

anthro•notes

a newsletter for teachers



vol. 2 no. 2

spring 1980

APPLY FOR TEACHERS PROGRAM

Would you like to integrate anthropology into your curricula? Are you interested in recent research developments in anthropology? Would you like to meet university and museum anthropologists? If so, you can apply now for the 1980-1981 Anthropology for Teachers Program. Anthropology 255-256 is a TUITION-FREE, graduate credit course specifically designed for science and social science teachers in the Washington D.C. metropolitan area. It is funded by the National Science Foundation and conducted by the Anthropology Departments of George Washington University and the Smithsonian Institution. A background in anthropology is not necessary. The three course sections meet weekdays in Montgomery County, District of Columbia, and northern Virginia and once-a-month on Saturdays at George Washington University or the National Museum of Natural History. For further information, write Ruth O. Selig, Department of Anthropology, NHB- Stop 112, Smithsonian Institution, Washington D.C. 20560, or call her at 381-5961. Deadline for receiving completed application form is July 11, 1980.

TEACHERS CORNER:

ANTHROPOLOGY FOR HEARING IMPAIRED STUDENTS

Since the spring of 1979 at the Model Secondary School for the Deaf, hearing impaired students have been offered a new English/Social Studies course in anthropology. The theme of the course is human evolution, with a concentration on hominid origins. Some of the major questions are: What is human about different types of early man? How and where do anthropologists gather and interpret evidence? The course is now being taught for the third time.

The students are language disabled in vocabulary development and syntactical usage and comprehension. Their reading skills range between second and fourth grade levels. In general they do not relate and apply ideas and concepts to either previously learned information or new situations. The students also have poor notetaking skills and low attention spans, and lack confidence in their own learning abilities.

Because of the broad range of student difficulties, English and Social Studies are integrated during a two hour time period. The English component focuses on developing class discussion skills (watching, listening, responding, questioning, and building on each other's comments) and writing skills (logically developing an idea and writing in short, clear sentences). These skills are taught within the social studies focus on human evolution. The content ranges from primates to Cro-Magnon.

TEACHERS GUIDE TO ODYSSEY
SEE PAGE 5.

As much media as possible is used to make a basically abstract theme as concrete as possible. A series of 35 slides on hominid origins was developed to help students gain a clearer idea of what hominids looked like, the skills they possessed, and the dangers they faced according to anthropologists. The students watch "Monkeys, Apes and Man"; "Dr. Leakey and the Dawn of Man"; two Jane Goodall films on chimpanzees and baboons; and a Man, A Course of Study film, "Animals in Amboseli." The films and slides also help the students study different types of living primates in order to better understand early man. However, we try to stress the tentative nature of such comparisons. Students also view films and slides on the Tasaday of the Philippines; Bushmen of the Kalahari; and Pygmy peoples of the Ituri rain forest. The students are concerned about the current conditions of these people.

Stories from the National Geographic (i.e., "Footprints in the Ashes of Time" by Mary Leakey, April 1979) as well as information in Maitland Edey's The Missing Link vol. 2 of "The Emergence of Man" series) are re-written to assist the vocabulary and syntactical development of the students. To practice formulating and explaining conclusions, the students read and discuss "evidence sheets." These sheets list discoveries of fossils and artifacts found at a particular site, some conclusions drawn from them, and a short explanation of the logic behind these conclusions. One or two examples of questions anthropologists might ask about the evidence and questions the evidence will not answer are included. After going through some complete "evidence papers" in class, the students practice drawing

and explaining conclusions on the basis of pieces of evidence.

In addition, the students classify survival skills that different types of early man had and did not have, underline factual errors and exaggerations in various stories on early man, and decide if specific quotations are true or false. They theorize in writing and in class discussions on such topics as how bipedalism may have begun, the nature and extent of early communication skills, and the importance of hunting vs. carrying and sharing long ago.

