hume, author and archaeologist emeritus at Colonial Williamsburg, championed and supported the principle. Noël Hume conducted what may have been the first field school for teachers, so that they could incorporate these lessons in their classrooms. Cotter first introduced the concept of precollegiate archaeology education by organizing a session on the topic at an SHA annual meeting—and including four high school teacher/archaeologists as "experts."

Over the years, SHA's commitment to archaeology education has grown steadily. Initially, many individual members became convinced that, as professionals, they needed to develop vehicles to disseminate the results of their research to many different audiences, particularly elementary and secondary school students. Society members who managed archaeological projects at historic sites began to sponsor field schools designed specifically to introduce teachers to the principles of historical archaeology, just as Noël Hume had done 20 years before. Others developed archaeology-based teaching strategies and curricula in cooperation with state and local educators.

Later, these like-minded archaeologist/educators formed the nucleus that eventually became the SHA Education Committee. Since 1989, committee members have presented sessions on archaeology education at professional congresses and annual meetings throughout the country, sharing their experiences with other professionals in archaeology and related disciplines such as museum education. The committee sponsored its first teacher education seminar in 1990. In cooperation with other professional societies, the committee began to gather curriculum materials that formed the nucleus of the SAA Education Resource Forum.

Continued on page 12



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

Historical Archaeology Meshes Learning Experiences For Kids

Cathy MacDonald

Historical archaeologists study cultures that used written words to share information and knowledge. Historical archaeology thus exposes students to a variety of research experiences because they deal not only with material items but also with contemporaneous written sources. Working with such documents as maps, census records, biographies, diaries, and death certificates enables students to view the past from various perspectives that can either corroborate or challenge material evidence.

This additional source of data offers many advantages to scholars but also many challenges. One advantage is the ability to date lives, events, and artifacts fairly precisely. In general, radiocarbon dating after A.D. 1500 has a plus-or-minus accuracy of about 50 years; written records often can pinpoint dates more closely. Another is the insight that eyewitness accounts offer about intangible behaviors such as emotion or motivations behind actions. Yet another is the systematic evidence of social and economic conditions provided by statistics in such sources as census rolls.

But these forms of evidence are not without their drawbacks. Until the time of mass education, those who could write were in the minority; hence, the perspective or intent of some written material may reflect a narrow band in the social spectrum. Thus, when reading historic materials, one needs to ask several questions: Who wrote the document? What was their background? When and why did they write it? Who was their intended audience? What else was taking place (i.e., social or political events) when the document was written? Students must be aware of factors that influenced written evidence, and they must be taught bias-detecting techniques. A common method—applicable for some, but not all, documents—is to ask students to skim the reading material to determine perspective and views, and then to read topic sentences from

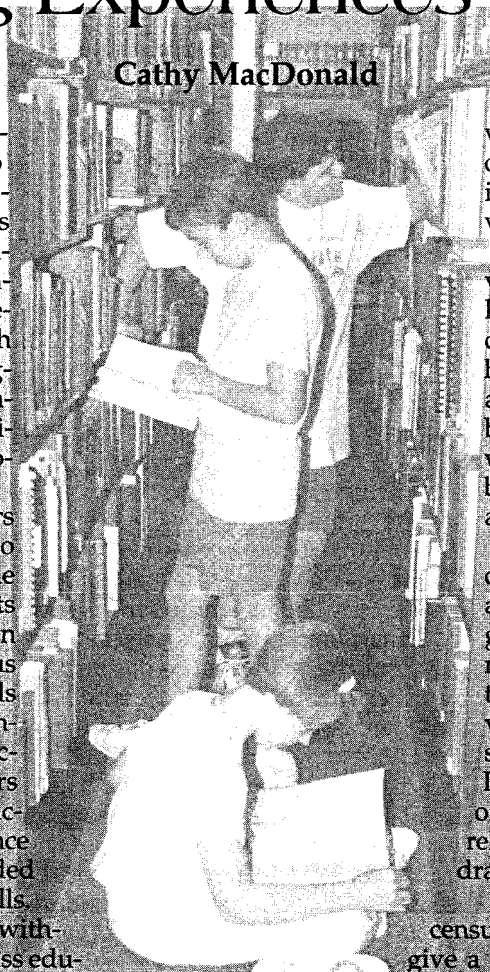
various sections to determine the outline of the author's argument. Further reading will reveal whether the author provided evidence to support his or her case.

