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Archaeologists' Perceptions on Public Outreach and Education

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Abstract

This paper presents the results of a survey of archaeologists' perceptions of public outreach and education, also known as public archaeology. The results obtained indicate that archaeologists' views on public archaeology are generally positive but with reservations. Those specific reservations being that public archaeology is not perceived as one of the most important aspects of archaeology. This paper ends with a discussion on exactly what this means for public outreach and education in archaeology.

Key words

Archaeologists, Public, Outreach, Education, Perceptions, Archaeology's Future, New Mexico

Introduction

This particular investigation developed out of a personal experience of the author. During the exploration of a topic for an undergraduate honours project at the University of New Mexico, a series of informal conversations about the topic of public archaeology (this paper also uses the phrase "public outreach and education" as a more detailed description of public archaeology) took place between the author and other archaeologists (e.g. professional Cultural Resource Management Specialists, classmates, professors, etc.). This resulted in several statements from those individuals indicating that public archaeology was not a high priority for archaeologists. Some of the individuals even stated that certain groups of archaeologists do not support public archaeology and were holding back the development of public outreach and education in archaeology. These informal conversations were in no way scientific or encompassing enough to make any sort of statements

about archaeologists' perceptions of public archaeology. Yet, these answers were intriguing enough to solicit further investigation, as part of an honours project, into whether archaeologists in general perceive public archaeology as a valuable component of archaeology or not, as some suggested.

Further research into this topic discovered that out of the many surveys of archaeologists (ARI 2005; Aitchison 1997; Aitchison and Edwards 2003; Aitchison and Edwards 2008; Ulm et al. 2005; Claassen 1994; Evans 1988; Lees 1991; Zimmer et al. 1995) only one survey had ever questioned archaeologists about their perceptions of public archaeology. This survey was the 1994 *Survey of Attitudes and Values in Archaeological Practice* (Zimmer et al. 1995), conducted by the program in Ethics and Values Studies of the National Science Foundation and the Centre for Archaeology in the Public Interest at Indiana University. The main purpose of this survey was not to look at public archaeology specifically but a series of ethical dilemmas faced by archaeologists, of which public archaeology formed a component.

In this survey, several questions dealt with public archaeology such as 'Archaeologists should spend at least 20% of their professional time on public outreach and education?' The results of this question were: 48% found it optional or unnecessary, 40% recommended spending this much time, 8% saw the 20% figure as obligatory, and several commented that 10% is a more reasonable time to spend on public outreach. Archaeologists were also asked about interacting with the local communities and 83% recommended or would require archaeologists to publicly announce a time when local people could come to see the site, fieldwork location, or finds. Furthermore, it was found that 70% of archaeologists recommended or would require that archaeologists arrange visits by local schools or tourism groups during excavation. While only 28% responded that arranging tours for schools and other groups is optional or unnecessary and 52% recommended that archaeologists should distribute teaching materials or comparative collections to educational institutions near a field site (Zimmer et al. 1995).

This survey gave answers on what archaeologists thought about specific public outreach and education events or situations, such as spending 20% of one's time on public outreach and education, but these answers do not explain what archaeologists think about public archaeology in general. The specificity of the questions asked makes it very hard to discern general perceptions on the value of public

archaeology. Saying that school groups should visit archaeological sites does not mean that an archaeologist believes public outreach and education is a valuable component of archaeology. The motivations of archaeologists, like any person, are complex and sometimes it is very difficult to discern opinions out of a particular set of actions.

A further problem seen with inferring results from this particular survey was the lack of comparison factors from which to gage public archaeology against. What happens if a choice had to be made between public outreach and education and paying for an additional day of fieldwork? A realistic situation as many projects face tight budget constraints. Do archaeologists feel public archaeology is more valuable than a day in the field? The answers to these questions cannot be inferred from the responses in the *Survey of Attitudes and Values in Archaeological Practice*. To truly understand how archaeologists perceive the value of public archaeology one has to place this value in the proper context to measure it.

These observations are in no way meant to be seen as a criticism of the *Survey of Attitudes and Values in Archaeological Practice.* That survey was not designed specifically to understand archaeologists' perceptions of public archaeology. This review is simply to point out that very little research has been conducted in determining archaeologists' perceptions of public archaeology. As such, with a clear deficiency in knowledge, a project was undertaken to survey archaeologists' perceptions of public archaeology.

Methods

To determine how archaeologists perceive public outreach and education this project used a web-based survey. A survey was chosen over ethnographic methods because it could cover a larger sample group and produce a better representation of archaeologists' opinions. A web survey was chosen because it had several advantages over a hardcopy mailed survey: 1) instructions and a link to the survey could be embedded in an email and sent to email lists and list servers allowing for a an expedient distribution to the target population; 2) surveys not requiring physical presence eliminate costs, such as printing and mailing; 3) the electronic form made analysis and transfer to a Microsoft Excel spreadsheet easier, saving time; 4) privacy could be insured because at no point did the participants and the author come into contact while the participants were taking the survey. The web-based survey was created using the website SurveyMonkey.com.

