

INSIDE THIS ISSUE

Summer Institute
for Arkansas Teachers

CONNECT



FROM THE DIRECTOR

Jama Best, Executive Director

In keeping with the Arkansas Humanities Council's commitment to environmental stewardship, *Connect* magazine will provide the same great stories and news but in a digital format after this issue.

If you would like to continue receiving the publication, please send your request and email address to Adrienne Jones, Associate Director at ajones@arkansashumanitiescouncil.org.

Connect magazine will continue to be offered in English and Spanish on our website at <https://arkansashumanitiescouncil.org/>

BIG ANNOUNCEMENT FROM THE ARKANSAS HUMANITIES COUNCIL

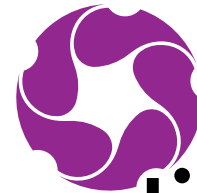
By Adrienne Jones, Associate Director

We are excited to announce our new branding for the Arkansas Humanities Council. After months of hard work and collaboration with our Board of Directors, our staff, and partners, we have developed a new name and feel that better represents our work with Arkansans.

The Arkansas Humanities Council will now be HumanitiesAR. We are putting the humanities first, just as we do with our mission, values, and vision. This rebranding effort is part of our ongoing commitment to empower Arkansans to connect with the humanities. It demonstrates our promise to foster and further the humanities to broaden Arkansans' understanding of and appreciation for the humanities in our everyday lives. Finally, it reflects our vision of a future where all Arkansans value and engage in the humanities.

We are keeping our logo, an interlocking circle that symbolizes how the humanities ARE connections to people, history, the celebration of cultures, diversity, and all that defines us. We are also keeping our color palette of vibrant purple, symbolizing rebirth, upliftment, confidence, and a bold, bright future.

We believe that this new branding will help us better connect with our audience and community, and ultimately make a greater impact in Arkansas. The new branding can also help HumanitiesAR better



HumanitiesAR
MAKING CONNECTIONS

communicate our mission, values, and vision to our audience. By creating a clear and consistent message, HumanitiesAR can continue to strengthen connections with our constituents as well as build new connections across the state.

HumanitiesAR's new branding reflects our commitment to the humanities through educational initiatives, partnerships, programming, and grant-making. HumanitiesAR (are) us. HumanitiesAR (are) you. HumanitiesAR (are) for all of Arkansas.

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*On the cover:
Teachers enjoying a
surrey ride during the
AHC Summer
Teacher Institute at
Historic Washington
State Park.*

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Unlocking the Past: Inaugural HumanitiesAR History Teacher Institute Delivers

By Ann Clements, Education Director



Congratulations to the 20 teachers chosen to attend the HumanitiesAR History Teacher Institute!!

Tina Boyles, PCSSD
Melissa Cooper, Calico Rock SD
Isaac Cross, Ashdown SD
Kylie Crosskno, Buffalo Island Central SD
Lisa Douglas, NLRSD
Leanne Gabriel, Pine Bluff SD
Lory Hall, Fayetteville SD
Chandra Helms, Ouachita SD
Heather Hughes, Lake Hamilton
Stasha James, Highland SD
Leslie Lancaster, Rivercrest SD
Courtney Litchford, Centerpoint SD
Amanda McCleskey, Osceola SD
Jeanna Mack, Centerpoint SD
Melinda Martin, Cossatot River SD
Chelsee Morris, Lead Hill SD
Lauren Nash, Marion SD
Jeanne Ortiz, Conway Public Schools
Jennifer Pineda, Rogers SD
Julie Sandy, Highland SD

Participant Stats
20 teachers from 16 different counties
Each Congressional District represented
From all K-12 grade levels
85% underserved student populations

90% of these teachers serve underserved students, with nearly 60% working in rural school districts. Among them were media specialists, freshly minted educators embarking on their teaching journey, and seasoned teachers with over 25 years of experience.

The focal point of the 2023 Institute was “Arkansas’s Great Southwest,” and Historic Washington State Park served as an ideal backdrop for delving into the region’s rich historical tapestry. Over three enlightening days, educators immersed themselves in the history of early settlers, the Southwest Trail, the transformative impact of railroads on the region’s economy and growth, the fascinating evolution of currency during Washington’s formative years, and the innovative use of cemeteries as unconventional classrooms.

Day one featured a jam-packed schedule with six sessions led by ten expert speakers and three captivating living history presenters. Attendees were treated to three delicious meals that allowed for networking and exchanging ideas.

On day two, the focus shifted to archives, research, and primary sources. Teachers experienced five sessions, guided by three presenters, learning valuable skills and resources to enrich their classroom experiences. The day included a research session at the Southwest Arkansas Regional Archives (SARA), grade-specific resources tailored to individual classroom needs, and a horse-drawn buggy tour of Historic Washington State Park.

The final day, four expert presenters conducted five more sessions. This was the highlight of the Institute — Dig Day! Teachers dived into the treasure trove of resources offered by the Arkansas Archaeological Survey, engaged in a classroom trash box activity, and even had the chance to wash artifacts.

It’s no surprise that numerous teachers hailed the Institute as “the best professional development they had ever attended.” Others were equally effusive in

The Arkansas Humanities Council (AHC) made history this year when we successfully hosted our first-ever residential HumanitiesAR History Teacher Institute from June 8 - 10, 2023, at picturesque Historic Washington State Park in southwest Arkansas. Thanks to the generous support of the Roy and Christine Sturgis Educational and Charitable Trust, this free event welcomed 20 educators from diverse backgrounds, chosen from a highly competitive application process.