Students are challenged to develop a variety of skills as they address different kinds of historical evidence. One example concerns the analytical tools used by art historians. Because art often records how a culture perceives itself, students should be familiar with artistic movements, works of individual artists, canons of symbols used in the art of various cultures, and techniques of various art mediums.

Legal documents also offer unique challenges and opportunities for learning about a culture. To deal properly with legal documents, students must become familiar with political and legal organizations within a culture and be aware of various jurisdictions, roles within these structures, and their evolution over time. Legal documents also indicate the values of a society and the level of complexity of relationships, offering an excellent basis for drawing parallels to modern times.

Statistics provided in birth, death, and census records—or even in a telephone book—give a wide-ranging glimpse into social structure, health, women's issues, and immigration. Techniques for dealing with statistics enable students to expand and apply mathematical and analytical skills. Narratives, diaries, and journals also offer opportunities for students to explore the microcosm of history. Again applying bias-detecting techniques, students can consider sources contemporary to past events and enrich their perceptions of a culture, an individual, or a point in time.

Historical archaeology offers students exciting opportunities to experience the past not only through artifacts but also with the added dimension of written evidence. Viewed with material remains, written evidence helps one, as R. G. Collingwood said, to "imaginatively recreate the past."



Picture This

USING PHOTOGRAPHS TO STUDY THE PAST

Overview

An old photograph provides a basis for discussion about life in the past, and demonstrates the value of photos as primary sources.

Objectives

Students will

- understand that photographs represent primary source material
- recognize that photos record details about the past and can be used for interpretive and comparative purposes

Subjects/Skills

- social studies, photographic arts
- observation, deduction, inference, comparison, interviewing

Age Level

Grades 4—8

Materials

- copies of the student worksheet
- old photos brought from home
- paper and pencil

Time Required

Allow one hour to prepare for this activity and 1–2 class periods to complete it.

Background

Photographs are a form of artistic expression and human record that modern people understand very well. They are used to capture peoples' lifestyles, special or historic events, candid activities, familial and social relations, artistic feelings, and even criminal deeds. Photographs of peoples who do not, or did not, keep written records some-

times provide a primary source of information about those cultures. A century ago, when having one's picture taken was a rare experience, people often posed with serious and formal expressions—creating the impression that society and people were a little dour.

For modern researchers who use photographs to glean details about the past, the adage "a picture is worth a thousand words," could not be more accurate. But despite their seeming objectivity, historic photos must be studied carefully and critically. While many scenes and events have been recorded because a photographer was "in the right place at the right time," more often photographs are, or have been, taken with purpose, forethought, and composition in mind. It is the photographer, through his or her positioning of the camera's eye, who defines a picture's content and determines what will be included or omitted in a scene.

Thus, when a photo is used as a primary source, it should be augmented by other information. Knowing who took the photo; why, when, and where it was taken; who requested it; and the identity of the subject(s) can shed additional light on the content and meaning of the image. Documents, artifacts, oral histories, and personal papers or records also can help to place a photograph into a larger pattern of events or behaviors and give it greater validity.

Historical archaeologists use old photographs in many ways. For example, by determining the earlier appearance of an area, including the landscape and structures, an archaeologist can anticipate and better interpret features found during an excavation. Photographic images also help to identify fragments of recovered objects that may appear intact in a photo.

Photographs are a particularly vivid teaching device for students because they provide views of the past for

people whose own history may be very short. They can provide a source of inquiry and explanation; and, of course, they serve a lasting purpose by stimulating the visual and mental senses.

The photo on page 7, taken in 1900 in Pensacola, Fla., portrays two people relaxing in rocking chairs, surrounded by the types of household artifacts found in many homes at the time. After analyzing the photo, students will discuss how the couple's turn-of-the-century lifestyle compares to scenes in their own family and to the observations of elders whom students have interviewed. They also will discuss how an old photograph might be useful to an archaeologist.

