

would fade, the sensorial affect of this period would linger to adulthood (86). It is these sensorial experiences that make up the small stories of war (84). Chapter 3 by Andrew Burtch complements Lorenzkowski's work by also considering how emotions impeded wartime planning efforts during the atomic scare. Burtch shows that while civil defence efforts aimed at distilling a sense of calmness and certainty among Canadian residents, these planning initiatives in fact did the opposite and only heightened the fear of imminent danger. Kristine Alexander and Ashley Henrickson, in chapter 4, look at how children managed their emotions with anxious mothers and absentee fathers who were sent abroad to serve.

Other chapters, such as chapter 5 by Isabel Campbell and chapter 7 by Deborah Harrison and Patrizia Albanese, highlight the constraints of military family life on children during the Cold War and Canada's mission in Afghanistan. These authors demonstrate children sometimes rejected prescriptive familial norms in adulthood or stood in as caregivers. Chapter 6 by Tarah Brookfield demonstrates how generations of youth found solace on Grindstone Island, despite the ongoing and persistent effects of war.

This edited collection is more than just a collated assemblage of articles on the history of children and youth in times of conflict. It brings these voices together in concert in new and unique ways. The collection also serves more than just an additive to the field; it provides a relevant and meaningful look at the history of children and youth and is particularly applicable to historians looking to conduct transnational work.

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Julia Brock and Evan Faulkenbury, eds.

Teaching Public History

University of North Carolina Press, 2023. 280 pp.

Although the genesis for the edited collection *Teaching Public History* was pre-COVID, publication in 2023 is timely. Editors Julia Brock (Alabama) and Evan Faulkenbury (SUNY Cortland) tasked the nine other authors to reflect upon one semester of teaching public history at their respective universities. Ranging from veteran public historians to those newer to teaching, these professors collectively distinguish how and why teaching public history is both different from and adds to "regular" (i.e., "non-public") history. As history enrollment numbers decline across North America, administrators are turning to *public* history as a recruitment tool. This book serves as both an inspiration and a caution.

Over the semester each author chose, some of which COVID interrupted, they taught undergraduate and graduate, mandatory and elective, and introductory and topically or methodologically focused courses, to history and non-history majors.

Course topics ranged from racial violence in the United States to the history of soccer. Student-community projects included museum exhibits, blogging, websites, mapping, oral histories, interpretative work, and podcasts. The form of the chapters varies from reflective notes written over the life of a course, end-of-semester summaries, to even a conversation between Rebecca Wingo (Cincinnati) and Lindsay Passenger Wieck (St. Mary's), as they swapped, tested, and refined syllabi. A highly useful volume, the authors describe challenges encountered, student reactions, practical advice, and suggested readings. As the editors note, there is little literature on public history pedagogy, and few service-learning publications are written by historians.

Patricia Mooney-Melvin (Loyola) opens the volume, arguing that public history's key pedagogy is reflective practice, a theme running through the book. Kristen Baldwin Deathridge's (Appalachian State) thoughtful chapter on (un)grading, always a challenge in public history courses, sits awkwardly as the final chapter. Perhaps Thomas Cauvin's "journey" serves as a better conclusion (201). All but Cauvin (Luxembourg) teach at American universities, but he, too, focused on his past teaching in the US. Teaching public history in Canada is similar enough that the lessons from this volume are representative but inclusion of established programs in Australia and the newly created ones in Europe and South America would have been instructive as well.

Public history shares with "regular" history the value placed on original, archival research, but as Mooney-Melvin argues, public history is not just history with a "twist" (18). Cauvin further emphasizes that public history is more than social memory, or how the public understands the past. Collectively, these authors demonstrate the differences. Courses must meet university requirements as well as professional standards outside academia. Best practices proscribe merging theory and practice. Consequently, the authors augment typical seminar discussions with project management sessions, public presentations, hands-on technical workshops, site visits, networking, training in writing resumes and cover letters, and guest speakers who provide a view into the field.

Best practices also include collaborative historical products that live outside the classroom. The academic timeline often does not match a project timeline. Before the semester begins, instructors must develop the project with a community partner, build trust, and apply for grants to fund the project outcome. During the semester, workload is intense. Cauvin, whose students curated "In-Stall" exhibit panels in public washrooms, had to visit each place as part of marking. For his podcast assignment with the campus radio station, he read 100 student drafts in two weeks. After the semester, frequently instructors need to polish or worse, finish, the project. Instructors cannot deliver to their partners an inferior product or none at all. These projects have high stakes for instructors if they wish to continue to work with the community.

Many projects are one-offs; while many authors finished one project, they were often negotiating with a different partner for the next. Digital products must also be managed for years after development to maintain public accessibility. Working with the community can mean meetings at nights and on weekends, not just in the classroom. There is much "hidden" work in teaching public history.

