

THE POST HOLE

Issue 28



Toying with Museum Curation: A serious business?

Degenerative Joint Disease in Medieval Malmesbury and
the challenges of evaluation

The ethics of primatology and our treatment of animals

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Viking longship built and burnt during YAC Branch meetings (Image Copyright: Newark and District YAC)

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Editorial: Archaeology and people

Is it just me or has there been a lot of archaeology in the news lately? Taking the BBC News website as one example, during the past month there has been a variety of articles on archaeological discoveries, from 'Desert finds challenge horse taming ideas' to "Amazing' treasures revealed in Dartmoor Bronze Age cist'.

I suspect this change is due to the recent announcement that human remains found beneath a car park in Leicester have been concluded to be those of Richard III. If it is true that this particular discovery has encouraged the media to turn greater attention to other findings in the world of archaeology, I believe it is far from commendable but actually rather sad.

Most archaeologists have long acknowledged that linking the public with the past is highly beneficial to communities and the academic profession. However, there has never seemed to be a definite conclusion as to the best ways of enabling that to happen. My opinion is that 'post-Richard III' media interest in archaeology will pass almost as quickly as it arrived in Leicester last year. The articles in this issue of *The Post Hole* should remind us that it is local people - including students, lecturers and museum curators - who play the greatest part in linking the public with the past.

Flo Laino reports about her experiences of re-establishing the toy exhibition in **the** York Castle Museum as a side-project to a blog she maintained for a Visual Media module in her undergraduate archaeology degree. Laino provides a fascinating insight into the balance between family engagement and intellectual insight that archaeologists and museum curators aim to reach in museum exhibits. It is encouraging that York Castle Museum actively encouraged the contribution of other people's ideas in improving their exhibition. Laino convinces us that more museums should follow a similar strategy to improve their impact on visitors.

Navid Tomlinson, Sarah Drewell and Rachel Mills review a small selection of the papers from the Theoretical Archaeology Group (TAG) conference at the University of Liverpool last December. The papers that they review reinforce Laino's own observation that a lot of archaeology is as involved with the local community as it is with understanding the past. At the end of his review, they ask us whether TAG conferences are becoming less theoretical. I would suggest that it is archaeologists' growing realisation that people are central to the acquirement and utilisation of information about the past that is of prime interest to archaeological theorists today. In part, it requires theory for archaeologists to understand the implications of people on the academic discipline.

Tatiana Feuerborn explores the influence that people's subjective definitions of arbitrary classifications can have on osteological analysis of archaeological remains. Through analysing the demographic of people with degenerative joint disease in medieval Malmesbury for her undergraduate dissertation, Feuerborn explains how she has been exposed to the limitations in the typical classification of remains exhibiting this disease. Feuerborn calls on osteoarchaeologists to follow a more precise framework in identifying degenerative joint disease to allow the exact severity of its symptoms to be found more consistently.

Katie Rawlinson guides us through the ethics of primatology studies and encourages us to contemplate on whether existing procedures in this academic field are truly of benefit to archaeological interpretations and the welfare of the animals that are studied. Rawlinson examines the relationship between people and animals in primatology and concludes that the influence of the former group on the behaviour of the latter group may make interpretations about human evolution inherently flawed.

Finally, in a special feature, **Nicky Milsted**, Communications Officer of the Young Archaeologists' Club (YAC), a youth organisation run by the Council for British Archaeology (CBA), explains the academic and community benefits of various initiatives of the CBA for archaeology in the UK. This follows an article in Issue 26 by Emily Hellewell who introduced us to the contribution of University of York students and the Young Archaeologists' Club in delivering activities which familiarised children with what life may have been like in the Mesolithic period.

It is important that further collaborations occur between students, organisations, museums and other people and bodies with an interest in the past. If they do not, the public's connection with archaeology will be at stake and what a terrible shame that would be, both culturally and academically.

That summarises Issue 28. Most of the team have spent very little time working for *The Post Hole* lately because of imminent dissertation and essay deadlines. We look forward to paying much greater attention to advertising the journal to more students, academics and members of the public over the coming months as our schedules start to become clearer once again.

We are especially keen that students at universities across the UK and indeed the world continue to share their innovative research and views on the past through *The Post Hole*. If you are interested in writing for The Student-Run Archaeology Journal, please contact Alison Tuffnell at submissions@theposthole.org for enquiries and submissions. For the latest news about *The Post Hole*, including Issue 29, follow us on Facebook and Twitter (see back cover).

Enjoy reading!

David Altoft

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Toying with museum curation: A serious business?

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My name is Flo Laino, a third year BA Historical Archaeology undergraduate. Whilst undertaking a Visual Media module for my degree, I won a competition held by York Castle Museum to design and curate features of its new toy exhibition, as part of a competition hosted by the North Yorkshire Business Education Partnership (NYBEP) in collaboration with York Museums Trust.

The winning submission (now live!) is a teddy bear hunt for children, in which kids follow a pawprint trail to find hidden letters attached to toys in each display (Figures 1-2). The children are given the outline of the toy as a clue, shown on colourful plaques on the side of displays, which also reveal interesting historical facts about each toy. Once all the letters have been found and written down on the handy bookmark provided, they spell out the hiding place of the Castle Museum bear, a lost teddy from the First World War era.



Figures 1-2 (L-R): *The teddy bear trail* (Image Copyright: Flo Laino)

Indeed, the whole toy exhibition is now a joy to walk through, and if I may say so myself, a gem in the social history collection of the Castle Museum. Previously, it was essentially a long and dreary narrow corridor of small cabinets (often too high for some children) filled with a mishmash of toy-curiosities (Figure 3). Since it's reopening in January, the gallery truly does now live up to its namesake as a playful and lively toy exhibition. Located in the spacious west-wing of the Museum, the exhibition is bright and colourful, with many interactive opportunities, including quizzes, a studio area to handle artefacts and hold activities for children, a working version of pong, and of course the bear trail (Figure 4).

Of archaeological note are toys such as a 1950s children's Cadillac car, and a delicate life-size working Victorian carousel (Figure 5), as well as more provocative features such as the 'That's His/That's Hers' display which seeks to engage visitors thoughtfully about gender stereotyping.



Figures 3-4 (L-R): Toy exhibition – before and after (Image Copyright: Flo Laino)

I came to enter the competition in quite a roundabout way. However, the primary reason was as a direct result of my module on Visual Media in Archaeology, taught by Dr. Sara Perry. The module explored the ways in which visual media are inextricably implicated in the construction and reproduction of academic and popular knowledge of the past, and the subjectivity of that knowledge. This issue is of acute concern to the archaeological discipline, as one which fundamentally relies on visual methods; practically, in the processing and rationalising of historical material, but also as a discursive 'visualising' method, to enable our theoretical interpretations.



Figure 5: *Victorian carousel* (Image Copyright: Flo Laino)

The main project of the module was to design a blog through which to curate an object or collection of objects of our choosing. This was done to evaluate the blog format as a potential alternative to the traditional museum environment, which is well acknowledged in scholarly discourse as a highly problematic arena for the presentation of historical ideas.