Preparation

1. Several days before the activity, assign students two tasks to complete.

a. Ask them to talk to an elder relative or neighbor who has lived in the same area for many years and can describe some changes that he or she has witnessed over time. As a group, the class might develop two or three questions to ask the subjects. Students should make notes during or immediately after the conversation, and bring the notes to class for the activity.

b. Ask students to find an old family photo to bring to class on the day of the activity. The image can illustrate people, a place, or an event, but the scene should be as "unmodern" as possible. Students should know details about their picture.

2. Decide how students will be divided into two-person teams. Make one copy of the student worksheet (page 7) for each team.

3. The day before the activity, remind students to bring their photos and interview notes to class. Instruct them not to show their pictures to classmates.

Continued on page 8

Student Worksheet**Instructions**

The way that people live and the equipment that they use changes constantly over time. We can learn about people and activities of the past from old photographs. However, when we study these images, we need to remember that the photographer probably had a specific idea in mind when she or he took the picture. We have to ask ourselves these questions:

- *What does this photograph tell me?*
- *Why did the photographer take this picture?*
- *Is it a fair and accurate portrait of the past?*

Examine the photograph above and answer the following questions on a separate sheet of paper.

First Impressions

1. What is your first impression about this photograph? What seems to be happening in the picture?
2. How would you describe the people (their age, clothing, expressions, relationship, economic status)?
3. Make a list of the objects in the photograph. Make another list of the kinds of technology that the people have or do not have (by today's standards).
4. When do you think the picture was taken (year, time of day)? Where was it taken? How can you tell?

Drawing Conclusions

1. Why do you think the photo was taken? Did the photographer have a message to share?
2. What does the picture tell you about the past?
3. What objects in the picture would survive over time?
4. What questions do you have about the photograph?
5. How could you get more information about the photograph and the time period in which it was taken?

Procedure

1. Open the activity with a brief discussion about photographs as primary sources of historical information. Talk about photos as visual records of change over time, and how this might be useful to archaeologists and historians. Invite students to share some of their interviewees' comments about social or technological changes that they have witnessed.

2. Divide students into teams and give each group three sheets of plain paper and a copy of the student worksheet, which will guide their analysis of the photograph. Review worksheet instructions and tell students how long they will have to complete the task. Their joint conclusions about the worksheet photo should be recorded on one piece of plain paper.

3. When the teams have finished analyzing the photograph, lead a discussion about their observations and

conclusions. If necessary, draw their attention to such details as the kerosene lamp used for light; the couple's dress and appearance; and the spittoon next to the gentleman and the cane in his hand—which may indicate disabilities caused by poor diet as much as old age. Encourage students to make comparisons between the apparent lifestyle of the 1900s couple, their own family, and the comments received from their interviewees.

4. Ask students to exchange the personal photos brought from home with their partner and to use the worksheet and remaining sheets of paper to analyze the new image. (They work independently on this task.)

5. When this is done, tell them to verify their conclusions through a second "source"—their partner—whom they interview for additional information. If some worksheet questions still cannot be answered, the students should decide what other sources (parents, books, archives) might provide the missing details.

6. Close the activity by inviting several volunteers to discuss their analyses, noting the information gleaned from the photo and their partner, and other possible sources of data. Ask students as a group to discuss whether the content and meaning of the photos were easier to determine because an additional "source" (their partner) was available to provide details.

Related Activities

These extensions to the lesson plan, recommended for students in grades 9–12, were provided by Cathy MacDonald.

1. Obtain photographs from the same time period that show people from different classes. Compare and contrast the experiences of their time.

2. Ask students to shoot some photographs that parallel or replicate the scene in the lesson plan photo, except in a modern setting. Use these images as a basis for discussion: Is it possible to "recreate" the past? Why not? What aspects of society have changed? Are these changes for the better?

3. After comparing photos from the past and present, ask students to describe several features that are different about modern life. They should include attitudes in their descriptions.

4. Ask students to research the history of photography, especially ways in which the art and science of photography have changed over time.

