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ANTHROPOLOGY: A BIBLIOGRAPHIC ESSAY

by Leonard S. Kenworthy

If the main purpose of the social sciences, as many of us contend, is to help us understand other human beings, then the broad field of anthropology should be considered the ultimate discipline. This is especially true because of its methodology. Anthropologists at their best are nonjudgmental and attempt to discover and explain the many ways of being human. They search for the commonalities among the world's cultures, but also try to discover, explain, and value differences.

The term anthropology includes a wide range of separate but related fields—archaeology, ethnology, ethnography, and linguistics. But its two main divisions are physical anthropology and cultural anthropology. It is cultural anthropology with its scientific approach and its humanistic point of view which can be most helpful to social studies teachers.

Though many social studies teachers have never taken a course in cultural or social anthropology, they can acquire a background in this field by reading; books and pamphlets such as those listed in this essay are helpful places to begin. Fortunately there is an increasing number of books available on anthropology, on anthropology and education, and on anthropology and social science teaching. Some of the best volumes are recent, but some are older publications which have become classics—a few of these will be mentioned in this article.

General Background Studies

As an introduction to anthropology, Clyde Kluckhohn's **Mirror for Man** (Fawcett Premier, 1968, 272 pp., 75 cents) is outstanding. A classic in its field, it is authoritative, brief, comprehensive, and highly readable. Some chapter headings quickly reveal the author's approach to the discipline. They include "Queer Customs, Potsherds and Skulls"; "Race: A Modern Myth"; "Anthropologists at Work"; and "The Gift of Tongues." Many readers will be intrigued, and some nettled, by his chapter, "An Anthropologist Looks at the United States."

Another classic in anthropology is Edward T. Hall's **The Silent Language** (Doubleday Anchor, 1973 edition,

217 pp., \$1.95). The well-known anthropologist writes in an intriguing manner on the nonverbal aspects of communication—with the assertion that culture is chiefly communication. Topics he handles include space, time, play, and humor. To illustrate his thesis, he draws examples from many regions and several periods of history.

A shorter account of this exciting and extensive field can be found in Pertti J. Peltó's **The Nature of Anthropology** (Merrill, 1965, 82 pp., \$2.00). After an introductory chapter on the study of man, the author deals with the history of anthropology, the methods of the discipline, significant research in the field, and fundamental insights from anthropological research.

For readers who want to delve deeper into anthropology, Laura Thompson's **The Secret of Culture: Nine Community Studies** (Random House, 1969, 394 pp., \$4.95) is recommended. In this volume Dr. Thompson presents the findings of a lifetime of work in several cultures, widely separated geographically and conceptually: the people of Iceland; the Hopi, Navaho, and Sioux Indians; and the people of Guam. She presents an understanding description of each culture, with an emphasis on changing group behavior.

A comprehensive and straightforward account of the various aspects of anthropology appears in Melville Jacobs' and Bernhard Stern's **General Anthropology** (Barnes and Noble, 1965, 338 pp., \$2.75). This volume is particularly strong on such topics as art, music and dance, the plastic and graphic arts, and oral literature.

Intended primarily for high school and college readers, Seymour Fersh's **Learning About People and Cultures** (McDougal, Littell, 1974, 120 pp., \$2.79) might be just the right introduction for many teachers. Its 19 essays by well-known anthropologists include an excerpt from Edward Hall's *The Silent Language*, "Making Sense Without Words." A very helpful account by Yu-Kuang Chu appears, entitled "Six Suggestions for Learning About Peoples and Cultures." There are two humorous and intriguing essays on Americans profiling

the Nacirema ("American" spelled backwards) and their sacred "Rac." Several essays by Ferish are included, such as his often-quoted article, "Semantics and the Study of Cultures," and a perceptive account of "Humankind: New Conditions, New Opportunities." In addition, the booklet is most attractively designed and illustrated.

Specialized Resources

Librarians and others should have available the most complete bibliography in the field—James J. Gallagher's pamphlet, **An Annotated Bibliography of Anthropological Materials for High School** (Macmillan, 1967, 135 pp., \$3.00). This useful compendium is divided into sections on general anthropology, cultural and social anthropology, archaeology and culture history, language, physical anthropology, applied anthropology, and culture areas. Especially welcome is a reading level guide on each entry, rating selections as easy-low, standard-interesting, easy-dramatic, and so forth.

Many teachers and librarians will also be interested in Charles Winick's **Dictionary of Anthropology** (Littlefield, Adams, 1970 edition, 578 pp., \$3.45), an extremely useful reference.

Anthropology and Education

In recent years educators have begun to recognize the close affinity of education to anthropology. As a result, a few volumes have appeared in the 60s and 70s on ways in which educators can use anthropological insights.

