

# Interpreting Archaeology by Natalie Vinton

## 4.0 Case Studies

### 4.1 Introduction

Four case studies reviewed as part of the study tour have been summarised and included in the report. They provide a brief overview of the:

- background to the development of the site and its facilities;
- archaeological programs and activities available at each site;
- funding initiatives and costing requirements;
- economic and tourism outcomes;
- community benefits.

### 4.2 Case Study One: Crow Canyon Archaeological Center, Colorado, United States



*Crow Canyon Archaeological Research Center, Cortez*

#### 4.2.1. Background

Crow Canyon Archaeological Center, based in southeastern Colorado, was formally established in 1983 as a non-profit organisation dedicated to initiating and conducting quality archaeological research and public education programs. The centre was developed by two prominent Colorado educators, Dr Edward Berger and his wife, Joanne. They modelled Crow

Canyon on the Center for Archaeology, an archaeological education facility based in Kampsville, Illinois, one of only a few operating in the 1980s (pers. com. Mark Varian 2002).

As early as the 1960s Berger, frustrated by the confines of traditional educational programs, began to develop supplemental experimental programs for his classes. His *Living History Projects* took students out of classrooms and into the field where they could become involved in hands-on volunteer community service projects. Towards the end of the 1960s Berger was designing and implementing hands-on experimental archaeological summer school programs for high school students on a regular basis.

By 1974 Berger and his wife had purchased eighty acres of land on Crow Canyon, near Cortez, Colorado to begin building a permanent, non-profit facility for the study of past cultures, with archaeology forming the predominant focus of education and research programs (Davis and Connolly 2000:xi).

#### **4.2.2 Facilities**

Since its initial establishment, Crow Canyon has expanded to accommodate a 170-acre campus which houses the main staff building, museum, teaching facilities, gift shop, Art Gallery, Navajo-style log cabin accommodation, the Crow Canyon Lodge (dormitory-style rooms), a dining facility and several other ancillary facilities. The centre now employs approximately 50 staff with more than 10 specialist departments, including Research, Education, Marketing, Publication, Cultural Explorations, Administration, Maintenance and Hospitality.

#### **4.2.3 Public Programs**

Today Crow Canyon's education and research programs are undertaken in close partnership with Native Americans and institutions with common interests. Crow Canyon focus on the development of experimental and innovative public educational programs that directly incorporate the findings of the Crow Canyon Research Department. The centre provides people with the opportunity to develop their interests by allowing them to become involved in a multitude of archaeological projects and interactive public education programs, such as:

- **Site-simulated Excavations** - *where actual excavations are replicated;*
- **Native American lifestyles programs** - *which includes active participation in ancient Native American activities, such as corn-grinding, fire-making and spear-throwing;*

- **Day Programs** - *which provide a hands-on introduction to ancestral Puebloan culture, and provides participants with an opportunity to visit a working archaeological site and laboratory;*
- **Evening Programs** - *which include lectures by notable archaeologists and storytelling;*
- **Field Schools** - *for teens, adults and families;*
- **Cultural explorations** – *tours to archaeological sites and cultural regions, led by renowned archaeologists, Native American scholars and artisans;*
- **School Programs** - *for primary through to high school students, involving participation in 1-5 day experimental education programs, with older students participating in excavation programs;*
- **Advanced Research Programs** - *which includes intensive training in specific aspects of field research, including surveying, mapping and laboratory analysis; and*
- **Educators' Workshops** - *for teachers and others in the education profession to learn how to teach archaeological and Native American history in the classroom.*

The centre utilises its excellent location and close proximity to major archaeological and natural tourist attractions in Colorado (such as Mesa Verde which attracts over 600 000 visitors per annum) by incorporating an exploration of these sites in their programs and cultural tours. This strengthens the position of the centre and the township of Cortez as a place of major interest for archaeological research, experimental education and exploration of cultural heritage assets within the United States. The week-long cultural heritage programs offered by the centre encourage tourists to plan ahead and stay in town for longer periods of time, which results in expenditure on local commodities, and stimulates the local economy.

#### **4.2.4 Costs**

As the centre is a not-for-profit organization, the programs are dependant upon monies made from membership fees, the generosity and support of donors, private organisations, successful grant applications and monies generated from participation in programs. Organisations such as the National Geographic Society, the National Endowment for the Humanities and the Dr. Scholl Foundation have helped fund several of the centre's key projects. Elaine Davis, Director of Education at Crow Canyon points out that these days, in stark contrast to twenty years ago 'public' products form a key component of successful grant applications, particularly for organisations such as UNICEF (pers.com Davis 2002).

The cost and length of individual programs vary greatly. A typical 7-day exploration program, such as the *7-day Cultural Exploration of Four Corners* is 'high-end' and costs approximately US\$1995. A three-week High School Field School, including Crow Canyon tuition, room, board, weekend activities and local transportation is US\$2500 per student and Adult Research Programs, which include excavation, artefact analysis and interpretation, costs the novice US\$900 for the week (Crow Canyon Archaeological Centre 2001b:11-15). The popularity of the centre's public programs and activities demonstrates that people are willing to pay substantial fees in order to gain a unique cultural heritage experience, to participate in worthwhile archaeological projects and to pursue vocational interests.

It is important to note however, that the centre works hard to secure grant monies in order to facilitate a combination of free and ongoing low-cost programs for local and Native American schools (pers. com Davis: 2002). For schools within a one-hundred mile radius of the centre, children are given a 40% discount to attend programs. The heavily discounted programs vary in price from US\$11 per student for a day program through to US\$510 per student for a Five-Day Excavation Program.

The subsidised programs were developed by the centre to provide:

- an opportunity for local school children to understand the significance of archaeological research and preservation of cultural resources;
- to encourage stewardship for archaeological/historic resources within the local community
- to encourage local pride and participation in Crow Canyon's activities; and
- To break down notions that Crow Canyon is an elitist organisation, targeted at the more affluent members of society.

#### **4.2.5 Achievements**

Crow Canyon now boasts an annual membership of over 1500 and attracts more than 4000 program participants annually, providing direct evidence of its far-reaching impact on the general public. (Crow Canyon Archaeological Center: 2001a).

