

ARCHAEOLOGY AND PUBLIC EDUCATION



Federal Archaeology

*Federal agencies
have played a
leading role in
protecting the past
by preserving and
managing cultural
resources, involving
and teaching the
public, and supporting
archaeology education
projects and initiatives.*

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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.

PUBLICATION DEADLINES

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PROTECTING THE PAST IN THE PUBLIC INTEREST

George S. Smith

We could almost say that the first preservationists were Native Americans, whose fundamental beliefs have held land as sacred and certain sites as culturally vital, to be protected and held in trust for the tribe as a whole. In the post-colonial world, all preservation efforts, as with politics, begin at the local level: local interest and concern rally the troops to stop destruction of a site. It is in this climate that historic preservation in the United States began.

In the late 18th century, a few efforts to save the past were undertaken by individuals and private concerns in this country; a notable example is the preservation of two mounds as a public square in Marietta, Ohio, by the Ohio Land Company in 1788. The idea of preservation—whether historic or prehistoric—did not capture the public's imagination until the mid-19th century. Many preservation efforts were undertaken without the benefit of laws that provide critical support in protecting sites today. Some were successful; some were not. Perhaps the bellwether of all of these was the formation of The Mount Vernon Ladies' Association to save Mount Vernon in 1853, a group that continues to prosper and maintain the home and that has initiated important archaeological investigations of the site in the last decade. However, even those that failed—for example, John Hancock's home was lost to wreckers in Boston despite community support—have served to build the historic preservation movement through increased public awareness and resolve to maintain a link with the past.

On the archaeological front, as a result of Western exploration, sites such as Casa Grande and Mesa Verde were withdrawn from public lands to protect them from further looting. In 1892, Casa Grande was established as the first national archaeological reservation in the U.S., and Mesa Verde was protected in 1906. These efforts to secure the past contributed to passage of the Antiquities Act, adopted in 1906 after six years and three sessions of Congress. Crucial to its passage was testimony from archaeologists from major universities and museums, as well as avocational archaeological societies. The public would not be denied its link with the past.

Early development of American archaeology can be traced to Thomas Jefferson's systematic excavation of mounds on his Virginia estate in 1784, which established a model for excavating. For this reason, Jefferson is considered by many to be the "Father of American archaeology." But this title was bestowed on someone who could be best described as an avocational archaeologist. Jefferson was not the only president to find interest in the past. William Henry Harrison described sites in the Ohio Valley, and President Jimmy Carter's interest in collecting arrowheads had a profound impact on the language included in the final version of the Archaeological Resources Protection Act (ARPA) of 1979, which was drafted and passed in less than one year.

Legal Framework

Except for Illinois, Alabama, Iowa, and Michigan, which established protective legislation much earlier, the majority of states developed statutes promoting archaeological resource protection at the state level beginning in the late 1960s and early 1970s. These laws provide protection for sites repre-

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PIT Promotes Education And Creates Advocates

Jill A. Osborn



Passport In Time (PIT) is celebrating its 10th anniversary in 1998. PIT began as a public education concept, but it has expanded into much more. Archaeologists with the U.S. Forest Service (FS), Department of Agriculture, thought that involving volunteers on actual archaeology projects would give the public a crash course in the need to protect these nonrenewable resources. Of course, we also thought that we might get some help taking care of sites on federal land. We were right on both counts, but what we did not anticipate was how much the public already knew about archaeology and what valuable voices they would become for historic preservation in general. What began as education has become advocacy.

Federal agencies are stewards of resources for the public, and we are used to thinking of education as a means of protecting resources. PIT is unique because it actually involves the public in the work rather than simply presenting them with information.

The first PIT volunteers worked with field school students from the University of Minnesota, Duluth, helping the Forest Service to evaluate archaeological sites. The volunteers were knowledgeable, enthusiastic, and wanted to help with all aspects of research—from mundane paperwork to exciting excavations. Not only did we get help accomplishing valuable fieldwork, but it was clear that these volunteers played a valuable public advocacy role that the agency and the profession desperately needed.

Other professionals express envy of archaeology. They must work hard to create a public advocacy and to find people interested in their profession—and, more important, interested in helping with research and protection. Our audience was already there, awaiting an opportunity to help. Publications and organizations such as *Archaeology* magazine, the Smithsonian Institution, and the National Geographic Society knew the power of the public. They already had built the audience; all we had to do was to offer a way to get involved. PIT couldn't fail.

Since 1988, more than 10,000 volunteers have participated in 935 projects in 36 states. The value of the work is estimated at more than \$5 million. From a public education standpoint, those 10,000 individuals have learned firsthand



From the exciting to the mundane, Passport In Time engages volunteers of all ages in all aspects of archaeological research. Information about PIT opportunities is presented in a program newsletter, The PIT Traveler, available by contacting Osborn at the address below. Photo courtesy of the U.S. Forest Service.

about the prehistory and history of North America and how archaeologists study and protect the past. They have learned about the threats to resources—from weather to acid rain to commercial looting. And, they have learned this in the most effective way—by getting their hands dirty helping archaeologists in all aspects of research.

Perhaps more important, we have learned from them. Gordon Peters, the archaeologist who started PIT, said it succinctly: "We can't manage resources in a vacuum. We have to know what the public wants before we can manage the resources for their benefit." Public education goes both ways because we educate the public about the resources and the science; the public educates us about what those resources mean to them.

PIT differs from other educational programs in that it does not create educational opportunities and lessons; rather, it simply involves the public in ongoing research and management work. Both methods have important roles to play. We always will need formal education for all age levels. However, involving the public in research and management is a luxury that archaeologists have. Volunteers are there—ready, willing, and able—to help with much-needed research, protection, and management. In the process, they become vocal and effective advocates for archaeology. Friends of PIT, a group of PIT volunteers, has organized letter-writing campaigns to the U.S. Congress and FS leaders, encouraging continued support, not just for PIT, but for all heritage programs. They may be helping us accomplish research, but they are surely keeping us alive as a profession as well.

Jill A. Osborn is the national coordinator for Passport In Time, U.S. Department of Agriculture, Forest Service, 1249 S. Vinnell Way, Boise, ID 83709; (208) 373-4162.

Tomayto, Tomahto

As we explained in a previous issue of A&PE (Vol. 5, No. 4), various organizations spell the word "archaeology" and its derivatives in different ways. In general, federal usage drops the second "a"—but not always. Most non-federal spellings include the second "a." You will see both styles in this issue of the newsletter.



Park Ranger Rebecca Jones explains the elliptical mound at Hopewell Culture National Historical Park. Photo courtesy of the National Park Service.

NATIONAL PARK SERVICE

Stewardship On Many Fronts

Dan Haas

A national park reflects a sense of resilient natural beauty and diverse cultural history waiting to be interpreted. The earliest leaders of the National Park Service (NPS), Stephen Mather and Horace Albright, envisioned park museums and educational programs to explain and exhibit specimens from these sites (Mackintosh 1986). Their interest in education blended personal conviction with the need "to provide for the enjoyment" of the parks.

Initially, NPS relied on outside support, particularly from museums and private philanthropy, to fund educational activities. With the passage of the Historic Sites Act of 1935, education achieved credibility as a legitimate park activity. The Secretary of the Interior, through NPS, was enabled to "develop an educational program and service for the purpose of making available to the public facts and information pertaining to American historic and archaeological sites, buildings, and properties of national significance."