Except as noted above, this lesson plan was prepared by KC Smith, program supervisor for statewide service at the Museum of Florida History, Tallahassee.

Resources For Teachers

Compiled by Martha Williams

Anderson, John. *From Map to Museum: Uncovering Mysteries of the Past* (New York: Morrow Books, 1988). Based on a Spanish mission site in Georgia, this book explains the processes of historical archaeology from document research and excavation to the development of an interpretive museum. Level: 4th–6th grade.

Deetz, James. *In Small Things Forgotten: The Archaeology of Early American Life* (New York: Anchor, 1977). The underlying tenets of historical archaeology are presented, detailing how the discipline enriches the documentary record of American life. Level: 10th grade—adult.

English Heritage Education Service. *English Heritage Education Service Teaching Packets* (London: English Heritage Education Service). Titles relevant to historical archaeology include: *St. Augustine's Abbey*, *Carisbrooke Castle*, *Yarmouth Castle*, *St. Catherine's Oratory*, *Appuldurcombe House*, *Osborne House*, *Life on a Royal Estate*, and *A Teacher's Guide to Learning from Objects*.

Gould, Richard. "Nautical Archaeology: Non-Intrusive Approaches" (Weston, Ct.: Pictures of Record, 1995). This slide set featuring the Monitor and a 17th-century

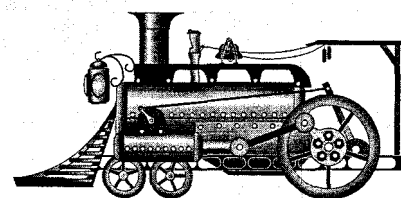
warship shows how shipwrecks can be investigated in a non-destructive way.

Hume, Ivor Noël. *Historical Archaeology* (New York: Alfred A. Knopf, 1969). This classic work offers a methodical explanation of historical archaeology and types of sites typically encountered. Level: adult.

Public Broadcasting System, Odyssey Series. "Other People's Garbage." This videotape deals with the historical archaeology of 20th-century coal mining towns in California, slave quarters in coastal Georgia, and urban archaeology in Boston. Level: all ages.

Samford, Patricia, and David L. Riblett. *Archaeology for Young Explorers* (Williamsburg: The Colonial Williamsburg Foundation, 1995). A new booklet guides young readers through historical archaeology, from research to conservation, with self-directed activities throughout the text and a strong preservation message at the end.

Starbird, Robert, and Daniel Rainey. "American History? It's Beneath Your Feet!" (Media, Penn.: Media, Inc., 1990). This videotape shows the processes of historical archaeology being applied to urban sites in Alexandria, Va., and Baltimore, Md. Level: 10th grade—adult.



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.

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 the following 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 on p. 10.

The Royal Saskatchewan Museum, Regina, invites visitors to experience 10,000 years of human history in the First Nations Gallery. The exhibits feature a re-creation of a winter tipi encampment and a bison kill. All reproductions of clothing and accessories in the exhibits were made by Native American artisans. Teacher guides and school loan kits are available. Call (306) 787-8164.

The State Museum of Pennsylvania, Harrisburg, has

sponsored public workshops in archaeology for 11 years. This year's workshops focus on experimental archaeology, prehistoric health and nutrition, interpreting a deeply stratified site, and identifying and understanding animal bones. Contact the Friends of the State Museum, (717) 787-6590.

Pointe-a-Calliere, Montreal, Quebec, built on the site where Montreal was founded, sits atop more than 1,000 years of human history. The museum houses architectural remnants displayed *in situ*, including the first Catholic cemetery, fortifications, an inn, and a warehouse. Visitors' questions are answered by computer-generated virtual figures, the inhabitants of the site in earlier times. Students are challenged to solve the mystery of the site with an interactive computer program. They also receive a tour of the museum, featuring a multimedia show on the history of Montreal. Contact Marilyne Desrochers-Benson, (514) 872-9150.

