A REVIEW OF ARCHAEOLOGICAL PUBLIC OUTREACH PROGRAMS: INTERPRETING THE PAST AND EDUCATING THE PUBLIC ABOUT ARCHAEOLOGY

By

Brittanni Jordann Airis

Submitted to the Faculty of

The Archaeological Studies Program
Department of Sociology and Archaeology

in partial fulfillment of the requirements for the degree of
Bachelor of Science

University of Wisconsin-La Crosse

2013

A REVIEW OF ARCHAEOLOGICAL PUBLIC OUTREACH PROGRAMS: INTERPRETING THE PAST AND EDUCATING THE PUBLIC ABOUT ARCHAEOLOGY

Brittanni Jordann Airis, B.S.

University of Wisconsin-La Crosse, 2013

Popular media has had a significant impact on the way the public perceives and interprets the modern discipline of archaeology. As a result, it has become increasingly important for archaeologists to understand how the public perceives archaeology in order to implement successful educational programs. The media is very passive and tends to inform the public about archaeology in a passive way. However, this thesis explores several public outreach programs that have had success with an active approach and that allow for public participation These programs include the National Park Service's Junior Ranger Program and Teacher Ranger Teacher Program, as well as Archaeology Week, a state sponsored program. Furthermore, this thesis indicates that archaeological public outreach programs can be more effective with an active approach. Therefore, if archaeologists institute more programs that require public participation, individuals could gain a greater appreciation for archaeology and archaeological research.

ACKNOWLEDGEMENTS

I would personally like to thank both Dr. David Anderson and my reader, Dr. Timothy McAndrews, as well as the members of my writing group, Jamison Jordan and Rileigh Van Driessche, for reading my thesis and helping me make the necessary changes throughout the process of revision. I would also like to thank my family and friends for all their support throughout my college career. Without these people, I would not have been able to succeed.

INTRODUCTION

When one thinks of archaeology, what comes to mind? Is it Harrison Ford starring as Indiana Jones in *The Temple of Doom*, or Brendan Fraser starring as the travel guide in the *Mummy*, or is it Zahi Hawass crawling through an ancient Egyptian pyramid? These three pop culture figures provide really good entertainment, but they do not reflect the actual science of archaeology. Our society tends to value media and pop culture ideas while misunderstanding or remaining largely ignorant of some of the reality of actual scientific archaeological interpretation and how archaeologists interpret the past. In fact, based on a 1999 survey, over 50% of the population gains its understanding of archaeology from media outlets (Ramos and Duganne 2000). While many of these programs provide reasonably accurate information, this information is obtained by the public in a very passive way. However, other avenues exist for the public to actively obtain knowledge about the discipline of archaeology and the results of archaeological research. This thesis will explore some of these programs, including the National Park Service's Junior Ranger Program and the Teacher-Ranger-Teacher Program, as well as Archaeology Week, a state sponsored program.

Public education is an important part of archaeology and archaeological research; and because of this, it is crucial to understand how the public interprets the past. Not only is it important to understand how the past is interpreted by others, but it is also important to understand how the public perceives archaeology and its association to preservation, excavation and curation. To understand how the public values the importance of archaeology and how the public engages in archaeological research, I chose to focus my thesis on three different National

Parks with ongoing archaeological research and excavation and programs designed to engage the public. The three sites of archaeological public outreach explored in this paper include Yellowstone National Park, Effigy Mounds National Monument, and Historic Jamestown.

This thesis looked at several different topics in order to examine both public perception and program participation. First, I looked at public interpretation, specifically how the public perceives archaeology and the work that archaeologists do. Second, I looked at different media outlets and how they tend to influence public perceptions. Third, to understand the development of public participation, I looked at the National Park Service (NPS) and consequently NPS history. Fourth, I researched three National Parks containing archaeological sites including: Yellowstone National Park, Effigy Mounds National Monument, and Historic Jamestown. Fifth, within these three particular parks, I looked at different educational opportunities and programs offered to the public. Finally, I looked at other public outreach programs such as National Archaeology Week, a state driven organization.

Overall, my thesis provides insight into what can be learned by reexamining how the public perceives archaeology and ultimately how different programs can influence these perceptions. Furthermore, if archaeologists institute programs that engage the public, archaeology and archaeological research could eventually reach out to a boarder audience. With this concept, more individuals will understand the reality behind the discipline of archaeology and its important association to preservation, excavation and curation.

PUBLIC PERCEPTIONS

To gain public support, it is important for archaeologists to understand how the public perceives archaeology. In 1999, a survey put forth by Harris Interactive, questioned these specific perceptions. For this survey, a random sample that included 1,016 adults, were asked several different questions. All questions were specifically related to archaeology, archaeological data and site preservation (Ramos and Duganne 2000). When respondents were asked: What comes to mind when you hear the word "archaeology"? Twenty-two percent of the sample thought of someone digging (just general digging), 12% of the sample thought of history, heritage, and antiquity, 10% of the sample thought of someone digging specifically for dinosaur bones, 9% of the sample thought of someone digging for bones (just bones in general) and only 8% of the sample thought of ancient cultures and civilizations (Ramos and Duganne 2000). Figure 1 illustrates these results.

When respondents were asked: What do archaeologists do? Thirteen percent of the sample said that they dig, 12% of the sample said that archaeologists search for, find and uncover remains and 3% of the sample said that they study, document, and analyze remains (Ramos and Duganne 2000). But surprisingly, some respondents were more specific than others. Twenty-five percent of the sample said that archaeologists analyze and research the past to discover past human life ways (Ramos and Duganne 2000).

In conjunction with this, respondents were asked: What do you think archaeologists study? When "aided" with potential answers, 99% of the respondents agreed that archaeologists study ancient civilizations, 98% of the sample agreed that they study the past, and 94% agreed that they study pottery. Other answers included: native people and/or native societies (93%),

fossils (92%), dinosaurs (85%), rocks or stones (83%), the nineteenth century and the twentieth century (83%), and shipwrecks (77%) (Ramos and Duganne 2000).

