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My name: **Anatolijs Venovcevs**

My supervisor's name: **Rob Wojtowicz**

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Work Term Report

Wilfrid Laurier University

Cultural Resource Management - Saving Our Common Heritage

Prepared by: Anatolijs Venovcevs

Program: Honours Archaeology

Employer: Archaeological Services Inc.

Date: July 26th, 2008

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Executive Summary

Today, archaeology consulting firms are responsible for more than 95% of the archaeology in Ontario and comprise as the biggest employer of archaeology majors that come out of university. This summer, I had a chance to work for the largest such company in Ontario, Archaeological Services Inc. While going in, expecting to be treated to a nightmare world of quick and dirty archaeology, I was surprised and delighted to find ASI striking a good balance between efficiency and efficacy. By working on a field crew through the summer, I was able to further hone my skills and abilities as an archaeologist and experience for myself what some are calling "the archaeology of the future."

While work is certainly not a vacation by a long shot, working for ASI instilled in me a greater pride in what I do and a sense of adventure that I doubt I would have gotten sitting in an air conditioned office. At work, I learned about the techniques and the importance Cultural Resource Management companies have in the world today as well as the mental and physical commitments I had to make in order to function effectively in such an environment. Long hours spent in the field were not easy and required mental discipline and a passion for what I was doing to carry me through some days. However, the effort I put in to push myself in exploring and adopting the methods employed by my more experience co-workers in the end paid off providing me with a much more comfortable level of competence in the methods and techniques employed in field archaeology.

Introduction

It is not surprising that the vast majority of archaeologists I know are fans of Indiana Jones, more so, many actually got into the discipline because they saw the movies as children and got hooked with the dapper, swashbuckling, archaeologist/fighter of Nazis. What perhaps is surprising is that if Indiana Jones actually lived, he would be hated and reviled by those very same fans of his for being a vile, immoral, and destructive treasure hunter that does nothing resembling archaeology what so ever. This icy-cold dose of reality is imparted on every student entering their Archaeology 101 class, though fortunately it does little to stem their interest in the subject.

The job of stemming people's interest in archaeology is not the fact that archaeology is lots of digging, lots of cataloguing, and plenty of mundane grind that might explain why so many archaeologists are also fans of drinking, but what some would consider to be archaeology, genetically modified, into a Frankenstein horror in response to consumerist urban sprawl, called Cultural Resource Management (CRM). Or at least that's what some people think trying to draw a line between the traditional excavations done as part of research by university professors with volunteers and budding archaeology undergrads and the "other" form of archaeology done as salvage excavations in response to development by private companies with a paid workforce. Hopefully, my description of how some people feel about CRM didn't send potential employees of such companies running for cover.

During the spring work-term of 2008, I had a chance to dive into this "other" form of archaeology by working as part of a field crew for the biggest CRM company in Ontario, Archaeological Services Inc. (ASI), to discover a world which is responsible now for 95% of all archaeological excavations and surveys in Canada, to explore future possibilities for me, and to

come to understand that academia and Cultural Resource Management companies need to work together to forge a better future for archaeology in the world of markets, budgets, deadlines, and unprecedented growth in all areas of human endeavour. The goal for this report is to illustrate some of things I learned while working for ASI as a seasonal field worker and to show how I applied my learning as honours archaeology major with focus on North American prehistory to my workplace.

Archaeological Services Inc.

Archaeological Services Inc. was founded in 1980 in response to the growing awareness of cultural heritage in both Ontario and Canada and embodied in such legislation like the Planning Act, Ontario Heritage Act, and the Environmental Assessment Act. ASI operates out of their main office in Toronto with a branch office in Burlington and, as a CRM firm, performs both archaeological survey and excavation on properties before they are to be developed. Through the summer I worked with a crew out of Burlington from which we drove to sites as far west as Milverton and as far east as Stouffville; though ASI's field crews work all over Ontario, sometimes staying in a hotel if the commuting time is too long.