I chose the subject of toys as the focus of my blog curation (<http://acuriositycomplex.blogspot.co.uk/>), firstly, because as a volunteer at the Castle Museum I thought it would be brilliant to capitalise on the access I had in order to provide the blog with examples from a real life case study; secondly, as I thought the nature of toys, having both play and pedagogic functions, was an interesting subject in the study of visual media.

To expand on this last point, I was keen to explore how historical representations are simplified for children, through stereotypes and cartoon toy-representations, to aid understanding, and then retained in adulthood perception.

The fact that the competition came about seemed like a neat way of tying all my ideas together in one endeavour that would provide the perfect opportunity to explore the difficulties in curation as a whole, and moreover give me a readable platform for the blog (Figure 6) that I could use to prop up my lagging page views.

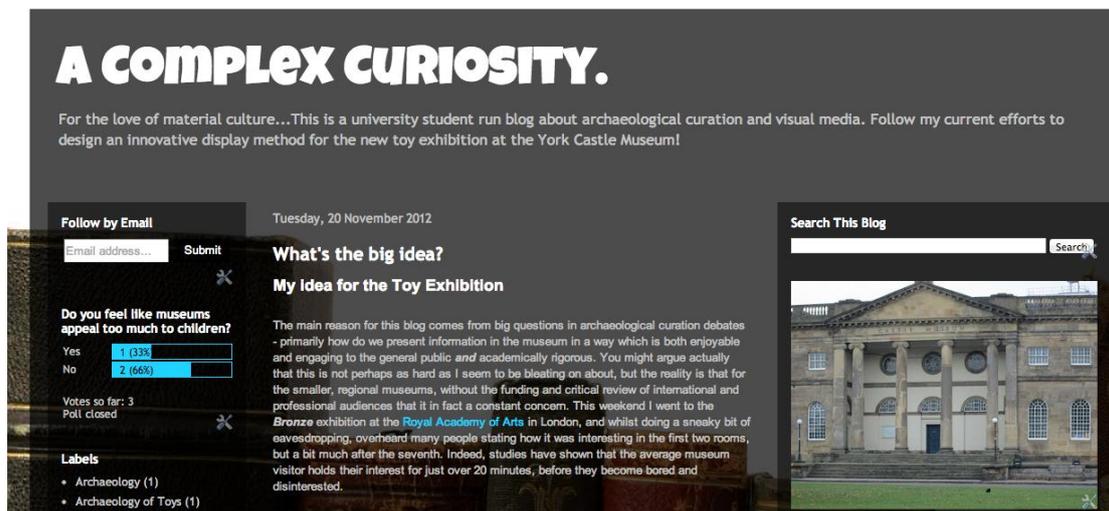


Figure 6: Author's blog - <http://acuriositycomplex.blogspot.co.uk/> (Image Copyright: Flo Laino)

The brief for the competition was to design a feature for the new Toy Gallery, to enhance the exhibition. A budget of £2,000 was given, within which all costs had to be detailed and submitted. Finally, the idea had to be pitched in a 15-minute presentation, followed by a question and answer session chaired by the Museum's curators and judges, Head Curator, Alison Barnes and the Director of Knowledge and Learning, Martin Watts.

I decided to frame the blog around the themes in the Visual Media module and with a view to engaging the reader in a conversation of how to develop an idea that balanced both the practical museum issues and academic representational concerns.

Those well-versed in museum critique will be familiar with the arguments about how well placed the museum is as a method of archaeological dissemination, given its multiple interests as both a caretaker and business. More and more, museums have to rely on the pulling power of the family audience, which has moved many scholars to allegations of 'dumbing-down' and over-emphasis on experience-driven displays that solely treat historical artefacts as mere attractions.

Indeed such arguments could be seen as endemic in the Castle Museum's display. The Castle Museum is a very family-oriented museum. Frequently employed is a contemporary set-up of a particular context as the backdrop for a display, in which artefacts are often left to testify for their own historical value, supported by little detailed information. The ultimate example to be found at the museum is the large-scale Victorian Street, 'Kirkgate'; it works best in this instance, using a task force of knowledgeable employees and volunteers dressed in costume to enliven and animate the past-scape in a way that confronts the visitor in a memorable way and tailors the learning experience.

With a recent £1.5 million grant awarded to York Museums Trust by the Historic Lottery Fund, the Castle Museum is planning a series of renovations which lean towards this immersive, experiential style of presentation. Details of the plans can be found at:

<http://www.yorkcastlemuseum.org.uk/assets/aboutus/ymt%20forward%20plan%202012-18.pdf>.

In considering its other, unanimated exhibitions, where artefacts are presented in a more simple nostalgic style, it might be fair to level the more severe criticisms that are often given by museum scholars, as a 'cop out' in attempting any ambitious academic ideas. It became apparent that the question I had to answer through the blog project would have to handle this issue directly: how to balance the museum's business interests of appealing to families, in a way that does not diminish the historical integrity of the artefacts.

Unfortunately, as the actual designing process took-over, my blog did become somewhat sidelined. Certainly it was not particularly successful in prompting a reaction from desired commenters, as I had intended. Regardless, the project that became the Castle Museum exhibit was still an interesting practice of the interplay between academic idealism and practical situations.

Ultimately, in developing a 'winning' submission, I had to be concerned with what ideas would be most desirable to the Castle Museum as an employer – which was in the end, very distinctly, that the exhibition had to be fun and enjoyable for children. My research took me through a variety of ideas, looking at cool hi-tech features, like interactive 'smart' materials and lighting, mobile media and short films that could be selected by the user from a remote tablet, and then projected onto a large screen.

However, after many calls to graphic design and installation companies, I quickly realised that anything that could be achieved within the given £2,000 limit would be fairly basic. My studies also led me to question the technology factor as a useful way of making curation subjects interesting. In fact, such uses of technology is often criticised in journals as having too short-term a life span, or being too gimmicky and distracting from the overall point of the exhibition.

In the end, I felt a trail that used the historical artefacts was the best option. Whilst not being the most novel or innovative idea, I felt that if done correctly it would serve as a perfect marriage of the academic and practical factors I sought to negotiate. It didn't compromise the integrity of the display; it prompted children to look beyond a basic, passive viewing of the materials in a fun way, and through its completion could impart historical knowledge that would constitute a valuable learning experience.

At the time, I was worried that the judges would find this idea boring, or too simplistic, but needless to say I should not have! Since winning the competition, the whole experience has been wonderful, with the judges whole-heartedly endorsing my ideas; my involvement was sought throughout the process to its end.

Of course, with any project there were things that had to be reworked. A strict limit of 20 words per plaque was detailed, which quashed my hopes of using the plaques of the word hunt to tell the unique histories of the specific chosen toys. Another idea was the trail should follow some kind of chronological theme, highlighting key events in British History that the toys could demonstrate, which emphasised them as historically significant to children. Initial ideas included a limited edition Golden Coach from the time of the Queen's coronation in 1953, using Subbuteo players to highlight England's Football World Cup victory in 1966 and cash registers to illustrate decimalisation in 1971.

