RODNEY HARRISON (ed.). *Understanding the politics of heritage.* xvi+336 pages, 92 illustrations. 2010. Manchester & New York: Manchester University Press; 978-0-7190-8152-1 paperback £24.99.

SUSIE WEST (ed.). *Understanding heritage and practice.* xvi+340 pages, 78 illustrations. 2010. Manchester & New York: Manchester University Press; 978-0-7190-8154-5 paperback £24.99.

TIM BENTON (ed.). *Understanding heritage and memory.* xvi+344 pages, 89 illustrations. 2010. Manchester & New York: Manchester University Press; 978-0-7190-8153-8 paperback £24.99.

MARY BOWMAN-KRUHM. *The Leakeys: a biography*. 184 pages, 5 plates. 2010. Amherst (NY): Prometheus; 978-1-59102-761-4 paperback $17.

A set of three new textbooks which began as Open University courses and are now published by Manchester University Press should set up students and libraries of institutions that offer heritage courses nicely: over 1000 pages for about £75. They are well put together, unashamedly didactic, intelligently illustrated and each chapter follows a clear pattern: exposition, case study, reflection and conclusion, followed by a list of references and suggested further reading. Each book is complemented by a glossary and an index, sometimes also appendices. The vastly expanded field of heritage studies has been divided into three volumes: *politics*, *practice* and *memory*, each edited by a main author (who contribute much to the eight chapters in each volume) working in tandem with Open University colleagues (5 in HARRISON's book, 9 each in WEST and BENTON). All three take account of recent discussions in heritage circles and encourage students to think through the implications of heritage decisions, particularly concerning the Authorised Heritage Discourse (or AHD), a concept put forward and critiqued by Laurajane Smith. To summarise what is in each book would take far more words than this column allows. Suffice to say that the books tackle a broad mesh of entangled concepts in clear language: purpose, authenticity, the idea of a canon, subjectivity, universality, representativeness, tangible and intangible heritage, manipulation, sanitisation, relationships of power, pluralism, multiculturalism, tourism, globalisation and more. Of the three I found *Understanding the politics of heritage* the most stimulating and clearly targeted; in *Understanding heritage and practice* and *Understanding heritage and memory* I came across interesting elements (e.g. the de-restoration of the warrior statue from Aegina in the Munich Glyptothek, in *practice* pp. 70–3; or the reflection on the monuments of Nazi Nüremberg and fascist Italy, in *memory,* pp. 133–6 and 138–52) but found some choices rather peripheral to the main discussion. I also could not entirely shake off an uneasy feeling that by being so careful to be inclusive, heritage scholars may be in danger of, so to speak, reverse-patronising. I am sure the heritage literature is full of such debates and the three books briefly introduced here are an excellent entry into that literature.

To round off this section, let us throw into the mix a biography, *The Leakeys* by MARY BOWMAN-KRUHM, as by dint of being in their third generation, the Leakeys can count as heritage. This short, mostly readable book is a straight-forward Family biography, drawing on previous biographies and on the memoirs of the Leakeys themselves (first generation Louis and Mary Leakey, second generation Richard Leakey) and seemingly written with the approval and cooperation of Meave Leakey and third generation Louise Leakey, the latter also engaged in fieldwork and research on early hominins in Kenya. The story of the Leakeys and the discoveries of fossil human ancestors in Olduvai Gorge, Laetoli, Koobi Fora and the area of Lake Turkana as well as the inevitable controversies surrounding the announcement of new discoveries, with conclusions sometimes too hastily drawn, need not be repeated here. However, it would have helped if this biography was prefaced by a diagram, of the type found in many introductions to human evolution, showing the relationships between *Australopithecus, Kenyanthropus* and *Homo*. It seems indeed that the biographer is more at home with the human story of the Leakeys in Kenya; when it comes to describing discoveries, I grew irritated with phrases such as 'hitting pay dirt' or 'suddenly they spotted. . . '. As for describing stratigraphy as '*sort of like a geological pan of lasagna*' (p. 65) the charitable explanation is to presume that Bowman-Kruhm was trying too hard to make her subject accessible.

Overburden?

And finally two books with US campus archaeology at their centre:

RUSSELL K. SKOWRONEK & KENNETH E. LEWIS (ed). *Beneath the ivory tower: the archaeology of academia.* xxii+342 pages, 112 illustrations, 3 tables. 2010. Gainesville (FL): University Press of Florida; 978-0-8130-3422-5 hardback $59.95.

