

anthro notes

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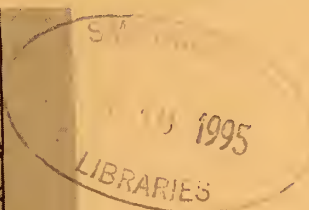
STUDENTS EXPLORE THEIR COMMUNITY'S PAST

[Editor's Note:

How can students and teachers become more involved in the archeology of their communities? A particularly ambitious and successful archeology project involving a school/community partnership in collaboration with a professional archeologist is described in the following article. Many other avenues exist for student/teacher involvement in archeology. Professional archeologists employed by state, city, and county governments to coordinate and supervise archeological research are often dependent on volunteer labor both in the field and in the laboratory. Several states including Maryland are developing state-wide archeology

curricula that may involve a field experience. Local archeology societies not only welcome interested high school students and teachers at their meetings but may also offer training in a national certification program for amateur archeologists. (See also "Summer Opportunities," p.5.)

What is the goal of archeologists excavating the roots of their own communities? Isn't archeology the pursuit of the alien past--of jungle-covered ruins, Indian arrowheads, pyramids and "the temple of doom"? Until recently, due to the short time depth of the historic period in North America, American archeologists were indeed primarily interested in the



prehistoric antecedents of Native Americans, and, to a lesser extent, in prehistoric and classical antiquities abroad. As a result, American archeology was closely tied to the anthropological study of Native American cultures.

In recent years, however, American anthropologists have turned in increasing numbers to the study of modern American culture. At the same time, archeologists working in the U.S. are becoming more involved in the pursuit of the familiar, of the material remains of historic America. The archeological remains of the activities of ordinary people carry different messages from the historical writings of an educated elite. As a result, the historical archeologist often finds that an archeological perspective provides a new and somewhat alien view of a once familiar past. Archeology tells us, for example, that the Plymouth settlers were economically dependent on dairy cattle (and may rarely, if ever, have eaten turkey); that slaves in coastal Georgia maintained a dominant African identity into the 19th century and also had access to guns for hunting; and that the increasing separation of the home and the workplace, which began in the 18th century, is an important factor in the emergence of characteristic American town and city plans. Archeology offers a different perspective on our own past and will continue to provide an important, although not unbiased, counterweight to the biases of recorded history.

A word of caution: It is important for anyone who finds ancient artifacts or is interested in the archeological sites pertaining to American history to work with local authorities and professional archeologists, as in the case presented here. Failure to do so may destroy important information and may violate the laws enacted to protect our buried heritage.]

STUDENTS EXPLORE THEIR COMMUNITY'S PAST

Much of our nation's archeological heritage is being lost to fast-paced suburban development. Nowhere is this more true than just outside Washington, D.C. in Montgomery County, Maryland. As high school teachers of history and anthropology, we have felt frustrated in speaking in the abstract about a past whose tenuous reality around and beneath us is quickly disappearing.

We became friends during the 1981 school year when we both taught at Magruder High School in Rockville, Maryland. Our common interest in archeology led to discussions about the gloomy situation in our county and the need for student archeology programs. To our surprise and good fortune, a combination of circumstances created many excellent opportunities for our students. First, our participating in the Smithsonian Institution/George Washington University "Anthropology for Teachers Program" helped focus our thinking with new knowledge and perspectives about anthropology and archeology. Our interest in involving our students in archeology, however, lay fallow for several years. Then, in the spring of 1984, Bob Hines received an offer that pushed us into action. Five years after a professional archeological survey, Chevy Chase Savings and Loan planned to convert an 18th century home, the "Magruder House", at the Locust Grove farmstead, into a branch office. Would Bob's high school students be interested in salvaging artifacts for display at the branch? Bob recruited some of his students and invited Bill Ring, now at neighboring Rockville High, to join.

What followed was a hopeful--if crude--student exploration of archeology. We scrambled to gather tools and build sifters and then went to work around the structure's kitchen-wing. We tried to be as systematic in our procedures as the imminent construction deadline would

permit. The bulldozers stood parked on the lot as our students learned to set up a datum point, take elevations, and plot excavation units. Working during spring vacation and several Saturdays, we salvaged eight days of experience before construction work swamped the site.

Eight days of digging produced 3,000 artifacts. These kept our students busy through the spring and into the summer. They cleaned and catalogued their finds and entered them into a computer-profile of the site. A selection of artifacts was arranged for display at the Locust Grove Branch office. That summer the students presented a report on their work to the Montgomery County Historical Preservation Commission.

The overwhelming positive response from the students and the community encouraged us to organize archeology clubs at each of our schools. To increase our effectiveness in future salvage work, we sought professional assistance and a secure site for training our students and ourselves more systematically. Fortunately, the Locust Grove Project had brought us together with Mark Walston and Mike Dwyer, historians with the Maryland-National Capital Park and Planning Commission. In the autumn of 1984, Mark led us to a series of sites on M.N.C.P.P.C. land suitable for sustained work and feasible for later development into public interpretive programs. We settled on an 18th/19th century gristmill site called Valley Mill along Paint Branch in eastern Montgomery County. Armed with Mike Dwyer's historical report on the area, we were ready to establish a training and research program.

