



# Newsletter

A QUARTERLY PUBLICATION OF THE SOCIETY FOR HISTORICAL ARCHAEOLOGY

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## President's Corner

What has been one of the most intense years of my life is about to draw to a close, and I was tempted to use this space to highlight the SHA's achievements in 1999. But it doesn't seem quite right to consider the year "complete," as I sit and write in the middle of October. I think it will be more appropriate to discuss the year in review in the Spring issue of the *Newsletter*, to give all those who are working hard on projects the opportunity to complete them. Here I'd like to present you with some final thoughts relating to the growth and image of the organization. I want to challenge you to become more involved, not only in the daily work of the society but in promoting historical archaeology to outside audiences, both professional and public.

All of us are responsible, on some level, for the professional "health" of the SHA and of historical archaeology in general. We shouldn't expect to sit back and let others do this important work, which involves service to the discipline, the promotion of ethical behavior and high standards of performance, and outreach to other professional groups. Lead by example. In terms of service, you can become involved in the SHA by volunteering to serve on a committee or help with specific tasks, demanding accountability of the officers and board members, and bringing in new members. You can also promote historical archaeology in your workplace, whether you are employed as an archaeologist in government service, academia, or the private sector. Consider bringing your expertise as a historical archaeologist to other, related organizations. This can be accomplished in many ways, but the two most obvious means are to attend their meetings and

publish appropriate articles in their newsletters and journals (but don't stop submitting your work to *Historical Archaeology*!).

Earlier this year, the SHA Inter-Society Relations Committee (ISRC) spearheaded a symposium on historical archaeology at a landscape architecture meeting. In November, a joint ISRC–Membership Committee effort made it possible for the SHA to be represented by a small contingent at the American Anthropological Association meetings in Chicago, who presented papers and staffed an SHA table in the exhibit hall. Also in November, the SHA co-sponsored a day-long conference entitled "Commemoration, Conflict and the American Landscape." A final example is the society's participation with the Society for American Archaeology and other archaeological groups in an effort that explored public perceptions and attitudes about archaeology. I'll report on this in future issues of the *Newsletter*.

There are several things that come to mind when one thinks about professionalism and historical archaeology. As I mentioned in my first column this year, any historical archaeologist who is eligible to do so should submit an application to the Register of Professional Archaeologists (remember that application fees are waived through the end of 1999). In most cases, the application process is painless (see the Register's web site at <[www.rpanet.org](http://www.rpanet.org)> or access it through the SHA web site). Let historical archaeologists show the rest of the discipline that we take ethics and professionalism seriously and that we expect our colleagues to do so as well. Another

*Continued on page 2.*

# President's Corner

Continued from page 1.

tactic to increase the level of professionalism is to find a sympathetic ear in your State Historic Preservation Office, and do what you can (as an individual or as a group) to improve the quality of historical-archaeological work in your state. Finally, keep learning. Encourage anyone who might be interested to take one of the SHA-organized continuing-education workshops held just prior to the annual meeting each year, or take one yourself. Many

other organizations also provide continuing-education opportunities.

Equally important to historical archaeology are our efforts to communicate the value of what we do to the public. Each year, the SHA Public Education and Information Committee plans the public sessions that are held at the annual meeting. Members of that committee are also completing a feasibility study for a multimedia project (web site and book/CD-ROM

geared toward a popular audience) titled "Unlocking the Past." But public outreach need not be limited to the work of society committees. Why not write for the public? Not all of us have that talent, but those that do should avail themselves of the opportunity to reach an audience that often numbers many thousands of readers who are deeply interested in archaeology. Just think of a few of the messages that we could get across, such as the importance of preserving historical-archaeological resources, or how to better understand the complexities of global history since the Age of Exploration.

Let me give you a specific example of an excellent "target" magazine that presents archaeology to the public. At the fall meeting of the Arizona Archaeological Council, which focused on public education and archaeology, I was fortunate to visit with Jeff Leach, the editor-in-chief of the new bi-monthly magazine *Discovering Archaeology* (web site: [www.discoveringarchaeology.com](http://www.discoveringarchaeology.com)). One of my colleagues, Carol Ellick, who is head of Statistical Research, Inc.'s Public Programs Division, is a member of the magazine's editorial advisory board. Carol has been kind enough to share copies of the magazine with me, and I look forward to each new issue eagerly.

*Discovering Archaeology* contains editorials, letters to the editor, research and news, reviews of books and videos, well-researched features on current "hot" archaeological topics, great photographs, and a series of fascinating "mini" features and commentaries. To give you an idea, here are some titles from the September/October 1999 issue. A special feature section includes articles on Pleistocene extinctions, and another feature introduces the reader to the archaeology of ancient Scythian warriors of the Ukraine. The shorter "features" are also fascinating. "Exploits," written by W. L. Rathje (founder of the Garbage Project), details how famous archaeologist Carleton Coon hid mines from the Nazis by using donkey dung. Rathje also provides a provocative "Commentary" on outer space as the final archaeological frontier. In a column called "Profile," the reader is treated to an entertaining biographical sketch of Scotty MacNeish. A "Forum" piece by Anabel Ford discusses how some countries are using the past to preserve the future.

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1999

The Society for Historical Archaeology

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"Archive" spotlights a photo relating to the history of archaeology, in this case, the earliest explorations of the Sacred Cenote at Chichén Itzá. I guarantee that if you chose archaeology as a career for the same reasons I did, you won't be able to put this magazine down. (The inaugural issue of the large-print version of *Discovering Archaeology* came out in October 1999, and I've got to get my hands on a copy! It includes articles on German POWs in Texas, European Bog Bodies, and the Archaeology of Childhood.)

But there is one thing that could make *Discovering Archaeology* even better... During my conversation with the editor, I complimented him on the magazine. But of course I had to ask him why he hasn't included more on historical archaeology (the September/October issue does, however, have a piece on the *La Belle*). He said he would very much like to, but simply hasn't received many contacts about potential stories from historical archaeologists. Basically, what's required for a feature is a timely, interesting topic that has excellent graphics. The writing, while factual, should be geared toward the public. If you're interested in presenting your work to the public in this venue, contact Jeff Leach at [jleach@elp.rr.com](mailto:jleach@elp.rr.com) and see what comes of it.

In closing, I invite each of you to think about your research and decide how you can present it so that the public becomes engaged in historical archaeology. The public deserves to hear from us; after all, they are the ones who support much archaeological work through their tax dollars (whether that work is conducted as "pure" research or within heritage management contexts). What we write could give them a whole new perspective on archaeology. They might then get used to the fact that archaeologists are interested in history as well as prehistory. Please look around you and see what you can contribute to your profession and to the public. There are lots of ways to do it.

*Teresita Majewski*

### Election Results, 1999

President-elect: Douglas V. Armstrong, Secretary-Treasurer: Stephanie H. Rodeffer, Board of Directors: William Moss and Diana diZerga Wall, Nominations and Elections Committee: Barbara J. Heath and Sara Maschia, ACUA: John Broadwater, Anne Giesecke, and Pila Luna Erreguerena.

Total ballots tabulated 668, void ballots 10, total ballots received 673, total ballots mailed 1,928.

Robert Clouse was elected by the SHA Board of Directors to be the new Register of Professional Archaeologists (RPA) representative from SHA.

### Field School Listing, 2000

The Spring issue of the *SHA Newsletter* will contain a list of field schools in historical archaeology for the summer season, 2000. Send the Newsletter Editor relevant information—dates, costs, sites, etc.—by **January 14**.

### John L. Cotter Award in Historical Archaeology

The Society for Historical Archaeology is pleased to announce that the SHA Awards Committee has selected the first person to receive the new John L. Cotter Award in Historical Archaeology. The selection is:

**Paul R. Mullins,**  
*Indiana University-Purdue University, Indianapolis*

The Cotter Award will be presented to Mullins at the up-coming Banquet-Awards Ceremony in Quebec City, Canada. All attending SHA 2000 are invited to come to the ceremony.

## Images Of The Past

### Historical Archaeology and the Military 1971

Edward B. Jelks explaining his excavations on Constitution Island, at the Military Academy, West Point, New York, to General Knowlton, the Academy Superintendent. Jelks started the work on this Revolutionary War fortification site but in 1972 Pinky and Virginia Harrington took over the project. Ed Jelks (with Kathleen Gilmore) organized the January 1967 "International Conference on Historical Archaeology" in Dallas, Texas, that created the Society for Historical Archaeology. He served as the Second (1968) SHA President and in 1988 received the J.C. Harrington Medal.



# The Conference on Historical and Underwater Archaeology 2001

The Society for Historical Archaeology and the Advisory Council on Underwater Archaeology  
are pleased to announce the venue and theme of the 2001 conference:

Teach the Mind, Touch the Spirit

aboard the historic luxury liner  
Queen Mary, Long Beach, California  
Wednesday, January 10, 2001 through Saturday, January 13, 2001

## Call for Papers

Dear Colleagues,

For our first new millennium conference we have chosen a universal theme that is intended to unite us, one and all. We ask you to explore how we have been using education to help promote and advance our field of archaeology and how we will use education in the next millennium. This is a universal tool, one that permeates everything we do from the beginning of each project right through to the end. Education knows no regional boundaries, no cultural boundaries, no gender boundaries, no professional demarcation. Therefore, it is hard to conceive of a professional presentation that does not have an educational facet.

We are challenging all members to write their 2001 papers with education in mind. How have you used it in your research, your field work, your analysis, your presentation? We have structured the conference to look at education in context, in much the same way we look at an archaeological site. We have organized general themes in education for you to write your papers about and organize symposia around.

*Sheli O. Smith*

### *Thursday, 11 January 2001*

Historical Archaeology—A Millennium Retrospective  
Excavations and Education  
Collections and Education  
Global Alliances through Education  
Museums and Education

### *Friday, 12 January 2001*

Urban Archaeology—A Millennium Retrospective  
Research and Education  
Conservation and Education  
Technology and New Trends in Education  
Ship Reconstruction and Education  
Historical Site Restoration and Education

### *Saturday, 13 January 2001*

Underwater Archaeology—A Millennium Retrospective  
Archaeology in Our Schools  
Educating Avocational Archaeologists  
Public Outreach Programs  
Public Policy and Education

This call for papers is going out early so that we can all have a little more time to consider how education has motivated us and how we motivate others with it. However, we recognize that there is always late-breaking finds that deserve mention and space within the conference, so we have set aside time each day for short research reports.

Details for abstract submission are listed below. Please join us in making the first SHA conference of the millennium a milestone in our professional growth.

See you in Long Beach:

Sheli O. Smith, Conference Chair (sosmith@95net.com)

William B. Lees, Terrestrial Program Chair (wblees@aol.com)

Charles D. Beeker, Underwater Program Chair  
(cbeeker@indiana.edu)

Paul F. Hundley, International Program Chair  
(paulh@anmm.gov.au)

Laurel H. Breece, Local Arrangements Chair (lBreece@aol.com)

## Submission Details

**Presentation Options:** Members may contribute to the conference program through presentations in one or more of the following categories:

- **Major Theme Paper:** Major theme paper presentations include theoretical, methodological, or data synthesis that covers conference thematic subjects and are based upon completed research. Twenty minutes will be allotted for major theme paper presentations.
- **Thematic Symposium:** Thematic symposia are organized around four or more major theme papers. Symposia must have a discussant and a chair. Each symposium discussant will be allotted twenty minutes at the completion of the symposium to present the summation.
- **Research Reports:** Research reports present unsynthesized information regarding work in-progress. Presentors are allotted ten minutes for their report.
- **Media Presentations:** Media presentations include but are not limited to posters, free-standing displays, videos, multi-media kiosks, and demonstrations. Media presentations will be assembled on Wednesday and dismantled on Saturday afternoon after the conclusion of the conference.

**Abstract Construction:** Abstracts should not exceed 150 words. Abstract forms can be faxed or emailed if accompanied by a valid credit card number. Checks and hard copies via regular mail are also acceptable.

**Abstract Submittal:** Each contributor must submit a title, abstract, and pre-registration/abstract fee utilizing the form included in the newsletter or on the SHA web site ([www.sha.com](http://www.sha.com)). Students must submit a copy of a valid current student ID card (both sides) when submitting their abstract. Symposium Organizers must submit an abstract for the symposium (no fee), all individual paper abstracts and fees for the symposium, a list of order of presentation, and the name of the discussant. Major theme papers not submitted within a symposium format will be grouped within the conference themes, in so far as possible. Research papers will be assigned time slots in order of submission.

**Submission Eligibility & Restrictions:** You must be a paid member of the SHA to present a paper or poster. The only exemptions are scholars invited from other disciplines to participate in the conference. Contributors are limited to one major theme paper as a senior author. In addition, contributors may participate in; 1) a second major theme paper as a secondary author, 2) may present a research report, or 3) serve as symposium discussant.

**Submission Deadline:** May 31, 2000 Refunds for pre-registration/abstract fees will be available until October 1, 2000.

**Audio-Visual Equipment:** Standard carousel, slide projectors, overhead projectors, video/vcr setups, and hook-ups for laptop computer projections will be available. Audio-visual needs must be indicated on the submittal form to insure availability at the conference. Each conference room will have a lectern and laser pointer provided.

### Further Information:

Sheli O. Smith Conference Chair:  
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# SHA 2001 Conference on Historical & Underwater Archaeology

*Teach the Mind, Touch the Spirit*

QUEEN MARY Hotel  
January 10-13, 2001

*Abstract, Application for Papers, Symposia,  
Reports & Media Presentations*

*Submission Deadline May 31, 2000*

Presenter's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

- ☐ Major Theme Paper    ☐ Symposium    ☐ Research Report  
☐ Media Presentation    ☐ Terrestrial    ☐ Underwater    ☐ Either/Or

Paper Title: \_\_\_\_\_

- ☐ I would like my paper to be considered for inclusion in the 2001 Underwater Proceedings.

## *Major Theme Paper—Key Theme (check one):*

- ☐ Retrospective    ☐ Excavations & Ed    ☐ Collections & Ed  
☐ Global Alliances & Ed    ☐ Museums & Ed    ☐ Research & Ed  
☐ Conservation & Ed    ☐ Technology & Ed    ☐ Ship Reconstruction & Ed  
☐ Site Restoration & Ed    ☐ Archaeology in Schools    ☐ Avocational Ed  
☐ Public Outreach    ☐ Public Policy

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- ☐ I am a student. A copy of my student ID is attached.

## **Attach Abstract**

## **Send Completed Copy via:**

Email: sosmith@95net.com Sheli Smith

Fax: 562/290-0064

Regular Mail: 2001 SHA Conference, P.O. Box 2667, Long Beach, CA 90801

*I have read and by my signature, subscribe to the SHA ethics statement  
(see SHA Newsletter for March 1994, December 1994; March 1995):*

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## SHA Public Education And Information Committee

*Reported by  
James G. Gibb*

• Alexandria Fetes Archaeology: ALEXANDRIA, VA—"Oyez! Oyez! All persons shall take notice!" Dressed in reproduction colonial garb and wielding a very loud bell, the town crier drew the crowd's attention to the opening ceremony of Alexandria's heritage trail and the official opening of the Alexandria Archaeology Festival. "Welcome to Virginia's premier archaeology festival, a celebration of Alexandria's 250th anniversary year, Virginia Archaeology Month, and Alexandria Archaeology's Super Weekend," the crier barked from the steps of the 1751 Carlyle House. The surrounding yard was filled with tents and tables, archaeologists—professional and avocational—and their exhibits, games, and publications. With brief speeches by local politicians and bureaucrats, a variety of demonstrations, and recitals of 18th-century music, the scene had all the earmarks of a county fair. Is this public archaeology? Can archaeologists teach about the past and preservation in this carnival atmosphere? You betcha!

Pam Cressey's Alexandria Archaeology program organized the festival around the annual meeting of the Archeological Society of Virginia, taking advantage of a ready made audience (the professional and avocational conferees) and a broad range of regional archaeological agencies, historical organizations, and cultural resources management firms. These organizations set up exhibits, hands-on exercises and games, and offered informational brochures on everything from single site interpretations to careers in archaeology. Attendance figures are not available as of this writing, but the one estimate I heard was over 2000 visitors on that Saturday afternoon (09 October 1999).

No doubt some of the adults and children learned something about archaeology and about the past by watching demonstrations, viewing exhibits, or talking with one of the dozens of professional archaeologists in attendance. Exhibits touted some of the recent findings at the Northampton slave quarter in Prince George's

County, Maryland, the Washingtons' Mount Vernon, and Thomas Jefferson's Poplar Forest. Young children and older students stopped in at the SHA table to ask about careers in archaeology, and teachers and Boy Scout archaeology merit badge counselors took advantage of educational materials offered by the Society for American Archaeology. The most valuable aspect of the festival, however, and one that we never should neglect, was that it made visitors comfortable with archaeology and with archaeologists.

"You can't teach people until they are ready to learn," a museologist friend once told me. Alexandria Archaeology's festival helped make its visitors receptive to learning about archaeology and the past, giving them the opportunity to meet and talk with real live archaeologists and offering guided site and house tours, museum exhibits, and lectures. Whether or not guests walked away with some bit of knowledge is not as important as the fact that they had a positive experience, making them more receptive to learning about the past.

## Announcements

• **Journal of the Indian War:** The quarterly research publication *Journal of the Indian Wars* is published by Savas Publishing Company and distributed by Stackpole Books in North America and by Greenhill Books in Europe. If you'd like some specific information, our web page is at <[www.savaspublishing.com/JIW.html](http://www.savaspublishing.com/JIW.html)>. The journal prints Indian wars-related news, including archaeological news, on a regular basis. For example, we published Dr. William Lee's report on the historical archaeological survey of the Washita Battlefield National Historic Site and just published an interview with Dr. G. Michael Pratt, director of the Archaeological Laboratory at Heidelberg College and the excavator of the Fallen Timbers Battlefield. I would like to invite you to submit any relevant news for publication and to ask you to make others aware of our interest. The best way to get news to us is in copy-ready form pasted into e-mail (NOT attached to e-mail).

• **National Register of Historic Places:** The following archaeological properties were listed in the National Register of Historic Places during the third quarter of 1999. For a full list of National Register listings every week, check "The Weekly List" at <<http://www.cr.nps.gov/nr/shtnew.htm>>.

Idaho, Power County. *American Falls Archeological District*. Listed 7/1/99.

Iowa, Van Buren County. *Bonaparte Pottery Archeological District*. Listed 7/15/99.

Massachusetts, Berkshire County. *Richmond Furnace Historical and Archeological District*. Listed 8/31/99.

Mississippi, Clay County. *Waide Archeological Site*. Listed 7/27/99.

Mississippi, Leflore County. *Stratton Archeological Site*. Listed 7/28/99.

Missouri, McDonald County. *Pineville Site*. Listed 7/28/99.

New York, Livingstone County. *Tram Site*. Listed 9/9/99.

Pennsylvania, Franklin County. *Rock Hill Farm*. Listed 7/28/99.

Puerto Rico (Ball Court/Plaza Sites of Puerto Rico and the U.S. Virgin Islands NPS). *Palo Hincado Site* (Barranquitas municipality); *Callejones site* (Lares municipality). Listed 9/2/99.

Virginia, Charles City County. *Fort Pocahontas*. Listed 7/27/99.

Virginia, Manassas City. *Cannon Branch Fort*. Listed 8/26/99.

Wisconsin, Dunn County. *Upper Wakanda Park Mound Group*. Listed 7/8/99.

Wisconsin, Grant County (Late Woodland Stage in Archeological Region 8 MPS) *Wyahusing State Park Mounds Archeological District*. Listed 9/21/99.

Wisconsin, Monroe County. *Walczak-Wontor Quarry Pit Workshop*. Listed 7/8/99.

Wisconsin, Vernon County. *Upper Kickapoo Valley Prehistoric Archeological District*. Listed 9/24/99

[Reported by Barbara Little]

• **Discourse:** Submissions are now being accepted for *Discourse*, a peer-reviewed, four-field print journal featuring current work by graduate students across the globe. The Spring 2000 theme is food: foot getting, preparing, sharing, discarding, and other aspects of food and the human experience are all appropriate topics. Faunal research, privy studies, and kitchenware analyses are just some possibilities. *Discourse* encourages traditional manuscripts as well as additional texts such as dialogic essays, interviews or alternative

forms of communication. Deadline for Submission: December 7, 1999. Contact Discourse at: Discourse, Department of Anthropology, State University of New York at Buffalo, 380 MFAC Ellcott Complex, Buffalo, NY 14226-0005; via email: [anthro-discourse@acsu.buffalo.edu](mailto:anthro-discourse@acsu.buffalo.edu); or visit our website [[wings.buffalo.edu/anthropology/Discourse](http://wings.buffalo.edu/anthropology/Discourse)].

• **NPS Online:** The National Park Service has added a *Timeline on Public Archaeology in the United States*, some *Archeological Assistance Technical Briefs*, and *Abandoned Shipwreck Act Guidelines* to the Archeology and Ethnography Program's web site at <<http://www.cr.nps.gov/aad>>

The timeline lists significant events and achievements in United States archeology, beginning in 1794 when Thomas Jefferson directed the first controlled excavation and ending in 1990 when the Native American Graves Protection and Repatriation Act became law. The timeline is a great educational tool and invites readers to make suggestions about significant events and achievements to be added for the 1990-2000 decade. Check the timeline out at <[www.cr.nps.gov/aad/timeline/timeline.htm](http://www.cr.nps.gov/aad/timeline/timeline.htm)>

The online publications include many of the program's *Technical Briefs* that were published in the late 1930s and 1990s. Topics covered in the *Briefs* currently online include short-term site stabilization, archeology in the National Historic Landmark program, archeology in the public classroom, federal archeological contracting, legal background on archeological resources protection, managing archeological collections, state archeology weeks, and the civil prosecution process of archeological resources protection. Additional *Briefs* will be online in the future. Click on <[www.cr.nps.gov/aad/ae pubs.htm](http://www.cr.nps.gov/aad/ae pubs.htm)> to see the complete list of *Technical Briefs*.

