

# anthro·notes

a newsletter for teachers

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## TEACHERS ATTEND 1980 A.A.A. MEETINGS

"The students we teach in high school are at a stage where they are particularly idealistic, where 'it is the ideological potential of a society which speaks most clearly to the adolescent who is so eager to be inspired by worthwhile ways of life.' (Erik Erickson, Identity, Youth and Crisis, p. 30.) In a world where the forces of human love and concern seem to be in precarious balance with the forces of fratricide and chaos, we teachers must 'bear personal witness to the reality of anthropology as a vital and potent contemporary path to meaningful existence.' (Anthropology Newsletter, November 1980, p. 4.) In this way we make our lives and our courses an inspiration to the young men and women we teach."

Richard Abell, "Teaching High School Anthropology"

For many teachers attending the American Anthropological Association symposium, "Teaching Anthropology to Teachers and Students: Reaching a Wider Audience", Dick Abell's eloquent description of his attempts to "neutralize student ethnocentrism" provided the highlight of the session, along with Beatrice Kleppner's films showing her high school students' fieldwork at Plymouth Plantation and Prudence Island. These two presentations were part of the symposium which over 80 area teachers and anthropologists attended on Saturday morning, December 6 at the Washington Hilton. Many teachers stayed through the day attending other sessions and browsing through book displays. One teacher, Paula deNobel, attended a particularly animated archeology session that was scheduled for three hours but moved to a nearby restaurant so that panelists could continue to "argue with one an-

other. What an opportunity to hear well-known anthropologists discuss their profession, all in a good humored if a bit heated way. I wouldn't have missed it for the world."

The morning symposium focused primarily on pre-collegiate anthropology. It included papers on the history, potential, and present status of pre-collegiate anthropology, and on teacher training programs in New York State and Washington, D.C. Four case studies were presented by teachers working in high school, college, and community center settings. Papers from the session will be edited and published through the Anthropology Curriculum Project at the University of Georgia. (Four papers in unedited form are available: Richard Abell's "Teaching High School Anthropology"; Ruth Selig's "Pre-Collegiate Anthropology: History and Potential"; JoAnne Lanouette and Alison S. Brooks'

"The Anthropology for Teachers Program"; and Patricia Higgins' "Getting Anthropology into the Secondary Social Studies Classroom." These can be obtained from Ann Kaupp, Department of Anthropology, Stop 112, Smithsonian Institution, Washington, D.C. 20560.

During the morning symposium on teaching anthropology, a distinguished British guest in the audience, Lady Firth (Sir Raymond Firth's wife) described efforts in Great Britain to encourage teacher education in anthropology. As in America, anthropology is not widely understood by teachers nor has there been strong support from professional anthropologists to encourage anthropology teaching in schools. Lady Firth, an anthropologist, a teacher of teachers, and a long time supporter of pre-collegiate anthropology, was most interested in learning about the situation in America and spent a day at the Smithsonian visiting the Anthropology Resource Center for Teachers.

Following the symposium, Committee 3 (Teaching Anthropology, Thomas Dynneson, Chair) of the Council of Anthropology and Education (C.A.E.) held a business meeting. The committee elected a new Chair (Selig) and a new Program Coordinator (Higgins) and agreed to sponsor a program at the 1981 Los Angeles meetings. Anyone interested in presenting a paper at the 1981 symposium "Innovative Teaching in Anthropology" please prepare abstracts on the standard forms (see

the November 1980 issue of Anthropology Newsletter) and send them to Professor Patricia Higgins, Committee 3 Program Coordinator, Department of Anthropology, SUNY, Plattsburgh, New York 12901 by March 1. The 1981 symposium will concern the teaching of anthropology at collegiate and pre-collegiate levels and in formal and non-formal educational settings. Interested practitioners in all these areas are invited to contact Prof. Higgins at 518-564-3003 to discuss possible presentations.

Finally, at the Council on Anthropology and Education Board of Directors meeting in December, the Board unanimously passed a resolution offered by Marion Rice, University of Georgia, supporting teacher education. Discussion followed concerning strategies to encourage more anthropology in the pre-service and in-service training of teachers. The resolution passed was stated as follows: "Be it resolved, that the Council on Anthropology and Education supports efforts to 1) improve the teaching of anthropological concepts and ideas in the schools, either in a course in anthropology or in other Social Studies courses, e.g., history, global education, cultural studies, and 2) encourages the inclusion of courses in anthropology in teacher education programs at all levels.

