

Society for American Archaeology: Committee on Public Education

Volume 1, Number 3

March 15, 1991

Editorial Staff

Ed Friedman
Phyllis Messenger

Public Education Committee

Ed Friedman
Chair, Public Education Committee and Network Subcommittee

Phyllis Messenger
Vice-Chair, Public Education Committee

Lawrence G. Desmond
Special Interest Group Subcommittee

Karolyn Smardz and Paul Hooge
Formal Education Subcommittee

George Smith
Public Sessions Subcommittee

KC Smith
Educational Resources Forum Subcommittee

Address Inquiries To:

Ed Friedman
Bureau of Reclamation
P.O. Box 25007, D-5530
Denver, Colorado 80225-0007
Phone: (303) 236-9026
Fax: (303) 236-6763

A COMMITMENT TO EDUCATING THE PUBLIC ABOUT THE IMPORTANCE OF ARCHAEOLOGY AND ARCHAEOLOGICAL RESOURCES, by Jeremy A. Sabloff, President of the Society for American Archaeology

The SAA Executive Board is committed to promoting public education about archaeology and is delighted at the efforts of Ed Friedman, Phyllis Messenger, and their colleagues in helping make the recently launched Public Education Committee such a resounding success. Since its formal inception nearly a year ago, this energetic committee already has accomplished a lot, including the creation of this newsletter. In the not-too-distant future, the newly created Foundation for American Archaeology--one of whose goals is the effective dissemination of information about archaeology--hopefully will be able to further foster the committee's work.

There are a number of current factors that make the Public Education Committee's efforts especially important and imperative. Let me single out three in particular. First, the destruction of the archaeological record in the United States and throughout the Americas continues at a too rapid pace as population grows and cities, towns, industries, and roads expand across the landscape. Second, national and local funding for archaeological and historic preservation is increasingly threatened as government finances at all levels become tighter and tighter. Third, the public's desire for archaeological news and information continues unabated. If archaeologists are to be successful in maintaining the commitment of governments to archaeology and archaeological resources, let alone increasing funding in hard times, we need public support and understanding. But if the archaeological profession neglects to inform the public about the nature and outcomes of archaeological activities, its appetite will be whetted by media stories that unfortunately are too often sensational, inaccurate, or incomplete. Such (mis)information will not help archaeologists mobilize public support for archaeological research and preservation. Rather, it probably will work against such efforts.

If we want both to learn about and preserve the past, we must educate the public about our work and our accomplishments. Again, the SAA is committed to this goal and sees its support of the activities of the Public Education Committee as one of the principal means to achieve it.

A TRAVELING EXHIBIT WITH PUBLIC PARTICIPATION, by Nan McNutt, Nan McNutt & Associates

A participatory traveling exhibit on conservation archaeology, "Saving Alaska's Archaeological Heritage," is under development at the Alaska State Museum, Juneau, Alaska. Funding for the initial phases has been awarded by the Alaska Humanities Forum and the United States Forest Service, Tongass National Forest.

The traveling exhibit, focusing on the family hearth, is being designed specifically to be traveled by Cessna to remote communities of Alaska, i.e. logging camps, fishing villages, small communities, as well as community centers within an urban setting such as malls.

Plans call for language tapes by native elders so that the ethics held by traditional cultures for the old ways and the sites can be heard. Also, those people who may not understand the local language spoken will be able to experience the magic of a different language.

A few well chosen archaeological concepts will challenge the public to examine their actions with archaeological sites. These concepts include: What do you do if you find a site? What is your role or relationship to a site? Who can become involved in site conservation?

The initial phase of the project will see the completion of a prototype for a participatory traveling exhibit. During the initial phase, the prototype will be researched, developed and field tested in 10 locations throughout southeast Alaska. Field testing simply ensures that the exhibit can withstand a "multitude of hands" actively engaged with the exhibit. During this period, the exhibit will also be evaluated, making sure that the message of conservation archaeology is indeed being received by the audience.