In addition, the *Abandoned Shipwreck Act Guidelines*, published by the NPS in 1990 to assist state governments and federal agencies in developing and implementing shipwreck management programs, are now available online. Click on <[www.cr.nps.gov/aad/subcul.htm](http://www.cr.nps.gov/aad/subcul.htm)> to access the statute and the *Guidelines*.

[Reported by Michele C. Aubry]

• **The Potteries of Trenton Society (POTS):** Formed last year when a group of people with interest in the pottery industry of Trenton, New Jersey, met to discuss ways to gather, preserve, and distribute historical information concerning the industry. The group, which is currently in

the process of being incorporated as a non-profit organization, is made up of ceramic specialists, historians, archaeologists and others with an interest in the industry.

POTS' goal is to promote the study and appreciation of the ceramic industry in Trenton by gathering and preserving information related to the industry; sponsoring research projects, seminars and conferences; and promoting industry-related heritage tourism activities. The organization will be open for general membership in January and is looking for people who have some interest or connection with the pottery industry. Members will receive a quarterly newsletter, invitations to lectures and other sponsored events, and other information on the potteries. It will also give people with a similar interest the chance to interact and share information. Although membership is open to all who have an interest in the potteries, the group is especially interested in reaching out to the former pottery workers and their families.

### ***Underwater Archaeology—1999***

**Edited by Adriane Askins Neidinger  
and Matthew A. Russell**

***A Selection of 22 Maritime History &  
Nautical Archaeology Papers from the  
1999 SHA Conference on Historical  
and Underwater Archaeology  
Salt Lake City, Utah, USA***

**\$25.00 plus shipping and handling  
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on inside back cover**

**Other underwater archaeology titles  
from the SHA:**

#### ***Underwater Proceedings from the SHA Conference***

**1994—[Vancouver] edited by Robyn E.  
Woodward and Charles D. Moore  
(1994). \$17.50.**

**1995—[Washington] edited by Paul  
Forsythe Johnston (1995). \$20.00**

#### ***Underwater Archaeology***

**1998—Edited by Lawrence Babits,  
Catherine Fach, and Ryan Harris.  
\$25.00.**

**1997—Edited by Denise C. Lakey. \$25.00.**

**1996—Edited by Stephen R. James and  
Camille Stanley (1996). \$20.00.**

For membership information contact:  
Patricia A. Madrigal, Potteries of Trenton  
Society, c/o Hunter Research, 120 W. State  
Street, Trenton, NJ 08608 or email at  
madrigal@hunterresearch.com.

• **Internationalization:** The ideas of encouraging greater international attendance at all our respective conferences, and greater cross membership as well, are both good ones. However, I suspect that costs will be a problem with both areas for many people.

Nevertheless, you are all invited to join the Australasian Society for Historical Archaeology (ASHA), a bargain with a yearly membership fee of \$40 (Australian), \$25 (AUS) student, which entitles you to quarterly newsletters and an annual journal (contact info is below). Several of us ASHA folks will be in Quebec City, so watch for ASHA publications and membership forms in the publications room.

We also have an annual conference in September; next year, however, it will be held in November due to the Olympics. It rotates around Australia and New Zealand, and next year will be in Adelaide, South Australia, as a joint conference with the Australian Institute for Maritime Archaeology. In 2002 we are planning another joint ASHA/AIMA conference to take place on Norfolk Island, conveniently located in the middle of the Pacific Ocean and therefore much closer to all you Americans! Book early.

To take up this fabulous offer, please MAIL or fax (sorry, we haven't got a secure web-site) your name, address, telephone, email and CREDIT CARD details to: The Secretary, Australasian Society for Historical Archaeology, Box 220 Holme Building, University of Sydney, Sydney, New South Wales 2006, Australia; fax 61 2 9558 6618, and/or check out the ASHA web site through the University of Sydney: <<http://www.archaeology.usyd.edu.au/links/index.html>>.

## **Employment Opportunities**

*Reported by  
Sara F. Mascia*

Please send all correspondence for the Clearinghouse for Employment Opportunities to: Sara F. Mascia, Society for Historical Archaeology, P.O. Box 442, Tarrytown, NY 10591-0442. Telephone/FAX: 914/762-0773. DO NOT SEND Clearinghouse mail to the SHA offices.

• **Employers:** Please send a description of the position available noting any relevant requirements (e.g., regional experience, specialized skills). Copies of the description will be sent to qualified candidates on file with the Clearinghouse. An application deadline or notification once a job has been filled would be appreciated. If for any reason you do not want your position advertised in the *Newsletter* please note that at the top of your announcement. If a position must be filled immediately, please call and qualified prospects can be notified without delay.

• **Employment Seekers:** Please send one copy of your resume along with a cover letter including a daytime phone number, and any preferences such as the region,

duration of job, and type of position you are seeking to the above address. All resumes are placed on file and any job announcements that are received fitting your qualifications and requirements will be sent to you. It is up to you to respond to the notice, following normal or specified application procedures.

## **Job Opportunities**

• **Historic Mount Vernon** is seeking applications to fill the seasonal position of Field Assistant. Individuals are needed to participate in this summer's excavation program at the site of an 18th-century distillery. Constructed in 1797, the distillery was part of George Washington's gristmill complex, with five stills operating within the large (35 x 70 foot) structure. This summer's excavation continues a multi-year project designed to study the foundation and associated features for a proposed reconstruction. Under the direction of Mount Vernon staff, the field assistant carries out the full range of excavation procedures, as well as assists in supervising field school students and volunteers. Other responsibilities include artifact processing and public interpretation of the



fieldwork. Successful completion of a field school and classwork in archaeology is required. Additional archaeological field experience in the Chesapeake is preferred. Employment is during the summer of 2000, Monday through Friday, with some Saturdays.

Please send a resume and cover letter to: Esther C. White, Archaeologist, Mount Vernon Ladies' Association, Mount Vernon, VA 22121 703/8626, ewhite@mountvernon.org.

• **The Florida State University, Department of Anthropology**, invites applications for a tenure track underwater archaeologist at the assistant professor level for an individual specializing in shipwreck, nautical, or maritime archaeology starting in August of 2000. Requirements: Ph.D. in hand at time of application. Applicants should have an anthropological focus regarding ships and maritime activities, experience with magnetometry and sidescan sonar exploration, an ability to obtain grants and contracts, and conservation experience. While the geographical area of interest is open, the department of anthropology encourages applicants to address their vision of how to incorporate Florida's submerged cultural resource record in their job. Please submit a letter of application describing research and teaching history and interests, vita, as well as name, address, and phone number of 3 or more references to Dr. Michael K. Faught, Chair of the search committee, Department of Anthropology, Florida State University, Tallahassee, FL 32306-2150. Review of application materials will begin by December 1, 1999, but applications will be accepted until the position is filled.

• **The Hermitage**, Home of Andrew Jackson, announces a search for a new Director of Archaeology. We seek an individual who can provide leadership for an established program with a strong emphasis on both research and public interpretation. The overall focus of the position is on the management of the 700 acre property's archaeological resources and an on-site collection of 500,000+ artifacts assembled from thirty years of excavation. The job entails planning and supervision of all details of future excavation at the site; continued processing, cataloging, and research on the archaeological collections; publication and presentation of funds and interpretations to the public and to the professional archaeological community; assist-

ing the site's Executive Director in establishing research priorities; and collaboration with other staff on research, interpretive programs, exhibits, and fundraising.

Position responsibilities also include supervision of one full time staff member and selection and supervision of the summer excavation staff of two or three field and lab supervisors, eight to fifteen archaeology student interns, and an active group of volunteers.

Qualified candidates will have a PhD in anthropology or archaeology (ABD considered), preferably with a focus on American history sites; at least three to five years supervisory experience in similar settings; experience with computer data base systems; and good teamwork and interpersonal skills.

Candidates must be able to perform the heavy physical work of field excavation and must be able and willing to work in all weather conditions. Ideally, applicants should be prepared to start work no later than May 1, 2000 (earlier preferred) in order to begin a full-scale excavation project the following month.

The position is full time, permanent, with a full benefits package available, including vacation, sick, leave, medical/dental/disability, and a 401K retirement savings plan. Salary commensurate with experience.

Send letter of application, resume, writing samples, names of three references, and salary requirements to: Terry Kormoski, The Hermitage, 4580 Rachels Lane, Hermitage, TN 37076 by January 15, 2000.

A Hermitage representative will be available for informal discussions about the position at the Southeastern Archaeological Conference Annual Meeting in Pensacola in November 1999 and at the Society for Historical Archaeology Annual Meeting in Quebec City in January 2000. Informal inquiries about the position may also be directed to Larry McKee at Lmckeeherm@aol.com.

## Future Conferences/ Workshops

• **MESDA Announces Summer Institute in Early Southern History and Decorative Arts, June 25-July 21, 2000:** The Museum of Early Southern Decorative Arts (MESDA) and The University of North Carolina at Greensboro (UNCG) are offering a graduate summer institute from June 25 through July 21, 2000, focusing on southern history and southern decorative arts before 1820. The program is designed for graduate students and museum personnel interested in American history and material culture with the aim of giving participants the opportunity to study the decorative arts of the early South within a historical context. Enrollment will be limited to twenty students and the institute will be centered at MESDA in Winston-Salem, North Carolina.

The 2000 Institute will focus on the history and material culture of the early southern backcountry, including the piedmont and western regions of Maryland, Virginia, North and South Carolina and Georgia, as well as Tennessee and Kentucky. The program curriculum includes lectures, discussions, workshops, artifact studies, research projects, and field trips. Topics will include historical archaeology, artifact analysis, connoisseurship, research methods, conservation principles, and social and economic history. The faculty is composed of members of the staffs of MESDA and Old Salem, the University of North Carolina at Greensboro and several guest lecturers. Three hours of graduate credit in History are awarded through the University.

Persons who are graduate students in the fields of American history, material culture, American art, museum studies or related fields, and professionals in the museum, education or related fields are encouraged to apply. Application forms will be mailed in January. The deadline for applications is April 20, 2000. Persons interested in receiving information on tuition costs and application materials should contact Sally Gant, Summer Institute, MESDA, Post Office Box 10310, Winston-Salem, North Carolina 27108. TEL 336/721-7360; FAX 336/721-7367.

• **Call for Papers:** The Museum of Early Southern Decorative Arts (MESDA) and the MESDA/UNCG Summer Institute announce the second biennial Gordon Conference for the presentation of current re-

## Available SHA Publications

*Please use order form on inside back cover*

### Historical Archaeology

CD-ROM: Volume 1-23:2 (1969-1989) Issue Price: \$99.00 (Complete ... searchable; PC-compatible—Minimum: 486 with 8 Mb RAM)

Paper: Volume 24:1-32:4 (1990-1998) Issue Price: \$12.50 (Four issues per volume)

### Thematic Issues

- Volume 16:1-2—"The East Liverpool, Ohio, Pottery District: Identification of Manufacturers and Marks," by William C. Gates, Jr. and Dana E. Ormond. Published as single issue. \$25.00.
- Volume 24:4—"Historical Archaeology on Southern Plantations and Farms," edited by Charles E. Orser, Jr.
- Volume 25:4—"Gender in Historical Archaeology," edited by Donna J. Seifert.
- Volume 26:1—"The Archaeology of the Spanish Colonial and Mexican Republican Periods," edited by Paul Farnsworth and Jack S. Williams.
- Volume 26:3—"Meanings and Uses of Material Culture," edited by Barbara J. Little and Paul A. Shackel.
- Volume 26:4—"Advances in Underwater Archaeology," edited by J. Barto Arnold III.
- Volume 27:2—"Health, Sanitation, and Foodways in Historical Archaeology," edited by Joan H. Geismar and Meta F. Janowitz.
- Volume 28:2—"Washboards, Pigtoes, and Muckets: Historic Musseling in the Mississippi Watershed," edited by Cheryl Claassen.
- Volume 28:4—"An Archaeology of Harpers Ferry's Commercial and Residential District," edited by Paul A. Shackel and Susan E. Winter.
- Volume 29:3—"Reform, Respite, Ritual: An Archaeology of Institutions: The Magdalen Society of Philadelphia, 1800-1850," by Lu Ann De Cunzio.
- Volume 30:1—"Feeding Colonial Boston: A Zooarchaeological Study," by David B. Landon.
- Volume 31:1—"Diversity and Social Identity in Colonial Spanish America: Native American, African, and Hispanic Communities during the Middle Period," edited by Donna L. Ruhl and Kathleen Hoffman.
- Volume 31:3—"In the Realm of Politics, Prospects for Public Participation in African-American and Plantation Archaeology," edited by Carol McDavid and David W. Babson.
- Volume 32:1—"Archaeologists as Storytellers," edited by Adrian Praetzelis and Mary Praetzelis.

Volume 32:3—"Perspectives on the Archaeology of Colonial Boston: The Archaeology of the Central Artery/Tunnel Project, Boston, Massachusetts," edited by Charles D. Cheek.

Index: Volume 1-20 (1967-1968) \$7.50

### Special Publications Series

- No. 1—"A Descriptive Dictionary for 500 Years of Spanish-Tradition Ceramics [13th Through 18th Centuries]," by Florence C. Lister and Robert H. Lister (1976). \$7.50.
- No. 2—"Historical Archaeology and the Importance of Material Things," by Leland Ferguson (1977). \$7.50.
- No. 3—"Reconstructing Historic Subsistence with an Example from Sixteenth-Century Spanish Florida," by Elizabeth J. Reitz and C. Margaret Scarry (1985). \$10.00.
- No. 7—"The Hoff Store Site and Gold Rush Merchandise from San Francisco, California," edited by Allen G. Pastron and Eugene M. Hattori (1990). \$10.00.

### Readers in Historical Archaeology

"Approaches to Material Culture Research for Historical Archaeologists," compiled by George L. Miller, Olive R. Jones, Lester A. Ross, and Teresita Majewski (1991). \$20.00

### Guides to Historical Archaeological Literature

- No. 1—"The Archaeology of Spanish Colonialism in the Southeastern United States and the Caribbean: A Critical Bibliography," compiled by Charles R. Ewen (1990). \$6.00.
- No. 2—"The Archaeology of the African Diaspora in the Americas," compiled by Theresa A. Singleton and Mark D. Bograd (1995). \$10.00.
- No. 3—"The Archaeology of Spanish and Mexican Colonialism in the American Southwest," compiled by James E. Ayres (1995). \$15.00.
- No. 4—"The Archaeology of Sixteenth- and Seventeenth-Century British Colonization in the Caribbean, United States, and Canada," edited by Henry M. Miller, D. L. Hamilton, Nicholas Honerkamp, Steven R. Pendery, Peter E. Pope, and James A. Tuck (1996). \$15.00.
- No. 5—"The Archaeology of French Colonial North America English-French Edition," compiled by Gregory A. Waselkov (1997). \$20.00.

search and scholarship in the field of southern decorative arts and material culture. The conference will be held at MESDA in Winston-Salem, North Carolina, on October 7, 2000.

The object of the conference is to provide a forum for presentation and interaction with specific focus on the decorative arts and material culture of the early South from 1600 to 1850. Graduate students and scholars in American studies, decorative arts, architecture, African American studies, native American studies, art history, history, historic preservation, archaeology, anthropology, Southern studies, folk life, and other fields as they related to southern decorative arts and material culture are invited to submit proposals. Subjects that utilize an interdisciplinary approach to the study of material culture are also encouraged.

Deadline for proposals: February 1, 2000. Notification will be given by March 15, 2000. Send cover letter, curriculum vitae, two-page abstract, and one-page bibliography to: Gordon Conference, Attn: Sally Gant, Director of Education, The Museum of Early Southern Decorative Arts, P.O. Box 10310, Winston-Salem, NC 27108-0310. FAX 336/721-7367.

• **Africanisms in America: Places of Cultural Memory** is the core event of the large conference, "Africanisms in America: The Shared Heritage of Two Continents," which will be held in New Orleans, Louisiana, September 26-30, 2000. Related conference workshops and events will explore the myriad ways people of African descent have helped shape the Americas, including African influences on aspects of material culture and social history and the impact of African traditions on the arts and humanities. The conference is expected to draw historians, archeologists, sociologists, anthropologists, architects, landscape architects, preservationists, art practitioners and administrators, educators, policy makers, and community leaders, from the public and private sectors. Additional information on the conference is available by calling toll-free 1/888/358-8388 or by visiting the website: <www.africanismisinamerica.com>. Suggestions for related conference workshops and events may be made to the telephone number or on the website.

• **17th Annual CAI Visiting Scholar Conference** will be held on March 3-4, 2000, at Southern Illinois University at Carbondale. The conference will explore theoretical and methodological issues relating to

social power and power relations. For program and registration information contact Maria O'Donovan, Center for Archaeological Investigations, Southern Illinois University at Carbondale, Faner 3479, Mailcode 4527, Carbondale, IL 62901-4527; modonova@siu.edu, web: www.siu.edu/~cai/vs.htm.

• **Current Topics in Northeast Geoarchaeology: Glaciated Landscapes:** A symposium to be presented at the New York State Natural History Conference April 27 and 28, 2000.

Formerly glaciated terrains of northeastern North America present a wide variety of landscapes that effected the location, formation, and preservation of prehistoric archaeological sites. Many of these landscapes, such as simple till-covered uplands, have been little altered since the terminal stages of the Pleistocene. Other landscapes are more complex, for example, glacioluvial and glaciolacustrine valley floor environments that have undergone significant modification through Holocene alluvial and colluvial processes. This symposium is organized to address current geoarchaeological work in these glaciated landscapes. It will be presented in four sections. The first will present regional overviews of the geomorphology, paleoecology and prehistory of northeastern North America. The second will present geoarchaeological case studies in upland settings. The third will present geoarchaeological case studies in valley floor settings. The final section will consist of a panel discussion on the effects of changing post-Pleistocene landscapes on prehistoric settlement and archaeological site formation and preservation.

John P. Hart, Ph.D., RPA; Chair, Anthropological Survey; New York State Museum; 3122 Cultural Education Center; Albany, NY 12230; email jhart@mail.nysed.gov; phone 518/474-3895; fax 518/473-8496; <http://www.nysm.nysed.gov/archeology.html>.

## Current Publications

Reported by  
Vergil E. Noble

The following titles were received for review in *Historical Archaeology* during the past quarter. Authors or publishers should send books, CDs, videos, and other media to SHA Reviews Editor Vergil E. Noble at Midwest Archeological Center, National Park Service, Federal Building, Room 474, 100 Centennial Mall North, Lincoln, NE 68508. Please include information on price and availability.

### Burke, Heather

1999—*Meaning and Ideology in Historical Archaeology: Style, Social Identity, and Capitalism in an Australian Town*. Kluwer Academic/Plenum Publishers, New York. xiv + 276 pp., 88 figs., tables. Order from KA/PP, 233 Spring Street, 7th Floor, New York, NY 10013-1578, <www.wkap.nl>; \$79.95.

### Funari, Pedro Paulo A., Martin Hall, and Siân Jones, editors

1999—*Historical Archaeology: Back from the Edge*. Routledge, One World Archaeology 31, New York. xx + 350 pp., 87 figs., 6 tables. Order from: Routledge Customer Service, 7625 Empire Drive, Florence, KY 41042, <cserve@routledge-ny.com>, 1-800-634-7064; \$150.00 (\$225.00 CDN).

### Gaimster, David, editor

1999—*Maiolica in the North: The Archaeology of Tin-Glazed Earthenware in North-West Europe, c. 1500-1600*. British Museum, Occasional Paper No. 12, London. vi + 188 pp. Order from: The British Museum Co., Ltd. 46 Bloomsbury Street, London WC1B 3QQ, England; £25 paper.

### Grenville, Jane, editor

1999—*Managing the Historic Rural Landscape*. Routledge, NY. xvi + 179 pp., 23 figs., 3 tables. Order from: Routledge Customer Service, 7625 Empire Drive, Florence, KY 41042, <cserve@routledge-ny.com>, 1-800-634-7064; \$90.00 (\$135.00 CDN), \$27.99 (\$39.99 CDN) paper.

### Hess, Catherine

1999—*Maiolica in the Making: The Gentili/Barnabei Archive*. Getty Research Institute for the History of Art and Humanities, Los Angeles. 196 pp., 110 figs. (20 color). Order from Getty Trust Publications, 1200 Getty Center Drive, Suite 500, Los Angeles, CA 90049-1682, 1-800-223-3431, <www.getty.edu/publications>; \$39.95 paper.

### Hunter, John, and Ian Ralston

1999—*The Archaeology of Britain: An Introduction*. xiv + 328 pp., 147 figs. Order from: Routledge Customer Service, 7625 Empire Drive, Florence, KY 41042, <cserve@routledge-ny.com>, 1-800-634-7064; \$100.00 (\$150.00 CDN), \$32.99 (\$49.99 CDN) paper.

### Lydon, Jane

1999—*Many Inventions: The Chinese in the Rocks, 1890-1930*. Monash Publications in History, Department of History, Monash University, Clayton, Victoria 3168, Australia. xxii + 276 pp., 54 figs., 17 apps. Order from: Ms. Wendy Perkins, Dept. of History, Monash University, Clayton, Vic 3168, Aus, <wendy.perkins@arts.monash.edu.au>; \$19.95 (AUS)

### Schiffer, Michael Brian, with Andrea R. Miller

1999—*The Material Life of Human Beings: Artifacts, Behavior, and Communication*. Routledge, NY. xi + 158 pp. Order from: Routledge Customer Service, 7625 Empire Drive, Florence, KY 41042, <cserve@routledge-ny.com>, 1-800-634-7064; \$65.00 (\$98.00 CDN), \$19.99 (\$29.99 CDN) paper.

