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Fort St. Joseph Archaeological Project 2018 Annual Report

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Fort St. Joseph Archaeological Project

2018 Annual Report

Edited by Dr. Michael S. Nassaney, Principal Investigator

With contributions by Raegan Delmonico, Kaylee Hagemann, Eleanor Hein,
Erika Loveland Hartley, and Meghan Williams



Figure 1. Field school students and staff before Media Day 2018. Photo by Shelby Johnson.

Western Michigan University

Kalamazoo, MI 49008-5306

January 2019

Introduction

Western Michigan University (WMU) hosted its 43rd annual archaeological field school this past July and August under the auspices of the Fort St. Joseph Archaeological Project. The Project is a long-term, multidisciplinary, community-based partnership between the City of Niles and WMU that investigates and interprets colonialism and the fur trade in the region.

We selected the theme “Technology Then and Now,” to focus our activities in 2019. We recognize that technology is not only important in the 21st century, but has defined humanity since our earliest ancestors crafted simple tools to assist them in their survival. Most of the archaeological remains that we recover are the products of technology, such as glass, metal, and gunflints, to name just a few examples. Archaeologists also employ technology to investigate the past. We use a sophisticated de-watering system to drain the site, a total station to record provenience, and chemical analysis to determine the composition of objects to establish their age and country of origin.

This report summarizes our field, laboratory, research, and public outreach activities over the past calendar year. We hope it provides you with a better understanding of how we use the archaeology of Fort St. Joseph to discover the past, build community, and learn more about ourselves.

2018 Field Season

During this past field season, archaeological investigations occurred at two locations within the City of Niles, Michigan. The first location was a property, 23 Market St. (FSJAP 1), located downstream from Fort St. Joseph where historical documents suggest the presence of European and Native activity occurring during the Fort’s occupation. The second investigation

occurred at Fort St. Joseph (20BE23), an important eighteenth-century French mission, garrison, and trading post complex.

The Project's principal investigator, Michael S. Nassaney, and field director, Erika Loveland Hartley, supervised excavations at the two locations. The field crew included eleven undergraduate students and five staff members: Tim Bober (Public Education Instructor), Kaylee Hagemann (Lab Coordinator), Eleanor Hein and Meghan Williams (Public Outreach and Social Media Coordinators) and Gary Thompson (Field Supervisor) (Figure 2).



Figure 2. 2018 WMU archaeological field school students and staff. Photo by Shelby Johnson.

During the first week of the field season, we conducted a reconnaissance survey to locate evidence of colonial activities downstream from Fort St. Joseph on a property with archaeological potential and landowners who allowed us to work in their backyard. We laid out fifteen shovel test pits (STPs) along four transects at the 23 Market Street site (FSJAP 1; Figure 3). Investigations revealed no evidence of material culture related to Native and/or eighteenth-century European activities, though we encountered a variety of late nineteenth and twentieth century artifacts in all of the STPs. Their presence in fill suggests that they were deposited in a

secondary context and likely associated with the occupation of a nineteenth-century house on the property.



Figure 3. WMU field school students excavating test pits at 23 Market St. (FSJAP 1). Photo by Meghan Williams.

Over the next five weeks, excavations were conducted on the Fort St. Joseph (20BE23) floodplain with the goals of identifying, investigating, and interpreting technologies associated with architectural and other remains from the Fort. Recent archaeological and documentary research provide evidence and information on the projected size and locations of five buildings at the site (see Hartley and Nassaney 2019; Loveland 2017; Nassaney 2015). This season, archaeological work was oriented towards refining our understandings of some of these buildings.

One new and three previously excavated 1 x 1 meter units in addition to five new 1 x 2 meter units were explored and reopened in locations chosen for their high probability to provide structural information (Figure 4). In 2017, Feature 27 was identified as a large stone concentration that has been interpreted as a possible fireplace. Two of the 1 x 2 meter units opened this year were placed on both sides of the previously excavated units to gain information on the feature's orientation, size, and function. Unfortunately, those questions remain

unanswered at this time because the feature was not fully exposed (Figure 5). It still seems likely that Feature 27 represents a fireplace associated with a sixth structure on the site.