The most readable of these accounts is Rachel Reese Sady's paperback, **Perspectives from Anthropology** (Teachers College Press, 1969, 98 pp., \$3.25). Neither a text nor a history of that discipline, it is "a synthesis of ideas from anthropology that are pertinent to the task of the schools today." Sady stresses such topics as cultural patterns, the emphasis upon the totality of cultures, the various facets of a culture (persistent values, creativity and change, and the quest for human universals). This splendid little volume would be strengthened by a concluding chapter on how educators can specifically apply the orientation and methods of anthropology to their school work.

Somewhat similar is Solon T. Kimball's **Culture and the Educative Process: An Anthropological Perspective** (Teachers College Press, 1974, 285 pp., \$4.95). This volume continues the ideas of Rachel Reese Sady, with long sections on culture and learning, development through education, and the educational challenge, as well as an introductory section, "An Anthropological Overview." Especially outstanding are the accounts of field work, in Brazil, East Africa, and Peru, as well as community studies research in New England, Michigan, Alabama, and on a Navaho reservation.

A much more specific approach is contained in the

late Mary Ellen Goodman's **The Culture of Childhood** (Teachers College Press, 1970, 167 pp., \$3.25). The author observes that despite the extensive research on children and learning, "It is astonishing that our researchers have devoted so little attention to 'the culture of childhood'." Her stress is on the child's perspective, rather than on how adults see children.

Goodman uses examples from a wide range of cultures—the Philippines, Indonesia, New Zealand, Japan, Mexico, China, Egypt, and America. Teachers College Press of Columbia University, publishers of the three preceding books, should be congratulated on these and other volumes in its *Anthropology and Education Series*, an outstanding service.

A more specialized publication of this genre is the February, 1968, issue of **Social Education**, devoted entirely to anthropology. Of particular interest is an article by Paul J. Bohannan, "Field Anthropology and Classroom Teachers."

Brief but very useful is the **Quarterly** of the Council on Anthropology and Education (1703 New Hampshire Avenue, N.W., Washington, D.C., 20009). Individual membership costs \$6.50 per year and includes the **Quarterly**; library membership costs \$10 per year.

Books for Elementary and Middle Schools

Anthropology as a separate subject is not suggested for elementary and middle school children. Nevertheless, its emphasis upon people and cultures should be central to any integrated, interdisciplinary social studies programs at those levels. Even in the preprimary and primary grades children should be introduced to a wide variety of people in different parts of the world in order to help them discover cultural similarities and differences.

Many books for children draw upon anthropological concepts, but only a few seem outstanding enough to include in a bibliographical survey.

One of those special volumes is Ann Larris' **People Are Like Lollipops** (Holiday House, 1971, 30 pp., \$4.50). Although intended for children in the primary grades, it also appeals to many adults and some older boys and girls. With a touch of humor and simple, bright illustrations, it compares people to lollipops—in sizes, shapes, colors, wrappers (clothes), and the many places they come from—a charming introduction to similarities and differences.

At the fifth or sixth grade level, Eva Knox Evans' **People Are Important** (Golden Press, 1951, 87 pp., \$4.00) is still a classic. In whimsical style the author introduces the variety of ways of living in the world; two chapter titles indicate her imaginative approach: "About Snails and Ice Cream and Other Good Things to Eat" and "About Blue Jeans and Igloos and Other Ways of Being Comfortable."

A more specialized volume along these lines is Marguerite Rush Lerner's award-winning book, **Red Man, White Man, African Chief: The Story of Skin Color** (Medical Books, 1973, 32 pp., \$3.00). Colorful sketches add greatly to the easy text for middle graders in this simple introduction to the story of color.

The most innovative use of anthropology in text materials was developed a few years ago by a team of social science specialists led by Dr. Jerome Bruner, **Man: A Course of Study**. Supported in part by the National Science Foundation and the Ford Foundation, and intended for the middle grades, this controversial program introduces children to the study of human behavior. It focuses on three questions: What is human about human beings? How did they get that way? And how can they be made more so?

Using stunning color photography, it shows the development of gulls, salmon, and baboons, and concludes with a study of the concept of culture, using the "primitive" Eskimos of Canada as an example.

The great strength of *Man: A Course of Study* lies in its extraordinary films, simulation games, and other learning devices, and use of the discovery method. Its weaknesses include an overemphasis on animals as models and the culture study of a very small group of Eskimos who had to be taught how their ancestors lived in order to produce the present material on their way of life. Nevertheless, *Man: A Course of Study* is probably the most exciting and innovative of the new social studies programs for elementary and middle school students.

High School Resources

Topping the list of recommended publications for high school students is Seymour Ferish's **Learning About Peoples and Cultures** (McDougal, Littell, 1974, 120 pp., \$2.79), already mentioned in this essay. Several special uses of this attractive and perceptive collection of articles, essays, and chapters from books are possible: as an introduction to anthropology or to area studies; for individual reading; or as a common reading for a study group of teachers.