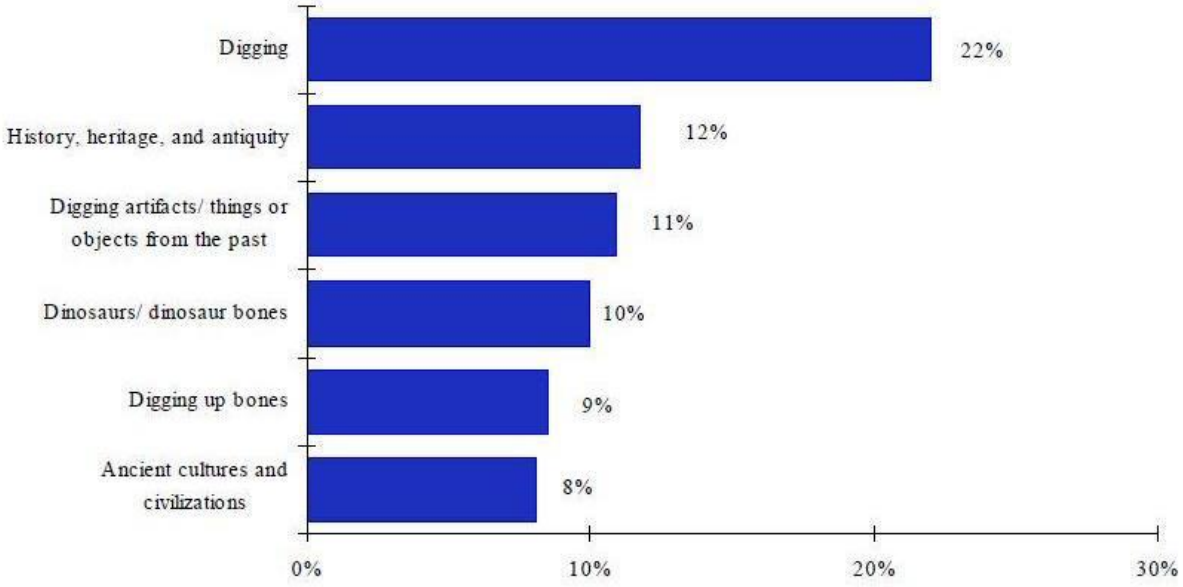

Figure 1. What do you think of when you think of the word "archaeology"? (Adapted by Ramos and Duganne 2000:11).

Although answers varied by levels of education and specific interests in archaeology, this study shows that the majority of people have heard about archaeology and have some sense of the work archaeologists do (Ramos and Duganne 2000). However, those with lower levels of education and lower levels of specific interest continue to believe that archaeologists study dinosaurs and dig up dinosaur bones (Ramos and Duganne 2000). In order to correct this misconception, it is important to understand where the public obtains their understanding of

archaeology, and how they learn about archaeology, archaeological excavation, and site preservation.

People's perceptions have been significantly influenced by television shows, specifically the National Geographic Channel and the Discovery Channel (Ramos and Duganne 2000). Fifty-six percent of the respondents said that they had learned about archaeology from different television shows. Fourteen percent of the sample said that they had learned about archaeology from National Geographic, and another 6% mentioned specifically watching the Discovery Channel (Ramos and Duganne 2000). Other respondents learned about archaeology from magazines (33%), and newspapers (24%). Thirty-three percent of the sample mentioned information learned by books and encyclopedias, 23% mentioned information learned in college, and only 20% mentioned information learned in secondary school (Ramos and Duganne 2000). Surprisingly, 2% of the sample learned about archaeology because they had participated in a dig or archaeological project. Only 1% of the sample learned about archaeology because they had attended local archaeological or historical societies, and another 1 % of the sample learned about archaeology because they had attended historical or cultural events, (Ramos and Duganne 2000). A comparison of these percentages can be seen in Figure 2.

With these results, it is apparent that the media significantly influences public perceptions of archaeology. Archaeologists understand that it is important to involve the media, but they also understand that it is important to develop different activities and opportunities that actively involve the public. Even if television shows are historically and scientifically accurate, they are still passive and do not directly involve the public. Therefore a number of different programs have been developed in hopes to bridge the gap between passive activities, such as excavations

shown on television, and active participation opportunities put forth by the National Park Service, including Yellowstone National Park's Junior Ranger Program.