Archaeological Parks

Mary L. Kwas, Parks Column Editor

Are you making plans for educational programs and special events in 1996? Be sure to send me a calendar of events or a press release. Similarly, if you know about a site or park program that has not appeared in this column, ask a representative to contact me at 2408 Hampton Ct., Fayetteville, AR 72703-4337; (501) 444-6871; email on p. 10.

Although this column has focused primarily on parks that preserve prehistoric remains, historic archaeological sites work equally vigorously to educate the public about more recent contributions in archaeology. We sometimes overlook the research at such sites because of the far more visible historic or restored buildings, the living history programs, and the colonial reproductions offered in gift shops. Nonetheless, archaeology is an integral part of many historic sites, offering solid data to support interpretation, as well as providing another educational attraction for the public.

In keeping with the theme of this newsletter issue, we will examine archaeology education at **Historic St. Mary's City (HSMC)**, a historic archaeological park in Maryland. The facility operates as a state museum to protect, study, and interpret Maryland's 17th-century capital. In addition to an exceptional collection of well-preserved British colonial sites, the 800-acre, open-air museum includes numerous prehistoric and post-colonial components. Archaeology has been a key element of HSMC since its creation. The public can visit a number of stabilized archaeological sites interpreted in various ways, ranging from full reconstruction and three-dimensional outlines to stabilized ruins.

Visitors to HSMC are offered tours of the excavations—a

practice that began with the first excavation in 1971—that include a discussion of project goals and highlights of recent finds. Each summer, the staff hosts a Tidewater Archaeology weekend, during which visitors are teamed with skilled researchers to excavate and screen soil, thus providing direct experience with the archaeological process. Information regarding the importance of sites and the need for preservation is conveyed at this time. Special lectures and tours of the archaeological lab also are offered to represent the entire research process more fully.

School programs are another important element of the educational offerings. Fourth- and seventh-grade classes and high school students are given special programs in inquiry-based learning. After an introductory lecture about the purpose and methods of archaeology, they visit the St. John's site, the fully exposed foundation of a house built in 1638. Fourth graders take part in an indoor simulated archaeological exercise in which they learn to interpret a site from its artifacts and features. Middle and high school students conduct an outdoor simulated site survey. Reproduction artifacts are placed in a plowed field that has been gridded into collection units. Students identify artifacts within their squares, map the distributions, and analyze the resulting maps and data sheets. During fall 1995, every St. Mary's County seventh grader participated in an archaeology school tour at HSMC that combined hands-on archaeology with visits to the Godiah Spray Plantation and the Woodland Indian Village to learn how the museum uses archaeological and historical evidence to reconstruct exhibits.

Continued on page 10

Network News

Beverly Mitchum, Network Coordinator

The Public Education Network links educators, archaeologists, interpreters, and others working to involve the public in archaeology. Network activities vary among states and provinces, ranging from informal information sharing to organized statewide programs. A list of local network coordinators was published in the fall newsletter, and I will add that the phone number for our Massachusetts contact, Elena Filios, is (413) 565-5322. If you have questions, contact me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636; (412) 527-5585; email below.

The Network Subcommittee currently has several projects in the works.

✓ SAA has developed a pilot project to define the role of the network coordinators. The project will be tied closely to the Bureau of Land Management's "Intrigue of the Past" program. A request for proposals was sent to state historic preservation officers and network coordinators in October, inviting their participation.

✓ A network coordinators' meeting will be held at the SAA Annual Meeting in New Orleans to share information and meet with other Public Education Committee members. The meeting will provide an opportunity to share advice and support and to discuss improvement of the network system.

✓ We are striving to communicate how the network best can serve our constituents. Framed as a question, one might ask, Who should contact a network coordinator? The answer is twofold.

1. People with information to share. This includes archaeologists, educators, and others who know about local programs, workshops, and publications; archaeologists and avocationalists willing to give school presentations; and federal or state employees who offer resources or partnerships.

Parks . . .

Continued from page 9

HSMC works with the Maryland Department of Education to include archaeological components in the social science curriculum. Lectures at teacher training conferences on science and mathematics demonstrate to educators that archaeology is a valuable bridging discipline that can integrate social sciences, biology, physical sciences, and mathematics for their students.

