

# NYSAA NEWSLETTER



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rie at the address listed  
above.

## **Tales of the Lost Goose**

**By Michael Beardsley**

In many ways the Lost Goose is the perfect site. Its location is so remote and so isolated that no other collector has ever found it, and very likely none ever will. It lies at the end of a dead end dirt road. The smaller farms that used to work this land are long since memories. Instead, this field along with its 8 sister fields are worked by a "mega-farmer" headquartered many miles away. The crews descend upon the fields like a Panzer blitzkrieg. They plow, they plant, they harvest, they leave. Their work is done in a frenzy of tractor activity. Lost Goose and her sisters lie quiet most of the time...between corporate onslaughts. Her only visitors are white tails, coyotes, turkeys, foxes, and me.

On my last visit I was intently walking with my eyes focused on the ground. It was getting dark and I was straining to catch any final glimpses of artifacts. I suddenly had the sensation of being watched. In looking up I saw twin 6 point bucks and perhaps their sister standing in the field looking right at me not 40 yards away. I was thrilled...they were curious, but not overly so. They must have found me boring because they slowly turned and walked back into the woods.

Of the Lost Goose and her 8 sisters, she is the unlikely Cinderella. The sisters gently slope downward to a slow-moving creek. Their soil transitions from hard, red clay to soft sand to muck. You'd surmise that any one of them would be a candidate for a wonderful campsite...but...you'd think wrong. Save for a stray knife and a beautiful but lonely Otter Creek point the 8 sisters rarely give up an artifact, and never a flint flake. Any visitors were "just passing through".

### **INSIDE THIS ISSUE:**

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Lost Goose rises rather steeply above her sisters and away from the creek. Then, the field flattens out like a plateau. The soil is primarily hard, red clay...so red in fact that our standard Onondaga flint appears a medium shade of drab green against the red earth. Onondaga Flint stands out like a sore thumb.

When I first found Lost Goose, I was exhausted. On a scouting mission I'd zig-zagged across all 8 of her sisters in succession and found nothing. Walking the hard clay clumps is challenging...harder still when it is hot, and you haven't found so much as a flake.

I crossed the last field-dividing hedgerow and started up the incline of the 9<sup>th</sup> sister. I thought to myself that I must be nuts. The slope is too steep and I was moving further away from the only water source. My eyes were pretty much glazed over... from heat and boredom. My sole goal was to cover enough of this last field so I could write off the whole family, and never come back.

Then, on the slope, could it be...a flint chip. Was it real? Yes. Was it an isolated teaser? No. Soon there were more chips, a couple of hammerstones, 2 broken drills, some real nice flake tools, and then a great Brewerton eared triangle point. I'd found Lost Goose!

### Why Lost Goose Site?

When I first found Lost Goose the entrance to the dirt road (the only way in) was "guarded" by a bunch of run down single wide trailers. Transient farm help lived in these hovels with their families. The ground was littered with beer cans, folding chairs, and Confederate Flags hung in the windows. Now, in the South displaying the Confederate flag can be a sign of historical respect. Up here in Central New York State it can only mean one thing..."rowdy red-necks in residence". They were probably wonderful people. I just didn't care to test that theory.

To avoid contact, I'd park way down the road and walk through the sisters to get to the site---out of sight of the trailers. Well, one day I was walking the site and down the dead end dirt road comes a beat up Buick loaded with teenagers from the trailer cluster. I feared the worst, and called my wife and told her where to find my body since no one would ever find me out here. The car stopped and several rough looking dudes got out.

I walked over to meet my fate. To my pleasant surprise they were pleasant and simply asked if I'd seen their lost goose? I had not, but told them I'd keep my eye peeled. They left...whew! An hour later a boy about 12 peddled his bike down the dirt road. He stopped and called to me asking if I'd see a goose wandering about. No again.

Now, I'm in the middle of nowhere, and I'm seeing traffic like Grand Central Station.

