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The Monthly Newsletter of the
Arizona Archaeological and Historical Society

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September 2020



Next General Meeting:
September 21, 2020
7:00 pm

AAHS@Home (Zoom webinar)
www.az-arch-and-hist.org

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President's Message

by John D. Hall

Last month I wrote about the Southwest monsoon and the wonderful smells that permeate the desert after the first rain. Evoking the sense of smell for a thunderstorm made me think about the other senses, like the sounds and feeling of the monsoon. One of the benefits of the Southwest monsoon is the cooling effect. After a long, dry, hot day, the accumulation of thunderheads brings welcome shade. Eventually, ice-cold raindrops fall and immediately bring such a relief to the hot desert. Temperatures can drop by a significant amount in a matter of minutes!

The sounds of a thunderstorm are just as captivating. The echo of thunder, the wind blowing through the trees, the rhythmic sound of rain, all can be calming and exciting. One of the more unique and interesting sounds of the monsoon season is the chirp of the spadefoot toad. In the Sonoran Desert, Couch's spadefoot toad (*Scaphiopus couchii*) is the common species (Figure 1). Couch's spadefoot is named for an American military officer and naturalist who documented this species of toad in 1854 while conducting a scientific mission for the Smithsonian Institution in northern Mexico (Baird 1854).



Figure 1. Couch's spadefoot toad (*Scaphiopus couchii*).

Couch's spadefoot toads are a fascinating amphibian. During most of the year, these toads live underground. When the summer rains come, however, the spadefoot emerges from its subterranean home to breed in the temporary ponds and puddles created by the sudden, heavy runoff of the monsoon. As soon as the spadefoot

emerges, the males begin their unmistakable call to attract females. The mating call of the spadefoot has been likened to the sounds made by sheep or goats. Water is a necessary medium for the spadefoot eggs, which can hatch in as soon as 15 hours. Once the eggs hatch, tadpoles mature to the adult stage quickly before the temporary ponds dry up. The spadefoot also consumes as much food as possible in this short time, preying mostly on beetles, spiders, ants, and other insects, before burrowing back into the ground until the next monsoon (Ivanyi et al. 2020).

Because the spadefoot's lifecycle is so intricately connected to the monsoon, they are thought to be important symbols of water and fertility in the Southwest. Frogs and toads, as well as other amphibious elements, are also important symbols in Mesoamerican art (Baquedano 2019). In the U.S. Southwest and Northwest Mexico, the toad is a common design element found as carvings and as designs on pottery.

One of the most famous examples of a frog design was recovered by George Pepper (1905) during his excavations at Chaco Canyon between 1896 and 1899 (Figure 2). The famous jet frog with turquoise eyes was recovered from a pedestal in Room 38 of Pueblo Bonito, the largest of the Great Houses in Chaco Canyon. Jesse Walter Fewkes (1914, 1923) also published several frog designs from southwestern New Mexico, depicted on the well-known and elaborately painted Mimbres pottery. The significance of the frog design also permeates modern art (Figure 3).



Figure 2 (Top). Jet frog with turquoise inlay eyes; adapted from Pepper (1996).

Figure 3 (Bottom). Contemporary jet frog with turquoise inlay, carved by Emery Boone, Pueblo of Zuni.

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In southern Arizona, Emil Haury (1976:314–315) illustrates numerous examples of marine shell carved into frog designs from the famous site of Snaketown along the Gila River. The ‘frogs’ from Snaketown are likely

representations of Couch’s spadefoot toads. Another example of a carved spadefoot toad was recently recovered during excavations at Pueblo del Alamo, a Hohokam village along the Salt River in the Phoenix Basin (Figure 4).

The North American monsoon brings life to the desert. Few species of animal exemplify how great an effect the monsoon has on an organism than the spadefoot toad. The entire life cycle of the spadefoot depends on the monsoon rains. After all, water is life!

References:

- Baird, S. F.
1854 Descriptions of New Genera and Species of North American Frogs. *Proceedings of the Academy of Natural Sciences of Philadelphia* 7:59–62.
- Baquedano, Elizabeth
2019 Symbolism of Frogs and Toads in Postclassic Mesoamerica. Presentation at the 84th Annual Meeting of the Society for American Archaeology, Albuquerque.
- Fewkes, J. Walter
1914 *Archeology of the Lower Mimbres Valley, New Mexico*. Miscellaneous Collection Vol. 63(10). Smithsonian Institution, Washington, D.C.