Access to funding was essential although our students eagerly raised some money from weekend car-washes. Both Magruder and Rockville High Schools advanced us funds to purchase a transit to begin a survey. We also

received funding from a variety of other institutions, including two successive grants of \$2500 from the Montgomery County Historical Preservation Commission; gifts from several Lion's Clubs and other local community service organizations; and a three-year grant of \$3,000 from the Chevy Chase Savings and Loan in recognition of our 1984 project. In 1986, we also received a grant from The Washington Post for innovation in education.

Thanks to these grants, we could continue our work with the guidance of a professional consultant, Paula Zitzler of the National Park Service. Ms. Zitzler, a specialist in industrial archeology, came to us after running a field school for high school students in Pennsylvania. She knew mills quite well, and her expertise steered us clear of many snags.

Our preparations at the Valley Mill site were slow and deliberate. In October 1984 we began the site survey and laid out a grid system. To gain some appreciation for site formation and what might later be found in the ground, our students visited other local mills in various states of preservation. They explored the Paint Branch stream valley to get a physical sense of the complexity described in the historical reports.

Valley Mill obviously offered a number of research opportunities. It was an area of intense early industrial activity and may also include several prehistoric sites. The visible remnant of the gristmill represented the terminal stage of the county's earliest industry. The mill contains a water turbine, installed in 1879, the only such power system still in place in Maryland.

By April 1985, we were ready to excavate. We broke ground on a cold, overcast day during spring vacation. The first day's proceedings came to a

halt with a snow squall. But by the end of the week, we had opened the core of our current operation. Beginning with a sampling of 5' x 5' units on a north-south axis, the students searched for remnants of a penstock in the mill race in order to determine just how water was fed into the turbine. We continued the line of units southward outside the east wall of the foundation. We hoped to date the wall's construction and find evidence of a sawmill recorded in operation in the 1880's.

The excavation process was gradual and careful in order to extract maximum amounts of information. We were fortunate to have a thick, disturbed layer in which students could refine their trowel technique and learn mapping procedures. We did not reach undisturbed soil in any units until the spring of 1986. By that time we had established that another, perhaps older structure, had once stood next to the visible foundation. Since this discovery, most of our effort has gone into determining the structure's nature and extent. Could it be the sawmill or an earlier incarnation of the main mill (which had been twice rebuilt, according to written records)? A 1986 summer field school season was designed to solve this mystery, as well as to confirm the manufacturer and model of the turbine and to determine the spatial relationships of the machinery within the mill. Our summer season did confirm that the turbine matched that of the historical record, but the foundations proved so extensive that the mystery of the mill's identity remains unsolved. The existing above ground foundations appear to be a 19th century modification of an earlier mill but further investigation in 1987 will be necessary to confirm this tentative hypothesis.

During the winter, we switch to lab operations. The National Park Service provided us space at their Applied Archeology Center, recently relocated

to a former Montgomery County Junior high school. With Paula Zitzler's help, the students now have access to professional facilities and a wide range of expertise in the identification and conservation of artifacts.

How can the educational benefits of these projects be assessed? Observing the students' changing attitudes and behavior offers positive feedback. Most students had little idea how demanding their involvement would become. A few came to us with an Indiana-Jones mentality, with questions such as "How much is this worth?" "Why can't I dig straight down?" "Why do I have to keep notes?" Those who have stuck with it have come to cultivate a stoic patience in sometimes unyielding ground. The longer they have applied themselves, the more conscientious and systematic they have become. Many of the most stalwart seniors last year and this have indicated their intentions to take college anthropology and archeology courses, and at least one has become committed to a professional career in archeology.

Such a complex undertaking created the need for student leadership and initiative. We have been pleased to see students mature as they accepted responsibility for managing various phases of the project. Tasks have included a herculean effort in keeping our field records in order, budgeting funds, accounting for equipment and artifacts, training newcomers in the intricacies of mapping and elevation-drawing, and designing a computer program adequate to our needs. Some students have searched for historical information, both photographs and documents, and have scoured the local area for the recycled remnants of the mill's dismantled frame portion. Others have acted as liaisons with professional archeologists, park and government officials, and community

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SUMMER FIELDWORK OPPORTUNITIES

Are you looking for adventure, discovery, and learning this summer? Become a member of an archeological excavation team, a scientific expedition, or a field program in the United States or abroad. With a little research you might be surprised at the opportunities available to you even within your own community. As teachers you can share your findings with your students. Many programs take young people 16 years of age or older. In many cases the cost of such experience is tax deductible as either a business expense for teachers or a charitable contribution to a non-profit organization.

