

Federal Archeology

REPORT

June 1990, Vol. 3, No. 2



U.S. Department of the Interior •



National Park Service • Archeological Assistance Division • Washington, D.C.

NATIONAL PARK SERVICE ARCHEOLOGICAL ASSISTANCE DIVISION

THE MANY PUBLICS for ARCHEOLOGICAL PUBLIC EDUCATION

More and more individuals and organizations recognize the need for a national, high-profile effort to promote archeology throughout the country. Leaders in American archeology perceive that better public understanding about archeology will lead to more preservation of sites and data, less site looting and vandalism, greater support for the curation of archeological collections and records, and a demand by the general public for more interpretation of and participation in archeology. Secretary of the Interior Manuel Lujan, Jr., responding to President Bush's direction that Cabinet Secretaries give special attention to their departmental education programs, has emphasized education in his policy to promote stewardship of America's resources.

Many government agencies, Federal, State, Tribal, county, and municipal, already have embraced public education efforts and begun to promote them. If our political leaders--the President, Cabinet Secretaries, bureau heads, and deputies--are to be taken at their word, they want to see even more of such activity. There is, in fact, a great deal under way. From our vantage point in Washington and our focus on providing coordination for Federal and related public archeological programs, the Archeological Assistance Division (AAD) of the National Park Service (NPS) has a better view of the range, diversity, and quantity of such efforts than most others, although it is far from comprehensive.

It is a view that should be shared with others. At the urging of, and in cooperation with, many government agencies we have created a database of summary information about public education efforts in archeologi-

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SOCIETY FOR HISTORICAL ARCHAEOLOGY

INITIATIVES in ARCHEOLOGICAL EDUCATION

The Society for Historical Archaeology (SHA) has, since its inception, had an educational mission. Its constitution states that SHA is "an educational organization to promote scholarly research in and the dissemination of knowledge concerning historical archaeology." In 1988, concerned with the vandalism and disappearance of archeological sites, SHA's Board of Directors adopted a slate of long-range goals. One of these goals was "to educate the public, students, professionals and government in the ideals and standards of historical archaeology." That goal became the mandate of the newly created Education Committee.

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SECRETARY OF THE INTERIOR

NATIONAL STRATEGY for FEDERAL ARCHEOLOGY

On March 20, Secretary of the Interior Manuel Lujan, Jr., announced a national strategy for the preservation of archeological sites and a new policy governing treatment of sacred objects and human remains on Federal lands. In a memorandum to heads of bureaus and heads of Offices within the Department of the Interior, Secretary Lujan identified four areas of special emphasis. These would be: (1) public education and participation; (2) cooperation in fighting archeological looters; (3) more interagency information exchange; and (4) increased site inventories and collections curation.

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cal projects. This clearinghouse, the Listing of Education in Archeology Projects (LEAP), has about 1,200 entries. A summary report of LEAP will be available in the near future.

All the support and activity in the public education area is encouraging to those of us who see it as a critical need. As public education becomes a more common concern, we want it also to be as effective and efficient as possible. This means that we must come to know our audience better, to sharpen the focus of our messages, and to use appropriate media. Simply put, as we expand educational efforts we should become more knowledgeable and sophisticated in executing them.

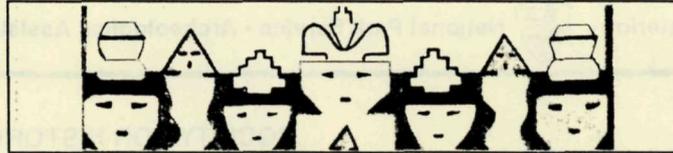
Even now we can distinguish several "publics" among the audience for public education. Each requires a different message and means to reach them. In the remainder of this article five different "publics" are considered:

- (1) the general public;
- (2) students and teachers;
- (3) Congress and the Executive Branch;
- (4) Native Americans; and
- (5) government attorneys, managers, and archeologists.

They are not mutually exclusive, nor are they of the same size, but each is important and merits attention.

The General Public. We do not have detailed survey data that can be used to divide the general public in terms of varied interests in archeology. In the absence of better data, we might begin by adapting the categories of scientific literacy that have been identified based upon three recent surveys of the general public in Great Britain and the United States. The results suggest that only about 5% of Americans are truly scientifically literate, that less than 30% are informed or interested in science, and that the remaining 60% to 70% are more or less uninterested, although positively inclined toward science. We might extrapolate these categories to apply to public interest in archeology. That is, a very small percentage, probably well below 5%, may be truly

"archeologically literate," such as some avocational archeologists and deeply interested, well-read lay persons. Some 25% to 30% of the public may be interested enough to read magazine articles on the topic, visit archeological parks or excavations, or perhaps even take part in an excavation as volunteers. The balance of the general public probably gets its archeology, to the extent that it gets any, from Indiana Jones or the nightly news.



As public education becomes a more common concern...we must come to know our audiences better, to sharpen the focus of our messages, and to use appropriate media.

We ought to expand our efforts toward reaching the first two categories of interested and informed people, especially in the area of participatory experiences such as volunteer activities, open houses, and tours. Additionally, there are important subgroups within these categories who appreciate archeology, actively support

archeological projects, and even volunteer time and services in a variety of ways that assist archeological activities. Boy Scouts, Girl Scouts, community public service organizations, natural resource conservation organizations (e.g., the Audubon Society, the Sierra Club, and the Nature Conservancy), and retired persons organizations can be mobilized for archeology.

Mass media education projects and programs are needed. Efforts to reach the majority of the general public should be positive, short, and sweet. Most of the public seems to be inherently supportive of archeological preservation when it is not presented as a hobby for rich and famous dilettantes, grave robbing, or a wildly expensive and misguided government boondoggle.

Positive presentations for the mass audience are being produced and distributed with greater frequency. Television and radio public service announcements by Harrison Ford, Clint Eastwood, Lou Gossett, Jr., and Ted Danson broadcast specifically on behalf of archeological preservation or for more general purposes, such as the "Take Pride in America" campaign, are examples. Other kinds of short, popular presentations include widely distributed brochures, shopping bag messages, posters, and bookmarks used as part of annual Archeology Week celebrations in a growing number of States.

Students and Teachers. Students and teachers are a "public" that deserves special attention because they present special opportunities. If teachers can instill in their students an appreciation of archeology and

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archeological resources, efforts to provide those teachers with background knowledge will be exponentially fruitful.

But how do we reach teachers efficiently? There is much experience to draw upon. The Arizona Archaeological Council found, after at least one false start, that establishing a teacher accreditation workshop was effective. Other States have pursued curricula development, "in-service" workshops, archeological summer courses, and field schools for teachers. A number of organizations have targeted teachers for public education projects. The American Anthropological Association has a Task Force on the Teaching of Anthropology with a focus on precollegiate education. The National Trust for Historic Preservation is moving toward the formation of a National Center for Heritage Education. For a number of years, the Department of Anthropology of the Smithsonian Institution's Museum of Natural History conducted a teacher education program with the George Washington University.

