

Strategies for Resource Protection: Results from Save the Past for the Future

William D. Lipe

On September 19–23, SAA hosted Save the Past for the Future, a working conference held in Breckenridge, Colo., with 161 participants. Below, the chairs of the three conference workshops provide brief summaries of the workshop results and recommendations. The full conference proceedings will be published by SAA for distribution to members and to other key individuals and groups outside the organization.

The continuing loss of archaeological sites due to vandalism, looting, and development threatens the core value of archaeology as a means for gaining new information about the past through systematic field research. These losses also strike at the important roles that particular archaeological sites play in the heritage and living traditions of indigenous peoples and other cultural groups in the Americas. In May 1989 the first SAA working conference on Saving the Past for the Future was convened at Taos, N. M. This conference focused the attention of archaeologists, agency resource managers, and law enforcement personnel on the critical status of the problem, and produced an action plan for fighting vandalism and looting.

In the little more than five years since the Taos conference, progress has been made on several fronts. While not all of it is directly attributable to the Taos conference, that meeting was a catalyst and a sign that many people in and out of the archaeological profession were ready to “do something.” Since Taos, federal law enforcement and legal staffs have gained more experience in making and prosecuting Archaeological Resource Protection Act (ARPA) cases, and the courts are beginning to take these cases more seriously. Archaeologists working in academic, agency resource management, contract research, and avocational contexts are more aware of the magnitude of the problem and have become more willing to get involved. Native American tribes also have become more active in archaeological resource protection on tribal lands, while the Native American Graves Protection Act (NAGPRA) and regulations regarding traditional cultural properties have given tribal heritage values much greater weight in archaeological resource management and protection on federal lands. Public education—about archaeology, culture history, and site protection—has grown dramatically over the past decade. One of the outcomes of the Taos conference was the formation of SAA’s Public Education Committee, which now mails a quarterly newsletter to more than 6000 people, a large number of whom are K-12 teachers.

Although the battle has been joined, it is not one that can ever really end—success will lie only in dramatically slowing the rate at which sites are being lost. The second Save the Past conference at Breckenridge was designed to develop strategies and tactics for continuing the campaign. After Monday evening’s opening session—invigorated by Brian Fagan’s powerful discussion of archaeology’s value—and Tuesday morning’s brief plenary session spelling out the conference

goals, the participants separated into three workshops that each met for two and a half days of intense effort. The workshop themes were education, law enforcement, and integrated resource management. Thursday afternoon was again a plenary session, with each workshop reporting its findings and recommendations, portions of which are summarized below. Reflecting now on what I learned at the conference, several aspects stand out.

First was the intensity and commitment of the participants. These people really **worked**, and their energy and enthusiasm were synergistic. I felt at the time that if that level of intensity could be maintained when the participants returned to their home bases, they would be able to inspire an army of recruits.

My second observation was that we were going to **have** to recruit and inspire such an army if we were to work our way very far down the lists of action items the workshop leaders presented. These goals are in fact very ambitious, but they must be, given the size of the problem. If the time is right, and the energy is there, even an ambitious agenda can be successfully pursued.

Third, several of the workshops focused as much on what archaeology is good for as on the specific problems of how to stop site loss. The law enforcement people, of course, are right on the firing line, and properly stressed how to prevent and prosecute looting and vandalism. But both the education and integrated resource management workshops dealt with not only getting out messages about site protection, but also how archaeology can be made more relevant to a broader public. Thus, the educators emphasized ways in which Native American and other cultural histories can contribute richness and time depth to the public’s understanding of America’s roots. And the resource management workshop developed themes such as “the long view” of humans as active participants in ecosystems and the value of archaeological research in understanding both natural and cultural factors in ecosystem evolution. I thought the conference reached an appropriate balance here. Surely we will not slow site loss without direct measures to enforce laws and make looting publicly unacceptable. But neither will we accomplish this effectively if more land managers, private land holders, and members of the general public do not come to see archaeology and archaeological sites as of current and future value in their own lives and work.

William D. Lipe was the program chair for the conference and is president elect of the SAA.