The Alaska State Museum anticipates the completion of this portion of the project during 1991, and will seek further funding for the development of the educational component, a poster/brochure, and the

completion of several exhibit models which can travel to other parts of Alaska.

ANTHRO.NOTES, A MUSEUM OF NATURAL HISTORY BULLETIN FOR TEACHERS, by Ruth O. Selig, Smithsonian Institution

In 1978, four anthropologists, Ruth Selig and Ann Kaupp of the Smithsonian Institution, and Alison S. Brooks and JoAnne Lanouette of George Washington University, created a new kind of museum/university teacher training program under the auspices of the National Science Foundation: **The Smithsonian Institution/George Washington University Anthropology for Teachers Program**. The 1979 reviewers at the National Science Foundation encouraged them to continue the program and suggested that they create a continuing link with their graduates. The result was Anthro.Notes, A Museum of Natural History Bulletin for Teachers.

The first issue was six pages long, and focussed on news for the 50 teachers in the year-long teacher training program as well as news for the 25 graduates from the 1978-79 program. It described the program, reviewed basic teaching resources, and announced upcoming events. Three hundred Washington area teachers received the Spring 1979 issue.

In the Fall of 1979, the producers of the PBS Odyssey film series asked the Anthro.Notes team to write an "Educator's Guide to Odyssey," which was completed within a month, and the extra materials written were published in Anthro.Notes. In April 1980, the Council on Anthropology and Education asked the Anthro.Notes staff to organize a symposium on teacher training programs for the 1980 American Anthropological Association meetings in Washington D.C.

As the Smithsonian continued to receive increasing numbers of letters asking for materials to help teach anthropology in classrooms, requests for Anthro.Notes increased (today the mailing list reflects an international readership of 4,500). Subscribers include precollege teachers and college and university

anthropologists as well as institutional professionals such as librarians, museum educators, historical society administrators, and state archaeologists. The newsletter increasingly has become a national publication, bridging the worlds of education, anthropology, archaeology, museums, and professional societies. Materials created for the teacher training courses were combined into teachers' packets available from the Smithsonian's Department of Anthropology's Public Information Office.

By the winter of 1982, Anthro.Notes had evolved into its present format of sixteen pages, offering lead articles based on solid recent research on topics of interest to teachers. Through each year's three issues, the traditional four fields of anthropology are covered: physical anthropology, archaeology, linguistics, and cultural anthropology. Anthro.Notes continues to help teachers bring anthropology into their classrooms by offering practical teaching strategies, reviews of new resources, a yearly "summer opportunities" article, and helpful items in its "Do You Know" columns.

Since 1982, the philosophy of Anthro.Notes has continued to reflect that of **The Smithsonian Institution/George Washington University Anthropology for Teachers Program**: 1) to give teachers a firm foundation in anthropology; 2) to help teachers integrate the subject into their teaching; 3) to aid teachers in better utilizing their community's resources for the teaching of anthropology; and 4) to create a network of teachers, anthropologists, and museum educators interested in encouraging more precollegiate anthropology.

AN SAA TEACHER WORKSHOP--NOT JUST FOR TEACHERS, by Nan McNutt, Nan McNutt & Associates

The SAA will host a Teacher Workshop at the New Orleans meetings, April 23-28, 1991, concentrating on the curriculum **Project Archaeology: Saving Traditions (P.A.S.T.)**. This workshop targets teachers seeking archaeological content, academic process skills, and values held by archaeologists.

But, the workshop is not just for teachers. Archaeologists who are interested in working with educators are welcome to attend the sessions or visit for short periods of time. Many of the activities will not be new to the archaeologists, but the process of delivery incorporates learning styles and teaching methods which produce educationally significant results. These will be of particular interest to anyone interested in archaeology education.

