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Fort St. Joseph Post - Spring 2016

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Western Michigan University

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THE FORT ST. JOSEPH POST

THE ANNUAL NEWSLETTER OF THE FORT ST. JOSEPH ARCHAEOLOGICAL PROJECT, A COLLABORATIVE PARTNERSHIP BETWEEN WESTERN MICHIGAN UNIVERSITY AND THE CITY OF NILES.

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"It's not what you find, it's what you find out."

Dr. Michael S. Nassaney

newsletter

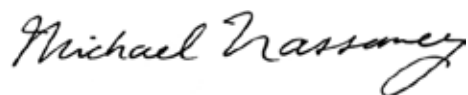
Welcome

Welcome Fort Followers,

We hope you enjoy this issue of the Fort St. Joseph Post, filled with information about current activities that are being conducted under the auspices of the Fort St. Joseph Archaeological Project, a partnership between the City of Niles and Western Michigan University. As you can see, students, staff, faculty, and volunteers are busy investigating, interpreting, and promoting the archaeology of Fort St. Joseph, one of the most important French colonial sites in the western Great Lakes region. We are regularly present at professional conferences, community events, and other venues sharing information about the fort and inviting the public to get involved through our education and outreach activities geared for audiences of all ages.

As spring arrives, thoughts drift away from starting snow blowers and avoiding icy surfaces to sharpening trowels, efficient dewatering systems, research plans for upcoming field work, assembling staff, and the potential for new revelations about 18th century life waiting to be discovered in Niles. We'll be entering the field right after the July Fourth holiday and plan to be in Niles until mid-August. Come see us at our annual open house (August 6-7), attend our summer lecture series at the Niles District Library, attend or send a student to our summer camp, and like us on Facebook. We look forward to another great season participating in one of the best public archaeology projects in the region, in the country, and, dare I say, the world!

Sincerely,



Michael S. Nassaney, Ph.D.

Professor of Anthropology

Principal Investigator

Fort St. Joseph Archaeological Project



Amelia Harp (left) and Erika Loveland (right) discuss the excavations at Fort St. Joseph.

The 2015 Field Season

By Erika Loveland

The 2015 field season was conducted under the auspices of Western Michigan University's (WMU) 40th annual archaeological field school, one of the longest running archaeology training programs in the country. As in previous years, we continued investigations of the fur trade and French colonialism along the St. Joseph River in Niles, Michigan under the direction of Dr. Michael S. Nassaney. Prior to the field season, Nassaney nominated the field school for certification by the Register of Professional Archaeologists (RPA). After obtaining certification, the RPA announced at the annual conference of the Society for American Archaeology (SAA) in San Francisco that the field school was selected as the

best among registered field schools. In recognition of this honor, two participating students, Amelia Harp and Erika Loveland, were awarded \$500 scholarships by the SAA.

The Fort St. Joseph Archaeological Project, established in 1998, is a partnership between WMU's Department of Anthropology, Support the Fort, Inc., the City of Niles, the Fort St. Joseph Museum, and other community groups. The Project has a longstanding commitment to engage the community and educate the public about the archaeology and history of New France in Niles. A total of 16 undergraduate and graduate students and staff joined Nassaney in this year's field school.

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Members of the 2015 Project staff included Erika Loveland (Graduate Teaching Assistant), Tim Bober (Public Education Instructor), James Schwaderer (Public Outreach Coordinator), Aaron Howard (Laboratory Supervisor), and John Cardinal (Site Photographer). Students not only learned excavation techniques and artifact processing skills, but they participated in community service learning and public outreach by assisting and attending the Project's public lecture series, the local French Market, and the Open House weekend. French colonial architecture was chosen for the theme of this year's field season and informed all of our programming.

Due to an extremely wet spring, our excavations began and ended at the Lyne site (20BE10), which is located on the terrace overlooking the floodplain area designated as Fort St. Joseph (20BE23). A total of eleven 1 x 1 m units were excavated at the Lyne site to determine the types of activities that took place there when the fort was occupied. Lead shot was recovered in five of the eleven units excavated this season indicating an eighteenth-century presence.



This French sideplate (accession no. 15-2-15) was discovered during the 2015 excavations.

Projectile points, dating as old as the Late Archaic period (ca. 4000-3000 years ago), and other pre-contact cultural materials related to lithic tool production were recovered as well, including a low density of chert flakes in most of the units excavated. The eastern edge of a charcoal concentration, Feature 24, was discovered in a unit located along the river and will be considered for future investigation.

The focus of this year's excavation in the floodplain was to continue efforts to identify, investigate, and interpret the architectural remains of Fort St. Joseph (20BE23). Preliminary archaeological and documentary research provides some information on the people who lived at the site, however little is known about its appearance.

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The 2015 Field Season - continued



A finger ring with glass insets (accession no. 15-2-48).