Interpretation and education, particularly personal interpretive services, is a widely recognized tradition in NPS. Archaeologists often have collaborated with park educators and interpreters in developing archaeology education programs. Early efforts included archaeologists lecturing at Mesa Verde and leading tours of the Jamestown excavations at Colonial National Historic Park in the 1930s. Now they also work with education specialists in providing curriculum-based learning activities for school children. Environmental education and heritage education services are encouraged, especially for local students and teachers, organized groups, and educational institutions that wish to use park resources in their curricula. Several NPS programs that provide funds and support for archaeology education are described below.

National Park Foundation Grants

The National Park Foundation (NPF) is the official non-

profit "partner" of the National Park Service. NPF initiated a direct competitive grants program in 1991 to support education, visitor services, park employees, and volunteer activities to preserve and enhance parks. Ranging from \$5,000 to \$20,000, these grants are particularly useful as "seed" money for new programs or to support successful, ongoing projects. Several archaeology education projects that target young people have been funded. National parks or their partner organizations may apply for grants; NPS must endorse proposals from park partners.

Fort Frederica National Monument in southern Georgia received funds to develop an archaeology education center. Multidisciplinary in nature, the center allows students to develop, practice, and use skills in science, language arts, social studies, and math in a practical, hands-on approach. The curriculum includes lessons that meet state education core curriculum requirements. The primary educational objective is to enable 4th- and 5th-grade youths to explore all facets of historical archaeology including theory, excavation, analysis, document conservation, interpretation, and ethics. Some 400 students annually participate in the program.

With support from NPF and the Pew Charitable Trusts, Petroglyph National Monument completed a three-year pilot project to develop a long-term educational partnership with Albuquerque Public Schools, local pueblos, and various agencies and organizations. More than 8,000 educators have received a teacher's guide for grades K-8 that focuses on the awareness and preservation of park petroglyphs. Students participate in two months of coordinated classroom curriculum and are taught regional prehistory and history, archaeology, and ethics. Classroom work is tied to field trips to the park, during which students view ancient rock carvings and learn about the ancestral Puebloans. More than 50,000 inner-city children have participated in the program.

Aztec Ruins National Monument presented several teacher workshops using the Bureau of Land Management Project Archaeology program (see p. 6). Area educators attended workshops and drafted lesson plans that can be used when they bring classes to the park. Lesson plans compiled in an activity guide will be distributed to 4th- to 7th-grade teachers throughout the county.

Parks as Classrooms

NPS and NPF initiated the Parks as Classrooms program in 1992 to use park resources to foster ongoing learning and preservation of national parks. Major goals focus on promoting parks as learning laboratories, assisting teachers in the development of more interactive lessons that incorporate park resources, and integrating NPS research and interpretive programs into broader educational goals of schools and communities through partnerships. More than 400 education projects have been funded, reaching more than 3 million students and 60,000 teachers.

Petrified Forest National Park offers two educational programs entitled Fascinating Fossil Factory and Science in Our Parks. The programs integrate archaeology, geology, and paleoecology while exploring critical natural resource issues. Although the park is near the Navajo, Hopi, Zuni, and Apache reservations, school districts are isolated, making it difficult to reach students. The park received funds to produce a video that describes its educational opportunities to encourage teachers and administrators to participate.

The outreach program at Hopewell Culture National Historic Park focuses on resource preservation and an appreciation of Native American cultures. This is accomplished through a curriculum guide, traveling trunk, Junior Ranger program, and on-site activities emphasizing prehistoric cultures and archaeological preservation. In 1996, the staff presented 271 on-site programs to 6,700 students and teachers and distributed 200 copies of the curriculum guide.

Ocmulgee National Monument incorporates archaeology in an annual, week-long teacher certification workshop called "Ocmulgee University." The workshop is a multidisciplinary, educational, and creative learning experience using Middle Georgia's cultural and natural heritage as teaching resources. Workshops are funded through a cooperative program with nearby Robins Air Force Base, the Bibb County Board of Education, and the Ocmulgee National Monument Association, with assistance from archaeologists, local educators, and the Muscogee (Creek) Nation.

Public Interpretation Initiative


This initiative was introduced by the NPS Southeast Region to address the growing need for archaeologists to communicate information effectively to the general public (Jameson 1991, 1993). In particular, the interpretation of archaeological materials suffers from poor communication among archaeologists, professional interpreters, and educators. The training course, Issues in the Public Interpretation of Archaeological Sites and Materials, brings archaeologists and interpreters together to learn about their roles in designing effective presentations. The course stresses a multidisciplinary team approach to effectively apply interpretive methods to archaeological programs.

The course is being revised to conform to competency-based standards developed by the NPS Training and Development Program. Competencies are the knowledge, skills,

Continued on page 13

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Handbill advertising the Bertrand's trip into "the mining districts."

NEITHER FISH NOR FOWL

A wrecked steamboat in a corn field involves the U.S. Fish and Wildlife Service in archaeological interpretation.

Jeanne M. Harold

On April Fool's Day in 1865, the steamboat *Bertrand* hit a submerged tree in the Missouri River, about 25 miles north of Omaha, Nebr. She sank immediately in 12 feet of water, but the damage was irreparable. In her hold, the mountain sternwheel steamer carried about 250 tons of cargo and numerous crew and passengers bound for the gold-rush towns around Fort Benton, Montana Territory. She carried a rumored fortune in mercury, a semiprecious metal used as an amalgam in the gold-mining process.

In 1967, two Omaha businessmen, using a sophisticated metal detector called a magnetometer, located the wreck in a corn field that once had been the riverbed. The site was located on DeSoto National Wildlife Refuge property. With supervision and assistance from the U.S. Fish and Wildlife Service and the National Park Service, the salvors excavated the sunken treasure trove in the following few years. Recovered artifacts included everything from John Deere™ plows, salt cod, and beaver fur hats to French champagne and brandied cherries. Most of the objects were in a remarkable state of preservation, due primarily to the lack of oxygen 35

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NEH Support Enables Research And Education

Peggy Overbey

Archaeologists and museums rely on federal funds to research archaeological sites, interpret findings, and create museum exhibits and other educational programs that benefit the public. The National Endowment for the Humanities (NEH) is one federal agency that funds such projects. With the National Endowment of the Arts and the Institute of Museum and Library Services, NEH is an agency in the National Foundation on the Arts and the Humanities. It has been a target of Congressional budget cuts since 1994. Operating for the past three years on an annual budget of about \$110 million, NEH has continued to fund archaeology and museum programs seen as important to the nation.

Last year, the Society for Historical Archaeology (SHA), the American Anthropological Association (AAA), and the Society for American Archaeology presented Congressional testimony to bolster President Bill Clinton's budget request of \$136 million for NEH in fiscal year 1998. The testimony cited significant archaeological and anthropological research and public education programs funded by NEH as examples benefiting the nation. Julia A. King and I, representing SHA and AAA, respectively, drafted the testimony, and I presented it before the U.S. House of Representatives Interior Appropriations Subcommittee in March 1997.