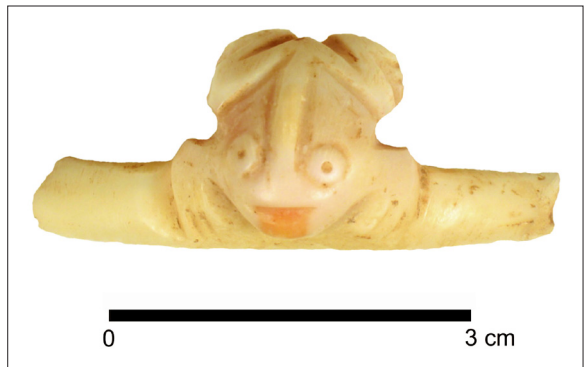


Figure 4. Carved marine shell bracelet band with spadefoot toad design, from Pueblo del Alamo, AZ T:12:52(ASM), Phoenix, Arizona. (Photograph by Christine H. Virden-Lange 2020:Figure 10.1)

Fewkes, J. Walter

1923 *Designs on Prehistoric Pottery from the Mimbres Valley, New Mexico*.
Miscellaneous Collection Vol. 74(6). Smithsonian Institution, Washington,
D.C.

Ivanyi, Craig, Janice Perry, Thomas R. Van Devender, and Howard Lawler

2020 *Reptile & Amphibian Accounts: Couch's Spadefoot (*Scaphiopus couchii*)*.
Arizona-Sonora Desert Museum. Electronic document, [http://www.
desertmuseum.org/books/nhsd_spadefoot.php](http://www.desertmuseum.org/books/nhsd_spadefoot.php), accessed June 2020.

Pepper, George H.

1905 *Ceremonial Objects and Ornaments from Pueblo Bonito, New Mexico*.
American Anthropologist 7:183–197.

1996 *Pueblo Bonito*. Originally published 1920. University of New Mexico Press,
Albuquerque.

Virden-Lange, Christine H.

2020 *Non-Mortuary Shell Material from Pueblo Del Alamo*. In *Pioneer to Classic
Period Occupation of Pueblo del Alamo, AZ T:12:52 (ASM): The 59LBR Logistics
Terminal Project, Phoenix, Maricopa County, Arizona*, edited by J. D. Hall, pp.
172–189. Project No. 65187408. Terracon Consultants, Inc., Tempe, Arizona.



AAHS Lecture Series

*Brought to you by AAHS@Home through Zoom
until we can meet again in person*

Sept. 21, 2020: Karen R. Adams, *Food for Thought: The Deep History of
Your Dinner*

Oct. 19, 2020: Kelsey Hanson, *Technologies of Capturing Color: Paint
Practice and Its Analysis in the U.S. Southwest*

Nov. 16, 2020: Jeffrey H. Altschul, *Using the Past as a Bridge to the
Future*

Dec. 21, 2020: TBD

Jan. 18, 2020: TBD

Feb. 15, 2021: Steve James, *Chicken Bones on Pueblo Grande*

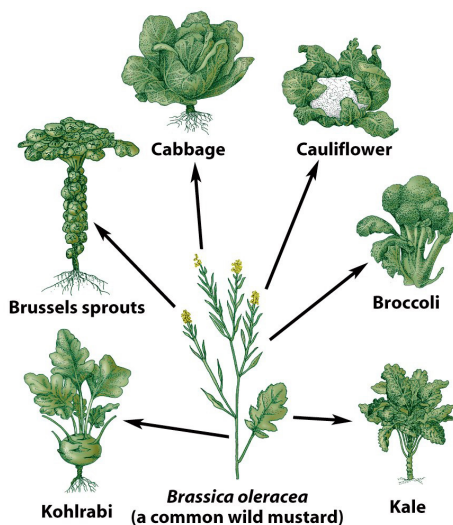
September 21: Topic of the General Meeting

Food for Thought: The Deep History of Your Dinner

Karen R. Adams, Ph.D.