Out of a pool of 45 applicants, the 20 selected attendees stood out for their unwavering commitment to lifelong learning, their passion for teaching the humanities, and their innovative ideas on imparting the essence of humanities to their students. Hailing from all four Congressional Districts in Arkansas and representing 17 geographically diverse counties, this inaugural class boasted an even distribution across elementary, middle, and high school grades. Notably,

their praise, noting that the materials and resources presented during the Institute would prove invaluable in their classrooms.

One teacher expressed, “I didn’t know about DocsTeach and EOA, but I definitely will use these resources in my classroom.” Another shared, “I’ve been teaching Arkansas History for a while. I learned new things I can teach my kids. This PD was tangible, it gave me real resources to use in the classroom. It was so beneficial.”

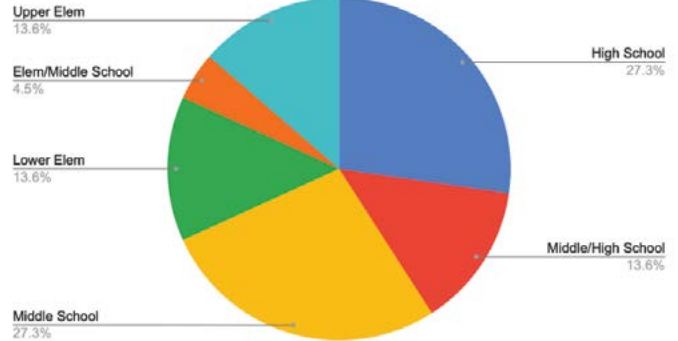
This successful multi-day event could not have been achieved without the dedication and vision of the Institute Planning Committee, comprised of Rachel Coble and Josh Williams from Historic Washington State Park, Melissa Nesbitt from the Southwest Arkansas Regional Archives, and AHC Board Members Leita Spears, Dr. Lisa Speer, and Dr. Mel Zabecki. Their unwavering commitment and tireless efforts ensured that the Institute ran seamlessly.

The Institute also benefited from invaluable partnerships with esteemed organizations, including the Arkansas Archaeological Society, Arkansas Archaeological Survey, Arkansas State Archives — SARA, and Arkansas State Parks - Historic Washington State Park. Outstanding presenters further enriched the Institute experience, including Pam Beasley, Holly Hope, Dr. Jenny Logan, Amy Milliken, Billy Nations, Melissa Nesbitt, Tim Nutt, Leita Spears, Josh Williams, and Heather Zbinden.

As the inaugural HumanitiesAR History Teacher Institute leaves a lasting impact, plans are already in motion for next year’s event, set to explore the Northeast Delta region. To stay up-to-date with the latest developments and to secure your spot at the 2024 HumanitiesAR History Institute, be sure to follow AHC on Facebook and subscribe to the Teacher’s Lounge e-newsletter.

In just three days, the Institute managed to open doors to the past and provide educators with the tools to enlighten their students about the rich tapestry of Arkansas’s history. This event’s success story is a testament to the enduring importance of the humanities and the power of dedicated educators to make a difference in the lives of their students.

Grades Taught



Teacher Institute participants enjoyed Dig Day and dived into the chance to wash artifacts.



The National History Day Sacrifice for Freedom Program

By Jessica Culver, Ozark High School Social Studies Teacher, Ozark, AR

In June of 2023, Ozark High School student Morgan Nietert and I traveled to Honolulu, Hawaii, as one of sixteen student-teacher teams selected for the National History Day Sacrifice for Freedom: World War II in the Pacific Student & Teacher Institute. Before going to Hawaii we spent the spring semester of 2023 in an online course about World War II. And, most notably, we dedicated much time during that same semester to studying a Silent Hero from our local area. A major component of the Sacrifice for Freedom program is for each student-teacher team to study and honor a Silent Hero from their state who died in the Pacific during World War II, and we were incredibly moved by the stories of courage and sacrifice that we learned about during our journey. After we completed the spring semester of study and research, we headed to Hawaii to study World War II, beginning our trip on June 20th, 2023.

Day one of our trip included a warm Aloha welcome to our hotel in Honolulu! That night, the sixteen student-teacher teams all came together to meet in person for the first time. There was a team from Guam, American Samoa, Wisconsin, South Dakota, Illinois, Arizona, and more. Day two started with a hike to the top of Diamond Head State Monument, a vantage point from which you can see Hawaii's natural beauty. Then, we visited the DPAA, the Defense POW/MIA Accounting Agency, where researchers are working to identify remains of those lost in war. We met researchers who dedicate themselves to reuniting families with the remains of their loved ones, and the level of commitment from those at the DPAA was evident. We also toured Hickam Air Field and saw buildings that still had damage from the Pearl Harbor attack.

On day three, we visited the Pearl Harbor National Monument and went to the *USS Arizona Memorial*. The *USS Arizona Memorial* was incredibly moving, and the experience is one that truly makes an impact on all who visit. Exhibits and historical information surround the Pearl Harbor area, and we learned a

great deal. We also toured the *USS Bowfin* submarine and saw the exhibits at the Pacific Fleet Submarine Museum. We then traveled to the *USS Missouri*, spending the night aboard the battleship.

