



Key of See Storytellers

ELAINE WYNNE & LARRY JOHNSON

~~Box 5507~~ MINNEAPOLIS, MN 55458

2615 586m (612) 333-0970

55454

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George —

Here's the video
of your Congress
talk. Audio of
the morning panel,
and a few other
things.

Hope to
hear about CULTURAL
ENVIRONMENTALISM

Larry Johnson



RP

Key of See Storytellers 1/21/91

ELAINE WYNNE & LARRY JOHNSON

MINNEAPOLIS, MN 55408

2615 50th 612-333-0970 55454

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612 545 1074

Jan 9, 1991

Dear George:

We got your letter and yes, we want to be on the committee for cultural environmental moving. Elaine will probably send you a separate note, but I wanted to rush this off because now it appears I will be in Philadelphia Feb 17-20. I hope sometime then I could meet with you about this et al. all of which are related.

Didn't get a list of suggested participants. Off the top of my head I'd add Marieli Rowe from Natl Telemedia Council, Sue Buske from Natl Federation of Local Cable Programmers, and Eric Utne of Utne Reader -- last May they did a conference here for environmentalists and journalists, and hope to continue doing it. It is close in tone to what you're proposing.

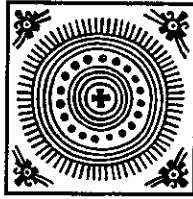
I'm enclosing FYI a draft I just finished for a proposed U of Michigan book on Storytelling in Education. My emphasis of course is to integrate storytelling, videomaking, and TV et al. Also, I think I sent you the video letters chapter for our State Dept exchange globally book. Yes, its a global marketing world, and I hope children can learn to make global communications exchanges to exchange promises and problem-solving, not products.

Oh, others to join -- Dr. Karen Olness and her husband Hakon Torjeson. She got me into the hospital participatory TV situation and was very much a part of the AMA concern for children and TV movement. He worked for Voice of America years ago. They started Minnesota International Health Volunteers and now are at Case Western in Cleveland. She's director of Pediatrics and is international known for self hypnosis, biofeedback, and uses portable TV a lot. He directs a program that sees that every new doctor does part of his or her training in a 3rd world country.

This is all quick and I'll keep thinking but the more I read the draft the more I think you should at least talk to Eric Utne. I'd like to send him the draft statement. OK?

Larry Johnson

LYNN POWERS, Ph.D.
Licensed Consulting
Psychologist



(612) 936-2866
(612) 521-1723

ELAINE WYNNE, M.A.
Licensed Psychologist

January 28, 1991

George Gerbner
Professor of Communication and Dean Emeritus
The Annenberg School for Communication
University of Pennsylvania
3620 Walnut Street
Philadelphia, Pennsylvania

Dear George:

Thanks so much for your letter of Jan. 4 outlining the ideas for the "Cultural Environmental Movement". I think Larry has written and has made plans to meet with you and I'm so delighted! I am a big fan of his and really believe that the knowledge and ideas he has about culture and media need to be expressed and disseminated and contact with you will be a wonderful way for him to focus his work.

I have been interested in the ideas you speak of for a long time as well. I worked with Behavioral Pediatrics Program for six years at Minneapolis Children's Medical Center. That group often had and did talks on television. One year I did over 100 on the effects of television on children and developing your child's imagination through storytelling. I had to stop for a while because the television talk became so depressing. Now I am ready to re-enter the arena, perhaps with some more sophisticated methods and ideas.

Lately, I have been thinking about the concept of the Peace Warrior. Warrior is an archetypal concept which I think is imbedded into us psychically. It is, I think, not a bad concept in and of itself. Being able to defend oneself and take care of oneself is a healthy psychological stance. Also, I think the "peace movement" has the reputation of being nice guys who finish last. The Peace Warrior would capture the imagination of the young, I think, and inspire the natural energy for activism that comes in youth. This concept would evolve into a structured training for conflict resolution and violence prevention. I think this would fit well with your concept.

Also, Larry and I have been tossing around the idea of starting a group of local people who would become catalysts for helping people or pro-social groups to create ads and advertising campaigns which would use media to promote ideas which sustain culture. I know that public service announcements are quite easy to get on the air here but we need skillful people giving a small amount of time to help groups create ads that are impressive and eye and ear catching. Our recently elected Senator Paul Wellstone did that with ads. The ads were very successful even though the campaign had a shoestring budget. They were positive and educational

Powers and Wynne Psychology Associates
4101 Golden Valley Road • Ridgewood House
Golden Valley, Minnesota 55422

X %
Send
D. Thompson
Children
r/w

see
+ for
more
in
op-ed.
Lynne

advertisements which made a point but were ethical. We thought of this group of one that would be solid and intentional, moving out to network with a number of other groups in the community, following your idea about the main task being coalition-building and constituency building.

It (CEM) sounds a little rangy but these things always do at first. It seems to be built on a vision rather than just goals. The vision could be amplified more -- because I believe visionary expressions move people very effectively, that they don't have to be too concrete but that their presence and the mulling of the vision creates new energy and ideas. It also seems important to have some outcomes or products.

I support the idea of minimum coordinated action on the international level and let more of the specificity happen at the local level. I think that people feel more successful if the goals set are attainable.

When we have talked about the media group we've been thinking about one thing we have discussed is fun -- and that the people who are acting together may want to enjoy the social part of being with the people. This naturally happens but I think a lot of people are so busy with activity these days that social relationships suffer. I'd like to see that as one of the spoken potentials of this organization.

I'd like to see psychologists and psychiatrists, social workers, etc., etc., invited to be a part of this effort. One person I heard recently talk of these ideas, who was meetings with several other members of the American Psychiatric Association and heads of the national media to discuss the ripple effect of trauma and violence, is Lenore Terr, M.D., who wrote TOO SCARED TO CRY. I would certainly be interested in helping to locate and contact this group.

Someone who also would have wisdom for us in the area of dialogue and communication in groups is David Bohm, the physicist (British) who has for a number of years been holding "dialogues" for groups of about forty people in Ojai, California. His work followed the work of Krishnamurti who lived there.

Thanks! I'm interested! Yes!

Best wishes,

Elaine

Elaine Wynne

* like the sign, "Think globally,
act locally"



Key of See Storytellers

ELAINE WYNNE & LARRY JOHNSON
Box 9907, MINNEAPOLIS, MN 55458
(612) 333-0970

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George

We got your note
but not the latest
Draft + Prospectus.

~~Here's our membership~~

Here's our membership

We would attend the
founding conference

Larry + Elaine

**THE ANNENBERG SCHOOL FOR
COMMUNICATION**

UNIVERSITY of PENNSYLVANIA

3620 Walnut Street Philadelphia, Pennsylvania 19104-6220

April 20, 1992

Elaine Wynne and Larry Johnson
Key of See Storytellers
2615 S. 6th Street
Minneapolis, Minn. 55454

Dear Elaine and Larry:

Even though the materials I had sent you were just drafts for comment, your \$50 contribution was most welcome - and the first! So you are really founding members of CEM. I used the money to finally set up a bank account. Let's hope we're in business.

It was also good to read about some of your activities and the timely 1040 G tax return. How about deducting the money spent for the Gulf War? (See flyer on our book. Have I sent you this before?) Thanks also for the clip from the Star Tribune. You may be interested in the enclosed interview.

Take care, and hope to see you one of these days.

Sincerely yours,



NATIONAL STORY LEAGUE

President-Mrs. Elizabeth Raabe, 52 Stephen F. Austin Drive, Conroe, Texas 77302
Editor-Story Art Magazine-Mrs. Helen Lea, 555 Tod Ave., N.W. Warren, Ohio 44485



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PUBLICITY
Larry Johnson

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Camp Hill, PA 17011

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Jackson, Tenn. 38305

RESOURCE LIBRARIAN
Ms. Cindy Dingwall
Arlington Heights Memorial Library
Arlington Heights, Illinois 60004

N.S.L. EMBLEMS
Peggy Wilson
21 Oakwood Road
Jacksonville Beach, FL 32250

BY—LAWS
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1756 14th Ave.
San Francisco, CA 94122

GOLDEN BOOK OF MEMORIES
Miss Virginia D. Shope
1342 4th Ave.
Juniata Altoona, PA 16601

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CHAIRPERSONS
Lugene Sadler
P.O. Box 15056
Las Cruces, NM 88004

Mary Derringer
P.O. Box 1492
Las Cruces, NM 88004

May 11, 1992
(90 IN 93)

DEAR STORYTELLER(S):

Last year on the Monday of National Story League week (3rd in October) many tellers and storytelling organizations staged special events to celebrate EVERYONE TELL A STORY TO A CHILD -- HAVE HIM OR HER TELL ONE TO YOU. Parents and grandparents made a special point to tell to children at bedtime or long distance by telephone, and some groups organized special tellings for children at libraries, schools, and other centers. Much happened.

This year, because 1993 is the 90th Anniversary of National Story League (organized in 1903 in Knoxville, Tennessee), and because NSL is the only story group we know of with a structure for starting jr. leagues or school groups to teach young people to tell, we are encouraging the formation of 90 IN 93 -- that is, by the end of 1993, we'd like to see 90 junior story leagues or school youth story groups in full swing around the country.

To start a jr. league or school group affiliated with National Story League, you need to be or become an adult member by contacting Aurabelle Walker at 3109 No. 29, Tacoma, Washington, 98407. She'll connect you with an existing adult league, tell you how to start your own, and especially send information on how you can start a group of young people on their way to telling stories as their service to their community.

For jr. league or youth group sponsors, there is a junior story handbook available (and now being revised and updated), and if you organize a group of young tellers, we'll hook you up to our new network of school and jr. league story groups TRADING VIDEO LETTERS OF THEIR STORYTELLING with each other. To do that you need to connect with me, Larry Johnson, at Pillsbury school, 2250 Garfield N.E., Mpls, Minn, 55418.

Have fun involving young people in telling,

Larry Johnson
315 Georgia No.
Golden Valley, Minn, 55427
612-546-1074
(This is a new address)

May 7, 1994

Dear George:

2 new places to put on the mailing list -- Global Process Institute (David Jones) on enclosed brochure; and MICAEL -- brochure enclosed. I'm now on the Micael board and am particularly interested in investigating a broader definition of "Crying fire in a crowded theatre". Seems to me that whenever someone asks for care or caution in a media presentation, the networks et al cry "We have freedom except to cry fire in a crowded theatre" as if that is some literal situation rather than a metaphor drawn from a particular old court ruling. E.g. if children start setting fires because Beavis and Butthead do it, haven't Beavis and Butthead "falsely cried fire in a crowded theatre"? Seems like we're all so afraid of being called a censor that we keep quiet when there's actually a fire (Well, not all of us) But has anyone comprehensively explored that issue in the context of all the complex "theatres" we have now.

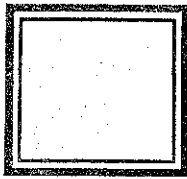
July 24 meeting is going well. I'm working on getting key people not attending the conference to be there. Am going to try to get Eric Utne or someone from Utne Reader there -- or get them to bring you to town to speak to a group in Mpls later. Have you had any response from them? Also, am wanting to talk with Ron Turner more about CEM in the context of the storytelling community and getting "the stories told by caring people rather than . . .". Ron is now on the NAPPS board which is the most known and most powerful PR platform for storytelling. Some of what comes out of NAPPS, in my mind, is driven more and more by the popular media culture -- i.e. festivals sponsored by Pepsi Cola, and high paid storytelling stars promoted more than day to day storytellers entrenched in the cultural institutions -- but I guess that's inevitable today as things get more well known. I'm interested in directing the growing notoriety of storytelling in the direction of promoting the telling of stories by ordinary people as so powerfully stated in your CEM Manifesto. So see you in July.

Also am enclosing a draft I began about organizing school around students totally operating the school CCTV channel. I didn't state it here, but in my mind this is sort of like "as PBS once was to the networks (when it got started), so this kind of channel might be to things like Whittle Channel One". I've been put back up to full-time in one school as Storyteller/Video Teacher and been given enough flexible time to structurally pursue strong elements of this. It may ultimately need a grant of some sort, but I'm excited about next year.

See you soon,

Larry Johnson

P.S. I'll, of course, be at the entire Madison conference, but Elaine is coming down special for the organizing meeting. See you then.



MiCAEL
c/o Hamline Crossroads Center
1536 Hewitt Avenue
St. Paul, MN 55104

**MISSION OF
THE MIDWEST CENTER
FOR
ARTS, ENTERTAINMENT,
AND THE LAW**

The Midwest Center for Arts, Entertainment, and the Law (MiCAEL) is a non-profit corporation created to . . .

- **Develop legal resources** for artists and art organizations in matters concerning arts, entertainment and the law
- **Act as a clearinghouse** for the collection and dissemination of information on current legal issues relevant to all forms of artistic expression
- **Encourage and facilitate a continuing dialogue** within the arts and entertainment community and the community at large about conflicts related to limitations on, and rights and responsibilities of, freedom of artistic expression.

**The Midwest Center
for
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and the Law**

(MiCAEL)

Office:

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(Please call for office hours)

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St. Paul, Minnesota 55104

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*Original
a friend since 1979
met thru storytelling + cabl access*

MiCAEL began as a task force in the fall of 1991, following attempts by various groups and individuals to restrict or prohibit the presentation of certain performances and works of art to the public. This task force was comprised of artists, attorneys, and patrons who were concerned over the effects of such censorship efforts, not only on artistic expression of individual artists and arts organizations, but on the community at large . . . and potentially on the freedom of all forms of expression under the First Amendment.

MiCAEL was formed as a non-profit corporation in 1992, with the goal of assuring a continuing forum through which censorship issues are openly considered and discussed within the community.

MiCAEL sponsors public programs for the discussion of these vital issues, develops legal resources for working artists and organizations, and has now established a resource center which gathers and disseminates information to the arts and entertainment community about current issues concerning artistic expression and the law.

MiCAEL is currently conducting a Charter Membership Campaign to develop a grass roots network of individuals and organizations who support MiCAEL's goals and programs.

Charter Membership Campaign

October 1, 1993 - September 30, 1994

Members will receive:

- News alerts about current events relating to censorship activities
- MiCAEL's semi-annual newsletter
- Discounts on MiCAEL programs, related books, and publications
- And more!

Your membership support is needed to help MiCAEL succeed! Join today!

Charter Membership Form for MiCAEL

Name _____ Phone (_____) _____

Address _____ City _____ State _____ Zip _____

Yes, I want to show my support for MiCAEL! Enroll me as a Charter Member in the following donor category:

\$ 250 Benefactor \$ 25 Advocate I am unable to join now, but
 \$ 125 Sponsor \$ 15 Student Supporter keep me on MiCAEL's mailing
 \$ 50 Contributor Other \$ _____ list.

List me as an: Artist/Arts Organization _____ Attorney/Law Firm _____ Individual/Business Patron _____

Thank you for your support! Send this form with your check to:
MiCAEL • Hamline Crossroads Center • 1536 Hewitt Avenue • St. Paul, MN 55104



P.O. Box 580152, Minneapolis, MN 55458

October 4, 1993

Dr. Rick Fehlman
130 Baker Hall
English Dept.
University of Northern Iowa
Cedar Falls, Iowa
50614

Dear Dr. Fehlman:

Enclosed is some information on the Cultural Environmental Movement. As I explained to you by phone, I spoke with Dr. Gerbner and Marieli Rowe about connecting a first regional organizing meeting of CEM with our Nov 2-6, 1994 Storytelling in Education Conference (probably Saturday or Sunday). However, when I heard the Visual Literacy Conference would be in Madison July 22-25, I called Marieli again and we both agreed that might be a better fit. Please discuss this, and I will talk once again with Dr. Gerbner and be in touch with you and Marieli.

I will send in a "lesson plan" proposal that deals with the connection of storytelling to media or visual literacy. As I explained to you, I've been teaching young people to tell stories and make video for 25 years (I was directing summer camps and in broadcast school in the late 60's when portable video equipment came out). I've belonged to Marieli Rowe's organizations pretty much straight through since then, but my other organizational affiliations have been storytelling, cable access, and gardening. I've always considered my teaching to be in the vein of media literacy and critical viewing skills, but I'm a little late affiliating organizationally with the resurgence or upsurge of this movement. Thus I'm anxious to be in Madison.

Oh, Craig Roney, the NCTE storytelling person at Wayne State is at 287 Education, Wayne State University, Detroit, Michigan, 48202. (313)577-0928. If I can be helpful promoting the conference, please let me know. I am considered by some to be the "world's greatest networker" and can easily slide a little flyer in with mailings I do for the storytelling conference, or make it available when I'm doing workshops or making presentations; and I especially hope it works out to tie the organizing for CEM to this conference. The whole idea is to coalesce and harness the group energy of like minded groups to transform the psychic and physical pollution caused by electronic media abuses; in effect, to steer this most powerful medium back to some of the loftiest goals stated for it when it emerged on our scene.

Thank You,

Larry Johnson

Illinois, Iowa, Michigan, Minnesota, Wisconsin

George - All
Re our discussion
on a regional
meeting in Nov 1994
I'll call you about

This
Larry Johnson



Key of See Storytellers

ELAINE WYNNE & LARRY JOHNSON
BOX 27314, MINNEAPOLIS, MN 55427-0314
612-546-1074

STORIES OF HUMOR AND HEALING FOR EARTH AND EVERYONE
THERAPEUTIC USES OF STORYTELLING AND "TELLER FRIENDLY"
USES OF MEDIA



Consortium for Whole Brain Learning
3348 - 47th. Ave. S.
Mpls, MN 55406

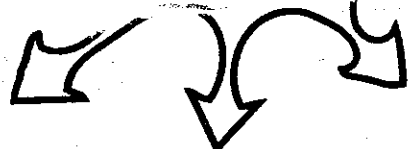


Aug 23

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Plainfield, NJ
(802) 454-8311
JULY 6-9: Exploring Our Stories at Sonoma State U, CA, the 4th international conference on transforming the spirit of education. **GATE** Conf. 93 c/o Betty Bailey, POB 71, Geyserville, CA 95441 (707) 433-9409
JULY 29-AUG 1: National Coalition of Education Activists 6th Annual Conference: Building Bridges. Washington DC. Contact NCEA, POB 405, Rosendale, NY 12472
AUG 13-14: American Association of Educators in Private Practice

...s
... Washington,
... ch 27-30, 1993, you might
attend a network organizational
meeting or network-sponsored ses-
sion. See your Conference Program
for details.
• For information about forming a
network, contact Agnes Crawford,
Assistant Director of Field Services,
ASCD, 1250 N. Pitt St., Alexandria,
VA 22314; 703/549-9110, ext. 506. ■



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East Chatham, NY 12060-0059

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Youth Clubs Providing Opportunities for Social Action

✓ **Boy Scouts of America**

1325 Walnut Hill Lane
Irving, TX 75015-2079
(214) 580-2000

Contact for names and locations of local groups.
Builds character, citizenship, and service.