The course will cover the following units of study:

1. Unit I: The Artifact covers the description, labelling, measurement and location of artifacts, the determination of attributes, the classification and seriation of artifacts, and a discussion of current archaeological laws.
2. Unit II: The Site takes the participant through the scientific principles applied in recording stratigraphy. Participants learn artifact recording and graphing techniques and are asked to draw inferences from the placement and attributes of artifacts.
3. Unit III: The Culture presents techniques for recording local historic and archaeological sites for the SHPO. Participants will visit local archaeological sites with a regional archaeologist to study the cultural development of this region.

The workshop is scheduled for all day Saturday and Sunday. For more information, please contact Nan McNutt, 206-652-5100 or 907-772-4809.

HIGH SCHOOL STUDENTS SURVEY S.E. ALASKA FISH TRAPS, by Paul Bowen, Petersburg High School, Alaska

In March, 1989, students from Petersburg High School, under the direction of Mark McClallum, archaeologist with the U.S. Forest Service, and Nan McNutt, archaeology educator, began background study and field survey of archaeological sites in the Petersburg area.

Before beginning the field survey, the students had an orientation meeting to establish the purpose of the project as well as to learn the known archaeological history of the region.

A site, known as the Sandy Beach Recreational Area, located in a cove close to town, was selected for surveying. This choice was based on the fact that it had been already impacted by townspeople through use as a picnic area and for viewing known petroglyphs. Few people knew of the existence of the fish traps in the area, and at low tides these features continually suffer from clamming.

Students studied examples of fish traps, and got a feel for archaeological contributions they could make by documenting this previously unmapped site. The Alaska State Historic Preservation Office was contacted, and the students began mapping the general region.

Because the fish traps are exposed only at extremely low tides, the surveying and recording of data took place on a relatively few days during the school year. During the first year, 1989, five heart-shaped fish traps consisting of wood and stone were located, and plotting of these began.

The following sequence of on-site field studies at the Sandy Beach Recreational Area can be used as a guide for other classes in surveying, recording data, and preparing final site reports.

1. The students located existing brass cap survey monuments in the Sandy Beach areas. These monuments consisted of BLM, State of Alaska, and local city property corners.
2. A base survey point was established, herein referred to as the "Petroglyph Station" (PS).
3. Using the PS and a BLM witness corner as a backsite and baseline, the students' first archaeological site location to be surveyed was the locally well known Petroglyph Rock.

4. Under the field direction of local archaeologists, the students then began a general reconnaissance in the tidal flat area to locate existing rock and wood stake fish traps.

5. Five fish trap features were then surveyed using the PS and baseline reference for control. Equipment used was a T-16 theodolite, stadia rod, and a HP3805 distance meter. (For classes with little knowledge of these types of equipment, the use of compasses and metric tape will suffice.)

6. The final survey in late May 1989 obtained data for the preparation of a plot which located all archaeological features as well as a regional map of the area, including the beach high tide line, tidal stream drainage pattern and several building structures in the vicinity of the site.

In Spring 1990 a new group of Petersburg High School surveying students received class instruction and a slide presentation of other archaeological sites in S.E. Alaska. These students, like the students before them, conducted detailed compass and tape surveys of specific features, gathering rock and stake positions, which were later plotted by the students on a large-scale map. In Spring 1991 another group of surveying students will continue the ongoing archaeological study of the Sandy Beach Recreational Area.

WHAT'S NEW

HERITAGE LESSONS: PRESERVATION OF THE NATURAL AND BUILT ENVIRONMENT AND PRESERVATION OF ORAL LANGUAGE TRADITIONS, by Shereen Lemer, Arizona State Historic Preservation Officer

Heritage Lessons is a series of 17 lesson plans developed in 1989-1990 by Northern Arizona University's Center for Excellence in Education. Under the direction of Dr. Peggy VerVelde, teacher-

interns developed and piloted the lesson plans, which are suitable for use in kindergarten through sixth grade, and may be obtained by contacting Dr. Peggy VerVelde, Center for Excellence in Education, Northern Arizona University, PO Box 5774, Flagstaff AZ 86011-5774.

