

DEPARTMENT OF ANTHROPOLOGY
FLORIDA STATE UNIVERSITY

COURSE SYLLABUS

AND

A GUIDE TO FIELD PROCEDURES

ARCHAEOLOGICAL FIELD SCHOOL

FALL SEMESTER, 2000

at Mission Patale (8Le152)
O'Connell Mission Site (8Le157)
Castro Site (8Le151)

COURSE SYLLABUS

FOR

**ANT 4824: ANTHROPOLOGICAL FIELDWORK - ARCHAEOLOGY
ANG 5824: ANTHROPOLOGICAL FIELDWORK - ARCHAEOLOGY**

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FLORIDA STATE UNIVERSITY ARCHAEOLOGICAL FIELD SCHOOL - 2000

ANT 4824: ANTHROPOLOGICAL FIELDWORK - ARCHAEOLOGY
ANG 5824: ANTHROPOLOGICAL FIELDWORK - ARCHAEOLOGY

MTWThF: 8:00-3:00 PM

Dr. Rochelle A. Marrinan, RPA

Meredith D. Hardy, Graduate Teaching Assistant
Vicki L. Rolland., Graduate Teaching Assistant

The Fall 2000 Florida State University Archaeological Field School (Terrestrial)
is certified by the Register of Professional Archaeologists (RPA).

COURSE SYLLABUS

Course Goals

The field school represents an apprenticeship in archaeological research design, field methods, artifact analysis, project organization, project management, and report production. It is an entry-level preparation for students who are considering a career in archaeology or desire archaeological field training. It represents as real a learning situation as can be managed under ideal circumstances (i.e., not under the constraints of commercial contractual obligations -- our projects, however, are constrained by the length of the academic semester). For graduate students with previous field experience, the field school represents additional field exposure with the expectation of higher standards for performance and opportunities to be involved in supervision of field personnel and occasionally, separate projects.

All student participants are bound by the Florida State University Honor Code and by the Code of Conduct and Standards of Research Performance of the Register of Professional Archaeologists (Attachment 1).

Students will have the opportunity to learn and practice basic survey techniques, basic site survey and subsurface testing, basic excavation skills, basic preparation and analysis of cultural materials, preparation of an individual or collaborative paper or report, and involvement in the organizational and logistic requirements of staging and operating a field project. Specific tasks are detailed further in this syllabus. Students will be introduced to, and work with, various types of surveying, photographic, videographic, and computer equipment during the course of the field school.

Additionally, students will be involved in the ongoing process of refining the annual research design on the basis of field and laboratory findings. They will be involved in the general analysis of excavated materials. Each will singly, or collaboratively, design and undertake a problem-oriented research project based on some aspect of the excavation (or related topic) that represents practice in the tasks of manuscript writing and preparation. Finally, each student will formally present the results of this research to the field school group and interested graduate students.

COURSE SCHEDULE

DATE	ACTIVITIES/ASSIGNMENTS
August 28, 2000	First day of field school: Orientation to field school activities, research design, field procedures, field forms, field equipment (survey, photographic, and videographic); purchase supplies. Read Milanich 1994 and 1999 and McEwan 1993 for midterm examination.
August 29	Castro Site (8Le151) Survey and Testing Program, Topographic mapping, Magnetometer survey
September 6	Labor Day -- class will not meet
September 25	Begin excavation at the Patale Mission Site (8Le152); begin excavation at the O'Connell Mission Site (8Le157) somewhat later
October 27	Friday -- Midterm Examinations (Morning - Practical) (Afternoon - Written)
November 1	Wednesday -- Field School paper prospectus due
November 8-11	Southeastern Archaeological Conference, Macon, Georgia Class will not meet
November 17	Open House (Saturday) -- family, friends, other professionals invited.
December 1	Field School Party
December 10-14	Final Exam Week. Monday, December 10: Regular class day (final day of regular field work) Tuesday, December 11: Field School Papers due April 2 8:00 A.M. Backfill Day, Equipment put into storage Wednesday, December 12: No class * Thursday, December 13: Presentation of Field School Papers 8:00 AM until completed Friday, December 14: No class.*

* Please note that if weather does not permit the backfilling of the site on Tuesday, the schedule of activities may be shifted. It is your responsibility to assist with the closing of the site.

Grading

The field school is letter graded for both undergraduate and graduate students. Grading is based on:

1. **Personal performance (25%)** - this includes daily attendance (Monday through Friday 8:00 AM to 3:00 PM), punctuality, skills acquisition and improvement, and interpersonal behavior in a group research effort,
2. **Midterm Examination, Written (25%)**, based primarily on readings (required texts) and class lectures and discussions,
3. **Midterm Examination, Practical (25%)**, based on study of material culture type collection and on-site experiences, and a
4. **Problem-oriented, field-based research paper** exploring some aspect of the excavation or a related topic (25%). This paper may be written alone or in collaboration with other field school students. **Two copies of the paper** must be submitted. The original (or best) copy will be reserved for the field school paper file. The second copy will be graded and returned with comments. **A copy of the paper abstract** must be submitted on disk in WordPerfect or Word format. **The results of the research will be presented** in a class session on Thursday of Finals Week.

Graduate Student Participants

Those graduate students who have had previous field experience will be given the opportunity for supervisory roles as the field school progresses. **All graduate students should expect to continue field and laboratory activities through Finals Week.**

Required Texts

The following textbooks represent the historical, ethnohistorical, and archaeological background needed to put the fieldwork in which you are engaged into broader context and to assist in the conceptualization and writing of your field school paper. Because the historical education of most American college students is Anglocentric, these texts provide as a counterpoint, the early prehistory and history of North America. For best effect, they should be read in the order presented here.

Weber, David J.

1992 *The Spanish Frontier in North America*. Yale University Press, New Haven.

Weber, an historian, presents the background against which events in Florida can be understood. As participants in Spanish imperial life and policy, the people of Florida (indigenous and European or African-derived) were affected by events and decisions made elsewhere. Weber presents a very readable and evenhanded account of the early historical period in North America through which we may understand Florida's role and how local circumstances in Florida were affected by events in the larger sphere. We can examine similarities and differences in treatment of indigenous peoples, imperial policies and strategies, and outcomes.

Milanich, Jerald T.

1994 *The Archaeology of Precolumbian Florida*. University Press of Florida, Gainesville.

This book presents the prehistoric and early historic (protohistoric) archaeology of Florida. This synthesis will be of great help in understanding cultural periods, pottery types, and prehistoric ethnic identifications.

Milanich, Jerald T.

1999 *Laboring in the Fields of the Lord: Southeastern Indians and Missions*. Smithsonian Institution Press, Washington, D.C.

Milanich, an archaeologist, discusses impact of European colonization and the mission system on the indigenous peoples of *La Florida*. He has woven the archaeological and ethnohistorical information currently available to present the story of indigenous people who were overwhelmed by the expansion of European colonists into their homelands.

McEwan, Bonnie G. (editor)

1993 *The Spanish Missions of La Florida*. University Press of Florida, Gainesville.

McEwan, an archaeologist, edits a series of papers written by researchers currently working on mission sites in La Florida. The chapters of this text will provide comparative data to help you understand the breadth of archaeological work in mission sites in *La Florida*.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder

1997 *Field Methods in Archaeology, Seventh Edition*. Mayfield Publishing Company, Mountainview, California.

This methods text is the lineal descendant of the 1949 textbook written by Robert F. Heizer that has been used since that time. This version is updated and greatly expanded. It should provide a basic reference for students during the field school. The approach to field techniques of the Florida State University Field School is based on the Chicago Field Schools of the late 1920s and early 1930s, much derived. This text should serve as a guide to the variety of approaches that can be used in the field. In the past, we have used Martha S. Joukowsky's encyclopaedic *Guide to Archaeological Field Techniques* which is now out of print. A copy is available in the library, however, and some graduate students may have personal copies.

Sutton, Mark Q. and Brooke S. Arkush

1996 *Archaeological Laboratory Methods: An Introduction*. Kendall/Hunt Publishing Co., Dubuque, Iowa.

This laboratory text details analytical techniques appropriate for flaked and ground stone artifacts, indigenous and historic ceramics, faunal and floral remains, and historic artifacts.

Recommended Texts

These texts are not required, but they may be of assistance to you in preparation of your field school papers. Most have been used as a text in the past and students in the department may have copies. Each book should also be available in the main library holdings of the university.

Boyd, Mark F., Hale G. Smith, and John W. Griffin

1999 *Here They Once Stood: The Tragic End of the Apalachee Missions*. University Press of Florida, Gainesville.

This is the original document, first published in 1951, that details the collaboration of historian and archaeologists in the first investigations of mission sites in Florida. It contains translations of Spanish documents (Boyd) that pertain to the missions of northwest Florida, a report of investigations at San Francisco de Oconee (Smith), and a report of investigations at Mission San Luis de Talimali (Griffin). This book has just been reprinted by the University Press of Florida and is available in paperback form.

Bushnell, Amy Turner

1994 *Situado and Sabana: Spain's Support System for the Presidio and the Mission Provinces of Florida*. American Museum of Natural History, Anthropological Paper No. 74. New York.

Bushnell, an historian, develops the economic and political environment of Spanish Florida. She identifies the factions in Spanish and indigenous groups, their constant competition, and their successes and failures. Her work shows the interconnectedness of clerical, military, and civil life.

Hann, John H.

1988 *Apalachee: The Land Between the Rivers*. University Press of Florida, Gainesville.

This book is the primary ethnohistorical overview of the Apalachees, the dominant indigenous group in the Tallahassee area when the first European explorers entered this area. They were still the major group when the mission system was established in their homelands in 1633-34.

Jones, B. Calvin, John Hann, and John F. Scarry

1991 *San Pedro y San Pablo de Patate: A Seventeenth-Century Spanish Mission in Leon County, Florida*. Florida Bureau of Archaeological Research, *Florida Archaeology*, Number 5. Tallahassee.

This manuscript is the report of the 1971 excavation and subsequent analysis of materials conducted by B. Calvin Jones for the Bureau of Archaeological Research.

Attachment 1: Code of Conduct, Register of Professional Archaeologists

Archaeology is a profession and the privilege of professional practice requires professional morality and professional responsibility, as well as professional competence, on the part of each practitioner.

CODE OF CONDUCT

1. The Archaeologists's Responsibility to the Public

1.1 An Archaeologist shall:

- a. Recognize a commitment to represent Archaeology and its research results to the public in a responsible manner;
- b. Actively support conservation of the archaeological resource base;
- c. Be sensitive to, and respect the legitimate concerns of, groups whose culture Histories are the subjects of archaeological investigations;
- d. Avoid and discourage exaggerated, misleading, or unwarranted statements about archaeological matters that might induce others to engage in unethical or illegal activity;
- e. Support and comply with the terms of the UNESCO Convention on the means of prohibiting and preventing the illicit import, export, and transfer of ownership of cultural property, as adopted by the General Conference, 14 November 1970, Paris.

1.2 An Archaeologist shall not:

- a. Engage in any illegal or unethical conduct involving archaeological matters or knowingly permit the use of his/her name in support of any illegal or unethical activity involving archaeological matters;
- b. Give a professional opinion, make a public report, or give testimony involving archaeological matters without being as thoroughly informed as might reasonably be expected;
- c. Engage in conduct involving dishonesty, fraud, deceit or misrepresentation about archaeological matters;
- d. Undertake any research that affects the archaeological resource base for which she/he is not qualified.