There is, in fact, intense competition for teachers' attention and interest. Geographers, backed by the substantial resources of the National Geographic Society, and historians currently have major initiatives for improving the teaching of their disciplines in secondary and elementary schools. Science education also is a topic of recent concern and attention. This makes it unlikely that courses devoted exclusively to archeology will become common in elementary or even secondary schools. However, because of the wide range of disciplines to which archeology is related, there are opportunities for using archeological examples, lessons, techniques, and concepts in a variety of courses at all educational levels.

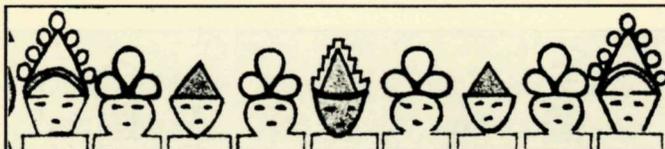
After effective materials have been developed and provided, another challenge is expanding and servicing a network of teachers interested in using archeology as an instructional tool. At least three newsletters and journals currently exist to do so. Each serves as a means of reaching teachers and others interested in teaching anthropology, archeology, and heritage education. All three have teachers as their principal

audience. *Anthro Notes* is published by the Department of Anthropology, Museum of Natural History, Smithsonian Institution, Washington, DC. *Heritage Education Quarterly* is published by the Preservation Library and Resource Center in Madison, GA. *Teaching Anthropology Newsletter* is published by the Department of Anthropology, St. Mary's University, Halifax, Nova Scotia, Canada.

Public and private organizations that manage sites could prepare introductory materials to encourage teachers to bring school groups to visit sites and monuments. Teacher packets have been developed by English Heritage (for sites like the Avebury Monuments and Tilbury Fort) and the States of Louisiana and South Carolina (see "Publications," page 17). Packets typically include background information describing the sites, the related time periods, and changes over time in a handbook for the teachers. Also included are

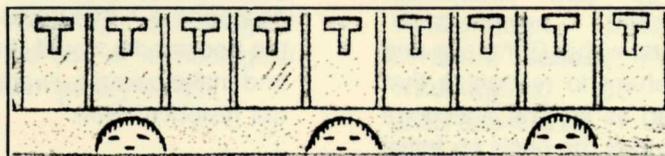
instructions and materials for games, on-site exercises, puzzles, map work, word exercises, and experiments.

Congress and the Executive Branch. A third public consists of members of Congress, their staffs, and staffs of Congressional committees, and political appointees in the Executive Branch of the government. One basic message for this group concerns the great value of



If teachers can instill in their students an appreciation of archeology and archeological resources, efforts to provide those teachers with background knowledge will be exponentially fruitful.

Archeological issues that are likely to attract congressional and executive attention in the near future include public education and participation programs, inventories of archeological sites on public lands, the curation of archeological collections from public lands and Federal projects, improvements in archeological information exchange, and continued concern about archeological looting.



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PUBLIC EDUCATION

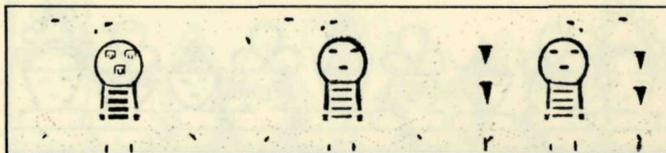
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archeological resources to all Americans and the importance of the preservation of this record for future generations.

Another message is about archeological activities. When Congress asks questions about these activities it behooves agencies to respond as comprehensively as possible and offer a national perspective on the problem or topic being considered. Until recently, most such questions required hurriedly collected data and resulted in little or no analysis. Since 1986, thanks to efforts by Federal agency archeologists in the field and headquarters offices, the AAD of the NPS has been able to compile governmentwide statistics for the Secretary of the Interior's Annual Report to Congress on Federal Archeology.

One recent example of the effective use of such information by Congress and the Executive Branch is the 1988 amendments to the Archaeological Resource Protection Act (ARPA). Efforts to formulate and enact these amendments included two congressional studies and one General Accounting Office probe. Anecdotal accounts of the looting problem abound in the reports of each of these studies, but it was the quantitative summaries of the extent of known looting and the small number of reported prosecutions under ARPA that served to coalesce opinion about the need for the amendments.

In order to work effectively with and within Congress and the Executive Branch, it is important to recognize that quantitative information is needed as well as anecdotal information. The latter often provides the basis for initial attention to an issue, but the former typically is crucial for action to resolve problems. Efforts by archeologists to "educate" this specialized audience will require both kinds of information. Archeological issues that are likely to attract congressional and executive attention in the near future include public education and participation programs, inventories of archeological sites on public lands, the curation of archeological collections from public lands and Federal projects, improvements in archeological information exchange, and continued concern about archeological looting.



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Native Americans. It is ironic that the segment of the public most directly connected to the past societies that most American archeologists study has not been a primary audience for archeological public education. Although there are some notable and promising exceptions, lack of attention and concern about Native American public education has by and large been the rule.

Those concerned with the preservation of archeological collections linked to modern Native American groups may pay a severe price for this past inattention. Increasingly, Indian groups and Tribes are insisting on the repatriation of all or parts of such collections. Archeologists must move swiftly to recognize their legitimate concerns and to try to provide more information about their pasts to them.

There is no doubt about the importance of cultural history information to Native Americans. The questionnaire on Tribal historic preservation needs sent by NPS to Tribes received widespread response and showed extensive interest. The call for grant applications by Tribes to improve Tribal historic preservation programs through an appropriation by Congress generated several hundred proposals. Advertisement of the archeological protection bookmarks in *Indian News* generated 40 replies from Indian primary and secondary school programs, libraries, and Tribal governments who requested at least 20,000 bookmarks. Many of those letters stated how the requesters planned to use the bookmarks, most often for distribution to students. One described a Tribal traditional children's society, and how the bookmarks would "make excellent educational treats and make parents aware of the importance of preserving our historical sites."

Native Americans increasingly seek training and technical information and themselves serve as instructors in coursework on protection and preservation of archeological and ethnographic resources. NPS courses in curation, interpretation, archeological protection, and ethnography programs have benefited from Native Americans' participation as teachers and students. Concern about the contents and care of objects in archeological collections has fostered an interest by Native Americans in museum methods and techniques as well as sources for training in museology.

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Government Attorneys, Managers, and Archeologists. Government attorneys, land and program managers, archeologists and other cultural resource specialists may not view themselves as an audience or a distinct public; however, there are many ways in which archeological preservation could be improved through effective training for this "public."

United States Attorneys and their staffs and Federal, State, Tribal, and local land managers need basic information about archeological looting and how they can help fight it through their activities and programs. For those who will be involved directly in case investigations and prosecutions, the Federal Law Enforcement Training Center provides a 40-hour course. This is designed for field law enforcement, cultural resources personnel, and prosecutors. For others who oversee or fund activities, NPS has developed an overview course on archeological protection that provides background information and guidance for effective program management.

Archeologists employed by public agencies need to maintain professional expertise and update their skills. Professional training classes may be available through traditional university courses, but schedules may not permit government archeologists to take advantage of these opportunities. The Archeological Assistance Program nationally offers week-long professional archeological seminars on archeological field conservation and site stabilization, and regionally on related topics. There are plans for this training to be expanded. It may include archeological sampling, archeological analysis methods, the appropriate use of archeological predictive models, and other contemporary topics.

