



SEPTEMBER - 2023

PRESERVATION ♦ EDUCATION ♦ RESEARCH ♦ INSPIRE

Dear Member:

WOW!, I can't believe summer is over. Our Fall season starts this month on the 20th with Tom Penders telling us about his work on **"The Cape Canaveral Archaeological Mitigation Project: Seven years of Archaeology and Mitigation at Cape Canaveral Space Force Station."** It should be very interesting (See writeup below).

I hope you are enjoying our new series on Field Schools, this month includes Grant Winner, **Juliana Whittingslow and her work in Malta.**

Darwin "Smitty" Smith, President
hmsbeagle22@gmail.com



Photo: Smitty.

September 20 - at 6:00 PM at the Selby Library in downtown Sarasota

Cape Canaveral Archaeological Mitigation Project: *Seven years of Archaeology and Mitigation at Cape Canaveral Space Force Station* **Tom Penders, MS, RPA, Consulting Archaeologist** *Thomas Penders and Associates, LLC.* **Cultural Resources Manager for the US Air Force/US Space Force at Cape Canaveral Space Force Station.**



The Cape Canaveral Archaeological Mitigation Project (CCAMP) is a multi-year partnership between the United States Space Force and the University of Central Florida, Department of Anthropology to conduct intensive archaeological research and documentation of sites threatened by sea level rise from climate change.

Mr. Penders is the founder and president of Thomas Penders and Associates, LLC. He was raised in Titusville, FL and earned both Bachelors and Masters of Science degrees in anthropology with a

specialization in archaeology from Florida State University. He has been a practicing professional archaeologist since 1984. In 2006, he became the cultural resources manager for the US Air Force/US Space Force at Cape Canaveral Space Force Station. He has also worked in the environmental and safety field at Kennedy Space Center for 10 years.

He is the founder of Archaeologists for Autism, which brings the experience of archaeology to children and young adults on the autism spectrum.



Notes from a Time Sifter

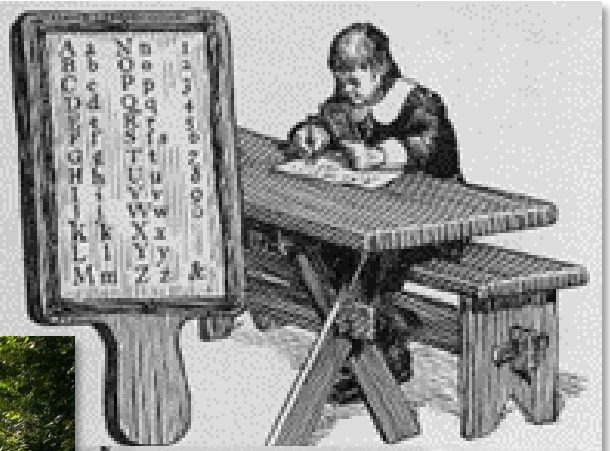
Education in Colonial America

By Evelyn Mangie, Time Sifters Board Member

Formal education in colonial America (1607-1776) was mostly for wealthy white boys. It was sponsored by all sects of religious Christians to train clergy and to teach Christian principles to the next generation. It was considered a waste of time to educate girls and African Americans beyond reading and writing. Only the Quakers included girls (they didn't need ministers or priests).

At first, most children were taught at home by parents or hired tutors. Often, widows and other women set up informal schools at their homes called "**dame**" schools but there were no educational standards and no requirements for teachers. Many tutors were little more than "*babysitters*." George Washington's tutor is reported to have known "*next to nothing*". Even good teachers were hampered by the lack of teaching tools. There were no desks, blackboards, globes, or pencils. Students wrote with goose quills and made their own ink from powdered tree bark. They learned the letters by tracing them through a thin sheet of animal horn vellum that was fastened to a wooden board called a "**hornbook**".

The very wealthy sent their boys to be educated at boarding schools, sometimes all the way back at England or Scotland. Other boys could continue their education through some form of apprenticeship by paying a master tradesman to teach them. Poor children could also be apprentices, but they had to work for the master without pay. Education usually stopped there except for the clever,



Photos: Wikipedia, Pinterest, landofthebrave.info



wealthy boys who could go on to secondary schools to learn Latin, Greek, science, geography, history, etiquette, and in the south, plantation management. The Enlightenment (17th and 18th centuries) in Europe fostered a demand for more access to education than could be provided in homes and school buildings began to show up all along the Atlantic seaboard.

The Maryland colony opened schools for Catholic students, and there were a number of charity schools available. Some wealthy donors in the South managed a few county schools, and smaller farms combined to build "*field schools*", small, usually one-room buildings in a tobacco or corn

field. Attendance was not compulsory and students came when they could. Some enslaved children were allowed to attend, until after the Stono Rebellion in 1739. Planters in the south felt that educated Blacks were a threat to the plantation system so it became against the law to teach the enslaved to read and write. The Middle Colonies were more successful at providing schools for every child because there were many town councils, benevolent societies, and leaders willing to support education. Young Thomas Jefferson, an advocate of the Enlightenment, asked the Virginia General Assembly to shift education from church schools to a broad public system. Benjamin Franklin recommended the establishment of the Williamson's Bray School in 1760 that educated nearly 400 free and enslaved African American children. The main building is still in use on the campus of William &

