



Archeology Program

National Park Service
U.S. Department of the Interior



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Cultural Heritage Training for Afghan Heritage Specialists

The NPS Archeology Program and several national parks are assisting the U.S. Department of State, Cultural Heritage Center by providing training for three Afghan cultural heritage officials from March 26 to May 30, 2007. The Afghan visitors, recommended for the program by the Afghanistan Ministry of Culture and Tourism, are charged with the care of famous sites in Afghanistan. Mohammad Sharif Mohammadi, the senior member of the group, is the manager of historical monuments in Balkh. Aiamuddin Ajmal is the manager of historical monuments in Herat. Sayed Nasir Modaber is the manager of historical monuments in Bamiyan, where his major duties include supervision of the reconstruction of the Buddha statues destroyed by the Taliban.

The visiting Provincial Directors of Monuments began their training in Washington, DC, where they attended briefings and visited museums, preservation organizations, and National Capital Region parks. Most of their training is occurring at Tumacacori NHP, Casa Grande Ruins NM, and Salinas Pueblo Missions NM, They are learning about site planning, preservation and stabilization, documentation, community relations, public education, and tourism promotion. The George Wright Society also is cooperating in the design and conduct of this professional development program.

In 2004, Congress created a Cultural Antiquities Task Force at the department of State to help support cultural preservation and protection in Afghanistan and Iraq and to help international organizations stop looting and trafficking of antiquities. The cultural resource training for the Afghani delegation is associated with the task force. The State Department and the NPS Archeology Program hope to repeat this program in 2008.

Independence NHP launches Archeology Lesson Plans

The education staff at Independence NHP has launched a new educational program “Archeology: History Found in Pieces.” The lesson plans, suitable for Grades 5-12, encourage students to piece together stories about American history by using archeological information, and primary and secondary history sources. The PDF lesson plans can be downloaded and copied; the plans contain scanned copies of original documents and maps, allowing students to have “hands on” experiences in working with historical and archeological sources. Quizzes and answer keys are also included. The curriculum-based lesson plans meet Pennsylvania and New Jersey Core Curriculum Content Standards. The project was made possible through a partnership between the park, the Independence Park Institute, and Eastern National and through generous support from the William Penn Foundation and a U.S. Dept. of Education Fund for the Improvement of Education Grant.

The lesson plan is available at <http://www.independencenparkinstitute.com/ArcheologyLessonPlans1-16-07.pdf>

More educational resources about archeology in national parks may be found on the NPS archeology program webpage: <http://www.cr.nps.gov/archeology/public/teach3.htm>.

National Monuments to Mark Centennial

Two former national monuments now included in Lassen Volcanic NP were proclaimed on May 6, 1907, by President Theodore Roosevelt. Cinder Cone NM was described as “... of great scientific interest, as

illustrations of volcanic activity which are of special importance in tracing the history of the volcanic phenomena of that vicinity” (Proc. No. 1907). Lassen Peak NM marked “the southern terminus of the long line of extinct volcanoes in the Cascade Range from which one of the greatest volcanic fields in the world extends, and is of special importance in tracing the history of the volcanic phenomena of that vicinity” (Proc. No. 754). The two national monuments were incorporated into Lassen Volcanic NP by Congressional action in 1916 for the region's significance as a volcanic landscape (39 Stat 442).

Besides the centennial of the two monuments that are part of the park, Lassen Volcanic NP is pleased to announce initiating of construction of their visitor center. Lassen Volcanic NP is one of the earliest national parks designated by Congress, but has never had a formal visitor center. A new chapter in the park's history begins during this centennial year with construction of a key element in visitors' experience of the cultural and natural resources at Lassen Volcanic NP.

More information about the Cinder Cone and Lassen Peak NM is available on <http://www.nps.gov/lavo/>.

More information about Lassen Volcanic NP is available on <http://www.cr.nps.gov/archeology/sites/Antiquities/profileLassenVolcanic.htm>.

