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Report
On The
Anglo-American Project In Pompeii
2001 Field School

By

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Independent Study Course 461

Instructor; Dr. Izumi Shimada

This summer I embarked on my fourth archaeological field school. You might ask why four field schools? The answer is that every field school that I have attended has been different. My first field school was with the University of Notre Dame in 1999, which concentrated on Geo-physical archaeology using the proton-magnetometer, resistivity surveying and the total station. I used these methods on a French trader's cabin, on a Potawatomi Indian village, as well as on a series of Goodall burial mounds (22 of them) in southern Michigan and northern Indiana. Documentation occurred for most of this historic archaeology. My next field school was also in 1999, with Saint Mary's University out of Texas and the Mayan Research Program in Belize. This field school concentrated on Mayan Archaeology at Blue Creek, in the Orange Walk district of Belize. Last year I attended the Southern Illinois University Field School at Hayes Creek in the extreme southern part of Illinois, which concentrated on a middle-late woodland habitation site. This year I attended the Anglo- American Project in Pompeii (AAPP), sponsored by the University of Bradford in England, which concentrated on Classical Archaeology at Pompeii in Italy. This report deals with my expectations, desired and achieved, of the AAPP field school as well as the goals for the project this year, desired and achieved. This paper also outlines the structure, as well as a brief history of the project, how and what we were taught, and how we were graded.

While looking through the 2001 Archaeological Field Work Opportunities Bulletin, put out by the Archaeological Institute of America, I found the ad for the AAPP Field School. I want to experience all forms of archaeology, and I had not yet experienced Classical Archaeology. I chose the Anglo-American Project in Pompeii, because Pompeii is one of the greatest Classical Archaeological sites, a city frozen in time, and the University of Bradford's expertise and reputation in the Archaeological Sciences is well known throughout the world. My expectations

for the AAPP field school were high, because of what I had read on their web site at http://www.brad.ac.uk/acad/archsci/field_proj/anampomp/anampomp.html, learning a great deal about what to expect of the project, every aspect being clearly defined and explained. I contacted the Project Director of the Field school, Jarret A. Lobell, several times by e-mail and by phone to talk to her about what to expect at the field school and in Italy and she was more than happy to talk to me and help with all of my needs.

This year there were over 160 students that applied for the field school with 84 students being accepted. One's acceptance was based on one's desire to study classical archaeology, one's references, one's academic career, as well as one's ability to pay the cost of the field school which was \$2900.00, not including airfare which was around \$1100.00. The \$2900.00 covered the tuition at the University of Bradford in the U.K., food while at the project, lodging in one's own tent with camp privileges, tickets and travel to all of the Wednesday tours, all equipment used on the project, except for one's own trowel, and the project handbook. It was also recommended that you bring \$200 a week for anything not covered by AAPP and for any traveling you might do on your days off. So this field school cost around \$5000.00 for 5 weeks. This is a lot of money, but I believe that you can't put a price on education.

The field school ran from June 30th until August 4th. The day began with breakfast served in the bar area by a very friendly local family. Breakfast consisted of croissants or hard roll, coffee, espresso, or pop, and two pieces of fruit. We gathered at 7:45 a.m. at the gates of the campgrounds and walked through ancient Pompeii to our sight. We worked until noon, at which time we went back to the campsite for lunch, which was served in the camp restaurant by another local family. This consisted of salty lettuce, vegetarian pasta and water everyday for the entire five weeks. It got pretty old after a while. Then, at 1:45 p.m., we went back to the site and

worked until 6:00 p.m. Supper was served at 8:00PM. You selected what you wanted to eat the night before and your choices were pizza with ham, pizza with tomato sauce, pasta, or occasionally fish or a hamburger served with peas. The week started on Sunday, with a field trip on Wednesday morning, then the rest of the day off, as well as being off all day on Saturday.