The world of Cultural Resource Management is divided into individual projects differentiated by the location, amount of time allocated for completion, employer, and the type of survey the project requires. At the ground floor, ASI is divided into individual crews of usually four members – one full-time supervisor and three people that can be full time but are usually hired for upward of a season which lasts from the ground thawing to the ground freezing again (roughly eight months). My supervisor, Rob Wojtowicz, was responsible for getting the projects assigned to him done in an expedient but meticulous manner. I was responsible to report to him on all aspects of my position. In turn, he reported to two individuals above him, one concerned

with Stage 1 and 2 projects and the other with Stage 3 and 4 (more on stages below). At the top of the company are Ron Williamson and the other four partners who founded the company and comprise its Board of Directors. There is also a full-time lab crew whose job is to wash, catalogue, and analyze artefacts collected by the field crews and systematically call them up and complain about bad handwriting in cataloguing or sloppy packaging of the material.

Collecting Archaeological Data

In a snapshot, through my job on a field crew I was responsible in helping to extract and record archaeological data for processing at a later date. This responsibility took many forms depending on the stage of excavation we were doing where "archaeological data" could mean many different things and the best way to explain these job responsibilities in detail would be to subdivide this section in the stages of survey and excavation that the CRM world uses – Stage 1, 2, 3, and 4. Through the summer, I had experience with all of these.

Stage 1

I only briefly experienced a Stage 1 survey and it was my supervisor who went off to do it. Understandably so because Stage 1 is mostly done in the office, looking at records and registries of land use of an area slated for development. Some field survey is required, to note which fields need to be ploughed and where test pitting needs to take place. Photographs are also taken to establish which areas can be accessed and which can to be written off as wet or otherwise inaccessible. In this scenario, a field crew is hardly ever needed.

Stage 2

The majority of CRM work, at least in Ontario, ends up at the Stage 2 level which consists of field walking and digging test pits to assess if the property contains culturally significant material. If given a choice, field walking is much more preferred because it is more

efficient and done quicker. Basically, the field is walked by the crew members at five meter intervals with our heads bowed looking for anything that might look like an artefact which can consist of a chert flake or a piece of pottery or a historic piece of metal or ceramic. If such an object is found, the area around the artefact is walked at one meter intervals to see if it's part of a bigger cluster. Afterward, a tag is written for the artefact detailing its nature, quantity, site, client code, and who found it, coordinates are taken by GPS, and, if it's a cluster of artefacts, the size of that cluster is also measured. Through my work at Stage 2 excavations, I had a chance to do all of these things.

Test pitting is done in areas that could not be ploughed either because of geographic or economic reasons. Through mostly it takes place around woodlots. Here, the objective is to excavate a shovel-sized hole every five meters into the ground down to subsoil, a layer under the topsoil on which we currently walk and live, and to screen that dirt looking for any artefacts. This is usually done in pairs with one person screening and the other digging (and usually getting lost in the thick underbrush). If artefacts are found in a few test pits and a cluster is indentified, test pits are then placed two and a half meters away to help measure the extent of the cluster. Afterward, the GPS location of these test pits is identified, and the contents of each test pit are bagged and tagged separately from the other test pits. In this area, I also got a chance to experience the all of the responsibilities required of field workers.

Of course, this subsection wouldn't be complete with a brief note on my favourite test pitting experience of the summer which took place in a thick Hawthorne bush bristling with menacing one-inch thorns. While I managed to survive it with relatively little blood loss, it was quite exciting trying to dodge thorns while crawling around and trying to screen shovelfuls of dirt.

Stage 3

During the summer, my crew was not particularly involved in Stage 3 excavations and in two instances it was, it was either helping another crew or finishing up a Stage 3 excavation left by another one that got held up at other, more pressing, projects. However, both of those Stage 3s were quite memorable.

A Stage 3 happens when some culturally important materials are found during a Stage 2 survey – usually a diagnostic artefact like a **fluted point** or some **pre-contact** pottery or a fairly large scatter of **lithic** or **historic** material that warrants a more careful look. In a Stage 3 survey, a one meter by one meter square is dug at five meter intervals in the area encompassing the site. This square is dug to subsoil by one person and screened for materials by the other members of the team all of the artefacts that are found are recorded in the same fashion described in Stage 2 surveys, though their GPS is not taken and they are sometimes given a **square number**.