The overnight experience aboard the *USS Missouri* is one we will certainly remember. This battleship now sits in Pearl Harbor and was the site of Japan's surrender in World War II; we spent the full night onboard. We toured the ship exhibits after hours, ate in the mess hall, slept in the very small bunks, and students raised and lowered the flag in the evening and the next morning. We woke up early to see the sunrise over Pearl Harbor, remembering the morning attacks of December 7th, 1941. To stay the night on a battleship of such importance was an honor and taught us so much.

After departing the battleship on day four, we visited the *USS Missouri's* education center and archives. Here, students participated in activities such as how items are cleaned for safekeeping and how museums select what items to display; then we toured the archives. Next we visited the Pearl Harbor Aviation Center and ended with a tour of Ford Island.

On day five, we visited the Japanese Cultural Center, where we spoke with a woman who lived at Pearl Harbor when the attack occurred. We toured the Bishop Museum, which showcased the history of Hawaii and the Pacific Islands and contained numerous historical artifacts.

Day six began with Rear Admiral (ret.) Alma Grocki, the first woman from Hawaii to enter the US Naval Academy, who spoke to students and teachers. We then went to the National Memorial Cemetery of the Pacific (also called the Punchbowl), where the sixteen students each honored their Silent Heroes. The students read eulogies for their Silent Heroes after hearing a speech from Vietnam Veteran Allen Hoe, whose family sacrificed greatly for our country. Listening to each student honor their Silent Hero was a

reminder of the continuing importance of World War II history. After the eulogies were read, Morgan and I found our Silent Hero's name inscribed on the wall of the National Memorial Cemetery of the Pacific, placing a flower at the base in honor of his courage and the courage of all those who serve our country. The night ended with a dinner where we all shared memories of how the trip impacted us.

We weren't set to leave Hawaii until later in the day on day seven, so Morgan and I had the day free to see more of Hawaii. We spent time at Waikiki Beach, snorkeled with turtles, said "goodbye" to new friends, and reflected on our time in Honolulu. The National History Day Sacrifice for Freedom program was about much more than just visiting Hawaii. It was about bringing history to life for students and teachers, honoring the past, learning new stories with lasting impacts, and remembering those who gave everything. This fall, the sixteen Silent Heroes will be honored and remembered at <https://nhdsilentheroes.org/>, where you can currently view stories of Silent Heroes from past years.

As I come to the end of this article I want to take time to honor our Silent Hero, whose name was Austin Bell Swearingen. Austin Bell Swearingen graduated from Charleston High School in 1944; he was captain of his basketball team and helped on his family's farm in Cecil. After graduation he enlisted with the US Navy and headed to the West Coast; he became a Seaman 2nd Class and earned his radar operator certificate, all while taking correspondence college courses through the University of Arkansas. In early 1945 he boarded the *USS Franklin* headed for the Pacific. On March 19, 1945, a kamikaze attacked the *USS Franklin*, killing over 700 men. Austin Bell Swearingen lost his life just ten days after his 19th birthday; he was buried at sea and awarded the Purple Heart. We especially thank Austin Bell Swearingen's great-niece for sharing his story with us, and for helping Austin's dream of becoming a writer to be fulfilled when she published his letters in a magazine.

We are now sharing the story of our Silent Hero with our community and are beyond grateful for this opportunity. I encourage all teachers to find stories of courage in their own communities, as history is present right within your own local area. I can also say with full confidence that the younger generation is full of amazing students. I saw the hard work and dedication of sixteen young adults who, in the Sacrifice for Freedom program, showed just how bright the future is. I look forward to seeing everything these dedicated young minds will accomplish.



Ozark High School student Morgan Nietert and her teacher, Jessica Culver at the National Memorial Cemetery of the Pacific.

Susan Burton Visits Northwest Arkansas

Founder of A New Way of Life Reentry Project and Nationally Acclaimed Advocate for Returning Citizens

By Dr. Leigh Sparks, University of Arkansas at Fayetteville



Susan Burton. Photo taken by Heather Robideaux, Manager of Adult Services for the Fayetteville Public Library.

In April of 2023, Susan Burton, the founder of A New Way of Life Reentry Project in Los Angeles, California, and a nationally acclaimed advocate for returning citizens, visited Fayetteville, Arkansas. The event was supported in part by a grant from the Arkansas Humanities Council and the National Endowment for the Humanities. Additional co-sponsors included the Fayetteville Public Library, the Prison Story Project, and the following programs and departments affiliated with the University of Arkansas: the Brown Chair in English Literacy; the Community Literacies Collaboratory; the Department of English; the Department of World Languages, Literatures and Cultures; the Gender Studies Program; the Program in Creative Writing and Translation; the School of Social Work; and the University of Arkansas Humanities Center. The visit was also made possible through arrangements made with Ms. Burton's Executive Assistant at A New Way of Life Reentry Project, Hannah Crocker.

On the evening of Monday, April 17th, Ms. Burton spoke at the Fayetteville Public Library, focusing upon some of the experiences she discusses in her 2017 memoir, *Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women*, winner of an NAACP Image Award. In addition to talking about her life and work, Ms. Burton engaged in an extensive Q & A with audience members, who came from the Northwest Arkansas community and elsewhere. ASL interpretation was provided for the event by the Sign Language Interpreting Network, and CART services were provided by Access Resource.

