"drafting," and "statistics and computer programming." Margins are, respectively: 2.37 per cent, 0.86 per cent, 7.69 per cent, 0.45 per cent, and 1.66 per cent. The students who had never taken the archeology course exhibited greater interest in the following items than did the former ANTH 120 students: "history," "surveying," "geography," and "languages and deciphering." The margins of preference are 6.46 per cent (history), 1.70 per cent (surveying), 3.44 per cent (geography), and 2.24 per cent (languages and deciphering).

The students who have taken the archeology course appear to stress an admixture of both sciences and humanities as important in the training of an archeologist. Those with less knowledge of archeology accent the "humanities," and especially the fields with which archeology is traditionally associated: history, geography, and languages.

"Television" and "films" are the selections which were noticeably preferred in the seventh question by the respondents who had not taken the ANTH 120 course. The margins are 16.69 per cent for the former selection and 14.50 per cent for the latter. The students who had taken the archeology course placed emphasis upon "newspaper articles," by a margin of 5.04 per cent, and upon "books" by a margin of 28.50 per cent.

The first group chiefly utilizes the mass media more extensively than the second group. It is interesting that in this particular comparison, the peripheral group prefers non-written forms; the group more closely associated with archeology
prefers written media.

The chronological orientations of the two groups being compared are strongly affirmed in question eight. Those respondents who have course background in archeology believe that the archeologist is primarily concerned with prehistory, as characterized by the margins of preference given by this group to "Paleolithic" (11.53 per cent) and "Neolithic" (13.74 per cent). The group with less knowledge of archeology believes that archeology is oriented toward protohistory and historic periods. This attitude may be seen in the preferences for "Bronze Age," "preclassical period," and "Classical period." The preference margins are 12.61 per cent, 9.23 per cent, and 3.43 per cent respectively.

The data from this particular comparative study are listed in table 20.

TABLE 20

DATA ON COMPARATIVE ANALYSIS OF RESPONDENTS WITH ANTH 120 BACKGROUND AND THOSE WITHOUT BACKGROUND

<table>
<thead>
<tr>
<th>Question and item</th>
<th>ANTH 120</th>
<th>Non-ANTH 120</th>
<th>Signif. Dif. a</th>
</tr>
</thead>
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<td>Percent.</td>
<td>Number</td>
</tr>
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</tr>
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</table>

Significant Difference: the letters following the percentages listed in this column indicate that the difference either favors those who have taken ANTH 120 (PA) or those who have not taken this course (NA). NSD=No Significant Difference.

A comparative analysis was conducted on the results of the
questionnaire given twice to the ANTH 120 class of Winter Quarter 1971. The questionnaire was given initially on the second day of winter quarter and was completed by 92 students. The questionnaire was given a second time on the final day of the winter quarter, and was completed by 77 students. No changes were effected in the form of the second questionnaire except the elimination of one question (supra, pg. 28), and the addition of the category "hometown" at the beginning of the questionnaire. Through use of the basic data provided by the respondents on the first page of the questionnaire, 66 questionnaires were definitely determined to represent respondents who had completed the questionnaire both the first and second times it was given. These 66 questionnaires served as the basis for the comparative study which follows. Both the responses and respondents to the first questionnaire will be referred to as "Anth 120a," and the responses and respondents to the second questionnaire will be termed "Anth 120b."

The noteworthy preferences indicated in the initial responses to question one are "exciting," "mysterious," and "interesting." The margins of these preferences are 7.49 per cent, 13.83 per cent, and 12.33 per cent respectively. The choices particularly preferred in Anth 120b are "technical," "boring," and "time-consuming." The margins are 17.25 per cent (technical), 4.97 per cent (boring), and 11.22 per cent (time-consuming).

The responses to the second questionnaire reveal a change in the attitudes of the sample from a moderately sophisticated
and very positive approach, to a very erudite but relatively negative approach to archeology. It is notable that although only 1.50 per cent of the Anth 120a considered archeology "boring," 6.47 per cent of the same respondents selected that adjective on Anth 120b.

The responses to Anth 120a reveal significant preferences among the respondents for "Midwestern mound-builders," "Egyptian mummies and pyramids," "the Aztecs, Mayans and Incas," and "Greek and Roman ruins." The margins of preference are, respectively: 3.23 per cent, 19.15 per cent, 15.95 per cent, and 3.20 per cent. This emphasis upon cultures of the historic and protohistoric periods is prominently altered by the end of the quarter to a preference for prehistoric archeology, as represented by "cavemen and stone axes," with a margin of 30.75 per cent, and "arrowheads and tomahawks," with a margin of 6.22 per cent. An exception to this trend toward prehistoric archeology in the responses to Anth 120b is the significant preference for the "ruins of Troy," as expressed by responses 4.59 per cent greater than the responses to the same item in Anth 120a. The interest in Troy is probably largely due to the numerous references made in the archeology course to Schliemann and his work at Troy.