The Stage 3 excavations our crew was involved with were certainly a treat to any archaeologist. The first, was helping another crew working at a Paleo-Indian lithic scatter which didn't prove as productive as we hoped but certainly provides bragging rights considering the enormous rarity of such sites in Ontario. At another Stage 3, a historic site where we finished up a Stage 3 for a crew involved in work elsewhere, we were fortunate to excavate one square that contained over 500 artefacts consisting of metal, bone, ceramic, and one remarkable bone-handled knife. At both of these sites, I had a chance to excavate, screen, record as well as map in the one meter squares.

Stage 4

What perhaps separates my summer experience from most other people involved in CRM work (and thus possibly skewing my view on CRM) is that for most of the summer I had a

chance to do a Stage 4 on a wonderful pre-contact native site that was both exciting in terms of the finds there and perfectly suited my major.

A Stage 4 is a dream for just about every archaeologist because it involves a full excavation of a site that was located in Stage 2 and deemed significant enough in Stage 3. Such sites are relatively rare in CRM work and to work at one, especially a pre-contact native site, is a very wonderful treat. It is undertaken if the results of a Stage 3 survey identify it as significant for cultural and historic reasons and involves many different responsibilities.

If the site in question contains one or more large refuse areas called middens, which is the case with pre-contact sites and some historic ones, squares will be dug in it in the matter described during Stage 3. However, unlike Stage 3, every square in a midden is dug, which is usually defined by a significantly high artefact count in those squares. The site I worked on, contained two such middens in both of these I participated in screening and digging as well as periodically writing tags, recording the squares that were excavated on a square summary sheet, and mapping in new squares for excavation.

Most of the site, however, consists of other archaeological data consisting of **post moulds** and **features**, delineated in the case of prehistoric archaeology, by distinct dark stains in the ground. These dark stains reveal settlement patterns like where house walls used to stand (with lines of post moulds) or pits for storage, garbage, or thick support posts inside the houses as represented by the features. To find these stains, a gradall was called in to strip down to subsoil where the colour difference was visible and then the subsoil also had to be **shovel shinned** to make the post moulds and features clear and distinct. Shovel shinning is often very back breaking work from which I wasn't excluded. As with my other team members, I was responsible for shovel shinning and marking post moulds and features that I was able to see.

To record the location of these we had to put in five by five meter squares and triangulate in the information by running two tapes from two stakes to the centre of the post mould or feature we were trying to identify and recording the length of the tapes. This information will be input in the computer at a later date to map the site. Furthermore, square summaries needed to be done as a basic sketch of any given square. We often had to put new stakes in, sometimes using a survey tool for precision accuracy called a mass transit, which I learned to operate and enjoy using. Furthermore, I shared a responsibility in all of these tasks through our work doing the Stage 4 excavation.

After the mapping was complete work turned to individual features whose plan view had to be drawn, then they had to be **cross sectioned** while their contents were screened, a profile view then needed to be drawn, the colour and contents of the feature had to be recorded, and then the other side had to be excavated with its contents being screened as well. This could be done with one or two people and sometimes more depending on the size of the feature and the amount of soil that had to be screened. If working with a partner, we usually took turns in digging and screening and doing the mapping so the workload was evenly distributed.

Personal Contributions to Productivity

At the time of this writing, I am proud to say that I have not missed a day of work and came every day, except for those times when it rained severely and no work could be done at the site. Attendance is a very important thing in CRM work since every project has a deadline by which a company strives to finish and if a member of a crew is not there the work slows down and becomes less efficient. Thus, constant attendance and participation is crucial for the efficiency of any given excavation.