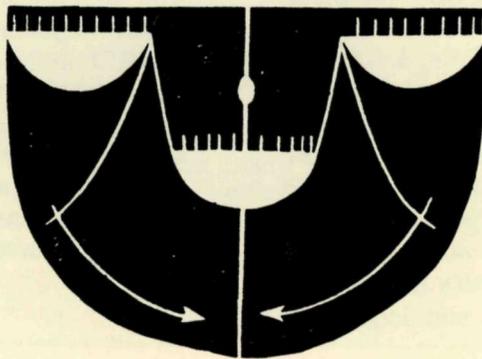
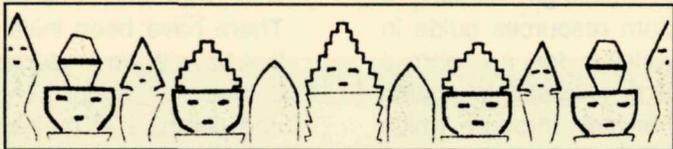
Conclusion. Archeologists in academic institutions must rely on the general public's interest in archeology to fill their course offerings so their departments remain strong and grow. Archeologists involved with the public rely on lay people to support Federal, State, Tribal, and local archeological resource preservation activities and programs. All archeologists depend on individual members of the public to protect archeological resources that they find on their land, in their jobs, on their vacations, or in other situations.

The acclaimed mystery writer, Tony Hillerman, has performed a service by raising public awareness of the damage done to America's archeological heritage by looters. He has written graphically about the seedy world of archeological looting and illegal antiquity trafficking. Archeologists should also be concerned, however,

about the characterization of archeologists and anthropologists in some of Hillerman's work. In both A Thief of Time and Dance Hall of the Dead, archeologists are portrayed as obsessed by their research. A few of them are driven to unethical and illegal activities, in one case to illegal excavation, in another to "salting" a site and murder. Archeologists should ask themselves why an author who has created such multidimensional characters as his protagonists, Joe Leaphorn and Jim Chee, would create such caricatures of professional archeologists. Perhaps we need more public education and outreach not only to better inform the public about archeology, but also about archeologists.

Comments may be addressed to **Francis P. McManamon, Chief, Archeological Assistance Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; telephone (202) 343-4101.**

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SOCIETY for HISTORICAL ARCHEOLOGY

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In 1989, the committee adopted objectives that focus on five audiences for action:

- (1) pre-college level educators;
- (2) the museum profession;
- (3) government agencies;
- (4) the planning profession; and
- (5) the general public.

For the past year, committee members have been drafting and implementing action plans designed to reach these audiences. Some of the results are given below.

Pre-college level educators. The committee's action plan for pre-college level educators calls for arranging workshops for teachers at SHA meetings; creating a central bibliography and curriculum resources guide in archeology; establishing a newsletter for exchanging curriculum ideas; and contacting national education associations to expand the network through which teaching strategies could be disseminated.

To date the committee has implemented all but one of these action plans. Workshops on archeological education, emphasizing schools and teachers, were presented at the 1989 Archaeological Congress in Baltimore, MD, and SHA's 1990 Annual Meeting in Tucson, AZ. Educators from local school districts as well as archeological professionals attended these workshops. More than 100 copies of a teaching strategies booklet developed for the 1989 workshops have been distributed. A bibliography of archeological resources was developed for use at the 1990 workshops. There are plans to expand this bibliography, and an international newsletter, *Archeology and Education*, has been established. A teacher training workshop is planned again for the SHA 1991 Annual Meeting in Richmond, VA.

The museum profession. The committee's goal for the museum profession is to create archeological interpretation and sensitivity for archeological resources, with special emphasis on historic site museums and collections acquisition. Strategies identified include publishing articles on the subject and exploring cooperation with associations of museum professionals, such as the American Association of Museums and the American Association for State and Local History (AASLH), as well as with government agencies. Further action plans call for a workshop with museum professionals and initiation of a study on how museum collections and acquisitions policies impact site protection.

At the 1989 Archaeological Congress, museum-allied archeologists presented a session called "Archeology and the Public." This group has begun a dialogue with museum professionals, and an entire edition of *Museum News* in the Summer of 1990 will be devoted to exploring the interrelationship between museums and archeology. In September, part of the AASLH annual meeting will focus upon the same theme, as archeologists and museum professionals present a joint session. An important goal in this part of the SHA long-range plan is to foster and continue such interprofessional cooperation.

The planning profession. The committee identified the need to educate planners to incorporate archeological knowledge and resources in their work to better protect fragile archeological resources. The major emphasis of this emerging action plan is to establish communication links with the American Planning Association (APA). There have been initial contacts, but no specific activities have been implemented. Potential activities include cooperative sponsorship of sessions by archeologists and planners at their respective professional meetings, contributions of articles on archeology and planning processes to APA publications, and expansion of university curricula in planning and archeology to address cultural resources management.

One objective not on SHA's original action plan is to cooperate with other archeological and preservation groups in developing and implementing joint activities. However, the issue of site vandalism and the SHA's presence at the interagency and intersocietal "Save the Past for the Future" Working Conference in 1989 opened the door to increased contacts with organizations such as the Society for American Archaeology and the American Anthropological Association. This was furthered by a round table discussion on public education hosted by NPS at the 1990 SHA meeting. These contacts continued at the Society for American Archeology annual meeting in April. Common goals and plans for joint educational initiatives were identified.

The long-range plans of SHA for public education are aimed at protecting the fragile archeological resource base. Improved public understanding and wide professional commitment will help achieve this goal. For further information about the SHA Public Education Committee and its activities, contact **Martha R. Williams, Historic Sites Specialist, R. Christopher Goodwin & Associates, 636 Solarex Ct., Frederick, MD 21701; telephone (301) 694-0428.**

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NATIONAL STRATEGY

(Continued from page 1)

Secretary Lujan stated, "America's archeological heritage, the sites from her historical and prehistoric past, needs more protection. Like rare and endangered species, some kinds of archeological sites are threatened with extinction. Public education is extremely important because it is very effective in building a sense of stewardship toward America's archeological heritage.

"I am hereby directing each of you to emphasize these (national strategy) activities in your bureau archeology and cultural resources programs and in related programs, such as interpretation, law enforcement, and public affairs. This emphasis may involve developing new activities as well as assigning higher priority to activities already being undertaken at a more modest level. The results of these new emphases should be

apparent in the information that each bureau submits for the Secretary's report to Congress on Federal archeology at the beginning of the next fiscal year." He said that he plans to send letters to other Cabinet-level officials urging the adoption of this strategy in their departments and agencies.

Secretary Lujan drew upon his recent report to Congress on Federal archeological activities (Federal Archeology: The Current Program, 1989) in developing this national strategy approach. He also was aided by comments from archeologists and historic preservation officials throughout the government who joined in a discussion of this issue during a meeting of historic preservation officials in Denver last December.

(The proposal for development of the national strategy was reported in the last issue of the Federal Archeology Report.)

