Notes from the field . . .

The Newsletter of Lubbock Lake Landmark
Spring 2003

in this issue:

Historic Maintenance: Water and Wildflowers

Currently, the Lubbock Lake Landmark is undergoing some needed improvements toward landscape renovations. The Landmark now has acquired a new sprinkler system that encompasses over an acre of lawn grass areas. This will certainly enhance and brighten the looks of our natural blue grama and buffalo grass lawn located around the Nash Interpretive Center.

Some wildflowers have begun to bloom, but not very many. This has been due to no rainfall and sharp extremes in our recent temperatures. The wildflowers that have overcome these extremities are Gordon's bladder pod, henbit, and storks bill. The best opportunity to view a great selection of the Landmarks' Southern High Plains native wildflower gardens will be from the last week of April into July. Tremendous effort is being taken toward the Landmarks' wildflower gardens. Approximately 72 yards of mulch has been shoveled out over all of the wildflower areas. Weeding, trimming, and watering are other efforts being implemented to ensure more success out of these native beauties.

Brush control will be the greatest priority for the 2003 growing season. Last year, about 40 acres of mesquite was chemically treated. This year, we are hoping to treat at least 150 acres of mesquite and about 25-30 acres of Siberian elm trees. To date, only 5,380 pounds (2.69 tons) of elm wood has been hauled out. This figure, though, is added to the 69.2 tons that was hauled off during the 2002 season. Also, the entire floor of the reservoir now has been officially cleared of brush. As nice as that may seem, continuous efforts of brush management throughout time will be necessary to preserve the work which has already been done.

Overall, the Landmark is growing with more potential to beautify its natural surroundings.

Scott Trevey
Historic Maintenance Supervisor

Western yarrow
Achillea millefolium

Species Spotlight

Purple Coneflower *(Echinacea angustifolia)*

The solitary flower heads grow at the ends of long stems. Long, pale purple rays hang down from the large, domed, dark red-purple disk. The plant, 1-2 1/2' tall, has leaves at the base and blooms in May and June. It prefers dry rocky prairies and hillsides. This plant has a thick black root used medicinally by Native Americans. It was reduced to a juice to apply to wounds and burns to reduce swelling and speed healing, and toothaches were relieved by placing pieces of the root around the tooth. Ingested, it speeds white blood cell production helping the body fight off disease. It also helps in the repair of connective tissues.

Join us -- there's something for everyone!

Environmental Awareness Family Days
May 3-4
Saturday 10 Am - 4PM, Sunday 1-5PM

We do more than just archaeology! Explore the contemporary world around us and discover why conservation and stewardship are important for the future of our world. Fun activities for everyone, nature walks, and more.

Special guests:

South Plains Wildlife Rehabilitation Center ambassadors Jasper the Barn owl and Mardigan the Red-tailed hawk, Sunday at 1 PM.

Special early morning bird walk on Saturday at 8 AM. Don't miss it!

A.M. Adventures - Kids ages 8-11
June 4 - August 1
Wednesday - Fridays, 10-11:30 AM

Animals rule! Spend the summer learning about some of the coolest critters in Texas!

CUNNING CARNIVORES
RADICAL REPTILES
FEARLESS FLYERS
INVESTIGATING INSECTS
BURROWING BEASTS
CURIOUS CREATURES

Children may register for up to six dates.

Amazing Afternoons - Kids ages 4-7
July 22-25 and July 29 - August 1
2:30 - 3:30 PM

PEBBLES, SAND, AND SILT

Join in the fun of getting down-and-dirty with sediments and rocks! Learn to identify several kinds of rocks as you sort, wash, and compare them. Class sessions will include hands-on opportunities to separate mixtures of rocks with screens, and investigate clay and sediments. Discover ways people use earth materials in their daily lives.

National Trails Day
June 7, 9 AM - 4 PM

National Trails Day means trail building day for the Landmark! Volunteer for a few hours and help us construct our new wildflower trail. Bring an electric drill along if you have one. Please call 806-742-1116 to register you and your friends.

