

# AFS Folklore & Education Section Newsletter

Spring 2017

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## In memoriam: Carol Beth Spellman



Our exuberant colleague Carol Spellman died January 26, 2017, after complications from treatment for leukemia in Portland, Oregon.

A longtime member of the Folklore and Education Section, Carol embraced the field as a teaching philosophy that empowers young people. She especially loved teaching filmmaking and brought three young filmmakers to present at her first AFS meeting in 2003 in Salt Lake.

She came to folklore after a career as an elementary teacher and earned an M.A. at the University of Oregon Folklore Program, focusing on documentary video, ethnomusicology, and Irish folklore. Carol traveled to Ireland in 2000 and 2001 to conduct fieldwork on Irish women's contributions to traditional music. Her work culminated in her thesis documentary, *For the Love of the Tune: Irish Women and Traditional Music*—see [vimeo.com/201286239](https://vimeo.com/201286239).

Carol worked with Nancy Nusz at the Oregon Folklife Program as Folklife Education Coordinator, immersing herself in work with traditional artists, teaching video production in schools, and recording traditional arts throughout Oregon. She coordinated a roster of over 40 artists from diverse cultures across Oregon. She also served as Folklore and Education Section convener for two years.

Carol's family has established a fund at the Folklore Program at University of Oregon in her name to assist graduate students to work in the field that she loved so much. Donations may be made to the Carol B. Spellman Public Folklore Fund, Attn: Beth Magee, Folklore Program, 1287 University of Oregon, Eugene, OR 97403.

Read her obituary [here](#). ❖

## New resources

By Gregory Hansen



### ***Folklife and Museums: Twenty-First Century Perspectives***

Because much has changed in the fields of museology and folklife during the past 30 years, Rowman and Littlefield have updated *Folklife and Museums: Selected Readings*.

Originally published by American Association of State and Local History Press in 1987, the resource is a brand new collection of 21 cutting-edge illustrated essays that combine theoretical insights, practical applications, topical case studies (focusing on particular subject matter areas and specific cultural groups), accompanied by up-to-date “resources” and “suggested readings” sections. Each essay is preceded by an explanatory headnote contextualizing the essay and includes illustrative photographs.

Edited by C. Kurt Dewhurst, Patricia Hall, and Charlie Seemann.

Published by Rowman & Littlefield, 2017 ISBN-13: 978-1442272927  
ISBN-10: 1442272929

### **Teacher Resources using Alan Lomax’s 1938 Field Recordings from Michigan and Wisconsin, winner of the 2016 Dorothy Howard Prize**

The Association for Cultural Equity (ACE) announces a new online resource designed to encourage the classroom use of Alan Lomax’s 1938 audio and video recordings of traditional

music from Michigan and Wisconsin. The lessons are featured in ACE’s online Teacher Resources section at [www.culturalequity.org/rc/ce\\_rc\\_teaching.php](http://www.culturalequity.org/rc/ce_rc_teaching.php).

**Alan Lomax’s** 1938 Michigan and Wisconsin field recordings are now digitized and accessible for a wide variety of classroom uses [www.loc.gov/collection/alan-lomax-in-michigan/about-this-collection/](http://www.loc.gov/collection/alan-lomax-in-michigan/about-this-collection/). These teacher resources, which package selected recordings in lessons for social studies, music, and language arts for students in grades 3-12, are part of ACE’s commitment to repatriate these recordings to the communities where Lomax collected in 1938, as well as to make them more accessible to educators. The lessons were written by folklorist Laurie Kay Sommers. ❖

## News from the Smithsonian

[Cultural Research and Education](#) at the [Smithsonian Center for Folklife and Cultural Heritage](#) encompasses scholarly and collaborative research, the development of resources for schools and educators, professional training, and the production of books, documentaries, recordings, and multimedia materials. Center staff members provide workshops to encourage the integration of cultural education into K-12 curriculum and to train students to become cultural researchers. They also work with university, community, and other specialized audiences.



