



Arch Notes

The Newsletter of the Ontario Archaeological Society



Laurentian University: Contributions in Ontario Archaeology, page 4

In This Issue

Board of Directors.....	2	Field Schools at Laurentian.....	15
President's Message.....	3	One Last Word.....	20
Laurentian University: Contributions in Ontario Archaeology.....	4	Symposium Sponsors.....	20
The Academic Context and Research Contributions of Laurentian University Archaeology Faculty.....	4	Symposium Welcome and Registration.....	21
Anthropology and Archaeology at Laurentian as the First Step Toward a Career in Academia.....	9	Symposium Preliminary Programme.....	22
The Impact of Laurentian Anthropology and Archaeology Programs on Alumni.....	13	Symposium Special Events.....	23
		Symposium Merchandise.....	23
		Regional Chapters.....	24

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President's Message

The annual symposium hosted by the Ottawa Chapter is approaching quickly. It is a time for reflection on the year that has passed, an opportunity to celebrate the outstanding achievement of those in our community, and to learn about the fantastic work that is going on across the province. I hope each of you will take the time to attend this virtual event.

We have recently had the opportunity to spend time reflecting on our country's treatment of Indigenous Peoples as part of the first annual National Day for Truth and Reconciliation. As archaeologists, that means understanding the impact that our profession has had on the rights of Indigenous peoples related to their culture and heritage. It also means understanding the critical role archaeology can have working with Indigenous communities.

There are many points in the history of Ontario archaeology that illustrate the relationship – or lack thereof – between archaeologists and Indigenous communities. However, I am often reminded of the meetings held between "Ontario Indian Groups" and archaeologists over the weekend of October 22 and 23, 1977 (ironically 44 years from the date of the 2021 symposium) at the Native Centre of Toronto. The meetings were a result of the events that occurred in Grimsby the previous year. The meetings began with the chairman asking a member of the Grand Council of Treaty No. 9 to say a prayer:

Our Great Shepherd, the Shepard of us all, thou has led us into the green pasture of nature and resource, sustenance, of those that were here when it is claimed that this country was found, Thou has led us by the waters of the stream, and of the stream here it is still, but today we cannot answer because, through pollution and contamination, we are all suffering the consequences of pollution.

Now we come to thee, as we shall break in symbolic manner, of an understanding of the barrier that has been between us, to know that thou prepares a table before those

who misunderstand. But yet, they claim they are not our enemies because they have made it possible that we can come back in their level and talk face to face and reason together.

And we thank thee, Father, that thou has led us in the path of death, yet, because Our Shepherd, thou has led us when the attempt of genocide, extermination of our people, of our ancients, has resurrected a palace with us, and surely and knowingly, thy goodness has followed us up to this time, it will follow us until we meet in those beautiful multitude of tepees. Thank you.

There is so much to unpack from this opening scene of these meetings. The tensions within the prayer would also characterize the meetings themselves as revealed by the transcript created to document the meetings. The overt paternalistic nature of some within the profession was on full display during those meetings. There was an acknowledgement by the provincial government of the disconnect between Indigenous communities and archaeologists. As if surprised, a government official said that "The government has come to realise that archaeology is now a real concern of Native people" suggesting that it had not been previously and that a great deal of archaeological work had been done, but that the government recognized "that the Native people have received little from it and no return in the way of knowledge or understanding or insight into their history or past."

Nearly half a century later, communities still receive very little information about the archaeology that is being done, and are not often afforded the opportunity to contribute what they know of their own history and past to the archaeological process. While some archaeologists engage Indigenous communities early in the process, there are still many who only do so when required at the end of Stage 3 which is far too late in the process to have meaningful input. It is time for communities to be involved from the earliest

stages of development planning and the archaeological assessment process and for the next step to be taken towards reconciliation.

Today, that paternalism still exists to some degree but is far more subtle. I remember attending a meeting with several representatives of a particular community and an archaeologist who often worked for the community. During the course of the meeting a map showing the archaeological sites within the historically documented territory of the community was shown and the archaeologist leaned over to one of the representatives and stated "those are your sites" as if the opinion of an archaeologist was required for confirmation of the connection between the community and the archaeological sites. I remember thinking then that the community is more than capable of deciding for themselves which sites related to their ancestors without that confirmation.

The Ontario Heritage Act is another example. *The Ontario Heritage Act* includes powers under Part IV for municipalities to designate built heritage and cultural heritage landscapes. For archaeological sites, there is no equivalent for Indigenous communities with respect to Indigenous archaeological sites, instead that power is reserved for the provincial government, on the opinion of the Ontario Heritage Trust, an agency of the government. The opinion is primarily based on the recommendations of the licensed archaeologist, although the Ontario Heritage Trust can choose to consult with Indigenous communities.

So as we mark the first National Day of Truth and Reconciliation we need to continue to be reflective, to work collaboratively with Indigenous communities, to accept the knowledge they have to share and acknowledge the role archaeology has played, but also the role it can take as we move forward in partnership and collaboration with Indigenous peoples.

Jim Sherratt

Laurentian University: Contributions in Ontario Archaeology

In February 2021, Laurentian University declared itself insolvent and filed for protection from its creditors under the Companies' Creditors Arrangement Act (CCAA). This led to the closure of 58 undergraduate and 11 graduate programs and termination of over 100 faculty and staff positions. Both anthropology and archaeology were among the programs that were closed. Although there were never a large number of faculty teaching archaeology at Laurentian, the subject was taught for almost half a century and always focused on the archaeology of Ontario. In this issue we reflect on some of the contributions of those associated with archaeology at Laurentian.

The Academic Context and Research Contributions of Laurentian University Archaeology Faculty

By Eric Tourigny and Alicia Hawkins

Over the nearly 50 years that archaeology was taught at Laurentian, there were three primary faculty members who undertook research and field projects, who integrated students and other collaborators in their work, and who generally contributed to knowledge-building in the discipline: Helen Devereux (ca. 1972 – ca. 1989), Patrick Julig (1990-2021), and Alicia Hawkins (2003-2021). Archaeology was taught originally in Sociology and Anthropology, then in Anthropology, and more recently in a stand-alone program. In addition to the three faculty members with permanent [sic] positions, a number of others filled sessional or part-time contract positions. They include people like Ken Buchanan, who had a decades-long association with archaeology at LU, but also Allison Cormier, Helen Kurki, Andrew Irvine, Jeff Burssey, Andrée Beauchamp, Eric Tourigny, Cortney St. Jean, and Sarah Hazell.

Helen Devereux, Patrick Julig, and Alicia Hawkins all had research

interests outside of Ontario. For Helen, this lay in Newfoundland, for Patrick, in France, Egypt, Sweden and Syria, and for Alicia, in Egypt, Syria, Ghana, and Ethiopia. However, Laurentian was an undergraduate institution firmly placed in northern Ontario that prioritized local research, and the primary focus of all of these scholars eventually lay in Ontario archaeology; specifically, the archaeology of Indigenous peoples in the province. Their research projects were independent of one another, but themes run through their work:

- Geoarchaeology, particularly the examination of landscape change over time
- Application of scientific methods, particularly for sourcing (FTIR, LA-ICP-MS)
- Technological approaches to understanding materials, as compared with typological approaches commonly applied in Ontario archaeology
- Environmental archaeology
- Inclusion of and/or consultation with representatives of Indige-

nous communities with respect to the archaeology of their ancestors

Research projects, probably by necessity in large part, were moved forward through collaboration with professors and researchers from other departments (e.g., Darrel Long, Joseph Petrus), archaeologists who worked part-time at the university or the Archaeological Survey of Laurentian University (ASLU) (e.g., Ken Buchanan, Kristin Thor, Greg Beaton), and in very large measure, by senior undergraduate students. Through both internal and external funding mechanisms, these students assisted with important tasks like cataloguing collections and preparing reference specimens. Additionally, many students took on analysis of artifacts for undergraduate theses; some of these eventually led to publications.