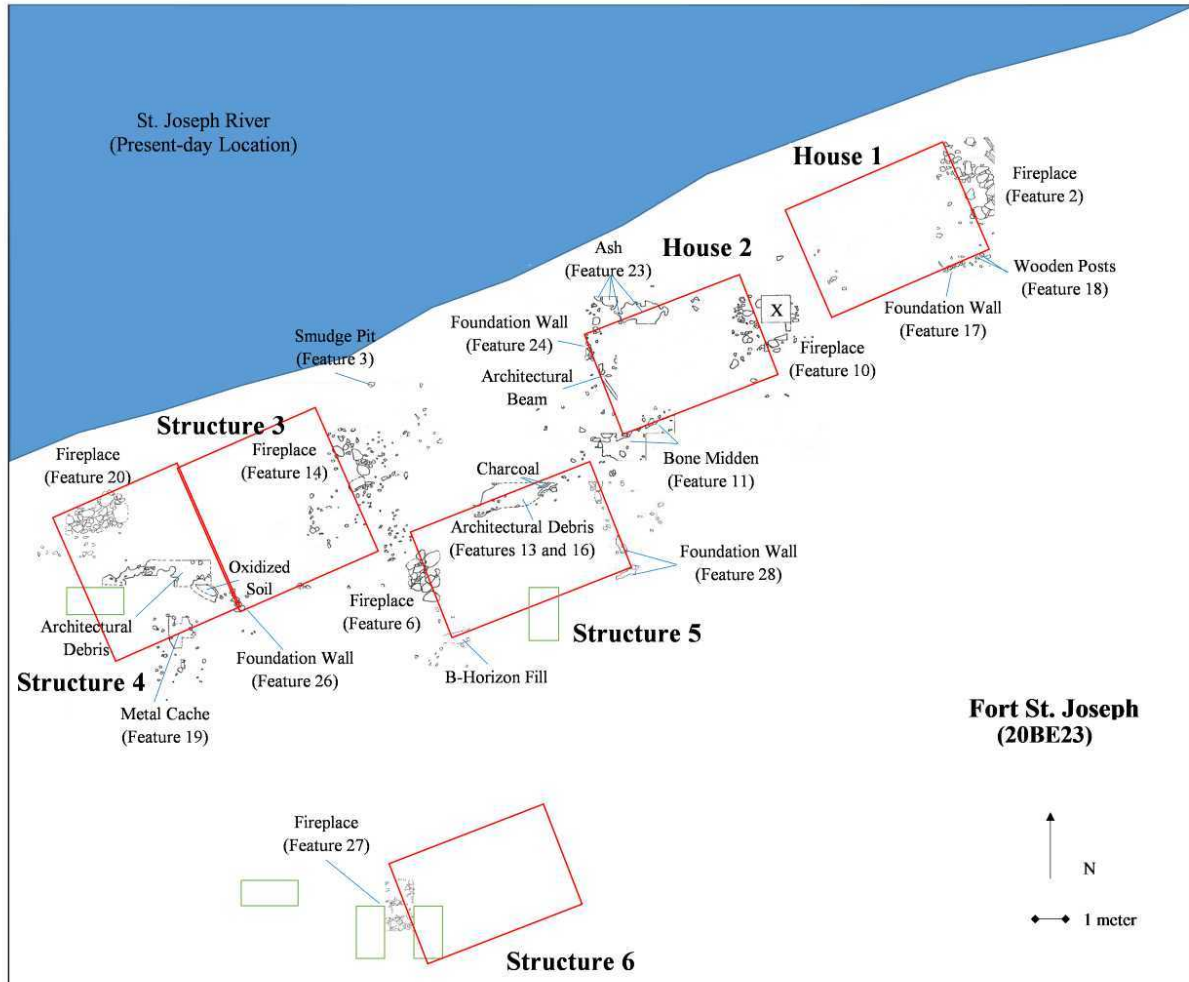


Figure 4. Map of Buildings found at Fort St. Joseph (20BE23). The red lines denote their proposed outlines, while the green lines denote the 2018 units. Map created by Erika K. Hartley.