How have the students responded to this new anthropology course? They are not skipping class. They are asking more questions, writing more than ever before, and engaging in spirited debates. They know their use of English is improving and they are pleased.

Marilyn Nugent
Bob Loftus
Gallaudet College:
Model Secondary
School for the Deaf

ANTHROPOLOGY RESOURCE CENTER FOR TEACHERS

In planning your curriculum for next year or discovering new teaching ideas, visit the Anthropology Resource Center for Teachers. It is located in the Naturalist Center of the National Museum of Natural History, room C 219. Presently the collection includes multi-media curriculum kits such as Patterns of Human History, educational resource catalogs, bibliographies, and guides to resources in the Washington area. By the summer, it will also contain copies of teaching units designed by the teachers participating

in the Anthropology for Teachers Program during the last two years. Most of these non-circulating materials are designed for junior high and high school teachers of anthropology, geography, history, or biology, though some may interest community college and college teachers. The Naturalist Center is open Wednesday through Saturday from 10:30 a.m. to 4 p.m. and on Sunday from noon to 5 p.m.

* * * * *

UPCOMING EVENTS:

May 20: "A Problem in Cultural and Physical Anthropology: the Epidemiology of Hepatitis B Virus" by Dr. Elizabeth Reed Dickie (University of Illinois). Anthropological Society of Washington meeting at 8:15 p.m. in the Ecology Theater, National Museum of Natural History.

June 4: "The Conservation of Organic Archeological Materials" by Linn Arden (AARC). Seminar takes place at 8 p.m. in the Alexandria Archaeological Research Museum located on the second floor of the Torpedo Factory, Union St., Alexandria.



June 5: "Forensic Anthropology: Skeletons Testify" by Dr. J. Lawrence Angel (Curator of Physical Anthropology, Smithsonian Institution). For ticket information call the Smithsonian Resident Associate Program 381-5157.

July 1: "Masterworks of Bronze Age China" by Robert Bagley (Department of Fine Arts, Harvard University) See June 5.

July 2: "Funding in Archeological Historic Preservation" by Mark Barnes (Office of Archeology and Historic Preservation). See June 4.

SUMMER OPPORTUNITIES FOR TEACHERS AND STUDENTS

Alexandria Archaeological Research Center has been exploring the social history of Old Town Alexandria through archival work and excavation since 1974. Established in 1733, Alexandria reflects many changes in economic focus, ethnic diversities, patterns of land use, and types of social stratification. Volunteer opportunities are available to survey and excavate this historic site by calling Steve Shephard at 750-6200. High school students are

welcome to apply. The following schools will be offering archeology field school programs this summer in cooperation with the AARC: George Mason's Department of Sociology (for information call Tom Davidson 630-4906); George Washington University (see page 4); and Howard University (for information call Laura Henley 636-6840).

(continued page 4)

American University sponsors a five week archeology field school from July 9 - July 11 at a local pre-historic, stratified site along the Potomac River in Virginia. In addition to modern excavation techniques, instructional topics will include topographic survey, soil sampling with core borings, site survey, and lithic and ceramic analysis. Laboratory sessions will be in the evenings at the university. High school students may receive college credit with permission of their guidance counselor. Volunteers are accepted for a minimum of one week. For further information write to Dr. June Evans, Department of Anthropology, The American University, Washington, D.C. 20046.

Catholic University is in its ninth season conducting an archeology field school at Thunderbird Archeological Park, a Paleo-Indian complex near Front Royal, Virginia. First session begins June 23 - July 11; second session begins July 14 - August 1. To register write to: Continuing Education, Box 75, McMahon Hall, Washington, D.C. 20064.

The Pamunkey Project is a 10 week field school (June 9 - August 15) in living archeology sponsored by Catholic University and the Pamunkey Indian Nation. The project involves the construction of a full scale pre-Columbian Powhatan Indian village of several long-houses, using primitive tools and technologies. To receive more information or an application form, write to Continuing Education, Box 75, McMahon Hall, Catholic University, Washington, D.C. 20064.