Therefore, excavations on the floodplain focused on exposing architectural evidence. Six 1 x 2 meter units were opened this field season in locations where we expected to intercept walls in order to ascertain the size, orientation, construction methods, and contents of the buildings associated with a series of fireplaces

oriented to the river. In one of these units, four structural stones (10-15 cm long) were revealed in a linear configuration running north to south, which we designated as Feature 26. These structural stones appear similar to two other partial foundation walls (Features 17 and 24) associated with other buildings on the site. More excavation is needed to determine their function and relationship to other architectural features. Many of the students were just encountering the undisturbed occupational soil zone when excavations were halted due to extensive flooding. Each unit is very promising and will be reopened in the future. Notable artifacts found in 2015 include: a French marine military button, a Type D flintlock side plate, a copper alloy bell, a finger ring with blue glass insets, and two lead seals.



Feature 26 showing a possible foundation wall in unit N22 W5.

ONGOING PROGRAMS



Dr. Nassaney's Anthropology in the Community class (ANTH 5030) was invited to prepare information panels on the theme of rivers and waterways in historical and archaeological perspective.

Anthropology in the Community Class

By Anne Volpe

I am an undergraduate student at Western Michigan University, majoring in Anthropology and I am currently enrolled in Dr. Nassaney's class, Anthropology in the Community. I am completing an independent study course under his supervision and plan to attend the Fort St. Joseph archaeological field school in the summer, but until then this class is the next best thing! We are partnering with the Fort St. Joseph Archaeological Project and providing the group with informational panels regarding rivers and waterways for its annual archaeological Open House this August 6-7. The St. Joseph River—the focus of our research—has a major impact on the excavation of Fort St. Joseph. We have explored various aspects of this waterway, and are creating an exhibit that explores: river resources, Native American use of the river, industry along the river, transportation, and other contemporary uses. My partner and I chose to focus on river resources and were very surprised to find out that cattails and

wild rice were once of great economic benefit to the Potawatomi of the area. In researching each topic, we have stumbled upon a myriad of facts that have aided in bringing the history of Niles to life.

In applying anthropological methods to our research and assisting participants in this research project, we now have a better understanding of the ways in which anthropology can be beneficial to communities. In collaborating with community members of Niles, we are gaining important information about the area that we cannot just access on the Internet, as well as tightening the bonds that Western Michigan University has forged with the community! We have all benefitted greatly from this experience so far in various ways and gained a deeper understanding of the local history and the ways that St. Joseph River has been important to people in the Niles vicinity for millennia.

Educational Outreach Initiatives

By Anne Volpe

In an effort to broaden awareness of Fort St. Joseph, we have begun to develop educational outreach programs for area school groups. Targeting students of all ages will get the word out about Fort St. Joseph and deepen public understanding about its cultural heritage. Collaborating with schools has been an auspicious partnership, as teachers and young adults have been attending archaeology summer camps in Niles since 2002. Some 250 campers have benefitted from this program, whereas nearly 200 University students have participated in the WMU archaeological field school at Fort St. Joseph since 1998 demonstrating the popularity of

our programs among students of all ages.

Currently, we are working to develop an educational activity that we can share with students and teachers in Berrien County and surrounding counties. The exercise involves everyday “trash” (common household garbage) that students examine to address questions about the people who may have left these items behind. After experimenting with this activity among middle school students who visited campus in January and meeting with Sue Reichert (a graduate student focusing on archaeology and education) and Elspeth Inglis (Assistant Director for Programs

at Kalamazoo Valley Museum), we learned that children are most responsive to activities when they can engage in “hands on” exercises. Both Sue and Elspeth agreed that it would be wise for us to cater to the students in that sense, as well as ask more questions that will challenge the students to think “outside of the box” and independently. We have tried this program with a group of third graders visiting WMU’s anthropology department with some mixed results. We will continue to perfect our teacher program as we gain the opportunities to work with different groups of students.



Elizabeth Mantyck testing out our Teacher Program activity with El Sol students.

DISCOVERING THE PAST: HISTORY AND ARCHAEOLOGY AT FORT ST. JOSEPH A Week-Long Summer Camp Program

The Fort St. Joseph Archaeological Project, a collaborative partnership between Western Michigan University, the City of Niles, and the Fort St. Joseph Museum, is seeking participants for the 2016 Archaeology Summer Camps. Participants will work alongside Western Michigan University faculty, staff, and students to investigate the history and archaeology of Fort St. Joseph and its role in the Great Lakes fur trade. Activities include classroom presentations, discussions, field excavation, wet screening, record keeping, lab work, analysis, and interpretation.