### Singleton, Theresa A., editor

1999—*"I, too, Am America": Archaeological Studies of African-American Life*. University Press of Virginia, Charlottesville. 57 figs., 7 tables. Order: University Press of Virginia, Box 3608, University Station, Charlottesville, VA 22903; 1-800-831-3406, <upressva@virginia.edu>; \$59.50.

# Teaching Historical Archaeology—Special Reports

## Teaching Historical Archaeology—Introduction

*Edited by Marlesa A. Gray  
Chair, Academic and Professional  
Training Committee*

Over the course of the past several years, there has been a growing consensus that it is time for educational reform in the field of archaeology. The explosion of employment opportunities in cultural resource management, rapidly changing technologies, and a fundamental shift in the way that students approach their educational goals have all led to a greater awareness that educational reform must now occur. The Academic and Professional Training

Committee of The Society for Historical Archaeology has joined the Society of American Archaeology and the American Cultural Resources Association in promoting a dialogue about educational reform. The following five articles are part of that dialogue. The first paper, by Bender and Smith, summarizes the results of a workshop on curriculum reform sponsored by the Society of American Archaeology in Wakulla Springs, Florida, in 1998. The following three papers were presented at the 1999 SAA annual meetings, in Chicago, IL. George S. Smith and Susan J. Bender, co-chairs of the SAA workshop, have gra-

ciously allowed the SHA permission to use these articles. The fifth article is written by a current graduate student member of SHA, and demonstrates clearly the proactive approach to education that many students are now taking.

Over the course of the next year, the Education Committee of the American Cultural Resources Association will be producing a series of model job descriptions and required skill sets needed for successful employment in the field of CRM. It is hoped that these documents, combined with the following papers, will serve as the basis for revising curricula to better meet the needs of the CRM profession.

## The SHA Supports The Workshop On Teaching Archaeology In The 21st Century: Promoting A National Dialogue On Curricula Reform

*Reported by  
Susan J. Bender and George S. Smith*

*Sponsored By: The National Park Service—  
Southeast Archeological Center and  
Archeology and Ethnography Program,  
Bureau of Reclamation, and the National  
Association of State Archaeologists*

*With Support From: The American  
Anthropological Association, Archaeological  
Institute of America, Canadian  
Archaeological Association, and the Society  
for Historical Archaeology*

On February 5-8, 1998 a group of 24 professional archaeologists met at Wakulla Springs, Florida to explore and discuss the skills, knowledge, and abilities required for archaeologists to meet the challenges of the 21st Century. The workshop built upon discussions and recommendations from the 1989 (SAA 1990) and 1994 (SAA 1995) Society for American Archaeology "Save the Past for the Future" working conferences; the 1995 SAA forum on "Restructuring American Archaeology and the resulting conference on "Renewing our National Archaeological Program" (Lipe and Redman 1996); the 1995 "Professional Choice, Public Responsibility" symposium held at the Chacmool Conference in Calgary, Alberta (Bender 1995), and the 1997 conference entitled "Changing Career

Paths and Archaeological Training" sponsored by the Professional Archaeologists of New York City (Schuldenrein 1998a, 1998b). The consensus from all these gatherings was that archaeology has changed considerably in the latter part of the 20th century and that many students were not receiving the education and training needed to compete and successfully perform many of the jobs currently available to archaeologists entering the profession.

As a result of this situation many government agencies and private archaeological firms have called for increased education and training. They report that students are not prepared for jobs that require understanding and application of historic preservation laws, ethics, cultural resource management field strategies, resource evaluation, National Register evaluations, proposal writing, personnel management, and business practices (Blanton 1995). Others have stressed the need for instruction in public relations; writing for the public; working with landowners, developers, governmental officials, teachers and students in grades K-12; promoting cultural diversity; understanding current educational methods and trends; protecting archaeological resources; stabilizing sites; and working with Native Americans and avocational archaeology groups to prepare our students to interact effectively with a changing professional context (Fagan 1994;

Lynott and Wylie 1995; McManamon 1991; SAA 1995; Smith et al. 1995; White and Weisman 1995; and others). Therefore, it is critical to the profession that academic departments have curricula that meet the requirements of the profession and current career opportunities. It is abundantly clear that professional archaeologists today and for the foreseeable future will be interacting with many publics. Archaeology majors will need to be given the opportunity to take courses that introduce them to the players and system, as well as the business, legal, and ethical issues of contemporary archaeology. With this in mind the workshop on "Teaching Archaeology in the 21st Century" was convened.

As originally conceived, the workshop was to concentrate on enhancing undergraduate and graduate education and training in public archaeology and cultural resource management. While keeping these concerns central to our discussions, the assembled workshop participants soon realized that they were embedded in a larger disciplinary agenda. That is, while the social, political, and employment contexts of practicing archaeology have changed enormously over the last 20 years, curricular structure and content have been relatively unaltered. Because SAA's ethics statement (Lynott and Wylie 1995; Lynott 1997) provides a succinct summary of the contexts that must be addressed in con-

temporary archaeological practice, our conversations quickly organized around the ethical principles' implications for curricular reform. What emerged ultimately from the Wakulla Springs workshop, then, was a context for thinking about "Teaching Archaeology in the 21st Century" based on these broader concerns. The following summarizes the impetus, implementation, and future directions set forth by the Wakulla Springs Workshop.

The Professional Involvement workgroup at the Save the Past for the Future II Working Conference (SAA 1995) first identified the need for a workshop addressing national curricular reform in archaeology. As they envisioned the workshop, it would be the first in a series of initiatives that would encourage academic departments to teach public archaeology and cultural resource management at various points in their curricula. The reasons for undertaking this task seemed compelling to the workgroup. Not only are more archaeology graduates employed in applied rather than academic positions, but systematic education in these areas would surely go far toward creating a cohort of educated citizens sensitive to the need for protecting the nation's threatened archaeological resources.

Planning for the workshop thus began in 1996. One of our major concerns right from the beginning was to assemble a group of archaeologists who would be representative of the diverse stakeholders in such curricular change, the teachers and future employers of our students. Conference participants were thus drawn from the ranks of diverse faculty—at community colleges, 4-year liberal arts colleges, and university departments of anthropology (both public and private). Similarly, potential employers were represented by professionals practicing archaeology in federal, state, and local agencies, as well as in consulting firms—either for profit or affiliated with a university department. Moreover, representatives from the American Anthropological Association, Archaeological Institute of America, Society for Historical Archaeology, and the American Cultural Resources Association were invited to encourage dialogue beyond the boundaries of the SAA membership. We were sure that meaningful reform could proceed only from a dialogue in which the wide variety of practicing archaeologists could see their concerns represented.

Our discussions at Wakulla Springs were framed by two important initiatives preceding the workshop. First, partici-

pants drafted position papers responding to issues implied by our perspective on curricular reform. These papers were then circulated in advance of the workshop to all participants, and they helped define important themes for discussions. Specifically, they indicated that our first task would be to reach agreement on the core principles for curricular reform, in light of a widespread sense that in general, current curricula do not contain many of the important issues affecting archaeological practice. Moreover, the papers revealed that the task must be accomplished in a format that responded to the needs and constraints of a diverse profession without privileging or stereotyping any one sector. Our second pre-workshop initiative was to survey departments of anthropology in order to assess levels of interest in and impediments to the type of curricular reform we were contemplating. Perhaps the most important result of this survey was that it provided a sense that a majority of the responding departments (ca. 1/3 of all departments listed in the *AAA Guide to Departments of Anthropology*) were interested in integrating training in applied archaeology into their curricula if they did not already do so.

Workshop discussions thus began by defining principles for curricular reform. The following statement prepared by the Undergraduate Education Work Group provides an explicit rationale for the principles we adopted:

During the past two decades, archaeological practice has been transformed by forces both internal and external to the profession. These transformations include a blurring of the distinction between prehistoric and historic archaeology, a growth of the market in antiquities accompanied by unprecedented site destruction, the threatening of our archaeological heritage by construction and development activities, the implementation of cultural resource legislation and the subsequent growth of the cultural resource management profession, the passage of legislation regulating access to human burials and artifact collections, and heightened popular interest in archaeology including the growing interest of descendant communities in their archaeological pasts.

These forces have required archaeologists to develop new skills and ethical principles for professional practice. The aim of this document [and the workshop as a whole] is to identify these new skills and principles and to suggest how they might be included in a modified undergraduate [graduate

and post graduate/professional development] curriculum in archaeology.

Having reached agreement on what the rationale for change was, participants' attention turned to identifying specific principles for curricular reform. Here SAA's ethical principles were quickly adopted as an organizing framework (Lynott and Wylie 1995; Lynott 1997), because—as already noted—they provide the most succinct and encompassing statement of the contexts to which archaeological practice must respond in the 21st century. In addition, workshop participants recognized that a number of the skills that should be fostered through curricular reform were clearly imbedded in the traditions of liberal arts education (e.g., written and oral education and values clarification), and we sought to underscore those, seeing them as a powerful rationale for curricular reform. In the end, our intensive and wide-ranging discussions condensed to the following principles for curricular reform:

- **Stewardship:** The archaeology curriculum fosters stewardship by making explicit the nonrenewable nature of archaeological resources and their associated documentation.
- **Diverse Pasts:** The archaeology curriculum makes students aware that archaeologists no longer have exclusive rights to the past, but that various publics have a stake in the past. Diverse groups—such as descendant communities; state, local, and federal agencies; and others—compete for and have vested interests in the nonrenewable resources of the past.
- **Social Relevance:** If archaeology's is to be justified as a discipline—in terms of both public support and interest—then we must effectively articulate the ways in which we can use the past to help students think productively about the present and the future.
- **Ethics and Values:** The articulation of ethics and values are seen as the sign of growth and maturation in the profession. The eight SAA Principles of Archaeological Ethics are fundamental to how archaeologists conduct themselves in relation to the resources, their data, their colleagues, and the public. The linking of these principles to specific points within the curriculum will provide students with a



basic foundation when establishing their interest in the study of cultural resources.

- **Written and Oral Communication:** Archaeology depends on the understanding and support of the public. For this to occur, archaeologists must communicate their goals, results and recommendations clearly and effectively. Archaeology training must incorporate training and frequent practice in logical thinking as well as written and oral presentation.
- **Basic Archaeological Skills:** Students planning on a career in archaeology must have mastered a set of basic cognitive and methodological skills that enable them to operate effectively in the field and laboratory contexts. These skills must span the range of basic professional responsibility: excavation, analysis, report writing, and long term curation.

Having agreed on these principles, workshop participants were then divided into three workgroups, each of which was charged with envisioning how the principles might be suffused throughout the curriculum to create a new learning environment for students. Each of the groups was charged with a discrete area of reform: undergraduate education, graduate education, and post graduate education/professional development. The latter group was impeded because we recognized that at least two sectors of the profession would need to be served as a result of the reform being contemplated: the faculty who will teach the new curricular elements and professionals currently practicing in applied jobs who may not have had the opportunity to keep abreast of the fields' rapidly changing sociopolitical and technological contexts. Each group produced statements that outlined what a revised curriculum might look like in light of the specified principles, and each statement was subject to review and discussion by all workshop participants to insure a consistent approach and representative content.

During our closing session, workshop participants turned their attention to strategies for encouraging discipline-wide engagement for curricular reform, now conceptualized as "Teaching Archaeology in the 21st Century." We agreed that a critical feature of this process would be to foster discussion as widely as possible among practicing archaeologists and to encourage

feedback on our comments. This report is a first step in that process, and it will be followed in upcoming *Bulletin* issues by more detailed work group reports dealing with undergraduate and graduate education and post graduate education/professional development as they apply to curricula reform. In addition, we plan to make presentations and reports to the governing bodies of those organizations supporting the workshop as well as place parallel articles in their communications to membership. We plan to garner feedback on these reports through electronic communication (to be described in an upcoming *Bulletin* article) and via a forum on "Teaching Archaeology in the 21st Century" scheduled for the 1999 annual meeting of the SAA.

The SAA's Board of Directors has in the meantime created an oversight group for all of these activities, entitled "Task Force on Curriculum. You can review the Task Force's membership on the SAA's web page. We encourage everyone to communicate your ideas about the work we've undertaken either directly to members of the Task Force, via our soon to be posted electronic bulletin board, or at the forum scheduled for the Chicago SAA meetings.

Several participants in the Wakulla Springs Workshop remarked at the end of our February session that our initiative and efforts have the potential to change the contours of archaeological practice in the U.S. We hope that this remark was not hyperbole born of the excitement of three remarkably productive days of discussion. We hope, rather, that it is predictive and that we will all contribute to reshaping our educational and ultimately disciplinary practice. This can only occur within the context of a national dialogue.

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# Teaching Archaeology In The 21st Century: Thoughts On Undergraduate Education

Hester A. Davis, Jeffrey H. Altschul, Judith Bense, Elizabeth M. Brumfiel, Shereen Lerner, James J. Miller, Vincas P. Steponaitis, and Joe Watkins

*[Paper prepared by the Undergraduate Education Work Group (Hester A. Davis, chair) at the SAA Workshop on "Teaching Archaeology in the 21st Century" held at Wakulla Springs, Florida, February 5-8, 1998, George S. Smith and Susan J. Bender Workshop co-chairs. See SAA Bulletin 16(5) for a discussion of the workshop.]*

## Introduction

During the past two decades archaeological practice has been transformed by forces both internal and external to the profession. This has required archaeologists to develop new skills and ethical principles for the practice of archaeology in all its applications. In order to prepare archaeologists for the challenges of the 21st century it is critical that these ethical principles be infused into the undergraduate curriculum, enhanced at the graduate level, and continued as part of post graduate education and professional development. Given the charge of the Undergraduate Education Work Group this paper addresses the undergraduate curriculum.

## Principles for a Renewed Archaeology Curriculum

Principles, as discussed here, reflect the SAA's Principles of Archaeological Ethics. These principles are: 1) Foster stewardship by making explicit the proposition that archaeological resources are nonrenewable and finite; 2) Foster understanding that archaeological remains are endowed with meaning and that archaeologists are not the sole proprietors or arbitrators of that meaning because there are diverse interests in the past that archaeologists study. Archaeologists, therefore, share their knowledge with many diverse audiences and engage these audiences in defining the meaning and direction of their projects; 3) Recognize diverse interests in the past; 4) Promote awareness of the social relevance of archaeological data and its interpretations; 5) Infuse the curriculum with professional ethics and values

that frame archaeological practice; 6) Develop fundamental liberal arts skills in written and oral communication, and computer literacy; and 7) Develop fundamental disciplinary skills in fieldwork and laboratory analysis and promote effective learning via the incorporation of problem solving, either through case studies or internships.

## Stewardship

In considering archaeological resources, students need to understand the nonrenewable nature of archaeological sites and associated material. The information content of such material and value of the data in interpreting and understanding human behavior should be emphasized. Once the information has been removed from the ground, whether through archaeological excavation or as a result of looting, development, erosion, or other processes, the site itself is gone. When archaeological investigations are conducted, the information from the ground is transformed into archaeological data in the form of collections, records, and reports that are used to interpret and explain the past.

As part of this discussion, the damage caused by looting sites and trafficking artifacts should be presented in the context of the loss of information and ability to interpret the data. Examples of looted sites such as Slack Farms or the impact of vandalism on many sites in the Southwest can be discussed. Students can evaluate the loss of information that has occurred as a result of these actions and what can now never be learned about these sites and the people who occupied them.

A third part of the discussion is explaining the conservation ethic i.e., how can the past be preserved. Once students understand the value of the resources and their fragile nature, they need to examine methods of conservation. Conservation, or the wise use of resources, can include stabilizing an archaeological site, preserving it in place, excavation, or promoting public understanding of the information content of the resources through site development and interpretation. Examples of sites that have been the focus of conservation methods can be discussed (e.g., those developed sites such as Cahokia or Mesa Verde; ongoing site interpretation such as at Alex-

andria; site protection through Site Stewards). In addition, it should also be noted that as part of the movement toward conservation, in recent years there has been an increase in the employment of archaeologists as cultural resource managers. This segment of the profession, now comprising nearly half of all employed archaeologists, emphasizes stewardship of the archaeological record. As part of this responsibility, archaeologists now work with many different publics to communicate the value and importance of archaeological data. Again, as part of this discussion, and appropriate for more advanced courses would be a discussion of preservation laws such as the National Historic Preservation Act, Archaeological Resources Protection Act, and Native American Graves Protection and Repatriation Act.

## Diverse Interests

In presenting archaeology courses to undergraduate students, the instructor should make students aware that archaeologists no longer have exclusive rights to the past, but that various publics have a stake in the past. No one truly "owns" the past; rather we all share common roots in that past which bear different fruits. Diverse groups such as descendant communities, state, local and federal agencies; and others (salvers, "metal detectors") compete for and have vested interests in the nonrenewable resources of the past. Students must also be made aware of basic preservation laws so that they may gain an understanding of the importance archaeology places on the protection of our common heritage. They should also be made aware that relationships can be enhanced through the development of partnerships with these diverse groups. By examining the ways that the products of the past have been used to further political and national interests, students can also be made aware of the social implications of our discipline. By recognizing that our differing views rise from common roots, we can understand the relationships we share, extend our influence beyond our individual reach, and unite to attain our common goals.

## *Social Relevance*

If we are to justify archaeology's existence as a discipline—in terms of both public support and public interest—then we must effectively articulate the ways in which it benefits our society. In the past, archaeologists considered these benefits to be self-evident. Teachers simply presented the “substance” of our field and assumed that students would intuitively see its value. But this complacent view can no longer govern the way archaeology is taught. Given the existence of diverse interests in the past (some of which may prefer to see archaeology disappear), those of us who teach archaeology in the 21st century must convey to our students why *we* believe that archaeology is important.

One way to convey archaeology's relevance to today's students is to highlight ways in which we can use the past to help us think productively about the present and the future. As we teach archaeology, particularly in introductory and large-enrollment courses, it is essential that we show our students how understandings gained from archaeology may be relevant to the issues we face today. For convenience, we may call this approach “Lessons from the Past.” Here are some examples:

- Discussing the role of environment on the development of past societies, including the effects of environmental degradation.

- Discussing the history and role of warfare in relation to politics, economy, and other historical circumstances.

- Discussing the history of cities and urban life, and the many forms these took in the past.

- Discussing how archaeological techniques can be applied directly in matters of public policy and the law, such as in the case of forensic studies (Bosnia) and the University of Arizona's “Garbage Project.”

- Discussing past systems of social inequality, and drawing connections to and contrasts with the present.

- Discussing the history of human health and disease.

## *Professional Ethics and Values*

Articulation of ethics and values are seen as a sign of growth and maturation of our profession. The eight SAA Principles of

Archeological Practice are fundamental to how archeologists conduct themselves in relation to the resources, their data, their colleagues, and the public. The linking of these principles to specific lecture topics, or as individual lectures, will provide students with a basic foundation when establishing their interest in the study of cultural resources. The ROPA Code of Ethics and Standards of Research Performance are a more detailed set of ethical behaviors relative to the specific practice of research. These statements provide direction and foundation for the practice of field archaeology and its consequences and as such should be incorporated into presentations in upper division classes.

## *Communication*

Archaeology depends on the understanding and support of the public. For this to occur, archaeologists must communicate their goals, results, and their recommendations clearly and effectively. Archaeology education must incorporate frequent training and practice in logical thinking as well as written and oral presentation. For any non-specialist audience, jargon inhibits understanding and makes it less likely that archaeological goals will be understood and supported. An archaeologist must be able to make a clear and convincing argument in public as well as professional contexts based on the analysis and interpretation of relevant information. Effective communication also includes mastery of standard tools like computers and the Internet, as well as the ability to interact cooperatively and effectively with others involved in producing a product or reaching a decision.

## *Basic Archaeological Skills*

Students planning a career in archaeology need to have mastered a set of basic skills. At a conceptual level, these involve the ability to make pertinent observations of the archaeological record, to record and describe these observations, and to draw appropriate inferences. Skills include basic principles of surveying and cartography (e.g., map making and reading), stratigraphy (e.g., ability to draw accurately and interpret a soil profile), archaeological methods (e.g., ability to complete field and laboratory forms), database management (e.g., ability to create and use data tables), and technical writing (e.g., ability to write artifact, feature, and site descriptions).

## *Real World Problem Solving*

One of the most difficult things for undergraduates to do is to connect the classroom world and the real world. Helping students make this transition in the context of course work often drives home the main points and demonstrates applicability to their lives and professions. The essence of the “real world problem solving” is flexibility and grounding in the basics of archaeology. Students can be exposed to problem solving through classroom examples and observations of real situations. An important aspect of reality is communicating that archaeology is one of *many* interests that must be reconciled for projects to be completed successfully. Having students attend a session or meeting of a descendant population where archaeology is discussed will be an eye-opener. It is our public service responsibility as professors of archaeology to demonstrate through examples and assignments a basic understanding of how business, politics and local community or bureaucracy works, as well as fostering an understanding of preservation laws, and regulations. Archaeology outside the academy is usually done when it is part of a solution to a problem in construction and development, a disputed location of something, or planning to avoid a problem in the future. One way to expose students to this process is to have them attend a routine local city or county commission meeting or have politician lecture to the class about the political process.