Devereux undertook fieldwork in northern Ontario long before she began her appointment at Laurentian. In 1962 and 1963, she worked at the Mississauga Delta at two sites originally documented by J.V. Wright.

In 1963, she also apparently worked at Fort St. Joseph. Between 1964 and 1969, Helen undertook research in Newfoundland, but maintained her connections with Ontario archaeologists, and with John Reid, presented her work in Newfoundland to the OAS in 1970.

These Ontario connections proved beneficial for opening up field opportunities for Laurentian students. In a venture that does not appear to have been repeated, Devereux arranged for a group of Laurentian archaeology students to fly (!) to southern Ontario in October 1972, for a two-day adventure excavating at the Hamilton site with students from McMaster. Students undertook analysis of artifacts and other aspects of the site, and Devereux and Lynn Allworth Ramsden edited the short student reports into the first in a series of reports from the ASLU (Devereux and Ramsden 1974).

From 1975 to 1979, Devereux's students engaged in research projects on the north shore of Lake Huron, largely in the Mississauga Delta region, but also around Sudbury and in Michipicoten. They produced a number of lengthy reports on this work, published in the ASLU report series (Brizinski 1975, 1977; Brizinski and Buchanan 1977; Bertulli and Kilpatrick 1977). They remain some of the more detailed work in the region and most are available through the Laurentian University library or archives.

Starting in 1980 and continuing through 2002, Helen Devereux, Ken Buchanan, and later Patrick Julig participated in excavations at the Spiegel site in Killarney, Ontario (Devereux 1982). This site is in the same general location as the Killarney Bay 1 Middle Woodland burial mound, investigated earlier by E. Greenman of the University of Michigan. The Laurentian excavations

were initiated when it was discovered that the site was eroding due to recreational use. Unlike Greenman's earlier excavations, Devereux, Buchanan and Julig focussed exclusively on an area dubbed the "habitation area," which had no evidence of burials. Much of the fieldwork was carried out during fall weekend excavations with students. Julig subsequently collaborated with D. Brose, J. O'Shea, W. Fox, and others to produce a monograph integrating the findings from the Laurentian excavations with those of the University of Michigan (Brose et al. in press).

In the late 1990s and early 2000s, Laurentian University's field school was held at the La Vase site in North Bay, run by Julig with assistance from Scott Fairgrieve and John Pollock and earlier involvement from ASI (Julig 1998, 2003a, 2003b). The field school excavations identified burnt timbers and other evidence used to interpret the site as the location of Fort Laronde, a late 18th/early 19th-Century fur-trading post.

Upon joining Laurentian, Julig continued with his research interests in geoarchaeology and lithics sourcing of Palaeoindian sites in the Upper Great Lakes. His work at the Sheguiandah site on Manitoulin Island began when he was approached by ASI to contribute to part of a CRM master plan. Over the years, he would be involved in geoarchaeological studies of the site, establishing a geochronology of its sediments to determine whether glacial till was present with the artifacts and identify site formation processes through lithic studies. Julig brought in geologists Peter Barnett, Peter von Bitter and Peter Storck to assist on field work and interpretations. Their work led to the publication of a book addressing long-standing debates on the site's chronology

and stratigraphy, bringing together researchers from different fields of study to make a significant contribution to geoarchaeology and Paleoindian archaeology (Julig 2002). Julig continued to research Sheguiandah materials, particularly in his work investigating the Paleoindian stone tool industries in the Great Lakes (e.g., Julig and Long 2010; Julig and Beaton 2015). Julig was involved in Stage 4 protection and mitigation work in advance of the construction of a historic trail and interpretation centre at the site for the town of Northeastern Manitoulin and the Islands, set to open in 2022. Over the course of his employment at Laurentian, Julig conducted approximately 40 CRM projects (Stages 1-4) throughout Northern Ontario, many of these with First Nations and with help from LU students.

Throughout his time at Laurentian, Julig often collaborated with colleagues in geology to address questions regarding the sourcing of exotic, non-local lithics and their exchange patterns in Ontario prehistory. He worked with Ron Hancock and Larry Pavlish using Instrumental Neutron Activation Analysis (INAA) and more recently with Darrel Long and others using Fourier Transform Infrared Spectroscopy (FTIR) and Laser Ablation Inductively Coupled Plasma - Mass Spectrometry (LA-ICP-MS) (Julig et al. 1991, 1999; Julig and Long 2001). Sourcing was a part of most of Julig's research projects and these usually provided opportunities for students to work their first research assistant jobs. Students include Otis Crandell and Virginia McFarland (Speigel and Syrian materials); Greg Beaton (Sheguiandah collection), Dorian Jean (the Spanish River Cache), and Jessica Kwong (Killarney). Eric Tourigny followed up on work by McFarland, analyzing Great

Lakes cherts (Hawkins et al. 2008).

At Laurentian, as is the case for most or all archaeology/anthropology programs in Ontario, there were regular requests from members of the public to identify artifacts found by non-archaeologists. Most requests led nowhere, although sometimes the member of the public may donate the artifact(s). In a few cases, however, these queries did lead to further investigation.

A biface cache of about 60 preforms of Hudson's Bay Lowland (HBL) chert was found near the Big Bend of the Spanish River by local residents and brought to Julig's attention. Fortunately, the finder was able to identify the exact location of their recovery and Julig was able to verify the context and help resolve ownership issues. Students helped study the cache – for example, Dorian Jean did some preliminary FTIR analyses. A biface stage analysis was used to compare the assemblage to other HBL chert assemblages from several hundred kilometers to the north (Julig and Long 2013).

Hawkins worked with avocational archaeologists through the Ministry of Heritage, Sport, Tourism, and Culture Industries mentoring program and this led to the documentation of a number of previously unknown sites in the Sudbury area. These include the Middle Woodland Malloy Rapids site on the Sturgeon River, the multi-component Key River site, three Indigenous sites on Lake Maskinonge, and a camboose camp near Espanola. All of these were located by avocational archaeologist Dean Zimmerman and have been added to the Ministry database (Zimmerman 2011, 2013) contributing valuable information on a region where there are few registered archaeological sites. Former Laurentian students working under avocational licences also contri-

buted to the documentation of local sites. Tara Ward investigated sites on Lake Pogamasing, adding to the several sites already known for this area (Ward 2014), and Amanda Black revisited the HBC post at Whitefish (Black 2010) originally investigated as part of a field school run by Helen Devereux in 1973.

Observer bias and quality assurance are themes that run through Hawkins' research. With Ted Banning and Sally Stewart she undertook several experiments on archaeological survey focussed on determining detection functions and sweep widths in archaeological survey (Banning et al. 2006, 2011, 2016). Application of this experimental work is global, but several of the experiments were undertaken locally, using materials that could be found on archaeological sites in Ontario. These experiments involved Laurentian undergraduate students, both in 'unnatural' contexts (the gravel parking lot near Bell Park), and in more realistic ones like ploughed fields and forests. The results of this work were presented to license holders in Ontario, with the hope that it may inform their approach to determining transect spacing.

Quality assurance and evaluation of zooarchaeological data sets is the focus of ongoing work by Hawkins (2017), Needs-Howarth, Orchard and other colleagues (Hawkins, et al. 2021). Like many studies coming out of Hawkins' lab, Laurentian students made important contributions towards the collection of data (Hawkins et al. 2018; Hawkins and Caley 2012). Indeed, the zooarchaeology lab itself would be practically barren if it were not for the many student contributions, which included the preparation and accession of new reference specimens that made research projects possible.

