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Book Reviews

PAST MEETS PRESENT: ARCHAEOLOGISTS PARTNERING WITH MUSEUM CURATORS, TEACHERS, AND COMMUNITY GROUPS, edited by John H. Jameson, Jr. and Sherene Baugher, 2007, Springer, 466 pages, 100 illustrations, \$139.00 (cloth), \$39.95 (paper).

Reviewed by Lynn Evans

In their introductory essay, John Jameson and Sherene Baugher lay out the purpose of this volume, to move "beyond the theoretical debates" and present "detailed and exemplary case studies and models for effective [archaeological] interpretation" (p. 9). To that end they present case studies from projects on four continents interpreting sites from pre-European-contact Native American sites in the American Southwest to mass graves from mid-20th-century Brazil. Case study projects take place at archaeological sites, in museums, and in classrooms. Sponsoring institutions range from federal governments to county archaeological associations. The range of projects is truly heartening to those committed to public archaeology. The longevity of some of these projects shows that many archaeologists have been wrestling with practical issues of doing community archaeology even as the theoretical debates were still being waged.

The case studies are grouped by interpretive focus: historic sites and museums; ethnic communities; colleges and universities; public schools; public agencies and professional organizations. As the editors acknowledge, there is considerable overlap and many of the case studies could fit under multiple headings. Because of the large number of projects, there is only room for brief descriptions here.

Parks Canada is well represented in this volume. In the first case study Bruce Fry describes how archaeologists became key players in multi-disciplinary teams, first at Louisbourg and later across the Parks Canada system. Fry describes public interpretation at the massive Fortress of Louisbourg site as well. Denise Hansen and Jonathan Fowler provide

specific examples of products created by these multi-disciplinary teams at national parks and historic sites across Atlantic Canada. These products include museum exhibitions and signage and educational kits for schools. The educational kits are an example of a successful, but costly, program that is evolving with the advent of the Internet. One of the great strengths of this book is the authors' willingness to share what does not work as well as what does. Joseph Last describes how recent Parks Canada policy has improved public interpretation at their War of 1812 sites. This has included creating public field labs during excavation at Forts Wellington and Henry. For permanent exhibitions, they have developed methods for casting interesting archaeological features and preserving soil profiles using latex peels.

On the U.S. federal level, John Jameson details how National Park Service archaeologists partner with professional interpreters to create archaeology education programs. He includes lesson plans from Grand Canyon and Fort Frederica. At Grand Canyon, Hopi and Navaho elders were included in program development.

Partnerships with indigenous and descendent communities were crucial to many of the case studies. Pam Wheat-Stranahan, Dorothy Lippert, Dirk Van Tuerenhout, and Elisa Phelps report on the Houston Museum of Natural Science's consultation with Kwakwaka'wakw and Zuni artists and the Crow Canyon Native American Advisory Committee during the creation of the (1998) Hall of the Americas. Native Americans from across the continent continue to be included as presenters at teacher workshops, demonstrations, and lectures.

Brooke Hansen and Jack Rossen's partnership with the Cayuga in upstate New York is an explicitly political case study. They combined archaeological research with community activism to support the Cayuga Indian Land Claim. The Brazilian projects presented by Pedro Funari, Nanci de Oliveira, and Elizabeth Tamanini also have explicitly political overtones. These include the various meanings ascribed to the results of excavating a Maroon

settlement, the difficulties of working with living relatives of victims of political violence discovered in a mass grave and finding ways to make protecting shell middens in their midst relevant to poor urban squatters. Lisa Breglia examines the effect of a U.S.-based excavation of a site in the Yucatán on the local Yucatec Maya from an ethnographic perspective.

Madeline Augustine, Christopher Turnbull, Patricia Allen, and Pamela Ward are part of a collaboration between the Metepenagiag Mi'kmaq Nation and New Brunswick Provincial Archaeologists that began in 1972. Their case study is presented in individually-authored sections, giving explicit voice to the Mi'kmaq and archaeological perspectives. Lance Foster combines the tribal and archaeological perspectives in one person. His chapter describes his personal experiences as a contract and government archaeologist who is also a member of the Ioway tribe.

Whitney Battle-Baptiste provides another deeply personal account of balancing her identities as a person of African descent, a woman, an archaeologist, and a scholar of the African Diaspora. Janet Pape's account of some of the community outreach products resulting from the Cypress Freeway project (West Oakland, California) focuses on projects involving oral histories with descendent families. The results include a documentary video, *Privy to the Past*, and exhibits on the West Oakland residents' role in organizing the Brotherhood of Sleeping Car Porters and on black barbering and barbers.