✓ **Boys Clubs of America**

771 First Ave.
New York, NY 10017
(212) 351-5900

Youth development and service.

Camp Fire, Inc.

4601 Madison Ave.
Kansas City, MO 64112-1278
(816) 756-1950

Serves girls and boys. Encourages self-reliance and good citizenship.

Co-Ette Club

2020 West Chicago Blvd.
Detroit, MI 48206
(313) 867-0880

Leadership training and community service for black high school girls.

Direct Connection

US/USSR and World Youth Communications
P.O. Box 2745
Grass Valley, CA 95945
(916) 265-5330

Emphasizes globally aware, practical action by youth.

4-H Youth Development

Cooperative Extension Service
U.S. Department of Agriculture
Washington, D.C. 20250
(202) 447-5853

Coeducational program for ages 9-19. Leadership development. Interest in nation's food and fiber agricultural systems and the family.

FFA (Future Farmers of America)

5632 Mt. Vernon Memorial Highway
P.O. Box 15160
Alexandria, VA 22309-0160
(703) 360-3600

Check with state or high school organizations for awards programs.

Girl Scouts of the U.S.A.

830 Third Ave.
New York, NY 10022
(212) 940-7500

Development of individual potential, values, and contributions to society.

Girls, Inc. (Girls Clubs of America)

30 East 33rd Street
New York, NY 10016
(212) 689-3700

Youth development and service.

National Association of Youth Clubs

5808 16th Street, N.W.
Washington, D.C. 20011
(202) 726-2044

Clubs for boys and girls 8-18, emphasizing character development and community service.

National Resource Center

441 W. Michigan Street
Indianapolis, IN 46202
(317) 634-7546

Serves girls 6-18. Encourages good health, development, leadership, self-reliance, etc.

National Tots and Teens, Inc.

P.O. Box 1517
Washington D.C. 20013-1517
(202) 363-0366

Member families must have children ages 3-18.

Fosters strong family life, interest in community and concern for others.

YMCA of the USA

101 N. Wacker Drive
Chicago, IL 60606
(312) 977-0031; (800) USA-YMCA

Youth programs which emphasize year-round development.

HEADS AND TALES

AN INQUIRY INTO STORYTELLING IN EDUCATION

November 2-6, 1994
Madison, Wisconsin

- Lab Workshops allowing participants to witness presenters actually doing their specialty in schools, libraries, nature centers, historical museums, religious institutions, and college classes
- Explorations of narrative research supporting storytelling in education
- Stories celebrating the power of storytelling to transform

Beginning now, at the conference and beyond, the organizers encourage the formation and further strengthening of local, specific support groups and networks to foster uses of educational storytelling in schools, colleges, nature centers, religious institutions, libraries, and historical museums.

For more information or to get registration materials as soon as they're available, write: HEADS and TALES, @ Northlands Storytelling Network, Box 580152, Minneapolis, Minnesota, 55458 or call: Larry Johnson, 612/546-1074.



Earth Day 1993

April 22, 1993

The Minnesota Earth Day Network

The *Minnesota Earth Day Network* is a consortium of environmentally concerned individuals and organizations committed to keeping the spirit and mission of the original Earth Day alive every day of the year. They will provide information on available resources for environmental education to the general public. Volunteers from conservation and environmental groups, business and governmental agencies are working together in this informal clearinghouse, including many of the individuals and organizations who worked on Earth Day 1990. For 1993, the *Network* is:

- ♣ Printing the revised *Earth 'n Jeopardy*, a trivia quiz to measure your environmental awareness.
- ♣ Printing the *1993 Environmental Resources Directory* of speakers and other resources.
- ♣ Preparing a Calendar of Environmental Events to be sent to the media statewide.

For more information on the *Minnesota Earth Day Network* and their activities, call any of the organizations listed on the back of this flyer.

Suggested Activities for Earth Day — and beyond!

Organize activities appropriate to your organization, and join with others in your community. Consider planning programs to start on Earth Day and Earth Week — the week of April 19 through April 25 — and then to continue all year. Here are just a few ideas:

- ♣ Help set up an Earth Day exhibit at your local library, a supermarket, or shopping center.
- ♣ Conduct a waste analysis of a dumpster at your workplace, school, or a public building.
- ♣ Set up an exhibit to demonstrate how much energy, natural resources, and landfill space recycling can save.
- ♣ Compile and distribute a list of stores that carry energy-efficient light bulbs, appliances, water-saving devices, and recycled paper products. Promote the use of energy-efficient light bulbs.
- ♣ Convert a vacant lot into a community organic garden, and donate the food to a foodshelf.
- ♣ Plan an ecumenical stewardship service.
- ♣ Encourage local business, schools and units of government to start an energy conservation program.
- ♣ Learn to grow trees from seeds, and create a "home nursery" for them until they are big enough to survive.
- ♣ Organize tree planting for Arbor Day or Arbor Month, May 1993.

Finding Environmental Resources

In addition to the organizations listed on the next page, there are many possibilities for speakers at the local level as well. Check with your local office of the Minnesota Extension Service, the Soil and Water Conservation District, city and county commissioners, planning and zoning officials, health department, county engineer (or whoever deals with wells and septic tanks), and similar people and agencies. Have you thought of the people that run your landfill or sewage plant? Is there a recycling company? And what about local businesses? What environmental issues are they dealing with?

Ask someone who deals with chemicals: gas station owners, dry cleaners, printers, painters, appliance repairers, etc. Could someone discuss the use of paper versus plastic bags in a retail business? In some places, much of the pollution of water comes from soil eroding from new construction sites. Perhaps a grading contractor can tell you how they prevent this problem. Remember your local nature centers and environmental learning centers. And, of course, remember your local university, college or technical college. Finally, involve your community on the broadest basis.

Minnesota Earth Day Network

14610 13th Avenue North • Plymouth, Minnesota 55447 • Phone: 612/476-1077

The Minnesota Earth Day Network

Listed below are some of the active members of the *Minnesota Earth Day Network* who can answer your questions about Earth Day and the environment. Many of them have speakers or other resources available to help you with your activities.

- American Lung Association**612/227-8014
Att: Kristen Heegaard, 490 Concordia, St. Paul MN 55103
- Bell Museum of Natural History:**612/624-3595
Att: Anna Pidgeon, 10 Church St SE, Minneapolis MN 55455
- Center for Global Env. Education**.....612/641-2855
Att: Jennefir Gasperini, 1536 Hewitt Ave, St Paul MN 55101
- Dept. of Forest Resources, U. of M.**612/624-3400
Att: Alan Ek or Anne Reich
235 Natural Resources Admin. Bldg., St. Paul MN 55108
- Duluth Community Energy Council**218/720-2775
Att: Patty Downs
MN Power, 3215 Arrowhead Rd, Duluth MN 55811
- Eco Education**.....612/222-7691
275 E 4th St - Suite 782, St Paul MN 55101
- Energy Info Center**1-800-652-9747 or 612/296-7988
Att: Phil Smith, MN Dept of Public Service, 121 7th Place East, St Paul MN 55101
- Executive Assistants**612/476-1077
Att: David Shea, 14610 13th Ave No, Plymouth MN 55447
- Forest Resources Center**.....507/467-2437
Route 2 - Box 156A, Lanesboro MN 55949
- Greater Mpls. Girl Scout Council**612/724-8430
Att: Carol Greenwood
2615 38th Ave. So., Minneapolis MN 55406
- Hennepin Parks**612/559-6769
Att: Dawn Sommers, P O Box 47320, Plymouth MN 55447
- Kids for Saving Earth**612/525-0002
Att: Elizabeth Donnelly, P O Box 47247, Plymouth MN 55447
- Metropolitan Council**.....612/291-6536
Att: Victoria Reinhardt, 230 E 5th St, St Paul MN 55101
- MN Arbor Month Partnership**
DNR, 500 Lafayette Road, St Paul MN 55155-4044
- MN Attorney General Hubert H. Humphrey III**
Maureen Kucera or Ann Johnson.....612/296-8410
102 State Capitol, St Paul MN 55155
- MN Board of Water & Soil Resources**612/297-1893
Att: Susan Tsakakis
155 So Wabasha St - Suite 104, St Paul MN 55107
- MN Community Education Assoc.**612/722-5806
Att: Susan Cairn, 3533 44th Ave So, Mpls MN 55406
- MN Dept. of Natural Resources**.....612/297-3790
Att: Lee Markell, 500 Lafayette, St Paul MN 55155-4029
- MN Dept of Transportation - Office of Tech. Support**
Att: Scott Bradley..... 612/296 -5772
124 Transportation Blvd, St Paul MN 55155
- MN Ethanol Commission**612/297-4654
Att: Larry Johnson, 90 W Plato Blvd, St Paul 55107
- MN Extension Service, U. of M.**.....612/626-1259
Att: Stephan Carlson, 340 Coffey Hall, St Paul MN 55108-1030
- MN Landscape Arboretum**612/443-2460 ext 227
Att: Kathleen Barlage, P O Box 39, Chanhassen MN 55317
- MN Office of Environmental Education**612/296-2723
Dept. of Education, Capitol Square Bldg, St Paul MN 55101
- MN Office of Waste Management**612/649-5738
Att: Ruth Marston 612/649-5738
1350 Energy Lane, St Paul MN 55108
- MN Pollution Control Agency**612/296-7769
Att: Susan Brustman, 520 Lafayette Road, St Paul MN 55155
- MN Public Transit Association**.....612/884-7439
560 Sixth Ave. No., Minneapolis MN 55411-4398
- MN Renewable Energy Society**.....612/297-3067
Att: Paul Helgeson 612/297-3067
P O Box 65313, Saint Paul MN 55165-0313
- Minnesota Rideshare/MTC**.....612/349-RIDE
Att: Michele Levenson
560 6th Avenue North, Minneapolis MN 55411-4398
- Minnesota Zoo**612/431-9234
Att: Steven Hage, 13000 Zoo Blvd, Apple Valley MN 55124
- Northern States Power Co.**.....612/330-6042
Att: Richard Stanford 414 Nicollet Mall, Mpls MN 55401-9938
- Project Learning Tree**612/297-2214
DNR, 500 Lafayette, St Paul MN 55155-4044
- Project WILD-Aquatic WILD**612/297-2423
DNR, 500 Lafayette, St Paul MN 55155-4007
- Recycling Association of Minnesota**612/481-1143
Att: Fran Kurk, P.O. Box 292, Circle Pines MN 55014
- Regional Transit Board**612/292-8789
Att: Dan Murray, 230 E 5th St, St Paul MN 55101
- Renewable Energy Services**.....612/377-3270
Att: John Dunlop, 448 Morgan Ave So #300, Mpls MN 55405
- Saint Paul Area Chamber of Commerce**612/223-5000
Att: Chuck Wiger, 445 Minnesota St, St Paul MN 55101
- Saint Paul Downtown Community Development Co.**
Att: Julie McEnroe 612/221-0488
1312 No Central Life Tower, St Paul MN 55101
- Science Museum of Minnesota**612/221-4747
Att: Sue Anderson or Patrick Hamilton
30 East 10th Street, St Paul MN 55101
- Soil & Water Conservation Districts**..... 612/454-8994
Att: Dorothy Waltz, 2095 Delaware, Mendota Hts MN 55118
- Tamarac National Wildlife Refuge**.....218/847-2641
Att: Betsy Beneke, HC 10 - Box 145, Rochert MN 56578
- The Environmental Network**218/732-4562
Att: Brita Sailer, Route 1 - Box 435A, Park Rapids MN 56470
- Twin Cities Greens**612/922-9430
Att: David Hartley, 5737 Upton Ave So, Mpls MN 55410
- Wood Lake Nature Center**612/861-9365
Att: Karen Shanberg, 735 Lakeshore Dr., Richfield MN 55432
- World Population Balance**.....612/869-1640
Att: David Paxson, P O Box 23472, Mpls MN 55423-0472
- YMCA Earth Service Corps**.....612/777-8103
Att: Chris Fastner, 2100 Orchard Lane, WBL MN 55110

Choices for Action
Toward Peace

The following listing is provided to assist you in making a personal commitment toward peace—within yourself, with family and friends, within your community, the United States, other countries and with the Earth.

Alliance to Save Energy 202-857-0666
1925 K. Street NW, Suite 206
Washington, D.C. 20006
Information and products regarding wise use of energy.

Amazon Bookstore 612-338-6560
1612 Harmon Place
Minneapolis, MN 55403
We specialize in books and art and music by Women, also anti-sexist, anti-racist children's books.

American Forestry Assoc. 202-667-3300
Global ReLeaf Program
P.O. Box 2000
Washington, D.C. 20013

American Solar Energy Society 297-3067
A national society of professionals involved in the field of solar and wind energy. They have information to educate the professional and general public in the field of alternative and renewable energy sources.

Center for Science in the Public Interest 202-332-9110
1501 - 16th Street NW
Washington, DC 20036
Information regarding nutrition and food production and consumption.

Earth Care Paper, Inc. 608-256-5522
P.O. Box 3335
Madison, WI 53704
Recycled paper catalog. Earth care strives to be a socially responsible business. We only sell products that enhance society and we try to sell them in a way that enriches the lives of our customers and employees. 10% of our profit is donated to organizations that are working to solve environmental and social problems.

* Earth Circles 612-823-8244
4251 Nicollet Avenue South
Minneapolis, MN 55409
Earth Circles is a retail shop with a deep desire to promote local artists (especially Native Americans) and be a meeting place, helping people find the "tools" used by our ancestors.

Earthsave Foundation 408-423-4069
706 Frederick Street
Santa Cruz, CA 95062
Connecting the degradation of our environment to our meat eating diet. Providing education and leadership for transition to more healthful and environmentally sound food choices, non-polluting energy supplies, and a wiser use of natural resources.

Ecco Bella 201-226-5799
6 Provost Square
Suite 602
Caldwell, NJ 07006
Catalog of Beneficial Products for people and the environment, biodegradable household products, the best all-natural skin care, unique recycled paper goods and more!

* Fellowship of Reconciliation 612-870-1501
2025 Nicollet Avenue South, Suite 203
Minneapolis, MN 55404
International Interfaith 75 year old organization promoting nonviolent conflict resolution in a variety of contexts.

First Unitarian Society 612-377-6608
900 Mount Curve Avenue
Minneapolis, MN 55403
Religious, humanistic organization concerned with peace issues, social justice and social action. Our "person to person" program offers counseling, financial aid, legal aid and low-income housing.

First Universalist Church/ 612-825-1701
Pathways for Peace
5000 Girard Avenue South
Minneapolis, MN 55419
First Universalist Church is a Peace Site. Pathways to Peace is a network of church committees working toward world peace through understanding root cause of violence, conflict and injustice.

Fresh Water Foundation 471-8407
A national research and education foundation focusing on water pollution. It established and built Gray Freshwater Biological Institute, an international research center located in Navarre, Minnesota.

Friends of the Boundary 612-379-3835
Waters Wilderness
It works to protect and preserve BWCA from logging, mining, and motorized use. Efforts include decreasing acid rain, reintroducing the caribou and protecting wolves. Politically works to affect policies.

Friends of the United Nations
730 Arizona Avenue, Suite 329
Santa Monica, CA 90401
Environmental Issues. Creator of book - "Home Personal Action Guide for the Earth" (available for \$1.50).

Global Family 415-453-7600
112 Jordan Avenue
San Anselmo, CA 94960
Global Family is a non-profit international network of individuals and groups who are dedicated to experiencing unconditional love and worldwide peace in our lifetimes. Our purpose is to shift global consciousness from separatism and fear to unity and love so we can express our life purpose and co-create a peace-filled world.

Greenhouse Crisis Foundation 202-466-2823
1130 17th Street NW, Room 630
Washington, D.C. 20036
Information about the Greenhouse Effect.

Mary Hayes-Grieco 612-721-5590
Waterwheel Counseling
3046 15th Avenue South
Minneapolis, MN 55407
Counseling and Teaching personal spirituality and unconditional love and forgiveness.

Habitat for Humanity 721-1712
An international non-profit organization which builds and renovates houses for low income families. Houses and building supplies are donated and the work is done by volunteers. Funding is from individuals, churches and corporations.

* Hmong Folk Art 612-922-2178
4408 France Avenue South
Edina, MN 55410
Needlework and handmade items and clothing.

Household Hazardous Waste Project (HHWP) 417-836-5777
901 South National Avenue, Box 87
Springfield, MO 65804
For \$5.00 - "Guide to Hazardous Products Around the Home"

"How to Make the World A Better Place, A Beginner's Guide" - Book available from Jeffrey Hollender, William Morrow & Co. to order, call 802-862-2999.

Institute for Local Self-Reliance 202-232-4108
2425 18th Street NW
Washington, D.C. 20009
Information about waste reduction and recycling.

International Alliance for 612-331-1099
Sustainable Agriculture
A support and information organization for the sustainable agriculture movement worldwide. It is tax-exempt, non-profit and supported by membership fees, donations, foundations and sales of resource materials. Director, Dr. Terry Gips, is available for public speaking.

Key of See Storytellers 612-333-0970
Larry Johnson
Box 9907
Minneapolis, MN 55458
Tell stories and teach classes, helping people to create and shape stories about peace and justice.

Lake Harriet Community Church 612-922-4272
4401 Upton Avenue South
Minneapolis, MN 55410
To promote peace within and without.

* LAS MADRES de MINNESOTA 612-861-1061
3255 Hennepin Avenue South
Minneapolis, MN 55408
LAS MADRES has developed links with the families of the victims of the repression in Argentina, Costa Rica, El Salvador and Guatemala. We focus on the disappeared, detained and displaced.

Latitudes 612-823-3742
3801 Grand Avenue South
Minneapolis, MN 55409
5101 Vernon Avenue South
Edina, MN 55436
Earth yoyos, balloons, keychains, earrings, beachballs etc. plus world maps, books, globes, t-shirts, posters, etc.