Anthropology departments of local universities and colleges, state historic preservation offices, and state archeological societies often engage in local archeological excavations and frequently accept volunteers with no previous fieldwork experience. The Archaeological Institute of America (AIA) offers a listing of state

archeologists associated with the national organization as part of its yearly field school listing for the U.S. and abroad (\$4.00 for members, \$6.00 for non-members). Write: AIA, P.O. Box 1901, Kenmore Station, Boston, MA 02215, or call 617-353-9361. Archaeology magazine, published by the AIA, each year features an archeology travel guide to sites open to the public in the Old World (March/April issue) and the New World (May/June issue). A field school listing is also available from the American Anthropological Association for \$4.50 for members and \$6.00 for non-members. Write: AAA, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009 or call (202) 232-8800.

For a comprehensive listing of fieldwork opportunities in the Washington, D.C. metropolitan area, the Smithsonian Institution's Department of Anthropology distributes A Guide to Resources on Local Archeology and Indian History, which includes a listing of museums and organizations, anthropological and archaeological societies, fieldwork opportunities, and



a list of professionals involved in local archeology and Indian history. For a copy of this free Guide, write: Public Information Office, Department of Anthropology, Smithsonian Institution, Washington, D.C. 20560; or call (202) 357-1592.

The Smithsonian Institution offers five-week High School Summer Internships to graduating seniors interested in careers in archeology, art, biology, carpentry, history, library science, or photography. Forty graduates will be selected, and interns will receive a \$500 living allowance. Application packets must be requested no later than March 16 and be returned no later than March 20. Write: Intern '87, Arts and Industries Bldg., Room 1163, Smithsonian Institution, Washington, D.C. 20560 or call (202) 357-3049.

The National Endowment for the Humanities offers summer projects and seminars for elementary and secondary teachers; some of the topics are anthropology related. For information on the program "Humanities Instruction in Elementary and Secondary Schools," write: NEH Division of Education Programs, Room 302, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506, or call (202) 786-0377. For information on summer seminars, write: NEH, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506, or call (202) 786-0463. Application deadline is March 2.

There are several organizations that offer volunteer public participation in worldwide research expeditions in various scientific disciplines. Many of these organizations, listed below, are non-profit and donations can be treated as tax-deductible contributions.

University Research Expeditions Program
University of California, Desk K-15,
Berkeley, CA 94720
(415) 642-6586.

Earthwatch
680 Mount Auburn St., Box 403,
Watertown, MA 02172.
(617) 926-8200

International Research Expeditions
140 University Dr.
Menlo Park, CA 94024
(415) 323-4228

Foundation for Field Research
787 South Grade Rd.
Alpine, CA 92001-0380
(619) 445-9264

The School for Field Studies
Box 171, Prudential Center
Boston, MA 02199

CEDAM International
(CEDAM stands for Conservation,
Education, Diving, Archeology, Museums)
Fox Road
Croton-on-Hudson, NY 10520
(914) 271-5365

Below is a selected list of organizations that offer fieldwork experience in the United States and abroad:

Chronicles of the Colorado Plateau, supported by an NEH grant, offers an expense-paid, four-week (June 26-July 26) field experience in cultural anthropology for students in grades 10-12. Students will learn and use archeological field methods, engage in a study program on the Hopi Indian Reservation, and document prehistoric rock art. Project results will be catalogued as "Chronicles of the Colorado Plateau." Teachers, if visiting the area, are invited to observe any of the projects. This inter-disciplinary project is under the supervision of humanities scholars from the Crow Canyon Center for American

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TEACHER'S CORNER: THE CAROLINA-WASHINGTON CONNECTION IN THE CLASSROOM

[Editor's Note:

One teacher's involvement in her students' lives provides an inspiring model of innovative teaching and the ways such teaching can lead to new insights into the migration connection between rural Black families in the Carolinas and in Washington, D.C. On March 28, a teachers' workshop and symposium will be held at the Ward Circle Building at American University to highlight the continuity of Carolina culture within Washington, D.C. The workshop will be conducted by Patricia Rickenbacker whose teaching methods are described below.]

In the 1970's Patricia Rickenbacker taught art in a small town in South Carolina but found her job extremely frustrating. Depressed by her students' utter disinterest in the fine arts, she decided to look closely at their lives for clues on how to make art meaningful to them.

Ms. Rickenbaker was astonished to discover that each summer more than half of her rural students traveled to New York City. There they visited kin, participated in urban life, and revitalized a powerful connection linking extended families stretched between the two places. Those students who remained often received kin visiting from the north.

With a grant from the South Carolina Humanities Council and a donation of cameras and film from Kodak, Ms. Rickenbacker transformed her students' family connections into an ingenious arts project. She asked her students to keep journals and take photographs recording their summer experiences. Taking photographs helped the students to develop technical and artistic skills and to produce tangible souvenirs of the summer. In the journals, the students recorded complicated and conflicting feelings about their families and the New York-South Carolina connection. These words capture a great deal of the pain that accompanies the displacement of families from the land; the exhilaration and sometimes disappointment that follow families to the city; the ambivalence that many feel between loyalty to kin and a desire to be free of them; and many other tensions that families experience in trying to cope with poverty, migration, and change.