Figure 5. Feature 27, a possible fireplace, was further investigated during the 2019 field season. Photo by Shelby Johnson.

One 1 x 2 meter unit, N11 W4, was placed in a location that had not been previously explored. This area exhibited a high magnetic anomaly during a 2004 magnetometer survey, warranting the placement of a new unit to determine the nature of the anomaly. We identified a concentration of burned soil containing ash and charcoal fragments in the southeast corner of the unit. Due to time constraints, excavation of the oxidized soil was not completed. A flotation sample was collected and processed, though the contents have yet to be analyzed. Further investigation is needed to determine the nature of this anomaly.

Eighteenth-century material culture was recovered in all of the units excavated in the floodplain this year. Each of the artifacts provides important information about the religious, domestic, and commercial functions of the site. The recovery of lead seals, in particular, has contributed to our understanding of technology and trade. A former field school student, Cathrine Davis, presented information from her honors thesis to the staff and students during a

lab session and to the public during the Archaeology Open House. Davis discussed the process of making lead seals and the various types found at Fort St. Joseph and across New France (see Davis 2014). She also assisted students in identifying the four lead seals we recovered this season, which provided them with an opportunity for a hands-on learning experience.

In conjunction with learning field and lab procedures, students participated in community service learning and public outreach activities. For the Archaeology Open House, students prepared artifact displays, performed wet-screening demonstrations, and provided information about past and ongoing excavations. To help the public visualize the size and location of structures identified at Fort St. Joseph, staff and volunteers erected a ghost structure (Figure 6) placed at the location of House 2. The public appreciated the opportunity to visualize and experience a building at the Fort through this display technique.



Figure 6. A ghost structure was erected at the location of House 2 to assist in visualizing the size and location of buildings identified at Fort St. Joseph. Photo by Shelby Johnson.

Students also participated in the Project's public lecture series, archaeology summer camps, local events and programs (e.g., Brothers of the Holy Cross, Air Zoo summer camps, Bastille Day, and Niles' Third Thursday), and community meals. These opportunities gave students a chance for intimate interactions with the public and to share their excitement and knowledge about Fort St. Joseph. Daily blog and social media postings also provided students with the ability to interact with the public and discuss their findings, interpretations, and important events of interest to the community.

Public Outreach

What distinguishes public archaeology from other archaeological practices is outreach. The Fort St. Joseph Archaeological Project uses a number of means to disseminate information to the Niles community and the general public and invite their participation. By engaging the public, the Project can become receptive to the needs of the community and garner support from community members and organizations. The public benefits from access to a direct source of ever-growing information about the history of Niles. Area businesses benefit from the tourists drawn to events like the Archaeology Open House. For these and other reasons, the continuation of outreach efforts is vital to the longevity of the Project.

Students and staff were given numerous opportunities throughout the summer to meet and engage with members of the community through community events, museum visits, summer camps, community-sponsored meals, the lecture series, and the Archaeology Open House. These events allowed members of the Project to discuss the ongoing investigations at Fort St. Joseph with interested parties. Students learned how to share information about the archaeological process and findings with the public.

Summer Archaeology Lecture Series

The 2018 Summer Archaeology Lecture Series hosted four speakers who shared their knowledge about this year's theme, "Technology Then and Now." Lectures were as follows:

- Dr. Kathleen L. Ehrhardt "Unlocking the Colonial Past: Using Technology to Understand Technology"
- Larry Horrigan "Cross Cultural Technologies of the Great Lakes Region During the Fur Trade Era"
- Brock Giordano "Crafting Culture at Fort St. Joseph: The Technology of Tinkling Cone Production"
- Dr. Heather Walder "Telling Time with Glass Beads from Fort St. Joseph"

Lectures were held in the Niles District Library rotunda on Wednesday nights at 7 pm. The combined attendance of the lectures totaled 188 people, with an average attendance of 47.

Refreshments were provided to attendees at each lecture.

The Project would like to thank the Friends of the Niles District Library, Support the Fort, Inc., and the Niles History Center for their contributions of refreshments for the 2018 Lecture Series.