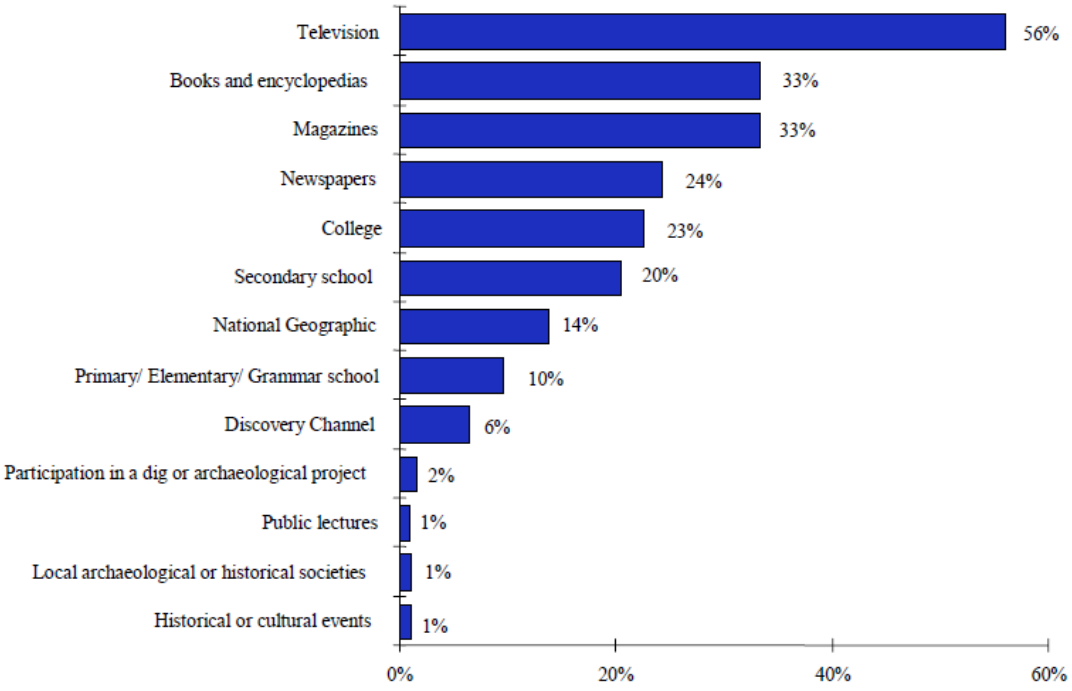

Figure 2. What are the sources of information through which you have learned about archaeology? (Adapted by Ramos and Duganne 2000:17).

THE NATIONAL PARK SERVICE

The National Park Service was established in 1916 in order to protect and preserve America's most valuable treasures (NPS 2013a). Today, the NPS manages 127 historic parks, 76 monuments, 58 national parks, 25 battlefields (also commonly referred to as military parks), 18 preserves, 18 recreation areas, ten seashores, four parkways, four lakeshores and two reserves.

(NPS 2013c). Overall, the NPS protects and preserves almost 400 active areas in every state in the United States (except Delaware), the District of Columbia, American Samoa, Guam, Puerto Rico and The Virgin Islands (NPS 2013c). This area includes roughly 84 million acres of land and over 4.5 million acres of oceans, lakes and reservoirs (NPS 2013a). Alone, the Wrangell St. Elias National Park and Preserves covers approximately 13.2 million acres of land in Alaska. As of today, this National Park still remains the largest of them all (NPS 2013c). The Thaddeus Kosciuszko National Memorial is one of our nation's smaller national sites and only covers roughly 0.02 acres of land in Pennsylvania (NPS 2013c). With this much area to tend to, the NPS and its service team have to be dedicated to their work. They have spent many hours to maintain and ensure the protection and preservation of America's most valuable assets. This requires a proficient staff of employees and volunteers (NPS 2013c).

The NPS relies heavily on both their workers and volunteers to help support and take care of its national parks. Without their help, the program would cease to exist and endanger the preservation and protection of 27,000 historic and prehistoric structures and 68,561 archaeological sites (NPS 2013a). Furthermore, without the program, many threatened and endangered species of plants and animals would become extinct (NPS 2013a). Therefore, it is critical that the NPS increases public awareness to help gain support for their cause.

According to the NPS records, interest in our national parks has increased substantially over time (Table 1). From this statistical data, we are not only able to see an increase in interest, but we can also see that more people have become actively involved and have participated in several events that the park service has offered. In 2008, 127 million people attended more than 605, 000 special events and ranger programs put forth by the NPS (NPS 2013c). In the same year, 565,000 children graduated from the "Junior Ranger" program (NPS 2013c). When these

numbers are reevaluated, we can say, that with the establishment of the National Park Service, America's most treasured heritage has been saved so that all people, no matter how young or old, may experience what American life was like in the past.

Table 1. Number of Visitors to National Parks Over Time (Adapted by NPS 2013c).

Year	Visitors (in millions)
1920	1
1940	17
1960	79
1980	198
2000	286
2011	279

The NPS not only provides protection for various national parks and monuments, but also helps support communities and their local economic growth. The NPS provides many different job opportunities. On an annual basis, the NPS hires 22,000 people for permanent, temporary and/or seasonal work (NPS 2013c). Other various job opportunities are associated with tourism (NPS 2013c). Concessions alone profit approximately $1.1 billion per year (NPS 2013c). Therefore, parks play a critical role in a community's finical situation.

Tourism, also financially supports NPS itself. Some parks charge fees for entrance. Fees typically range from five dollars to twenty-five dollars (NPS 2013c). This fee is applied to help support the majority of park maintenance. This fee also helps sponsor different park events, and most importantly helps in the efforts to educate the public (NPS 2013c).

The History of The National Park Service

The history behind the development of the NPS is important, because it helps explain the struggles the organization and its most influential characters endured throughout the years. According to oral history, struggles to protect America's national beauty began as early as 1870 (Kieley 1940).

On September 19, 1870, a few men ventured out and explored different areas of Montana. After a couple of days out in the wilderness, it was apparent that areas, such as Yellowstone National Park, needed to be protected from commercial prosperity (Kieley 1940). It was then that Cornelius Hedges, Nathaniel P. Langford and William H. Clagett created a park bill and presented it to the House of Representatives on December 18, 1871 (Kieley 1940). According to Kieley, Hedges was the first one to develop this idea of a national park,

> *suggesting that rather than capitalizing on their discoveries, that members of the expedition [should] wave personal claims to the area and seek to have it set aside for all times as a reserve for the use and enjoyment of all the people* (Kieley 1940).

In other words, this bill would save and value Yellowstone National Park for its scenic beauty, pleasure and enjoyment. On January 30, 1872, the bill was accepted by the House of Representatives. On February 27, 1872 the bill was passed by the United States senate and was finally signed by President Ulysses S. Grant on March 1, 1872 (Kieley 1940). This was the first time in history that the United States and its legislation took action to protect and conserve land (Kieley 1940). According to Kieley, the term conservation had now applied to mountains, lakes, canyons, forests and other works of nature. The term conservation and its significance to legislation became more apparent in the following years (Kieley 1940).