Early Tuesday, April 18th, Ms. Burton visited with Kyle Kellams, host of *Ozarks at Large* at KUAF, the local NPR station, and then she talked with staff, interns, and residents at the Magdalene Serenity House, a

program in Fayetteville that provides housing and other forms of support to women who are reentering society from prison. The conversation was thorough and productive, covering parts of Ms. Burton's book and other topics related to women's incarceration and reentry. In addition, she was asked for and offered advice based upon her many years of work overseeing and expanding A New Way of Life, her own residential reentry program for women in California. Ms. Burton started ANWOL in 1998 with one house for returning women; the program now consists of 12 residences. In addition, ANWOL has guided the development of other programs across the U.S., even in other countries, through the Safe Housing Network, which Ms. Burton also founded.

Tuesday evening, Ms. Burton went to the Northwest Arkansas Community Correction Center, also located in Fayetteville, to talk with approximately 20-25 incarcerated women. Many had already read her book through their prior participation in the Prison Story Project, led by program directors Kathy McGregor and Jane Blunski. Ms. Burton visited with the women for over an hour about her experiences of breaking the cycle of incarceration and going on to establish a program that is now recognized and applauded across the country as a highly effective model for how to support women who are leaving prison. (ANWOL offers returning women not only housing but also wraparound services and encourages them to become active members in, as well as influential leaders of, their communities.) As she did at the library the night before, Ms. Burton took numerous questions from the women at the prison, leading to a dialogue that was in-depth, emotional, instructive, and inspiring, covering a wide range of topics that the women wished to discuss with Ms. Burton.

In addition to receiving numerous other prestigious awards and recognitions, Ms. Burton has been selected as: 1 of 18 New Civil Rights Leaders in the Nation by *The Los Angeles Times*; a CNN Top 10 Hero; a Soros Justice Fellow; a James Irvine Foundation Leadership Award Recipient; and a Recipient of the Gleitsman Citizen Activist Award (by the Center for Public Leadership at Harvard Kennedy School).

To learn more about Susan Burton and A New Way of Life Reentry Project, please visit the organization's website.



Taking What They Can Carry: Forced Migration in Arkansas

October 2023 - September 2024

By Asya Webster, AHC Program Officer for Grants and Public Programs

United We Stand: Connecting Through Culture was launched in collaboration with the White House United We Stand Summit in September 2022. It is a joint effort between the National Endowment for the Humanities (NEH) and the National Endowment for the Arts (NEA), utilizing the power of arts and humanities to combat hate-motivated violence. NEH provided up to \$2.8 million in funding through the *United We Stand: Connecting Through Culture* program distributed to state and jurisdictional humanities councils across the country to support local initiatives that aim to combat these threats. *Taking What They Can Carry: Forced Migration in Arkansas* is Arkansas Humanities Council's initiative focusing on the history of the state.

This history of racial violence is Arkansas's history, present at statehood and consistently woven into the state's history. This laid the foundation for many communities to be forcibly moved around and out of the state.

Throughout Arkansas's history, various racial and ethnic groups have been forcibly displaced as a result of racism and hate. The Arkansas Humanities Council (AHC) will focus on a number of these historical events, examine what happened, the aftermath, and how these events shaped the affected communities through a series of lectures.

Taking What They Can Carry is a ten-part lecture series meant to educate the public on hate-based displacement in the state of Arkansas. The lectures will examine Arkansas's Japanese internment camps where nearly 16,000 Japanese Americans were incarcerated; the Elaine Massacre of 1919 that killed hundreds of Black residents in eastern Arkansas; the harassment and violence faced by the Southern Tenant Farmers Union; Nelson Hackett, the case of an enslaved fugitive that helped undermine institutional slavery through an international legal dispute; the highway planning that destroyed affluent Black neighborhoods in Central Arkansas; the last lynching in Little Rock and the Black exodus that followed, forming the Pankey Community; the race riots of Hempstead and Howard counties used to racially cleanse the southwest Arkansas region; Anti-Catholicism and the Klan in Arkansas; and

the removal of the Cherokee, Choctaw, Chickasaw, Creek, and Seminole on the Trail of Tears through Arkansas. These topics cover a wide range of cultural, ethnic, racial, and religious groups throughout Arkansas's history.

AHC is partnering with humanities scholars, from varying backgrounds, for the series to present their research on these incidents of forced migrations, and discuss the perseverance of the people in the aftermath of violence. The lectures will be live-streamed to both Facebook and YouTube with a selected set of hybrid of live-streamed, in-person lectures taking place at various cultural institutions, museums, and libraries in each of the state's four congressional districts. All of the lectures will also be made available on ARHistory, the Arkansas Humanities Council's podcast.

Finally, a digital exhibit including resources and links to the recorded lectures will be available on the Arkansas Humanities Council website. This digital exhibit will remain accessible after the official programming ends.



Contact Asya Webster, Program Officer for Grants and Public Programs, for more information at awebster@arkansashumanitiescouncil.org.



Those who cannot remember the
past are condemned to repeat it.

— George Santayana

Economics Arkansas Summer Road Trip 2023

What do teachers do during the summer? They learn!

By Ginsie Higgs, Project Support Specialist



Thanks to funding from the Arkansas Humanities Council, Economics Arkansas teamed up with the Arkansas Center for Research in Economics (ACRE) to lead a series of teacher professional development workshops this past summer. The series spotlighted six historic sites in the Arkansas Delta and their economic impact on the state.