Anyone interested in working with Committee 3 towards the goals stated in this resolution, please contact Ruth Selig, Department of Anthropology, Smithsonian Institution, Washington, D.C. 20560; (202) 357-1592.



## ODYSSEY AIRS AGAIN!

Last spring's ODYSSEY series of anthropology/archeology films was so successful that Public Broadcasting Associates is showing the series again, January through March 1981. (See the schedule below.)

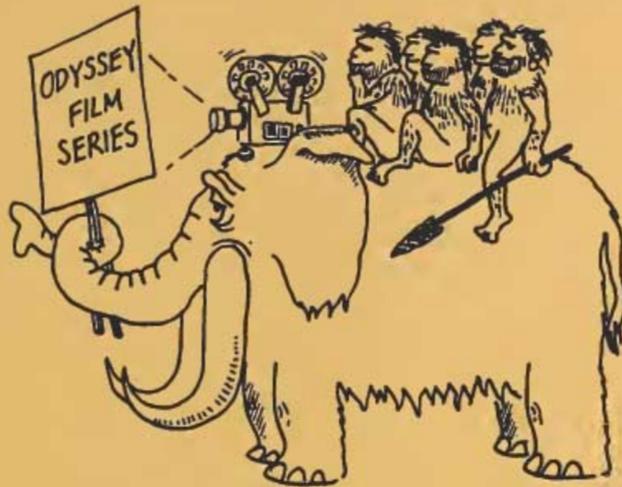
### ODYSSEY SCHEDULE

- Feb. 14 (8 p.m.): Ongka's Big Moka  
 Feb. 21 (8 p.m.): Other People's  
                     Garbage  
 Feb. 28 (8 p.m.): Maasai Women  
 Mar. 12 (2 p.m.): The Chaco Legacy  
 Mar. 19 (2 p.m.): Cree Hunters of  
                     Mistassini  
 Mar. 26 (2 p.m.): Key to the Land of  
                     Silence  
 Mar. 28 (8 p.m.): The Sakuddei

This schedule is for WETA in the Washington, D.C. metropolitan area. The repeat schedule is the following Thursday at 2 p.m. ODYSSEY will be shown on public television, Saturdays, at 8 p.m. EST. However, check your local listings.

If you want to use ODYSSEY in your classroom, many resources are available. An EDUCATOR'S GUIDE TO ODYSSEY provides synopses, background information, discussion questions, and brief bibliographies for six films: "Seeking the First Americans," "N!ai, Story of a !Kung Woman," "Franz Boas," "The Inca Empire," "Other People's Garbage," and "The Chaco Legacy".

More discussion questions and further activities were published in ANIHRO-NOTES, vol. 1, no. 3 (Winter 1980), pp. 5-8, and vol. 2, no. 2 (Spring 1980), pp. 5-8. Copies of ANIHRO-NOTES are available without charge from Ann Kaupp, Department of Anthropology, Smithsonian Institution, Washington, D.C. 20560, (202-357-1592).



Five of the ODYSSEY programs along with the EDUCATOR'S GUIDE TO ODYSSEY can be borrowed free of charge on video tape cassettes, 3/4" and 1/2" from the Naturalist Center at the National Museum of Natural History. The Naturalist Center has a video tape viewer and the films may be previewed. Of the six films listed above, "N!ai, Story of a !Kung Woman" is not available. To borrow a cassette, first check if it is available by calling the Manager or Assistant Manager of the Naturalist Center during Center hours (Wed. - Sat., 10:30 - 4; Sunday, 12 - 5) at 357-2804. If available, the cassette may be borrowed for one week. When picking up the cassette a deposit (a check for \$50 made out to the Smithsonian Institution) will be left with the Center's Manager. On the back of the check write the borrower's name, address, telephone number, and the name of the film. When the cassette is brought back the check will be returned.

IT IS PERMISSIBLE TO COPY THESE VIDEO TAPE CASSETTES. ANY MEDIA CENTER MAY BORROW THE CASSETTES FREE OF CHARGE AND MAKE THEIR OWN SET TO DISTRIBUTE THROUGH THEIR SCHOOL DISTRICT!