Events for the general public also are offered at Historic St. Mary's City. Activities at Woodland Indian Culture Day include a dance troupe, a storyteller, and demonstrations of flintknapping, basketry, hide tanning, pottery, archery, cordage, fire-starting, and native plant use. Tavern Night events bring a variety of musical performers to HSMC, while Madrigal Evenings are offered during the Christmas season. For more information about these and other activities, contact the Public Programs office at (301) 862-0980.

Many thanks to Henry Miller, director of research at Historic St. Mary's City, for information presented in this article.

2. People seeking information. This includes teachers seeking resources for classroom use or information about workshops and programs; people seeking information about regional or national archaeology conferences or SAA public education resources; and landowners or government staff interested in local archaeology education initiatives.

✓ We have established a means of connecting the network by email. For details, contact Joelle Clark, our electronic mail network coordinator, by phone at (602) 523-7044 or by email at Joelle.Clark@nau.edu. Joelle has assembled a list of archaeology information sources on the World Wide Web (WWW), which may be useful to teachers.

Southwest Archaeology Group

<http://seamonkey.ed.asu.edu/swa/>

Arch Net

<http://spirit.lib.uconn.edu/HTML/archnet.html>

Archaeology Resources

<http://www.arts.gla.ac.uk/www/ctich/archlinks.html>

WWW Virtual Library—Archaeology

<http://spirit.lib.uconn.edu/archaeology.html>

Maya Quest:

<http://mayaquest.mecc.com/InternetResources.html>

Pueblo Cultural Center:

<http://hanksville.phast.umass.edu/defs/independent/PCC/PCC.html>

Electronic Addresses Are a.lot@of_trou.ble

As much as computer communication has facilitated peoples' lives, it can cause headaches for editors. Email, Internet, and World Wide Web addresses tend to be long things with unbroken internal punctuation. They take up lots of copy space; when added to phone and fax numbers, they belabor a simple address; and they rarely fall exactly within a printed line. In publications with justified columns, editors often have to fiddle with text to avoid crazy spacing like this when an electronic address—ksmith@dos.state.fl.us—is inserted. Hyphenating an address adds another character to an already cryptic message and may cause confusion.

To circumvent these dilemmas, this newsletter will list electronic addresses of authors and organizations in a single location. When appropriate, articles will include telephone and fax numbers, but readers will be directed to an "electronic address book" elsewhere in the publication for email or Internet information. In this issue, our address book includes several useful email entries.

Email Addresses

SAA Executive Office: headquarters@saa.org

Ed Friedman: efriedman@do.usbr.gov

Phyllis Messenger: mndig@gold.tc.umn.edu

Cathy MacDonald: parrothead@mail.magic.ca

Mary Kwas: mainfort@comp.uark.edu

Amy Douglass: amy_douglass@tempe.gov

Beverly Mitchum: bev@chert.pgh.pa.us

Shipwreck . . .

Continued from page 3

vey in August 1992, the Emanuel Point Wreck likely was one of seven ships in the fleet of Tristán de Luna y Arellano, sunk by a hurricane in 1559 during an ill-fated attempt to colonize the continent. Grounded violently on a sandbar, the cargo-bearing Spanish galleon apparently was salvaged, then abandoned; over time, the wooden superstructure weathered away, and the lower hull settled into the seabed, covered by sediments and a thick crust of oysters.

If shipwrecks are often called time capsules, the Emanuel Point Wreck has been compared to a terrestrial well or trash midden by project director and State Underwater Archaeologist Roger C. Smith. Stripped by humans and the environment of its cargo, personal possessions, armaments, and upper architecture, the vessel now offers its lower bilge for study—the place on a ship where trash and vermin accumulated. Among the recovered remains are cow, fish, fowl, mice, and several hundred rat bones; parts of cockroaches and beetles; botanical specimens including papaya, coconut,

Lead Coffins . . .

Continued from page 2

the waist were in excellent condition, the upper portions of his body had been transformed into white crystals—the result, Miller suspects, of an unsuccessful attempt at embalming. Amazingly, his shoulder-length, auburn hair was perfectly preserved.