Again though, practical issues meant I had to sacrifice this idea. One constraint given the tight budget the curators had to deal with was to try to maximise on pre-existing display material of the previous exhibition (The History of Cleaning Materials). In particular, the Museum had displays in place that featured heavy equipment such as baths and cooking ranges which were too expensive to remove so they were incorporated into the display cases. The downfall of my time-line idea was that a 1950s living room set-up was installed at the very start of the exhibition to display 1950s toys. Had I gone ahead with the timeline idea, it would have meant that the whole of the trail would be squashed into 50 years of British history, which I did not think was adequate in any way. In the end, we opted for more simplistic, general history facts related to the toys to be used, which on reflection was probably the most likely limit of a child's attention.

On the day of the opening, I cannot convey how rewarding it was to see children actively seeking the trail, trying to find the letters, and running up to their teachers to tell them where they found the bear (Figure 7). In this regard, I am immensely proud at what was achieved. Whilst it might not be considered as anything academically successful as we would discuss in our seminars, it is a lesson that all too often we can get bogged down in our academic critique and get distracted from what the most important point of it all is.

Since taking my Visual Media module, and in light of this experience, my opinion has definitely altered from one of harsh critique, to immense respect for the curators of smaller, regional museums that are actually on the frontline of the heritage industry, whose purpose is to work within the community to engage local people with history and heritage.

Regardless of how historically informative the exhibition is, I argue that the method the Castle Museum employs is not a simplification of any kind to be scoffed at by critics, but rather an approach which presents the material in an imaginative and engaging way. It succeeds far better in capturing its primary audience (children), and immersing them in the subject of childhood and history.

Figure 7: *The hiding Castle Museum bear!* (Image Copyright: Flo Laino)



Further information

Follow the North Yorkshire Business Education Partnership (www.nypeg.org.uk) for information on more opportunities like this one. The NYBEP is a company dedicated to liaising with businesses to empower students and young people to gain valuable experiences in the professions they hope to pursue. The competition I took part in was one of many on that day hosted by a range of employers.

Visit <http://www.yorkcastlemuseum.org.uk/Page/Index.aspx> to find out more about the toy exhibition and <http://www.yorkcastlemuseum.org.uk/Page/GetInvolved.aspx> to volunteer at the York Castle Museum.

Highlights of TAG 2012 Liverpool

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There is much to discuss when considering a review on what is one of the biggest conferences in the archaeological calendar. The Theoretical Archaeology Group (TAG) annual soir e, this year held at the University of Liverpool, designed to encourage discussion and debate around the key areas of archaeological theory, is one of the most unique events that we, as University of York archaeology students, have ever had the fortune to visit. If for no other reason than the opportunity to listen to eminent professors who have changed the way we view the discipline of archaeology, then go and dance with full gusto to the dulcet tones of 80s pop stars.

There is not enough space in this review to write a full commentary on the entire conference, in part due to the fact we could not attend every event. As such, this article is intended to showcase a series of highlights from the conference, as well provide overall impressions of this enigmatic three day conference.

The first evening of TAG is always reserved for TAGs keynote speech, which seems a good enough place to begin this review. This year's keynote speech was performed by Liverpool alumni Shahina Farid, giving us the inside view on Ian Hodder's brand of Post-Processualism, put into practice at the world famous archaeological site of atalh y k. Given our person criticism that much of archaeological theory fails to keep itself in check and forgets that it has to be put into practice in the real world, hearing the difficulties accounted by the vast team that work on atalh y k annually was a fascinating insight. Hodder's 12 point plan for reflexive archaeology (Hodder 2000) has been implemented since its publication in an attempt to formalise the reflexive process.



Figure 1: *On-site at atalh y k during 2008 excavation season (Image Copyright: atalh y k)*

While this is not the arena to discuss Hodder's ideas in detail, Farid's insights into the excavation, which prior to leaving earlier this year she had been a part of for over a decade, highlighted the tensions created by an increased workload placed on this 200+ team. Part of this was to ensure that field diaries were created, and the added strain of these diaries being available for everyone as well as the inclusion of full site tours (taking up to 3 hours) that were regularly run and attended by both excavators and lab specialists alike (Figure 1). Farid's talk presented what was a unique insight into the only archaeological site practicing reflexive archaeology on this scale, and gave a fascinating window into what happens in archaeology when theory is placed directly into practice.

The second morning saw the start of one of our favourite sessions of the conference, that of 'Disability in archaeology'. This session aimed to broaden not only our understanding of disability in the past, but also the way in which we can use archaeology today as a tool for recovery for those with a disability. The Digability team from the Workers Educational Association (WEA), gave one of the most enlightening talks of the session, outlining recent projects to provide people with disabilities opportunities to work on excavations (Digability 2013).

Beyond the direct positive impact that this project is having on the lives of the 74 individuals that are working with the WEA, the team highlighted the potential theoretical implications of this project. For approximately every £1 spent by the WEA team on this project, to achieve the same results in levels of support, approximately £8 would have been required by the 'traditional' support structures. In a time when financial support in archaeology is limited, projects which show the value of archaeology as a tool for recovery open up the potential for using archaeology in new ways, showing that excavation is not only a method of teaching us about the past, but a method for rehabilitation and development for a large spectrum of people (Figure 2).



Figure 2: WEA Digability excavation (Image Copyright: Digability)

The community archaeology theme continued with the second day's afternoon session entitled 'New approaches to archaeological outreach, engagement and ownership'. This session explored what it is like to be a part of a community archaeology project, and what we mean when we talk about a community. The cunningly named "TBC: To become a community" presented by York Archaeological Trust Hungate excavation director, Peter Connelly, and YAT Community Archaeologist, Jon Kenny, explored what is meant when 'community' archaeology is considered, and the ways in which community archaeology can be developed. Community archaeology is often associated with working with and developing the skills of a community; in contrast, the duo from YAT suggest that community archaeology is in fact about creating a new community focused around the shared interest that is archaeology, and reaping the benefits of such a method of development. When considered in this context community archaeology is arguably a more daunting and difficult task, and yet the often doubted benefits of it appear to be significantly clearer.

We move away from community archaeology now and deeper into the realms of archaeological theory. Rob Wiseman's workshop on metaphors in archaeology was one of the sessions that reminded us of the true value of TAG, exploring entirely new ways of understanding the past. This workshop explored the way in which modern populations across language barriers inherently use metaphors to help explain more complex concepts with simpler ones. Simple metaphors such as cash flow problems, and sunlight flooding in and immersing ourselves in ideas, crop up on a regular basis; and, according to Wiseman, can be used to help us understand why structures were constructed in the past. It has been suggested that structures and objects are created to embody a metaphor, and as such, important features as part of that metaphor will be exaggerated.

