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Book Review: Beneath the Ivory Tower: The Archaeology of Academia edited by Russell K. Skowronek and Kenneth E. Lewis

David R. Starbuck

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without evidence following a bomb explosion which injured and killed a number of police sent to disperse a labor demonstration in 1886. Tension existed between those who would erect a memorial to the labor leaders and the Chicago police who opposed such a memorial. In the end, a compromise, over a century in the making, was finally struck when a monument to free speech, which does not make specific mention of the Haymarket Incident, was erected in 2004.

The volume ends with a Conclusion; in this final chapter, Shackel reviews some of the primary themes to emerge in the study of working-class life. Much of the chapter is dedicated to a review of industrial sites that have been restored and/or opened to the public and which can be used to supplement the often inadequate school curricula to educate future generations about the long history of labor strife and struggle, of impoverishment and resistance, and of social mobility and environmental degradation, that have defined the development of industrial capitalism in the United States.

Shackel's volume is a compelling review of the archaeology of labor and working-class life in the United States. Veteran historical archaeologists will note that many of the examples used by Shackel in his discussions are familiar—from the Boot Mills to Five Points to the Colorado Coal Field War Project. Nevertheless, this book serves as an excellent introduction to the archaeology of American industrialism, and how the development of this mode of production so deeply impacted the lives of so many.

James A. Delle
Associate Professor and Chair
Department of Anthropology and Sociology
Kutztown University
P.O. Box 730
Kutztown, PA 19530
delle@kutztown.edu

BENEATH THE IVORY TOWER: THE ARCHAEOLOGY OF ACADEMIA, edited by Russell K. Skowronek and Kenneth E. Lewis, 2010, University Press of Florida, Gainesville, 352 pages, 115 illustrations, \$59.95 (cloth).

Reviewed by David R. Starbuck

This is a great book! *Beneath the Ivory Tower* is a provocative look, by archaeologists, at campus life and buildings at colleges and universities all across the United States. Who can resist the thrill—and yes, the convenience—of an on-campus dig? How many of us who teach have wanted to take our students out to dig on the weekends but have lacked a suitable site? Hasn't every last student in our *Intro to Archaeology* classes asked if they could go digging with us (even though they rarely are available except during actual class time)? And how often have colleagues suggested to us that we really should find a dig site on campus, as a means to draw the administration's attention to our department, or as a photo op that can appear in all of our college's publications? Undeniably there are plenty of excellent reasons to hold excavations on-campus, especially when the alternative is renting vans, negotiating with private property owners, and waiting untold minutes at the back door of the class building, wondering whether our students will *ever* arrive so that we can embark on an hour-long drive to a local site.

While on-campus digs are surely convenient, college campuses should not be dug up solely to give our students a *hands-on* experience. There must be legitimate research goals. We need to ask: Can archaeology help to reconstruct past elements of an historic campus, including building layouts, pathways, consumption patterns, and changing functions of space? How do the artifacts on a campus compare to those from surrounding domestic sites? Can it be proven that students were engaged in a variety of illicit activities? For any of our colleagues who jokingly ask whether our on-campus digs are done just to "get students dirty", the many excellent case studies presented in *Beneath the Ivory Tower* fortunately help to dispel that notion. College

campuses often have a long and rich history of buildings and activities that survive solely in the archaeological record, and the reality is that campus digs have been going on for a very long time. More importantly, many of these projects have been successful in sensitizing college administrators and our non-anthropological colleagues to the relevance of archaeology to all aspects of campus life.

One of the first campus digs was held in the spring of 1973, when Stanley South began digging in the area known as the Horseshoe on the University of South Carolina campus. The Horseshoe Project was research, yes, but as South wisely observes, "The political goals of generating good public relations ... are part of the process" (p. 71). Absolutely! Archaeology on campus is research at one's fingertips, available to all, visible to every college administrator and trustee, and exciting enough that we might even dare to request increases in departmental funding.

There has been an incredible growth in campus digs since the 1970s, often with exceptional finds, and some of these projects have received major media coverage. One of the most prominent examples is in Harvard Yard where excavations have occurred since 1979 under the direction of many successive archaeologists. The finds on their historic campus are of such interest that Harvard has even taught a course, "The Archaeology of Harvard Yard," since 2005. The Harvard discoveries include human remains found in 1999 at the Holden Chapel site, bones that were discarded long ago when Holden housed the Harvard Medical School. Human remains used in academic instruction (the by-product of dissections) are certainly one of the rarer finds on a college campus!

The archaeology in Harvard Yard has probably received more attention from the public than any of the other projects described in this book, and it is no surprise that the Harvard researchers have found more wine and spirit bottle glass in the Old College excavations than at local domestic sites (p. 106). Interestingly enough, the College Laws at Harvard forbade both drinking and smoking in the 17th century, and the presence of large quantities of spirits and tobacco pipes suggests that Harvard students were definitely breaking the rules! Discoveries such as these

reveal how useful archaeology can be for discovering what really takes place on college campuses. This is original research, and on-campus digs are not just a learning exercise for students.