Any five-year old will tell you where our food comes from... the grocery store! But behind that simple truth is an extremely long history of human efforts to modify wild plants to make them more manageable, better tasting, and, eventually, highly productive. Human efforts at plant domestication began more than 10,000 years ago in the Fertile Crescent and elsewhere. People on most of the world's continents domesticated a wide range of above-ground and below-ground plant parts, ranging from the stalk a leaf sits on (celery, rhubarb) to the corn, wheat, oats, rice, and barley grass grains that now feed the world. Some plants domesticated in prehistory (rampion, skirret) vanished over time, perhaps when better options were available. Multiple domesticates are known to have come from a single species. For example, in the Old World, different parts of the wild *Brassica oleracea* plant gave us cabbage, kohlrabi, brussels sprouts, kale, broccoli, and cauliflower. In the New World, the fruit of wild *Cucurbita* plants were developed into pumpkins, zucchini, yellow, patty pan, and acorn squashes.

Plant domestication is a process that can continue as long as humans are interested in favored wild plants. Some current domestication efforts



are focused in the DNA lab with Genetically Modified Organisms (GMOs). This presentation illustrates that any single meal you sit down to eat today encompasses this world-wide, long-term relationship between humans and the plants they tamed.

Speaker Karen R. Adams, Ph.D. For nearly 50 years, Karen R. Adams has analyzed plant specimens from archaeological sites in the U.S. Southwest and northern Mexico. She trained in both Anthropology and Plant Sciences to best identify and interpret the often broken and burned plant remains from archaeological sites. Her three-decade association with Crow Canyon Archaeological Center in southwestern Colorado provided the setting for her to train summer student interns in archaeobotanical analysis and interpretation. Dr. Adams' publications examine the archaeological plant record at different levels, including single plants, individual sites, regions, and the entire Southwest U.S. Her interests also include the arena of management/domestication of indigenous plants such as little barley (*Hordeum pusillum*) and a wild native potato (*Solanum jamesii*). She has recently written her career reflections and is working on a series of short vignettes about specific career experiences.

Suggested Readings:

Adams, Karen R.

- 2004 Anthropogenic Ecology of the North American Southwest. In *People and Plants in Ancient Western North America*, edited by P. E. Minnis, pp. 167–204. Smithsonian Books, Washington, D.C.
- 2014 Little Barley Grass (*Hordeum pusillum* Nutt.): A Pre-Hispanic New World Domesticated Lost to History. In *New Lives for Ancient and Extinct Crops*, edited by P. E. Minnis, pp. 139–179. University of Arizona Press, Tucson.

Adams, Karen R., and Suzanne K. Fish

- 2011 Subsistence Through Time in the Greater Southwest. In *The Subsistence Economies of Indigenous North American Societies, A Handbook*, edited by B. D. Smith, pp. 147–183. Smithsonian Institution Scholarly Press, Washington, D.C.

Kinder, David H., Karen R. Adams, and Harry J. Wilson

- 2017 *Solanum jamesii*: Evidence for Cultivation of Wild Potato Tubers by Ancestral Puebloan Groups. *Journal of Ethnobiology* 37:218–240.

Registration for the talk is open to the public, but you must pre-register at <https://bit.ly/Sept21AG>.

AAHS@HOME LECTURES AND FIELD TRIPS

As a health and safety response to Covid-19, AAHS is developing virtual lectures and yes, even virtual field trips. These events are brought to you through Zoom and are as easy to access as a click on your computer mouse on the link sent to you in a member email, on the AAHS webpage (<https://www.az-arch-and-hist.org/>), or on our Facebook page (<https://www.facebook.com/ArchandHist>). Although started as a result of the pandemic, virtual events have shown AAHS that these distance-delivered events have provided additional benefits to our members who live and work outside of the Tucson community, as well as those who may have physical, health, or time constraints that limit their opportunity to participate in on-site events. We may continue virtual lectures in addition to our in-person lectures once we return to on-site events.



On July 20, 2020, AAHS hosted the first AAHS@Home (online) lecture, titled, "Mimbres and Paquimé Relationships," by Paul Minnis. Seventy-seven members and 71 non-members attended, for a total of 148 participants attending the lecture. This made it among the top AAHS best-attended lectures! Members attended from Sonora, Mexico and many places

in the U.S. including Arizona, Utah, Texas, California, New Mexico, Washington, Minnesota, New York, Illinois, Oregon, and Colorado. We have no way to know where non-members are from, but would venture to guess we would add some additional locations if we had that information.

