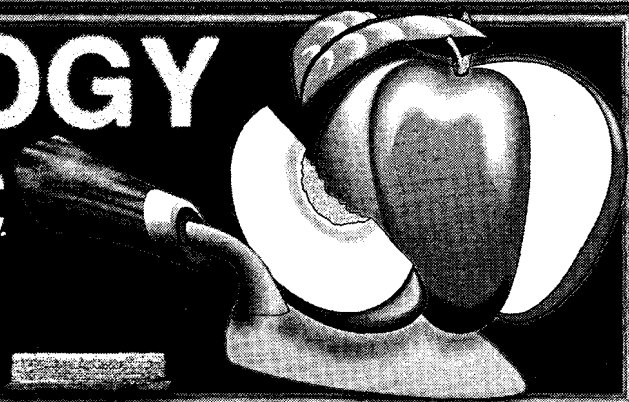
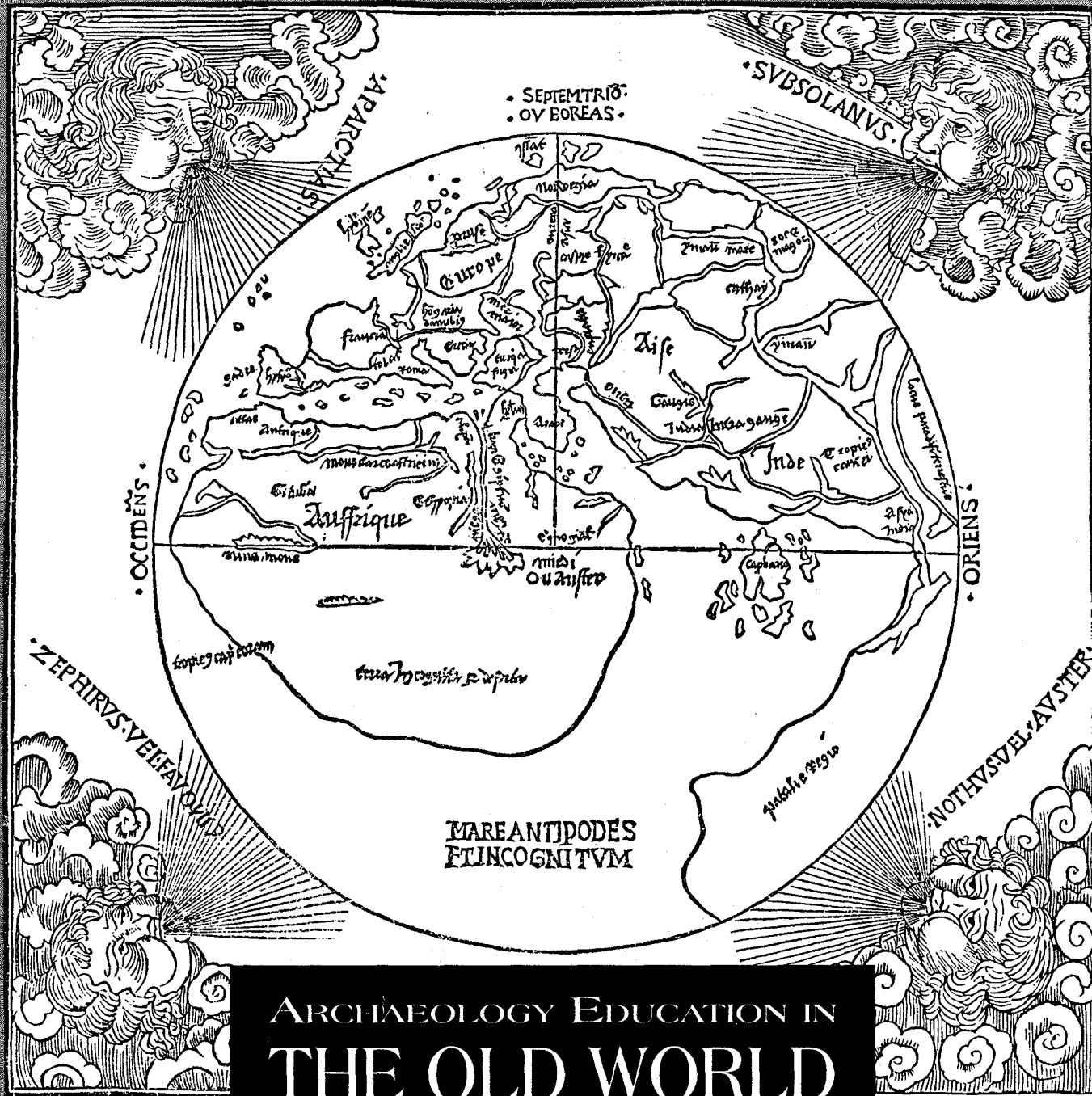


# ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 7, No. 1, 1997



## ARCHAEOLOGY EDUCATION IN THE OLD WORLD

Map of the world from La Salade nouvellement imprimee, Paris 1527

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**MISSION STATEMENT**

The Public Education Committee exists to promote awareness about and concern for the study of past cultures, and to engage people in the preservation and protection of heritage resources. Our publication aims to aid educators, interpreters, archaeologists, and others who teach the public about the value of archaeological research and resources.

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# The Destruction of Old World Sites

*Gus W. Van Beek*

**L**ast year, robbers smashed an unguarded door of a small museum near the Ishtar Gate into Babylon and stole rare and priceless items dating from the time of Nebuchadnezzar, who ruled Mesopotamia in the 6th century B.C. The theft prompted officials to close every antiquities museum in Iraq and to sequester the nation's treasures in a storage area in Bagdad, in an effort to stem the flow of objects out of the country from such ancient sites as Sumer, Babylonia, and Assyria.

The plunder of archaeological sites and the subsequent appearance of artifacts on the international antiquities market always have been distressing byproducts of national turmoil. However, as Dr. Gus Van Beek suggests, many factors contribute to the destruction of cultural resources throughout the cradle of civilization.

On planet Earth, all that we know of early human history is derived from three ancient sources: oral history, written documents, and archaeological sites. Oral history does not reach beyond a hundred years or so, except as it was written long ago and saved. Ancient written documents of all kinds focus primarily on major historical events and personages, economic transactions, religious literature, and law, and include wonderful treatises by Greek and Roman authors on architecture, geography, plants, and medicine.

Only ancient sites provide information about the common people, their daily life, social organization and culture, agriculture and industries, diet and health, and even their environment and climate. Ancient sites fill in the blanks needed for a total history of peoples and their world; therefore, they are of the greatest importance for the recovery of our human past.

Damage to ancient sites stems from both natural and human activities. Nature's greatest threat is water—rain, flash floods, and ponding. Deep-rooted vegetation, dry seasons with high winds, and even earthquakes and volcanoes also are destructive. Rain cuts through earthen walls; flash floods and ponding dissolve both the ground beneath walls and the walls themselves. In the Hadhramaut in Yemen, southern Arabia, the first-floor walls of a two-story mud brick house built on the edge of the valley floor gradually dissolved due to an unusually high flood and the weight of the second story settling downward. By the time the land dried, the first floor had disappeared completely, and the second floor had become the first floor, which was still habitable. Archaeological sites are cut through by flash floods, leaving a series of piles held together by the remains of stone buildings inside. Unfortunately, all stratigraphic links between the piles are gone, which makes it more difficult to place building remains in the correct time sequence.

Root systems of some large shrubs and trees destroy both earthen and stone walls as much as six to eight feet deep. Rain and gale force winds together erode sites; at Tell Jemmeh in Israel, a mound occupied for 1,500 years with ruins reaching to a depth of 45 feet, four inches of the top surface have washed and blown away in the last 20 years. As for volcanoes, everyone knows of the destruction of Pompeii and Herculaneum near Naples, Italy, when Mount Vesuvius buried them with lava and ash in A.D. 79.

