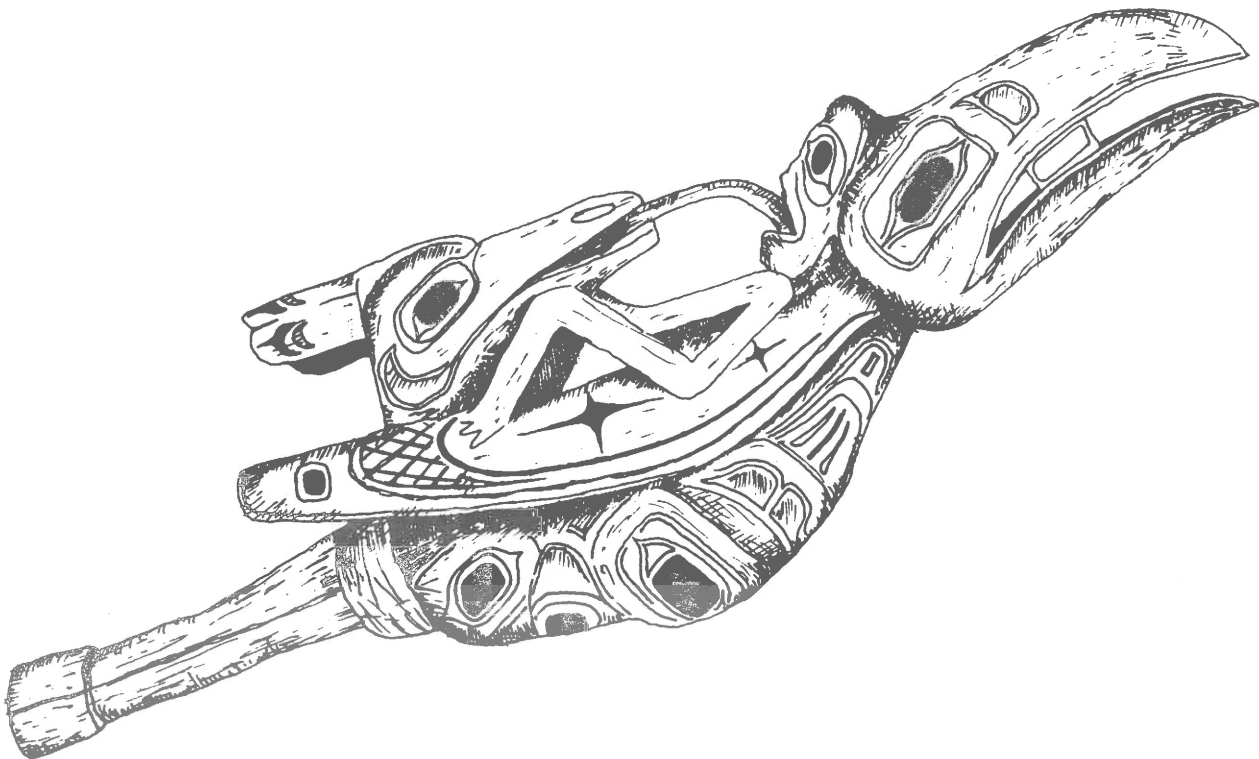


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NO. 15

FALL 1989



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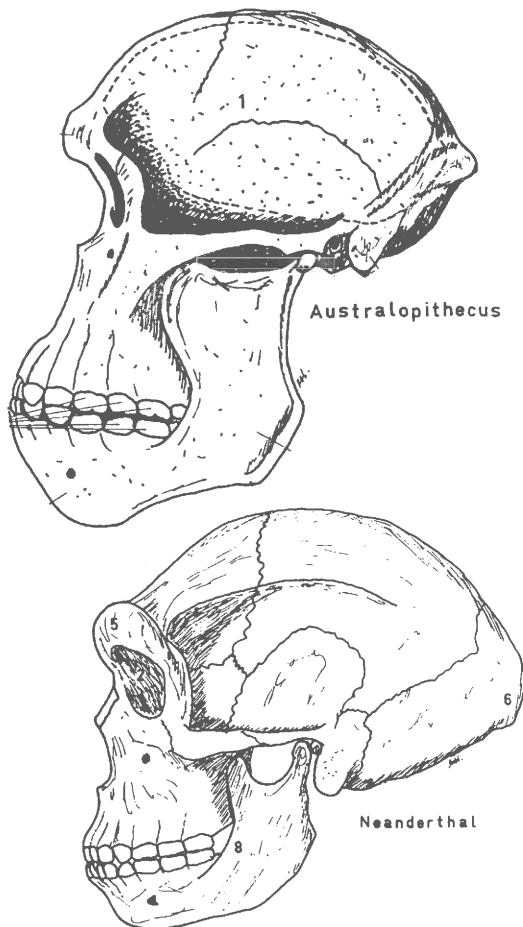
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## TEACHING ANTHROPOLOGY NEWSLETTER

Precollege anthropology is being taught more and more often and in more and more places. Anthropology is now part of many history, science and social studies curricula.

*Teaching Anthropology Newsletter (TAN)* promotes precollege anthropology by: providing curriculum information to teachers; creating a forum for teachers to exchange ideas; and establishing communication between teachers and professors of anthropology.

*TAN* is published free-of-charge semiannually in the Fall and Spring of each school year by the Department of Anthropology, Saint Mary's University, Halifax, NS B3H 3C3. Items for publication should be submitted to Monica Lewis, Circulation Manager, or Paul A. Erickson, Editor. Deadlines for submission are October 1 for the Fall issue and March 1 for the Spring issue. News, reviews and articles are solicited!



## Casting Anthropology

by Julie L. Cormack

Anthropology has always prided itself on its participant-observation approach to learning. This approach can involve, for example, joining a ritual ceremony or trying to manufacture stone tools from the instructions of a master craftsman. An important result of participation is the bond it develops between the researchers and the group or activity being studied. It is more difficult in the study of our human ancestors to establish this link, because biological anthropologists, specifically paleoanthropologists, cannot travel back in time. So what ways are available for these scientists to participate in, and therefore understand, the lifeways of our earliest relatives?