As I was finishing up the field I looked and here came another young boy on a bike, this time about 9 years of age. I knew what was coming..."have you seen our goose"? This was getting bizarre. This young man was chattier and "spilled the beans". Come to find out the family goose had nipped at the hand of this boy's dad the night before. As the young man shared, "my dad was real mad at our goose and we haven't seen him since". My guess is that ole Dad probably made pate out of the family goose after the kids went to bed. Thus, precipitating the great lost goose hunt of which I became an active participant. How could I not name the site "Lost Goose"?

Subsequent trips to Lost Goose have yielded some nice artifacts but no more goose hunters. In fact, no one else.

The site has been occupied from the early Archaic times through the Laurentian. Interestingly, we've found 3 broken serrated projectile tips...two crafted from exotic materials (Photo 1). We are looking carefully for their telltale bases.

Photo 1

Broken Serrated  
Projectile Tips





### Beardsley continued:

Serrated points are very scarce in Central New York State and are almost certainly associated with the early Archaic period. This timeframe dovetails nicely with the Gardepe Susquehanna bifurcate point that Mark Clymer discovered at Lost Goose on a subsequent visit. Down the road about 3 miles we found a heavily serrated Palmer point at the Owlville West site. Native Americans clearly frequented this portion of Northern Madison County MANY years ago. Additionally, at Lost Goose we have found Brewerton Side Notch, Lamoka, Susquehanna Broad Point, and Brewerton Eared-Triangles as noted.

On May 9<sup>th</sup>, 2010 I was walking the Lost Goose after spring plowing. It was miserably cold, windy, and started to sleet (winter seems to hang on forever in Central New York). As the little white pellets bounced off my hat and started to cover the ground I was about to toss in the towel when I spotted a most unusual, heavy stemmed point on the ground (Photo 2). The point is 2 5/8" long. It is somewhat beveled and is made of an exotic quartz-laden material. The point has defined shoulders and is "built for wear". It's definitely not a Lamoka or a Genesee. Several who have seen it say it appears to be a Kirk Stemmed point (Photo 3). Any suggestions from NYSAA friends are appreciated.

Speaking of odd finds...about 10 feet from the Stemmed point was one of the strangest tools I've ever seen (Photo 4). The tool is fairly thick, and well made. On one end it appears to be a knife or a heavy-duty scraper. On the other end it comes to a point with shoulders. The surface is oddly exfoliated. Only a small portion of the original smooth flint surface remains. Perhaps it was in a fire? Any ideas as to the purpose of this early "Swiss Army Knife" would be appreciated. Maybe it's an early wine bottle opener...or the world's first knife/scraper/penis effigy combo. (Just kidding...but can you do better?) These two fascinating finds made this one cold and miserable day to remember!

Photo 2 Possible Kirk Stemmed Point, in situ



Photo 3 Possible Kirk Stemmed Point



### Beardsley continued:

Lost Goose has “teased” us with some very interesting uniface tools including end scrapers and side scrapers (Photo 5). Several of these are crafted from non-local, lustrous Esopus chert which is our “marker” tool stone for many of the Crowfield Paleoindian artifacts that we are finding at our Owlville Creek Site Cluster just 3-4 miles to the east. Does Lost Goose have a Paleo component? More work is needed to answer that question. Stay tuned!

While not a large site, Lost Goose has provided more than its share of interest, mystery, nature, and relaxation. In the midst of a stressful world how wonderful it is to escape the hustle and bustle and retreat thousands of years...to walk the same ground as the earliest Americans, and, if we are very lucky, to find their magnificent artifacts. These finely crafted stone tools bridge the centuries and allow us, if only briefly, to appreciate and experience the essence of those who walked these lands so many years before us.

I wish you all your very own “Lost Goose”. A place of solitude, retrospection, and discovery!