Fairfax County Public Schools sponsors a six week historic archeology summer field school program for high school students. The field school will operate from June 25 - August 6; deadline for application is June 2. For information write: Dr. Frank Taylor, 6131 Willston Dr., Falls Church, Virginia 28044, or

call 536-2030, ext. 220. Non-residents of Fairfax County can apply at the nearest Fairfax County High School.

George Washington University sponsors two four-week field sessions in historical archeology in Alexandria, Virginia in cooperation with the Alexandria Archaeology Project. The field sessions (June 16 - July 11; July 16 - August 12) will focus on the excavation of 18th and 19th century Afro-American residential sites. Instruction in field techniques and laboratory analysis will be complemented with seminars on the history of Alexandria and its urban development. In addition, optional lectures and other course work will be available during the summer on the G.W.U. campus; topics covering vernacular architecture, oral history, urban history, historic preservation, and material culture. For further information and application form write to Pam Cressey, Director, Alexandria Archaeological Research Center, City Hall, Alexandria, Virginia 22313.

George Washington University: Summer Field Program in Mesoamerican Archaeology and History, in its seventh season, is "designed to examine ancient and modern Mexican culture from an interdisciplinary perspective and to explore the relationships between ecology, art, architecture, and sociopolitical systems." Lectures and discussions will be held on the archaeological and historical sites. Students will have the opportunity to focus on research topics in their area of interest. The session will be held from June 12 - July 10. For further information and application form, write to Professor Robert L. Humphrey, Department of Anthropology, George Washington University, Washington, D.C. 20052, or call 676-6075.

(continued page 9)

odyssey

odyssey

ODYSSEY SCHEDULE

May 11: Ongka's Big Moka
May 18: Other People's
Garbage*
May 25: Masai Women
June 1: The Chaco Legacy*
June 8: Cree Hunters of
Mistassini
June 15: Key to Land of
Silence
June 22: The Sakuddei

ODYSSEY programs will be shown on public television, Sundays, 8 p.m. EST. Check your local listings.



ODYSSEY, a new 12-week television series on anthropology began April 6, 1980. Michael Ambrosino, creator of the highly acclaimed NOVA science series, produced ODYSSEY.

A teacher's guide to six of the programs was written by Alison S. Brooks, Ruth O. Selig, and JoAnne Lanouette. It was published as an insert to the March 1980 issue of Social Education. The guide includes film synopses, background information, questions for watching the films, and bibliographies. Public Broadcasting Associates has distributed an additional 8,000 copies of the guide to junior college and high school anthropology faculty and museum educators. For further information, call Laurie Manny, Public Broadcasting Associates, Inc., (617) 783-7008.

The following class discussion questions and further activities supplement the material in the guide. They are designed for use after each film is viewed by a class of students. Class discussion questions and further

activities for four ODYSSEY films ("Seeking the First Americans", "N!ai, the Story of a !Kung Woman", "Franz Boas", and "The Incas") were included in the last issue of AnthroNotes, Winter 1980.

In this issue, class discussion questions and further activities for "Other People's Garbage" (May 18) and "The Chaco Legacy" (June 1) are provided.

* * OTHER PEOPLE'S GARBAGE * *

Discussion Questions:

1. What were your reactions to this film? Which of the three sites would you enjoy working at and why? What ideas tie the film's three segments together? Why do you think the filmmaker called this "Other People's Garbage?" What are some of the goals, techniques, and approaches which help define historical archeology as different from both history and traditional archeology?

2. Why does Deetz excavate in an area from which he also has written records? What does Deetz mean by recapturing the "texture of life" in Sommerville? Why is he wanting to uncover "ordinary people's lives", and correct the elitist bias of many history books?

3. Why is it so difficult for Deetz to establish the location of the major hotel in Sommerville? How reliable did the memories of survivors or descendants seem in Sommerville and in San Simeon? What kinds of information do people seem to remember the best?