In appreciation of the centre's achievements for the advancement of archaeological preservation and education, Crow Canyon has received numerous awards and accolades, including the *President's Award for Historic Preservation* (1992), the nation's highest honor given to a private organisation dedicated to preserving America's heritage, and *the Award for Excellence in Public Education* by the Society for American Archaeology (1999).

#### **4.2.6 Economic and Tourism Benefits**

Crow Canyon provides incredible direct economic benefits for the local community of Cortez, which has a population of only 7284 and is situated just 7.2 kilometres from the centre. This includes the creation of full-time employment for 50 staff, and 23 part-time staff, from specialist educators through to maintenance, kitchen and administration staff. The centre is now recognised as one of the largest employers in Montezuma County, which constitutes a population of approximately 18,000 (Heath 1997:68).

In her study of Crow Canyon, Margaret Heath (1997:68) found that approximately US\$2.2 million of Crow Canyon's 1991 operating budget of US\$2.8 million was spent locally. Local expenditure included payroll, supplies bought from local vendors, transportation and numerous institutional services. As Crow Canyon continues to flourish and expand from year to year, so does the injection of much-needed funds back into the local community. Crow Canyon consciously gives preference to local businesses for the purchase of goods, supplies and services, providing direct economic benefit and fostering community support for heritage assets(pers. com Davis 2002).

In terms of contributing to tourism in the region, Crow Canyon draws in approximately 4000 visitors a year to participate in their programs, which is a excellent achievement for a township of only 7284. Approximately 2000 of these visitors represent school children within an approximate 200 kilometre radius. The majority of the remaining visitors come from beyond Cortez and statistics demonstrate a high return rate. Crow Canyon visitors inject money directly into the community through expenditure on automobile hire, local restaurant patronage, purchase of supplies from local vendors, souvenirs, accommodation and visitation to other tourist attractions in the region (pers.com Davis 2002, Heath 1997:68).

#### **4.2.7 Impact on Town Planning**

In the past decade land surrounding traditional rural and agricultural regions, such as Cortez, has gained in popularity for urban housing developments. This adds a new range of pressure on the region's archaeological resources. It appears, however, that the educational message of Crow Canyon and the success of its programs, and local participation have influenced the marketing and sale of land adjacent to the centre.

Some 'loosely replicated' Native Indian ruins, forming the office and entrance to land being released for sale, have been erected on land adjacent to Crow Canyon. The development complex, called Indian Ranch Camp, is using an experimental marketing technique to sell housing lots of approximately 35 acres each. Archaeology is being used as the major drawcard for people looking to purchase land at the new housing estate. A site office houses interpretative material about the history and archaeology of the region and highlights the significance of the Native American occupation of the area. The billboard for the site contains the basic marketing information about the land for sale.



*Signage for Indian Camp Ranch Development Subdivision*

The most significant aspect of the marketing campaign launched by Indian Camp Ranch, however, is the fact that the sale of each sub-division is covered by a covenant that relates to the management and removal of archaeological resources within that sub-division. The covenant places a stipulation on the land owners to obtain an archaeological permit to undertake any works that may result in the disturbance or removal of archaeological remains on their property. In addition, all archaeological investigations are required to be carried out in conjunction with a professional archaeologist. The covenant also states that any artefacts uncovered belong to the sub-division rather than the private landowner, and that at some point in the future, if enough artefacts are found, a museum will be built on the sub-division to house all the artefactual material found (pers.com Davis 2002).

In the United States, this type of covenant would generally be perceived as onerous and too risky to implement because private landowners can fetch up to thousands of dollars every year for the sale of artefacts found on their own property. Private landowners are not required to obtain permits to destroy, remove or sell artefacts from their own land, unless the artefacts are associated with human burials. Strict laws apply only to the archaeological excavation and sale of artefacts on public lands.

The marketing team at Indian Camp Ranch has recognised that sites which contain archaeological remains are an asset to communities and that land can be developed in a manner that conserves these heritage assets for current and future generations to appreciate. With Indian Camp Ranch located less than one kilometre away from Crow Canyon, a profoundly influential, archaeological education facility with an annual visitation of approximately 4000 people, it would appear that this marketing campaign is not one of mere co-incidence. It is good strategic marketing, right down to 'loosely' replicated Native American structures to draw in potential buyers.

#### **4.2.8 Conclusion**

By providing the public with the opportunity to gain 'hands-on' experience of how archaeological research is carried out and by incorporating Native American perspectives into research and education programs, Crow Canyon is helping to break down the notion of archaeology as a mysterious and elitist discipline that excludes the general public from participating in active discovery of the past, a past that belongs, equally, to all of us.

Crow Canyon actively encourages professionals and amateurs alike to conduct their research and activities in a manner that educate the general public in the appreciation of their past, so that they, in turn, can help protect America's precious archaeological resources for future generations.

*I don't think that you can get people interested in preserving the past unless you can get them to be interested in the history and the stories of that past. It has to be both and they have to be interwoven.*

*Elaine Davis- Director of Education, Crow Canyon (pers. com 2002)*

### 4.3 Case Study 2: Elden Pueblo, Flagstaff, Arizona



*Elden Pueblo Ruins, Arizona*

#### 4.3.1. Background

Elden Pueblo, located at the base of Mt Elden in Coconino National Forest, is just minutes from downtown Flagstaff, a township of approximately 63 000 in population. The site is owned and managed by the United States Department of Agriculture Forest Service.

It is the largest archaeological site in the Mt Elden region and its 60-70 rooms were home to perhaps 200 to 300 people during the period 1150 – 1275 AD. (Coconino National Forest 1999:3). The site makes a key contribution to local prehistory and the development of archaeology in the southwest.

Elden Pueblo was first excavated in 1926 by Dr Jesse Walter Fewkes, a famous archaeologist from the Smithsonian Institution in Washington D.C. Fewkes was one of the first

archaeologists who believed that when he finished excavating a site it ought to be made available for the public to see. Fewkes had plans to turn Elden Pueblo into a National Monument and with that view in mind, stabilised many of the ruins uncovered during the excavation program. After Fewkes's death in 1930, however, plans for the monument fell through and the site fell back into ruin. Stabilised walls collapsed and the site became overgrown (pers. com. Pilles 2002).

Future excavations were undertaken by Roger Kelly of Northern Arizona University in 1967–68. His main reason for excavating the site was to train archaeology students from the University in the practice of field excavation and investigation (Hovis 1992:50).