Hawkins applies archaeometric methods to questions involving material culture from Huron-Wendat and other Iroquoian sites. Using LA-ICP-MS she investigated copper from sites estimated to date to the sixteenth century (Emmerson Springs, Wallace and the Lalonde component at Ellery) to determine if the metal was native or European smelted copper (Hawkins et al. 2016). In an ongoing project with Heather Walder, she analysed glass beads from a number of Huron-Wendat sites to investigate relationships between Indigenous communities within Wendake and further afield (Walder et al. 2021; Hawkins and Walder in press).

Hawkins has investigated a number of aspects of the Huron-Wendat past, including interpretations of unusual ceramic style (2004), best practices for examining Huron-Wendat sites (Glen-cross et al. 2017) and collaborations between community and archaeologists (Hawkins and Lesage 2018). One of her current projects is a community-led endeavor with collaborator Louis Lesage. It employs the concept of communities of practice and examines pottery based on technology rather than decoration (Hawkins et al. in press). Amy St. John, Greg Braun and Joseph Petrus have all contributed significantly to the analysis and interpretation of the ceramic sherds in this project and Wyandot potter Richard Zane Smith has undertaken to recreate rims using the methods we proposed based on technological analysis. Students from the Science Communication program at Laurentian created prototypes of an exhibit about the project that will be mounted in 2022 at Dynamic Earth and at the Musée Huron-Wendat in Wendake.

The closure of the programs does not erase the nearly half-century of

important contributions Laurentian researchers and students have made to the discipline, but the loss of archaeology at Laurentian does lead to a few observations. Firstly, the archaeology of northeastern Ontario remains relatively poorly known and the absence of research archaeologists tied to local universities is unlikely to change this. Laurentian researchers did make tangible contributions to our understanding of northeastern Ontario archaeology, in the form of the ASLU reports, the Killarney Bay 1-Speigel volume, the She-

guiandah volume and the 2013 guest edited Ontario Archaeology featuring the archaeology of the northeast (Hawkins and Fox 2013). During the nearly fifty years during which there were active archaeologists at Laurentian, many students and others were trained and they have and will continue to make contributions to the field, likely building on some of the methods and perspectives they were first exposed to at Laurentian. As a university that focuses on undergraduate teaching and recruits heavily from northeastern Ontario, we

recognize the loss of future opportunities for promising, local students to enter and develop careers in the field.

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Anthropology and Archaeology at Laurentian as the First Step Toward a Career in Academia

By Eric Tourigny

Most students making their way through the LU archaeology/anthropology programmes never intended on

pursuing careers in archaeology. They transferred to the programme after discovering their passion for the subject while attending captivating lectures, taking part in one of its famous field

schools or gaining hands-on experience in the lab. Since LU did not have a graduate programme, many alumni pursued post-graduate studies at other universities. Some used their additio-

nal training to work in the commercial sector and a few others went on to pursue research careers, enrolling in PhD programmes. These former students are now working at universities around the world, making original contributions to archaeological knowledge while inspiring and training the next generation of archaeologists. Their stories form part of the Laurentian Archaeology legacy. Here, we profile the careers of some of these graduates.

Graduating in 2002 with a BSc in Anthropology and a minor in Biology, Mindy Pitre further developed her training in bioarchaeology, gaining a Master's (MUN) and PhD (Alberta). Dr. Pitre is now an Associate Professor within the department of anthropology at St. Lawrence University in the United States (Figure 1). A broadly trained bioarchaeologist, she is particularly interested in research focussed on understanding the presence and experience of illness and disease in past societies. She has worked on projects in ancient Egypt/Nubia, Mesopotamia, Canada, the United Kingdom, Syria and the state of New York. Her research has led to the discovery of one of the earliest cases of vitamin C deficiency in ancient Nubia

and she has been awarded a New York State Historical Preservation Award for her work at the Old Burial Ground in Heuvelton, NY. Dr. Pitre currently directs the interdisciplinary project 'Death in St. Lawrence County' which aims to document, map and digitize all the 200+ cemeteries in the upstate NY county. She is also assistant editor of the journal *Bioarchaeology of the Near East*. Mindy credits the four-field anthropology training she received at Laurentian in helping secure her current job. She notes that, due to the absence of post-graduate students, she was able to gain teaching and research assistant positions from the very start of her career, providing her with additional experience needed to succeed in academia.

Three students graduating in 2007 went on to pursue PhDs. Eric Tourigny finished with a BSc in Anthropology where he was first introduced to zooarchaeology by taking one of Alicia Hawkins' courses. He went on to do a Master's (MUN) where he combined his interests in animal bone studies with historical archaeology, investigating foodways at one of the earliest permanent British settlements in Canada (Ferryland, Newfoundland). He pursued a career



Figure 1: Mindy Pitre

in CRM, becoming field director in northern British Columbia for three years before returning to his studies. His PhD (Leicester) brought his research focus back to Ontario archaeology, where he was able to make use of the contacts he made during his time at Laurentian to investigate the foodways of 18th- to 19th-century Upper Canada settlers. In addition to exploring the links between food and identity within immigrant communities, Eric is also interested in using faunal remains to describe changing human-animal relationships. The analysis of a 19th-century dog burial from Toronto led him to develop a research program examining the development of modern pet-keeping practices and the impact of the rise of the animal welfare movement on animal bodies. He is now Lecturer (Assistant Professor) in Historical Archaeology at Newcastle University in the UK, where he is also director of the MA Archaeology programme (Figure 2). His work on historic pet cemetery surveys received international media attention. He too credits the small class sizes and the ability to receive multiple work experiences during his undergraduate degree as key to his success in finding competitive post-graduate positions. His undergraduate experience provided him with his first paid excavation experience, his first conference presentation experience, and his first publication in an academic journal. Following his PhD, he became a sessional lecturer in Laurentian's archaeology programme, teaching the same courses that inspired him while gaining the experience needed to later land his dream job.

For Andrée Beauchamp, the anthropology program opened her eyes to a real world beyond the hard sciences and to scientific approaches that incorporated holistic perspectives of anthropology/archaeology (Figure 3). She earned a BSc from Laurentian in 2007, with combined honours in Forensic Sciences and Anthropology and credits her



Figure 2: Eric Tourigny

courses in archaeological and anthropological theory to providing her with a strong foundation for future graduate studies. She followed up her experience at Laurentian with a Master's degree in Osteoarchaeology (Sheffield) and a PhD in biological anthropology (Manitoba). Her research interests focus on osteological measurements of childhood health and the various ways that health can be assessed in past populations. She is also interested in the use of medical imaging, both to study osteological collections but also to inform research based on modern, documented collections. Dr. Beauchamp also returned to Laurentian as a sessional lecturer teaching anthropology and archaeology courses where she was awarded with a Teaching Excellence Award in 2018.

Throughout her time at Laurentian, Wen Yin (Elaine) Cheng significantly developed her research and excavation skills, as a student of Alicia Hawkins' Emmerson Springs field school and later as Alicia Hawkins' TA at the Thompson-Walker field school (Figure 4). These

experiences led to an archaeology internship with the Ontario Heritage Trust. She worked in CRM for six years starting as a field archaeologist, lab technician, and an artifact analyst. From her undergraduate dissertation on pre-contact pottery analysis and working through CRM, she decided to further pursue her MSc at the University College London, where she researched the variations between juvenile and adult Wendat pottery technology through the use of petrography and scanning electron microscope. From her MSc she gained experiences in scientific analysis of archaeological

materials in archaeometry. She is currently enrolled in a PhD programme at the University of Toronto's Department of East Asian Studies. Her experiences in the various facets in archaeology allows for a holistic view of archaeological research in which she can combine practical archaeology techniques with archaeological theory and scientific analysis. With her current research of Shang bronze casting moulds housed at the Royal Ontario Museum, she has furthered our understanding in the bronze casting technology and the artisans who made them. Since the start of her PhD research, she has been actively presenting at conferences and organizing sessions on ancient Chinese technology, she also had the privilege to hold TA positions in the EAS Department's core courses,

was selected as the lead TA, and taught as a course instructor for East Asian Archaeology at the University of Toronto. Currently, she is continuing her research while teaching Ontario Archaeology at Wilfrid Laurier University. The invaluable hands-on archaeological research and field experiences she gained from Laurentian's archaeological program paved the road to these and future experiences.