In 1890, there became a push to save other works of nature. It was in this year that three other parks, all in California (including the Yosemite National Park, General Grant National Park, and the Sequoia National Park) were protected by the government. In 1899, Mount Rainer National Park, in the state of Washington, was also protected by the government (Kieley 1940). Then on June 8, 1906, Congress accepted the Antiquities Act. With this act, archaeological sites including various historic landmarks, structures, and national monuments were all protected by law (Kieley 1940). Although protected, not all citizens were law-abiding. Areas protected by the government became of interest to robbers and looters (Kieley 1940). Due to the destruction caused by looters, people begged the government for some order and control; even President Taft urged Congress to uphold their agreement to protect our nature's beauty. His note is as follows:

> *I earnestly recommend the establishment of a Bureau of National Parks. Such legislation is essential to the proper management of those wondrous manifestations of nature, so startling and so beautiful that everyone recognizes the obligations of the government to preserve them for the education and recreation of the people* (Kieley 1940).

In 1915, the government developed a plan and established various polices. It was then that Stephen T. Mather was appointed to lead the national park organization. Mather took it upon himself to save other historic landmarks, structures and national monuments from destruction (Kieley 1940). According to Kieley, "On August 25, 1916, President Wilson signed a bill that created The National Park Service as a separate bureau of the Department of the Interior" (Kieley 1940).

Thirteen years later, following the establishment of the National Park Service, Mather resigned. He was succeeded by Horace M. Albright and then by Arno B Cammerer. Both Albright and Cammerer followed in Mather's footsteps and made significant contributions to the

NPS (Kieley 1940). In 1930, the NPS developed a program that specifically addressed education within national parks (Kieley 1940). This program allowed the public to participate in guided tours throughout various parks. Educational information was also incorporated into lectures, handouts, brochures and museum exhibits (Kieley 1940). The purpose of this program was to show the public the importance of protecting and valuing our nation's treasures and natural beauty (Kieley 1940).

As of today, educational efforts have increased. Since 1930, a number of different programs have developed over the years. Some programs are universal throughout the park service system and others are more specific to each park. Therefore, to explore these different programs and the various ways in which they address archaeological public education, I specifically looked at three significant archaeological sites. Due to its publicity, the first site chosen for this study was Yellowstone National Park. Yellowstone National Park covers approximately 2,221,766 acres of land in Wyoming, Montana and Idaho (YNP 2013a). Not only is this park quite large and therefore well known, but approximately 1,600 archaeological sites have been discovered (YNP 2013a).

Yellowstone National Park

As previously mentioned, Yellowstone National Park (YNP) was established in 1872 as the world's first national park (Kieley 1940; YNP 2013a). It was the first site ever to be formally accepted for its beauty, and it ushered in a new concept to conserve and preserve (Kieley 1940; YNP 2013a). Because this concept was new, it took many years for law enforcement to actually instill punishment for those that continued to participate in illicit activities within park borders

(Kieley 1940; YNP 2013a). However, before 1872, even the earliest communities had realized how important the park was and the value of the different natural resources it offered.

The first people to inhabit the land arrived approximately 11,000 years ago (NPS 2001). These people were nomadic hunters and followed different herds of animals, such as elk, bison, black bear, sheep, and coyotes (NPS 2001). Do to the rise in temperature some animals, which were at one time hunted, were unable to adapt to the environment and eventually died off. Some of the few species that were unable to adapt were: wooly mammoths, camels and horses (NPS 2001). Animals served as a major food source for the native population, but earlier people also ate several different plants (NPS 2001). The native population not only used local resources for food, but they also used other resources for tools. Projectile points and spears were often made from obsidian. Due to the quality of this obsidian it was very valuable and therefore products of such stone were often used in trade (NPS 2001). With that being said, Native Americans were the first to discover some of the treasures that lied within YNP. Although the Native Americans were the first to discover these natural wonders, Europeans eventually discovered them as well.

John Colter worked for the Missouri Fur Trading Company. He traveled 500 miles across YNP to set up different posts in hopes that he could trade various products with the Native Americans (NPS 2001). Between 1822 and 1840, other individuals traveled to YNP for similar ambitions to either trade or trap. At this time, stylish hats were made from beaver pelts (NPS 2001). Jim Bridger traveled to YNP to trap beaver. During his stay within YNP, Bridger was taken with Yellowstone's scenic beauty. In his return he spoke of warm rivers, hot water, and mud that boiled and bubbled. Such descriptions were not taken seriously (NPS 2001). No one at this time (except, of course the Native Americans) understood the beauty that lied within YNP. In 1860, miners traveled across the landscape in search for gold (NPS 2001). Even though the

miners did not find what they were looking for, the trip was not a complete loss. Workers were able to shed some light on the reality of what actually resided within the park (NPS 2001). In 1871, an official expedition of the park was conducted (NPS 2001). Explorers brought back photos and paintings of several rivers, lakes, geysers and waterfalls. Due to the publicity, many individuals knew that such a natural wonder needed to be protected. Then, only one year later, YNP became entirely protected under federal law (NPS 2001).

Effigy Mounds National Monument

Although YNP was the first park to be formally recognized and consequently protected by law, other historic and national parks and monuments have been acknowledged by the federal government over the years. One such site is Effigy Mounds National Monument which provides archaeologists with vital information to past human life ways. The Effigy Mounds National Monument preserves over 200 Native American mounds affiliated to 12 different Native American tribes (EMNM 2013a). Without preservation, not only would the site have been destroyed, but the culture as well (EMNM 2013a). Due to its significant role in archaeological research and its continual efforts to conserve and preserve, I chose Effigy Mounds National Monument as the second archaeological site to review for this particular study.

