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Hopewell Archeology: Volume 2 , Number 1, October 1996

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Lynott, Mark J. and Farmer, Randy, "Hopewell Archeology: Volume 2 , Number 1, October 1996" (1996).
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Hopewell Archeology:

The Newsletter of Hopewell Archeology in the Ohio River Valley

Volume 2 , Number 1, October 1996

1. From the Editor, *Mark J. Lynott*

We apologize for the delay in getting this issue of the Newsletter together. The government furlough put all of us in the National Park Service behind, and we are still trying to catch up. Despite the delay, we hope you will find this issue of interest.

The focus of this issue is on the value of archeology as an education tool. During the last three summers, the Midwest Archeological Center has worked with the Milton Hersey School in Hersey, Pennsylvania to offer high school students the opportunity to participate in an archeological project. This valuable experience (both for the students and for National Park Service archeologists) has been possible, because the organizer for the Milton Hersey School is also a former employee of the Midwest Archeological Center. I met Randy Farmer in 1983 when he enrolled with fifteen other students in a fieldschool we offered through the Department of Anthropology, University of Nebraska-Lincoln. The fieldschool was held at Ozark National Scenic Riverways in southeast Missouri, and most of the students were enthralled by the scenery and the thrill of archeology. Following that summer, Randy came to work at the Midwest Archeological Center on a part-time basis until he finished his B.A. in Anthropology. He then worked with us as a full-time employee, until he decided to return to school and fulfill the requirements for his teaching certificate.

Randy and I kept in touch after he left the Center, and we often talked about how a summer of fieldwork can better prepare students for the rigors of life. These talks have become real opportunities for the students at the Milton Hersey School.

As I prepared this issue, it led me to reconsider a question I have often asked myself and colleagues: what leads people to become interested in archeology? Several of my close friends and colleagues collected artifacts as youths, and this led them to pursue archeology as a career. For me, the course was less direct. As a child, I had several books about the great archeological discoveries (e.g. discovery of the Altamira cave paintings, Howard Carter's discovery of Tutankhaman's tomb, and Heinrich Schliemann's search for Troy). I was fascinated by these stories, but unfortunately, there was very little else available to indulge my boyhood archeological interests.

As I went through high school, my interests shifted to history and I went to college with the intent of majoring in history and trying to play basketball. It didn't take me long to realize that my basketball skills weren't sufficient to take me very far in life, so I turned my interests to academics. Giving up competitive sports might have been a disappointment, except that at the same time I rediscovered my interest in archeology. An introductory course in archeology and physical anthropology brought back all of my youthful interests in archeological discoveries. This time, through the university system, there was actually an avenue available to pursue my interest.

I still have the childhood books that stimulated my interest in archeology. I was fortunate that my family encouraged me, and that those books were available. Unfortunately, until recently, there have been very few opportunities for young people to learn about archeology. As archeology continues to mature as a profession, we are seeing the development of school curricula and books aimed at young people. It is exciting to think that with archeology becoming a part of formal school curricula, more and more students will enter universities and colleges with a predisposition to study about the past.

I am really pleased and proud that we have been able to assist Randy Farmer in his attempts to teach his students about archeology. This issue includes a statement from Randy Farmer about why he became a teacher, and why he teaches archeology to high school students. This issue also includes papers by three students from the Milton Hersey school, who write about their experience working at archeology on a Hopewell site in Ross County, Ohio. We won't know for several years whether any of them will pursue archeology as a career. However, if they do, it will likely be in part, because the Milton Hersey School offered them the opportunity to cultivate their interests. We hope that archeology will continue to find new ways to cultivate the interests of young people, and sew the seeds that result in a lifelong interest in the study of the past.

2. The National Park Service and High School Archeology By Randy Farmer

I became a social studies teacher for three reasons. One, I believed in the importance of understanding and appreciating history and prehistory. Two, I believed in the idea that "hands on" and innovative ways of teaching were critical to the future of our young people. Three, I wanted to show more people the value of archaeological research in the world today. This article describes a program I have developed to satisfy my need to improve public understanding and support for archeological study and preservation.