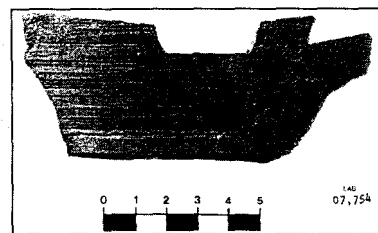
Unbeknownst to those who prepared the bodies and laid them to rest in the late 1600s, botanical remains and insects found their way into the lead coffins, enabling estimates of the season in which each individual was buried. Recent bone and hair studies have offered clues about the age, diet, and health of the deceased, and material evidence has suggested the individuals' heritage and status.

Combining the scientific information with historical documentation, Miller and project co-director Timothy Riordan believe that the male member of the deceased trio was Philip Calvert, the youngest brother of Cecil Calvert, the second Lord Baltimore, who established the Maryland colony. The woman likely was Philip's first wife who died in 1680, Anne Wolsey Calvert, daughter of Sir Thomas Wolsey and a member of a very old and prestigious English Catholic family. The infant possibly was Philip's only offspring from his second wife, Jane Sewell, who moved to England following Philip's demise in 1682.

In addition to yielding information about two members of a founding family, Project Lead Coffins has produced new insights into health and medical care, and valuable details about Maryland's natural environment, during a crucial yet poorly known period in American development. Having made these additional contributions to history, Philip, Anne, and the child will be reburied as soon as a new chapel is reconstructed atop the ruins of the original structure.

For additional information about Project Lead Coffins, including a school program that will commence in 1996, contact Miller at Historic St. Mary's City, P.O. Box 39, St. Mary's City, MD 20686. See a related story about the site on page 9.

acorn, zapote, and more than 400 olive pits; and seven pounds of liquid mercury, probably for use in the amalgamation of silver for coinage. The most interesting but cryptic clue in the bilge was a small, carved wooden icon of a galleon—perhaps the shipwright's symbol of blessing or a crewman's idle whittling.



A palm-sized wooden carving in the shape of a classic Spanish galleon may reflect the type of ship that sank at Emanuel Point. Photo: Florida Bureau of Archaeological Research.

In consort with other artifacts and features on the site—ceramics, cannon shot, cooking utensils and brick fragments in the galley area, shoe leather, a Spanish breastplate, tools and ship's hardware, and the lower hull assembly—the Emanuel Point Wreck is enhancing knowledge about Spanish colonial efforts and the history of Pensacola. However, for Smith, the unfolding story is not merely about the vessel's last voyage, but also its larger role in maritime enterprise.

"This 'midden' in the bilge is a layered accumulation of debris that can tell us about the career of the ship—where it went, the activities it engaged in, and the life forms that came aboard. In this respect, the site is a different kind of 'time capsule.' It bears evidence not only of the episode of its sinking, but also of its entire life."

For additional information about the Emanuel Point Wreck, contact Smith at the Bureau of Archaeological Research, 500 S. Bronough St., Tallahassee, FL 32399-0250.

Lifeways . . .

Continued from page 3

Past, published in 1941, emphasized the importance of West African cultural carry-overs, or "survivals," in the formation of African American culture. This work gave rise to the Herskovits-Frazier debate, and it provided the basis for modern studies of the continuity of aspects of African culture in the Americas.

In a parallel movement, research into African American material culture also has sought to document and understand the importance of links with the homeland. Art historian Robert Farris Thompson pioneered study in this area by examining African influences in American art. More recently, folklorist John Michael Vlach documented the survival and maintenance of African traditions in such folk arts and crafts as basket making, iron working, boat building, textiles, musical instruments, grave decoration, gravestone carvings, architectural forms, and the organization of space.

Historical archaeologists became interested in African American life and African culture in the 1970s and 1980s. Investigations at southern and Caribbean plantation sites are described in such works as *Plantation Slavery in Barbados: An Archaeological and Historical Investigation* by Jerome S. Handler and Frederick W. Lange, and at northern free black communities in *The Archaeology of Social Disintegration in Skunk Hollow: A 19th-Century Rural Black Community* by Joan H. Geismar. In the urban north, Michael Parrington and Janet Wideman identified the survival of African-based burial practices in an African American cemetery in Philadelphia.

