



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

Nos 31-32 Fall 1997/Spring 1998



In this Issue...

Mad Cows and Market Forces

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US National Association of Biology

Teaching Anthropology

A Reminder to *TAN* Readers

by *Dennis Bartels*

were motivated by belief in supernatural powers that could be harnessed by witches to cause harm. Recogniz

did, in fact, order the slaughter of BSE-infected cattle, some farmers did not report diseased animals, perhaps because the government paid only half the market price for animals that had to be killed. Thus, BSE continued to spread, and BSE-infected products continued to be con-

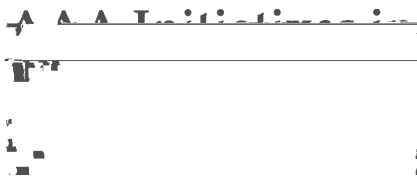
government were, it seems, genuinely convinced that there was no danger from BSE. For example, John Gummer, the Minister of the Environment, made a televised attempt in 1990 to get his daughter, who was then less than 10 years old, to eat a lamb



victims: "The bond market was gutted today by unexpect-

ward their method of handling the dead. Eager in those





Western Australian Year 12 Human Biology Syllabus.

TAN readers who want to learn about the outcome of the 1997 teacher workshops in Washington, or about workshops planned for the 1998 AAA annual meeting in Philadelphia, can contact AAA Director of Academic Relations, Dr. Elizabeth A. Hertz, 4250 North Rittenhouse Drive, Suite 200, Philadelphia, PA 19104.



writing ads, and continue to be active by giving a list of traits they desire in a partner to a student recorder at the

Teachers may choose to use only the marriage part of the module and spend one or two class

chalkboard and later listing desired traits from Indian folk. Teachers can give materials at this point by

sessions on it, or may choose to use the entire module, taking three or four days to explore the



pointing out the contrasting aspects of marriage in the

integrated social institutions of marriage, family and

Anthropology Contributes to Teacher Training at William Patterson University

Anthropology has much to contribute to preservice teacher training. Often, however, this potential goes

US National Association of Biology Teachers Takes Stand on the Teaching of Evolution

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US National Park Service Archaeology and Ethnology



No. 15 *State Archaeology Weeks: Interpreting Archaeology for the Public* by Mara Greengrass, Archaeological Assistance Division, National Park

DC 20013-7127. The address of the National Park Service Archaeology and Ethnography Program is 1849 C Street, NW, Room NC210, Washington, DC 20240

Gleanings from *Archaeology and Public Education*

Archaeology and Public Education is published three times a year by the Public Education Committee of the Society for American Archaeology (SAA). Significant sections of the newsletter are devoted to archaeology and precollege education. The Spring 1997 issue (7[2]) is devoted to underwater archaeology, highlighting two programs with significant educational components — the LaSalle shipwreck project in Texas and a project of the Lake Champlain Maritime Museum in Ver-

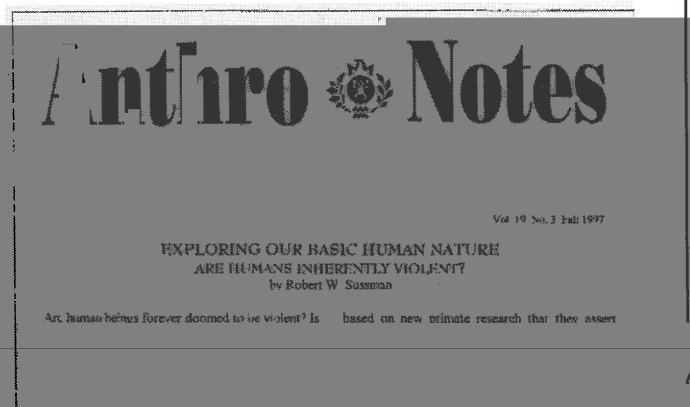


AnthroNotes

To Become a Book

The newsletter *AnthroNotes: National Museum of Natural History Bulletin for Teachers* has been a pioneer in the effort to raise awareness of anthropology in precollege classrooms. Many *TAN* readers are familiar with its mission and accomplishments.

Now, the best of *AnthroNotes* is about to become a book. *Anthropology Explored: The Best of*



Meetings of Interest

1998

October 14-17 Plains Anthropological Conference

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