What began as a one-off workshop in 2022 at the Johnny Cash Boyhood Home in Dyess and the Southern Tenant Farmers Museum in Tyronza became a road trip to find “Arkansas Delta’s Economic Heritage: A Summer Tour.” In addition to revisiting Dyess and Tyronza, the 2023 series featured stops at the

Hemingway-Pfeiffer Museum in Piggott, Lakeport Plantation in Lake Village, the Delta Cultural Center in Helena, and the Rohwer Japanese-American Relocation Center in McGehee.

The workshop sites exhibit historical significance in areas such as literature and music, agriculture, world and national events, local culture, and lifestyle, all of which contribute to the economic state of the Arkansas Delta region. It was our belief that most Arkansas residents are unfamiliar with these sites and their place in history. Spotlighting their value as tools for teaching encourages educators to emphasize their considerable contributions to the area, both historically and in the present-day economy.

Most Arkansas are familiar with country music singer-songwriter Johnny Cash but may not know about the federal agricultural resettlement community where Cash spent most of his childhood. A decrepit smokestack and cemetery are all that remain of a WWII Japanese internment camp, which, from 1942-1945, held over 8,000 Japanese Americans on around 10,000 acres of Arkansas Delta swamps and farmland.

Many Arkansas residents may not realize that one of Ernest Hemingway’s most famous novels, “A Farewell to Arms,” was largely written in a converted barn studio in the small town of Piggott. The Delta Cultural Center even touts “King Biscuit Time” as the “longest-running Blues radio broadcast in the world,” with live shows on weekdays at lunchtime.

While small, rural, and often forgotten, these sites illustrate contributions to American literature, music, historical events, and local, national, and international politics. Intertwined in the humanities, economic principles such as scarcity, opportunity costs, and incentives explain human behavior. Stories of entrepreneurs remain hidden among rice and cotton

The Economics Arkansas Summer Delta Tour was an excellent opportunity for teachers across the state to visit [historic] gems in the Arkansas Delta that are often overlooked or too far away for teachers to visit on their own.

— Ruth O’Loughlin, site director for Lakeport Plantation Museum

fields until one generation shares them with the next.

One teacher participant described the visits as “field trips for adults.” During the workshops, teachers heard from content experts, toured museums and historic buildings, and received ready-to-use lesson plans and information on how to apply for field trip grants through the Arkansas Humanities Council.

Economic education is real-life education. It can be found in the interdependence of farming and agriculture, in the scarcity of living during the Great Depression or in an internment camp, and even in the lyrics of a county music star.

The Arkansas Delta’s Economic Heritage: A Summer Tour program exceeded my expectations. Not only were we able to reach teachers from all over the state, but we were able to send them back to their classrooms with materials, ideas, and books...Teachers were asking questions about bringing their kids on a field trip, virtual program options, and if we would be offering this again...From the start of the day until the end, teachers were engaged, encouraged, and excited to learn more about our Heritage Sites and the economic impact had on them from the early 1900s through now. As a former educator, I would have loved to attend a professional development workshop like this.

— Penny Toombs, Director, Dyess Colony: Johnny Cash Boyhood Home & Southern Tenant Farmers Museum



quotes from teachers

“I really enjoyed this PD. I learned a lot of things I didn’t know, and I learned about grant opportunities for Arkansas teachers.”

“These PD sessions have been great. I have attended 5 of the 6 and each has been unique and educational.”

“Before the workshop, I had no knowledge of the camps that were in Arkansas for Japanese-American citizens. After I left the workshop, I had a true compassion for the people that had to stay there. I will add this to my Arkansas history curriculum items for my 2nd graders.”

“Everyone should learn about this, regardless of what they teach. We all are responsible for knowing how rights are handled for our fellow citizens, and we should share accordingly with our students. It is just so important. Presenters were great and the cemetery and museum were sobering and thought provoking. I plan on bringing my family.”

The Next Gen(eration) Humanities Conference

By Jamie Middleton, AHC Program Officer for Grants and Public Programs

At the National Humanities Alliance's (NHA) Annual Conference last November, many sessions focused on how to engage with young people in your state using the following questions: How do we connect with students? How do we encourage more participation in the humanities?

We at the Arkansas Humanities Council are lucky to have the Next Generation Advisory Committee already in place — established in 2018 by Jama Best to welcome feedback, suggestions, and guidance to the Council and our grants and programs from the 18-35 Next Generation of humanities leaders in our state. When I took over as the facilitator of this committee last year, I asked each of the new members how they thought we could better serve our young people in Arkansas. Most of their responses were to do more professional development and career fairs to let students know what opportunities were available to them. Others sought to uplift our working creatives, humanists in the non-traditional, non-academic spheres. Still others wished to provide more resources to teachers and educators.

Between the questions asked at NHA's Conference and the suggestions brought forth by the Next Generation Committee Members, I thought, 'Why can't we do it all?' From there, the Next Gen(eration) Humanities Conference in its first iteration was born — mostly me pouring my brain and all of the things I wish I could have known as I started my career and even now into a spreadsheet. Asya Webster, one of this class's Next Gen members, now a fellow Program Officer, was quickly brought on board as my Co-Chair. As we brainstormed and fleshed out our ideas, we pulled together an incredible planning committee to help us broaden our vision and find even more ways we could be better serving students and young professionals in Arkansas. Now the NGH Conference is growing and taking shape, set to be held in Little Rock in March 2024.