4. In the St. Simon's Island segment, what is the evidence which Fairbanks finds to indicate that slave cabins had dirt floors, that slaves used guns, that slaves were supplementing their diet by trapping and fishing, that slaves were hunting at night, and that some slaves might have been writing? Why would this evidence help correct previously held popular misconceptions about black plantation life?

5. A recently passed law (Archeological and Historic Preservation Act of 1974- p.l. 93-291) requires that construction projects utilizing federal monies spend up to 1% of the project money for investigating, salvaging or preserving cultural resources disturbed by the project. Last year over 75 million dollars was spent on conservation archeology under this law. Do you think the money should be allocated in this way? Why or why not? Imagine you are going before a congressional committee considering striking this law from the books. Argue your case before the committee -- as a private citizen, the head of a construction company, and/or the president of the National Trust for Historic Preservation.

6. What is an "undisturbed site"? Why is it so rare to find an "undisturbed site" in an urban environment? How did each of the following help the archeologist pinpoint the date of the Harvard Yard Site to between 1650 and 1674: an English coin, clay pipestems, pieces of pottery, and pieces of jugs.

7. In the 19th century, cities grew as transportation systems developed. Why would this be true? How does the third segment of the film help explain the "growth and democratization of the greater Boston area" in the 19th century? What evidence of this growth can the archeologist find? In the 20th century, why are mass transit systems continuing to grow? Why would the archeologist want to excavate in the areas where construction is planned?

Further Activities:

1. Have students draw detailed maps of their school or a section of their school and the immediate vicinity. Then post the students' maps around the classroom and compare them. What is the same? What are the differences? What accounts for the variations? What information would come from excavating the site of a school that usually does not come from people's memories?

2. Ask students to draw a plan of their house or part of their house from memory. Have each student 'correct' his/her drawing at home, using a different color ink. Next, each should find the oldest person who has lived in the house and ask how the plan of the house has changed. In the archives, or titles and record section at the local government building, students can also research information about their houses' construction and design as well as

details of previous structures or land-uses of the house site.

3. Divide the class into two groups. Each group digs a pit, arranges objects in the pit, records the arrangement of objects and fills in the pit. Then each group excavates the others' pit and writes an archaeological site report. How close are the reports to the original arrangement?

4. Take your class to a graveyard. How old are the oldest gravestones? What can be deduced from gravestones about the community: its size and ethnic composition, the average life-span through time, family size, economic and social differences within the community? Students can make rubbings or photographs, and do research on gravestone design, symbolism and change through time. (For article on graveyard study write, Ann Bay, ART TO ZOO, Office of Elementary and Secondary Education, A&I 1163, Smithsonian Institution, Washington, D.C. 20560.)

* * THE CHACO LEGACY * *

Discussion Questions:

1. Were the students surprised to see these majestic ruins in the southwestern desert?

2. What are the characteristics of Chaco settlement which identify it as a civilization? Does this list change students' views of North American Indian cultures? Are there important characteristics of civilization in general that were lacking in Chacoan life?

3. How did the settlements on the South side of the canyon differ from the settlements on the North side? How does Gwinn Vivien connect these differences to the geology and utili-

zation of water on each side of the canyon?

4. What were the kivas? Why were they underground? How were they like European cathedrals? How do we know how they were used? Why are they referred to as the "social glue" essential to the success of the Chaco people? Would we still be able to guess at the function of these structures if their smaller Pueblo Indian counterparts did not exist? Why or why not?

5. What is the major function of writing? Why is it important to have writing in a society which is engaged in extensive trading? How might writing have helped the Chacoans cope with their new challenge?

6. What are the lessons of the fall of Chacoan civilization? Do our public authorities plan for the distant future? What kinds of potential catastrophes do we ignore when we build cities and major structures on the San Andreas fault, the coastal barrier islands of the southeast, the arid southwest, the low-lying floodplain of the Mississippi and other rivers? What are the probable consequences of these building patterns? Why do we ignore them? Who profits most from the present situation? Who loses? Should we change our settlement and land use policies? How?