## TEACHERS' CORNER: FIELDWORK IN THE CLASSROOM

Meeting other cultures, of course, is what Anthropology is all about. But how can an instructor, faced with shrinking field trip budgets, arrange for eager students to meet other cultures, and have a first-hand anthropological field experience -- without ever setting foot outside a classroom? To our surprise, at Marshall High School in Fairfax County, we found the answer only several doors down the corridor.

Like other schools in the Metro area, Marshall possesses a relatively large and diverse group of students from other cultures\*. In Fairfax these students are enrolled in "English as a Second Language" (ESL) classes. Eager to meet American students, the recent newcomers to our country also want opportunities to practice their English. My fifteen budding anthropologists were just as eager to attempt an anthropological "field" experience. Mutual needs coalesced into the project described below.

For the anthropology students, the project grew out of a generalized discussion on the universals and variations in human social organizations. Prior class discussions centered around the anthropological process of gathering data on other cultures using observation and interview/informant techniques.

Students settled on four questions to use in the interview activity:

- (1) what are the groups or institutions which are important in your life (family, school, church, club, etc.)?;
- (2) what are the rules of behavior in each of these groups?;
- (3) how did you learn these rules?;
- and (4) rank the groups in the order of importance to you. Using these questions, members of the class analyzed their own

group memberships in American society, and recorded their observations on a data-retrieval sheet.

The class then "traveled" to meet the other cultures -- simply by taking a walk down the corridor. Each anthropology student was "chosen" by an ESL student through a numbered lottery. Such a procedure ensured that no one would be left out on either side and that one-on-one interviews could take place. During these interviews with their ESL partner, the anthropology students elicited information using their previously formulated questions. The interviews took two class periods, as the ESL students wanted to ask questions of the Americans as well -- a delightful development. Both class sessions proceeded with little or no further prompting from either of the teachers involved.

"Debriefing" the anthropology class was the next step. During this process, discussion centered on two major topics. The process of gathering information on another culture was explored, with particular emphasis on the problems involved, including the language barrier and the reticence of some members of the study group. Students discussed appropriate formats for presenting their anthropological research, including not only their final interpretations but also their research methods, and the evidence on which they based their interpretations. Debriefing concluded, students wrote brief papers concerning the social groups of two cultures.

(next page)



Over-all this type of interview activity could be used as an investigative tool for any facet of cultural anthropology. It stresses both the universals and the variables of the human condition in a non-judgmental fashion. It can easily be extended in scope by expanding the number of interviews, or by having students analyze case studies of non-industrial societies written by anthropologists. Through this project, anthropology becomes not merely a body of knowledge to be studied, but an active process of discovery. Content, research, and writing skills are all brought into play in a coordinated fashion.

Was the project worth the effort? I think the answer must be a qualified yes. From the standpoint of achieving content objectives, obviously two hours of interviewing one or two members of another "modern", technically advanced society will not produce the analytical observations of a Margaret Mead or Colin Turnbull. But far more valuable than the content achieved was student involvement in the research process itself -- the face-to-face encounter. And, perhaps best of all, the students enlarged their horizons and their circle of friends, an especially important side benefit for the ESL group, whose members sometimes feel isolated or submerged in a high school of sixteen hundred students.

We're already planning a return engagement!

\*The cultures represented included Korean, Vietnamese, Iranian, Turkish, Greek, Colombian, and Chinese. Absentees, incidentally, interviewed older members of their own family, with equally interesting results.

Martha Williams  
Marshall High School  
Fairfax County Public  
Schools

## Do You Know?

- that primatologist Geza Teleki has been instrumental in the establishment of the first national park in Sierra Leone, a major breakthrough for the protection of chimpanzees. There is a critical need for funds to ensure the protection of the wildlife, including endangered primates. Tax deductible contributions earmarked for this project can be sent to World Wildlife Fund, 1601 Connecticut Ave., N.W., Wash., D.C. 20009.
- that in the January issue of Natural History magazine, Valerie Geist discusses the disappearance of Neanderthals in her article, "Neanderthal the Hunter." Geist attributes the Neanderthals' demise to their adaptation as supercarnivores since they were more biologically than culturally adapted to the glacial environment.
- that the Bureau of Indian Affairs offers free a variety of booklets, leaflets, and bibliographies on North American Indians, including a listing of young pen pals. Write to the B.I.A., Public Information Office, 1951 Constitution Ave., N.W., Wash., D.C. 20245, or call (202) 343-7445.
- that the Library of Congress' Archive of Folksong has available recordings selected from their large collection of American folk music, including North American Indian music. Recordings of traditional music from other lands can also be purchased.
- that Alison Brooks, Director of the Anthropology for Teachers Program, gave birth to a baby boy on January 26.