## *Recommendations for the Undergraduate Curriculum: Embedding the Principles in Existing Curricula*

Curricula can be revised effectively and efficiently simply by embedding the principles above in existing course structures. To assist in planning revision of this type, standard undergraduate courses and their audiences (target students) are identified and matched below. This information is then summarized in tabular form (Table 1), along with information on which ethical principles can or should be introduced in which course contexts. Suggestions then follow for specific topics appropriate for teaching each principle to particular target audiences. (See Table)

**Table: Cross-tabulation of Standard Undergraduate Courses,  
Principles Appropriate for Introduction in Each Course, and Target Student Audiences**

	STEWARDSHIP	DIVERSE INTERESTS	SOCIAL RELEVANCE	PROFESSIONAL ETHICS & VALUES	COMMUNICATION	BASIC ARCHAEOLOGICAL SKILLS	REAL WORLD PROBLEM SOLVING	TARGET STUDENTS*
Introductory Anthropology	X							1, 2
Introductory Courses	X							1, 2, 3
Cultural Anthropology								
Bioanthropology Linguistics								
World Archaeology	X	X	X					1, 2, 3
Area Archaeology	X	X	X					1, 2, 3
Archaeological Method and Theory	X	X		X	X	X	X	1, 2, 3
Principles of Archeology	X	X		X	X		X	2, 3
Archaeological Field School		X		X	X	X	X	3
Archaeological Laboratory Methods				X	X	X		3
Internships				X	X	X	X	3

\* 1. Non-majors (1 course); 2. Anthropology Majors (that go into another profession); 3. Archaeology Track Majors (that go to graduate school in archaeology)

#### **Suggested Topics:**

Stewardship  
 Looters and Trafficking  
 Conservation Ethic  
 Non-Renewable Resource  
 Diverse Interests  
 Different Views of Past  
 Partnerships (collaboration with many groups)  
 Public Involvement (reporting results)  
 Politics Uses of the Past (nation building)  
 Social Relevance (lessons from the past)  
 Garbage  
 Population Dynamics  
 Environmental History  
 Systems of Social Inequality  
 Warfare  
 Health/Disease  
 Professional Ethics and Values  
 Principles of Archaeological Ethics  
 Preservation Law

#### **Communication**

Clear writing (implied clear thinking)  
 Clear speaking (implied clear thinking)  
 Public Speaking  
 Computer Literacy  
 Basic Archaeological Skills  
 Observations skill (inferential skills)  
 Basic map skills (scales, contours)  
 Organize and assess data  
 Knowledge of the law  
 Description (one step above field description)

#### **Real World Problem Solving**

Professional Responsibilities and Accountability  
 Archaeopolitics (know the players and process)  
 Citizenship (civics)  
 How business works  
 Legal and regulatory (know the rules)

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# Teaching Archaeology In The 21st Century: Thoughts On Graduate Education

Mark J. Lynott, David G. Anderson, Glen H. Doran, Ricardo J. Elia, Maria Franklin, K. Anne Pyburn, Joseph Schuldenrein, and Dean R. Snow

[Paper prepared by the Graduate Education Work Group (Mark J. Lynott chair) at the SAA Workshop on "Teaching Archaeology in the 21st Century, held at Wakulla Springs, Florida, February 5-8, 1998, George S. Smith and Susan J. Bender Workshop co-chairs. See SAA Bulletin 16(5) for a discussion of the workshop.]

## *The Graduate Program*

Our workshop participants are in agreement that we must instill more rigorous requirements at the graduate level as many practicing archaeologists complete their degree work with the MA level. At present, archaeologists with an MA in particular have an enormous impact on the resources and their management, and how archaeology is viewed by people outside of the profession. These recommendations are therefore directed both at MA and PhD programs. The recommendations we are offering represent the essential standards in knowledge, skills and abilities for the graduate studies in historical and prehistoric archaeology.

We were mindful that some doctoral programs do not build upon masters degree programs and might not even provide for the granting of the MA degree during the course of doctoral study. We believe that in these cases the earlier portion of the doctoral program should be enhanced along the lines recommended here for stand-alone MA programs. We note that those seeking doctoral training and careers as professors at research universities will inevitably be called upon to provide instruction to students whose own careers will require the elements we regard as essential in a graduate program.

There is strong sentiment that an individual should demonstrate competency in research and writing through the completion of an MA thesis, PhD dissertation, or equivalents. Successful completion of these original research projects demonstrate that a student is prepared to conduct independent research, participate in the management of significant archaeo-

logical resources, and evaluate the research and contributions of colleagues and peers.

It is imperative that students receive instruction and training on ethics and professionalism in archaeology throughout the graduate program. Discussion of ethical principles, codes, and policies as published by the Society for American Archaeology, Society of Professional Archaeologists/Register of Professional Archaeologists, Archaeological Institute of America, and the Society for Historical Archaeology should be incorporated into course work wherever possible. This training should convey the finite and non-renewable nature of archaeological resources and the threat to archaeological resources from development and illegal antiquities trade. Graduate training in archaeology should emphasize the stewardship responsibility of professional archaeologists as identified in the Principles of Archaeological Ethics (Society for American Archaeology).

## *Undergraduate Prerequisites*

**Three Sub-field Background at a Minimum.** Before entering into a graduate program, students must develop a strong, well rounded background in anthropology with course work in archaeology, cultural anthropology, and physical anthropology. Training in these subfields of anthropology are needed to give students the background necessary to begin graduate program specialization in archaeology.

**Areal Specialization in Archaeology.** At least one course that specializes in the archaeology of a particular area or region is required. It is highly recommended that students complete a course in North American archaeology. This is required in many hiring programs for federal employment, and will prove useful to people who pursue a career in cultural resource management, or in teaching students about cultural resource management.

**Field Experience.** Prior to entering a graduate program in archaeology, students should participate in some field research experience. Traditionally, undergraduate students were offered field schools in archaeological methods. More recently, students have been able to gain field experience through paid positions associated with cultural resource management projects. Either alternative is acceptable as long as students develop an un-

derstanding of the methods associated with archaeological fieldwork.

**Method and Theory.** Undergraduate experience should include course work that exposes students to the relationship between research methods and archaeological theory. This might include courses in the History of Anthropology/Archaeology, quantitative or qualitative analysis, or lithic and ceramic analysis.

**Foreign Language Competency.** Undergraduate students should develop competency in at least one foreign language that might be useful in graduate student research. Competency in a second language is also useful in developing an appreciation for cultural diversity.

**Archaeology as a Profession.** Public knowledge about archaeology is often developed from headline stories, movies, and books that portray archaeologists as adventurers and treasure hunters. It is recommended that undergraduate students be offered some formal instruction that would help them understand professional and employment opportunities in archaeology. Students should be introduced to the ethical policies developed by the Society for American Archaeology, Society for Professional Archaeologists/Register of Professional Archaeologists, Archaeological Institute of America, and the Society for Historical Archaeology.

## *Graduate Core Competencies*

**Minimally a core course (other than archaeology) in one of the sub-disciplines of anthropology.** Programs may require more than one core course in the sub-disciplines of anthropology, but a minimum of one is required to maintain an understanding of archaeology's role in the anthropology.

**Ethics, Law and Professionalism.** Formal training in laws and government regulations that pertain to archaeology is essential, and should be taught in association with archaeological ethics. Courses should provide students with an introduction to the ethical issues that face the archaeological profession, and an understanding between ethical and legal conduct. The purpose of the course should be to develop an understanding of professionalism among archaeology students, and introduce students to the types of "real world" problem solving which is now often associated with all aspects of archaeology.



**Method and Theory.** Graduate students should complete advanced coursework in archaeological method and theory. Students should receive formal training in development of research designs, hypothesis testing, data collection, etc. This training is intended to provide students with a basis for designing their own research, and for evaluating the research of colleagues.

**Statistics.** All graduate students in archaeology must develop an understanding of quantitative methods and the use of statistics in archaeological research. This represent a basic skill needed for archaeological research.

**Broad-based Field Experience.** It is essential that all graduate students participate in formally supervised field research that teaches them basic skills (e.g. mapping, photography, survey, sampling, data recording, and record keeping). Students should be taught the non-renewable nature of archaeological resources, and the destructive nature of archaeological research. The concept of problem-oriented research that only selects field methods that only use that portion of the archaeological record which is needed to solve the problem is encouraged. It is also encouraged that students be exposed to non-destructive research techniques like geophysical surveys (e.g. magnetometer, soil

resistance meter, soil conductivity meter, ground penetrating radar).

**Survey Course of Archaeological Sciences.** Students should receive formal instruction in application of non-archaeological sciences to the study of archaeological resources and research problems. Students should receive basic training in a wide range of possible research areas, including but not limited to faunal and floral analysis, soils and stratigraphic analysis, geophysical survey methods, archaeological dating techniques, isotope analysis of human bones, and ceramic compositional analysis.

**Cultural Resource Management and Preservation.** The management and study of archaeological resources as mandated by law and regulations has become a major part of archaeology. Students should be exposed to the contemporary practice of cultural resource management through case studies or internship experience associated with "real world problem solving".

#### *Statement Regarding the PhD Degree*

The PhD degree is an advanced graduate degree that recognizes specialized research achievement beyond the master's level. We anticipate that doctoral programs will continue to expect additional courses

in subjects such as statistics, specialized seminars, and an additional language or research skill. PhD programs should be structured to recognize the special expertise in oral and written communication skills required by the visibility of educators and the directors of research projects. Thus, we envision that the PhD provides for the enhanced training in the aforementioned areas as well as a specific research focus. The PhD must continue to involve production of a doctoral dissertation, which might in some circumstances obviate the need for a master's thesis at an earlier stage of graduate study.

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## Teaching Archaeology In The 21st Century: Thoughts On Post Graduate Education/Professional Development

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### **Introduction**

Recognizing that the Principles of Archaeological Ethics adopted by SAA provide a framework for archaeological practice in

a rapidly changing world, archaeologists must ensure that they have the adequate training and experience necessary to conduct their work. Given the rapidly changing sociopolitical and technological context in which archaeologists practice, it is incumbent on the profession to identify and develop opportunities for all professional archaeologists to acquire, maintain and update their knowledge and skills. To encourage all practicing archaeologists to see themselves as lifelong learners, the professional societies must encourage through various incentives the participation of their members in continuing education opportunities. These opportunities may include courses, workshops, plenary and other sessions at annual meetings, publications, and guides to resources. The professional development opportunities should be rigorous and continually evaluated and updated to be consistent with the guidelines

offered by the ethical principles and "best practices" identified by the discipline.

### **Principles for Ongoing Professional Development**

All practicing archaeologists should have access to continuing education opportunities. The target audience includes teaching faculty, cultural resource managers, contract archaeologists, archaeological technicians, public interpreters, and archaeology educators, as well as professionals in related fields of research, teaching, decision making and resource management. Professionals in diverse work settings require access to continuing studies opportunities in a variety of formats including courses, workshops, symposia, on-line seminars, moderated list-serves, resource guides, case studies, booklets, and other publications. Development of the resources to meet

these needs will require the participation of many educational institutions and professional organizations, especially those willing to take an entrepreneurial approach.

Some preliminary steps to facilitate the development of continuing education opportunities can be taken. These include compiling information on existing workshops, classes and educational resources including publications, web sites, and videos, and evaluating their appropriateness for professional development. Another step is the identification of mechanisms to deliver professional development opportunities via collaborative efforts involving professional societies such as SAA, SHA, AIA, SOPA/ROPA, and credit-giving institutions. The executive boards of professional societies and organizers of conferences and meetings should be enlisted to encourage participation in these learning opportunities.

Access to resource materials is an important component of professional development. This includes both dissemination of information about existing materials and development of new resources. Work group participants cited the need for cultural resource management texts, collections of case studies, on-line syntheses of federal regulations, and a source book for archaeology—a sort of “Whole Earth” catalog for archaeologists. Current issues in such areas as public education, sociopolitics, and ethnography could be addressed in a series of booklets or pamphlets, as well as through regular electronic communication. Increased access to unpublished reports and other gray literature should be promoted on a state-by-state basis, with on-line availability of technical titles bibliographies as a first step.

#### *Principles of Archaeological Ethics as a Framework for Learning*

While the potential audience for professional development is broad and the formats are multiple, the work group concluded that the Principles of Archaeological Ethics, adopted by the SAA Executive Board in 1995, provide a unifying set of themes for post-graduate education. The eight principles address stewardship, accountability, commercialization, public education and outreach, intellectual property, public reporting and publication, records and preservation, and training and resources. The following section states the core concept of each principle and lists examples of the relevant professional development needs and opportunities.

**Stewardship**—All archaeologists must work for the long-term conservation and protection of the irreplaceable archaeological record by practicing and promoting stewardship.

The overarching stewardship principle should be supported by a broadly defined set of continuing education opportunities that enhance archaeologists' abilities to promote widespread participation in preservation issues by the public and professionals alike. These should address archaeological ethics, law, and professionalism in a manner similar to that discussed in the report of the Graduate Education Work Group under “graduate core competencies.” Laws should be addressed on both a national and a state-by-state basis, including providing accessible and updated information about laws and compliance issues, as well as state-based workshops on laws for target audiences, including contractors, resource managers, and archaeologists.

Within the professional societies, plenary sessions and forums should address the theoretical and applied contexts of the principles. The work group also recommends that as part of the profession's ongoing reflection and development in light of the overarching stewardship principle, there should be strong encouragement of thesis and dissertation research based on archival collections rather than excavation. Workshops and other training sessions to facilitate such research and its supervision are highly recommended.

**Accountability**—Responsible archaeological research requires public accountability and active consultation with affected groups.

Seminars on partnerships, lobbying, and consultation practices might address advocacy with politicians, developers, and others controlling and affecting the resource base. Relationships with ethnographic and affected communities should be addressed in relation to theoretical contexts of project design as well as all aspects of communication and consultation. Workshops and interactive courses on conflict resolution, management skills, and human relations should be offered.

**Commercialization**—Archaeologists should discourage and avoid activities that enhance the commercial value of archaeological objects and contribute to site destruction.

There is a general need for access to case studies and information on looting and prosecutions related to the archaeological

record. Short courses on international laws and agreements and ethical issues related to the antiquities trade, museum and private collections, and specialized areas such as shipwrecks would be valuable. Continuing education also should address popular images and public perceptions of archaeology as a treasure hunt.

**Public Education and Outreach**—Archaeologists should participate in cooperative efforts with others to improve the preservation and interpretation of the record by enlisting public support and communicating interpretations of the past.

Training to improve communication skills, including technical and popular writing, is an important area to address through workshops, distance learning, and making available writing guides with examples. Working with the media includes developing skills in producing a media kit and discussing complex issues in clear and simple language.

Emphasis should continue to be placed on working with elementary and secondary teachers and other educators. Information about existing resource lists, resource exhibits, and workshops at annual meetings should be widely disseminated and targeted to all archaeological professionals. Federal and state agencies and other organizations with public education programs, including museums and parks, should be encouraged to enhance their outreach to archaeologists in all areas of the profession.

**Intellectual Property**—The knowledge and documents created through the study of archaeological resources are part of the archaeological record and must be made available to others within a reasonable time.

Among the continuing education needs in this area is the availability of case studies to illustrate the need for this principle. Relevant information would include guides to the proper use of archaeological archives and databases, copyright laws, and proper citations, including electronic formats. Guidelines for proper paper presentations and ethnographic ethics and courtesy would make valuable contributions to the continuing education of professional archaeologists.

**Public Reporting and Publication**—Archaeologists must present knowledge gained from investigation of the archaeological record to interested publics in timely and accessible forms.

Topics for workshops and guidebooks include technical writing with clarity, ethical issues in public presentation of archaeological information, and developing programs, displays, and popular publications from technical information. Professional development in this area relates closely to Principle No. 4, Public Education and Outreach.

**Records and Preservation**—Archaeologists should work actively for the preservation, responsible use, and accessibility of archaeological collections, records, and reports.

Professional development needs include curation and collections management of materials and records. Needed resource materials include technical guides and bibliographies, case studies of good and bad collections management. Efforts should include awareness raising and strategies for preserving the records and reports of archaeologists who retire or leave the profession.

**Training and Resources**—Archaeologists must have adequate training, experience, facilities, and other support necessary to conduct research in accordance with the foregoing principles.

Continuing studies offerings must provide opportunities to gain specialized training or expertise related to job responsibilities. They should also address changes in laws, technologies and archaeological practices. Maintaining the expectation of staying up-to-date in these areas, and having the means to do it are as important for the professor of undergraduate and graduate students as for the field archaeologist and lab technician.

An additional component addressed by the work group was the need for self-evaluation to include writing a personal mission statement vis a vis the Principles and the documentation of skills through resume writing. This self-reflection should be mirrored by a protocol for evaluation of the workplace. A model of such evaluation might be developed and presented via the SAA Bulletin or sessions at annual meetings.

### Conclusion

The Post-Graduate Education/Professional Development Work Group promotes the development of a wide range of continuing education opportunities for all professional archaeologists as a way to keep abreast of new research and teaching strat-

egies and technologies, and changing laws and practices in the field. The SAA Principles of Archaeological Ethics provides an organizing framework for maintaining professional competencies in archaeological practice for the twenty-first century.

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## How To Take Responsibility For Your Professional Future

*by Mechelle L. Kerns, MA  
Historical Archaeologist, The Lost Towns of  
Anne Arundel Project*

Have you ever been asked what you do for a living? Does it lead to more than a one-word response? It does for me. I feel that I not only have to explain my job, but how I ended up in such a place. I am lucky. I ended up with a career I love.

In a profession marred with romantic images of Indiana Jones, many do not understand what *historical archaeologists* do, and how they do it. Have you heard? how did you learn that, anyway?? Well, for me it was a long and winding road. I would think that many of us have traveled the same route. If you can follow the path, it will likely lead to a rewarding and interesting career.

I started as an Ancient Studies major at Salisbury State University in Maryland. Archaeology classes were not an option, yet in all of my ancient history classes, archaeol-

ogy was the vehicle to the past. All of the past cultures, cities, and momentous events were discovered through archaeology and reported to us, students, via the historic record as it was pieced together by historians, anthropologists and the like. They offered up the past in its entire splendor.

Even without a proper archaeology class I was hooked. What could be better than studying the past with the goal of preserving and interpreting it for future generations? I think this is the job description I will give in the future when asked, ?What do you do for a living?? I will say, ?Well, I help preserve the past for future generations of humankind so that they might better understand the complexities of culture and life in past times.? Sounds good, huh?

But, back to my saga, a transfer later (to the University of Maryland Baltimore County) my history classes led to archaeology, art history, underwater archaeology, and anthropology. As a declared Ancient

Studies major, I took an internship with a public history project that studied, of all things, early American colonial history. My BA led to an MA (in Historical Studies) that led to another internship in underwater archaeology. My internship experiences resulted in professional conferences and professional contacts that helped me shape my goals. It even got me a real job! I am now about to embark on a Ph.D. in post-medieval archaeology (University of St Andrews-Scotland) in a program that is strongly tied to underwater and maritime research; all of this from a history class. Who would have guessed?

But with all seriousness, this is not the easiest profession to get into, not to mention succeed in. Did I mention the scarcity of historical archaeology specific programs? So how do you do it? Well, the following are some things I did, observed others doing, or wish I did to assure a place in this profession. Many of these hints are commonsensical, but I feel work ethic is

taught. I had some good teachers. These hints are directed to under-graduates or fresh graduate students. I hope they prove insightful and, above all, helpful.

### *Attend a Field School*

Field schools are important for learning techniques and methods. They can also help you immerse yourself in the archaeology ?culture? by working side-by-side with your mentors. A field school is an important step to securing a future in archaeology.

### *Intern*

Find a project you are interested in, an archaeologist whose work you respect, and ask ?Can I learn from you and supply free labor?? Chances are you will hear ?yes.? Many academic programs encourage and support internships and reward them with academic credit. You may even end-up with some financial compensation, but it will be a pittance as compared to the true value of the experience.

### *Volunteer*

Many programs and project use volunteers in field and lab work. This can help build contacts as well as skills.

Pay attention and learn, do not just go through the motions

If you going to be there, volunteering or interning, (or anywhere in life) make it count.

### *Read*

Read what you don't know and open your mind to the knowledge available from those around you, especially in an internship setting. As an archaeologist, books, journal articles, and archaeological reports will be some of your most important tools. Compile bibliographies and notes on what you have read and studied. They will be important tools in future research.

### *Get a good mentor*

If you have an advisor that is uninterested, find another one! Students need support and guidance. Help yourself by employing the experience and knowledge of others.

### *Learn enough to be employable and flexible*

Specialties are great, but they can sometimes be limiting. The best specialty one can have is the ability to learn and adapt

to be able to contribute where you are needed. You can specialize when you are a tenured professor.

### *Take all the classes you can*

And then read what is on the reading list. Also, take workshops, go to lectures and immerse yourself in a pattern of learning. It is one of the most important parts of this profession. You can always learn something new that will help you be a better archaeologist.

### *Do not do it if you do not like it*

You have to love archaeology and history. The two disciplines work together. You have to like dirt under your nails, a good farmer's tan, reading, writing, and arithmetic. If you have to ask yourself if you really like what the profession will entail, change your major.

If you want to get rich and will not be happy otherwise, run like the wind!

This is a profession based in the love of the past and the search for the subtleties that make the past come to life. This is a profession that is deeply rooted in academic pursuits. If you choose to become an archaeologist, you will always be learning and hopefully contributing to the understanding of the past. You will be rich with knowledge and the joy that comes from a well-loved profession. Six figures will not be in the cards.

### *Learn how to be organized and meticulous*

A sloppy and careless archaeologist can ruin the past for everyone. Sloppy work is useless and a futile exercise in laziness. Take care to apply the scientific premise of "reproducibility." Other archaeologists, professors, and students are going to read your notes, drawing, and reports. Make sure to make it count.

### *Make your own opportunities*

I once heard a field-tech complain about how much she got paid. Field-techs get paid what field-techs get paid. It is part of the process. If you do nothing to assure you will not be a field-tech forever, you will be. Just as in all professions, improve and expand your skills and you will succeed and advance.