The most obvious answer is through the excavations of areas modified by our ancestors, such as butchery sites, "base camps," and burial grounds. The collection, analysis and distribution of skeletal remains and archaeological evidence can provide details of ancient behaviors. In addition, there is a strong reliance on the use of analogy between fossils and both modern human and nonhuman primate anatomy and activities. Often, though, it is difficult to be involved with a field project or to have access to skeletal collections.

An alternative to developing this link is the hands-on approach. Once descriptions of biological and cultural evidence have been published, replicas of these items are often produced and sold to museums, universities, colleges and other learning facilities. Although anthropology is generally taught at the university or college level, there is no reason that access to these casts must be limited to these institutions. Precollege anthropology teachers can make use of them too.

Most anthropology casts are made of either plaster of paris or various forms of plastic resin. Prices depend on the type of casting material and the anatomical part being modeled. It is difficult to estimate the average cost of particular casts, but a skull might range around \$500, whereas a jaw fragment should be no more than \$30.

Museums with well established field programs usually also carry out moulding and casting. Examples would include the British Museum of Natural History, the National Museums of Kenya and the Transvaal Museum. One of the earliest casting facilities was set up by the Wenner-Gren Foundation for Anthropological

Research in New York. Although their casting program stopped in 1972, two excellent (but out-of-print) catalogues describing their fossil replicas were produced. This agency is presently dedicated to the funding of anthropological research.