Livos 505-988-9111
Plant Chemistry
2641 Cerrillos Road
Santa Fe, NM 87501
Non-toxic home products.

Minnesota Earth Day 1990 612-627-4049
Box 10329
Minneapolis, MN 55458-3329
To organize the Earth Day Activities in the state including the Earth Day event on April 22. Also, an "environmental green pledge" for people to sign, and environmental stewardship program for churches and synagogues, a business outreach program, a K-12

education program, and a campus audit program for college students.
We are also involved in an effort to have Earth Day declared by every elected official in the state. There will be a planning meeting for the April 22 event on January 21, at 1:00 at Coffman Memorial Union. Everyone is welcome.

Minnesota Earth Day 1990 April 22 Mark Your Calendars Now!

* Minnesota Nuclear Weapons Freeze Campaign 612-339-5144
1929 South 5th Street
Minneapolis, MN 55454

To reduce the risk of nuclear war and to create a world free from economic, environmental, and other costs of the nuclear arms race.

National Clean Air Coalition 202-543-8200
530 Seventh Street SE
Washington, D.C. 20003
Information about toxins and pollutants.

National Wildlife Federation 202-797-6800
1412 - 16th Street NW
Washington, D.C. 20036
To educate the public about global conservation, acid rain, wetland preservation and groundwater pollution.

Necessary Trading Company
New Castle, VA 24127
A catalog of the best and safest proven solutions in biological technology for farmers, gardeners and land managers.

Neighborhood Involvement 612-374-3125
Program - NIP
2431 South Hennepin
Minneapolis, MN 55405
Counseling, health care and social services for low-income, uninsured/ underinsured persons.

New Jersey Environmental Federation 201-280-8988
Jersey Shore Office
808 Belmar Plaza
Belmar, NJ 07719
Lawncare and gardening without toxic chemicals.

* Pathmates 612-823-1196
P.O. Box 24218
Minneapolis, MN 55424
Create living billboards for peace with "Peace in my heart/Peace in my world" t-shirts and sweatshirts.

* Pax Christi - Twin Cities 612-641-0707
1671 Summit Avenue
St. Paul, MN 55105
Non-violent approaches to peace.
* The Peace Curriculum 612-331-6079
1014 20th Avenue SE
Minneapolis, MN 55414
Peace education.

* Peace Links, MN 612-377-7725
2388 W. Lake of the Isles Pkwy.
Minneapolis, MN 55405
To link with others to prevent nuclear war - to promote global understanding, conflict resolution, human and environmental needs seen as priorities over weapons.

The Peace Pole Network
3534 Lanham Road
Maple City, MI 49664
To order peace poles that carry the message "May Peace Prevail on Earth" in many languages.

Peace Sites International 201-276-2838
435 North Union Avenue
Cranford, NJ 07016
To designate any place, event or person as a safe haven for peaceful discussion and sharing of information that promotes peace. Peace sites represent alternatives to the numerous military sites worldwide.

Peaceworks
P.O. Box 5406
Eugene, OR 97405
14 assorted postcards bearing messages of Peace.

Picture Peace 608-255-5020
Box 245 608-767-3886
Mt. Horeb, WI 53572
Peace postcards, posters and t-shirts.

Lisa Proctor 612-874-8659
Socially Responsible Promotional Writer
2741 Bryant Avenue South
Minneapolis, MN 55408
Affordable promotion, advertising, public relations and marketing for environmental, political, and social causes, non-profit organizations and progressive businesses.

Rainforest Action Network 415-398-4404
300 Broadway, Suite 28
San Francisco, CA 94133

Resource Conservation Inc. 800-243-2862
P.O. Box 71
Greenwich, CT 06836
Products to conserve our natural resources.

Seva Foundation 800-223-SEVA
108 Spring Lake Drive
Chelsea, MI 48118-9701
Seva is involved in pioneering programs to treat blindness and eye problems in India and Nepal. We support programs that teach processes by which people can develop their own agriculture, health and education in Guatemala and Mexico. We are educating Native Americans in typing and the use of computers and we are helping people in North America without homes. We have a catalog of gifts, books and tapes.

Seventh Generation 800-456-1177
10 Farrell Street
South Burlington, VT 05403
Catalog of recycled paper products, environmentally safe cleaning and household products, books & toys.

Sierra Club 415-776-2211
730 Polk Street
San Francisco, CA 94109
To promote the responsible use of the earth's ecosystems and resources through education.

Simpson Emergency Shelter 612-874-0306
2740 First Avenue South 612-874-7741
Minneapolis, MN 55408
Overnight emergency shelter for 35 individuals. No fees are charged. 300+ volunteers.

The Society of Prayer for World Peace
800 3rd Avenue, 31st floor
New York, NY 10022
For information about peace prayer ceremonies and meetings around the world.

* Spiritual Frontiers Fellowship 612-929-7949 (h)
c/o John Enge 612-541-8121 (w)
4501 Park Glen Road #111
St. Louis Park, MN 55416
Spiritual Frontiers Fellowship (SFF) is a non-profit organization with the goal of spiritual growth and development of the individual. It is Christian in origin, inter-denominational in scope, and inter-faith in pursuit of its ultimate goal.

St. Joan of Arc Peace & Justice 612-823-8205
Task Force
4537 Third Avenue South
Minneapolis, MN 55409
Reflection, Education and Action in all areas of peace and justice.

20/20 Vision Project
P.O. Box 591
Duluth, MN 55801
20/20 Vision is a new effective way for you to influence policy and legislation to stop the arms race. It will cost you 20 minutes a month and \$20 a year. Each month you will receive a postcard that tells you how to invest 20 minutes for peace.

Twin Cities Peace & Justice Coalition 612-338-8111
Meridel Le Seuer Center
1929 South Fifth Street
Minneapolis, MN 55454
A coalition of Minnesota social action groups of all sizes. It is the longest ongoing multi-issue coalition working at the local level in the country. They have monthly meetings open to the public dealing with various social issues.

* WAMM - Women Against 612-827-5364
Military Madness
3255 Hennepin Avenue
Minneapolis, MN 55408
WAMM is concerned about the possibility of worldwide nuclear destruction, third world intervention by the U.S., transfer of funds from programs benefiting human beings to the military. WAMM's concentration is on empowering women to act on these issues.

Waste Education Clearinghouse 612-649-5482
Hotline 800-877-6300
An education service of the state government giving current information to its citizens statewide about solid and hazardous waste topics. It has over 3,000 materials to distribute including over 60 school curricula. They can connect you to waste management experts nationwide.

Wellspring of Healing and Light 612-447-4176
14859 Louisiana Avenue
Prior Lake, MN 55372
Holistic Health Care and Personal Growth - Spiritual Unfoldment.

Windstar - Minnesota Connection 612-379-3838
University Technology Center
1313 5th Street SE, Suite 216 D
Minneapolis, MN 55414

The WINDSTAR Minnesota Connection will be sponsoring local events and forums to raise awareness about pressing issues of the day. The purpose of these events will be to inspire participants to take personal responsibility for acting in an informed way to create a sustainable future.

* World Citizen Inc. 612-722-2714
3721 48th Avenue South
Minneapolis, MN 55406
To promote peace sites, resource centers, world citizenship, and global education in K-12 schools, churches and synagogues..

World Peace University 503-741-1794
P.O. Box 10869
Eugene, OR 97440
World Peace, protection of environment, communication.

* These listings include a table at the Peace is Possible Now event.

March 5, 1994

Teri:

This is an update/addition on my Jan 1994 draft proposal on running the school channel -- more for discussion: Another means of making it happen would be to structure some time into the special ed and chapter one areas and run the channel as I've described in the other paper, but do it not to restructure preps or lunch, but to deliberately service students getting special ed or chapter one help. Other students could elect to be involved (by interest, and so you don't get into the "look, they mess up and look what they get to do syndrome") but the deliberate planning and work would be to involve those needing special help:

1. TV production and/or storytelling by their very nature tend to attract students in trouble because they allow for both mechanical and artistic expression beyond print. Often the best storytellers are caught getting in trouble telling inappropriately and at the wrong time. I have always tried to work with rechanneling that in a "you get to tell at this place or on this TV or radio show, but you have to meet these expectations in your regular class", but its easier to do that when there's time to work with the special ed types and I'm not processing full classes in and out one after the other. The same with video. Individually, "problem students" almost always get right into it do well, and get their esteem built along with everything else. Even large groups of misbehavers, though they're the hardest to calm down and get into anything, really "crank productively", once they get the idea of making video.
2. In smaller groups, and/or in real solid cooperation with teachers deliberately working with the issues like behavior and reading or writing, it is much more possible to take the interest in video and/or talking/telling back to these things. A TV show is almost always better if scripted and planned so its the "h, I need to read and write to do this better". The best time I remember working with this in a very structured and successful way was a year at Longfellow when .2 of my time was chapter one and a decision was made to work cooperatively with Patty Bomash, chapter one teacher. Patty had each of her groups write stories, using the sounds and words they were to be concentrating on. I taught them each to tell the story and made them an audiocassette of their own telling to take home. Then we sat down with each group and helped them rewrite the story in visual script form; then we shot the stories video style, one scene at a time. The children went through the whole process of modern communications the way its done and at their level. This was written up in the Zephyr Press book that just came out and I've included it with a different slant in the chapter I just turned in for the next book. Margaret Peterson and I began to move in this and similar directions last year, under the collaborative model. Rolf and I were talking about it, and I've had brief conversations this year with Kathleen who has some video background and interest
3. Another piece which I think could be developed much more in this kind of program is mentioned in the LA Times hospital article where it says Tyler (the puppet) encourages children to take their medication and do other things to get well. The fact is that one of the things that made that raggedy channel go, then get covered by the news everywhere, and get reproduced in hospitals all over, even though hospitals still can't figure out how to put it in official budget, was because I started finding out that when patients balked at doing things they needed to, they almost invariably changed, when the host puppet or their own doll or teddy bear discussed it with them on the TV. I believe the power of television could be used in the school to deliver similar messages about changing behavior, feeling good about oneself, taking the next step to learning to read etc. -- but somebody's time has to

be restructured to do this in a collaborative way with teachers.

4. In the other proposal I included two unrelated articles, one on TV Improves Instruction, and one on TV may add to learning disabilities. Both are probably true, but I do know that children defined special ed students learn a lot from TV. When their viewing is directed in similar ways to how we design and think about curriculum in general, they learn a lot of the things we want them to learn or be exposed to. Further, when they learn to make TV, I believe they begin to combat the elements (fast pace etc) that are suggested as bad in the "TV causes disability" article. I think this could be enhanced greatly if we went at it more deliberately. Its just one more piece in the area of what we call visual literacy or critical viewing skills.

Its probably apparent, but though I'm just typing freehand from brief notes, none of this is idle chatter. I first made video with jr high kids on probation (and in trouble with school and society) when I was in broadcast school in the 60's and portable video equipment came out. I knew it was good then and I've continued to try to stay in the mostly unrecognized areas of teaching youth to tell stories and make video ever since. When I got my masters degree in education, I seriously considered doing it in special education (with the above slants) rather than "Curriculum Systems" (which allowed for video then) but I let myself get talked out of it by a special ed director who said, "Don't do it. You'll end up doing nothing but fill out forms". I don't know if that was right or not, but I do know that here's one more piece of this discussion, and I'm at a point of focussing everything I know again, this time in these directions.

Larry Johnson



Ref 10/6/94

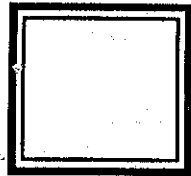
P.O. Box 580152, Minneapolis, MN 55458

George -

Here is the 193.55 to
complete your expenses
for Madison.

I told Sheila if we get
info. of a Washington
meeting in time and can
get there we will both
come - especially if
of the NW 2-6 conference.

We're thinking about
How TO LET EVERYONE
TALK - it tends to be
a function of our
Northlands conferences -
Small circles of "Story
Sharing".



MiCAEL
c/o Hamline Crossroads Center
1536 Hewitt Avenue
St. Paul, MN 55104

**MISSION OF
THE MIDWEST CENTER
FOR
ARTS, ENTERTAINMENT,
AND THE LAW**

The Midwest Center for Arts,
Entertainment, and the Law
(MiCAEL) is a non-profit
corporation created to . . .

- **Develop legal resources** for artists and art organizations in matters concerning arts, entertainment and the law
- **Act as a clearinghouse** for the collection and dissemination of information on current legal issues relevant to all forms of artistic expression
- **Encourage and facilitate a continuing dialogue** within the arts and entertainment community and the community at large about conflicts related to limitations on, and rights and responsibilities of, freedom of artistic expression.

**The Midwest Center
for
Arts, Entertainment,
and the Law**

(MiCAEL)

Office:

**Hamline Crossroads Center
749 Simpson Street
St. Paul • (612) 644-1891**
(Please call for office hours)

Mailing Address:

**1536 Hewitt Avenue
St. Paul, Minnesota 55104**

**MiCAEL
Board of Directors**

Jim Dozier, Acting Staff
(Arts Consultant) (1993-96)

Marie Fallinger, President
(Hamline University School of Law)
(1993-96)

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(Danielson & Begley) (1993-95)

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(1993-96)

Dan Tyson
(O'Neil, Burke, Leonard & O'Brien)
(1993-94)

MiCAEL began as a task force in the fall of 1991, following attempts by various groups and individuals to restrict or prohibit the presentation of certain performances and works of art to the public. This task force was comprised of artists, attorneys, and patrons who were concerned over the effects of such censorship efforts, not only on artistic expression of individual artists and arts organizations, but on the community at large . . . and potentially on the freedom of all forms of expression under the First Amendment.

MiCAEL was formed as a non-profit corporation in 1992, with the goal of assuring a continuing forum through which censorship issues are openly considered and discussed within the community.

MiCAEL sponsors public programs for the discussion of these vital issues, develops legal resources for working artists and organizations, and has now established a resource center which gathers and disseminates information to the arts and entertainment community about current issues concerning artistic expression and the law.

MiCAEL is currently conducting a Charter Membership Campaign to develop a grass roots network of individuals and organizations who support MiCAEL's goals and programs.

Charter Membership Campaign

October 1, 1993 - September 30, 1994

Members will receive:

- News alerts about current events relating to censorship activities
- MiCAEL's semi-annual newsletter
- Discounts on MiCAEL programs, related books, and publications
- And more!

Your membership support is needed to help MiCAEL succeed! Join today!

Charter Membership Form for MiCAEL

Name _____ Phone (____) _____

Address _____ City _____ State _____ Zip _____

Yes, I want to show my support for MiCAEL! Enroll me as a Charter Member in the following donor category:

\$ 250	Benefactor	_____	\$ 25	Advocate	_____	I am unable to join now, but
\$ 125	Sponsor	_____	\$ 15	Student Supporter	_____	keep me on MiCAEL's mailing
\$ 50	Contributor	_____	Other	\$ _____	_____	list.

List me as an: Artist/Arts Organization _____ Attorney/Law Firm _____ Individual/Business Patron _____

Thank you for your support! Send this form with your check to:

MiCAEL • Hamline Crossroads Center • 1536 Hewitt Avenue • St. Paul, MN 55104

I am now on the board of this group. I met Dan in 1991 and have been telling

CALLING ALL



GARDENERS!

Gardeners and Readers Develop Naturally (G.A.R.D.N.) is a newly approved Special Interest Group of the International Reading Association. Membership consists of teachers and storytellers who garden with students and young people, horticulturalists, and naturalists who include literacy activities in their children's programs.

Founded by Dr. Nancy Allen Jurenka and Dr. Rosanne J. Blase, G.A.R.D.N. is rooted in the notion that literacy grows from authentic experiences that facilitate problem solving, and both critical and creative thinking, which lead to reading and writing. With over 300 garden-related titles available, there is ample opportunity to integrate gardening with every genre (and all subject areas) of children's literature.

Through our newsletter, edited by Dr. Suzette

Cohen, we exchange information and helpful hints in order to achieve our goal of developing literacy through gardening. Dr. Cohen is calling for gardening/literacy articles for our newsletter. These may be sent to: Dr. Suzette Cohen, 6339 Ashdale Road, Mayfield Heights, OH 44124. FAX: (216) 687- 5510.

We have submitted a proposal to IRA for a symposium in Anaheim for 1995. The title of the symposium is Garden Based Literacy Events: Thematic Units and Technology. The symposium will consist of three segments. In the first, Carol Funk and Penny Ueek will introduce and develop thematic gardening units. Then Suzette Cohen will demonstrate garden related shareware, commercial software, and CD-ROM software appropriate to classroom uses. Finally, **Larry Johnson** will engage participants in the filming of a short video tape with guidelines and suggestions for classroom taping. He will describe the garden video exchange project that he and his students have developed with teachers and students in other communities. He will provide information about children's video exchange programs sponsored by National Gardening Association and VIDEO PALS.

Larry published an article about his video exchange program in *Growing Ideas* published by National Gardening Association in April 1993. If you wish information from him, you may send a SASE to Larry Johnson, 315 Georgia Avenue North, Minneapolis, MN 55427.

We invite you to join G.A.R.D.N. by writing to: Dr. Nancy Allen Juranka
Book Nook Farm, Route 1
Box 1038
Ellensburg, WA 98926.



Garden Storytelling and Music

Larry Johnson, Storyteller and Teacher,
Box 27314, Minneapolis, MN 55427-
0314, (612) 546-1074.

The garden can be used as a compelling background or subject for storytelling. This presenter gave two original storytelling performances as well as an entertaining and humorous demonstration of how to use common garden equipment—like a hose and hoe—as musical instruments to entertain children and adults.

The presenter has information on the garden video exchange he has initiated to link U.S. schools with foreign schools, primarily in the former Soviet Union.

I also have
Community
garden organization
lists
from all over
U.S.
Want to add
them to
CEM?
Could copy +
send -

HEADS & TALES



an inquiry into
storytelling in education

**Madison, WI
November 2-6, 1994**

**teachers, storytellers, scholars
religious educators, therapists, librarians, naturalists**

**Northlands Storytelling Network
Madison Metropolitan School District
University of Wisconsin—Madison**

Imagine a unique conference. Educators, storytellers, and researchers coming to Madison to explore and celebrate the reemergence of oral narrative as our educational paradigm. Picture your mornings in area schools, nature centers, museums, libraries, churches, and counseling centers, at in-depth workshops in real-life settings. Spend your afternoons at the University listening to research findings, theories, and curriculum strategies. Spend a full day, on the shores of Lake Mendota, telling stories about what changes, and what is passed on, when we teach and learn with storytelling. Mix in key-note speeches, a concert, caucuses, a dance, a final celebration. Imagine the connections we'll feel as we leave, the new visions we'll have for our teaching. Imagine our heads reconnected with our tales.