- that the Washington Center of the Asia Society publishes a Calendar of Events including those sponsored by other related area organizations. Individuals interested in Asian art exhibitions, films, classes and lectures can write to the Asia Society's Washington Center, 1785 Massachusetts Ave., N.W., Wash., D.C. 20036, or call (202) 387-6500, to be placed on their mailing list.
- that the booklet, Huan Bones and Archeology (Cultural Resource Management Studies) by Douglas H. Ubelaker, Smithsonian Institution, is available free of charge (as long as supplies last) from Ann Kaupp, Department of Anthropology, Smithsonian Institution, Wash., D.C. 20560.
- that Adena and Hopewell artifacts of prehistoric American Indian mound builders are on exhibit at the National Society Children of the American Revolution (1776 D St., N.W., Wash., D.C.) through April 1981.
- that teachers may subscribe to the free monthly publication, The Calumet Journal, which contains articles and resources about multicultural relations and education of particular interest to teachers with culturally diverse classes. To subscribe, write to Calumet, Canadian Council of Christians and Jews, 49 Front St. East, Toronto, Canada M5E 1B3.
- that four video tapes on lithic and bone technology are available free of charge by sending a compatible video tape to which the master can be transferred. For further information write to Mrs. Louise Estabrooks, c/o Archaeological Survey of Canada, National Museum of Man, National Museum of Canada, 30 Lisgar St., Ottawa, Canada K1A 0M8.
- that the Anthropology Resource Center for Teachers (in the Naturalist Center, Museum of Natural History) has a new collection of paperback books, including books on doing student fieldwork projects.
- that a group of young people in Northern Virginia have recently formed an organization called CHIMPS (Citizens Helping Innocent Monkeys and Primates Survive) and are associated with World Wildlife Fund. CHIMPS hopes to raise money for the national park in Sierra Leone.
- that the National Archives periodically holds excellent training sessions focusing on research and document analysis. The next four-day research seminar, titled "Going to the Source -- An Introduction to Research in Archives," is expected to be held in the Spring. For more information, contact: Education Division, National Archives, Washington, D.C. 20408; (202) 523-3298.

DON'T FORGET the Anthropology Resource Center for Teachers, located in the Naturalist Center of the National Museum of Natural History, 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

A wealth of educational and cultural opportunities for teachers and students abounds in the Washington, D.C. metropolitan area. This column notes lectures, classes, and symposia related to anthropology which are offered by local universities, museums, and anthropological associations. We hope you can take advantage of these opportunities to meet with scholars and learn more about recent research and issues in anthropology.

Feb. 17: "Carnival: Ritual and Play in Rio de Janeiro" by Edith and Victor Turner (University of Maryland). Followed by a commentary on popular culture with Ralph Rinzler, Director of S.I. Folklife Program, and Peter Seital, senior folklorist. Anthropological Society of Washington (A.S.W.) meeting at 8:15 p.m. in the Carmichael Auditorium, Museum of American History (formerly National Museum of History and Technology).

March 16: "Viking and Skraeling: The New World Contact" by Dr. William Fitzhugh (Smithsonian Institution). Talk will be held in the Baird Auditorium in the National Museum of Natural History at 8 p.m. For ticket information call the Smithsonian Resident Associate Program at 381-5157.

March 17: "The Potentials of Anthropological Filmmaking: Myra Goli (Kenya) -- a Case in Point." Filmmaker Sandra Nicholas will be joined in discussion with Karl G. Heider and Susan Dwyer-Schick. A.S.W. meeting at 8:15 p.m. in the Carmichael Auditorium, Museum of American History.