II. The Archaeologist's Responsibility to Colleagues, Employees, and Students

2.1 An Archaeologist shall:

- a. Give appropriate credit for work done by others;
- b. Stay informed and knowledgeable about developments in his/her field or fields of specialization;
- c. Accurately, and without undue delay, prepare and disseminate a description of research done and its results;
- d. Communicate and cooperate with colleagues having common professional interests;
- e. Given due respect to colleagues' interests in, and rights to, information about sites, areas, collections, or data where there is a mutual active or potentially active research concern;

- f. Know and comply with all federal, state, and local laws, ordinances, and regulations applicable to her/his archaeological research and activities;
 - g. Report knowledge of violations of this Code to proper authorities;
 - h. Honor and comply with the spirit and letter of the Register of Professional Archaeologist's Disciplinary Procedures.
- 2.2 An Archaeologist shall not:
- a. Falsely or maliciously attempt to injure the reputation of another archaeologist;
 - b. Commit plagiarism in oral or written communication;
 - c. Undertake research that affects the archaeological resource base unless reasonably prompt, appropriate analysis and reporting can be expected;
 - d. Refuse a reasonable request from a qualified colleague for research data;
 - e. Submit a false or misleading application for registration by the Register of Professional Archaeologists.

III. The Archaeologist's Responsibility to Employers and Clients

- 3.1 An Archaeologist shall:
- a. Respect the interests of her/his employer or client, so far as is consistent with the public welfare and this Code and Standards;
 - b. Refuse to comply with any request or demand of an employer or client which conflicts with the Code and the Standards;
 - c. Recommend to employers or clients the employment of other archaeologists or other expert consultants upon encountering archaeological problems beyond her/his own competence;
 - d. Exercise reasonable care to prevent her/his employees, colleagues, associates and others whose services are utilized by her/him from revealing or using confidential information. Confidential information means information of a non-archaeological nature gained in the course of employment which the employer or client has requested be held inviolate, or the disclosure of which would be embarrassing or would be likely to be detrimental to the employer or client. Information ceases to be confidential when the employer or client so indicates or when such information becomes publicly known.
- 3.2 An Archaeologist shall not:
- a. Reveal confidential information, unless required by law;
 - b. Use confidential information to the disadvantage of the client or employer;
 - c. Use confidential information for the advantage of herself/himself or a third person, unless the client consents after full disclosure;
 - d. Accept compensation or anything of value for recommending the employment of another archaeologist or other person, unless such compensation or thing of value is fully disclosed to the potential employer or client;
 - e. Recommend or participate in any research which does not comply with the requirements of the Standards of Research Performance.

STANDARDS OF RESEARCH PERFORMANCE

The research archaeologist has a responsibility to attempt to design and conduct projects that will add to our understanding of past cultures and/or that will develop better theories, methods, or techniques for interpreting the archaeological record, while causing minimal attrition of the archaeological resource base. In the conduct of a research project, the following minimum standards should be followed:

I. The archaeologist has a responsibility to prepare adequately for any research project, whether or not in the field. The archaeologist must:

- 1.1 Assess the adequacy of her/his qualifications for the demands of the project, and minimize inadequacies by acquiring additional expertise, by bringing in associates with the needed qualifications, or by modifying the scope of the project;
- 1.2 Inform herself/himself of relevant previous research;
- 1.3 Develop a scientific plan of research which specifies the objectives of the project, takes into account previous relevant research, employs a suitable methodology, and provides for economical use of the resource base (whether such base consists of an excavation site or of specimens) consistent with the objectives of the project;
- 1.4 Ensure the availability of adequate and competent staff and support facilities to carry the project to completion, and of adequate curatorial facilities for specimens and records;
- 1.5 Comply with all legal requirements, including , without limitation, obtaining all necessary governmental permits and necessary permission from landowners or other persons;
- 1.6 Determine whether the project is likely to interfere with the program or projects of other scholars and, if there is such a likelihood, initiate negotiations to minimize such interference;

II. In conducting research, the archaeologist must follow her/his scientific plan of research, except to the extent that unforeseen circumstances warrant its modification.

III. Procedures for field survey or excavation must meet the following minimal standards;

- 3.1 If specimens are collected, a system for identifying and recording their proveniences must be maintained;
- 3.2 Uncollected entities such as environmental or cultural features, depositional strata, and the like, must be fully and accurately recorded by appropriate means, and their location recorded.
- 3.3 The methods employed in data collection must be fully and accurately described. Significant stratigraphic and/or associational relationships among artifacts, other specimens, and cultural and environmental features must also be fully and accurately recorded.
- 3.4 All records should be intelligible to other archaeologists. If terms lacking commonly held referents are used, they should be clearly defined.

3.5 Insofar as possible, the interests of other researchers should be considered. For example, upper levels of a site should be scientifically excavated and recorded whenever feasible, even if the focus of the project is on underlying levels.

IV. During accessioning, analysis, and storage of specimens and records in the laboratory, the archaeologist must take precautions to ensure that correlations between specimens and the field records are maintained, so that provenience contextual relationships and the like are not confused or obscured.

V. Specimens and research records resulting from a project must be deposited at an institution with permanent curatorial facilities, unless otherwise required by law.

VI. The archaeologist has responsibility for appropriate dissemination of the results of her/his research to the appropriate constituencies with reasonable dispatch.

- 6.1 Results reviewed as significant contributions to substantive knowledge of the past or to advancements in theory, method or technique should be disseminated to colleagues and other interested persons by appropriate means such as publications, reports at professional meetings, or letters to colleagues.
- 6.2 Requests from qualified colleagues for information on research results directly should be honored, if consistent with the researcher's prior rights to publication and with her/his other professional responsibilities.
- 6.3 Failure to complete a full scholarly report within 10 years after completion of a field project shall be construed as a waiver of an archaeologist's right of primacy with respect to analysis and publication of the data. Upon expiration of such 10-year period, or at such earlier time as the archaeologist shall determine not to publish the results, such data should be made fully accessible to other archaeologists for analysis and publication.
- 6.4 While contractual obligations in reporting must be respected, archaeologists should not enter into a contract which prohibits the archaeologist from including her or his own interpretation or conclusions in the contractual reports, or from a continuing right to use the data after completion of the report.
- 6.5 Archaeologists have an obligation to accede to reasonable requests for information from the news media.

Attachment 2: Proposed Outline for Field School Papers

The following suggestions should assist you in the completion of the problem-oriented paper requirement for this class. Every paper presents different challenges in assembling and presenting data. This outline is written from the perspective of a project that involves working with material culture -- with a collection of artifacts excavated from an archaeological site. Remember that you must modify these suggestions to fit the circumstances of your topic.

A few words about writing style -- a scientific writing style is objective and direct. Use past tense. You may use personal pronouns, such as I or we, when presenting your findings and interpretation of them since you are stating what you, or your collaborators, believe to be indicated by the results of your work. The most important rule is to strive for clarity.

STYLE GUIDE: Every discipline has a guide to the rules for communicating in journals and reports. The most important rules concern how to properly cite the work of others within the text of the paper or report and how to properly format the bibliography. Other rules concern capitalization, the use of numbers, and pagination, for example. **For the purposes of this class, we will use *American Antiquity* style.** You can find this journal on the shelves in Strozier library and see how the papers are written. You can Xerox a copy for your own use from the 1992 (Volume 57, Number 4) issue of *American Antiquity* (pages 749-770).

ABOUT CITATIONS: When you present information from other sources, you must acknowledge those sources. This is particularly true for those sections of your paper which review the existing literature on your topic. If you present the information in a general sense, you must cite the author and year, at minimum. When specific information is cited, you must include author, year, and page number. When a sentence or passage is quoted directly, you must include author, year, and page numbers.

Many students seem to think that citing someone else's work diminishes their own work. It is important that you see citations as a demonstration to the reader that you have a knowledge of the work that has been done in a particular area, in a specific time period, or on a distinctive problem.

TITLE PAGE: provide title, your name, class number, and date. In the title, be certain to include the site name and location. An example follows this outline.

TABLE OF CONTENTS: A listing of all of the components and the appropriate page number where they can be found. This page has a lower case Roman numeral for pagination (I).

LIST OF FIGURES: This page lists all of the illustrations included in the text and the page number on which they may be found. Pagination is also by lower case Roman numerals.

LIST OF TABLES: All compilations of data, whether alpha or numeric, are tables. This page lists all tables in the text and the page on which they may be found. This list is also paginated with lower case Roman numerals.

If there are only a few figures and tables, both lists may be placed on a single page.

I. ABSTRACT: This section is a one paragraph summary of your paper. It is single spaced. It is numbered page 1. An example is appended.

II. INTRODUCTION: This section introduces the problem orientation of your paper, the significance of your problem, and the direction you will take in investigating the topic. If your paper involves a sample of material culture, the category of material involved must be presented. This section sets the direction and format of the paper. Here, you tell the reader what to expect. This section begins the double spacing which continues throughout the text of your paper.

III: PROBLEM CONTEXT: This section provides background information from a review of the historical, ethnohistorical, and archaeological literature about the topic you have chosen. It builds on the brief introduction of Section II. You should include a location map (figure) for the site(s) or area of the paper (and for the excavation unit from which your collection has been recovered, if appropriate). Additionally, this section should discuss type of site(s), the significance of the site(s), the excavation program and excavators, the methodology used, excavation goals, and other comments you may be able to make about the site(s).

If your project involves cultural material, you must present what is currently known about the kinds of material you have. There may be problems of dating, sourcing, or associations that you can develop to inform the reader.

IV. THE SAMPLE: If your topic involves a sample material culture, you should characterize your sample so that the reader knows what types of information to expect. Provide information about provenience, context, and associations (where this can be determined). Discuss conditions of removal (screen size, type of sample, etc.). Any unusual aspects of the sample should be developed here.

V. ANALYSIS OF THE SAMPLE: This section should include a discussion of the methods you applied during the identification and analysis of the sample. This section presents the outcomes of the identification of the components of the sample as spreadsheets (either in the body of the paper or as appendices - depending on how you choose to present the information). Here, you present a quantification and description of the outcome of the analysis. Basic categories of information may be tallied on a spreadsheet, but should be discussed separately as well. If you have a large body of data, it may be compressed and presented as brief summary tables in the text. You may choose to present the complete version of the database as an inventory in the appendices.

VI. INTERPRETATION OF THE SAMPLE: Your goal is to make a connection between the material, and the data you have been able to extract from those materials, to past human behavior. You should evaluate your findings against what has been previously known about your topic. You should ask yourself, "What do I know now that I did not know when the project began?" and "What does this tell us about how life was lived at the O'Connell Site (for example)?" Consider what insights you have gained from this exercise.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS: This section summarizes the presentation you have made and concentrates on the interpretations your data and knowledge have led you to make. You should return to Section II to see that you have indeed done what you originally told the reader you would do (an in the order you indicated). You should also reconsider Section III and how your work reflects on the status of our understanding of the problem you initially posed. If you have recommendations for future work, it is appropriate to make them here

VIII. BIBLIOGRAPHY or REFERENCES CITED: There are two choices: 1) a **bibliography** includes works not directly cited in the body of your text, but works consulted by you during the research or writing phases of preparing your paper; or 2) **references cited** includes only those works which are directly cited in the text, tables, or figures of your paper. This section should be single spaced. American Antiquity style is to be used for either bibliography or references cited.

IX. ACKNOWLEDGMENTS: If you have been provided with significant information or assistance by a classmate or someone else, you should acknowledge that help here. This section should also be single spaced.

X: APPENDICES: When tables or spreadsheets become too cumbersome or numerous to appear in the text of your paper, they can be placed here in numerical order. Appendices could include spreadsheets tabulating quantities of artifacts or other data manipulations. Be sure that you have appended whatever raw data are necessary to support contentions and conclusions you have made in the body of your paper. It is important to make the text/narrative of your paper as straightforward as possible. When tables or spreadsheets are too lengthy, they compromise the focus of the reader and detract from the points you wish to make.