All spring and summer, we all have been working diligently to create a slate of offerings to bring together this next generation of humanities educators, students, and professionals for a one-stop humanities hub to



further develop their skills and make connections. These offerings range from sessions on getting involved with professional organizations and interactive networking workshops to talking about intergenerational dynamics in the workplace and how late is too late to go back to school. We are aiming to provide a selection of sessions that touch on each discipline of the humanities, a myriad of career paths (traditional or untraditional), and generally to let young people know it is okay to not know what is next. Sessions and networking opportunities to connect with nationally recognized humanities scholars as well as representatives from the Smithsonian Institution Museum on Main Street, the National Endowment for the Humanities, the National Humanities Alliance, and more. Collaborative and multi-generational learning is a large part of the mission of the NGH Conference, allowing students, emerging professionals, and established professionals to lean on one another, and learn from one another.

In addition to the offerings planned by the committee, there will be a career fair, tours to local cultural institutions like the Old State House, MacArthur Museum of Military History, and more will be offered to attendees as well as keynote presentations from Jaylen Smith, the Mayor of Earle, Arkansas and an opening plenary conversation moderated by NHA's Scott Muir.

Humanities students will have the unique opportunity to present their work at the Student Symposium during the conference. Posters could fall within the categories of Academic Research or Creative Works in the Humanities, allowing students across disciplines and focuses to provide insight into their school projects, thesis projects, or creative passions.

A call for proposals for sessions, workshops, and student posters ran from July through October 2023 to round out the slate of offerings for the inaugural conference. Look for the full program in December!

Registration is open to attend the NGH Conference on AHC’s website through February 2024. The conference aims to provide this experience on par with national conferences while removing the restrictive barriers of cost and location — namely

by keeping registration costs to a minimum. For students and emerging professionals — or ‘Next Gen’ — the registration fee for the full four-day conference is \$28; for General attendees, the full conference rate is \$54; and in efforts to be flexible and accessible, the NGH Conference is offering single day rates for \$12 to include sessions, workshops, keynotes, and tours for the day.

We look forward to seeing you at the Next Gen(eration) Humanities Conference, March 6-9, 2024 right here in Little Rock!

If you or your organization would like to participate or become a sponsor for the Next Gen(eration) Humanities Conference, contact Jamie Middleton, jmiddleton@arkansashumanitiescouncil.org, or Katie Dailey, kdailey@arkansashumanitiescouncil.org



Dr. Tricia Starks Humanities are disciplines like history and philosophy that help us make sense of our present. They are English and communication that train us to convey complex concepts and decipher meaning and they are journalism and world languages that develop skills for reaching and understanding others. Understanding, communicating, and reaching people are skills needed by most every worker. I am excited for this conference because it will help humanities students and graduates to communicate these very marketable skills and identify places where they might help build strong companies that answer the problems of today.

Link to CU study:

<https://www.cu.edu/doc/bormaassalumniearningspdf>



Dr. Jess Porter I’m fired up for this new and novel opportunity for young humanities professionals from Arkansas and beyond. A critical mass can magnify our individual and collective impacts. As an employer and colleague of humanities professionals, I can’t wait to meet who’s next. I know their ideas and approaches will push us forward in ways I haven’t yet imagined.



Kimberly Hosey I’m looking forward to meeting people from all over the state, and attending unique sessions and tours relating to a variety of humanities topics. It will be great to see people of all ages, and interests relating to the humanities, interacting in a like-minded environment and creating lasting networks across Arkansas.

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Itzel Velazquez I'm thrilled to be part of the committee for the inaugural NGHC in this state and eagerly anticipate the gathering of everyone in our capital city! I'm excited about the prospect of new relationships forming and the valuable networking opportunities for our participants. Additionally, I'm eager to witness the wealth of resources that attendees will gain from this event and hope they discover the myriad ways in which they can apply their education in the humanities.



Cedric Fonville As a member of the planning committee, I'm excited to see how this event impacts and engages our youth that are considering or that wind up considering careers within the humanities fields. I believe attendees of all ages will form meaningful relationships and that they will leave feeling excited about having invested their time into the conference.



Amaya Jordan This conference is important because it gives the youth a chance to expand their knowledge, learn and improve professional skills in a way that's relevant to their everyday environment.

NGHC Offerings

Concurrent Humanities sessions

Networking Opportunities

Mock interviews

K-12 Professional Development

Mentorship Network

Professional Clothing Closet with Onsite Alterations by Cat Scratch Vintage

Resume Workshops

Student Poster Symposium

Career Fair

Tours to Local Cultural Institutions

Regional Meet Ups

Access to the Humanities: Language and Disability

By Melanie Thornton

Coordinator of Access and Equity Outreach

University of Arkansas — Partners for Inclusive Communities



Many people want hard and fast rules about what disability-related language to use. Rather than setting rules about what is okay and is not okay to say, I suggest putting more thought into what messages certain phrases send and what images they create in our minds. It is important to recognize that language is constantly evolving and that not everyone within the Disability community agrees on or prefers the same use of language.

- It is ideal to avoid language that:
- paints a negative picture of disability
- patronizes people with disabilities
- perpetuates misconceptions

Instead, choose language that is consistent with the idea that lack of access and societal attitudes are the problem — not disability.

Let's look at a couple of common phrases and think about how they measure up to these criteria. Take the phrase **wheelchair bound**. Does this phrase paint a negative image of disability? Does this phrase perpetuate misconceptions? Most wheelchair users would say that wheelchairs are tools that increase mobility, not something that is limiting. So this phrase is generally seen as negative and inaccurate.