Applications Available April 1

Camp Dates:

July 18-22 Lifelong Learners

July 25-29 Teachers and Students 16+

August 1-5 Middle School Students (Grades 6-9)

The Fort St. Joseph Archaeological Project is sponsored by Western Michigan University and the City of Niles, Michigan



For an application, please visit

www.nileshistorycenter.org or www.wmich.edu/fortstjoseph

Or contact Tim Bober at timothy.bober@wmich.edu

PAST EVENTS AND PROJECTS



Elizabeth Mantyck showing a student the new video

“Get Dirty!” Video

By Elizabeth Mantyck

After coming home from field school this past July, I knew that I wanted to stay involved with the Fort St. Joseph Archaeological Project to learn how we can engage the community when we are not working in Niles. I was pleased when Dr. Nassaney invited me and several other field school alums to enroll in an independent study course in fall and spring. One of the tasks I have been focusing on for

my independent study is working on a voice over recording for a video. This video is geared towards prospective middle school campers. During the 2016 field season, Stephen Kettner (WMU Office of Information Technology) visited Niles to film some of our campers in action. Steve used some of this footage to piece together a promotional video called “Get Dirty!” The video is being distributed to Niles area schools (teachers and students) to promote our summer camp. This video highlights some of the best parts of our summer camp program, including how to identify, care for, and preserve artifacts. I spent about an hour in the studio with Steve recording the script that Rebecca Stoddard, Gary Thompson, James Schwaderer, and I wrote this past summer during the 2015 field school. Last fall, I was able to view the finished product and it looks great! Click here (<https://www.youtube.com/watch?v=qFSPMLdgSPM>) to view this video and make sure to contact the Fort St. Joseph Museum in Niles to find out how you can register your middle schooler for our summer camp. Get ready to get dirty!

MICHIGAN ARCHAEOLOGY DAY

By Rebecca Stoddard

In October 2015, a group of WMU students representing the Fort St. Joseph Archaeological Project (FSJAP) drove to Lansing for the 2015 Michigan Archaeology Day. We set up two tables to display some of our recent finds from the 2015 field season. The public asked questions concerning French and Native American artifacts, the activities of the FSJAP, and some general questions about archaeology itself. A video created by Austin George during the 2015 field school was on display as well. The video gives a first person view of the activities performed by the field school students and campers through the use of a GoPro camera. Austin recently shared this video with the public in January, and you can see it by clicking here:

(<https://www.youtube.com/watch?v=hH0CES-3DII>).

Several presentations were made, including one by Dr. Terrance Martin, a zoo archaeologist who has been involved with the Project for many years. Dr. Martin discussed what animal remains found at Fort St. Joseph reveal about 18th century diet and animal exploitation patterns.

Michigan Archaeology Day was a great experience and opportunity to speak directly to the public about new finds and exciting updates on our activities. It is important for members of the FSJAP to continue to engage with the public as much as possible. It was encouraging to see the public interested in our activities, and to see their excitement over our discoveries.



Erika Loveland hosting the FSJ archaeology table at Michigan Archaeology Day



Rebecca Stoddard and Stephan Miller at Michigan Archaeology Day



Fort St. Joseph alumni at the SHAs in Washington D.C.

The 49th Annual Conference on Underwater and Historical Archaeology, Washington, DC

By Austin George

The Society for Historical Archaeology's (SHA) 49th annual conference on Underwater and Historical Archaeology was held in Washington, DC. What a great way to start the New Year! This was my first professional conference and it was an awesome experience. I was able to see several interesting presentations

and I had the opportunity to present the GoPro project that I have been working on for the past six months. This project came about as I was trying to get some interesting shots for my own personal use and then realized that the footage could have broader appeal. I was able to work with other WMU students to

prepare for my presentation and I learned about how to prepare an effective presentation.

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CONFERENCE

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According to their website, the SHA is “the largest scholarly group concerned with the archaeology of the modern world (A.D. 1400-present)” that “promotes scholarly research and the dissemination of knowledge concerning historical archaeology.” Each year in early January, archaeologists come together to present and share their research and findings. The conference started out with an opening ceremony where several awards were made to individuals who have had a significant impact on the world of archaeology. The conference was then organized into symposia so that those presenting about a certain topic would be in the same place at the same time. This way attendees can choose what topics interest them the most and they can then learn all about it through several presentations.

This year’s conference was held at the Omni Hotel, which is an art deco-style facility that has hosted numerous dignitaries over the years. (Incidentally, this conference was co-organized by Dr. Michael Nassaney, who wears many hats in addition to his role as the Principal Investigator of the fort project.) Besides being the venue for many presidential inaugural balls, the Omni’s sixth floor was occupied by the Beatles the night after their famous debut on the Ed Sullivan Show in 1964. There were about 1500 attendees present at the conference, making this event one of the SHA’s largest ever. I personally enjoyed going to the talks about underwater archaeology and battlefield archaeology because they exposed me to topics that I knew little about.

CAREER CRUISING

By Genevieve Perry



Anna Alioto showing students different types of skulls at Career Cruising

Western Michigan University's Career Cruising Day is an opportunity for students to explore future career options early on in life. Western invited several local middle school groups to campus and exposed them to college life and some of the fields of study that the university offers. After an extensive tour of our beautiful campus, students are ushered into a large room in the recreation center with booths set up by several colleges within the university. Our department offered different exercises to help the students learn about both biological anthropology and archaeology.