In 1994 I developed a ten student, two week, archeology adventure in the Ozark National Scenic Riverways of Missouri. The incredible success and the positive response from everyone involved motivated me to attempt another project. I believe strongly in extending the classroom beyond the four traditional walls, and have strong support from a number of colleagues. Mr. Jim Cudworth, and Ms. Sharon Henry, agreed to accompany me and 12 students on a one week archeological adventure in Hopewell National Historic Park, Chillicothe, Ohio during the summer of 1995. Both projects have been in cooperation with the National Park Service's Midwest Archeological Center. Dr. Mark Lynott has coordinated efforts to provide our students with exceptional field and life experience, and Mr. Forest Frost has provided professional crew leadership and guidance. I could never adequately express my appreciation for the efforts, cooperation and understanding.

Milton Hershey School is a small, private, K-12, residential, school for underprivileged children located in Hershey, PA. We have developed a Summer of Opportunities Program to provide our students with a variety of educational and recreational activities as an alternative to "hanging out" all summer at home. An archeological field school provides the perfect opportunity to blend, education, job and life skills, with adventure. A typical trip involves travel, living together (either tents or park housing arrangements), a few days of team building, site seeing, recreation, and then a week to ten days of actual work on the archeological site. Work involves training which begins with reading and discussions before arrival, debriefing, discussions, and lectures, in camp and during meals, and hands- on, "part of the crew" teaching. The students are divided up with professional crew members for one on one direction and supervision during on-site time. The

students participate in all aspects of the excavation, including mapping, screening, digging, sampling, filling out forms, and recording notes. Basically anything the regular crew does, our students are also involved. It is simply an incredible experience for our students to see the utility of things they have learned in the classroom and the dynamics of working with professionals.

The specific educational goals we attempt to achieve are:

1. An appreciation and understand of the value of archeological research. The value of knowledge gained, and respect for, and preservation, of cultural resources.
2. An understanding of the connection between classroom skills and the requirements in the working world. Examples: English classes and note writing/record keeping, Geometry and mapping, History and Geography for site knowledge, Science and Chemistry for geology and soils, the list goes on and on.
3. An understanding of the life skills required to organize and operate a trip of this magnitude. Travel planning, meal preparation, group organization, housing, etc.
4. A development of life skills required by group living, group dynamics, and the impacts of sometimes stressful living and working conditions.
5. A development of problems solving and resolution skills. The ability to analyze situations and surmise the possible solutions, socially, academically, and personally.

My adventures with students are organized on the basis of total student involvement. I tell students at our first meeting: "I am not your mother, your policeman, your guide, or your traditional teacher. We will approach this trip as friends on an adventure. We will utilize each others talents, skills, and knowledge. We will work together, share the load, and make decisions as a group." When they ask me, "What's for dinner?" I answer, "I don't know, what are you making?"

The success of our adventures cannot be measured by simple assessment tools. I have had endless conversations about how the archeology field school changed their understanding of the true working world. I have also heard repeatedly, how nervous students were to get involved, but after the first couple days they truly understand the importance of what they are doing, and (more importantly) how capable and responsible they can be with important tasks. I have had 100% return by students who are still eligible.

All of this could not be possible without the cooperation of wonderful people, giving of their time and their hearts. All of the archeologists and educators who have supported and encouraged the students. The administrative support of Milton Hershey School and the National Park Service. I cannot thank these people enough for providing the students with a truly life changing experience. Young people truly are our future, and maybe by providing a window on the past we can also prepare them for the future.

Annabel Rosario Pottery

My name is Annabel Rosario and I'm a student at Milton Hershey School. I have recently went on an archeological dig for a week along with college students and friends. I did three different station there. At first I screened and shoveled (this is what you don't do unless you have gloves). Then I floated and helped to mark the bags, or measure the dirt. I also dug on the flood plain, which many years ago was flooded, so they dug there in order to find pieces of information that floated down. I thought this was a pretty neat experience. I really enjoyed this because you were well rewarded when you found anything that the Indians made. Especially when you think you

found a white talc rock but then when you stuck it on your tongue, it stuck like crazy. Later on, you teacher tells you that was bone on your tongue!