What about the phrase **differently abled**? This phrase would be considered a euphemism for the word disability. Many people use euphemisms because they think they are more positive. But the definition of euphemism from the Oxford dictionary is: "A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to

something unpleasant or embarrassing." So, what message does using a euphemism for disability send? It communicates that disability is a word to be avoided and paints a negative picture of disability. Some people also find this language patronizing.

People First or Identify First Language

There are some people who are strong advocates of what is called "**people first**" language. When using this approach, we suggest phrases such as "*person with a disability*" or "*people with disabilities*." Those who promote this approach see it as more respectful because it emphasizes the person rather than the disability. Others are proponents of "**identity first**" language, thus using the phrase "*Disabled people*." Their perspective is that disability is a natural part of human diversity and there is no reason to shy away from that identity. They would argue that we don't see a problem with saying "Black woman" or "Gay man," so the phrase "Disabled people" should be equally acceptable.

Supporters of both identity first and people first language would generally agree that in most cases it makes sense to use "people first" when talking about specific conditions. So, for example, one would say a person with cerebral palsy or a person with a speech disability. There are some exceptions to this though. Identity first language is preferred by many people who are Deaf, Blind, DeafBlind, and Autistic.

The best way to learn to use respectful language is to engage with Disability activists and listen to their perspectives. Taking time to learn and think about the language we use is one way to show respect.

Suggested Resource

National Center on Disability and Journalism:



<https://ncdj.org/2015/09/terms-to-avoid-when-writing-about-disability/>



Ann Clements
Education Outreach Coordinator

As we transition from the scorching summer days to the crisp excitement of fall, I extend a warm welcome to all K-12 teachers embarking on a brand-new school year. In the ever-evolving world of education, your dedication and passion continue to inspire future generations. We've been hard at work developing meaningful classroom materials and professional development opportunities for both you and your students on this journey of learning and growth. As we kick off this academic year, I'm thrilled to share a glimpse of what lies ahead — a series of events, grants, and resources that will hopefully ignite your inspiration and empower your teaching.

Fall Professional Development Opportunities

Let's dive into the Fall Professional Development Opportunities. You can start earning those PD hours by registering for three programs that highlight a variety of AHC's classroom resources, grants, and programs. Register today on AHC's website, www.arkansahumanitiescouncil.org. All AHC PD sessions include fun door prizes and the awarding of professional development hours.

Are you interested in earning grant money for K-12 classroom projects or field trips? Then mark your calendars for the October 10 AHC Grants for Educators webinar via Zoom from 4:30 - 6 pm. This webinar will delve into the different grants available, deadlines, guidelines, and demonstrate how to apply for each grant.

If you're not already familiar with the National Archives program, "Docs Teach," you're missing out on a fantastic classroom resource that teaches analysis and critical thinking skills using historical (or modern-day) documents, artifacts, photographs, and artwork. Join me in a hands-on Zoom webinar demo of how to utilize this great resource in your K-12 classroom on November 9 from 4:30 - 6 pm.

AHC is teaming up with Economics Arkansas to present at the 2023 AEA conference. Our joint session,

"Itty Bitty Economics," focuses on little learners and is scheduled for November 2! This seminar explores the world around us, including the economic principle of the science of decision-making married with humanities subjects. Join us as we explore lessons tied to children's literature that introduce K-2 to basic economic concepts and the humanities. You will leave with engaging, ready-to-use resources for the classroom.

Voices and Votes

Only a few months remain for you and your students to experience the captivating journey through the history of American democracy by visiting the Voices and Votes exhibit. Showcasing pivotal moments, key figures, and the enduring struggle for civic engagement, locations in Siloam Springs, Pine Bluff, and Magnolia will host the exhibit now through January 2024. Supported by the Arkansas Humanities Council's Voices and Votes field trip grants, educators have the unique opportunity to enhance their students' understanding of this crucial subject matter. These grants enable schools to take field trips to the exhibit, providing students with an immersive learning experience. A wealth of classroom resources, developed by Smithsonian education staff, includes lesson plans, primary source materials, and interactive activities, ensuring that teachers can continue the conversation long after the field trip ends. To further empower educators, AHC will host specific teacher workshops at Pine Bluff and Magnolia, equipping you with the knowledge and tools necessary to engage students in thoughtful discussions about the evolution of democracy in America. More information can be found on the AHC's teacher's page:

<https://arkansahumanitiescouncil.org/programs/teachers/>

2024 HumanitiesAR History Teacher Institute

Lastly, get ready for the June 2024 North by East: HumanitiesAR History Teacher Institute. Come on an unforgettable journey through the history of Northeast Arkansas as we gear up for the 2024 Institute! Building on the resounding success of the 2023 Institute, next

Grants: A Year at a Glance



HumanitiesAR
MAKING CONNECTIONS

year's event promises to be even more exhilarating and enlightening. The 2023 Institute brought together 20 passionate K-12 educators from across Arkansas at Historic Washington State Park, immersing them in a world of historical exploration, innovative teaching methods, and engaging discussions. As we look forward to 2024, brace yourselves for another transformative experience that will empower history teachers to inspire their students with a renewed passion for the past. The 2024 Institute will utilize the new ASU Humanities and Social Sciences building as home base, with amazing presenters and engrossing Delta locations, creating another hallmark event for history educators in Arkansas. The Institute fosters a community of learning, collaboration, and, most importantly, an enduring love for the humanities. Don't miss this opportunity to be a part of something truly special! Applications will open in January and participants are chosen on the quality of their application. Be watching AHC's social media channels and our website for more information.