Figure 7. Dr. Kathy Ehrhardt presenting at the 2018 summer archaeology lecture series in the Niles District Library. Photo by Eleanor Hein.

In an effort to expand the reach of the lecture series, two of the four lectures were streamed using Facebook Live. This allowed supporters who were otherwise deterred by distance, health, or time to have access to the lectures, and the effort was met with much enthusiasm.

Archaeology Open House

The outreach effort with the greatest impact each year continues to be the Archaeology Open House. The Open House, held on the first weekend of August (August 4-5) attracted 733 individuals from local, national, and international communities. With temperatures in the low

90s and two other major community events occurring on the same weekend of the Open House, the attendance numbers can be deemed a success for the event.

The 2018 Open House saw the return of several activities from past years. With eleven reenactors, four dancers, and two musicians, history came alive for event attendees (Figure 8). The St. Mary's Boy Scout Troop returned to serve concessions. Dr. Terrance Martin displayed an array of bones and talked to attendees about zooarchaeology and the animals present at Fort St. Joseph. Fernwood Botanical Gardens also had a table with furs and information on area wildlife in the past and present. Monica Topash, a member of the Pokagon Band of Potawatomi, provided a craft table where attendees could paint animal tracks onto smooth stones.



Figure 8. Colonial dancer reenactors teach period dances to Archaeology Open House attendees. Photo by Shelby Johnson.

Candace Skalla, Chair of the Fort St. Joseph Archaeology Advisory Committee, recruited sixteen volunteers to work for a combined fifty hours at the welcome table, where programs,

surveys, and general information were distributed. The Daughters of the American Revolution (DAR) and the Niles History Center also hosted informational booths at the event.

Field school students ran several other tables with the help of volunteers. The merchandise table allowed attendees to purchase the 2018 season's t-shirts as well as previous year's t-shirts, booklets (*Sheltering New France* and *The Fur Trade*), and DVDs. The children's table provided younger attendees with interactive activities related to archaeology and the fur trade, including a bead barter activity to understand trade and learn about the Fort, the "Jr. Digger" activity which allowed children to screen for artifacts in a kiddie pool, a stratigraphy board matching game to explain soil strata and the information it can hold, and an activity book with puzzles, coloring pages, and more. Students also ran an artifact booth, with three artifact cases exhibiting recent finds, lead seals, and artifacts aligning with this year's theme of technology. Six banners were also featured with further information on technology.

Attendees could also enjoy two types of tours at the event. The historical walking tour was available at four different times throughout each day and visited the two nearby monuments: Father Allouez's Cross and the commemorative Fort St. Joseph Boulder. As always, attendees could also participate in self-guided pit tours. A handful of students were stationed at the pits at the actual site, where attendees could see the excavation and ask questions about the fort, the archaeology, area history, and student experiences, among other topics. They could also enjoy wet-screening demonstrations throughout the day.

A number of lectures and presentations were also offered in the main tent. Dr. Nassaney spoke throughout the day to welcome guests and introduce the technology theme. Cathrine Davis, a former field school student and current Ph.D. candidate at the College of William and Mary, also spoke several times throughout the weekend about period clothing and lead seals.

One of the most popular features of the event this year was the canoe rides, which were sponsored by Support the Fort, Inc. so that the rides were free of charge to all attendees for the first time this year. This allowed more people to have an opportunity to ride in a voyageur canoe and learn more about the French fur trade.

According to submitted surveys, attendees overall were satisfied with the Open House and anticipate the 2019 event. A satisfaction matrix for rating each aspect of the Open House saw ratings no lower than 3.6 out of 4.0, with the highest rating being for the canoe rides (a 3.86 rating).

Area Events and Outreach

This year's field school took advantage of multiple outreach opportunities throughout areas surrounding Niles, including the Mini Maker's Faire in St. Joseph, MI, the Pears Mill Bastille Day event in Buchanan, MI, and Third Thursday in Niles, MI. Furthermore, students presented to groups such as summer camps at the Air Zoo in Kalamazoo, MI, and the Brothers of the Holy Cross in Notre Dame, IN. Several area groups organized visits to the site for private pit tours, including area seniors and youth groups.