Many people, when they think of an archeological excavation, they usually think they'll find some nice pebbles, some dirt, and more dirt. Or for you movie go'ers, you'd see Indiana Jones' doing his death defying acts in order to get the rich artifacts. But there are many different things you can find, like bone or tools, I'm particularly interested in the lovely pottery.

Each pottery piece is placed in a category so an archeologist can have references. In order to have references, you need information. There are three different series of pottery Scioto, Hopewellian, and Southern. Once you get the pottery in a series there is a type you place it under. Example from a book: Miami Series, type stamped dentate. You also record the information about how it was made, width, texture, hardness, color, decorations, rim shape, lip, body, bottom, thickness, rim shreds (range and mean), geographical range, chronological location, and probable relationships (where it might have originated). Jarred Buck, who was a teacher's assistant, told me that pottery has similar designs which helped the Indians to communicate. Like Illinois and Ohio had similar pottery designs which was most likely caused by trading. So Indians did not just communicate with signals, they used the designs in the pottery also. I went on two archeological digs in the past two years and I learned a whole lot of interesting information. Maybe next time I go digging I'll see you there!

Victoria L. Bond "Grandma, I'm Home."

" Victoria, what did you find," my grandmother asked. When she spoke those words something happened to me. I wished I could tell her about the big dinosaur bone or the ancient hunk calendar with a prehistoric Brad Pitt etched in stone, but I couldn't. Nobody found anything like that. I, however, explained to her what fire cracked rock was while I fostered the spirit of adventure and excitement. I was trying to be Indiana Jones. My grandmother, however, had a great knowledge of archeology, greater than my own, before I had been on my first dig. She asked me rather hesitatingly, "Vick, didn't you sift dirt through wire screens... didn't you do basic things." [./index.html](#)"Did I do basic things ... I did the most basic and important of things," I thought. I replied to my grandmother, however, a solemn and respectful, "Yes." Once my grandmother cracked the surface I was genuinely excited to recap my experience for her.

I told her how hot it was. Her eyes opened with amazement when she examined my clean, but brown stained clothes. Her nose opened a great deal when she smelled the sneakers I worked in. Her mind was at my disposal as I explained the Hopewell people and their enchanting burial mounds. She asked question after question about the site of Chillicothe, Ohio, and the college students that were on their first field school. It seemed that she found a certain satisfaction in knowing that her granddaughter, a junior in high school, had not had the same academic experience as the college students, but was able to do the same work. I was able to apply basic skills that I have been learning all my life.

Among those skills was teamwork. While at the site I made an absolute effort to be of any help. I tried to help others and do all that I could. As I sifted, I acted as though there was no job more important. I realized that for one week it was my duty to take history out of the ground. If I made a mistake or acted foolish a piece of history was gone forever. It possibly could never be regained. That was something that I could not bare to have on my conscience.

I appreciate the history in the ground. I now see that every time a new road or mini-mall is built some of that history is lost. While taking a break on the site, my advisor on the dig, Randy Farmer, asked me to turn around. It was beautiful. I could see forever. There was tall green grass being moved by the gentle wind, followed by hill after hill covered with trees. It seemed as though the trees could reach the sky. As I stood in awe, Mr. Farmer said, "This is the cool part of the world."

My grandmother seemed to be moved by his words. She approached the center window in the living room as we completed the question - answer session and said, "You don't know just how right he is."

Vernon Edwards Jurassic Park and Search for the Body of King Tut, This Was Not!

The summer of '95 had new meaning for Vernon Edwards. While most of my friends were enjoying air-conditioning back at home in Harrisburg, PA, I was somewhere called Chillicothe, Ohio in the sweltering heat digging dirt. "Digging dirt? For what?" some might ask. It I wasn't paying a whole lot of attention, or in a very wisenheimer mood, I might reply something to the effect of "I was digging my own early grave as I was sure I'd die from that heat." What I was actually doing was participating in the excavation of an archaeological site that had been worked on by some college students for a "month and some" prior to my party's arrival. This field school was a required course for the college students, but I was privileged to be there because, for me and most of those that had come with me, this was "something new".