And for those who just can't get enough of Teacher's Lounge, our quarterly e-newsletter is designed for you to stay up-to-date on all the AHC's education programs, professional development opportunities, and new classroom resources. The brief articles will give you the skinny on all upcoming activities. Sign up here:

<https://forms.gle/BdNBRFbyjZ1gVnVB8>



Thanks for reading! Feel free to contact me at aclements@arkansashumanitiescouncil.org if you have any questions or need assistance with humanities resources for your classroom. It's going to be an exciting year of growth and learning, and I'm excited to embark on this journey with you.



FOR MORE INFORMATION:
www.arkansashumanitiescouncil.org
jmittleton@arkansashumanitiescouncil.org

The Arkansas Humanities Council: A Retrospective

By Jama Best, Executive Director

To tell the story of the Arkansas Humanities Council, one needs to go all the way back to September 29, 1965, when President Lyndon B. Johnson signed the National Foundation of the Arts and the Humanities Act into law.

Public Law 89-209, *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Foundation on the Arts and the Humanities Act of 1965."*

DECLARATION OF PURPOSE

SEC. 2. *The Congress hereby finds and declares—*

(1) *that the encouragement and support of national progress and scholarship in the humanities and the arts, while primarily a matter for private and local initiative, is also an appropriate matter of concern to the Federal Government;*

(2) *that a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity;*

(3) *that democracy demands wisdom and vision in its citizens and that it must therefore foster and support a form of education designed to make men masters of their technology and not its unthinking servant;*

(4) *that it is necessary and appropriate for the Federal Government to complement, assist, and add to programs for the advancement of the humanities and the arts by local, State, regional, and private agencies and their organizations;*

(5) *that the practice of art and the study of the humanities requires constant dedication and devotion and that, while no government can call a great artist or scholar into existence, it is necessary and appropriate for the Federal Government to help create and sustain not only a climate encouraging freedom of thought, imagination, and inquiry but also the material conditions facilitating the release of this creative talent;*

(6) *that the world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit; and*

(7) *that, in order to implement these findings, it is desirable to establish a National Foundation on the Arts and the Humanities and to strengthen the responsibilities of the Office of Education with respect to education in the arts and the humanities.* (<https://www.govinfo.go>)

By 1971, state and jurisdictional humanities councils were established as independent 501(c)(3) nonprofit affiliates of the National Endowment for the Humanities Office of Federal/State Partnerships. Not all councils were founded in 1971, but various years with the final jurisdictional humanities council founded in Amerika Samoa in 1984. Currently, there are a total of 56 state and jurisdictional humanities councils.

The role of state and jurisdictional humanities councils is to support and empower communities through local history and culture, literacy, kindergarten through twelfth-grade education, teacher professional development, veterans, and so much more.

So, how did it all begin in Arkansas? The Arkansas Endowment for the Humanities was founded in 1975 with Dr. Anthony Zenon Dube appointed as the first executive director.

As of March 15, 1975, there were a total of 21 Board of Directors led by Dr. Robert Shoemaker, Chair.

Dr. Robert Shoemaker, Chair, Hendrix College
Peg Anderson, Arkansas League of Women Voters
Kenneth Bates, Cooperative Extension Service
Dr. Viralene Coleman, University of Arkansas at Pine Bluff
Dr. Johnson, University of Arkansas at Pine Bluff
Dr. James Chase, University of Arkansas at Fayetteville
Dr. William D. Downs, Jr., Ouachita Baptist University
Dr. Diane D. Kincaid, University of Arkansas at Fayetteville
Dr. Robert Leflar, University of Arkansas at Fayetteville
Willard M. (Bill) Lewis, Arkansas Democrat Gazette
Cory McHenry, Arkansas Governor's Office
Dr. Donald A. Haefner, Southern State University
Dr. David Mullins, University of Arkansas at Fayetteville
Lee Reaves, Arkansas Educational Television Network
Charlotte Schexnayder, Dumas Clarion
Dr. Calvin Smith, University of Arkansas at Fayetteville
Thomas E. Sparks, Attorney at Law
Dr. York W. Williams, Jr., Morris-Booker Memorial College
Dr. Harold I. Woolard, University of Arkansas at Little Rock
Dr. G. Robert Ross, University of Arkansas at Little Rock
Jo Fullerton Wheeler

The Arkansas Humanities Council has been led by five executive directors.

Anthony Zenon Dube	1975 – 1982
Jane Browning	1982 – 1989
Robert Bailey	1989 – 2008
Paul Austin	2008 – 2018
Jama Best	2018 – present

Building upon the success of the past, the Arkansas Humanities Council continues to evolve and grow to meet the ever-changing needs of Arkansans in communities statewide. As of 2022, the AHC Board of Directors approved the use of Humanities AR as we begin anew and look ahead to the future and continue supporting and empowering Arkansans to connect through the humanities and each other.

ARKANSAS HUMANITIES COUNCIL



CONNECT WITH US

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humanities

(hyōō-măn'ĭ-tēēs)

noun. learning or literature concerned with human culture, especially literature, history, archaeology, language and philosophy