The results of question three reveal that a large percentage of Anth 120b responses are given to the following items than Anth 120a responses: "Edward Thompson," "Sir William Flinders Petrie," "Heinrich Schliemann," "Sir Leonard Wooley,"
"Howard Carter," "General Pitt-Rivers," and "others." Preference margins are 3.58 per cent (Thompson), 7.81 per cent (Petrie), 8.85 per cent (Schliemann), 3.42 per cent (Wooley), 1.70 per cent (Carter), 12.14 per cent (Pitt-Rivers), and 1.10 per cent ("others"). Question three options which are preferred in significant percentages in Anth 120a responses are "Lord Carnarvon," "Thor Heyerdahl," "Warren K. Moorehead," "L.S.B. Leakey," and "none of the above." The margins for these selections are 3.58 per cent (Carnarvon), 7.81 per cent (Heyerdahl), 4.88 per cent (Moorehead), 9.91 per cent (Leakey), and 11.76 per cent ("none of the above").

The responses at the beginning of the quarter indicate a greater knowledge of the popular archeologists. In addition, however, this first group of responses also favors Carnarvon and Moorehead. In the instance of Carnarvon, a larger number of respondents knew of this archeologist on the second questionnaire than on the first. Due to the much greater number of total responses to question three of the second questionnaire (460 responses compared to 136 on the first questionnaire), the percentage is lower on the second figure than on the first figure obtained. Moorehead's popularity is probably due to a few individuals who are familiar with his works. He is not mentioned in the ANTH 120 course.

The responses to the Anth 120b questionnaire revealed a reorientation toward the archeology of the eastern Mediterranean. The exceptions are Edward Thompson and Pitt-Rivers. The strong
preference for Pitt-Rivers is undoubtedly the result of the emphasis placed upon his role as the "father of scientific archeology" in the archeology course. The writer can offer no real explanation for the increased preference for Edward Thompson; he is neither mentioned in lectures nor in the texts.

The responses to the first questionnaire were much greater for the following sites and/or discoveries than the responses to the second questionnaire: Stonehenge, Angkor Wat, Pompeii, Tutankhamen's tomb, Babylon and Nineveh, Machu Picchu, and the Swiss lake dwellings. The percentage margins are 13.79 per cent, 3.45 per cent, 26.08 per cent, 3.17 per cent, 3.45 per cent, 3.45 per cent, and 2.94 per cent respectively. The respondents significantly favored on the second questionnaire: "Troy," with a margin of 10.19 per cent; "Olduvai Gorge," by a margin of 37.73 per cent; "Folsom man," by a margin of 4.34 per cent; and "Hopewell mounds," with a margin of 2.82 per cent.

It can be seen that the archeology class alters the basic image of archeology held by the respondents from one which is generally historically-oriented to an image which is prehistoric in nature.

Significant differences favoring the responses from Anth 120a occurred in question five for "power equipment," "sledge-hammer," "chisel," and "wheelbarrow," with margins of 1.27 per cent, 1.39 per cent, 1.14 per cent, and 0.89 per cent respectively. On the later questionnaire, significant differences were recorded for "trowel," "hand shovel," "plumb-
line," and "measuring tape." The margins are 1.52 per cent (trowel), 4.97 per cent (hand shovel), 0.82 per cent (plumb-line), and 4.65 per cent (measuring tape).

These responses represent an obvious modification of the sample's attitude toward archeology. Originally emphasizing macroscopic tools, the respondents believed at the end of the quarter that microscopic tools were of greater value to the archeologist in the field.

Items on Anth 120a which were more heavily selected than on Anth 120b are "photography," "physics," "coin types," "skeletal anatomy," "languages and deciphering," and "statistics and computer programming." The margins of preference are, respectively: 0.61 per cent, 0.93 per cent, 1.85 per cent, 5.76 per cent, 7.90 per cent, and 0.46 per cent. On the second questionnaire, the favored choices include "chemistry," by a margin of 0.74 per cent; "surveying," by a margin of 4.31 per cent; and "pottery types," by 7.27 per cent.

The Anth 120a preferences for "physics" and "statistics and computer programming" may be disregarded in the analysis because the percentages are based upon a single response for the latter and two responses for the former, and there are no responses in these categories on Anth 120b. Therefore, the respondents were initially tending toward the "humanities." By the end of the quarter, however, the sample placed greater stress upon the "sciences" but with appreciation also of the indispensable value of the "humanities." The introductory archeology
course notes the importance of pottery typology and classification in relative dating, which probably accounts for the stress in the second questionnaire upon that item.