ABOUT TABLES AND FIGURES IN THE TEXT: Because your paper length is limited to 20 pages, you will want to conserve space within the paper. Choose only figures that are really necessary. Choose to include in tables only data appropriate to your narrative, that the reader really needs to understand your arguments. A table or figure first appears after it is cited in your narrative. If tables or figures are numerous, do not bunch them together in the body of the text because that creates gaps in following your narrative. You may choose to designate them as appendices. Appendices should appear in the order they are cited in the text.

**ANALYSIS OF MAJOLICA FROM THE
O'CONNELL MISSION SITE (8LE157)**

Francis M. Chadwick

**FSU Spring Archaeological Field School
ANT 4824 (or ANG 5824): Anthropological Fieldwork - Archaeology**

December 7, 2000

Abstract

The O'Connell Mission Site, a seventeenth century Spanish Franciscan mission is located near Tallahassee, in northwest Florida. The site has been under excavation for the past six years by faculty and students of the Department of Anthropology, Florida State University. This paper reports the analysis of majolica, a tin-enameled earthenware, from Feature #120, a trash-filled pit associated with Structure #3 (a kitchen). This analysis indicates that five different types of majolica were recovered. The date ranges of these ceramics indicate a period from 1600 to 1725. The calculated Mean Ceramic Date is 1691. The most common form of majolica is Cajititlan Polychrome, a type known to be manufactured in the Valley of Mexico. This paper discusses the implications of Mexican-produced ceramics in the mission setting. Majolica from Feature #120 and Feature #116 (related to the *convento*) are used to propose a chronological position for the O'Connell Mission site among the group of nine identified Mission period sites in Apalachee Province.

Attachment 3: Suggestions for the Presentation of your Field School Paper

Every discipline has its own methods of communication. For most, there are major and minor journals and the opportunity to present the results of one's investigations at professional meetings. To complete the experience of field investigations, laboratory analysis, and report production, we will formally present the results of student participants' research at an open meeting of the field school on Thursday of Final Exam week. We will begin at 8:00 AM and continue until all of the presentations have been heard. The graduate teaching assistants will act as session chairs.

A copy of the presentation abstract, essentially the paper abstract, must be turned in on disk with the paper. The format must be WordPerfect or Word. The abstracts will be assembled and a "program" prepared for the session.

Presentations will be limited to 15 minutes. You may use slides, overhead projections, or handouts as part of your presentation. Please notify the graduate teaching assistants regarding the visual aids needed. One of the Graduate Teaching Assistants will act as session chair and will keep all presenters within their time limits. If the project has multiple collaborators, we will have to evaluate the work to decide whether one or multiple presentations are appropriate.

Attachment 4: Bibliography of Field School Papers - 1984 to 2000

- Allison, Jeffrey R., Lee A. Terzis, and Barry R. Moore
1991 **8Le152, The Spanish Franciscan Mission of San Pedro y San Pablo de Patale: Analysis of Ceramic Scatter Feature #136, 1990-1991.**
- Alston, Catherine, Robin Bauer, and Rachel Horlings
1999 **Magnetometer Survey of Sections of the O'Connell Mission Site (8Le157).**
- Altman, Heidi M. and Yolanda L. Youngs
1993 **A Possible Domestic Area Associated with Feature 206 at Mission San Pedro y San Pablo de Patale.**
- Ashley, Keith H.
1987 **Apalachee Indian Involvement in Middleman Trade.**
- Baar, Katherine E. and Alexandra D. Pelin
2000 **The O'Connell Mission Burials: A Comparative Study**
- Baca, Erin V.L.
1993 **8Le152: Evaluation of Features 245, 250, 239, 218, 257, and 212.**
- Barron, Beverly, Sean Gibson, and William Wells
1992 **The Council House.**
- Barton, John Timothy
1989 **Stamped Aboriginal Ceramics from the Spanish Mission of San Pedro y San Pablo de Patale.**
- Baurley, Thomas
1991 **Medicinal Plants of the Apalachee Region with a Special Reference to the Apalachee Indians.**
- Beeney, Elizabeth A.
1994 **Apalachee Mission San Pedro y San Pablo de Patale: Is Feature #265 a Cocina?**
- Beers, Bridget A.
1990 **Analysis of European-Derived Ceramics at San Pedro y San Pablo de Patale.**
- Beers, Bridget A. and Lou E. Groh
1987 **A Comparison of the Aboriginal Pottery of San Pedro y San Pablo de Patale.**
- Berke, Jennifer
1994 **Rebuilding the Past: Reconstruction of a Mission Period Structure in the NE Yard.**
- Betts, George M.
1989 **Apalachee Clay Balls.**
- Betz, Matthew
1998 **Site Report for the Northern Units at Area #2 of the O'Connell Mission Site, 8Le157.**
- Blackmore, Chelsea
1997 **The Economic and Agricultural Evolution of Spanish Florida: The Function, Importance, and Location of Governor Salazar's Wheat Farm.**
- Borgstede, Greg and James Halpern
1996 **Results of Subsurface Testing at the O'Connell Mission Site (8Le157).**

- Branham, Charles
1991 **A Brief Narrative of the Black Drink.**
- Breit, Denise M.
1984 **Part I: Preliminary Analysis of Decorated Aboriginal Sherds from San Pedro y San Pablo de Patale.**
1985 **Agricultural Practices of the Mesoamerican and Apalachee Indians.**
- Brennan, Josh
1993 **Interpretation of Feature 206 at San Pedro y San Pablo de Patale.**
- Brewer, David M.
1984 **A Metal Detector Survey of Selected Portions of the Mission Site of San Pedro y San Pablo de Patale.**
- Brewer, Rhonda M.
1995 **Turkey Roost (8Le157) as Patale II: Conclusive or Not?**
- Brinkley, Gerald
1999 **Elbow Pipes of Apalachee: Evidence from the O'Connell Site (8Le157).**
- Broadfield, Heidi M.
1994 **A Ceramic Comparison Among Three Areas of the Church at San Pedro y San Pablo de Patale.**
- Broward, John
1985 **Pit Houses in Florida.**
- Bryne, Stephen C.
1986 **Apalachee Settlement Patterns.** Thesis, Master of Science.
- Burford, Jason, David Guest, and Jason Kelly
1999 **A Comparative Analysis on Lithic Material from Features 116, 117, and 118. Collected from 8Le157.**
- Burns, Matthew, Christopher Heil, and Robert L. Francis
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A GUIDE TO FIELD PROCEDURES

ANT 4824: Anthropological Fieldwork -- Archaeology
ANG 5824: Anthropological Fieldwork -- Archaeology

Fall Semester, 2000

**A Guide to Field Procedures
Fall Archaeological Field School, 2000**

by

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A Guide to Field Procedures has been composed exclusively for the members of the Fall 2000 Archaeological Field School. It reflects procedures in use during that period of time and on the specific archaeological sites under consideration. This guide will be changed for the Fall 2001 field school.

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Introduction to Mission Period Research

Florida State University field schools have been engaged in research on the Franciscan missions of northwest Florida continuously since 1984. These missions were established by Spain in the Apalachee homelands beginning in 1633. The missions were destroyed in 1702 and 1704 by Anglo-Creek military forces from the Carolina colony. The Apalachees and indigenous peoples who had been displaced to this area fled. The homelands of the Apalachees were largely abandoned and the previous sites of the missions were lost as natural processes reduced evidence of them and memory of their locations was dimmed.

Some of the first archaeological work in mission sites was conducted by Hale G. Smith and John W. Griffin, then employees of the State Board of Parks and Memorials, in the late 1940s. The motivation for this research came principally from Mark F. Boyd, a local, retired physician and avocational historian. Beginning in the 1930s, Boyd translated many of the early Spanish documents that recorded events and activities in the missions of this area. A friend, J. Clarence Simpson, of the Florida Geological Survey interested him in locating the lost mission sites. Boyd approached professional archaeologists Smith and Griffin. The work of Boyd, Smith, and Griffin was published in 1951 as *Here They Once Stood: The Tragic End of the Apalachee Missions*. It has recently been reprinted (1999) by the University Press of Florida.

After the Board of Parks and Memorials was disbanded, Smith was hired by Florida State University as the Acting Chairman of the Department of Anthropology beginning with the 1949-1950 academic year. During the 1950s, FSU field schools also investigated mission sites. Another archaeologist who was involved in mission investigations was Charles H. Fairbanks who excavated at the site of Mission San Luis de Talimali and taught in our department for several years.

In the late 1960s and early 1970s, another period of archaeological activity in mission sites was conducted principally by the Bureau of Archaeological Research of the Florida Department of State. B. Calvin Jones, an archaeologist with the Bureau, conducted excavations at a number of mission sites throughout the state. In Apalachee Province, he tested nine missions (Jones and Shapiro 1990).

The Franciscan-Apalachee Spanish Mission Research Domain

During the First Spanish Period (AD 1565-1763), a chain of Franciscan missions was established in La Florida to implement social, military, political, and religious control of indigenous groups. Most heavily involved in the mission system were the Guales (of the Georgia coast), the Timucuas of northeast Florida, and the Apalachees of northwest Florida. Since the late 1940s, archaeologists and historians have joined in the effort to investigate the physical remains, life ways, and archival resources that represent the

last century of existence for these once dominant indigenous groups. Explicit goals of these undertakings have included location of archaeological remains and identification of a site as a mission site, establishing cultural chronology and site affiliation, developing settlement patterns for Florida mission sites, assessing measures of acculturation, and enriching the ethnohistorical base through documentary research and translation.

Our research effort directly studies the Apalachees, a Muskogean-speaking people resident in the area between the Aucilla and Ochlockonee rivers in northwest Florida, during the Mission period (1633-1704). It also considers other tribal groups resettled to Apalachee homelands during this period. Since 1983, there has been a sustained research effort by two entities: 1) the State of Florida through its Bureau of Archaeological Research, predominantly at the Mission San Luis Archaeological and Historic Site (8Le4) in Tallahassee and 2) the Department of Anthropology, Florida State University at Mission San Pedro y San Pablo de Patale (8Le152), the O'Connell Mission Site (8Le157), the Castro site (8Le151) all in surrounding Leon County. Faculty and students of the department have also conducted brief subsurface testing at the site of San Lorenzo de Ivitachuco (8Je100) in nearby Jefferson County in 1993.

Long Term Research Goals

Since the earliest work in Spanish Franciscan mission sites by Boyd, Smith, and Griffin (1951) the approach to the study of the Florida missions has combined historical documents and ethnohistorical research with archaeological research. This approach has been continued by a group of researchers: Bonnie G. McEwan, Richard H. Vernon, C. Margaret Scarry, John F. Scarry, Marvin T. Smith, John Worth, Kenneth Johnson, John H. Hann, David Hurst Thomas, Jerald T. Milanich, Rebecca Saunders, Brent R. Weisman, Kathleen A. Deagan, Kathleen Hoffman, Amy T. Bushnell, Rochelle A. Marrinan, and the late John W. Griffin and Gary Shapiro since the mid-1980s. Their work is summarized in a group of papers edited by McEwan (1993) and several papers appeared in *Columbian Consequences*, vol. 2 (Thomas 1990).