Summer Educators Academy
June 9 - 29

Calling all teachers! Looking for an exciting summer experience to add to your professional development portfolio? Spend a week ... or two ... or three at the Landmark learning about the cultural and natural history of the Southern High Plains. Build your content knowledge with the experts as you develop new strategies to teach science and social studies.

Archaeology Family Day
July 13, 10 AM - 4 PM

Activities for all ages, plus special behind-the-scenes tours of the Landmark's research facilities.

For additional information on any of these programs, call the education office at 806-742-1116, or visit us on the web at www.museum.ttu.edu/lll/index.html

spring/summer programs . . .

Continuing Archaeological Research

This Fall, the Lubbock Lake Landmark regional research program crew finished archaeological testing at 41LU35, conducted an intensive survey throughout the Canyon Lake 6 area, and began testing at Jones Station #1. All three fieldwork locations were located within the Yellowhouse system that trends through the city of Lubbock. The work at 41LU35 and Canyon Lake 6 investigated the valley margin while Jones Station #1 was located on the rim of Yellowhouse Canyon.

Early in the Fall, the field crew finished intensive archaeological investigations at 41LU35 along the edges of Canyon Lake 2. Initial archaeological fieldwork in the early 1970s revealed deeply stratified deposits and evidence of prehistoric occupations back to Paleoindian times.

Current archaeological testing involved the use of trenches to determine the depth and extent of late Quaternary deposits. The eastern margin of the lake revealed a complex geomorphological history; a terrace abutted valley margin deposits that in turn interfingered with upland deposits. South of the terrace, archaeological materials were recovered in strata 4 and 5. On the western margin of the lake, deep trenches exposed strata 1 and 2; water-screening of the removed sediments produced some artifacts from these lowest layers. A program of intensive archaeological testing followed, including survey and mapping, numerous hand-excavated test units, profiling and description of unit and trench exposures, and sediment sampling for phytolith (fossil plants), radiocarbon, and descriptive purposes.

Following the work at 41LU35, an intensive archaeological survey was initiated at Canyon Lake 6. The initial stages involved pedestrian survey, shovel testing, and backhoe trenching to determine the stratigraphy and presence and extent of archaeological materials both surface and subsurface in the area. The pedestrian survey recorded a few artifacts on the surface. Shovel testing permitted description of the upper stratigraphic sequence, and backhoe trenching along the western valley margin exposed a deeply stratified sequence of late Pleistocene to Holocene sediments and soils. Water-screening of sediments removed from trenching again recovered artifacts not visible during the initial excavation.

Previous intensive survey at Jones Station #1 indicated the potential for an intact rim site. Archaeological materials recovered included numerous stone tools and debitage, hearthstones, and pottery sherds. One of the objectives of archaeological testing was to find and expose any features such as hearth pits that would help define the occupation at the site. The geophysical remote sensing technique of electromagnetic measuring both earth conductivity and magnetic susceptibility was used to aid in the discovery of buried features. Results from the electromagnetic survey of the site produced a number of spikes or anomalies. Archaeological testing of the spikes, however, did not reveal features. Problems with geophysical survey most likely related to the proximity of the caliche bedrock.

Archaeological testing of surface artifact concentrations produced better results. A hearth feature was located based on surface artifacts. The hearth apparently was dug into the bedrock to utilize the abundant caliche nodules at the surface of the bedrock. Charcoal and ash from the hearth fill was collected and will be submitted for radiocarbon analysis. Numerous test units across the site revealed a buried occupation at Jones. Field work concluded at the end of March.

The regional field crew now has resumed investigations at Canyon Lake 6, whole also beginning to make preparations for San Jon and the opening of the summer field season at the Landmark.