Only a few years later, in the early 1970s, the National Forest Service was looking for land to exchange. Elden Pueblo was situated on a piece of land that was difficult to manage, right next to a trailer park and fronting onto Highway 89. The Forest Service called together a group of experts to determine whether the site was significant enough to retain under its ownership. They suspected that the site contained little archaeological material as a result of the invasive archaeological programs over the years (Phagan and Pilles 1988:13).

Despite their suspicions, a test excavation program was undertaken using volunteers from the Youth Conservation Corps and the Young Adult Conservation Group, under the guidance of Forest Service archaeologist Peter Pilles. It was at this time that Pilles identified that a lot of intact archaeological deposits remained at the site (pers. com. Pilles:2002)

The experts employed by the Forest Service to determine the fate of the site recognised that the surviving archaeological remains were significant and had valuable interpretative potential for the public. Through watching the enthusiasm and interest of the young people grow as they excavated, Pilles developed the idea of using public volunteers to excavate and rebuild the site.

By providing volunteer opportunities at the site, the Forest Service could begin to emphasise archaeology and conservation in the local community, as well as educate people about the importance of archaeological resources. It was recommended that the Forest Service keep the site within its land portfolio (pers. com. Pilles 2002).

### 4.3.2 Facilities

The site at Elden Pueblo contains the ruins of numerous Native American Indian Kiva (homes). Volunteers, under the guidance of professional archaeologists, have stabilised the ruins excavated by Fewkes, and have constructed trails and pathways that weave in and out of the archaeological remains at the site. In recent years, running water and basic camping facilities have been constructed to allow people to stay on site during the field season.

The trails and pathways have been constructed in a manner that allows physically disabled and visually impaired people to gain easy access to the site. It is envisaged that these facilities will be enhanced in the future to accommodate people with a broader range of disabilities.



*Peter Pilles, Archaeologist Coconino National Forest at Elden Pueblo*

### 4.3.3 Public Programs

From the beginning Pilles set about developing a public archaeology program for Elden Pueblo that maximised the use of amateur archaeologists, students and non-paid volunteers. As a result, Elden Pueblo is now a highly successful example of what can be achieved with almost no organisational funding and the focused efforts of a local community (Pilles 1981:48). Everything that a visitor sees and experiences in a visit to Elden Pueblo, including the reconstructed walls, stabilised ruins, pathways and signage, has been carried out and completed by volunteers under the supervision of professional archaeologists.

Elden Pueblo's public archaeology programs are focused on teaching the public about the lives of the Sinagua people at Elden, field methods in archaeology and the facilitation of the ongoing research and protection of Elden Pueblo (*Arizona Archaeological Society Newsletter 2002:15*).

People of all ages, abilities and races are encouraged to become involved in one or more of Elden Pueblo's programs. Activities and programs are also open to local, interstate and international visitors. They include:

- **Certification and Training Courses** – *run by the Arizona Archaeological Society for amateurs to gain certification in a range of archaeological techniques, including excavation, stabilisation works and laboratory analysis;*
- **Public Dig Days** – *during summer and fall for locals and visitors interested in excavating with professional archaeologists;*
- **Prehistoric Cultures Courses** – *for college and university undergraduates, to gain subject credits;*
- **Summer Camps** – *hosted by the Museum of Northern Arizona for grade school and high school students interested in archaeology;*
- **Family Sessions** – *run weekly in summer for families to learn about excavation, artefact processing, note taking and stabilization;*
- **Passport in Time (PIT) Programs** – *projects developed, advertised and conducted by the U.S. Forest Service, where volunteers or paying participants do archaeological works, under the supervision of Forest Service archaeologists; and*
- **Special programs** – *tailor-made for interested or specialist groups such as the mentally-handicapped, Boy Scouts, Girl Guides, Travelling Education Groups.*

Since the Forest Service starting operating public programs at Elden Pueblo, there have only been three minor instances of vandalism. Pilles attributes this to the education of the community and the raising of public awareness and interaction with the site.

*What has happened is that the schoolchildren of Flagstaff know Elden Pueblo and it's a part of their school upbringing. They have ownership in it, 'I did that', type of attitude and as a result there has been no graffiti, no gang stuff, no partying, no campfires, nothing, and as you'll see, it's in a prime situation for all of these things that could otherwise be taking place*

(Pilles pers.com 2002)

#### **4.3.4 Costs**

Initially, when the program at Elden Pueblo started up, Peter Pilles ran all of the volunteer and public programs in his own time. These days, when Pilles runs the two-week field school for

the Arizona Archaeological Society, his salary is paid for by the Forest Service. The Forest Service also provides supplies and equipment (Hovis 1992:80).

Much of the co-ordination and administration work is now done by a University graduate student, who is hired by the Forest Service, using only the funds collected through grants, work agreements, program fees, sponsorships and the sale (by the Arizona Archaeological Society) of souvenir items such as t-shirts and caps. External grants have been provided by organisations such as the Arizona Archaeological Society, the Museum of Northern Arizona and the Northern Arizona Natural History Association (pers. com Pilles 2002; Hovis 1992:80). Unfortunately, as Elden Pueblo is located on federal land and is a federally-directed project, it is not eligible for federal government grants (Hovis 1992:79). Despite this, funding raised through alternative avenues generates enough money to provide the University graduate student with a job for approximately 9 months of the year (pers. com. Pilles:2000). Any additional monies are used to pay the salaries of other students and certified amateurs hired to run the programs for the public.

*One of the drums I beat is that when I work with other Federal archaeologists or State archaeologists about interpreting sites and doing stuff the first thing you hear is "We can't we don't have any money" and I say " Whoah none of us has any money. If you want to interpret you can do it. There is lots of ways to do it... a xerox about a site anybody can do that. It gives you the message.*

*Peter Pilles, Archaeologist Coconino National Forest (pers. com. 2002)*

#### **4.3.5 Achievements**

Elden Pueblo received the Governor's Commendation for *Achievement in Historic Preservation* in 1983. That same year, Governor Bruce Babbitt recognised the project for its community involvement in the excavation, stabilisation and development of the site for the benefit of the physically and visually handicapped. In 1984 Elden Pueblo received a *National Trust Historic Preservation Award*, the first archaeological project to ever receive a National Trust Award (Hovis 1992:76).