### *Learn the right stuff*

Historical archaeology is a human science of culture. Take your anthropology and scientific classes, but also learn how to write and how to do historical research. Anthropological theory is important, but if you are unable to articulate your thoughts or make your field notes tell the story of the past, you have wasted your time. Digging is only the tip of the iceberg. Have the skills to make it all make sense.

### *Do not stop*

Graduate school is hard work, do not make it harder. If you want to be an archaeologist, do not graduate and work at a bank for three years. Keep going while your academic and professional contacts are strong, and while your mind and back are up to the task.

### *Be a team player*

Archaeology is a team sport and everyone must work together to produce the past from notes and research. You can learn more from your colleagues than you ever thought possible.

Well, I hope someone found some tidbit that may be helpful. Set your goals and find out how others managed to meet theirs. There is nothing better than the feeling of a job well done in a career that is well loved. May you find your niche.

## Northeast

*Reported by  
David Starbuck*

### Connecticut

• **Bentley Locust:** For the past two summers John Pfeiffer of Wesleyan University's Graduate Liberal Studies Program, with the sponsorship of the Branford Historical Society, has directed excavations at a possible Dutch fort site in Indian Neck, a residential neighborhood on Connecticut's coastline. The initial documentary evidence that led to the site was a 1760s' notation by Ezra Stiles of the "Dutch Fort" at Totoket, the name he used for the Native American reservation in Branford, CT. Archival evidence in town records refers to a Dutch presence in the same general area during the 1640s. The 17th century Blau map of the Connecticut shoreline, complete with islands, bays, and channel land marks, appears to indicate, also, a possible Dutch landing in this area.

While archaeological findings are preliminary, there is a very strong evidence of a Dutch presence, artifacts related to the early 17th or late 16th century, and features indicating perimeter earthworks as well as interior structures. A daub outline of one structure was carefully uncovered and a possible raised hearth feature was discerned and sampled. A box-like, clay-lined feature, possibly a water storage basin, has been noted. The recovered artifacts include wrought iron nails, beads, ceramics, lead shot/musket balls, a possible pike, a copper-alloy button, and columellae for making wampum.

To date, six sherds of an unknown ceramic type have been recovered. The cross-mended sherds have a carefully painted and stylistically complex exterior surface. Its interior is undecorated and moderately rough. The paste of the clay is fine with a faint sign of mica. In some respects the sherd has affinity with Majolica and it has been suggested that this vessel is of Spanish origin.

The ceramics are shown on the Bentley Locust web site <<http://www.mohawk.net/~dpope/bentleylocust.html#A>>, and the project directors would appreciate any feedback that might aid in the identification of this ware.

### New York

• **Albany:** A full scale archaeological survey was conducted in downtown Albany in the summer of 1999 by Hartgen Archaeological Associates, Inc. of Troy, New York. The project mitigated the proposed impact of a new parking structure on buried archaeological deposits and was supported by the State University Construction Fund. The project area included an entire city block, which was divided into eight smaller research areas. These areas were mechanically stripped of overburden and fill to expose numerous features from Albany's nearly four hundred year history.

The majority of the site was in the Hudson River, historically known as the Albany Basin. Only the westernmost part of the site was on fast land; here along the original Hudson River shoreline the earliest feature was found. This was a 180 foot section of a vertical timber palisade line dating to the 1750s. During the French and Indian War, the citizens of Albany became fearful of an attack by the advancing French and constructed the palisade to protect the city. Although truncated by later development, the palisade was remarkably well preserved. Two smaller defensive features composed of horizontally laid timbers possibly dating to the late 17th century were also unearthed.

The palisade was dismantled following the French and Indian War, and Albany subsequently developed into a true port city replete with numerous docks and wharves. During the excavations a sequence of docks dating from the 1760s, 1770s, and 1780s was exposed, thus detailing the evolution of waterfront construction techniques and styles. The succession of wharves reclaimed land towards the main channel of the Hudson River where ships of deeper draft could dock. Each new dock effectively capped the preceding one, preserving it beneath tons of earthen fill. Recovered artifacts associated with the waterfront include wooden belaying pins, fishing tackle, and a boathook. In addition, large volumes of domestic waste discarded into the river were collected.

In the 19th century the docks were replaced by numerous warehouses, mills, and stores. Many of the remains of these structures were documented, including the well preserved basement of a mid-19th century warehouse with intact wooden floors. Other 19th century features in-

cluded stone and brick drains, eleven privies, three cisterns, and a stone well. Several of the privies and the stone well contained enormous quantities of artifacts.

The artifact assemblage collected from the site evidences Albany's multi-cultural past. Artifacts associated with Albany's Native American population include trade goods such as a brass projectile point, glass beads, and wampum beads in various stages of production. Dutch artifacts include decorative Delft tiles, early kaolin tobacco pipes, pan tiles, Roemer glass, and yellow bricks. Later British influence can be documented with sherds of English ceramics, coins, bottles, and kaolin tobacco pipes. Early Americana was found in the form of Revolutionary War buttons and Articles of Confederation coins.

The large sample of well preserved wooden timbers from the 17th, 18th, and 19th centuries provides an opportunity for a dendrochronology study. Paul Krusic, University of New Hampshire, is currently examining the tree rings from more than 50 samples to date these features and reconstruct the environmental conditions in and around Albany during the colonial period. Joel Grossman assisted in documenting the large, detailed wooden features with photogrammetry. In addition, Ron Aarts of Cyra Technologies, Inc. provided a detailed 3-D model of the site captured in virtual reality with a laser scanner.

Due to the highly visible nature of the site in downtown Albany the excavations aroused great public interest. More than 3000 people, as well as several school groups, took advantage of the public education program. Further public education events are planned in the form of lecture series and artifact exhibits in local museums and institutions.

### New Jersey

• **Salvage Archaeology at the Newberry-Curtis Burying Ground, Manasquan:** In February and March of 1999, the Cultural Resource Consulting Group (CRCG) carried out salvage excavations at the Newberry-Curtis Burying Ground in Manasquan, Monmouth County, New Jersey. This family cemetery was established in the late 18th century and is clearly depicted on a property map drawn in 1834. The last interment occurred in the late 19th century. The burying ground is located roughly half a mile west of the Atlantic



Ocean on what was once the Newberry-Curtis farm. Today the property is located in downtown Manasquan.

This study began when human skeletal remains were accidentally discovered during construction sponsored by Sprint International Corporation for a trans-Atlantic fiber-optic cable terminal located in Manasquan. Local residents and Curtis descendants, William and Judy Fury, contacted Richard Veit from the Department of History and Anthropology at Monmouth University to determine an appropriate method for investigating the undisturbed portions of the site. Based on their discussions, a plan was developed for archaeologically testing what remained of the site, analyzing the skeletal remains, and ensuring their reburial.

Archaeological fieldwork was co-directed by Charles Bello and Richard Veit, with a crew of eight individuals. The majority of the cemetery had been disturbed by construction activities before the excavation began. Nonetheless, the Furys and the construction workers had retrieved a sample of skeletal material. A total of 104 bones were present, nearly all of which could be identified. Preservation ranged from excellent to quite poor. This variation was likely due to the acidity of the site's sandy soils, the age of the individuals at interment, and the length of time the skeletons were buried before discovery.

Although the skeletal elements were mixed, crania and long bones predominated in the assemblage. This undoubtedly reflects the recovery methods employed on site prior to the beginning of the archaeological study. Simply put, large, well-preserved bones are more easily recognizable and are therefore more likely to be saved by a well-intentioned observer.

Identification and analysis of the skeletal remains was carried out by Richard Veit at the Neary-Quinn Funeral Home in Manasquan. A minimum of seven individuals are represented in the assemblage based on the presence of seven left tibias. Crania and femurs were also well represented, with five crania and six right femurs present. Based on the results of this preliminary analysis, some general statements can be made about the individuals identified. Six of them could be identified by sex, and were evenly divided between male and female. One was too fragmentary to be identified. All of the skeletons are of adults. They included a male in his early 20s, an exceptionally robust middle-aged male, two gracile elderly females, and a mature female of moderate stature. All

are believed to be of European descent. Interestingly, all of the males showed heavy wear on their incisors. This pattern was not observed on the females, though one was nearly odontic.

Few artifacts were recovered in association with the graves. They included four badly corroded cut nails, a small piece of linen fabric which showed the marks of copper pins, presumably shroud pins, and a fragment from a marble headstone. Unfortunately, the shattered headstone fragment bore no inscription.

At the conclusion of the project the skeletal remains were reburied in the nearby Atlantic View Cemetery. Although a more intensive study of this cemetery would have been preferable, the quick thinking of local residents allowed the skeletal remains to be salvaged and resulted in a positive outcome for the project. [Submitted by Richard Veit]

• **Twin Lights State Historic Site/Navesink Light Station:** In May and June of 1999, Monmouth University's Department of History and Anthropology held its annual field school in archaeology at Twin Lights State Historic Site in Highlands Borough, Monmouth County, New Jersey. Richard Veit, ably assisted by Gerard Scharfenberger, directed the fieldwork. The remains of a pair of 19th-century lighthouses were identified, as was an ancillary structure that was probably used to store fuel.

Today, an impressive lighthouse constructed in 1862 dominates the Navesink Highlands—one of the highest points on the Eastern Seaboard. This sandstone structure, which consists of two towers linked by a keeper's dwelling, bears a remarkable resemblance to a medieval castle. It is the second lighthouse to grace this promontory. Monmouth University's excavations focused on identifying the remains of its predecessor, the Navesink Light Station (1828-1862).

Although signal beacons were constructed on the Highlands in the 18th century, the Federal Government did not acquire property therefor a lighthouse until the 1820s. In 1828, a contract to construct the lighthouse was awarded to Charles K. Smith of Stonington, Connecticut. The contract notes that two 40-foot-tall octagonal towers were to be built of blue stone [granite] mortared with the finest Roman cement. Two lights were built rather than one so mariners would not confuse the Navesink Lights Station with the nearby Sandy Hook Lighthouse. A lighthouse

keeper's dwelling was also constructed on the Highlands. Although the Twin Lights received kudos at the time of their construction, they rapidly showed severe structural problems. Repair followed repair with little overall improvement. Inept and untrained lighthouse keepers also limited the usefulness of the lights. Nonetheless, in 1840 the Twin Lights were selected to house the first Fresnel lenses employed in an American lighthouse. These lenses, designed by the French physicist Augustin Fresnel, were a marked improvement over the previously used Argand lamps and parabolic reflectors. Commodore Matthew Perry, later to gain fame for reopening Japan, transported the lenses from France to the United States. Shortly after their installation, the Navesink Light Station was characterized as the "best and brightest light on the coast." Notwithstanding the fine lights upstairs, the towers below continued to crumble. In 1862, as the Civil War raged, a new lighthouse was constructed. It still stands. Until 1949 it served to guide ships into New York harbor.

Fieldwork consisted of excavating 41 shovel tests and 12 excavation units. The well-preserved remains of both original lights were found. The towers were octagonal in form, with foundations extending over four feet into the ground. At their widest the tower bases measured 40 feet across. The two towers were aligned on a north to south axis. The center of the northern tower was 320 feet north of the southern tower. Excavation revealed some minor variations between the structures. The northern tower was apparently constructed with a cellar, while the southern tower's base was filled with hard-packed clay. The foundation remains from these structures provide a clue to the lights' troubled history. As previously noted, the contract called for a granite foundation. Excavation revealed that only the face of the towers was granite. Most of the foundation consisted of sandstone, cemented ironstone, and granite blocks, roughly laid together in a lime-based mortar. This construction method, combined with the sandy soils on which the lights were built, may have led to their failure. It is also possible that the mortar mix was too weak to withstand the elements in this exposed seaside location.

In addition to the lighthouses' foundations, a third building's remains were discovered roughly 10 feet south of the southernmost light. Its rectangular foundation measured approximately 10 feet north-south by 15 feet east-west, and had a foundation of roughly mortared ironstone

blocks. A narrow builder's trench to the north of the structure contained a substantial deposit of clam and oyster shells, probably the remains of a meal enjoyed by the men who constructed the building. Although the cellar hole was largely devoid of artifacts, its dirt floor was littered with large chunks of anthracite coal. Coal was not used to fire the lights but it may have served to heat the keeper's dwelling. Given that the southern lighthouse lacked a cellar, the structure could also have been used to store oil, kerosene, and other less archaeologically visible combustibles used in the light.

Although very few artifacts were recovered at the site, several unexpected items were discovered, including a piece of grapeshot, and a wire-drawn trade bead of 17th-century origin. The bead is particularly interesting, as local histories note the presence of Native Americans in the Highlands' region during the 17th century. The piece of grapeshot may have been lost during the War of 1812, when five United States artillery companies were stationed on the site. Also found was a United States Army uniform button, dating from the First World War. Large quantities of window glass and lamp glass, likely associated with the lighthouses, were also recovered. Unfortunately, most of these artifacts were found in disturbed contexts and are therefore of limited interpretive value.

The fieldwork carried out this summer by Monmouth University students demonstrated that substantial, well-preserved remains of the original Navesink Lights are present within the boundaries of Twin Lights State Historic Site. The information gained from the excavations will be used to interpret these structures and the history of the site. [Submitted by Richard Veit]

• **Wistarburgh Glassworks in Alloway Township, Salem County:** In the spring of 1998, Hunter Research, Inc., under contract to the Wheaton Village Museum of American Glass, conducted archaeological investigations at the site of the Wistarburgh Glassworks in Alloway Township, Salem County, New Jersey. These investigations were conducted in order to develop preliminary information concerning the extent and integrity of any surviving archaeological remains associated with the glassworks. The firm of Enviroscan, Inc. of Lancaster, Pennsylvania, was contracted by Hunter Research to conduct a geophysical survey of the glasshouse site. Archaeological excavations were then allocated on the basis of magnetic targets

detected by the geophysical survey and in part on the basis of the overall site topography and the distribution of surface finds. As a result, 28 shovel tests and two excavation trenches were executed. In addition to the great number of glasshouse-related artifacts recovered, shallow limonite foundations and a possible brick floor surface were encountered during the course of these investigations, suggesting that physical remains of the glasshouse itself may survive. Additional archaeological investigation of the site could yield important information concerning the size and the floor plan of the glasshouse and its support facilities and could also identify the locations of the more than 20 other buildings which were a part of this factory complex in the 18th century. [Submitted by Hunter Research, Inc.]

• **Vanderveer/Knox House, Bedminster Township, Somerset County:** In the spring of 1999, Hunter Research, under contract to the Bedminster Township Historic Preservation Commission, conducted an archaeological investigation of the Vanderveer/Knox House in Bedminster Township, New Jersey. The site is located on the north side of the North Branch of the Raritan River approximately one-half mile from the Vanderveer Homestead. The work was performed in connection with the proposed restoration of the house, a federal-style residence (listed on the New Jersey and National Registers of Historic Places in 1995) that contains at its core a Dutch-American farmhouse erected by Jacobus Vanderveer, Jr., in the early 1770s. The house is also notable for having served as the residence of General Henry Knox during the winter of 1778-79 when he was charged with establishing an artillery training camp for the Continental Army on the Watchung ridge overlooking the nearby village of Pluckemin. Subsurface testing of the area in front of the house, adjacent to and south of the junction of the original dwelling and its early 19th-century addition, has found evidence of the 19th-century porch shown in historic photographs, revealed the footings of the two sections of the building and helped to characterize the front yard stratigraphy. Investigation of the area immediately west of the present kitchen wing found fairly disturbed soils, but encountered midden deposits containing a range of 18th-through 20th-century artifacts, including several kitchen utensils and fragments of high-quality glassware. Excavations to the north of the kitchen wing further charac-

terized the backyard deposits, supplying a stratigraphic linkage to the rear of the building and showing that the north wall of the present kitchen has probably been erected on the foundation of an earlier structure. Testing within the present kitchen wing, adjacent to the exterior of the west wall of the original dwelling, found evidence of footings for the beehive-style bake oven that protruded from the back of the fireplace in the parlor. Extension of these excavations in the kitchen interior also found what appears to be a south wall foundation for an earlier kitchen wing beneath the concrete porch to the south of the present kitchen's southern wall. These investigations have increased our knowledge of the house and its inhabitants. [Submitted by Hunter Research, Inc.]

• **Vanderveer Homestead in Bedminster Township, Somerset County:** In 1994 and again in 1996 Hunter Research, under contract to the New Jersey Department of Transportation, conducted archaeological data recovery excavations at the Vanderveer Homestead in Bedminster Township, Somerset County, New Jersey. The site is located on the south side of the North Branch of the Raritan River, approximately one-half mile from the Vanderveer/Knox House. The data recovery was undertaken to mitigate the effects of the New Jersey Department of Transportation's construction of Ramp SC at the intersection of Route I-287 and U.S. Routes 202 and 206. The Vanderveer Homestead was established in the early 1740s by Jacobus Vanderveer, Sr. and became one of the largest and wealthiest farms and mill seats in the Bedminster area in the late colonial and early federal periods. The property saw four generations of Vanderveer ownership and remained in Vanderveer family hands until the early 20th century. After the death of Jacobus, Sr., a prominent local judge, in 1776, the homestead was briefly occupied by his younger son, Elias, an outspoken patriot who was imprisoned by the British during the Revolutionary War. Elias died in 1778, apparently as a result of his captors' treatment, and the property passed to his widow and son, Henry. The latter, a somewhat eccentric physician who lived until 1861, was perhaps the most notable of the property's residents. He lived at the farm with his mother and sister for much of the 19th century and was responsible for constructing a fine new federal-style house in the 1820s. The Vanderveers held on proudly to their Dutch

and Dutch-American traditions and they ran their farm and home with the help of a considerable retinue of African-Americans (first slaves and later servants) until well into the second half of the 19th century. The archaeology of the Vanderveer Homestead has been greatly compromised by the demolition and removal of the house and by recent construction activity in the area. Large portions of the site examined through archaeological excavation were severely disturbed, preventing effective identification of outbuildings, reducing the analytical potential of the material culture assemblage and precluding the reconstruction of spatial patterns within the core of the homestead. The underlying terrace landform produced evidence of Native American occupation, which was most likely originally focused to the east of the areas excavated on slightly more elevated ground. Based on the artifact assemblage (which is characterized by a preponderance of 19th-century and very little 18th-century material) and on architectural data recorded at the time of the house's demolition and removal, it is also suggested that the original core of the early historic homestead may have lain further to the east (possibly under Route I-287). It is hypothesized that a portion of the original Dutch-framed dwelling was dismantled and moved from another nearby location on the property and attached as a kitchen wing to the federal-style residence built by Dr. Henry Vanderveer in the 1820s. Specific artifacts of interest include Revolutionary War era gun parts, musket balls and a cannon ball, and a Civil War era token and clay pipe with a depiction of an iron-clad vessel. [Submitted by Hunter Research, Inc.]

## Mid-Atlantic

### Maryland

• **Archeological Investigations at Eltonhead Manor/Charles' Gift:** R. Christopher Goodwin & Associates, Inc. conducted archeological investigations at the site of Eltonhead Manor/Charles' Gift, near Cedar Point, at NAS Patuxent River during the first half of 1999. Excavations were funded by the Navy, and were directed by Dr. Michael Hornum, Kathleen M. Child, and John G. Clarke. The excavations revealed structural remains and refuse deposits ranging from the seventeenth through the early twentieth centuries. Of particular significance was a 22 by 38 ft pit, ex-

tending to a depth of 5 ft below surface, and filled with exceptionally well preserved late seventeenth century materials. The date of this feature was established by the presence of dated window leads from 1675 and 1682, and by the absence of Staffordshire earthenwares and early white stonewares. Artifacts included portions of at least 21 North Devon gravel-tempered milk pans, 3 storage jars, 1 tall jar, 1 pipkin, 2 chafing dishes, 1 chafing dish or salt, and 1 baking pan. In addition, portions of at least 15 Sgraffito vessels were recovered from this feature. Other important artifacts included wine bottle fragments, tobacco pipes (including examples with LE, WE, RS, WK, IP, and AA marks), faunal remains (many with butchering marks), and a pipeclay statuette of a British monarch (perhaps Charles II or James II). Another important discovery was the brick foundation of a structure, measuring 41 by 51 ft, and containing a core that was constructed during the late seventeenth century. This building appears to have been destroyed and rebuilt during the War of 1812, since it contains a cellar feature filled with destruction debris and early nineteenth century domestic materials.

• **King's Reach Quarter:** Archaeologists at the Jefferson Patterson Park and Museum have completed a third season of excavations at the King's Reach Quarter Site as part of JPPM's annual Public Archaeology Program. King's Reach Quarter is a late 17th/early 18th-century servant or slave dwelling site. It is associated with the King's Reach Site, a nearby planter's house investigated by Dennis J. Pogue in the 1980s. A barn believed to be contemporary with the two dwelling sites was excavated under the direction of Julia A. King and Edward E. Chaney in 1993.

During the excavations at King's Reach Quarter, archaeologists uncovered evidence of a structure measuring 20- by-40-feet, with its long axis oriented east-west. It appears to have been a trench-set post building. The trench varied in width from approximately 16 to 36 inches, and cores indicated that it also varied in depth, with its base averaging 2.5 feet below the bottom of plowzone. Small posts were spaced at intervals of a little more than two feet across the trench, and the bases of the posts varied in depth within the trench. At the northwest corner of the structure, where the trench was widest, no post molds were noted. Since only the northeast corner of the trench was excavated, it is not clear if posts were not present at cer-

tain portions of the building, or whether the post molds simply were not evident at the top of the feature. No evidence of a hearth has been found in the building, suggesting that it may not have been a dwelling. Domestic artifacts are common in the yard to the north of the building, and structural postholes found in that area suggest that the dwelling was located northeast of the trench-set building. The only artifacts recovered from the trench were wrought nails.