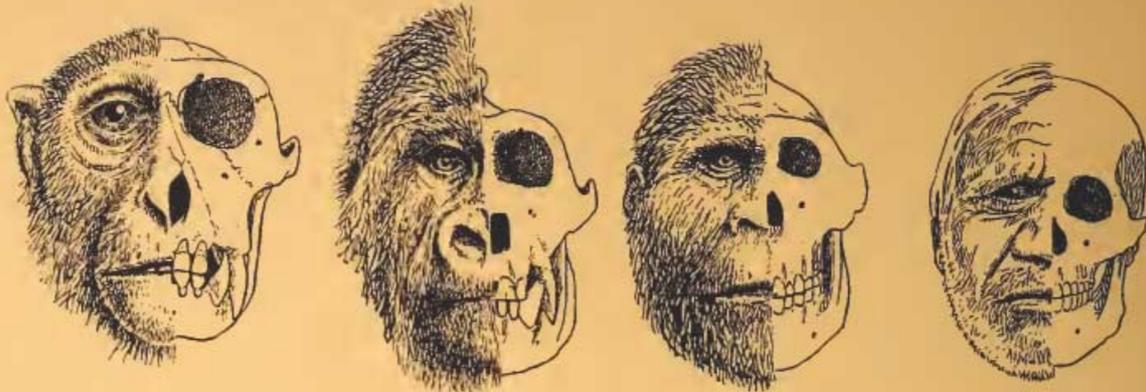
March 18: "Procuring Research Grants" by Dr. Michael Kenny, Dr. David Clark, and Dr. Swartz. Meeting will take place in the Archaeology Laboratory at Marist Hall, The Catholic University of America at 7:30 p.m.



March 25: "Cultural Devolution in Tasmania and Patagonia" by Dr. Douglas Sutton (post-Doctoral Fellow, Smithsonian Institution). Talk will be held in the Baird Auditorium in the National Museum of Natural History at 8 p.m. For ticket information call the Smithsonian Resident Associate Program at 381-5157.

March 25: "Prehistoric Demography: Some Considerations" by Dr. Anne Palkovich (University of Maryland). Meeting will take place in the Archaeology Laboratory at Marist Hall, The Catholic University of America at 7:30 p.m.

April 1: "The Uses of Geomorphology and Pedology in Archeology" by Dr. J. Foss and Dr. A. Segovia (University of Maryland). Meeting will take place in the Archaeology Laboratory at Marist Hall, The Catholic University of America at 7:30 p.m.



## MONKEYS, APES, AND HUMANS: THE STORY OF PRIMATES

"Monkeys, Apes, and Humans" is a new program for high school students (9th - 12th grades) sponsored jointly by the National Zoological Park and the National Museum of Natural History. This program combines the resources and viewpoints of both zoology and anthropology. Students learn to observe and collect data on primate behavior, formulate hypotheses based on observation of living and skeletal forms, and compare and contrast the physical and social development of monkeys, great apes, and humans.

The program lasts approximately eight hours -- spread out over several visits. Although visits may be arranged to suit individual class needs, the following schedule is suggested:

- Week 1: National Zoo, 2 1/2 hrs.
- Week 2: Museum of Natural History  
2 1/2 hrs.
- Week 3: Museum of Natural History  
2 1/2 hrs.

Typically, during the first day at the Zoo, students view a short film about a monkey mother and infant, in

order to learn observational and analytical skills. Following this, students visit the Monkey House and work in groups to observe behavior such as interaction, locomotion, or communication.

On the second day, at the Museum of Natural History, the group participates in an introductory exercise in the classification of the primate order that includes a detailed comparison of the skeletons of the major primates.

On the third day, again at the Museum of Natural History, the students focus on the development of humans through time, using exhibits and actual skeletal materials. A final discussion is held to review the highlights of primate physical and social development, and to provide an opportunity for students to discuss more fully the unique nature of man's cultural heritage.

To arrange for your class to participate in this new and stimulating program, call the Office of Education, National Museum of Natural History, at 357-1756 or call the FONZ at 232-7703.

# BOSTON NOTES

Contributing Editors: John Herzog, Beatrice Kleppner, and Mary Anne Wolfe

ANTHRO·NOTES, Winter 1981 inaugurates a new regular feature, BOSTON NOTES to be compiled by three Bostonians: John Herzog from Northeastern University, Mary Anne Wolfe from North Reading High School, and Beatrice Kleppner from the Beaver Country Day School. BOSTON NOTES will offer precollegiate anthropology news from the Northeast of general interest to teachers and anthropologists throughout the country.