Wednesday, Nov. 2

p.m.—registration, evening keynote, reception

Thursday, Nov. 3

a.m.—school & community labs

p.m.—luncheon keynote, university sessions, evening keynote

Friday, Nov. 4

a.m.—school & community labs

p.m.—luncheon keynote, university sessions, evening concert

Saturday, Nov. 5

all day—keynote, storytelling performances & swaps, evening dance

Sunday, Nov. 6

a.m.—storytelling performances & swaps, final celebration

Anytime—improvised performances & rituals by a "troubadour chorus"

KEYNOTES



GERI CARTER, the founder of Survival Skills Institute in Minneapolis, uses Afrocentric stories for drug abuse and pregnancy prevention and for building self-esteem. A much-honored advocate for children with a Ph.D. in Child Development, she creates community education programs for minority, at-risk children and their families.



MICHAEL PARENT, a former highschool English teacher, is a fulltime storyteller, musician, and juggler, now living in Charlottesville, VA. He performs throughout the U.S. and Europe, enchanting audiences with his original, bilingual tales from his French-Canadian background. His recordings include "Sundays at Grandma's."

HAROLD SCHEUB is Professor of African Languages & Literature at UW-Madison. He regularly goes to southern Africa, collecting 1000's of tales and analyzing performances. His books, including *The World and the Word*, show how storytellers transmit culture. His university courses, often drawing over 500 students, are legendary.



PATTI STOCK is Director of the Writing Center at Michigan State University, co-director of "Write for Your Life," and editor of *English Education*. She writes and speaks widely on such topics as "Telling Tales out of School," "The Functions of Anecdote in Teacher Research," and "The Dialogic Curriculum."

MARCIE TELANDER, from Crested Butte, CO, is a storyteller, award-winning writer, celebration artist, counselor, and community video producer. As a Cultural Animator, she assists communities throughout the U.S. in developing oral narrative programs, storytelling festivals, and arts celebrations.



IN-DEPTH LABS

Three-hour laboratory sessions, on Thursday and Friday mornings, anchor the conference. Participants will observe educator-storytellers at work in school or community settings. Presenters will model teaching strategies and discuss with participants what was intended and what really happened in workshops.

SCHOOL

Workshops at local schools will span the entire curriculum from the 3 R's to science, social studies, and the arts, with a wide variety of themes and approaches:

- * whole language, oral performance, and writing
- * cooperative groups and community building
- * folk arts, interviewing, and cultural diversity
- * stories of Africa, Norway, and Bangladesh
- * tricksters, math manipulatives, and the scientific method
- * imagery and illustrations, improvisation and humor
- * movement, drama, music, and games
- * storymaking, peacemaking, and videomaking

COMMUNITY

Because education also occurs in nonformal settings, laboratory sessions will be offered in the surrounding community:

- * New perspectives on telling stories outdoors at the UW Arboretum or interpreting the natural environment through Native American legends
- * History reinterpreted through a simple blanket or through the memories of the elders
- * Storytelling traditions applied to modern life through Bible stories or Jewish holiday celebrations
- * Preschool story hour as a library learning tool or using storytelling to promote library services
- * Therapeutic metaphors that guide us through times of crisis and transition

A more detailed program will be sent to registrants.

UNIVERSITY

Theoretical perspectives enter the dialogue. Teachers, storytellers, and scholars will explore the relationships between story, learning, and the domains of history, culture, and cognition. Theorists from a variety of disciplines—science, math, psychology, folklore, teacher education, language, and literature—will investigate ways in which a conception of teaching and learning as acts of storytelling is changing education.

Presentations will include: the use of autobiographical stories in academic research, the use of narrative to conceptualize science and math, urban children's stories and empowerment, stories and preservice education, reading multicultural stories, philosophical parables, research on storytelling in the classroom, transformation of consciousness through narrative, the ethics of storytellers doing therapeutic work, and the history and culture of contemporary storytellers in the Upper Midwest.

SATURDAY GATHERING

On Saturday, techniques and theory will take second place to the sheer magic and power of our stories. Discover Newfoundland and Haiti, live with AIDS, leukemia, and grief, and learn from the Dalai Lama, St. Nicholas, and the Ragman. Consider growing up Jewish or Bohemian. Recall what we learn with our students from the tales told in our classrooms.

Performers begin spinning, from such experiences, the web of our teaching stories; you contribute the final strands at the swap sessions—your stories of struggle, helpers, and humor on the road to transformation.

DANCING IN A WORLD OF STORIES

The best stories may be around the edges, late at night in our rooms, walking around town, during the concert intermission, over meals at area restaurants, on the side of the dance floor, and at special events planned by the troubadour chorus who will be taking over the town.

NETWORKING

Making connections, before and after the conference, extends the community we create into on-going collaboration among naturalists, intermediate grade teachers, therapists, narrative scholars, etc. We especially look forward to networking with international storyteller-educators attending Heads & Tales:

- * Berger Hareide, Educational Psychology, Eik Teachers College, Norway
- * Chowdhury Anwar Husain, President, Voice of the Children, Bangladesh
- * Alexio Maseko, H.S. Math Teacher, Zimbabwe
- * Fadhili Safieli Mshana, School of Education, University of Tanzania
- * Chitra Sultana, Director, Institute of Arts and Crafts, University of Dhaka, Bangladesh
- * Aniko Szabo, Educator, Writer, Founding Member, Neoparadigma Foundation, Hungary

ACCOMMODATIONS

Call today to guarantee a room at **The InnTowner**. Enjoy comfortable rooms, the pool and solarium, fitness center, in-house bakery and restaurant, adequate parking, and proximity to other fine restaurants and our school, community, and university sites. Free shuttle bus service from the airport and bus stations and to all conference events.

TOLL-FREE NUMBER: 800-258-8321

INNTOWNER RATES: \$69 Single or Double
\$79 Triple
\$89 Quadruple

Enjoy, also, the cozy yet stately atmosphere of the Memorial Union, a University landmark on the shores of Lake Mendota, site for many of our sessions, group meals, and concert. Just a block from colorful State Street and a view of the Capitol or a 20 minute hike, along the lake and cross campus, back to The InnTowner.

REGISTRATION

Name _____
Street _____
City _____ State _____ Zip _____
Day phone (____) _____ Evening (____) _____
Occupation _____

LAB SESSION INTERESTS (1=strong, 2=moderate):

Schools: Elementary ___ Middle ___ Highschool ___
Community: Nature ___ Library ___ History ___
Religion ___ Therapy ___

NETWORKING interest areas _____

Estimated day/time of arrival _____

Estimated day/time of departure _____

TRANSPORTATION (check all that apply):

- I'll arrive by bus/plane and need shuttle services.
- Give my name to others who want to carpool to Madison.
- I am willing to give rides to others going to my lab sessions.

ACCOMMODATIONS (check all that apply):

- I will be calling **The InnTowner** to make reservations.
- You may give my name to others wishing to share lodging at the InnTowner. (Number to room ____).
- I am making other lodging arrangements.

NOTE: Pay lodging fees directly to InnTowner at conference.

CONFERENCE FEES:

(program and Thursday and Friday keynote luncheons)
Entire conference \$175 (\$160 if registering by July1),
fulltime student \$100, 2 days \$135, 1 day \$80 \$ _____
Friday dinner @ \$10.00 \$ _____
TOTAL, payable to Northlands Storytelling
Network; refundable, less \$25, before Oct. 15 \$ _____

**MAIL TO: Heads & Tales, Mark Wagler, 602 Wingra Street,
Madison, WI 53715**

**Northlands Storytelling Network
P.O. Box 580152
Minneapolis, MN 55458**

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P.O. Box 580152, Minneapolis, MN 55458

Nov 19, 1994

Dear George -

Got your note. Our November Conference went better than we could have imagined. Program enclosed - all sessions REAL and on location. Impacted a whole city.

I'm not sure what the budget thing with July Media Literacy was. I helped Rich Fehman deal with it. Don't worry about it.

Now - a couple times we suggested to Sheila W we might be able to come to a board meeting (both of us) - but would need more lead time. Is the next one set? Might it happen during Feb 18-21? or March 25-28

We're going to start pulling together a local CEM group — also will promote in followup efforts of November conference. We might also talk about 1996 Storytelling Conference (NAPPS sponsored one you were at in MPIS). It looks like it'll be in Philadelphia and they've asked us to help make it "feel" like MPIS — "all-inclusive and friendly". We'll ask them to check in with you as well.

Jerry + Elaine

HEADS & TALES

an inquiry into storytelling in education

NOVEMBER 2-6, 1994

MADISON, WI

PROGRAM

Wednesday, November 2--The InnTowner, 2424 University Avenue, 233-8778

3:00-9:00 p.m. **Registration**

If you arrive early, we'll tell you how to see the town, or you might help Katia Marshall create banners, backdrops, games, etc. for the Saturday night dance.

Dinner on your own--Francie's Casual Cafe at the InnTowner or at nearby restaurants

7:00-7:45 **Our Time Has Come! An Opening Olio of Stories--Ballroom**
Stories that focus our conference themes
Hosts: Elaine Wynne & Larry Johnson (co-chair, Heads & Tales)

7:45-8:15 **Opening Reception**

8:15-8:30 **Welcome--Mark Wagler, co-chair, Heads & Tales**

8:30-9:15 **Our Time Has Come! A Second Round of Stories**

Thursday morning, November 3

7:00-8:30 **Registration at the InnTowner**

7:30 Meet at the InnTowner for rides to morning lab sessions

*8:00-11:30 **School and community labs--all around town**
*Please note that final times for beginning and ending vary with each session

THURSDAY SCHOOL LABS

1. **Opening Doors--Hawthorne Elementary**

The old will meet the new when family elders and school children gather to share their stories. The children will prepare their stories and tell them to the visiting members of the older generation. In exchange, they will listen to the stories the elders bring.

Lorna Czarnota, an elementary and special education teacher, has told stories all over the U.S. Her stories leave audiences with an imprint of days gone by and dreams for days yet to come. She performs fairy tales, folk songs, and ballads, and uses Medieval and Renaissance costuming.

2. **"Teeny Tiny:" Sizes, Weights, Shapes, Folktales, and Math**

Manipulatives--Hawthorne Elementary

After hearing "Teeny Tiny," audience members will help Hinderlie act out the story using blocks and other math manipulatives. Audience members will then build sets to go along with a third

retelling of the story. The session will end with a discussion of the value and applications of the method as well as possible follow up activities.

Maren Hinderlie, an elementary teacher and a storyteller, has done numerous residencies for the Minnesota Arts Board and last year was a storytelling and drama coach for the Sheridan Arts Magnet School in Minneapolis. She teaches storytelling for the Guthrie Theater and was a resident storyteller for the Cultural Olympics/Children's Peace Festival in 1993 at Lillehammer, Norway.

3. Environmental Stories from Bangladesh-Randall Elementary

Social and natural issues are explored at once from a local and a global perspective. The presenter and students will perform and discuss "The Atom and AIDS," "You Will Go to the Moon," and "The Mississippi and the Padma Rivers."

Chowdhury Anwar Husain is president of "The Voice of the Children" in Bangladesh. He is the author of several science textbooks, has an M. A. in Natural Science, and holds additional degrees in child psychology, educational administration, child welfare, and environmental education

4. Whole Language, Storytelling, and Higher Level Thinking in the Classroom-Randall Elementary

This presentation will provide rationale and techniques to captivate the interest of students through storytelling in the classroom. Storytelling is a warm and enriching way to teach listening, higher level thinking, oral expression, and interpersonal communication skills to students. Both regular and special needs students can succeed at their own levels using these ideas. This session will include teacher-told stories and ways to teach children to tell stories. The presentation is an excellent resource for the whole-language classroom.

Barbara Jaquith has been a speech/language clinician in the Twin Cities area for 17 years and a storyteller for 8 years. She currently is using storytelling in the classroom to enhance students' social, listening, thinking, and speaking skills.

5. Making Video Behave Like a Storyteller-Crestwood Elementary

Involve a classroom in a classroom-friendly process of making a video letter to send to another school, including some student storytelling and some "sharing the story" thru student selected video images of their immediate community. If our school has a working CCTV channel, the finished video letter will be showcased to the whole school with a few students also telling a "finish this story" via a call-in phone, and other students able to call in and ask questions of those who put the video together. If this isn't possible, we'll try to make the video in one class in the a.m. and have a different class respond to it in the p.m.

Larry Johnson is a storyteller/video teacher in the Minneapolis Public Schools. His video work with children received the 1986 Grand Prize from the Tokyo Video Festival and the 1980 National Achievement Award from Action for Children's Television.

6. Storytelling and Science? You Betcha!-Hawthorne Elementary

Storytelling is the oldest and most effective teaching tool. Few elementary teachers are trained scientists and so they are often uncomfortable teaching science. They are, however, comfortable with the methodology storytelling represents. The presenter has discovered and tested eleven ways that storytelling makes science understandable, memorable, and fun! These include using a story to lead students through the Scientific Method so that it becomes understandable.

Barbara Lipke has been a professional storyteller since 1982. She was an elementary school teacher in the Brookline, Massachusetts Public Schools for 24 years. She has been a member of the Committee on Storytelling of the National Council of Teachers of English since 1985.

7. Using Traditional Stories to Teach Math-Malcolm Shabazz City High School

A presentation of traditional stories and other cultural items and the mathematical lessons that can be learned from them.

Alexio Maseko has been teaching math for 10 years at Girls High School in Harare, Zimbabwe. To help students overcome their anxiety about math, he uses traditional African stories to teach complicated mathematical concepts. In this past year he has organized a

conference in Zimbabwe on "The Voice of the African Child" and presented at the International Children's Peace Festival in Norway.

8. From Story-Listening to Story-Making-Crestwood Elementary

Through listening to and reading traditional trickster how and why stories (such as Coyote, Raven, Manabozho), students will become familiar with the how and why story structure and the individual characteristics of particular tricksters. This will culminate in writing/telling original trickster how and why stories.

Maggie Melvin is an elementary school librarian and storyteller in Milwaukee. She also teaches undergraduate and graduate courses on storytelling. Currently she is working with teachers in writing workshops on ways to connect storytelling, literature, and writing for students.

9. Exploring Kenyan Culture Through Storytelling-East High

An introductory talk on the African continent followed by stories of Kenya brought to life with authentic costumes, music, and artifacts. The students help the presenter in dramatizing the stories. Class discussion draws out the deeper cultural understanding embedded in the narratives.

Josphat Chang'aa Mwet was raised in a small farming village in Eastern Kenya. He received an outstanding teacher award while teaching 7th grade for 13 years in rural Kitui District. Certified also in Wisconsin, he currently teaches courses on African Culture in several Madison high schools, gives presentations at many schools, and is working on a Ph. D. in Education at the University of Wisconsin. His dissertation will be on storytelling in education.

10. Storytelling in Cooperative Learning Groups-Sherman Middle

Participants will be guided through a cooperative group activity designed to provide a medium for group member bonding through the sharing of brief narratives within a group structure. In response to questions about their lives, students will fill in their own grids with notes to use as prompts when they later share orally their "story" with group members. Listening becomes an integral part of whole class dialogue. Additional cooperative group activities will be presented as time permits.

Jo Putnam Paquette is an experienced educator, workshop presenter, storyteller, and writer. She has a Masters in Educational Leadership and is a Certified Reading Specialist/Supervisor. She also recently founded the Northwoods Storytelling Guild in Land O'Lakes, WI.

11. "Go Write Ahead"-East High

This workshop helps students uncover "story seeds" (images) that they develop, step by step, into a story that is completely their own. Teachers participate along with the students--to learn and experience the process and to later continue it. This session addresses some of the key obstacles in writing stories: understanding story structure, starting a story, creating unique characters, finding creative solutions to a story's central problem, and the interplay between telling and writing.

Michael Parent, a former high school English teacher, is a fulltime storyteller, musician, and juggler, now living in Charlottesville, VA. He performs throughout the U.S. and Europe, enchanting audiences with his original, bilingual tales from his French-Canadian background. His recordings include "Sundays at Grandma's."

12. "The Ants Visit": An Integrated Storytelling Lesson for Early Emergent Readers-Crestwood Elementary

In this lesson, young children who are emergent readers are engaged in a highly interactive way with a story and with their classmates. The session begins with a demonstrator using storytelling to set both the tone and the specific focus for the lesson. The same story is then read from a "big book" and a commercial text format. The children are next challenged to analyze the illustrations in the commercial text and produce their own illustrations for the big book text. These activities enable children to utilize higher level thinking and cooperative learning skills as they grow in understanding of the components of an illustrated story.

R. Craig Roney is an Associate Professor in the College of Education at Wayne State

University in Detroit, where he teaches a graduate level course in storytelling. He is a member and former chair of the Committee on Storytelling of the National Council of Teachers of English. He is also a member of the Storyteller's Special Interest Group of the International Reading Association.

13. Building a Classroom Community Through Storytelling-Sherman Middle
By finding and telling spontaneously the powerful image-memories of our lives, students and adults begin to form the bonds which nurture community. The presenter will lead both students and observers in an exercise that generates image memories and will group participants for first tellings. Confidentiality and the idea of public vs. private tellings will be discussed.

Marni Schwartz, a middle school teacher for 16 years, currently travels as a storyteller and offers workshops for adults on spontaneous storytelling for self-exploration. Topics include grief stories, teaching and learning tales, and memories of winning and losing. She co-edited Give a Listen: Stories of Storytelling in Schools and is finishing Storyteller, Storyteacher, a memoir of her classroom years.

14. Stories in a Math Classroom: CGI and It Figures!-Lincoln Elementary
Students in Wirth's 5th grade classroom share stories of how they solve math problems.

Teachers use these narratives to assess student achievement and other students gain insight into different ways to solve problems. In sharing their stories, students construct their knowledge of numbers and shapes. The stories of many of these explorations will be published in It Figures! The Journal for Elementary School Mathematicians.