Following his undergraduate degree at Laurentian University, Otis Crandell received a PhD in Geology in 2014 from the *Universitatea Babeş-Bolyai: Cluj-Napoca* in Romania. His research interests are in geoarchaeology, experimental archaeology, lithic and ceramic studies. He has published widely on the sourcing, manufacture and trade of lithics and ceramics in the Neolithic and Chalcolithic of southeast Europe, especially the southern Carpathians. Dr. Crandell is currently the editor-in-chief of the *Journal of Lithic Studies* and a faculty member of the *Universidade Federal do Paraná* in Curitiba, Brazil. He is also host of the popular podcast series, *Archaeo-Café*, which features interviews with archaeologists from around the world to highlight the latest research. One of the podcast's latest episodes features an interview with another recent LU gra-



Figure 3: Andrée Beauchamp



Figure 4: Wen Yin (Elaine) Cheng

graduate and current PhD Candidate at the University of Toronto, Kaitlyn Malleau.

Kaitlyn graduated from Laurentian with Bachelor's in Anthropology in 2013. Her research interests are Ontario-focused, looking at why technologies change and how new technological practices are shared and adopted. A few examples include the investigation of how Wendat foodways changed in the seventeenth century, as well as how Genesee projectile point technology came to be widely adopted across southern Ontario after 3800 BP. Kaitlyn recalls benefiting from the many opportunities for hands-on learning offered to LU students, both inside and outside the classroom. She particularly appreciated how archaeology courses incorporated research from the Great Lakes region, being employed as a teaching assistance and working for the Archaeological Survey of Laurentian University. She has had the opportunity to work all over the province and meet some amazing people: most recently, collaborating with the Ojibwe Cultural Founda-

tion and LU Instructor Sarah Hazell.

Deirdre Elliott received a BSc in Anthropology and Biology in 2014 and is currently pursuing a PhD at Memorial University of Newfoundland (Figure 5). Also inspired by Alicia's zooarchaeology course, she became interested in human-animal interactions and animals' positions within human economies. She is currently researching Inuit hunting and use of whales and whale products in Labrador – how whales (or the lack thereof) shaped Labrador Inuit lifeways, and how a lack of taphonomic understanding contributed to false or incomplete knowledge of the Labrador Inuit past. Deirdre's main contributions to research thus far have been building capacity for zooarchaeology in Newfoundland and Labrador through the re-introduction of zooarchaeology to the undergraduate curriculum at MUN (it had not been taught in nearly a decade) and the expansion of their zooarchaeology reference collection.

Alisha Gauvreau is currently a PhD candidate at the University of Victoria, and her doctoral research involves a collaboration with Indigenous groups on the Northwest Coast of British Columbia to understand the historical ecology of archaeological sites and people's deep-time connections to their traditional territories. Her work involves imbricating archaeological methods and data (faunal analysis, radiometric dating, lithic analysis, perishable wooden artifact analysis) with Indigenous oral histories and language to develop a robust understanding of change and continuity at archaeological sites in the coast. Alisha graduated from LU in 2009 with a BA in An-

thropology, where she was inspired by Alicia Hawkins' zooarchaeology class to pursue a career in research. She has been able to apply the skills learned during her undergraduate to her PhD research and for various consultation projects on the Northwest Coast.

Laurentian University's archaeology/anthropology program was relatively small, with only a few students enrolling every year and only 1-3 faculty members dedicated to teaching archaeological practice. Their small size was one of their biggest strengths, providing students with opportunities not normally experienced until graduate school. By the time students finished their undergraduate degrees, many had multiple seasons of field experience, taken part in research projects and actively contributed to the development of Ontario archaeology. These experiences helped those who wished to continue in academia successfully compete with students coming from larger research focussed universities.



Figure 5: Deirdre Elliott

We note that many other LU anthropology and archaeology students also

went on to obtain Master's degrees, made important contributions to research and

pursued career paths related to the discipline, but not directly in academia.

The Impact of Laurentian Anthropology and Archaeology Programs

By Amanda Black with contributions from Kristin Thor

Usually when getting to know a new crew member you ask about where they grew up, where they went to school and about their field school. As a Laurentian graduate I always feel pride when I discuss the education I received at Laurentian University (LU). Twelve years ago, as a new grad from Laurentian University, I headed out into the world of Cultural Resource Management (CRM) feeling excited and confident. I knew that I had lots more to learn, but the LU's Anthropology/Archaeology program had prepared me well for what lay ahead. Many more alumni of this program have also gone on to pursue successful careers in CRM and related fields. Today, as I see these two programs coming to an end, I decided to reach out to Laurentian alumni to see how their education at Laurentian shaped their careers in academic archaeology, CRM, museum studies, and other heritage related fields.

I really enjoyed reading the questionnaires I received. I gained insights about students that attended the program before and after I graduated. Thank you to those of you who responded. Examples of survey questions include: How do you think your education at LU has contributed to your career in Cultural Resource Management/Museum Studies/Heritage/other related fields? How do you think your education has shaped your

career? What are some of the highlights about your education that were helpful in your career? And do you think you would take the same career path if you did not attend LU's Anthropology/Archaeology Program? I asked these questions because I wanted to focus on the alumni's specific experiences in the program and why they think they ended up in their chosen career.

A majority of the alumni reported, just like me, that they "fell into" their career after taking first year anthropology courses and subsequently got "hooked." It is no great secret that the majority of students sitting in a first year anthro class are looking for an interesting elective that hopefully will

not prove to be too taxing. For several grads, what started off as an elective course turned into a degree major and the one-on-one time with the professors aided their success as students and spurred their interests. The LU programs furthered curiosities that students had from their formative years and inspired them to pursue a career in heritage.

For those who went on into CRM, the biggest hook was the archaeological field school that was held approximately every 2 years on Huron-Wendat sites in the Midland area. What started out as an opportunity to earn a full year credit in 5 weeks, turned into a life changing event! The bar for excavation and recording standards was set high,



LU Field School 2015. Photo provided by Tara Ward

and we learned meticulous excavating and recording methods, as well as mapping and surveying skills, including setting up and using a theodolite. For 4 of the weeks we lived together in our tent community, learning not only the course material and “bush whacking” skills for test pitting, but also cooking meals and becoming part of a team. The field school was well known in the CRM world, and the grads of that course were highly regarded when seeking later employment with CRM companies. They knew LU field school grads could work hard, would show great respect for the sites they worked on and understood the value of teamwork.

The alumni highlight that the Anthropology/Archaeology program at LU introduced them to consultation and collaboration with Indigenous communities. Collaboration with Indigenous communities was always in the forefront of everything we did. The importance of the relationship between archaeologists and First Nation communities was taught



LU Field School Student Volunteers at OAS Conference in Midland, Ontario 2015

in the classroom and in the field; we had representatives work alongside us at field school and consultation/collaboration was expected of us when conducting our own research. Our professors led us by example by engaging with the First Nation communities on whose ancestral

lands we were conducting our research.

The LU Anthropology/Archaeology program also fostered interests in public archaeology and community engagement. Many alumni participated in LU’s Anthropology Club, giving students their first opportunities to experience community engagement by organizing events and providing support to their peers. Students were encouraged to attend and volunteer at OAS conferences and were thereby introduced to the archaeological community within the province.

