

T E A C H I N G
A N T H R O P O L O G Y
N E W S J E T T E R

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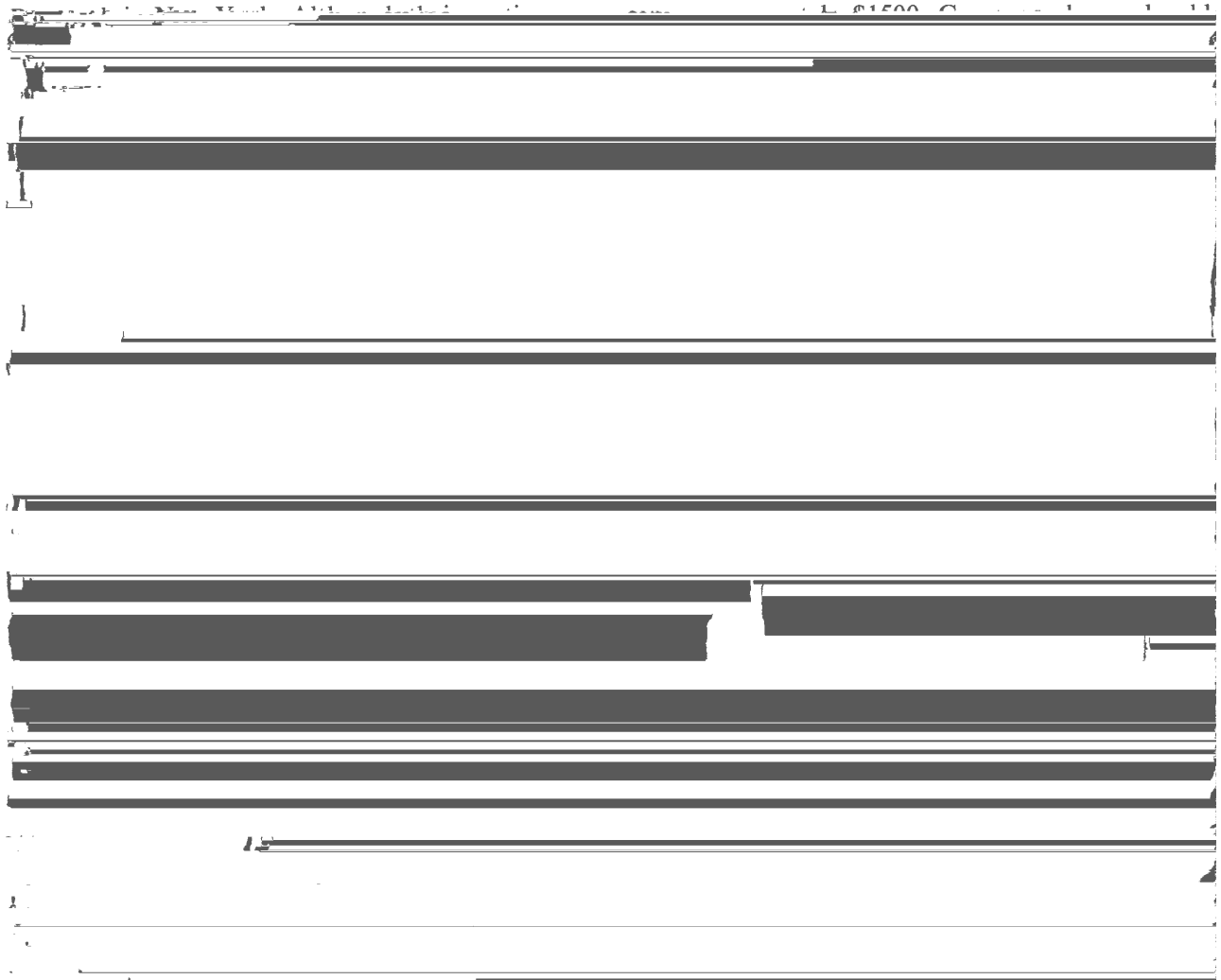
Precollege anthropology is being taught more
and more often and in more and more places.

Casting Anthropology

by Julie L. Cormack

Anthropology has always prided itself on its
participant-observation approach to learning.

[The remainder of the page is obscured by heavy black redaction bars.]



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

be sent to:

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

The University of Denver has a long



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,

logists and linguists) will discuss and then decide which anthropological themes are most important to teach. Once this has been done, the

Anthro-Journalism?

Yes, Anthro-Journalism. A new quarterly newsletter with this name has debuted. Published by the Washington, DC-based Center for

ter, aims to bring anthropologists and journalists together so that cultural context can be added to media accounts of human affairs.