Information sources changed from the first to the second questionnaire. The responses to Anth 120a indicated major reliance upon the mass media. "Television" has a margin of 4.81 per cent, "films" has a margin of 4.85 per cent, and "newspaper articles" has a margin of 4.71 per cent. On the second questionnaire the respondents now relied chiefly upon books, by a margin of 18.10 per cent.

On question eight, the respondents initially believed that archeology was primarily concerned with protohistoric and historic cultures. "Bronze Age" has a margin of 13.86 per cent among Anth 120a responses, the "preclassical period" has a margin of 12.38 per cent, and the "Classical period" has a margin of 8.74 per cent. The prehistoric orientation of the archeology course is reflected in the responses which are more heavily chosen on Anth 120b than Anth 120a. "Paleolithic" has a margin of 28.27 per cent, and "Neolithic" has a preference margin of 5.71 per cent.

Summary data for this analysis is contained in table 21.
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*Significant Difference: the letter following the percentages listed in this column indicate that the difference either favors the Anth 120a responses (a) or the Anth 120b responses (b). NSD=No Significant Difference.*
IV. Summary and Conclusions.

A. This study has been a preliminary attempt to begin construction of a general profile of the popular image of archeology. The writer has attempted, within the limitations imposed upon this study by the methods used, to develop a rather detailed description of the opinions of a select group of college students on the subject of archeology and the archeologist.

The general attitude of the overall sample toward archeology was both very positive and surprisingly erudite. The respondents appear to be well-informed on the realities of archeological research, yet maintain a moderate enthusiasm for archeology. The three terms used most frequently to describe archeology were "interesting," "technical," and "time-consuming." Consolidating these terms to form a coherent image, the average respondent appears to regard archeology as a field in which he has interest, yet a field which requires considerable expertise and patience on the part of the professional.

Despite increasing interest in New World sites and improved mass media coverage of local sites, the survey sample continues to associate archeology chiefly with the Old World, particularly the Mediterranean region. Few other areas of the world have been able to produce a site or discovery which can effectively rival the "glory" of Pompeii or the tomb of Tutankhamen. For this reason, the public's archeological eye still gazes fondly toward Egypt and the Near East, the geographical region which
has dominated archeology for so many years, and whose more famous discoveries are almost synonymous with archeology.

In regard to chronological interests, although prehistory continues to gain in popularity, the protohistoric and historic periods still dominate the image of many of the sample. Except for Olduvai Gorge, the expanding field of prehistory has not been able to produce a site or discovery which can attract and hold the interest of the mass media and the public. The material recovered from many prehistoric sites is relatively "ordinary" to a public expecting gold death masks and elaborate mass burials. Only the age of prehistoric finds can manage to enthrall the public and hold its attention.

The survey also demonstrated that the respondents thought archeologists work on a small scale in excavation. Inseparable from this theme is the view of archeology as time-consuming. Excavations are slow, tedious work involving the unhurried and careful removal of dirt, and detailed examination and measurement of finds. Yet a few vestiges of old Near Eastern techniques remain. The image of mass laborers toiling to remove large amounts of sand and overburden appears to haunt the public view of excavations; a nightmare born on late-night television.

It was also discovered, not surprisingly, that the respondents rely more heavily upon the three basic representatives of the mass media--television, magazines, and newspapers--than on any other medium, for their information on archeology. The sample apparently wants information which is
concise and easy to digest, which is exactly what the mass communications industry supplies. Yet the degree of sophistication in the general attitudes toward archeology imply that the media have accomplished their mission of keeping the public well-informed very well, as far as archeology is concerned. Certainly the material they present is occasionally badly distorted, but if the response to the questionnaire is an indication of the quality of their material, their record is thus far excellent.

The comparative studies revealed chiefly that exposure to "serious" archeology improves both the individual's objective knowledge of the field and improves the sophistication of his approach to archeology. The maxim that "familiarity breeds contempt" appears to function in this instance, however. As the degree of sophistication improves, the respondents generally become more negative in their attitudes toward archeology. Perhaps a better description would say that the individual loses his "innocence" in regard to archeology. Thus, professional archeology appears to face a dilemma: the public may either be very enthusiastic toward archeology, yet comparatively poorly informed of archeology and its goals, or it may be sophisticated in its approach to archeology but more questioning as to the value of archeology, and possibly less willing to support archeological activity. Therefore, archeology must be willing to accept a public which is both more discerning and more critical in its approach to archeology, if the public is to become more
erudite in its attitudes toward the discipline. The mass media, in recent years, has kept the public relatively well-informed of developments in archeology, while maintaining public enthusiasm toward the field, if the results of this study are a reliable indication of response to mass media presentation of archeology. But are archeologists willing to continue to depend upon the inconstant attitudes of the communications industry to maintain public support for archeology?

B. The study has been able to accomplish the purpose and objectives for which it was designed. Through a detailed analysis of the questionnaire, question by question and item by item, a rather detailed description of the image of archeology among the survey sample was developed.