Population

The population selected for this project were archaeologists residing or working in New Mexico. The primary reason for limiting the survey to this population was to control for biases. The author and his undergraduate honours advisers were familiar with all of the organizations in the state, guaranteeing no significant group was overlooked, thus eliminating the possibility of excluded group biases. This population also had been measured before, making it possible to check for any under or over representation of certain groups of archaeologists.

The estimated size of the study's population is 532 professional archaeologists. The population size of professional archaeologists is based on a survey conducted by Dr. Lynne Sebastian (2005). In addition to professional archaeologists there were 114 graduate students, and 159 undergraduate anthropology students based on the number of the American Anthropology Associations 2008 *AAA Guide*. An unknown number of those students were archaeology students. Considering that 25% of students who get their PhD in anthropology are archaeologists (Boites et al 2002) an estimate of the number of archaeology students could be put at 29 graduate students and 40 undergraduate students. This is only an estimate and should not be considered a hard number.

Distribution of the Survey to Population

After the survey was created and an html link to the survey was used in emails to distribute the survey. Four separate emails were created targeting university anthropology departments, archaeological consulting companies, government agencies, and the New Mexico Archaeological Council. The initial emails were sent out 5 March 2008 and reminders were sent out 19 March 2008 and 24 March 2008. The survey closed 26 March 2008. A total of 206 people participated in this survey, and 165 completed the entire survey (Completion rate was **80.1**%). Data was only used from the completed surveys. The rate of return for professional archaeologist was 141 out of 532 (**26.5%**). Student return was 24 out of an estimated 69 students for a response of **34.7**%. These response rates are comparable to the response rate on previous surveys of archaeologists (roughly 30% for Zeder 1997).

The Survey

The survey started by asking the question, "Are you a professional Archaeologist or student in the field of Archaeology?" to ensure only

the target audience, archaeologists, took the survey. If the participants answered "yes" to this question, they moved on to the next section. If they answered "no", then they were taken to the end of the survey, skipping the questions, and were thanked for participating.

This was followed by a series of background questions to assess what sort of factors might influence archaeologists' perceptions. As mentioned during the informal interview section of this project, some archaeologists suspected that different sections, based on job type, of archaeologists were against the use of public outreach and education in archaeology. Furthermore, observations made in other surveys, like *The American Archaeologists: A Profile*, found that age, gender, experience, level of education, age and job type, all effected archaeologists' perceptions. As a result, these categories were used in this survey to determine any correlations with archaeologists' perceptions on public outreach and education with demographic information and if this was an influencing factor in views.

Due to the sample size many of the categories were limited to small number of choices. For example, in past surveys archaeologists were grouped by 10-year age intervals but in this survey age ranges were broken down into four groupings that roughly correspond to student or professional levels: traditional student undergraduate (18-24) and graduate (25-34), traditional professional career (35-60) and close to or at retirement (61+).

These groups were kept to as few as possible to keep the statistical significance of the results. As seen in Table 1, when job groupings were broken down in specific job types the statistical significance of the results disappears as only one or two people hold each position.

Overall demographics of the survey group were as follows:

Gender	Percent	Count
Female	40.0%	66
Male	60.0%	99

Age:

	Percent	Count
18-24	4.2%	7
25-34	16.4%	27
35-60	66.1%	109
61+	13.3%	22

Education:

	Percent	Count
No College	0.6%	1
Some College	3.6%	6
BA/BS or equivalent	26.1%	43
MA or equivalent	42.4%	70
PhD or equivalent	27.3%	45

Job category:

	Percent	Count
Private Sector or Non-Profit	34.5%	57
Government agency (Federal, State, Tribal, or Local)	31.5%	52
Education (Academic Institution, Museum, School)	19.4%	32
Student	14.5%	24

Private Sector or Non-Profit

Field/Lab Technician	7.0%	4
Crew Chief	3.5%	2
Project/Site/Lab director	12.3%	7
Analyst	0.0%	0
Data Manger	1.8%	1
Principle Investigator	66.7%	38
Administrator	3.5%	2
Outreach and Education	5.3%	3

Archaeology experience, years:

	Percent	Count
0-4	18.2%	30
5-10	13.9%	23
11+	67.9%	112

Government agency

Contract Specialist	9.6%	5
Policy Manger	3.8%	2
Field Technician	5.8%	3
Compliance and Review	25.0%	13
Resources Manger	36.5%	19
Data Manger	7.7%	4
Interpreter or Outreach and Education Coordinator or Specialist	11.5%	6