Humankind has destroyed many archaeological sites worldwide in the name of "progress"—for military bases, roads, airports, industrial zones, and urban renewal. Most countries have attempted to excavate all or part of the more important archaeological sites, and warehouses are full of "salvage archaeology" reports. Unhappily, most salvage excavations will never be published unless governments or other institutions hire hundreds of archaeologists to develop full reports on the findings.

*Continued on page 13*

# "DISCOVERY TRAIN" CARRIES STUDENTS ON AN ADVENTURE INTO THE PAST

*Philippe Planel*

**L**e *Train de la Découverte*. This is how the Drôme teachers' center invited educators and students to learn about the rescue archaeology along the route of the projected "TGV Méditerranée" high-speed railway, prior to construction in 1997. Test pits opened every 30 meters down the eastern side of the lower Rhône Valley, south of Valence, France, had revealed many archaeological sites. The linear nature of the survey ensured that numerous towns and villages were close to the sites selected for full excavation.

The planning stage of this project was very important; rescue archaeology and school visits are not always compatible. Constraints were imposed by site safety and the time that archaeologists had to complete their work. Four partners in the project included French Railways, the developer, which agreed to fund transportation costs for the schools (as well as the survey, excavation, and publications); the Drôme teachers' centre; the archaeologists; and the regional branch of the Ministry of Culture. On-site visits were led by a teacher, who already was developing an archaeology education program for the local education authority, and the author, an independent archaeology education consultant.

Several sites that were safe and had good coach access were selected for the school visits. They ranged in date from the early Neolithic to the Roman and the Medieval periods. Initially, there was concern that some sites might be "austere" to children, displaying few recognizable features; however, each site contained sufficient visual evidence of economy and settlement in the area. Both teachers and children were motivated principally by the fact that these sites were part of their local heritage and that they would learn how archaeologists work. Part of a day was spent preparing each site: putting up safety tape to guide children across the area, preparing a small handling collection, and conferring with the archaeologists. School visits could then begin.

Each day, four classes of 25 to 30 students spent about two hours on site. During the visits, archaeologists were able to continue their work uninterrupted, although they often established a dialogue with the children. It was possible to maintain the intensive schedule and high number of students because of the long school day in France (8:00 a.m.–4:30 p.m.), the proximity of the schools, and good time keeping.

The children ranged from eight to 16 years of age, and for some classes, the site dovetailed neatly with their history programs, which include prehistory. For others, the trip was a refresher course in an era already studied. Science, math, and archaeology also were given prominence. In France, history and geography are taught by the same teacher. During their visit, some classes were correspondingly divided into three rotating groups: one visiting the site, a second examining finds, and a third studying landscape change in the



*A visiting student takes notes while archaeologists confer at the early Neolithic TGV site of Les Malalones at Pierrelatte in the Rhone Valley. Photo: Eric Maulavé*

vicinity. In addition, a questionnaire had been prepared for the children. It was non-site specific and concentrated instead on the nature of archaeology and cultural sites, and how archaeologists conduct their research. Pupils were encouraged to complete the sheets when they returned to school to help organize their on-site impressions.

The schools brought their own enthusiasm to the project. One class arrived with long sections of white cardboard, which they were able to hold against archaeological sections (on parts of the site where archaeologists no longer were working) and draw the stratigraphy on a 1:1 scale, shading in and highlighting the various layers and inclusions.

A number of objectives were identified for these visits, centering on awareness of, and respect for, the environment and the nature of the archaeological record. But the site visits also presented the reality of archaeology today—the choices that have to be made, and the apparent paradox that, while the TGV was obliterating archaeological sites, this thorough and unprecedented survey had revealed an unsuspected richness of human occupation and landscape change.

The main beneficiaries of this program were the students. However, parents and communities also gained information about their heritage and environment through the children, who often are the best informers. The project also demonstrated that teachers who have no background in archaeology are willing to involve themselves in archaeological projects, provided an interface exists between themselves and the archaeologists.

*Philippe Planel may be contacted at Marignac, 26150 Die, France; (011) 33-475-221960.*

# Expanding Education And Awareness In Archaeology

Don Henson

The Council for British Archaeology (CBA) is an educational charity made up of institutional and individual members. It exists to represent archaeological opinion and to widen knowledge of, and participation in, archaeology in the United Kingdom. Its aims include promoting "the education of the public in British archaeology" and

- promoting the effective use of archaeological evidence in teaching;
- widening the teaching of archaeology to all sections of the community;
- monitoring the developing state of archaeological education;
- identifying and, when appropriate, meeting needs for educational resources; and
- supporting mechanisms of informal education.

## Education in the United Kingdom

The CBA education officer serves the entire United Kingdom, with strategic advice provided by the council's education committee, which includes representatives from different sectors of education. This includes helping teachers to find archaeological resources, providing career advice, and monitoring courses in archaeology in continuing and further education.

Information about resources is shared directly and through publications such as the new resource directory, *Teaching Archaeology*, published jointly with English Heritage (see story on page 5). *Archaeology in the National Curriculum*, also published with English Heritage, will be produced in 1997, and this will help to promote the use of archaeological evidence by teachers of students ages five to 14 years. Books are published with CBA support on educational uses of archaeology in Scotland and Wales. The CBA's regular information bulletin, *Briefing*, which members receive, lists courses and fieldwork projects, thus helping to publicize opportunities for people to become more involved in archaeology. Free fact sheets for the public also are produced on various aspects of education and archaeological careers.

The CBA also coordinates and improves the educational use of archaeology by organizing workshops and sessions at conferences. Additional activities include responding to national developments in education—for example, by making submissions to government committees of inquiry.

## Regional Education Liaison

The CBA has a network of regional and national groups covering the United Kingdom. They play a vital role in the CBA's education work by providing nationwide coverage with people active in education, who can interact with archaeologists and teachers at a local level. The regional and national groups appoint education liaison officers (ELOs) to

carry out this work. As they are unpaid volunteers, the extent of their activity has to be guided by their individual circumstances. In Scotland, an assistant director of the Council for Scottish Archaeology is responsible for education and the Young Archaeologists' Club (YAC) Scottish network.

ELOs complement the work of the education officer by dealing with certain types of inquiry that are more appropriately answered at a regional level. Advertising their existence in appropriate quarters, such as local education authorities, is a way of soliciting such inquiries. An important part of the ELOs' work is to act as a link between the CBA education committee and the regional groups in the field of education. They can keep the group informed about national developments in education and the work of the CBA education committee. There is also scope for ELOs to be more proactive in a variety of areas, which can include:

- helping teachers to find resources for teaching archaeology to students five to 14 years of age;
- promoting archaeology courses at various levels in the region;
- helping to publicize educational opportunities in the region;
- advising archaeologists in the production of resources for teachers;
- promoting development of the Young Archaeologists' Club; and
- organizing workshops and meetings for teachers, lecturers, and archaeologists.

## Informal Education

In addition to working with formal education through schools, colleges, and universities, there is great scope for using informal means to improve public understanding of archaeology. The CBA coordinates the Young Archaeologists' Club for young people from nine to 16 years of age. Members receive a quarterly magazine, badge, certificate, discounted entry to certain sites nationwide, and opportunities to buy T-shirts and other merchandise.

There also are local branches of the club that organize activities for their members, usually on a monthly basis. Every year, the club runs a Young Archaeologist of the Year Award, open not just to YAC members but to all young people. In addition, National Archaeology Days, aimed at young people and families, is held annually in September. More than 170 sites took part in 1996, with open days and a variety of archaeological events. Some 70,000 people attended over the weekend.