But what about field trips, the other regularly scheduled events hosted by AAHS? By the time you are reading this, AAHS will have held its first AAHS@Home field trip and a September field trip will be scheduled. The first AAHS@Home field trip will have given AAHS members an opportunity to take a virtual field trip through some of the Arizona State Museum's (ASM) oldest, most fragile, and most

important collections rarely seen until now by the public. Dr. Nancy Odegaard, conservator, professor, and head of preservation, and Dr. Patrick Lyons, archaeologist, associate professor, and ASM Director, will have co-lead participants through a combination of pre-recorded videos, as well as live discussion and questions and answers.

We recognize that virtual field trips may not seem ideal for some of us, but we are currently in possession of Covid-19 lemons and we're making lemonade. Sometimes, the lemonade comes out better than expected. Virtual lectures and field trips will take us places we may not have thought about before or had group access to before. Also, the size of the group will not be limited as is the case with most on-site field trips.

AAHS is committed to continuing events through this time of physical (social) distancing. Drop us a note if you have ideas for other virtual field trips or suggestions for other distance events. Stay healthy and safe everyone!



Upcoming AAHS Field Trips

Vanderwagen Collection at The Amerind Foundation September 19, 2020; 11:00 a.m.

Join Eric Kaldahl, Director of The Amerind Foundation, for a virtual tour of the Vanderwagen Collection of Zuni and Navajo jewelry. The collection, built over three generations, includes outstanding works from the late nineteenth to the late twentieth century. This event is jointly sponsored by AAHS@Home and The Amerind Foundation. The field trip is open to the public, although preregistration is required. Information about registration will be available on the AAHS website, Facebook page, and through email notice to our members.

glyphs: Information and articles to be included in *glyphs* must be received by the first of each month for inclusion in the next month's issue. Contact me, Emilee Mead, at emilee@desert.com.

2020 CUMMINGS, STONER, AND LINDSAY AWARDS

One of the highlights of the AAHS year is presenting the Cummings, Stoner, and Lindsay awards during the annual Pecos Conference. In this time of pandemic, we will be presenting these awards virtually. Check the AAHS Facebook page (<https://www.facebook.com/ArchandHist>) and AAHS emails for photos and award presentations to be posted later in August. Congratulations to all!

The *Byron Cummings Award* recognizes outstanding research contributions to anthropology, archaeology, or history pertaining to the southwestern United States or northwest Mexico. This year, we recognize **Stephen H. Lekson** for his truly impressive impact on Southwestern archaeology and **John D. Speth**, whose research on Plains-Pueblo interaction and bison hunting on the southern Plains revolutionized our thinking about this critical part of the Southwest.

The *Victor R. Stoner Award* is given for outstanding contributions in the fostering of historic preservation or the dissemination of anthropology, archaeology, or history to a public audience. This year, we recognize **Nancy N. Odegaard** for her outstanding contributions to the preservation of archaeological collections, as well as her many years of student training and public outreach. The second 2020 Stoner awardee is **Christine R. Szuter**. Christine recently retired as Executive Director of the Amerind Foundation and was, for many years, Director, Editor-in-Chief, and Acquiring Editor for the University of Arizona Press. This award recognizes her contributions in bringing archaeology and anthropology to a wide audience of professionals, as well to the general public.

The *Alexander J. Lindsay, Jr. Unsung Hero Award* honors lifetime service of individuals whose tireless work behind-the-scenes has often gone unrecognized, but that is critical to the success of others' research. We are pleased to recognize **Helen L. O'Brien** for her impact on generations of archaeological students, as well as her contributions to curating the archaeological record through digital technology. The second 2020 Lindsay award recognizes **Deborah V. Gibson** for her more than 30 years of work as a field archaeologist, crew chief, database manager, laboratory manager, project manager, computer specialist, and technical editor in the northern Southwest.

AAHS SUBVENTION AWARD PROGRAM

The Arizona Archaeological and Historical Society (AAHS) is pleased to announce the 2020 competitive subvention award program for AAHS members. The purpose of this program is to provide money in support of the first publication of digital or print books or *Kiva* journal articles that further AAHS's mission. Many sources of grant funding do not support publication costs. Through this program, AAHS can provide occasional funding to prevent this barrier to the sharing of research results. This year, awards up to \$5,000 will be considered.