Trench-set structures of the kind found at the King's Reach Quarter Site are known as puncheon buildings. Their small posts are spaced at close intervals to bear the weight of the structure. Puncheon buildings are typically thought of as crude, expedient architectural adaptations to an initial settlement setting. They should therefore be rare on later colonial sites, although there are scattered historical references to puncheon buildings in the 18th century, and the main house at King's Reach had a puncheon shed addition. If anyone has investigated a puncheon structure from the late 17th or 18th centuries, please contact Kirsti Uunila at (410)-586-8555 (uunila@dhcd.state.md.us).

• **Computerized Artifact Database:** The Maryland Historical Trust's Maryland Archaeological Conservation Laboratory (MAC Lab), located at the Jefferson Patterson Park and Museum, has begun the monumental task of developing a computerized artifact database dictionary and lexicon for materials found in the state's collections. In addition, MAC Lab staff hope that consultants and other archaeologists working in Maryland will adopt the database structure for current and future projects in the continuing effort to make Maryland's collections as accessible as possible for research and exhibit purposes.

To this end, MAC Lab Registrar Katherine J. Dinnel has worked closely with consultants from Re:discovery (manufacturers of a well-regarded collections management and cataloging software) as well as with members of the archaeological community in Maryland to develop a usable, flexible database structure and lexicon. Archaeologists from the Archeological Society of Maryland, Baltimore Center for Urban Archaeology, Fairfax County Park Authority, R. Christopher Goodwin Associates, Greenhorne and O'Mara, Historic St. Mary's City, KCI Technologies, Louis Berger Associates, the Maryland Historical Trust, the Maryland State Highway Administration, John Milner Associates, the National Park Service, Thunderbird

Archaeological Associates, and URS Greiner-Woodward Clyde have participated in working committees as part of the effort to develop the new catalog.

The new catalog should be ready for a test drive this fall. For more information about this project, or if you have ideas or suggestions for us, please contact Katie Dinnel at 410-586-8584 (Dinnel@dhcd.state.md.us). [Submitted by Julia King.]

## Southeast

Reported by  
Alfred Woods

### Florida

• **Florida Museum of Natural History:** At the Florida Museum of Natural History in Gainesville, Darcie MacMahon and William Marquardt are working on a new 6000-square-foot permanent exhibit entitled *South Florida People and Environments*. The exhibit is based on many years of archaeological and environmental research in South Florida, and explores the idea that the rich estuaries of South Florida have supported people for thousands of years, from the Calusa Indians and their ancestors to the Seminole and Miccosukee people who live in South Florida today. In addition to the pre-Columbian Calusa, we look at: 18th century Cuban fish camps on the southwest coast, 16th and 17th century Spanish mission attempts among the Calusa, 18th century Seminole sites in north Florida, and early 20th century Seminole/Miccosukee people in the Everglades. The exhibit will allow us to display some of the finest objects from the Museum's collections, including many from the famous Key Marco site. The exhibit has been funded by the National Endowment for the Humanities, the Florida Department of State, the Jessie Ball duPont Fund, and private donors. Portions of the exhibit will open to the public in December of 2000.

• **Florida Archaeological Council John W. Griffin Student Grant:** The Florida Archaeological Council is making available a maximum of \$500.00 per year to be awarded to archaeology graduate students (M.A. or Ph.D.) who are currently enrolled in a Florida university. The grant money will assist students conducting archaeological research in Florida. Grant funds can be used to cover the costs associated with archaeological field work, special analyses (e.g., radiocarbon dates, faunal or botanical analyses, soils analysis, etc.), or travel expenses

associated with presenting a paper based on the student's research at a professional meeting. The entire amount may be given to a single individual or it may be divided up among several applicants at the discretion of the FAC's Grant Committee.

Students who are interested in applying for the grant should submit a 2-page letter describing the project for which the funds are being requested; what research question(s) or problem(s) are being addressed; how the funds will be applied to these problems; what, if any, additional funds will be used to accomplish the research; and how the research will contribute to Florida archaeology. Accompanying the letter should be a budget indicating the amount requested and describing how the money will be spent along with a letter of recommendation.

Applications for 2000 are now being accepted and can be sent to: Robert Austin, FAC Griffin Student Grant, P.O. Box 2818, Riverview, FL 33568-2818. The deadline for applications is January 15, 2000.

### Tennessee

• **University of Memphis:** The University of Memphis ran an archaeological field school this summer at the Shiloh National Military Park. The goal of this project was to locate and study the Noah Cantrell Farmhouse, a mid-nineteenth century farmstead that was used as a military field hospital in the aftermath of the battle of Shiloh.

Studies of historic maps suggest that approximately seventy structures, including farmhouses and associated outbuildings, churches and warehouses, stood on the battlefield on the morning of April 6, 1862. Of those seventy structures only one, the William Manse George cabin, survives. The University of Memphis Archaeological Field School, under the direction of Dr. Ellen Shlasko, has initiated a long-term project to locate and study the remains of those antebellum structures.

This project has two goals. The first is to aid the National Park Service in locating, protecting and interpreting the remains of historic structures. The second goal is to study the lifeways of yeoman farmers on the mid-nineteenth century West Tennessee frontier. In the first field season we located the cellar of one farmhouse, as well as a number of objects related to the military occupation of the battlefield.

For more information please contact Dr. Ellen Shlasko, Department of Anthropology, Manning Hall Room 316, University of Memphis, Memphis, TN 38152.

## Gulf States

Reported by  
Kathleen H. Cande

### Arkansas

• **Ashley Mansion:** Chester Ashley, a prominent attorney, and his family were among the first settlers of Little Rock in the early nineteenth century. They built a residence on block 33 in 1820, a one and half story brick house, that was later enlarged to two full stories, a Greek Revival portico and outbuildings, known as the Ashley Mansion. After the Ashley residence ended, the building served as Federal headquarters during the Civil War and as a hotel in the 1880s. Its fate after this is not currently known. The building's site was sealed in 1920 by a poured concrete floor and a steel warehouse. The archaeological remains of the Ashley family occupation were preserved as the urban core of Little Rock expanded around it. The site is within the Riverfront Commercial Historic District listed on the National Register of Historic Places in 1977.

These remains, at 207 East Markham Street, were discovered in 1984 during a construction project. With the aid of Arkansas Archeological Society volunteers, Dr. Leslie C. Stewart-Abernathy of the Arkansas Archeological Survey (AAS) directed salvage excavations at the house site while construction was temporarily halted. Not only were remains and artifacts from the Oakleaf Hotel found, the original floor surface and material culture of the Ashley family were also discovered. More than 150 boxes of artifacts were collected during the excavations.

With a grant from the Arkansas Natural and Cultural Resources Council, the collection is currently being inventoried, analyzed, repackaged, and reboxed by University of Arkansas graduate students Gil Verser and Christine Haynek under the direction of Kathleen H. Cande (AAS). In addition to household objects used by the Ashley family, artifacts collected from the site include numerous whole medicine and beverage bottles and stoneware jugs, leather shoes and shoe-making materials, and an extensive faunal assemblage. Apparently trash from nearby businesses was deposited in the basement of the Ashley Mansion at the turn of the century. In addition to the artifact analysis, a report is being prepared describing the salvage excavations, and providing recommendations for interpretive signage to link the



site with the new River Market development along the Arkansas River.

• **Van Winkle Sawmill:** Archeological investigations continue at the developing Beaver Lake State Park in northwest Arkansas, where AAS-University of Arkansas Station Assistant Archeologist Jerry E. Hilliard is directing excavations at the Van Winkle site (3BE413). He is assisted by UA graduate students Jamie Brandon and James Davidson. The site is the location of the largest sawmill operation in the nineteenth century Arkansas Ozarks with production beginning in the early 1850s and continuing until 1880 when the mill was sold. Owner Peter Van Winkle has aptly been called "the nineteenth century Sam Walton." He began as a farmer, blacksmith and mechanic, acquiring land in Benton County and operating a ferry across the White River near a small sawmill he established. In the mid-1850s he moved the mill operation to Van Hollow, an area then surrounded by large stands of mature pine trees. Planning for the mill included purchase, shipment, delivery, and installation of all steam engine equipment necessary to run a fairly large operation.

Archeological investigations at the site began in 1997 with extensive mapping of Van Hollow and limited testing at Peter Van Winkle's home. These excavations indicated that although the site of Van Winkle's second home (built in 1870) had been extensively disturbed by one hundred years of occupation and impacts associated with razing the structure, the remains of Van Winkle's first house (a thin buried soil and charcoal lens) was discovered some 70 cm below the 1870s structure. Other features mapped include a privy, garden terrace, chimney support, spring-house, mill flywheel support, roads and natural features. Additional work is needed to discern the locations of a reported slave cemetery, slave dwellings, and workers' quarters. Historical records indicate that Van Winkle used slave labor to operate the mill before the Civil War and African-American freedmen after emancipation. One such individual was Aaron Anderson Van Winkle, also known as "Old Rock."

Two chimney falls were also found down a side road from the Van Winkle house. Shovel testing in their vicinity revealed blue transfer print ceramics and square nails. In March of 1999, during further excavation, a limestone-built hearth and firebox, along with a continuous limestone foundation were discovered. This site is a shallow, but not disturbed, and appears

to be a single occupation house mostly dating to the nineteenth century. It is not yet clear whether the two chimney falls represent two structures or a larger double-pen house with two end chimneys.

Artifacts recovered from the excavations include square nails, a variety of transfer-print ceramics, stoneware fragments (including a partially reconstructible crock), and builder's hardware (large door hinge, porcelain doorknob). A large number of children's toys were found, including a clay marble, early celluloid children's rings, porcelain doll fragments, fragments of an alphabet plate and a cast-iron cap pistol. Archival evidence suggests that the structure(s) may have been home to at least one of the African-American families who worked at the mill, possibly that of Aaron ("Old Rock") Van Winkle.

• **Woodruff Print Shop:** Mary Kwas and Randall Guendling completed a project for the Arkansas Territorial Restoration in Little Rock, researching the history, architecture, and surrounding site of the 1824-1827 print shop of the *Arkansas Gazette*, Arkansas's first newspaper. The original brick building had been mistakenly destroyed during the 1940s development of the Territorial Restoration, and current research attempted to determine the configuration of the building and provide a description of its use during those years.

• **African-American Cemeteries:** Michael Evans and Jared Pebworth of the Arkansas Archeological Survey documented and mapped three late nineteenth-early twentieth century African-American cemeteries in Helena, Arkansas. With funding from the Delta Cultural Center (a division of the Department of Arkansas Heritage), over 400 grave markers were measured, photographed and recorded. Detailed maps were prepared of each cemetery, and a brochure produced for distribution to the general public. Many of the individuals buried in the cemeteries belonged to fraternal societies that provided burial services at reasonable cost. One of these groups, the Royal Circle of Friends of the World, was organized in Helena in 1909. The most famous individual buried in the cemeteries is the Reverend Elijah Camp Morris, the second pastor of Centennial Baptist Church in Helena (listed on the National Register of Historic Places), founder of Arkansas Baptist College, and president of the National Baptist Convention for 28 years. Morris died in 1922.

## Midwest

*Reported by  
Dean Anderson*

### Michigan

• **Fort St. Joseph:** In the Fall of 1998, Michael Nassaney and Renee Lutes-Kurtzweil (Western Michigan University) conducted an archaeological reconnaissance survey in search of material remains of the colonial site of Fort St. Joseph in the city of Niles, Michigan. The French established the settlement in 1691 for religious, military, and commercial purposes and it served as an important frontier outpost for nearly a century. The British took control of the fort in 1761 and remained until the Spanish captured and held it briefly two decades later. The site, which was listed on the National Register of Historic Places in 1973, was best known to the archaeological community through the local museum collections that George Quimby used to establish a material chronology of the historic period in the western Great Lakes.

Documentary evidence had suggested the approximate location of the site. A walkover survey, subsurface testing, backhoe trenching, informant interviews, and geophysical applications were employed to identify physical evidence of the fort and subsequent land-use practices. Evidence of Native American (pre-Contact?), colonial, and Euroamerican activity was identified. Native American artifacts consist of chipping debris, two projectile points, a few ceramic sherds, and three stone pipe fragments. These may be associated with the Miami and Potawatomi groups that settled in proximity to the fort. The usual scatter of 19th and 20th century objects was also noted, some of which were probably associated with the barn and farmstead that occupied the site when intensive collector activity took place in the 1920s.

The most significant findings of the survey are the materials brought to our attention by a local amateur collector who had used a metal detector to identify and recover a collection of predominantly metal colonial artifacts from the project area. Subsequent subsurface testing confirmed the location of his finds and led to the recovery of a smaller but complementary assemblage of objects that include gunflints, gun parts, brass kettle fragments, lead waste, seed beads, and European earthenware ceramics. In addition, possible architectural remains were noted and a well-preserved assemblage of subsis-



tence-related animal bones was collected. These materials appear to be associated with the colonial occupation of Fort St. Joseph. Further investigations to determine the spatial extent of the deposits and assess their depositional context are being planned for the near future. The survey was made possible by a Michigan Humanities Council grant to Support the Fort, Inc., a local group of enthusiastic historical re-enactors who fully participated in the project.

• **Colonial Michilimackinac:** 1999 was the second season of excavation on the easternmost unit of the South Southwest Row House within the walls of Fort Michilimackinac. The house was built in the 1730s and inhabited by a French-Canadian trading family. After the British takeover of the fort in 1761, the structure was rebuilt. Its occupants from 1761-1781 are as yet unknown. So far excavations have revealed portions of the north, east and south walls, including remains of posts from the poteaux-en-terre structure. Artifacts are typical of those from previous excavations at Michilimackinac, including faunal and floral remains, structural hardware, trade goods and domestic items.

Six other units of this row house were excavated between 1964-1967. In addition to learning more about the residents of the final unit, one of the major goals of this excavation is to connect current stratigraphic interpretations at the fort with those from thirty-plus years ago.

It is anticipated that this project will continue at least three more summers, and a final report will be prepared at that time. The excavation was sponsored by the Mackinac State Historic Parks (MSHP) under the direction of Dr. Lynn Evans and the field supervision of Todd Reck. Following processing and analysis this winter, the artifacts will be housed at MSHP facilities in Mackinaw City.

• **Fort Wilkins:** Fort Wilkins State Park, located in Copper Harbor near the tip of the Keweenaw Peninsula, was the scene of Michigan Technological University's (MTU) 1999 Field School. The 1844 U.S. Army fort is jointly managed by the Michigan Department of Natural Resources and the Michigan Historical Center, and features over 20 original and reconstructed buildings, as well as exhibits and role playing interpreters. The focus of this year's work was the Quartermaster's Storehouse site and a survey of areas outside the fort where the Pittsburgh, Boston, and Copper Harbor mining company established a

copper mine in 1844. A student and volunteer crew, led by MTU faculty members Patrick Martin and David Landon, and MS student Jo Deaton, exposed the storehouse foundation and collected an interesting array of artifacts dating from two Army occupations and subsequent post occupation debris. This work will contribute to the ultimate reconstruction of the Storehouse as part of the ongoing public interpretation of the site.

• **Hancock:** In Hancock, Michigan, the city has been developing a new water system under a grant from the Rural Development Authority. In October of 1998, students from MTU were researching a question from a history class and stumbled onto some human skeletal remains in the water project construction area. Police contacted the Archaeology Lab at MTU and it quickly became apparent that an unmarked cemetery had been disturbed. Under a contract with the City, MTU is studying the site. This involves describing and characterizing the human remains, as well as related coffin and clothing parts, mapping the distribution of visible depressions, and conducting an intensive geophysical prospection project. Though documentation is scarce, preliminary interpretation suggests that this is a mid-to-late-nineteenth century cemetery established by the nearby Quincy Mining Company. MS student Michael LaRonge is pursuing this project and will incorporate it into his thesis in Industrial Archaeology.

• **Nahma Sawmill Site:** In Delta County, near Lake Michigan's northern shore, the Nahma Sawmill site contains the remains of a 19th century industrial complex, now located within the Hiawatha National Forest. Working under a Cooperative Agreement with the Forest Service, graduate and undergraduate students from MTU carried out survey and excavation work for three weeks during July and August 1999. MS student Julia Bailey Blair directed the fieldwork, which focused on the spatial organization of site features and the role of the sawmill in local and regional economics from 1848 until 1859. In addition to locating and identifying features, the field crew recovered an extensive assemblage of industrial and domestic artifacts that will shed light on the earliest phase of industrialization in the Upper Peninsula.

## Minnesota

• **Fort Snelling:** The Minnesota Historical Society (MHS) Archaeology Department continued regional research on number of sites occupied during the early and middle 19th century. In conjunction with a proposed site enhancement project at Fort Snelling National Historic Landmark (21HE99), Robert Clouse directed extensive field investigations conducted outside of structures and the main fortification curtain walls for the first time in the history of archaeological research at the site.

Fort Snelling was initially constructed between 1820-25 as the northwestern-most fortification in a proposed "chain of forts" that was to protect what was then the northwestern United States. Fort Snelling remained (except for 3 years) an active military installation until 1946, after which it continued to serve other federal purposes.

Archaeological research began at the site in 1957 and has been conducted in 28 of the last 42 years. While attempting to document activities carried out around the perimeter of the fortification, evidence was uncovered of Civil War period expansion of the fort as well as numerous well preserved and stratified deposits documenting construction, repair and demolition of aspects of the fort. Artifact yields were predictably low in the areas investigated that are historically documented to be associated with roads and agricultural fields. In a site that has been used continually for over 175 years, some areas had evidence of significant disturbance from utility construction. The disturbance was, however, extremely localized and undisturbed stratified deposits were found immediately adjacent. These results point out the need to avoid over-generalization about site disturbance from a few isolated tests that may show signs of disturbance.

In conjunction with a major reuse planning effort for the post-Civil War era development of the fort, Clouse and Elizabeth Knudson Steiner authored a report which, for the first time, detailed the history of later periods of development of the fort. The report provides an overview of the role of landscape planning and reflects long term, and otherwise undocumented development of functional activity areas in the military complex. Extensive historical documentation of the remaining structures and other features provides much of the supporting information.

• **Forestville:** Extensive excavations at a ca. 1860 barn in the historic town site of Forestville (21FL121) in southeastern Minne-

sota were conducted under the direction of Elizabeth Knudson Steiner. The foundation for the three bay barn was constructed of both dry laid and mortared limestone. Exterior walls were constructed utilizing lime mortar while the structural support for interior partitions were dry laid. A small and obviously later addition was documented that was constructed with limestone foundations laid up with Portland cement. Relatively little artifact material was recovered from within the structure as an indicator of activities associated with the function of the barn. Some horse tack and horseshoe nails were recovered from the south bay, while only items related to the construction of the building itself were recovered from the other two bays. The exterior rear of the barn, in a disposal pattern that continues today, contained numerous broken pieces of farm equipment and some household items. A dog and cat skeleton were found buried in separate areas adjacent to the front foundation of the barn while a cat and a chicken with a leg band were found to have been buried within the barn itself.

• **American Fur Company Post:** Work continued at the American Fur Company headquarters (21DK31) located at the juncture of the Minnesota and Mississippi Rivers. The site is documented as having been occupied during the historic period in the 1820s and used in the fur trade until the 1850s. The site still contains standing structures built by H.H. Sibley and J.B. Faribault. The buildings later served as a school and as storage facilities for the railroad. Restored in the early 20th century by the Daughters of the American Revolution, it has been open to the public for nearly 90 years. Beneath the historic period deposits are pre-contact Native American heritage occupations that date to late Paleo-Indian, Archaic, and Middle Woodland periods. Research during the most recent excavations focused on the unoccupied spaces between buildings and on the Faribault House which was built in the late 1830s. Excavations documented a limestone foundation (ostensibly for a log building) with cellar and a separate cellar that appear to be related to Alexis Bailey's post built on the site in the mid-1820s. Both of these features were buried by more than 1 meter of colluvium eroded from the adjacent hillside. Amid numerous shallow disturbances resulting from shrubbery planting and removal during the current century, excavations at the Faribault House documented an activity area that was used for roughing out and trimming the sand-

stone blocks from which one half of the structure was built. Much of the work was conducted by field school students from spring and summer courses at the University of Minnesota.

## Wisconsin

• **Fort Crawford:** Foundation remains of the Second Fort Crawford (1829-ca. 1860) were found during archaeological monitoring of the reconstruction of Beaumont Road in Prairie du Chien Wisconsin. The work was conducted by Robert Boszhardt, Vicky Twinde and Rolland Rodell of the Mississippi Valley Archaeology Center, University of Wisconsin-La Crosse.

Located at the confluence of the Wisconsin and Mississippi Rivers, Prairie du Chien was an important locality throughout the historic era. A series of forts was constructed on a low terrace island here during the War of 1812, culminating with the First Fort Crawford at the conclusion of that conflict. This garrison was active throughout the 1820s as the region experienced an advanced frontier American settlement created by the lead mining boom. Following a flood in 1826/27, the Army decided to move the fort to higher ground, and began construction of Second Fort Crawford in 1829. Occupation of this massive stone and wood structure began in 1830, but the fort was not completed until 1834. During this period, it was active in the Black Hawk War (1832).

The initial Commanding Officer was Zachary Taylor, a future president, and his lieutenant was Jefferson Davis who served as President of the Confederacy during the Civil War. The fort's surgeon was Dr. William Beaumont, who conducted innovative gastro-intestinal experiments here.