For more information about the CBA's programs, contact Don Henson, education officer, Council for British Archaeology, Bowes Morrell House, 111 Walmgate, York YO1 2UA, England; email 100271.456@compuserve.com. The CBA has a Web site at <http://britac3.britac.ac.uk/cba/>



# ENGLISH HERITAGE EDUCATION SERVICE

*Peter Stone*

**E**nglish Heritage is the government's official advisor on all matters concerning the (pre)historic environment. As such, it is the major source of public funding for rescue (salvage) archaeology, conservation, and repairs to historic buildings and ancient monuments. It manages more than 400 sites of prehistoric and historic importance, including the famous monument of Stonehenge and the multi-period defenses at Dover Castle—often referred to as the "Key to England."

The English Heritage Education Service works at all levels of formal education to promote and facilitate the better educational use of the country's (pre)historic environment. The service has five education officers: a head of education and four central support staff. All of the education officers are qualified and experienced teachers, who also have some other relevant experience—for example, in archaeology or museum work.

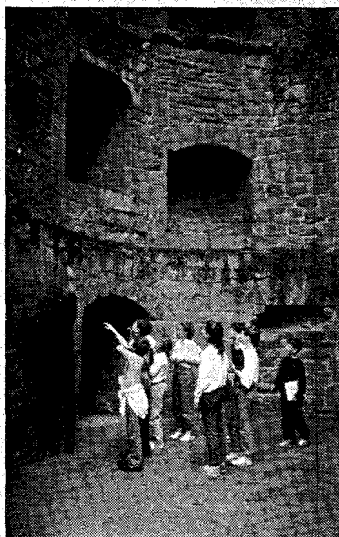
As very few teachers have much knowledge of archaeology or heritage matters, one of the main elements of our work is the production of resource materials for educators. Some of these, such as *A Teacher's Guide to Stonehenge*, pertain to specific (pre)historic sites; others, such as *A Teacher's Guide to Using Objects* or a series of handbooks, relate math, science, storytelling, role playing, geography, and other curriculum subjects to the (pre)historic environment. Still others relate "type-sites" such as castles, historic houses, and abbeys to the curriculum. We also produce a series of free publications, including a tri-annual magazine, *Heritage Learning*, which is full of teaching ideas and news, and *Using the Historic Environment*, which introduces ideas for preparatory, on-site, and follow-up activities for teachers planning educational visits to (pre)historic sites.

The Education Service also presents teacher in-service courses, works with teacher training institutions, and interacts with regional (state) education authorities. We also advise national educational bodies such as the Schools Curriculum and Assessment Authority, which is responsible for school curriculum throughout England. Recently, we have extended our resource and support provision into the fields of further, adult, and higher education. Educational visits to all English Heritage sites are free.

Much of our work is practical and takes place in the field. We present a number of programs for children, from full-scale "living history" events—in which a site is "taken back" to a particular day in the past, and children and adults role play—to storytelling events, during which expert storytellers regale groups with tales about sites or tales that might have been told at a particular monument. We also offer educational visits to major excavations, where qualified education staff work with groups to explain what is happening and how the work is helping to unravel the story of the past.

In all of our work, we try to show that research of the past through primary sources is only a partial study, and that further knowledge can be gained by studying the physical remains of bygone cultures.

*For more information about English Heritage or to receive a list of publications, contact Peter Stone, education officer for further and adult education, English Heritage Education Service, 429 Oxford St., London W1R 2HD, England; (011) 44-171-973-3442, (fax) 44-171-973-3443.*



*Photos courtesy of  
English Heritage Education Service*





# SCHOOLS ADOPT MONUMENTS

## A EUROPEAN INITIATIVE

*Jennie Fordham*

The "schools adopt monuments" initiative is a European-wide program involving a city in each of the member states of the European Union.

The origins of the program arose out of work in Naples, Italy, where schools were encouraged to develop an interest in their historic and cultural environments by "adopting" a nearby monument. Students investigated their nearest old or interesting building, often a church, and through their work developed a sense of responsibility for it. This feeling of ownership was recognized symbolically by the owners presenting the keys to the monument to the pupils who, over specified weekends, took on the role of being guides to parents and other interested adults.

The Italian project's success in engaging students of all ages and abilities was recognized in a wider forum, and the idea as an educational approach was taken up by the Pegasus Foundation. The foundation's aim is to encourage European students to value and feel responsible for the built heritage and to promote communication between educational groups from different member states.

Cities initially involved in the program were Amsterdam, Athens, Brussels, Canterbury, Copenhagen, Dijon, Dresden, Dublin, Luxembourg, Naples, Toledo, and Santorin (Greece), later joined by Rauma (Finland), Vienna, and Stockholm. In the United Kingdom, the English Heritage Education Service organized the project in Canterbury over a three-year period starting in 1994. In the first year, 18 schools elected to participate, joined by four more a year later.

### *Aims Of The Project*

The project hopes to encourage pupils to develop a sense of responsibility for the protection and conservation of their historic environment. The long-term aim is to increase the awareness among young people of the European community that, in addition to an identity bestowed on them by their own country of birth or adoption, they also belong to the wider European community. This goal can be achieved by pursuing the following aims:

- to help students to establish a European identity by recognition of common strands in their own and European architecture and culture;
- to encourage students to value the historic built environment by helping them to understand the historical, social, architectural, and cultural significance of buildings and

monuments within their locality;

- to strengthen the links between schools and the community through contact with owners and residents of monuments, and through contact with professionals concerned with the care of the historic environment; and
- to develop links with other schools and students involved in the project in the rest of Europe.

Additionally, English Heritage aims at encouraging teachers to use the local historic environment as a teaching resource to deliver the English national curriculum in several subject areas.

### *Canterbury Monuments*

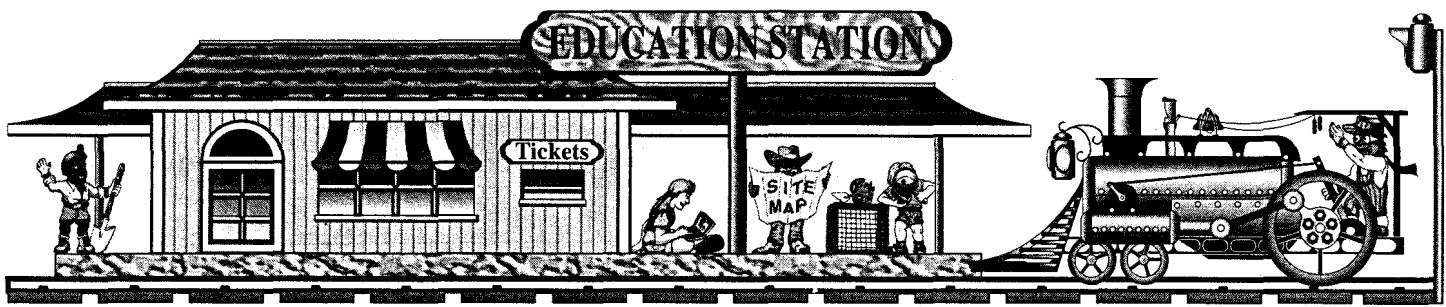
Once teachers had decided to be involved in the project, they were encouraged to choose their monument, in some cases with the help of their students. The very word "monument," however convenient, can be misleading. A monument may be any structure with architectural or historic merit. Schools were encouraged to look at their immediate locality, rather than at recognized tourist sites. In Canterbury, schools worked on parish churches, alms houses, and a historic open space. One school adopted its own building in its centenary year; another, a small monument to Christopher Marlowe. Canterbury Cathedral was not adopted!