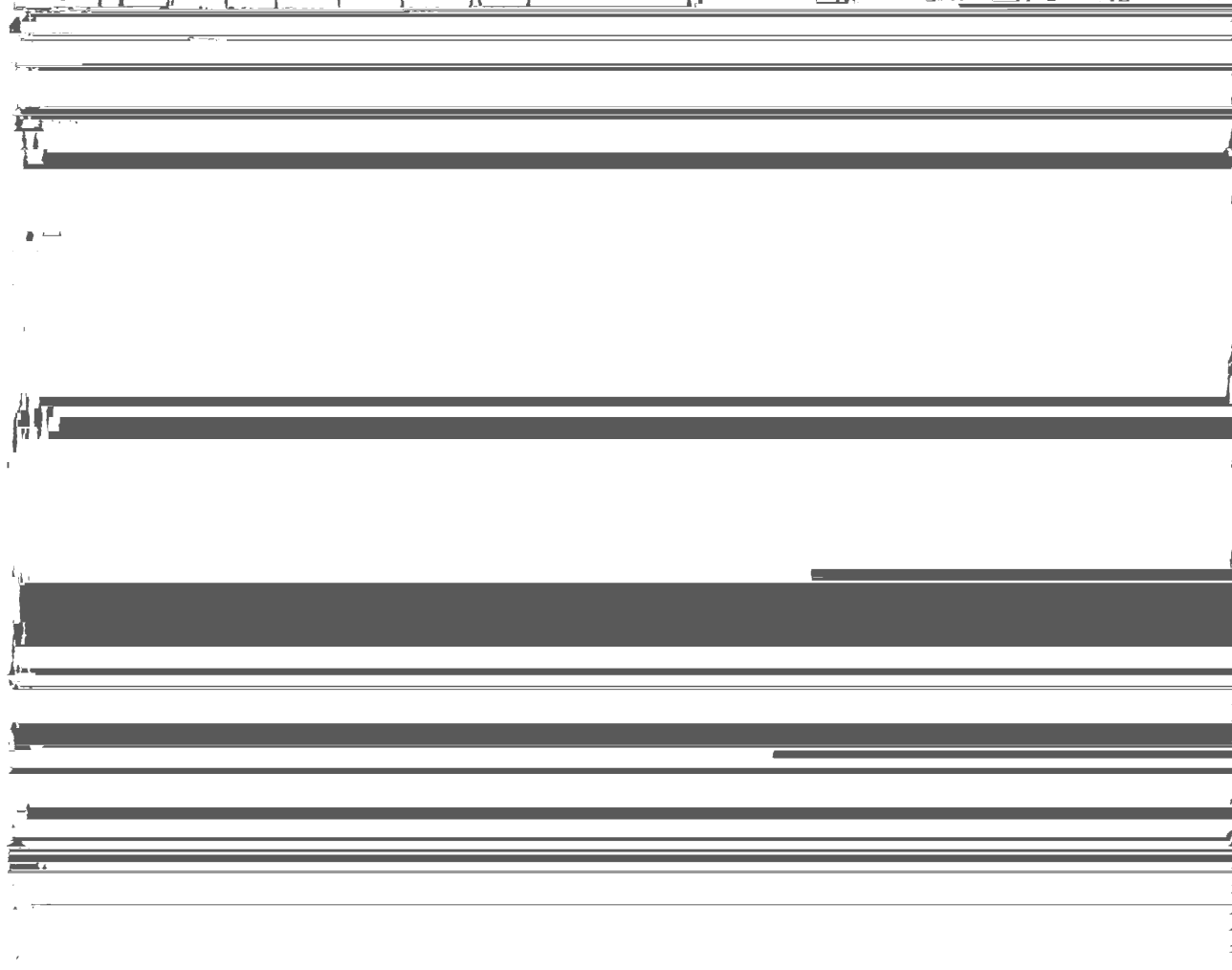
The lead article in the seven-page inaugural issue of *Anthro-Journalism* (Vol. 1, no. 1, Oct '89), is excerpted from Ron Mertz's series "The Forgotten Indian," which appeared in the *Atlanta Journal-Constitution*. Mertz shows how false images of American Indians were de-