**GRANT AWARDED FOR ARCHAEOLOGY
TEACHER INSTITUTE**, by Shelley Smith, Bureau
of Land Management, Salt Lake District Office

The Utah Endowment for the Humanities awarded a grant to the Utah Museum of Natural History and the Bureau of Land Management to sponsor a teacher institute in June 1991. Teachers and social studies curriculum directors from Utah's 40 school districts will attend a 3-1/2 day workshop at the museum, with two subsequent field trips. The Institute will center around the Intrigue of the Past curriculum, developed by BLM and the Utah Task Force on Cultural Resources (with divisions of the BLM, Forest Service, National Park Service, and the State of Utah). Teachers will also be taught more intensive archaeology activities, such as table-top digs, flintknapping, and laboratory analysis. Teachers will receive five in-service credits for attending the workshop, and 80 participants are expected.

A requirement for participating in the Institute is that teachers return to their home districts, and within a year conduct a workshop, with an archaeologist, for their peers. Rural school districts will be workshop co-sponsors, and we expect a maximum of 20 workshops. A critical aspect of an effective education program is that it be widely used, especially in rural areas where most of the threatened cultural resources are located. We are looking at the Institute as a means to establish a network of trained teachers statewide, and to form a base for continued teacher involvement.

A facilitators' training for professional and amateur archaeologists will be developed this winter. The training will orient archaeologists to the philosophy behind the curriculum, and guide them on teaching the workshop to teachers and working with local schools. We will also share what we have learned about creating effective lesson plans and activities, and

encourage people to develop lessons about their local cultural resources.

Finally, we are seeking cash contributions for the Institute. UEH will grant an additional dollar for every two dollars in cash donations, and we need \$12,000 from donors other than UEH. The money is needed primarily to pay teachers a stipend for conducting workshops in their home districts, and for increased salary to teachers helping to conduct the Institute. Please contact Shelley Smith (801-977-4357) with suggestions for organizations to approach about donating (or if you would like to make a contribution yourself!); contributions are tax deductible. Benefactors will be acknowledged in Institute publicity and materials.

**NEW TECHNICAL BRIEF FROM THE PARK
SERVICE**

The National Park Service has just published Technical Brief No. 9, Training and Using Volunteers in Archaeology: A Case Study from Arkansas by Hester Davis. This is an informative report for those who have instituted a formal program for volunteers or for those who are considering it. Hester clearly outlines the certification process in Arkansas as well as some of the positive and negative aspects of establishing a program.

If you are interested in obtaining a copy of the paper, write to National Park Service, Archaeological Assistance Division, P.O. Box 37127, Washington, D.C. 20013-7127.

NEW PUBLICATIONS

A new publication entitled Illinois Archaeological Resource Materials with Annotated Bibliography for Teachers by Joyce A. Williams, Staff Archaeologist with the Illinois Historic Preservation Agency, is available as No. 1 in the Illinois Archaeology Educational Series. The publication brings together in one source teaching articles, museum addresses, craft suppliers, replicators, and a

bibliography divided by grade level. The publication costs \$3.00 and can be ordered from the Archaeology Section, Illinois Historic Preservation Agency, Old State Capitol, Springfield, Illinois 62701. There is no charge for taxes or postage.

Expository Science: Forms and Functions of Popularization, edited by Terry Shinn and Richard Whitley (D. Reidel Publishing, 1985 - CIP data W225.E95 / 306.45) is a collection of sociology-of-science studies focusing on "popularizing" science. The introductory essay by Richard Whitley emphasizes that "popular" science reaches a variety of publics, including fellow scientists in related fields and funding agents.

Whitley and the other contributors analyze popular science presentations, recent and historic, primarily in Europe (including Britain), and bring out the manner in which knowledge claims are made. (One important difference between scientific and popular science, they point out, is that popular science statements are seldom placed in a context facilitating evaluation by the reader. Instead, they are often presented as authoritative, and only implicitly competing with other authorities).

A concluding commentary by Victor McElheny of MIT, a science journalist, suggests several ways in which the impact and understanding of a popular science presentation could be measured, and lists 20 forms of communication of science.