The National Museums of Kenya under the directorship of Richard Leakey has a very well established casting program. Fiberglass in either natural or neutral colors or plaster of paris casts are available. This institution is an excellent source of East African materials—including the Laetoli trackways at an approximate cost of \$200 per two footprints, Olduvai Gorge specimens such as the original *Zinjanthropus* skull found by Mary Leakey in 1959, and several new specimens from the eastern and western shores of Lake Turkana. For more information, contact:

The Supervisor  
Casting Department  
National Museums of Kenya  
P. O. Box 40658  
Nairobi, Kenya

The Department of Palaeontology, British Museum of Natural History (address: Cromwell Road, London, SW7 5BD), also supplies replicas of some East African specimens. In addition, they offer skulls of several well known Middle Eastern, European, Chinese and Indonesian sites. In a 1987 catalogue, prices ranged from 10 to 160 pounds.

South African fossil casts produced by the Transvaal Museum are cream-colored and made of Ciba-Geigy Tooling Resin SV410/HY-10. At present, most of the replicas include australopithecines and early *Homo*. The address for correspondence is:

The Director  
Palaeontology Casting  
Transvaal Museum  
P. O. Box 413  
Pretoria, 0001  
South Africa

Two years ago, Donald C. Johanson started a casting program in his laboratory at the Institute of Human Origins in California. Major *Australopithecus afarensis* fossil casts are available, including the Lucy specimen at a price of

approximately \$1500. Correspondence should be sent to:

Michael T. Black  
Casting Director  
Institute of Human Origins  
2453 Ridge Road  
Berkeley, California  
94709  
U.S.A.

The University of Pennsylvania has a long-term casting facility under the direction of Alan Mann. This institution offers all of the major early hominid forms such as australopithecines, but also has an excellent collection of later humans from China, Indonesia, and Western Europe, including Neandertals and modern humans. Orders and requests for information should be sent to:

The Casting Program  
University Museum  
University of Pennsylvania  
Philadelphia, Pennsylvania  
19104  
U.S.A.

Although the Carolina Biological Supply Company does not have an active field program, it manufactures good quality plastic replicas of both biological material, such as fossil humans, and cultural material, including stone tools and projectile points. This company is a central warehouse for all biology and science materials, ranging from microscopic slides, video programs, and earth science models, to chemistry and physics apparatus. For workers in the eastern United States or Canada, the address for correspondence is Carolina Biological Supply Company, Main Office and Laboratories, Burlington, North Carolina, 27215, U.S.A. On the other hand, for workers in the western United States or Canada, the address for correspondence is Carolina Biological Supply Company, Powell Laboratories Division, Gladstone, Oregon, 97207, U.S.A.

This article is only a brief introduction to the teaching aids available for biological anthropology. If you would like more information or have specific questions, please contact me at the Department of Anthropology, University of Alberta, Edmonton, Alberta, T6G 2H4.

## AAA On the Way to Precollege Anthropology

by Paul A. Erickson

The American Anthropological Association (AAA), the largest association of professional anthropologists in the world, has finally taken action to promote precollege anthropology. Last November, at its 1988 annual meeting in Phoenix, the Association created a special precollege anthropology task force. This action follows several years of lobbying by a core of enthusiasts, many of whom follow *TAN* or its American counterpart *Anthro Notes*.

The Task Force on the Teaching of Anthropology in Schools, as it is called, has an ambitious mandate: To encourage effective anthropology teaching in North American schools at all levels and in all relevant subjects. The AAA realizes that strengthening the role of anthropology in schools will not only enhance the education of precollege students but also increase public awareness of anthropology and improve its public image.

To reach its goal, the Task Force has begun identifying obstacles to teaching anthropology, compared, say, to teaching psychology and sociology. Then it will decide how those obstacles can best be overcome and the anthropological perspective be assimilated by the various precollege constituencies — students, teachers, parents, professors and community educators. This work will be done under the auspices of the AAA Director of Programs.