Leading the biological anthropology section was Professor Michelle Machicek along with graduate student Anna Alioto. They brought bone

casts from the lab that students could carefully examine and handle. Professor Machicek and Anna taught these students what the study of human remains can tell us about past populations. They assisted students in determining height using two femurs, which skull was female and which was male, the difference between human teeth and teeth of other animals such as goats, and many other important observations. Students were able to learn about their own bodies through these casts and realized that they knew more than they thought about the human skeleton. While examining the skull of a human alongside the skull

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of a Neanderthal, a young student exclaimed, "This one must be a hominid!" When referring to the Neanderthal skull, she said "We just learned about them in school." Anna and other assisting undergraduate students were quite impressed. Knowing about the human skeleton can help open doors to the past.


John Cardinal, the Fort St. Joseph Museum Intern, and several other undergraduate students (Elizabeth Mantyck, Anne Volpe, and me) organized the archaeology table. Dr. Michael Nassaney stopped by to check in, given his interest in ways to teach archaeology to different audiences. Since it is difficult to create a mock excavation, the archaeology students worked with the middle school students to bring a hypothetical excavation to life with the "Trash Bag" exercise. Students were given several items that were unearthed and asked to brainstorm ideas about where these items may have been found and what they can tell us about the lives of those who left these items behind. For example, when given items such as an old energy drink can, fast food wrappers, old ear buds, and candy bar wrappers, the students gave responses saying that these could have been found in a dirty car or in a college dorm room and that the person was probably a busy person, since they ate fast food and did not have time for home cooked meals.

Again, students' eyes were opened about how much they already knew about the objects people leave behind. Students were also asked to think about all the items they discard every day and what future archeologists would think about them. Archaeologists are fascinated by peoples' garbage because trash provides clues about peoples' lives, culture, and society whether they know it or not. Those of us involved in the exercise were able to discuss examples of archaeology throughout Michigan since we all participated in the 2015 archaeological field school at Fort St. Joseph and were active in doing community outreach in Niles.

Through Western's Career Cruising Day, young students get a head start on their careers and also learn about Western's departments and programs. The Fort St. Joseph Archaeological Project incorporates a summer camp program that allows middle school students to actively engage in archaeology. Participating in this event was a way for the project to invite local students to our summer camp after showing them how amazing archaeology is and that it is an option for a future career.

DISCOVERING THE PAST: HISTORY AND ARCHAEOLOGY AT FORT ST. JOSEPH

A Week-Long Camp for Educators and Graduate Students



July 25-29, 2016

Engage in history and search for evidence at Fort St. Joseph, one of the most important 18th-century French trading posts in the western Great Lakes.

Adults for Graduate/CEU Credit

Possible Credits Available:

- 3 WMU Graduate Credits
- 9 State Board Continuing Education Units, Michigan
- Credits for Recertification - Illinois
- Credits applicable toward the

Professional Growth Plan - Indiana

Each camp participant will receive an Educational Portfolio containing resources



Sample Daily Schedule:

9 a.m. Discuss readings and questions

9:15 a.m. Address issues from the excavation

9:30 a.m. Academic Presentation

11 a.m. Wash/record artifacts

Noon Lunch

12:30 p.m. Site and unit tours

1 p.m. Excavation/Analysis/Interpretation

4 p.m. Dismissal



For an application, please visit

www.nileshistorycenter.org or www.wmich.edu/fortstjoseph



The Fort St. Joseph Archaeological Project is sponsored by Western Michigan University and the City of Niles, Michigan

For information about earning credit, contact

WMU—Southwest at (269) 934-1500

For CEU's contact Tim Bober, Public Education Coordinator at timothy.bober@wmich.edu

SIGNIFICANT FINDS

Lead Seals

By Elizabeth Mantyck
and Michael Nassaney

Cloth was a common good that was imported to Fort St. Joseph from France in the 18th century. Bolts of cloth often had lead seals attached to them. Lead seals appear as small, circular, lead discs about the size of a quarter. Merchants, taxing authorities, and inspectors in Europe often stamped lead seals with coded information about the origins and types of cloth. Once bolts reached the New World, their lead seals were often casually discarded. These seals have often been recovered from archaeological contexts, though many were probably melted down into musket balls and shot. In North America, lead seals occur in fur trade contexts and have been recovered from French, Dutch, English, Spanish, and Russian trading posts, habitation sites, and shipwrecks.



A close up view of a lead seal (15-2-15w)

They are seldom found at Native American sites because they were likely removed from the cloth prior to trade.

Lead seals were attached in various ways. They were also marked with distinctive symbols (iconographic and alphanumeric) that can be related to country of origin and cloth production centers (e.g., Lille, Mazamet). Since different locales specialized in the production of

different types of cloth (e.g., twill woolen, kersey, linen), seals can provide information about the textiles that were brought to North America. Access to different types of cloth was often a function of social status in European society, because sumptuary laws dictated the way an individual could dress. However, these

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SIGNIFICANT FINDS

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A lead seal found at Fort St. Joseph (15-2-15w) (obverse and reverse).

laws were subject to renegotiation in the context of the fur trade. In other words, people didn't always follow the rules.