Patricia Rickenbaker became her students' personal confidant as she read and responded in writing to the entries in their journals. She watched for themes, and several powerful ones emerged. These included a chronology of the journey to New York; conflicting feelings about being a rural southerner in the big city; the difficulties of navigating problems such as teenage sexuality, romance, and unemployment; and the sense of being part of a huge

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dispersed kin group. Cutting and pasting from the journal entries, she put together an original play, written in her students' own words, tracing one person's summer sojourn to New York. The students then produced this play, accompanied by original music, for their community. The students loved working on this project, and town residents were enormously moved.

Last March the D.C. Community Humanities Council invited Patricia Rickenbacker to Washington to talk about her project, not only because it demonstrated a creative blend of ethnography and the arts in the classroom, but also because she had discovered something of extraordinary promise for the D.C. schools as well. Her project speaks to one small part of the migration corridor linking the Carolinas to Washington, Baltimore, Philadelphia, and New York. Many Carolina families who migrated to Washington came from the Piedmont region and the coastal plain. Many of these families preserve their Carolina connections to family, church, land, and community while other families rebuild Carolina traditions in the city. The Council decided to build on Ms. Rickenbacker's experiment through including testimony from other generations, through probing for the reasons Washingtonians decided to migrate here, and through exploring why and how residents make Carolina culture a vital part of urban life.

On March 28, 1987, a day-long series of programs, funded by the D.C. Community Humanities Council, will explore the complicated Washington-Carolina connection. Hearst Elementary School in N.W. Washington, the Anthropological Society of Washington, and the American Studies Program at American University are jointly producing the program, which will take place on the American University campus. Patricia Rickenbaker will come from South Carolina to lead a teachers' workshop. She will talk about her own

project and will share with other teachers the many possibilities for drawing on the Carolina-Washington connection in the classroom. Workshop topics will include gathering family histories; building cultural-historical maps based on students' own experiences of migration, travel, and visits; and developing photo exhibits or school gardens.

In part, the program will look at ways that the Carolina connection contributes to Washington's identity. Washington is often portrayed as an isolated, bureaucratic, mythical city, where no one really lives. In reality, Washington is rooted firmly in the culture, history, and economy of its region. A 19th century hospice for Black families fleeing the deep south, Washington in the 1930's and 1940's welcomed many Carolina residents who could no longer support themselves on farms or in industry. During the post-war years, the federal government and the growing city of Washington offered many jobs. Those who were able to find steady work, buy houses, bring up other kin, and establish communities during these good economic times very often worked hard to preserve Carolina traditions.

The March 28 program will also feature a panel of anthropologists and historians discussing various economic and cultural forces that brought migrants to Washington and in many cases tied Washingtonians to the Carolinas. Yvonne Jones will look at the plight of small-scale Black tobacco farmers in the Piedmont; Karen Sacks will talk about the low-wage economy of the Piedmont and a union drive there sparked by migrants returning from D.C. Vernon Burton and Carol Stack will discuss the ways in which political forces have influenced rural Black family life and the decision of some Black families to leave the city to return to the Carolinas. This panel should offer a vivid sense of Washington's place within its region,

the response of Black families to local economic and political forces, and of the ways these people try to deal with these larger forces in their everyday lives.

Complimenting the teachers' workshop, anthropologist Tony Whitehead will coordinate a health care workshop. Dr. Whitehead is an experienced mediator between health care professionals and Carolina folk medicine practitioners who preserve traditional medicines and techniques. Dr. Whitehead will talk to D.C. area health care workers about understanding cultural practices (such as pork feasts) and traditional health care systems (for example in treating arthritis) that doctors and nurses sometimes see as interfering with their own medical services.

The day's program will also include a number of participants knowledgeable about Carolina folk traditions, including those practiced in D.C. Several traditional healers will demonstrate medicines and healing practices in a workshop coordinated by Dr. Arvilla Price. Skilled gardeners, cooks, and fishers will talk about how they find, grow, and prepare Carolina foods in the city, and they will offer many free samples. Musicians representing powerful artistic styles such as gospel, Piedmont blues, and old-time mountain string music will offer concerts and workshops coordinated by music scholars Glenn Hinson and Dick Spottswood. Everyone from the Carolinas will be encouraged to bring photographs, share stories, and mark their birthplace on the large Carolina maps, which will be on display. Finally, Joyce Walker and the Hearst PTA will offer all-day child care and special programs celebrating children's folk traditions in Carolina and D.C.