SUBCOMMITTEE NEWS

Public Session Subcommittee, from George Smith, National Park Service, Southeast Archaeological Center

Plans for the SAA-sponsored special session "Archaeology for the Public" continue. The session has been accepted and is tentatively scheduled for Saturday, April 27, 1:00 p.m. to 3:30 p.m. A proposal

has been submitted to the Louisiana Endowment for the Humanities (LEH) for printing the program. Currently the program is being developed.

The local public broadcasting station WYES has agreed to run the "Assault on Time" video along with an announcement for the session 1 to 2 weeks before the meetings. The Louisiana Endowment for the Humanities has agreed to print in its magazine Cultural Vistas an article by Jerry Milanich dealing with his presentation at the special session. They also will print a sidebar inviting the public to attend. Announcements concerning the session have been submitted to the SAA Newsletter, CRM Bulletin, and the Federal Archaeology REPORT and should appear in these publications in March 1991.

The statewide essay contest for 8th and 9th graders on "why is it important to protect archaeological sites" is going well. To date over 100 entries have been received. The final deadline for submittal was January 31, 1991.

The artifact identification/information booth will be staffed by archaeologists from the New Orleans office of R. Christopher Goodwin and Associates, Inc.

Intersociety Working Group Subcommittee, From Ed Friedman, Bureau of Reclamation, Denver, Colorado

The Intersociety Working Group met at the Society for Historic Archaeology's (SHA) recent annual meeting (January 9-12, 1991), in Richmond, Virginia.

A good deal was accomplished:

- A final draft agreement on cooperation among the societies on educational issues was developed. The process to be followed is:
 1. review by committee members and revise;
 2. send to societies' executive board for review and revision;
 3. signing by the societies' presidents.

- Three tasks on which the societies can work together were identified:

1. collection, development of evaluative criteria, and evaluation of precollegiate materials;
2. establishment of a nationwide network; and
3. development of a pamphlet or guide to help archaeologists to teach archaeology to groups other than college students.

- Assignments for developing action plans for these tasks were made. Paul Hooe and Karolyn Smardz will be responsible for item 1, Ed Friedman will develop the action plan for item 2, and KC Smith will be putting together a proposal for item 3.

The next gathering of the Intersociety Working Group is scheduled for the SAA's New Orleans, Louisiana meeting. The meeting will take place on Saturday morning (April 27, 1991) from 9:00-11:00 a.m. The room will be announced in the meeting program.

Special Interest Groups Subcommittee, from Lawrence G. Desmond, University of Minnesota

Current Activities

The Special Interest Groups Sub-Committee has been contacting national organizations such as the Good Sam Club, Sierra Club, American Automobile Association, etc., to develop an information base on their publishing policies, target audience and circulation. With the information we are gathering writers will have a good idea where their articles might fit or how to tailor their articles to a particular group.

Here is one example. The Good Sam Club publishes a journal called Highways which has a paid subscription of about 850,000 and a readership estimated twice that number. Most of their readers are 62 years of age and above (something important to consider when writing about archaeology). The editors welcome articles on archaeology (which would include our anti-looting and heritage preservation message), but the main focus of the article has to be on the "the fun of RVing." The

editor I spoke to thought an article of 2500 words, with photos, on Yucatan would be terrific, and advised that 1500 words would be on the experience of driving and camping in Yucatan, and the balance of 1000 words would be on archaeology. As a motivation, Highways pays \$400 or more for such an article!

Hank Meals Joins Subcommittee

Hank Meals of Nevada City, California joins the Special Interest Groups Subcommittee. Hank brings to the SAA's Public Education Committee expertise on where and how to get popular articles about archaeology and the preservation of cultural resources published.

PUBLIC EDUCATION COMMITTEE TO HOLD MEETINGS AT SAA

APRIL 25, 1991 (4:00 - 6:00 P.M.)

Open meeting for individuals interested in discussing issues and sharing information and experiences.

APRIL 26, 1991 (4:00 - 6:00 P.M.)