Because cloth is perishable, lead seals are often all we have left to tell us about the types of clothing used in New France. But lead seals can be very difficult to decipher and many are illegible or cannot be interpreted. In North America, the largest collection of lead seals comes from Fort Michilimackinac in Mackinac City. Fort St. Joseph has also yielded a sizable collection of lead seals; they are located at the Center for History in South Bend, IN and in the Fort St. Joseph Museum in Niles.

Cathrine Davis recently examined a collection of 66 lead seals from Fort St. Joseph and reported on them in her honor's thesis (2014). Seventeen of the seals are from excavated contexts. Her study sought to document the collection for comparative purposes and establish the origins of the seals in order to determine the types of cloth that might have been sent to the site. Accounts of cloth imported to Fort St. Joseph are very general and limited in scope. Thus, analysis of seals can complement the evidence from historical documents. Davis

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SIGNIFICANT FINDS

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noted the possible presence of trade cloth from Mazamet (France) and Montauban, a city in the same region that produced woolens explicitly for trade with Native Americans and uniforms and capotes (hooded wool coats). Some light cotton may have also been imported, but woolens were most common in the collection of identifiable seals, since Natives preferred that fabric. Her research shows that among the seals identified from Fort Michilimackinac, Nîmes is most frequently represented and that these seals were most likely attached to non woolen cloth such as silk. This may suggest that a market for silks, cottons, and other luxury cloth did not extend to Fort St. Joseph, where more practical cloth was likely preferred.

In one unit this past season, Stephan and I (Elizabeth Mantyck) recovered two lead seals. One of them is classified as a Series C, Type 2, Variety A. It is a one-piece seal stamped on both sides. The seal has a crossed wreath with five markings on one face. The letters "CDI" can be read on the top, and underneath it, a

backwards "C" and a regular "C." CDI stands for the Compagnie des Indies, a French commercial enterprise founded to compete with the English and Dutch. On the reverse face, the Seal of the Crown is stamped on. I just happened to stumble upon this seal while I was wet screening our soil, and upon further research, realized that Lyle Stone points out that the one piece, two faced stamped seals are fairly uncommon. The other seal is damaged and barely shows any markings. These seals have been found in proximity to other trade goods, suggesting that items may have been stockpiled in this area of the site. The recovery of these seals was truly significant in helping us understand the types of cloth that was imported from France in the 18th century.

The Fort St. Joseph Archaeological Project Presents:
The 2016 Archaeology Open House
Flowing Back Through Time:
Rivers in Historical and Archaeological Perspective

August 6 and 7, 2016

Saturday: 10 am-4 pm, Sunday: 10 am-4 pm

Open to the public and FREE



- Meet Western Michigan University archaeologists in action
- See period demonstrations at the Living History Village
- Explore an active archaeological site
- Join in children's activities and crafts
- Observe recently uncovered artifacts
- Enjoy period music and dance

South Riverfront Park in Niles, Michigan
(Corner of Fort and Bond Streets)



For information please visit: www.wmich.edu/fortstjoseph

The Fort St. Joseph Archaeological Project is a partnership between
Western Michigan University and the City of Niles, Michigan.

GRADUATE STUDIES

Archaeological Evidence of Architectural Remains at Fort St. Joseph (20BE23), Niles, MI

By Erika Loveland

For my thesis, I will be focusing on the architecture of Fort St. Joseph to gain insight into the vernacular construction techniques and local adaptations employed at the site. Since little is known about the size, function, and design of the buildings present at this fort (see Brandão and Nassaney 2006: 65-66), architectural elements discovered since 2002 can shed light on these details. It is necessary to analyze the architectural features themselves, how they relate to one another, and how they compare to similar features at French forts throughout the Great Lakes Region to better understand the architecture, cultural landscape, and their social implications at Fort St. Joseph.

Military posts were not

solely built in New France to maintain territorial claims. They were also crucial in protecting the valuable economic trade. Fortified trading posts such as Fort Michilimackinac and Fort St. Joseph were key in this endeavor (Brandão and Nassaney 2006; Chartrand 2010). Buildings commonly located within the palisade for protection would include the commandant and garrison's quarters, at least one storehouse, a powder magazine, and possibly domestic dwellings for those participating in the fur trade (Chartrand 2010; Crompton 2012).

At the beginning of New France's settlement, traditional styles of French architecture were employed throughout the empire (Edwards 1986). Even though the cold

and damp climate required more permanent structures, vernacular construction techniques such as *poteaux en terre* (posts in the ground) and *poteaux sur sole* (posts on a sill) remained common (Brazier 2013; Korwolf 2002). Dwellings employing the *poteaux en terre* technique could be constructed rather fast and cheap, which appealed to early settlers who sought to move around the French territory until reaching their final destination (Brazier 2013). This type of structure typically featured one room containing a fireplace with an additional room, if desired, to serve as a storage or sleeping area (Brazier 2013; Moogk 2002). These construction techniques are related to those used in the half-timbered houses of France dating to the French Renaissance and have been found at places such as Fort

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GRADUATE STUDIES

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Michilimackinac (Michigan), Fort de Chartres (Illinois), and St. Genevieve (Missouri) (Brazier 2013; Edwards 1986).