Summer Camps

Each year, the public has an opportunity to participate in our summer archaeology camp. Students spend a week learning about Fort history and archaeology and participating in the archaeological process (Figure 9). Campers come to the site after their morning lecture to have lunch the University students. The program has mutual benefits: University students can

reinforce their learning by teaching and campers aspire to imitate and learn from University students who have more experience in the field.



Figure 9. A middle school camper discovering the thrill of archaeology. Photo by Shelby Johnson.

This year, three camps were held over three consecutive weeks. The first week was the middle school camp, the second was the high school camp, and the final one was the lifelong learners' camp. We trained 28 campers in the camps this year.

Community Meals

From the start of the Project in 1998, local community members have supported the archaeology by providing with occasional lunches and dinners. This practice continued 2018 when various individuals and organizations field school served the field school eight meals.

These opportunities are also mutually beneficial as the sponsors as both students and community members get to know each other better and share information about Fort St. Joseph. Students are more than willing to discuss their findings and community members can live vicariously through these encounters.

The Project is grateful to the following organizations and individuals for their contributions of community meals during the summer of 2018: Lynne and Meryl Christensen and Neil and Kathy Hassinger (Figure 10); the Daughters of the American Revolution; Mary Ellen Drolet; the Four Flags Area Chamber of Commerce; the Niles Kiwanis Club; Stephanie Layman and family; and the Niles History Center.



Figure 10. The 2018 field school poses in front of the “ghost structure” while wearing t-shirts gifted to them by Neil Hassinger (at top right). The shirts read: “Fort Saint Joseph: Digging it for 20 Years, 1998-2018.”

Social Media

The blog has been – and continues to be – a major source for sharing information with the public. This field season the Project posted twenty-seven blogs and our most popular blog broke all previous records for number of views. The blog, “An Open Letter from a Niles Native,” written by Ele Hein had a thousand views this field season! Overall, this field season’s blogs have received a significant attention with 10,938 views and the average blog receiving 438 views. The blog can be found at www.fortstjosepharchaeology.blogspot.com.

As previously mentioned, two of the four lectures this year were streamed on Facebook Live, allowing anyone who was unable to be physically present at the event to enjoy the lectures from their own devices. A poll found that followers particularly enjoyed this feature, and efforts will be made to continue this practice in the future.

The Facebook following continues to grow, with 78 page follows and 76 page likes introduced over the summer. The total page following at the end of the summer was 1,403 followers and 1,424 page likes. The page continues to communicate to followers the activities of the Project and all public events associated with it. The Facebook account can be found under Fort St. Joseph Archaeological Project.

Greater effort in engaging with followers on Instagram has led to the growth of the Project’s Instagram following. The 2018 season began with an Instagram following of 136 followers. At the end of field school, the Project had 243 followers, a gain of 107. The Instagram account can be found under @fsjarchaeology.

Local Media Presence

Several media outlets from the Niles, Kalamazoo, and South Bend areas publicized the Project and its events. They were invited to our media day in advance of the Open House (Figure 11). Public outreach coordinator Meghan Williams participated in a radio interview with WSJM, a station from the St. Joseph, MI area that broadcasts to Berrien County. The *Niles Daily Star*, *Herald Palladium*, and *South Bend Tribune* featured stories on the dig and the Open House. Surveys taken at the Open House suggested that most event attendees heard about the Project through area newspapers.



Figure 11. Field school students and reenactors pose for a quick photo during Media Day. Follow us on Facebook and Instagram to see more fun shots! Photo by Shelby Johnson.

Summary

The outreach efforts of the Fort St. Joseph Archaeological Project continue to evolve each year, connecting more people from various locations, backgrounds, and interests. Next summer's efforts may not have officially began, but outreach at Fort St. Joseph is a continuous project.