Along the same lines are the working efficiency of every crew member and the expectation of them doing their best in the team. Sometimes this is difficult for people with less experience and under long tough days that siphons ones energy to carry on. Probably the best example of the former was the lack of experience I had in field walking when I first came on the job, I had to quickly adapt to learn and keep pace with my crew members as we walked fields while being careful not to miss any artefacts on the surface. The later was really prevalent during the Stage 4 excavation and demanded mental discipline to sometimes drive me through the day. Overall, toward the end of my work term, from observing and adapting from my fellow crew members, I was able to match their level of productivity.

Lastly, the crew benefited from my more ability to think more abstractly seeing that I was very good and very quick to identify which square we were working on from visualizing the sites in an abstract grid. My enthusiasm about math was helpful in marking the corners of individual squares considering that I memorized the hypotenuse of isosceles right triangles used for marking squares as part of my job as a Teaching Assistant for Archaeology 101 and 102. The most common squares used for excavation in archaeology, those with one meter, two meter, five meter, and ten meter sides have the diagonal line across them measuring 1.41 meters, 2.42 meters, 7.07 meters, and 14.14 meters respectively. Accurately mapping in the sides of our squares was important to accurately record the site on paper.

Skill Development

I consider myself very fortunate in terms of working with the crew that I had. They were all very experienced. The two other members of the field crew already worked for ASI the previous year and my supervisor had many years of experience in both research and CRM surveys and excavations. From such an experienced crew I was able to observe, adopt, and learn

from their techniques and thus become a better archaeologist. Some other crews, that we came in contact with, were not necessarily so lucky consisting of inexperienced workers who did not contribute to each others' overall development as archaeologists as much.

Much of my skill development that took place reinforced on the concepts I first learned at **field school** – like shovel shinning, screening, mapping, and identifying post moulds and features. However, unlike field school, the techniques were somewhat more different – shovel shinning was done faster and only on the subsoil level, mapping in the entire site was left to computers, and screening was done with a trowel not so much by hand. Screening was the most different from field school by being more productive in terms of speed and the amount of material recovered. Through screening I was able to find some really remarkable material like a copper bead, an exotic shell, and several ground stone disks all of which are rare in prehistoric archaeology in Ontario. Unfortunately, this was the one refuge of the archaeologist's glorious trowel in CRM work – relegated to screening, outlining features, and cleaning one's boots at the end of the day. Even excavating features, done at my field school with a trowel, was completed with a shovel. I liked this method; it was quicker and required more skill in terms of not terribly mauling a feature while trying to excavate it.

Working for ASI was also my first introduction to historic material – artefacts left behind by Euro-Canadian settlers after they came and settled the area. While Euro-Canadian occupation in Ontario has been extremely fleeting compared to that of the Native Americans, much of the stuff found is of Euro-Canadian origin like ceramics and metal. Working with ASI, I learned about certain ceramics that represent these populations and in particular their nails which, more often than not, are used to identify such sites. Unlike our rounded nails of the modern era, in the 19th century and before that, nails were either square or rectangular shaped. This shape makes

them distinct for identifying historic Euro-Canadian sites. While this is not my specialty, prehistoric archaeology majors at Laurier do have to take courses on historic archaeology and this early introduction will be helpful to put things a little bit more into context.

Finally, before I came into ASI, I had no experience in field walking or test pitting, through my work with them I had my first introduction to these two important parts of archaeological survey. More of this is discussed below in my learning objectives.

Learning Objectives

Unlike most learning objectives from other people on their work terms, mine were a bit different in a sense that they could not be effectively quantified in terms of accurately measuring my progress in pacing the development of my theoretical knowledge through practical experience. Much of archaeology is solely practical experience by doing given activities repeatedly and honing skills through practical work. Thus my objectives and the goals I set to pursue them were more centered on working alongside my co-workers and having the experience rub-off on me so that after four months I could look back and note just how much I've developed. In that similar fashion, my objectives were more abstract and reflected that general trend toward self-improvement.