The Task Force comprises four working committees. The first, chaired by Paul Erickson (Saint Mary's University), is doing research to determine the current status of anthropology in schools. It hopes to learn how many teachers are teaching anthropology courses or anthropology units in other courses, how and why anthropology is being taught, and what textbooks are being used. The committee is also surveying requirements for certifying teachers and studying what actually happens in the precollege anthropology classroom. This is being done for all 50 American states and 10 Canadian provinces.

Another committee, co-chaired by Jane White (University of Maryland) and Charles Ellenbaum (College of DuPage) is developing guidelines for how anthropology should be taught in schools. Its vehicle is a series of conferences at which prominent anthropologists (cultural anthropologists, physical anthropologists, archaeo-



logists and linguists) will discuss and then decide which anthropological themes are most important to teach. Once this has been done, the committee will prepare and distribute a booklet setting forth guidelines for anthropology teachers and, we hope, a book describing ways these guidelines can be implemented.

The third Task Force committee, co-chaired by Ruth Selig and Ann Kaup (Smithsonian Institution) is working closely with the second. It is reviewing all the materials aids to teaching precollege anthropology that have been produced since the 1960's, in order to determine which ones are still useful and which ones ought to be phased out. The committee will then identify teaching needs that must be met by new books, articles, simulation exercises, audiovisual aids and computer programs. These will be made available to teachers through an anthropology "clearing house."

The fourth Task Force committee, chaired by Patricia Higgins (SUNY Plattsburgh), is dedicated to anthropology outreach. It is establishing liaisons with teachers and other professional organizations and recruiting teachers and professors to stage workshops and inservice courses for teachers.



The lifespan of the Task Force is four years, extending through November, 1992. During that time, one fourth of which has already elapsed, much work needs to be done. Right now the Task Force has about 25 members. Certainly there is room for more. *TAN* reads who would like to offer their time and talent should contact one of the Task Force co-chairs:

Patricia Higgins  
Department of Anthropology  
SUNY  
Plattsburgh, New York 12901

or

Jane White  
Education Department  
University of Maryland  
Baltimore County  
Catonsville, Maryland 21228

Those of us who lobbied the AAA to recognize the importance of precollege anthropology are excited by the creation of the Task Force on Teaching of Anthropology in Schools. We hope others will join.

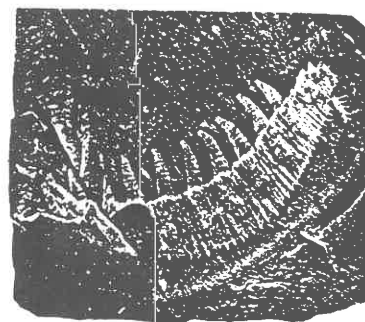
## Anthro-Journalism?

Yes, Anthro-Journalism. A new quarterly newsletter with this name has debuted. Published by the Washington, DC-based Center for Anthro-Journalism, the newsletter, like the Center, aims to bring anthropologists and journalists together so that cultural context can be added to media accounts of human affairs.

The lead article in the seven-page inaugural issue of *Anthro-Journalism* (Vol. 1, no. 1, Oct '89), is excerpted from Ron Mertz's series "The Forgotten Indian," which appeared in the *Atlanta Journal/Constitution*. Mertz shows how false images of American Indians pervade broadcast and print media, for example in the fictitious pidgin English of the Lone Ranger's sidekick Tonto, who was scripted to say, "ugh," "um," and "heap big trouble." Another article describes how Mark Peterson became editor of the ailing veterans newspaper *Stars and Stripes* and used anthropological strategies to reverse its decline in reputation and readership. *Anthro-Journalism* looks like it will be interesting reading.

One important reason to teach anthropology, especially at the precollege level, is to correct popular misunderstandings fed by ignorance of the cultural context in which human interactions occur. Many of these misunderstandings come from the very media the Center for Anthro-Journalism is trying to improve. Precollege anthropology teachers might want to consult *Anthro-Journalism* for examples of how anthropology can be used to help right popular wrongs.

