

*Collaborative Archaeology at Stewart Indian School.* SARAH E. COWIE, DIANE L. TEEMAN, and CHRISTOPHER C. LEBLANC, editors. 2019. University of Nevada Press, Reno. xix + 298 pp. \$45.00 (hardcover), ISBN 9781948908252.

*Reviewed by* Lindsay M. Montgomery, University of Arizona

In January 2020, the National Native American Boarding School Healing Coalition announced the commencement of a 10-year strategic initiative to raise collective awareness around the forced removal and education of Indigenous children throughout the United States. Central pillars in this new plan are education, global advocacy, and developing healing values and practices. The collaborative archaeological project undertaken by Sarah E. Cowie, Diane L. Teeman, and Christopher C. LeBlanc at the Stewart Indian School offers a compelling example of how archaeologists can contribute to the National Native American Boarding School Healing Coalition's mission to address the harmful legacy of the boarding school system in ways that strengthen Tribal Nations.

*Collaborative Archaeology at Stewart Indian School* documents the efforts of a 2013 archaeological field school that took place at the boarding school, located near Carson City, Nevada. Centered on the Stewart school, which opened its doors to Washoe, Paiute, and Shoshone students in 1890, this volume presents itself as a model of heritage management for archaeological resources located on ancestral Indigenous lands now under public legal control. The primary scholarly contribution of this coauthored volume is as a methodological case study in collaboration for researchers, Tribal Nations, and heritage practitioners. While offering an interesting archaeological case study, what is perhaps most compelling about this book is its multivocal approach to authorship. A different participant or combination of participants who come from a variety of backgrounds, including official tribal representatives, Native and non-Native fieldworkers, graduate students, and academic project directors, author each chapter.

The eight chapters of the book are loosely organized into three broad sections. The first three chapters are spent framing the Stewart Indian School archaeology project and provide an overview of its theoretical and methodological underpinnings. Chapter 2 situates the project within the subfields of Indigenous archaeology and heritage studies and introduces the concepts of governmentality and social capital, which act as narrative threads uniting each subsequent

chapter. The authors contend that governmentality—a disciplinary power accomplished through government policies, laws, and economic apparatuses—provides a means of understanding the power imbalances that exist between the federal government, heritage managers, and Indigenous communities. While governmentality is presented as an explanatory framework, social capital is framed as a decolonizing mechanism. As Cowie, Teeman, and LeBlanc argue, cultivating meaningful relationships between Native American communities and archaeologists offers a means of deconstructing the codified power imbalances between these groups. Chapter 3 offers another theoretical and methodological overview, this time focusing on the anthropology of education, institutions, and childhood as well as outlining the key questions driving this line of research at the Stewart Indian School.

The second group of chapters—chapters 4, 5, and 6—are focused on the history and lived experiences of Indigenous students within the Indian education system. Drawing on archival documents and oral histories from Paiute and Western Shoshone tribal members, Chapter 4 provides a general overview of the evolution of government-sponsored education for Native youth in the state of Nevada. Building on this broader context, Chapter 5 presents a detailed account of daily life at Stewart. While highlighting the trauma and violence of this experience, the authors are also careful to demonstrate the many positive experiences relayed by former students related to sports and leisure activities. Chapter 6 complements the preceding chapters that were focused largely on documentary sources through a detailed discussion of the archaeological excavations undertaken within the original school buildings and the more than 12,000 artifacts collected. These chapters provide new insights into daily life at Stewart and leave the reader eagerly anticipating the publication of a more narrative interpretation of the materials unearthed by the field school.

The final two chapters present the authors' reflections on the merits and methods of this project in collaborative archaeology. Chapter 7 offers an innovative blueprint for how to write collaborative monographs. In this chapter, we read the short essays of 15 participants in the field school who were asked to reflect on what they found interesting and important about their experiences. Most of these narratives emphasize the need for a "slow" approach to archaeology that affords both Native and non-Native participants the time and space to critically think through methodology and to develop new approaches in consensus. In the concluding chapter, the authors make a compelling case for the essential role that heritage management can play in redressing the myriad forms of cultural loss and political

disenfranchisement that Indigenous communities have suffered under federally enforced assimilation and subsequent legislative policies around cultural heritage. When finished with this book, one is left feeling that the Stewart Indian School collaborative archaeology project has set an important precedent for ethical community-driven research that will increasingly come to characterize archaeological praxis in North America.