Education Workshop Summary

The education workshop at the conference addressed ways to increase and improve archaeological site protection in

the Americas. The cochairs of the workshop were George Smith, Ed Friedman, and Kevin Kilcullen. Four topical work groups were created: **Network; Resource Forum and Education Resource Center; Formal Education;** and **Professional Involvement**. Each work group examined ways to improve archaeological site protection by 1) coordinating archaeological education efforts through the SAA headquarters, 2) making use of existing networks and exploring applications of information technology, 3) increasing multiculturalism in archaeology education programs and using archaeology to teach multiculturalism, 4) reaching a wider and more diverse audience with archaeology education, 5) expanding the international component of archaeology and education programs, 6) evaluating messages and programs that relate to archaeology, and 7) coordinating archaeology education efforts with other programs and organizations.

The **Network Work Group**, cochaired by Beverly Mitchum and Teresa Hoffman, addressed ways to expand and develop a network for the exchange and dissemination of information and ideas relating to archaeology and education. They developed the following recommendations:

- 1) Expand, develop, evaluate, and improve the effectiveness of the network coordinator position, which currently functions within the SAA Public Education Committee.
- 2) Develop a source book for network coordinators to assist them with their duties.
- 3) Promote the use of computerized networks as the primary means to develop and expand current information and resource networks, with special emphasis on enhancing communication among diverse groups.
- 4) Create a subcommittee of the Public Education Committee to develop publications and programs to encourage private landowners to protect archaeological sites.

The **Resource Forum and Education Resource Center Work Group**, cochaired by KC Smith and Nancy Hawkins, addressed ways to expand, develop, evaluate, and display current archaeological education materials for exhibit at professional meetings and to maintain a listing of such materials for dissemination to various individuals, groups, organizations, and institutions. In addition, this work group considered the establishment of an Education Resource Center to conduct and coordinate research, program development, and training. They developed the following recommendations:

- 1) Maintain the format and continue the distribution of the existing Education Resource Forum for a period of two years.
- 2) Appoint a task force to study, analyze, and make recommendations about the design of a new Education Resource Forum.
- 3) Develop a brochure for teachers, educators, archaeologists, and the public that describes the objectives, activities, and products of the SAA Public Education Committee to be used in con-

junction with the Education Resource Forum.

- 4) Refine a set of criteria for evaluating materials included in the Education Resource Forum to ensure their appropriateness, and as selective criteria are applied, annotate items to increase the effectiveness of the resulting bibliographic guide.
- 5) Designate a task force to determine the best means of entering the evaluated and annotated resource guide onto an electronic information system for direct access by educators and archaeologists.
- 6) Establish a task force to study and examine various strategies for SAA-coordinated resource centers and other partnerships with existing institutions for public education programs.

The **Formal Education Work Group**, cochaired by Shelley Smith and Karolyn Smardz, examined ways to strengthen the quality and quantity of precollegiate archaeology education resources available to children, educators, and professional archaeologists by refining existing guidelines used to evaluate use materials and by encouraging increased communication and collaboration among educators and archaeologists. They developed the following recommendations:

- 1) Use current educational methods and trends in developing archaeology and education programs.
- 2) Develop strategies to include archaeology in school curricula.
- 3) Disseminate materials and information to professionals practicing public archaeology.
- 4) Evaluate existing programs and materials for their messages and effectiveness.
- 5) Include multiculturalism in archaeology education programs.

The **Professional Involvement Work Group**, cochaired by Susan Bender and Shereen Lerner, discussed ways to increase education, training, and involvement of professional archaeologists in a wide variety of archaeological education activities. They developed the following recommendations:

- 1) Identify and evaluate public attitudes about archaeology.
- 2) Establish means for recognizing public education activities as a significant professional activity.
- 3) Encourage the development of applied archaeology curriculum in undergraduate and graduate programs.
- 4) Identify and encourage professional development opportunities in public education and outreach.
- 5) Identify and encourage publication outlets for public education activities.
- 6) Establish an awards program for outstanding applied archaeology and public education activities at the professional, avocational, and student levels.
- 7) Disseminate information about career opportunities in applied archaeology.
- 8) Increase education sharing with professional societies and related organizations.

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- 9) Establish liaisons that promote education through local and regional avocational groups.
- 10) Promote education about archaeology to Native Americans and other groups whose past is studied by archaeologists.

Each of these recommendations is currently being reviewed and evaluated. Finally, an action plan will be prepared to include specific information on developing and implementing the soundest recommendations.