My first learning objective was to come and understand the world of Cultural Resource Management. As a venue for employing and producing the most amount of archaeological work in Ontario, it was important for me to come and understand how CRM firms like ASI operate. Through my work term I took steps to learn about the four different stages involved in survey and excavation and was fortunate to participate in all of them. I also learned some of the guidelines in place for these stages as dictated by the Ministry of Culture in Ontario. This

information will be valuable when I take the Cultural Resource Management course that's a requirement for my major.

My second learning objective, somewhat among the same lines, was to understand the world of professional archaeology – this time by talking to my fellow co-workers about their lives and careers and learning how they got there and their future goals. From them I learned that CRM work, for majority of its employees, is seasonal and dependent on the period between ground thawing and the ground freezing – roughly eight months. Such seasonal workers usually seek employment elsewhere during the winter since archaeology could not be done during that time. I've also learned that you don't enter archaeology for the money, something I heard beforehand, but clearly demonstrated seeing that even the higher ranking employees of ASI don't enjoy much wealth.

My next learning objective had to deal with improving on my excavation techniques first introduced to me during my field school. As already hinted at, observing and adopting techniques used by my fellow co-workers to enhance my efficiency in excavation. I also did not shy away from doing extra work – like doing some extra shovel shining expose more features and post moulds or going to extremely silly proportions like agreeing to do a push-up for every pot sherd I broke while excavating a feature of agreeing to be the sole excavator of squares for entire day while the others around me screened. These challenges drove me to explore and further the limits of my endurance while drilling into me physical discipline.

Another learning objective was to learn about the two most common forms of archaeological survey employed by both the research and contracting worlds – field walking and test pitting. For these, I participated in Stage 2 excavations and, as already explained, did all of the parts concerning field walking, test pitting, and the recording of information that we

uncovered. However, much of my summer was not spent doing this sort of Stage 2 work, which may have been fortunate since it can get really monotonous.

My final learning objective was to explore different times of recording for archaeological data in the field. While recording of artefacts followed the same general outline as at my field school – recording the site, location (both horizontal and vertical), number and type of artefacts, and the people who found them were generally the same. Mapping in of features was different because we were employing triangulation which would them be recorded on a computer. This method was rather unique to me since I haven't heard of it from my classes. Overall, this was easy to master after being shown the first time.

Developing Career Objectives

Be it ASI or someone else, at one time or another in the future, I will be working for a CRM firm. As the biggest employer of archaeology and anthropology majors, at least in Ontario, the contract archaeology industry is the most appealing option for young people who don't mind hard work as archaeologists. While archaeology is not for everyone – consistent physically demanding work has left many archaeologists over forty with some medical condition, working on a field crew is a good way to get a bigger foot in the door into the wider world of archaeology.

While I'm still determined to go through with my plans on going on to my MA and PhD after I get my BA, with the dream of becoming a researcher and a professor, I would still need a way to help me pay off the costs that I incurred during this time. Companies, like Archaeological Services Inc., offer a stable, relevant way to help pay with those expenses as well as a possible ready-analyzed stock of archaeological information that can aid with my research in the future should I wish to pursue it. Working for ASI during the summer made me realize that

contract work was not as dismal and boring as some of my peers make it out to be and can be exciting and thrilling as well. After working for them for this summer, I will not hesitate to send in my resume again to them next summer or after I graduate and need a bit of stable work.

Further, working for ASI made me realize the changing face of archaeology in the world – seeing that the rise in development, compounded by market forces has lead to CRM companies doing much of the excavation work in Ontario and the wider world. This, sometimes condemned by academics more inclined to a traditional approach, can be seen as an opportunity for developing a more fluid, working relationship between universities and the business world where CRM companies provide piles of excavated and analyzed archaeological data which can then be employed for research by the academia who sometimes lack the funds to conduct their own excavations. More dialogue between these two sectors of archaeology is needed.

Academic Program Preparation

Beyond a doubt, the part of my academic program that best prepared me for my position was my experience from field school. More so, I consider that my particular field school – with Dr. Dean Knight at the Baumann site, prepared me for this position than the other field schools offered through Laurier. Many techniques employed in CRM were introduced to me at field school – like shovel shinning and screening which played important roles during my involvement in both places. Since I came into this job already knowing how to screen and how to shovel shine, I was more prepared than students who might not have learned these skills in attending other field schools.