Education

Faculty or Instructor	56.3%	18
Academic Researcher	21.9%	7
Museum Staff or Curator	9.4%	3
Administrator	6.3%	2
Outreach and Education Coordinator or Specialist	6.3%	2

***Table 1.** Demographics of respondents to survey*

The demographic return for this survey had similar responses as national trends with more male than female archaeologists and the majority of archaeologists in government or private sector jobs (Zeder 1997). Principle investigators and mid-high level positions are heavily over-represented for the private sector (Table 2) but this is not a surprise. A large portion of private sector jobs are temporary and many archaeologists move from project to project and state to state. This makes it hard to contact these individuals as many are moving in and out of the state. Because of this bias in survey completion, results for the private sector should be interpreted as the views of those with higher positions and not a reflection of field technicians or similar positions.

Affiliation	Estimated NM Population	Responses	% of Response
Government	162	52	32.1%
Education	59	32	54.3%
Private Sector-Crew Chief and above	184	47	25.5%
Private Sector- techs, lab workers, etc.	107	4	3.7%

Table 2. *Estimated number of archaeologists by job sectors (Sebastian 2005) and respondents to survey*

The Results

While each and every demographic factor was examined against the responses for each question, only those results that are statically significant are presented here. Statistically significant refers to results, which after running a chi-square, have at least a 95 percent confidence interval or more.
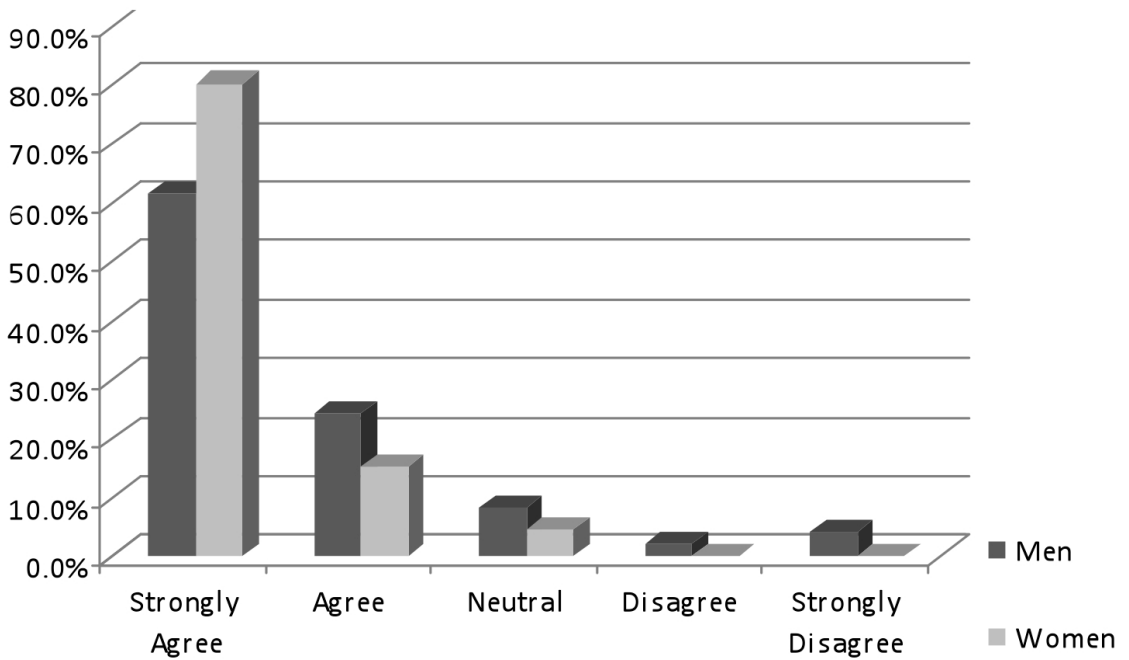
Question 1

After the participants filled in their demographic information they were presented with a series of questions. One of these questions was "**Public outreach and education is an IMPORTANT component of archaeological projects and research.**" The objective behind asking this question was to obtain a baseline of opinions. While it was suspected that the majority of archaeologists support public outreach and education, this question was essentially to establish that fact.

Answers	Response Percent	Response Count
Strongly Agree	69.1%	114
Agree	20.6%	34
Neutral	6.7%	11
Disagree	1.2%	2
Strongly Disagree	2.4%	4

Table 3 *Responses to Question 1*

The response showed that about 90% of archaeologists (Table 3) agree with this statement that public outreach and education was an important component. Only 3.6% of archaeologist disagreed with this statement. There were several clear demographic influences on the responses, one of which was between female and male archaeologists. Female archaeologists had a higher response to strongly agree 80.3% as compared to 63.5% for males (Figure 1). The results should be examined with caution as the significant differences between these groups came in the strongly agree/agree responses. If agree and strongly agree were to be combined these differences would disappear.