The site was believed to be one where some prehistoric American Indians sometimes called the Mound Builders had possibly been. Many mysteries still surround these peoples, but it is known that they built large burial mounds and enclosures, and they also were skilled artists and weapon makers. A theory surrounding them is that they may have been at least semi-nomadic over a relatively small area. That is why we were checking out the particular area we were in. Directly next to a river and partially in the river's old flood plain (a dam upstream now keeps the area from flooding), these prehistoric peoples could have spent some time there on a seasonal basis based upon flood cycles.

This is where I became interested. I wanted to know how the climate and topography of the area affected these Mound Builders' activities. Taking into consideration all the changes that have occurred to the area over many years, I was able to come up with some thoughts of my own using some of the information we found in the dig, and some of our own reactions to the weather. For one, I was quickly able to establish why this may have been a prime spot for people to live: water. Being right near a river, these people needed and took advantage of water, especially during the weather like we were having. Even we tried to take advantage of the water. This was noticed as everyone wanted to go down by the river where we were "floating" dirt in river water to find any hidden charcoal or seeds that would have given us information about these people. (As one may assume, mud is the by-product of dirt and water. The reason people were so cool was, well, mud wars on a massive scale occurred daily. Flotation was the "coolest" job, but not necessarily the cleanest).

Another way this area could have been important was again based upon the river being near. We kept finding these snail shells in the dirt samples we took up. Now on the flood plain area, this may have been normal, but on the area that would have been dry (usually) there was a high concentration of these shells. It was figured that these snails were a food source, and when they were eaten, large masses would be piled up in the same place, like a garbage area. As far as the

weather is concerned, it is possible that the semi-nomadic nature of the Mound Builders was an actual fact. With the flood plain having a cycle of dryness then submersion, the Mound Builders may have only been on this area during times of dryness for whatever reasons, then, of course, moved on to somewhere else. A final thing about the Mound Builders that I am sure of is that they worked hard, even in hot, humid weather. Even though those in field school didn't actually "have to" work through the heat, we did. Since it was a matter of life and death for these prehistoric Indians, they "had to". So while we had the comforts of bug repellent for those unrelenting "sweat bees" and "biting flies", the Mound Builders just endured all of the negatives of their environment to survive. (All of that without any bug repellent. That's amazing because I know I wanted to go home the first time I found my water bottle empty and a "sweat bee" bit me).

That experience gave me a lot to go home (where there was air-conditioning) with. For one, I got to "play" in dirt for a week, and wasn't looked upon like some loony who never grew up. Another thing is I came back with a renewed appreciation for the history and peoples that preceded me and my time. I'm sure that some presumptions based upon previous knowledge (television and movies like "Raiders of the Lost Ark") had some of us newcomers to archaeology believing we'd find some skeletons of people and valuable treasures that would have tempted one of these "pot-hunters" to smuggle it away in order to make a profit. That wasn't the case, however, as the only bone we found was of some animal's shoulder, and the only treasures we found were more information towards understanding an ancient people (not saying that is a bad thing, but it just doesn't make for as good a movie.)

3. Toolesboro Mounds, Iowa, National Historic Landmark Study

A recent study by the Office of the State Archaeologist of Iowa with the support of the State Historical Society of Iowa and funds provided by the National Park Service, has resulted in a new report on the Middle Woodland mounds at Toolesboro, Louisa County, Iowa. This report includes a history of the mound investigations conducted primarily by the Davenport Academy of Natural Sciences in 1875 and 1886, an analysis of the 89 extant artifacts from the mounds currently curated by the Putnam Museum in Davenport (successor to the Davenport Academy), and interpretations regarding mortuary behavior and related activities based on surviving archival evidence.

Documentary data suggest that at least 18 conical mounds, comprising two separate groups, plus a geometric earthwork or enclosure, were reported at Toolesboro as early as 1841. By the end of the 19th century, surface indications of the earthwork and many of the mounds had been destroyed, and most of the remaining features had been dug into. Only seven mounds exist currently. Consideration of mound content and structure, as reported in published and unpublished sources, along with artifact analysis verify interpretations that the Toolesboro mounds represent Hopewellian mortuary structures. Mortuary features consisted of prepared subfloor pits containing multiple primary interments, and secondary mound-fill or intrusive burials of disarticulated elements. Extant artifacts include hammered copper celts, gouges, and pins; both plain and effigy platform pipes of aragonite and northern Illinois Elkhorn Creek pipestone; Hopewell Zoned dentate stamped ceramics; and freshwater pearl and marine shell items. Almost all of the artifacts can be classified as Hopewellian Interaction Sphere types, indicating a likely date for mound construction and site use around 100 B.C.- A.D. 200.