Continued on page 12

NEWS AND NOTES

New Orleans, Here We Come!

The 1996 SAA Annual Meeting in New Orleans, April 10-14, will offer an exceptional slate of papers, poster sessions, book displays, workshops, and special events—in addition to the allure of New Orleans. If you're a Trekkie, you won't want to miss the Public Session on Saturday, which will pay tribute to the archaeology of "Star Trek—The Next Generation." The Public Education Committee and Network Coordinators will meet on Wednesday.

SAA members at all levels, including associate members, receive special prices on registration. Watch for your registration packet and plan to participate in the largest annual gathering of archaeologists in the hemisphere.

PEC Members Help With Compendium

The *Oxford Companion to Archaeology*, to be published by Oxford University Press in fall 1996, will include two photo essays compiled by current or former Public Education Committee members. Megg Heath, Jeanne Moe, Karolyn Smardz, and Shelley Smith prepared an article entitled "Archaeology and the Public," while George Smith assisted with "Destruction of the Past."

The authors were asked by volume editor Brian Fagan to research a worldwide selection of photographs and prepare a brief accompanying essay. In addition to these contributions, an article entitled "Education in Archaeology: Popular Education" by Ed Friedman and Phyllis Messenger will be included in the *Companion*, which surveys current issues and trends in archaeology.

Meeting Will Feature Poster Contest

"Celebrate Archaeology 1995-96," a display of Archaeology Day, Week, or Month posters, will be offered as part

of the Public Session on April 13 at the SAA Annual Meeting. Sponsored by the Public Education Committee's Archaeology Week and Network Subcommittees and SAA's Council of Affiliated Societies, the display will feature posters for events between June 1995 and May 1996. Awards will be presented for the best posters.

States interested in participating should send three full-size, unmounted posters to Ann Howard at the State His-

toric Preservation Office, 1300 W. Washington, Phoenix, AZ 85007. The deadline for submitting posters is March 1, but state coordinators may contact Howard at (602) 542-7138 if their state poster will not be printed by that time.

**Deadline for fall issue:
June 22**

Lifeways . . .

Continued from page 11

Leland Ferguson's *Uncommon Ground: Archaeology and Early African America, 1650-1800*, highlights the unglazed, low-fired ceramic earthenwares that historical archaeologists term "colono-ware," found on sites associated with slaves throughout the Southeast. This type is similar to those produced in the Caribbean and West Africa. Ferguson applied the concept of "creolization" to describe the cultural interactions of European-descended masters, enslaved Africans, and to some extent, Native Americans that took place as peoples of the Old and New Worlds came into contact. From this process, Ferguson argues, African Americans formed a unique culture having material and ideological components distinct from those of European American culture.

Researchers interested in the formation of African American culture have built on Herskovits's work to overcome the view that African American culture developed as an imperfect imitation of European American culture. Material aspects are seen as evidence of African culture in America and the processes contributing to the formation of African American culture. Historical archaeology has contributed to and benefited from these trends by providing material evidence, and by recognizing that the roots of this heritage enables a critical interpretive context for present and future archaeological research focused on sociocultural processes and the details of everyday life in the past.

John P. McCarthy is a senior archaeologist and historian with the Institute for Minnesota Archaeology, 3300 University Ave., S.E., Minneapolis, MN 55414; (612) 623-0299.

Editorial . . .

Continued from page 4

Today, the committee's work continues in a variety of milieux. Planned projects include the production of a videotape about historical archaeology and a brochure for middle school students about careers in archaeology; continued presentation of information sessions about archaeology education and sponsorship of teacher workshops at its annual meetings; and participation in a curriculum annotation project jointly with the SAA. These and other activities reflect SHA's continuing commitment to share the concepts of its special discipline, historical archaeology, with the most important of all of our audiences—young people. Through the efforts of SHA, SAA, and dedicated innovative teachers across the country, many more of our students will have a chance to say, like that wide-eyed fifth-grade visitor to the Jamestown site—"Cool!"