2018 Lab Activities

The 2017 and 2018 Fort St. Joseph archaeological field schools discovered hundreds of artifacts. From January through April 2018, students working with Dr. Nassaney completed the inventory of the 2017 collection. During the 2018 field school, the students dedicated their evenings to washing and sorting the objects excavated from the soil. These activities helped the students familiarize themselves with the materials from the site and to understand the lab procedures used in archaeology. These procedures include handling the artifacts, identifying them, and labeling them correctly. By the end of the season, the students were able to distinguish various artifact categories.

All artifacts excavated are brought from the field to our Niles field station to be washed and sorted (Figure 12). During the washing process, the students take extra precautions with certain items. Charcoal, baked clay, and smaller bone fragments are extremely fragile and must be handled with care. Iron objects cannot be submerged in water and are merely dry brushed. After the washing and cleaning process, items are set aside to dry prior to sorting. The artifacts are organized and classified by raw material and function. For smaller artifacts, magnifying glasses are used to better identify them. Badly rusted iron artifacts can be detected with a

magnet. Artifact tags are labeled with catalog numbers are placed into bags along with silica packets for all metal objects (e.g., iron, copper alloy, silver, pewter, etc.). The artifacts can then be transferred to the lab at WMU where they can be inventoried, counted, and weighted and entered into an EXCEL spreadsheet. Inventory of the 2018 artifacts is ongoing and is anticipated to be completed by April 2019.



Figure 12. A 2018 field school student washes a tooth. Photo by Gretchen Lynch.

Additionally, lab hours were dedicated to students finishing or improving field notes, creating maps of past units around their current unit, and assembling the artifact cases to use at the annual Open House (Figure 13). Each field season, one artifact case is organized by the theme of the season and the other artifact case is dedicated to recent finds. This year, a third artifact case was assembled to display the lead seals found at the site this field season, along with others found in previous years. The students that participated in this process were required to give descriptions to the artifacts and included images for visual aids. With the themed case, artifacts were chosen in relation to *Technology: Then and Now*. For example, there was a section for beads. With several types of bead artifacts, there are paragraphs describing wampum beads and small glass beads, what their material is, and how they were made. This experience helped to

increase students' knowledge of the fort's history and used this knowledge to display and teach this information to an audience of all-ages.



Figure 13. Kaylee Hagemann, lab supervisor, wet screens during the Open House. Photo by Shelby Johnson.

On the site, students collect soil they had excavated out of their units and take it to the wet screening area. There are five tetrapods, set up over a small trench, with 1/8" mesh screens suspended from them. The sediments are dumped into the screens and sprayed with water from a hose to remove the soil and reveal any artifacts that may have been overlooked while excavating. The artifacts recovered from the screens are collected and tags are made with catalog numbers. Tags are also used artifacts that are collected while shoveling and troweling. The artifacts are organized in this format to track them and to better understand their context. They are then transferred to the lab at WMU where more detailed studies and photography are conducted before the materials are permanently stored at the Niles History Center.

Future Prospects and Challenges

Nearly twenty years of excavations have taught us that many more discoveries can be expected at Fort St. Joseph and the public remain interested in our investigations and interpretations. Some of our more significant studies will appear in a synthetic edited volume authored by many of the project participants (Nassaney 2019). Field work has revealed the locations of at least six structures in the floodplain at the fort. While there are probably still numerous artifacts associated with these habitations, more information can be obtained about the extent of the fort by investigating the area immediately beneath the landfill to the south. The discovery of artifacts, features, and animal remains in this area will assist in helping us to determine the boundary of the fort and perhaps locate a palisade line. Similarly, excavations beyond the floodplain can assist in determining if any intact archaeological remains contemporaneous with the fort still exist. A larger survey can reveal greater variation in the types of activities that took place in the area immediately before, during, and after the fort's occupation. Finally, we must ensure that artifact collections and associated documentation are properly stored and made accessible to the public and future researchers. Towards that end, we are initiating a major comprehensive assessment of our current curation policies and will be taking action to preserve the information we have collected from one of the most important French colonial sites in the western Great Lakes region. We invite your involvement in any and all of the programs that the Fort St. Joseph Archaeological Project has developed over the past two decades and look forward to seeing you at a future event.