Not all grads would go on to careers in CRM; however, many did work in the CRM field before pursuing further education and careers in academia, museums, heritage and GIS in both archaeology and mining. The hands-on laboratory classes, Analytical Procedures in Archaeology and Advance Analysis in Archaeology that focused on faunal analysis gave several alumni the skills they would need to complete their Master’s degrees and PhDs. An alumnus currently employed as a museum



Various Students in Anthro Lab. Photo provided by Tara Ward

director gave a shoutout to the statistics course, stating he still uses the skills learned in the LU Anthro/Arch Program.

The survey identified a number of other characteristics of the LU Anthro/Arch program that hooked students into pursuing the field further. The small class sizes allowed students and professors to establish many one-on-one relationships, which opened up a wealth of ideas and opportunities. Some students had the opportunity to hone their test pitting skills with the Archaeological Survey of Laurentian University. The archaeology lab had an open-door policy every Friday for volunteers who wanted to come and work on whate-

ver was needed to process and analyse field school material. Lab courses were available and covered an introduction to lithic identification, pottery analysis (including experimental archaeology firing clay bricks) and faunal remains analysis. For those keen on faunal studies, an entire course was dedicated to mammals, birds, fish and reptiles and students analysed faunal remains from a previously excavated site.

The legacy of Laurentian University's Anthropology/Archaeology program can be seen in successful alumni in many fields: CRM, museums, GIS specialists, cultural and heritage programs, Indigenous programs and academia.

Each were launched into the world very well prepared and highly regarded. The LU tent village will be no more, the classroom is silent and the archaeology lab is empty, but we are all still very proud to call ourselves alumni of this amazing program. When alumni were asked, "Do you think you would take the same career path if you did not attend LU's Anthropology/Archaeology Program?" most of the responses for this question made it clear that regardless of whether the alumnus is currently employed in the heritage sector or not, they seem to agree that their career paths benefitted from attending LU's Anthropology/Archaeology Program.

Field Schools at Laurentian

By Alicia Hawkins and Kristin Thor

At a small undergraduate institution, fieldwork opportunities provide students with a jumping off point for careers in archaeology. While some students do go on to academic careers, many more take a path in private sector archaeology. The Archaeological Survey of Laurentian University was one way in which students could gain experience, but for most students field school was their first intensive and extensive exposure to methods and actors in archaeology in Ontario.

Through the years, the Laurentian field schools were held at a number of sites, with different instructors. By design, they took place in Ontario and students were discouraged from seeking

overseas field schools, at least until after they had completed a local one. In the 1990s and 2000s Helen Devereux, Ken Buchanan, and Patrick Julig oversaw excavations at the Spiegel site in Killarney, Ontario; from 1999 to 2001, these are listed as field schools (Buchanan 2000, 2001a, 2001b). Students had a short time to undertake excavation, and then they processed materials in the lab during the fall semester. In the late 90s and early 2000s, Patrick Julig and Scott Fairgrieve ran excavations at the La Vase Portage site and other nearby locations south of North Bay,



Figure 1. Student excavating the A-horizon at the Ellery site, 2013

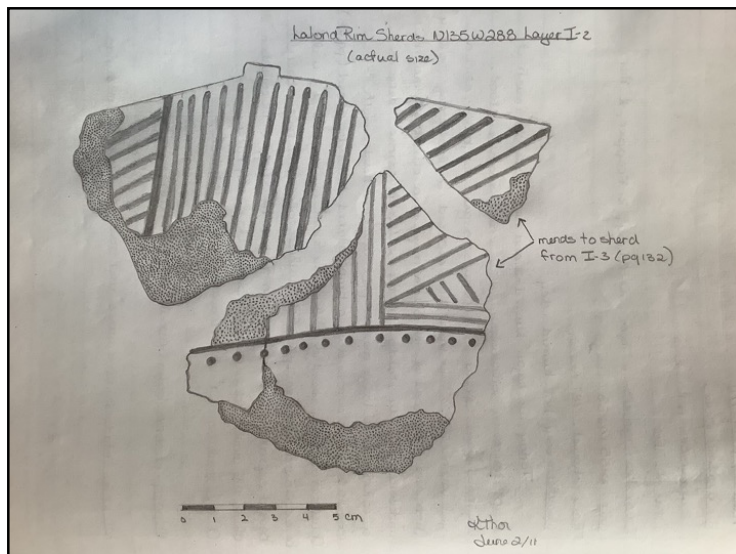


Figure 2. A "sketch" of a Lalonde high collared rim sherd recovered during the 2011 excavation. Drawing by K. Thor. during the 2014 Wilfrid Laurier University field school.

Ontario (Julig 1998, 2003a, 2003b).

Here we focus on the field schools that Alicia Hawkins and Kristin Thor led between 2006 and 2019. With the exception of one field school in 2004 (which was at the Emerson Spring site), all of the Laurentian field schools in this period were held on Huron-Wendat sites. The main sites investigated were Max Oné-Onti Gros-Louis (Thomson-Walker, BeGv-3) and Ellery (BdGx-8), and limited stage 2 work occurred at Ossossané village (BeGx-25), Dunlop (BeGw-9), and Ahatsistari (Allen Tract, BeGx-76)¹. All of this work was done with the explicit permission of the Huron-Wendat Nation. Members of the Nation visited and participated in the field school activities, and this was an important part of the learning process for students. Numerous teaching assistants were paid a pittance and were vital to the smooth running of the course: Elaine Cheng, Eric Tourigny, Scott Way, Amanda Black, Emilie Bourgeault-Tassé,

¹ Licence reports on these sites are available through the Ministry of Heritage, Sport, Tourism, and Culture Industries or by contacting Alicia Hawkins.

heard horror stories from students who paid significant fees to participate in overseas excavations only to spend the summer wielding pick-axes and digging trenches, significant thought and effort went into the LU field school course design². We aimed to breakdown tasks and ensure that all students had opportunities to participate in all or as many tasks as possible. Typically, field school started with trowel excavation of one by one metre units, usually in an artifact rich loca-

² For a number of years it was certified by the Register of Professional Archaeology, which involves independent assessors evaluating the curriculum.

Amanda Colles, Jamie Simmons, Kaitlyn Malleau, Sarah Williams, Tara Ward, Jake Cousineau, Lee Benson and Jon Micon (volunteer graduate student from the University of Georgia). Field school is the ultimate in experiential learning. However, having

tion. The objectives were for students to learn vertical control, drawing of plans, and to gain familiarity with a range of artifact types (Figure 1). We then moved on to excavation with shovels in areas with potential for settlement patterns, and where artifact density was lower. In this case, the objectives were for students to become comfortable with shovel excavation, and to learn to recognize and document features. In the final week in the field, students undertook a group survey project in which they determined site limits using test pitting. They were asked to work together to make decisions about how to approach the problem, and they were required to hand in a single report on the group work. During the whole field school, students were required to take notes in both narrative form and on forms. They made sketches of interesting artifacts, often using Kristin Thor's excellent drawings as examples (Figure 2). Through the first five weeks of field school we ran a mapping component, with students learning everything from pace and compass to use of a theodolite (and in recent years, as total station). The last week of



Figure 3. Field school visit to the Huronia Museum 2017

field school was a lab week in which flotation samples were processed; the screen leavings from wet screening were sorted; equipment was cleaned, dried and put away for next time; and students took the dreaded mapping test.