David Wirth teaches at Lincoln Elementary in Madison, WI. He is co-editor of It Figures! and Wonder: The Journal for Elementary School Scientists. For the last 2 years he and Mazie Jenkins have been co-teaching math in his classroom, using Cognitively Guided Instruction strategies developed at UW-Madison. He is active in the Heron Institute, a network of teachers who integrate curriculum around watershed research.

Mazie Jenkins, a recipient of the Presidential Award for Excellence in Mathematics, is also a University of Wisconsin Alumni Achievement Award winner. A 20-year veteran in the Madison school system, she assists teachers in using CGI approaches in teaching math. She travels monthly to Washington D.C. to consult with their school system.

THURSDAY COMMUNITY LABS

15. Kid to Kid: Storytime with Mother Goose and Friends-Madison Public Library

Conference participants will learn how Farrow-Busack works with older children to create a program for younger children, using scripts, puppets, and other props. She assumes the role of Mother Goose to lead a storytime with the younger children.

Judy Farrow-Busack is the ageless children's librarian at Germantown, Wisconsin, full of creative ideas that break all the records for humor, pizzazz, and signing out books. She serves on the Northlands Storytelling Network Board and has been one of the planners of the WI Storytelling Get-Together since its inception. She was also the recipient of the Celebrate Literacy Award in 1990.

16. How Many Ways to Tell a Story?-Madison Public Library

Cupery and Thomson will demonstrate the art of tandem storytelling for young children in public library settings. They will offer specific examples of tandem storytelling using books that they have adapted for oral telling.

Geri Cupery, a children's librarian at the Madison Public Library, is a member of T.A.L.E.S. and the Madison Storytelling Guild. In addition, Cupery gives presentations at conferences and inservices.

Kathleen Thomson, a former teacher, is now Head of Children's Services at the Kenosha, WI, Public Library. She is active in community storytelling events and in the Wisconsin Library Association. She regularly presents at conferences and inservices.

17. The Worship Center: Storytelling as Godly Play-Lutheran Campus Center

Most Christian Education programs spend a lot of time talking to the children about God. In the Worship Center (based on the four-fold pattern of Christian Worship), the children encounter God directly as they listen to and watch the stories of God told by a storyteller. In this workshop, we will tell the stories and explain exactly how this unique Christian Formation/Education process works. The workshop will stress both the experiential and the reflective.

Carol Dietmeyer has her Ph.D. in Theatre Education from the University of Wisconsin-Madison and has been certified as an elementary school teacher. She has been the Director of the Worship Center Christian Formation program at St. Luke's Episcopal Church in Madison since 1990. She also does Worship Center training in southern WI and northern IL.

18. Learning from History: Talking about the Holocaust-State Historical Society--816 State St.

The Holocaust was an epic event, the end of a thousand year old civilization of European Jewry. The story of this destruction is not just of victimization, but also of extraordinary heroism, of faith, of humanity, and of rebirth. Using oral histories collected by Yaffa Eliach, as well as stories from Native American and African American destruction, this workshop will examine the need for holocaust studies in schools and the themes which this history teaches us for the future.

Gerald Fierst is a nationally known storyteller, playwright, teacher, artist-in-residence, lecturer, and actor. He is the founder and Executive Director of the New Jersey Storytelling Guild and the Artistic Director of The Jewish Storytelling Center in New York City. He tells stories of world folklore, original tales, and tales from his own Jewish sacred and folk traditions.

Roslyn Roslyn Bresnick-Perry has conducted workshops on Jewish Storytelling and Jewish Studies for the last nine years. She has an M.A. in Cultural History from New York University. Along with being a storyteller, educator, workshop leader, and artist-in-residence, she is also the author of a children's book, Leaving for America, and has created an award-winning tape, Holiday Memories of a Shetl Childhood.

19. Gender Reconciliation Through Storytelling-UW Memorial Union

This workshop explores the use of personal story as a means of bridging the gap between men and women. All of our lives are stories of unfolding. Men and women perceive their world from different vantage points. The sharing of stories can lead to an understanding of the common elements of each other's lives and also the gift of the differences. This experiential workshop uses several techniques in developing and sharing personal stories.

Andre Heuer, D. Min., LICSW, is a warm and challenging presenter, storyteller, educator, and psychotherapist. His doctoral thesis was based on narrative methodology. This year he was an artist-in-residence at the Family Therapy Network Conference in Washington D.C. The facilitator for "Storyfront," he performs regularly throughout the Twin Cities area.

20. Personal Narrative/Cultural Perspective-State Historical Society Museum--30 N. Carroll St.

This workshop will encourage participants to examine their own personal and family experiences as sources for stories. As these memories are recounted, stories emerge and often the individual recalling these stories becomes aware of a profound sense of integration, understanding, and pride in family and culture, despite past histories that may range from imperfect to tragic.

Jim May, formerly an elementary school teacher and college counselor, has been touring the U.S., Canada, and Europe as a fulltime storyteller since 1985, sharing family stories of growing up in rural McHenry County. His recent book, The Farm on Nippersink Creek, includes the Emmy Award winning story, "A Bell for Shorty." He is the Artistic Director of the Illinois Storytelling Festival.

21. Telling Biblical Tales-Hillel Foundation

This experiential workshop will explore a variety of approaches to the telling of biblical stories. Sarah will model several styles of storytelling, including memorizing text, taking the point of view of one character, and recasting the tale in a modern setting. Workshop participants will be given the opportunity to work on a biblical story of their own choosing.

Sarah Meybaum began telling religious stories in 1978, following 20 years of experience in acting and theater. Founder of the "Salt of the Earth" religious story circle, she has had extensive experience presenting workshops and performing in churches, conferences, colleges, and seminaries. She also participated in the Network of Biblical Storytellers' trip to Russia. She lives in White Bear Lake, MN.

22. The Enchantment of Seeds, Flowers, and Meadows-UW Arboretum

Participants will relate to flowers, prairies, and "weeds" through their feelings rather than just through their intellect. The session includes a seed collecting and story telling hike where participants will experience Pauly's style of working with 8-10 year old volunteers who gather 300 pounds of wildflower seed used to restore prairie in county parks.

Wayne Pauly has served as a naturalist for Dane County Parks for 17 years. He is well known for his education programs which use slides, stories, and first hand observations to interpret the wonders of nature. He also is an expert on prairie ecosystems.

Susan Gilchrist, a longtime educator and storyteller, currently works for the WI Department of Natural Resources and serves on the board of the WI Association for Environmental Education. She serves on the steering committee for the WI Storytelling Get-Together and coordinates the Madison Storytellers' Guild. She tells stories and conducts workshops with a special emphasis on environmental education.

23. Storytelling and Rites of Passage-UW Arboretum

The purpose of this workshop is to explore the role of storytelling in helping adolescents grapple with the issues of becoming adults as well as in helping adults to understand more about their own process of growing up. After an icebreaker, Stotts will give an overview of rites of passage theory, a cross cultural survey of different rituals, and will tell a folktale or two illustrating how stories have been used to convey information about the passage from childhood to adulthood. The workshop would then focus on indoor and outdoor activities that help the participants to examine the connection between stories and the passage to adulthood.

Stuart Stotts is a well loved singer, song writer, and storyteller in the Madison area. A veteran of many school artist-in-residency programs, he has been the recipient of several grants for story collecting and performing in the community.

24. Story and Stillness: A Zen Approach-Madison Zen Center

Imagine being completely centered and quiet while also fully engaged with your everyday activities. What stories would help you find the way to your still, centered self? Who is the one always at home? This workshop includes instruction in zazen (a form of meditation practice), ancient and contemporary Zen Buddhist stories, stretching body/mind, and mutual calling forth of wisdom. Experienced zen practitioners as well as fresh beginners and those just somewhat curious are invited.

Myogen Steve Stucky is a Soto Zen Buddhist Priest and Dharma teacher in the lineage of Shunryu Suzuki, founder of San Francisco Zen Center. He began formal training in 1972, studied for a time with Yurok shaman Harry Roberts, and for many years with Abbot Sojun Weitsman from whom he received Dharma Transmission. He designs landscapes, creates gardens, and hosts a zazen meditation group in Mill Valley, CA.

25. Creating Sacred Space: Stories as Celebration, Performance Art, and Ritual--Part 1-UW Memorial Union

This 4-part workshop meets each of the 4 days of the conference. Participants may choose to attend any or all of the 4 sessions offered, concluding in an all-conference celebration on Sunday.

Let us gather to muse upon, experience, and express what it means to honor disused, misused, or abused spaces in community, nature, and our conference meeting site. We will develop celebration and performance art and share traditional, Native, and new theatre ways of creating ritual through story performances and spontaneous celebrations. These may include movement, theatre improvisation, sound, song, and other art forms. We will draw material from the larger Heads and Tales community as well as our own personal, interpersonal, trans-personal, and trans-species experiences during the conference.

We may even form a motley crew of guerrilla troubadours and jongleurs designed to pop up at

different moments serving as advocates, chorus, and general instigators of sacred foolishness-- counterpoints to the conference doings.

Marcie Telander, a longtime Northlands member, lives in Crested Butte, CO. She is a storyteller, award-winning writer, celebration artist, Licensed Professional Counselor, and community video producer. As a Cultural Animator, she assists communities throughout the U.S. in developing oral narrative programs, seasonal storytelling festivals, and arts celebrations for cultural enrichment and social change.

26. The History and Development of a Healing Story-UW Memorial Union

Just as a good metaphor is worth a thousand words, a string of therapeutic metaphors, effectively placed in a well-told story, can be worth a thousand therapy sessions. Trimmerger is a hypnotherapist who uses his storytelling skill to help individuals and families resolve the stresses of modern life. This session will provide an experiential and didactic introduction to the art of therapeutic story construction, by tracing the evolution of an actual therapeutic story. It will also include: 1. A story which metaphorizes story construction. 2. A framework of psychological phenomena, around which to build the story. 3. Story construction exercises. 4. Linking the story to the treatment context. 5. Issues of story delivery.

Charles Trimmerger has a full-time practice of clinical hypnosis, in which he uses stories and metaphors as the core of his healing art. He is a graduate of the Milton H. Erickson Institute of Northern Illinois, which specializes in the design and application of therapeutic stories and metaphors. He received his M.S.W. degree from Wayne State University and is currently at Suburban Counseling, Inc., in Milwaukee, WI.

Thursday afternoon, November 3--UW Memorial Union

11:30-12:00 and 2:00-4:00 **Registration and Sales**

12:00 **Lunch**--Great Hall

12:45 **Announcements**

1:00 **KEYNOTE ADDRESS**

Afrocentric Storytelling: A Process to Teach Values and Self-Esteem

A look at an innovative project that uses Afrocentric stories and the storytelling process as a method to socialize youth.

Geri Carter, the founder of Survival Skills Institute in Minneapolis, uses Afrocentric stories for drug abuse and pregnancy prevention and for building self-esteem. A much-honored advocate for children with a Ph.D. in Child Development, she creates community education programs for minority, at-risk children and their families.

2:15-3:30 UNIVERSITY SESSIONS

27. Keynote Follow Up: Meet with Dr. Carter to discuss issues and images raised in her speech.

28. Exploring Values in Norwegian Education as Expressed in Storytelling

This session is at once a lecture and a dialogue on the ways stories shape values in the educational process. Perspectives will come from both the history of education and current issues in Norwegian schools.

Berger Hareide is Assistant Professor at Eik College of Education in Norway where he teaches psychology, pedagogy, and organizational development. He is active in political,

religious, and other community groups and has a special interest in using storytelling to train reflective teachers.

29. Math from a Cultural Perspective

Stories and other traditional items can help students understand concepts of number, logic, geometry, and transformations. Maseko will present a sample lesson applying storytelling to teaching math.

For Alexio Maseko, see #7.

30. Research Update: Storytelling in the Classroom

Participants will be exposed to the breadth, content, and quality of research involving storytelling in the classroom (elementary through college level).

For R. Craig Roney, see #12.

31. Write for Your Life: Student Stories and Social Change

Students tell stories about themselves in order to improve their lives and communities in this project focusing on student stories about health and healing. Schaafsma will be joined by other project teachers.

David Schaafsma is a Professor of English Education at University of Wisconsin--Madison where he teaches "Narrative Inquiry," a course about narrative as a research methodology. He is Director of the "Wisconsin Writing Project" and Co-Director of the "Write For Your Life" project in Wisconsin and Michigan schools. He is the author of Eating On The Street: Teaching Literacy in a Multicultural Society.

32. Exploring the Trickster: Playful Tales from Haiti, Sumer, Greece, and Today

At first glance the trickster may seem a deceiving rascal. A closer look may reveal an ambiguous cultural hero who dares to challenge the status quo, both in society and in the psyche. This session seeks to explore the dimensions and surprises of the trickster which are relevant to us today.

~~Diane Wolkstein is known for her lively dramatic tellings, as well as her careful research.~~ Recently Charles Kurault did a special honoring her 25 years of storytelling and teaching. Author of 18 books of mythology, including The First Love Stories and The Magic Orange Tree, her most recent books for children are Little Mouse's Painting and Oom Resume: Go I Know Not Where, Bring Back I Know Not What.

33. Caucus: Therapy and Religion

How do we continue working together? Who else do we want to network with? How do we support storytelling in our professions? Another Heads & Tales Conference? A special interest group at other conferences? Conference calls, newsletters, computer bulletin boards, video networks, publications? What's our global perspective?

3:45-5:00 UNIVERSITY SESSIONS

34. What's a Storyteller to Do?" or The Ethics of Storytellers and Teachers Doing Therapeutic Work

This is a dialogue between two psychologists and the workshop participants which explores the ethical problems and issues in regard to therapeutic uses and efforts of storytelling. What shall I do if personal and family storytelling create abreactions (strong emotional responses)? What if kids in school bring up revealing personal issues in their stories? How can storytellers and teachers protect themselves and their listener/participants? Are there any limits to what a storyteller can do?

Melinda Bailey, Ph.D., is a psychologist with the Family Therapy Center of Madison. A long-time member of the Madison Storytellers Guild, she uses stories in her practice.

Elaine Wynne, M.A., a licensed psychologist trained in archetypal psychology, uses imagery,

story, and metaphor in her practice. A consultant for the American Society for Clinical Hypnosis, a contributor to *Betwixt and Between: Feminine and Masculine Rites of Initiation*, and a storyteller for 20 years, she has presented workshops on the healing aspects of storytelling at the Universities of Minnesota, Wisconsin, and New Mexico.

35. Teaching with Stories in Bangladesh

Storytelling, and other arts, in education is an old idea in Bangladesh. Stories cannot be separated from basic skills. What do we remember that the West has forgotten?

Zakia Sultana Chitra is a renowned Bengali vocalist who has often performed on Bangladesh radio and television. She is also the principal and artistic director of Turing Lalitkala Kenya, The Bangladesh Academy of Fine Arts.

For **Chowdhury Anwar Husain**, see #3.

36. Midwestern Folk Humor

Witness a folklorist's perspective on humorous storytelling. Leary will present and discuss narratives collected from traditional tellers in the Upper Midwest.

Jim Leary is a faculty associate in the UW Folklore and Liberal Studies programs. He is the author of *Midwestern Folk Humor* and has done field work on folklore, especially traditional narrative and music, for over 20 years. He is a staff Folklorist at the Wisconsin Folk Museum.

37. Storyworks: An Approach to Curricular Enhancement and Integration

Beyond and apart from the traditional values of story in the curriculum are numerous possibilities for extending the use of story as a vehicle for curricular enhancement and integration with parameters as wide as the imaginations of those involved. A paradigm for use by educators with student input will be modeled in this hands-on workshop.

For **Jo Putnam Paquette**, see #10.

38. The Identity Crisis in Eastern Europe: The Power of Negative and Positive Stories in Building a New Paradigm for Educators

This will be a lecture-discussion on education as it was and as it is becoming in Hungary where the arts, especially storytelling, are helping to create a new educational paradigm which has a special focus on environmental and ethnic issues.

Aniko Szabo, a Hungarian writer and translator, has taught in a small-town secondary school, at the Karl Marx University in Budapest, and at the College of Dramatic Arts and Cinematography. She is one of the founders of the Neoparadigma Foundation.

39. Telling Stories with Student Teachers: Dangers and Possibilities

This presentation will focus around Trubek's work as a teacher and supervisor of student teachers in the University of Wisconsin-Madison Elementary Education Program. She will explore these questions: As teacher educators, how do we use stories to influence our students' thinking about issues of race, gender, class, ability, and sexuality? What are the limits of this practice? She will tell stories about her life as a teacher educator and about the dangers of telling stories.

Jessica Trubek is a teacher and student teacher supervisor. She is pursuing a graduate degree at the University of Wisconsin-Madison. Before coming here, she spent 7 years working as a middle and high school teacher in New York City and the Boston area.

40. Caucus: Secondary and University

For Caucus description, see #33.

Thursday evening, November 3--The InnTowner

Dinner is on your own at area restaurants.

7:30 KEYNOTE ADDRESS

The Storyteller's Art

The storyteller's art encompasses the spoken word along with muted forms of music and dance. It is the memory and imagination of the storyteller that provides a society's continuity from one generation to the next. Working with images from past and present, the performer regularly moves members of audiences to the essence of their cultural experience.

Harold Scheub is Professor of African Languages & Literature at UW-Madison. He regularly goes to southern Africa, collecting 1000's of tales and analyzing performances. His books, including The World and the Word, show how storytellers transmit culture. His university courses, often drawing over 500 students, are legendary.

Friday morning, November 4

7:00-8:30 **Registration** at the InnTowner

7:30 Meet at the InnTowner for rides to morning lab sessions

*8:00-11:30 **School and community labs--all around town**

*Please note that final times for beginning and ending vary with each session

FRIDAY SCHOOL LABS

41. Uncovering the Power of Imagination Through Storytelling--Randall Elementary

The stimulation of imagination encourages growth in creativity. Perhaps this is the key to the creative writing process. Storytelling stimulates oral language development and sparks interest in many content areas. Start the creative juices flowing by using storytelling and watch the magic happen. Also learn ways of turning students into published authors.

Dale Bulla was raised in Illinois and Ohio and now resides in Carrollton, TX. He has a Masters of Education degree in Early Childhood Education and has told stories to thousands of students and parents over the last 26 years. Today he is an author, storyteller, and a private educational consultant in Gifted Education.