*Anthro-Journalism* is published in January, April, July and October by the Center for Anthro-Journalism, 1711 Riggs Place NE, Washington, DC 20009. Annual subscriptions are \$15 for institutions and \$10 for individuals.



## Teaching Teachers Archaeology

Sometimes teachers "discover" archaeology on the job, after they have been formally educated and certified to teach. How, then, can they learn about archaeology in a way that will help them teach it well?

Self-teaching and taking university courses at night have been the two most common answers. Now, however, two new ways of teaching teachers archaeology have been introduced, at least in New Hampshire and Minnesota.

The first innovation is a new M. Ed program in Heritage Studies offered by Plymouth State College in conjunction with the Institute for New Hampshire Studies and the New Hampshire Division of Historical Resources. This program, the first of its kind in the United States, mixes education with archaeology and history in a way that can be pursued part-time, particularly during the summer.

The summer courses were inaugurated in 1989. Two overlapping sequences were taught. One, totalling 8 graduate credits (out of 33 required for the degree), comprised three courses. The first was Archaeological Basics in Heritage Studies. This course introduced teachers, along with heritage educators in museums and historical societies, to archaeology by means of outdoor projects and fieldtrips to prehistoric and historic sites. Teachers then proceeded to a course in New Hampshire and New England Historic Sites, involving more field trips to museums, abandoned towns and industries, tourist meccas and other contemporary locations showing regional growth and change. The sequence was capped by a course in Archaeological Explanation in Heritage Studies, which taught teachers how archaeologists think. This course took teachers on even more field trips. Clearly the new M. Ed program stresses the "hands on" approach.

The second sequence of 1989 summer courses was offered to teachers who wanted to learn more about how field archaeology is actually *done*. This sequence comprised two courses worth 6 credits. The first was Archaeology Basics in Heritage Studies; the second, Archaeology Field Methods, in which students received intensive "live-in" instruction digging a prehistoric site in New Hampshire's White Mountains.

TAN readers who want to find out more about this new M. Ed program, or about how it fared in its inaugural season, should contact the

Director, Dr. Duncan Wilkie, Social Science Department, Plymouth State College, Plymouth, New Hampshire 03264.

The second innovation in teaching teachers archaeology is Presenting the Past to the Public, an annual lecture series organized by the Center for Ancient Studies at the University of Minnesota. The printed announcement of this program describes it as

... an interdisciplinary meeting for professional educators in museums, schools, historic sites, and federal agencies, who develop programs in history, archaeology, anthropology and cultural diversity . . . intended for elementary and secondary school teachers and education administrators, museum professionals, researchers, scholars and the public interested in the presentation of the past.

This year's conference, the third, was held October 18-21 in Minneapolis. A general session on History and Archaeology in Schools and Museums featured 20 presentations of projects and approaches in North America and the United Kingdom. The keynote speaker was William Rathjé, who talked about the archaeology of garbage. A second, more specialized session, Confronting Columbus: Contact and Cultural Diversity in America, featured five presentations on how teachers can teach about the arrival of Europeans in the New World, starting with Christopher Columbus in 1492 (the Quincentennial of his arrival will be celebrated in 1992). Both sessions were accompanied by book and video displays and enlivened by panel discussions and a public forum.

The University of Minnesota and other sponsors of Presenting the Past to the Public are to be congratuated for taking this lead in reaching out to teachers. This conference series could serve as a model for others, should educators elsewhere follow.

For more information about Presenting the Past to the Public, write to Peter S. Wells, Director of the Center for Ancient Studies, University of Minnesota, 206 Folwell Hall, 9 Pleasant St., SE, Minneapolis, Minnesota 55488.

## Keeping Up With Evolution

Many aids to teachers teaching evolution (versus creation) are available through the National Center for Science Education (NCSE). A sample —

### Newsletters

*NCSE Reports.* Formerly *Creation/Evolution Newsletter*, this bimonthly publication keeps teachers abreast of developments in the controversy. Subscription \$15 (\$18 outside U.S.).