NEH funded the Jamestown Rediscovery Project, archaeological research on the first permanent English colony in the U.S. With NEH support, archaeologist Bill Kelso located traces of the original 1607 Virginia settlement and fort. Scholars long believed that the fort was lost in the James River, but Kelso's work demonstrated conclusively that Jamestown remained intact on shore. The public also was excited by the find. Kelso reported that visitor attendance increased by 25 percent, and more than 100,000 school children toured the excavation in 1996. Attendance at the project's fall lecture series increased so much that lectures were televised into adjacent auditoriums to accommodate the audience. The project web page (www.apva.org) is one of the most popular history sites in the country, and a special program was filmed to appear on the History Channel.

With NEH funding matched by local corporate contributions, James Gallagher and Bonnie Christensen developed a successful public archaeology program based at the University of Wisconsin, La Crosse, that involved K-12 teachers and students directly in various archaeological excavations. Teacher training, lectures, field schools, volunteer activities, and individual instruction were incorporated into the program to give students the most varied learning experience possible. The program was so popular that events were filled well in advance, and waiting lists were standard. More than 29,000 students were involved in the program in 1996.

Museums also have relied on NEH planning, challenge, and implementation grants to attract additional private-sec-

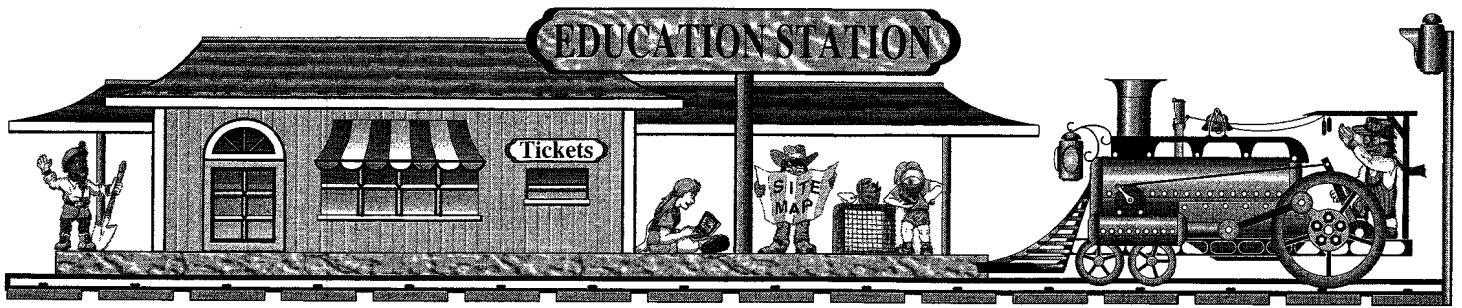


NEH funding supported research at the first permanent English settlement in the U.S. Photo courtesy of the Jamestown Rediscovery Project.

tor funding to create and complete public exhibitions. Museum directors cited the nationally recognized merit of an exhibition supported by NEH as the "spark" for kindling such contributions. For example, an NEH challenge grant of \$500,000 enabled the Museum of New Mexico in Santa Fe to raise \$1.5 million to develop an exhibit on southwestern Indian culture and art. The Carnegie Museum of Natural History in Pittsburgh is developing an exhibit on the physical and philosophical relationship of Native Americans to their environment and how that relationship has changed in the past 100 years. The Heard Museum in Phoenix has designed a traveling exhibition on the impact of the Fred Harvey Company and Santa Fe Railway partnership at the turn of the century on Southwest Native American arts and economy. The Burke Museum in Seattle presented an exhibit on indigenous peoples and cultures of the Pacific region who now live in the Seattle area and how their cultures have changed and been recreated. These efforts have been possible because of NEH funding and the private support that it generated.

These are just a few examples of how NEH supports archaeological research and public education efforts. With a new director, Dr. William Ferris—who happens to be an anthropologist and folklorist—at the helm of NEH, anthropologists and archaeologists are hopeful that NEH funding and support for research and public education will increase next year. A first step in that direction has been taken: President Clinton recently requested \$136 million to support NEH in fiscal year 1999, which Congress began to consider in a House Interior Appropriations Subcommittee hearing in March.

Mary Margaret (Peggy) Overbey is director of government relations at the American Anthropological Association, 4350 N. Fairfax Dr., Ste. 640, Arlington, VA 22203; (703) 528-1902.



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

Lesson Plans Highlight National Register Sites

Barbara Little

This issue of *Archaeology and Public Education* features an activity idea on pages 8–9 that is excerpted from a longer lesson plan by Fay Metcalf, entitled “Knife River: Early Village Life on the Plains,” which deals with American Indian history and archaeology.

Produced in 1992, the Knife River resource inaugurated the successful *Teaching With Historic Places* (TWHP) series, administered by the National Park Service, National Register of Historic Places. The 55 published lesson plans allow middle- and high-school teachers to share some of the important places listed in the National Register with their students. (See *Archaeology and Public Education*, Vol. 5, No. 1, and Vol. 6, No. 2, for articles about the TWHP program.)

The complete Knife River lesson plan includes student handouts compiled from contemporary writings by European Americans about the villages; maps and accompanying notes about the region, trade routes, and Big Hidatsa Village; early American paintings of the villages and the people living there; and a drawing of an earthlodge and an aerial view of the visible features of Knife River Indian Village National Historic Site in Minnesota.

The lesson is used in teaching units on pre-Columbian North America or the westward movement in the 18th and

RESOURCES FOR TEACHERS

Four other TWHP lesson plans deal with archaeological properties. These include:

Frederica: 18th-century Community (Georgia)
Gran Quivira: A Pueblo Village (Arizona)
Mammoth Cave (Kentucky)
Saugus Iron Works (Massachusetts)

The National Park Service has several web sites that teachers might investigate (compiled by Dan Haas):

Links to the Past—Tools for Teaching
<http://www.cr.nps.gov>
Teaching with Historic Places
<http://www.cr.nps.gov/nrltwhp/home.html>
Public Interpretation Initiative
<http://www.cr.nps.gov/seac/pii.htm>
The Learning Place
<http://www.nps.gov/interp/learn.htm>
Parks As Classrooms
<http://www.nps.gov/interp/learn.htm>
National Park Foundation
<http://www.nationalparks.org>

19th centuries. Students learn to distinguish between primary and secondary sources and to strengthen their skills of observation, analysis, and interpretation related to history, geography, social science, and the arts. The full Knife River lesson plan appeared in a special issue of *CRM* (Vol. 16, No. 2) that focused on the TWHP program. Copies are available on request from the National Register.

You also may request an author’s packet for TWHP that contains guidelines for writing a lesson plan. It will help you to organize archaeological information and translate a National Register nomination form into a lesson plan useable in the classroom. In addition, a curriculum framework to guide educators in the use of TWHP lessons plans is available. This booklet includes an overview of the framework, information about content and implementation, and readings and resources. To acquire these items, contact the National

Register at the address below. To purchase TWHP lesson plans at \$7 each, contact Jackdaw Publications, P.O. Box 503, Amawalk, NY 10501; (800) 789–0022.

Barbara Little is coordinator of the *Teaching With Historic Places* Program, National Park Service, National Register, History, and Education, 1849 C St., N.W., Washington, D.C. 20240; (202) 343–9513.