The worked example that we considered within the workshop is that of Neolithic circle structures (example, Figure 3). By identifying physical attributes of Neolithic circles in regards to their place in the landscape, the experience of use, the shape and construction can be compared. By taking these attributes and considering their sources within the Neolithic world, we are able to identify possible sources of inspiration for the Neolithic circles, and as such identify reasons for their construction. While those present left feeling that the theory requires refinement, which Wiseman himself has admitted to and is currently in the process of publishing recent findings from the Indonesian island of Sumba, it was a session that successfully made us think about the way linguistics impacts the way we live our lives.

The final presentation that we will consider in this review is that of Katie Hall and Katie Boulden from the University of Cambridge, who presented on the "Reconciling of archaeological data" and the divide between science and archaeology. Whilst this topic can be considered an age old debate since the rise of archaeological science in the 1980s, Hall and Boulden presented a fresh new understanding of it. Much of the divide between archaeological science and a more contextual view can be seen in the divide between the funding bodies that aid these two areas of academic study. The almost unspoken fear that to be considered an archaeologist first who is interested in Science makes you too "artsy" to be considered for scientific funding. To consider the divide as a financial one in contrast to an academic one provides an interesting interpretation as to why in modern archaeology, when the drive for an interdisciplinary subject is so strong, we are still held back from an integrated discipline.



Figure 3: *Neolithic cairn circle, Oddendale, Cumbria* (Image Copyright: Karl and Ali – geograph.org.uk)

These sessions gave insights and asked questions of some of the most fascinating aspects of archaeology, in a way in which we hope to have relayed to you within this review. TAG is known for sparking debate and asking important questions of the discipline, and is worthy of its role as one of the leading archaeology conferences. Criticisms have been made of TAG concerning the level of theoretical engagement in some talks, and questions asked about the continued evolution of archaeological theory. It is undoubtedly true that TAG is no longer the theory-heavy conference it used to be; it is also true that theory is not evolving as rapidly as it once was, and this shift away from an entirely theoretical view of archaeology is simply TAG keeping in time with the discipline.

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Degenerative Joint Disease in Medieval Malmesbury and the challenges of evaluation

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The Old Cinema Site at Malmesbury, Wiltshire has been surrounded by unanswered questions since its excavation in 2002 (Hart and Holbrook 2011, 166). The uncovering of a medieval cemetery, dating to the 11th to 13th centuries, and the potential remains of a chapel, have raised more questions than answers (Hart and Holbrook 2011, 176). The excavation revealed a maximum of 91 skeletons and two sections of limestone walls. Both have been subject to theories about the people buried in the cemetery and what the building might have once been (Hart and Holbrook 2011). Are these the remains of monks from the neighbouring Malmesbury Abbey, the laity, or a mixture of both? Are the limestone walls the remains of the medieval chapel mentioned by John Leland in 1542 or a later building (Toulmin Smith 1979, 131-132; Hart and Holbrook 2011)?

69 of the 91 skeletons were originally excavated, with the remaining 22 left *in situ*. Since acquiring these remains, students at the University of York have conducted numerous osteological analyses in search of answers about these people for their dissertation projects. One of these current projects is exploring the topic of degenerative joint disease in the population. The project aims to reveal more information and to uncover the extent to which this particular population was affected by the condition previously provided in the original paper (Hart and Holbrook 2011).

It is difficult to say whether or not more will ever be known about the foundation of the site and who exactly these individuals were and what their role in society was. However, we may still be able to discover what their physical lives were like and what pathologies they may have lived with. This undergraduate dissertation is aimed at understanding the prevalence as well as the correlations between degenerative joint disease and the demography on the site. Not only does the dissertation focus on the presence of degenerative joint disease, it also aims to highlight and address some of the voids in the current methods of evaluation for degenerative joint disease in archaeological populations.

There is surprisingly little known about this site and what structures were present in the medieval period; however this is not the case for the whole town (Luce, 1979; Toulmin Smith 1979; Chandler 1993; Kelly, 2005). The town of Malmesbury in Wiltshire is well known for the 12th century Benedictine Abbey that is currently in ruins (Luce 1979, 29). The abbey brought great attention in its heyday. Unfortunately, this fact did not mean that the history of the town itself and its residents became widely known. There are vast

amounts written about the abbey but very little about the surrounding buildings in the town, including other churches (Luce 1979; Kelly 2005). Even one of the greatest historians of his day, William of Malmesbury, who is thought to have spent his whole life in Medieval Malmesbury focuses most of his writing on the abbey, its past and current inhabitants rather than the town (Luce 1979, 22; Burton 1994, 199; Kelly 2005, 32).

The first and one of the only mentions of the site is in 1542 by John Leland during his brief visit to the town; in his manuscript he says:

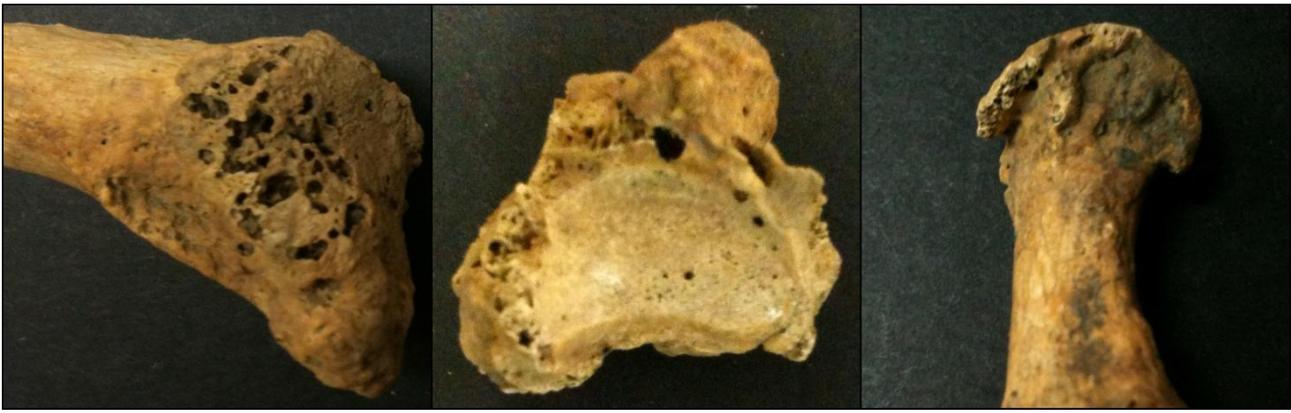
‘Ther was a litle chirch joining to the south side of the transeptum of thabby chirch...
Weavers hath now lomes in this litle chirch, but it stondith and is a very old pece of work’
(Toulmin Smith 1979, 131-132).

This is most probably the structure that the limestone walls found during the excavation represent, as they reside in the location where the excavation took place (Hart and Holbrook 2011, 176). However, it is difficult at this point to say for definite as the church mentioned by Leland may not have even been present in the 11th to 13th centuries.