Independence NHP Launches New Excavation

In March, Independence NHP launched a new archeological excavation at the site of the President's House, used when the U.S. capital was in Philadelphia. Located on park grounds near the Liberty Bell Center, the house served as the residence of George Washington and John Adams, and at least nine enslaved African Americans, who lived and worked there during Washington's presidency. Most of the President's House was demolished in the 1830s, and the site was subsequently disturbed by construction and demolition. Despite this, park archeologists hope that intact cultural deposits dating to the President's House era may still be present. The dig will focus on previously unexcavated yard areas on the President's House, and explore “shaft features” – historic pits lined with brick or stone that were used principally as outhouses and wells. Park archeologists also hope to find portions of the mansion's original walls, helping to confirm mansion location.

A joint project of Independence NHP and the City of Philadelphia, the President's House dig will be funded by the City and conducted under the direction of NPS archeologist Jed Levin. The dig is the second research investigation associated with the current revitalization of Independence Mall. The first was the 2003 investigation at the James Oronoco Dexter property site, which resulted in the discovery of thousands of artifacts.

NPS hosting GIS Training

The NPS Cultural Resources Geographic Information Services and Midwest Archeological Center; the Nebraska State Historical Society, Archeology Division; and Nebraska State Historic Preservation Office are sponsoring cultural resource training “GIS: Practical Applications for Cultural Resource Projects.” From assisting with inventories, to mapping historic districts and battlefields, to mitigating the impact of disasters on historic areas, GIS technology can be used to provide a better basis for planning and decision making for the nation's heritage. “GIS: Practical Applications for Cultural Resource Projects” provides a review of geographic information system (GIS) concepts combining spatial technologies and database management systems in historic preservation; training in use of GIS applications for identification, evaluation, protection and preservation of cultural resources. An agenda is available online at www.npi.org.

The class will be held on May 8-9, or May 10-11, 2007, in Lincoln, NE. The instructor for this class is Deidre McCarthy. A registration form is available online at www.npi.org/register.html

BLM hosting Cultural Resource Training

The BLM National Training Center is sponsoring an Advanced Archeological Damage Assessment

Class. The class will be held June 11-15, 2007, in Billings, MT. This course provides training for archeologists who prepare archeological damage assessments in archeological resource law violations cases. Damage assessments are required for criminal prosecutions and civil penalties under ARPA. These archeological damage assessment procedures also can be used effectively in preparing cases involving violations of other laws, such as state archeological protection statutes. The instructors for this class are Martin McAllister and Wayne Dance. The class is open to all government, tribal, and contract archeologists. The registration deadline for the class is COB, Friday, May 11, 2007.

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Curator of North American Ethnography, NMNH, William Sturtevant Dies

William C. Sturtevant, Curator of North American Ethnology at the National Museum of Natural History, Smithsonian Institution, passed away on March 2, 2007, at the age of 80. Sturtevant was born in Morristown, NJ, but grew up in California, where his father was a professor of biology at California Institute of Technology.

Sturtevant earned his BA from the UC, Berkeley, between 1944 and 1949. His studies were interrupted by a year, 1945-1946, when he was stationed on Guam in the U.S. Naval Reserve. Sturtevant earned a PhD in anthropology from Yale University in 1955. There he was especially influenced by anthropological linguist Floyd Lounsbury. Lounsbury's example, together with his training under Haas at Berkeley and Bernard Bloch at Yale, solidified Sturtevant's commitment to linguistic approaches within anthropology. His first published article was a study of Seneca musical instruments written jointly with friend and fellow-student Harold Conklin. Beyond its ethnographic significance, this paper was an early example of rigorous ethno-semantic method, an approach to which both scholars later contributed theoretical works. Sturtevant's interest in the West Indies also derived from work at Yale, with Irving Rouse.

Soon after graduation, Sturtevant left a position at Yale for a position as Ethnologist and later General Anthropologist in the Smithsonian Institution's Bureau of American Ethnology. When the Bureau was merged with the Department of Anthropology in the National Museum of Natural History, Sturtevant became Curator of North American Ethnology. He remained an active participant in the work of Smithsonian anthropology until his death.