Village Life

IN THE UPPER MISSOURI RIVER VALLEY, c. 1740–1845

Overview

This lesson idea teaches units on pre-Columbian North America and the westward movement in the 18th and 19th centuries in the United States.

Objectives

Students will

- describe village life of the Hidatsa and Mandan groups during the peak of their cultures in the early 19th century
- explain how villagers shaped their environment and adapted to it
- discover American Indian groups that lived in the student's own region
- explore how local groups were similar and dissimilar to Hidatsa and Mandan people
- distinguish between primary and secondary sources

Subjects/Skills

- history, geography, social science, art
- research, observation, analysis, interpretation

Age Level

Grades 7–12

Materials

- textbooks on local native groups
- primary source documents on local native groups
- historical and/or environmental atlases
- student handout (see p. 9)

Time Required

Allow two hours to prepare for the lesson plan and two classes to present it. Optional: allow one class period for a complementary trip to a museum.

Vocabulary

earthlodge—a circular, earth-covered wooden house or public building. The interior usually was dug one foot below ground surface. The exterior wall was formed by a ring of poles covered first by brush and then by earth. Four central posts supported rafters and a roof, which had a central smoke hole. The lodge was entered by a ladder through the smoke hole or through a tunnel-like passage built into the outer wall.

palisade—a fence or fortified wall, often constructed of pointed stakes or tree trunks; also, a line of steep cliffs, usually along a river.

primary source—a source contemporary to an event, person, or time period such as a document, artifact, or structure.

secondary source—a source based on studies or interpretations of events, persons, primary sources, or time periods.

sinew—tough, fibrous tissue (a tendon) that was processed by Native Americans and used for binding, sewing, and other purposes.

Preparation

1. Ensure that student textbooks offer secondary source material worthy of comparison to the primary source documents. If necessary, locate additional secondary source material.

2. If adapting this lesson to a local area, consult archival or other sources to obtain primary source descriptions of native life. Make copies of these primary sources.

3. *Optional:* Arrange a visit to a local museum that offers information about local Native American populations.

Procedure

1. Ask students to read the student handout about village life from circa

1740 to 1845, when fur traders, the Lewis and Clark expedition, and other European Americans visited the Knife River site.

2. Lead a discussion using the following questions as guides:

- What natural conditions of the Upper Missouri River Valley did the village Indians use to their advantage?
- These village Indians had a governmental structure quite different from those we know today. What elements of their political system fostered a well-ordered society?
- The reading states that gender roles were clearly defined. What evidence is presented?
- How did the villagers make their living?

3. Ask students to compare what they have learned in this reading to information in an American history textbook that describes prehistoric cliff dwellings, mound cultures, or other sites illustrating early life in the Americas. Have them construct an organizer chart to outline differences and similarities. Follow this exercise up with a discussion of the validity and usefulness of primary and secondary sources.

4. Assign a research project in which students investigate Indians who lived in the local region. Identify specific questions to be answered; for example, were they more like cliff dwellers than Hidatsa villagers? Were they engaged in early trade?

5. If possible, take the students to a local museum that displays prehistoric artifacts from the region.

6. Conclude the lesson with a class discussion about why the cultures that have been studied might differ (for example, environment, available resources, proximity to the ocean or other groups). Ask students to evaluate the success of these cultures in adapting to each unique environment.

Village Life

IN THE UPPER MISSOURI RIVER VALLEY, CIRCA 1740–1845

A Way of Life

The Mandan (man-dan), Hidatsa (hi-daht-sa), and Arikara (ah-ree-ca-ra) tribes shared a culture superbly adapted to the conditions of the Upper Missouri River Valley.

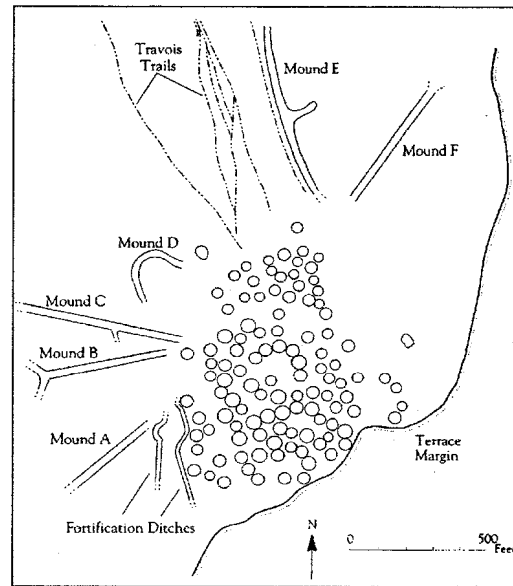
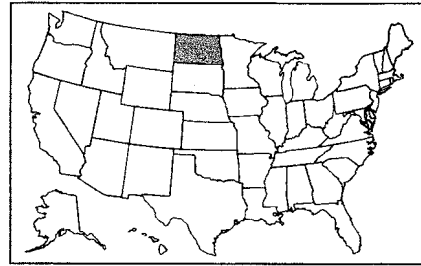
Their summer villages, located on natural terraces above the river, were ordered communities with as many as 120 earthlodges, each sheltering an extended family of 10 to 30 people from the region's extreme temperatures. These summer villages were strategically located for defense, often on a narrow bluff with water on two sides and a palisade on the third. In winter the inhabitants moved into smaller lodges along the bottomlands, where trees provided firewood and protection from the cold wind. The climate was harsh, with recorded winter temperatures as low as 45 below zero.

In this village society, men lived in their wives' households, bringing only their clothes, horses, and weapons. Women built, owned, and maintained the lodges and owned the gardens, gardening tools, food, dogs, and horses. Related lodge families from numerous villages made up clans, whose members were expected to help and guide each other, but who were forbidden to marry other clan members. Clans were competitive, especially in war, but it was the age-grade societies, transcending village and clan, that were looked to for personal prestige. Young men purchased membership in the lowest society at 12 or 13 years of age, progressing to higher and more expensive levels as they reached the proper age. Besides serving as warrior bands, each group was responsible for a social function: policing the village, scouting, or planing the hunt. Most important, the age-grade societies were a means of social control, setting standards of behavior and transmitting tribal lore and custom.

The roles of men and women were strictly defined. Men spent time seeking spiritual knowledge, hunting, and horse raiding—all difficult and dangerous but relatively infrequent undertakings. Women performed virtually all routine work: gardening, preparing food, maintaining lodges, and, until the tribes obtained horses, carrying burdens. However, the lives of these people were not totally devoted to subsistence. They made time for play. Honored storytellers passed on oral traditions and moral lessons, focusing on traditional tribal values of respect, humility, and strength. The open area in the center of each village often was used for dancing and rituals, which bonded the members of the tribe and reaffirmed their place in the world.