One of the main benefits of osteoarchaeology, the study of ancient human remains, is that it can shed new light on the lives of people in the past that could not be uncovered in any other way in the archaeological record. On this site in particular it can be very beneficial, as very little is known about these people and what their daily lives may have been like. By looking at the extra-spinal degenerative joint disease in these individuals a tiny flash of light may be shined on these people and we might catch a glimpse of what their lives were like and how similar their ailments could be to ours today.

As degenerative joint disease is an age related process, this allowed for all the sub-adult individuals under the age of 18 to be excluded from the study, reducing the number of skeletons from 69 down to 56. Age and sex were both identified where possible for the individuals, using the standard guidelines, as well as all pathologies present on the remains (Brothwell 1981, 72; Lovejoy et al. 1985; Buikstra and Ubelaker 1994, 24-32; White and Folkens 2005). Following this process the presence of degenerative joint disease was assessed. When examining each joint, five diagnostic features were looked for and scored. These features included: porosity (Figure 1), eburnation (Figure 2), central osteophytes (Figure 3), marginal osteophytes, joint surface remodelling, and cysts (Kellgren and Lawrence 1957; Jurmain and Kilgore 1995; Waldron 1995; Waldron and Rogers 1991; Roberts and Manchester 2005).

This dissertation set forth to simply evaluate the presence of degenerative joint disease at the site and to draw comparisons to other contemporary sites, based on the prevalence and the correlations between sex and age in the skeletons affected. However, as the project progressed it became obvious that there was no clear method that could be used in order to consistently label the severity of the condition.



Figures 1-3 (L-R): *Examples of the three main symptoms of DJD: Porosity (1), eburnation (2) and osteophytes (3)*
(Image Copyright: Tatiana Feuerborn)

It is after this stage that the process becomes more difficult and subjective. It is easy enough for the symptoms to be identified as present, but it is a completely separate task to assess the severity of the symptom in the individual bones of the joints. Each joint is shaped differently and can be affected by each symptom in a different way, therefore complicating the process of attempting to consistently categorise the symptoms as mild, moderate or severe. For instance, the temporomandibular joint is going to be very differently affected by the disease than the scapula glenoid due to not only the shape of the joint but also the movement that it makes (Rando and Waldron 2012, 45).

This is not the only hindrance in the identification and evaluation of degenerative joint disease. The difficulty addressed so far does not include the actual diagnosis of degenerative joint disease, but rather the identification of symptoms, not all of which have to be present for the diagnosis to be made. However, unlike the identification of symptoms, there is more outside guidance which is moderately more consistent between osteologists that can be relied upon for the actual diagnosis of the condition (Jurmain and Kilgore 1995; Waldron 1997; Rogers and Waldron 1995; Roberts and Manchester 2005; Weiss and Jurmain 2007).

The most widespread criteria for diagnosis state that at least two symptoms have to be present for a confident diagnosis to be made. However, there is an exception to this: eburnation is indicative of osteoarthritis—a specific form of degenerative joint disease—independent of all other symptoms due to it being the direct result of bones forming a joint continually rubbing together after the loss of the protective cartilage (Rogers and Waldron 1995). As a result of the formation of eburnation, there can be no other cause aside from a secondary result of trauma which could have been responsible for the osteoarthritis rather than a natural aging or genetic cause (Kellgren et al. 1963; Roberts and Manchester 2005, 138; Weiss and Jurmain 2007).

Although there is a slight variation with regards to the symptoms required by different osteologists to make the diagnosis of degenerative joint disease, there is still a majority that agree. This widely accepted diagnostic criterion requires the previously mentioned combination of symptoms. In the vast majority of published articles on degenerative joint disease in archaeological populations the authors tend to state what criteria they use for determining the presence of degenerative joint disease (DJD) in their study. The struggle is in ensuring that there is a consistency in the severity of each of the symptoms.

There is one definite area of consistency in papers written on the osteological evaluation of DJD, they all say the same thing: there is a “current lack of systematic scoring criteria” (Jurmain and Kilgore 1995, 446). Waldron and Rogers (1991) conducted an experiment to see what variation there was in the coding and diagnosis of DJD in skeletons between beginners and experts. Their results showed that the presence of DJD was quite well recognised. Nonetheless, their experiment also showed that although examiners could identify it, there was a large discrepancy between the severities depending on the examiner: beginners were no better than experts in their agreement of severity (Waldron and Rogers 1991). This subject has been mentioned in numerous papers yet it still has not been rectified (Kellgren and Lawrence 1957; Jurmain 1980, 146; Waldron and Rogers 1991; Jurmain and Kilgore 1995, 446; Rogers et al. 2004). It was mentioned as far back as 1957 in Kellgren and Lawrence’s paper and is still being mentioned in current papers (Weiss and Jurmain 2007).

The judgement of the severity of each diagnostic feature is definitely the most problematic issue in the study. It is very difficult to regulate how an individual defines the terms ‘mild’, ‘moderate’ and ‘severe’. It is one thing to be able to universally identify the presence of the feature and it is a whole other task to consistently categorise the degree of severity.

To help minimise the problem of inconsistency within the evaluation of the skeletons in this project, and to propose a potential starting place for a more strict system to be erected in the future, a strict criteria was implemented. These criteria used specific written descriptions of each symptom in each severity. More than this is truly necessary for reliable assessments to be made that decrease the subjective nature of the study, nevertheless this could be a foundation for a new system.

An additional component of this dissertation steps forth to test the consistency of these criteria similarly to Waldron and Rogers’ project (1991). By testing the criteria with evaluations by a variety of volunteers ranging from beginner to expert - people who had never seen human bones before to someone already an established osteologist - the reliability of the criteria can be tested. The volunteers were provided with not only this written description of symptoms but also a breakdown of pictures showing an unaffected bone in comparison with a bone showing an example of the symptom. The pictures were provided for every level of severity for every symptom with at least one example photo for each.

Although this project headed in a slightly different direction than when it began, it still aims to address all of the objectives established at the start. Nonetheless, it now also aims to suggest a more strict set of guidelines for the evaluation of degenerative joint disease in archaeological populations. The project is reaching its end but has yet to draw any concrete conclusions; by the dissertation deadline in April this project will have shed light on the lifestyles and the evidence of this from the remains, in addition to hopefully bringing attention to, and pushing yet again, for development to be made in the field of archaeological degenerative joint disease identification. One day change will have to come; the field cannot remain stagnant if it wishes to provide efficient and thorough information about past populations.

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The ethics of primatology and our treatment of animals

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The ethics of primatology is a complex issue, and one which has received a lot of media attention in recent years, as well as becoming increasingly relevant to archaeological studies. Within this area, it has particular significance to the study of human evolution, and in recent years there has been an increase in non-human primate research in an attempt to further our understanding of hominin technology and behaviour (Haslam *et al.* 2009, 339).