Sturtevant's commitment to Native American studies within anthropology was steadfast, having been initiated during third-grade lessons on Indian life and history. In 1950, Sturtevant began a life-long research relationship with the Seminole people of Florida. During his doctoral research, he worked most closely with Josie Billie, an important Seminole "medicine maker." This early research generated a steady stream of essays in ethnography, oral history and ethnohistory that established him as a leading figure in the anthropology of the Eastern U.S. His dissertation, an ethno-scientific ethnography of Seminole medicine, ritual and botany stands among the most comprehensive and sophisticated studies of ethnobotany produced in the twentieth century, and remains crucial to the study of Woodland Indian cultures. Sturtevant's Seminole work was complemented by research among the Iroquois that was also begun while a student at Yale. These experiences informed his advocacy in congressional testimony and other forums for federally unrecognized Indian groups.

Sturtevant was also general editor of the *Handbook of North American Indians*. Bearing the imprint of its editor, the thoroughness of the handbook has made it the essential resource for those interested in Native American societies.

Working throughout his career in museum contexts, Sturtevant was active in the fields of museum anthropology and the study of material culture. He advocated for the importance of museums to general anthropology and developed methods for anthropological museology. In 1979-1981, he served as president of the Council for Museum Anthropology and publisher of *Museum Anthropology*.

Sturtevant was an important participant in the development of ethnohistory as an interdisciplinary field of study. While an undergraduate, Sturtevant participated in an archaeological field school at Chaco Canyon and a UNAM summer school in Mexico City. These experiences contributed to his later interest in Spanish ethnohistorical sources, and he made significant contributions to the study of early encounters between Europeans and the peoples of the New World. He served as President of the American Society for Ethnohistory in 1965-1966 and his essays helped to solidify and frame this developing field. The confluence of such interests and his training also produced a commitment to the history of anthropology, an additional field with which he was engaged.

Sturtevant served as President of the Anthropological Society of Washington (1992-1993) and the American Ethnological Society (1977). He received numerous research grants and fellowships. Brown University awarded him the degree of L.H.D. in 1996. The Smithsonian's National Anthropological Archives will house his professional papers.

(From story by Jason Baird Jackson, Museum Anthropology)

Projects in Parks: Virgin Islands NP Hosts International Internship Program

Virgin Islands NP, situated on St. John Island, covers 12,908 acres. The park lands encompass the remains of an entire colonial system, made up of wharves; houses; plantations that were involved in the production of sugar cane, indigo, sugar cane, and other crops; and a variety of other historical features. Following the collapse of the plantation economy in the mid-19th century, the fields were abandoned and gradually reverted back to a natural growth of bush and forest, enveloping many of the buildings. Extensive vegetation covers many of the building remains on the park landscape, and roads and trails follow 18th-century cart roads to ruins of plantations built by Danish colonists in the 17-19th centuries. Many of the plantation ruins are found along the ridges of the north coast and in the valleys of the south coast. At least two thousand historic and prehistoric sites are located within the park boundaries.

In February, 2007, the Virgin Islands NP Cultural Resource Management Program began hosting a four month long international internship program focussing on the Danish occupation of the Virgin Islands. The program combines archival research in Denmark with archeological investigations at the Lameshur Plantation, a Danish plantation dating to the 18-19th century in the park. This internship program is a joint effort of the Saxo Institute Internship Program; University of Denmark Department of History; the NPS International Internship Program; the Virgin Islands NP; and the Friends of the Virgin Islands National Park, (a non-profit fund raising organization devoted to helping to preserve park cultural and natural resources). The general purpose of the internship is to give students training in historical research and on-site historical archeological fieldwork.

Two graduate students from the University of Copenhagen Saxo Institute, Jonas Moller Pedersen and Laura Thatt Jensen, were selected as interns. They work as a team in the archives and the park to carry out the internship project. Professional supervision of the project in Denmark is carried out by Professor Niklas Thode Jensen, with archival matters being addressed by Erik Gøbel. While the students work in the Danish National Archives, Signe Trolle Gronemann, who is an expert on the Danish West Indian archives, will assist the students in their daily archival work. On St. John, the students will be directed by the park's Cultural Resource Manger/Archeologist Ken Wild.

Bringing students to the landscape they have studied broadens their perspective, enhances their data, and ultimately results in reports that are more complete and detailed. At the same time, these historical researchers, with their unique archival perspective, enhance the park's knowledge of the resources and the ability to interpret these historic sites and their heritage to residents of St. John and the thousands of visitors that come each year to this national park.