Integrated Resource Management Workshop Summary

The Integrated Resource Management Workshop, also known as Human Dimensions of Ecosystem Management, focused on the role of archaeological resources and archaeology as a discipline in the implementation of ecosystem management. Ecosystem management is an approach to the management of natural resources that attempts to use an understanding of natural systems and processes in order to ensure optimum conditions for ensuring long-term ecological sustainability. The workshop members discussed the many contributions that archaeological resources can make to this understanding.

The workshop proceeded through a series of broad discussions, including 1) development of a policy statement on the role of archaeology in ecosystem management; 2) factors in the current management of archaeological resources that do or do not contribute to this more integrated approach; 3) models and methodologies for regional alignments in integrated resource management; 4) use of traditional cultural knowledge as a resource in ecosystem management; and 5) possible ingredients to include in a handbook or other practical tool for carrying out integrated resource management.

After much discussion, certain conclusions emerged. All participants agreed that, while ecosystem management is a tool now supported heavily as an approach to the management of public land, it has application to the management of all landscapes. Indeed, one of the hallmarks of this approach is to deemphasize artificial administrative boundaries that have little meaning in the understanding of ecological processes. Therefore, an integrated resource management approach has potential implications for encouraging the protection and use of information from cultural resources on private as well as public land. In addition, all participants agreed that ecosystem management is a method emphasizing biological resources, but it will have little success unless archaeologists and other scholars in the cultural disciplines bring to the table an awareness of human beings as a biological resource who have had and continue to have a profound impact on the landscape. Finally, the participants emphasized that contemporary natural landscapes must be viewed along a continuum in time, recognizing that the discipline of archaeology, along with history, anthropology, geography and other sciences, has an enormous body of knowledge to contribute to our understanding of the evolution of particular landscapes, including the rate and sources of change. Because archaeology and other

cultural disciplines are dependent on several natural sciences for a wide range of methodologies and data, it is only commonsense to manage resources by integrating the work of all relevant disciplines with one another.

The workshop concentrated on several major action items, and the following action items were adopted:

- 1) Develop a policy statement to outline the role of archaeology and archaeological resources in managing landscapes in a more ecologically sensitive manner. Pat Barker of the Bureau of Land Management agreed to head a small committee to begin this process. Other groups committed themselves to assist in the distribution of this statement to a wide range of audiences.

- 2) Begin collecting examples of integrated resource management already in practice and produce an annotated listing and bibliography of these examples. Prepare a poster for the 1995 SAA meeting using some of these examples. Investigate publishing the best and most instructive examples as a monograph for wider distribution within the archaeological community, other disciplines, land management agencies and environmental organizations. Andrew Yatsko of the U.S. Navy agreed to begin this process.

- 3) Develop an outreach plan to contact other organizations and agencies to express the interest of archaeologists in integrated resource management approaches. This would include assembling and disseminating an annotated directory of journals and other publications on ecosystem management-related topics to which archaeologists could submit articles, as well as an annotated directory of government agencies and nongovernment organizations involved in research and application of ecosystem management. Produce public service announcements on the contributions of cultural disciplines to ecosystem management. Lobby with various offices and committees on Capitol Hill, as well as with other branches of government at the federal, state and local levels, to make clear the importance of cultural disciplines to the effectiveness of ecosystem management. Al Tonetti of the Ohio Historical Society will head a group of participants who volunteered to work on this effort.

- 4) Transform the cultural resource management function (now encompassed largely within the framework of compliance with Section 106 of the National Historic Preservation Act) so that it becomes more fully directed toward effective integrated resource management. Arrange to make a presentation at the next meeting of the National Conference of State Historic Preservation Officers to request participation in an effort to transform the process of compliance with Section 106 into a more effective tool for preserving archaeological resources as sources of information on past environmental conditions and impacts. Re-orient the

work of federal agencies so that implementation of Section 110 of the NHPA, for inventory and management of cultural resources, is emphasized as a mechanism for capturing the research value of archaeological sites and, more importantly, patterns of sites, thus revealing the actual status of past landscapes, as well as the pattern of land uses over time that have caused the present landscape to appear as it does. Mike Kaczor of the Soil Conservation Service is heading a committee to move these actions forward.

5) Create and support a technology subcommittee on information resources management for SAA. Provide a technology seminar at the SAA's annual meeting. Take an active role in promoting the use of GIS, GPS and related technologies among archaeologists, in order to enhance communication capability and data sharing with other scientific disciplines. Establish a home page for SAA on World Wide Web, so that interactive capability and networking can occur on integrated resource management across disciplines, geographic distances, and other constricting factors, leading to much more effective ecosystem management. Marcy Gray of Gray and Associates offered to move these action items forward with a small group of volunteers.