Award criteria:

- ♦ The AAHS Publications Committee will review applications submitted by authors or editors. Applications are eligible for review after the manuscript has been accepted for publication by a press or the journal editor "as is" or "with revisions."
- ♦ The application will include a cover letter that describes the purpose of the subvention, the audience for the book or article, how publication of the manuscript is in keeping with the AAHS's mission, and the availability of other sources of funding for publication. Supporting materials shall include: (1) an abstract for the book or article; (2) a copy of the Table of Contents (if relevant); and (3) a copy of the letter from the press or journal editor indicating their terms for accepting the manuscript. Incomplete applications will not be considered.
- ♦ The monetary award will not be paid until AAHS has been notified that the book or article has been finally accepted by the press or journal editor and will be paid directly to the publisher.
- ♦ The financial support of AAHS will be noted in the volume/article acknowledgments and on the copyright page of book publications.

The deadline for receipt of submissions is September 14, 2020 for consideration by the end of October. Applications should be emailed to Sarah Herr at sherr@desert.com.

To join AAHS, please visit: <http://www.az-arch-and-hist.org/home-page-members-text/membership/>.

F. LEWIS ORRELL JR. CURRICULUM DEVELOPMENT AWARDS

AAHS recently received final reports from the schools that were awarded F. Lewis Orrell Jr. Curriculum Development awards for the 2019–2020 school year. Results of these projects are described here, and an exciting new project being funded by AAHS for 2020–2021 is detailed.

In 2019–2020, AAHS Orrell awards funded three schools to implement activities related to teaching students about the archaeology, history, or anthropology of the American Southwest. Due to the impacts of Covid-19 on the spring semester, not all of the in-person lessons could be completed as proposed. Two of the three projects created materials and lessons with the revised goal that lessons will be completed in the future when students can return to in-person classes and participate in group activities safely. The third school had already created lessons and was using the Orrell award to fund a field trip. That field trip was cancelled due to Covid-19.

First, a summary of outcomes from 2019–2020 projects.

Pit Fire Field Trip

Lulu Walker Elementary School, Tucson (Jane Peterson): Wrapping up their 4th grade Arizona State Social Studies unit on Native American history and Art History of traditional pueblo pottery, Walker Elementary students were expecting to participate in a field trip to Catalina State Park as a culminating activity. In Social Studies, they learned about ancient cultures of the Southwest, and in Art, the students constructed a coil pot, smoothed and polished it with traditional clay slip and polishing stones. They studied traditional hand-building techniques and ancient pottery firing techniques. The plan was for them to build a pit fire and fire the pots at Catalina State Park. Unfortunately, the field trip was scheduled for a date after the Covid-19 shutdown, so the activity could not be completed this year.

Excavation and Native Plants Project

Innovation Academy, Oro Valley (Mabel Rivera): Innovation Academy created mobile excavation spaces so K–5 students could learn

the process of archaeological excavation and so they could explore how the ancient people of southern Arizona lived and relate it to their own lives. Innovation Academy is a STEM (science, technology, engineering, math) school, and in Ms. Rivera's words, she is in the process of creating an environment in which teachers and students at the school create a meaningful relationship with the people who came before. She originally envisioned a space in the school garden surrounded by native plants for the excavation site, but adjusted that for several practical reasons to creating excavation tubs for classroom use. She used her personal 3D printer to create artifact replicas and also gathered other replicas. She studied the process of excavation and documentation and is creating lessons for students to participate in hands-on archaeology at their school.



Sonoran Shell Project

Basis Tucson North, Oro Valley (Porter McDonald): Mr. McDonald created lessons with his 7th grade students centered around the relationship between the peoples of the Sonoran Desert and the sea. He traveled to Isla Tiburón to understand the types of shells used in local art, and he gathered a variety of shells for his students to use in the classroom. The class took a field trip to the Arizona State Museum where Dr. Arthur Vokes presented "An Introduction to Gulf of California Shells" to the students. At the museum, Ruben Moreno shared how museum exhibits are created, because the students had a goal to create an exhibit at a small local museum as the culmination of the semester-long unit. The museum exhibit is

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unfortunately on hold due to Covid-19 and school and museum closures. In addition to the museum field trip, the students took a field trip to Himdag Ki to learn about Tohono O'odham culture. Back in the classroom, they had a special presentation by Preservation Archaeologist Allen Denoyer, an expert on replicating ancient tools and

technologies. He provided hands-on activities to connect the students with the ancient past. Students washed and classified shells and created art projects that could be part of the exhibit they had hoped to create.