Detailed comparative analyses between three groups--males and females; anthropology majors and minors; and majors and minors, and non-majors and minors--indicated that differences in the attitudes of these various groups did exist; in which areas the differences were most significant; and in which areas the attitudes were similar.

Analysis of the responses of students who had taken an introductory course in archeology and those who had not, and a comparison of the responses of students before and after they had taken the introductory course, revealed the effects such a course has upon the individual's approach to archeology.

Finally, through a direct question, it was possible to determine the chief sources of information on archeology for
the survey sample.

C. This study has accomplished its goal of determining the image of archeology among a small section of the public. It has also demonstrated that more such studies should be undertaken. As has been pointed out in the Introduction, archeology is finally becoming aware of how the public views archeology and how vitally important that public image is to the development of archeology.

If in the past professional archeologists have accused the public of having a haphazard, distorted picture of archeology, the view of archeologists toward that public image has been worse. The archeologist's image of the public image of his discipline consisted largely of hearsay, depictions of archeology in popular literature and films, and what other archeologists have claimed the public image of archeology was. Until Ascher's work in 1960, no real attempt was made to develop a valid description of popular archeology. For a profession which prides itself upon its objectivity and its willingness to support only those theories which are based on substantial, impartial evidence, professional archeology has definitely failed to meet its own standards in its attitude toward popular archeology.

This study was conducted on a non-representational basis and on a small scale. It is still possible, nevertheless, to venture some comments on the state of "public archeology." The public image of archeology appears to be in a transitional period. The public is beginning to modify its own image of archeology and to reorient itself to the changes which have
occurred in archaeology over the last fifty years. Between the discovery of the tomb of Tutankhamen and the revelations at Olduvai Gorge, no site or discovery (with the exception of the Dead Sea scrolls) attained permanence in the public mind. Vague impressions of discoveries in the Near East trickled in and were buried. As a result, the news from Tanzania burst into a public mind still occupied with dynastic Egypt and Mesopotamian cities. The public now believes that archaeology has changed its emphasis, moving away from the older classical traditions toward greater interest in prehistory.

The public is beginning to adjust to the changes; it is beginning to adjust to the considerable lag in its attitude toward archaeology, and to the changed courses of archaeology which have occurred in the last fifty years. It now believes that contemporary archaeology is prehistory, intermixed with the Madison Avenue archaeology of Thor Heyerdahl. The public now has a "new" archaeology, dominated by the old image of prehistoric archaeology, "cavemen and stone axes." But many vestiges of the old image have yet to be replaced. With the exception of Olduvai Gorge, prehistory has failed to produce a recent discovery which can compete with Pompeii or Tutankhamen's tomb. Except for Leakey, no archeologist in the prehistoric fields has attained popular stature. Robert Ascher has noted that his popularity may be due to the increasing references to Leakey and his African work in high school texts and manuals (Ascher 1972). It is difficult to determine which
is the cause and which is the effect, however. Increasing reference may be the effect of Leakey's popularity rather than the cause of it.

Archeologists must realize that the increasing public emphasis upon prehistory may stimulate a genuine trend toward this area in professional archeology. First of all, greater reliance upon public funds may force archeologists to work in those areas in which the public is willing to grant monies, and therefore the areas in which the public has the most interest.

Secondly, and most importantly, the popular image of archeology and the presentation of archeology by the media provide the most important influence in the early development of the interests of most individuals who select archeology as a career. The power of this influence cannot be ignored or exaggerated, despite later training and education. Therefore, the present status of popular archeology may well determine the course of archeology in the next generation, even if professional archeologists should manage to regain control over the destiny of their discipline.

The state of flux in which the public is currently offers professional archeology the opportunity to gain control over the public image of and attitude toward archeology. The manner in which archeology is presented to the public in the next five to ten years may well determine public attitudes toward archeology in the next few generations. A populace
which is being constantly bombarded with information and data from innumerable disciplines with continually changing methods and approaches often seeks to cope with this information overload by developing stereotypes. Data received which fits the stereotype is accepted and incorporated into the image of a particular field; data which does not fit the stereotype is rejected and forgotten. It may therefore be unreasonable to hope for a public whose attitudes toward archeology change and keep pace with the modifications occurring within the discipline.

At this time, however, the public image is in a state of change and archeology has the opportunity to consciously affect the future stereotype; to develop a public image which is more valid and more cognizant of the diversity of archeology, its goals and methods. Certainly, what is now valid in archeological theory and technology will change within the lifetime of the stereotype now developing. What archeologists must hope to accomplish is a stereotype which can more readily adjust to the significant, major changes in the orientations of professional archeology. Archeologists must work for an image of archeology in which a transition from one stereotype to the next will be less abrupt than the change now taking place.