The Village Economy

Agriculture was the economic foundation of the Knife River people, who harvested much of their food from rich flood-plain gardens. Land, which was controlled by women, passed through the female line, and the number of women



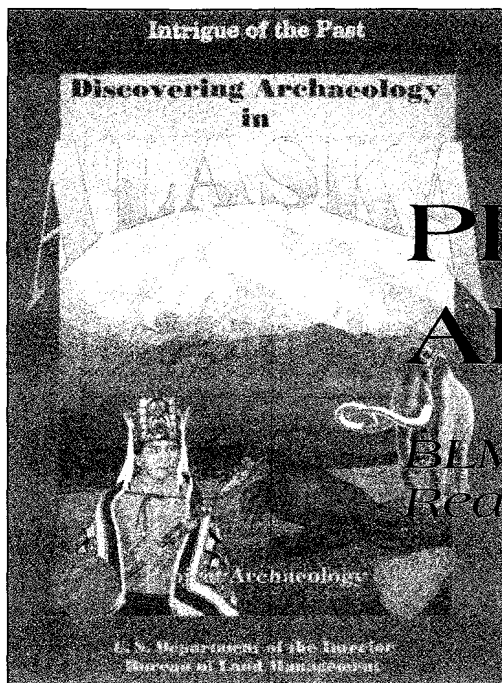
Big Hidatsa Village and location map

who could work determined the size of each family's plot. They raised squash, pumpkins, beans, sunflowers, and, most important, tough, quick-maturing varieties of corn that thrived in the meager rainfall and short growing season of the Knife River area. Summer's first corn was celebrated in the Green Corn ceremony, a lively dance followed by a feast of corn. Berries, roots, and fish supplemented their diet, while hunting provided buffalo meat, hides, bones, and sinew.

These proficient farmers traded surplus produce to nomadic tribes for buffalo hides, deer skins, dried meat, and other items in short supply. At the junction of major trade routes, they became brokers, dealing in goods within a vast trade network: obsidian from Wyoming, copper from the Great Lakes, shells from the Gulf of Mexico and the Pacific Northwest, and, after the 17th century, guns, horses, and metal objects.

There is little archaeological evidence for the garden produce, hides, and other perishable items traded in prehistoric times. Some of the best evidence for this trade is in the stone used to make everyday tools and implements. The high-quality Knife River flint quarried locally found its way to tribes spread over a large part of the continent through this trading system. This flint is a dark brown, glassy material, in high demand for producing durable, sharp-edged implements.

Maps were adapted from Stanley A. Ahler, Thomas D. Thiessen, and Michael K. Trimble, People of the Willows: The Prehistory and Early History of the Hidatsa Indians (Grand Forks: University of North Dakota Press, 1991).



PROJECT ARCHAEOLOGY

*BLM's Teacher Training Program
Reaches Educators In Many States*

Megg Heath and Jeanne M. Moe

Project Archaeology, sponsored by the Bureau of Land Management (BLM), is an exciting program that focuses on educating teachers about the science and ethics of archaeology. It uses hands-on teaching techniques that actively engage children in learning. The materials are teacher-friendly and classroom tested.

In just five years, Project Archaeology has grown from one program in Utah to a nationwide effort. Nine states have fully operational programs, twelve are developing them, and several others have indicated interest. Each day, the Project Archaeology team, which is based at the Anasazi Heritage Center in Dolores, Colo., receives calls and letters from teachers and agencies across the nation.

Two highly successful environmental education programs, Project Wild and Project Learning Tree, served as models for Project Archaeology. The national program furnishes facilitator training, high-quality educational materials, advanced training for facilitators and teachers, and support for state programs. A brief state plan defines each independent state program. These programs provide basic and advanced teacher workshops, newsletters, and recognition for outstanding teaching.

Children are the target audience for Project Archaeology. Its goal is to encourage youths to actively preserve and protect their cultural heritage. It instructs children in scientific inquiry; cultural diversity; and the fundamental concepts, processes, and issues in archaeology. BLM recognizes that by educating teachers about archaeology and cultural resources, Project Archaeology reaches a large audience. One teacher can reach thirty students per year. Several trained teachers reach many more students than any single archaeologist or interpreter could hope to meet. And, the teachers can present the topic in a much more in-depth manner than can a visiting cultural specialist.

The centerpiece of Project Archaeology is the publication, *Intrigue of the Past: A Teacher's Activity Guide for Fourth Through*

Seventh Grades. Archaeologists and teachers in Utah classrooms piloted *Intrigue's* 28 exciting lessons. It correlates well with national standards in history and geography. *Intrigue* also meets national scientific inquiry standards and provides a good way to link science with personal and social perspectives. Teachers across the nation like *Intrigue* because it is so readily usable and affordable, and it fills a void in available teaching materials.

An additional component for each state is the State Student Handbook. Written for intermediate students, the handbooks portray the archaeology of that state or region. Teachers often report that a well-written account of their state's



Project Archaeology workshops give teachers a chance to experience the concepts and ethics that they will teach. Here, they paint rock art symbols. Above: State-specific student handbooks provide teachers with archaeological information for their students that often is hard to find. Photos courtesy of the Bureau of Land Management Heritage Education Program.

cultural history for children is unavailable. Handbooks also contain lesson plans and guides listing museums, agencies, and other resources available to teachers.

A team composed of a teacher and an archaeologist conducts each Project Archaeology teacher workshop. The teacher offers insights about classroom applications. The archaeologist provides the local prehistory and history of the area in addition to scientific and ethical aspects. Workshops meet each state's in-service requirements and vary from 10 to 15 hours in length.

The first eight lessons of *Intrigue of the Past*, "The Fundamentals of Archaeology," are essential to every workshop. Many elementary teachers lack a strong science background. "Fundamentals of Archaeology" covers archaeology as a science and gives teachers the necessary knowledge to share it with their students. In addition, a facilitator team teaches several lessons dealing with "The Processes of Archaeology" and several more about "Issues in Archaeology." These explore the difficult issues faced daily by land managers as well as personal conservation issues. The issues include Native American viewpoints, preferably presented by a local Native American. The State Student Handbook supplements

Intrigue of the Past with local cultural history essays and lessons. By combining the activity guide and the handbook, teachers can use archaeology to teach social studies and science or to build multidisciplinary units.

Utah's Project Archaeology program conducted an evaluation survey of teachers who had received training. Eighty-two percent of the respondents said they still use the program. Several reported that the program changed student attitudes and behavior. New Mexico Project Archaeology obtained similar results in a recent program evaluation. The program plans an in-depth, long-term assessment when additional funding becomes available.

Project Archaeology information is available on the World Wide Web at: http://www.co.blm.gov/ahc/heritage_ed.html. For information about upcoming workshops and state programs, contact Cindy Ramsay, Project Archaeology, P.O. Box 758, Dolores, CO 81323; (970) 882-4811.

Megg Heath is chief of the Bureau of Land Management Heritage Education Program, P.O. Box 758, Dolores, CO 81323; (970) 882-4811. Jeanne Moe helps to coordinate Project Archaeology from the BLM Utah State Office, P.O. Box 45155, Salt Lake City, UT 84145-0155; (801) 539-4060.

PROJECT ARCHAEOLOGY IN ACTION: *An Example From Wyoming*

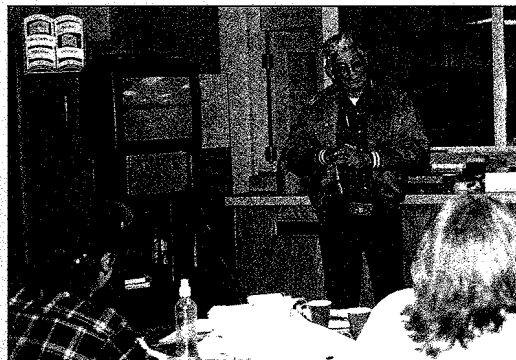
Ranel Stephenson Capron

After the Bureau of Land Management (BLM) established Project Archaeology and completed *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades* (Smith et al. 1993), it encouraged states to write a state-specific supplement to the textbook (Moe 1996). The local materials were to include a culture history and teacher resource directory. Wyoming initiated the program in 1993, completing contracts to write the culture history and to complete the resource directory. A year later, a manuscript was sent to BLM's Heritage Education Team in Dolores, Colo., to be edited and put into final form.