Second Fort Crawford was abandoned around 1850, and left in ruins. By the 1880s Church Street (later renamed Beaumont Road), was laid through the fort location. This road was subsequently paved with only a century-old water main having caused subsurface disturbance. Reconstruction of the road and installation of modern utilities by the Wisconsin Department of Transportation and the City of Prairie du Chien involved archaeological monitoring by the Mississippi Valley Archaeology Center at the University of Wisconsin-La Crosse, which soon located collapsed wall rubble from the fort. Testing through the rubble revealed massive, intact, cut limestone foundations of a series of rooms. Mitigation followed in September of 1999, recovering 100% of the sealed floor remains within the area of impact. The large artifact assemblage reflects an array of mili-

tary activities and lifestyle from this period. Gunflints, musket balls, pipes, bone handled knives, dishes, bottles, butchered domestic mammal bones, along with fish and waterfowl bones are some of the items included. Conservation and processing will begin this winter, with a full report to be completed in 2001.

## Southwest

*Reported by  
James E. Ayres*

### Arizona

• **Bojórquez Ranch:** In April 1999, Old Pueblo Archaeology Center conducted excavations at historic Bojórquez Ranch with help from member volunteers, report by Jeffrey T. Jones and Alan Dart. The Center, located in Tucson, is a nonprofit organization dedicated to protecting and preserving Southwestern archaeological sites, promoting understanding of traditional cultures, and involving the public in archaeological discoveries. Old Pueblo Archaeology involves its volunteers, the public at large, students, and the local news media in discovery operations in accordance with its mission of promoting cultural understanding.

The Bojórquez Ranch, a dozen miles northwest of Tucson, is one of the last Mexican *ranchos* sites remaining in the Tucson Basin. Historic records indicate the first house was constructed around 1878. Subsequently, Felipe Aguilar homesteaded an adjacent parcel, abandoning the original buildings. Thus, the site includes two discrete groups of ruins and trash mounds from the late 19th and early 20th centuries. Architectural features studied include the original house, an outdoor brick-lined pit, a trash disposal area evidently used by the Bojórquez family, and a concrete foundation for a water pump that probably dates to the 1930s or 1940s. At the north end are additional concrete and rock foundations dating to about 1910.

Following two initial test pits, more intensive excavation began by stripping the tops of the walls of topsoil by hand. Stripping exposed two adobe brick buildings separated by a "dog run"-type breezeway. Brown, sun-dried adobe bricks were clearly visible at the tops of the remaining walls once topsoil was cleaned off. Mud mortar of a slightly grayer hue than the bricks was used to cement the bricks together and to plaster walls. Glass fragments found suggest that at least one room had a glazed window.

When the wall tops were defined, test pits were excavated to look for interior features or artifacts. A raised adobe brick fireplace that included some broken, commercially made bricks was discovered in one room, suggesting its use as a kitchen. In other rooms, earthen floors and interior walls coated with whitewash were discovered. Fragments of corrugated iron sheeting suggest the house had a metal roof.

The kitchen contained an additional waist-high adobe wall that was added after the house walls had been completed. The area between the two walls had been filled in, creating a raised work area similar to a countertop. The fireplace had been built into this work area, and the top of the work surface north of the fireplace had been paved with adobe blocks. Also discovered were burned earth and alcoholic beverage bottles, suggesting the ranch house was used by transients after it had partially collapsed.

Except for the interior "countertop" wall in the kitchen, all of the house walls had bonded corners showing all of the rooms were constructed at the same time. The insides and outsides of the walls were subsequently plastered, and the interior walls were whitewashed.

Excavation into a trash concentration just south of the ranch house exposed a single layer of adobe bricks resting on a thin lens of oxidized dirt, forming a small rectangular structure with an open center. Further excavation showed that the depression was only 52 cm deep, ruling out its use as a privy. A local Mexican American commented that it looked just like the base of a raised barbecue that he uses at his home in Mexico. His suggestion is consistent with finds of animal bones in the trash near it.

Excavations in a large trash disposal area just across the road and west of the Bojórquez Ranch adobe house recovered sun-colored amethyst glass and solder-top cans of the 1870s-1920s. The ranch house's adobe walls were in ruins by the late 1940s, suggesting the 1950s' can was tossed onto the site by someone driving along the road after the house was abandoned.

Two historical archaeologists are collaborating with Old Pueblo on the project; James E. Ayres of Tucson is assisting in identification of artifacts, and Lyle Stone of Tempe is doing documentary research.

The information recovered during the Bojórquez Ranch excavations will be used to define the site's period of occupation, to document architectural design and construction methods, and to provide information on historic cattle ranching in the area.

## New Mexico

• **University of New Mexico:** Ann Ramenofsky and a small group of researchers from the University of New Mexico are investigating a Spanish settlement, Comanche Springs (LA14904), located south of Albuquerque in the foothills of the Manzano Mountains. The National Register settlement is owned by the Valley Improvement Association, a not-for-profit corporation, which is supporting this work. The settlement straddles a permanent spring and is identified by thin accumulations of trash and three rectangular building foundations. The foundations are double coursed and made of local river cobbles.

Two questions are driving this research: the age of the settlement, and the nature of Spanish metallurgy. Frank Hibben investigated this settlement in the 1970s. Based on excavation of one of the buildings, he believed that the settlement was an Oñate period (1600-1610) camp site and that a small group of the Oñate settlement (Yuque-Yungue) were conducting silver assays at this location.

The possibility that Comanche Springs was an early seventeenth-century Spanish assaying station is intriguing and important. We have little information about Spanish daily life prior to Pueblo Revolt, and there has been very little archaeological research on Spanish metallurgy in New Mexico. Therefore, we began examining the Hibben collection and notes housed in the Maxwell Museum at UNM. Our preliminary examination revealed several interpretative inconsistencies that required additional field work.

Thus far, we have excavated small portions within the two surviving structures, have cored to define extra-mural features, and have excavated three of these features.

Research is on-going, but preliminary results suggest a slightly different interpretation. Age first: Although Majolica and olive jar sherds are present, they are a very rare part of the assemblage. Two Majolica types dominate: abo Polychrome, and Pueblo Polychrome. Neither type is older than the mid-seventeenth century. The remainder of the ceramic assemblage is native, dominated by Salinas Red Spanish and Native forms. This dominance makes sense given the proximity of the settlement to the Saline missions. Like the Majolica forms, the Salinas wares likely date to the latter half of the seventeenth century. The terminal date of these wares is the Pueblo Revolt of 1680. Several sherds have been submitted for luminescence analysis by Dr. James Feathers at the University of Wash-

ington Luminescence Laboratory to establish the manufacturing dates of these ceramics. Other temporal analyses are under way, including radiocarbon and obsidian hydration.

In addition, we have uncovered evidence of small-scale smelting, including fired pits and smelting debris (slag and prills, burned adobe), and small pieces of low-grade ore. We are undertaking compositional analysis of the slags and other smelting debris (scanning electron microscopy, and microprobe) and are documenting the presence of copper, and trace amounts of noble metals. We are also learning something about the fluxes and temperatures of the reduction process.

Our best guess, at this point, is that Comanche Springs is a pre-Revolt Spanish settlement, dating to the 30 years or so before the Pueblo-Spanish conflict. Part of that occupation was directly related to testing/evaluating ores for their metal content.

## Mexico, Central And South America

*Reported by  
Janine Gasco*

### Ecuador

• **Cuenca**, the third largest city in Ecuador, is located in the southern highlands. The Spanish founded the city in 1557 on the ruins of the Inka center of Tomebamba. Cuenca maintains its Spanish colonial grid street layout and has well-preserved colonial churches and monasteries. For dissertation research through the Department of Archaeology at the University of Calgary, Ross Jamieson spent a year in Cuenca in 1993/1994, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). Research (under a permit from the Instituto Nacional de Patrimonio Cultural del Ecuador) included architectural, archival, and archaeological components, all focused on domestic buildings and material culture. Five houses in the urban core and three rural houses, all dating the late Colonial period, were mapped in detail to carry out spatial analysis. The Notarial Archives in Cuenca were sampled for wills and household inventories in order to record primary descriptions of household architecture, room layouts, and domestic material culture. Test pits were excavated at two elite rural domestic sites and in one elite urban house yard. Archaeological excavation recovered samples of both local and imported ma-

jolica, 19th century refined white earthenwares, and a sample of faunal remains and other domestic material. This research has now been revised for publication through Plenum Press. In the fall of 1999 Jamieson will return to Cuenca, under the auspices of a three-year SSHRC research grant administered by Trent University, Peterborough, Canada. This research will focus on the concept of caste in colonial Cuenca, looking at the intersection of race, ethnicity and status in various neighborhoods/parishes. It is expected that excavations in a selection of urban house yards will provide a range of material culture from houses of various caste groups. Associated historical research in the Notarial Archives will be used to locate documents describing material culture from the neighborhoods where excavations are undertaken.

## Canada-Atlantic

*Reported by  
Rob Ferguson*

### New Brunswick

- **Shediac Island:** While excavating a Late Woodland shell midden site on Shediac Island, Kevin Leonard of Archaeoconsulting discovered an eroding historic midden on the island's west (windward) side, exposed to the Northumberland Strait. A large basal portion of a cast iron kettle, bearing two or three foot lugs, with a large mass of charred material adhering to the interior, was spotted first. It lay on a sandstone ledge, having eroded out of a thin lens of midden deposit exposed in the erosion profile. Historic and locational aspects indicate that the pot must once have hung in the hearth of Paul Meyer Robinson, a Norwegian sailor who settled on Shediac Island as the lighthouse keeper in 1863. Kevin Leonard has been unable to access descriptive studies of cast iron kettles for dating purposes. Anyone with suggestion is asked to contact him at kleonard@mta..ca

## Caribbean/Bermuda

### St. Maarten

- **Belvedere Plantation:** In April and May 1999 a small team of archaeologists from the College of William and Mary conducted an archaeological investigation of the sugar works and mill complex at Belvedere Plantation, one of the last remaining

historic sugar plantations in Dutch St. Maarten. This was a continuation of archaeological research begun in 1997 for the purpose of investigating the chronological development of Belvedere Plantation and interpreting its extant sugar production features. The results of the ongoing archaeological research directed by Dr. Norman F. Barka and sponsored by the Sint Maarten National Heritage Foundation and the Sint Maarten Museum are to be incorporated into the future development of the site as historic culture park and interpretive museum. Graduate students Paul M. Nasca and Mark Kostro were responsible for carrying out this season's field research.

Several test units were excavated atop of the raised mill complex revealing evidence of how the man-made terrace was constructed. The ceramic dating of these fill layers suggests a mid-eighteenth century construction date or earlier. Above the fill layers a portion of a large circular feature of volcanic stones was exposed. This is believed to be the foundation for the animal powered sugar cane crushing mill. Present on the surface of the mill terrace was the ruins of a domestic structure. Excavations discerned three phases of construction and dated the building to the late-nineteenth century.

A single large test unit was placed spanning the nine-foot distance between a set of stairs that led down from the mill complex to a now in-filled doorway of the ruined sugar-boiling house. This excavation revealed artifact rich stratified soil and rubble deposits measuring over three feet in depth. It is believed the soil and rubble was used as fill to raise the ground surface after the construction of the boiling house. The high frequency of Afro-Caribbean ware and fish remains within the layers may suggest the origin of the fill was from a slave context. Ceramic evidence dates the construction of the boiling house no earlier than the third quarter of the eighteenth century. A shallow trench diagonally orientated across the test unit floor and several small postholes were encountered in the subsoil. Excavation of these features revealed they extended less than one foot into the subsoil and contained no dateable artifacts. No discernable pattern was identified from the area exposed making their interpretation speculative.

The final phases of report preparation are currently underway. Investigations at Belvedere Plantation will likely resume again this coming spring with the hopes

of testing areas around the standing plantation house. [Item submitted by Paul M. Nasca].

### U.S. Virgin Islands

- **St. Croix:** Michigan Technological University mounted two sessions of fieldwork at Estate Whim on St. Croix, US Virgin Island during 1999. Led by Patrick Martin, Susan Martin, and MS student David Hayes, this work focused on archaeological elements of this sugar plantation, operated from the 18th century into the 20th. Managed and interpreted by the St. Croix Landmarks Society since the 1960s, Estate Whim is known for its well-preserved great house, windmill, and collection of machinery related to sugar manufacture. The MTU project is investigating portions of the site not previously researched or interpreted, namely portions of the slave village and, particularly, the factory complex. This plantation underwent extensive change and technological development during its long period of operation and there are likely to be physical remains of those changes preserved in the archaeological record. An initial phase of the project, carried out in February and March, involved an extensive geophysical survey. Using resistivity, ground penetrating radar, and a magnetometer, the survey crew examined a large area overlapping a slave village abandoned in 1809 and the buried factory complex. Comparisons of the results of the three techniques provided strong suggestions for excavation, and a crew of five returned to the plantation in July to ground truth the geophysical sensing. Excavation revealed multiple stages of construction and demolition in the factory and concentrated on the area identified as the main firebox for heat generation. David Hayes will integrate the archaeological data with extensive historical information to write a master's thesis that investigates the technological and social changes that characterized the plantation's development.

### Bermuda

- **Paget Fort and Smith's Fort:** This past summer archaeologists from the College of William and Mary and the Bermuda Maritime Museum returned to investigate the two early fortifications that once guarded the entrance into St. George's Harbor. This year's efforts marked the seventh field season of cooperative archaeological work between W&M and the BMM for the purpose of exploring the early

settlement and military development of Bermuda. Dr. Norman F. Barka and Dr. Edward C. Harris directed the research.

The season began by revisiting **Paget Fort**. Built in 1612 it is the oldest of Bermuda's 17th-century fortifications. In 1997, archaeological investigations defined and sampled a large in-filled curving defensive ditch cut into the exposed limestone bedrock. Excavations revealed the ditch contained deep stratified soil and rubble-deposits containing a wide variety of artifacts. Included among the artifacts recovered were nearly 500 British military uniform buttons. Preliminary analysis of the buttons and diagnostic artifacts date the filling episode of the ditch to the first quarter of the nineteenth century. This date corresponds with the abandonment and destruction of Paget Fort and the construction of a new fort on higher ground in 1811.

The location of the fort on the exposed tip of Paget Island left it susceptible to high winds and seas both in historic times and the present. Concern mounted after the 1997 field season that the unexcavated portions of the ditch deposit might be threatened. A decision was made to devote a portion of this summer's efforts toward excavating the remaining test units for the purpose of clarifying questions about the function of the ditch and providing a unique opportunity to recover a 100% artifact sample before the information was lost to the ocean. The results proved extremely informative. Excavations exposed a series of deep grooves cut into ditch floor at the bottom of the largest test unit. These may have served as channels for wood cribbing that supported a cannon platform or emplacement. Nearly 200 additional military buttons were unearthed, bringing the total to almost 700 examples. A research report on the excavations at Paget Fort will be presented at the SHA conference in Quebec City.

After completing the research at Paget Fort efforts turned across the channel to **Smith's Fort** for the second consecutive year. Constructed in 1613, Smith's Fort served as a complimentary stronghold to Paget Fort. Evidence of a shallow curving ditch identified during the 1998 field season mirrored a plan of Smith's Fort as portrayed in a 1789 watercolor of the original fort. The ditch feature was also similar in outline to the depiction of Smith's Fort on Captain John Smith's 1624 map. This year's goal was to test for evidence of the continuation of the ditch to the lower gun battery and the possible remains of the

original fortification towers buried within a large rampart erected in 1793 for the purpose of re-fortifying the site.

Testing began within the third merlon of the 18th-century rampart for the continuation of the 17th-century ditch feature. Progress was interrupted by the unexpected discovery of a human burial. Careful excavation and removal of the remains revealed the individual to be a young adult, buried within a wood coffin and interred at the time of the rampart's construction. No artifacts were recovered in direct association with the burial other than coffin nails and a thin copper finger ring.

Despite the slowed progress, a police inquiry and media coverage centered on the burial, testing continued for the presence of the towers in the 1793 rampart. Excavation within the first and third embrasures soon revealed the surfaces of the two large circular limestone towers from the 1613 fort. It appears that in 1793 the Royal Engineers maximized their efforts by simply burying a significant portion of the preexisting fortification, thus reducing energy expenditures and adding strength to the new rampart. Due to time constraints, the excavations were halted and the surfaces of the towers covered in plastic. These remains appear to represent the earliest British stone towered fortification yet discovered in the New World. Investigations at Smith's Fort will resume again next summer with the intention of further exploring the 17th-century remains. [Item submitted by Paul M. Nasca].

## Africa

*Reported by  
Kenneth Kelly*

• **Bénin, West Africa:** During July and August 1999 the Hueda Archaeological Project under the direction of Kenneth Kelly (University of South Carolina) completed a sixth season of excavation and mapping at the site of Savi, capital of the coastal Hueda kingdom, in Bénin, West Africa. The Hueda state and its principal town of Savi were important destinations during the Atlantic Slave trade of the late 17th and early 18th centuries, when the region was best known as Whydah. Since the inception of the project in 1991 it has 1) surveyed the site to determine its dimensions, 2) excavated a series of locations believed to have been occupied by townsfolk, 3) discovered and mapped part of a large scale ditch system, and 4) since 1994 has concentrated on excavations within the elite

or palace complex delineated by the ditch system. All of these excavations have been geared towards developing a better understanding of how the indigenous Hueda elite and commoners made sense of the impacts wrought through trade with European nations including the English, Dutch, French and Portuguese, all of whom maintained permanent trading posts in Savi. The town was ultimately abandoned in 1727 after being sacked and burned during the Dahomean conquest of the Hueda. Aspects of the work conducted through 1996 have been treated in publications including Kelly (1997a and 1997b).

Research in 1999 included several components, principally additional excavation and mapping of several structures in the palace complex and an ethnoarchaeological study of ritual pottery used today in the region. Excavations in the palace complex identified and tested several structures that appear to have undergone very different histories than the previously excavated palace structures. Whereas the palace rooms excavated in previous seasons had all been burned and abandoned, at least one of the structures investigated this year had not been burned. This information, coupled with the distinctive architecture of the structure, a quadrangle compound with at least two stories along one side, suggest that this may have been one of the European trading compounds, which were said not to have been burned. Peggy Brunache will be analyzing these excavations, as well as others in what is hypothesized to be a less public area of the elite compound, for her Masters thesis for the Anthropology Department at the University of South Carolina. Neil Norman, also an MA candidate at USC conducted the ethnoarchaeological study of ritual pottery use in the Save region as the foundation of his Masters thesis for the Anthropology Department. His study focused on the use of pottery in shrines, and the marketing and choice involved in creating specific types of shrines. An additional element of the Hueda Archaeological Project has been to provide hands-on field training for graduate and undergraduate archaeology students from the Université National du Bénin. Two Béninois students participated this year, bringing the total number of African university students who have participated on the project to sixteen.

**Kelly, Kenneth G.**

1997a—"The Archaeology of African-European Interaction: Investigating the Social Roles of Trade, Traders, and the Use of Space in the



17th and 18th c. Hueda Kingdom, Republic of Bénin." *World Archaeology* 28(3):77-95.

1997b— "Using Historically Informed Archaeology: Seventeenth and Eighteenth Century Hueda/European Interaction on the Coast of Bénin." *Journal of Archaeological Method and Theory* (3/4):353-366.

## Underwater News

Reported by  
Toni Carrell

### Florida

• **Florida Bureau of Archaeological Research:** The Bureau is continuing to work on the establishment of Florida's seventh Underwater Archaeological Preserve on the wreck of *Half Moon*, formerly *Germania*, a famous German racing yacht sunk in the 1930s off Miami. The Florida Preserve system currently includes: *Urca de Lima*, part of the 1715 Spanish plate fleet wrecked off Ft Pierce; *San Pedro*, one of the Spanish ships lost in 1733 among the Keys; *City of Hawkinsville*, a paddlewheel steamboat sunk in the Suwannee river; *USS Massachusetts*, the nation's oldest battleship sunk off Pensacola; *SS Copenhagen*, a steamer wrecked off Pompano Beach; and the merchant freighter *Tarpon*, lost in a gale off Panama City.

A new project, Florida's Maritime Heritage Trails is underway. The Maritime Trails consist of thematic topics, such as shipwrecks, coastal forts, historic ports, historic fishing communities, naval bases, light-houses, prehistoric coastal sites, historic bays, and historic inlets. Brochures highlighting the history of the components will be prepared, along with web pages and posters. The Florida Keys National Marine Sanctuary recently has designated nine shipwreck sites as a Shipwreck Trail. These sites, which include the Underwater Archaeological Preserve San Pedro, are interpreted for divers and snorkelers with a brochure and site guides.

### Maryland

• **Maryland Historic Trust, Office of Archaeology and Maryland Archaeological Conservation Laboratory:** A multi-year statewide project is being funded through grants from the National Parks Service's American Battlefields Protection Program through Maryland's Dept. of Business and Economic Development and DoD's Legacy Resource Management Program to examine War of 1812 battle sites that are both

naval and terrestrial. The Chesapeake Flotilla Project organized by Susan Langley, the State of Maryland Underwater Archaeologist, conducted a second field season in St. Leonard Creek the site of a War of 1812 battle between Commodore Barney and his "Mosquito Fleet" and the British Navy. A field crew of eight from East Carolina University did the field work. Field Director, Jeff Enright (an ECU graduate) was ably assisted by Jenna Watts. They surveyed and measured the second of two gun boats from the war of 1812. These boats were scuttled by Commodore Barney as they were too slow when he made his move to get out of the creek and go upriver toward Washington. Through a combination of their own fire power, that of land forces at the mouth of the creek and the weather, British Frigates were driven back and Commodore Barney led his small flotilla of barges and ships out of the creek and up the Patuxent River. Artifacts recovered from the gunboat are being conserved in the Maryland Archaeological Conservation Laboratory. Jenna Watts, Kathy Concannon and Jeff Enright have started the conservation work as part of their summer project with support from the MAC Lab staff, Gareth McNair-Lewis and Betty Seifert.