### *The European Dimension In Canterbury*

Students at one school in Canterbury chose the remains of a nearby friary as the monument they wished to adopt. Because of work they had done the previous term, they sought out the European dimensions themselves without being prompted. They had found a piece of pottery in the stream that runs behind the school and asked the local archaeology unit to identify it. It was part of a handle from a 13th-century jug, possibly used at the friary and almost certainly made by French potters living in the town at that time. The students wanted to know why French potters were plying their trade in Canterbury, and whether expertise in other trades also lay with immigrant works.

Teacher Jonathan Barnes took his students to a museum to look at other pottery found in the area; they discovered that a range of wares, dating as far back as the Bronze Age, had come to rest in Canterbury from all over Europe. They

*Continued on page 13*



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

## Chronology In Old World Archaeology: Prehistoric Versus Historic

Nancy de Grummond

New World archaeologists often point to the differences between prehistoric and historical archaeology. In North America, especially, a clear dividing point in culture resulted from the arrival of European explorers, so that written documents became very relevant for interpreting excavated remains. Further, in New World historical archaeology, the existing amount of written evidence is massive and often awaits sifting and analysis, so that it may be used to illuminate archaeological sites of the last 500 years.

In the Old World—with reference especially to Europe, the Near East, and other parts of the Mediterranean world—the distinction between prehistoric and historical archaeology often is blurred. It is true that the study of ancient Greece and Rome relies heavily on written documents to create a full picture of these civilizations. An archaeological research team must include scholars who know the Greek and Latin languages, and who have expertise in ancillary studies such as epigraphy (the study of inscriptions) and numismatics (the study of coins), in which written letters, numbers, and words may be of crucial importance.

Preceding the Greeks and Romans were the remarkable cultures of the Sumerians, who invented cuneiform writing some 5,000 years ago, and the Egyptians, who soon afterward began to use hieroglyphic writing. These civilizations and the cultures of the Near East that they influenced have yielded great archival resources that help to pinpoint specific events in world history, such as battles, treaties, and legal transactions, and these events in turn can help to explain archaeological data. For example, the abandonment of a site or the sudden appearance of imported objects may be illustrated by a document on war or one on the opening of colonies or trade.

On the other hand, there are the Old World sites that are totally without writing, belonging to the truly prehistoric cultures that were identified and categorized in the 19th century on the basis of their technology, whether in stone or

*In North America, a clear dividing point in culture resulted from the arrival of European explorers. In the Old World, the distinction between prehistoric and historical archaeology often is blurred.*

metal. The Danish archaeologist C.J. Thomsen first articulated the sequence of artifacts in prehistoric cultures: at first tools were made of stone (Paleolithic, Mesolithic, and Neolithic periods), then of bronze (Bronze Age), and finally of iron (Iron Age). The Paleolithic began more than two million years ago, and the Iron Age lasted until the third or second century B.C. in some areas, creating an extremely lengthy time line. Archaeologists who work on such prehistoric cultures often are relieved of the pressure to learn foreign scripts and extinct languages. They concentrate on the painstaking task of excavating, attempting to trace every possible clue as to the

lifeways and history of cultures whose very names are usually unknown. (Most prehistoric cultures are assigned a modern term of reference.)

But many cultures of the second and first millennium before Christ do not fit tidily into one category or the other. The Etruscans, for example, who dominated Italy in the 6th and 5th centuries B.C., and about whom a considerable amount is written in Roman and Greek sources, left a relatively small body of written material (around 13,000 inscriptions, mostly short). Since we do not have surviving texts in which we may read about their attitudes or even the baldest historical facts, we rely heavily on the archaeological record, rather than on the biased historical sources of the Greeks and Romans. The Scythians on the Black Sea are a similar case, for they have left behind only a few rare inscriptions. And while their culture has been described at length by the Greek historian Herodotos, we must proceed with caution and not automatically accept everything he says as general truth; his remarks may be applicable to only a small area and at a particular time.

As for the brilliant Bronze Age cultures of Greece and the Aegean Sea, they are not truly prehistoric because we have the Linear B script used by the Mycenaeans, and its predecessor, Linear A, used by the Minoans. But these scripts

*Continued on page 12*

## LEARNING ABOUT

# Diets Of Ancient Cultures

### Overview

Through a series of research and practical activities, students investigate and develop nutritional profiles for ancient cultures.

### Objectives

- Students will
- examine daily life for ancient peoples
  - construct and analyze a one-day diet for an ancient culture based on indigenous and exotic plants and animals, and nutrient requirements
  - compare the ancient diet to their own dietary habits

### Subjects/Skills

- social studies, world history, science, math, interdisciplinary studies
- research, inference, evaluation, cooperative learning

### Age Level

Grades 6–10

### Materials

- resources about ancient cultures
- nutritional analysis guide books or computer programs (e.g., MacDiet)
- three worksheets
- resource handout (optional)

### Time Required

Allow 4 hours to prepare for this lesson and 5 periods to complete it.

### Background

Because of its crucial role in human survival, food always has been an organizing factor in cultural behavior. The study of a population's diet and foodways can yield insight into such

areas as daily life, gender roles, health, trading patterns, religious practices, and social, political, and economic structure. Knowledge of the surrounding environment provides information about the range and nutritional values of local food resources.

### Preparation

1. Prepare worksheets based on information at the end of this lesson plan.
2. Gather books and other resources on foods of ancient cultures (e.g., Eye-witness Books, or Exploring Ancient World Cultures at <http://eawc.evansville.edu/index.html>). Alternatively, prepare a Resource Handout (see example) for the cultures to be studied to reduce the time students must spend doing research.
3. The day before the activity, ask students to
  - list three foods consumed by an ancient culture that they have studied in class. Encourage them to list a staple grain, a protein source, and one food unique to the culture; and
  - compare differences in the quality and variety of foods consumed by ancient peoples with modern foods.

### Procedure

#### Activity 1: Finding out about diets of ancient peoples (1 hour)

1. Divide students into groups of three or four, and instruct them to select an ancient culture to investigate.
2. Distribute Worksheet 1—*Foods of Ancient People*—and ask groups to complete items 1–3.
3. Instruct groups to research the diet and foodways of their culture using books and other materials (and/or the Resource Handout), and to record their findings on Worksheet 1.
4. As a class, discuss variations in available food resources. Did ancient cultures domesticate animals or cultivate plants in different ways? What role

did trade play in providing foods? Were foods prepared fresh, or did methods exist to preserve foods?

#### Activity 2: Constructing a sample ancient diet (1 lesson)

1. Ask groups to create a fictional ancient character, specifying such characteristics as age, sex, and other behaviors that would affect dietary needs.
2. Distribute Worksheet 2—*Creating an Ancient Diet*—and have groups complete items 1–4. Review common food measurements (e.g., cup, pint) and discuss their relation to food consumption.
3. Ask groups to construct a one-day diet for their character, using foods common to the culture. They should list their “meals” on Worksheet 2.

#### Activity 3: Nutritional analysis of ancient diets (2 lessons)

1. Distribute Worksheet 3—*Dietary Analysis*—and explain that groups will analyze the health value of the diet they created for their character, using nutrition guides (and, if available, a computer program such as MacDiet). They will be looking for the contribution to calories from protein, fats, and carbohydrates; daily needs and sources of vitamins and minerals; possible diet deficiencies; and any other data that can be derived from the resources.
2. Have students review the one-day meal they constructed and begin to evaluate each food item for its nutritional value. They should use Worksheet 3 as a guide to research.
3. Ask students to compare the nutritional value of their ancient diet with current recommended daily standards, and to identify possible deficiencies or excesses and related health conditions.
4. Invite each group to present its findings to the class.

#### Activity 4: Follow-up discussion (1 lesson)

1. To bring this activity to closure,



ask students to identify foods that they eat regularly and were important to ancient cultures. Lead a group discussion to consider such questions as:

- How did ancient cultures differ in the procurement and preparation of food? Did different strategies (i.e., hunting-gathering versus cultivation) have different environmental impacts?