The observation of non-human primates (Figure 1), known as primatology, consists of the study of their behavioural traits, anatomy and cognitive abilities within various environments ranging from natural habitats and sanctuaries through to laboratories. The great (non-human) apes inhabit Africa, Borneo and Sumatra, and other ape species live in many regions of Southeast Asia, whilst prosimians are found within Madagascar, Africa and Asia (Swindler 2002, 1). The remaining primate species, *Homo sapiens*, is the only living hominid and is located in nearly every region of the world. Therefore, the study of extant (and even extinct) non-human primates allows for an understanding about human evolution, which shall be addressed during the course of this article.

The areas that will be discussed draw on existing news articles that have played a pivotal role in bringing the issues surrounding the study and treatment of animals to the forefront in recent years. As a result, there is a degree of repetition between the overview given here and these media publications, all of which I strongly encourage you to read, and to convey the messages that they impart.

The study and treatment of animals once again became prominent within the media following the publication of a report carried out by the Council of Councils Working Group in January of this year (2013). The report, titled 'Chimpanzees in Biomedical and Behavioural Research: Assessing the Necessity', focused on the work carried out by the US National Institutes of Health (NIH), who were told to dismantle their 10-year-old colony that consisted of 360 chimpanzees. All but 50 members of this colony were to be retired to a national sanctuary, following the argument that 50 chimpanzees is a more than adequate number with which to carry out future research (NIH News 2012; Council of Councils Working Group 2013, 36; Wadman 2013). The NIH was also instructed to end half of their 22 biomedical and behavioural experiments (Wadman 2013).

The overall assessment for the use of chimpanzees in biomedical and behavioural research found that the experiments did not meet the established criteria from the report released in December 2011 by the Institute of Medicine (IOM); the report also highlighted the idea that most chimpanzee based research was unnecessary. It was advised that chimpanzee-based research should only be permitted if the studies were beneficial to public health, and performing these studies on humans was deemed unethical (Wadman 2013). The advisors also recommended that the animals retained for research must be maintained in socially and physically appropriate habitats.

Despite this news being welcomed by animal-rights activists, it has been less enthusiastically received by those who work within these laboratory environments. The Texas Biomedical Research Institute (TBRI) in San Antonio issued a statement saying that the report's recommendations "will slow urgently needed medical advances necessary to prevent and treat human diseases that afflict millions of Americans as well as hundreds of millions of people living in other countries" (Wadman 2013).

It is this attempt to refocus the study of chimpanzees, and other animals, to the benefits to humanity, and often pulling on heart strings by referring to the increased possibility of death (often in more extreme cases), that leads to many people being blindsided by the effects these studies have on both individual and groups of animals. Therefore, it is vital that both the benefits and disadvantages be weighed up when analysing the ethical issues that surround the study of animals.

Despite the results of this report having a significant impact on medical research, the impact is likely to be less extreme in regards to the study of human evolution. This is due to the majority of primatology research of the great apes being carried out in their natural habitat, such as the work done by Jane Goodall (<http://www.janegoodall.org.uk>). Over the years, ten key aspects (English 2011) have emerged regarding what we have learned about humans through the study of non-human primates:

1. Human nature
2. Discoveries in medicine
3. Possible origins of language
4. Cultural transmission
5. Learning and cognition
6. Stem cell technology
7. Possible origins of tool use
8. Insight into group sociality
9. Genetics and human biology
10. Possible origin of bipedalism



Figure 1: *Chimpanzee in captivity* (Image Copyright: Thomas Lersch)

In order to further our understanding of these ten aspects, we have studied chimpanzees, our closest living relative, in laboratories, zoos, conservation areas (enclosures) and (the most humane method) in their natural habitat.

The study of these species includes Bonobos (a type of chimpanzee) and Japanese macaques that have been studied in an attempt to understand these aspects further. These studies showed that occasionally they move in a bipedal manner to carry objects and in some instances they have been trained to walk on two feet (D'Août *et al.* 2004, 357 and 258; Nakatsukasa *et al.* 2004, 249-250 and 256). However, while this is not identical to humans, it does provide a perspective into circumstances where bipedalism has adaptive benefits and at what energetic cost (D'Août *et al.* 2004, 360; Nakatsukasa *et al.* 2004, 254-255; Cachel 2006, 278).

In addition to this there have been several prominent cases regarding the study of chimpanzees and language: The Gua and Vicki projects, The Washoe Project and Project Nim (Gardner 1989; Gill 1997; Hess 2008). Project Nim was the study of a chimpanzee, who in 1973 was taken from his mother at 2 weeks old to be raised as a human child. He was named Nim Chimpsky after Noam Chomsky, whose thesis that language is only inherent in humans they were trying to refute.

Dr. Herb Terrace sought to prove that Nim could learn to communicate with sign language if he was raised and nurtured like a human child, and subsequently Nim was the subject of a sign language acquisition study in which he succeeded in learning 125 signs. Despite this, Terrace concluded that Nim had not acquired the suitable skills that he was prepared to designate worthy of the term 'language' (as defined by Noam Chomsky), even though Nim had learned to repeat his trainers' signs in the appropriate contexts. It was argued afterwards that the conditions in which Nim was taught and how he was treated degraded over the course of the experiment and he was treated increasingly less like a human child (Gardner 1989, 21-22).

This experiment remains prominent, and in 2011 a documentary that used actual footage from some of the sessions called 'Project Nim' was produced. Alongside this, accounts of Project Nim following the end of the research are still a basis of discussion about the ethics of teaching a chimp to be 'human', only to then be passed on and left caged and isolated.

On a visit to see Nim, one of his past carers was greeted by signs for help and for the key so he could get out of the cage. If Nim was capable of signing for help and showing signs of distress from being caged, the implication is that other animals, not just chimpanzees, are distressed, but are unable to communicate their wish to be released from captivity. Therefore the results of Project Nim, following the events after the research ended in which Nim was caged and isolated, were far more extreme than Terrace and his team could have anticipated. The involvement of the media and the general public to remove Nim from captivity brought to light the notion that animals should have rights, including the right to legal protection from research.

The Nim Project was the successor to the Washoe Project: a female chimpanzee who was the first non-human to learn American Sign Language (ASL) and communicate with those carrying out the research experiment on animal language acquisition (Gill 1997, 9). Washoe was not bred in captivity; instead she was captured in 1965 from West Africa by the US Air Force for the space program. It was not until 1967 that Allen and Beatrix Gardner established the project to teach Washoe ASL and removed her from the space program research (Gardner 1989).

It was decided that sign language was the best option for teaching a non-human primate how to communicate, following the failures of both the Gua and Vicki projects (in which attempts were made to teach chimpanzees how to imitate vocal languages) (Harley 2007, 52). The failure of this is due to chimpanzees being physically unable to produce the vocal sounds that are required for oral language. Instead, the Gardners decided to utilise the natural ability of chimpanzees to create diverse body gestures within the wild.