At the outset, gaining an idea of settlement location was important. Several areal site survey efforts have resulted in the identification of mission and mission-related sites. Of most assistance were the surveys conducted by Kenneth Johnson and Milanich in Columbia County, Charles R. Ewan in Tallahassee, and Marrinan and Stephen C. Bryne in Leon and Jefferson counties. These surveys built on site information in the Florida Master Site File originally provided by Hale G. Smith, Charles H. Fairbanks, and John

W. Griffin in the 1940s and 1950s, and B. Calvin Jones and Ross Morrell in the 1960s and 1970s.

There are other research goals. One of particular importance is culture contact and

acculturation. Anthropologists have been explicitly concerned with the study of acculturation since the early twentieth century. The mission system offers an excellent setting within which to examine the consequences of European intrusion into the Apalachee homelands. It is important to note that to effectively address acculturation in the mission system, a comparative database from a number of mission sites is needed. Consideration must also be given to the chronological range of sites within Apalachee Province. Acculturation may be studied through a number of factors: changes in architecture, varieties of material culture, changes in religious/ideological behavior, changes in subsistence and the introduction of domesticated plants and animals, and settlement organization.

Secondly, archaeological research in mission sites explicitly seeks to develop predictive models to assist in site assessment and approach. Given the relationship of church, plaza, and council house at Mission San Luis de Talimali (an Apalachee mission and Spanish presidio), it is possible that such a relationship will exist in other Apalachee mission sites. It will be possible to test the predictive value of this relationship this year at Mission Patale.

Contributions to the Mission Period Research Effort

At the outset, our explicit research goal was to identify and study the indigenous population of a mission. The work that had been done by Smith and Jones had featured the church/convento/cocina complex of buildings. Because these structures would likely be the most European-influenced buildings, as well as the home of the friar and location of his primary activities, we sought to illuminate the lives and situations of the other, and more populous segment of the mission population, the hundreds of indigenous people who lived their lives in these settlements.

As time passed, it became clear that the remains of indigenous residential areas were elusive in the archaeological record. As a consequence, most of the FSU excavations also have concentrated on the church complex (church and convento). Thus, we have addressed issues relevant to these special areas of a Florida mission site. It is true, however, that even though more excavation time has been spent on mission churches in La Florida, we still do not have an adequate grasp of their form. Only two mission churches have been completely exposed (Mission Santa Catalina de Guale by David Hurst Thomas and Mission San Pedro y San Pablo de Patale by the late B. Calvin Jones and Rochelle A. Marrinan). Complete exposure and mapping of architectural elements is critical to our attempt to build a picture of mission architecture in La Florida, to examine adherence to, or adjustment of, Franciscan architectural norms evident in other, contemporaneous, mission fields, and to build predictive models that will facilitate investigation of these sites.

The Florida State University Field Schools and Mission Research

Archaeological Overview

Since 1984, our work has focused on three mission sites: Mission San Pedro y San Pablo de Patale (8Le152), the O'Connell Mission site (8Le157), and the Castro site (8Le151). The following summary presents an overview of the activities of the field schools at these sites.

Mission San Pedro y San Pablo de Patale (8Le152)

The mission site was first identified by the late B. Calvin Jones in 1971. The property was owned by Bud Dickinson, then Controller of the State of Florida. Jones conducted several months of excavations on the site and identified church, *convento*, and *cocina* (kitchen) areas. From the area beneath the floor of the church, he excavated over sixty burials. In 1991, a report of those excavations was published by the Bureau of Archaeological Research (Jones, Hann, and Scarry 1991).

In 1983, Mission Patale was purchased by Dr. and Mrs. Frank Bilek. The Bileks contacted the Department of Anthropology and encouraged investigation of the site by its faculty and students. They permitted investigations that occurred on the land around and adjacent to their home, often in their front yard. They also generously made funds available for graduate student assistantships and other costs incurred by the field program.

Mission Patale seems to be one of the earliest mission sites identified to date in Apalachee Province. It likely dates from ca. 1633, when the first missions are known to have been established in the province. It is thought to have been burnt during the Apalachee Revolt of 1647.

Mrs. Bilek died unexpectedly in 1991, but Dr. Bilek continued to support the research program. In 1995, he became quite ill and was forced to sell the property. The property was sold to Dr. Leaton Hall and activities were suspended at the site. The field program was then moved to the O'Connell Mission site (8Le157). An overview of most of our work at Mission Patale (through 1992) is available in McEwan 1993 (see Marrinan 1993) and is required reading for this class.

1984 Field School: The initial field school began the process of investigating the site and its surroundings. The grid was set in and a broadscale subsurface testing program was begun. A total of 1566 tests were dug. Remote sensing (electrical soil resistivity survey) was conducted for two months, but was found to be relatively uninformative.

Excavation was conducted in the southmost field based on the recovery of considerable

quantities of burnt clay. These concentrations proved to be natural occurrences rather than cultural evidence. Excavation was also conducted just outside of the fenced yard in the South Field (south of the Bilek house) where a heavy concentration of ceramic materials was recovered on the surface and in the subsurface testing. Near the end of the field session, a series of postmolds were exposed and designated Structure 1.

1985 Field School: Subsurface testing was continued to the west of the Bilek residence. Excavation of Structure 1 continued. The postmold pattern suggested that the structure was circular in plan, but the area was not completely excavated. Students also participated in the Apalachee-Mission Archaeological Survey, a project which examines a 40 km square area around Mission Patale. This research was reported in the thesis of Stephen C. Bryne (1986) and as a survey report (Marrinan and Bryne 1986).

1986 Field School: During this field session, we extended excavation away from Structure 1 slightly to the southwest. We exposed the remains of three superimposed constructions: Structure 2, a circular structure that may represent an Apalachee house, Structure 3, a fence-like row of posts that may represent a palisade, and Structure 4, a Mission period rectangular structure with very large postpits. At the Bilek's request, this area was left open and a large covering structure was placed over it.

1987 Field School: we intended to undertake further work in the South Field, but the presence of the structure over Structures 3, 4, and 5 made it impossible to drain water from the excavation area. The open units and exposed features were inundated by rainwater. We elected to backfill these areas and move to the Northeast Yard where the Bileks proposed to build another swimming pool. Our work in the Northeast Yard indicated an area with considerable activity. While many postmolds were identified, few suggested any type of structure. One small area of burnt clay floor was exposed.

1988 Field School: work was conducted exclusively in the Northeast Yard. A number of postmold features, two large trash pits, and three concentrations of charred corn cobs and carbonized wood were exposed.

1989 Field School: work continued in the Northeast Yard. For the first time, we also opened an area in the front yard in the vicinity of the Northeast end of the church. This work was undertaken at the request of B. Calvin Jones who was finalizing his report on the 1971 excavations at the site. The outcome of this research suggested that there was further information in the church area that should be investigated. We also returned to the South Field and exposed the south side of Structure 3 and more of Structure 4 for mapping.

We also opened a small area to the immediate west side of the Bilek house, but exposed no clear cultural features. The unexpectedly heavy amount of modern debris around

the house seemed to relate to the construction period in the early 1970s.

1990 Field School: this year, we worked exclusively in the front yard on the church area. We removed some of Jones's backdirt and extended the excavation further. We found evidence for remodeling of the site -- postmolds plugged by the same red clay laid down for the floor of the church. We identified one structure that clearly lay beneath the church.

1991 Field School: this field school's work built on the 1990 excavations. We clearly showed that Jones's convento was more likely the sanctuary of the church. The length dimensions were increased to 33 m (by 10.5 to 11 m width). Also exposed were features suggesting further remains to the northwest, but time did not permit exploration in that direction.

1992 Field School: we returned to the South Field and opened several more units over Structure 1. This structure had been puzzling since its identification in 1984 and when possible, we continued to excavate the area intending to have a complete view of it. We completed opening all of the excavation units over this structure and found 75 postmolds. None was intrusive denying us the opportunity to see earlier and later constructions clearly. In the center of these postmolds lay Feature 203, a large postpit with a large postmold and several sherds of Spanish olive jar. The date and conformation of this structure is still enigmatic.

During this field school, we also returned to the Northeast Yard and expanded the excavation area into the adjacent field (outside the fenced yard). We exposed a remnant clay floor with large quantities of indigenous and European-derived material culture. In plan, the structure was rectangular, oriented northwest to southeast, and composed of two rooms.

Tina M. Rust (1992) completed a master's thesis that examined the architectural evidence from the Church Area at Mission Patale.

1993 Field School: we continued to excavate around the remnant clay floor (Feature 206/207 -- Structure 8) and determined that it had been built upon a layer of fill dirt. Further, we identified Structure 7, a round unbaked red clay floor that lay beneath the fill layer. This seemed to suggest another incident of remodeling. Wendy M. Nettles (1993) completed an honors thesis that examined the efficacy of our subsurface testing strategy on mission sites.

1994 Field School: we returned to the Church Area to continue excavations to the northeast and north of the 1989 excavations. We found a puzzling array of postmolds in this area. We also reopened the "cocina" area, but were unable to say anything further about its identification. We were able to show the presence of postmolds beneath the structure.

1995 Field School: we intended to open due east of the Church area in the field (south of the area in which Structure 8 was identified). We were emplacing the site grid when the real estate agent thought we should not be present during the time of the land sale.

After the fieldwork ended at Mission Patale, several students completed master's theses using data from Patale. In 1996, Wendy M. Nettles presented an examination and critique of the "Florida Mission Model." In 1999, Gregory M. Heide compiled the architectural and material cultural data for the Northeast Yard.

O'Connell Mission Site (8Le157)

With the permission of Stephen C. O'Connell, formerly president of the University of Florida, Florida State University field schools have investigated the mission lying on his property. First identified by B. Calvin Jones in 1969, the site was thought to be a second location of Mission Patale and Jones formally named it Patale II when he entered the site on the Florida Master Site File. In 1995, we changed the name to the O'Connell Mission site because the relationship with Mission Patale was not clearly present. This site has also been called Turkey Roost in the archaeological literature.

Our research suggests that the O'Connell Mission site dates from later in the Mission Period, possibly after 1690. This late date suggests that the site is one of the missions that was destroyed in 1702 or 1704 by English militiamen and their Creek allies. That the O'Connell site is a later location of the Patale congregation still has not been demonstrated to date.

Our work at the O'Connell Mission site has focused on the mission complex: the church, *convento*, and intervening area. The research effort at the O'Connell Mission Site (formerly called Patale II or Turkey Roost) began in 1985 with a site visit from members of the Apalachee-Mission Archaeological Survey team (Marrinan and Bryne 1986). At that time, the land was in soybean production and active investigations were not undertaken until 1986 when the land was fallow. The site comprises an unknown area among several hundred acres of agricultural land. Most of the area is currently in pasture grass.

In 1986, a group of volunteers established a transit station and laid in a grid to anchor a testing program. Subsurface testing using post hole diggers was conducted based on a 10 m test interval (used as a standard at Mission San Luis and Mission Patale). In 1987, the field school class continued subsurface testing at the site. Preliminary data were reported in a series of papers at professional meetings and summarized by Marrinan (1993: 253-254).

1995 Field School: Excavations were conducted during the months of February,

March, and April. The site was confirmed as a mission site by the location of a structure (Structure 2) believed to be the mission church and reexamination of a wattle and daub structure (Structure 1) first identified by B. Calvin Jones of the Florida Bureau of Archaeological Research in 1969. This latter structure is now interpreted as the convento (friary) of the mission site. The findings from this field session were reported in a paper presented at the 1996 Annual Meeting of the Society for Historical Archaeology in Cincinnati, Ohio (Marrinan 1996b).

1996 Field School: three weeks of **subsurface testing** extended the testing effort of 1986 and 1987 to the north and east. **Topographic mapping** was conducted over the entire area under consideration for excavation and along the site margins. Three months of **excavation** were concentrated on Structure 2 (the mission church). Before the end of the 1995 field session, burial pits had been identified inside the building. Our research has shown that mission churches generally have extensive subfloor burial areas.