- What foods provided the main source of protein in ancient cultures? What plant and animal products do modern people use to get protein? Are there advantages or disadvantages to eating mostly plant or animal foods?

- Did regional differences in ancient cultures affect the balance of protein, fat, and carbohydrate in the diet? How did nutrition and disease affect ancient peoples? Have views on nutrition today affected your dietary habits?

- How do geography and climate affect the availability of plants and ani-

mals? How do seasonal variations affect nutritional quality? How did ancient people provide good nutrition year-round, and how does that compare with modern strategies?

- What role did trade play in the quality and variety of ancient foods? How are food production and distribution influenced by trade today?

**Activity 5: Optional follow-up activities for senior students (1–2 lessons)**

1. Divide the class into groups and ask each to research and give an oral report on one of the following topics.

- **Daily life.** How difficult was it to obtain and prepare food in ancient cultures? Create a profile of daily activities involved in obtaining and preparing food based on a typical daily diet. Try to estimate the amount of time involved and when the activities might have occurred during the day.

- **Gender.** What role did gender play in the procurement and preparation of food in ancient cultures? How did age and gender affect how food was allotted? How is gender related to views about food in modern society?

- **Trade.** Research and create composite maps that show trading patterns for a particular ancient culture. If possible, create several maps that show major changes over time.

- **Political structure.** How were control of and access to food production and land related to political structure? Develop a profile of the political structure of your chosen culture. How do the politics of food affect us today?

- **Social structure.** Research and develop a dietary profile for the various classes in your ancient society.

- **Cultural significance.** Certain foods were valued for their use in religious festivals, celebrations, and other observances as well as for their symbolism in a culture's history. Examine the use of food in cultural and religious observances.

*This activity idea was adapted from a lesson plan created by Sheila B. Gilligan and Ian K. Humphreys, Convent of the Sacred Heart, 1 E. 91st St., New York, NY 10128-0689; (212) 722-4745, ext. 752.*

See additional worksheet information on page 10.

EXAMPLE OF RESOURCE HANDOUT:

**Sample Foods in Two Ancient Cultures**

**ANCIENT CHINA**

- mung beans, soybeans, peas, tofu
- cuttlefish, millet, rice, peanuts
- noodles (wheat, bean, or rice flour), dumplings
- ginger, sesame seeds, chili peppers, soy sauce, anise
- flower petals, tangerine peel

**AZTEC**

- maize, beans, squash, pumpkin
- sweet potato, quinoa, agave plant (sap), peanuts
- avocados, tomatoes, prickly pear, cactus leaves, honey
- turkey, llama, dog
- vanilla, cacao, chilies, amaranth

INFORMATION FOR WORKSHEET 1:

**Foods of Ancient Peoples**

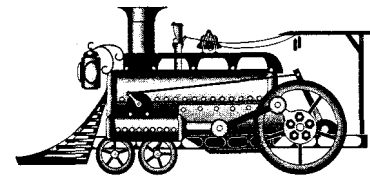
1. Group members:
2. Culture/world region:
3. Time period:

**Plant Foods**

1. Gathered wild:
2. Cultivated:
3. Obtained by trade:
4. Source (region/country) of trade goods:

**Animal Foods**

1. Gathered wild:
2. Hunted:
3. Domesticated:
4. Obtained by trade:
5. Source of trade goods:



*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.*

Teachers should use information in the boxes to create their own handouts.

INFORMATION FOR WORKSHEET 2:

*Creating an Ancient Diet*

- |   |   |           |
|---|---|-----------|
| 1. Group members:                               | [Repeat the next two lines several times] |           |
| 2. Culture/world region:                        | Meal # _____                              |           |
| 3. Name, age, and gender of fictional person:   | Type of food:                             | Quantity: |
| 4. Other behavioral characteristics:            | Notes about meal:                         |           |
| 5. Daily activity level: light, moderate, heavy | Additional meals/snacks:                  |           |

INFORMATION FOR WORKSHEET 3:

*Dietary Analysis*

- |                   |                          |                 |
|-------------------|--------------------------|-----------------|
| 1. Group members: | 2. Culture/world region: | 3. Time period: |
|-------------------|--------------------------|-----------------|

Answer the following questions based on your sample one-day diet and information that you find about nutrition.

- |  |   |
|--|---|
| <p>1. List percentages of total daily calories in the ancient diet:</p> <p>a. protein _____%</p> <p>b. carbohydrates _____%</p> <p>c. fats _____%</p> <p>2. List vitamins and minerals in the foods in the diet. Are nutrient requirements met? List any deficiencies that you find.</p> | <p>3. Research conditions related to diet and nutrition. List nutrient-related diseases that may have affected your ancient population. (Note: diseases can be due to nutrient deficiency or excess.)</p> <p>4. Compare your diet and analysis with others in your class. How were nutrition and health related to geographic region and activities such as trade and agriculture?</p> <p>5. Compare the ancient diet to dietary habits in your family. How could you improve your diet to improve your health?</p> |
|--|---|

**RESOURCES FOR TEACHERS**

*Reconstructing a Roman Ship*

Visit the Web site for the project to construct a fully functional sailing replica of a Roman ship, built by the Emperor Caligula, that was brought out of the waters of Lake Nemi near Rome in the 1930s. The site contains information on the archaeology and history of the shipwreck, and the origins and present status of the project. The site is at <http://www.virtual-pc.com/orontes/index.html>.

*Learn French and Archaeology*

Several Web sites in French provide a novel resource for foreign language teachers who want to include archaeology in their culture history lessons. The sites provide students with an excellent opportunity to improve their reading and writing skills while learning about archaeology around the globe. A major link to more than 100 other archaeology web sites can be found at <http://www.lenet.fr/armen/archeo.html>. Organized by continent and subjects, links are provided to archaeological journals and magazines, institutions, news groups, and mailing lists. Many of the sites are in English; as a result, students will encounter French and English at different points, depending on the paths they choose.

ArchDATA is maintained by the Centre National de la

Recherche Scientifique (CNRS) and the University of Paris. It contains information on CNRS, universities, research centers, French Ministry of Culture museums, and a bibliography. It also links with two other sites on French marine archaeology and archaeology in Martinique. The ArchDATA site can be found at <http://www.pratique.fr/~archdata>.

Information about the paleolithic cave at Vallon-Pont-d'Arc is located at <http://www.culture.fr/culture/gvpda.html>. Descriptions of the discoveries, photographs of the dramatic paintings, discussions of the dating of paleolithic caves, and research into ancient paint materials are included in this site.

*Web Site Offers Electronic Journal*

*Athena Review*, a quarterly journal of archaeology, history, and exploration is geared toward both professional and student audiences. The web site at <http://www.athenapub.com> offers abbreviated versions of the printed journal issues. Each issue includes information about internet sites dedicated to the subjects covered in that particular issue. The Athena web site also contains an image archive and a listing of books on archaeology (including reprints of out-of-print primary resources) published by Athena Publications. A subject index provides links to other web sites about the Caribbean, Europe, Mesoamerica, Southeast Asia, and Egypt.



# READING ABOUT CAVE PEOPLE:

## Dispelling Stereotypes And Imagining The Possibilities

*Blythe E. Roveland*

For more than a century, stories about human ancestors have appeared in both fiction and nonfiction children's books. Frequently, the image of Paleolithic or Old Stone Age inhabitants of Europe, especially Neanderthals, has been of the brutish "caveman." In recent years, numerous books for all ages have imparted a more favorable picture of these prehistoric people. Books on Paleolithic Europe provide the opportunity to explore vastly different cultures and environments. However, this cannot be accomplished if the present is simply projected into the distant past and stereotypes endure. Here are some guidelines for choosing juvenile fiction and nonfiction for a teaching unit on Paleolithic Europe.