Effigy Mounds National Monument is located in northeast Iowa, however cultural remains of the Late Woodland Period extend further north along the upper banks of the Mississippi River (EMNM 2013a) into Minnesota and Wisconsin. Between 1915 and 1929, Iowa representatives presented a bill to Congress, in which representatives urged Congress to create a national park in order to preserve these cultural remains (EMNM 2013a). On June 16, 1930, Park Ranger Roger W. Toll conducted a survey along the proposed region. A year later, on October 8,

1931, he completed this survey. From his findings, the survey did not support the establishment of a national park (EMNM 2013a). According to Toll, the area was too developed and therefore did not meet specific park regulations. However, Toll did acknowledge that the region did indeed need to be preserved. According to Toll,

> *Along the banks of the Mississippi River there are prehistoric mounds built by Indians and used as burial places… It seems desirable that some representative examples be preserved, since they are of great archaeological interest to the present and future generations* (EMNM 2013a)

On October 25, 1949 (upon Toll's prior request), President Harry Truman signed a proclamation that officially established Effigy Mounds National Monument. With President Truman's signature, Effigy Mounds National Monument was introduced as a new addition to the National Park Service (EMNM 2013a). Over the following years, the NPS obtained several acres of land and as of today, the monument expands over approximately 2,526 acres of land (EMNM 2013a). Within this area, the monument consists of 191 known prehistoric Indian mounds (EMNM 2013a). Effigy Mounds National Monument is most notably known for its animal mounds which depict birds, deer, bison, bear, lynx, panthers, and water based animals such as turtles. Not only do these different effigies contribute to the significance of Effigy Mounds National Monument, but the site also contains the largest known concentration of mounds remaining in the United States (EMNM 2013a).

Throughout the 1950's and under the supervision of the NPS, archaeologists excavated seventeen different mounds within the monument's boundaries (EMNM 2013a). From these excavations archaeologists were able to determine that mound builders built specific mounds for burial purposes and built other mounds for ceremonial and/or territorial purposes (EMNM 2013a). With these discoveries, archaeologists were able to shed light on past cultural practices.

In 1959, Effigy Mounds National Monument implemented a new policy prohibiting any further archaeological excavation (EMNM 2013a). As of today, this law is still enforced. Therefore, archaeologists can only conduct non-destructive research. Eventually, with the continual development of new technologies, archaeologists will be able to acquire more knowledge about the Late Woodland Period and the prehistoric mound builders (EMNM 2013a).

Historic Jamestown

Archaeologists not only study prehistoric sites, but historic sites as well. One of the most famous historic sites often referred to is Historic Jamestown. Historic Jamestown was one of the first successful settlements in North America (HJNP 2013b). Therefore I chose Historic Jamestown as the third site to review for this study because it is well known for its historical importance, and provides deep cultural roots for American society.

Historic Jamestown was the first successful European settlement in North America, and therefore one of America's most valued historical sites (HJNP 2013b). Although this settlement was fairly successful, colonists struggled to make ends meet. New settlers dealt with issues such as drought, food shortages, starvation, disease, and Native American rivalry (HJNP 2013b). Despite these struggles, Jamestown flourished within a few years.

After Columbus's Voyage in 1492, Spain had conquered new territory in Central and South America (HJNP 2013b). Due to Spain's success, there suddenly became a push for other European countries to explore. This was in hopes to conquer and control other 'undiscovered' territories (HJNP 2013b). It was then that in December of 1606, Captain John Smith sailed to sea. Funded by The Virginia Company of London and approved by King James I, Captain John Smith led three different ships across the Atlantic (HJNP 2013b). Only a few short months after

he set sail, Smith had come upon land (HJNP 2013b). On May 13, 1607, the crew had disembarked and settled in. The newly formed colony was named Jamestown (HJNP 2013b). Soon after their establishment, the colonists realized that they were not alone (HJNP 2013b).

The Powhatan Chiefdom had a population of about 25,000. It included more than 30 Algonquian tribes (HJNP 2013b). Shortly after the colonists arrived, Captain John Smith was captured by this other population (HJNP 2013b). Smith was taken captive and forced to lay his head upon two stones. But before the execution could proceed, he was suddenly saved by Pocahontas, daughter of Chief Powhatan (HJNP 2013b). (Many scholars believe Smith misinterpreted Chief Powhatan's motives. Such scholars argue that Smith was welcomed into the community, and these actions were strictly ceremonial (HJNP 2013b)). Furthermore, Chief Powhatan eventually released Captain John Smith. Smith returned to Jamestown and shortly after his return, Chief Powhatan sent food to the newly formed colony (HJNP 2013b). Over time, the relationship between the colonists and the Powhatan Natives soured and eventually dissolved (HJNP 2013b). Conflicts between the two were finally resolved when Pocahontas married John Rolfe. However, when Pocahontas and Chief Powhatan died, no solid relationship stood between the colonists and the local Powhatan Natives (HJNP 2013b).

In 1619, African American slaves were shipped to the newly formed settlement (HJNP 2013b). In order to fully understand the development of Historic Jamestown, it is important to realize that these slaves made major contributions to this settlement's success. Furthermore, Historic Jamestown was diverse and individuals from different cultures had cohabited (HJNP 2013b). Due to the settlement's diverse cultural population, archaeologists have uncovered thousand of different artifacts with deep cultural roots (HJNP 2013b).

Archaeologists continue to excavate Historic Jamestown. This particular situation allows visitors to interact with professional archaeologists. Furthermore, archeologists are able to encourage visitors to participate in several of the site's activities. Through these activities, visitors gain a greater appreciation for archaeology and archaeological research.

ARCHAEOLOGICAL PUBLIC OUTREACH PROGRAMS

Because public education is an important part of archaeology, the NPS has developed several different public outreach programs. Over the years, the NPS has preserved many different historical and archaeological sites. These sites provide the public the opportunity to actively participate in archaeological research and interpretation. Although the NPS has developed several programs, other programs outside the park service exist as well. This thesis explores three different archaeological public outreach programs including the Junior Ranger Program, the Teacher-Ranger-Teacher Program, and Archaeology Week. Below, I explore the manifestation of each of these programs within the context of the NPS including sites such as YNP, Effigy Mounds National Monument, and Historic Jamestown.

