

Significant Books

Reviewers/*Seymour Stiss*
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The Teaching of Anthropology. *David G. Mandelbaum, Gabriel Lasker and Ethel Albert, Editors.* Berkeley: University of California Press, 1963. 611 p. \$8.50.

Resources for the Teaching of Anthropology. (Editors, publisher and date as above.) 316 p. \$5.50.

These two very impressive companion volumes are not written solely by and for university teachers of anthropology. The various authors define their subject, curriculum, methods of teaching, and the resources for the presenting of anthropology so well that these volumes can be most useful to high school social studies and science teachers and secondary school supervisors and administrators.

Written by 51 professors of anthropology representing 36 colleges and universities, these definitive texts should help to clear up some of the content "clutter" present in many university courses.

Editors Mandelbaum, Lasker and Albert have pulled together a very diverse discipline by concentrating on the common curricular problems encountered by professors of anthropology. *The Teaching of Anthropology* amply reviews the problems of undergraduate courses in cultural and physical anthropology, and deeply probes the teaching problems

connected with physical, cultural, regional, archaeological and applied anthropology. Other main sections of the book are devoted to the problems of teaching the linguistics of the discipline, interdisciplinary relations in teaching, the academic environment for the subject, graduate training, and the perspectives for future teaching of university courses in anthropology.

The companion volume, *Resources for the Teaching of Anthropology*, will probably become most valuable for its 235 page bibliography, "A Basic List of Books and Periodicals for College Libraries." Every facet of the subject is covered in depth with almost complete bibliographic information. This bibliography can be very helpful to secondary school teachers and librarians seeking recent anthropological sources. The first part of this book discusses problems long familiar to most teachers and administrators.

Surveys of course offerings in the various institutions of higher learning will give helpful information to high school teachers. Discussion of student enrollments and numbers of teachers of the subject in California indicates that this discipline is in a period of growth. The importance of building university departments with sufficient breadth of the subject and the age-old university problem of scholarship versus teaching, are

deeply considered. The writers also reveal problems they hold in common with secondary school teachers. Discussion of proper use of audio-visual aids, models, artifacts, and the place of the library receive prominent attention in this volume.

While the two volumes will be of most use to professors of anthropology and to university instructors, there is much that will be of use to those with an interest in, but with scant knowledge of the discipline. Scholars in related social science fields might well follow the lead of their anthropological colleagues.

—Reviewed by SEYMOUR STISS, Arlington County Public Schools, Arlington, Virginia.

The Teaching of Art. L. de C.-Bucher. New York: Philosophical Library, 1963. 198 p.

Teaching Art to Children. Blanche Jefferson. Boston: Allyn and Bacon, Second Edition 1963, 286 p.

It is always very interesting to compare two or more books with the same or similar objectives. In the case of the books by de C.-Bucher and Jefferson, interest is heightened by the fact that the one is written by an Englishman and the other by an American. Each approaches the subject of teaching art in what might be termed a typically British or an American fashion.

Bucher's book has a broad approach and considers art teaching from the elementary school through the upper years of the secondary school. This has the advantage of giving a total picture of art education in the public schools and one can see relationships between what is done at the elementary level and what is to follow at the secondary level.

Mrs. Jefferson confines her book to the elementary school, but her approach to

the problem of elementary art is much more detailed and direct than that of Bucher. In typical American style, at least as far as art education books seem to go, she places emphasis on *teaching* more than on art. Bucher, in British fashion, emphasizes *art* more than teaching. This is not to say that one approach is better than the other but only to suggest that in general the British seem to center their discussions around art processes and problems and Americans concentrate more upon methods and approaches to teaching.

Mr. Bucher is general in his approach. In several beginning chapters he discusses such topics as "The Approach to Art," "Art and Education," "The Art of the Child," "Art in the School," and "Picture-Making." In later chapters specific techniques or processes are considered. Among these are "Drawing and the Still-Life," "On Teaching Perspective," "Colour: Theory and Practice," "On Teaching Design," "Potato Printing," "Lino-Cutting," "On the Teaching of Lettering," and "Modeling." Throughout the book general hints and suggestions for action on the part of the teacher are given. There are suggestions for the right way to handle brushes, paint, and other tools, and how the teacher can use these suggestions at various school levels.

After reading the book one certainly has a sense of the teaching problem in art and, while he might not like some specific suggestions, he must probably agree that Mr. Bucher is "on the side of the angels." Bucher's Golden Rule is "Never attempt to teach anything which you do not properly understand or for which you have no enthusiasm yourself." This is a good rule to follow!

Mrs. Jefferson begins her book with a chapter on "Methods of Teaching Art."

Here she defines and describes the methods of "Creative Expression," "Assigned Topics," "Copy," and "Directed Method." An evaluation of each method is then made and the "creative expression" approach is presented as the most valuable in terms of the child and making art meaningful to him. The method provides (a) opportunity for the student to choose his own subject matter and materials, (b) freedom to express it in his own way, and (c) the right to organize it in his own way.

Additional chapters discuss the role of the teacher, providing for growth in art, art of the young child, art in the upper grades, relation of art to other areas of the curriculum and competition, contests and grading in children's art. The technique of dialogue between teacher and student is used effectively to show the how of the teaching process. The message is clear, concise and direct

and the book will help a great many teachers in doing a better job of working with children and with art. The fact that in a short time the book is in its second printing is certainly testimony to its usefulness.

Each book supplements the other and together they make a good package. Both books have some illustrations in color. Those in the Jefferson book are better and give a clear indication of the character of children's art to those not familiar with it. For the specialist in art the Bucher book will be of most interest and will provide some controversy on such suggestions as "copying is good for the dull ones." *Teaching Art to Children* will be of most value to the elementary classroom teacher for it provides clear guidelines to action.

—Reviewed by RALPH G. BEELKE,
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