Most fictional works on Stone Age Europe focus on modern humans (Cro-Magnons) of the Upper Paleolithic (from 35,000 to 10,000 years ago) or sometimes Neanderthals of the Middle Paleolithic (from about 120,000 to 35,000 years ago). Occasionally, the interaction between the two human groups fuels the plot. The vast majority of protagonists are boys, but I would recommend reading one of the handful of books that gives a girl's perspective. This is suggested because so much of what is presented on the Paleolithic involves so-called male activities.

Avoid stories in which thousands of years of prehistory are compressed into one lifetime. For example, pottery bowls were not part of Paleolithic assemblages, nor did Ice Age Europeans become agriculturists overnight. Given the nature of these books, children are shown as active participants in Paleolithic society, an important point that many archaeologists have ignored. However, stories describing the hero or heroine as the inventor of everything under the sun are not realistic. While a child who tames a wolf may be believable, one who domesticates and rides a mammoth stretches the limits of probability!

Works of prehistoric nonfiction often furnish young people with information about life in Ice Age Europe. Those that present controversies and debates rather than merely dry "facts" are much more valuable. Do they explain how archaeologists reach conclusions about the Paleolithic and how reconstructions may be altered with new evidence or perspectives? Be wary of portrayals of Cro-Magnon people as heroic victors, Neanderthals as dim-witted losers, and other such stereotypes that imply that racial conflicts are un-

avoidable and timeless. In addition, a concept that is routinely perpetuated is that of the upward climb and the inevitability of progress in which prehistoric people strove to become us. Some authors have avoided this pitfall by organizing their books thematically rather than chronologically.

Illustrations are also important. Keep some simple questions in mind as you evaluate them. Are people pictured in warm, stitched clothing rather than Tarzan-like dress? Are they portrayed using stone and bone tools appropriate to the time period, or are they wielding awkward clubs? Are women and girls featured in the foreground in any of the illustrations? Are they ever shown creating artwork, participating in hunting drives, and manufacturing tools? Are men and boys ever scraping hides, sewing, or gathering plant food? Are children depicted at all?

These suggestions are meant to encourage using children's books on the Paleolithic in the classroom as a means of investigating different lifeways. Even books containing some flaws, which they all have, may be successfully incorporated into the curriculum given adequate discussion. Children will find that there is more to Paleolithic life than the inaccuracies of the Flintstones, and learning about it can be just as fun!

*Blythe E. Roveland is a doctoral candidate in anthropology at the University of Massachusetts-Amherst.*

### *Suggested Juvenile Books*

- Corbishley, Mike. *What Do We Know About Prehistoric People?* (New York: Peter Bedrick Books, 1994).
- Cowley, Marjorie. *Dar and the Spear-Thrower* (New York: Clarion Books, 1994).
- Craig, Ruth. *Malu's Wolf* (New York: Orchard Books, 1995).
- Lasky, Kathryn. *Traces of Life: The Origins of Humankind* (New York: Morrow Junior Books, 1989).
- Mason, Antony. *The Time Trekkers Visit the Stone Age* (Brookfield, Conn.: Copper Beech Books, 1996).
- Merriman, Nick. *Early Humans* (New York: Alfred A. Knopf, 1989).
- Cox, Roxbee, Phil Reid, and Struan Reid. *Who Were the First People?* (London: Usborne, 1994).
- Turnbull, Ann. *Maroo of the Winter Caves* (New York: Clarion Books, 1984).

# Monuments And Environmental Education In Athens

Adapted from an article by  
**Stella Chryssoulaki**

The Center of Educational Programs (CEP) of the Ministry of Culture, established in 1985, uses archaeologists, philologists, teachers, and artists to present educational programs throughout Greece. The center strives to help youths view their cultural heritage in ways that ensure its preservation. Situated in the historic heart of Athens, the CEP also protects and promotes local heritage through theme-related educational programs that combine cultural and environmental education. Programs explore lifeways and moral or intellectual values of the past that can serve as guides to modern behavior toward natural and cultural resources.

## *A Lost River*

An educational program linking cultural and environmental protection in a poorer area of the capital was developed in 1992. The focus was the Attic landscape, which is partially preserved today in the Eridanos River valley but visible only in archaeological sites of the Kerameikos and the ancient Agora. The program compared the mythological importance of Eridanos in the lives of 5th-century B.C. Athenians to present conditions in areas that surround the archaeological sites of the city's historic center.

By studying the ancient topography and material evidence from archaeological sites and a local museum, students reconstructed life in the Classical period and learned about flora of the Attic landscape, some of which is now extinct. The program linked archaeology with the environment and encouraged youths to discover, understand, and learn about their nearby past by searching for an ancient river that has ceased to exist.

As they tried to identify flowers and plants on works of art in the Kerameikos Museum, students considered causes and effects of the river's disappearance and differ-

ences in the mechanics of water supply between Classical and modern Athens. They realized that deforestation, development, and other landscape changes have caused ecological and urban degradation. They also could see the importance of protecting cultural sites for their inherent value and as a way to preserve natural heritage.

## *Journey Through Time*

The two-part program, "Democracy: A Journey through Time," sought to explain the functions of democracy in ancient Athens and to familiarize students with the topography of the Agora, the financial and political heart of the city-state. In the first phase, students gained information through lectures, discussion, and archaeological materials in the Agora Museum. In the second phase, they investigated the site and acted out democratic procedures amid remains of the Classical Athenian building.

Two games were devised to encourage role-playing and discussion. In the "Agoranomia" game, younger pupils investigated the ways in which ancient Athenian market inspectors controlled trade in dry and liquid goods. Assigned the roles of these officials and using replica weights and measures, students had a chance to arrest a dishonest wheat merchant and to argue his guilt or innocence before the court. In the "Public Life" game, older pupils looked at artifacts related to democratic procedures, and visited the remains of the Monument to the Eponymous Heroes, where public notices and impending legislation were displayed so citizens could discuss proposals before voting. Introduced to the ways of democracy in ancient Athens, students learned that discussing issues, solving problems, and making decisions are still a part of our lives today.

*This article was adapted from a manuscript entitled "The City beneath the City" by Stella Chryssoulaki, who may be contacted at the Hellenic Ministry of Culture, Center of Educational Programs, 9, Prytanelou St., Athens, Greece 10556.*

## Old World, New World . . .

*Continued from page 7*

are of limited value for the writing of history since Linear A has never been deciphered and Linear B seems to have been used mainly for keeping inventories of goods. The examples of such "protohistoric" or borderline cases between historical and prehistoric are actually quite numerous. The sites require exacting standards in excavation, and sensitive interpretation of the archaeological sequence and what it reveals about relative chronology. But experts must also have an especially keen sense for how to use historical material, usually of a scrappy character.

Yet another facet of Old World archaeology is that habitation was often lengthy on particular sites, and thus prehis-

toric, protohistoric, and historical cultures might all be present. In Italy, for example, one site has Paleolithic tools, Etruscan material of the 6th century B.C., a Roman villa of the 1st century of this era, and Medieval remains. In Greece, the Neolithic might be succeeded by the Bronze Age, and that in turn by a classical Hellenic phase, with a final period of Byzantine culture. Archaeologists must be ready to commit to challenges posed by such sites, where prehistoric and historical distinctions may not be useful for developing a successful strategy for excavation and site interpretation.