Five NCSE Committees of Correspondence publish newsletters of their own: California. *BACC Science!* \$5

Iowa. *Iowa Committee of Correspondence Newsletter* \$15

Illinois. *The Pseudo-Science Monitor* \$17

Ohio. *Newsletter of the Ohio Center for Science Education* \$10

Ontario. *OASIS Newsletter* \$5

### Brochures

*The Record of Evolution*, by Eric Delson, American Museum of Natural History.

*Origin Myths*, by Robert Carneiro, American Museum of Natural History.

*Scientific Creationism, Evolution and Race*, by Eugenie Scott, NCSE. Single copies are free if a stamped, self-addressed envelope is provided. Additional copies are \$.25 each (\$.20 for 100 or more).

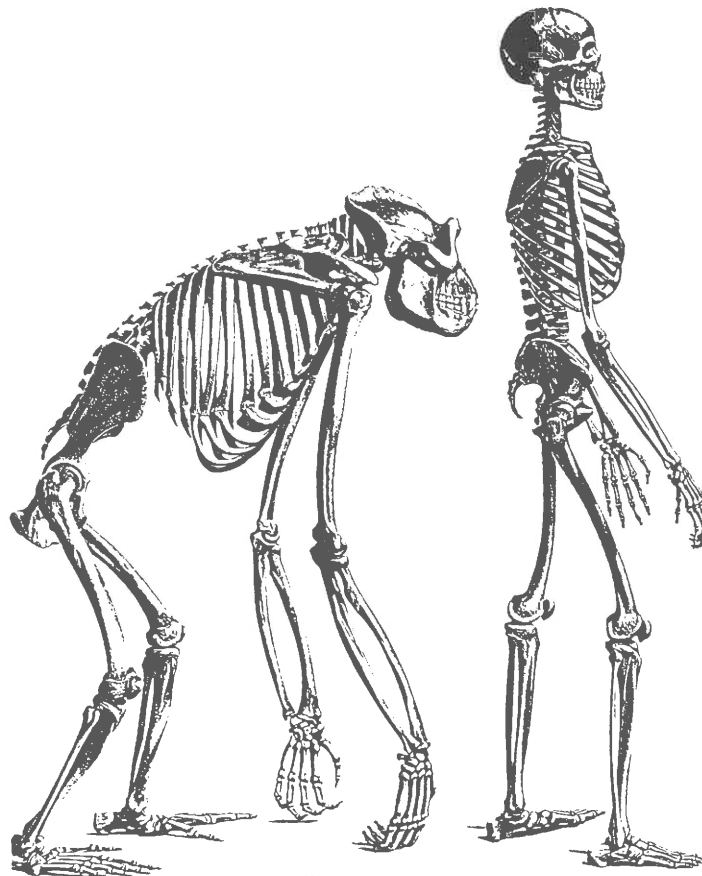
### Videotape

*Science Showdown.* An entertaining mock debate held at a meeting of the American Association of Physical Anthropologists, enacting well-known debating mistakes. \$10, 10-day rental. \$20 purchase.

### Audiotape

*Only a Theory: Presenting Evolution to the Public.* A 1989 symposium at a meeting of the American Association for the Advancement of Science. \$8 (2 tapes)

All of these materials can be ordered from the NCSE, P. O. Box 9477, Berkeley, California 94709.