Professional archeology "must" become involved in this game of "image-making" because it is no longer a game. As noted above, the influence of the popular image of archeology
is far-reaching, especially in its persuasive powers over the developing interests of the young people who will be the next generation of professional archeologists. Furthermore, the fact that the archeological heritage of the world faces destruction in the next fifty years is a realization which is occurring to many archeologists, and in numerous ways, the public is intimately involved with the salvage of that heritage as is professional archeology.

The image and attitudes of archeology currently forming among the public may easily go awry if the Thor Heyerdahl-Madison Avenue approach to archeology continues to prevail. If it does, professional archeology may well be lost, deteriorating to a discipline of scholars playing classificatory chess with museum collections, its goals worthless for society. This should not imply that non-excavational archeology is unimportant, but archeology relies upon the process of continuing to work in the field to verify or modify its theories. It is therefore imperative that professional archeologists actively and consciously seek out the public to improve and increase its awareness of archeology. This may involve addressing local clubs and civic groups on the activities and needs of archeology in the local region. The archeologist may find that the public's perception of archeology is as bad as he feared it would be. He may also find that many members of the public are surprisingly well-informed and have astute observations upon the subject of
archeology. Such activities require patience on the part of the archeologist, and the realization that much of the public's ignorance is a result of the lack of concern of professional archeology on the state of public knowledge.

Considering that the great majority of archeologists are employed in colleges and universities, the greater role of professional archeology in determining its future public image demands the realization among archeologists that their primary role in educational institutions is to teach. At such a critical period in its development such as archeology is at presently, the importance of teaching cannot be exaggerated. The influence which the college-educated will be able to exert on behalf of archeology is immeasurable. University research collections will be in existence for years to come; the necessity of improving the awareness and attitudes of collegiate populations is immediate.

The proper approach of archeology in its attempt to alter public attitudes relies upon an accurate recognition of what the public image is, and therefore how it is to be changed. If the public is indeed more sophisticated in its approach to archeology than many archeologists believe it to be, then the job of improving the public image becomes easier. The purpose of such studies as those conducted by Ascher and Clark, as well as this study, is to permit the archeologist to develop the appropriate approach in dealing with the public. The results of these studies do not always agree. Ascher's study is now
probably outdated, and the Clark study and this study have both been conducted on a small scale, and both are obviously representative of only regional interests. However, these studies are the first to be attempted. Hopefully, they will encourage others to attempt similar research for other regions, or on a nationwide scale. But such work must be undertaken and the results published in the immediate future if they are to be of any value to archeology.

D. Future research into the area of public attitudes toward archeology is dependent upon whether the researchers believe that the problem should be dealt with on a local or national level. In the opinion of this writer, an exact, concerted effort should be conducted by archeologists of a particular region, regardless of actual geographical interests of the individual archeologists, buttressed by a broad, general attack on the problem on the national level. Detailed regional studies which may be conducted with more ease and less expense, and providing more reliable data than is possible in massive national surveys, would provide the best foundation for future efforts to improve public awareness of archeology.

Either closed questionnaires such as those utilized in this study, or an open-ended questionnaire such as that employed by Clark would provide excellent results, readily available and comprehensible to the archeologist. The survey sample would preferably consist of a representative cross-section of the population of the region being studied, with a region
including one or more states. Extensive and complex statistical analysis of survey results would probably be unnecessary, delaying the publication of survey results and providing only superfluous figures which supply very little of real value to the research.

Together, such regional studies would also provide a rather comprehensive description of national attitudes toward archeology, and would be of considerably more value in determining an approach to the problem on a national level than a nationwide survey, as well as also serving the needs of efforts on the regional level.

E. The writer approached this study with the private belief that the popular image of archeology had changed very little since the 1920's. The discovery that the collegiate image at least was noticeably more erudite was both surprising and encouraging. The realization that public awareness of archeology has improved in the last decade has restored the writer's faith in the ability of professional archeology to determine its own future, but only if the archeologist is willing to move out of the isolated, self-centered world in which archeology has lived in the past. The concept that the public is presently merely exchanging one stereotype for another should not discourage the desire to improve archeology's public relations. In the contemporary world in which mass communications constantly supply individuals with more information than they are capable of digesting, stereotypes provide
a defense mechanism to maintain individual sanity. In every field and discipline, even professionals have difficulty keeping pace with change occurring within their own area. To expect more of the general public is illogical.

The results of this study should aid professional archeology in determining how it should best muster its forces in the efforts to determine the form of the future public stereotype of archeology. If it is willing to utilize its powers to attract and hold the public attention, if it is willing to make effective and efficient use of the mass media to a much greater degree than it has ever done before, archeology has an excellent chance of establishing a public image which, although a stereotype, is less rigid and less narrow, and more aware of the real nature of archeology. In this way, archeology can insure a viable and vigorous continuity for itself for the next few generations. It is the hope of this writer that this study, as well as the research and efforts of other archeologists, will provide an impetus to the changes which must occur within our discipline. What professional archeology chooses to do in the next few years will determine whether this study was of real value or merely doodles in the dark.
Appendix I

Clark Study - Opinion Survey Questionnaire

Open by assuring the respondent that all information is confidential. State that archaeology is somewhat obscure to many people. If the respondent cannot spontaneously answer a question, offer alternative answers from which he can choose when appropriate. Try to put the respondents at ease.