In 1997, *Discovering Archaeology in Wyoming* was printed, and we began our teacher training efforts. We started with a Facilitator Workshop in March at the University of Wyoming. Twelve teachers from across the state and twelve archaeologists from BLM, the state historic preservation office (SHPO), U.S. Forest Service, University of Wyoming Department of Anthropology, as well as consulting archaeologists and the state archaeologist, attended the workshop. These individuals became the core of our training program.

As facilitators, they teamed up—one archaeologist and one teacher—to teach a workshop in small towns throughout Wyoming. To date we have presented six 15-hour programs and three 6-hour mini-workshops. Approximately 140 teachers and an estimated 3,000 students were reached in the first year.

Wyoming is basically a rural state. This fact generally has provided a road block to the spread of Project Archae-



Eastern Shoshone elder Starr Weed talks about traditional customs in a Project Archaeology workshop. Photo courtesy of BLM.

ology. State population is estimated at 480,000, spread over 97,914 square miles. Towns are few and far between, and weather can be a major deterrent to travel. Because of this, teacher workshops cannot be held 12 months out of the year if we want to offer a field trip to an archaeological site. An incentive that seems to work well is the credit that we offer. In-service recertification credit is easily obtained. However, Wyoming has only one four-year university from which to acquire academic credit. The paperwork and the wait for approval have been less than efficient for a course that is virtually the same every time it is taught.

Teachers from schools in rural areas have been very receptive and supportive of Project Archaeology workshops. However, in densely populated areas, where higher academic institutions are accessible, teachers do not seem as receptive to the program. The state capital, Cheyenne, is 45 miles from the University of Wyoming and Colorado

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Wyoming . . .

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State University and has a local community college. After two attempts to fill a workshop, we were able to entice only nine teachers, one archaeologist, and one museum manager to attend. In Rawlins, located 100 miles from the University of Wyoming and 150 miles from Western Wyoming Community College, the workshop drew 19 people.

Although the current educational materials target 4th- to 7th-grades, we do not limit our workshops to teachers from those grades. In fact, some of our more interested teachers have been from lower elementary levels.

Project Archaeology appeals to teachers because it supports their existing curriculum and can be used easily in interdisciplinary studies. In addition to the hands-on activities, teachers seem to be most interested in the lessons about rock art, classification, and attributes, and they like the slide show on Wyoming prehistory. The lessons on laws and regulations are the least interesting, a detail that we already knew. Teachers also benefit from meeting professional archaeologists and are able to call on them as a resource for assisting with specific lessons or giving class presentations.

In such a rural state as Wyoming, where the public versus private land issue is so prevalent, it is good to know that these lessons make people stop and think about the shared heritage that we all have in common. As one teacher stated, "These past few days have been a real eye-opener. The activity on context really made me stop and think about the importance of leaving artifacts as you find them." That's the whole idea behind the program—getting to the teachers, the students, and, ultimately, the adults behind the students, and instilling in them an ethic for the past. Wyoming's past is



During a Project Archaeology workshop on the Wind River Reservation in Ethete, Wyo., teachers learned mapping techniques from BLM archaeologists Craig Bromley and Jim Stewart. Photo courtesy of the Bureau of Land Management.

often right outside their door, and we are pleased to offer Project Archaeology to Wyoming's public.

Ranel Stephenson Capron is the state coordinator for Wyoming Project Archaeology, Bureau of Land Management, 5353 Yellowstone Rd., Cheyenne, WY 82009; (307)775-6108.

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U.S. Army Corps of Engineers Builds Bridges Through Archaeology

Omaha District

For the past 16 years, the Omaha District has sponsored field work at endangered sites using volunteers working under the direction of professional archeologists. Previous projects have included excavation of prehistoric earth lodge villages threatened by erosion from the main stem reservoirs on the Missouri River and historic forts used by the U.S. Army.

The Omaha District is one of the few U.S. Army Corps of Engineers districts to maintain a volunteer archaeological project. We undertook this program to respond to the needs of the community and to manage cultural resource in a responsible manner. The volunteer program allows us to perform data recovery on portions of sites that would be irretrievably lost to erosion or vandalism. The program provides greater public awareness, an educational opportunity, a pool of volunteers, and a cost-effective method for data recovery. We are able to respond to requests from avocational archaeologists by providing a legal and responsible way to practice their hobby, rather than "pot hunting." Between 1983 and 1994, 1,577 volunteers contributed 24,148 hours, for an approximate value of \$ 278,944.

For additional information, contact Edward Brodnicki, U.S.

Army Corps of Engineers, Omaha District, 215 N. 17th St., Omaha, NE 68102-4978; (402) 221-4888.

Baltimore District

The Baltimore District conducts more than a \$1 million worth of archaeological investigations annually and employs a large staff of archaeologists, historians, and historic architects to serve the mid-Atlantic region. The district has strongly supported the education of young adults about cultural resources and routinely participates in middle- and high- school career programs, providing students with an overview of archaeology as a career possibility.

In 1997, the district developed an archeological program for the annual MIMI Fest Program in Baltimore, which provides middle school students with hands-on opportunities to try various scientific disciplines. The district also developed a teacher's curriculum for teaching archaeology to middle schoolers, which has been used as a model for the West Virginia and Pennsylvania State Plans for Archaeology.

For additional information, contact Ken Baumgardt, U.S. Corps of Engineers, Baltimore District, P.O. Box 1715, Baltimore, MD 21203; (410) 962-2894.

National Park Service . . .

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and abilities in a career field needed to perform one's duties. An exciting pilot project is underway to identify shared competencies among archaeologists, interpreters, and museum educators. A curriculum will be developed and offered as an optional course for employees in these career fields. The revised course will strengthen the relationship between archaeology and interpretation and ultimately improve the delivery of archaeological information to park visitors.

Teaching with Historic Places

Teaching with Historic Places is an educational project developed by NPS and the National Trust for Historic Preservation in 1990 (Boland 1992). Historic properties listed in the National Register of Historic Places are used by elementary and secondary school teachers to enhance classroom instruction in history and social studies (see pp. 7-9). The program consists of lesson plans, educational kits, and instructional materials related to specific historic themes. Activity ideas are useful for classroom and on-site visits, and students are exposed to significant places located in their own community. Five lesson plans based on archaeology have been produced.

SAA Partnership

An ongoing partnership between the NPS Archeology and Ethnography program and the Society for American Archaeology (SAA) was established through a cooperative agreement in 1994 to further the preservation, protection, and public appreciation of archaeological resources. Cooperative efforts are designed to disseminate information, research, and program development guidance to the archaeology, museum, and historic preservation communities and to the public through appropriate publications and outreach products and programs. One successful byproduct has been the work with SAA's Public Education Committee (PEC).