Further Activities:

1. Have each student select a major city in the United States and with a map examine the settlement patterns related to the city. Are there suburbs and/or outliers? Are there any differences between the suburbs and outliers? What are the economic, political, social, and educational relationships between the city and both its suburbs and outliers?

2. Ask each student to find a large tree stump or a recently sawn cross-cut section of a tree. Then have the student put a pin in the center of the stump or section and count the number of annual rings from the center to the outside. How old was the tree when it was cut down? Are there any variations in the size of the rings? What educated guesses can the students make about climatic variation during the life of the tree?

3. Have students construct a graph of the yearly amount of rainfall in their area during the last 20-40 years. The National Climatic Center, Federal Bldg., Asheville, North Carolina 28801 (Tel. 704-258-2850, ext. 683) will supply available records on over 2,000 localities for a nominal charge. What patterns exist? Given the major agricultural products of the students' state or area, how would the local economy be affected by major shifts in rainfall? Students might interview local farmers, ranchers, or food wholesalers about the actual effects of the swings noted in their graphs, at least for the recent past.

4. Have students obtain satellite pictures taken of their local area by writing to: The National Cartographic Information Center, 507 National Center, Reston, Virginia 22092, Tel. 703-860-6045 (Fee of \$8.00 for a 7.3" square black and white photo). What can they see in the pictures? What can't they see? What, if anything, can they tell about settlement patterns in their area? What human modifications of the landscape are visible in these pictures? What man-made structures?

5. Group leadership exercise. The object is to demonstrate that in any group confronted with a problem to solve as a group, leaders emerge and tell the rest of the group what to do. If leadership is assigned ahead of time,

the task may be accomplished even more efficiently if the leaders are well chosen. Day One: Give the class a construction project or other problem to solve as a group. Day Two: Assign a second and similar problem but assign leadership roles. Ask one student to take notes throughout both days on the process of group problem solving and, in particular, the emergence of leadership. Throughout, the teacher should remain uninvolved and the class should be unaware of the note-taker's exact instructions. Day Three: Compare the differences between the way decisions were made, the people who were most influential in solving the problems, and the efficiency of the group on the two days.

6. Have students construct pots using the coil method and the pottery wheel. What are the similarities and differences in the final product?

7. Have students make a three dimensional model of Chaco Canyon especially noting the places of archaeological interest.

8. Divide your class into four groups and give one group two quarters, the next two dimes, the third two nickels, and the fourth, two pennies. Tell the students to imagine they are archaeologists in the year 3980 A.D. who have just discovered coins from an unknown civilization. Have each group write a description of this civilization based solely on the coin's evidence of technological, cultural, social, political, religious and economic life and geographical situation. Compare the group's conclusions.

(Summer Opportunities continued
from page 4.)

Field Methods in Primatology will be taught by Geza Teleki from July 16 - August 20 at a site in West Virginia. The course will focus on field methods and techniques used by primatologists to describe and evaluate all basic environmental features to be measured and mapped in the early stages of a primatological field study. To apply, write to the Division of University and Summer Students, Rice Hall, 2121 I St., N.W., Washington, D.C. 20052.

University of Maryland, in cooperation with St. Mary's College in Maryland and St. Mary's City Commission, is offering a six week archeology field school session from May 27 - July 4. The session entails three weeks excavating a 17th century colonial house site and three weeks surveying prehistoric and historic sites in St. Mary's River Valley. The session may be taken without credit. For further information call Jeffrey Quilter at 454-4154.

Caesarea, Israel is the location of a large planned city built at the time of Herod and continuously occupied until the 20th century. The University of Maryland is sponsoring a summer field school session from May 24 - June 26 to uncover the overlying Islamic and crusader cemeteries. Basic knowledge of human osteology is required to apply. For further information call Ann Palkovich 454-6970.