Group work is another key best practice, which mimics how the profession works. History students are inexperienced in and even antagonistic towards group work. Accustomed to typical research papers, they are also fearful of projects without very specific parameters. The need for students, not just the professor, to develop some of those parameters over the semester makes students uncomfortable. Shared authority or placing the community at the centre of the historical process is unfamiliar and anxiety provoking. The authors reflect on managing group dynamics and students' increased levels of stress.

But as Cauvin and Abigail Gautreau (Grand Valley State) describe, teaching public history is more fun, energizing, and provides more variety through changing projects. Faulkenbury shows it provides transferable skills to enter careers outside of history. Public history inherently ties issues of the past to those of the present; Torren Gatson (UNC Greensboro) sees his course as an opportunity to turn discussions of inclusivity into practice. Jennifer Dickey (Kennesaw State) adds that group projects build student resumes and allow her to write meatier reference letters. Romeo Guzmán (Claremont) argues his project on the history of soccer creates a strong town-and-gown community. All authors demonstrate how student projects enrich local history and heritage organizations that operate with tight budgets.

These authors also suggest what can improve their teaching. Institutional support, both financial and in human resources, are needed to arrange and pay guest speakers, facilitate site visits, and produce the final historical products that stem from group work. Jim McGrath (Salem State) argues that universities need to normalize public history teaching as collaborative, with more than one instructor per course. Implicit in many chapters is the need for administrators to formally recognize and relieve the inherent extra workload and address what Gautreau calls "Holding on to That Energy and Not Collapsing" (120).

These issues may loom over other history instructors. In Canada, as history enrollments at both undergraduate and graduate levels decline, administrators are seeking solutions. One is the "(re)discovery" of public history, which recently has led to the increase of courses and programs in the discipline. This process of rediscovery, however, has been cyclical, beginning in the 1970s and repeating in the 1990s. As Mooney-Melvin traces, the university discipline of public history arose in the US from the reality of poor teaching prospects for PhD graduates. In 1979, the new National Council on Public History (NCPH) held its first annual meeting, one that the University of Waterloo hosted in 1983. Since then, NCPH established a peer-reviewed journal and created best practices for teaching, internships, and program administration. The International Federation for Public History, founded in 2010, has followed suit.

Consequently, public history has its own well-established historiography, methodology, and ethics, which overlap but differ from "regular" history. Brock and Faulkenbury argue that public history sits on the cusp of becoming a major field in the profession, rather than a subfield. By their very names, labelling a career in public history as "plan b" as in the early 2000s, or more recently as "alt-ac" (i.e., alternative academic) implies that public history is a lesser form of history, a second-choice

career, and an alternative—not the centre—of the historical profession. The supposed discovery of the discipline only during these periodic gnashing of teeth over the future of graduate history programs infuriates public historians. These discussions also imply that anyone with a history PhD can be a public historian with just a few tweaks. Collectively, the authors of this volume firmly disprove this latter notion.

Brock and Faulkenbury set three audiences for this volume: public historians at universities; other instructors who teach with similar pedagogical practices; and university administrators. Public history instructors will be inspired by the projects and lessons learned, and find solace in the experiences of their colleagues. University public historians are most often programs of one which can be isolating. Professors in non-history departments who also lead collaborative, community-based, and experiential learning courses can also find useful teaching strategies.

Administrators pondering a public history course or program should also read this book, but as a caution. Public historians welcome attention towards their discipline at universities, but few administrators who see it as a tactic to improve student recruitment or solve history teaching jobs crises understand the workload implications for professors, the financial investment to support collaborative community projects or student internships, or the ethical issues in (mis)representing history PhDs as sufficient training to enter the public history workforce.

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Krista McCracken and Skylee-Storm Hogan-Stacey

Decolonial Archival Futures

ALA Neal-Schuman, 2023. 112 pp.

Organized by a quadripartite structure, specifically through an examination of settler colonial sites of analysis (the United States, Canada, Australia, and New Zealand), Krista McCracken and Skylee-Storm Hogan-Stacey's *Decolonial Archival Futures* functions as a look at both the "productive" possibilities of the archive as well as its oft-documented and well-catalogued limitations. Outlining the importance and generative possibilities of archival practices, especially for Indigenous peoples, McCracken and Hogan-Stacey write: "Archival records are ... important for those who have lost generational knowledge due to relocation or policies of forced removal. Archives that hold census records, records from industrial or residential schools, and government department documents can be vital for those who are reconnecting to their families or communities" (52–3). They continue by asserting that the potential purpose of an Indigenous archive is its "ability to speak back to [dominant, colonial] archives and identify what information is important to [Indigenous] individuals and communities" (52). To this end, the book is a commendable and worthwhile engagement for those new to archival studies, or new to