Figure 1. Graph of female and male archaeologists responses to Question 1

Response	Men	Women
Strongly Agree	61.6%	80.3%
Agree	24.2%	15.2%
Neutral	8.1%	4.5%
Disagree	2.0%	0.0%
Strongly Disagree	4.0%	0.0%

A total of six archaeologists disagreed with this statement (2 disagree, 4 strongly disagree); all were male and over the age of 35. Five were principle investigators in the private sector and one was a government archaeologist that worked in compliance and review. All had 11 or more years of field experience in archaeology. With these small numbers it is hard to determine if these demographics mean anything. 97.4% of all principle investigators have 11+ years of experience and are over the age of 35. 81.6% of the principle investigators are male. It appears demographics do not influence these results, all observed patterns result from the fact that the respondents were principle investigators in the private sector, and only a minority of private sector archaeologists do not see public archaeology as a valuable aspect of archaeology.

Question 2

After determining archaeologists' general feelings towards the abstract concept of public outreach and education, the next question looked at a more specific context; "**Do you AGREE with the Society for American Archaeology's principles of Archaeological Ethics regarding public outreach and education?**" The previous question had been very generic and provided no interpretation to define what exactly public outreach and education is or involves. This question was to gage if the specification of the question could be influencing archaeologists perceptions on public outreach and education. The participants were provided with this definition:

SAA Ethics Principle 4: Public Outreach and Education

"Archaeologists should reach out to, and participate in cooperative efforts with others interested in the archaeological record with the aim of improving the preservation, protection, and interpretation of the record. In particular, archaeologists should undertake to: 1) enlist public support for the stewardship of the archaeological record; 2) explain and promote the use of archaeological methods and techniques in understanding human behaviour and culture; and 3) communicate archaeological interpretations of the past. Many publics exist for archaeology including students and teachers; Native Americans and other ethnic, religious, and cultural groups who find in the archaeological record important aspects of their cultural heritage; lawmakers and government officials; reporters, journalists, and others involved in the media; and the general public. Archaeologists who are unable to

undertake public education and outreach directly should encourage and support the efforts of others in these activities."

The response to this question was quite different than that for the above question. Many demographic categories see shifts in support when the support for public outreach and education is framed more specific than the general concept. Only 35.8% strongly agree with this statement as opposed to 69.1% of archaeologists for the previous question.

Answer Options	Response Percent	Response Count
Strongly Agree	35.2%	58
Agree	52.1%	86
Neutral	9.7%	16
Disagree	1.8%	3
Strongly Disagree	1.2%	2

Table 4. *Response to Question 2*

The 18-24 age group had a lower response to agree 28.6% and higher response to neutral 42.9%. The only large difference is in college students; they more strongly agree with the principles than any other group. Their response to strongly agree was 50% compared to 28.1% (Government), 31.4% (Education), and 38.2% (Private Sector/ Non-profit) (Table 5). This disappears if strongly agree and agree are combined 87.5% (College Students) 90.2(Government), 90.6% (Education), and 85.5% (Private Sector/Non-profit).

Response	Private/Non-Profit	Government	Education	Student
Strongly Agree	35.2%	30.8%	28.1%	50.0%
Agree	52.1%	57.7%	62.5%	37.5%
Neutral	9.7%	11.5%	9.4%	12.5%
Disagree	1.8%	0.0%	0.0%	0.0%
Strongly Disagree	1.2%	0.0%	0.0%	0.0%

Table 5. *Responses of job groups to Question 2*

Disagreement

Five of the six archaeologists that disagree with the last question disagreed with this question. The lone dissenter was the government archaeologist who put neutral on this point. The five principle investigators all put disagree to varying extents. For the most part, those that disagreed with the first statement disagreed with this statement as well.

Question 3

The next question was aimed at discerning archaeologists' perceptions when looking at a very specific instance. This is like previous questions asked in the other surveys. For this project the question asked was, "**ALL archaeological projects should attempt some sort of public outreach and education.**"

It would appear that overall a majority of archaeologists either agree or strongly agree 59.2% with this statement. Yet, this statement also received the most disagreements of any statement in this survey (Table 6), making this the most contentious of the questions asked.

