



# APRIL - 2023

PRESERVATION ♦ EDUCATION ♦ RESEARCH ♦ INSPIRE

Dear Member:

Congratulations to our two *The Cornelia Futor Memorial Student Research Grant* winners on page 4.

Join us in September for an amazing travel opportunity to Turkey. The information and registration is now available on our website ... [WWW.timesifters.org](http://WWW.timesifters.org) for the *Best of Turkey Trip, September 21 through October 5, 2023*.

*The Florida Anthropological Society (FAS)* is holding their *75th Annual Meeting and Conference* this year in St Augustine on May 12 -14. We encourage you to attend. There will be a whole day of very interesting lectures, archaeological exhibits and guided tours of the local sites. See webpage for more information.

Darwin "Smitty" Smith, President

[hmsbeagle22@gmail.com](mailto:hmsbeagle22@gmail.com)



## Best of Turkey

### September 21 - October 5, 2023

Information/registration NOW on The WEBSITE ... [www.TimeSifters.org](http://www.TimeSifters.org)

*April 19 - at 6:00 PM at the Selby Library in downtown Sarasota*

## **Between Sea and Sky: Trade, Movement, and Urbanism in Ancient Oaxaca**

**Dr. Sarah "Stacy" B. Barber**  
Professor of Anthropology,  
University of Central Florida



Humans are highly mobile. Movement is affected by our motivations, but also by the terrain we must cross, the weather, our individual physical characteristics, our load, and the technologies we have available to us. In ancient Mexico, transportation technologies were limited to people's feet and to canoes: there were no beasts of burden or wheeled vehicles to help people move over the region's mountainous landscape. Without wheels, roads were unnecessary outside of cities because pedestrians could travel efficiently along narrow pathways. So how do we identify the routes traveled by ancient people if there were no roads? Using a mix of archaeology, ethnohistory, and geographical information science (GIScience), it was possible to propose a transportation network for the southern Mexican region of Oaxaca, offering insight to questions regarding trade, conquest, and political organization.

Dr. Barber is an anthropological archaeologist with a long-term interest in the ancient civilizations of Mexico and Central America. She earned her PhD from the University of Colorado at Boulder. She



directs *the Manialtepec Archaeological Project* and co-directs *the Rio Verde Archaeological Project*, located on the Pacific coast of the Mexican state of Oaxaca.

Since 2017, she has conducted research on the east coast of Florida. She is the co-editor of *Religion and Politics in the Ancient Americas*, and has published in journals including the *Journal of Archaeological Science*, *Journal of Archaeological Science Reports*, *Current Anthropology*, *Ancient Mesoamerica* and the *Archaeological Papers of the American Anthropological Association*. Her research has been funded by the National Science Foundation, the Historic Society, the National Geographic Society, and Argonne National Laboratories.

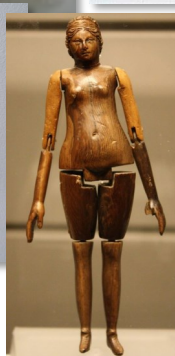
# Notes from a Time Sifter Children

By Evelyn Mangie, Time Sifters Board Member

Life was difficult in ancient times. Conservative estimates indicate that at least 300 of every 1,000 babies died at birth in ancient Rome. Of those that survived the birth process, 25% of children died before their fifth birthday, and nearly half of those who made it beyond that, died before they were 16.

Children were very important to families because they were heirs of the father's property, they carried on the family name, they took care of elderly parents, and they took part in breadwinning. Yet, ancient authors like Plutarch, Plato, and Aristotle speak of infanticide as a method of eliminating weak or disabled offspring who would not benefit society. That led archaeologists and historians to assume that the discovery of large numbers of infant remains was an example of deliberate infanticide, but new studies of the remains found in an Athenian well showed that all 450 infants died of natural causes.

Every father had the legal authority to decide whether to accept the child or to deliberately abandon it outside to die, but there is little evidence that many fathers chose the latter. In fact, **the many charms and amulets** found to protect infants (crepundia) indicate that children were cherished. Parents desperately wanted children, even disabled children. There is ample evidence to show



Photos: grandvoyageitaly, Pinterest, Reddit, coolaboo, listverse, givemehistory, brewminate

that children with severe disabilities were cared for beyond infancy, so it is unlikely that infanticide was a common practice.

There is not much written about children, but we know that in most ancient societies, boys and girls were raised together in the care of their mothers until they were seven. They were expected to do household chores, but they had playtime too. Archaeologists have uncovered artifacts that show the activities of children. They were given toys according to their age. Roman babies were entertained with **rattles, bells, and whistles, toddlers had pull toys**. Older children enjoyed tops, marbles, wooden swords, kites, whips, **dolls with**

**movable arms and legs, chariots, seesaws, swings, and games like dice and board games.** *Seneca the Younger* wrote of young Roman children **pretending to be senators or other officials. They played games of war and took different sides.** They played ball in the streets. They kept pets, mostly dogs, but also small monkeys and parrots.

In most societies after age seven, boys and girls were separated. Most girls were taught by their mothers to run a household. Boys learned about farming from their fathers. If they could afford it, families **sent their children to a primary school** until puberty (12 for girls and 14 for boys) where they studied reading, writing, and arithmetic. Two years later, girls were considered

adults and ready for marriage. Roman boys graduated into manhood at puberty with a ceremony that was proudly attended by his father and other relatives. They watched as the student removed his childhood tunic and put on a man's toga.