In 1985 Peter J. Pilles Jr. was awarded the *United States Department of Agriculture's Award* for integrating archaeology and public involvement. By 1991 Pilles was presented with the *Windows on the Past* National Award for Excellence granted by the United States Forest Service's Washington office. Both awards corresponded directly with his involvement in the Elden Pueblo project (Hovis 1992:78).

#### **4.3.6 Economic and Tourism Benefits**

As already stated, all of the actual 'hands-on' work being done at Elden Pueblo, including the stabilisation of the ruins, excavation, recording and construction of trails is carried out by volunteers, participating in annual programs. Over 1300 people, including more than 800 children participate in programs at Elden Pueblo each year (USDA Forest Service 1998:20).

This represents thousands of hours of free labour directed into significant research and on-going conservation works at Elden Pueblo that would otherwise remain unaccomplished, due to a lack of funding and resources. Most importantly however, Elden Pueblo, in exchange for 'free labour' is providing thousands of people with an opportunity to participate in archaeological fieldwork and to learn about the site's archaeological and community values.

The site is featured regularly in newspaper and magazine articles and is the focus of many site tours conducted by the Forest Service and Museum of Northern Arizona. These media features and publications serve to broaden the public's awareness of archaeology, and help to attract visitors to the Flagstaff region. In addition, the site is often a highlight during Arizona Archaeology Week.

*There's a tremendous amount of facts and figures for dollars spent on heritage tourism, the economic benefits. For people who don't believe it, then they just don't want to believe it because the facts are there.*

*Peter Pilles, Archaeologist Coconino National Forest (pers. com 2002)*

#### **4.3.7 Impact on Town Planning**

In developing the public education programs at Elden Pueblo, and at other sites under the Bureau of Agriculture and Land Management's control, Pilles has recognised that it is critical for any government agency responsible for heritage management - whether it's a Local, State or Federal agency - to be in a position to work proactively with professionals as well as with constituents, the public and indigenous people (pers. com Pilles:2002).

In areas such as Arizona, government agencies that let contracts for archaeological works use their statutory approval process to require consultant archaeologists to include a public component in their works programs. These compulsory programs have resulted in the establishment of successful co-operative relationships between big utility companies, land managers, native tribes and the public. (pers. com. Pilles 2002). Another positive result is that many of the larger development companies and consultant archaeologists in Arizona now realise that public archaeology is good business because it attracts positive media coverage and promotes community pride and unity.

#### **4.3.8 Conclusions**

From the very beginning, Pilles realised that the Elden Pueblo Project was an opportunity "to show all these other folks [in the Forest Service] that archaeology was a resource just as significant and important as timber, cattle and camp grounds and that it was one way of demonstrating the recreational opportunities that archaeology could provide" (pers. com. Pilles 2002).

Twenty-two years on, the Elden Pueblo project is stronger than ever, having won acclaim for educating thousands about the importance of cultural resources through 'hands-on' archaeological research and conservation programs. As stated by Pilles himself:

*Any time anybody questions or doubts the ability of public archaeology to change attitudes and things, I give them our Elden Pueblo statistics...it's the number of people who come through each year...it's the tourism aspect of it, the spin-off, the economic dollars, the public interest in it and the ability of that to change attitudes.*

*(Pilles pers. com 2002)*

## 5.0 CASE STUDY 3: Drayton Hall, South Carolina, United States



*Drayton Hall, Charleston South Carolina*

### 4.4.1. Background

Drayton Hall, one of America's finest examples of Georgian Palladian architecture, built circa 1738-42 and identified as a National Historic Landmark since 1960, is the only plantation house on the Ashley River to have survived the Revolutionary and Civil Wars intact. Its survival through a tumultuous history of war, natural disasters and, more recently, major development pressure, makes the site a rare asset to the community. It is one of only 23 museum sites operated by the National Trust for Historic Preservation in the United States (Lavin 1997:222; pers. com Hayes 2002).

In light of the mounting expenses incurred by repeated vandalism, increasing land taxes, and escalating costs associated with the upkeep of an unoccupied historic property, the Drayton family made the difficult decision to sell the property to the National Trust in 1974 (Brown Gillette 2001). After seven generations of ownership, the family realised that transmission to the National Trust was the best way to ensure preservation of the house and site for future generations to appreciate.

When acquired by the Trust, the site presented an incredible challenge. The house was dilapidated, unfurnished, and had no services, including the absence of electricity, running water or heating. The property contained numerous unidentified outbuildings, hundreds of acres of overgrown landscape and little primary documentation.

Archaeological investigations began as early as 1974 in order to try and identify key landscape features and elements buried beneath the overgrowth. Since that time, the value of archaeology to contribute rare primary evidence about the evolution, occupation and history of the site has been tremendous. Archaeologists have uncovered the original drive configuration, established the use of unknown outbuildings, determined original materials used in the construction of the house for restoration works and found fascinating material evidence of the long-term occupation of the site, including Native American artefacts pre-dating the Drayton Hall period of occupation (pers. com. Hayes 2002; Lavin 1997).

Since its opening to the public in 1977, the efforts of donors, staff and the National Trust, combined with the success of major grant tenders, has resulted in the ongoing preservation of the house and grounds, simultaneously with the development of nationally-recognised programs in research, archaeology, education, conservation, oral history and interpretation.

#### **4.4.2 Facilities**

This historic plantation site is located nine miles northwest of downtown Charleston, South Carolina. The main house, historic outbuildings, the Drayton Hall museum shop, offices, modern amenities and garden area are situated on a 125-acre parcel of the original land owned by the National Trust. This part of the site is open to the public all year round.

The State of Carolina owns the adjacent 540 acres, which constitutes the remaining acreage of the original 660-acre plantation. This area of land generally remains unimproved, although a portion of the state-owned land, containing freshwater and saltwater marshes, former rice fields and dykes, has been opened to the public by way of a new self-guided trail. Most recently, an additional 104 acres across the Ashley River was also purchased by the State of South Carolina in order to protect the curtilage and views of the site (pers. com. Hayes 2002; Drayton Hall 2002).

*Archaeology is very important in a property like this where ninety-nine percent of the history - other than the house and the papers - is below ground.*

*Lynne Lewis, senior archaeologist (in Brown Gillette 2001)*

#### **4.4.3 Public Programs**

Drayton Hall's mission is to preserve and interpret the house and its environs in order to educate the public and inspire people to embrace historic preservation (Drayton Hall 2002).