The mounds at Toolesboro comprise perhaps the most widely recognized Hopewell site in Iowa, and yet a comprehensive report detailing the history of their investigations and the nature of their internal structure and contents had never been prepared. The current report goes a long way to remedy this situation, and provides a basic data set upon which future research and on-site interpretation can build. Proposed research including source analysis of existing artifacts, scrutiny of aerial photographs, remote sensing of subsurface features, as well as comparable studies of related sites in eastern Iowa, is expected to contribute vital data on the relationship between Toolesboro and the rest of the Hopewell world.

Reference Cited

Alex, Lynn M. and William Green
1995 *The Toolesboro Mounds National Historic Landmark: Archaeological Analysis and Report*. Research Papers Volume 20 (4). Office of the State Archaeologist, The University of Iowa, Iowa City.

4. Current Research on the Goodall Focus

On August 23, 1996, Mark Schurr hosted an informal workshop on the Goodall focus at the Archaeology Laboratory, University of Notre Dame. The meeting was held in the recently remodeled laboratories and classrooms assigned to the archaeology program at the University of Notre Dame.

Mark Schurr (University of Notre Dame) reported on recent Notre Dame fieldschools held at the Bellinger and Goodall sites in northwest Indiana. Schurr reported that habitation materials were found in association with the badly plowed mound at Bellinger. Although pothunters have disturbed the Bellinger mound, the central tomb is still intact. The tomb lacked evidence of logs, but there were empty trenches flanking the central tomb. The tomb contained secondary burials (two adults and one child), but no associated artifacts. Excavation in an associated habitation area revealed the presence of a midden with ceramics, expanding and contracting stemmed projectile points, and two obsidian flakes. Research at the Goodall site began in 1996, and Schurr will continue in 1997 with a University of Notre Dame fieldschool.

William Mangold (Indiana Department of Natural Resources) reported on his research in the Galien River basin, which drains into Lake Michigan at New Buffalo, Michigan. Mangold noted that only three sites with Middle Woodland ceramics are known, but there is one mound site near the mouth of the Galien River.

Elizabeth Garland (Western Michigan University) reported on-going excavations at a site in the middle Kalamazoo River drainage. Of particular interest is the apparent horizontal separation of different Middle Woodland ceramic assemblages. Four different ceramic components have been identified thus far, and each is horizontally separated. The site is located on a slumping bank of the Kalamazoo River and several features are present.

Janet Brashler (Grand Valley State University) reported recent research at a site in the central Grand River basin. The site has been extensively collected since 1961, and a large and diverse range of material culture has been recorded. Testing in 1996 yielded evidence of a dense and possibly stratified Middle Woodland midden with good faunal preservation. Brashler reported an

AMS date of 60 B.C. on a Hopewell rimsherd from the 1996 test excavations. Further research is planned in 1997.

Mark Lynott (National Park Service) described recent research with the Missouri University Research Reactor to develop a reference collection of geological clays for northwest Indiana to be used in sourcing prehistoric ceramics from the region. Lynott proposed that ceramic compositional studies might help to resolve questions about the source of Goodall ceramics and the origins of the Goodall focus.

5. Reviews By Bret J. Ruby, National Park Service, Hopewell Culture National Historical Park.

Exploring Prehistoric Mounds on the Rix Mills-High Hill Divide: The Archaeology of the Wilds and Vicinity, Southeastern Muskingum County, Ohio. Jeff Carskadden, Jeff Brown and Gary Felumlee. Published by The Muskingum Valley Archaeological Survey, Zanesville, Ohio, in cooperation with The International Center for the Preservation of Wild Animals, 1995; 102 pp., 49 photographs, 10 maps, 4 tables, references; \$20.00 (paper).