LAURIE A. WILKIE. *The lost boys of Zeta Psi: a historical archaeology of masculinity at a University fraternity*.

https://doi.org/10.1017/S0003598X00120484 Published online by Cambridge University Press

xvi+344 pages, 42 illustrations, 19 tables. 2010. Berkeley, Los Angeles (CA) & London: University of California Press; 978-0-520-26060-3 paperback £16.95.

You cannot be serious? I am tempted to emulate John McEnroe when confronted with a book that in all seriousness contains a whole chapter on 'An archaeology of tennis at the college of William and Mary'. Then become apoplectic when reading '*thirty eight test units and eight test trenches later we found out that Dorothea Kissam played tennis*' (p. 209 of *Beneath the ivory tower*; DK was a student at the College of William and Mary in 1941). The chapter is not even about the archaeology of tennis in general it is about one single twentieth-century tennis court, known from plans and visible on photographs of the time. What are they doing? But I have learnt not to dismiss out of hand all very recent archaeology as just overburden and have come to appreciate that some contemporary archaeology projects offer true insights (good examples can be found in Mientjes chapter in *L'Europe: un continent redécouvert par l'archéologie* above). The two books listed here, I find however difficult to greet with enthusiasm or summarise impartially. Both have as their subject archaeological investigations of US university campuses: in *Beneath the ivory tower* there is a range of excavations (often indifferently designed and executed but reported in minute detail; a better exception is 'The Eagle and Poor House on the University of North Carolina Campus', chapter 8) carried out at Michigan State University and a dozen other US universities. The second book *The lost boys of Zeta Psi* is the study of a single campus component, an 1876 fraternity house rebuilt in 1910 at the University of California, Berkeley, excavated and recorded by the author, Laurie Wilkie. There the excavation is but an element in a social history of fraternities; in fact the greater part of the book relies on documentary history and reminiscences of the inmates. To make the work more palatable – the author herself has some difficulties with presenting fraternities in a positive light – Wilkie resorts to an elaborate device, which is to develop her themes in parallel with J.M. Barrie's Peter Pan; the Lost Boys are the fraternity boys, the campus is Never Land, etc. The conceit works, but the relentless return to the metaphor throughout the book becomes tiresome.

What to make of these works? Of course things were found (they could largely also be found on plans and photographs), insights were gained and students were introduced to some archaeological practice. What jars is the mismatch between the obligatory theoretical framework, the portentous reporting without a hint or irony and what was actually achieved. To wit: '*Ambitious research questions formulated in the data recovery plan* [. . .] *met with limited success. Historical and contextual limitations hindered the use of the artifacts recovered from the privies to answer questions regarding gender rolls* [sic]*, ethnicity, and school versus nonschool activities*'(p. 121 of *Beneath the ivory tower* in a chapter entitled 'The Progressive Era and Sanitation Reform: Social Purity and Privies at Rural Schools in Northeastern Illinois'). What did they expect? These are school loos! Altogether this is very earnest, overburdened, well-meaning and superfluous: this is illustrative archaeology.

Books received

The list includes all books received between 1 March and 1 June 2010. Those featuring at the beginning of New Book Chronicle have, however, not been duplicated in this list. The listing of a book in this chronicle does not preclude its subsequent review in *Antiquity.*

General

Robin Dunbar, Clive Gamble & John Gowlett (ed.). *Social brain, distributed mind.* xxii+528 pages, 57 illustrations, 18 tables. 2010: Oxford & New York: Oxford University Press for The British Academy; 978-0-19-726452-2 hardback £60.

April Nowell & Iain Davidson (ed.). *Stone tools and the evolution of human cognition*. x+236 pages, 33 illustrations, 6 tables. 2010. Boulder (CO): University Press of Colorado; 978-1-60732-030-2 hardback $65.

Paul G. Bahn (ed.). *An enquiring mind: studies in honour of Alexander Marshak*. xx+332 pages, 180 illustrations, 4 tables. 2009. Oxford & Oakville: Oxbow for American School of Prehistoric Research; 978-1-84217-383-1 hardback £20.

Stephen Chrisomalis. *Numerical notation: a comparative history*. x+486 pages, 26 illustrations. 161 tables. 2010. Cambridge: Cambridge University Press; 978-0-521-87818-0 hardback £65 & $95.

Steven E. Falconer & Charles L. Redman (ed.). *Polities and power: archaeological perspectives on the landscapes of early states.* x+276 pages, 31 illustrations,

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