With this issue we also welcome approximately 200 new readers -- all from the Boston area! As clear from the article below, many Boston area teachers are incorporating anthropology into their teaching, and wish to learn about new materials and approaches. We have developed BOSTON NOTES to serve the needs of these teachers, and to promote the exchange of ideas between Washington and Boston. We hope that Boston teachers will contribute articles to ANTHRO·NOTES as well as send us additional names of teachers who would also like to receive ANTHRO·NOTES free of charge. Send both articles and names to Ann Kaupp, Department of Anthropology, Stop 112, Smithsonian Institution, Washington, D.C. 20560.

## ANTHROPOLOGY COMINGS AND GOINGS

Teachers of anthropology and courses with anthropological content will be interested in several clinics scheduled for the Northeast Regional Conference on the Social Studies (NERCSS), to be held March 4-7 at the Sheraton-Boston Hotel, Boston. Staff and participants of the Approaches in Anthropology Summer Institute, sponsored by the National Science Foundation, planned and will lead the sessions.

Strategies for actively involving students in learning about subcultures in their immediate environments will be presented by teachers who have been encouraging their students to "do ethnography" during the past few years. Topics will include intensive study of local institutions, investigations into "teenage subcultures", graffiti analysis, the construction of genealogies and family histories, and student use of film and photography as research tools. A teacher, whose classes commercially publish their own magazine based on their research, will discuss ways of

helping students to write for publication. This clinic will take place on Thursday, March 5.

Difficulties in drawing conclusions from reports about other cultures will be the focus of a second clinic called, "How Fierce Are These People?", on Friday, March 6. Participants will learn about using conflicting ethnographic and documentary evidence in lessons on other cultures, in this case various reports on the Yanomamo Indians, an endangered group living in the Amazon Basin. Participants will use their own observations from extracts from ethnographic films, still photos, interviews, and monographs to determine whether they think the Yanomamo truly deserve their reputation as "The Fierce People". Elementary and secondary teachers who participated in the Approaches in Anthropology Institute will describe their experiences using this technique with students, and suggest ways of adapting it to other anthropological and social science topics.

A general meeting for teachers of anthropology and courses with anthropo-

logical content will also be held on Friday at 5:00 p.m. At this Special Interest Group meeting, participants will share particularly successful lesson plans, materials, and ideas; those attending are asked to bring one of the above as their "admission ticket" to the meeting. Members will also begin planning for the 1982 NERCSS sessions and discuss additional activities for anthropologically-oriented educators in the New England/Eastern region.

If other recent NERCSS meetings are indicative, additional sessions of direct interest to teachers of anthropology will also be scattered through the four-day program. Complete details about the meetings can be obtained from Jana Bremer, NERCSS Program Chairperson, 960 South St., Walpole, Mass. 02081.

These specific anthropology sessions at NERCSS emerged from the NSF-funded Approaches in Anthropology Institute, held at Northeastern University in Boston during the four weeks of July 1980. The Institute introduced or refamiliarized participants with contrasting theoretical frameworks that contemporary anthropologists use in studying and analyzing topics such as "human nature", women's roles, the culture concept, sociocultural change, and urbanization -- all topics frequently "taught" in pre-collegiate courses. Participants considered how a particular anthropologist's frame of reference influences his/her choice of subject to study, the hypotheses he/she forms, and his/her methods of collecting and interpreting data. Societies frequently included in precollegiate courses (e.g., San or Bushmen, Yanomamo, Plains Indians) were examined through different anthropologists' frames of reference. Commonly used instructional techniques (e.g. ethnographic film, student fieldwork, some of the recent high school anthropology texts) were analyzed to understand how anthropologists', teachers', and

students' frames of reference partially determine what each "sees".

Theoretical frames of reference emphasized included structural/functionalism, sociobiology, dialectical marxism, and structuralism. For several sessions the Institute borrowed the staff and facilities of Documentary Educational Resources, Inc. (DER) of Watertown, Mass., producers and distributors of well-known films on the San, Yanomamo, Eskimo, and others. Participants also experimented with a "Writing-Anthropology" model for teaching the subject, adapted from a "Writing-History" technique developed by Professor Henry Giroux of Boston University, and presented by the originator to Institute participants. The Writing-Anthropology Model explicitly employs the frame of reference perspective upon which the Institute was based.