1. What do archaeologists do? (open)

Which one of the following do you think is the main concern of archaeology?
   a. Indians and their history
   b. The history and development of mankind
   c. The history of the settlement of the West

Can you suggest any reasons why archaeologists might do these things?

Can you name an archaeologist?

2. Archaeologists are most often associated with which one type of the following institutions?
   a. government agencies
   b. colleges and universities
   c. private industries
   d. museums

3. American archaeologists are often concerned with studying Indian relics such as arrowheads and other tools. They also are interested in Indian campsites, burials, paintings, and the general areas in which these past people lived. How do you think these relics and other things are most often discovered?

Are these relics discovered mostly by chance or does someone systematically look for them? chance sought don't know

Could anyone make these discoveries (not just the archaeologist)?
   yes no don't know

Do you believe you may have a chance of finding such relics sometime? yes no don't know

4. Have you ever dug or hunted for Indian relics like arrowheads or historic relics such as bottles and things to be found in ghost towns or old forts? yes no

If yes: Is this a hobby of yours? yes no

What things do you most like to collect?
5. Do you think the archaeologist is usually working where relics are being dug up or is he more of an expert who is called in when something is found by a non-archaeologist? Is he right on location working or is he more of a consultant? there called-in don't know

6. Does the archaeologist's work generally take a lot of time? yes no don't know

7. Which one of the following is most interesting to you?
   a. the things the archaeologist finds
   b. the age of the things found
   c. how the archaeologist interprets what he finds
   d. the way the archaeologist digs or excavates the things he finds
   If your answer is c, what is your second choice? Why do you consider _________ the most interesting?

8. Have you ever seen archaeologists working in Washington State? yes no where?

9. Can you think of some place where archaeologists have worked or are now working? yes no where?

10. Can anyone dig up and keep Indian and historic relics? yes no don't know

11. Some people who hunt and collect Indian and historic relics keep them. Others donate the relics to museums and universities. Which would you prefer to do if you had such relics? keep donate don't know

12. Have you heard of any state and/or federal laws which prohibit the public from digging up Indian and historic relics? yes no where heard?

13. Where do archaeologists generally get the funds to do their work?
   a. private industry c. public donations
   b. state and federal funds d. don't know

14. If public funds were used to finance archaeology, would you support such funding? yes no don't know

15. Do you think Indian and historic relics should be preserved? yes no don't know

16. What do you think of archaeology?
   Use these probes if necessary: is archaeology interesting, irrelevant, important, waste of time, scientific?
Appendix II

First Questionnaire

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MAJOR _______________________________ MINOR ___________________________

Have you ever taken Anthropology 120 (220), "Introduction to Archaeology"?
   a. Yes
   b. No

* * * * * * * * * * * *

1. Which of the following adjectives best describes your image of archeology? (Circle one or more)
   a. romantic
   b. exciting
   c. mysterious
   d. dangerous
   e. technical
   f. interesting
   g. boring
   h. time-consuming
   i. sweaty

2. Which of the items below do you most closely associate with archeology? (Circle only one)
   a. cavemen and stone axes
   b. Hebrew cities and temples
   c. the ruins of Troy
   d. Midwestern mound-builders
   e. Egyptian mummies and pyramids
   f. the Aztecs, Mayans and Incas
   g. Greek and Roman ruins
   h. arrowheads and tomahawks
   i. other ____________________________

3. Circle below those archeologists of whom you have heard.
   a. Sir Arthur Evans
   b. V. Gordon Childe
   c. Lord Carnarvon
   d. Thor Heyerdahl
   e. Edward Thompson
   f. Sir William Flinders Petrie
   g. Warren K. Moorehead
   h. Heinrich Schliemann
   i. Sir Leonard Woolley
   j. Howard Carter
   k. General Pitt-Rivers
1. L. S. B. Leakey
m. others
n. none of the above

4. Which of the following sites and discoveries do you most closely associate with archeology? (Circle only one)
   a. Stonehenge
   b. Rosetta Stone
   c. Chichen Itza
   d. Angkor Wat
   e. Troy
   f. Olduvai Gorge
   g. Pompeii
   h. Folsom man
   i. King Tut's (Tutankhamen) tomb
   j. Babylon and Nineveh
   k. Knossos of Crete
   l. Hopewell mounds
   m. Machu Picchu
   n. Swiss lake dwellings
   o. other