Beneath the Ivory Tower presents contextual and explanatory chapters at the beginning and end, successfully integrating field work at specific college campuses into larger trends within American academia. This field work consists of case studies from Michigan State University, the University of Notre Dame, rural schools in northeastern Illinois, the University of North Carolina, Washington and Lee University, Santa Clara University, the College of William and Mary, the University of California, Berkeley, and elsewhere. Many of these projects could be termed "lawn excavations," but not all, and the authors have many different objectives and speak with many different voices. For example, archaeologists at the University of Massachusetts, Amherst, dug up a time capsule in 1991 that had been buried by the Class of 1878 during a tree planting ceremony (p. 74). The contents of a time capsule may be somewhat different from the relatively random discoveries typically made by archaeologists, but a time capsule has just as much potential for telling us what was meaningful to an earlier culture.

Beneath the Ivory Tower has special meaning for me because as a Yale graduate student, I transported undergraduate students to dig sites that were typically an hour from New Haven, and I never had the opportunity to dig on the historic Yale campus. I wish I could have! However, I am now making up for lost time by digging on the grounds of my own campus (Plymouth State University) (PSU) behind Holmes House, the oldest still-standing building (ca. 1835) on the PSU campus. Would we find contraband from panty raids, liquor bottles, prophylactics, iPads, or pocket calculators? Admittedly, I was delighted to have found a dig site only about two hundred feet from my classroom, but I wanted an easily-visible location where students, staff, and professors would all be able to stop and ask, "What are you looking for?" My department chair stops by to give encouragement every day when we're digging, and even our college president came by to dig for a few minutes one day. (She did not plan

on this, but she was a good sport when cornered in front of the students.)

There is probably no more effective way to sensitize a college campus to archaeology and the history under our feet than to put on a live demonstration of techniques right next to where everyone has to walk. Did we find anything spectacular? Probably not, but every artifact predated the existence of the university. We recovered much 19th-century pottery, lumps of coal, nails (all types), and virtually nothing from the 20th century. Recent grounds crews have been too diligent in removing modern artifacts!

Every college campus has the potential to reveal something new. It is impossible to read *Beneath the Ivory Tower* without imagining how easy it would be to do digs on every campus. As we seek to make our courses as hands-on and relevant as possible, the selection of on-campus sites for archaeological digs will certainly increase, and research questions will no doubt grow in sophistication. This really is an inspirational volume because we can all see our own futures in what these pioneering scholars are doing.

David Starbuck is an Associate Professor of Anthropology in the Department of Social Science at Plymouth State University, part of the University System of New Hampshire. He specializes in the archaeology of military and industrial sites, and his most recent books are *Excavating the Sutlers' House* (2010. University Press of New England) and *The Archaeology of Forts and Battlefields* (2011. University Press of Florida). He is currently directing excavations at Fort William Henry, site of the massacre in "The Last of the Mohicans."

David R. Starbuck
Department of Social Science
Plymouth State University
Plymouth, NH 03264
dstarbuck@plymouth.edu

EXCAVATING THE SUTLER'S HOUSE: ARTIFACTS OF THE BRITISH ARMIES IN FORT EDWARD AND LAKE GEORGE, by David R. Starbuck, 2010, University Press of New England, Lebanon, New Hampshire, 132 pages, 161 illustrations, 4 half-tones, 157 color, \$24.95 (paper).

Reviewed by Richard Veit

Historical archaeologists working in the Northeast have come to expect regular publications from David Starbuck, one of the field's most prolific authors. He has written about topics as diverse as colonial glassworks, Shaker lifestyles, the French and Indian War, and the American Revolution. His latest publication, *Excavating the Sutler's House: Artifacts of the British Armies in Fort Edward and Lake George*, is a significant contribution to the archaeology of 18th-century military life. It is also a must have book for anyone interested in the material life of the colonial soldier. The book is beautifully produced with full color photographs throughout. Indeed, the volume is worth buying simply for the incredible artifact photographs. However, this is not a coffee table book; it is a brief but scholarly treatise on the lives of sutlers and their role in the supporting 18th-century armies in the field. I suspect it will also be a much-referenced volume for anyone interested in material culture or militaria. My copy is already becoming well thumbed.

Excavating the Sutler's House takes an interesting but overlooked topic, the role of sutlers, or merchants, in supplying colonial armies during the French and Indian War, and gives it a thorough examination. Starbuck uses his own work at a site in Fort Edward, New York, likely associated with a Mr. Best, as the lens through which to examine this topic. He also draws upon collections from other sites in Fort Edward and Lake George, New York. The richness of these collections is hard to fathom. Everything from gun parts and musket balls to bayonets, coins, compasses, tools, and musical instruments has been recovered. They are all illustrated here in full color providing a useful reference for scholars working on sites from this time period.

The book follows a logical organization. It begins by introducing the British encampments