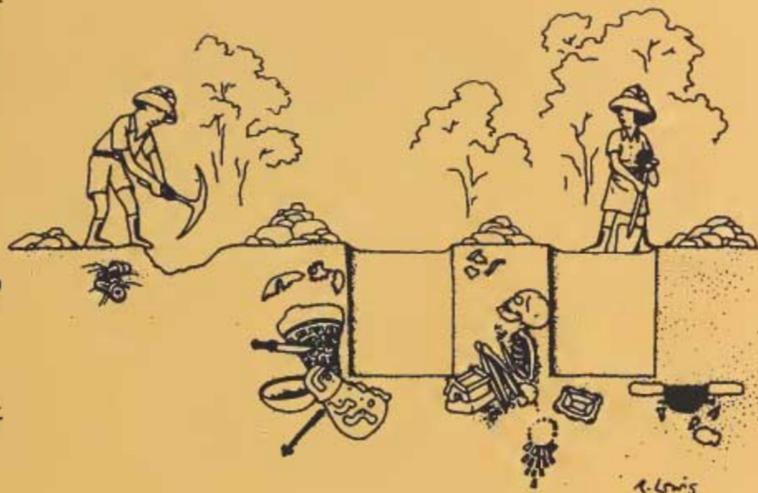
Northeastern University has applied to NSF for funding for a second summer program, this one entitled, "Workshop on the Study of Human Society", and tentatively scheduled for July of 1981 in Boston. The Workshop is intended for teachers of anthropology and related subjects, and will focus on theoretical frameworks, substantive topics, research methods, societies, and instructional methods similar to but not identical with those examined in the 1980 Institute. Persons wishing further information on the 1981 Workshop should write, after February 15, 1981, to Professor John D. Herzog, CU 319, 102 The Fenway, Northeastern University, Boston, Mass. 02115.

Anthropologists interested in applying to the National Science Foundation for funding for similar summer institutes, or for year long teacher training programs, can write to: Dr. Theodore Reid, Program Manager, Pre-College Teacher Development in Science, Room W-460, National Science Foundation, 1800 G St., N.W., Washington, D.C. 20550.

John Herzog  
Mary Anne Wolfe

## DIARY OF A FIELD PROJECT

I like to include fieldwork in my anthropology courses at the Beaver Country Day School in Boston, Massachusetts. During the past twelve years, my students have lived at Plymouth Plantation, and in homes of students in Quebec Province and Bermuda; they have dug sites on Prudence Island and done numerous community studies. Organizing fieldwork requires virtues and vices: imagination, optimism, opportunism, and bravado. There is no simple recipe for a successful field project; each is unique. The best guide might be a diary. This is a good time to start one since a project which has been flitting around in the back of my mind for a while is about to take shape.



January 1981

You can't walk far in Vermont woods without coming to a stone wall, a signal that the woods were once fields cleared for farming. The state is a gold mine of cellar holes, now marked by foundation walls and often a large stone stoop. On the land I know there is mostly woods, but there are old timers who remember when the woods were mowings and pastures, and when many barns stood around the land. What an opportunity! Within a few hours' drive from school there are possibilities for historical archeology, agricultural archeology (if there is such a thing), oral history, and archival history.

I visited a friend in Billsville over Christmas (real town but fictitious name). The villagers are upset because an outsider has cut a snowmobile trail through a farmer's woods. The villagers use each other's lands freely but are upset when anyone abuses the property. Hunting is okay; tree cutting is not. Thus the trail which looks small to me looks large to them. Land rights

are very important, though it is rumored that deed maps and town archives simply sit in the town clerk's car trunk until a town hall is built. Vermonters are not taciturn when it comes to land disputes.

Other news -- the town is collecting money for a family burned out of their home. Lots of talk in the post office and general store. House burnings are no novelty in Billsville as I can see from the headstones in the village graveyard. The graveyard dates back to the 18th century and a number of families perished when their homes burned.

My impulse is to grab a bunch of students and rush back to Vermont armed with tape recorders and cameras -- but fieldwork generally works best if there is a professional involved. How to make a contact? I've put in a call to the Vermont State archeologist. Let's see what develops.

Beatrice Kleppner

ANTHRO·NOTES is part of The Anthropology for Teachers Program. This program is funded by the National Science Foundation and conducted by the Anthropology Departments of George Washington University and the Smithsonian Institution. Program Staff: Dr. Alison S. Brooks, Director; JoAnne Lanouette and Ruth O. Selig. 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.

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