EXECUTIVE CORRESPONDENCE



THE SECRETARY OF THE INTERIOR
WASHINGTON

MAR 20 1990

Memorandum

To: Under Secretary
Solicitor
Assistant Secretaries
All Bureau Heads

From: The Secretary

Subject: A National Strategy for Federal Archeology

Preservation and protection of America's archeological heritage is an important function of the Department of the Interior. The Secretary of the Interior is the steward responsible for the protection of hundreds of thousands of archeological sites on public lands throughout the Nation. In addition, the Secretary is charged with providing advice, technical information, and regulations for archeological programs conducted by Federal and other public agencies throughout the country. Our effort to provide leadership and coordination for the preservation and protection of America's archeological heritage is one of the many kinds of stewardship activities that we undertake.

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BUREAU OF LAND MANAGEMENT

"ADVENTURES in the PAST" INITIATIVE

"Adventures in the Past" is the Bureau of Land Management's (BLM) umbrella program for promoting public education and outreach in archeology and for enlisting public involvement in the protection of archeological resources. "Adventures" puts a name to what many BLM field offices have been doing for years and emphasizes the grassroots nature of any education and outreach effort. The "Adventures" initiative is meant to satisfy several different ends.

For one, it addresses a legal requirement in the 1988 amendments to the Archaeological Resources Protection Act (ARPA) requiring Federal agencies to "establish a program to increase public awareness of the significance of the archaeological resources... and the need to protect such resources" (Section 10c). An underlying message in this new ARPA provision is that the protection of our Nation's cultural heritage depends on the will and involvement of the American people.

For another, "Adventures" builds on BLM's successful recreation strategy, "Recreation 2000," by including archeological and historical resources among the special outdoor recreation opportunities to be enjoyed on public lands. By showcasing archeological resources that have recreational and tourism appeal, "Adventures" hopes to capitalize on the public's innate fascination with archeology and enlist its involvement in archeological resource protection.

"Adventures" provides some outstanding opportunities for BLM to fulfill a number of Interior Secretary Manuel Lujan's key stewardship goals, particularly in the areas of responsible management, promotion of public education, encouragement of scientific study, and development of partnerships at all levels of society.

"Adventures" will be brought to the public through a series of regional and thematic events, explicitly designed to be highly visible media and VIP events. The first of these, the Four Corners Tribute, will be an interagency affair hosted by the BLM in June at the Anasazi Heritage Center in Dolores, CO (see page 18). This event will focus around a Four Corner's Governors' Conference that has the theme of "Presenting the Past to the Public: Partnerships in Tourism, Preservation, Recreation, and Education."

With events such as this, BLM hopes to persuade rural communities that suitable archeological resources,

well-maintained and intelligently interpreted, provide excellent opportunities to attract visitors and expand local economies. By helping these communities to understand that they have an economic stake in their nearby archeological resources, BLM is hoping that looting and vandalism by local citizens can be reduced.

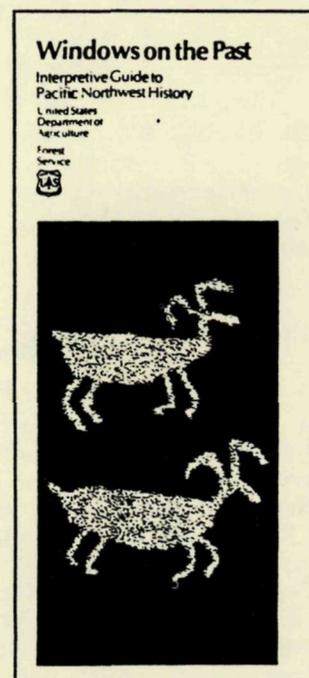
The regional and thematic "Adventures" events provide opportunities for corporate sponsorship. Some companies have already demonstrated a willingness to work with BLM on such projects because it strengthens their corporate public image to cooperate with a public agency on a conservation project.

Through "Adventures in the Past," BLM hopes to give the public a substantial, visible return on their years of patient financial and spiritual support. For more information, contact **Richard Brook, Bureau of Land Management, Department of the Interior, Room 3360, 18th and C Sts., Washington, DC 20240; telephone (202) 343-9353.**

FOREST SERVICE

"WINDOWS on the PAST" PUBLIC EDUCATION PROJECTS

Pacific Northwest Region



A new Forest Service visitor guide, *Windows on the Past: Interpretive Guide to Pacific Northwest History*, lists 77 archeological and historical sites that include interpretive trails, roadside signs, museums, visitor centers, and auto/walking tours. A section for each of the 19 National Forests in that region contains a map showing sites in and near the forest along with descriptive and directional information presented through a combination of text, graphic art, and photographs. Requests for copies of this interpretive guide should be addressed

to the **Forest Service, Pacific Northwest Region Recreation, 319 S.W. Pine St., P.O. Box 3623, Portland, OR 97208-3623.**

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More than 4,000 people attended the Cultural Resource Celebration held in Portland, OR, last fall. The five-day event, cohosted by the Pacific Northwest Region of the Forest Service, the Oregon Archaeological Society and other partnership organizations, showcased the region's archeological and historical treasures through exhibits and demonstrations, most of which involved public participation. During two days reserved for schoolchildren some 1,100 students from grades two through five watched demonstrations including a flintknapper using an antler to chip an obsidian arrowhead. Not only inner-city and rural children but members of four Indian tribes and a touring Japanese business delegation were among the people taking part in the celebration.

Eastern Region



"Passport in Time," an innovative program to involve the public directly in Forest Service historic preservation work, was tested on a pilot basis in four National Forests this past summer. In Minnesota's Superior National Forest a crew of Passport volunteers discovered a prehistoric campsite in their on-going investigations at East Bearskin Lake along the Gunflint Trail. A joint venture in Chippewa National Forest in Minnesota involved Tribal archeologists from the Leech Lake Reservation, "Passport in Time" volunteers, and archeologists from the University of Iowa in successful excavations at a number of sites along Lake Winnibigoshish.

Members of the Lac Vieux Desert Tribe, 14 "Passport" volunteers, and Forest Service archeologists worked together at Treaty Tree Site, near Iron River, MI, in a



Forest Service Archeologist Angie Krieger (right) supervises volunteers Allison Smith and Marna Wentz at Treaty Tree Site, near Iron River, MI.

project sponsored by Nicolet and Ottawa National Forests. They assessed two prehistoric sites, located one historic site, and gathered enough information to place the sites on the National Register of Historic Places. Each of these projects produced archeological finds of considerable scientific significance.



"Passport" projects focus on providing a recreational and learning experience for volunteers rather than on obtaining assistance with historic preservation work. Volunteers select and enroll in programs in the area where they live or plan to vacation. They receive training in basic field methods, supervised by Forest Service cultural resource specialists, and are provided campground space and a small stipend, as well as information on the final results of their summer project.



Response to the program was so enthusiastic that "Passport" projects in archeology, historic site interpretation, and oral history have been scheduled for five National Forests in the Great Lakes states for 1990. A videotape and a technical paper on the program have been prepared, and its implementation by the Forest Service is expected within the year. For more information on "Passport in Time" contact **Michael R. Beckes**, Regional Archeologist, USDA Forest Service, 310 W. Wisconsin Ave., Room 500, Milwaukee, WI 53203, telephone (414) 297-3656, or **Gordon R. Peters**, Forest Archeologist, Superior National Forest, P.O. Box 338, Duluth, MN 55801; telephone (218) 720-5679.