From there, students could work as an apprentice. Upper class boys with ability could go on to a secondary school where they learned history, literature, public speaking, politics, and other topics necessary to fit them into society when they became adults.

Ancient Greek children also learned physical athletics and

*Continued on page 3 ...*



# The 75th Annual Meeting & Conference St. Augustine, Florida, May 12 - 14, 2023



The *St. Augustine Archaeological Association* is excited to invite you to St. Augustine for **the 75th Annual Meeting of the Florida Anthropological Society, May 12-14, 2023.**

The conference will be hosted at *Flagler College*, with Friday meetings and Saturday proceedings held in Kenan Hall. Participants can enjoy Saturday night's award banquet under the gilded ceilings and Tiffany glass windows of the dining room of the *old Ponce de Leon Hotel*. Sunday morning will show off the First Coast's amazing archaeology, including Spanish colonial settlements, cemeteries, and coastal plantations.

Register for the Convention at [FSWEB.org](http://FSWEB.org).

Photo: [visitstaugustine.com](http://visitstaugustine.com)

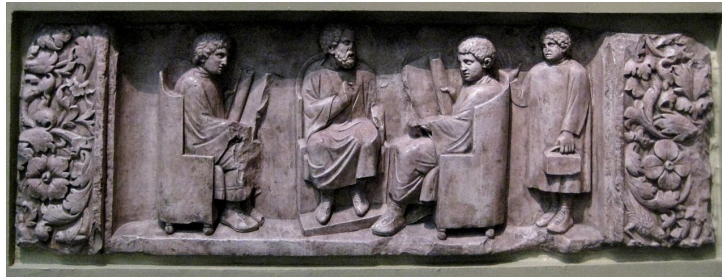
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## Children

music, but the Romans considered that frivolous and unnecessary. There were no exams; students were graded by demonstrating what they learned.

In Egypt, boys and often girls went to school where they were encouraged to study topics that led to a profession. Both boys and girls grew up to be scribes, doctors, judges, and administrators. They could enter their professions as soon as they completed their studies.

Discipline at school was often harsh, but students must have had some freedom. *Socrates and Plato* tell us that students were disrespectful and disobedient.



Spartans thought physical punishment made students strong, but the Roman teacher *Quintilian* did not believe in corporal punishment. *Plutarch* agreed, saying, “**praise and reproof are more effectual upon free-born children than any physical punishment**”.

Roman boys were considered adults at 25 and were expected to perform civic duties and serve their nation. By that time, the father was probably deceased since Roman life span was about 30 to 35. That meant that the oldest son became the head of the family, and the rest went on to their chosen professions.

# Time Sifters Presents

## Cornelia Futor Memorial Student Research Grant



The *Cornelia Futor Memorial Student Research Grant* provides up to \$2000 to eligible students enrolled at a Florida university or college who are pursuing a major in anthropology with a focus on archaeology. Students must have begun their junior year of undergraduate studies at the time of application, or be enrolled in a M.A. or Ph.D. program.

Announcing the winners of the *2023 Cornelia Futor Memorial Student Research Grant*. Both students will be attending field schools this summer. We look forward to seeing pictures from the field and hearing about their experiences and what they have learned. This award helps the next generation of archaeologists get the training they need for future success.

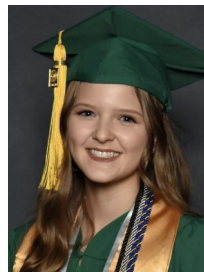
### The 2023 Winners



**Madison Clark**  
B.A. Student,  
University of South Florida

Madison Clark is a B.A. student at USF studying Anthropology with a Minor in American Indigenous Peoples Studies, and is pursuing the study and practice of bioarchaeology.

Madison chose a field school in Transylvania, Romania, because of its heavy emphasis on the careful excavation of human remains. The overarching goals of the field school are to train students in both excavation and laboratory methodologies related to bioarchaeology and to demonstrate how working with descendant communities is an integral component of 21st century bioarchaeological research. She will be working as part of a project to excavate medieval funerary remains from an abandoned church as part of the **"Lost Churches"** project. With no surviving written records, the project restores the sites, and the people buried in them, back into the community's collective memory. Madison's goal for this field school is to acquire skills that she can apply to later academic advancement, and future career: how to grid and map an archaeological site, how to properly dig in stratified segments of earth, how to sift for small materials, how to record the preservation of remains in situ, and how to carefully remove and transport them to a lab for further analysis.



**Juliana Whittingslow**  
M.A. Student,  
University of South Florida

Juliana Whittingslow is an M.A. student at USF studying History with a concentration on Digital Humanities and Public History, and a minor in Archaeology.

Juliana will attend field school in Malta with the **Melite Civitas Romana Project**. Juliana has previously participated in excavations in Florida and sees this field school as a way to build on that experience. It will enhance her archaeological knowledge of excavation as well as the cleaning, sorting, and analyzing of artifacts that are found. As part of her studies, Juliana has created 3D models of artifacts and sites from the previous years of this field school. She is looking forward to gaining the skill of digitally documenting and scanning objects in the field with the digital scanners and then being able to process the data she captures and create the 3d models in the future. After graduation, Juliana plans to work in the archaeological field of Cultural Resource Management (CRM). She feels that having experience in archaeology outside of the United States is a benefit as archaeological methods vary by location and the European model does differ somewhat from what is used in the U.S..

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Lifetime:	\$350
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