Historical Background

The Virgin Islands were sighted by Columbus in 1493, and claimed for Spain. At the time of Columbus' exploration, the Virgin Islands were inhabited by indigenous Native Americans. The Taino Indians lived on the Virgin Islands for at least 1000 years before European contact. They left behind evidence of a vibrant culture, including petroglyphs, pottery figurines, ball courts, and domestic sites. Within decades of European contact, however, the Native American population on the islands disappeared, succumbing to violent conquest by the Spanish, enslavement, and diseases for which the Native Americans had no immunity.

Denmark claimed the Caribbean island of St. Thomas in 1665, with little resistance from Spain, and shortly thereafter began settling on the depopulated island. In 1718, the Danish government claimed St. John for Denmark. By 1728, ten years later, nine plantations were established between Caneel Bay and Cinnamon Bay, St. John Island (currently part of Virgin Islands NP). The major crop was sugar cane grown by enslaved labor.

In 1733 a starving enslaved population revolted, after a prolonged drought and a heavy hurricane season reduced food stores. Enslaved people held St. John for three months; order was finally restored by French troops stationed at Martinique.

The Danish tax rolls for St. John, kept since 1728, provide a window on the successes and failures of Danish plantations and plantation inhabitants. Almost 100 plantations on St. John tax rolls at the beginning of the 18th century consolidated to about 60 by 1780. Sugar cane continued to be an important crop, both for sugar and for rum.

By 1815, however, the number of plantations on the Danish tax rolls began to decline. The abolition of the transatlantic slave trade cut off plantation owners from a cheap source of labor. At the same time, outbreaks of yellow fever and small pox decreased the number of enslaved people in the Virgin Islands. Finally, the perfection of a process to extract sugar from sugar beets provided a competitive source of sugar for European countries.

The emancipation of the enslaved on St. John in 1848 was the death knell of the plantation system in the Danish West Indies. At the time of emancipation, only 15 out of the remaining 77 plantations were engaged in growing sugar cane; all relied on enslaved labor. The Danish government sold the Virgin Islands to the United States in 1917.

Archival Resources

Three fourths of the Virgin Island's written history is in Denmark. Danish written records begin in 1663, with the first attempt to settle the Virgin Islands. Danish tax and legal records for the Virgin Islands were kept for almost 200 years. After the sale of the islands, the majority of the West Indian records went to Denmark where there are approximately a mile of these records stored at the Danish National Archive Rigsarkivet. Analysis of these records has the potential to provide in depth information about the daily lives and challenges facing pioneer Danish inhabitants of plantations in the West Indies.

Lameshur Plantation in Virgin Islands NP

The Lameshur Plantation was originally four plantations that were surveyed during the 1720s. These estates were eventually consolidated into a single unit of production by 1740, producing mostly cotton. Between 1773 and 1784 some sugar cane was cultivated; a painting from this period shows that most of the estate had been cleared for cultivation. Sugar production was discontinued after 1858 and Lameshur plantation transitioned into raising stock. The first US Coast and Geodetic Survey recorded that, in 1919, most of the land was planted in either fruit or bay trees or in grass pasture for cattle. Cattle farming and

bay leaf harvesting ceased in the early 1950's and most of the plantation buildings fell into various stages of ruin.

The Internship Program

Historical Research

The internship begins with three months of archival research at the Danish National Archive Rigsarkivet. This historical research project will include collection and processing of archival material (transcription from gothic Danish), and translation into English. This last element is important because it is a central point of the internship that historical knowledge from Danish archives must be made available to the inhabitants of the US Virgin Islands. For the same reason the internship report will be in English.

Working with the project supervisors, Pedersen and Jensen have defined a series of questions to guide research in the National Archives. These questions frame an academic approach to historic research that will lead, through field investigations of the historic data, to a greater understanding of the cultural resources of the Virgin Islands National Park. The questions address social interaction, trade, and religion on four remote 18th century plantations in the Lameshur area, located on the south shore of St. John. In the process of addressing these questions, temporal data will be gathered on the inhabitants of the plantations, their social lifeways, their material possessions, the buildings they occupied, and the temporal development of the historic landscape.