As a result of his own learning and the lessons he conducted with his students, Mr. McDonald explored

the use of shell in ancient and modern cultures associated with the Southwest and has activities to share with other teachers about how to incorporate shell investigation and art into a variety of educational lessons.

For the coming school year (2020–2021) teachers have a difficult time ahead with uncertainty about if and when they will be meeting in person with their students. Therefore, this year, AAHS will fund a larger curriculum creation project in conjunction with The Arizona Site Steward Program and Project Archaeology. Arizona Project Archaeology (AzPA) has been awarded a 2021 AAHS F. Lewis Orrell Jr. Curriculum Development grant to create a *Hohokam Pithouse Shelter Guide* for use in Arizona schools. AzPA is committed to teaching scientific and historical inquiry, cultural understanding, and the importance of stewardship of Arizona's rich archaeological resources.

Arizona Project Archaeology provides students a basic understanding of archaeology and inspires them to respect and protect our cultural heritage.

Investigating Shelter guides students through a complete investigation of shelter using artifacts, maps, historic photographs or drawings, and oral histories. The curriculum inspires students to respect and protect the rich array of cultural resources on public lands, including Indian sites and World War II remains. The goal is to develop lifelong stewards on public lands.

Unfortunately, there is no comprehensive nor specific Arizona curricula in the National Project Archaeology catalog. Teacher and Site Steward trainings thus rely on *Investigating Shelter* lesson plans, based on a Fremont pithouse. AzPA will use this grant award to correct this omission and to create a Hohokam pithouse shelter guide. The project will result in a culturally appropriate, Arizona-specific, archaeological guide full of lesson plans for grades 3–5. In addition, copies of the *Hohokam Pithouse Shelter Guide* will be provided free of charge to teachers in the first AzPA training in southern Arizona. We are very pleased to support this important project.

NEW AAHS LOGO T-SHIRTS AVAILABLE ONLINE!

Need something to lounge around the house in? The new AAHS T-shirts are available in our online store: <https://www.az-arch-and-hist.org/shop/>. Regular cut in gray with black logo or beige with brown logo. Also available in a women's cut in red with white logo. We now have XLs and XXLs in stock in all three colors. The shirts are \$20 each, including postage.



Cornerstone

Darlene Lizarraga, Director of Marketing
Arizona State Museum

Revisit, Repackage, and Reissue

All of us at ASM look forward to reopening exhibits and resuming public programs once this health crisis is behind us. As of this writing (August 1), we remain closed to the public with no firm re-opening date to announce. Like every other organization has, we have needed to pivot to digital platforms for lectures and classes, and we have come to rely more heavily on social media and our website to serve as virtual exhibition halls and online marketplaces. One of the challenges of this new reality has been creating and maintaining a steady stream of information to produce each day. But one of the pleasures of this challenge has been revisiting existing content from old exhibits and mining old iterations of the ASM website. Reorganizing, updating, and repackaging this content and reissuing it as teaching resources, online exhibits, social media posts, video tours, and in essays such as this, have been a lot of fun.

Here's one example I thought you might enjoy. This is from a 2012 blog written by then-ASM archivist Amy Rule.

It is not every day that a 150-year-old book in the ASM Library can precipitate controversy and debate, but this happened in 2012 when a visiting scholar examined Henry Rowe Schoolcraft's publication, *Historical and Statistical Information Respecting the History, Condition, and Prospects of the Indian Tribes of the United States*.

Early American ethnologist Schoolcraft (1793–1864) published this monumental, six-volume work between 1851 and 1857. Self-educated, Schoolcraft was fascinated by the languages and cultures of Native Americans. He worked as an Indian agent and on topographical surveys of the Upper Great Lakes, and he was married to a half-Ojibwa (or Chippewa) woman.