Photo 4 Unusual Tool, in situ



## Beardsley continued:

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Photo 5 Various Uniface Scrapers



## **Some Strategies and Case Studies for Attracting Young Members through Public Outreach**

**By David Moyer, Vice-President, NYSAA**

One of the biggest problems that many of the chapters currently face involves a dwindling and aging membership. Most of our chapters do some sort of public outreach, and many have programs specifically designed to educate children. While these outreach programs often do an excellent job of educating young people and getting them excited about the past, it doesn't necessarily translate to new members among our chapters. This is intended to be the first of a series of articles tackling this difficult and multi-faceted issue, and I encourage everyone to share their thoughts and experiences.

### **A family approach: an example from the Lower Hudson Chapter**

While a lot of outreach programming is geared toward either children or adults, the Louis Brennan/Lower Hudson Chapter has taken a more holistic approach by focusing on family oriented activities. This year, for example, chapter member Carol Weed participated in the STEAMposium at the White Plains Schechter Westchester Elementary School. Carol set up a table with artifacts and information about archaeology and chapter activities. The STEAMposium brings together local organizations including the Sheldrake Nature Center, and local science and engineering societies, and draws about 170 students each year. This STEAMposium and other Chapter events that occur in the Spring encourage families to attend the Chapter's annual Archaeology Day event in the Fall. The Chapter's annual Archaeology Day event includes a mini-dig that invites both adults and children to both 'dig' and screen. Other events include a lecture, 'show and tells', and a chipping demonstration. Several of the families return to the Chapter events annually.

This multi-generational approach has several advantages. Many people with young children are busy throughout the week and are more likely to spend their precious weekend hours doing family oriented activities. By focusing on activities that are fun and interesting to both children and adults, we can increase attendance and encourage repeat participation. More significantly, family participation can lead to young people becoming lifelong members of the NYSAA. Some of our most historically active members like Monte Bennett of the Chenango Chapter and Wayne Lenig of the Van Epps Hartley Chapter, started with our organization at a young age. While folks like Monte and Wayne are exceptional cases (and exceptional people) we do need long term, active members of our group to provide organizational continuity and help preserve our institutional memory.

**Moyer continued:****Attracting teachers as members**

Many of our local archaeology outreach activities take place in classroom settings. One possible avenue for attracting younger members is trying to recruit teachers as new members of our organization. The Fayetteville-Manlius High School sponsors an active Archaeology Club that meets twice per month with their advisor, Todd Sorensen. In the summer, they excavate alongside students from the Onondaga Nation at the Broadfield Site, an Onondaga camp dating to the 1450s. The program, known as the Fayetteville Manlius Archaeology Camp, is operated through the Town of Manlius Recreation Department and owes much of its success to volunteers from the Onondaga Nation, Colgate University, and the William Beauchamp Chapter, NYSAA. In addition to excavation, students learn about Native culture with Onondaga Faith-keeper Tony Gonyea, try their hand at throwing an atlatl, and make pottery using traditional Haudenosaunee methods. The program is an excellent example of what youth archaeology can be when a dedicated and enthusiastic teacher gets the full support of the right people and institutions.

We at NYSAA owe a deep thanks to the New York Archaeological Council (NYAC) for all of the work they've done in partnering up with us as part of our annual New York State Archaeology Season. This year's Archaeology Season poster received a much wider distribution than in the past few years thanks largely to the work of Daria Merwin of the New York State Museum, who provided posters to several statewide organizations including at the New York State Council for the Social Studies' annual meeting in Albany this past March. This means a marked increase in the number of posters being hung up in classrooms across New York State. I think this was a great move for both of our organizations and hope that we are able to complete the next poster in time for it to be distributed to teachers.

One possibility for increasing teachers among our membership would be to offer a reduced membership rate, possibly similar to what students currently pay. I don't believe that this would cut into our income as I think only a small percentage of our current membership actively teach in elementary and secondary education. We could potentially produce a membership brochure especially for teachers and try to distribute it alongside the posters at future statewide education conferences. While charging a reduced rate for teachers wouldn't produce the income we would receive through standard membership rates it would help bolster our numbers and put our bulletin in the hands of interested teachers.