Junior Ranger Program

To conserve and preserve our nation's most treasured resources, the NPS established the Junior Ranger Program (JR) (NPS 2013b). JR is an educational program that provides children the opportunity to personally interact with different park rangers (NPS 2013b). Through JR, children learn about the NPS and the different natural and cultural resources the park service protects (NPS 2013b). Children complete a series of activities and then upon completion they earn a JR

merit patch and are awarded a certificate (NPS 2013b). Over 260 parks have incorporated JR. JR is specific to each park and therefore JR activities vary within each park (NPS 2013b). To target various children, JR activities adapt to a child's age (YNP 2013b; EMNM 2013b; HJNP 2013a). Furthermore, the number of activities children are required to complete, depends on their age. Typically five, six and seven year olds complete five activities and those who are eight years old or older, complete at least eight activities (YNP 2013b; EMNM 2013b; HJNP 2013a). Activity expectations are outlined in a small book and can be found at the park's visitor's center or souvenir shop (YNP 2013b; EMNM 2013b; HJNP 2013a).

Yellowstone National Park's Junior Ranger Program has been a huge success throughout the years. JR activities focus on Yellowstone's natural and cultural resources (YNP 2013b). Children complete several different activities and learn about Yellowstone's plants, animals, and other environmental features (YNP 2013b). All activities stress the importance of preservation throughout the national park (YNP 2013b).

Effigy Mounds National Monument's Junior Ranger Program has also been a huge success. This program has helped children explore Effigy Mounds National Monument and the surrounding areas within the site (EMNM 2013b). With this exploration, children have gained greater appreciation for Native American Culture. Furthermore, JR activities share the excitement of the site and provide the opportunity for children to develop personal connections to the people that had once inhabited the land (EMNM 2013b). Due to the site's rich history and important contributions to scientific research, activities focus on topics such as culture, archaeology, and archaeological research. Such activities include lessons in conservation and preservation (EMNM 2013b). Other activities stress the importance of archaeological research

and focus on stratigraphy and interpretation (EMNM 2013b). Furthermore, all activities expose children to the NPS and the various programs established to educate the public.

Similar to Effigy Mounds National Monument's Junior Ranger Program, The Jamestown Junior Ranger Program provides the opportunity for children to actively explore Historic Jamestown (HJNP 2013a). JR activities focus on the site's historical importance to our society. Activities vary and may take up to two hours to complete. Therefore, children are advised to set aside enough time to complete these various activities (HJNP 2013a). Although JR specifically targets children, JR activities encourage other family members to participate throughout the site experience. Overall, JR activities are fun and incorporate family participation (HJNP 2013a).

JR is only one of several successful public outreach programs in the NPS. It is important to realize that there are many different ways in which the park service educates the public. Furthermore, the NPS's public outreach programs target different groups of individuals. As previously mentioned, the park service specifically targets children through JR. Teacher Ranger Teacher Program is another successful program and specifically target teachers.

Teacher Ranger Teacher Program

In 2003, the NPS established the Teacher Ranger Teacher Program (TRT) (TRT 2013). The program initially began in Colorado. It was a huge success, and in 2007, the program was instituted throughout the country. During the summer of 2008, over 90 teachers participated in TRT (TRT 2013).

TRT is a curriculum based program and focuses on education (TRT 2013; TRT 2007a). The program reaches out to different teachers from specific schools with a diverse student body (TRT 2013; TRT 2007a). At these schools, students have relatively no experience with national

parks nor have they had the opportunity to explore these parks (TRT 2007a). Therefore, the program hopes to introduce these students to national parks and the sites that they protect. According to TRT, "The National Park Service strives to provide opportunities for all Americans to connect to their national heritage through the national parks" (TRT 2013).

Under TRT, teachers work as NPS park rangers. Over summer break, they temporarily move to live in the park in which they work (TRT 2013; TRT 2007a). Through this program, they learn about the NPS, but more importantly they learn about the NPS's specific mission to conserve and preserve (TRT 2013; TRT 2007a). Throughout their stay, teachers perform various activities: they develop and present interactive programs, staff the visitor center desks, take on special projects and develop curriculum based materials for the park (TRT 2007a). Furthermore, these activities expose teachers to different natural and cultural resources. Teachers are exposed to complex issues with regard to research and scientific data. They are also exposed to other complex issues with regards to culture and the various tribal partnerships within the park service (TRT 2007a). At the end of the summer, teachers develop different lesson plans based on their park experiences. They are then required to incorporate these lessons into their classroom for the following school year (TRT 2013; TRT 2007a). In April, during National Park Week, teachers wear their TRT uniforms to school. During this week, they engage students in different activities that specifically relate to NPS and the sites that they protect (TRT 2013).

Both teachers and students benefit from TRT (TRT 2007a). Over the course of ten weeks, teachers develop several different personal connections. Not only have teachers shared the excitement of the park with various summer visitors, but they have also developed several different relationships with NPS employees (TRT 2007a). By working with these individuals, teachers have gained insight into: what national parks do, and why these areas are so important

for society to protect (TRT 2007a). With this new information, teachers have improved lesson plans and as a result, these revisions have sparked student interest in national parks. According to Keith, one of TRT's applicants, his summer work at Fort Davis, was one of the best things he has ever done (TRT 2007b).

As previously mentioned, students also benefit from TRT. Students connect with our nation's past and are exposed to issues that concern topics such as: historic preservation, interpretation, fire, exotic species, endangered species, and the quality of our nation's air and water (TRT 2007a). Overall, all these topics play an important role in establishing what national parks do and consequently, why these areas are so important for society to protect.