Formal meeting of the Public Education Committee.

APRIL 27, 1991 (9:00 - 11:00 A.M.)

Intersociety Archaeology and Education Work Group.

OF SPECIAL INTEREST

CALL FOR FINANCIAL SUPPORT

In the last edition of the NEWSLETTER (Vol. 1 No. 2) a call for financial support was issued. As a result of that call, we have received donations amounting to \$65.00 from individuals. This amount is not going to keep us going for very long. Again we ask you to reach into your pockets and make a contribution to this very important effort.

Send your tax-deductible donations to the Society for American Archaeology, Public Education Committee, 808 17th Street, NW, Suite 200, Washington DC 20006.

DEADLINES AND DUE DATES



To ensure your spot in the next issue of the NEWSLETTER, we need your material by May 1, 1991. Your submittals keep the readers informed. Send them to Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5530, Denver, Colorado 80225-0007.

CALENDAR OF EVENTS

Society for American Archaeology, April 23-28, 1991, New Orleans, Louisiana

Canadian Archaeological Association, May 8-11, 1991, St. John's, Newfoundland, Canada

(Tentative) Colorado Archaeology for the Classroom Teacher Workshop, October 2-4, 1992, Florissant, Colorado

NETWORK VOLUNTEERS

The concept of a nation-wide NETWORK has changed somewhat over the last few months. As a result of the last Intersociety Work Group meeting held in conjunction with the Society for Historical Archaeology's annual meeting (January 1991) it was recommended that the various participating societies join together in this project. So if you have been reluctant to join us because you do not belong to the SAA, that is not a problem.

So far our call for volunteers to take a leadership role in the NETWORK development has met with limited

success. We still need more people. For those of you who have accepted the challenge, THANK YOU. For more information, contact Ed Friedman, Bureau of Reclamation, Attention: D-5530, PO Box 25007, Denver CO 80225-0007, 303-236-9026, FTS 776-9026.

THE WORD IS SPREADING

It was reported in the last issue of the NEWSLETTER (Vol. 1 No. 2) that our readership reached 551. I am pleased to note that this issue will be going to 603 individuals.

If by our error you receive multiple copies of the NEWSLETTER, or if you wish to have your name deleted from the mailing list, please call or write Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5530, Denver, Colorado 80225-0007, (303) 236-9026 or FTS 776-9026.

ARCHAEOLOGY FOR THE CLASSROOM, by Carol Ellick, Tucson, Arizona

Alternatives to Taking it Home

Aside from the legal and ethical problems, there are a lot of reasons we spout for why people shouldn't collect artifacts for keepsakes and private collections. Archaeologists often find themselves talking till they're blue in the face with don'ts. We do, however, know the temptation of possessing the unique or unknown. It's wonderful to touch the past and to try to hold onto a piece of it. The question is, then, how do we hold on to the past without removing it from context? The solution is alternatives.

It doesn't hurt to teach the facts. It is against the law to remove artifacts from state and federal land. The specific laws and fines vary from state to state. A copy of the laws for your area can be obtained from your State Office of Historic Preservation (SHPO). There is a SHPO located in each state's capitol city. A preservation officer will be happy to assist you with locating this information.

Taking artifacts, even that solitary projectile point (hunting point) lying by itself in the middle of nowhere, removes information. But if it's lying there with no other artifacts around it, how is removing it taking it out of context? That solitary point tells us that someone was there. Archaeologists plot these isolated finds. When mapped together with other information, this data can be used to piece together information on subsistence, environmental usage, hunting patterns, and time period.

An alternative to taking the artifact is to take its image. This can be done in many ways. When wandering around in the out-of-doors, students

might carry with them a camera, pencil and paper, and their imaginations.

Regardless of the alternative chosen, before picking up the artifact, mark its exact location. In the excitement of the find, sometimes it is very difficult to remember exactly where it came from. A quarter, button, tissue (with a rock on it), just about anything can be used to mark provenience.