## Moyer continued:

### How can the State Association help its chapters attract young members?

This is a question that I've been posing to folks to get an idea of what our Executive Committee can do to help increase younger membership among our various chapters. These ideas are some of the responses I've gotten so far. This list is by no means exhaustive, and I hope that others with ideas will share them and I will include them in a future newsletter article. Some of the ideas put forth so far include:

Developing kid-friendly materials for the chapters to distribute to young people and families as part of outreach activities. This could range from child friendly booklets and activity guides to the development of an informal "Junior Archaeologist" program similar to Junior Ranger programs seen at state and national parks.

Directing inquiries directly to chapter Presidents. Whenever we receive requests for research or membership information from an individual via the website, we will send a reply email including the president of their closest chapter to make the local connection. I'm pretty sure this is how things work generally, but I think it's important for the chapters to know that we are sending potential members in their direction whenever possible.

Increasing awareness through active social media and the promotion of new NYSAA/NYAC initiatives like the biennial Archaeology Video Festival.

Offer childcare at meetings. This might a bit too expensive for our smaller chapters and groups, but larger conferences are increasingly offering someone to take care of the little ones - this helps not only increase the number of younger people at the meetings, it also increases the number of women.

Offer more workshops, at a reduced rate, for students.

Photo 1. The Lower Hudson Chapter's display table at the annual STEAMposium at the White Plains Schechter Westchester Elementary School.



## Moyer continued:

### Some Kid-friendly ideas for chapter activities

Students are interested in archaeology and one of the best ways to invite them to join a chapter might involve having them come to a meeting, a dig, or other events of chapter. By having them participate, we hope that they will join the chapter.

For students who can't go in the field, there are other ideas that can also simulate archaeology. These include 1) interview residents who may remember a site and its location along the landscape, 2) let people know about the important resources in your community and present them to your peers and community archaeologists.

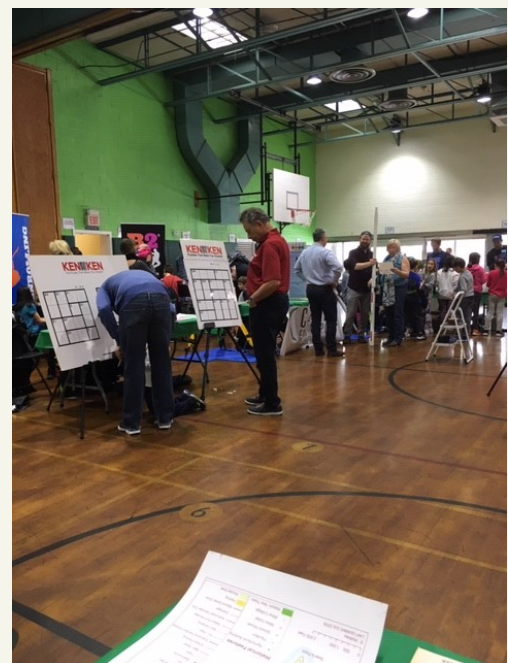
Develop an exhibit or slide show that can be viewed in a prominent location such a library or museum. Possibly also include information of natural and cultural disturbances to the study area.

Record information about collections from prehistoric or historic sites found at a particular site in your community. These might include creating an inventory of the collection and where on a topographic map these artifacts came from.

Create a scholarship, poster, or essay contest for local schools. This requires forming a small chapter committee willing to act as judges and create rules for the contest or scholarship.

Create a flyer with the rules and deadline and forward the info to local school districts and distribute to families at outreach events. For a small amount of money, chapters can engage young people and encourage them to think about the past. The Vermont Archaeological Society has a well-established and successful statewide student essay contest and the Utah SHPO has a popular elementary school poster contest.

Photo 2. Example of some of the many displays and activities at the annual STEAMposium at the White Plains Schechter Westchester Elementary School.