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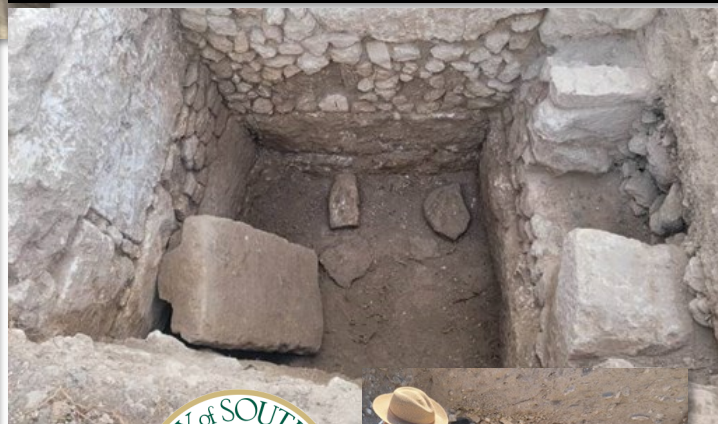
Field School - Malta Style Excavating Roman Melite

By Davide Tanasi, University of South Florida, Institute for Digital Excavation (IDEx).

The team of the University of South Florida's Institute for Digital Exploration (IDEx) completed the third excavation campaign at the Roman Domus of Rabat, ancient city of Melite, in Malta, as part of the international collaborative project Melite Civitas Romana. The team, led by **Dr Davide Tanasi**, focused on the excavation of an exquisitely decorated house in great preservation state and its attached waste disposal system located in a block adjacent to the Domus.

The waste deposit, containing animal bones, charcoal and fragmented pottery and glass ware will provide crucial information on the lives of the inhabitants of the house.

The team included **Time Sifters 2023 Student Research Grant Winner – Juliana Whittingslow**.



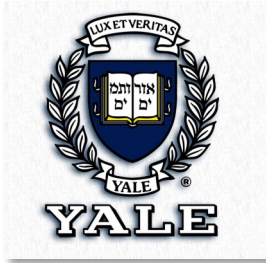
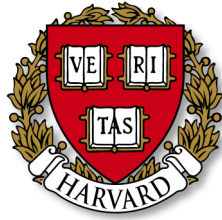
Photos: University of South Florida

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Schools ...

Mary, founded in 1693. It is the second oldest institution of higher learning in the United States. There were nine colleges established in the American colonies before the Declaration of Independence was written. Some were founded by donors with a pure love of education. John Harvard in 1636 convinced the governor of Massachusetts Bay Colony to fund "a schoale or colledge", the first colonial institute of higher education in the colonies. But Harvard was also expected to produce educated ministers, as were William & Mary in 1693, Yale in 1701, and Princeton in 1746

The best education opportunities from grammar school to college came from the Puritans (English Calvinists) that settled in the New England colonies. They put a high priority on education because Puritans believed that everyone, including Indians and Africans, should be able to read the scriptures. In 1639, the settlers in Dorchester, MA supported a free taxpayer-



supported public school, the first in North America. In 1642, the colony of Massachusetts passed a law that required the head of every household to be responsible for the education of all children living under his roof regardless of who their parents were. Groups of parents met to organize local schools and in 1647 it passed a law that required small towns of 50 households to provide an elementary school called a "petty school" for children over seven.

Larger towns were to provide both an elementary school and a secondary or "grammar" school. Each town voted on school details, but the schools were to be open to boys and girls alike. The first tax-supported public school system was established in 1674.

The people of the New England colonies built schools more often than other types of buildings and there were more schools there than in any of the other colonies. This system was so successful that it was adopted by the new government in 1776. The Founding Fathers believed that educated citizens were necessary to maintain a democracy so they championed education and by the mid-19th century, most states supported free, tax-supported public education.



Speakers for 2023/2024

All are at 6:00 PM live at the Selby Library
1331 First St., Sarasota

Time Sifters Archaeology Society is pleased to announce our 2023 - 2024 Fall schedule of presentations. All lectures will start at 6:00 PM and are free. Each presentation will be about one hour with time for questions and answers. Please come and join us.

September 20
Cape Canaveral Archaeological Mitigation Project:
Seven years of Archaeology and Mitigation at Cape Canaveral Space Force Station
Tom Penders

October 18
Foodways of the Florida Frontier: BioArchaeology
Mary Maisel

November 15
Guns, Rum, and Peace Flags:
Cuban Fishing Ranchos in Sarasota and SW Florida
Dr. Maranda Almy Kies

January 17, 2024
The Nine Lives of Florida's Famous Key Marco Cat
Austin Bell



Photos: University of Central Florida, awesomeoc.com, sarasota.com, earthdaily, Wikipedia, Pinterest.

Time Sifters Archaeology Society - A Chapter of the Florida Anthropological Society - P. O. Box 5283, Sarasota, FL 34277
www.timesifters.org President: Darwin "Smitty" Smith - HMSBeagle22@gmail.com



Reflections of Manatee
presents

THE BATTLE FOR FREEDOM

Join us as we step back into the past with the members of the 2nd Infantry Regiment of United States Colored Troops. Guests will be able to experience a Civil War re-enactment camp, hear a lecture by Sgt-Major Jarvis Rosier, and ask experts about creating your own period costume.

September 9th, 2023
9AM-2PM
1302 4th Ave E - Bradenton FL 34208
reflectionsomanatee@msn.com



*Funding for the Battle for Freedom program was provided through a grant from the Florida Humanities with funds from the National Endowment for the Humanities. Any views, findings, conclusions or recommendations expressed in this program do not necessarily represent those of Florida Humanities or the National Endowment for the Humanities.



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