Dighton Rock, a 40-ton boulder in the Taunton River in Massachusetts, was one of his long-term interests. Strange carvings



Dighton Rock, Plate 14, Volume 4, Historical and Statistical Information Respecting the History, Condition, and Prospects of the Indian Tribes of the United States, by Henry Rowe Schoolcraft (1851–1857, Lippincott, Grambo, and Company, Philadelphia).

on the face of the rock had been the subject of speculation by settlers since the 1680s. Were they pictographs left behind by Vikings, Portuguese explorers, or the Native people of the area? Schoolcraft thought they had to be Algonquin or Icelandic in origin. He made sketches of the markings, but then decided to obtain a scientific, factual rendering of the rock using the latest technology of the time—photography.

Schoolcraft commissioned local photographer Horatio B. King to make a daguerreotype of Dighton Rock. King set up his tripod and camera in the river on July 7, 1853 and made several exposures showing the rock with chalk dust to highlight the mysterious markings. Artist Seth Eastman posed in his stiff collar and vest atop the rock to provide a sense of scale. One of King's daguerreotypes was used to produce an engraving that was bound into Volume 4 in the chapter titled, "Scandinavian Claims." For Schoolcraft, the photograph provided the evidence he needed to conclude that the inscription was made by Indians.

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But that did not end the controversy. In 1975, *National Geographic* magazine published a color photograph of the rock in raking light with an expert's opinion that Portuguese Captain Miguel Corte Real left the markings behind after his 1511 voyage to North America.

When Scandinavian petroglyph scholar Dr. David Vogt was conducting research at ASM in the spring of 2012, he looked at Schoolcraft's book. In Vogt's opinion, the inscriptions on Dighton Rock were certainly not made by Vikings, but, more likely, were carved by the Indigenous people of that area.

Dr. Vogt also found an interesting parallel with his own research on petroglyph sites: the intertidal location of the rock. In his extensive survey of Scandinavia's rock art, he has found that the inscribed stones frequently occur in areas where the coastline has undergone change due to the rising landmass of post-glacial Scandinavia. He wondered if perhaps the carvings on the rocks signal a special meaning inherent in the zone between land and water for inhabitants of both the New and Old Worlds.

(David Vogt is a researcher of archaeology at the Museum of Cultural History, University of Oslo. He specializes in rock carvings and the Scandinavian Bronze Age. Rock Carvings in Østfold and Bohuslän, South Scandinavia: An Interpretation of Political and Economic Landscapes is one of his books in English.)

So, until we can safely reopen the exhibit galleries and resume our in-person programming and travel tours, we will continue to share ASM with you in every other way possible:

Online exhibits: <https://statemuseum.arizona.edu/online-exhibits>

Videos: www.youtube.com/azstatemuseum

Events and programs: <https://statemuseum.arizona.edu/events>

New digital master classes and video tours are in the works, too. Until next month, stay safe and be well!



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AAHS Membership Application

Membership is open to anyone interested in the prehistory and history of Arizona and the Southwest and who support the aims of the Society. Membership runs for a full year from the date of receipt, and covers all individuals living in the same household. If you are joining as a household, please list all members of the household. Monthly meetings are free and open to the public. Society field trips require membership.

Membership Categories

- ☐ \$60 **Kiva members** receive four issues of the Society's quarterly journal *Kiva* and 12 issues of *Glyphs*
- ☐ \$45 **Glyphs members** receive *Glyphs*
- ☐ \$35 **Student Kiva members** receive both *Kiva* and *Glyphs*
- ☐ \$100 **Contributing members** receive *Kiva*, *Glyphs*, and all current benefits
- ☐ \$150 **Supporting members** receive *Kiva*, *Glyphs*, and all current benefits
- ☐ \$300 **Sponsoring members** receive *Kiva*, *Glyphs*, and all current benefits
- ☐ \$1,500 **Lifetime members** receive *Kiva*, *Glyphs*, and all current benefits

Note: For memberships outside the U.S., please add \$20. AAHS does not release membership information to other organizations.

I wish to receive *Glyphs* by (circle your choice): Email Mail Both

I am interested in volunteering in AAHS activities: Yes Not at this time

Institutional Subscriptions

University libraries, public libraries, museums, and other institutions that wish to subscribe to *Kiva* must do so through the publisher, Taylor & Francis at tandfonline.com. For institutional subscriptions to *Glyphs* (\$100), contact AAHS VP for Membership at the address below.

You can join online at www.az-arch-and-hist.org, or by mailing the form below to:

Rebecca Renteria, VP Membership
Arizona Archaeological and Historical Society
Arizona State Museum, The University of Arizona
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