The Center’s Web pages received 1.73 million visits and 3.5 million page views in 2016. More than 600,000 documents were downloaded, including lesson plans, recording liner notes, and the always popular [Smithsonian Folklife and Oral History Interviewing Guide](#). New Web content is being continually created and published throughout the year. In 2016, the Center published nearly 200 documents, including videos, recordings, Web pages, blog posts, newsletters, and other articles. The number of active engagements with Center content (via Facebook, iTunes, Instagram,

SoundCloud, Spotify, Twitter, and YouTube) was just under 12 million.

To make the Center's materials more accessible to non-English-speaking populations and to underscore the Center's cultural and linguistic sustainability work in Tibet, the Oral History Interviewing Guide was translated into Tibetan by Tsering Samdrup, an M.A. student at the University of Oslo. It is available for free download and has inspired efforts for other translations, including Chinese (currently in preparation).



The Center's [Smithsonian Folkways Recordings](#) added approximately 700 albums to its collections, thanks to the donation of the entire [Arhoolie Records](#) catalog in May 2016. In keeping with longstanding Folkways policy, Arhoolie now becomes part of the permanent catalog, making this music and accompanying liner notes accessible in perpetuity to the public.

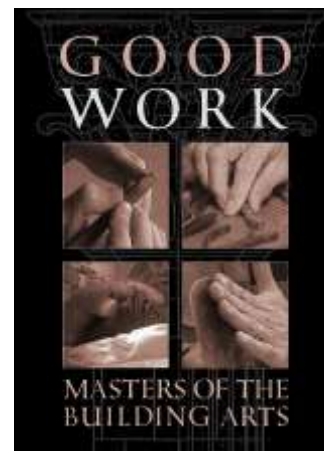
In June and July 2016, the fiftieth annual Smithsonian Folklife Festival featured three programs: [Basque: Innovation by Culture](#); [On the Move: Migration and Immigration Today](#); and [Sounds of California](#). Included in the program was a lively family activities area called the Txiki Txoko ("little place" in Basque). Participants from the program led children and adults in learning dances, songs, sports, and phrases in Basque. Hands-on workshops included maritime crafts, pottery making, and designing one's own kerchief. Pre-school teachers-in-training from the Washington, D.C., Division of Early Learning attended a one-day professional development workshop using the 2016 Smithsonian Folklife Festival as a learning laboratory for early childhood education ideas, and several Smithsonian Associates summer camp groups used the Festival as a thematic learning laboratory.

A team from the Center provided content on the culture of Basque Country for the July/August 2016 issue of the Cricket Media magazine [Faces](#) for nine-to-fourteen-year olds. The articles drew from the research and followed the themes of the 2016 Smithsonian Folklife Festival program, Basque: Innovation by Culture. The Center partnered with ePals/Cricket Media on the 2016 Global Folklorist

Challenge for ages eight to eighteen. Winners represented three continents and eight countries around the world.



The year of 2016 was exceptionally fruitful for Smithsonian Folkways education, with significant strides made in online engagement, editorial production, teacher training, and cultural heritage policy. Twenty educators received Smithsonian Folkways certificates in World Music Pedagogy when they completed five-day workshops at the University of Washington Seattle (led by Pat Campbell) and Indiana University (led by Katy Strand). The workshops, which draw heavily on Smithsonian Folkways collections, offer teachers active learning experiences in many different musical traditions, including but not limited to Senegalese drumming, gospel, samba, and Latin American steel pan music. One product of these workshops is the development of new curricula for the Smithsonian Folkways Website, which currently makes more than [100 lesson plans](#) freely available to the public in both multimedia and PDF formats. During 2016, thirteen new lesson plans were added to the Website. Interactions with our lesson plans (views and downloads) totaled a whopping 147,744 engagements, making our educational materials among the most popular content pages in the entire Smithsonian Folkways Website.