6) Establish an SAA committee to deal specifically with ecosystem management, with the ability to move forward the agenda of the workshop. This committee could encompass many of the action items above, such as outreach, technology, training, and transforming cultural resource management practice. It would also concentrate its efforts in fostering undergraduate and graduate courses as well as post-graduate training in ecosystem management as it affects archaeological research and cultural preservation. Cal Jennings of Colorado State University agreed to serve as the head of this group.

Law Enforcement Workshop

The 45 participants in the Law Enforcement Workshop, chaired by Robert Marriott of the National Park Service, considered five topics related to protecting archaeological sites from looting and vandalism. These included prosecution and legislation; training; interagency cooperation; information sharing; and investigative technologies.

A total of 57 recommendations on the five topics were considered. Of these, 29 were recommendations for short- and long-term actions by SAA, whereas the other 28 were recommendations for short- and long-term actions by various federal and state agencies.

Through group consensus, the Law Enforcement Workshop identified the seven highest priority recommendations for actions by SAA or, in one instance, the Department of Justice (DOJ) as follows:

- 1) SAA should develop a position statement in support of law enforcement;
- 2) SAA should urge its membership and other resource preservation organizations to support implementation of the Save the Past for the Future Conference recommendations by Congress and associated government agencies;
- 3) SAA should support special funding for interagency Archaeological Resource Protection Act (ARPA) operations.
- 4) SAA should develop a site damage assessment training program for its membership;
- 5) DOJ should transfer ARPA and NAGPRA prosecutions to their Lands and Resources Section where other resource cases are handled currently;
- 6) SAA should request SHPOs to work with state and local law enforcement agencies to develop archaeological resource protection training for state and local personnel; and
- 7) SAA should propose to the U.S. Sentencing Commission that it adopt specific guidelines for ARPA sentencing. ■

The Education Workshop report was prepared by George S. Smith, the Integrated Resource Management Workshop summary was submitted by Marilyn Nickels, and the Law Enforcement Workshop summary was written by Martin E. McAllister and Robert Marriott.

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Call for Nominations for the 1994 Crabtree Award. The Crabtree Award is presented annually to an avocational archaeologist who has made significant contributions to scientific archaeology in the Americas. The Crabtree Committee solicits your nominations for this award. Please send candidates' names, including a vita and other supporting material, as well as the names of references, to C. Wesley Cowan, Frederick and Amey Geier Collections and Research Center, Cincinnati Museum of Natural History, 1720 Gilbert Ave., Cincinnati, OH 45174, (513) 345-8512. The deadline for nominations is January 15, 1995. The Crabtree Award Fund continues to solicit donations to help defray travel expenses associated with travel to the SAA meeting. Many of the past recipients have been retirees and do not have the institutional support most professionals enjoy. Checks should be made out to SAA and mailed to the SAA headquarters together with a letter directing the donation be placed in the Crabtree Award Fund. Only interest generated by the fund is used.

SAA
[Decorative graphic]

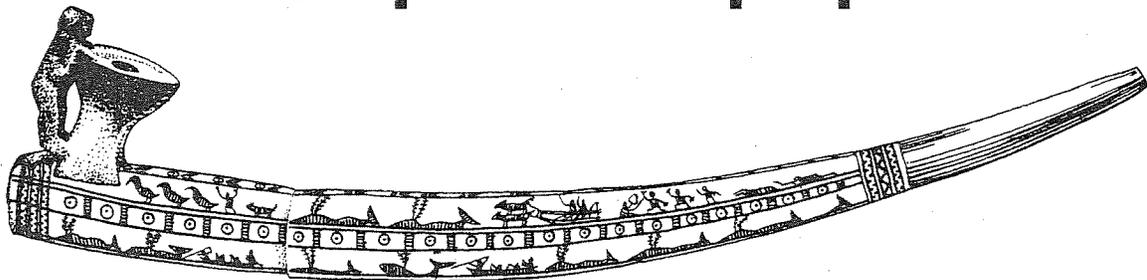
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“ Cultural identity and a sense of shared heritage are what binds a society together, and gives them power as a people.



In this sense archaeologists have an opportunity to make their discipline meaningful to the lives of Native Americans; and in turn Native Americans can make archaeology more meaningful for all of us. ”

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