Briggs Buchanan
Archaeology Field Manager

On Learning

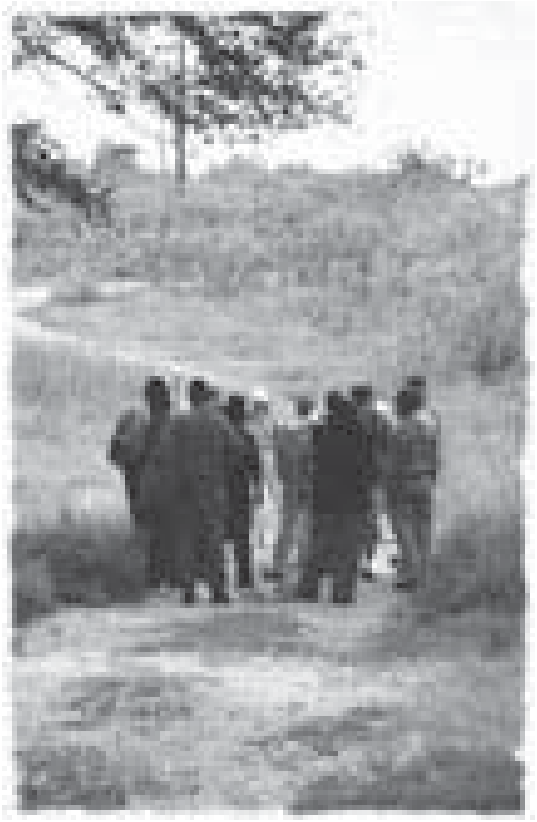
The Landmark is dedicated to creating programs and an environment that provide significant and creative learning experiences for all, whether it is for the benefit of a class, a group, or an individual visitor. The word "learning" is a term often thought of as occurring strictly within classroom, museum, or other educational settings. However, learning takes place all the time in almost all situations. The term "learning" also has been used to refer to several different processes, some of which are not actually learning. In order to clarify what educators and docents do at the Landmark, "learning" requires a closer look.

From a definitional standpoint, learning is always an individual process, and occurs as a change in the way the brain is wired. That change in wiring is the result of a person interacting with his/her environment. When that environment is encountered again, the person acts differently, but in a qualitatively better way. To make this sentence into a learning experience for yourself, learning can be viewed as the result of you doing something, in some place, in the past. When you encounter that place again you act differently. This different and better change is the result of your brain changing. So, how does this affect us?

In order to provide significant learning experiences for our visitors, we need to make these encounters relevant to the person(s) attempting to learn. Efforts must be made to understand all of our visitors: What are their backgrounds? What are the goals of the experience? Once this is partially known, an attempt can be made to blend the information that we have with the background information and goals of the person in question. Hopefully, these people will encounter a similar environment again in the future and their behavior will change as a result of the shared experience.

Learning is not something that can be taught or forced. Learning is always an individual choice. Our charge is to facilitate the learning process by knowing ourselves and attempting to know our visitors.

Shane Macfarlan
Museum Educator and
Graduate Student, Museum Science



interpretive musings. . .

Presenting Archaeology to the Public

Depending on who you ask, there are many reasons for the creation and presentation of archaeology exhibitions and programs. The ultimate goal of the archaeologist is to help people understand the importance of the science in constructing history and prehistory, and the resulting need for conservation and stewardship of sites. Much has been

written in recent years by the archaeological community about the need to provide archaeology education for people of all ages and the benefits of well developed programs. The *Archaeology Education Handbook*[1] states that archaeology is a very big, complex subject. There is concern that people, especially children, cannot understand it unless we teach *it all.* Or that the only way to teach it correctly is to teach *it all*. These perceived obstacles can be overcome in the Landmark's collaborative environment in which a variety of people work together to build meaningful programs.

True learning is an individual endeavor, though it is rarely a solitary one. Docents facilitate formal tours. Educators and volunteers conduct classes and workshops. Information staff direct visitors to areas of interest. Archaeologists interpret their findings in the field. Even young children who visited the Landmark as part of a school trip bring their parents, siblings, and friends to share what they learned.

One of the most effective ways for the public to learn about archaeology is to participate in field research. An old proverb says,

I hear...I forget,
I see...and I remember,
I do...and I understand.

Placing investigation into hands of community volunteers from the start helps each person investigate through these materials the nature of the world around them. A true learning experience happens when people are able to explore their physical environment, ask questions about and compare their findings with those of others, and make decisions that are reflective of real research. An added benefit to direct participation in field research is getting satisfaction by making projects work by collaboration with others.