The field trips began with a tour of Pompeii, the day after I arrive. It left me with a sense of awe. In the last 250 years, Pompeii was revealed a lot of her secrets to the public, but a lot of those secrets are being lost again, because we still do not know how to preserve them. Our next field trip was to the Villa of the Mysteries and Boscoreale Villa and its Museum. In the museum I viewed native fauna and faunal, that indicated the type of crops that were being grown, as well as the types of animals being raised. I also saw the implements, textiles, and weapons of the time. The archaeology conducted at the Boscoreale Villa, was able to show how the residence changed through time. The tour of the Villa of the Mysteries, took us outside the walls of Pompeii, as did the Boscoreale Villa and the Museum. After viewing the Villa of the Mysteries, an elite residence, and other homes in Pompeii, I saw how similar the residences were in their use of space. Our next tour was the sex and industry tour of Pompeii. I was shown erect phalloi that were craved over the doors of some of the homes and in the street. This was a symbol of luck to the Romans. The tour also took us through the brothels of Pompeii. I was shown how the attitudes on sex for the Romans were much different from our own today. Next on the tour were the industrial complexes within Pompeii, such as the bakeries, with bread still on the counters, the Dye works that tanned hides, and the bars and Inns. My next trip was to Herculaneum, where I saw the differences in the destruction of Herculaneum and Pompeii. Pompeii was slowly buried with ash and lapilli and then hit with pyroclastic surges and Herculaneum had little ash, but was rapidly and successive covered by waves of lava that buried the town to a depth of 20 meters.

Next we went to the National Museum in Naples. It was a beautiful museum that contained many of the treasures from Pompeii, Herculaneum, and the surrounding countryside. If these treasures were not taken from their original provenance, they would no longer exist. Our last field trip was to the elite houses of Pompeii, several of which were not open to the public. The use of space was similar in all of these houses in 79AD. Here again you can see how nature and man has taken a toll on this monument called Pompeii. I saw paintings that were uncovered 200 years ago and were bright and beautiful, but now you can only see a faint trace of the original paint. The field trips were always divided into small groups with the Area Supervisors and Field Directors providing commentary and needed information. The field trips related directly with the projects look at the way urbanization came about throughout the city. You could see intact examples of what you were digging throughout Pompeii, which helped with your interpretation of your unit.

The Anglo-American Project in Pompeii is a long-term research project as well as a large field school. The goal of AAPP is to examine an entire city block, Regio VI, Insula I (regions means regions, and insulae means blocks), which is located in the northwest corner of ancient Pompeii, just inside the Herculaneum gates or Porta Ercolano. This is the only triangular shaped block in Pompeii. To achieve this goal, AAPP wants to examine this city block diachronically, from its earliest time of occupation, until its destruction on August 24, 79 A.D., and to get a better understanding of how and what part this city block played in the overall development of the city. Along with this goal, the project wants to document the history of the archaeology of Pompeii, from its beginning to the present, and to analyze and document the remaining walls and their decoration.

The AAPP works very closely with the office of the Soprintendenza Archeologica di Pompeii, which was created in the early 1980's. In 1995, Professor Pietro Giovanni Guzzo

became the Soprintendente of Pompeii and remains so today. In 1997, the Italian government passed legislation that allowed the Soprintendenza archeologica di Pompeii to keep all of its gate receipts from the more than two million visitors a year, giving Soprintendente Professor Guzzo the much needed resources to continue the 250 year management and conservation program of this monument. There are several private companies that have donated a great deal of money for the preservation of particular residences. There is still a great deal of work to be done in preservation, restoration, excavation and interpretation of Pompeii. There is trash all over the place, as well as tourist who want to take part of Pompeii home with them, and don't care about destroying this monument. It takes a great deal of money to perform all of these tasks and to safeguard Pompeii.

The archaeology of Pompeii began in 1763, when at that time Pompeii was under the rule of the Bourbons. At that time, the tomb of Suedius Clemens was discovered with an inscription that confirmed that the town of La Civita was Pompeii. At this time, the Bourbons began digging and rebuilding parts of the ancient city. The Casa delle Vestali was one of the first houses to be excavated with some restoration-taking place. A great deal of the early excavations was simply to retrieve statues and works of art for private collections. The archaeology in turn was a by-product of these efforts.