Appendix A

2018 Fort St. Joseph Archaeology Advisory Committee

Chair: Candace Skalla

Vice Chair: Christina Arseneau

Members: Robert Ahrens, Barbara Cook, Mary Ellen Drolet, Jessica Deckard Mann, Michael Nassaney, Lawrence Sehy, Mollie Watson, Jason Wesaw, Sanya Vitale

Appendix B

2018 Project Sponsors and Supporters

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Appendix C

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Appendix D

2018 Project Outcomes

January

- Dr. Michael Nassaney presented the paper “Cultural Identity and Materiality at French Fort St. Joseph (20BE23), Niles, Michigan” at the 51st annual Conference on Historical and Underwater Archaeology, New Orleans, LA.
- Students in Dr. Michael Nassaney’s Anthropology in the Community class (ANTH 5030) began research on several informational banners related to the 2018 theme, *Technology Then and Now*, for display at the Archaeology Open House.
- Genevieve Perry and Cori Ivens created the first Fort St. Joseph field school post card that was distributed to over 50 colleges in Michigan and surrounding states and posted on our Facebook page.

February

- The 2018 field school and summer camp flyers were prepared and sent out to local colleges and public schools.
- Genevieve Perry and Christina Arseneau worked in Niles to reorganize the artifact collections.

March

- We promoted the 2018 Archaeology Open House at the Living History Show in Kalamazoo.
- Dr. Nassaney presented the invited lecture “Shifting Contours of Archaeological Knowledge” about changing interpretations of colonialism at Fort St. Joseph to the Department of Anthropology, University of Michigan, Ann Arbor.
- The Anthropology Department at WMU welcomed 3rd graders from El Sol Elementary School to the Fort St. Joseph archaeology lab to participate in activities that focused on archaeology, artifacts, and biological anthropology.
- The 2018 lecture series flyer was prepared and disseminated to fort friends and followers.

April

- Kaylee Hagemann published a blog on 18th-century French fashion that received nearly 900 views.
- We donated a Fort St. Joseph t-shirt, water bottle, coffee mug, tote-bag, DVD, and booklets to a silent auction sponsored by the Michigan Historic Preservation Network.
- Dr. Nassaney presented the invited lecture “Recent Archaeological Discoveries at Fort St. Joseph” to the Coffinberry Chapter of the Michigan Archaeological Society, Grand Valley State University, Allendale, MI.
- Dr. Nassaney presented the invited lecture “Shifting Contours of Archaeological Knowledge” about changing interpretations of colonialism at Fort St. Joseph to the Department of Anthropology, Michigan State University, East Lansing.

May

- The third booklet in the series, *Sheltering New France*, by Erika Loveland and Michael Nassaney was mailed to 122 local libraries and schools.
- Inventory of the 2017 artifacts was completed and the artifacts were integrated into the collections in Niles.
- Emily Fletcher defended her Kalamazoo College honor’s thesis entitled “Mapp: An Archaeological Mapping Application” based on her work in the 2017 WMU archaeological field school at Fort St. Joseph.

June

- Molly Watson, assistant director of the Fort St. Joseph museum, and Ele Hein represented the Project at the annual Southwest Michigan Mini Makers Faire in St. Joseph, MI.
- The 43rd annual WMU archaeological field school began at Fort St. Joseph.
- Dr. Nassaney submitted the edited collection, *Fort St. Joseph Revealed: The Historical Archaeology of a Fur Trading Post*, to the University Press of Florida for review.

July

- Michael Nassaney organized the 9th annual WMU Archaeology Summer Lecture Series at the Niles District Library.
- The Project hosted a series of three week-long summer camps.
- Stephanie Layman and family hosted field school students and staff for a potluck.
- The Niles History Center hosted field school students and staff at the Chapin Mansion.
- The Drolet family hosted field school students and staff for dinner and a pool party.