The lack of important primary documents, such as early maps that could provide some clue to the layout of the property, has made archaeology a vital resource for understanding the context of the main house and surviving outbuildings. For this reason, archaeology features prominently in interpretations of the site's former uses and occupants (Lavin 1997:224). In particular, the archaeological investigations focus on revealing the vanished world of the plantation worker.

Archaeology is a key teaching and interpretation tool for many of the site's programs and activities, which include:

- **Dig This!** – where students apply the basics of archaeological and historical research through participation in a 'hands-on' model excavation. Activities include mapping, sifting, washing, labelling, analysis and interpretation of artefacts;
- **Diaries in the Dirt** – uses archaeology as a resource tool, students learn to analyse photographs, artifacts and oral history accounts in order to deduce and reconstruct the history of a historic building;
- **Open-Area Archaeological Excavations** – tours during archaeological investigations, include watching and learning from archaeologists at work;
- **Archaeology Awareness Month** – over the years Drayton Hall has contributed to this event through the setting up of displays on 'Archaeology Day', staging special archaeology events and advertising archaeological programs in the events booklet;

- **Riverland Voices** – *students are taken through the river walk landscape to find out about the lives of those who lived, visited and worked at Drayton Hall from the 1700s. Archaeology forms one of the significant interpretation tools in this program;*
- **House Tours** – *the primary method of communicating information to the visiting public, a professionally guided 30-60 minute house tour that relies heavily on archaeological information in its interpretation of the historic occupation of the site;*
- **Connoisseur Tours** – *by appointment for small groups, can be tailored to meet specific group interests and provide a more detailed, in-depth, behind-the-scenes exploration of the house not available on a general tour; and*
- **Self-guided Walks** – *both the Marsh and River Walks are self-guided, using a free interpretative brochure.*

Drayton Hall has also produced a video titled *I'd Like to See What's Down There: Archaeology and Oral History at Drayton Hall* for general sale.

As stated by Tracy Hayes, Director of Archaeology (pers. com. 2002):

*Our house tour...which is our primary method at this time of communicating information to the visiting public, relies a great deal on what we found out through archaeology to interpret the materials that people see, the landscape, features on the landscape, like the foundations of the flanker buildings that you see on tour.*

*We like to tell visitors how we know what we know, so that it's a much more credible story, that we're not making things up: "We know through archaeology that this happened here, that this building was once a kitchen building", that sort of thing so that our visitors come away with an understanding of the type of research that grounds our interpretation. It makes it so much more credible and that is where archaeology has helped us immensely in our general site interpretation and in our student programming.*

#### 4.4.4 Costs

Drayton Hall is a self-supporting non-profit organisation, a requirement for any National Trust property. In 1974 a co-operative agreement was reached between the National Trust, the State of South Carolina and the Historic Charleston Foundation to facilitate the operation and ownership of the site. This was the first time a public-private collaboration had been formed to preserve and operate a National Trust historic property in the United States (pers. com. Hayes 2002; Drayton Hall 2002).

This successful partnership saw the establishment of the Drayton Hall Council. The council's role is to develop policies and management strategies for the site, promote the site within the community, recommend sources of funding and in-kind support and, ultimately, to report back to the National Trust on its achievements and activities.

The operating budget is dependent upon donations, gate admissions, staged events, successful grant tenders and membership dues from Friends of Drayton Hall. In 2001 Drayton Hall was awarded a grant to waive fees and run a specific preservation program for financially disadvantaged students from a local Charleston School. The program was so well received by the students who attended the workshop that the Drayton Hall hopes to secure future funding for a long-term program on the basis of its benefits to the community (pers. com Hayes 2002).

Generally however, the site is open to the fee-paying public all year-round, with entry fees ranging from US\$6 to US\$12. This includes a professionally guided house tour. A visit to the 'grounds only' costs US\$5, which makes the site accessible to community groups for regular picnics and walks.

Memberships range from a *Business Drayton Hall Society* membership at the highest end of the scale, which costs US\$2500 and provides members with benefits such as eligibility for after-hours use of Drayton Hall, invitations to special events and discounts at the Museum Shop to individual membership, which costs US\$40 and also comes with a range of benefits, including the quarterly Friends newsletter, *Interiors*, and free admission to Drayton Hall throughout the year.

The emergence of the internet has had a major impact in reducing costs associated with marketing the site, information exchange and the advertisement of programs. Prior to the popularity of the internet, Drayton Hall spent tremendous amounts of money on the printing of

brochures and mailouts in relation to programs, upcoming events and activities on offer. Now, most of Drayton Hall's marketing is done at a fraction of the print costs, through a comprehensive and dynamic website (pers. com. Hayes 2002).

*Archaeology's most critical contribution to Drayton Hall has been to provide a model for examining the site as a whole and broadening interpretative thinking beyond the 'great planter, great wealth' approach that is so easy to fall into if one highlights only outstanding architecture and cultural achievement.*

*Meggett Lavin, Former Director of Education and Research at Drayton Hall (1997:226)*

#### **4.4.5 Achievements**

Drayton Hall has received numerous grants, awards, extensive press coverage and widespread acknowledgement for its archaeological programs, heritage innovations and research. Grants for major investigations and conservation works have been awarded by the Getty Grant Program, the State Historic Preservation Grants Program and the National Trust. (Drayton Hall 2002).

The production of a video in 1992, titled *I'd Like to See What's Down There: Archaeology and Oral History at Drayton Hall* and targeted at the general public, has received wide acclaim. The video combines archaeological research with the compelling oral history of Richmond Bowens, the grandson of freed slaves, who was born at Drayton Hall in 1908 and spent much of his life growing up and then working as a young man at the plantation property (Lavin 1997; Drayton Hall 2002; pers.com. Hayes 2002). It was selected by the History Channel for national television broadcast because it provides an excellent example of how archaeology and oral history can be combined imaginatively to enrich our understanding of the past.

One of Drayton Hall's greatest achievements however, has been in its ability to turn a serious natural disaster at the plantation site into a triumph for archaeology. In 1989 Hurricane Hugo raced through the South Carolina Low Country. Over 60% of the site's trees were uprooted,

disturbing and exposing many archaeological deposits and the destruction of a Victorian period barn revealed the footprint of earlier buildings (Lavin 1997).