Another imaginative pamphlet is **Anthropology in Today's World: Case Studies of People and Cultures** (American Education Press, 1965, 63 pp., 50 cents). Although published in the 1960s, the material is still relevant. Included in the many case studies are an Eskimo's explanation of American culture—stressing our preoccupation with time; a brief account of the meaning of the shift in the national flag of Canada; a study of Black Muslims; two articles on Jews and Israel; and several other provocative pieces.

A very different type of publication is Margaret Mead and Ken Heyman's **World Enough: Rethinking the Future** (Little, Brown, 1976, 218 pp., \$17.50), reviewed in more detail in this section of *Curriculum Review*. The

190 black and white photos by Ken Heyman are superb, and the text is in Margaret Mead's usual lively, provocative style.

For a more specialized book on race and racism, many teachers will want to turn to Morton Klass and Hal Hellman's **The Kinds of Mankind** (Lippincott, 1971, 219 pp., \$5.95). The book opens with a historical approach, with considerable attention to the theories of such persons as Linnaeus, Chamberlain, Gobineau, Mendel, and Darwin. In chapter 14 the authors arrive at the currently accepted theory of one variety-one species. The concluding chapter, "Why Study Race?" is a short but convincing defense of such studies. A few black and white illustrations and a reading list are also included.

A more traditional textbook is H. Leon Abrams, Jr.'s **Inquiry Into Anthropology** (Globe, 1976, 310 pp., \$4.35). Six units discuss "What Is Anthropology?," "Physical Anthropology," "Human Inventiveness," "Social Organizations," "The Human Imagination," and "Problems and Prospects." Small pictures add to the text and many boxes of pertinent information extend the regular reading matter, as do questions at the end of each chapter, called "Thinking It Through."

Those who are interested in "primitive" man will find Rebecca B. Marcus's **Survivors of the Stone Age: Nine Tribes Today** (Hastings House, 1975, 124 pp., \$6.95) a fascinating study. The book opens with a two-page map of the world locating nine tribes; each group is then described briefly and sympathetically in separate chapters. Although these "primitives" still remain in our world, the author points out that "It is almost impossible in this Space Age for a tribe, once discovered by Western Civilization, to remain untouched by it."

Anthropology Curriculum Study Materials

The most extensive collection of materials for high school students in the broad field of anthropology is the result of the curriculum change movement of the 1960s. At that time the Anthropology Curriculum Study project was launched, and its materials were field-tested and later printed by the Macmillan Company. Altogether they cover a wide range and contain much valuable material for high school classes. There are booklets and teacher's manuals, filmstrips and tapes, wall charts and evidence cards, plus many other materials. Teachers and librarians interested in these materials should write to the Macmillan Company for detailed listings and/or for the sample kit, which sells for \$5.95.

Two Macmillan paperbacks are intended primarily for students in grade 7 and above and are outstanding accounts of American Indian tribes. One is Hazel Hertzberg's **The Great Tree and the Longhouse: The Culture of the Iroquois** (Macmillan, 1966, 122 pp., \$2.82), and the other is Alice Marriott's **Kiowa Years: A Study in Culture Impact** (Macmillan, 1968, 173 pp., \$3.21). In addition to lively, sensitively written texts,

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there are glossaries and reading lists in each of these paperbacks.

A separate item suitable for a wide variety of uses is a pamphlet by Brian J. Larkin, **Humankind: Anthropology and the Anthropologist: A Concept Study** (Macmillan, 1975, 64 pp., \$1.26). In a concise but interesting manner, Larkin tells why people study anthropology, outlines how they work, and describes some of the "tools" of the anthropologist. A few black and white pictures and several drawings add considerably to this unique publication.

Even more ambitious is a series of booklets intended for a 16-week multimedia course in Patterns of Human History. There are four of these booklets: **Studying Societies** (73 pp., 99 cents), **Origins of Humanness** (127 pp., \$2.40), **The Emergence of Complex Societies** (112 pp., \$1.53), and **Modernization and Traditional Societies** (120 pp., \$1.65). Each of these booklets contains several excerpts from other sources. For example, **Studying Societies** contains portions of Margaret Fallers' *The Harmless People* and an account from Colin M. Trumbull's *The Forest People*.

To accompany each of these books of readings are filmstrips, tapes, charts, recordings, and other multi-

media. Altogether these materials make a unique and invaluable contribution to high school anthropology. Teacher's guides are also available to further enhance learning.

The depth and number of these publications indicate that anthropology has at long last begun to receive attention in the social science programs of schools. Most of this recognition has come in the last 10 years; it is hoped that at least as much progress will be made in the next decade, both in special courses and minicourses in the upper grades, and in the incorporation of anthropological approaches in interdisciplinary social science programs prior to that point in the school years.

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