cast 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-*

Teaching Teachers Archaeology

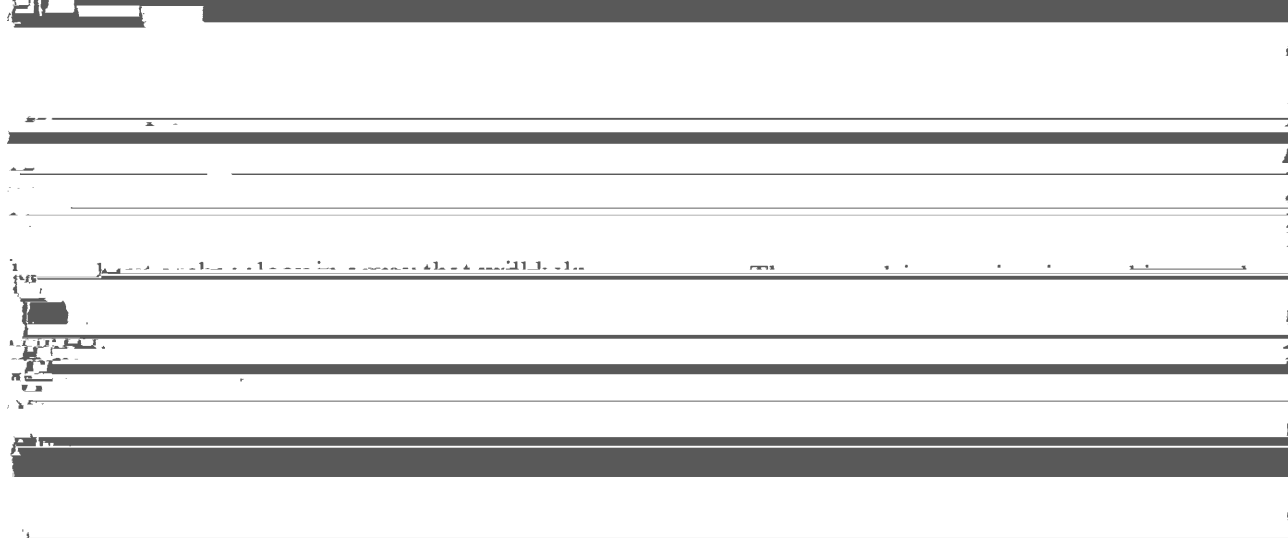
Sometimes teachers "discover" archaeology

Director, Dr. Duncan Wilkie, Social Science



ated and certified to teach. How then can they

New Hampshire 03264



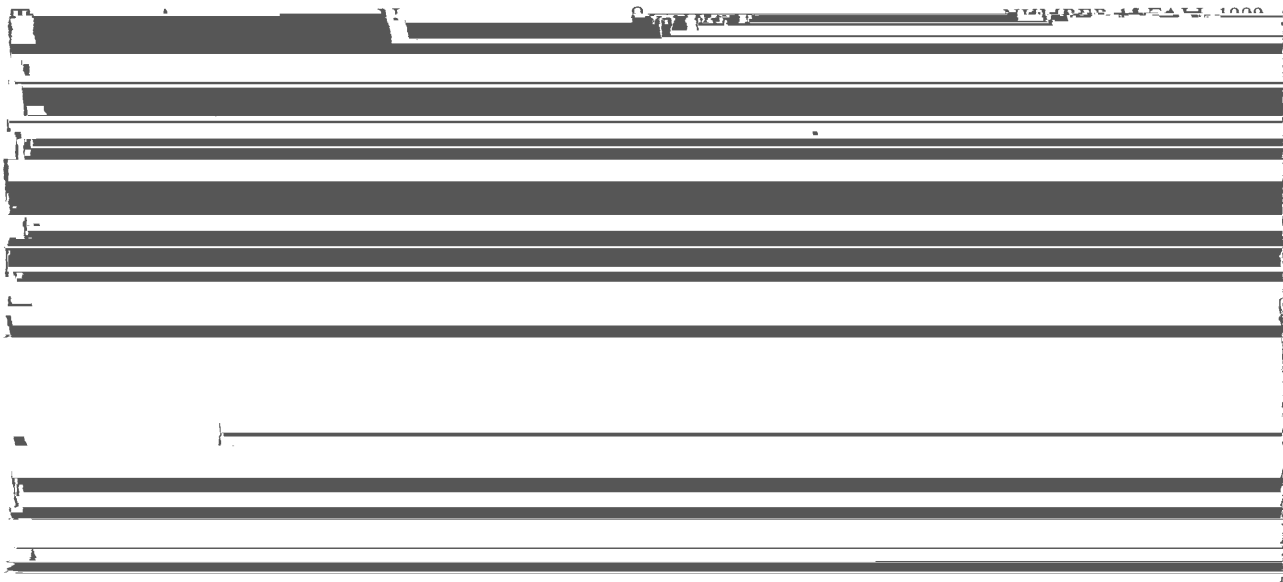
Keeping Up With Evolution

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

Newsletters

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.



CANADIAN CALENDAR
1900

NOTES ON CONTRIBUTORS
E. H. J. Gannett is Curatorial Assistant for



Micmac Indian summer camp 1900.