## Some ideas for attracting college students

Here are some submitted ideas for how to attract undergraduate students. Many chapters have local colleges in their area, some of which offer courses in archaeology. Retaining college students as members is often difficult as they often move out of the area once they've completed their degrees. One complaint that some chapters have shared is the lack of involvement among their local anthropology professors. I realize that this can be especially frustrating when some of the most knowledgeable people about local archaeology aren't actively participating in chapter activities. It's important to understand that many professors are under a lot of commitments and time constraints and are limited in the energy that they can contribute to their local archaeology chapter. I do believe that all professors should be encouraging their students to participate in chapter activities and at the annual meeting as they provide great opportunities for students to hone their skills and pad their resumes, both things which can help them in their future academic and professional careers.

As president of the Chenango Chapter, I can provide my own example of how college and university professors can provide support to local archaeology chapters. For over 20 years, our chapter bulletin has been edited by Jordan Kerber of Colgate University. First published in 1957, we consider our chapter bulletin to be a defining feature of our group, and the careful editing that he provides helps us maintain high standards in our research. While Jordan doesn't often make it to our monthly chapter meetings, the support he provides us is invaluable, and we consider him as important and active a member as those that attend our meetings religiously. In the past, Jordan has encouraged his students to present the findings of their fall Field Methods class at a chapter meeting (always a favorite among the members) and they always publish their findings in the chapter bulletin. As a whole, it allows Colgate students to conduct an archaeological study from fieldwork through analysis and publication while providing multiple benefits to our chapter.

Another possibility is to reach out directly to students through college anthropology clubs. Most anthro clubs have an active Facebook page and posting chapter talks and events directly to the most interested students would help keep them aware of your activities. Specifically ask them to participate in one of your events. Providing opportunities for students to conduct public outreach is a great way for them to feel like they're contributing and making a difference. Some of the most engaged educational outreach I've seen occurs when college-age students mentor younger people. This approach would also work well with college students majoring in history and education.

The Incorporated Orange County Chapter offers two scholarships through SUNY Orange: one for a student studying Anthropology or Archaeology, and another Memorial scholarship for a student who is either taking a field school at SUNY Orange or for books in one of the archaeology classes. While the scholarships haven't yet generated an increase in student membership they do promote awareness within the department and help maintain a connection between college the chapter that has the potential for future growth.

## Moyer continued:

### Flexibility in Public Outreach: an Example from the New York State Museum

The New York State Museum (NYSM) has been involved in public outreach since the institution was founded in 1836. While much of this early outreach involved public lectures and programs directed toward college educated adults, public involvement has expanded to provide programming and outreach opportunities for people of all ages. While the state museum isn't a NYSAA chapter and has resources beyond what many of us possess, there are several lessons that we can learn from the way in which NYSM conducts their public outreach. Specifically, the museum offers a range of flexible and multi-scaled programs based upon the size and nature of the given need. Much of the day to day outreach involves individual volunteers and interns. Interns have participated in archaeological site excavations and helped in the lab processing artifacts from archaeological sites. In the fall, interns have also helped in getting the collections ready to be transferred to Anthropology Collections and processing paperwork relevant to the collection. In addition, they also get an insight into different areas of the museum and tours are facilitated to see "behind the scenes" in several areas.

In other instances, the New York State Museum was able to conduct larger scale outreach opportunities, such as when they partnered with an elementary school the Neversink Valley to provide student excavation opportunities at the Rhodes Site, which was being investigated as part of a project by NYSM's Cultural Resources Survey Program. The foresight of the NYSM archaeologists, the willingness of the teachers and administrators, and the relative proximity of the school building to the excavations all coalesced to create a successful outreach project. Likewise, chapters should try to design their public outreach programs to be flexible enough to include large public events as well as smaller opportunities tailored to an individual or small group.

Photo 3. Students excavating at the Broadfield Site as part of the annual Fayetteville Manlius Archaeology Camp.

Photo 4. Students and volunteers screen for artifacts as part of the annual Fayetteville Manlius Archaeology Camp.





An excellent suggestion put forth by Matt Sanger is to create a mentorship program where students can be paired with more experienced members of the chapters. If individual chapters can identify members interested in serving as mentors and their areas of interest and expertise we can match them with students based on their interests and geographic area.