Many Carolina traditions--the collard greens and squash in alley gardens, the herring that fishers net each spring and salt down to eat

through the winter, the barbecues and feasts that bring families together on holidays, the souse loaves that neighbors exchange, the gospel music that enriches Washington's churches--have been powerful, vital forces in making Washington lively and unique. Such traditions have gone almost unrecognized in popular stereotypes about this city. In addition to celebrating the real Washington, the program should offer teachers the chance to learn about these traditions, and the ways they testify to family creativity in coping with the large problems of making a new city their own. Today, many of these traditions are seriously at risk in Washington. Hard economic times are displacing residents from neighborhoods like Mount Pleasant, where the traditions thrive, and are creating feelings of despair among many youth who see a future of limited possibilities.

Exploring the Carolina-Washington connection offers one way to appreciate the rich, textural complexity of Black-American cultural traditions. While Black Americans share a great deal, they are not homogeneous. Nor is Black culture monolithic. Those who have migrated from the Carolinas to Washington have preserved ties of family, friendship, and history in the South; stamped a new destination with their own meanings; built communities and new urban traditions here; and navigated cultural bridges between their old and new homes. Their efforts reveal a great deal about the creativity and flexibility of cultural processes.

Drawing on the Carolina connections can enrich school curriculum and provide an opportunity to incorporate anthropology in the classroom. For further information on the March 28 program, write: Brett Williams, American Studies Program, American University, Washington, D.C. 20016, or call (202) 885-1830.

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Archaeology, Northern Arizona University, and the Museum of Northern Arizona. Applications must be received by March 25. Write: Elizabeth Newton-MacDonald, Ed. D., Center for Colorado Plateau Studies, Northern Arizona University, Box 5613, Flagstaff, AZ 86011.

British Archaeology, sponsored by The Association for Cultural Exchange of Cambridge, England, offers a four-week (June 22-July 21) comprehensive introduction to British prehistory, including lectures at Christ's College, Cambridge; tours of major archeological sites; and archeological excavation. Application deadline is April 1. Write: British Archaeology, U.S. Student Program Division, Institution of International Education, 809 United Nations Plaza, NY 10011.

Human Origins and Prehistory in Kenya: The Koobi Fora Field School is offered by Harvard University Summer School and the National Museums of Kenya. The field school consists of two six-week training sessions (June 10-July 21 and July 28-September 7). Write: H. V. Merrick, Koobi Fora Field School, Department 008, 20 Garden St., Cambridge, MA 02138, or call (617) 495-2494.

Africa Prehistory and Archaeology Field School in Swaziland, sponsored by the Swaziland Archaeological Research Association, consists of two, six-week field sessions: June 1-July 12 and July 13-August 23. For financial aid and scholarship assistance apply by March 30. Write: Warren Perry, Department of Anthropology, The City College, City University of New York, Convent Avenue at 138th St., New York, NY 10031.

Excavations at Catamura Del Chianti, near Siena Italy, will explore the town plan of an Etruscan settlement of the third century B.C. from June 29-August 8. Write: Excavations at Catamurs Del

Chianti, Department of Classics, Florida State University, Tallahassee, FL 32306-4031.

Underwater Archaeology Field School in Jamaica, organized by Texas A&M University and the Institute of Nautical Archaeology, will be held from June 8-August 14; deadline for applications is April 1. Write: Underwater Archaeology Field School, Department of Anthropology, Texas A&M University, College Station, TX 77848, or call (409) 845-6698.

Summer Field Program in Mexico and Central America: Mesoamerican Archaeology and History (June 25-July 16) examines ancient and modern Maya culture from an interdisciplinary perspective. Write: Professor Robert Humphrey, Department of Anthropology, George Washington University, Washington, D.C. 20052, or call (202) 676-4880.

Center for American Archeology, Kampsville Archeological Center conducts educational research programs for junior and senior high school students, college students and the non-professional, and separate workshops for teachers. Write: Admissions Office, Kampsville Archeological Center, Kampsville, IL 62053, or call (618) 653-4395.

Northwestern University's Ethnographic Field School (June 15-August 8) offers students of all disciplines an opportunity to experience another culture. Students design their own independent research project to learn about the Navajo or Hispanic cultures in New Mexico and Arizona. Write or call Professor Oswald Werner, Department of Anthropology, Northwestern University, Evanston, IL 60201; (312) 491-5402 or (312) 328-4012 evenings.

NEW RESOURCES

The following is a potpourri of resources to aid in teaching anthropology or to complement your school's library:

INSTRUCTIONAL MATERIALS

Land and People consists of three teaching units: "Peru: The Quechua," "The Kalahari: Kung Bushmen," and "Papua, New Guinea: The Trobriand Islanders." Each unit consists of a core book, a series of case studies, a student's study guide, and teacher's notes. The units are produced by the Inner London Education Authority in association with the Royal Anthropological Institute. For more information and a price list, write: ILEA Learning Materials Service, Publishing Centre, Highbury Station Road, London, N1 1SB.