Volunteer Julia Ince talks to school children at Treaty Tree Site, MI. (Photos courtesy Forest Service)



FIELD SCHOOLS at WUPATKI

The Northern Arizona University Anthropology Department conducted ethnographic and archeological field schools at Wupatki National Monument during the summer of 1989. The project was funded by a U.S. Department of Education grant in undergraduate science research training for minority students.

The ethnographic field school research was directed at understanding visitor behavior at Wupatki Ruin, using the archeological field school to attract visitor informants. The students spent several hundred hours interviewing visitors about their reactions to archeology.

One of the major visitor inquiry topics was the lifestyles of people who lived at the site. Visitors wanted to know what ancient people looked like, what they ate, how they survived, what language they spoke, what they believed in, and whether their natural environment was much different from today's. Many asked about hunting, gathering, and agriculture. Men were interested in construction methods and materials. Women were interested in domestic activities, aesthetics, and how people created beauty in their lives.

Of their interpretive experiences, visitors mostly asked about a room with an open grave described in the trail guide. They wanted to know where other discovered burials were located as well as something about the beliefs of the people that would cause this custom.



Rene Orozco interviews German visitors at Wupatki.



Rene Orozco and Karen Winkfield process data in Chief Ranger's office at Wupatki. (Photos courtesy of Robert Trotter)

Visitors expressed clear preferences about forms of interpretation they experienced in national parks. Trail guides and self-guided tours were most favored because these permitted visitors to control the experience. Small signs that identified plants received favorable comments, but large interpretive signs were often ignored or actively disliked. Ranger guided tours were approved, if they were short general lectures followed by time for questions. Park personnel on patrol were always observed being questioned by visitors. This was the most subtle and effective of all interpretive and educational modes.

Several reports were produced as a result of the project. Topics include visitor interest and perceptions, visitor and National Park Service personnel understandings of behavioral boundaries and permissible behavior, family dynamics at the park, interaction with visitors, German tourists at an archeological park, and behavior at outlying sites.

For further information about the project, write **Robert Trotter, Department of Anthropology, Box 15200, Northern Arizona University, Flagstaff, AZ 86011**. Copies of the ethnographic reports are available by writing to the **Superintendent, Wupatki National Monument, 2717 N. Steve's Boulevard, Suite No. 3, Flagstaff, AZ 86001**.

REPORT

SOCIETY FOR AMERICAN ARCHAEOLOGY

PUBLIC EDUCATION TASK FORCE

The Society for American Archaeology's (SAA) new public education task force was mandated to develop an action plan by SAA's annual meeting in April, 1989. Items to be included are: (1) establish a permanent public education committee; (2) accumulate, evaluate, disseminate, and create heritage resources materials; (3) coordinate efforts with other professional societies; (4) conduct teacher training workshops; and (5) foster public outreach and education programs in colleges and universities. Some action items already are underway, including the intersociety meeting on archeology in public education at Society for Historical Archaeology (SHA) meetings in January. The teacher training workshop, "Project Archaeology: Saving Traditions" held at SHA, was repeated at the SAA meeting in April. Results of all the efforts for public education at the annual meeting will be presented in the *SAA Bulletin*. For further information, contact **Ed Friedman, Task Force on Public Education Chairman, Bureau of Reclamation, D-5521, Denver Office, Box 25007, Denver, CO 80225; telephone (303) 236-6779.**

NADB UPDATE

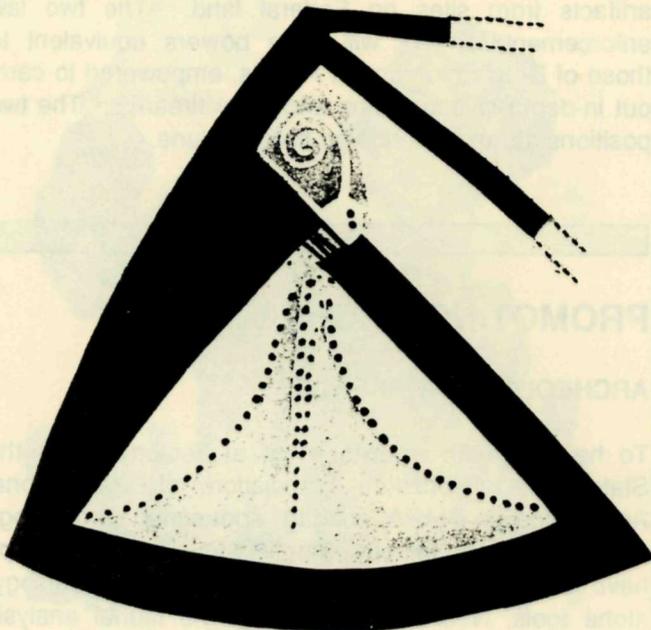
The National Park Service (NPS) Archeological Assistance Division (AAD) is working with the Arkansas Archeological Survey and the Southwest Division of the U.S. Army Corps of Engineers to demonstrate on-line access to the National Archeological Database (NADB)-Reports records.

The Arkansas Archeological Survey and AAD cooperated in the development of the data structure for the Reports portion of NADB. The Arkansas Archeological Survey has the bibliographic system operating on the Southwest Division's regional archeological database(s) and Geographic Information System (GIS) applications system. The Survey is presently writing a conversion program to transfer NADB-Reports records from the Clipper compiled, microcomputer version to the Informix, minicomputer version, and vice versa.

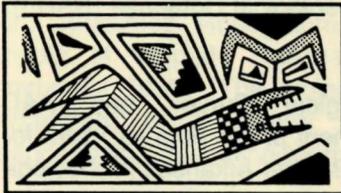
These projects are part of the Division's efforts to widen distribution of NADB-Reports records and make them available to general users.

The Division's immediate focus continues to be the establishment of the NADB-Network partnership to insure long-term records maintenance and updates. The NADB Regional Coordinators are working with the State Historic Preservation Offices and other agencies either to establish or link up with local systems for data entry and data transfer within the states.

For further information, contact the NADB Regional Coordinators: **Alaska Regional Office:** Sue Morton, NPS, 2525 Gambell St., Anchorage, AK 99503; (907) 257-2559; **Western Regional Office:** Mark Rudo, Interagency Archeology, NPS, P.O. Box 36063, San Francisco, CA 94102; (415) 556-5190; **Rocky Mountain Regional Office:** Bill Butler, Interagency Archeology, NPS, P.O. Box 25287, Denver, CO 80225-0287; (303) 969-2875; **Southeast Regional Office:** David Anderson, Interagency Archeology, NPS, 75 Spring St., Atlanta, GA 30303; (404) 221-2629; **Mid-Atlantic Regional Office:** Bert Herbert, Preservation Planning, NPS, Second & Chesnut Sts., Philadelphia, PA 19106; (215) 597-2334; or contact **Veletta Canouts, Archeological Assistance Division, NPS, P.O. Box 37127, Washington, DC, 20013-7127; (202) 343-4101.**



REPORT



ARCHEOLOGICAL PROTECTION EFFORTS

BUREAU of LAND MANAGEMENT

The Colorado State Office of the Bureau of Land Management (BLM) reported archeological protection statistics for FY1989. It confirmed seven looting incidents, two of which warranted prosecution. There are two other cases current in FY1990. A joint workshop involving BLM personnel, from law enforcement and cultural resources programs, and county police was conducted in February.