IPA (Inter-governmental Personnel Act Agreement) has made TRT possible (TRT 2007a). Therefore, without the IPA the program would cease to exist. With the IPA, teachers are able to continue to work for the school (TRT 2007a). Although teachers do not receive their normal pay rate, they do receive approximately $300 per week. The specific park, in which they work, also provides housing and their TRT uniform (TRT 2007a). Although teachers are primarily selected from different public schools, teachers from private schools can also apply for TRT positions. Private schools have to be non-profit and willing to sign an agreement with IPA (TRT 2007a). Furthermore, teachers from both public schools and private schools have to apply to individual parks. Each year, applications for TRT positions are posted online (TRT 2007a).

Archaeology Week

Other public outreach programs do exist outside of the NPS. It is important to recognize that states, themselves, sponsor different public outreach programs as well. In 1983, the first Archaeology Week was organized in the state of Arizona (Greengrass 1993). From the

beginning, this organization gained public support; and between 1983 and 1992, 17 other states organized a successful Archaeology Week (Greengrass 1993). Due to its success, some states (including Arizona and Virginia), have made substantial efforts to continue month-long celebrations (Greengrass 1993). During Archaeology Week, archaeologists, advocates, and other professional personal come together to discuss and show how archaeology is done, and more importantly why preservation is so important (Greengrass 1993). Sometimes communal members and visitors are able to take tours of active excavations, and attend different demonstrations. Other activities such as, "Visitors dig" allow visitors the opportunity to dig alongside an archaeologist and learn firsthand about excavation techniques in archaeology (Greengrass 1993). Whether it is one activity or another, they all require time, energy and money. In many cases, Archaeology Week is not fully funded by the state, and therefore many local communities, universities, archaeologists, archaeological associations, museums, societies, businesses and federal agencies (such as the NPS, the Bureau of Land Management and the U.S. Forest Service) financially support this growing organization (Greengrass 1993).

Due to Yellowstone's location, I thought it was most appropriate to discuss state sponsored programs and different public opportunities available in both Montana and Wyoming. Due to the success of similar programs in other western states, Montana organized its first Archaeology Week in 1991 (Schwab 1992). Furthermore, Montana's "Trails to the Past" was a huge success (Schwab 1992). Although it required a lot of time, energy and money, the way in which the program was organized was most efficient and contributed to the program's positive turn out (Schwab 1992). The primary responsibility of programming was placed directly at a local level. In other words, "local communities and professionals completely designed and planned area activities within their community and in out-lying communities (Schwab 1992:27).

With this direct involvement, communities were able to meet the needs and desires of the local individuals within the area. Furthermore, because the activities focused on these needs and desires, they appealed more to the community (Schwab 1992). Consequently, individuals were more interested in archaeology and archaeological research. As a result, program participation increased (Schwab 1992).

These community activities were designed to target three different groups of individuals: individuals already interested in archaeology, individuals that were neither interested nor uninterested in archaeology, and Native Americans (Schwab 1992). Individuals already interested in archaeology toured archaeological sites, and were exposed to different volunteer and field school opportunities. With an open house, archaeologists were able to interact with these individuals and discuss the importance of conservation and preservation (Schwab 1992). Some archaeologists were even able to identify various artifacts brought in from different personal collections; this lead to the discovery of new archaeological sites within the area (Schwab 1992). Individuals that were neither interested nor uninterested in archaeology also participated in community activities. These individuals ranged in age from students in school to older adults (Schwab 1992). They were targeted in local malls by booths. The booths creatively displayed information about archaeology and archaeological research. Other public displays, lectures and demonstrations also appealed to these individuals. Museum exhibits and collections were made available for the public as well (Schwab 1992). To target school children, public libraries displayed a number of different archaeology books throughout the week. In addition to different displays, archaeologists presented at elementary schools, middle schools and high schools (Schwab 1992). Finally, individuals with significant cultural ties to the area participated in community activities as well. To understand Native American Culture, it was apparent that

these individuals needed to be of focus (Schwab 1992). Throughout the week, Native Americans shared their experiences not only with archaeologists but the general public as well (Schwab 1992). Archaeologists were also able to interact with local tribes and discuss important issues regarding archaeology and cultural resource management (Schwab 1992).

For years, the Montana Archaeological Society has been one of the main advocates for archaeology and archaeological research (Schwab 1992). Not only does this society continue to support Montana's Archaeology Week, but it also publishes a semiannual journal called *Archaeology in Montana* (Schwab 1992). As advocates, the society's objective is to help bridge the gap that often lies between the public and the archaeological community (Schwab 1992). Montana is quite large and many of its areas are undeveloped; because of this specific reason, valuable archaeological resources remain relatively undisturbed. Therefore it is essential for the public to understand the importance of archaeology, so that these resources remain intact for archaeologists and scientific interpretations (Schwab 1992).

Similar to the state of Montana, Wyoming has also made great efforts to protect Yellowstone National Park and other natural and cultural resources outside park boarders (Miller and Hopkins 1992). To support these efforts, the state has received partial funds from the University of Wyoming, Wyoming State Historic Preservation Office, State Department of Commerce, junior colleges, federal agencies, professional archaeologists and various program advocates (Miller and Hopkins 1992). In 1992, Wyoming organized its first Archaeology Week, "Clovis to Cowboy" (Miller and Hopkins 1992). Twenty different communities sponsored over 60 events (Miller and Hopkins 1992). With these events, the community was encouraged to promote Wyoming archaeology and archaeological research. In fact, some individuals were recognized for their individual effort and presented an award (Miller and Hopkins 1992).

It is important not only to recognize specific individuals, but different communities, states, and federal agencies as well. These efforts have preserved different archaeological sites throughout the United States. Without these efforts, archaeology would cease to exist. Eventually national parks such as Yellowstone National Park, monuments such as Effigy Mounds National Monument, and sites such as Historic Jamestown, would be destroyed. Little would remain for archaeological interpretation and history would only be based on written accounts. Such a scenario would be heavily biased. Therefore, it is important that outreach programs, such as JR, TRT, and Archaeology Week, help the public gain an appreciation for archaeology and archaeological research.