The 1996 goals were essentially focused on Structure 2 and a determination of its dimensions (length and width). The total exposure of the structure has been a primary goal. While this intention remains, several years were required to completely expose the structure given its large size. In 1996, width was determined to be 15.6 m, but the length was not completely measured. At neither the NE end (expected to contain the main door) nor the SW end (expected to contain the sanctuary) had adequate terminating features been exposed by the end of the field session. On the SW end, drip lines suggested a structural addition on the NW side and possibly behind the altar (Figure 12).

A second goal was a program of burial assessment. A long term program of research at the O'Connell Mission Site may have included a biocultural component, but poor preservation of human skeletal remains was anticipated at O'Connell. The burial assessment program provided evaluation of preservation condition, orientation, depth of interment, confirmation of features identified as grave pits, and information about Structure #2 (pieces of clay floor were recovered in the burial pits - in no area excavated to date has intact floor been exposed). Two burial pit features were investigated. Human remains, in poor condition, were exposed in both. Burial orientation of both was NE to SW with the head at the NE end. The process was recorded, evaluated, and the grave and its contents were backfilled with clean beach-type sand. The results of this work were reported at the 1996 Annual Meeting of the Southeastern Archaeological Conference in Birmingham, Alabama (Marrinan 1996a) and in two papers given at the annual meeting of the Society for Historical Archaeology in Corpus Christi, Texas (Marrinan 1997b; Yates and Kitchen 1997).

1997 Field School: the **subsurface testing program** was continued for four weeks. Additional data regarding material culture distribution across the site were gained

though this effort. A total of 1,237 tests were dug and recorded representing an additional area of approximately 50,000 square meters. One area tested was found to have unusually good preservation of faunal remains. This area appears to represent domestic activity at the site and was further tested during the field session (Area 2).

Topographic mapping was conducted concurrently with the testing program. Preliminary mapping to date has indicated a topographic anomaly in the church area. Similar anomalies may reveal a plaza or council house in the near future and potential residential areas from a long term effort.

Excavation: Structure 2 (Mission Church): the excavation period included the months of February, March and April and was focused on the Structure 2 area. The length of the structure exceeds 45 m, but conclusive enclosing features were not delimited on the NE end. We identified and mapped over fifty additional graves (but did not conduct excavation of any of these).

Area 2: the subsurface tests that produced well-preserved faunal remains lay aside an isolated knoll located approximately 900 m NW of the church-convento complex. Before excavation, a grid was laid over this area and magnetometry was performed over a selected portion of the area. We next opened a 1x1 m test over the positive post hole test, but increased this unit to 2x2 m when it became clear that the feature was large. This feature (Feature 84) is currently hypothesized to be: 1) a pit, originally dug to gather clay, and then refilled with domestic refuse; or, 2) an eroded slope with over-the-edge depositing of domestic refuse. The nature of the materials suggests that hearths were cleaned out and the refuse thrown in this feature.

In addition to fauna, floral remains, lithics, ceramics, and a small amount of burnt clay were recovered. No domesticated animals nor plants nor European-derived material culture have been recovered from the relatively undisturbed lower levels. Glass beads were recovered from the plow zone lying over the feature and may be related to the feature, but this is not clear. Maize, in the form of kernel-less cob fragments, is present in the sample. The knoll area was thought to represent a domestic unit, a farmstead, but its relationship to the mission was not clear. Further work was planned for 1998.

Results of the Analysis of Glass Trade Beads: a master's thesis, written by Elizabeth C. deGrummond (Field School 1994), entitled, *Beads from the O'Connell Site (8LE157): A Study of Bead Chronology and the Seventeenth Century Spanish Missions of Apalachee Province* was completed during the Summer Semester (1997). The results of deGrummond's analysis revealed that the dating of the O'Connell Mission Site is post-1670, with post-1690 being most probable. The late chronological placement of this site in the Mission period (1633-1704) suggests that the O'Connell Mission Site is one of the latest sites we have encountered and quite possibly, it is one of the 1704 massacre sites.

The findings from the 1997 Field School were reported in a paper given at the 1997 Gulf Coast History and Humanities Conference in Pensacola (Marrinan 1997c, 1998), the Annual Meeting of the Society for Historical Archaeology in Atlanta (Marrinan, Peres, Halpern, and Sobierajski 1998), and in an invited session on Florida Archaeology at the Annual Meeting of the Southeastern Archaeological Conference in Baton Rouge, Louisiana (Marrinan 1997a).

1998 Field School: The activities of the 1998 Field School were concentrated in two areas: Area 1 -- the Church/Convento complex and, Area 2 -- the possible domestic unit on the knoll. In brief, our 1998 program included:

Subsurface Testing - four weeks (January) were spent extending the grid and continuing the subsurface testing program.

Topographic Mapping - concentrated on mapping Area 2 concurrent with the subsurface testing program.

Magnetometer Survey - was conducted after topographic mapping of Area 2 was completed. Specific areas of Area 2 were surveyed with priority given to areas considered for excavation on the basis of subsurface testing, topographic mapping, and excavation (in 1997).

Excavation: Area 1 - (February, March, and April) the Structure 2 area was re-opened and the search for the complete structure footprint was continued.

Area 2 -- Feature 84 was re-opened and partially excavated. Given the results of the topographic mapping, magnetometer survey, and previous subsurface testing, several areas were selected for test excavation in the hope that the magnetometer data could be used to predict the location of features similar to Feature 84. Excavation units were opened over areas having low, medium, and high magnetic values. Our findings did not support the use of the magnetometer data as a reliable indicator of similar features, however. Radiocarbon and soil dates strongly suggest a late Protohistoric period (ca. 1600) chronological affiliation.

This research was presented at the Annual Meeting of the Society for Georgia Archaeology in Valdosta (Marrinan, Heide, Halpern, and Blackmore 1998) and contributed to the data used for a joint presentation at the Annual Meeting of the Southeastern Archaeological Conference in Greenville, South Carolina by Nancy Marie White and Rochelle A. Marrinan (Marrinan and White 1998).

1999 Field School: This field session focused on Area 1 (the church/*convento* complex). Three locations within this area were studied.

Structure 2: the mission church. Our work from 1995-1998 exposed a large structure, but ambiguous areas remained. We re-opened the northeast end and completed the exposure needed in that sector to establish the limits of the structure. A line of posts representing the NE wall was not defined.

Possible Kitchen: in 1969, Jones noted the occurrence of burnt clay to the southwest of his Structure 1. At the time, he believed it to be a *convento*, but we believe

it more likely to be an outbuilding of the *convento* (Structure 1) -- perhaps a kitchen. The extension of the drip line from Structure 2 into that area suggests a covered way, wall, or continuation of Structure 2 into that area. We conducted magnetometer survey of this area and identified several anomalies having low magnetic values. These anomalies correlate with trash-filled pits in two instances (Feature 116 and 118). In addition, several large postpits with postmolds were exposed suggesting a structure (Structure 3) lying further west than our 1999 excavation was carried. The types of refuse recovered from these large pits suggest a variety of activities from domestic (faunal, floral, and ceramic materials), metal-working (iron slag and wrought nails), use and retouching of lithic tools (lithic debitage and projectile point), and personal items (glass beads, silver finger ring). Both pits may have been originally dug to extract clay to construct the *convento*.

Convento: a master's thesis analyzing the material from Jones' 1969 excavation and considering the configuration and placement of conventos during the mission period was completed by Jennifer Azzarello (1999).

Intervening Area: the area between the *convento* (Structure 1) and church (Structure 2) was tested. Two 4 m areas were opened. The 4 m excavation unit located approximately 10 m from the northwest wall of the church revealed burials. They were oriented in the same manner as those within the church but quite shallow. Preservation of the human remains was poor and the semester ended before the extent of these burials could be determined.

Other Research: a master's thesis investigating the possibility of discriminating Spanish lead ball shot from English lead ball shot was completed by Sarah Workman (1999). Samples were run on the High Magnetic Field Laboratory's mass spectrometer. The conclusion was that it was not possible to discriminate British from Spanish lead.

Spring 2000 Field School: Excavations were concentrated on the intervening area. A total of 41 2x2 m units were opened to expand our view of the area adjacent to the church. To the northeast, an apparent end of the burials was found to be approximately the same length as the last clear postmolds exposed on the northwest wall of the church. A total of 70 burials were delimited by excavations. A clear end of burial activity was not identified on the southeast side.

The findings from the 1997 to 2000 field schools were prepared for publication in *The Florida Anthropologist* (Marrinan, Halpern, Heide, and Blackmore in press).

The Castro site (8Le151)

The Spring 2000 Field School began the process of accumulating preliminary information at the Castro site (8Le151) initially identified as Mission Assuncion Nuestra Senora del Puerto by the late Calvin Jones, but later identified as Mission Santa Cruz de Capoli (also known as Santa Cruz de Ytuchafun or Ychun tafun). Jones visited the site, made surface collections, and formally reported the site, but never excavated there. According to historian John H. Hann, this site may date from 1672 to 1704.

Spring 2000 Field School: this was the inaugural field session for the Castro Site. We laid in a grid for the site and began subsurface testing. A total of 623 tests were dug. We also began topographic mapping of the northernmost field. Preliminary data from this work and the other excavations at the O'Connell Mission sites will be the topic of a paper presented at this fall (Marrinan, Kratt, and Wight 2000).

Fall Semester, 2000

Castro Site (8Le151): four weeks of **Subsurface Testing** will be undertaken at the Castro site. During the months of August and September, we will be continuing subsurface testing. The Spring 2000 field school class dug 623 subsurface tests. Our first task will be to establish the grid upon which these tests will be positioned and recorded. We will use standard surveying equipment to re-emplac the site grid and extend it into the target area. Once sufficient grid/test points are marked, some of us will begin to dig the tests while others continue to set the remaining grid points. Each test point will be marked with its grid coordinates on a piece of flagging tape.

Each test is dug with a standard post hole digger and the contents screened through 1/4-inch hardware cloth. Each test will be recorded on a **Post Hole Test Form**. This form asks for the grid location, a description of the stratigraphic layers encountered, the kinds of material recovered, and any other comments that you would like to make about observations during the digging of the test. There are also places for Field Specimen Number and Post Hole Test Number -- but those will be assigned at the end of the field day. All recovered materials are placed in a plastic bag with the grid coordinates clearly indicated. The flagging tape with the grid coordinates should also be placed in the bag. Please use a Sharpie fine point marking pen to label the posthole test bags. See Figure 4a for the way the information should be arranged on each bag.

Topographic Mapping: Each year, we add to the topographic map of the Castro site. It is possible that we may be able to define archaeological features through our efforts to record the present land contours. A circular plaza was recognized at the San Luis Mission Site (8Le4) through topographic mapping. To date, we have mapped only a small portion of the Castro fields.

Magnetometer Survey: Again this year, field school students will have the opportunity to take part in our ongoing program of magnetometer survey. Magnetometer survey is a non-invasive form of remote sensing. The Department of Anthropology has a proton precession magnetometer, an instrument with the capacity to reveal subsurface magnetic anomalies associated with sites of former human habitation. The theory underlying the application of a magnetometer to archaeological investigations as well as in the operational procedures currently employed will be explained. The following information provides a brief description of the device itself as well as some very important precautions to be noted prior to its employment in the field.

The EG&G Geometrics G-858 Proton Precession Magnetometer is a new to the department having been purchased during the summer. It is a portable, lightweight instrument (consisting of an operator's console and a sensor) used for measuring the magnitude of the earth's magnetic field and disturbances therein, combining high accuracy and relative ease of use. Some products of human activity, such as hearths, floors, pits, and pottery, can have magnetic properties and therefore may cause observable disturbances in local field intensity. Through interpretation of magnetometer readings, generally in the form of a digital readout, assumptions can be made about what exists beneath the ground surface, whether it is a pipeline, an ancient ceramic vessel, or geologic structure.