Curator Marjorie Hunt co-directed and produced with Paul Wagner a new documentary film titled [Good Work: Masters of the Building Arts](#), which captures the skill, artistry, and occupational heritage of a wide range of master artisans in the building trades. The 65-minute film is a co-production of the Center and American Focus Inc., and stems from Hunt's research for the 2001 Smithsonian Folklife Festival program, Masters of the Building Art. *Good Work* had its Smithsonian



premiere on October 26, 2016. The film is available for home video use on [Amazon](#).

The Center made international news by having its flagship archival collection, the Moses and Frances Asch Collection, inscribed [on UNESCO's Memory of the World International Register](#). The Memory of the World International Register promotes the protection, preservation, and access to the world's distinguished documentary heritage collections. The inscription of the Moses and Frances Asch Collection marks only the eighth inscription from the United States since the founding of the program in 1992, and the first such collection that is primarily comprised of music-related materials.



The Center's online publication, [Talk Story: Culture in Motion](#) continues to provide regular updates about the work of the Center and to delve into deeper matters. Special issues in 2016 covered life after folklife (including articles by former interns at the Center about how their experiences prepared them for work in cultural education and cultural communications) and Freedom Sounds (including articles about African American history, music, oratory, and social dance).



The Center's Cultural Research and Education staff hosts interns year-round, providing opportunities for students and emerging scholars to gain valuable experience in research, program development, production, and collections management. In January 2016, the Center launched the "Mentorship Program for a More Diverse Workplace," which offers young women of color—an underrepresented population at the Smithsonian—the opportunity to explore and discover cultural heritage and the role it plays in identity, family, and community. Visit the Center's [Internship page](#) for more details. ❖

## Folklore and education at AFS 2016

*By Paddy Bowman*

A strong array of folklore and museum education sessions were held during the AFS meeting, October 19-22, 2016. Local Learning co-sponsored a pre-conference museum workshop with the Museums Section at HistoryMiami, and supported the artist residency by NEA National Heritage

Fellow Losang Samten, who created a Tibetan sand mandala for the whole conference to experience. Local Learning also hosted a happy hour for our *Journal of Folklore and Education* authors and folklore in education friends.



The 2016 Local Learning AFS workshop, "Reading Culture: Ways of Observing and Interpreting for Classroom and Museum Education," posed and answered questions such as: Can a tradition be read as a text? How can teaching visual literacy influence learning? What are strategies for preparing students for classroom visits with local artists or museum fieldtrips?

More than 25 local teachers attended, thanks to staff folklorist Vanessa Navarro, who got in-service credit for teachers, a key to educators' attendance. Local Learning and the Education Section organized and publicized the event, which offered interactive experiences and employed a variety of cultural expressions as texts.

Ranjana Warier, an Indian dancer and choreographer who was the fall resident artist for HistoryMiami (which hosted the workshop), led a session that included learning basic dance moves and segued into a gallery visit of an exhibition on Indian dance, instruments, and textiles.



The second session featured Heritage Fellow Losang Samten and folklife educator Linda Deafenbaugh, who used the Dorothy Howard Prize-winning curriculum developed for the Folk Arts-Cultural Treasures Charter School (FACTS) in Philadelphia to teach about mandalas, their makers, and their community context. Highlights from the workshop can be viewed at [youtu.be/H8s\\_4gmoQ5A](https://youtu.be/H8s_4gmoQ5A). ❖

## Local Learning news



Nathan Williams, Jr. of *Little Nathan and the Zydeco Big Timers* with Northside High School student Tyler Jolivette

Paddy Bowman and Lisa Rathje led interesting workshops and other presentations this year. Lisa gave a plenary at the University of Northern Colorado Center for Integrated Arts Education conference *InterCHANGE: Arts in Contemporary and Traditional Culture*, as well as workshops for arts educators from across the state. She'll lead a session at the upcoming Future of Folklore meeting at Indiana University.