The Farmington Resource Area of the BLM-New Mexico has conducted a site protection program involving volunteer services on State and BLM lands since 1987. It is based upon needs and responsibilities described in a cooperative management agreement between BLM, New Mexico State Land Office, New Mexico State Historic Preservation Division, and the San Juan Archaeological Society. The main element of the program is to provide for site monitoring and condition documentation.

The key component is the baseline site condition folder, assembled for each site by BLM archeologists and supplied to teams of volunteers who periodically visit sites to record any changes. Each folder contains a copy of the State's archeological survey form for the individual site, a log on baseline site condition with lay text and photo descriptions prepared by BLM archeologists, locational map and text on travel to the site, site maps with photo locations and directions highlighted, photo copies for comparison, and a brief checklist to record any changes in site condition. The folder itself is heavy cardboard with sturdy, flexible dividers and metal clasps. If significant vandalism or deterioration has taken place, BLM archeologists can return to fully document the problem for law enforcement notification or future planning on site management.

This program has undergone changes since its inception that are the result of practical experience, volunteer interests, training needs, effectiveness of documentation, and management considerations. The changes reflect issues surrounding agency management of an effective program and volunteer concerns for a self-fulfilling and contributory activity in the public interest. The major benefit of the program thus far has been to publicly demonstrate an active agency presence on the land for archeological protection. For further information, contact **Manton Botsford, Area Archeologist, Farmington Resource Area, BLM, Caller Service 4104, Farmington, NM 87499; telephone (505) 327-5344.**

NATIONAL PARK SERVICE

The National Park Service (NPS) Alaska Regional Office has received a \$65,000 appropriation from Congress to hire two full-time enforcement rangers to monitor and protect archeological sites in the State. Initially they will conduct an inventory of the sites and a campaign to educate the public about the Archaeological Resources Protection Act of 1979 (ARPA). Enforcement activity will focus first on the 55 million acres of land controlled by NPS, then expand to cover land under the control of the Fish and Wildlife Service, the Bureau of Land Management, and the Forest Service. The extent of the illegal trade in Alaska Native artifacts is not known, but ARPA makes it a crime to take or attempt to take archeological artifacts from sites on Federal land. The two law enforcement rangers will have powers equivalent to those of Drug Enforcement Agents, empowered to carry out in-depth investigations and carry firearms. The two positions are expected to be filled by June.

PROMOTING ARCHEOLOGY

ARCHEOLOGY WORKSHOPS

To help promote awareness of archeology within the State, the Nebraska Association of Professional Archaeologists (NAPA) began sponsoring archeology workshops in the fall of 1989. The four-hour workshops have focused on such subjects as historical archeology, stone tools, Nebraska prehistory, and faunal analysis and featured slide lectures and hands-on material appropriate to these subjects. They have attracted participants from junior high school level to retirees, as well as undergraduate and graduate archeology stu-

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dents. Nominal fees charged have benefitted the NAPA publication fund. Encouraged by the success of its workshops, NAPA, in cooperation with the Nebraska State Museum and Midwest Archeological Center, is working on plans for a Nebraska Archaeology Week. For more information, contact **Melissa Connor, Midwest Archeological Center, Federal Building, Room 474, 100 Centennial Mall North, Lincoln, NE 68502; telephone (402) 437-5392.**

STATE of ALASKA

Alaska held its first statewide Alaska Archaeology Week April 1-7. The public education and outreach event was sponsored by the National Park Service, the Minerals Management Service, the Exxon Company, USA, and the Anchorage Museum of History and Art, where the opening ceremony also marked the opening of an exhibit on "The Mask: A Year in the Life of an Artifact" contrasting scientific excavation with looting for the antiquities market. Lectures, films, and hands-on archeological programs for children were featured. Organizations participating and supporting programs included the Alaska Anthropological Association, University of Alaska, Kodiak Native Association, North Slope Borough, Pratt and Ketchikan Historical

Museums, State Office of History and Archaeology, the Fish and Wildlife Service, the Bureau of Land Management, and the Forest Service. For additional information, contact **Susan Morton, National Park Service, Alaska Regional Office, 2525 Gambell St., Room 107, Anchorage, AK 99503-2892; telephone (907) 257-2559.**

STATE of COLORADO

March 11-17 was proclaimed "Colorado Archaeology Preservation Week" by Governor Roy Romer. The week promoted public awareness about the value and fragility of cultural resources through statewide media events, lectures, educational programs, a brochure, and a poster. The week was coordinated by the Colorado Anti-vandalism Task Force, which consists of representatives from the Colorado Historical Society, the Colorado Archaeological Society, the Bureau of Land Management, the Forest Service, and the National Park Service. The Anti-vandalism Task Force has subcommittees that address public education, site protection, burial policy, media, and archeological records. For further information, contact **Susan Collins, Colorado Historical Society, 1300 Broadway, Denver, CO 80203-2137; telephone (303) 866-3395.**

ALASKA ARCHAEOLOGY WEEK
 ♦ APRIL 2-8, 1990 ♦



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 SUSAN MORTON, NATIONAL PARK SERVICE

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 ♦ COLORADO STATE HISTORICAL SOCIETY ♦

REPORT

STATE of IDAHO

The second annual Idaho Archaeology Week was held April 23-29. A brochure and poster showing pictographs were produced to announce the events and the week's theme, "Make a Date with the Past." Exhibits, lectures, tours, symposia, open houses, and film showings were scheduled in 21 communities throughout the State. In addition to Federal land managing agencies, professional organizations, universities, and museums of Idaho, this year's sponsors included the Idaho Power Company, Idaho Department of Transportation, and the U.S. Department of Energy. For further information about the results, contact the **Idaho State Historical Society, 210 Main St., Boise, ID 83702; telephone (208) 334-3847.**



MAKE A DATE WITH THE PAST

IDAHO ARCHAEOLOGY WEEK APRIL 23-29, 1990

STATE of LOUISIANA

The report for the second annual Louisiana Archaeology Week, September 25-October 1, 1989, is completed. Twenty-one communities statewide participated. The principal sponsors were the Louisiana Archaeological Conservancy, the Louisiana Archaeological Society, and the State Division of Archaeology, and funding support was received from the Louisiana Endowment for the Humanities. The report summarizes organizational activities, event response, and audience evaluations and provides considerations for future programs. For further information, contact **Nancy Hawkins, Division of Archaeology, P.O. Box 44247, Baton Rouge, LA 70804; telephone (504) 342-8170.**

Oil painting by Francois Bernard, c. 1860, depicts a Choctaw Village near the Choctawhatchee River. Copyright © President and Fellows of Harvard College, 1987. All rights reserved. Peabody Museum, Harvard University, Cambridge, Mass. Photograph by Hillel Burger. Poster design by C.H. Goodwin.

Louisiana Archaeology Week

September 25-October 1, 1989

Sponsored by the Louisiana Archaeological Society, the Louisiana Archaeological Conservancy, and the Division of Archaeology, Office of Cultural Development, Department of Culture, Recreation and Tourism, State of Louisiana. Archaeology Week has been made possible through a grant from the Louisiana Endowment for the Humanities, a state affiliate of the National Endowment for the Humanities.