Responses	Percent	Count
Strongly Agree	29.1%	48
Agree	29.7%	49
Neutral	15.8%	26
Disagree	19.4%	32
Strongly Disagree	6.1%	10

Table 6. *responses to Question 3*

The younger age groups, 18-34 years old, had higher responses to strong agreement than the other age groups, 35+ (Figure 2). The 25-34 year-old age group had the highest rates of strong agreement, 48.1%. This group was followed by the 18-24 age group with 42.9%. The 61+ age group had the highest rate of agree with 50.0%. If strongly agree and agree were combined, 18-24, 25-34 and 61+ would have roughly equal numbers, 71.5%, 73.1% and 76.2%, but 35-60 would have only 50.0% of the respondents replying with some sort of agreement.
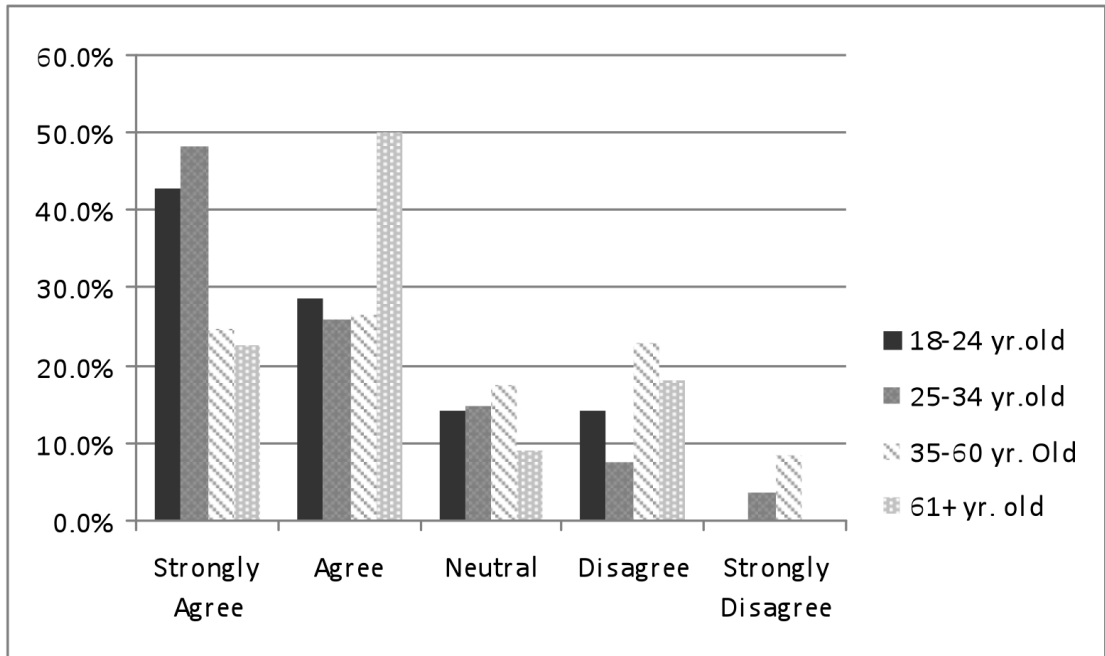
Responses	18-24	25-34	35-60	61+
Strongly Agree	42.9%	48.1%	24.8%	22.70%
Agree	28.6%	25.9%	26.6%	50.00%
Neutral	14.3%	14.8%	17.4%	9.10%
Disagree	14.3%	7.4%	22.9%	18.20%
Strongly Disagree	0.0%	3.7%	8.3%	0.0%

Figure 2. *Graph of responses to Question 3 by age groups*

Years of experience also had some differences in the results. Those archaeologists with 0-4 years of experience had the highest response (46.7%) to strongly agree and the lowest response to disagree (10%) and strongly disagree (0%), with those with 5-10 years of experience having the largest response for agree (43.5%). Archaeologists with 11+ years of experience followed the average.
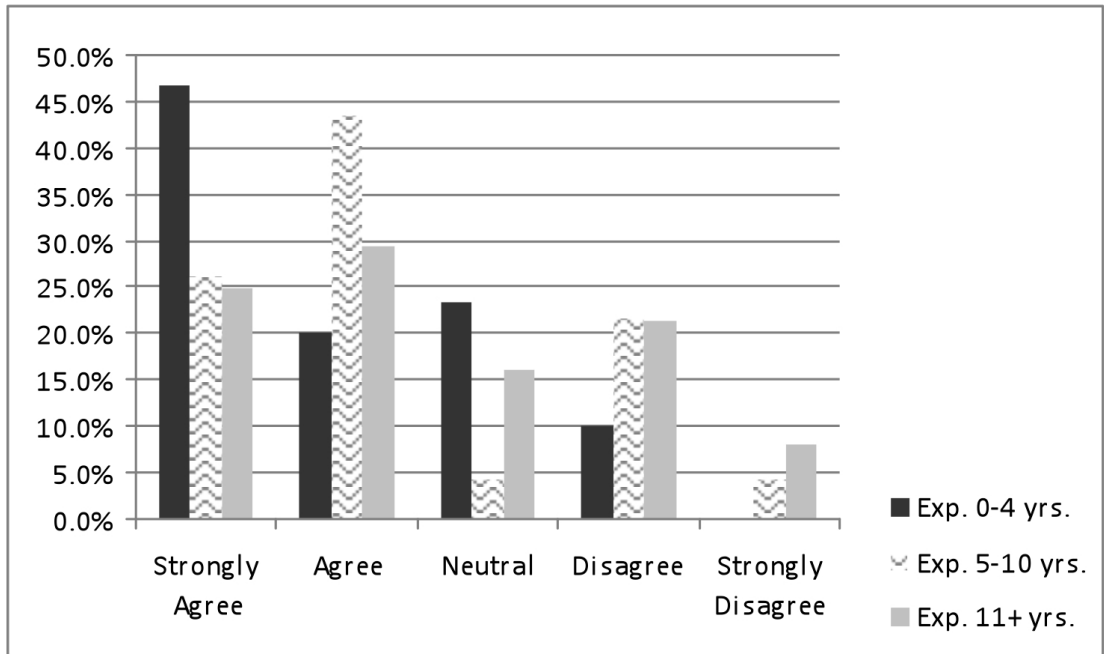
Response	Exp. 0-4 yrs.	Exp. 5-10 yrs.	Exp. 11+ yrs.
Strongly Agree	46.7%	26.1%	25.0%
Agree	20.0%	43.5%	29.5%
Neutral	23.3%	4.3%	16.1%
Disagree	10.0%	21.7%	21.4%
Strongly Disagree	0.0%	4.3%	8.0%