42. Storytelling and Other Arts in Bangladesh--Hawthorne Elementary

The presenter and a group of students will tell Bengali stories in cultural context. These stories explore modern problems--literacy, poverty, health, pollution, etc.--using both traditional and contemporary images and art forms.

For **Zakia Sultana Chitra**, see #35.

43. Creating Character: Making the Story Come Alive--Sherman Middle

Creative drama is a child's natural entry into creating stories. Providing an understanding of dramatic structure and play writing techniques, this workshop traces the process by which we build stories and transfer them from private to public sharing as performed or written work. Participants will create and improvise their own story, using exercises that can be transferred into their own classroom. Discussion will include using these techniques for curriculum related learning.

For **Gerald Fierst**, see #18.

44. Storytelling and Narrative Writing: A Success Story--Randall Elementary

In a regular classroom setting, conference participants will be able to experience firsthand the

exciting way that folktales can influence the narrative writing of elementary students. Based on a successful research project, this session will include: a preview during which important research findings will be shared; a storytelling performance; prewriting and writing activities; and a conclusion. Participants will be actively involved with the project and the students.

Mary Jo Filippelli holds a Master of Education degree from Carthage College. She has been an elementary school teacher for 13 years and a storyteller for 12. She has given hundreds of workshops and storytelling performances throughout Wisconsin and Illinois.

45. Humor and Storytelling-Crestwood

This performance will offer conference participants an opportunity to observe a comical storytelling performance in a school assembly setting. Drawing from such diverse performing art forms as juggling, magic, and clowning, Bob Kann will present a storytelling assembly program designed to tickle children's funny bones. Bob will share his techniques of comedy and performance for larger audiences of children with conference participants.

Bob Kann, a former professor of education, has been a fulltime storyteller and juggler for 12 years. Kann performs and lectures throughout the U.S. specializing in comic storytelling and multicultural tales. His tapes include "The Chocolate Chip Cookie Boy" and "Ichabod Novey's World Record."

46. The Scientific Method for Young Children as Introduced Through Interactive Storytelling-Hawthorne Elementary

Children should learn at an early age to be good problem solvers. Stories are an excellent way to introduce children to the scientific method of problem solving: formulating hypotheses, testing them, and observing and recording outcomes. Through interactive storytelling, children can be active participants in this whole process.

Naomi Leithold has an M. A. in Early Childhood Education from the Erickson Institute. She has taught preschool and kindergarten for 15 years and has been a professional storyteller for over 2 years.

47. Narrative and Scientific Inquiry-Lincoln Elementary

By spending the morning in a combination 4/5 classroom, participants will see how narrative is woven into daily curriculum events. The students in this room have been involved in an array of scientific investigations, from independent experimentation to field work in wetlands. Storytelling themes appear in all their work, especially when they relate their work to others.

Jeffrey Maas, a teacher at Lincoln Elementary in Madison, has been a writer-in-residence in schools across the country. He is currently co-editor of *I Wonder and It Figures!*, a member of a Wisconsin Department of Public Instruction task force investigating curriculum integration, and uses narrative theory in facilitating teacher-initiated "action research." In 1992 he won Madison's Boyer Award for Educational Excellence.

48. Writing Workshop: Heroines and Heroes "Doin' the Right Thing"-West High

This workshop is designed to provide students with a structure upon which they can build their own original stories by familiarizing them with the great, enduring stories of traditional mythology. Children are often asked to write without being given motivation or sufficient guidance. Authors need to draw upon a wealth of knowledge and background plot, storyline, character, and scene, in order to write a story. This is true also of students at all grade levels.

For **Jim May**, see #20.

49. Celebrating Your Cultural Diversity-Sherman Middle

McGee tells familiar fairy tales which have been recreated with an Afrocentric flare (e.g. "Afrotina and the Three Bears," "Jamal and the Beanstalk," "Hakeen and Grenita," all by author and illustrator Fred Crump, Jr.). In this workshop, students will learn how to take a familiar traditional European story and convert it into another culture such as African-American.

Rose McGee is a cultural diversity trainer, storyteller, and poet. Various organizations have commissioned her to create workshops and poems for special occasions. She chooses stories which offer the alternative of peace and non-violence and uses the gift of song to enhance her

stories and poetry. She currently writes for Insight Newspaper in St. Paul and is the author of two poetry books.

50. Storyplaying with Anansi: A Bridge to Multi-cultural Understanding-Randall Elementary

The workshop includes an active part, playing instruments, listening, story-acting, and story-shaping, and a reflective part, discussing story endings and analyzing "Anansi the Trickster." At the end of the workshop, students present will write original trickster stories and conference participants will discuss the lab and its curriculum connections.

Barbara Reed teaches variations of her West African unit in public schools and college classes. She is also Coordinator of "Storytelling for the Classroom" in the New London Elementary Schools and teaches a storytelling graduate MAT course for the Connecticut College Education Department. In the past she has taught Children's Literature at Connecticut College and studied African participatory storytelling.

51. Storytelling: Art and Technique in the Schools-Hawthorne Elementary

Technique and skills used in the instruction of storytelling in the schools incorporate structure, style, and curriculum format. Connections will be made for special use in classroom, library/media centers, GATE (Gifted and Talented Programs), and performance settings. Principles of OBE application with Storytelling activities will be given as well. Instructor and student examples will be demonstrated. Learn how to instruct children through the richness of our oral language.

Mary Ann Shetterly is a Library/Media Teacher in the Rochester Public Schools. She has been an Artist-in-Residence for the Minnesota Public Schools and received her M.S. from the University of Minnesota. She also gives workshops and does story performances.

52. Clay Whistles from Folk Stories-West High

The workshop begins with a short slide presentation on using stories in the art curriculum--it will include examples of murals, woodblock prints, drawings, and student writings, and examples of folk clay whistles from throughout the world. Participants will then make a clay whistle modeled on a short story told by the presenter.

Kurt Webb is a high school art teacher in Glenview, IL, a widely-exhibited artist, a visiting artist and lecturer, and the author of nine articles on using storytelling in art. He has studied and worked as an artist in China, Japan, Australia, and Canada and is currently working on a Masters in Storytelling at East Tennessee State University.

FRIDAY COMMUNITY LABS

53. Utilizing Storytelling in Clinical Settings-UW Memorial Union

Every person is born into someone's story and lives a family story for a time. Being stuck emotionally may indicate that one is trapped in someone else's story (dependency/depression). Major life events are times to write one's own life story. Strategies for becoming free will be explored through stories. Traditional fairy tales will be used as a resource model for the process of moving from a stuck, non-resourceful place to a place of choice and growth.

Eugene J. Beniek, from St. Cloud, MN, has been a marriage, family, and individual therapist for the past 30 years and teaches workshops and classes on storytelling in teaching and therapy. He has always been living with stories and storytellers.

54. Jewish Holiday Stories: A Celebration of Cultural Sharing-Hillel Foundation

Holiday stories not only tell of the religious observances, colorful rituals, and ceremonies inherent in them, but they also acquaint the listener with the joy, merriment, and pleasure experienced by the celebrant. This is not a workshop on religious observances--it is a way to access the power of a shared religious and cultural tradition.

For **Roslyn Bresnick-Perry**, see #18.

55. Making Connections at the Library-Madison Public Library

People come to public libraries for information, for everyday living, and for lifelong learning. Librarians constantly go out to present programs for community groups, schools, community celebrations, and senior centers. Storytelling can be a valuable part of the interaction. Storytelling allows people to enjoy, understand, and respond to these opportunities with their own stories of living and learning.

Patricia Coffie is a storyteller, puppeteer, and since 1976, the Director of the Waverly Public Library. Her storytelling was featured on Iowa Public Television's "Living in Iowa" and on a video used to teach storytelling at the University of Iowa. Coffie is past president of the Iowa Library Association, the ILA Foundation, and the Northlands Storytelling Network. She currently serves on the Board of the National Storytelling Association.

56. Using Stories for Environmental Education: Prairie Woman, Earth Focus Day Camp, and Indian Mounds Tour-UW Arboretum

First travel back to 1844 with Sarah Shetter to learn what it was like for a 7 year old girl moving by wagon with her family from Ohio to Wisconsin. Next learn how a summer day camp at the U.W. Arboretum weaves storytelling into environmental awareness, helping children remember their outdoor experiences in forest, wetlands, and prairies. Finally, visit the sacred effigy Indian Mounds in the U.W. Arboretum and hear stories learned from American Indians plus information about how stories were used and their importance to the people who told them. DRESS FOR THE WEATHER.

Carol Culbertson uses storytelling in her work as a naturalist/educator at the UW Arboretum and Bethel Horizons, an environmental education center. To enhance her work, she has attended Cado and Shawnee storytelling workshops on "Indigenous People's Influences on Outdoor/Environmental Education" and "Reconnecting with the Earth--An American Indian Perspective."

Sue Bridson has been a naturalist and environmental educator for the U.W. Arboretum for over 15 years. She coordinates the Arboretum's Earth Focus Day Camp with storytelling as an integral part. In addition, she presents teacher workshops on environmental education.

57. Once upon a Blanket-State Historical Society Museum--30 N. Carroll St.

From skins and hides to the voyageur's capote to the emigrant's patchwork quilt, this presentation interprets the history of the upper midwest by tracing a common object through time and comparing its function, its value, and its relationship to the big events in history as well as the everyday lives of people. The program covers research strategies, how to shape a program, and tips on presentation.

Terry O'Brien has worked as a costumed storyteller/interpreter at fur trade era reenactments through Nor'westers, a group of interpreters employed by the White Oak society in Deer River, MN, and the Prairiesmoke troupe of tellers. She is currently President of the Northlands Storytelling Network.

58. Parents as Storymakers-Madison Public Library

This session not only encourages librarians, parents, teachers, and care givers to tell stories to children, but it also provides them the tools of learning to begin their journey as storymakers. Ringenberg will present a variety of techniques for learning the oral tradition: a "show and tell" of story rhymes, participation stories, helpful hints on interacting with children, a best stories bibliography, and a demonstration of "how to's" from such titles as Christine Allison's I'll Tell You a Story, I'll Sing You a Song and Chase Collin's Tell Me a Story.

Marie Ringenberg's storytelling experiences are drawn from being a children's librarian, a literacy grant coordinator, a liaison for preschools, a storyteller, and a mother of a four-year old son.

59. Original Blessings-Lutheran Campus Center

This workshop will explore a process providing parents with ideas and skills in sharing stories of faith with their children, beginning in infancy. The process encourages parents to be actively involved in their children's faith development through the use of storytelling.

Tom Rinkoski is a husband and father with 21 years experience in religious education.

Currently he is Diocesan Director of Family Life Education for the Catholic Diocese of Green Bay. He produced a TV show called "StoryLines" for Community Access Cable in Minneapolis, MN.

60. Of Time and a River: Sharing Environmental History through Storytelling-State Historical Society--816 State St.

This program will show how local history and storytelling were used to build awareness about environmental problems in Wisconsin's Fox River Valley. With a backdrop of historic photographs, the presenters will share stories of Wisconsin's inspiring history in environmental protection and introduce the Historical Society as an invaluable resource for creating environmental history. Together they will show you many ways to collect and preserve local history in your area.

Paul Wozniak, director of the Fox River Environmental History Project, collected many first-person stories from local residents and found historical narratives in the archives of the State Historical Society. He tells these stories to educational and civic groups in eastern Wisconsin. He has an M.S. in Environmental Sciences and does market research for Wisconsin Public Service Corporation.

Nicollete Bromberg is the Curator of Visual and Sound Archives at the State Historical Society of Wisconsin. She is also a widely-exhibited photographer of the "New American Landscape" school.

61. Finding Your Inner Myth-UW Memorial Union

This is a therapeutic workshop in which all participants will have an opportunity to work on expanding their inner myth. A small group of participants will share their story more deeply. All participants will share in pairs as they are guided to a deeper awareness of their family myth through a directed imagery exercise. This exercise will help the people who come to the workshop to deepen their knowing about ancestral ties and lines.

For **Elaine Wynne**, see #34.

62. Creating Sacred Space: Stories as Celebration, Performance Art, and Ritual--Part 2-UW Memorial Union

For program description and **Marcie Telander**, see #25.

Friday afternoon, November 4--UW Memorial Union

11:30-12:00 and 2:00-4:00 **Registration and Sales**

12:00 **Lunch--Great Hall**

12:45 **Announcements**

1:00 **KEYNOTE ADDRESS**

"That Reminds Me of a Time When . . . ": The Function of the Anecdote in the Practice Professions

In this session Dr. Stock will propose a way of thinking about the function of anecdote, story, and narrative as means of inquiry and of building a knowledge base in the practice professions, such as teaching, therapy, law, and medicine. She will interact with the audience in testing out these ideas.

Patti Stock is Director of the Writing Center at Michigan State University, co-director of "Write for Your Life," and editor of *English Education*. She writes and speaks widely on such topics as "Telling Tales out of School," "The Functions of Anecdote in Teacher Research," and "The Dialogic Curriculum."

2:15-3:30 UNIVERSITY SESSIONS

63. Keynote Follow Up: Meet with Dr. Stock to discuss issues and images raised in her speech.

64. Keynote Follow Up: Meet with Dr. Scheub to discuss issues and images raised in his speech, "The Storyteller's Art," given Thursday evening.

65. Persons as Prisoners of Their Own Stories: Exits, False Exits, and No Exits from the Plot

Gustafson will briefly summarize his ideas concerning the structure of the five kinds of story plots that keep persons prisoners unwittingly. This will allow him to pose the problem for discussion of exits from the drift of bad stories: true departures, false exits, and no exits. Discernment about turns in the plot are crucial not only for clinicians, but also for teachers, writers, political activists, and storytellers, in other words, for anyone concerned with how things turn out for us all.

Jim Gustafson, MD, is Professor of Psychiatry at UW-Madison and chief of the Brief Psychotherapy Clinic and Family Therapy Team. Gustafson is author of Self-Delight in a Harsh World: The Main Stories of Individual, Marital, and Family Therapy and the forthcoming The Dilemma of Brief Psychotherapy and Taking Care of The Patient.

66. Storytelling in Nepal

Perspectives on leadership, style, culture, and daily activities in schools in Nepal. Includes stories of Nepalese and Hindu culture.

Dr. Dhruva Bahadur Shrestha is the Headmaster of Tribhuvan Adharsha Secondary Boarding School in Kathmandu and General Secretary of the Nepal Section of the World Education Fellowship, an international organization founded in 1921 by Piaget, Jung, Dewey, A. S. Neill, and others to improve relations in the international educational community.

67. The Light is in Your Hand: How Story Works in Zen Transmission

For many centuries Zen Buddhist students and teachers have worked with stories to awaken the mind and open the heart. A living wisdom culture is refreshed and enlivened as stories of awakening are told and re-told, passed from generation to generation, and specifically taught to liberate and connect. This presentation includes the telling of biographical and transmission stories drawn from Indian, Chinese, Japanese, and American Zen, with some commentary and discussion.

For Myogen Steve Stucky, see #24.

68. Learning about Teaching from Listening to Our Students' Stories

We will share our experiences of working in two distinctly different higher education settings, with two different student populations, while teaching common course content (ethics, issues of race and class) and using common pedagogical techniques (including storytelling and narrative assessment). We will discuss what we have learned from having our students write their stories as they relate to these topics and themselves and from our experience in participating in a national project using narrative and stories.

James P. Winship served for six years as the Director of the Teaching Enhancement Center and is currently an associate professor in the Department of Social Work at the University of Wisconsin-Whitewater. He was a featured teller at the 1994 Wisconsin Storytelling Get-Together.

Sandra I. Cheldelin is a professor and Acting Provost at Antioch University in Yellow Springs, Ohio. She is a founding member of Professional and Organizational Development, an organization which promotes higher education faculty development. A professional psychologist, she works with individuals and consults with organizations.

69. Caucus: Nature and History

For Caucus description, see #33.

3:45-5:00 UNIVERSITY SESSIONS

70. The Use of Personal and Autobiographical Narrative/Story in Academic and Social Research

How do we explore the subjective in a way that allows the fullness of human experience to be expressed? In its attempt to be objective, social research many times eliminates the very human experience that it is trying to express. This workshop will explore some of the ways within the context of academic research that personal narrative/story can be used to illuminate the human experience.

For Andre B. Heuer, see #19.

71. Family Stories and Other Renderings of Life: Understanding Curriculum as Phenomenological Text

This session will be oriented around the central place of story and narrative in understanding curriculum. The presenters will illustrate and engage the audience in story making and narrative interpretation of curriculum text as generated through autobiographical accounts, the force of family stories and fiction through the novel and other renderings of life in relation to the social, political, and intellectual contexts of curriculum as lived.

Dr. Francine Hultgren is an Associate Professor of Curriculum at the University of Maryland who has worked with narrative and phenomenological inquiry in her teaching and research.

Elizabeth Aitken is a doctoral student in Curriculum Theory and Development at the University of Maryland. A former elementary school teacher, she is working on a dissertation involving narrative writing and response in the development of preservice and inservice teachers. She is currently the on-site coordinator for a professional development center.

72. Dreaming the World Awake: Philosophical Parables in the Wisdom-Quest

Philosophical parables (from Plato to now) represent our quest to find meaning and purpose in life. Through a retelling of ancient and modern parables, we will discuss questions such as: What is education? What is happiness? What is peace?

Dr. Vincent Kavaloski uses storytelling in the Socratic tradition in his philosophy classes at Edgewood College in Madison, WI. He is the author of Dreaming the World Awake: Parables, Poems, and Ponderings in a Socratic Key. **Jane Kavaloski** is a school social worker at Madison Shabazz City High School. Together, the Kavaloskis are co-directors of the Ecumenical Partnership for Peace and Justice.

73. Storytelling in the College Classroom

College teachers can profitably use stories to unify, relax, and stimulate students, and to illustrate points in the material. The presenter will demonstrate with stories known to work for teaching linguistics, composition, and literature lessons and will narrate stories for other subjects. Participants will be invited to share their own experiences with classroom storytelling.

August Rubrecht absorbed the Ozark storytelling tradition from his peers and elders. He began telling stories regularly on stage in 1964 when he was studying medieval literature and historical linguistics at the University of Florida. Since coming to UW-Eau Claire in 1971, he has used stories in his classes simply because they are a feature of his natural mode of discourse. He has also continued to tell stories off campus.