The very sensitivity of the magnetometer which allows us to make subsurface observations makes it susceptible to user-induced error, the most easily remedied of which is the removal from instrument operators of all ferromagnetic materials. These may include various tools, compasses, pocket knives, watches, keychains, belt buckles, zippers on jackets and jeans, or the metal grommets and steel shanks in one's shoes or boots. Students assigned to magnetometer survey will be responsible for and should endeavor to minimize the presence of these materials and find suitable nonferrous substitutes. Sweatpants and t-shirts are recommended. Laces can be removed from shoes, but check for metal grommets.

O'Connell Mission site (8Le157): From available data, Feature 84 is not mission-related. Radiocarbon dating indicates that this large trash-filled feature most likely dates to the late Protohistoric period. We have removed approximately 70% of the feature and are returning this year to remove the remainder. Given the imminent purchase of the property for housing development, we would like to have the remainder of the feature fill to be certain that neither animal nor plant domesticates that originate in the Old World are present. A thesis analyzing the vertebrate faunal remains removed from this feature in 1997 and 1998 was recently completed by Chelsea Blackmore (2000).

Mission Patale (8Le152): During the summer of 2000, Dr. Hall, the owner of the Patale Mission site, contacted the department regarding problems he was encountering in trying to subdivide the acreage he had purchased from Dr. Bilek. The Division of Historic Resources of the Florida Department of State raised the issue of the impact of development on areas as yet uninvestigated on the mission site. Indeed, if we use the data currently available, we would project that the missions convento would lie beneath one of the subdivided areas. Dr. Hall permits us to return to the Patale site to investigate this area during the Fall Field School of 2000.

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EXCAVATION PROCEDURES

Excavation: For the period from late September through early December, we will be engaged in excavating the area in which we believe the Franciscan convento will be located.

Excavation Goals: Our goals for student participants during this period focus on learning the use of tools, implements, and instruments as well as learning the basic organizational concepts of conducting an excavation. Most important is gaining an understanding of provenance control -- the field specimen catalog, what materials are "artifacts," what information must always be associated with artifacts, treatment of artifacts, and preliminary identification (cultural and temporal) of artifacts.

A variety of records are generated during the investigation of an archaeological site. Probably the single most important type of record is the **Field Notes** which are kept collectively and individually in bound field books. Each student will have his/her own field book and be responsible for entries that are appropriate for the activities assigned each day. One student participant will keep the **Cumulative Field Notes** each day. These notes are kept in a separate notebook. The Graduate Teaching Assistants and Dr. Marrinan also keep field notes. Several specific types of forms are used as the work progresses. These are: **Field Specimen Catalog, Map Log, Unit Summary Form, Feature Form, Photographic Log, and Ideographic Log.** There are procedures and terminology for recording of observations, field activities, and provenance information.

Students will learn the physical processes of excavation, evaluation, and processing of the soil matrix. They will learn how to discriminate between natural and cultural soil features. They will learn how to record field observation on maps, in photographs, and through videotaping. They will be involved in the process of cleaning and analyzing recovered artifacts. Each student will gain firsthand experience of report writing through individual or collaborative preparation of a paper based on some aspect of the fieldwork. Finally, the results of this research will be presented to the field school during the last meeting of the group on Thursday of Finals Week.

The following work assignments are explained to provide an idea of what you can expect when you are assigned to a specific activity. Some of these explanations reiterate information already introduced above.

WORK ASSIGNMENTS

A copy of the schedule of daily job assignments will be made available to each field school participant on a monthly basis. These jobs will rotate allowing repetitive experience of their activities. The primary jobs are:

1. FIELD NOTES

Goal: To produce a running narrative of observations and findings during the investigation of an archaeological site.

a. Cumulative Notes: One student will be assigned to keep the **cumulative daily notes** on a rotating basis. Cumulative daily field notes are kept in bound notebooks and are sequential entries by day and activity. Notes are kept in **black ink**. It is important that careful recording and legible cursive writing or printing is entered. Notebook pages should be sequentially numbered and dated (at the top of the page).

After the date entry, the **composition of the field crew** is the next concern. The individuals who have formal job assignments for the day should be listed. A statement regarding individuals who are absent or may be late should follow.

A description of general **weather** conditions should follow.

Diagrams are very appropriate and, properly labeled, should be included whenever a picture would clarify or affirm a descriptive entry or observation.

Survey and Testing Period: During the first weeks of the field school, we will be involved in the survey and subsurface testing program. As a consequence, the **Notes** entries will differ significantly from those that are made when excavation is underway. During this period, the site grid is laid in and post hole tests are dug at specific locations on that grid. A general discussion of the activities taking place is made as well as a summary of lines gridded in or posthole tests actually dug (and their results) should be made in the **Notes**.

Topographic mapping and magnetometer survey will also be occurring during this initial period. The elevation data will be kept on a series of cross-section map sheets, but a description of areas surveyed and other information should be kept in the cumulative notes.

Magnetometer data also will be kept on cross-section map sheets and a description of the areas surveyed during the day maintained in the cumulative notes.

Excavation Period: When the excavation phase of the field school begins, it is

appropriate to begin each day with a listing of the excavation units/tasks and the individuals working/assigned to them. In the case of units under excavation, mention must be made of the level or feature currently under excavation -- the zone and level numbers, datum elevation, and field specimen number.

Field specimen numbers (FS#) are assigned when levels or features are opened and must also be recorded.

504N,700E: continuing to remove Zone 1, Level 2 (1.45-1.55 mbd).
FS# 4021.

510N,702E: continuing to remove Zone 2, Level 3 (1.83-1.93 mbd).
FS# 4026.

As the day progresses, all openings and closings of units, levels, or features should be recorded under the unit heading. A reader of the field notes should be able to follow the progress of each unit or feature in this manner - from day to day and within any given day. An example of a typical closing notation is:

504N,700E : closing Zone 1, Level 2 (1.45-1.55 mbd)

SW 1.55
NW 1.55
NE 1.56
SE 1.55
Center 1.55

FS# 4021: indigenous ceramics, olive jar, glass beads, chert flakes,
glass, lead shot (deformed), iron nails.

Opening Zone 1, Level 3 (1.55-1.65 mbd). FS# 4029.

When maps are drawn, the map sheet number and map log number must be recorded. When photographs or videotape is made of a unit or feature, they should be noted. The names of visitors to the site should be recorded. Changes in the weather or other events should also be recorded. At the end of the field day, a summary (much like the opening inventory of units) is made.

An example of opening field notes is attached as **Figure 1**.

The note taker also initiates a **Unit Summary Form (Figure 2)** when a new excavation unit is opened. Each time a zone or level is closed, the note taker should add that information to the form. If a feature is designated, that information should be added. If post molds or other features are designated, they should also be added. This form is often overlooked, but is very important in that it provides a ready summary of all of the activity that has taken place in an excavation unit. A separate notebook with the unit summary forms is present in the field.

The student assigned to **Cumulative Notes** is also responsible for initially filling out a **Feature Form (Figure 3)** at the time that a feature is officially designated. As work on a feature progresses, information should be added to the form. Finally, when the feature is closed, the note taker should make all final entries. The feature form is important in that it summarizes all of the information about a feature and provides a quick reference. Be certain that a diagram of the feature is sketched and that notations about photographs are entered on the form. A separate notebook with the feature forms is present in the field.

b) **Individual notes** will be kept by each field school participant in a bound notebook that ultimately will become a part of the site documents. These will be turned in at the end of each week, reviewed by the graduate teaching assistants, and returned on the next field day. Individual notes should describe the activities, observations, and responsibilities of the writer. Because they will become part of the permanent record of the site, attention to detail is critical. These are not personal diaries and should not include strictly personal information or flippant comments.

c) **Special Project Notes** will be kept by the group responsible for the activity, usually one of the graduate students or graduate teaching assistants. For example, topographic mapping is a special project that may generate separate notes. All datum elevations read are recorded on separate cross-section map sheets and become part of the permanent site data inventory.

2. FIELD SPECIMEN CATALOGER

Goal: To preserve the spatial relationships of artifacts during testing or excavation of the site.

The **Field Specimen Catalog** is a sequential listing of all lots of artifactual material removed from a site. In the field, a separate notebook with Field Specimen Catalog forms will be available and the list maintained as work progresses. This catalog is critical in the maintenance of provenance and context, i.e., it preserves the locational (provenance and context) information about the materials that are removed from the site.

The Cataloger initiates collecting of field specimens by preparing the plastic collection bags - writing the site number, the unit or grid coordinate, the level or posthole test number, the datum elevations (opening and closing), the field specimen number, the date, and the number of bags. A diagram of a typical post hole test bag is provided as **Figure 4a** and a typical excavation bag label is provided as **Figure 4b**.

A field specimen number is assigned when a new zone or level is opened, a new

feature designated, or a special sample (e.g., a flotation or soil sample) is initiated. The field specimen bags for a specific number remain active until the unit/level/feature/sample is closed. Then the bag is taken to the field school lab on campus. Active bags (proveniencies) remain in the field and are stored with the field specimen materials at the end of the day. If materials are removed for conservation or study (e.g., iron nails, glass beads, or ceramics), a note should be made in the comments section on the catalog form. Each item should be placed in a smaller plastic bag and labeled for provenance and field specimen number. If materials are removed for conservation (e.g., iron nails or spikes), a separate form is to be prepared (see Figure 11). A copy of the **Field Specimen Catalog Form** is appended as Figure 5. Examples of several types of entries are provided.

Soil matrix removed from each excavation unit is taken to the water screens, usually in a wheelbarrow or 5 gallon bucket. Each wheelbarrow or bucket must be labeled with the unit, zone, level, and FS#. We use duct tape on both wheelbarrows and buckets. These labels are discarded when the level is completed and new ones made for the next level. The FS cataloger either initiates or oversees the labeling of wheelbarrows, buckets, water screens, and drying screens.

The materials from the water screens are taken to a drying area. We use wooden pallets as a base for drying the artifacts on smaller screens. The FS Cataloger is responsible for organizing and managing the drying area each day. As materials dry, they are bagged. When the zone/level/feature/sample is closed, all bagged dried materials are taken to campus. Those materials that are still wet at the end of our work day are placed in a drying rack, covered with a plastic sheet, and left in the field.

The FS Cataloger makes certain that closed FS bags are gathered up and taken to campus.

3. MAPPER

Goal: The generation of scale drawings of field findings and the maintenance of a log of available maps.

The Mapper is responsible for all maps drawn in the field. In general, the Mapper will create the map. When several units are being mapped simultaneously, the Mapper oversees this activity and logs in the finished maps. There are basically four types of maps generated in the field: a) **composite**, b) **plan view**, c) **cross-section**, and d) **profile maps**.

a) **Composite maps:** These maps essentially provide an overview for the archaeologist. A composite will be drawn of the location of all post hole tests, for example. A composite map is drawn of all excavation units opened and as features are identified,

they are added to the composite. Composite maps provide a "big picture" of findings or progress as the investigations continue.

b) **Plan View maps:** These maps detail the **horizontal image** of details exposed through excavation. They are a primary form of horizontal control. Each excavation unit in which a feature is identified is mapped in a 1:10 scale on a sheet of cross-section paper.

c) **Cross-Section maps:** These maps detail the **vertical image** of a cut through a feature. They are a primary means of vertical control. A feature may be bisected, that is, literally cut in half. In particularly large features, especially those that involve multiple excavations units, cross-section maps may be drawn in stages to preserve the image of the stratigraphy of areas that will be removed. The side of the half remaining is drawn in 1:10 scale.

d) **Profile maps:** These maps detail the vertical image of the sides (profiles) of the excavation units. In some cases, all four profiles may be drawn. In others, only one or two. These are also drawn in 1:10 scale.