Almost anyone can DO archaeology at the Landmark. If you are at least 13 years old and are able to commit about 60 hours of your summer to research - join us! It will be a summer you'll never forget. The 2003 field research season runs from June 1 through August 31. Volunteers can work as field excavators or in the materials processing laboratory. Applications can be obtained by calling 806-742-1116 .

Susan Shore
Education Program Manager

1. Smardz, Karolyn and Shelley J. Smith. (2000) *The Archaeology Education Handbook: Sharing the Past with Kids.* Society for American Archaeology, Washington, D.C.

Volunteer Profiles:

Volunteer Profiles is a regular feature in ***Notes from the field****. Our staff is very diverse; their contributions help sustain our vision and we'd like you to get to know them better!*

Don Bartlett

Don Bartlett has volunteered as a docent for four years. You can often meet him at the Landmark on Saturday mornings providing information and tours to visitors.

Here's more about Don in his own words . . .

I was born in Lubbock in 1935, and as a child, lived in San Antonio, Corpus Christi, and Houston, and spent my school years in San Angelo. During my adolescent years, I spent most of my summers in Olton where I learned to love the plains of West Texas. I graduated from San Angelo High School in 1953, and then went to the University of Nebraska on a Navy ROTC scholarship.

After graduation, I spent 20 years in the Navy including 8 years of sea duty in the Pacific, and two tours of overseas shore duty: one year at the NATO headquarters on the island of Malta and two years with the military advisory group in Bangkok, Thailand. My final tour with the Navy was in Charleston, South Carolina. In 1977, I retired from the Navy and started a second career teaching economics at Trident Technical College, a community college in Charleston. In the year 2000, I retired from teaching and moved back to West Texas and Lubbock.

I have three daughters and two grandsons living in South Carolina. I stay busy by volunteering with my church, Lubbock Lake Landmark, the National Ranching Heritage Center, and playing VERY bad golf. I also enjoy taking long walks with my dog.

At Lubbock Lake, I have worked both as a tour guide and on the summer archeology field crew. Both of these activities have been extremely rewarding. As an ex-teacher, I really enjoy explaining the history of the area to visitors, and as an archeology buff, I have finally been able to get out in field and get my hands dirty, rather than just read about it. Anyone with an interest in history and archeology would have to search long and hard to find a better place to learn and experience these subjects.

Get Connected!

Lubbock Lake Landmark is dedicated to creating programs and an environment that provide significant and creative experiences for all learners. Volunteers play a critical role in that experience. Their enthusiasm, expertise, and commitment to the Landmark and the community make visits enjoyable and memorable.

If you would like to learn more about volunteering at Lubbock Lake Landmark, call us at 806-742-1116, or email *lubbock.lake@ttu.edu*.

- Opportunities are available to serve in the areas of public programs, information services, trail and landscape maintenance, and in the archaeology laboratory.
- Hours are flexible to fit your schedule.
- Many positions are trained on-the-job.
- Public program volunteers must complete a 20-hour training course.

The true strength of the Landmark is in its commitment to community participation - come and get involved!

volunteer!!!

Visitor Information

Bob Nash Interpretive Center
- Exhibition Galleries
- Featured Gallery:
  Coming Soon!
  Landmark Biodiversity Through Time
- Learning Center
- Landmark Gift Shop

Sculpture Garden
- Ancient Bison • Giant Pampathere
- Short-Faced Bear • Columbian Mammoth

Hiking Trails
- One-half mile Archaeology Trail
- Three-mile Nature Trail

Location: 2401 Landmark Drive
(at North Loop 289 & Clovis Hwy)

Hours: 9-5 Tuesday-Saturday,
1-5 Sunday
Closed Monday

Program Information: (806) 742-1116
Tour Reservations (groups of 10 or more): (806) 742-2456

http://www.museum.ttu.edu/lll/index.html

The Landmark's on-going educational programs are designed to increase community awareness of, and appreciation for, history, archaeology, indigenous lifeways, natural history, and the environment.

Contributors to this issue of *Notes from the field . . .*
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