### Virginia

• **NOAA Monitor Marine Sanctuary:** During June 1999, the National Oceanic and Atmospheric Administration (NOAA) completed a highly successful expedition to the *Monitor* National Marine Sanctuary, and a second expedition is scheduled for August 1999. The primary objective of both expeditions is the survey and assessment of the lower hull, engineering space and turret for the purpose of developing a detailed stabilization and recovery plan. Sanctuary Manager John Broadwater is principal investigator. The wreck of the *Monitor* lies 16 miles off the coast of Cape Hatteras, North Carolina, in 240 feet of water.

The first mission, sponsored by NOAA, the U.S. Navy, and The Mariners Museum, was conducted during June 17-29. All dives were made by Navy divers aboard the salvage ship *USS Grasp*. The Navy logged a total of 29 dives and completed all primary objectives. Navy divers investigated the engineering space, the galley, the area around the midships bulkhead, and the stern of the vessel; Navy combat photographers recorded the surveys with still and video photography. Six artifacts

were recovered from the site and all were transported to The Mariners' Museum for conservation and long-term curation.

The second expedition, scheduled for August 1-27, will be sponsored by NOAA, the Cambrian Foundation, the National Undersea Research Center/University of North Carolina at Wilmington, and The Mariners' Museum. This expedition will conduct additional assessment and excavation tasks, including a test excavation within the *Monitor's* gun turret.

NOAA has accelerated its work at the *Monitor* Sanctuary due to the recent discovery that the *Monitor's* hull is likely to collapse in the near future. In April 1998 NOAA presented to Congress a long-range comprehensive preservation plan for the *Monitor* calling for stabilization in place combined with selective recovery of important components of the wreck. The 1999 expeditions follow the objectives spelled out in the plan. For more information contact John Broadwater, Manager, MONITOR National Marine Sanctuary Program, c/o The Mariners' Museum, 100 Museum Drive, Newport News, VA 23606-3759, 757-599-3122 (fax 591-7353), John.Broadwater@noaa.gov.

### Washington, D.C.

• **NOAA, National Marine Sanctuaries:** NOAA's Florida Keys National Marine Sanctuary (FKNMS), in cooperation with the Florida Division of Historic Resources, opened the Florida Keys Shipwreck Trail in July 1999. The trail is composed of nine historic shipwrecks that range from an eighteenth century Spanish ballast pile to several World War II-era freighters and naval ships. The goal of the Shipwreck Trail is to educate both the local Florida Keys community as well as tourists about the regional maritime heritage. In addition to a strong preservation message, the trail seeks to relieve the stressed coral reefs of diver traffic.

In 1998 the National Marine Sanctuary Program completed a four-year survey to locate historic shipwreck remains in the Olympic Coast National Marine Sanctuary off Washington State's western coast. The survey of the Cape Flattery region at the mouth of the Strait of Juan de Fuca located the fragmented remains of the WWII-era troopship *M.C. Meigs* as well as the scattered remains of two late nineteenth century sailing vessels. The nineteenth century vessels were in extremely fragmented condition due to the harsh regional environment.

The National Marine Sanctuary Program is presently working in partnership with the State of Michigan to develop the sanctuary program's second all-cultural resource based sanctuary. The Thunder Bay Proposed National Marine Sanctuary off Alpena, Michigan, in Lake Huron, will encompass the existing Michigan Bottomland Preserve at Thunder Bay and includes 160 known historic shipwrecks that span more than a century of Great Lakes maritime history. The program has been assisted by the Center for Maritime and Underwater Resource Protection among many other partners. The proposed sanctuary is scheduled for designation sometime in 2000.

If you have any questions about the above noted subjects, please contact National Marine Sanctuary Archaeologist Bruce Terrell at [bruce.terrell@noaa.gov](mailto:bruce.terrell@noaa.gov).

## Other News

• **Underwater Archaeology, the Internet, and the World Wide Web (WWW):** The Internet is rapidly becoming a forum for the exchange of information on underwater archaeology and related maritime resources. The location of new sites that focus on maritime or related fields will be included as a regular feature. Share the news with your colleagues by forwarding new listings or sites to [tlcarrell@shipsofdiscovery.org](mailto:tlcarrell@shipsofdiscovery.org) for future inclusion in the *SHA Newsletter*.

The Underwater Archaeological Society of British Columbia (UASBC) announces its new web site at [www.uasbc.com](http://www.uasbc.com)

Greek archaeologist Vangelis Tsakirakis announces a new web site at: <http://users.otenet.gr/~bm-ecoikk/>. There you can find articles about the following: Surface survey of Western Achaia (conducted from 1989 to 1995 by the 6th Local Archaeological Services and the Centre of Greek and Roman Antiquity - Greek National Foundation for Research). Excavation and surface survey at *n\_Mazaraki* (Rakita) of Achaia (conducted from Dr. M. Petropoulos, 6th Local Prehistoric and Classical Archaeological Service of Patras and Landscape Archaeology Group). Statistical notes on archaic, classical and early hellenistic pottery from the intensive survey at Western Achaia. Database application for historical-archaeological research. Archaic and classical pottery from surface survey at Western Achaia. There is also a reference on archaeological database applications created for the historical-archaeological research at Western Achaia.

A new discussion list focusing on the history and role of women at sea hosted by the National Maritime Museum, Greenwich, is now on-line. The network is open to men as well as women, and to people from all walks of life, not only academics. The discussion group uses a bulletin board system; that is, discussion takes place on the Web rather than via email. We hope that you will take part. To do so, you need to register in order to receive a password. You can find full guidance on joining the group from the Women and the Sea Network Web pages <http://www.nmm.ac.uk/rcs/women/index.htm>. For more information contact: Sarah Ashton, Discussion group moderator, [SJAshton@nmm.ac.uk](mailto:SJAshton@nmm.ac.uk).

## Meetings Of Interest

• **Call for Papers for the 12th Annual Symposium on Maritime Archaeology and History of Hawaii and the Pacific:** February 19-21, 2000 Hawaii Maritime Center, Honolulu, Hawai'i. This event is co-sponsored by the University of Hawaii Maritime Archaeology and History Program and the Hawaii Maritime Center.

Topics under consideration are listed below. If you are interested in presenting a paper, or have any further questions, contact the Marine Option Program at the addresses listed below. Deadline for submissions is November 15, 1999. Suggested Session Topics: Western Contact in the Pacific, Cook and the Endeavour, Transpacific Commerce, Inter island Steam Navigation in Hawai'i, World War II in the Pacific, Findings from the Field (current projects), Polynesian Voyaging, Management of Maritime Museums, Conservation and Preservation, Whaling, Maritime Biographies, Aviation Archaeology, Maritime Archaeology Technology, Midway Atoll.

For additional information contact University of Hawaii Marine Option, Program, 2525 Correa Rd., HIG 215-A, Honolulu, Hawaii 96822 USA., phone: (808) 956-8433, fax: (808) 956-2417, email: [mop@hawaii.edu](mailto:mop@hawaii.edu); or on the web at <http://www2.hawaii.edu/mop>.

## Recent Publications:

**Dawn J. Wright and Darius J. Bartlett, editors**

1999—*Marine and Coastal Geographical Information Systems*. Taylor and Francis Publications, London. The first book of its kind to address basic and applied scientific problems in deep sea and coastal science using GIS and remote

sensing technologies. It includes several contributions from leading academics in the field. Due out October 1999 under the Taylor and Francis "Monographs in GIS" series. 0-7484-0862-2 Hbk 348 pp ££65.00 or \$150.00 US or 98.38 EUR; 0-7484-0870-3 Pbk 348 pp ££32.95 or \$53.00 or 49.87 EUR.

For information on ordering contact by post: Tracy Perry, Taylor & Francis Customer Services, Hants, SP10 5 BR, UK; By phone: +44 (0) 1264-343071 or 08700 Routledge/08700 768853; By fax: +44 (0) 1264-343005; or Online: [http://www.thomson.com/pub/routledge/order\\_blank.html](http://www.thomson.com/pub/routledge/order_blank.html).

## Job Announcement Tenure Track Underwater Archaeology Position

• **The Florida State University, Department of Anthropology**, invites applications for a tenure track underwater archaeologist at the assistant professor level for an individual specializing in shipwreck, nautical, or maritime archaeology starting in August of 2000. The applicant should have Ph.D. in hand at time of application. The Department is most interested in an individual who has an anthropological focus regarding ships and maritime activities, experience with magnetometry and sidescan sonar exploration, an ability to obtain grants and contracts, and conservation experience. While the geographical area of interest is open, the department of anthropology encourages applicants to address their vision of how to incorporate Florida's submerged cultural resource record in their job. Applicants should submit a letter of application describing research, teaching history, and interests, vita, as well as name, address, and phone number of 3 or more references to Dr. Michael K. Faught, Chair of the search committee, Department of Anthropology, Florida State University, Tallahassee, FL 32306-2150. Review of application materials will begin by December 1, 1999, but applications will be accepted until the position is filled.

## Please note new area code and email:

EMAIL: [tlcarrell@shipsofdiscovery.org](mailto:tlcarrell@shipsofdiscovery.org)  
Visit us at: [www.shipsofdiscovery.org](http://www.shipsofdiscovery.org)  
Phone: 361/883-2863; Fax: 361/850-9713

# Society For Historical Archaeology

## Financial Statements

### Years Ended December 31, 1998 And 1997

#### Notes To Financial Statements For The Years Ended December 31, 1998 and 1997

To The Board of Directors  
Society for Historical Archaeology  
Tucson, Arizona

I have reviewed the accompanying statements of financial position of the Society for Historical Archaeology (a nonprofit corporation) as of December 31, 1998 and 1997 and the related statements of activities and changes in net assets, functional expenses and cash flows for the years then ended, in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. All information included in these financial statements is the representation of the management of the Society for Historical Archaeology.

A review consists principally of inquiries of the organization's personnel and analytical procedures applied to financial data. It is substantially less in scope than an audit in accordance with generally accepted auditing standards, the objective of which is the expression of an opinion regarding the financial statements taken as a whole. Accordingly, I do not express such an opinion.

Based on my review, I am not aware of any material modifications that should be made to the 1998 and 1997 financial statements in order for them to be in conformity with generally accepted accounting principles.

Paul T. Wildman, CPA, PC  
Tucson, Arizona  
June 10, 1999

#### **Note 1 Operations And Summary Of Significant Accounting Policies**

##### *Nature of Activities*

The Society for Historical Archaeology (SHA) is an educational organization whose purpose is to promote research in and disseminate knowledge concerning historical archaeology. The Society has approximately 2,325 members whose benefits include receiving quarterly newsletters and journals as well as involvement with conferences and access to the Society's inventory of information and publications.

##### *Organization*

The Company is organized as a nonprofit corporation under the laws of the State of Pennsylvania. The Society began its operations in April, 1968.

##### *Support and Revenue*

SHA's primary source of support is its membership. It is SHA's policy to recognize support and revenue from members upon receipt. Specifically member dues are not recognized when members commit but instead when the commitment is fulfilled. As much as 74% of all member dues are paid in advance. Membership fees generally range from \$20 to \$200.

##### *Promises to Give*

Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently re-

stricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Unless otherwise indicated, all cash contributions are considered available for unrestricted use. The Organization uses an allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. As a member-based organization, promises to contribute are rare and usually fully collectible.

##### *Contributed Services*

SHA receives a significant amount of donated services from unpaid volunteers. Management estimates its volunteer hours of services in excess of 15,500 hours. These services include editorial, conference planning, financial, public information and administrative services. No value for these substantial services has been recognized in the statement of activities because

#### Society for Historical Archaeology Statements of Financial Position December 31, 1998 and 1997

	1998	1997
<b>ASSETS</b>		
Cash	\$ 93,563	\$ 77,586
Cash, restricted (Note 6)	395	500
Receivables (Note 2)	22,887	4,423
Investments (Note 4)	238,248	236,451
Inventory (Note 3)	36,055	37,077
<b>TOTAL ASSETS</b>	<b>\$ 391,148</b>	<b>\$ 356,037</b>
<b>LIABILITIES AND NET ASSETS</b>		
Accounts payable	\$ 34,985	\$ 20,771
Member dues paid in advance (Note 5)	113,245	111,557
Prepaid contract income (Note 9)		8,250
<b>TOTAL LIABILITIES</b>	<b>148,230</b>	<b>140,578</b>
<b>Net assets</b>		
Unrestricted	242,523	214,959
Temporarily restricted (Note 6)	395	500
<b>TOTAL NET ASSETS</b>	<b>242,918</b>	<b>215,459</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 391,148</b>	<b>\$ 356,037</b>

See accompanying notes and accountant's review report.

Society for Historical Archaeology  
Statements of Activities and Changes in Net Assets  
For the years ended December 31, 1998 and 1997

	1998	1997
Unrestricted Net Assets		
Support		
Memberships	\$ 164,060	\$ 123,807
Publication sales	37,589	35,147
Investment income	15,364	20,303
Other income	<u>23,976</u>	<u>16,820</u>
Total Unrestricted Support	<u>240,989</u>	<u>196,077</u>
Expenses		
Program services	164,738	200,802
Supporting services		
Management and general	41,058	29,216
Fundraising	<u>7,629</u>	<u>11,414</u>
Total Expenses	<u>213,425</u>	<u>241,432</u>
Increase (decrease) in		
Unrestricted Net Assets	<u>27,564</u>	<u>(45,355)</u>
Temporarily Restricted Net Assets		
Cooperative agreement (Note 9)	21,894	0
Member contributions	3,929	3,800
Restrictions satisfied	<u>(25,928)</u>	<u>(3,300)</u>
Increase (decrease) in		
Temporarily Restricted Net Assets	<u>(105)</u>	<u>500</u>
Increase (decrease) in net assets	27,459	(44,855)
Net assets at beginning of year	<u>215,459</u>	<u>260,314</u>
Net Assets at End of Year	<u>\$ 242,918</u>	<u>\$ 215,459</u>

See accompanying notes and accountant's review report.

Society for Historical Archaeology  
Statements of Cash Flows  
For the years ended December 31, 1998 and 1997

	1998	1997
CASH FLOWS FROM OPERATING ACTIVITIES:		
Excess (deficiency) of revenue		
over expenses	\$ 27,459	\$ (44,855)
(Increase) decrease in assets:		
Receivable	(18,464)	(396)
Inventory	1,022	18,251
Increase (decrease) in liabilities:		
Accounts payable	14,214	(154)
Prepaid income	<u>(6,562)</u>	<u>19,067</u>
NET CASH PROVIDED BY		
(USED FOR) OPERATING ACTIVITIES	<u>17,669</u>	<u>(8,087)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from sale of investments	36,712	87,000
Purchase of investments	(38,404)	(95,745)
Proceeds from maturing investments	<u>      </u>	<u>52,900</u>
NET CASH PROVIDED BY		
INVESTING ACTIVITIES	<u>(1,692)</u>	<u>44,155</u>
Net increase in cash	15,977	36,068
Cash at beginning of year	<u>77,586</u>	<u>41,518</u>
CASH AT END OF YEAR	<u>\$ 93,563</u>	<u>\$ 77,586</u>

See accompanying notes and accountant's review report.

the criteria for recognition under SFAS 116 has not been satisfied

#### Property and Equipment

Donations of property and equipment are recorded as support at their estimated fair value. Such donations would be reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. To date, no such donations have been made.

#### Financial Statement Presentation

In 1997, SHA adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations." Under SFAS No. 117, SHA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by this statement, SHA has discontinued its use of fund accounting and has, accordingly, reclassified its financial state-

ments to present the three classes of net assets required. This reclassification had no effect on the change in net assets for 1998 or 1997. SHA has no permanently restricted net assets at either December 31, 1998 or 1997.

#### Investments

SHA adopted SFAS No. 124, "Accounting for Certain Investments Held by Not-for-Profit Organizations," in 1997. Under SFAS No. 124, investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets.

#### Income Taxes

Based on information supplied to the Internal Revenue Service, SHA is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes is made in these financial statements.

#### Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### Cash and Cash Equivalents

For purposes of the statements of cash flows, SHA considers all liquid investments with an initial maturity of three months or less to be cash equivalents. As such cash is only those funds in SHA's checking accounts.

#### Year 2000 Disclosure

Management has assessed the SHA's exposure to date sensitive computer software programs that may not be operative subsequent to 1999 and has implemented a requisite course of action to minimize Year 2000 risk and ensure that neither significant costs nor disruption of nor-

mal business operations are encountered. However, because there is no guarantee that all systems of outside vendors or other entities affecting SHA's operations will be 2000 compliant, SHA remains susceptible to consequences of the year 2000 issue.

### Reclassification

Certain items included in the prior year financial statements have been reclassified to conform with the current year financial statement presentation.

### Note 2 Receivables

Receivables at December 31, 1998 and 1997 generally represent amounts due to SHA on an agreement with the U.S. government, the sale of publications and amounts advanced to its annual conference sponsors. Management considers all amounts fully collectible and as such no allowance for doubtful accounts is provided.

### Note 3 Inventory

Inventory consists of SHA's publications including Historical Archaeology publication as well as special publications, proceedings, guides and readers. The inventory is carried at the lower of cost or market value with cost and market values assigned by specific identification of each volume of each publication.

Significant publication sales efforts since 1996 have indicated that inventory costs exceeded market value for many of SHA's publications. Accounting principles required an adjustment to these "lower than cost" market values. This adjustment reduced inventory and contributed to the deficiency of revenue over expenses in the amount of \$4,500 and \$28,500 for the years ended December 31, 1998 and 1997.

### Note 4 Investments

SHA's investments yielded approximately \$25,275 and \$20,303 in interest, dividends and

realized gains respectively for the years ended December 31, 1998 and 1997.

### Note 5 Member Dues Paid In Advance

Member dues paid in advance at December 31, 1998 and 1997 represents the receipts of member dues for the years 1999 and 1998 respectively. SHA bills its members for dues in October of the preceding year for the upcoming year. Membership consists of calendar year based annual dues. Depending on the type of membership, dues range between \$20 and \$200 per member per year. Total membership approximates 2,325 at December 31, 1998.

### Note 6 Restrictions On Net Assets

All of the restrictions on net assets at the end of 1998 and 1997 relate to funds raised through donations. SHA does not intend to change their use. Those restrictions are considered to expire when payments are made. Interest earned on the temporary investment of such support is unrestricted. Temporary restricted net assets at December 31, 1998 and 1997 are available for the following purposes:

	1998	1997
1998 Student		
Member Reception	\$500	
Harrington Memorial	\$395	

### Note 7 Related Party Transactions

The spouse of SHA's Secretary/Treasurer operates a separate business called "Backcountry Archaeological Services" (BAS). SHA has informally engaged BAS to perform various services for them. These services include operating the SHA business office in accordance with requirements set forth in an approved manual and handling the publication sales. The cost incurred for these services totaled \$47,257 and \$39,200 respectively for the years ended December 31, 1998 and 1997.

SHA contracts with TransVisions to provide composition services for its publications. This company is owned by the SHA editor's son. For the years 1998 and 1997, payments for these services approximated \$16,853 and \$17,800, respectively.

### Note 8 Statement Of Cash Flows

The Statement of Cash Flows is presented using the indirect method. There was no amount expended for income taxes or interest. Noncash investing activities for the years ended December 31, 1998 and 1997 totaled \$(9,911) and \$3,179 and consisted of unrealized gains (losses) on SHA investments.

### Note 9 Commitments

SHA has entered into a cooperative agreement with the National Park Service of the US Government. Revenue from this agreement will be recognized on the basis of the company's estimates of the percentage of completion of the work, commencing when progress reaches a point where experience is sufficient to estimate final results with reasonable accuracy. As of December 31, 1998 revenue has been recognized to the extent of costs and totaled \$21,894.

## Society for Historical Archaeology Statements of Functional Expenses For the years ended December 31, 1998 and 1997

		<b>Supporting Services</b>		
	<u>Program</u>	<u>Management</u>		
	<u>Services</u>	<u>&amp; General</u>	<u>Fundraising</u>	<u>Total</u>
<i>For year ended December 31, 1998</i>				
Publication costs				
Printing	\$ 49,839	\$ 49,839		
Editorial expenses	31,741	31,741		
Postage / handling / storage	14,989	14,989		
Conferences and meetings	8,229	\$ 1,428	9,657	
Management services	33,080	9,451	\$ 4,726	47,257
Office and supplies	9,098	3,608	424	13,130
Advertising and promotion	2,058	2,058		
Travel	5,357	5,357		
Insurance	3,220	3,220		
Professional services	17,681	5,252	192	23,125
Other	<u>81</u>	<u>12,742</u>	<u>229</u>	<u>13,052</u>
TOTALS	<u>\$ 164,738</u>	<u>\$ 41,058</u>	<u>\$ 7,629</u>	<u>\$ 213,425</u>
 <i>For year ended December 31, 1997</i>				
Publication costs				
Printing	\$ 75,833	\$ 75,833		
Editorial expenses	38,358	38,358		
Postage / handling / storage	16,349	16,349		
Conferences and meetings	5,103	\$ 651	5,754	
Management services	27,440	7,840	\$ 3,920	39,200
Office and supplies	11,577	4,145	457	16,179
Advertising and promotion	6,339	3,705	10,044	
Travel	4,678	4,678		
Insurance	3,207	3,207		
Professional services	18,863	6,865	682	26,410
Other	<u>940</u>	<u>1,830</u>	<u>2,650</u>	<u>5,420</u>
TOTALS	<u>\$ 200,802</u>	<u>\$ 29,216</u>	<u>\$ 11,414</u>	<u>\$ 241,432</u>

See accompanying notes and accountant's review report.