Many factors, including the need to reduce the threat of fire danger and to re-open the site as soon as possible, meant that an urgent site clean-up program was required. Drayton Hall recognised that the many newly exposed and still unidentified archaeological sites that existed on the plantation property risked being damaged or destroyed by the processes and machinery required to undertake the clean-up process, unless they were urgently identified, mapped and protected.

The archaeological team at Drayton Hall were awarded an emergency grant to help undertake a comprehensive archaeological mapping exercise. This included archaeological testing to confirm the presence, extent and nature of archaeological resources present across the whole site. Archaeologists were able to gather significant information about the location of archaeological resources at the site for the future interpretative and research programs.

Drayton Hall then used the results of the project to educate the general public and professional institutions on the significance of preserving archaeological sites before and after disasters. Once the emergency works were complete, Drayton Hall's archaeologists produced a technical guide on disaster preparedness and the recovery of archaeological resources in emergency circumstances.

As stated by Meggett Lavin, former Director of Education and Research at Drayton Hall:

*While no one would wish for a hurricane, Hugo provided an excellent opportunity to get below the heavy overgrowth and dense forest floor that had previously been inaccessible. The surveys identified future sites for excavation and important areas that will assist in our interpretation of African-American life at Drayton Hall (Lavin 1997:231).*

#### **4.4.6 Economic and Tourism Benefits**

By 1974 increased land value and an encroaching urban sprawl, combined with mounting preservation and maintenance costs necessitated an innovative new approach to the site to ensure its continued survival. Almost twenty years on the site now exists as an epicentre for historic preservation, interpretation and education.

Drayton Hall draws in more than 60 000 tourists and scholars annually because of its unique mix of rare architecture, stunning landscapes, innovative public programs, and dynamic use of archaeology in its interpretative material and educational activities.

The historic plantation site is an active member of an organisation called the *Charleston Heritage Education Forum*, which is a consortium of historic sites, nature centres, County parks and State Parks in the Charleston tri-area. The organisations work in collaboration with one another to jointly promote their historic and cultural sites. Each member tries to develop unique programs at their sites, so that they can compliment, rather than compete with one another to meet the general public's needs and interests (pers. com Hayes 2002).

Drayton Hall also participates in the *Heritage Passport Program*. A *Heritage Passport* can be purchased by members of the general public to gain discounts on admission fees at several of the nationally significant properties in the Ashley River Historic District, including Drayton Hall, Magnolia Gardens and Middleton Place. They participate in the scheme because Drayton Hall recognise that these historic properties combined *constitute an important educational and economic resource to the community, attracting over 400, 000 visitors each year, with an impact of over \$2 million annually* (Drayton Hall 2002).

The economic benefits of longer 'visitor stays' for the local community are immediately apparent, including increased expenditure on items such as accommodation, food, beverages, car rentals, petrol and souvenirs.

#### **4.4.7 Impact on Town Planning**

For several years now Drayton Hall has been leading the campaign to protect the Ashley River Historic District which includes many other nationally significant properties because they recognise that these historic properties, combined, constitute an important educational and economic resource to the community, attracting over 400, 000 visitors each year, with an impact of over \$2 million annually (Drayton Hall 2002, pers. com Hayes 2002).

Successful lobbying has resulted in the:

- purchase of 540-acres of land surrounding Drayton Hall, by the State of Carolina. Drayton Hall lobbied for the purchase of the land because it forms part of the site's original curtilage and serves as an important scenic buffer against the encroaching suburban development;
- purchase of an additional 104 acres of undeveloped land across the Ashley River by the State of South Carolina, as part of an emergency campaign to protect Drayton Hall's view (1994);
- defeat of plans for a boat landing and parking lot for 250 trailers just downstream from Drayton Hall;
- passage of legislation protecting the significant historic sites along the river from erosion by boat wakes; and
- construction of stone and sandbag revetments to protect the historic gardens and archaeological sites from riverbank erosion.

*Preservation efforts include Drayton Hall's historic and scenic environs for if the site's context is lost to suburban sprawl its character will be marred and the visitor's experience severely diminished.*

*(Drayton Hall Website 2002)*

#### 4.4.8 Conclusions

Whilst Drayton Hall was originally saved because of its architectural rarity and triumphant survival through a multitude of historic disasters, it has emerged as a multifaceted cultural attraction that draws in thousands of visitors each year for its intricate layering of archaeological relics, historic landscape features, unique ecological microenvironments and architecture.



*In fulfilling its mission in research, preservation, education and community involvement, Drayton Hall have demonstrated the roles house museums can potentially play, both on-site and in the wider community.*

*(Drayton Hall Website 2002)*

## 4.5 CASE STUDY 4: Poplar Forest, Virginia, United States

### 4.5.1 Background

Thomas Jefferson, United States President from 1801–09, and author of the *Declaration of Independence*, overwhelmed by constant visitors at his primary residence Monticello, designed and built Poplar Forest as his personal retreat. It was surrounded by an elaborate villa landscape and sat at the heart of his 4812-acre plantation in Bedford County, Virginia.

Until 1984 Poplar Forest, a National Historic Landmark, remained in private ownership. The development pressure from encroaching housing developments over the years saw the original acreage whittled from over 4000 acres down to just 50 acres.

Fears for the site's future survival led to the formation of a non-profit group, The Corporation for Jefferson's Poplar Forest, which began originally as a handful of locals dedicated to the rescue of Jefferson's home for the educational and cultural benefits of the public (The Corporation for Jefferson's Poplar Forest 2001b;The Corporation for Jefferson's Poplar Forest 2002). The property was acquired by the group in 1983, and was opened to the public for the first time in 1986.



*Poplar Forest's Archaeology Manager Barbara Heath with visitor at the Ghost Slave Quarters*

The actual ongoing process of archaeological research and restoration provides an invaluable and unique opportunity for 'hands-on' learning at Poplar Forest. Archaeological research contributes significantly to the Poplar Forest vision of ensuring that the place facilitates a "high-quality education experience that is a springboard to both the past and the future" (Sherbin

1999). As archaeologists painstakingly investigate the grounds and remnant structures for vital information about Jefferson's ornamental and farming landscape and the slave community who lived and worked at Poplar Forest, award-winning restoration continues on the home's interior.