I hope that these suggestions will get everyone thinking about ways they can attract new and younger members. [Don't get discouraged and remember that good public outreach isn't measured by the number of new members you acquire but by the](#) accuracy, quality and accessibility of the information you provide to the public and the positive experiences it generates. I apologize to those who I haven't had the opportunity to speak with yet and hope that you'll contribute your thoughts, experiences, failures and successes to me so that we can help one another continue to develop and grow.

**Acknowledgements-** I wish I could take credit for all these great ideas. Many people provided helpful suggestions and examples, including Stephanie Tice Benson, Michelle Heeman, Vivian James, Vicki Jayne, Terry McMaster, Christina Rieth, Matt Sanger and Carol Weed. All the dumb ideas were mine.

Photo 5. Archaeologists from the New York State Museum working alongside elementary school students at the Rhodes site in the town of Neversink.

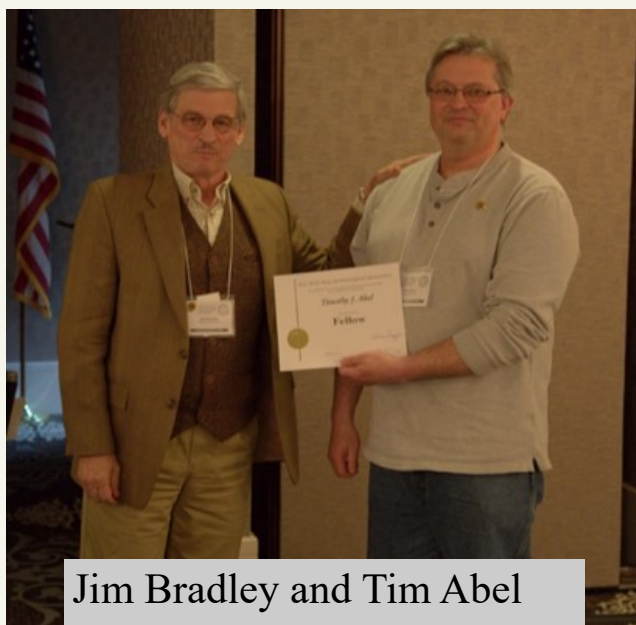
Photo 6. New York State Museum archaeologists showing artifacts recovered from a recent excavation as part of a school tour.



## Awards from the last few years...

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Jim Bradley and Tim Abel



Kurt Jordan, Bill Engelbrecht,  
and Jon Lothrop



Christina Rieth



**Theodore Whitney Commendations**

\*Gordon C. DeAngelo, 1998  
Charles F. Hayes III, 1999  
Carolyn O. Weatherwax, 2010  
William E. Engelbrecht, 2010  
\*Ralph S. Solecki, 2010  
Nan Rothschild, 2012  
Diana Wall, 2012  
Anne-Marie Cantwell, 2012  
Louis Basa, 2014  
A. Gregory Sohrweide, 2015  
Paul Huey, 2016  
Lois Feister/Lois Miner Huey, 2016  
George Hamell, 2016  
Karen S. Hartgen, 2018



Sherene Baugher, Lois Feister Huey, & Paul Huey

Jim Bradley, Jon Lothrop, Martha Sempowski  
& George Hamell



Peter Pratt, Special  
Commendation, 2017



## Awards continued:

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 Scott Stull  
 Tyree Tanner  
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 Justin A. Tubiolo  
 George Van Sickle  
 Charles E. Vandrei

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 George R. Walters  
 Alvin Wanzer  
 \*Beth Wellman  
 \*Henry P. Wemple  
 Daryl Wonderly  
 Roberta Wingerson  
 \*Stanley H. Wisniewski  
 Susan Avery Young