New immigrants, as Dell Upton (1986) states, reproduce architectural styles from their country of origin, but as they became more familiar with the environment, they adjust to their setting as needed. Members of the Great Lakes fur trade society continued to reproduce French vernacular structures because the styles provided a sense of identity and ethnic pride (Mann 2008). This again refers back to the question of how traditional standardized techniques compare to needs for adaption and how both are reflected in an individual's social identity. Throughout New France, Nassaney and Brandão (2009:32) discuss how "individuals found opportunities

to assert their personal identities" despite the frequent interactions between the French and Native Americans which led to a mixed material culture.

Through an analysis of architectural features (e.g., fireplaces, hearths, postholes, and foundation walls) and artifacts (e.g., nails, window glass, bousillage, pierrotage, and structural stone), my study will examine the ways in which French architectural styles, personal influences, and readily available resources impacted the outpost and its settlers. This information will then assist in deciphering the ways in which occupants and builders express their social identity through architecture. This is important because it will shed light not only on the personal preferences exhibited in the built environment, but also on the

strength of the French influences at outposts located at the edge of the French empire.

As you may know, architecture in New France was the theme of last year's (2015) field season. This theme allowed WMU faculty and student researchers to focus their efforts on the study of architecture in historical and archaeological perspective. The result is considerable information on the subject that will soon see publication in another booklet in our series devoted to highlighting the findings of the Fort St. Joseph Archaeological Project. Stay tuned and keep your eyes open for "Sheltering New France," slated for publication soon.

GRADUATE STUDIES

continued

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The Fort St. Joseph Archaeological Project Presents

Flowing Back Through Time:

Rivers in Historical and Archaeological Perspective

2016 Summer Archaeology Lecture Series

All Lectures Begin at 7 pm in the Niles District Library

620 East Main, Niles, Michigan 49120



July 20

Bark Canoes and Dugouts: Early Transportation on West Michigan Rivers

Kevin Finney,

Executive Director, Jijak Foundation, Gun Lake Band of Potawatomi Indians



July 27

Native American and Euro-American Settlements of the St. Joseph River Valley

Allison Hooch,

M.A., Western Michigan University



August 3

"A Plentitude of All Things": Resources of la Rivière St. Joseph

Terrance J. Martin,

Curator Emeritus, Illinois State Museum

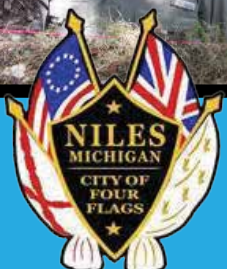


August 10

A History Runs Through It: Nine Millennia of Human Experience along the St. Johns River of Northeast Florida

Kenneth E. Sassaman,

Department of Anthropology, University of Florida



For more information please visit: www.wmich.edu/fortstjoseph

**The Fort St. Joseph Archaeological Project is a partnership between
Western Michigan University and the City of Niles, Michigan.**



**WESTERN MICHIGAN
UNIVERSITY**

The Life of a Fort St. Joseph Museum Intern

By John Cardinal

Last September, Aaron Howard and I were chosen to be the Fort St. Joseph Museum Interns for the 2015-16 academic year. Aaron graduated this past December with a double major in anthropology and comparative religion and I was the sole intern for the Spring 2016 semester. We had a number of responsibilities this year, including guiding a number of independent study students, organizing various events, creating informational flyers for this upcoming field season, and more. Listed below are some of the tasks and activities we completed under Dr. Nassaney's supervision:



John Cardinal in front of the Project's poster at the annual SHA conference

- Designed flyers for the 41st annual archaeological field school, the camper program, and the open house
- Gathered text and images for the 2016 brochure
- Moved artifacts from the Fort St. Joseph Museum to the Chapin Mansion
- Wrote and edited the 2015 Annual Report
- Prepared a poster summarizing the 2015 archaeological field school for the 49th annual Conference on Historical and Underwater Archaeology in Washington D.C. (January)
- Submitted seven photos for the archaeological photo contest at the SHA's annual conference and garnered four awards
- Helped to return artifacts used at the Kalamazoo Valley Museum's "Evidence Found" Exhibit
- Coordinated the 2016 WMU's Career Cruising event
- Helping plan a visit of 60 third graders from El Sol who were visiting the Anthropology Department
- Supervised the development of materials for our new Teacher Program
- Compiled the 2016 Spring Newsletter
- Attended the 2016 Kalamazoo Living History Show (March)
- Helped independent study students create a Recent Finds display case
- Posted to the blog for Dr. Nassaney's Anthropology in the Community Class
- Taught Elizabeth Mantyck (Independent Study) how to post to social media: Blog, Facebook, Instagram, Twitter
- Taught Genevieve Perry (Independent Study) how to photograph artifacts
- Taught Rebecca Stoddard (Independent Study) how to label artifacts
- Supervised independent study students in employing Past Perfect for data entry of all 2015 artifacts
- Worked to install the Architecture Panels from last year's Open House in Waldo Library on WMU's Campus

Andrew R. Beaupré

Fort St. Joseph Archaeological Project alumnus, Andrew R. Beaupré (MA' 11), is currently a doctoral candidate in the Anthropology Department at the College of William and Mary. For the 2016-17 academic year, he has been awarded the prestigious College of William and Mary Provost Dissertation Fellowship.