Figure 3. *Graph of responses to Question 3 by years of experience*

In the demographic of affiliation/employment there were two distinct groups in terms of agreement that all archaeology projects should attempt public outreach and education. Both students and education-based archaeologists had the highest support with 50% and 43.8% respectively (Figure 4). If both strongly agree and agree were combined for both students and education they would be about equal at 79.2% and 78.2% respectively. The other group with the least amount of support would be government and private sector/non-profit archaeologists. With private sector/non-profit archaeologists disagreeing the most, 19.4% (disagree) and 6.1% (strongly disagree).
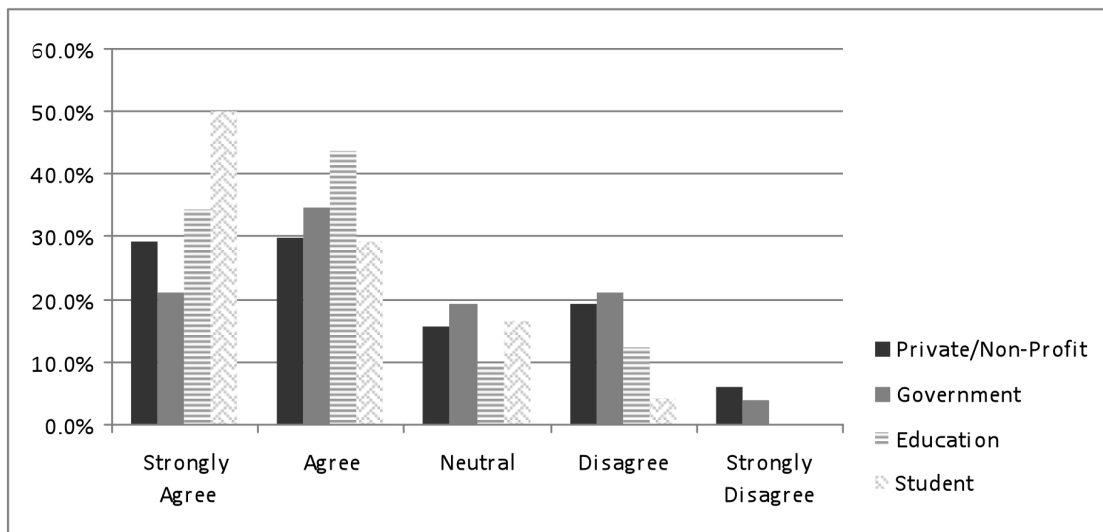
Figure 4. *Responses to Question 3 by Job sectors*

Disagreement

Of those who disagreed (n=42), most are over 35 years old (90.5%), have 11+ years of experience (78.6%), the majority are private sector (57.1%, 24 of which 19 are principle investigators).

Question 4

The next question was to determine, as discussed at the beginning of this paper, if archaeologists perceive public archaeology as a valuable aspect when compared against other aspects of archaeology. The question used to do this was, "**Please rank the following components of archaeological projects from 1 through 8 in order of importance with 1 being most important and 8 being least important. You can use the same ranking more than once.**" The components that they were asked to rank were Proposal Writing, Compliance with the Law, Public Education and Outreach, Preservation/ Conservation, Analysis, Excavation, Publishing Results, and Staying on Budget. The participants were allowed to rank components more than once to account for those opinions in which some of the aspects might be equal in importance.