The history of the project starts with fieldwork that began for AAPP in 1994, with an overall assessment of Regio VI, Insula I. AAPP then decided to break the insula into manageable sections that could be worked sequentially. Contained in the block are the House of the Surgeons or Casa Del Chirurgo, which is believed to be one of the oldest houses in Pompeii, and the House of the Vestals or Casa Delle Vestali, which is the largest and most impressive house in this block. The project worked on the Casa delle Vestali, which contains a double

atrium/peristyle with a large variety of room types for six field seasons. During this time they uncovered and documented over two million tesserae, larger pieces of mosaics, sections of wall paintings, over 24,000 mammilla bones, a large quantity of fish and bird bones, fish scales, seeds, marine and land shells, various types of pottery, several hundred coins, and many other various artifacts. AAPP has also documented 176 walls.

Work on the Casa delle Vestali concluded with the 2000 field school. Information derived from the work since 1994 shows that the property underwent considerable rebuilding. The core of the house was originally built using the north wall of the Casa del Chirurgo. Over time, the house continually expanded until it became one of the largest of the elite homes in Pompeii. Rebuilding also occurred at this residence, brought on by the disruption of the water supply by the earthquake of 62 A.D. Until this time, the aqueducts had supplied the water. After 62 A.D. a second story was added to the house to facilitate above ground cisterns so that the houses had many water features could continue to function, such as the swimming pool, the fountains, and a bath suite. This is in addition to the cisterns that were located under the impluviums in the atriums. At this time some of these water features were filled in to the point that they would continue to function, but with a largely decreased water supply.

During the 2000 field season, the project uncovered nine stone artillery balls in three different sizes and more than 30 lead sling slots from the siege of Sulla, during the Social Wars of 89 B.C.E. The impact of these artillery balls and slingshots can be seen in the northern city walls near and around the Gates of Porta Ercolono. The 2000 field season also revealed the presence of industrial and commercial activity in the northern part of the insula. The project also identified an inn and two bars. In addition, the project was also able to determine that the road leading from the Porta Ercolano, Via Consolare, that the west side of Regio VI, Insula I borders,

was one of the earliest features in the layout of the city. This is the history of the AAPP project until the 2001 field school.

The structure of the Anglo-American Project in Pompeii is that it is set up to be a balance of both research and education. The field school is run as a formal course at the University of Bradford in England. The course is listed as Field Course Module AR2104D. The course Tutor and Project Field Director for excavation, artifacts, and ecofacts is Dr. Rick F. J. Jones. Credit can be gained through your own University or 20 credits can be obtained from the University of Bradford. The staff of AAPP represents a wide range of scholars from around the world, with expertise in a wide range of inter-disciplinary and multi-disciplinary fields, which includes archaeobotany, archaeometallurgy, archaeozoology, archaeological illustration, sedimentology, numismatics, glass specialists, ceramics specialists, wall painting specialist, and specialist in all of the archaeological sciences. It was very nice and extremely helpful to have all of these specialists on hand everyday, working right along side of you, helping you to interpret and understand every phase of the excavation.

After I arrived in camp and got setup, students were divided up into teams and were assigned an area supervisor and assistant area supervisor for the duration of the school. Although there were nine members assigned to the team I was on, at no time were there nine students there. At least two students from each team spent a week with artifacts and ecofacts, and one member was assigned to learn surveying, leaving six members on a team. All students were rotated until everyone had completed the ecofacts, artifacts, and surveying portion of the field school. This gives a student-teacher ratio of 3:1. During the field school, students were graded on how well they proceeded through a series of four modules of experience, which were Excavation and Architecture, Artifacts, Ecofacts, and the Total Station Survey. In these modules

I learned excavation strategy and methodology, planning and section drawing, identification of the various building materials and how and when they were used, and how the holistic picture of Pompeii is reliant upon all of the specialist on the project. Having all of the specialist right there to give a daily update of the project and its finds and changing interpretation was a vital part of the process which contributed to its success.

Students had to keep a journal for the duration of the project, which is turned into the area supervisor every Friday. In your journal, you were to have a complete description of your daily activities including what you did, how you did it, why you did it, what does it mean, and what do you do next. You were also to have as many maps, plans, sections, and diagrams as possible, because a picture paints a thousand words. Archaeology is a very destructive process and without accurately recorded information, the details and interpretation from that part of a site that you are working on, could be lost forever.