Native American Studies Program sponsored by Northwestern Archeological Program and Foundation for Illinois Archeology, is an integration of archaeology and ethnology to further the understanding of past cultures. The program is designed for museum staff,

elementary and high school teachers, and students of Native American culture and history. Four different workshops will be held over the summer to include Native American technology, ceramic, textile, and basketry traditions, arts and cultures, and lithics. A certificate of completion will be awarded to participants. Living accommodations are available at the Kampsville Archeological Center where the workshops will be held. For further information write to Ellen Gantner, Director, Special Programs, P.O. Box 1499, Evanston, Illinois 60204.

Smithsonian Institution - Office of Elementary and Secondary Education offers free summer workshops for teachers including workshops on techniques for teaching in the museum and in the classroom. A new workshop in architecture in Washington, 1790 - present, will be offered. For information call Thomas Lowderbaugh 381-6471.

The Smithsonian's Office of Education offers an opportunity for high school students to expand their interest in natural history by giving Highlight Tours of the museum to visitors, helping as museum aids, and creating puppet shows. For an application call 381-6212, or write to Ms. Rebecca Mead, Office of Education, Room 212, Natural History Museum, Smithsonian Institution, Washington, D.C. 20560.

American Anthropological Association has available a listing of summer opportunities in all areas of anthropology. To obtain this listings, send \$2.50 to AAA Summer Field School List, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009.

ANTHROPOLOGICAL MATERIALS AVAILABLE FROM THE SMITHSONIAN INSTITUTION

SMITHSONIAN INSTITUTION PRESS

P.O. Box 1579

Washington, D.C. 20013

Classics of Smithsonian Anthropology

(A new paperback reprint series)

Calendar History of the Kiowa

Indians. James Mooney (\$7.95).

(1st published in the 17th Annual Report of the Bureau of American Ethnology in 1898.) 1979.

Indians of the Southeastern United

States. John R. Swanton (\$17.50).

(1st published as B.A.E. Bulletin 137, 1946.) 1979.

Other Publications:

Historical Sketch of the Cherokee.

James Mooney (paper \$4.95).

(Reprinted from Mooney's Myths of the Cherokee, B.A.E. 19th Annual Report, 1900.) 1975.

The Cherokee Nation of Indians.

Charles Royce (paper \$4.95).

(Reprinted from B.A.E. 5th Annual Report, 1887.) 1975.

The Indian Tribes of North America.

John R. Swanton (\$27.50).

(1st published as B.A.E. Bulletin 145, 1952.) 1979.

The Indians of Texas in 1830.

Jean Louis Berlandier. Editor,

John C. Ewers (\$15.00). Translated by Patricia Reading Leclercq, 1969.

Catalogue of Fossil Hominids.

K.P. Oakley, B.G. Campbell, and T.I. Molleson, eds. Published in 3 parts: Part I: Africa (paper \$27.50); Part II: Europe (paper \$42.50); and Part III: Americas,

Asia, and Australasia (paper \$30.00).

Set \$87.50. 1980.

.

HANDBOOK OF NORTH AMERICAN INDIANS.

William C. Sturtevant, General Editor.

An encyclopedia summarizing knowledge about all Native peoples north of Mesoamerica, including human biology, prehistory, ethnology, linguistics, and history. One to three volumes will appear each year until the 20 volume set is completed. Volume 15: Northeast (\$14.50), Volume 8: California (\$13.50), and Volume 9: Southwest (\$17.00) are now available from the S.I. Press, P.O. Box 1579, Washington, D.C. 20013. Prepaid orders will not be charged for postage and handling.

.

OFFICE OF PHOTOGRAPHIC SERVICES

Smithsonian Institution

Washington, D.C. 20560

(catalogs available)

Smithsonian Slide Sets and Filmstrips:

The Ghost Dance Tragedy at Wounded Knee (\$36.00); The Battle of the Little Bighorn (\$36.00); slides only, Bhutan -- Land of Dragons (\$42.00) and George Catlin (\$36.60).