Magnificent Voyagers; An Instructional Guide to the U.S. Exploring Expedition, 1838-1842 by Bobbi Schildt, Office of Education, National Museum of Natural History and the Smithsonian Institution Traveling Exhibition Services (SITES). This instructional guide, using primary and secondary sources, "serves as an informal handbook to the Smithsonian traveling exhibition 'Magnificent Voyagers'." Designed for students in grades six through eleven, the activities will be most useful for classes in American studies, geography, U.S. history, and anthropology; they can be adapted for other grade levels and courses. Slides accompany this self-contained unit, which consists of a variety of classroom activities that will not only inform students about the historical significance of this important scientific expedition but will encourage decision-making, reading comprehension, map skills, and interpretation. Copies of the unit are available on loan for up to four weeks to teachers in the Washington, D.C. metropolitan area from the Office of

Education, NMNH, Smithsonian Institution, Washington, D.C. 20560. The unit is for sale (\$8.95) from SITES, P.O. Box 1949, Washington, D.C. 10013; stock #27304. Tour cities include Indianapolis, Los Angeles, Takoma, Anchorage, and New York City.

The Pre-Columbian Mexico videotape series includes twelve 15-minute programs covering the history, culture, mythology, and calendrical systems of the pre-Columbian civilizations. The program package includes a narration script, commentary, index, and annotated bibliography. Slide sets are also available. Write: Brian Bates Productions, 5216 Kauai Way, Fair Oaks, CA 95628.

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The Niche-List Sampler is an annotated, computerized listing of current, quality natural history and anthropology books for readers of all ages, produced by educational consultants Anna A. Behrensmeyer and Anna K. Behrensmeyer, a Smithsonian Institution natural scientist. Their primary goals are to increase our understanding of the natural world and our place in it and our enjoyment in reading about it. Teachers, librarians, and parents can select from 68 bibliographic entries, organized by age grades. A single copy of the Niche-List Sampler costs \$1.00 (discount for bulk order). For further information about other services offered, write: Niche Associates, Rt. 1, Box 290, Payson, IL 62360.

PBS Adult Learning Service distributes television courses, which includes a student study guide, a textbook and/or book of readings, a teacher's guide, and other academic materials as needed. Anthropology related programs include: "Out of the Fiery Furnace: From Stone Age to Space Age, The Story of Metal & Man"; "The Africans"; and "The Art of Being Human." For more information, write: Adult Learning Service, Public Broadcasting Service, 1320 Braddock Place, Alexandria, VA 22314.

PBS Video sells and rents videocassettes for classroom use. Among the many titles are: "Creation vs. Evolution: Battle in the Classroom"; the Odyssey series; "Vikings"; and "American Indian Artists". For a catalog, write: PBS Video, 1320 Braddock Place, Alexandria, VA 22314; or call 800-344-3337.

Documentary Educational Resources is handling the distribution of several new films, available for rent or sale:

"Nomads of the Rainforest" by Grant Behrman on the Waorani peoples of eastern Ecuador; "The Women's Olamal: The Organization of a Maasai Fertility Ceremony" and "Diary of a Maasai

Village" by Melissa Llewellyn-Davies; "A Week of Sweet Water" by Peter Adamson on peoples of Sahel region of West Africa; and "Box of Treasures" by Chuck Olin and the U'mista Cultural Society about a Kwakiutl cultural center built to house their potlatch treasures once confiscated by the Canadian government.

Write: Documentary Educational Resources, 5 Bridge St., Watertown, MA 02172.

Pictures of Record publishes slide sets of archeological sites and artifacts designed for classroom use. The color slides are photographed, edited and annotated by professional photographers and archeologists or art historians. Slide sets include such topics as "Ohio Mounds," "The Mississippian Cultures," "Native American Rock Art," "Chaco Canyon," "The Olmecs," "Chichen Itza." For more information and price list, write: Pictures of Record, Inc., 119 Kettle Creek Road, Weston, CT 06883.

Further reading on Creationism:

Reviews of Thirty-One Creationism Books, edited by Stan Weinberg and published by the National Center for Science Education, covers major creationist works in reviews by teachers and scientists. Available for \$5.00 from the National Center for Science Education, Dept. B, 156 East Alta Vista, Ottumwa, Iowa 52501.

Creation/Evolution is a publication dedicated to promoting evolutionary science. Articles have covered such topics as "Why Scientific Creationism Fails to Meet the Criteria of Science," "Why Creationism Should Not Be Taught as a Science--The Legal Issues," "Are There Human Fossils in the 'Wrong Place' for Evolution?" Back issues are available for \$2.75 each. To subscribe, write: Creation/Evolution, P.O. Box 146, Amherst Branch, Buffalo, NY

14226-0146. Four issues \$9.00; Canada \$10.00; \$15.00 outside of North America.