5. If you were required to group the areas below into eight or less general categories, how would you do it? (Write only the numbers of the areas, not the entire name)
   1. Biblical archeology
   2. Old World prehistory
   3. Classical (Greek and Roman) archeology
   4. Egyptian archeology
   5. underwater archeology
   6. New World archeology
   7. Mesoamerican (Aztec and Mayan) archeology
   8. aerial archeology
   9. Mesopotamian archeology (Babylon and Ur)
   10. archeology of Troy
   11. Far Eastern archeology
   12. African archeology

   A.   E.
   B.   F.
   C.   G.
   D.   H.

6. Which three tools below do you consider most necessary for an archeologist in excavation?
   a. pick
   b. spade
   c. trowel
   d. brush
   e. power equipment
   f. sledge-hammer
7. In which four of the fields below do you consider it most necessary for an archeologist to have training?

   a. chemistry  
   b. photography  
   c. history  
   d. physics  
   e. geology  
   f. personnel and financial administration  
   g. surveying  
   h. pottery types  
   i. coin types  
   j. drafting  
   k. geography  
   l. skeletal anatomy  
   m. languages and deciphering

8. From which of the mass media below do you get most of your information on archeology? (Circle only one)

   a. television  
   b. motion pictures (including educational films)  
   c. newspaper articles  
   d. magazine articles  
   e. books

9. In which area below do you think you would be most likely to find an archeologist on an excavation? (Circle only one)

   a. desert  
   b. jungle  
   c. mountain  
   d. woodland  
   e. grassland  
   f. underwater

10. What percentage of his time does the average archeologist spend in excavating sites? In analyzing and studying the results of the excavation? (Total percentages do not have to equal 100%)

    I. Excavation
       a. 0-10%  
       b. 11-20%  
       c. 21-30%  
       d. 31-40%  
       e. 41-50%  
       f. 51-60%  
       g. 61-70%  
       h. 71-80%  
       i. 81-90%  
       j. 91-100%
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<td>d.</td>
<td>31-40%</td>
<td>i.</td>
<td>81-90%</td>
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<td>e.</td>
<td>41-50%</td>
<td>j.</td>
<td>91-100%</td>
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**II. Study**

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Appendix III
Second Questionnaire

CLASS Fr. Soph. Jr. Sr. AGE __________
SEX  M  F  MAJOR ____________________ MINOR __________________

* * * * * * * * * *

1. Which of the following adjectives best describe(s) your image of archeology? (Circle one or more)
   a. romantic
   b. exciting
   c. mysterious
   d. dangerous
   e. technical
   f. interesting
   g. boring
   h. time-consuming
   i. sweaty

2. Which of the items below do you most closely associate with archeology? (Circle only one)
   a. cavemen and stone axes
   b. Hebrew cities and temples
   c. the ruins of Troy
   d. Midwestern mound-builders
   e. Egyptian mummies and pyramids
   f. the Aztecs, Mayans and Incas
   g. Greek and Roman ruins
   h. arrowheads and tomahawks

3. Circle below those archeologists of whom you have heard.
   a. Sir Arthur Evans
   b. Lord Carnarvon
   c. Thor Heyerdahl
   d. Edward Thompson
   e. Sir William Flinders Petrie
   f. Warren K. Moorehead
   g. Heinrich Schliemann
   h. Sir Leonard Woolley
   i. Howard Carter
   j. General Pitt-Rivers
   k. L. S. B. Leakey
   l. others __________________________
m. none of the above
4. Which of the following sites and discoveries do you most closely associate with archeology? (Circle only one)

a. Stonehenge  
b. Rosetta Stone  
c. Chichen Itza  
d. Angkor Wat  
e. Troy  
f. Olduvai Gorge  
g. Pompeii  
h. Folsom man  
i. King Tut's (Tutankhamen) tomb  
j. Babylon and Nineveh  
k. Knossos of Crete  
l. Hopewell mounds  
m. Machu Picchu  
n. Swiss lake dwellings

5. If you were required to group all of the areas below into eight or less general categories, how would you do it? (Write only the numbers of the areas, not the entire name)

1. Biblical archeology  
2. Old World prehistory  
3. Classical (Greek and Roman) archeology  
4. Egyptian archeology  
5. Underwater archeology  
6. New World prehistory  
7. Mesoamerican (Aztec and Mayan) archeology  
8. Aerial archeology  
9. Mesopotamian archeology (Babylon and Ur)  
10. Archeology of Troy  
11. Far Eastern archeology  
12. African archeology

A. E.  
B. F.  
C. G.  
D. H.

6. Which three tools below do you consider most necessary for an archeologist in the field?

a. pick  
b. spade  
c. trowel  
d. brush  
e. power equipment  
f. sledge-hammer  
g. dental pick  
h. hand shovel  
i. plumb-line  
j. chisel  
k. magnifying glass  
l. wheelbarrow  
m. measuring tape
7. In which four of the fields below do you consider it most necessary for an archeologist to have training?