Slides of Exhibits in the Hall of Native Peoples of the Americas in the Museum of Natural History (slides \$1.00 each).

Photographs of Exhibits of the Native Peoples of the Americas in the Museum of Natural History (each 8 x 10" black & white, \$3.50).

.

NATIONAL ANTHROPOLOGICAL ARCHIVES
National Museum of Natural History
 Washington, D.C. 20560

The National Anthropological Archives, organized in 1965 as part of the Smithsonian's Department of Anthropology in the National Museum of Natural History, is the successor of the archives of the former Bureau of American Ethnology. Its purpose is to serve as a depository for the records of the Department of Anthropology and its predecessor organizations and to collect private papers relating to all cultures of the world and to the history of anthropology.

The Manuscript Collection dates from about 1848 to the present and includes some 40,000 individual manuscript items described under about 5,000 main items in an indexed card catalog. The Catalog to Manuscripts at the National Anthropological Archives, 4 vols., 1975, has been published by G.K. Hall and Co., 70 Lincoln St., Boston, Mass. 02111.

The photographic holdings of the National Anthropological Archives are estimated at 90,000 items, and most are dated between 1860 and 1930. A general file of black-and-white prints relating to the North American Indians includes portraits of individuals and of groups as well as pictures illustrating dwellings, costumes, domestic activities, industries, and other arts. Other photographic series include a similar large file that relates to non-Indian cultures and several collections that pertain to the work of specific anthropologists and other individuals. Two available listings of frequently requested photographs are: Selected Portraits of Prominent American Indians; and Selected Photographs Illustrating North American Indian Life.

The Archives are open for research from 9:00 a.m. to 5:00 p.m., Monday through Friday, national holidays excepted.

OFFICE OF INFORMATION
DEPARTMENT OF ANTHROPOLOGY
Smithsonian Institution
 Washington, D.C. 20560

Guide to Field Collecting of Ethnographic Specimens. William C. Sturtevant. 2nd ed. (Smithsonian Information Leaflet 503.) (\$1.00 per copy) 1977.

Selected Leaflets and Bibliographies:

Resource Packets:

Local Archeology; North American Indians (Teacher's Packet).

Information Leaflets:

Smithsonian Publications; Careers and Training in Anthropology; Archeology (includes career and fieldwork opportunities); Smithsonian Programs; Genealogical Research; Origin of the American Indian; American Indian Languages; Linguistic Interpretations of North American Indian Words; Indian Names for Popular Use; Anthropological Teaching Resources.

Bibliographies:

Selected References on the Indians of Virginia, the District of Columbia, and Maryland; Selected References on Archeology of Mesoamerica, Central America, and South America; Selected References on Arctic and Sub-Arctic Ethnology and Archeology; Selected References on Physical Anthropology (excluding Human Evolution); Selected Readings on Human Evolution; Selected Readings on Ancient Egypt.

ANTHRO•NOTES is part of The Anthropology for Teachers Program. This program is funded by the National Science Foundation and administered by the Anthropology Departments of George Washington University and the Smithsonian Institution. Program Staff: Dr. Alison S. Brooks, Director; JoAnne Lanouette; Ruth O. Selig; and Dr. R. Kepler Lewis. If you want information about the program or your name added to the mailing list, write: Ann Kaupp, Department of Anthropology, National Museum of Natural History, Stop 112, Smithsonian Institution, Washington, D.C. 20560.

ANTHRO•NOTES Staff: Ann Kaupp, JoAnne Lanouette, Ruth O. Selig, editors;
Dr. Robert Humphrey, artist.



Selig NHB 321
SMITHSONIAN INSTITUTION
WASHINGTON, D. C. 20560

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
SMITHSONIAN INSTITUTION

FIRST CLASS MAIL