L to R: Jonathan Lothrop,  
 Mark Clymer and Michael  
 Beardsley

\*=known deceased  
 Up to date as of April 2018



**The Achievement Award**

\*Charles M. Knoll, 1958

\*Louis A Brennan, 1960

\*William A. Ritchie, 1962

\*Donald M. Lenig, 1963

\*Thomas Grassmann O.F.M., 1970

Paul L. Weinman, 1971

\*Robert E. Funk, 1997 & 1994

Peter P. Pratt, 1980

\*Herbert C. Kraft, 1989

Lorraine P. Saunders, 1999

Martha L. Sempowski, 1999

William E. Engelbrecht, 2004

Edward J. Kaeser, 2006

Edward Lenik, 2012



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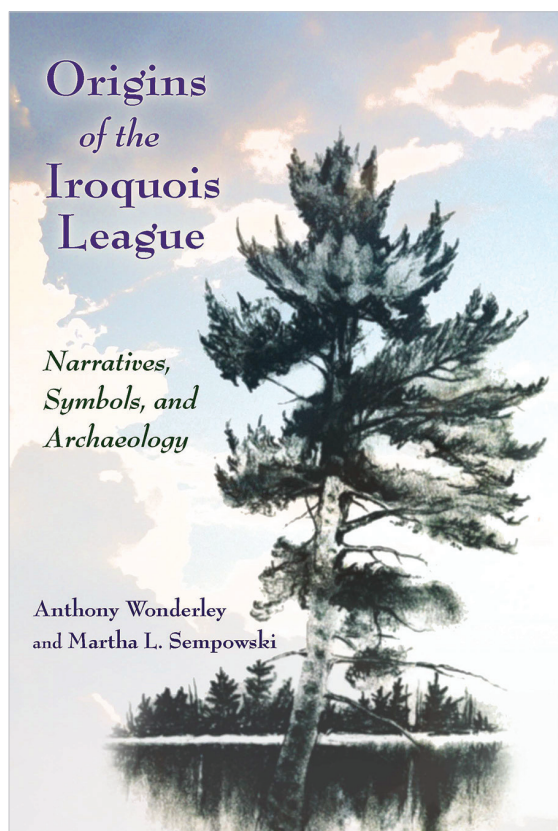
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Series: The Iroquois and Their Neighbors

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**“This study cuts through this confusing and contradictory body of literature to present a convincing scenario of League formation. In my view, Wonderley and Sempowski have nailed it. This is an extremely important book.”**

—William Engelbrecht, professor emeritus, SUNY Buffalo State

The League of the Iroquois, the most famous native government in North America, dominated intertribal diplomacy in the Northeast and influenced the course of American colonial history for nearly two centuries. The age and early development of the League, however, have long been in dispute. In this highly original book, two anthropological archaeologists with differing approaches and distinct regional interests synthesize their research to explore the underpinnings of the confederacy. Wonderley and Sempowski endeavor to address such issues as when tribes coalesced, when intertribal alliances presaging the League were forged, when the five-nation confederation came to fruition, and what light oral tradition may shine on these developments.

This groundbreaking work develops a new conversation in the field of Indigenous studies, one that deepens our understanding of the Iroquois League’s origins.

**Anthony Wonderley** is the former curator of Collections and Interpretation at the Oneida Community Mansion House. He is the author of *Oneida Iroquois: Folklore, Myth, and History* and *At the Font of the Marvelous: Exploring Oral Narrative and Mythic Imagery of the Iroquois and Their Neighbors*.

**Martha L. Sempowski** is a Resident and Research Fellow at the Rochester Museum Science Center, where she served as the codirector of the Seneca Archaeology Research Project.

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Robert D. Kuhn  
2019

*The Longhouses of the Eastern Iroquois Speak* presents the results of an archaeological analysis of Onondaga, Oneida, and Mohawk longhouses. The longhouses of the eastern Iroquois are compared to the longhouses of the Huron, Neutral, other Iroquoian groups, and other Native American societies of the Eastern Woodlands. Among other contributions, this work presents a new theory to explain changing longhouse length (or size) over time, offers research that controverts previous interpretations of Iroquois village development, presents new archaeological data that chronicles trends over time in Iroquois corn agriculture, and correlates these findings to present a new perspective on the eastern Iroquois during the period A. D. 1200 to A. D. 1700. Although the focus is on original research, the manuscript is written in everyday language for the lay reader.

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