74. Teaching Foreign Languages with Storytelling

Criteria for selecting a story, techniques of storytelling, and the benefits of narrative in learning another language. How to connect to student abilities by using repetition, cadence, dialogue, actions, concrete vocabulary, sequels, rhyme, and song, with examples from several cultures.

Dr. Renata Tkachenko is an Associate Professor in the Department of Foreign Languages at Kharkov State University in the Ukraine. Her research includes comparative studies of English and Russian philology and methods of teaching foreign languages. She has received both the Taft Lecture Grant and the Soros Grant.

75. Construction of Therapeutic Stories

This condensed course will rely primarily on lecture and discussion to focus on a rationale for therapeutic stories, followed by a framework for building, linking, and delivering a story. If time permits, story construction exercises will be covered.

For Charles J. Trimberger, see #26.

76. Caucus: Elementary and Library

For Caucus description, see #33.

Friday evening, November 4

5:15 Dinner--Tripp Commons, UW Memorial Union

8:00 **Night Fires: A Concert of Storytelling**--Union Theatre

An extravaganza of stories, featuring a troupe from Bangladesh, Roslyn Bresnick-Perry, Gerald Fierst, Jim May, Rose McGee, Michael Parent, August Rubrecht, Marcie Telander, Elaine Wynne, and usher-characters from the conference.

Saturday morning, November 5--First sessions at UW Memorial Union

8:00-10:00 **Registration and Sales**

8:00-8:50 **Morning Swap Sessions**--Grab your coffee and rolls downstairs, and then come up to the conference rooms to hear and tell a few stories.

9:00-9:50 **First Gathering**

77. A Reflection on Growing Up and Looking Back

"So Dad, tell me again about the mirror in Grandma's dining room." That story about my Grandmother's mirror was a turning point in my life as a storyteller. Before that I had never considered telling family stories. Recently I returned from a pilgrimage to my family's old homestead with still more images for my storytelling. By sharing family anecdotes, we pass along the wisdom of the past and dreams for the future.

For Lorna Czarnota, see #1.

78. Fur Trade Era 1750 to 1840

Stories to interpret the fur trade era in North America in the Great Lakes area from 1750 to 1800.

Don Newsome, a Texan turned Minnesotan, tells original tales to create living history, interpreting the lives of the voyageurs during the fur trade era. Don is site manager for the White Oak Society's reconstructed fur post and practices his trade at rendezvous reenactments.

79. Let's Share a Little Shit!

Participants will share stories/anecdotes regarding the effect storytelling has had on students. The session could serve as the basis for developing a publication/tape recording of similar stories.

For R. Craig Roney, see #12.

80. Listen to Your Children!

"I Don't Want Pancakes," "The Uptight Young Rider," and other stories coming from Zen wisdom, grandmother wisdom, and bumbling father stupidity from ancient China to the present.

For Myogen Steve Stucky, see #24.

81. Cric-Crac

Wainwright will give a brief background on her Haitian culture and how Haitians find meaning in the world through stories. She will then explain how the call and response style of singing in the Haitian stories brings on catharsis, often through a trance state.

Babette Wainwright is a mental health clinician in Madison. She grew up in Haiti where storytelling was used for a variety of reasons, one of which was mental health. She has used stories in her clinical practice for the past 16 years. These are old stories from the memories of African slaves imported to Haiti in the 18th Century.

82. Nono and the Kigagahsong

The Nso people in the Northwestern Province of Cameroon tell a story about Nono, a greedy and headstrong child, who forces her family to seek refuge in the Underworld. Nono encounters the monster Kigagahsong, seeks for her family, regresses to her former bad attitude, and is punished.

Fred Yran, formerly a teacher at the Community Training Center in Santa, Cameroon, is a landscape and portrait artist and also a book illustrator. He has a B.F.A. in Visual Art and an M.A. in African Studies. He has worked in the U.S. as a teacher, artist, and performer. He is currently writing a children's book version of the story of Nono.

10:00 **KEYNOTE PERFORMANCE**--St. Paul's University Catholic Center Chapel

Opening Doors With Our Mouths

Stories open doors into kids' heads and hearts, allowing the teacher in--and the stories open doors for the kids, unlocking their imagination so they can use their native skills to connect to the school curriculum.

Michael Parent, a former high school English teacher, is a fulltime storyteller, musician, and juggler, now living in Charlottesville, VA. He performs throughout the U.S. and Europe, enchanting audiences with his original, bilingual tales from his French-Canadian background. His recordings include "Sundays at Grandma's."

11:15 **COMMUNITY CAUCUS: Where Do We Go From Here?**

Saturday afternoon, November 5--all sessions at UW Memorial Union

12:00 **Lunch** on your own at the Union or in area restaurants

2:00-4:00 **Registration and Sales**

2:00-2:50 **Second Gathering**

83. Keynote Follow Up: Meet with Michael Parent to discuss issues and images raised in his performance and to share a few stories.

84. How I Learned to Be a Storyteller

Witness the development of a storyteller, from first being smitten with the storytelling bug to all of the workshops, festivals, and conferences, especially the first NAPPS Storytelling Institute. The whole family got involved.

For **Jo Putnam Paquette**, see #10.

85. That Sneaky Insistent Teacher, the Story!

The core of this presentation is the African dilemma story "The Two Strangers," with listeners invited to participate by singing, playing instruments, acting out a scene, and deciding on an ending. The frame, a parallel dilemma story, will be carried in anecdotes, introducing the core story,

interrupting it, showing how it keeps changing, and leaving the audience to decide what the story means and how tightly the meaning of any story can be pinned down.

For **Barbara Reed**, see #50.

86. Finding Myself in My Stories

While writing an article about the teaching of storytelling in school, Schwartz discovered she'd been telling stories all her life, including a high school poetry recitation, a song-story duet which at age eight she performed with her dad, and an early signature "story" in which she asked the world to "tip me over and pour me out." This tracing of her history in story led Schwartz to new understandings about how, young and old, we choose the stories we need to tell.

For **Marni Schwartz**, see #13.

87. Tales and Songs of an Amish-Mennonite Family

Every year a professional storyteller and his sister, a therapist, travel together to a family reunion. The stories they tell on the way explore family dynamics and the therapeutic tasks they foresee for themselves. Every night they meet to tell stories about the day's events: they challenge each other to use what they observe for their psychological and spiritual growth. The return trip is, of course, another round of stories and insight. Hear the stories and songs that hold a family together.

Rho Wagler Vidal taught psychology, communications, sociology, film making, and English in several high schools. She is now a psychotherapist in private practice in Denver, CO, and a teacher of the Ridwhan School, which integrates psychology and spirituality. She is a certified Gestalt Therapist, a massage therapist, and has a masters degree in Holistic Health Counseling.

Mark Wagler, a 4/5 teacher in Madison, WI, was for many years a fulltime storyteller and folklorist. Many of the stories he performs, as well as many of the anecdotes he uses in his teaching, come from his Amish-Mennonite family and community. A student of the Ridwhan School, he tells stories about limits, essence, and vision.

88. Bohemian Roots

Wellik will tell a story about growing up in the little Bohemian community of Duncan, IA. He will explain how the music, dancing, food, and cultural mores of this community are woven together in stories which provide directions for its citizens on how to live in a dynamic, vibrant manner. This story will include the singing of a Bohemian song.

Jerry Wellik has been telling a variety of stories for many years both in the college classroom as a teacher and on the stage as a professional storyteller. Through story, he seeks to open the hearts of those who listen so that their own stories might be discovered.

89. Brave and Adventurous Young People

Stories of young people who rose to the occasion, did what needed to be done, or, like Huck, decided they needed to go somewhere else.

For **James P. Winship**, see #68.

3:00-3:50 Third Gathering

90. OK, So I'll Do It Myself: The Joys and Sorrows of Self-Publishing

In this session, Bulla will share the self-publishing process using his latest children's picture book as a model. He will discuss the methods of taking a story from the oral tradition to the printed word as well as point out the difficulties and excitement of bringing an idea from the imagination to the shelf of a bookstore.

For **Dale Bulla**, see #41.

91. Dating and Dancing

Three personal stories about dancing and dating provide a glimpse of life in the Singles Lane. Sons and brothers complicate the dating a bit.

For **Pat Coffie**, see #55.

92. Tales from the Classroom-Give a Listen!

Lipke will tell stories of her experiences with storytelling in the classroom. She will tell how children became empowered through learning to tell stories and how they *taught* their fellow students through their stories. These are stories of history (family and otherwise), science, and stories told by ESL and special needs students.

For Barbara Lipke, see #6.

93. Small Town Storytelling: From Parlors to Performance

This session will be a combination of performance, a guided story swap/workshop on telling stories that arise from one's own family, culture, and community, as well as a detailed example of how the stories that grew organically out of a small town led to a national venue that includes performance and the cultural animation of that town (community elders, school children, etc.).

For Jim May, see #20.

94. Tales That Strike Home

Personal favorites from fifteen years of telling stories to soothe, affirm, balance, strengthen, and awaken the psyche.

For Sarah Meybaum, see #21.

95. Fabulous Fables

Arnold Lobel's *Fables* is a great introduction to this literary form and excellent to have students perform from, whether they are doing beginning or advanced storytelling.

For Mary Ann Shetterly, see #51.

4:00-4:50 Fourth Gathering

96. Miserable Little Boy

Once upon a time a student was not understanding a lecture. The lecturer invented a story and the student understood the story. The lecturer realized that *less is sometimes better*. The story Heuer created in his lecture has become a favorite.

For Andre Heuer, see #19.

97. Ragman

"The Ragman" is another interpretation of the life of Christ on earth. It depicts a southern person who follows the mysterious Ragman and watches him perform miracles of healing the sick, the weary, the crippled. The story incorporates gospel music.

For Rose McGee, see #49.

98. Tales from Newfoundland in Recitation and Song

This performance features traditional songs and stories from Newfoundland.

Clyde Rose, from St. Johns, Newfoundland, is an experienced performer on radio, TV, and screen. He enjoys entertaining.

99. Creating Sacred Space: Stories as Celebration, Performance Art, and Ritual: Part 3

For program description and Marcie Telander, see #25.

Saturday evening, November 5

Dinner on your own at area restaurants

5:30 **WORK PARTY**--Volunteers come to St. Francis to prepare ethnic snacks for our evening party

7:30 **EVENING DANCE & PARTY**--St. Francis House, 1001 University
When **Last Gaspé**, an area band, plays traditional music, **Vicki Mecozzi** from Folklore Village will call a delightful array of folk dances. When the band drifts into the "oldies," we'll create our own dances. And if you drift into the adjacent lounge, you'll find yourself in "The Bad Poetry Brigade," create stories in the sand, or join in the other games **Katia Marshall** is cooking up. Downstairs, finally, you'll find our coffeehouse where storytellers can sing, play the trombone, tell jokes, organize a skit--but no long stories. Hey, they're calling us upstairs for the last few dances!

Sunday morning, November 6--All sessions at the InnTowner

8:00-8:50 **First Gathering**

100. Action Stories That Work for Sunday School

Come here these lively stories.
For **Judy Farrow-Busack**, see #15.

101. The Blessing

Join Marie Ringenberg in sharing and receiving stories of hope and joy.
For **Marie Ringenberg**, see #58.

102. Let's Have Fun and Brag

A circle of stories about comfort and success helps teachers build on their successes, expand their storytelling skills, and pass on comfort to each other. Modern mind-body research has demonstrated that people function at a higher level when they are surrounded by positive and relaxing images and stories. The structure of this circle, based on Ericksonian therapy, can be taken to any groups back home as a vehicle for sharing stories about relaxation and power.
For **Elaine Wynne**, see #34.

9:00-9:50 **KEYNOTE CELEBRATION**

Creating Sacred Space: Stories as Celebration, Performance Art, and Ritual

For many years, **Marcie Telander** wove together the people and stories at the Northlands Storytelling Network's annual conference into a final celebration. This morning, with help from the participants in her "Creating Sacred Space" workshop, she'll invite us to honor and remember the spaces we have created together.

Marcie Telander, a longtime Northlands member, lives in Crested Butte, CO. She is a storyteller, award-winning writer, celebration artist, Licensed Professional Counselor, and community video producer. As a Cultural Animator, she assists communities throughout the U.S. in developing oral narrative programs, seasonal storytelling festivals, and arts celebrations for cultural enrichment and social change.

10:00-10:50 **Second Gathering**

103. Stories of Home

Rooms from early childhood and landscapes of our minds both reveal the archetypal image of home. From among her dreams, visions, early memories, therapeutic work, and writings, Cook will tell stories that cluster around the Southwest, creativity, Africa, exile, danger, and the emerging crone.

Susan Cook, a teacher, poet, therapist, and nurse, is working on her first novel. She leads groups that focus on creativity, dreams, and personal growth. Although she has lived in Madison, WI, for a long time, the years she has spent in Africa, Thailand, and especially the Southwest have helped her explore the deeper meanings of home.

104. If It Won't Compost, Use It to Teach

The stories and recycled music I use to teach children that what's in the garbage is better than TV advertised toys.

For **Larry Johnson**, see #5.

105. The Healing Power of Storytelling

McNaughton encourages parents to tell stories to their children as a means of participating in their children's healing. He will tell how stories helped his daughter to relax and sleep at night during her struggle with Leukemia. He will teach the group a simple visualization technique to create a relaxation story for children.

Colin McNaughton began his storytelling experiences with his children. He now tells stories in the Hematology/Oncology Clinic at Children's Hospital of Michigan. He gives this presentation to parents of chronically ill children as part of the Hospital's "Reaching into the Future" program.

11:00-11:50 **Final Gathering**

106. Reclaiming our Cultural Identity Through Storytelling

One impact of colonialism was that highly educated Africans gave up storytelling and other traditional oral art forms in pursuit of Western educational values. Reclaiming our native languages, names, stories, and other traditions leads to breakthroughs in teaching and learning. Has storytelling been similarly dishonored in all cultures? Anecdotes and stories will be told to explore these issues.

For **Josphat Chang'aa Mwet**, see #9.

107. Tikun Olam: Stories to Heal the World

Fierst will tell a mixture of traditional, literary, and personal stories stressing the Jewish values of community and cooperation and the concept of Tikun--how we can repair the world through our acts.

For **Gerald Fierst**, see #18.

108. Share Our Magic Ball: Surprises from The Cultural Olympics/Children's Peace Festival, Lillehammer, Norway

If we live the stories we tell, then let us tell the stories we want to live inside our magic ball, our planet, our home, our spaceship, Earth! Visions of a fragile, wounded, powerful, promising life told by children who are challenged by war, famine, disease, illiteracy, and poverty.

For **Maren Hinderlie**, see #2.

12:00 **We Eventually Return to Our Ordinary Realities**

CALLING ALL



Gardeners and Readers Develop Naturally (G.A.R.D.N.) is a newly approved Special Interest Group of the International Reading Association. Membership consists of teachers and storytellers who garden with students and young people, horticulturalists, and naturalists who include literacy activities in their children's programs.

Founded by Dr. Nancy Allen Jurenka and Dr. Rosanne J. Blase, G.A.R.D.N. is rooted in the notion that literacy grows from authentic experiences that facilitate problem solving, and both critical and creative thinking, which lead to reading and writing. With over 300 garden-related titles available, there is ample opportunity to integrate gardening with every genre (and all subject areas) of children's literature.

Through our newsletter, edited by Dr. Suzette

Cohen, we exchange information and helpful hints in order to achieve our goal of developing literacy through gardening. Dr. Cohen is calling for gardening/literacy articles for our newsletter. These may be sent to: Dr. Suzette Cohen, 6339 Ashdale Road, Mayfield Heights, OH 44124. FAX: (216) 687- 5510.



GARDENERS!

We have submitted a proposal to IRA for a symposium in Anaheim for 1995. The title of the symposium is Garden Based Literacy Events: Thematic Units and Technology. The symposium

will consist of three segments. In the first, Carol Funk and Penny Ueek will introduce and develop thematic gardening units. Then Suzette Cohen will demonstrate garden related shareware, commercial software, and CD-ROM software appropriate to classroom uses. Finally, **Larry Johnson** will engage participants in the filming of a short video tape with guidelines and suggestions for classroom taping. He will describe the garden video exchange project that he and his students have developed with teachers and students in other communities. He will provide information about children's video exchange programs sponsored by National Gardening Association and VIDEO PALS.

Larry published an article about his video exchange program in *Growing Ideas* published by National Gardening Association in April 1993. If you wish information from him, you may send a SASE to Larry Johnson, 315 Georgia Avenue North, Minneapolis, MN 55427.

We invite you to join G.A.R.D.N. by writing to: Dr. Nancy Allen Jurenka
Book Nook Farm, Route 1
Box 1038

Ellensburg, WA 98926.



Garden Storytelling and Music

Larry Johnson, Storyteller and Teacher,
Box 27314, Minneapolis, MN 55427-
0314, (612) 546-1074.

The garden can be used as a compelling background or subject for storytelling. This presenter gave two original storytelling performances as well as an entertaining and humorous demonstration of how to use common garden equipment—like a hose and hoe—as musical instruments to entertain children and adults.

The presenter has information on the garden video exchange he has initiated to link U.S. schools with foreign schools, primarily in the former Soviet Union.



I will be at
this meeting
in May
bringing CBR
materials to
everywhere I go

L JOHNSON

August 2, 1995 11:26 AM 10

National Telemedia Council

Marieli Rowe, Executive Director, Madison, WI

New World Foundation

Colin Greer, President, New York, NY

Northlands Storytellers

Elaine Wynne and Larry Johnson, Minneapolis, MN

Philadelphia Lesbian and Gay Task Force

Rita Addressa, Executive Director, Philadelphia, PA

Physicians for Social Responsibility

Robert Musil, Director of Policy and Programs, Washington, DC

Project Censored

Carl Jensen, Director, Sonoma State University, Rohnert Park, CA

Public Media Center

Herbert Chao Gunther, Director, San Francisco, CA

Screen Actors Guild

Sumi Sevilla Haru, President, and Gilbert Avila, Affirmative Action Administrator, Los Angeles, CA

Women's Institute for Freedom of the Press

Donna Allen, Founder, and Martha Leslie Allen, Director, Washington, DC

Writers Guild of America, West

Alison Gibson, chair, and Zara Taylor, Administrator for Diversity, Los Angeles, CA

Northlands Storytelling Network, National Story League (Central), and National Storytelling Association

George: As I said earlier, NSA is supposed to be sending you a note. The above is how to actually state the storytelling organizations who agreed to cosponsor. If its too awkward to spell them all out this way, can we talk about how to state it.