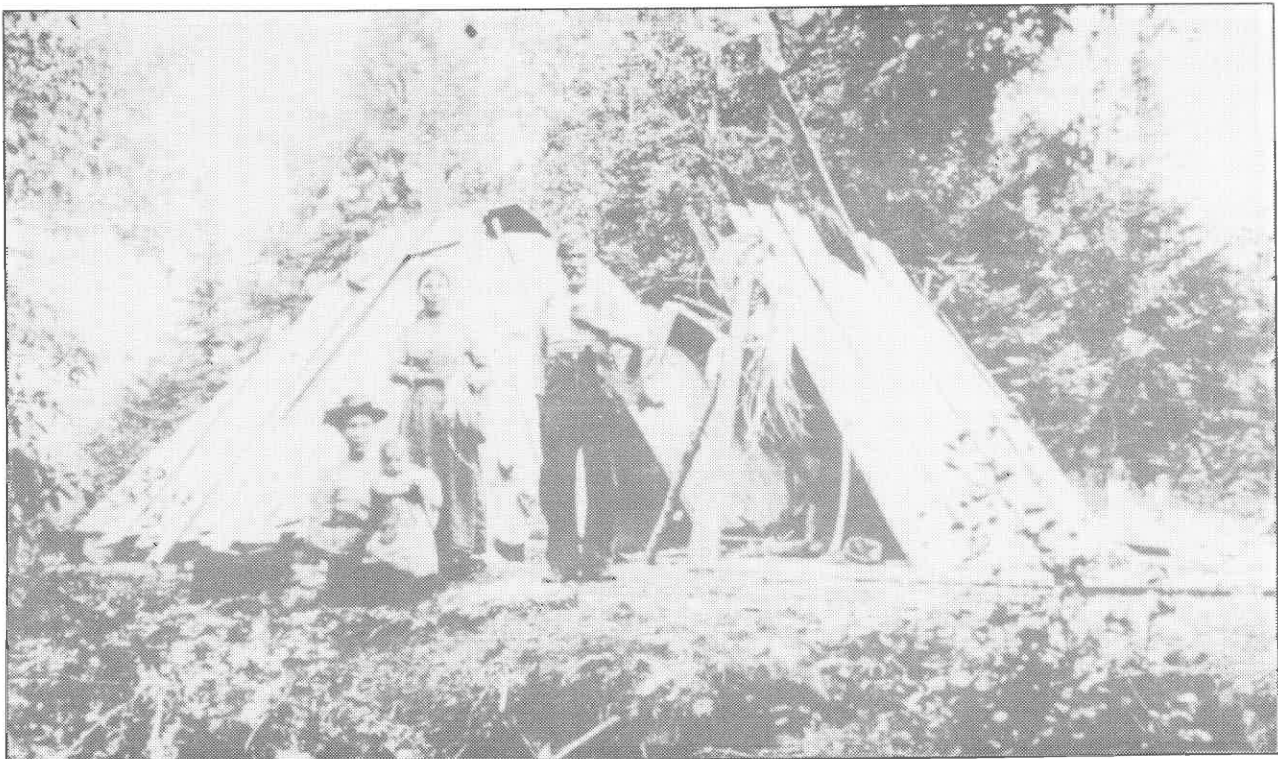
## CANADIAN CALENDAR 1990

- Mar. 7-10 Popular Culture Association, twentieth annual meeting, Toronto, ON. Contact Carl Holmberg, Department of Popular Culture, Bowling Green State U., Bowling Green, OH 43403.
- May 1-3 First Circumpolar Symposium on Remote Sensing of Arctic Environments, Yellowknife, NWT. Contact Helmut Epp, NWT Remote Sensing Centre, Government of the NYT, P. O. Box 1320, Yellowknife, NWT X1A 2L9.
- May 9-13 Canadian Archaeological Association, twenty-third annual meeting, Whitehorse, Yukon Territory. Contact Ruth Gotthardt, Program Coordinator CAA 90, Yukon College, Box 2799, Whitehorse, Yukon Y1A 5K4.

## NOTES ON CONTRIBUTORS

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**Paul A. Erickson**, who edits *TAN*, is Professor of Anthropology at Saint Mary's University. With Patricia Rice, he is co-editor of a forthcoming special issue of *Anthropology & Education Quarterly* on strategies for teaching anthropology in the 1990s.



Micmac Indian summer camp 1900.