Read about the Soviet Union:

The Relay Station. Facts and Views on Daily Life in the Soviet Union is a monthly publication published by The Highgate Road Social Science Research Station, a non-profit, tax-exempt educational and research institution incorporated in 1969. The Station assists social scientists and the general public with specialized information on the field of Soviet social science, and its facilities are open for use by qualified scholars. To subscribe to this highly readable publication, write: The Highgate Road Social Science Research Station, 32 Highgate Rd., Berkeley, CA 94707. Annual subscription price is \$25.00.

AAA VISITING LECTURER PROGRAM

Would you like to have an anthropologist speak to your science or social studies class? The American Anthropological Association's Visiting Lecturer Program "seeks to broaden the public understanding of anthropology by providing all interested institutions and groups access to qualified speakers. Lecturers are qualified to speak on topics in each of the four subfields of anthropology, physical/biological anthropology, sociocultural anthropology, archeology, and anthropological linguistics as well as related issues." The Association pays travel expenses for the lecturers, and the host institution or organization is asked to provide local transportation, meals, and lodging, should these be required. A small fee is required to cover application and administrative costs. For more information, write: Visiting Lecturer Program, American Anthropological Association, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009.

The Carolina Washington Connection
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For further reading:

Allan Ballard. One More Day's Journey.
Temple University Press, 1984.

Edith Shimkin et al. The Black Extended Family. Mouton, 1980.

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Brett Williams
President, Anthropological
Society of Washington

NEW PUBLICATION ON PRE-COLLEGE ANTHROPOLOGY

The Society for Applied Anthropology recently published a double issue of Practicing Anthropology 8(3-4), titled "Practicing Anthropology in Precollege Education." The issue, guest edited by Ruth O. Selig and Patricia J. Higgins and illustrated by Anthro.Notes cartoonist Robert L. Humphrey, includes overviews of pre-college anthropology in the United States and Canada; five case studies highlighting exemplary programs in teacher training, curriculum development, and archeological field study; and special topics of interest to teachers such as ethnographic film, creationism, and multicultural education. For single copies, send \$3.50 to: Practicing Anthropology, SFAA Business Office, P.O. Box 24083, Oklahoma City, OK 73124-0083. Orders of 10 or more copies for classroom use can be purchased at a 50% discount.

(continued from p.4)

leaders. Some have even arranged press conferences and organized open houses. Several took major responsibility for organizing an all-night "dig-a-thon" fundraiser that gained community support as well as dollars for our project. Our work generated significant good-will in the surrounding community, and many have stopped by the site to hear an impromptu talk by our students.

Coverage in the local press about the Magruder-Rockville project at Valley Mill has resulted in several further opportunities for us and our students. Three elementary school teachers arranged field trips for their classes to visit, including one teacher of a former student now in our archeology club. During the summer of 1985 we hosted a field school through the pilot program "Discover Maryland Archeology", funded by the National Endowment for the Humanities and directed by Dr. Robert Evans, educational coordinator of Jefferson Patterson Park. During the summer of 1986 we established a cooperative program with Montgomery College, with Bob offering a course in archeology with a field component at Valley Mill for 24 young students from throughout the county. A grant from the Montgomery County Historic Preservation Commission provided these students with tool kits, seminars with professional consultants, and field trips to Jefferson Patterson Archeology Park in Calvert County. About one-half of these summer students then became active volunteers in a new salvage operation this past fall.

Back in 1985, after we had finished the Magruder House Project, we hoped we might someday be called on again to undertake salvage work. In February 1986, our students did receive a call, and they assisted in a professional survey of possible mill sites north of Valley Mill. Later that spring we found ourselves called again, this time in connection with a salvage operation

that Gramm-Rudman cuts had affected. A planned extension of Woodmont Avenue, to run across the National Institutes of Health campus on Wisconsin Avenue, was scheduled for construction in March 1987. Funding had been provided for Phase I and II: an archeological survey and test pit exploration of the grassy hillside. No funds, however, were to be available for phase III: recovery. This seemed tragic for a site that lacked even plow-zone disturbance in a thoroughly churned up area of Montgomery County. In February, NIH officials accepted our offer to conduct a phase III recovery, and we were granted right of entry by the campus supervisor. Again, Paula Zitzler acted as professional consultant.

During the summer of 1986, students surveyed and mapped the site. Despite hard-baked, drought-dried soil, three 5'x 5' test units were begun. These and the six subsequent units opened in October were located according to artifact concentrations disclosed by earlier professional surveys. We hope to recover 20% of the site before road construction begins in March. At that time, we will finish analyzing our data to see if our tentative hypothesis is correct: that we are excavating a seasonal camp and tool manufacturing area--right next to the parking lot of the Ramada Inn!