a. chemistry  
b. photography  
c. history  
d. physics  
e. geology  
f. personnel and financial administration  
g. surveying  
h. pottery types  
i. coin types  
j. drafting  
k. geography  
l. skeletal anatomy  
m. languages and deciphering  
n. statistics and computer programming

8. From which of the mass media below do you get most of your information on archeology? (Circle only one)

a. television  
b. films (including educational films)  
c. newspaper articles  
d. magazine articles  
e. books

9. In which period of time in the past do you believe an archeologist would be most interested? (Circle only one)

a. Paleolithic or "Old Stone" Age (cave dwellers and stone tools)  
b. Neolithic or "New Stone" Age (small villages, domestication of animals, the development of agriculture)  
c. Bronze Age (copper and bronze tools and weapons, the development of writing)  
d. preclassical period (iron tools and weapons, development of the alphabet and coined money)  

e. Classical period (Hellenistic civilization)
Appendix IV

Fourth Questionnaire

CLASS Fr. Soph. Jr. Sr. Grad. AGE __________

SEX M F MAJOR ________________ MINOR ________________

HOMETOWN __________________________________________

Have you ever taken Anthropology 120 (220), "Introduction to Archaeology"?
   a. Yes
   b. No

* * * * * * * * * * * *

1. Which of the adjectives below best describe(s) your image of archaeology? (Circle one or more)
   a. romantic
   b. time-consuming
   c. boring
   d. interesting
   e. exciting
   f. sweaty
   g. dangerous
   h. technical
   i. mysterious

2. Which of the items below do you most closely associate with archaeology? (Circle only one)
   a. Greek and Roman ruins
   b. Midwestern mound-builders
   c. Hebrew cities and temples
   d. arrowheads and tomahawks
   e. cavemen and stone axes
   f. the ruins of Troy
   g. Egyptian mummies and pyramids
   h. the Aztecs, Mayans and Incas

3. Circle below those archaeologists of whom you have heard.
   a. Howard Carter
   b. Edward Thompson
   c. Warren K. Moorehead
   d. Sir Arthur Evans
   e. L. S. B. Leakey
   f. Sir William Flinders Petrie
   g. Lord Carnarvon
   h. General Pitt-Rivers
   i. Thor Heyerdahl
   j. Sir Leonard Wooley
   k. Heinrich Schliemann
1. others _____________________________
   m. none of the above

4. Which of the following sites and discoveries do you most closely associate with archeology? (Circle only one)

   a. Machu Picchu
   b. King Tut's (Tutankhamen) tomb
   c. Knossos of Crete
   d. Angkor Wat
   e. Swiss lake dwellings
   f. Hopewell mounds
   g. Babylon and Nineveh
   h. Stonehenge
   i. Rosetta Stone
   j. Pompeii
   k. Troy
   l. Folsom man
   m. Chichen Itza
   n. Olduvai Gorge

5. Which three tools below do you consider most necessary for an archeologist in the field?

   a. plumb-line
   b. power equipment
   c. measuring tape
   d. hand shovel
   e. magnifying glass
   f. pick
   g. trowel
   h. chisel
   i. brush
   j. wheelbarrow
   k. dental pick
   l. sledge-hammer
   m. spade

6. In which four of the fields below do you consider it most necessary for an archeologist to have training?

   a. physics
   b. statistics and computer programming
   c. drafting
   d. languages and deciphering
   e. geography
   f. pottery types
   g. photography
   h. geology
   i. skeletal anatomy
   j. coin types
   k. chemistry
   l. history
m. personnel and financial administration
n. surveying

7. From which of the mass media below do you get most of your information on archeology? (Circle only one)
   a. television
   b. books
   c. magazine articles
   d. films (including educational films)
   e. newspaper articles

8. In which period of time in the past do you believe an archeologist would be most interested? (Circle only one)
   a. Bronze Age (copper and bronze tools and weapons, the development of writing)
   b. Classical period (Hellenistic civilization)
   c. Paleolithic or "Old Stone" Age (cave dwellers and stone tools)
   d. Neolithic or "New Stone" Age (small villages, domesticated animals, the development of agriculture)
   e. preclassical period (iron tools and weapons, development of the alphabet and coined money)
Ascher, Robert

Ceram, C. W. [Marek, K. W.]

Chang, Kwang-Chih

Clark, Gerald R.
1971b Copy of unpublished opinion survey in possession of writer.

Clark, Grahame

Deetz, James

Kenyon, Kathleen M.

McGimsey, Charles R.

Oppenheim, Abraham

Pallottino, Massimo

Piggott, Stuart

Taylor, Walter W.

Wheeler, Mortimer