When initially developing field school curriculum we worked from the perspective that it should develop skills that would be of use to those working in archaeology, and primarily private sector

archaeology. We also promoted the idea that all students should be exposed to, and optimally competent in, all of the different methods used. For example, we thought that every student completing field school should be able to (among other things): wield a shovel, set up the theodolite, professionally greet site visitors, identify a wide range of artifacts, and produce a clear record of work done. With time, we became more cognizant of the fact that students have multiple career paths, including research archaeology, museum studies, and that some are simply interested in archaeology but have no intention of pursuing a career in the field. As such, it was important not to see the field school as simply a training ground for CRM archaeologists. Marti Latta provided excellent perspective when she indicated that for many students, field school is one moment in their career when they can take their time, and when they are not pushed to complete tasks overly quickly. So, while there certainly were



Figure 4. Hoorah for new rain gear! There was a lot of precipitation in 2011.

expectations around completion of tasks in a reasonable time frame, we aimed to focus on learning. Over time, we also became increasingly aware of how field school presents unique challenges with respect to accessibility. As a university course, it is important that all students, regardless of their individual circumstances, should be able to complete it. Recognition of this entailed realizing that not all students need to be able to be completely competent in the entire list of skills. Instead, they need to understand methods and to know why they are important. We stopped insisting that all field notes be hand written. We worked on playing to the strengths of the individuals while still, as much as possible, giving all students a taste of the range of things that occur on a field project. Some people are excellent at spotting tiny artifacts in screen leavings, while for others this is a recipe for a migraine headache. Other people are able to excavate perfectly square units with not a rootlet to be found when the unit is ready for photography. And others seem

to have an in-born knack for quickly setting up and leveling the theodolite, a task that brings others to tears. As an experiential learning opportunity, we saw field school as a time when students could begin to appreciate archaeology in context. Some of this context was the past natural and cultural environment: we started each session with an introduction to local soils and with trips to the Huronia Museum and Ste. Marie among the Hurons (Figure 3). We brought in guest speakers – so many people generously shared knowledge. These

were people from government, Huron-Wendat representatives, people from CRM firms, OAS representatives, academic archaeologists, and others. We hoped that through these visits students would come appreciate the network of archaeologists in the province, and see how these people are part of a larger archaeological ecosystem.

We emphasized that working on a Huron-Wendat site not under threat of destruction is a privilege. Each student was given to understand that this could not be taken for granted, and that disrespectful behavior towards one another, towards the site, or towards Indigenous peoples (or anyone, for that matter) could have repercussions not only for themselves but also for future students. This was a message that students took to heart. We tried to link the concept of privilege in excavation of a non-threatened site to the way in which we did archaeology: we screened on 3 mm mesh, we wet screened, we took masses of flotation samples, we worked

slowly and we recorded in a significant amount of detail. A certain number of students became invested in the sites and the artifacts encountered during field school and went on to use these as the basis for 4th year theses (Cheng 2007; Tourigny 2007; Malleau 2013; Elliott 2014; Belley 2019).

Others went on to do their own surveys using methods

learned at field school (Dorion 2008; Tighe 2008; Black 2010; Simmons 2014; Ward 2014; Cousineau 2017). A recent visitor to the Laurentian archaeology field school commented that it was the last of the old school field courses. Driving down the dirt road to get to the site, a small tent city was visible, giving away the fact that this was no cushy commuter experience. We had campfires. People played guitar. Students amused themselves with impromptu games of catch or D&D. On really hot days, we went swimming. We hauled in water and had no access to electricity. We cooked together, with elaborate systems to avoid cross contamination of pots and utensils because of food allergies. But, unlike the field schools of yesteryear, alcohol was prohibited. When this restriction was first announced, we threw up our hands, "How can you have a field school without a cold beer at the end of the day?" But, a dry field school kept students focused on the reasons they were there, and, with the exception



Figure 5. The requisite group photo taken at the last day of field school. The 2015 group was "Team Plaid".

of a few minor hiccups, out of trouble. Our location did not prevent students from driving to the nearest Tim Horton's to charge their phones, but in general, it was a field school lacking in modern conveniences. We explained, "If you go on to work in CRM in Ontario, it is likely that your accommodations will be much more commodious than your tents and you will have access to running water and electricity. But, by contrast, if you go to work in the Arctic or another remote location, you may face fewer amenities than those present at field school." We were always in easy reach of a hardware store if equipment broke or we found a sudden need for better rain gear or bug jackets (Figure 4). Camping together brought social challenges, but overall, it also meant that we worked through these as a group and that friendships developed during field schools often endured much longer than the school itself. We joked that field school was also "Alicia's Matchmaking Service." At last count, we were at five marriages and seven children - none of whom

were conceived at field school, we hasten to add! Students felt they had accomplished something, not only from the excavation experience, but also from the living experience. One of them said, "Before this, if I was camping and it rained, I just went home."

With the Laurentian archaeology field schools now finished for good, we can look back on some of the wilder

times. During the 2008 season at the Max Oné-Onti Gros-Louis site a massive storm blew through and laid flat a large tree mere inches from our equipment tent. The prospect of that tree or one like it landing on a student tent kept me awake more than one night. But, Michel Gros-Louis, who attended the field school from Wendake that year, said to me, "Alicia, if the ancestors had wanted to put that tree on your tent, they would have put it on your tent." Still, I regarded the proximity of the tree to the tent as a good reminder to treat the site, the students, our neighbours and each other with care and respect. And to have a close look around when choosing a location to pitch a tent. We are grateful to the Huron-Wendat Nation for the on-going permission they gave to excavate on their ancestral sites, and for the good humour, trust, and hard work of so many students, teaching assistants, volunteers, and invited guests over the years. It was a group effort.

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One Last Word...

Alicia Hawkins, with the assistance of
Kristin Thor

We have taken up a lot of real estate in this issue of Arch Notes, but I don't feel our retrospective would be complete without a shout out to all of the Laurentian grads who have gone on to make important volunteer contributions in archaeology, heritage, and other related fields. As undergrads, they may have participated in a mock excavation that was part of the Science Fair at Laurentian, or on a public archaeology event organized by the OAS. But subsequent to graduation and without the begging and pleading of professors to spur them on, they have collectively made tangible impacts on heritage protection and education in this province and beyond. Here are a few examples, and I empha-

size that they are only that. The OAS has been supported by long-term contributions of LU grads: Amanda Black has been president of the Windsor chapter for more years than we can count; Kristin Thor was an executive member of the Huronia chapter for many years and a crucial member of the organizing committee for two OAS conferences; and Kaitlyn Malleau is a current board member. Cortney St. Jean is an effective and eloquent voice for protection of built heritage in Sudbury. As the chair of the Community Action Network she successfully campaigned for the designation of the St-Louis-de-Gonzague school under the Ontario Heritage Act. Émilie Bourgeault-Tassé is an advocate for Indigenous rights and better environmental stewardship at Laurentian and beyond. She facilitates workshops with Indige-

nous youth, mostly related to land teachings and she assists with the sacred garden at Laurentian. Trevor Osmand sits on the Board of Directors for the Red Lake Indian Friendship Centre and is the Ontario contact for Pimachiowin Aki, an Indigenous UNESCO World Heritage Site. Otis Crandell hosts the ArchaeoCafé Podcast. And so on. It is impossible to know if the impact of LU grads is any different than that of graduates from other institutions, and, indeed, it doesn't really matter. But we are proud to be associated with so many people who have a passion for the discipline, broadly speaking, and who believe in it enough to give their time, ideas, and creativity to support causes they hold to be important.