During the experiment Washoe learnt around 350 words and even managed to teach her adopted son Loulis some ASL (Gill 1997, 11). Like Nim Chimpsky, Washoe was raised in the same fashion as a human child and lived within a human family unit (Gardner 1989; Gill 1997). However, despite this aiding research, both projects (like many others) appear to have lacked foresight. When the research was completed they were dispatched to other research units and were no longer treated in the same way. They were still considered too dissimilar to humans to warrant the same consideration a human child is given and yet they were too far removed from their natural heritage to be able to return to a chimpanzee community.

Sadly, Nim died at a much earlier age than Washoe, possibly due to the stresses and trauma during and after the original research had ended. Washoe passed away at the Chimpanzee and Human Communication Institute on October 30th 2007, whilst Nim died on March 10th 2000 at Black Beauty Ranch in Texas; he should have lived for at least another 20 years (Hess 2008).

Despite the medicinal benefits that these studies are having within the modern world, the disadvantages to chimpanzees is becoming more apparent and is beginning to gain prominence within the media. This is evident within the cases of Nim and Washoe, who were studied in an attempt to satisfy our curiosity and gain knowledge about the development of language, which has contributed no known benefits to humanity. It might even be said that, at the most basic level we were just trying to teach non-human primates to talk.

It is argued that human contact with not only chimpanzees, but also the other great apes and animals that we take from their natural habitats, is causing high levels of stress and could have unforeseen consequences. This may affect their behavioural patterns, and has been noted in zoos in the form of an increasing number of failed attempts to raise young (Redmond 2008).

The question should therefore be asked that if the behaviour of studied animals is changing due to human interaction, then is what we are learning accurate and even beneficial to what it is we are trying to discern? As a result, elements of primatology studies need to be re-examined in order to assess whether the data retrieved is accurate enough to provide us with a reliable comparison for the study of human evolution.

All of the topics and cases discussed are much more complex than I can do justice to here and I implore you to read around these subjects yourself and formulate your own view on the ethics that surround the study of chimpanzees. Do the benefits really outweigh the cost?

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Archaeology For All: Delivering the Council for British Archaeology's engagement programmes

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The Council for British Archaeology (CBA, <http://www.archaeologyuk.org>) is an educational charity with over 65 years of experience in supporting and developing the archaeological sector. We boast a wide membership base from the archaeological profession, and amongst interested adults and young people. We work throughout the UK to involve people in archaeology and to promote the appreciation and care of the historic environment for the benefit of present and future generations. Using the straplines 'Archaeology for All' and 'Making Archaeology Matter', the CBA strives to increase participation in archaeology amongst all members of the community throughout the UK.

We have a number of highly successful and emerging projects that contribute to this remit, and provide strong evidence of our engagement goals. This article will focus on three of our key areas of work: the Young Archaeologists' Club (<http://www.yac-uk.org>); the Festival of Archaeology (<http://festival.britarch.ac.uk>); and our community archaeology bursaries training scheme (<http://www.archaeologyuk.org/community-archaeology-bursaries-project>).

Young Archaeologists' Club

The CBA's Young Archaeologists' Club (YAC) is the only UK-wide club for young people aged up to 17 interested in archaeology. It operates on two levels: nationally, through our subscription-based UK club; and locally, via our substantial network of YAC Branches. YAC has a long pedigree. The Club began as Young Rescue in 1972, and there are now many hundreds of the Club's alumni working in the archaeological sector. Famously, Simon Thurley, Chief Executive of English Heritage, was a member of Young Rescue!

YAC UK produces a quarterly magazine, *Young Archaeologist*, which provides a unique opportunity for the archaeological sector (including professional units, university research projects, and voluntary community groups) to share details of its projects and discoveries with an otherwise untapped audience. For example, recent issues of *Young Archaeologist* have featured: the Nottingham Caves Survey Project developed by Trent & Peak Archaeology; the University of Leicester's dig which have uncovered the remains of King Richard III; an introduction to the work undertaken by York Archaeological Trust underneath York Minster; and the Romans Revealed project from the University of Reading.

YAC Branches can be best described as inclusive hands-on youth clubs themed around archaeology and heritage. There are currently 64 YAC Branches across the UK, with a further three planned. We have Branches in England, Scotland, Wales, and Northern Ireland, and are shortly due to launch a new Branch based on the Isle of Man. A map of the current YAC Branches can be found on the YAC website (<http://www.yac-uk.org/branches/map>).

Each Branch is run by a team of dedicated volunteers. The Branches provide unique opportunities for young people and adult volunteers to engage practically in their local heritage environment through a range of collaborative practical, hands-on activities. Branch activities include excavation, survey work, experimental archaeology, fieldwalking, craft-based sessions, museum-based work (including finds handling and conservation tasks), and more. In many cases, YAC Branch activities have contributed real data to the archaeological record.

Our network consists of Branches in urban centres and more rural areas. For example, it takes in Branches in the Welsh Marches, central London, Leicester, Belfast, Inverness, and the Yorkshire Dales. Branches are hosted by museums, university archaeological departments, archaeological units, youth centres, council archaeology departments, and stately homes. Around 550 volunteers are involved in the delivery of our Branch network. They are a diverse group of people, from a variety of backgrounds. Our volunteers range in age from 17 to 83, and include people working professionally in the archaeological and heritage sector, as well as interested people from other employment groups such as retail, local government, transport, and education. We also have a large number of unemployed people and students volunteering with the Club.

YAC Branch volunteers are given significant training and support from dedicated staff at the CBA, which enables them to run their Branch sessions safely and in line with both good archaeological practice, and exemplary levels of child protection. For example, Branch Leaders are offered NSPCC-accredited training, and First Aid training through the Red Cross. Supported by funding from English Heritage, YAC HQ staff also deliver targeted training designed to assist our Leaders in preparing and presenting practical archaeological sessions.

Our forthcoming YAC Leaders' weekend will be hosted by the Ancient Technology Centre (ATC) in Cranborne, Dorset (<http://www.ancienttechnologycentre.co.uk/>). Leaders will have the opportunity to try practical activities that they can then replicate with their Branch members (Figure 1). Workshops will be provided by the ATC's staff and volunteers, with further sessions planned and delivered by the Life in the Mesolithic team from the University of York (<http://lifeinthemesolithic.wordpress.com/>).



Figure 1: YAC adult volunteers defending a settlement on a Leaders' Weekend at Murton Park (Image Copyright: YAC)

The YAC Branch network is a flagship part of the CBA's work. It provides impressive evidence of a successful nationwide engagement project that is cross-generational and community-focused. It enables young people to gain a meaningful and real experience of archaeology, allowing them to build lasting relationships with the historic environment, whilst also educating and informing future generations of heritage stewards.

Furthermore, the YAC Branch network is one of the country's leading providers of community archaeology volunteering opportunities.

Anyone interested in volunteering with a YAC Branch, or wishing to enquire about setting up a new YAC Branch, should contact the CBA's Head of Engagement, Elvie Thompson (elviethompson@archaeologyuk.org).