Several publications have been produced with the committee, including *Teaching Archaeology: A Sampler for Grades 3 to 12*, *Archaeology and You*, and *Classroom Sources for Archaeology Education: A Resource Guide*. NPS joined with the committee and other federal agencies in sponsoring a multiyear pilot project to establish state coordinators of archaeology education programs in Pennsylvania, Minnesota, and Montana. Another project underway is the assessment of public understanding of archaeology to establish a baseline of public attitudes that can serve as a reference point when evaluating the effectiveness of education and outreach programs conducted by public and private organizations.

Conclusion

National parks are exciting places to visit and learn about our past. Parks always have strived to provide an educational service to visitors and nearby communities. Heritage education opportunities are available for students and teachers to participate in and enrich their learning experience. With the rapid development and use of new technologies, such as long-distance learning, CD-Rom, and the World Wide Web, we now can bring parks to the global community in exciting, interactive ways. Future park visitors will be able to open their minds and souls to the fragile legacy around them with-

out leaving their homes or classrooms.

Dan Haas is an archaeologist with the National Park Service Archeology and Ethnography Program, 1849 C St., N.W., Rm. NC 210, Washington, DC 20240; (202) 343-1058.

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Fish And Wildlife . . .

Continued from page 5

feet below the surface, where the vessel lay buried for more than 100 years.

Today, the impressive assemblage of artifacts is displayed in a state-of-the-art visitor center at the refuge. Visible storage in environmentally controlled chambers allows onlookers to observe the collection in its entirety. The visitor center is viewed annually by more than 153,000 people, of whom about 8,000 are school children on field trips. Students learn about the site through three media: a curriculum guide, educational volunteers, and self-guided exhibits. The refuge also hosts about 65 interstate tour buses with senior citizens annually. Volunteers, interns, and researchers routinely interact with the collection, working in the conservation laboratory, the research library, or with the collection itself.

A new multimedia, interactive computer kiosk has been installed that allows visitors access to the entire *Bertrand* collection database. Special projects such as Iowa Public Television's "Virtual Reality Field Trip," broadcast to more than 50 schools, routinely are pursued. Publications about the collection are submitted to professional periodicals, and research inquiries by phone, letter, and email from the U.S. and abroad are addressed daily. In addition, a *Bertrand* collection web site exposes the collection to a massive audience. The address is: <http://bluegoose.arw.r9.fws.gov/nwrsfiles/culturalresources/bertrand/bertrand.html>.

The display and management of the *Bertrand* collection is dynamic, and public education about its historic significance is paramount to this station. The *Bertrand* represents a frozen moment in time, and the collection is a testament to the "everyday people" of 1865. DeSoto's public-use program emphasizes to students, interns, and the visiting public the fascinating results of archaeological inquiry and the significance of our collective history. Through sites such the wreck of the *Bertrand*, our knowledge of the western expansion of the nation in the mid-1800s will flourish and grow.

Jeanne M. Harold is the museum curator at the DeSoto National Wildlife Refuge, 1434 316th Lane, Missouri Valley, IA 51555; (712) 642-2772.

Special Interests

Alan Skinner, Special Interest Subcommittee Chair

The Special Interest Subcommittee is one of many components of the SAA Public Education Committee. Its members are concerned primarily with archaeology as it is conveyed to groups outside the archaeological community. Its goal is to educate members of special interest groups about archaeological resources, with the view that an informed public is better than an excluded public. Members consult with various constituencies—employers, organizations, friends, and families—in response to phone calls, letters, talks, email, and other interactions. The subcommittee's first task focused on outdoor exploration groups to make them aware of archaeological resources, the stories that archaeology tells, and the need to preserve nonrenewable cultural and natural resources.

Currently, three constituencies are being targeted: youths, retired individuals, and lawyers. Subcommittee members have worked with the Boy Scouts of America (BSA) to develop and implement BSA's new archaeology merit badge.

Numerous boys nationwide have earned this badge since its introduction in April 1997, and 15,000 copies of the merit badge booklet have been distributed. If you are looking for a good statement about archaeology, this is a well-written, readable, and thorough publication. This first year, the subcommittee focused on making scouts and archaeologists aware of the badge, and now it is looking for local professional and avocational archaeologists to serve as counselors.

Similar plans are proposed for the Girl Scouts of America (GSA), which once had a national camp in Wyoming where girls participated in archaeological activities. At present, local councils do undertake archaeological activities; however, there is no nationally recognized program for archaeology education. Once the right people to develop and present a program to GSA are found, adoption hopefully will occur quickly. Similar badges will be proposed for Boy Scout and Girl Guides programs in Canada and possibly in Mexico.

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Archaeological Parks

Mary L. Kwas, Parks Column Editor

If you would like information about our federal archaeological parks, it is easily available by tapping into the National Park Service World Wide Web site at <http://www.nps.gov/parks.html>. The site provides four options for searching: by name, state, theme, and regional maps.

If you're looking for a particular park, use <http://www.nps.gov/parklists/byname.htm>. Park names are listed alphabetically. If you're seeking a particular state, use <http://www.nps.gov/parklists/pickstates.html>, and you'll get a map of the U.S. to click on. Both indexes work very well.

Less successful for finding parks is the search by theme. This category provides references to lots of related information, but doesn't directly take you to NPS's archaeological parks. Use name or state indexes for the most direct access.

The web sites of individual parks provide a variety of information, including hours of operation, background notes, and photographs. Aztec Ruins National Monument (<http://www.nps.gov/azru/>) offers a page of resources for teachers. Lessons listed in the Teacher's Activity Guide include the life of an artifact, a prehistoric hardware store, graffiti in the ruins, and stories of pueblo builders.

In other news: check out the new Arkansas Archeological Survey archaeological parks web site at <http://www.uark.edu/misc/aras>. After compiling information about archaeological parks on the web, I realized that many parks were difficult to find by name, often hidden within their agencies' web sites. The new AAS web site provides links to as many archaeological parks as I could find, indexed by state. Let me know of any that I've missed.

The museum at Mastodon State Historic Site, Imperial, Mo., interprets the Kimmswick Bone Bed, where in 1979 archaeologists discovered the first conclusive evidence that humans hunted the American mastodon during the Pleistocene era. Free programs and tours can be scheduled for school groups. On Saturday, May 30, the site hosted a Paleoindian spear factory. Artisans demonstrated the making of the various pieces needed to assemble a Paleoindian hunting kit, which includes spear points, shafts, cordage, and atlatls. Contact: (314) 464-2976.

Marksville State Commemorative Area, Marksville, La., had a full agenda of spring classes. In April, visitors learned to make an Indian berry basket, and on June 20, they learned about the coil method of pot construction. A school program on Indian foods and fishing was held May 14. Students tasted Indian foods, helped to build a palmetto hut, and saw a fish caught with a bone fish hook. Contact: (318) 253-8954.

The Friends of Angel Mounds, Evansville, Ind., has launched a major expansion project to promote Angel Mounds as a nationally recognized interpretive center for Native American culture. The \$2.5 million project will increase the size of the interpretive center by 11,500 feet and will include a 250-seat auditorium, an education wing, and an enlarged interpretive area with new exhibits. Contact: (812) 853-3956.