*The Archaeology of American Childhood and Adolescence.* JANE EVA BAXTER. 2019. University Press of Florida, Gainesville. xvii + 203 pp. \$80.00 (hardcover), ISBN 978-0-8130-5609-8.

*Reviewed by* Deborah L. Rotman, University of Notre Dame

Children are a critically important and omnipresent part of the American story but are frequently overlooked in archaeological analyses of domestic sites, institutions, and other social arenas in which children lived, played, and even worked. The social construction of childhood is codified and reproduced through material messages of cultural values, proper behavior, and expressions of identity. Baxter elucidates the unrealized potential of inclusive analyses of childhood at the intersection of socioeconomic class, gender, ethnicity, and other social prisms. In doing so, she makes an invaluable contribution to our understanding of this aspect of human experience, which is simultaneously universal and richly diverse through time and across space.

Baxter begins by situating childhood as a relational and ideological phenomenon, emphasizing the ways in which the ideals of American childhood connect to the nation's historical trajectory and are mediated through both public discourse and interpersonal relationships (Chapter 1). Material culture plays an integral role in the contestation and negotiation of identities that are embodied and performed. Baxter astutely notes that analyses of childhood are not just about children but also parenting practices, family dynamics, and community ideals. She presents five themes—risk and opportunity, diversity, consumerism, space, and disruption due to war and warfare—that are germane to the study of children.

The volume is well organized to capture the richness and nuance of the subject matter. Chapter 2 presents a historical overview of childhood specifically within the American cultural context. Baxter uses a temporal lens to examine the dialectical relationship between historical events, popular intellectual and social movements, and the ideologies that shaped parenting and childhood from the colonial period

(1620–1750) through twentieth-century childhood and the emergence of adolescence (1900–1950). She emphasizes the materiality of childhood as it is constructed, idealized, and transformed.

Domestic sites, particularly children's living spaces, are the focus of Chapter 3. As critical loci of enculturation, domestic sites are naturally a rich arena for investigating childhood. Importantly, Baxter challenges us to move past "the tyranny of toys" and consider the lived experiences of children beyond simply their play. Chapter 4 is devoted to institutional arenas of importance to the socialization of American children, such as schools, orphanages, boarding schools, and other institutional settings. These cultural environments were (and are) designed for specific purposes, and the activities within them were structured to reflect particular ideological concerns of moral, spiritual, and social well-being. Therefore, the archaeological records of institutional settings illustrate the tensions between the "ideal" as it was envisioned and the "real" as it was negotiated and contested. Native American boarding schools and Japanese internment camps are particularly powerful arenas that not only shaped children's experiences but had profound impacts on their adulthoods as well.

Chapter 5 includes a fascinating examination of those who did not survive childhood and for whom there was unique mortuary behavior and material culture. Rituals of death elucidate how children were idealized as members of a community; yet their skeletal remains also illustrate stark realities of violence, disease, and enslavement. The volume concludes with an analysis of contemporary scholarship with particular interest in consumption, gender constructions, and the migration of children's material culture from the physical to the digital realm.

Baxter brings together a truly impressive array of data in her analyses. She cogently challenges our current assumptions and provides new and robust models for nuanced, deep, and rich interpretations of children in the past. Critical analyses of childhood and adolescence are imperative for understanding human experiences; after all, children grow up and carry the legacy of their experiences into adulthood.

*New Life for Archaeological Collections.* REBECCA ALLEN and BEN FORD, editors. 2019. University of Nebraska Press, Lincoln. xxxix + 450 pp. \$80.00 (hardcover), ISBN 978-1-4962-1295-5.

*Reviewed by* Robert L. Schuyler, University of Pennsylvania

For almost 150 years, professional and avocational archaeologists have been excavating sites around the