Along with your journal, every Friday you turned in assessment forms that describe in the first part, what you did all week. Your area supervisor, who reviews and assesses your journal, your field skills, your comprehension of your field experience, and your attitude, filled out the second part of the assessment forms. On Sunday, your journal and assessment forms were returned and discussed with you. Your final grade was the product of all of the AAPP staff's judgement on how well you progressed through all of the phases of the archaeological experience and how well you understood what you were doing and why. Your journal is 50% of your grade as well as the assessment being 50%.

Each Thursday and Sunday, all of the members of the field school were invited to attend a series of lectures that in some way was directly related to the project at Pompeii. These lectures, for the most part, were given by members of the AAPP staff who talked on subject

matter relating to their fields of expertise. Professor Paolo Carafa of the University di Calabria, Italy, who represents another group from the University of Rome, which was digging at Pompeii, gave a lecture on the results of his ongoing excavation there. While I attended all of the lectures, which I found quite informative, they were voluntary to the members of the field school. A total of over six hours of lecture was available to the students if they wished to attend.

My area supervisor was Megan Dennis from the Getty Conservation Institute, U.S.A. and my assistant area supervisor was Katerina Garajova from the Czech Republic. Both have had extensive archaeological experience throughout the world. I worked in the Inn, in Archaeological Area (AA) 160, 161, and 169 located at the north end of the insula. AA 160 proved to have many different uses throughout time. We uncovered a series of drains going through AA 160 in different stratigraphic units (SU'S). We uncovered, in the earliest levels, a hearth, a hammer scale pit (1meter around and about 1 meter deep), and two postholes directly over a small drain that went to the hammer scale pit. I believe these postholes were used to hold a trough up, which was used to temper the tools and weapons of the blacksmith. Just on the other side of the wall, from AA 160, was found evidence of a stable. This trough could have helped the blacksmith to make shoes for the horses as well. When the trough became filled with hammer scale and slag, it was drained into the pit and refilled. This is my hypothesis or interpretation as seen from looking at representations of other blacksmith shops. In AA 161, we uncovered a series of different kinds of surfaces, from fine mosaics and tesserae to earthen floors. In AA 169, we uncovered a series of different wall sequences that helped to illustrate how the use of space changed diachronically. We also observed how the changes in building styles, techniques, and materials, changed as well from the earliest occupation of the city to the eruption

of 79 A.D. I believe that the project this year accomplished its goals and revealed more of the patterns of urbanization and the changes and uses of space in Regio VI, Insula I.

There were several ways that British archaeology differed from American archaeology. One is that in America we call post molds, pits, and hearths, Features, in Europe they are called SU's and are given SU numbers and worked into the Harris Matrix. The Harris Matrix is a system that puts building sequences in order diachronically, as well as showing their relationship to each other. It is not an easy process to accomplish, because of the rebuilding or restoration done using the same building materials and techniques, but it is a necessary one. Archaeology is conducted differently all over the world because there are no two archaeological sites that are alike. The basic concepts and goals of archaeology are the same, but every archaeological site is the product of that indigenous culture's adaptation to their environmental niche or corner of the world. The environment, manpower, resources, time and the politics of the country in which you are digging dictate the techniques of archaeological investigation, as does the goals, and resources of the institution sponsoring the program.

As time progresses, so does our technological skill and ability to unravel the mysteries of the past with more confidence, precision, and accuracy. At the same time, some of our most beautiful wall frescoes and mosaics, which were uncovered 250 years ago to the public, can now only be seen in field journals or illustrations of usually the archaeologist or his illustrator. Nature, as well as tourists who want a piece of history for themselves, are destroying the greatest monuments in the world. Until science can devise a method of protecting and preserving these treasures, the rest of the unexcavated remains at Pompeii, which is about 40% of the ancient city, should remain just that, unexcavated. We have not yet obtained all of the information that is to be learned from that which has been excavated. When we have developed ways in which to

preserve our ancient monuments, I believe the rest of Pompeii can, and should, be excavated so that future generations can enjoy and learn from our scientific endeavors.

This summer at Pompeii, I learned how Classical Archaeology differed from American archaeology and Mayan Archaeology in some respects and how similar it was in others. I learned that it is much better to have a working laboratory on the site so that after everything is analyzed daily, your interpretation could change to match and compliment the new data. I learned that archaeology is a holistic picture that requires input from all the sciences from the outset of the project to its completion. This was a very productive summer for both myself, and the Anglo-American Project in Pompeii.