For more than 200 years, interest in the mounds and earthworks of the Ohio Valley has been focused on the more spectacular and often monumental constructions found along the main valley trench and its major tributaries, especially the central Scioto Valley. Carskadden and his colleagues offer some useful points of comparison and contrast in this consideration of a poorly known hinterland region. The work focuses on the prehistory of an upland divide along the central Muskingum Valley in the unglaciated Appalachian Plateau of east-central Ohio. The data presented here offer an opportunity to compare hinterland trajectories of Woodland period cultural change with those documented in the main valleys, and to explore relationships between main valley and hinterland regions.

The Rix Mills-High Hill divide is a moderately steep and narrow ridge rising some 600 feet above and running parallel to the central Muskingum River for about 13 miles in eastern Muskingum County. The study focuses on a 97 square mile area (Union, Rich Hill and Meigs Townships) encompassing the divide and the upper reaches of three creeks (Salt, Wills and Meigs Creeks) that eventually drain into the central Muskingum River some 6 to 12 miles west of the divide.

Part I, "The Divide and its Early Occupants," provides an overview of the environmental setting and prehistory of the divide. The local environment was rich in nuts and deer, but poor in aquatic and chert resources. Paleoindian and Archaic occupations are briefly described before turning to a more in-depth discussion of the Woodland and Late Prehistoric period occupations. The prevalence of Early Archaic and especially Late Archaic bifaces illustrated, if reflective of real patterns of prehistoric land use on the divide, ought to be of interest to those exploring models of Archaic period settlement and subsistence.

Woodland period habitations on the divide are treated in more detail, including quantitative estimates of site densities through the Early and Middle Woodland periods. Contrary to some models of Woodland period land use which predict an abandonment of upland settings during the Middle Woodland, the data presented here indicate that site densities along the divide actually increase at a modest rate into the Middle Woodland period. The divide apparently witnessed a population nucleation during the early Late Woodland, with the establishment of a small village

surrounded by an earthen ramp art and exterior ditch. After ca. AD 650, there is little or no evidence of human habitation on the divide, with the exception of a single, small Late Prehistoric occupation. The ebb and flow of human occupation documented here should stimulate the development of more refined models of prehistoric land use and demography in the Ohio Valley area.

Part II, "Exploring and Recording Mounds on the Divide", provides an historical overview of archaeological explorations on the divide. Historians of Ohio archaeology will be interested to learn that Warren K. Moorehead, who went on to become the first Curator of Archaeology at the Ohio Archaeological and Historical Society, had his first experience with mound exploration as a young man visiting relatives on the divide in 1882. The other accounts presented here of early explorations, private collections and more recent investigations are of particular value because of the relative lack of professional interest in the region, and the loss of many mounds and habitation sites to surface mining.

Part III, "A Checklist of Mounds Along the Divide", provides brief site-by-site summaries of the history and current condition of each of the known mounds and earthworks on the divide.

The publication itself meets high technical standards. The book is printed with paper cover in 8 ½ x 11" format on glossy paper with sewn bindings. The maps and tables follow a clear consistent format throughout. The 49 black and white photographs are reproduced at high resolution, if a bit low in contrast on occasion, and most of the artifacts pictured are accompanied by metric scales. The book is available through "The Wilds", 14000 International Road, Cumberland, Ohio 43732. Cost is \$20.00 per copy plus \$3.00 postage and handling. Ohio residents please add 6.5% sales tax. Proceeds from the book benefit The International Center for the Preservation of Wild Animals (the Wilds), a 9000 acre wild animal preserve and research center in Muskingum County, Ohio.

The Hopewell Mound Group: Its People and Their Legacy. Presented by the Ohio Historical Society, 1995. CD-ROM. \$49.99.

This offering from the Ohio Historical Society represents the first attempt to exploit emerging CD-ROM and multimedia technologies in the study of Hopewell archaeology.

The main menu is organized around three parts. The first part is "The Hopewell Culture in Ohio", an original research paper interspersed with links to illustrative photos, maps and diagrams. The second part is the "Photo Album", which collects a series of images into topically organized thumbnail views linked to full screen views of each of the images. The third section is the "Research Catalog", presenting the full text, figures and plates from four classic works in Hopewell archaeology: Squier and Davis's (1848) "Ancient Monuments of the Mississippi Valley"; Charles Willoughby's (1916) "The Art of the Great Earthwork Builders of Ohio"; Henry C. Shetrone's (1926) "Exploration of the Hopewell Group of Prehistoric Earthworks"; and Warren K. Moorehead's (1922) "The Hopewell Mound Group of Ohio".