The ranking of these components placed Compliance with the Law first, with the most number 1 rankings (67.3%), followed by Publishing Results (56.2%), Preservation/Conservation (48.8%),

Analysis (43.2%), Excavation (22.8%), Proposal Writing (24.1%) and then Public Education and Outreach (19.1%), which just beats out staying on budget (16.7%). If both number two and one rankings were combined, then Public outreach and education would be able to beat out Proposal Writing 48.7% to 45.1% as well. There is actually very little change in how public outreach and education is ranked through the different demographic categories. It would seem that when public outreach and education is ranked against other components of archaeology, it does not fair well with all archaeologists regardless of demographics.

Answer Options	1	2	3	4	5	6	7	8
Compliance with the Law	111	15	10	7	4	4	4	10
Publishing Results	93	20	11	14	8	1	6	12
Preservation/Conservation	80	41	11	9	5	3	7	9
Analysis	71	41	17	5	7	6	8	10
Proposal Writing	40	34	29	16	9	15	12	10
Excavation	39	31	28	25	8	15	5	14
Public Education and Outreach	33	48	25	21	7	12	8	11
Staying on Budget	28	42	23	23	14	8	8	19

Table 7. Responses to Question 4

Question 5

The last question examined in this paper was, "**As an archaeologist, do you actively engage in public outreach and education? Please check only one.**" The results of this question were that 87% of archaeologists and 87.5% of students are or will be engaging in public outreach and education. It would appear that the vast majority of archaeologists engage in public outreach and education and an equal number of students plan on engaging.

Response	Percent	Count
As a professional archaeologist, I engage in outreach and education.	86.4%	121
As a professional archaeologist, I do not engage in public outreach and education.	13.6%	19
I am currently a student and plan on engaging in public outreach and education when I become a professional archaeologist.	88%	22
I am currently a student and do not plan on engaging in public outreach and education when I become a professional archaeologist.	12%	3

Table 8. *Responses to Question 5*

The only significant demographic influence on this question was that archaeologists with only 0-4 years of experience have the least involvement in public outreach and education at 57.1%. Of the 19 archaeologists who do not engage with the public the majority are in the private sector (11) of which seven are principle investigators. There was no direct link with archaeologists' responses to this question and the other questions. Even some of those archaeologists who disagreed with the first few questions undertake public outreach and education.

Additional Questions

Additional questions were asked in the survey about knowledge of public outreach and education laws and organizations. These questions were attached as independent research questions to take advantage of the fact that a survey was going to be distributed to archaeologists. Instead of creating a second questionnaire at a later date and trying to elicit responses, it was more economical and practical to add these questions. The only reason they are included in this paper is because, as will be shown in the discussion section, these questions form a key component in interpreting the results of the questions above and strategizing a way forward for the future of public archaeology.

The first of these additional questions asked was, "**Which of the following are you aware of?**" The response to this question was:

Public Archaeology Organization or Concept	Response %	Response Count
The Society for American Archaeology Eight Principles of Archaeological Ethics	79.6%	117
The Secretary of the Interior's Standards and Guidelines for Archaeology and Historic Preservation	85.7%	126
The Society for American Archaeology Public Education Committee	57.8%	85
The Society for American Archaeology Public Archaeology Interest Group	53.7%	79

Table 9. *Responses to additional question 1*

Participants were also asked two questions in regards to their awareness of public outreach and education requirements as part of cultural heritage laws.

● **"There are STATE laws in the U.S. that require archaeologists to engage in outreach and education."**

● **"There are FEDERAL laws in the U.S. that require archaeologists to engage in outreach and education."**

The respective responses for each were:

State Laws	Response %	Count
True	40.0%	66
False	60.0%	99

Federal Laws	Response %	Count
True	35.2%	58
False	64.8%	107

Tables 10 and 11. *Responses to additional questions 2 & 3*

These responses were overwhelmingly false but in reality the opposite is true. The Secretary of the Interior's Standards and Guidelines for Archaeology and Historic Preservation, which 85% of the participants are aware of, states that archaeological projects "must be accessible to a broad range of users including appropriate agencies, the

professional community and the general public" (USDA Forest Service 2007). Similarly, *New Mexico's Administrative Code 4.10.15.21. & 4.10.16.16.* requires "short popular summary suitable for distribution in a newspaper, newsletter or magazine. The purpose of the report is to provide information to the interested general public about the state's heritage and contributions from on-going research and studies on state land." for: positive surveys of 160 acres or more; surveys that identify 10 or more sites; whenever the cultural resources of importance or of general interest are identified; any excavation except for test excavations, which are optional (The Commission of Public Records & Administrative Law Division 2008).

The last questions asked were about including public outreach and education in a university curriculum.