#### **4.5.2 Facilities**

Since opening to the public in 1986, the site has expanded to encompass approximately 550 acres of Jefferson's original acreage, and long-term plans are firmly in place to continue the acquisition of significant plantation land associated with the original site.

The site contains Thomas Jefferson's Poplar Forest house and two original outbuildings. All are subject to ongoing archaeological investigation and restoration. Reconstruction of the east wing of the house is currently being undertaken using information gleaned from archaeological investigations and historical documentation.

An archaeological interpretation display is housed in the basement of the house. It combines a display of artefacts, site photographs and documents that convey to the visitor how different avenues of information are gathered about life at Poplar Forest.



*Artefacts recovered from excavations at Poplar Forest are interpreted and displayed for the public in rotating exhibitions*

Each summer a key area of the site is investigated by archaeologists. The field excavation is incorporated into interpretation tours and programs throughout the duration of the excavation. The archaeological laboratory was architecturally designed to allow visitors a *behind the scene* view of archaeologists at work all year round. Visitors can watch archaeologists catalogue, sort, analyse and conserve artefacts found during the field work programs. In addition, changing archaeological exhibits are mounted behind the front window so that visitors can view synthesised data in tandem with observing the archaeologists at work (Heath 1997:183; pers. com Heath 2002).

Archaeological investigations of a slave quarter in 1993 led to the construction of a 'ghost' building above the archaeological remains found. The building represents the dimensions and design of the original slave quarters and helps visitors to visualise the former buildings that existed on site (pers. com Heath 2002).

Later-addition barns have been refurbished and new buildings have been constructed to house staff and essential facilities in areas of the site not considered to contain significant archaeological remains. The site contains a modern museum shop and a new pavilion is currently under construction. The pavilion will be able to accommodate up to approximately 30 different activities associated with the 'Hands on History Tent' programs currently run in temporary tent facilities at Poplar Forest.

#### **4.5.3 Public Programs**

Poplar Forest present archaeological findings in a variety of ways to visitors to enhance their understanding of the process and the principles of primary research, life in the 18<sup>th</sup> and early 19<sup>th</sup> century rural Virginia and more specifically, Jefferson and the material world he created (Heath 1997:177).

In particular, archaeology has been used in interpretations and research at the site to provide a rare insight into the lives of slaves at the plantation farm, to discover new information about the ornamental and farming landscapes created by Jefferson, and to engage the public in unique and innovative 'hands-on' educational and learning experiences at the site.

Displays and activities which have been designed with an emphasis on *archaeology* for the general public are varied and include:

- **Children's Field School** – a week long Day Camp for Grade 4, 5 and 6 students to work with professional archaeologists and craftsmen to learn about archaeological field and laboratory methods, gain 'hands-on' experience in archaeology and to gain a sound understanding of Poplar Forest's history and restoration;
- **Holiday Open House** – off season, free tours and holiday shopping (museum shop);
- **Historical Archaeology Field School** –designed for archaeology students and/or enthusiasts. The field school provides participants with the opportunity to learn practical skills of excavation, recording and laboratory procedures. Academic credits are available through the University of Virginia;
- **Digging, Learning, Teaching: Archaeology for Teachers** – designed for teachers at all levels, the course teaches participants how to use archaeology as the focal point in creating effective and innovative multidisciplinary teaching plans and programs;
- **Poplar Forest Education Kits** – loaned to local and interstate schools for free. All kits (3 in the series) couple written information with interactive activities to reinforce the subject matter. Kit 2 allows students to explore archaeology and primary documents as a way to learn about the work and personal lives of Poplar Forest Slaves. Materials include reproduction and modern artefacts, documents and archaeological tools;
- **Lecture Series** – debates, discussions, symposiums by professional archaeologists for a variety of target audiences, including community organisations, school groups, professional associations;
- **Special Events** – including free Family Days, Concerts, Independence Day Celebrations, using living history, archaeology and hands-on activities to tell the stories of Poplar Forest;
- **Hands on History Tent** – the 'themed' programs are designed to give students a chance to interact with primary documents, participate in interactive activities and use critical thinking skills to interpret, analyze and evaluate history. 'Dig the Past' has a strong focus and emphasis on archaeology at Poplar Forest;

- **Archaeology Open House Day** – *staged as part of Archaeology Month, when the public learn about archaeology from the archaeologists who investigate Poplar Forest;*
- **Children’s Activity Book** – *which covers everything from what archaeologists and architects do, through to how to identify artefacts;*
- **Self-guided Tours, Volunteer-led Site Tours and Customised Field Trips** – *tailored to suit the needs and interests of groups visiting the site, using the most recent archaeological and architectural information;*
- **Newsletters** – *which have a strong focus on archaeological research and achievements; and*
- **Historic Garden Week** – *tours that focus on the archaeological evidence of Jefferson’s vanished ornamental landscape.*

#### **4.5.4. Costs**

Even though Poplar Forest is only open to the public Wednesday through to Sunday in April – November since opening to the public in 1986, the records show that visitation to the site continues to increase annually. In 1998 more than 17 500 people visited the site and in 2000 a record 25000 people visited the site, which combined with other admissions net more than US\$307,300 in entrance fees for Poplar Forest (Sherbin 2000:5, 24).

In that same year, gifts and non-government grants totalled more than US\$3 million and approximately US\$200,000 was received in government grants (Sherbin 2000:24). With the support of its strong network of donors, the *Friends of Poplar Forest*, the single, largest fundraising challenge in the nonprofit group’s history was met. The Commonwealth of Virginia Government contributed US\$2 million to Poplar Forest, as part of a two-stage grant program, which required Poplar Forest to raise \$2 million in private dollars over the course of two years to receive the \$2 million in state monies. (Sherbin 2000; The Corporation for Jefferson’s Poplar Forest 1998)

Generally however, the organisation focuses its efforts on gaining private funding support for the ongoing management and development of research and conservation programs at the site.

In the broader scheme of things, government-funded grants have generally provided little of the overall funding required for the site (pers. com. MacDonald 2002).