Mr. Beaupré continues his work in French colonial archaeology as the Field Director of the Fort Saint-Jean Archaeological Project, a joint venture between Laval University and the Fort Saint-Jean Museum. The project is underwritten by the Canadian Department of National Defense. Tours of the archaeological site as well as the museum take place daily during summer months. Both are free and open to the public.



Andrew Beaupré on the cover of Le Richelieu

Tabitha Hubbard

In 2012, I participated in the WMU Archaeological Field School. Since my time with the FSJ Project, I completed my BA in Public History at WMU. I have gone on to pursue my MA in Museum Studies at Indiana University-Purdue University Indianapolis (IUPUI). I will be graduating with my degree in May. During coursework and internships, I have learned a lot about professional museum standards and practices. I am currently interning at the Indiana State Police Museum in Indianapolis where I have been working on projects involving the museum's collection. Upon graduation, I will be seeking a position in a museum collections department.



Tabitha Hubbard continues to pursue her professional interests in material culture, historic preservation, and museum studies.

Jennifer Teachout

I earned a B.A. in Public History and Anthropology from WMU in 2009. I moved to Nantucket in the 2010 to work for the Whaling Museum/Nantucket Historical Association. I spent about six months there and loved every minute of it! I was a guide at several of their properties, including the oldest operating windmill in America and I also volunteered to photograph and help process their collection.

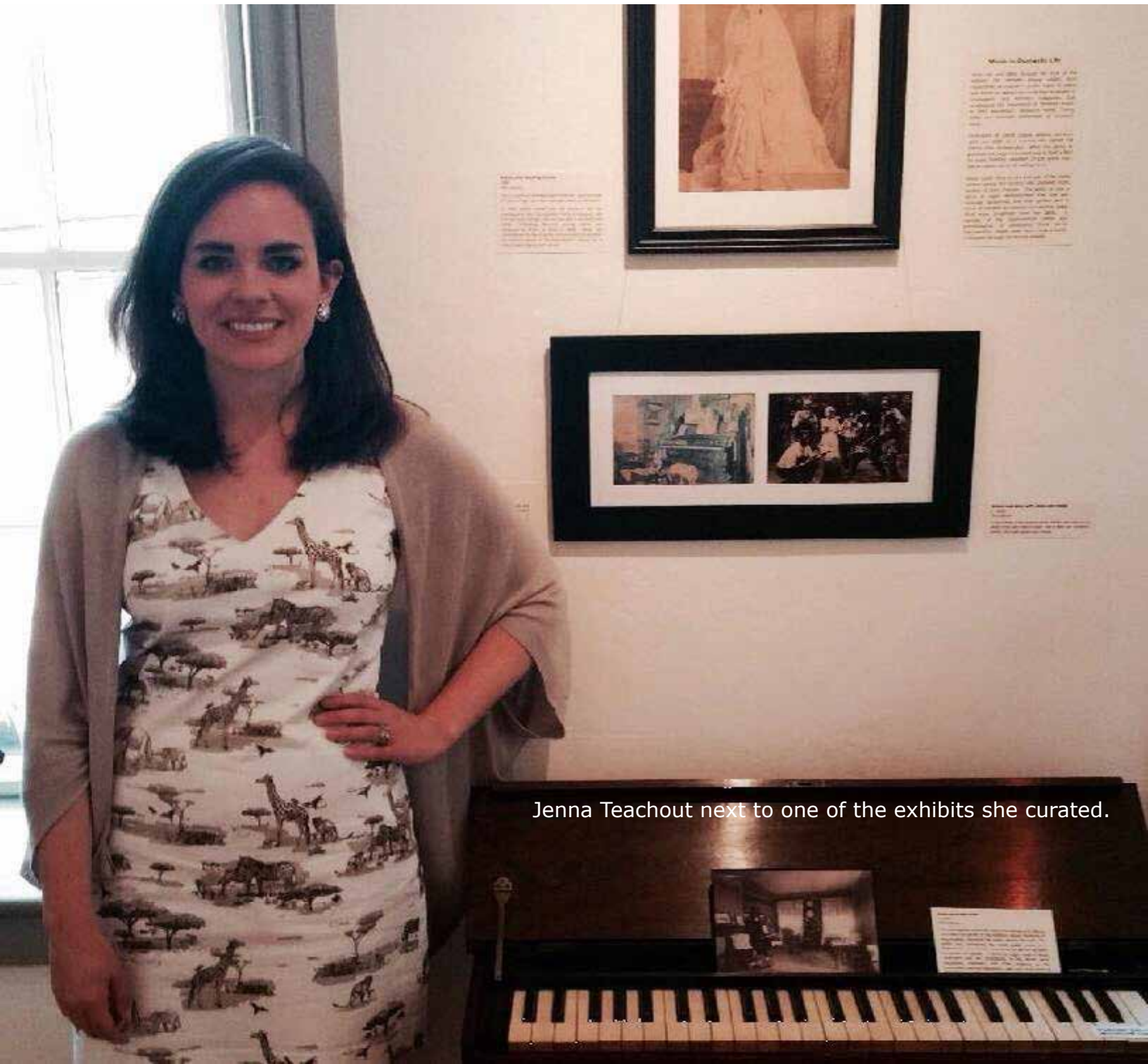
After taking some time to think about what I really wanted to do with museums I applied to graduate school and accepted an offer at the University of Rhode Island to work as a Graduate Assistant to cover my tuition and living fees. I also had the opportunity to work as a research assistant on an underwater archaeology project. While I didn't dive myself, I helped complete some historical research for the project at the National Archives, both in Washington, DC and College Park, Maryland.