*Nancy de Grummond is chair of the Department of Classics at Florida State University, M04 Dodd Hall, Tallahassee, FL 32306-4031; (904) 644-4259.*

# Destruction Of Old World Sites . . .

*Continued from page 2*

Humans also do considerable damage to ancient sites. Archaeological excavation is one of the major agents of destruction; what is excavated can never be restored, except as it is reconstructed in a full archaeological report. In many parts of the world, farmers also dig into ancient sites for the soil enriched by human waste to spread over their fields as fertilizer. Others quarry soil to build new houses, either of layered mud, rammed earth, or mud brick. This practice destroys walls and layers of debris, leaving pits that fill with later rubbish and eroded soil. Some local residents steal stone blocks from earlier walls to use in building their own houses. Until the 20th century, Greeks burned their magnificent marble monuments to obtain the lime necessary to plaster their floors and walls. To save the exquisite sculptures of the Parthenon, the Englishman Lord Elgin used his own funds to purchase the pieces now in the British Museum. Without his interest, they all would have been destroyed.

Because of their height, ancient sites in times of war have been used as defensive positions. An Israeli army unit camped at Tell Jemmeh in the 1950s and hid in the 30-foot-deep area excavated in 1927 by my predecessor, Sir Flinders Petrie. During our excavation of the tell in the mid-1970s, we found the remains of a latrine that yielded door hinges, metal toe and heel plates from boots, and an unexploded hand grenade. A large cut also was made on one side of the tell to hide a military vehicle from view.

At Tell Dan in Israel, the northern perimeter of the site had a meandering World War I-type trench for the troops. I know of no Iraqi monuments, tells, or museums that were damaged in Desert Storm, but we do know that armies often use monuments to shelter their troops from enemy fire. The great Ziggurat, or temple tower, at Ur was the centerpiece of an Iraqi military air base. In 1969 Palestinian guerrillas hid in the walls and tunnels of the great Roman site at Gerash in Jordan. In both instances, they calculated that no opposing military force would dare shell or bomb archaeological monuments of such importance.

Archaeological sites must be excavated with the best methodology and published fully if they are to give us all their secrets. For this reason, sites must be preserved from the many agents of destruction.

*Gus Van Beek is curator at the Department of Anthropology, National Museum of Natural History, Smithsonian Institution, Washington, DC 20560; (202) 357-1300.*

## Epilogue

*Several international treaties and programs are in place to protect archaeological sites from looting and to repatriate illegally removed cultural property. The United States became a state party to the 1970 UNESCO Convention when Congress passed the 1983 Convention on Cultural Property Implementation Act (P.L. 97-446). Eighty other nations support the measure. Bolivia, Ecuador, Mexico, Peru, Spain, and Costa Rica have had important cultural property returned from the U.S. as a result of this act. Emergency import restrictions also have been placed on artifacts from El Salvador and Mali.*

*The UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects was finalized in June 1996 to create a unified code whereby claimants in countries that are party to the convention may sue in the courts of another signatory nation for the return of stolen or illegally exported cultural objects. Currently, there are no plans for the U.S. to undertake a review of the convention or consider it for ratification. The International Council of Museums (ICOM) has been working with UNESCO to combat the looting of cultural property in Tanzania, Mali, and other parts of the world.*

*For additional information, contact the International Programs Department, American Association of Museums, 1575 I (Eye) St. N.W., Suite 400, Washington, DC 20005; (202) 289-9115.*

# Schools Adopt Monuments . . .

*Continued from page 6*

realized that Britain was on the outer edge of a web of trade within Europe that affected developments in art, craft, technology, and lifestyle. From a fairly ordinary bit of pottery, they had followed a trail that led them to understand that free movement of labor, goods, and, most importantly, ideas had been taking place with Europe for most of our history.

When the students started work on their monument, they were able to transfer their knowledge and questions about the piece of pottery to the building. They wanted to know where the stone had come from (Normandy), but followed the line of thought through and asked where the building's architectural style had come from.

They also wanted to know about the lifestyle of the friars who had lived there—what they looked like, what they did each day, what they ate, and what language they spoke. They were not surprised when their research came up with answers that demonstrated participation in a shared European tradition.

## The Future of the Project

The pilot scheme in Canterbury is currently being evaluated, but evidence so far suggests that it has been successful. Two exhibitions of pupils' work from all curricular areas have been held, and a final exhibition, possibly on the Internet, is planned. Links with teachers in other European countries have been fostered, most especially through a training course called "Using IT for Heritage Studies," which involved teachers from all 15 countries in the program.

English Heritage is now looking at ways to extend the project to another 10 towns or cities, possibly with the support of external funding, working with colleagues in museums and local planning departments. A handbook for project coordinators has been prepared as part of the extension phase.

*For more information or to inquire about the availability of the project handbook, contact Jennie Fordham, education officer for the London and Southeast Regions, English Heritage Education Service, 429 Oxford St., London W1R 2HD, England; (011) 44-171-973-3442, (fax) 44-171-973-3443.*

# Network News

*Beverly Mitchum Chiarulli, Network Coordinator*

The SAA Public Education Network facilitates communication about local, national, and international public education activities through state and provincial network coordinators. If you have news of events in your region, have a query for archaeologists, or need additional information about the network coordinators, contact me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636-0468; (412) 527-5585, email on page 15.

During the winter, we have been updating our list of network coordinators. Although there has been some turnover among our state and provincial representatives, we now have 43 coordinators in the USA and one in Canada. We need replacements for the following states and provinces: District of Columbia, Florida, Hawaii, Illinois, Maine, New York, North Carolina, Oregon, Vermont, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Prince Edward Island, Quebec, Saskatchewan, and the Yukon. Please contact me if

you are interested in representing one of these areas, and I will send information about joining the network.

I would like to take this opportunity to introduce one of our newer network coordinators—Phil Carr, who has been the coordinator in Mississippi for the past year and has sent information on his efforts in that state. Phil is a lecturer and adjunct assistant professor of anthropology at the University of Southern Mississippi in Hattiesburg. He organized a series of four lectures on archaeology at the public library in Hattiesburg. He also has written a lengthy column for the newsletter of the Mississippi Archaeological Association (MAA), which introduces SAA education programs to the MAA membership. To date, Phil's network activities have focused on creating links between MAA and SAA. For more information or to assist with programs in Mississippi, contact Phil at the Department of Anthropology and Sociology, Box 5074, University of Southern Mississippi, Hattiesburg, MS 39406; (601) 226-6180.

## Archaeological Parks

*Mary L. Kwas, Parks Column Editor*

For archaeological parks, the cold months of winter were a time for catching up on odds and ends as well as planning for the coming outdoor seasons. Despite the rain and snow, many sites continued to offer educational programs for school groups and indoor activities for the general public. Give your local archaeological park a call for a list of upcoming events.

Attention archaeological parks! No doubt you are in the midst of putting together your calendars for 1997. Be sure to send me a copy so your events and activities can be listed in this column. Contact me at the Arkansas Archeological Survey, P.O. Box 1249, Fayetteville, AR 72702-1249; (501) 575-6560, (fax) 575-5453, email on page 15.

**Hopewell Culture National Historical Park**, Chillicothe, Ohio, recently completed a two-year project to produce "People Who Came Before: The Hopewell Culture Curriculum Guide." Targeted for 4th to 6th grades, the guide ties into the Ohio social studies curriculum and is keyed to proficiency test standards and learner outcomes. However, the scope of the guide goes beyond the borders of the state to deal with topics and issues relevant to the social studies curriculum and archaeological concerns. The park has developed current activities and lesson plans for teachers to use both in the classroom and at the park. To accompany the guide, hands-on traveling trunks are also being developed. Contact: (614) 774-1126.

**Dickson Mounds Museum**, Lewistown, Ill., has offered a variety of special events throughout the year. About 2,000 people participated in such activities as the French Dinner, science career fair for high school students, overnight camp-in for children, artifact identification day, and wildlife gardening and birds of prey programs. During this time, staff gave tours to more than 1,300 school children, and presented more than 70 discovery programs and tours to 1,900 children. Contact: (309) 547-3721.