PUBLIC SERVICE AWARDS by the DEPARTMENT of the INTERIOR

In March Secretary of the Interior Manuel Lujan, Jr., announced Public Service Awards to recognize indirect service toward the effectiveness of the Departmental mission. The award is the highest honor that can be bestowed upon a private citizen or group by the Secretary.

Tony Hillerman, author of mystery novels such as *Thief of Time* and *Dance Hall of the Dead*, was recognized for his works, which have increased public awareness about the values offered by public lands, the need to care for the land, the destruction of the nation's heritage caused by looters of archeological sites, the richness of southwestern Native American cultural traditions, and the challenges faced by Native Americans to preserve their traditions.

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Daniel Jordan, executive director of the Thomas Jefferson Memorial Foundation, was recognized for his historic preservation and interpretation activities on behalf of the National Park system as well as at Monticello. These include: designation of Monticello on the World Heritage List; establishing its programs in education, research, restoration, conservation, visitor services, and environmental protection; advocacy of protection for Civil War battlefields; and contributions to National Park Service programs in history, archeology, and curation.

Raymond Thompson, director of the Arizona State Museum, was recognized for his activities to educate young people and the general public about the values of archeological resources. He was cited also for his efforts on behalf of cultural resources preservation that include: support for enactment of the Archeological and Historic Preservation Act of 1974 (P.L. 93-291); concern for archeological collections through museum conservation maintenance, documentation, curatorial and conservation training, and improved management; and contributions to policy formulation, such as, for the American Association of Museums, the Repatriation of Native American Ceremonial Objects and Human Remains.



Secretary of the Interior Manuel Lujan, Jr., presenting Public Service Awards to Raymond Thompson (lower left), Tony Hillerman (upper right), and Daniel Jordan (lower right). (NPS photos)

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NOTES ... NOTES ... NOTES

NATIONAL TRUST for HISTORIC PRESERVATION

A turn-of-the-century schoolhouse in the National Historic Landmark village of Waterford, VA, is scheduled to become a National Center for Heritage Education. Seventy-five preservationists, educators, and other interested professionals and volunteers attended a three-day forum sponsored by the National Trust for Historic Preservation (NTHP) and the Waterford Foundation last November in the Greek Revival-style Old School. An advisory panel was appointed to develop a master plan for the center, located approximately 35 miles west of Washington, DC. The plan is expected to establish an outreach program to assist schools, colleges, libraries, museums, and community organizations that want to incorporate heritage education principles into their programs. There will be a focus on training and technical assistance as well as support for basic scholarship on the historical and cultural content of sites, buildings, and objects. For further information, write **Kathleen Hunter, NTHP Director of Federal Programs and Education Initiatives, 1785 Massachusetts Ave., N.W., Washington, DC 20036.**

NATIONAL REGISTER

The National Register Information System (NRIS), a computerized database of all properties listed in, or eligible for, the National Register of Historic Places, has compiled data on more than 54,000 National Register listings and owner objection determinations of eligibility. This represents more than 700,000 contributing resources. The NRIS provides information on properties in a given area and on specific properties and types of properties. The National Park Service uses NRIS data for policy and program analysis and research and for answering inquiries from the general public. For further information on the NRIS, call **Diane Miller, Chief, Information Management Unit, at (202) 343-9500.**

NATIONAL HISTORIC LANDMARKS

A draft of the National Historic Landmarks (NHL) "Northeastern Historic Contact Theme Study" is scheduled to be completed in early June. The National Park Service, 18 State Historic Preservation Offices, and professional archeologists have cooperated to develop the study and sponsor nominations of 25 potential NHLs. Ultimately, the theme study can serve as a

context statement, which may be adapted into State comprehensive preservation plans and other planning processes. Those who wish to participate in this NHL archeological initiative by reviewing the draft theme study should contact **Robert Grumet, Preservation Planning Branch, Mid-Atlantic Region, NPS, U.S. Customs House, Room 251, Philadelphia, PA 19106; telephone (215) 597-2334.** Review comments must be returned by September 7, 1990.

PUBLICATIONS

Philadelphia Social Studies Council

The Philadelphia Social Studies Council (PSSC) is soliciting short articles for the Fall 1990 edition of The Journal. The topic is to be education for Federal archeology service on the eve of the 21st century. Articles should emphasize technological and interdisciplinary requirements for Federal archeological studies in partnership with universities. PSSC is a local affiliate of the National Council for the Social Studies. One page outlines should be sent to **Alfonz Lengyel, 1522 Schoolhouse Rd., Ambler, PA 19002.**

Traveling Archeology Educational Kit

A traveling archeology educational kit is available upon request to any school in the State of Colorado. The kit consists of a sturdy "cooler" with educational materials packed inside: instructor's book, 16 mm film, a copy of Colorado Archaeology, and an exercise in excavation. The cooler itself is the excavation unit, filled with sand and coffee grounds. Artifacts are packed in separate levels by Education Department staff prior to shipment to a school. For further information, write to the **Education Department, Colorado History Museum, Colorado Historical Society, 1300 Broadway, Denver, CO 80203.**

Cultural Materials Update

The 1990 Update of American Indian Sacred Objects, Skeletal Remains, Repatriation and Reburial includes a substantial section of references to recent and landmark judicial actions, regulations, and legislative propositions. This resource guide was first issued in 1987 in response

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to increased debate over issues surrounding the care, handling, and disposition of American Indian materials, particularly objects associated with religious belief and practice and of human skeletal remains. It offers references, with specific items mostly unassessed except as to topical inclusiveness, covering a wide range of opinion and action on these issues.

Accessibility of material has been a primary governing factor in an item's inclusion in this guide. Old but historically significant references allow tracking the evolution of attitude and opinion. Representative, issue oriented packages of literature from periodicals are being organized and may be requested along with specific items from the rest of the bibliography. Though there are a few references to questions of international concern, the bibliography is mostly restricted to North American and Native American Indian materials and issues. The resource list is available from **Rayna Green, Director, American Indian Program, Room 5119, NMAH, Smithsonian Institution, Washington, DC 20560; telephone (202) 357-2071.** The 1990 Update will be sent to everyone who previously requested the 1987 version.

Teaching Guides

Classroom Archeology by Nancy W. Hawkins, 1987 is a resource guide written for the science, history, and anthropology teachers of Louisiana.

The core of this guide consists of archeology related activities relevant to students of middle school to college level. These activities are organized in five categories: Short Activities, Games, Record a Site, Analyze a Site, and Excavate a Site. Each activity within a category is presented in a lesson plan format, with illustrations, maps, and graphs when appropriate.

An introductory category, the Resource Section, provides additional information to help teachers better prepare for an archeological activity. This section includes a vocabulary list of archeological terms, an outline of Louisiana prehistory, an annotated bibliography of recommended books, magazines and journals, source addresses for material necessary for an activity, as well as suggested parks and museums located in Louisiana.

Although the guidebook was written for Louisiana teachers, its use extends well beyond this State. The variety of archeological activities presented should benefit both the teachers and students of cultural history and anthropology disciplines.

For information on obtaining this guide, write to **Nancy W. Hawkins, Division of Archaeology, P.O. Box 44247, Baton Rouge, LA 70804.**

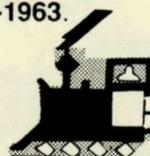
Can You Dig It? A Classroom Guide to South Carolina Archaeology Published by the South Carolina Institute of Archaeology and Anthropology, this resource guide also describes archeological activities for teachers to use.