Paddy, along with Doug Blandy of the University of Oregon, presented a Ghanaian fabric artist who has worked with City Lore and teaches at the Fashion Institute of Technology, N'Ketiah Brakohiapa, at the National Art Education Association meeting in NYC in March.

Building on the 2016 JFE museum theme, Paddy gave presentations in several venues tying folklore to museum education—the Hilliard University Art Museum at UL-Lafayette, the Louisiana Alliance of Museums, Acadiana Center for the Arts, and the Alexandria Black History Museum, where she presented Diana N'Diaye of the Smithsonian Center for Folklife and Cultural Heritage and her Will to Adorn Project.

Now in its fourth year, Local Learning's partnership with Vermillionville continues. This year's theme has been Music in Our Community, the focus of the 2016 summer institute for over 30 south Louisiana teachers and several professional development workshops. Vermillionville education director Melanie Harrington, Center for Louisiana Studies folklorist John "Pudd" Sharp, and Cajun musician and radio host Megan Brown taught regional music history, interviewing, and radio production to students in the Broadcast Academy

of Northside High School, home to an FM station. Students interviewed Cajun and Zydeco musicians in depth. They'll make shorter radio programs to air on KNHS and CLS will archive the full interviews. Second semester Melanie asked music teachers to identify gifted music students at several schools for residencies with the musicians. Over 40 students performed with the musicians at Vermillionville to an over-capacity crowd in February.

## Other Local Learning news

Vol. 3 of the *Journal of Folklore and Education*, *Intersections: Folklore and Museum Education*, has been very well received. Stories were reprinted in *Community Works Journal* and the American Alliance of Museums Center for the Future of Museums blog. In addition to a variety of multimedia submissions, there is a special section on five state folk arts programs housed at museums, thanks to special editor Lisa Higgins of the Missouri Folk Arts Program. Look for the 2017 volume on the topic Newcomers and Belonging, to be published in September.



The Local Learning website has been significantly updated, especially its Regional Resources section, which has been significantly updated. Send additions to Lisa Rathje at [lisa@locallearningnetwork.org](mailto:lisa@locallearningnetwork.org).

From the home page users may link to the *Journal of Folklore and Education*, our quarterly e-bulletin, and the 2017 roster of summer training opportunities for educators. And don't miss the Museum Education Modules developed by colleagues [www.locallearningnetwork.org/education-resources/museum-modules](http://www.locallearningnetwork.org/education-resources/museum-modules). ❖

## WTLC announces 2017 cultural tour

As it has done annually since 2006, Wisconsin Teachers of Local Culture will offer a Here at Home Cultural Tour for K-12 Educators in 2017.

For three days in June, 24 teachers will join WTLC faculty to visit people and places in the urban Native American community of Milwaukee. The tour's immersive experiences will allow participants to investigate the complexities of life as a Native American in a major urban setting. The tour will take teachers to people and places that illustrate the cultural and social assets that have been developed and maintained by this community.

Planned activities include visiting the Indian Community School and its new Teaching Lodge, meeting the director of Indian Summer Festival's Education Day and touring its traditional medicinal plants garden on the shore of Lake Michigan, discussing the Indian school mascot and logo issue with a former Marquette University "warrior," experiencing the cultural orientation given to new employees at the Potawatomie Casino followed by a special Native foods meal created by their chef, and learning about Iroquois raised beadwork during a hands-on workshop.



The 2017 faculty are folklorists Kaitlyn Berle, Mary Hoefflerle, and Anne Pryor, as well as Oneida elder and Milwaukee Public Schools' staffer James Kelly. WTLC is very appreciative of the support provided by the Wisconsin Humanities Council for this year's tour. WTLC was founded in 2002 and has been offering annual professional development since 2006. For more information, visit the WTLC's website at [wtlc.csumc.wisc.edu](http://wtlc.csumc.wisc.edu). ❖

## Advocacy in tough times



Many Education Section members would be affected by cuts to the National Endowment for the Arts, National Endowment for the Humanities, and the Institute for Museum and Library Services. Whether through federal or state grants, the field of folk and traditional arts more than other disciplines depends upon this funding.