"Public education and outreach should be an integral component in UNDERGRADUATE training in archaeology."		
	Response %	**Response Count**
Strongly Agree	33.3%	54
Agree	41.4%	67
Neutral	17.9%	29
Disagree	3.1%	5
Strongly Disagree	4.3%	7

"Public education and outreach should be an integral component in GRADUATE training in archaeology."		
Strongly Agree	56.8%	92
Agree	32.7%	53
Neutral	5.6%	9
Disagree	0.6%	1
Strongly Disagree	4.3%	7

Tables 12 and 13. *Responses to additional questions 4 & 5*

Discussion

The results of this survey would indicate that there is a general positive perception of public outreach, as seen in the responses to question one. However, the depth of this positive view does not continue to be felt beyond the abstract concept of public archaeology. When public archaeology is defined, such as in the case of the SAA's principle of ethics, the positive attitudes originally observed shift downwards as seen in question two. Furthermore, the responses to question three show that public archaeology is not considered a universally valued component of archaeology. This point is further illustrated by the responses in question four with public archaeology receiving one of the lowest rankings, even with the option to rank all aspects as equal. There seems to be a lack of support for public archaeology other than the general idea that it is a good thing.

An argument could be made that the difference seen in the responses between questions one and two, is from agree to strongly agree and there is no measurement of exactly what that means to each archaeologist. It could be argued that agree and strongly agree is a matter of semantics and does not result in any difference in how archaeologists view public archaeology. Moreover, even though many archaeologists did not agree that all projects should include a public outreach and educational component, the majority did. Finally, it could be said that most archaeologists already believe that they do, and that they will do, public outreach and education; all valid observations that would point to a brighter picture than the one painted above.

However, for all these positives it is hard to ignore the sliding scale of enthusiasm for public archaeology as it moves from an abstract thought to a more detailed plan of action. It is impossible to ignore that fact, that when compared to other aspects of archaeology it performs little better than staying on budget as a point of importance. Which raises the question, what should be done about this? As this article is published in a public archaeology journal, it would be safe to assume the many of the readers would agree that something needs to be done to raise views of the importance of public archaeology within the wider discipline.

The results of the secondary questions asked in the survey, provide a guide for possible routes forward. As seen in the questions about cultural heritage laws and public outreach and education, there is very little understanding of whether or not archaeologists should be undertaking public archaeology as a component of cultural resource

management. This probably means that no one is enforcing these requirements, especially considering how many archaeologists involved in compliance answered incorrectly to these questions. It might be as simple as educating archaeologists about the laws that exist. Project requirements usually encourage people to value those aspects higher, if not to at least ensure payment.

One has to be careful so as to not encourage blowback from such an initiative. There are many examples of people reacting badly to be told what to do. Especially, if what they are told to do has not been consistently enforced. It would be best to approach such a topic with a light touch. To accomplish this light touch, a possible "Did You Know" campaign could be conducted, pointing out that archaeologists should be doing public outreach and education but not forcing them. Education as opposed to enforcement would be the preferred route.

Another possible route to encourage a greater value of public archaeology might be the targeting of archaeology students or new archaeologists. There appears to be demographic trending with newer archaeologists more likely to strongly agree with positive public archaeology statements than other archaeologists. The term 'newer' is used because it represents those archaeologists that are new to archaeology, regardless of age. While the traditional view of new to the field archaeologists is young students 18-22, with little archaeological experience and by default all of these demographics (young, inexperienced, and students) could be lumped together, this is not the case. There are many students outside the traditional age range and some students that have lots of experience. A comparison of these variables found that there was very little overlap and the common factor was that these people were new to archaeology. That is, young or old, they were just starting in archaeology. The newest archaeologists are the ones that seem the most enthused about public archaeology.

If this group is already predisposed to carry higher opinions of public archaeology and its importance, then it should be easier to solidify these views or raise them. The results to the questions about including public outreach and education in universities' curricula are encouraging and could serve as a useful tool in this regard. Clearly, there is a positive support from archaeologists for such a proposal, though it is stronger for inclusion in a graduate than an undergraduate curriculum. Still these numbers can serve as great evidence when approaching academic departments to create or include classes,

courses, or majors in public archaeology. These results could serve as the qualitative evidence needed to convince any sort of curriculum board. If the teaching of public archaeology takes hold in pedagogy then there is a chance that this can greatly influence archaeologists' opinions, as many are formed in the formative years of one's career.

Concluding Remarks

In essence, the result of this survey has shown both positive and negative views when it comes to archaeologists' perceptions on public archaeology. While the positive views have been encouraging, the negative ones show how much work still needs to be undertaken to encourage public outreach and education among archaeologists. To that end, this paper has put forth several proposals for improvement based on the data received. Whether these proposals move forward or not still remains to be seen. Yet, there is at least a route forward in this regard.

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