Maps drawn in the field detail, to scale, exposed components of an archaeological site. A 1:10 scale is the site standard, but other scales may be used. Field maps are drawn on numbered sheets of metric cross-section paper with a #4 (hard lead) pencil. Each map should have a title section composed of: north arrow (except cross-section/profile maps); site number; excavation unit or appropriate provenance information; feature, stratigraphic profile, or level floor drawn; scale; date; and mapper(s) names (initial first name, include surname); and Map # (leave blank until sequential map log number is assigned). A diagram of this information is included on **Figure 4c**.

Once the map is completed, a sequential number from the Map Log is assigned by the mapper. A copy of the **Map Log** is appended as **Figure 6**. Several examples of typical entries have been included. The Map Log is maintained in a separate notebook in the field.

The Mapper should also inventory the Mapper's supplies to insure that sufficient sheets of map paper and supplies are available for the next day. Approximately 4 maps of 2x2 meter units can be drawn on a single sheet of cross-section paper. Please pay attention to the orientation of your map so that the upper border of the sheet represents north.

4. PHOTOGRAPHER

Goal: Visual recording of the progress of testing or excavation through images generated by conventional and digital cameras.

An orientation to photographic equipment, activities, and responsibilities will occur as part of the first day orientation. Three Pentax 35 mm single lens reflex cameras are a part of the daily field equipment. One camera will be loaded with Kodacolor 64 slide film (color), one will be loaded with Kodak Gold 200 (color print film), and the third with Plus-X 125 ASA black and white film.

During the survey and testing, topographic mapping, and remote sensing period of the field school, general overview photographs should be taken daily. In addition to providing a record of our activities, this experience provides the opportunity to become familiar with the cameras.

During excavation, two shots of a feature, floor, postmold, profile, etc. are taken on color slide film, color print film, and black and white print film. Each shot setup includes making certain that the area is clear of incidental equipment, that the item or area to be photographed is clean and clearly visible, that a north arrow has been inserted (check direction), and that the photo board is correct. We will also record these same shots with our Olympus digital camera.

Two shots are taken with each camera of each set up. After the shots are taken, the film counter numbers are entered on the **Photographic Log** along with the descriptive information requested. A copy of the Photographic Log is appended as **Figure 7**. The Photographic Log is kept in a separate notebook with the camera bag for handy access. The photographer should inventory the film to make certain that there will be adequate film for the next day.

5. VIDEOGRAPHER

Goal: To generate a visual record of testing and excavation activities through the use of a video camera.

An orientation to ideographic equipment and responsibilities will also be a part of the first day orientation. A Sony Camcorder is available for videography during the field school. The video record provides both a general record of events and activities during the field school and a specific backup to photography. Everything that is photographed should also be videotaped. Each videographer should make themselves familiar with the camcorder by reading the instruction book (in the bag accompanying the machine).

Entries into the Ideographic Log should be made generally (for overviews of activities) and specifically (for things being photographed). A copy of the **Ideographic Log** is appended as **Figure 8**. The videographer should inventory the film to make sure that sufficient film is present to be used the following day.

6. BATHROOM

Goal: Maintenance of hand washing supplies and other sanitary supplies.

Portable toilets are being supplied and are to be serviced weekly. The person assigned to this job should make certain that the bathroom is clean and the supplies that we bring (paper towels, kleenex, soap, and lotion) are adequate. The graduate teaching assistant in charge of purchasing should be notified when supplies run low. This person should also be certain that the water container for hand washing gets into the van each morning and is packed at the end of the day.

7. EQUIPMENT

Goal: Maintenance of field equipment and supplies.

This person monitors the equipment used on a daily basis and should identify shortages of equipment, broken equipment, or needed equipment and notify the graduate teaching assistant in charge of purchasing. At the end of each day, this person should visually inspect the excavation or project area to make certain that all equipment has been removed, cleaned, and secured in the storage area or put in the vans/truck for transporting back to the university.

8. WASHER

Goal: Cleaning of excavated materials during the field school period.

Appropriate methods of cleaning will be discussed and demonstrated in the laboratory prior to the time that any artifact cleaning is performed in a field setting. Some artifact cleaning will be done by the entire field school group on rainy days.

The most important facet of this activity is the maintenance of correct provenance. If provenance information for a bag of material is lost, the material is unusable. Clean water helps to assure clean artifacts.

As artifactual materials are generated by testing or excavation, one or two students are assigned daily to clean the materials in preparation for analysis. Because most of the

recovered materials are ceramic, the washer should be particularly careful to avoid abrading the surfaces of ceramic fragments, removing material from interior or exterior surfaces (like soot or burnt foodstuffs), and should be careful to clean the broken edges to assist analysis. Soft brushes can be used to assist the process, but caution must be used to avoid abrasion.

Dirty water imparts a film to ceramic materials that requires further cleaning to remove. Cleaned materials are placed on drying racks with provenance information written on tape. Field Specimen bags are washed out, hung inside out to dry, and then refilled with their dried artifacts.

Some materials are not cleaned. These include soil samples, flotation samples, carbon samples, most bone and shell samples (very fragile), and botanical samples. Ceramics with adhering materials will be marked with warnings against washing. Metals may also be very fragile. Glass should not be washed unless specifically requested. When materials have been washed and dried, this information should be entered in the "Washed" area on the Field Specimen Catalog form (See Figure 5).

9. WATER-SCREENERS

Goal: Efficient processing of excavated materials, maintenance of provenance, and proper operating of mechanical equipment.

Generally, two people are assigned to water-screening daily. They are responsible for the smooth operation of the water-screening area. They should inspect the screens to assure that the 1/16th-inch screen is intact before work begins for the day. If it has holes or is worn, it should be repaired.

They are also responsible for servicing the pumps, starting them, and maintaining them throughout the day. At the end of the day, empty gas and oil containers should be brought to the attention of the graduate teaching assistant responsible for this area.

Screens requiring repair should also be brought to the attention of the graduate teaching assistant.

Materials for water-screening will come to the water-screening area in wheelbarrows or 5-gallon plastic buckets. Each must have its provenance information attached by tape. Usually the provenance information will be written on a piece of duct tape and taped to the container. Please make certain that such labels are removed from emptied containers. Flagging tape, attached to the handles of buckets or wheelbarrow handles, is **not** to be used.

Water-screened material is placed on labeled drying screens and laid out on pallets to

dry. At the end of the day, material must be bagged. The water-screeners work with the field specimen cataloger to assure that plastic field specimen bags contain proper provenance information.

OTHER FIELD FORMS

POST HOLE TEST FORM: These forms will be the first extensively used during the field school. Each posthole test that is dug and screened through 1/4-inch hardware cloth is recorded on this form. At the end of the process of screening the material, the form is filled out with relevant information: grid location, total depth, stratigraphy observed, kinds of materials recovered, number of bags produced, date, initials of recorder and digger. Other information such as posthole test number, field specimen number, and so forth, will be added to the form later. **Figure 9** is an example of a completed posthole test form.

FEATURE FORM: this form details specific information on things designated as features. Often these appear as soil discolorations or areas of differential deposition and, as they are excavated, may be identified as pits, floors, fill episodes, or something else. A sequential feature number is given to these areas and initial observations, photographs, videography, and mapping is recorded on the form by the student assigned to Notes. Often a feature may be located in several units. There may be reason to update and expand the feature description as adjacent excavation units are opened and the feature is further defined. A Feature Form is appended as **Figure 2**. It is important that the opening and closing datum elevations are clearly recorded for each feature and that a diagram of each feature is made on the feature form.

UNIT SUMMARY FORM: a form is kept for each excavation unit that is opened. It details everything from opening elevations to closing elevations, every feature or postmold (by number) designated in the unit, and other activities that may occur. A Unit Summary Form is appended as **Figure 3** with relevant information, for example. The student assigned to Notes also initiates this form and updates it when a level is opened or closed, when a feature is designated, or when some other activity occurs.

POSTHOLE INVENTORY FORM: If a large number of postmolds are identified in individual excavation units, this form will be used. Initially termed a "possible postmold" or "PPM" in the notes, each must be evaluated through excavation to decide whether it is, in fact, supportable or interpretable as a postmold/posthole. This form provides a unit by unit inventory of these features which are sequentially numbered by unit. Unlike features which receive sequential numbers for the site, possible postmolds receive numbers within a unit. **Figure 10** is an example of this form.

are removed from their field specimen bags for any form of conservation. One of the most usual reasons for the use of this form will be the removal of iron items for electrolytic cleaning and stabilization. Standard recording must be included (a line drawing of the item, weight, length) in addition to all of the provenance information. The item should be placed in a separate, properly labeled, plastic bag. A copy of this form is appended as **Figure 11**.

Thursday, February 25, 1999

Crew: everyone is present.

Weather: 46°F at outset. Foggy. Little breeze.

Sunny.

Activities:

- Controlled Surface Collection continues.
- Magnetometer Survey of Excavation Area 1A begun.

Opening Comments

Excavation Units in Progress

- 534N, 520E: completing sod removal.
- 532N, 524E: completing Zone 2, Level 1 (1.63-1.73 mbd). FS# 2859.
- 530N, 524E: completing Zone 2, Level 1 (1.61-1.71 mbd). FS# 2861.
- 528N, 524E: completing removal of Zone 3, Level 1 (1.67-1.77 mbd) to 1.70 mbd. FS# 2862.

2-25-99

□ 526N, 524E: suspended in Zone 3, Level 1 @ 1.70 mbd. FS#

□ 524N, 524E: suspended in Zone 3, Level 1 @ 1.70 mbd. FS# 2860.

□ 522N, 526E: continuing in Zone 2, Level 1 (1.54-1.64 mbd). FS# 2854.

□ 518N, 528E: closing Zone 2, Level 1

SW 1.65

NW 1.65

NE 1.65

SE 1.65

center 1.65

FS# 2858: aboriginal potsherds, lead ball, glass beads
burnt clay.

Opening Zone 3, Level 1 (1.65-1.75 mbd).

FS# 2865.

□ 508N, 522E: closing Zone 2, Level 2 (1.59-1.69 mbd).

FS# 2853.

Figure 1



YEAR 2000

UNIT 572N, 200E

FEA. #	DATES		ELEVATIONS		PLAN VIEW		SECTION		PHOTOGRAPHS		VIDEO	INTERPRETATION	TPQ
	OPENED	CLOSED	TOP	BASE	SHEET #	MAP #	SHEET #	MAP #	COLOR	B&W			
501	3/2	4/22	1.65	2.68	305	761 762	352	805	3/2 4/22	3/2 4/22	3/2 4/16 4/16 4/22	postmold (clay filled - burnt) with associated postpit	
PPM #1	3/2	4/20	1.65	2.20	305	761	351	802	3/2 4/20	3/2 4/20	3/2 4/15 4/20	postmold	
PPM #1	3/2	4/20	1.65	2.21	305	761	351	803	3/2 4/20	3/2 4/20	3/2 4/16 4/20	postmold	
ZONE/ LEVEL	DATES		ELEVATIONS		FS #	SCREEN SIZE	STUDENT NOTES	MARRINAN NOTES	PPM, FEA. INITIATING	MATERIALS	TPQ		
	OPENED	CLOSED	OPENED	CLOSED									
Sod	2/25	2/25	1.36	1.40	-		51-52	61-63		No material recovered.			
Zone 1 Level 1	2/25	2/26	1.40	1.50	7259	1/16"	52-53	63-64		aboriginal ceramics, historic ceramics (blue-on-white majolica), colonoware iron, glass beads, burnt clay, chert			
Zone 1 Level 2	2/26	2/28	1.50	1.53	7266	1/16"	53-55	64-70		aboriginal ceramics, wrought nails glass beads, lead shot, burnt clay chert flakes, Ichituctnee point			
Zone 2 Level 1	2/28	3/2	1.53	1.63	7271	1/16"	55-60	70-82		aboriginal ceramics, burnt clay, iron nails (wrought), chert flakes, Puebla Polychrome			
Zone 2 Level 2	3/2	4/16	1.63	1.65	7293	1/16"	60-65	91-192	Feature #501 PPM #1, #2	aboriginal ceramics, burnt clay wrought nail			

Figure 2

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DEPARTMENT OF ANTHROPOLOGY

O'CONNELL MISSION SITE
(8Le157)

FEATURE # 501

FEATURE INVENTORY

Units 0572N, 200E
0572N, 202E

Field Specimen Summary

7304 _____
7305 _____
7315 _____

Date Identified: 3-2-00
Notes Page: 92
Opening Elevation: 1.65 mbd
Description: dense accumulation of burnt clay and associated mixed soils (brown loam, red clay patches) usability associated with pits.