Send information about archaeological parks to me, including web addresses, at the Arkansas Archeological Survey, P.O. Box 1249, Fayetteville, AR 72702-1249; (501) 575-6560, 575-5453 fax. See email address on p. 15.

PROTECTING THE PAST . . .

Continued from page 2

senting the whole of human history and the full range of cultural diversity in the United States. On the federal level, ARPA prohibits the removal, excavation, or alteration of archaeological resources on federal or Native American lands (see *Archaeology and Public Education*, Vol. 5, No. 4, for a full discussion of federal laws).

Given federal and state legislation, and the impact that it has had on protecting the past, the greatest opportunity to protect our nation's heritage continues to be at the local level. Simple methods such as municipal ownership of sites, conservation easements, and, perhaps most important, zoning regulations can have a profound and positive impact on protecting the past.

Public Efforts

Enacting legislation at federal and state levels and using local ordinances, regulations, and permit systems can be an effective means to codify the public's vested interest in the past. In addition, governmental agencies have contributed in other ways to protecting our heritage. For example, the federal government organizes archaeological programs around or within the spirit of a national archaeological program, with a strategy that includes public education, efforts to combat looting, information exchange and programs to inventory lands managed by the federal government, and care of collections. Federal programs designed to enhance public understanding, appreciation, and enjoyment of the nation's rich legacies have been implemented. Site stewardship programs at all levels have encouraged partnerships in protecting the past.

Training designed to enhance the ability to protect archaeological resources has been incorporated into many federal and state programs, and programs directed at nonfederal personnel such as attorneys, judges, and law enforcement officers have been implemented. Programs such as those conducted by the National Park Service Federal Law Enforcement Training Center and other agencies have increased site protection and prosecution of people engaged in crimes against our national heritage. Grants provided by federal and state agencies provide funding that benefits archaeological site protection and public education about the past.

In the past 10 years, the federal government has undertaken studies to identify the extent of archaeological looting. Statistics on archaeological resource crime have been

compiled by the National Park Service and submitted to Congress. Data have been instrumental in amending federal laws to strengthen site protection, providing funding for resource protection programs and training, securing funding for programs to inventory and evaluate archaeological resources on lands managed by the federal government, and promoting public education efforts.

Many state and local governments and organizations have adopted programs that highlight their heritage, as seen in the wide variety of archaeological sites contained within their borders. A number of states have some statewide program, usually under the heading of a state archaeology week or a similar title. These programs are organized through cooperative efforts of professional and avocational archaeologists, museums, and historical societies, and include activities undertaken at the state and local levels such as developing and distributing posters and educational materials, conducting site visits, giving lectures on history and prehistory, holding demonstrations of various historic and prehistoric technologies, and preparing exhibits on archaeological topics. Many states also have grant programs to further archaeological concerns. The efforts by federal, state, and local governments greatly assist our ability to protect our collective cultural heritage.

George S. Smith is chief of the Investigation and Evaluation Section, National Park Service Southeast Archeological Center, 2035 E. Paul Dirac Dr., Box 7, Tallahassee, FL 32310; (850) 580-3011, ext. 127.

Special Interests . . .

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While efforts to create a partnership with the Elder Hostel association in Canada have not been successful, the subcommittee plans a new initiative—to write articles on regional archaeology for publication in *Elder Hostel* magazines. This hopefully will reach more retirees to inform them of visitable archaeological sites and participatory programs, such as U.S. Forest Service Passport In Time projects.

In response to a phone call from an environmental lawyer, I was asked to teach a one-hour seminar on archaeological law for the Dallas Bar Association. Lawyers must take 12–15 credit hours of approved continuing legal education (CLE) classes every year to maintain their certification. After checking with the Texas Bar and associations in other states, provinces, and territories, it became apparent that archaeologists are not presenting archaeology law to lawyers. In general, environmental, utility, and real property lawyers know little about the archaeology in their community or the laws that govern it. Only one archaeologist is certified by the Texas Bar to teach archaeology law for credit, and I know of no others who are certified in other states. The subcommittee's goal is to have archaeologists certified to provide CLE credit in every state, province, and territory in North America.

Special Interest Subcommittee members want to make a difference in these and other special areas. Please email any comments to me at arcdigs@aol.com or to Joanne Lea at joannlea@enoreo.on.ca.

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NEWS AND NOTES

Call For Award Nominations

SAA is seeking nominations for the 1999 Excellence in Public Education Award. Eligible candidates are for-profit and nonprofit institutions such as publishing companies, cultural resource management firms, government agencies, avocational societies, and museums that have contributed substantially to public education by presenting information about archaeology through publications, workshops, activities, exhibits, or other media; or through facilitating other institutions and/or individuals in their public education efforts. Nominees will be evaluated on their creativity, leadership, and public impact.

Nominations should consist of a letter identifying the institution being nominated, the name of an official representative, and an explanation of the institution's contributions to public education. Supporting materials documenting contributions are beneficial. Send nominations by December 1, 1998, to Amy A. Douglass, Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105.

SAA Excellence Award

Jan Coleman-Knight, history/social studies department chair at Thornton Junior High in Fremont, Calif., was the

recipient of SAA's 1998 Excellence in Public Education Award, presented at the annual meeting in April. She was cited for her "outstanding contributions to the education of students and teachers, and the development of curriculum materials the teaching archaeology."

In addition to teaching 7th-grade world history, Coleman-Knight teaches graduate-level courses in history and social studies methods, and she has trained teachers as facilitators for the State History Projects. She was instrumental in redesigning the state history and social studies curriculum framework, which placed emphasis on archaeology and which has been adopted by other states. She wrote curriculum materials for a teacher's institute on medieval China and Japan. She also received one of 24 fellowships to attend a summer institute on trade in the ancient Mediterranean. Guided by her participation in this institute, her students developed web sites on Roman engineering and trade. Coleman-Knight also was awarded the Golden Bell Award from the California School Board Association for her "Trekking Through the Stone Age" project.

AnthroNotes Anthology

AnthroNotes, a mini-journal produced by the Smithsonian Institution's National Museum of Natural History, marked its 20th anniversary in May with the publication of an anthology of its best essays on the subject of anthropology.

Anthropology Explored: The Best of Smithsonian AnthroNotes, edited by Ruth O. Selig, *AnthroNotes* coeditor, and Marilyn R. London, Smithsonian anthropology research collaborator, is published by Smithsonian Institution Press. The collection of more than two dozen essays by leading researchers explores the physical, cultural, and linguistic diversity of the world.

Intended for lay readers, the book is divided into three sections: Human Origins, Archaeologists Examine the Past, and Our Many Cultures. Essays trace not only cultural changes but also changes in anthropologists' perspectives during the 150-year history of the field. Individual chapters in the book are followed by updates that inform readers of current discoveries in the field and that shed light on the process of research and discovery.

Anthropology Explored is available for \$17.95, softcover, or \$35, hardcover, at bookstores and from the Smithsonian Institution Press, (800) 782-4612. Royalties support the continuing publication of *AnthroNotes*.

On the cover

Top: A National Park Service ranger demonstrates field techniques to a group of students. Center: Chief ranger Theresa Nicols conducts a tour at Aztec Ruins National Monument. Bottom: Teachers learn to make cordage during a Project Archaeology workshop. Photos courtesy of the National Park Service (top, center) and the Bureau of Land Management.



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