- Neil and Kathy Hassinger prepared a fish fry and taco night for field school students and staff.
- The Kiwanis Club of Niles provided lunch for field school students and staff near the Fort St. Joseph site.
- On July 10, Seth Allard performed a smudging ceremony at the site of Fort St. Joseph.
- On July 11, Kathleen Ehrhardt kicked off the 2018 Summer Archaeology Lecture Series.
- Jason Wesaw and campers from the Pokagon Band visited the site.
- Ele Hein and Mollie Watson attended Pears Mill Bastille Day to promote the Project.
- On July 18, Larry Horrigan presented at the 2018 Summer Archaeology Lecture Series.
- Ele Hein and Andrea Miller visit the Holy Cross brothers and presented on religion at Fort St. Joseph.
- Meghan Williams was interviewed by WSJM Radio to promote Fort St. Joseph and the annual Open House.
- On July 25, Brock Giordano, a former field school student, presented at the 2018 Summer Archaeology Lecture Series.
- On July 26, Raegan Delmonico and Meghan Williams taught middle school students at the Air Zoo about archaeological techniques.

August

- The Rebecca Dewey Chapter of the Daughters of the American Revolution provided a picnic lunch for field school students and staff.
- The Four Flag Area Chamber of Commerce provided field school students and staff with dinner at Pizza Transit.
- On August 1, Heather Walder presented the final lecture of the 2018 Summer Archaeology Lecture Series.
- The annual Archaeology Open House welcomed nearly 800 visitors on the hottest weekend of the summer. The Open House focused on the theme of “Technology Then and Now.”
- Students and staff completed the washing and sorting of artifacts from the 2018 field season in preparation for inventory and analysis during the 2018-2019 academic year.
- Gretchen Lynch and Meghan Williams visited the Air Zoo and taught elementary students about Fort St. Joseph.

September

- Raegan Delmonico, Shelby Johnson, and Cameron Youngs enrolled in independent study conducting work on Fort St. Joseph.
- Shelby Johnson and Meghan Williams updated the field school and summer camp flyers for the Project.

October

- Raegan Delmonico and Meghan Williams visited the Kalamazoo Junior Academy and taught Kindergarten-8th graders about Fort St. Joseph and archaeology.
- Raegan Delmonico, Kaylee Hagemann, Shelby Johnson, Meghan Williams, and Cameron Youngs attended Michigan Archaeology Day in at the Michigan History Center, Lansing.

- Raegan Delmonico, Shelby Johnson, Meghan Williams, and Cameron Youngs attended STEAM night at Lake Center Elementary to teach children about Fort St. Joseph.
- Dr. Nassaney presented the lecture “Public Archaeology: A Two-Edged Sword?” that focused on Fort St. Joseph at the 14th annual Midwest Archaeological Conference, DePaul University, Chicago, IL.

November

- Dr. J. Brandão presented “Pathways of Change: Indians and French in the Great Lakes” at the National Council for the Social Sciences as their Canada Community Scholar.
- Emily Fletcher presented the paper “Mapp: An Archaeological Mapping Application” based on her honor’s thesis at the Congress on Visual Heritage, Vienna, Austria.
- The University Press of Florida accepted the edited collection, *Fort St. Joseph Revealed: The Historical Archaeology of a Fur Trading Post* for publication, with contributions by Rory Becker, Kelley Berliner, Joe Brandao, Cathrine Davis, Erica D’Elia, Brock Giordana, Joe Hearn, Allison Hooch, Mark Hooch, Terry Martin, Eric Mendes, Michael Nassaney, and Sue Reichert.

December

- Meghan Williams and Cori Ivens updated the Fort St. Joseph Archaeological Project brochure to use for solicitation.
- Terry Martin completed the chapter, “Use of Black Bears in the Western Great Lakes Region and the Riddle of the Perforated Bear Mandibles” in *Other-Than-Human Persons: Archaeology and Ethnohistory of Bears in Eastern Native North America*, edited by Heather Lapham and Gregory Waselkov, University Press of Florida.
- Terry Martin co-authored “*Poule au pot*: Animal Remains from French Colonial Sites in the Old Village of St. Louis,” *Le Journal* 34.
- The Fort St. Joseph Archaeological Project Booklet series (*Women of New France, The Fur Trade, and Sheltering New France*) were positively reviewed by Genevieve Godbout in the journal *Historical Archaeology* 52:632-634.

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