Photographic Summary
3-2: b/w/color/slides/digital
4-22: cross-section
b/w/color/slides/digital

Date Closed: 4-22-00
Notes Page: 206
Closing Elevation: 2.68 mbd
Sheet # 305 Map# 761 Type Plan View
Sheet # 352 Map# 805 Type Section
Sheet # 305 Map# 762 Type Plan View
Sheet # _____ Map# _____ Type _____
Final Description: post mold (burnt clay)

Videographic Summary
3-2: overview of set up
4-16: during sectioning
4-18: during sectioning
4-22: section completed

Types of Cultural Materials
1 iron nail
burnt clay (some with wattle impressions)
in pit: Ft. Walton Sherd

Maps
Sheet # 304 Map# 759 Type Composite
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____
Sheet # _____ Map# _____ Type _____

Artifacts for Illustration
1 Ft. Walton Sherd rim

Final Comments: Post/post pit of Structure 3 on NE wall

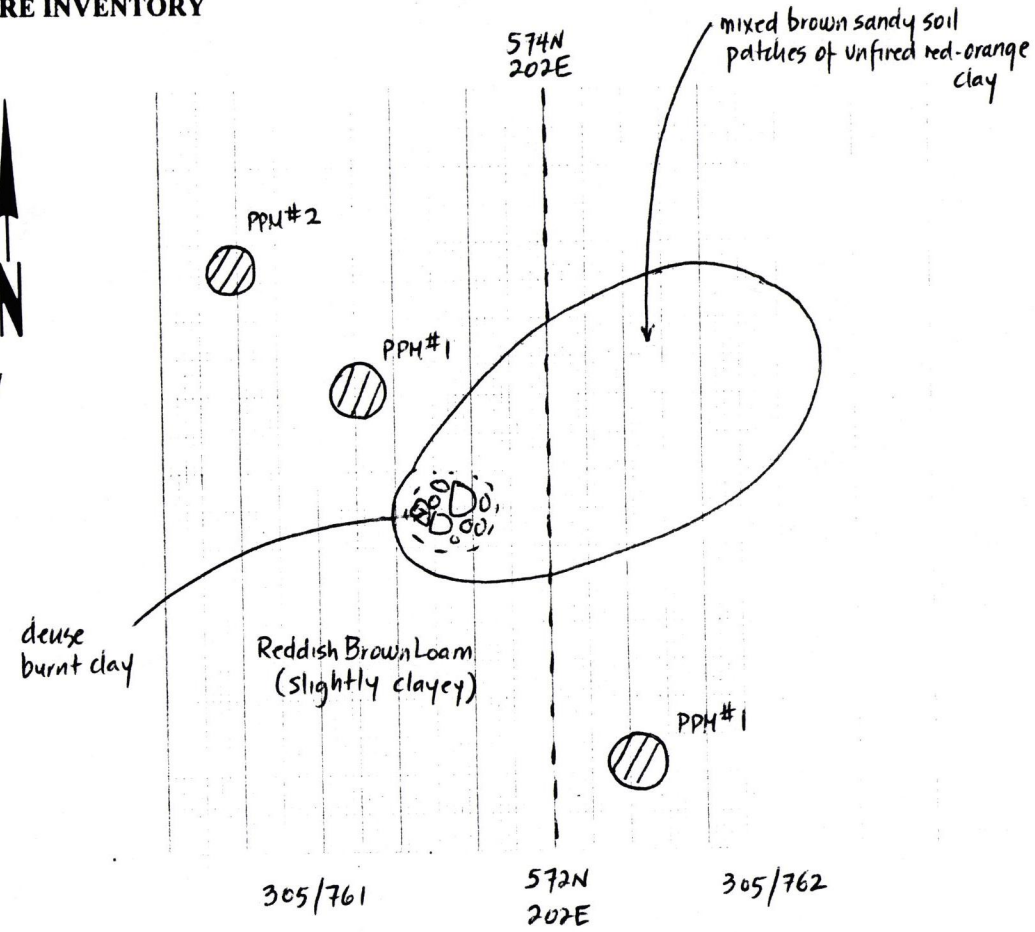


Figure 3

Figure 4: Appropriate labels for a) Post Hole Test field specimen bag,
 b) General excavation field specimen bag, and
 c) Label for field map

a)

8Le157
 PITT#
 500N, 500E
 FS#

1-7-97 JW, KD

Site Number
 Consecutive Test Number
 Grid Location
 Consecutive Field Specimen Number
 Date of Test
 Initials of Field School Members

b)

8Le157
 □ 500N, 500E
 Zone 2
 Level 1
 (1.84 -
 FS#
 bag 1 of
 3-30-97

Site Number
 Grid Location
 Zone
 Level
 Opening Datum Elevation
 Consecutive Field Specimen Number
 Consecutive Bags
 Date Bag is Initiated

c)

N
 ↑

8Le157
 □ 500N, 500E
 Plan View
 Feature #75
 Scale 1:10
 3-27-97
 G. Smith
 K. Jones

Map #

North Arrow

Site Number
 Grid Location
 Map Type
 Features Mapped
 Scale
 Date Map Initiated
 Names of Mapper and Assistant
 Map Number (from Map Log when
 map is completed)



YEAR 2000

FS NO	DATE	MATERIALS	EXCAVATION UNIT	PROVENIENCE	SCR. SIZE	ELEVATIONS		COMMENTS	WASHED	NO. BAGS
						TOP	BASE			
7201	2/1/00	aboriginal potsherd	□572N, 199E	Sod	-	1.35	1.41		✓	1
7202	2/1/00	aboriginal potsherds, chert flakes, burnt clay	□572N, 198E	Zone 1 Level 1	1/16	1.35	1.40		✓	1
7203	2/2/00	majolica, deformed lead shot, glass beads, burnt clay	□572N, 190E	Zone 2 Level 1	1/16	1.45	1.55		✓	1
7204										
7205										
7206										
7207										
7208										
7209										
7210										
7211										

Figure 5

8LE157

O'CONNELL MISSION SITE

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MAP LOG

YEAR 2000

SHEET	MAP	DATE	UNIT	FEATURES	SCALE	TYPE	COMMENTS/UPDATE	INITIALS
296	751	2/16/00	760N, 190E	Fea. #499	1:10	PV		SJA
296	752	2/20/00	762N, 194E	Fea. #500	1:10	PV		AW
295	753	2/21/00	764N, 196E	PPM# 1-6	1:10	PV		CHP
294	754	2/22/00	770N, 198E	PPM# 1,2	1:10	PV	remapped 3/2: see Sheet #302, Map # 765	MNO
291	755	2/28/00	770N, 198E	PPM# 1	1:10	Section		ATP
297	756	2/28/00	770N, 198E	PPM# 2	1:10	Section		ECA
298	757	2/28/00	764N, 196E	PPM# 5	1:10	Section		ATW
299	758	2/28/00	764N, 196E	PPM# 2	1:10	Section		JHP
300	759	2/28/00	764N, 196E	PPM# 6	1:10	Section		AMN
304	760	3-1-00	Excavation Area Composite		1:100	Composite		RAM

8LE157

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YEAR 2000FLORIDA STATE UNIVERSITY
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PHOTOGRAPHIC LOG

DATE	SUBJECT	PROVENIENCE	ELEVATION		SLIDE ROLL/FRAME	PRINT ROLL/FRAME	B&W PRINT ROLL/FRAME	COMMENTS	INITIALS
			TOP	BASE					
3/2	Feature #501	□572N, 200E □572N, 203E	1.65		3/29-32	2/28, 29	2/16-18		JTP
3/2	PPM #2	□570N, 200E	1.66	2.42	3/33-34	2/30-31	2/19-20		ATW
3/2	Excavation Area	All Units			3/35-37 4/1-2	2/32-37	2/21-26		JHP

8LE157

O'CONNELL MISSION SITE



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VIDEOGRAPHIC LOG

YEAR 2000

DATE	SUBJECT	LOCATION	LEVEL	ELEVATION		COUNTER		DESCRIPTION	INITIALS
				TOP	BASE	START	END		
3/2	Feature #501	□572N, 200E □572N, 202E	Zone 2 level 1	1.65				possible large post mold with associated pit	JTP
3/2	PPM #2 Section	□570N, 200E	Zone 2 level 1	1.66	2.42			postmold	ATW

Figure 8



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O'CONNELL MISSION SITE (8LE157)

YEAR 2000

POST HOLE TEST FORM

Grid Location: 700N, 850E Date: 1-23-00

Post Hole Test #: 151 Recorder: JHP

Field Specimen #: 22 Assistant: ATW

Bags: 1 Total Depth: 95 cm. (cm. below surface)

Profile (Describe by Stratum):

0-10 cm humus, grass

10-35 cm brown sandy loam

35-70 cm tan sandy soil

70-95 cm red-orange clay

Material Recovered: aboriginal ceramics (2), iron nail (1)

Comments: Material appeared to be limited to 20-35 cm below surface

8LE157
O'CONNELL MISSION SITE



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POSTHOLE INVENTORY FORM

YEAR 2000

PPM	CENTER POINT	E/W DIAMETER	ELEVATION		FILL CHARACTERIZATION	MAP LOG		FS	INTERPRETATION
			OPENING	CLOSING		SHEET	MAP		
1	764.5N 196.2E	20cm	1.66		red-orange clay filled	295	753		
2	764.8N 196.5E	19cm	1.65		grey-brown sand	295	753		
3	765.0N 197.0E	24cm	1.66		grey-brown sand	295	753		
4	765.4N 197.2E	20cm	1.65		grey-brown sand	295	753		
5	765.6N 197.5E	20cm	1.66		red-orange clay filled	295	753		
6	765.8N 197.8E	18cm	1.66		Water-separated light tan sand	295	753		modern posthole

UNIT 764N, 196E

Figure 10

PAGE ___ OF ___

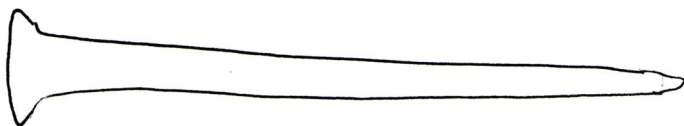
Artifact Conservation Treatment Record

FS #: 7506

Site #: 8Le157

Grid Location: 782N, 198E Zone: 2

Level: 1 Elev: 1.72mbd



Length: 11.5 cm

Width: tapering

Weight: 30.5 gm.

TREATMENT

Artifact Letter	Start Date	Type	Comments	Date Stabilized	Returned to Collection

Figure 11