Fieldwork

The archival research will be followed by a month of field investigations in the Virgin Islands National Park. At the Virgin Island NP, Jensen and Pedersen will use the historic research data they gathered in Denmark to identify and define features of the historic landscape, individuals on the landscape, and social interactions and activities that can be applied to specific locations and buildings. Bringing the students on site will give them a greater understanding of the geography and climate that will assist them in addressing broader social/geographic issues, such as the ways that St. John's topography and remoteness influenced the distribution of social status and structured networks among Euro- and Afrocaribbeans across the landscape.

The work on St. John will include comparing and identifying activity areas, historic structures, and the physical landscape as a whole to the historic record. This may, in certain areas, require vegetation clearing and surveying. To a large extent the field work will be directed by the data that Jensen and Pedersen obtain in the archives. Making direct connections will require field comparisons of the landscape to the documents and, if warranted, archaeological data recovery to correlate historic material remains and temporal data to individuals, buildings, and activity areas.

Archeological data recovery will depend on the archival data that the students obtain to address cultural resource assessment requirements as defined under Section 110 of the National Historic Preservation Act. Archeological testing driven by this historic data assists in: 1) confirming or defining temporal questions of the various features on the historic landscape; 2) confirming the presence of a significant individual as defined by artifacts they were recorded to have owned and; 3) the recovery of artifacts that denote specific activities identified in the historic record, but not apparent on the surface of the present landscape. The students will assist in this data recovery effort and in the comparison of the archaeological materials to the historic record.

Benefits of the Internship Program to Students

While working in the park the students, like all park cultural resource interns, will assist in a variety of activities that will give them a greater understanding of NPS policy and guidelines in the management of cultural resources. This will include park curatorial practices, and archeological field techniques, as well as laboratory methods and standards. Specific skills that will be undertaken include mapping (with GPS

and laser transits interfaced with computer software), NPS archeological excavation techniques and field recording guidelines, cataloging and museum work, artifact illustration, and object analysis. Each student also receives training in NPS computer database programs such as the Automated National Catalog System and the Archeological Sites Information Management System, GIS, and analysis programs. They will be exposed to various fields of study in the park, including, historians, historic architects, engineers, archaeologists, ethnographers, illustrators, photographers, curators, archivists, conservators, and volunteers in the management of resources. During their stay on St. John Jensen and Pederson will present their findings to the public on several occasions in lecture format, in the local media and through the web.

Schedule

The overall schedule for this international internship is as follows:

February 1, 2007 – May 3, 2007: Danish National Archive, Copenhagen, Denmark.

May 5 - June 1, 2007: Virgin Islands National Park.

July 2007: Final Report due.

The project is being funded by a variety of sources. The University of Copenhagen Saxo Institute is providing support staff and facilities in Denmark. The Danish government is providing the students with grant monies throughout the duration of the project for living expenses. The Virgin Islands NP will devote park staff, equipment, and lodging for the students while in the United States. The Friends of the Virgin Islands National Park are funding the students' travel, required insurance, vaccinations, and any other incidental project costs related to the successful completion of this project.

(Report contributed by Ken Wild)

Archeology E-Gram, distributed via e-mail on a regular basis, includes announcements about news, new publications, training opportunities, national and regional meetings, and other important goings-on related to public archeology in the National Park Service and other public agencies. Recipients are encouraged to forward *Archeology E-Grams* to colleagues and relevant mailing lists. Past issues of the *Archeology E-Gram* are available on the *Archeology E-Gram* webpage <http://inside.nps.gov/waso/custommenu.cfm?lv=3&prg=279&id=3867> on InsideNPS; and on the *News and Links* page <http://www.cr.nps.gov/archeology/public/news.htm> on the Archeology Program website.

Projects in Parks is a feature of the *Archeology E-Gram* that informs others about archeology-related projects in a national park. Prospective authors should review information about submitting photographs on the *Projects in Parks* webpage. The full reports are available on the *Projects in Parks* webpage <http://inside.nps.gov/waso/custommenu.cfm?lv=3&prg=279&id=3670> on InsideNPS; and through individual issues of the *Archeology E-Gram* on the on the *News and Links* page <http://www.cr.nps.gov/archeology/public/news.htm> on the Archeology Program website.

Contact: dca@nps.gov to contribute news items, stories for "Projects in Parks," and to subscribe.