### Things You Can Do

Join the Americans for the Arts Action Fund: it's free and it's easy. See [www.americansforthearts.org](http://www.americansforthearts.org).

Learn where your U.S. representatives and senators stand on the cultural agencies. Ditto for state legislatures!

Visit congressional members and their staff in district offices to share your stories about how the arts and cultural agencies help at the local level. If you're going to be in DC, arrange to meet with congressional staff members, or the congressional member if possible.

Call or send postcards (letters to Congress get irradiated) with your stories about the ways local arts invigorate and inspire students and communities. ❖



## Folklore and Education Section meeting minutes October 20, 2016 Miami, FL

Attendees: Gwen Meister, Lisa Rathje, Thomas Richardson, Elizabeth Coberly, Tim Evans, Anne Rappaport, Laurie Sommers, Linda Deafenbaugh, Gregory Hansen, Rebecca Smith, Anny Pryor, Claire Casey, Lisa Higgins, Jean Bergey, Kate Schramm, Sue Eleuterio, Maida Owens.

### **Acceptance of 2015 minutes**

Gwen moves, Paddy seconds

### **Section financial report**

- Number of active members: 88
- Number of paid members: 54  
Need to send reminder to pay dues

As of time report sent, no expenses were reported.

8/31/15 Balance: \$2404  
9/15 – 8/16 Revenue: \$610  
9/15 – 8/16 Expenses: \$0  
8/31/16 Balance: \$3014

Motion to accept financial report; Paddy moves,  
Gregory seconds

Projected Expenses for 2016:  
2016 Howard Prize: \$100  
2015/16 RRW Award: \$300  
2016 Saturday workshop refreshments: \$210  
Total Projected Expenses: \$810  
Total Projected Balance: \$2404

### **New Business**

1. 2016 Dorothy Howard Prize Winner: Laurie Sommers, Lesson plans based on the fieldwork of Alan Lomax in Michigan and Wisconsin, 1938.
2. 2017 Howard Prize Committee: Laurie Sommers, Linda Deafenbaugh, Becca Smith, Jan Rosenberg
3. RRW Award: Despite proposed changes, the opportunity came up to fund the award under existing guidelines. Two proposals came in by deadline and one was chosen, Pheng Lim, principle of FACT school in Philadelphia, who is participating in a session called "A Folklife Education Specialist Tells a Process Tale: Developing a Model Designed to Transform the Stories Told at School" and at the Saturday educator's workshop at HistoryMiami. Discussion of future of award and new membership of committee deferred to later in the meeting (see below).

4. Section experiments:
  - a. Jan and Children's Folklore Section. "Exploring Child Folklife and Narratives at the Gateway" Session went well, exploring how narrative of and about childlife contributes to the holistic nature of folklore in school settings, literary presentations, and immigrant migration. It was interesting to see how our papers in children's folklore and folklore and education knitted together so well. Integrate sections more. What else can we do as sections together.
  - b. Laurie encouraged activism - - community and classroom.
  - c. Sub-committee? Working with adults? Co-operative Extension? Possible collaborations discussed for future panels and forums joining folklore and education presentations.