A camera can be an extremely helpful recording tool. Not only can it be used to take a picture of the artifact, it can also be used to record the environmental setting. When photographing an object, a coin can be placed next to it in the photo to show relative size. The relic can also be drawn. After marking its location on the ground, place the artifact on a piece of paper and trace around the edges. Move the artifact off to the side and add the descriptive details. A written account can also be made of the artifact and its environmental context. (The record form provided with this article may be reproduced for field or classroom use). Even if you come across an artifact with no mechanical means to record it, you can still take its image home with you--in your mind.

Pick up the hunting point. Look at it. Examine its shape, its size, its material. Hold it in your hand and look around you. Think back in time and build a picture of how it got there. Who was hunting? What were they stalking? How long ago did this happen? Were they hunting alone or with a group? How did that point end up on the ground? Once all of the details of the story have been filled in, the artifact can be put back and the marker can be picked up. A whole story can be built upon one item. In this case, it doesn't matter if the story is true or not, the important thing is that it is a permanent vision that one can carry away with oneself.

Upon returning to town, opportunity might be taken to phone an archaeologist so that the find can be recorded.

Activity 1

Time - 15-20 minutes

Materials - Artifacts (classroom items will do)

- Record Sheet or Graph Paper
- Pencils

Students trace the artifact, then fill in the description details. A written description is then made of the item. Care should be given to make the drawing as true to exact size as possible.

Activity 2

Time - 20-30 minutes

Materials - Dilemma card

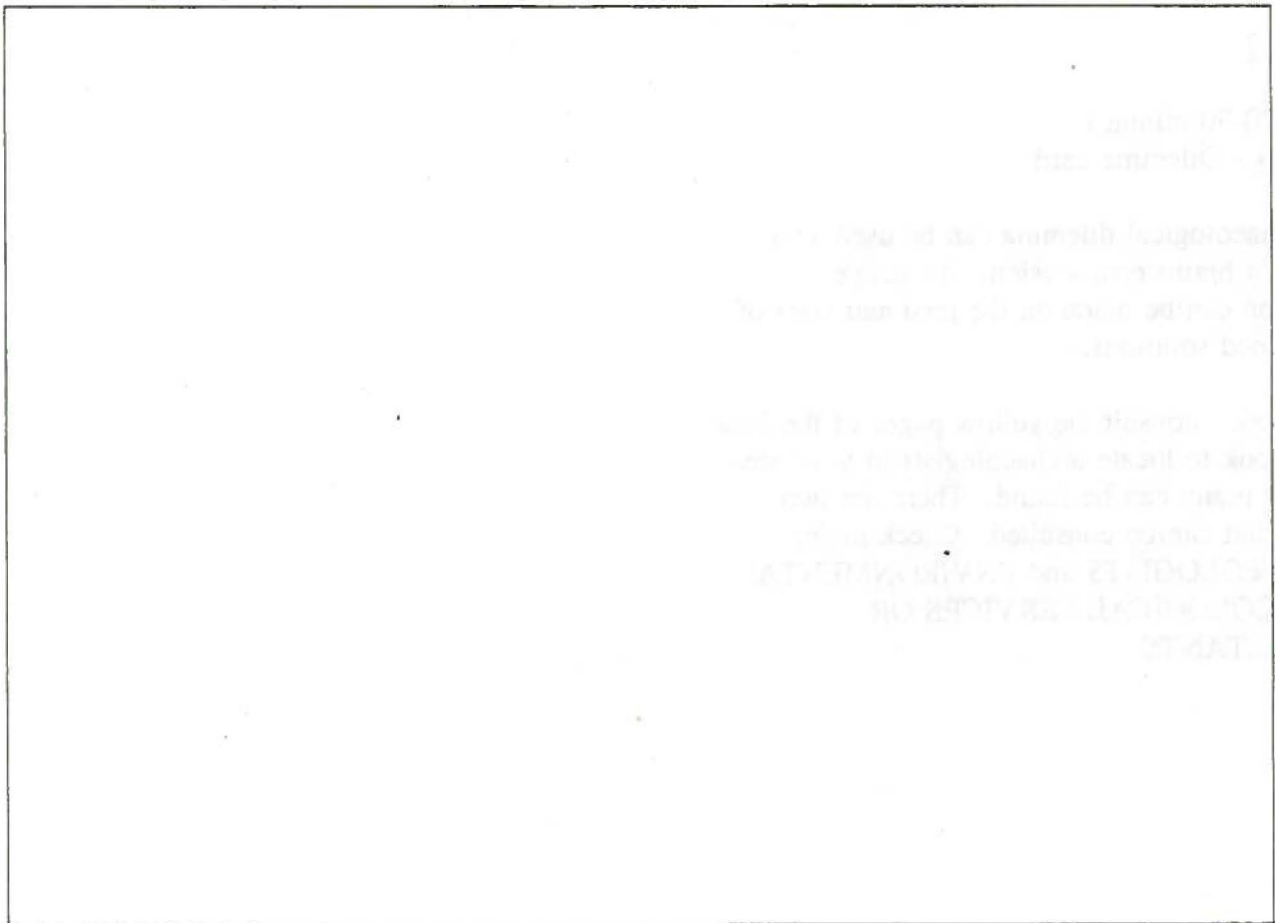
The archaeological dilemma can be used as a classroom brainstorm session. An active discussion can be made on the pros and cons of the outlined solutions.