Also, the fact that the Baumann site was a Native pre-contact settlement dating to about 1450 CE, made me more comfortable stepping into the position of helping to fully excavate a pre-contact settlement from roughly the same period, if not a little bit later. Further, my

attendance at Baumann introduced me to lithic materials that, for prehistoric sites during archaeological survey, are the most common form of artefact found. Taking classes, like North American Prehistory and Ontario Prehistory helped me to further put our finds into perspective and an Introduction to Osteology helped me to identify some of the animal bones we uncovered as part of the refuse left behind on both the historic and prehistoric sites we worked on.

The Adventure of it All

Although Indiana Jones is (fortunately) a work of fiction, the sense of swashbuckling adventure those movies envisioned is still there and still lie at the core of what I consider to be the best part of working for a contract archaeology firm. While much of the summer was spent at just one site and not crawling around swamps looking for a dry place to sink a test pit in, I still felt the sensation of going to the most random, isolated places and into the most wild and inhospitable woodlot, to explore what lay beneath. Be it crawling through a Hawthorne bush that poked a hole in my head or a field of raspberry bushes that tore gashes into my legs even though I was wearing thick pants – stuff like that evokes a sense of adventure few other things can bring. While my friends in sociology and business and women's studies doing work terms spend their summers in air conditioned offices, typing behind computers, making slide show presentations, answering phone calls, I'm proud to say that I dug holes in the summer in temperatures ranging from 10 to 40 degrees Celsius and had fun at it.

Perhaps it's a very skewed way to define fun, as work is generally uncomfortable and tiring but that's where all the adventure came in. Coming home, exhausted and worn out from a day of shovel shinning baked clay or crawling around tree lots brings with it a sense of accomplishment that permeates with exhausted satisfaction from challenges met and overcome. It is from this that a sense of adventure that I enjoyed came from the job.

But there was an even deeper excitement that gave joy to what I was doing and that was to see all of the wonderful little woodlots and fields and treasures that are found and often not seen in this world. Through my job I saw farm houses by fields and abandoned buildings in a poetic state of decay. I saw wooded lots and streams. Best, by those farms and streams I found artefacts – items from people like us who lived long ago – in a distant past which neither I nor anyone I know has ever seen or experienced except for these material remains that are left to tell the story of those people. These fragments of the past, trinkets and forgotten bits of trash, discarded by people long ago are the only things that can say their story. Finding such things, looking and absorbing them, letting them tell the story of their makers, has truly been a spiritual experience and a testament to our shared humanity. It made getting out of bed each morning worth it.

Conclusion

So now we reach the end and hopefully I have neither bored you nor scared you away from the world of contract archaeology. I won't lie that yes, it can be gruelling, hard, and monotonous. There are crews that spend much of their days doing Stage 2 excavations in mosquito-infested swamps or, worse, digging squares in hard clay containing nothing but a few lithic pieces. However, it can be equally rewarding with wonderful pieces of the past coming to life from soil which to others looks like ordinary dirt. Long hard days can be punctuated by periods of merriment or excitement upon stumbling on a square that contains over 500 artefacts or something truly rare and remarkable like a copper bead on a pre-contact site.

Furthermore there is much to learn from Cultural Resource Management, the high level of work expected from one there drives one to develop into becoming a better archaeologist by improving upon the methods and techniques from field school and then can go on and apply

those enriched skills to both research and contract archaeology assignments. It's also an area where one can get paid, unlike most research-related archaeology which is done on a volunteer basis. At the same time it can be very enjoyable from the wonderful places one works and the artefacts one finds, so getting paid for doing something one enjoys is a truly great combination.