5. *Journal of Folklore & Education*: Collaborations on new articles announced

### **Other announcements and discussion**

- Anne Pryor's Fall 2016 article in the *JAF* about folklore and education (pp. 436 – 458)
- Piece from Consultancy on Peru at Smithsonian festival on line: [bit.ly/2qWMgYD](http://bit.ly/2qWMgYD)
- Saturday interactive workshop with HistoryMiami; teachers will get 4 hours of in-service credit.
- Linda Deafenbaugh on mandala session: description of what will take place while Losang creates the healing mandala
- Jan: guidelines for the Howard Prize need to be more transparent, including a precise form listing exactly what is to be described and addressed in the application. Past submission evaluations have encountered issues of cloudedness.
- RRW: Discussion of how we as a Section Committee were in the process of updating/proposing changes for the Award which more or less got derailed during the year due to many factors. Formation of a new committee to pick up where the old committee left off. New committee members: Sue Eleuterio, Lisa Rathje, Linda Deafenbaugh.
- Resources: Bibliography listing needs updating, Betty will look into: "Global Folklorist Challenge" Smithsonian and ePals/Cricket Media inviting people to "Follow the Folklorist Process and share a tradition with the world."
- Sue E. on Regional folklorist gathering 10/20 evening. Made announcement for welcome and participation.

**Meeting adjourned.** ❖

## Local Learning announces new Executive Director

Please join the board of Local Learning in welcoming Lisa Rathje as the new Executive Director of [Local Learning: The National Network for Folk Arts in Education](#). She will direct the administration and programs of Local Learning to meet its strategic plan and ensure the organization's mission of creating strong partnerships that advocate for the full inclusion of folklife and folk arts in diverse educational settings.

Dr. Rathje has served as the Assistant Director of Local Learning since 2012. Rathje previously served as Director of Folklife Programs with Company of Folk in Chicago, Illinois, where she was responsible for planning and directing projects focused on identifying, preserving, and promoting folk and traditional arts. At the Institute for Cultural Partnerships (2006-2010) in Harrisburg, Pennsylvania, she conceptualized and served as project director for the multi-faceted education program *The Art of Many Voices*, including curriculum development, assessment, and community outreach. She will continue to serve as an adjunct faculty member in the Goucher College Masters in Cultural Sustainability Program and will continue to be based in Chicago. You may reach her at [lisa@locallearningnetwork.org](mailto:lisa@locallearningnetwork.org).

Rathje succeeds Paddy Bowman, who will remain with Local Learning in the position of Founding Director. As a national thought leader in education, Bowman will focus on offering professional development and training; writing for both academic and general audiences; and networking with partners, peer organizations, and Local Learning affiliates to share best practices, create resources, and advocate for folk arts in education.

Both directors will continue to co-edit the flagship publication of Local Learning: *The Journal of Folklore and Education*, a peer-reviewed digital publication for interdisciplinary, multimedia approaches to community-based teaching, learning, and cultural stewardship.

In support of this transition, the Board of Directors of Local Learning issued this statement, "We embrace the expertise and visionary leadership that Lisa will bring to the organization in a time when the relevance and resilience of folklore and education is more important than ever. We have full confidence that Lisa will continue Local Learning's commitment to traditional culture and local knowledge as a way to transform learning, build intercultural understanding, and create stronger communities."

Local Learning began as the National Task Force for Folk Arts in Education during a 1993 national folk arts in education roundtable at the National Endowment for the Arts. Today, the core activities and programs of Local Learning provide services to the field of Folk Arts in Education and support practitioners. Local Learning convenes with other national arts service organizations to ensure that folk arts are in national conversations and to participate in crafting national policy and advocacy initiatives. The annual *Journal of Folklore and Education*, publishes work representing ethnographic approaches that tap the knowledge and life experience of students, their families, community members, and educators in K-16, higher education, museum, and community education. ❖

### "Folklore and Education" is the newsletter of the Folklore and Education section of the American Folklore Society.

Individuals may join the Folklore and Education Section without joining the American Folklore Society. Annual dues are \$10. Join online by [clicking here](#).

Please e-mail address changes to Tim Lloyd, Executive Director, at [timlloyd@indiana.edu](mailto:timlloyd@indiana.edu), or Lorraine Walsh Cashman, Associate Director, at [lcashman@indiana.edu](mailto:lcashman@indiana.edu).

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