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Review of *Through the Schoolhouse Door: Folklore, Community, Curriculum* Edited by Paddy Bowman and Lynne Hamer.

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they describe the steps, roadblocks, successes, and frustrations that eventually coalesce into programs in which whole learning communities come to understand more about their neighbors, their cultural identities, and their places in the span of folk traditions.

In one chapter, Gwendolyn K. Meister, of the Nebraska Folklife Network, and Lincoln-area teacher Patricia C. Kurtenbach showcase the Cultural Encounter Kit project. These “traveling trunks” highlight various immigrant groups that have shaped, and continue to influence, the story of Nebraska. The collections of primary sources, artifacts, and state-standards-compatible lesson plans available for teachers to check out and adapt to their classes are prime examples of the thought-provoking experiential education that springs from collaborations between folklorists and educators. Other chapters recount the planning, revising, and discoveries leading to cultural bus tours for teachers throughout Wisconsin, folk artist residencies in rural Missouri, and a university-community collaboration that affects an entire neighborhood in postindustrial Ohio.

Through the Schoolhouse Door celebrates the innumerable forms that folklife and folk arts in education projects can take, from an interactive website all the way to verbal arts performances by urban youth addressing the narratives that shape their lives. Whether a group of teachers carrying out ethnographic fieldwork in a neighborhood grocery store or a class of students brainstorming traditions similar to the Indian art of *rangoli*, all these programs cultivate critical thinking and reinforce the importance of knowing where you come from.

Although one need not be a folklorist to benefit from this book, it would be most helpful to students of public folklore, folklorists in search of ways to work with communities, and teachers looking to strengthen the connection between their school, their students, and their students’ families. The book concludes with a useful bibliography and webography.

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Through the Schoolhouse Door: Folklore, Community, Curriculum. Edited by Paddy Bowman and Lynne Hamer. Logan: Utah State University Press, 2011. xiii + 250 pp. Photographs, map, notes, works cited, appendix, index. \$24.95 paper.

At once a history, a handbook, and a how-to, *Through the Schoolhouse Door* gathers together examples for folklorists, students, and educators of best practices—along with accompanying cautionary tales—on the impact that folklore, folklife, and folk arts have in the realm of education.

The book’s nine chapters offer accounts by folklorists and educators working throughout the United States, from New York to Florida and from Nebraska to Pennsylvania. In great detail,