After my first year at URI, I spent the summer as a Buchanan/Burnham Intern for the Newport Historical Society. As an intern, I researched and curated an online exhibit on the consumer revolution in Newport that occurred on the eve of the American Revolution. It is still up on NewportHistoryApp.com. I was invited to remain on staff at the Newport Historical Society as a Public Engagement Specialist—giving tours of the town and several historic sites. What a surprise it was when Dr. Nassaney appeared at Newport Historical Society looking for a tour while I was volunteering there last year!

(continued next page)

In the summer of 2014, I worked as the Assistant Tutor for the Historic Deerfield Summer Fellowship Program. I was a Fellow myself in the summer of 2009 and loved the experience so much that I wanted to go back as the Assistant Tutor. I enjoyed the experience even more this time around and look forward to going back to Deerfield in March and again in September to speak at their Road Scholars program!

Currently, I am the Assistant Director of the Pettaquamscutt Historical Society in Kingston, Rhode Island. It is a small organization with a staff of three. I love working for a small organization because I get to do everything! I started an internship program that has been very successful so far and we are currently engaged in an inventory of all of the objects in the collection.



Jenna Teachout next to one of the exhibits she curated.

Andrew Robinson

Since leaving the FSJ project, I have remained in the archaeology field primarily in federal and CRM employment. I began my archaeological career as a Field Director for the Forest Service at the Colville National Forest in Washington State and then a Field Director for the Bureau of Land Management in the Glennallen, Alaska field office where I worked in and around the Denali area. Later I worked for the National Park Service on the Gulf Island National Seashore in Mississippi and Florida, following the Deepwater Horizon Oil Spill. Although I enjoyed my time working for the federal government, I was hired as a full time field director/supervisor for an engineering, survey, and environmental CRM firm based in Bismarck, ND. Over the years, I have remained interested in the project and I follow it online and at the annual SHA conference where FSJ alumni reunite.



Andrew Robinson (standing) at a large prehistoric site overlooking the North Dakota Badlands

ANNOUNCEMENTS

- Michael Nassaney has been promoting his recent book, *The Archaeology of the North American Fur Trade*, with lectures at the Dowagiac Area History Museum (March 2), the North Berrien History Museum (April 14), and at the annual meeting of Support the Fort, Inc. (April 28). To obtain a copy, click here: <http://upf.com/book.asp?id=NASSA003>
- Michael Nassaney received the WMU Distinguished Teaching Award, the highest honor given by the University to recognize faculty members for their work (October 2015). His success in teaching scores of students about Fort St. Joseph both in and outside of the classroom was an important component of his nomination.
- Michael Nassaney will be discussing French Colonial Architecture at the Alliance Française in Kalamazoo (June 2).
- The winners of the 2016 William M. Cremin Scholarship in Archaeology are Drew Sandford and Anne Volpe.
- Anne Volpe is also the recipient of the Jane C. Waldbaum Archaeological Field School Scholarship through the Archaeological Institute of America. Established in honor of AIA Honorary President Jane Waldbaum, this scholarship is intended to help students who are planning to participate in archaeological fieldwork for the first time. Anne is the first WMU student to be selected for this most prestigious award.
- Students involved with the Project worked in collaboration with Support the Fort, Inc. at the Kalamazoo Living History Show (March 19-20).
- The Fort St. Joseph Archaeological Project was in attendance at the 2016 Buchanan Farm School's Plow Day.
- Michael Nassaney has been invited to present a paper on heritage and archaeology at Fort St. Joseph at the 7th annual conference on Heritage Issues in Contemporary Society in Prague, Czech Republic, May 16-19.

THE FORT ST. JOSEPH POST

THE ANNUAL NEWSLETTER OF THE FORT ST. JOSEPH ARCHAEOLOGICAL PROJECT, A COLLABORATIVE
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