The National Institutes of Health dig has become a community outreach program as well, as we have come to know the Edgewood Glenwood citizen's association. Neighborhood families and youth soccer teams have joined our Saturday sessions. Our students have trained these newcomers to use trowels and sifters, and community leaders have encouraged us to join their larger efforts to preserve as much undeveloped land as possible along Wisconsin Avenue. A salvage operation suits our needs well, for without our efforts all we have found would have been lost. Our volunteer students, working with us on Saturdays and vacations, can take great

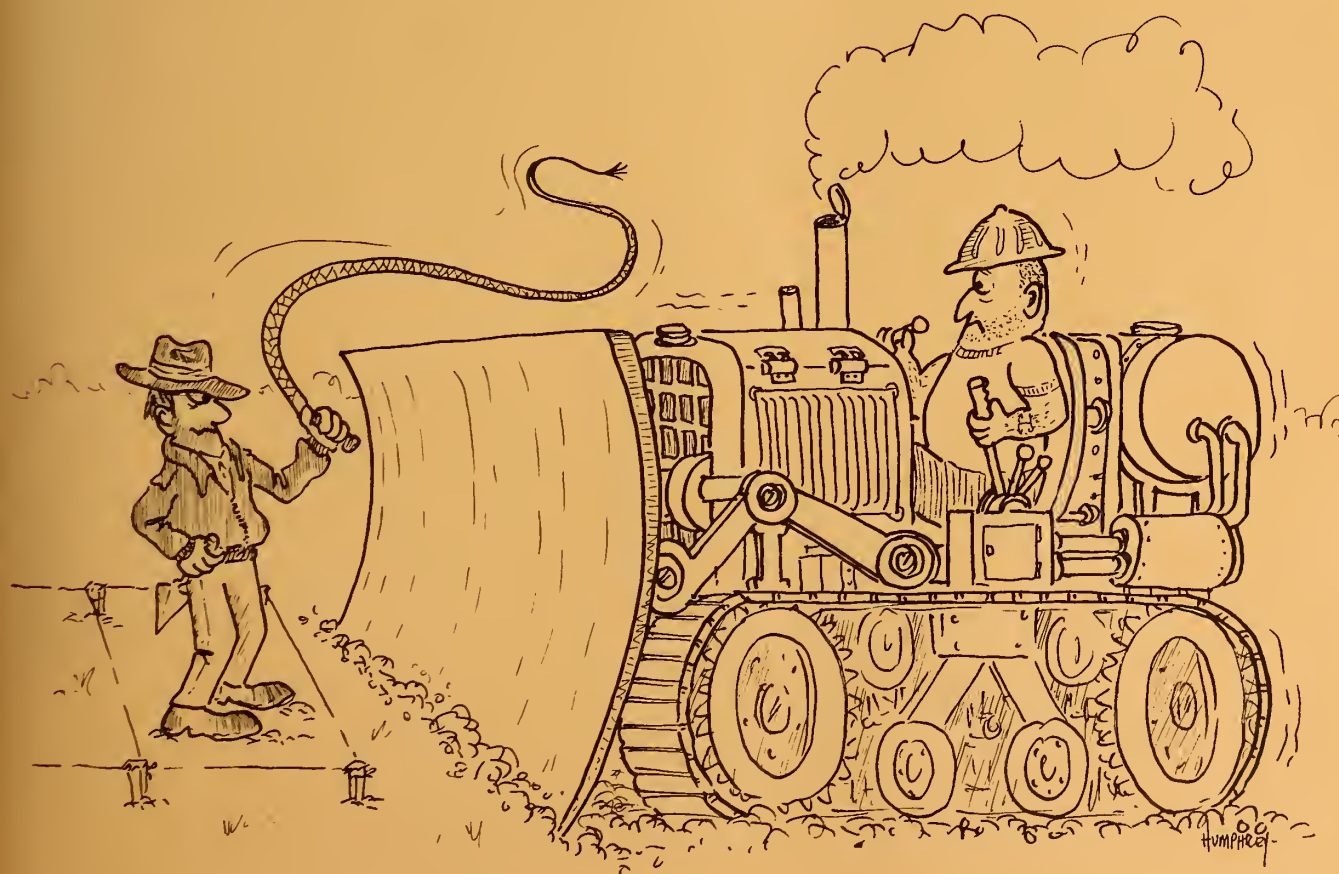
pride in their contribution not only to their own education but also to the community's awareness of its own rich past. We hope these activities--at NIH as well as at Valley Mill--will broaden into a continuous outreach program for students at all levels as well as for the general public.

Already, we have gone farther than we could have imagined two years ago. In August 1986 we submitted our first written report, "The Report of Archaeological Investigations at the Valley Mill Site 18M0253" to the National Park Service. Our five consultants were pleased: Dr. June Evans and Paula Zitzler, archeologists with American University; Mike Dwyer and Mark Walston, historians with the NMNPPC; and Jane Sween, librarian with the Montgomery County Historical Library. We have generated historical

and archeological awareness among students and the community. Perhaps our past will be treated more gently by the community as a result. For us, the project represents the essence of education as a process of discovery whose ends cannot be predicted. Anthropology in general, and archeology in particular, has helped us guide our students through that process with excitement and commitment. We could ask nothing more from teaching.

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