Casual users will probably spend most of their time in the Photo Album. Here they will find dozens of color images of artifacts derived from Warren K. Moorehead's 1891-92 exploration for the World's Columbian Exposition (now curated at the Field Museum, Chicago), and Henry C. Shetrone's 1922-25 explorations for the Ohio Historical Society (now curated at the Ohio Historical Center, Columbus). The objects selected successfully portray the remarkable range of media and forms that set the Hopewell site collections apart from all others. The images presented

here are certain to foster an appreciation of the outstanding level of technical mastery and artistic expression attained by Hopewell artisans. Many of these objects have not been previously illustrated. The resolution of the images is adequate, however a few appeared a bit dark on the system used for this review. Images and text throughout the application may be sent to a printer.

Users who delve into "The Hopewell Culture in Ohio" will find an original research paper that considers the cultural context of the objects featured in the Photo Album. The essay is accessible, comprehensive and up-to-date in its interpretations. Icons scattered throughout the text provide links to images which may be viewed alongside the text or in full screen mode. The CD-ROM format lets users explore and interact with the material in a unique and nonlinear fashion that many will find more engaging than traditional publications. The ability to jump between topics, images and text according to individual interest fosters a sense of personal exploration and discovery that is lacking in more traditional presentations.

Scholars will be most interested in the Research Catalog. Here, collected in a single volume, are the four most important primary sources relating to the Hopewell site. The collection provides ready and affordable access to four works that were previously beyond the reach of most private scholarly libraries.

No technical problems were encountered with either the installation or operation of the application on the modest 486/66 platform used for this review (minimum system requirements are listed below). Technical support is available by phone or e-mail. Navigation proved to be simple and intuitive.

Some users may be disappointed that this offering does not include the audio and video clips, animations and opportunities for interactivity that abound in some other CD-ROMs marketed as "edutainment". The emphasis here is clearly more on education than entertainment. Scholars may wish that a search tool had been included in the application. In all though, this work is a unique and welcome offering that will appeal to and benefit both popular and scholarly audiences.

The CD-ROM is available from the Sales Office, Ohio Historical Society, 1982 Velma Avenue, Columbus, Ohio 43211-2497, or call 614-297- 2414. The cost of the CD-ROM is \$49.95. Ohio residents add 5.75% sales tax. Add \$5.00 shipping and handling. Payment may be made by check or money order payable to the Ohio Historical Society, or by VISA, MasterCard, Discover or American Express with account number, expiration date and signature.

Minimum system requirements: 386SX 16 MHz or better (486 or better recommended). Microsoft Windows 3.1 or later. MSCDEX version 2.2 or later. MS-DOS 3.1 or later. 4 MB RAM (8 MB recommended). MPC-compatible CD-ROM drive (150 KB/s sustained transfer rate). SVGA graphics card (640x480 with 256 colors- 65,000 colors recommended) with compatible monitor. 5 MB free disk space.

6. Meeting Calendar

Midwest Archaeological Conference, Beloit College, Beloit, Wisconsin, October 9-12, 1996, contact Robert J. Salzer, Beloit College, (608) 363-2616.

Southeastern Archaeological Conference, Sheraton Civic Center, Birmingham, AL, November 6-9, 1996, contact Ian Brown, (205) 348-9742.

Society for Historical Archaeology Conference, Corpus Christi, Texas, January 8-12, 1997,
contact David Carlson and Shawn Carlson, Texas A&M University, (409) 847-9248.

Society for American Archaeology, Annual Meeting, Nashville, Tennessee, April 2-6, 1997,
contact Society for American Archaeology, (202) 789-8200.

Ohio Archaeological Council, Fall Meeting, Ohio Historical Center, Columbus, OH, November
15, 1996.

Ohio Archaeological Council, Spring Meeting, Symposium on Adena, Chillicothe Comfort Inn,
May 9-10, 1997.