When interviewed, Travis MacDonald, the Director of Architectural Restoration summarised the key factor in Poplar Forest's fundraising successes:

*Our board has always said "Do the right thing", but they know that they have to raise the money to do the 'right thing' and that it's going to cost more. Because of that, it's a very hard-working dedicated board...I think that's a big difference. I tell people "Don't fill your board just with people who are interested in architecture and gardens. They might not be the fundraisers. You've got to put on business people, well-connected people", because a board's role is really to raise money, in a non-profit world.*

*Fortunately we started off with the right group of people and the right attitude. I think because we had a lot of business people, they were risk takers. They just went for it and never looked back. But some sites just don't. The board doesn't have the right makeup or mix. It might have a couple of people, but I think our board has always worked as a whole and everybody shared the responsibility. In return they get something nice. They get to see that they made it happen.*

*(pers. com MacDonald 2002)*

The valuable contribution made by volunteers is never overlooked at sites like Poplar Forest, where volunteer hours can equate to major savings on staffing costs. In 1999 for example, 238 volunteers dedicated almost 8600 hours of their time to support the activities and programs being carried out at Poplar Forest.

The year 2000 saw a similar number of volunteers (239) provide an additional 1100 hours of service (9741) to Thomas Jefferson's Poplar Forest (*Sherbin 1999:22; 2000:13*). Their vital support contributes on many levels to the success of Poplar Forest, including:

- conducting tours of the house and grounds;
- staffing the Museum Shop;
- welcoming visitors;
- working in the Hands-on-History Tent;
- working in the archaeology lab and field;
- producing mailings; and
- assisting with the preparation and staffing of special events.

*We get a lot of professional recognition for being a place with the right attitude that can do it right, without a big fund of money sitting there every year.*

*Travis MacDonald, Director of Architectural Restoration*

#### **4.5.5 Achievements**

The site has won numerous awards for historic preservation, including the Lynchburg Historical Foundation *Preservation Award* and the Association for the Preservation of Virginia Antiquities *The Mary Mason Anderson Williams Award* in 1997 (The Corporation for Jefferson's Poplar Forest 2001b).

In 1998 Poplar Forest was selected by the National Trust for Historic Preservation as the recipient of the *Nonprofit Corporation National Preservation Honor Award*. Winners are judged on achievements in the preservation, rehabilitation, restoration and interpretation of America's architectural and cultural heritage (The Corporation for Jefferson's Poplar Forest 1998).

In the past four years, there have been more than 20 newspaper articles published on a range of research and archaeological activities being carried out at Poplar Forest in publications such as the New York Times, the Washington Post and the National Geographic (The Corporation for Jefferson's Poplar Forest 2002b). In 1998 a Poplar Forest documentary was picked up by a major television distributor for international audiences because of its broad appeal (The Corporation for Jefferson's Poplar Forest 1998).

#### **4.5.6 Economic and Tourism Benefits**

Poplar Forest employs more than 25 full-time staff and numerous casual and part-time staff. With annual running costs (including restoration works, excavation, administration, public relations) exceeding US\$1.8 million dollars, the site contributes substantially to the economy of the local community.

On average, the site attracts more than 20 000 visitors a year and the school programs reach over 2000 school children, both local and interstate. Tourists are drawn to the site because of their fascination with Jefferson; the opportunity to partake in archaeological programs and conservation activities; and because the site offers a unique 'hands-on' cultural experience.

An increase in the awareness of the dynamic activities being carried out at Poplar Forest has attracted many national awards and is now reaching a broad, international community. Jefferson pilgrims, history buffs, amateur archaeologists, school children, heritage professionals and educators alike make special return visits to Poplar Forest because it is an ever-changing and dynamic interpretative museum site.

#### **4.5.7 Impact on Town Planning**

Archaeological investigations to date have yielded such significant information and unique perspectives about the site (not represented in historical records) that recovering as much of the original working plantation's curtilage as practical and financially possible has been recognised as a major priority in the strategic planning for the site.

Poplar Forest has developed an intensive strategic plan that will foster the gradual acquisition of land identified as important to the eventual restoration of key landscape features. Already this program has resulted in the acquisition of four parcels of land, and an option on additional land that forms part of the original curtilage (Sherbin 1999:9; Heath pers.com 2002).

In a recent acquisition some city council land adjacent to Poplar Forest was ear-marked for industrial development. Co-incidentally, as the local council made announcements for the site's proposed redevelopment, Poplar's Forest's archaeologists (with the permission of council) were undertaking investigations at the site to pinpoint the exact location of Jefferson's prize barn. Historical records had indicated that the barn was the hub of plantation activity.

Once the archaeologists confirmed that the council-owned land contained the barn site, Poplar Forest immediately began negotiations with council to purchase the undeveloped tract of land.

*The complexities of industrial development agreements and financial obligations already in place for this property, and the economic pressures posed by the shortage of developable land to support the community's tax base, unavoidably complicated everyone's efforts to reach a viable solution. Perseverance on the part of all parties culminated in the city's removing the tract from the industrial plan so that this land can be preserved for its educational, cultural and tourism value to the community.*

(The Corporation for Jefferson's Poplar Forest 2001b:1)

In 2001 Lynchburg City Council voted to sell 33 acres of land containing the highly significant archaeological site of Jefferson's prize barn to the *Corporation for Jefferson's Poplar Forest*.

In addition to land acquisition, a master plan has been prepared for the site to protect significant archaeological remains from future expansion and development. Prime consideration has been given to the delineation between the areas of the site where significant archaeological remains are likely or known to exist and areas where modern facilities and internal road systems can be constructed.

#### **4.5.8 Conclusions**

The combined efforts of loyal donors, volunteers, board members and staff ensure that new milestones in interactive education, archaeological research, architectural restoration and public experiences are always being celebrated. Since 1984 Poplar Forest has been transformed from a near-collapse ruin into a rare, exciting piece of 'living' history for people to experience and become involved in piecing back together.

Archaeological investigations and results continue to be a strong focus at the site for many reasons, including its ability to educate and inspire the general public, as well as to verify original locations and materials related to the significant occupation of the site.

*I think this, in almost every way, has been a model project, and every time I go and give a talk, people acknowledge that and wish that they could do it, and I keep saying "Well, you can, you just have to change your attitude"...Fortunately, we started off with the right group of people and the right attitude.*

*Travis MacDonald, Director of Architectural Restoration (pers. com 2002)*

*Children who are introduced to history and archaeology through hands-on experience and discovery techniques learn to appreciate their heritage.*

Jan Ryan, Archaeologist (1992:5)