Like its model, Classroom Archeology, Can You Dig It? is organized by activity type, with an introductory resource section that suggests additional materials available to teachers who conduct the activities.

Since this guide was intended for South Carolina educators, an overview of South Carolina cultural history, an outline of its prehistory, and a cultural sequence of human occupation in South Carolina complement the activities and give teachers a context within which to place the activities.

The format and content of Can You Dig It? can be adapted by any State's organizations wishing to develop a resource guide of archeological activities for its teachers.

Copies of Can You Dig It? A Classroom Guide to South Carolina Archaeology can be obtained from **Tommy Charles, Archaeologist, South Carolina Institute of Archaeology and Anthropology, 1321 Pendleton St., Columbia, SC 29208-0071; telephone (803) 799-1963.**



—Children's Book—



The Mouse Raid, story by Marlene Ward, Joyce Burr, and Janet G. Ahler and illustrations by Marcia Goldenstein, will guide children to a clear concept of life in an early 19th century American Indian village.

The story is adapted from one that Ward, a member of the Three Affiliated Tribes of North Dakota, heard from her father. It tells of an exciting ritual game undertaken by young Jumping Elk and a group of his friends not only as an adventure but to sharpen skills and values they will need as adult hunters and warriors. In the telling, it reflects the customs and attitudes of a settled, close-knit community of Northern Plains farmers and bison hunters.

(Continued on page 18)

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PUBLICATIONS

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Goldenstein's evocative watercolor illustrations are based on the ethnographic record and information gleaned from archeological work at the sites of the actual Hidatsa villages that welcomed the Lewis and Clark expedition on its historic trek up the Missouri River in 1804. She has caught in warm shades of brown details of the earthlodge village, with strips of buffalo meat drying on racks, and the harvest in nearby corn fields.

The Mouse Raid is a direct result of the archeological and ethnohistorical research program for the Knife River Indian Villages National Historic Site. The book will be offered for sale there, where the story takes place, and at the Theodore Roosevelt National Park and the Fort Union Trading Post National Historic Site. Copies may also be ordered direct from the publisher, the Theodore Roosevelt Nature and History Association. For each copy send \$4.50, plus \$1.50 postage, to Marilyn Sahlstrom, Theodore Roosevelt Nature & History Association, P.O. Box 1667, Medora, ND 58645. You

may also request a list of other publications on a variety of subjects available from the Association.

CONFERENCES

The "Presenting the Past to the Public" program at the **Four Corners Governors' Conference** will be held **June 19-21** at the Anasazi Heritage Center, **Dolores, CO**. It will serve as the first regional event for the Bureau of Land Management's promotion of public education in archeology titled "Adventures in the Past." The "Adventures" initiative seeks to showcase archeological resources with recreational and tourism potential and promote good stewardship through education, scientific study, and partnerships. Governors' Conference working groups will be convened to address economic development and tourism, site management, interpretation, and mechanisms to link sites and facilities. For further information, contact **Bill Overbaugh, Farmington Resource Area, BLM-New Mexico, 1235 LaPlata Hwy, Farmington, NM 87401; telephone (505) 327-5344.**



"Hide your meat, your corn, your berries. The boys are hungry," cried Walks Tall loudly.

He shouted this message many times as he moved among the lodges. People began to smile and whisper to each other about their special hiding places for their food. Even the warriors noted for their fearless fighting and hunting deeds were caught up in the excitement.

The old men of the village remembered when they were boys and had planned raids. They teased each other about their many successes and failures during a raid.

Some of the fathers sat restringing their bows. They laughed and talked about their sons' antics. "Our sons carry on the traditions of learning to prepare for a raid in the best way," said Jumping Elk's father seriously.

Illustrated page from *The Mouse Raid*. (Reprinted with permission from Theodore Roosevelt Nature & History Association)

REPORT

The **American Society for Ethnohistory 1990 Annual Meeting** is scheduled for **November 1-4** in **Toronto, ON, Canada**. Papers, organized sessions, speakers, and special events treating several world areas are being planned. For more information, write to the **American Society for Ethnohistory, Newberry Library, 60 W. Walton St., Chicago, IL 60610**.

The **1990 National Interpreter's Workshop** will be held **November 26-December 2** in **Charleston, SC**. The theme will be "What's Past is Prologue: Our Legacy, Our Future." This will be the first National Association of

Interpreters' annual workshop centered on cultural resources. Among the sessions planned is "Digging for the Truth: Interpreting Archeological Sites," which will focus on problems in interpretation of technical archeological information. Presentations will be given by interpreters, historians, archeologists, and journalists with experience in archeological data interpretation for the public. Seventeen field trips to local archeological sites, including an underwater site, are planned. For further information, contact the co-chairs **Larry Contri and Ann Wright, Tennessee Valley Authority, Land Between the Lakes, 100 Van Morgan Dr., Golden Pond, KY 42211-9001; telephone (502) 924-5602**.



TRAINING OPPORTUNITIES

National Park Service

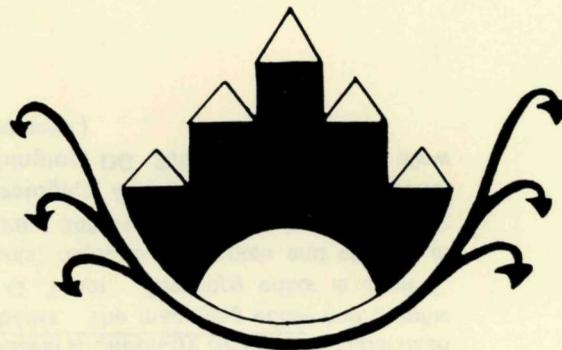
A 12-hour course titled "**Archeological Resources Protection Training Program**," will be offered by the Interagency Archeological Services Division, National Park Service, Southeast Region in cooperation with the Cape Hatteras Group. This course is designed to provide a strategic overview of archeological resource protection for cultural resources and law enforcement program managers. The class will be held **June 26 and 27, 1990**, at **Fort Raleigh National Historic Site, Manteo, NC**. There is no tuition charge for the course. Benefitting accounts will be responsible for all travel and associated per diem. For further information, contact **John E. Ehrenhard, Chief, Interagency Archeological Services Division, National Park Service, Southeast Region, 75 Spring St., S.W., Atlanta GA 30303; telephone FTS 8 - 841-2629 or (404) 331-2629**.

National Preservation Institute

The National Preservation Institute in Washington, DC, is holding two on-the-job training sessions in **Historic Building Research, Analysis, and Documentation** in June, and a July session in the **Use of Computers for Historic Preservation**. For information on Fall 1990 programs contact **Carol Gould** or **Peggy Boucher, National Preservation Institute, National Building Museum, Judiciary Square, N.W., Washington, DC 20001; telephone (202) 393-0038**.

Fudan Museum Foundation

Xian Jiaotong University, Xian, China, is offering a shorter and a longer summer credit program in Chinese archeology. Additional information is available from **Alfonz Lengyel, Fudan Museum Foundation, 1522 Schoolhouse Rd., Amber, PA 19002; telephone (215) 699-6448**.



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