Homework - consult the yellow pages of the local phone book to locate archaeologists in your area. See how many can be found. There are two listings that can be consulted. Check under ARCHAEOLOGISTS and ENVIRONMENTAL AND ECOLOGICAL SERVICES OR CONSULTANTS.

ARTIFACT RECORD FORM

SITE	ARTIFACT	LENGTH X WIDTH X THICKNESS	WEIGHT

ARTIFACT ILLUSTRATION



You can HELP save the past for the future by recording the things you find. Take the IMAGE of the artifact home with you, instead of the artifact itself.

If you want to report an archaeological site, you can call the public archaeologist.

ARCHAEOLOGY DILEMMA

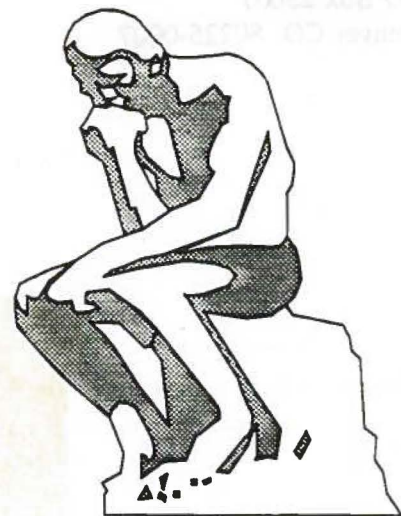
You're out hiking with your family one afternoon, when your brother picks up an "arrowhead" and exclaims, "look what I found!" He puts it in his pocket. You have just learned all about archaeology and why it isn't a good idea to pick up artifacts. You know who to contact to report an archaeological find. Your brother says "Finders keepers!" What should you do?

...Take it away from him and keep it for yourself.

...Decide that it's not worth arguing over.

...Tell him that he might be removing important information. The point by itself doesn't teach us anything.

...Suggest that he put it back and make a note where he found it. Then tell an archaeologist about your discovery.



REQUEST FOR INFORMATION

I am requesting your assistance in collecting information about SCIENCE FAIR PROJECTS that have been based on archaeology. I am interested in any projects dealing with archaeology.

The outcome of this investigation is to provide pre-collegiate level teachers with information on how to encourage their students to do quality work with archaeological data.

Please send me the following information:

1. Project title,
2. Science Fair subject category project submitted under,
3. Description of the project,
4. Student name, address, telephone, and grade level,
5. Mentor name, address, telephone, profession, and
6. Duties and assistance provided by mentor.

Please send your responses to Pam Wheat, 1901 Bolsover, Houston, Texas 77005.