The most unique part of working for a company like ASI can be summarized with the following observation: Those woodlots and fields that I enjoyed, my co-workers looked upon them in sadness, feeling that they somehow contributed to their destruction in their future to be turned into business parks. I saw it differently, not as a harbinger of destruction but more of an adventurer, one of the last people to actually see those woodlots before they are destroyed by development. In turn, partly, I was stemming the very same thing I was helping to bring about – I came to understand that without people like us, the archaeologists who raise awareness about our common heritage, in a sense those who help to promote a feeling of timelessness for humankind, it would be even cheaper and easier for the destruction of our world to take place. It's simpler to just bulldoze in a parking lot pushing pot sherds and lithic flakes off to the side than to actually call it archaeologists to record and excavate the site and save our common heritage from an area doomed for development.

Now, with the help of archaeologists working for CRM companies like ASI, we can truly have a heritage and one can walk down the streets of any given city or town and look upon the most mundane field or the most mundane building and understand that one hundred, five hundred, and upwards of thousands of years ago some other human, with their goals and dreams and ideas lived there and had a place in the world and their actions gave rise to the world we live in today. It's as much their world as it is ours as it is of people living hundreds of years from now. That is a really powerful idea.

Recommendations

It might be a cliché but the best advice I could give anyone thinking of working for ASI is to have the right attitude. No, not necessarily a smile, a memorized book of jokes, and a positive attitude – I'm afraid that I didn't always maintain that though fortunately it hardly mattered when half of the crew was dying of sunstroke or drying up like a sponge in a microwave. By attitude I mean more of the swashbuckling style toward having a bit of adventure regardless on the weather or the environment. More often than not, it is one's mind and character that gets one through a hard day and it is one's mind and character that defines what a hard day is.

If you're going to work in CRM, yes your days will be tiring but if comfort's your thing I doubt that field archaeology is the right thing for you. The best way to deal with CRM work is to embrace the challenge that it brings and work to overcome and not being afraid to go the extra mile when your supervisor asks you to. To breed love for physical work is to breed the love for a job where almost all of it will be physical. Mind you, I am not advocating for becoming a muscleman, in fact I freely admit to being a scrawny city boy, but endurance – knowing one's pace and working at it in a steadily and consistently rhythm is important. Everyone can do that. This endurance will be the one thing above everything else to carry you through the summer and beyond and make it worthwhile to get out of bed.

My other advice is to not be afraid to observe and emulate the more experienced members of the team. Simply by watching them and seeing how they do it and applying their techniques can greatly help a person in their development as an archaeologist. One should of course not be afraid to ask and have things explained to them which they don't understand and to question ideas and techniques they might disagree with but this fundamental inquisitiveness can

really propel one to learn and develop the skills that make professional archaeologists professional.

Glossary

Cross section – To divide a feature or post mould in half and excavate half of it to see the profile

Feature – An archaeological term for any sort of pit or structure. In prehistoric archaeology features are usually pits identified by dark stains in the ground

Field school – A requirement in most archaeology programs where basic field and lab methods are taught on an actual site

Fluted point – An ancient arrow head type well known for containing a grooved flake taken out of its base

Historic material – Artefacts left by Europeans in the New World

Lithic – Another name for stone technology

Post moulds – Small, rounded dark stains on the ground where posts were put in by past populations but since then were either taken out or decayed away

Pre-contact – Synonymous to prehistoric, simply means before the arrival of Europeans

Shovel shine – With the use of a shovel, carefully taking away a thin layer of soil to clearly reveal possible post moulds or features underneath

Square number – A number assigned to a square based upon its northerly and easterly position in relation to a central point on a virtual grid

Appendix

Photos:

One of over 300 features we found doing the Stage 4, this one presenting a nice pair of pits.

First day of Gradall work during the Stage 4, stripping on the topsoil.

Us working in the field, test pitting.

These photos were taken using our crew's camera and are a courtesy of Rob Wojtowicz and the rest of ASI.

Learning Objectives:

1. Understand the world of Cultural Resource Management.
2. Better understand the world of professional archaeology.
3. Improve my skills at excavation in regards to using the most common archaeological tools.
4. Learn about the two most common types of archaeological survey – field walking and test pitting.
5. Explore different systems of recording archaeological data in the field.