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The 2021 Annual Symposium of the Ontario Archaeological Society is being generously sponsored by various archaeology and heritage companies as well as institutions throughout Canada. The major sponsors include: eSAX Virtual Events; Ottawa Community Foundation; and Ottawa Heritage Fund. The platinum sponsors include: Timmins Martelle Heritage Consultants Inc. (TMHC); Letourneau Heritage Consulting Inc.; The Archaeology Centre at the University of Toronto; Archaeological Services Inc. (ASI); Golder Associates Inc.; Parslow Heritage Consulting Inc.; and the André E. Lalonde Accelerator Mass Spectrometry Laboratory. The gold sponsors include: Fisher Archaeological Consulting; University of Ottawa – Department of Classics & Religious Studies; Wilfrid Laurier University – Department of Archaeology and Heritage Studies; Community Heritage Ontario; and the Canadian Museum of History. Finally, the silver sponsors include: Past Recovery Archaeological Services and the Museum of Ontario Archaeology. We would like to thank our sponsors for taking the time to invest in the 2021 Annual Symposium. We greatly appreciate their support for our upcoming events. To learn more about our generous sponsors, please visit this link here: <https://www.ontarioarchaeology.org/2021-sponsors>.



2021 ANNUAL SYMPOSIUM
OF THE
ONTARIO ARCHAEOLOGICAL SOCIETY
OCTOBER 18-24, 2021
CELEBRATING 50 YEARS OF THE OTTAWA CHAPTER

Welcome

The 2021 Annual Symposium of the Ontario Archaeological Society is organized and hosted virtually by the Ottawa Chapter. All members and communities are welcome to the 2021 OAS Symposium. This year also marks the 50th anniversary of the founding of the Ottawa Chapter and we hope to celebrate with a memorable symposium! It is our good fortune and great joy that some of the long-time members of the Ottawa Chapter are still active today, such as Glenna Roberts, Marian Clark, and Jean-Luc Pilon. 50th Anniversary festivities will take place on October 23rd around 8:30 pm. Mark the date on your calendar and be sure to watch virtually on how the anniversary evening will unfold.

In addition to the opening evening keynote presentation on the Archaeology of Barrack Hill (now Ottawa's Parliament Hill) by Stephen Jarrett and later with customary papers, posters, and workshops, the organizing committee have also organized a wealth of complementary activities that will include virtual guided tours of local sites and facilities, archaeological trivia, scavenger hunt events, and much more. We hope you will join us virtually in October and share in the Ottawa Valley spirit!

We acknowledge this has been a challenging year of unprecedented changes for everyone. Each year we recognize individuals who have made significant contributions to Ontario archaeology and the Ontario Archaeological Society. Our PAPA award ceremony will be a little bit different this year as a result. The PAPA award ceremony will be virtual, and the Ottawa Chapter will reveal the recipient of the Peggi Armstrong Public Archaeology Award. This award was created to recognize the efforts and outstanding contributions of individuals, groups, and institutions in the dissemination of knowledge and the advancement of archaeology for a public audience in or about Ontario. This year, a very well-known individual will receive this honour at the Award Ceremonies of the 2021 OAS Symposium, which will be held virtually on the evening of October 23rd. We invite you to be present at the Award Ceremonies of the 2021 OAS Symposium to welcome and applaud our recipient.

André Miller
Chair - OAS 2021 Organizing Committee
President - Ottawa Chapter, OAS E-mail andre.miller@gmail.com

Registration

In order to attend the preliminary programme events as well as the special events, all participants must register for the 2021 Annual Symposium of the Ontario Archaeological Society. It is recommended that registration be completed in advance to the symposium. Please note that registration is by donation on a pay-what-you-can basis. Individuals wishing to contribute towards the work of the Ontario Archaeological Society can do so by donating. Otherwise, registration is free. In order to register, please visit this link here: <https://www.ontarioarchaeology.org/event-4451155>.

Preliminary Programme

The preliminary programme of the 2021 Annual Symposium includes a series of workshops, tours, sessions, roundtables along with a Live Opening Ceremony, a Keynote address on the excavations at Barrack Hill presented by Stephen Jarrett and Q&A, an Annual Business Meeting (ABM), and an Awards Ceremony. It is important to note that all events will be presented virtually through Zoom and Remo with the assistance of eSAX Virtual Events.

The following workshops will be available at the 2021 Annual Symposium:

From Yawn to Yarn – Writing Presentations that Engage Audiences (Monday, October 18, 2021)

Building a Model of the Future: An Argument for Dioramas and Immersive Learning (Monday, October 18, 2021)

Presenting Truth: Modelling Respectful Engagement with Indigenous Neighbours & Partners (Tuesday, October 19, 2021)

Using Projectile Point Trait Clustering in Relative Temporal Dating Techniques (Wednesday, October 20, 2021)

Rural Historical Farmstead Sites: Approach and Technical Methodologies (Thursday, October 21, 2021)

Pre-Contact Pottery of Ontario (Sunday, October 24, 2021).

The following virtual tours will be available at the 2021 Annual Symposium:

Paddling through the Past (Tuesday, October 19, 2021)

Leamy Lake Archaeology (Wednesday, October 20, 2021)

A.E. Lalonde AMS Lab (Wednesday, October 20, 2021)

Billings Bridge Estate (Wednesday, October 20, 2021)

Cumberland Museum (Thursday, October 21, 2021)

Musée de l'Auberge Symmes (Thursday, October 21, 2021).

The following sessions will be available at the 2021 Annual Symposium:

Archaeological Knowledge Production in the Age of ZOOM (Saturday, October 23, 2021)

Contributed Papers (Saturday, October 23, 2021)

Boreal Forest Archaeology (Saturday, October 23, 2021)

Oral Histories & Archaeology (Saturday, October 23, 2021)

Origins of Loss: The Growth of Coastal Erosion along the Waterways in Central Canada (Saturday, October 23, 2021)

The National Capital Commission's Assessment and Rescue of Archaeology Legacy (ARAL) Project (Sunday, October 24, 2021)

Rouge River Archaeology (Sunday, October 24, 2021).

The following roundtables will be available at the 2021 Annual Symposium:

Archaeology on Parliament Hill Roundtable/Panel Discussion (Saturday, October 23, 2021)

2021 Partnership for Maritime Archaeology in Canada: Ontario Region Virtual Roundtable (Sunday, October 24, 2021).

Virtual Live Opening Ceremony - Friday, October 22, 2021 The Keynote Address (Presented by Stephen Jarrett

followed by a Q&A) - Friday, October 22, 2021

The Annual Business Meeting (ABM) - Saturday, October 23, 2021

Awards Ceremony - Saturday, October 23, 2021.

More information regarding the preliminary programme can be found here: <https://www.ontarioarchaeology.org/2021-prelim-programme-eng>



Special Events

In addition to the preliminary programme, there will also be special events happening at the 2021 Annual Symposium. These include a Scavenger Hunt Photo Contest and a Trivia Night. The Scavenger Hunt Photo Contest will be taking place in the lead up to the 2021 Annual Symposium with the deadline for submissions being Monday, October 18th. Participants must solve clues hidden within 10 riddles which relate to themes from the 2021 Annual Symposium specific to Ontario archaeology and heritage. The Scavenger Hunt will act as a Photo Contest and participants must take pictures of and/or with the clues and submit them. More information regarding the Scavenger Hunt Photo Contest can be found here: <https://www.ontarioarchaeology.org/2021-scavenger-hunt>. Following the Awards Ceremony on Saturday October 23rd, there will be a Trivia Night. Teams will compete in a pub style quiz consisting of five rounds with 10 questions each and two bonus rounds. The quiz rounds for this year's symposium include a Picture Round, In the News, Arch Notes and Ontario Archaeology, Climate Change and Archaeology, and the Mercury Series. More information regarding the Trivia Night can be found here: <https://www.ontarioarchaeology.org/2021-trivia-night>.