In addition to partnering with ethnic communities, frequent collaborators are professional educators. In another explicitly co-authored chapter, Patrice Jeppson and George Brauer present Baltimore County Public Schools' program of archaeology education and make a strong case for letting educators use their expertise to design programs to meet their needs once the archaeologists have used their expertise to provide content. In the next chapter Carol Ellick, who holds degrees in both anthropology and education, presents practical guidelines for classroom presentations, including a classroom site formation activity from New Mexico that could be adapted to many types of sites.

Of course students and teachers do not want to just talk about archaeology, they want to experience it. Gaynell Stone's case study describes the evolution of a partnership between the Suffolk County (Long Island) Archaeological Association, Nassau and Suffolk County Boards of Cooperative Educational Services, and Hoyt Farm Park that began in 1983. The Native Life and Archaeology program is a day long field trip that includes a variety of hands-on activities, ethnographic and archaeological, as well as pre-and post-visit activities. The partnership has expanded to include a Colonial Life and Technology program at Blydenburgh County Park and a summer field school. Dena Doroszenko outlines a wide range of public archaeology programs in Ontario, with a detailed description of programs sponsored by the Ontario Heritage Trust. The Trust has conducted both school day programs and summer day camp programs, and Doroszenko discusses the cost effectiveness of each.

Archaeology education is delivered not only through K-12 schools, but by colleges and universities. Sherene Baugher describes how Cornell University has used the service learning model to connect archaeological courses to community needs. Also in New York, Nina Versaggi presents Binghamton University's Community Archaeology Program, which provides field opportunities for local students and adults. Some of these volunteers have gone on to provide valuable grass-roots support for local preservation issues. Peter Pope and Stephen Mills report on Memorial University's Newfoundland Archaeological Heritage Outreach Program. Designed to increase heritage sector jobs in a struggling economy, the university provides students and expertise to locally-sponsored heritage projects.

Archaeology is more than excavation. Ann-Eliza Lewis depicts the Massachusetts Historical Commission's efforts to share the results of Boston's "Big Dig" through their curation facility. The program began as a teacher workshop co-sponsored with the Massachusetts Archives on using primary sources. At workshops, teachers are provided with information and models they can use to develop their own lesson plans. An exhibit with structured field trip activities and publications

have resulted as well. Harold Mytum's essay on interpreting burial grounds gives examples of going beyond celebrity to developing interesting themes relevant to today's world in cemetery tours and makes explicit the connection to the same principle in interpreting archaeological sites.

Historic St. Mary's City, a large scale archaeological site developed for the public, is the subject of two chapters. Maryland's 17th century capital was abandoned and became farmland by the mid-18th century and was developed as an historic site beginning in the mid-20th century. Henry Miller and Silas Hurry and Dorsey Bodeman give very practical bricks-and-mortar advice on effectively interpreting and preserving sites and landscapes based on forty years of experience working with a variety of skilled professionals in the design and building trades.

From the other side of the world, Jody Steele, Julia Clarke, Richard Tuffin, and Greg Jackman report on public archaeology at Port Arthur Historic Site, Tasmania. The interpretation is focused on the on-going excavation, including opportunities for the public to excavate and sieve. It was particularly interesting to me to see how well the Australian public's frequently asked questions (p. 78) match up with the questions I hear daily in northern Michigan.

Pamela Cressey and Natalie Vinton make American and Australian comparisons in their chapter, comparing the long-running project in Alexandria, Virginia to more recent projects in Sydney, Australia. The conclusion is that although legal protection of sites is important, to be truly successful the community has to value the resource.

In the final chapter, Lu Ann De Cunzo and John Jameson tell the story of the Society for Historical Archaeology's Unlocking the Past project. The recounting of this eleven-year project is a fitting conclusion as it involved wrestling with issues of identity, relevance, inclusion and stewardship, themes found throughout this volume.

These brief summaries should provide a sense of the many ways archaeologists are partnering with others to bring better interpretation of archaeology to the public. The message that all of these case studies have in common is that successful public archaeology

requires true partnerships with community members and other professionals. True partnerships require time to build trust and relationships. While some of these projects are recent developments, many of the most successful go back decades and have evolved over time.

The wide scope of this volume is exciting, but its comprehensive nature leads to a large book with a large price. A reasonably-priced paperback version is now available. This is important because so many of the contributors describe financial difficulties in funding archaeological public education programs. The editors deliberately "selected case studies that reflect modest start-up costs" (p. 16) for this reason. Still, for \$139, one would expect crisper photos and not even minor typographical errors. Nevertheless, even the hardcover version is cheaper than the cost of traveling to visit even a fraction of the sites and programs, and the years of experience shared here are invaluable. Archaeologists working in almost any setting will find models here they can adapt to their own situation.

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