The Festival of Archaeology

The annual Festival of Archaeology, co-ordinated by the CBA and supported with funding from English Heritage, has been running (and growing, year-on-year) for over 20 years. The fortnight-long Festival brings together a wide spectrum of public events, activities, walks, talks and workshops with an archaeological theme. In 2012, the 22nd Festival showcased the very best of British archaeology, with over 1,000 special events organised and hosted by museums, heritage organisations, national and countryside parks, universities, local societies, and community archaeologists, right across the UK.

The Festival is a key way for the CBA to assist local groups to tap into new audiences for archaeology (Figure 2). One event organiser from the 2012 Festival praised the initiative, saying that it had “*relevance beyond those normally interested in archaeology*”. Many of the activities organised as part of the Festival attracted family audiences. A large proportion of those accessing Festival events were older people, and over 40% of event organisers reported that visitors to their events had a disability.



Figure 2: A community excavation run by the Swaledale and Arkengarthdale Archaeology Group during the 2012 Festival of Archaeology (Reproduced with kind permission of Swaledale and Arkengarthdale Archaeology Group)

In the run up to, and during, the Festival fortnight in 2012, the CBA used – and encouraged organisers and participants to use – social media as a means of engaging hard-to-reach groups; we are planning to harness the power of interactive sharing through social media further, in order to extend the reach of the Festival in 2013. As both an archaeologist and a broadcaster, Bettany Hughes said, “*The Festival of Archaeology gets us closer to, and celebrates, our incredibly rich archaeological inheritance.*”

Registration of events for the 2013 Festival of Archaeology is now live on the dedicated Festival website (<http://festival.britarch.ac.uk/register>). The dates for the 2013 Festival are from the 13th to the 28th of July. We would be very interested to hear from students, university departments and research groups that are able to run events. The Festival is a unique way for the academic archaeological community to share their work, and open up the mysteries of their departments to a wider audience. Central administrations at universities are keen to show evidence of widening access and participation; the Festival of Archaeology provides a fantastic way of successfully doing this! For further information about the Festival of Archaeology, please contact the CBA’s Events Officer, Sophie Pointon (sophiepointon@archaeologyuk.org).

Community Archaeology Bursaries Training Scheme

The CBA's Community Archaeology Bursaries Project is funded by the Heritage Lottery Fund through its 'Skills for the Future' programme, and has additional support from English Heritage, Cadw and Historic Scotland. The project is enabling the CBA to offer year-long workplace learning bursaries designed to equip would-be community archaeologists with the skills, experience and confidence to work with voluntary groups and communities. Around half of the currently agreed bursary placements will have a youth-engagement focus.

The successful project is fulfilling a vital role in the current economic climate, in that it provides an achievable route into community-based archaeological work. Our trainees join the scheme with a wide variety of work and voluntary experience. Many have come into the bursaries scheme after an initial couple of years' experience within the archaeological and heritage sector. In other cases, the bursaries are the next step for graduates leaving UK universities with undergraduate and Masters level degrees alongside voluntary experience.

The placements are offered in conjunction with a geographically diverse range of host organisations, from Glasgow to Somerset via North Wales, Leicester, and East Anglia. Current and previous hosts comprise a range of organisations and include: archaeological and heritage trusts; commercial units; National Park Authorities; university departments; and national museums.

The first nine Community Archaeology Bursary holders have now completed their year-long placements. All of them have achieved employment as Community Archaeologists or in similar public engagement roles. A number of host organisations have retained their trainee post-placement; elsewhere, former trainees have been head-hunted by other organisations and one individual has secured funding for a postgraduate degree.

Chris Kolonko (Figure 3) is one of our current bursary holders. He is working with Norfolk County Council's Historic Environment Service as part of their community engagement team. He said:

"I feel I have made a strong connection with the communities I have worked with. Members of the public often contact me for information and also to make me aware of sites that we don't currently have recorded in the Norfolk Historic Environment Record.

I aim to further my career in archaeology and also pursue my enjoyment of making archaeology accessible to all which is certainly a very rewarding experience. Developing my current skills and also gaining new ones is one of my other aims as well as creating new and exciting ways of teaching people about archaeology. This placement has provided me with the opportunity to gain the experience I need, prove myself, and also do the job I love. Every day brings a new experience and learning opportunity which further nurtures my love for archaeology."



Figure 3: *Chris Kolonko leading a walk about the archaeology of the Second World War to be found in Loddon, Norfolk*
(Reproduced with kind permission of Chris Kolonko)

The CBA is currently in the recruitment phase for the next cohort of bursary holders, who will be due to commence their placements in April 2013. A further round of placements will be available from September 2013. For more information about the bursaries – for both prospective candidates and prospective host organisations – visit the CBA website (<http://www.archaeologyuk.org/community-archaeology-bursaries-project>) or email the CBA's Community Archaeology Training Co-ordinator, Tara-Jane Sutcliffe (tara-janesutcliffe@archaeologyuk.org).

Summary

As evidenced above, the CBA has a proven track record of delivering high-quality and successful engagement projects across the UK. We have an ongoing commitment to community archaeology and diversifying participation in, and engagement with, the historic environment. To help us continue this work and strengthen our position as the voice for archaeology in the UK, please consider joining us. You can find out more about our digital student membership at <http://new.archaeologyuk.org/student-membership/>.

Submissions information

The full information for contributors, including submission rules and copyright, is available on *The Post Hole* website at:

<http://www.theposthole.org/authors>

Submission deadlines

The Post Hole releases nine issues per academic year on a **monthly** basis between October and July. The submissions deadline for all of *The Post Hole's* monthly issues is the **final Wednesday** of the preceding month.

Submission length

Articles of any length **up to 2,500 words** are welcome, though keeping below 2,000 words is preferable.

Figures

Photographs, graphs, plans and other images are also welcome as they usually help illustrate the content of submissions. All images should be submitted separately to any documents (i.e. not embedded in text, but sent to *The Post Hole* as attachments).

It is preferable that photographs are submitted in **.jpg format**, and graphs, plans and other linear images are submitted in **.png format**. Please contact the Submissions Editor if you are unsure about image formats or anything else regarding your submission.

How to submit

All submissions should be sent to *The Post Hole* **Submissions Editor, Alison Tuffnell**, by email (submissions@theposthole.org).

The Post Hole may in the near future establish an online submissions system on its website. Details will be released about this should it happen. Submissions by email will continue as normal.

The Post Hole is an archaeology journal run by students at the University of York (UK). It publishes articles on a wide range of archaeological topics, from prehistory to the present day, giving readers the latest news, research and events in the world of archaeology.

Issues are released via our website at the start of each month and are available to anyone. If you are interested in writing for *The Post Hole*, you can read information for contributors on our website, or contact us (submissions@theposthole.org).

The Post Hole was established in 2008 and since then has become the premier student-run archaeology journal in the UK. The journal has a diverse audience which continues to grow with the recent redevelopment of its website and new social media presence.

Additionally, hard copies of issues are printed for students and academics in a number of university departments across the UK. Please contact us if you are interested in receiving hard copies of issues.

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