CONCLUSIONS

Throughout this thesis, several different topics were discussed in order to examine both public perception and program participation. First, I looked at public interpretation, specifically how the public perceive archaeology and the work archaeologists do. Second, I looked at different media outlets and how they tend to influence public perceptions. Third, to understand the development of public participation, I looked the NPS and NPS history. Fourth, I researched three National Parks containing archaeological sites including: Yellowstone National Park, Effigy Mounds National Monument and Historic Jamestown. Fifth, within these three parks, I looked at different educational opportunities and programs offered to the public. Finally, I looked at other public outreach programs such as Archaeology Week.

Archaeological public outreach programs such as Junior Ranger Program, Teacher Ranger Teacher Program and Archaeology Week, require public participation. With this active

approach, individuals are more likely to understand the reality behind the discipline of archaeology and its important association to preservation, excavation and curation. Furthermore, the NPS has developed these programs in hopes that more individuals will understand the importance of archaeology and archaeological research.

Media plays a significant role in public perception. Based on a 1999 survey, over 50% of the population gains its understanding of archaeology from media outlets (Ramos and Duganne 2000). These programs are very passive. In fact, some programs do not even reflect the actual science of archaeology. This has become a problem. In reexamining how the public perceives archaeology and how different programs can influence these perceptions, archaeologists can help develop more successful programs; programs that actually require hand-on activities and public participation.

Overall, this thesis provides insight into what can be learned by reexamining how the public perceives archaeology. When one thinks of archaeology, what comes to mind? Is it Harrison Ford starring as Indiana Jones in *The Temple of Doom*, or is it the time when the family spent the afternoon at Effigy Mound's National Monument? In my opinion, it is important that when a child is asked this question, they will most definitely think of the fun and exciting hands-on experience they had at Effigy Mounds National Monument. The active participation programs discussed in this paper, I believe, contribute to the greater public awareness of archaeology and interpretation of the past.

BIBLIOGRAPHY

Miller, Mark E. and Mary M. Hopkins

1992 Public Archaeology and Education Programs in Wyoming. In *State Archaeological Education Programs*, edited by William B. Butler, pp 66-71. Division of National Preservation Programs. Interagency Archeological Services. Denver.

The National Park Service: U.S. Department of Interior [Kieley 1940]

1940 A Brief History of the National Park Service, edited by James F. Kieley. Electronic document, http://www.cr.nps.gov/history/online_books/kieley/index.htm, accessed March 1, 2013.

The National Park Service. U.S. Department of Interior [EMNM 2013a]

2013 Effigy Mounds National Monument. Electronic document, www.nps.gov/efmo/index.htm, accessed March 26, 2013.

The National Park Service: U. S. Department of Interior [EMNM 2013b]

2013 Effigy Mounds National Monument: Be a Junior Ranger. Electronic document, http://www.nps.gov/efmo/forkids/beajuniorranger.htm, accessed March 26, 2013.

The National Park Service: U. S. Department of Interior [HJNP 2013a]

2013 Historic Jamestowne: For Kids. Electronic document, http://www.nps.gov/jame/forkids/index.htm, accessed March 26, 2013.

The National Park Service. U.S. Department of Interior [HJNP 2013b]

2013 Historic Jamestowne, Part of Colonial National Park. Electronic document, www.nps.gov/jame/index.htm, accessed March 26, 2013.

The National Park Service: U.S. Department of Interior [TRT 2007a]

2007 Intermountain Region: Teacher to Ranger to Teacher Program Electronic document, http://www.nps.gov/interp/trt/BrochureSBColor.pdf, accessed March 26, 2013.

The National Park Service: U.S. Department of Interior [NPS 2013a]

2013 National Park Service: About Us. Electronic document, http://www.nps.gov/aboutus/index.htm, accessed January 28, 2012.

The National Park Service: U. S. Department of Interior [NPS 2013b]

2013 National Park Service: The Ranger Zone. Electronic document, http://www.nps.gov/learn/juniorranger.cfm, accessed March 26, 2013.

The National Park Service: U.S. Department of Interior [NPS 2013c]

2013 National Park Service Overview. Electronic document, www.nps.gov/news/upload/NPS-Overview-2012_updated-04-02-2013.pdf, accessed January 28, 2012.

The National Park Service: U.S. Department of Interior [TRT 2013]

2013 Teacher to Ranger to Teacher Program. Electronic document, http://www.nps.gov/interp/trt/index.html, accessed March 26, 2013.

The National Park Service: U.S. Department of Interior [TRT 2007b]

2007 What is Teacher Ranger Teacher? *Teacher's Notes: Teacher-Rangers Connecting Children to Nature* 1:1-7.

The National Park Service: U.S. Department of Interior [NPS 2001]

2001 Windows into Wonderland: Yellowstone History. Electronic document, http://www.windowsintowonderland.org/history, accessed March 26, 2013.

The National Park Service. U.S. Department of Interior [YNP 2013a]

2013 Yellowstone National Park. Electronic document, www.nps.gov/yell/index.htm, accessed March 26, 2013.

The National Park Service: U. S. Department of Interior [YNP 2013b]

2013 Yellowstone National Park: Junior Ranger Program. Electronic document, http://www.nps.gov/yell/forkids/beajuniorranger.htm, accessed March 26, 2013.

Ramos, Maria and David Duganne

2000 Exploring Public Perceptions and Attitudes About Archaeology. Harris Interactive. Electronic document, http://www.nps.gov/history/archaeology/pubs/Harris/index.htm, accessed March 26, 2013.

Schwab, Dave

1992 Archaeology and Public Education in Montana. In *State Archaeological Education Programs*, edited by William B. Butler, pp 26-30. Division of National Preservation Programs. Interagency Archeological Services. Denver.

U.S. Department of the Interior. National Park Service [Greengrass 1993]

1993 *State Archaeology Weeks: Interpreting Archeology for the Public*, by Mara Greengrass, Departmental Consulting Archeologist, Archaeological Assistance Division. Washington, DC.