Merchandise Store

The organizers of the symposium are excited to announce that merchandise featuring the symposium logo is available from the OAS store. All items can be purchased from the convenience of your home. There is a wide variety of designs and items for your everyday needs and wants. You will find a selection of stickers, magnets, mugs, hats, bags, notebooks, mousepads, shirts, and so much more. To see all available items, please click "Explore Designs" on this website here: <https://www.redbubble.com/people/ONarchaeology/shop>. Some alterations to the colour and positioning of the designs can be made if requested. Please email education@ontarioarchaeology.org with your request. We hope to see your OAS pride at the 2021 Annual Symposium!

A sneak peek is shown below.

Featured collection

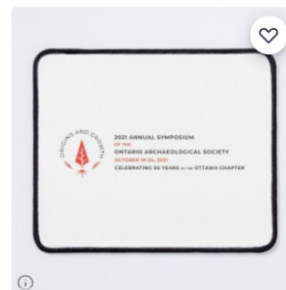
OAS 2021 Symposium



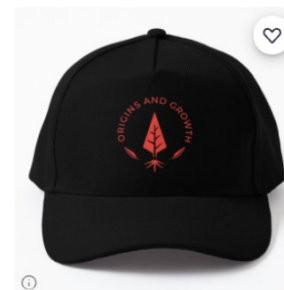
OAS 2021 Symposium Baseball Cap



2021 OAS Symposium Logo with ...



OAS 2021 Symposium Ottawa 50 ...



2021 Symposium Logo All Red Ba...

Are you an undergraduate or graduate student looking at Ontario's archaeological record? We want to profile you! Send us an email at aneditor@ontarioarchaeology.org and let us know more about your research project. We may feature you in an upcoming issue of *Arch Notes*.



Regional Chapters

Grand River

President: Chris Dalton
 Vice President: Chris Watts
 Treasurer: Bonnie Glencross
 Secretary: TBA
 Website: <https://sites.google.com/site/grandriveroas>
 Facebook: <https://www.facebook.com/OAS-Grand-River-Chapter-1530572620573825>
 Meetings: 2nd Tuesday of each month, Sept.-April Psychology, Anthropology, Sociology building (PAS) 1241 (First Floor), University of Waterloo (South Campus)
 Membership: Individual \$20, Student \$15

Hamilton

President: Emily Anson
 Vice President: Jacqueline Fisher
 Treasurer/Membership: Ruth Macdougall
 Events Co-ordinator: Martha Tildesley
 E-mail: oashamiltonOAS@gmail.com
 Website: <http://hamilton.ontarioarchaeology.org>
 Facebook: <https://www.facebook.com/groups/1453543678209795>
 Phone: (647) 449-0668
 Meetings: 7:30 pm on the 3rd Thursday of the month, Sept. to May, Fieldcote Museum, 64 Sulphur Springs Road, Ancaster
 Membership: Individual \$11, Family \$18

Huronia

President: Victoria Brooks-Elder
 Vice President: Dayle Elder
 Treasurer: Jamie Hunter
 Past-President: John Raynor
 Email: huronia.oas@gmail.com
 Website: <http://huronia.ontarioarchaeology.on.ca>
 Facebook: <https://www.facebook.com/Huronia-ChapterOfTheOntarioArchaeologySociety>
 Meetings: 7:00pm on the 2nd Wednesday of the month, Year Round at the Midland North Sports and Recreation Centre
 Membership: Individual \$15, Family \$18 Student \$10

London

President: Chris Ellis
 Vice President: Lafe Meichenheimer
 Treasurer: Jim Keron
 Secretary: Nicole Aszalos
 Directors: Rebecca Parry, Larry Nielsen
 KEWA Editors: Christine Dodd, Chris Ellis & Chris Watts
 Website: <http://oaslondonchapter.ca/>
 Facebook: <https://www.facebook.com/londonoas>

noas

Email: oaslondonchapter@gmail.com
 Mail: Museum of Ontario Archaeology, 1600 Attawandaron Rd., London, ON N6G 3M6
 Phone: (519) 473-1360
 Fax (519) 473-1363
 Meetings: 7:30 pm on 2nd Thursday of the month except May-August; at MOA
 Membership: Individual/Family \$18, Student, \$15, Institutional \$21

Ottawa

President: André Miller
 Vice President: Stacey Girling-Christie
 Secretary: Carol Pritchard
 Treasurer: Bill MacLennan
 Directors at large: Glenna Roberts, Ben Mortimer, Elizabeth (Libby) Imrie, Stephanie Carles, Philippe Trottier & Chris Kerns
Ottawa Archaeologist Editor: Chris Kerns
 Web master: Yvon Riendeau
 Peggi Armstrong Public Archaeology Award: Lois King
 Website: www.ottawaaoas.ca
 Facebook: <https://www.facebook.com/Ottawa-Chapter-of-the-Ontario-Archaeological-Society-582145708470231>
 Email: ottawaaoas@gmail.com
 Mail: PO Box 4939, Station E, Ottawa ON K1S 5J1
 Meetings: Every 3rd Thursday of the month from Sept. to May; usually at Routhier Community Centre, 172 Guigues Street, Ottawa (in the Byward Market)
 Membership: Individual \$20, Family \$25, Student \$12

Peterborough

President: Sheryl Smith
 Vice-President: Tom Mohr
 Treasurer: Deb Mohr
 Secretary: Dirk Verhulst
 Directors: Julie Kapyrka, Robert Pearce and Morgan Tamplin.
Strata Editor: Dirk Verhulst
 Website: peterborough.ontarioarchaeology.org
 Facebook: <https://www.facebook.com/groups/1519076065078299>
 Meetings: 7:00 pm on the fourth Tuesday of each month,
 Membership: Individual \$12, Family \$15, Student \$8

Thunder Bay

President: Clarence Surette
 Vice-President: Dave Norris
 Secretary/Treasurer: Laura Gosse
 Director: Bill Ross
Wanikan Editor: Clarence Surette, Jill Taylor-Ho-

llings, and Laura Gosse
 Web Design/Photography: Chris McEvoy
 E-mail: clarence.surette@lakeheadu.ca
 Website: <https://www.lakeheadu.ca/programs/departments/anthropology/the-ontario-archaeological-society>
 Meetings: 7 pm on the last Friday of the month except May-August in Room BB0017, Braun Building, Lakehead University
 Membership: \$10 (as of Jan. 1, 2021)

Toronto

President: Carole Stimmell
 Past President: Mima Kapches
 Vice President: Carla Parslow
 Treasurer: Sam MacLeod
 Secretary: Neil Gray Website
Profile Editor: Carole Stimmell
 Website Editor: Janice Teichroeb
 Website: <http://toronto.ontarioarchaeology.org>
 Email: TorontoArchaeology@gmail.com
 Meetings: 7:30 pm on the 3rd Wednesday of the month, except June-August in U of T Anthropology Building, Room 246, 19 Russell St.
 Membership: Individual \$12, Family \$14

Windsor

President: Amanda Black
 Vice President: Rosemarie Denunzio
 Secretary/Website: Barbara Johnson
 Treasurer: Michael McMaster
 Newsletter Editor: Zach Hamm
 Media Outreach: Haylee Meloche
 Website: <http://sites.google.com/site/windsoroas>
 Email: oaswindsor@gmail.com
 Facebook: <https://www.facebook.com/WindsorOAS/>
 Meetings: 7:00 pm on the second Wednesday of February, April, and October and the first Wednesday of December. at the Duff-Baby Interpretation Centre in Old Sandwich Town
 Membership: Individual \$15, Family \$20, Students \$5

MEMBERSHIP

	Without OA	With OA
Individual	45 (65)*	57 (77)*
Family	52 (72)	64 (84)
Student	25 (45)	34 (54)
Institutional	75 (includes OA)	
Life	800 (includes OA)	

*Effective 2017, the print version of Arch Notes will cost \$20 per year to mail. Those receiving the email version of Arch Notes pay the lower fee.