**SunWatch Archaeological Park**, Dayton, Ohio, is the result of 25 years of intensive archaeological excavation and reconstruction by the Dayton Museum of Natural History. The site was used by the prehistoric Fort Ancient culture between A.D. 1200-1220. In addition to a partially reconstructed village, the park also offers an interpretive center that includes interactive exhibits and videos. Throughout the year, SunWatch offers a variety of activities, the largest of which is Summerfest in July. Winter events include Winter in the Village in January, the Storytelling Festival in February, and Native American Toys and Games in March. Several programs specifically designed for Boy Scouts and Girl Scouts also are held in winter and early spring. Contact: (513) 268-8199.

**Toltec Mounds Archeological Park**, Scott, Ark., features  
*Continued on page 15*

## Education Will Have A Strong Presence

Plans for public education activities at the SAA Annual Meeting in Nashville, April 2–6, are shaping up. Although the conference does not open officially until Thursday, Public Education Committee (PEC) members will gather earlier in the week to review the past year's projects and plan strategies for the future. Conferees and guests will find a variety of archaeology education activities during the meeting.

### Education Agenda

- **Wednesday, all day:** PEC meeting
- **Thursday morning:** PEC-sponsored forum, "Pathways to Successful Outreach Programs"
- **Thursday, 5:00 p.m.:** Reception and cash bar to discuss forming a Public Education Interest Group
- **Thursday, 7:00 p.m.:** Meeting of state and provincial archaeology education network coordinators
- **Friday, 8:00 a.m.** (advance reservation required): PEC-sponsored workshop, "Implementing the Archaeology Merit Badge in Your Community"
- **Friday, 4:30 p.m.** (advance reservation required): PEC-sponsored workshop, "Archaeology for Educators"
- **Saturday, 8:00 a.m.:** Educator workshop continues
- **Saturday afternoon:** PEC-sponsored Public Session, "Interesting PASTimes: Exploring Caves, Building Temple Mounds, Discovering New Cultures"

### Poster Display

State Archaeology Week/Month posters will be displayed throughout the conference. Conferees and visitors will be able to vote for "best poster," and prizes will be awarded during the public session on Saturday.

## Position Announcement

The Johns Hopkins University/IAAY, a national network of summer residential programs for academically talented students ages 12–16, anticipates openings for instructor and instructional assistant of archaeology. A course is offered at Skidmore College, Saratoga Springs, N.Y., July 19–August 11. During the three-week session, classes are held five hours a day with two hours of lab/fieldwork, five days a week. The instructional staff live in dorms (no formal duties). For an application, please call IAAY/JHU at (410) 516–0187. EOE.

### Email Addresses

SAA Executive Office: [headquarters@saa.org](mailto:headquarters@saa.org)  
Dorothy Krass: [dorothy\\_krass@saa.org](mailto:dorothy_krass@saa.org)  
Ed Friedman: [efriedman@do.usbr.gov](mailto:efriedman@do.usbr.gov)  
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Joelle Clark: [Joelle.Clark@nau.edu](mailto:Joelle.Clark@nau.edu)

### Registration Benefits

Associate members are entitled to member rates for meeting registration. Individuals who volunteer to help with various functions receive free meeting registration, a copy of the abstracts, and \$5 for each four-hour shift they work (minimum of 12 hours). Contact the SAA at (202) 789-8200 for additional information.

## SAA Awards Grants For Education Activities

SAA has awarded \$12,500 grants to the Montana Historical Society and the Department of Anthropology at Hamline University (Minn.) to coordinate archaeology education programs and materials at the state level.

The 1997 grants are part of a multiyear project developed by the SAA Public Education Committee in partnership with the Bureau of Land Management, Bureau of Reclamation, and National Park Service Archeology and Ethnography Program. The projects will extend SAA's network of volunteer archaeology education coordinators in 43 states and Canadian provinces, who put teachers and members of the public in touch with sources of information about archaeology. A list of the coordinators can be found on SAA's web site at <http://www.saa.org>.

Mark Baumler, Montana state archaeologist, and Marcella Walter, Montana Historical Society education officer, will serve as joint coordinators of the Montana Ancient Teachings Education Program. In Minnesota, Phyllis Messenger, the PEC network coordinator, and James Myster, archaeology week coordinator, will oversee grant activities. The two programs will prepare educational materials, train archaeologists and educators, and develop on-line databases of archaeology education resources for teachers.

## Parks . . .

*Continued from page 14*

an ongoing slate of events throughout the year. Winter activities include guided tours on Saturday with demonstrations of prehistoric tools; on the first Saturday, craft demonstrations and storytelling by members of the Arkansas Native American Center for the Living Arts are featured. An archaeology lecture series and various workshops also may be scheduled. Contact: (501) 961–2420.

**Grand Mound Center**, International Falls, Minn., offers a variety of school programs for all grade levels. Activities include an atlatl demonstration, seasonal round, time travel box, and pottery puzzle. In the What, Where, and Why activity, students learn the importance of context in archaeology. Using knowledge of their own homes, students explore the concept of context and learn how important it is to protect sites from looting. Contact: (218) 285–3332.

# NEWS AND NOTES

## SAA Initiates Education Award

The Society for American Archaeology has instituted an Excellence in Public Education Award to recognize and encourage outstanding efforts by archaeologists, educators, and institutions in the sharing of archaeological knowledge and issues with the public.

The award will be presented this year to a professional or avocational archaeologist who has contributed substantially to public education. The award will be conferred during the business meeting at the annual SAA conference in Nashville. In the next two years, awards will be given to educators and institutions, respectively. The cycle will begin again with an archaeologist in the fourth year.

For more information, contact Chris Pierce, 212 Spruce St., Santa Fe, NM 87501. You also may email him at cpierce@dsrt.com.

## Sources Provide Field Opportunities

The Society for California Archaeology lists field schools and fieldwork opportunities on its Web site (<http://www.scanet.org>). The National Center for Preservation Technology and Training also is making available information about field school opportunities via its Web site (<http://www.cr.nps.gov/ncptt>) and fax-on-demand computer system at (318) 357-3214.

The South Carolina Institute of Archaeology and Anthropology invites any adult 18 years or older who wishes to learn more about field archaeology to participate in the 1997 expedition to explore ancient quarries and campsites. Participants will help in all aspects of the excavation and lab analysis. Applicants may register for one or more weeks between May 3 and May 31. Space will be limited to 40 participants. The registration cost is \$316 a week.

For additional information or to register, contact Al Goodyear, South Caro-

lina Institute of Archaeology and Anthropology, University of South Carolina, 1321 Pendleton St., Columbia, SC 29208-0071; (803) 777-8170.

## AIA Issues Fieldwork Opportunities Bulletin

The Archaeological Institute of America (AIA) has published the 1997 *Archaeological Fieldwork Opportunities Bulletin (AFOB)*, a comprehensive, worldwide guide to excavations, field schools, and special programs with openings for volunteers, students, and staff. Each entry includes essential information about the site, age requirements, application deadlines, costs, and a personal contact.


The price is \$9 for AIA members and \$11 for nonmembers; add \$4 for shipping and handling for the first copy and \$.50 per additional copy. All orders must be prepaid. To order by VISA or Mastercard, call (800) 228-0810. Send mail orders with a check payable to Kendall/Hunt Publishing, Order Department, 4050 Westmark Dr., Dubuque, IA 52002.

**Deadline for fall issue: June 23**

**Theme: Experimental Archaeology**

The logo for the Society for American Archaeology (SAA) features the letters 'SAA' in a large, bold, serif font. To the left of the letters is a vertical column of decorative geometric symbols, including squares and circles with internal patterns.

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