Larry

will do.

We have the story for the demo talk -- its one we've done together for 13 years and one around which we have experienced all the issues -- access or lack of it, censorship, controversey, when and how of appropriateness to children, ownership or whether it should even be an issue, celebrity sales vs. just telling it, et al. Can we have 15 minutes.

Yes, have to have it.
Before or after dinner first night?

Date: Wed, 11 Oct 1995 17:24:40 -0400
To: benton-compolicy@cdinet.com, roundtable@cni.org
From: benton@benton.org (Benton Foundation)
Subject: FCC Extends ATV Proceedings
Cc: alliance-nw@isu.edu, telecomreg@relay.doit.wisc.edu

The FCC announced today that it has extended the deadline to receive comments concerning spectrum allocation and the transition to advanced television. The new deadlines are:

November 15 for comments
January 12 for reply to comments

These proceedings will define the future of broadcast television and the nature of the public interest standard for broadcasting in the 21st century. These proceedings will shape the transition from traditional analog broadcasting, NTSC, to digital, Advanced Television (ATV), a transition that the U. S. is already committed to. These proceedings allow for public input from all sectors in the creation of rules that will govern the television industry, how broadcasters' current spectrum allocation will be recovered once the transition to ATV is complete, and how that spectrum will be reallocated in the future.

The Benton Foundation has two summaries of these proceedings available in both print and electronic formats. Working Paper #13 "Pretty Pictures or Pretty Profits" was released earlier today and "Advanced Television and Spectrum Allocation" was released in August. Please visit our World Wide Web Site at:
<http://cdinet.com/benton>

Benton Foundation	1634 Eye Street NW, 12th Floor
Communications Policy Project	Washington, DC 20006
benton@benton.org	
phone: 202-638-5770	http://cdinet.com/benton
fax: 202-638-5771	

December 14, 1995

Dear George and Sheila:

Got your note last week and we just can't get a draft to conveners and back and then to you by December 15. We will get a draft out early next week and will send you what we sent out.

I hope the discussion draft of organization was helpful for starting a discussion. Would like to know where that is at.

John Selders is no longer on the committee. I believe I earlier sent Roslyn Bresnick Perry's name to add. Am enclosing a sheet on her.

I wonder if you got the enclosed letter of cosponsorship from NSA. It came a couple weeks ago and I assumed it was a copy for me, as it was addressed to CEM. Now, because there is no "cc" notation at the bottom, and because of the way this adventure has gone, I wonder if I was supposed to send it on to you. Anyway, here it is. Ron Turner is, of course, already on our committee. Nan Kammann works for him and could be invited to the convention at the same address. I don't think she needs to be on the committee.

Larry Johnson

12/29/95
Clear happy - Sheila is on little Rock
for the holidays and were beard-ey.
Also, his mailing of information
went only to Rose in our clubhouse,
ie. Those we have received info
about CEds. New invites need a
different form, or be invited by
someone they know. So I'm
enclosing extra sets for Jan
use with Non Kamman, etc.
Happy New Year to Jan & Elaine
Larry

One more page

George Gerbner

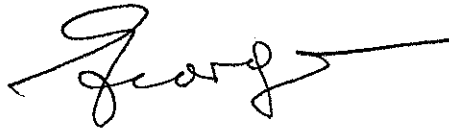
University City
Science Center- One East

3624 Market Street
Philadelphia, PA 19104
Telephone/fax 215-387-5202

January 9, 1996

Elaine and Larry Johnson
Via fax 612 525 1566

Here it is. I tried to incorporate your main ideas -- let me know if you suggest any changes.



Home Office
234 Golf View Road
Ardmore, PA 19003
Telephone/Fax 610-642-3061
Internet FGG@ASC.UPENN.EDU

April 11, 1996

Mr. George Gerbner
Cultural Environment Movement
P.O. Box 31847
Philadelphia, Pa. 19104

Dear George:

We have a letter coming from Paula Marti and we will also do a follow-up about our August CEM event here in Minnesota soon.

4 We felt extremely disappointed because we ~~did~~ ^{didn't} not receive the priority mail letter which was postmarked April 8 ^{later} in the day on Thursday so we were not able to participate in the phone meeting. We had moved things around -- Larry more than Elaine -- in order to be in on the meeting. But we didn't know about the 800 number.

That followed for us the letter which was postmarked March 28 and which arrived on April 4, the deadline day for getting nominations and revisions into the CEM office. We had, fortunately, called you on the 3rd so you faxed us the ballot so we were able to vote.

We are willing to let by-gones be by-gones but we don't want to be in this position again. We know time has been short to get things done but we would like to ask that the planning and execution of mailings and notifications have time to happen in the future. We want to participate. It would have been nice if someone had checked the CEM phone; Elaine called in at 2:20 your time to see what was happening with the call and Bridget called back two hours later.

I (Elaine) would have gladly accepted a list of people ^{but not} and been willing to call them to make sure everyone had the 800 number.

We will work on the fax and e-mail situation -- guess that is a faster way to communicate. We just want to participate and will make accommodations to do that. We just need to know.

Best always,

Elaine & Larry

Elaine Wynne & Larry Johnson

Elaine Wynne and Larry Johnson

*x Our mail arrives
at 3pm*

ELAINE WYNNE, M.A.



Licensed Psychologist

(612)546-1662

4-16-96

Hi George,

I had a long conversation
yesterday - John Johnson -
Partly talking about C. E. M.
I'm sending John some
materials on C. E. M. +
suggested he contact you.

John + Gladys Johnson
are Process Work Facilitators
(ala Arnold Mindell's Process
Work Psychology). They mainly
do World Work (a part
of process wk.) in the D.C. area

Circle of Cranes Psychology Center
P.O. Box 27314
Golden Valley, Minnesota 55427-0314

and John consults around the
Country. We're having some
big upheavals with black/white
relations in our police dept. (Mpls.)

John + Gladys have been
warriors for years - are African-
American - are extraordinary,
competent people - born organizers.

John was very interested in
the name of C. E. M. -
He said "send me something
about that."

So, it would be a great
idea if you or someone from
C. E. M. would meet \bar{c}
them. They have a powerful
group going in D.C.

Blessings,
Elaine

Sept 30, 1996

Dear George:

We're anxious to be there November 15,16; if its in or near Philadelphia, the National Black Storytellers Festival is there that weekend. We'd like to dovetail if possible.

We will also call you about your schedule with Carlton Jan 23,24. You asked once about a storyteller who called and invited you to talk. We didn't know the person, but it could have been from the enclosed little article that appeared in the Natl Storytelling magazine. FYI.

Am also enclosing a Star-Trib article about David Walsh's new program. You met him at the talk. He's a doc at Fairview Hospitals.

We still don't have our fax working, but from now until early June you can fax us at 612-627-7126. That is the school.

If you get this before you leave for L.A., know that I (Larry) will be at the media literacy conference and will see you there.

Larry and Elaine

Fax sent

cem
cultural
environment
movement

P. O. BOX 31847
PHILADELPHIA, PA 19104



Key of See Storytellers

ELAINE WYNNE & LARRY JOHNSON
BOX 27314, MINNEAPOLIS, MN 55427-0314
612-546-1074

STORIES OF HUMOR AND HEALING FOR EARTH AND EVERYONE
THERAPEUTIC USES OF STORYTELLING AND "TELLER FRIENDLY"
USES OF MEDIA

Dear Friend of the Cultural Environment Movement:

We said we'd let you know when George Gerbner's "WHO'S TELLING ALL THE STORIES?" talk would be on cable TV, and we will. You can catch it on Minneapolis cable channel 35 at 7:45 p.m. on October 25. It will also be on cable channel 6 at 10 p.m. on October 21. This is the one local cable channel that interconnects all cable systems. If you've got cable, you can get the talk that night on Channel 6 (brochure enclosed).

If you haven't already done so, we encourage you to write and get on the national CEM mailing list. Write them at CEM, Box 31847, Philadelphia, Pennsylvania, 19104. Telephone is 215-387-5303.

If you didn't get the documents from the Founding Convention of CEM, you can by sending us a 55¢ SASE. These include Viewers Declaration of Independence, People's Communication Charter, and Agenda for Action.

Since the talk, Neal Gosman, long time public access advocate, called with an exciting idea on taxing advertising to generate program support for the "STORIES THAT AREN'T BEING HEARD". There's not enough to call a meeting yet, but if that idea interests you at all, give us a call and check in.

Carlton College has invited Dr. Gerbner there to talk January 23 during a week of dealing with issues of violence. To stay in touch with that, call the office of Bruce King, Advisor to the President, at 507-646-4014.

Finally, I'm enclosing the current Seward Storytelling for Adults schedule. Hope you can check it out some evening.

Sincerely,

Larry Johnson and Elaine Wynne

Storyteller Gets Emmy Nomination

JUDITH BLACK OF MARBLEHEAD, MASSACHUSETTS, was nominated for an Emmy Award by the National Academy of Television Arts and Sciences (New England Chapter) for her work in the J&J video, *From Her Arms to His*.

On the video, which was nominated in the category of Outstanding Acting-Performing, Black presents an original story about women who built M1 rifles at the Springfield (Massachusetts) Armory during World War II. Emmy presentations were made May 11, 1996. For more information, call 617-631-4417.



Judith Black

TALES Call for Tellers

THE ALBERTA LEAGUE ENCOURAGING Storytelling (TALES) has issued a call for tellers for its 8th Annual Edmonton Storytelling Festival. To apply, send the title of your story session, a brief synopsis, and biographical information to Merle Harris or Gail de Vos, c/o TALES-Edmonton, 2nd Floor Percy Page Centre, 11759 Groat Road, Edmonton AB T5M 3K6. For more information, phone 403-422-8243.

Wilson Web

A NEW SERVICE FOR LIBRARIANS, "HOT Flashes/Library News," is now available free on Wilson Web, the H.W. Wilson World Wide Web site. Brief announcements, position changes, breaking news, book awards, and other items of interest to the library community will be posted every day at <http://www.hwwilson.com/lib-news.html>.

Cultural Environment Movement Holds Convention

THE FOUNDING CONVENTION OF THE CULTURAL ENVIRONMENT MOVEMENT (CEM) was held on March 15-17, 1996, in St. Louis, Missouri. The CEM is a coalition of organizations and concerned people united in working for freedom, fairness, diversity, respect for cultural integrity, the protection of children and health, and the revival of democratic decision-making in the cultural mainstream of all countries. Participants to the convention converged from 14 countries and represented over 130 organizations.

Four members of the National Storytelling Association were present: CEM founding members Elaine Wynne and Larry Johnson of Minneapolis, Minnesota; Lynn Rubright of St. Louis, Missouri; and Christine Castaneda of Charleston, South Carolina. Wynne and Johnson presented stories as part of the proceedings and served on a pre-convention drafting committee to write a position paper entitled "Storytellers in a Culture of Storytellers." Castaneda also told a story.

"Storytellers are needed as frontrunning activists, not passive entertainers (in the movement)," says Castaneda, who is also currently serving, along with Wynne and Johnson on the CEM's Steering Committee.

CEM founder George Gerbner, past dean of Philadelphia's Annenberg School for Communication said, "Most of what we know or think we know, we know from stories we're told. That process used to be hand-crafted, home-made, and community-inspired. Now, it is mostly mass-produced and policy driven. It is the end result of a complex manufacturing and marketing process."

The consequence is that in third world countries, growing new technologies mean an enrichment of local cultural horizons, but for others it means a "narrowing of perspectives, homogenization of outlooks and limitation of alternatives."

The CEM is concerned, says Gerbner, with distortions of the media, which include "the promotion of practices that drug, hurt, poison, and kill thousands every day; portrayals that dehumanize and stigmatize; cults of violence that desensitize, terrorize and brutalize; the growing siege mentality of our cities, the drift toward ecological suicide, the silent crumbling of our infrastructure, widening resource gaps and the most glaring inequalities in the industrial worlds; the costly neglect of vital institutions, such as public education, health care, and the arts; make-believe politics corrupting the electoral process."

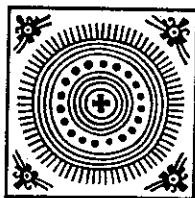
The CEM action program proposed to date is "designed to halt the concentration of media control, create mechanisms of independent public participation in cultural policy decisions, demand more freedom and support for the creative workers in the media, and teach critical media awareness and skills."

For more information, contact the Cultural Environment Movement, P.O. Box 31847, Philadelphia, Penn. 19104, or call 215-387-8034.



Christine Castaneda, Elaine Wynne, and Larry Johnson at the CEM convention in St. Louis, Missouri

ELAINE WYNNE, M.A.



Licensed Psychologist

(612)546-1662

10-9-96

Hello, George.

Board list looks great!
my name should be
WYNN(e)

I called the travel agency +
they booked the late flight out of
Mpls.

We want to do an informal
Pot luck + mtg. w you.

Channel 6 wants to do an interview --
maybe others.

Maybe see you in Nov!
Best
Elaine

March 31, 1997

Dear George:

Enclosed is our latest update of CEM priorities to the storytelling community -- mainly an interpretation of the November priorities to help storytellers understand this is really storytelling. Am also sending an OGP tax form, an article about the Sadako story we told at the Convention, and an announcement about the show Dave Carlson and I edited from your legislative comments and Nolan's recent talks here.

I've called Kate and told her I will be at the board meeting but Elaine is already committed to teaching at a Clinical Hypnosis Conference. I will carry her concerns to the meeting and carry back whatever she needs for Executive Committee. For budgetary reasons I managed to find a storyteller friend walking distance from the hotel to stay with.

I'm in a strange place with my school. I've been mostly out on medical leave since January and last week a letter from my doctor arrived saying I could go back to work but not in that building or anyplace else where something triggers respiratory symptoms. I'm the second person ordered out by a doctor this fall, and yet they are still saying "We don't have a problem here. If you're sick, see a doctor and get treated". At this point, even if I wanted to or could go back there, my job, probably the only stated "Storyteller/Video" teacher job in the country, would mysteriously dissolve in the budgeting process because I decided when this started I had to move for my own health, but I refused to go quietly (as some have already done, just bidding out to another school) because they will not treat it as a public health issue and tell the parents; also 40% of the staff get visibly sick from it, some of them actually worse than I did, but most are afraid to say anything or do anything other than be treated for symptoms. When I went to the District Environmental Safety Health person and showed him a staff survey reporting 40% with symptoms they didn't have elsewhere and which got better away from school (there's a standard saying you have to be under 20%) he didn't say, "We must see what's going on with the children" He said, "Yes, but that's not everyone in the building" (That is if you assume the children are OK -- they're not -- then 40% staff still keeps you under the 20% standard). So we're helping organize parents, the press, and our own teachers union which has resisted this for at least 2 years. Using storytelling the way we reported our storytelling working group at the Convention. I am much better than January but horrified that this is how I must spend my time right now.

See you in May

Larry

POTLUCK WITH GEORGE GERBNER

FOUNDER AND CHAIR OF THE CULTURAL ENVIRONMENT MOVEMENT (CEM)

WHEN: JANUARY 24, 1997 4:00 - 8:00 PM



WHERE: First Universalist Church 34th & Dupont Ave. South
Minneapolis



☛ Call Larry Johnson and Elaine Wynne at 546-1074
To Tell Us You're Coming!

☛ Call Gary Melon at 925-3459
If you need directions to the meeting spot.

PURPOSES

- ☛  HEAR THE LATEST ON CEM, an international coalition is working toward **MORE FAIRNESS AND EQUITY** in how all stories go out, from storytellers to multimillion dollar media productions.
- ☛ Influence a possible initiative to divert some advertising tax breaks into needed, positive programming. 
- ☛ View or participate in a video taping with Dr. Gerbner for Channel 6.
- ☛ Join CEM, either at this meeting or by writing.

ANY QUESTIONS, ALSO CALL LARRY OR ELAINE. *We look forward to seeing you!*

August 5, 1997

George:

Congratulations again on the Temple University appointment, and on the further move upward of the movement.

When I told you about my ending up as Environmental Educator at Shingle Creek School, you said "that's good if I thought it was good". That sounded tentative, but I do think its good.

When the position at the last school got created and called "Storyteller/Video Teacher", I thought great because I had been lobbying the national story organization to promote storytelling by parents or grandparents to children and storytelling in immediate community and especially the community of public education, as equally important to the storytelling that travels from big tent to big tent and entertains adults. I thought the title in an actual school would make a big difference, but I don't think it did.

Meanwhile I was feeling antsy about doing more storytelling as lobbyist/activist again. In the "be careful what you wish for" department, the air quality situation at my school blew that completely out in the open. That's a big part of what I've done the last several months, and I've felt very effective and powerful, even though its been such a difficult year.

Since I got myself into the schools I've thought of myself as a person teaching storytelling/videomaking/media literacy with a strong personal content emphasis on the environment. Now I'm being asked to teach environmental education so I will use storytelling and videomaking and media literacy to do that. I believe I will have more latitude than I've ever had to teach children to be storytelling and video activists for environmental and social justice issues. You can bet we will look at TV and TV ads and deconstruct and compare what the stories are and what they're doing to the environment and the cultural environment.

I figure after a year I'll be the cultural environmental educator. Oh, plus, the new media specialist at our school is a long time colleague whom I connected to media literacy through NTC when I was still at the hospital. She became one of the leaders in getting media literacy into the Mpls curriculim. When I became cable coordinator for the Mpls district in 1982, her school was the first where I helped them get children into making video and operating their school channel as part of the regular curriculim. It will be great working in this environment.

Don't worry. This will be good. My uncle, whose eyesight wouldn't let him be a pilot, so instead he set soaring records (one of them is on a plaque in the Smithsonian), built an engineering company that made specialized safety products for airplanes, and now in his retirement owns a small airport, says I always land on my feet and on the next step up. I'm ready.

As you have a great birthday and a wonderful next year, do you think my spontaneous English construction is too German in nature? Hello to Ilona, and the best to both of you from both of us.

See you in November,

Larry Johnson

To: Larry and Eileen Johnson <0001035393@mcimail.com>
From: George Gerbner <ggerbner@nimbus.temple.edu>
Subject: Thanks
Cc:
Bcc:

X-Attachments:

Ilona and I thank you for your good wishes. She is recovering well. Belated Happy New Year to you and family. We'll be abroad now until Jan. 20. George.