A word from the section conveners
by Nelda Ault and Betty Belanus

Greetings from 2013/2014 Co-conveners Nelda Ault (senior) and Betty Belanus (junior). Thanks for submitting your 2013 highlights for this issue of the Folklore and Education newsletter.

We would also like to thank the members of the 2014 Planning Committee for coming up with a great roster of sessions to be sponsored by the Section during the American Folklore Society’s annual meeting in Santa Fe this coming November.

As of March 12, 2014, the following are the Section’s proposed sessions:

• Wednesday Workshop with Kathy McLean, Museum of International Folk Art
• Panel: Dress, Culture and Identity: Museum Collections and Outreach
  Lisa Rathje, chair and discussant; Lisa Falk, Arizona State Museum; Joanna Pecore, Freer/Sackler Galleries; Sally van de Water, Smithsonian Center for Folklife and Cultural Heritage
• Forum: At the Crossroads of Museum and Folklore Education
  Paddy Bowman, Local Learning; Betty Belanus, Smithsonian Center for Folklife and Cultural Heritage; Mike Knoll, History Miami; Andrea Glass, Susquehanna Art Museum, Harrisburg, PA; Deeksha Nagar, Independent
• “Listening Event” panel (Youth Media Project, Santa Fe)
• Roundtable discussion on the intersections and possible future cooperation between Sections, being organized by the Politics, Folklore and Social Justice section. Anyone is invited to attend and join the discussion; we will make sure there is someone there to represent the Section.

• Individual papers by Jan Rosenberg on the historic work of educator Rachel Davis DuBois and by Eric Morales on his work in progress with gang members. (NOTE: These two may join forces into one panel, and they are looking for a third – please let us know if you have a compatible topic.)

In addition to these sessions, we will of course schedule a Section meeting. Please look for the time and place for the meeting when the program is published on the AFS web site, and plan to attend to meet your fellow Section members and find out what’s new.

We also ask that you also consider serving your Section by volunteering for the committees for the 2015 Dorothy Howard Prize and the Robinson-Roeder-Ward travel stipend award.

See you in Santa Fe! 🌋

WE NEED YOUR INPUT!

The AFS has asked each section to compile a bibliography of “essential texts” in its field.

Add your “must-reads” to the list directly at www.afsnet.org/?BiblioEducation
New resources
by Gregory Hansen

The University of New Mexico Press has announced the publication of the children's book The Legend of Ponciano Gutiérrez and the Mountain Thieves. Written by A. Gabriel Meléndez and members of the Paiz family, the book is beautifully illustrated by Amy Córdova. It tells a story commonly narrated in the Mora Valley since the 1890s. The book is part of the Aquí Series on the Nuevomexicano Literary Heritage, and it is written in both English and Spanish. For more information, visit the press' Web site at unmpress.com.

Folklore & education announces...


Additional congratulations to Paddy Bowman for being the recipient of the American Folklore Society's Benjamin A. Botkin Prize for Lifetime Achievement in Public Folklore.

Congratulations to Natasha Agrawal, ESL teacher at Carroll Robbins Elementary School in Trenton, NJ, recipient of the 2013 Robinson-Roeder-Ward Fellowship. Her presentation, “Training Teachers to Connect with Elementary School Children from the Thai-Burmese Refugee Camps,” was co-sponsored by the Folklore and Education, Independent, and Public Programs Sections. Natasha has been deeply involved in the resettlement of refugees in Trenton. She has set up highly successful afterschool programs, one-on-one tutoring, and summer programs for her students.

This year Lisa Rathje joined Local Learning as Assistant Director, an exciting transition that allowed us to launch an e-bulletin in September and start a Facebook page. In her new position, Rathje took over managing the Local Learning Working Groups from Rita Moonsammy and they met during AFS to determine next steps and priorities. In the past year, the groups organized AFS sessions and published a number of articles, including in the Spring 2013 Harvard Educational Review, “Ka ulana ‘ana i ka piko (In Weaving You Begin at the Center) -- Perspectives from a Culturally Specific Approach to Art Education,” by Marit Dewhurst, Lia O’Neill Moanike’ala Ah-Lan Keawe, Marsha MacDowell, Cherie N.K. Okada-Carlson, Annette Ku’Uipolani Wong.
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.

2013 highlights

In September 2012, the Center launched a Facebook profile for Smithsonian Folklife Education Resources, which is designed to highlight features on the Center’s Web site. The page recently reached the magical number of 500 “likes”! Betty Belanus and her interns continue to use the page to alert educators to topical and seasonal resources from the Folklife Festivals past and present, and from Folkways. Join us today if you have not already.

Center educators participated in Smithsonian Teachers’ Night on November 15, 2013. This event reaches more than four thousand teachers in the Washington, D.C., area teachers with educational information and resources.

The 2013 Smithsonian Folklife Festival featured three programs: Hungarian Heritage: Roots to Revival; One World, Many Voices: Endangered Languages and Cultural Heritage; and The Will to Adorn: African American Diversity, Style, and Identity. Educational activities were included in all three programs, including the printing of a sixteen-page Family Activities Guide for the Hungary program.

The Will to Adorn: African American Dress and the Aesthetics of Identity is a collaborative folk cultural research and public presentation project exploring the diversity of African American identities as expressed through the cultural aesthetics and traditional arts of the body, dress, and adornment.

In 2013, the Center established relationships with nine middle- and high-school youth groups across the country to implement The Will to Adorn curriculum in their programming. These groups represent in-school, after-school, and out-of-school programs, and include traditional K-12 environments as well as community arts centers and faith groups. Youth learn ethnographic fieldwork techniques and presentation skills, and the activities are designed to enhance writing and comprehension, critical thinking, and interview skills. We are working to align the curriculum with the Common Core State Standards.

2013 also saw the debut of The Will to Adorn iOS app, allowing members of the general public to add their stories to the project. Youth Access–related pages will be added to the project Web site in Spring 2014.

Jade D. Banks, a “Will To Adorn” curriculum author and the program’s Lead Educator, models U. S. Virgin Islands artist Yemaya Jones’ piece “Middle Passage” at the 2013 Smithsonian Folklife Festival. Photo by George Newcomb.
Smithsonian news, continued

The Tools for Teaching section of the Smithsonian Folkways Web site currently contains 105 freely available music lesson plans based upon music from the Smithsonian Folkways collection. In 2013, the lesson plan webpage was redesigned to increase its accessibility. The lesson plans were downloaded 91,877 times in 2013, which represents a 111% increase from 2012. Several of these lesson plans were developed during the Smithsonian Folkways annual certification workshop for World Music Pedagogy, directed by Dr. Patricia Shehan Campbell of the University of Washington since 2008.

The 2013 Smithsonian Folkways certification workshop in World Music Pedagogy at the University of Washington, Seattle, brought together sixteen music educators from around the world to explore strategies for incorporating diverse music traditions into standard education curriculum. Education specialist Meredith Holmgren joined the participants in Seattle and was among those who lectured during the workshop. Another World Music Pedagogy workshop, led by Dr. Carlos Abril, was conducted on a bimonthly basis at the University of Miami, from September 2013-March 2014.

In 2013, Smithsonian Folkways Magazine—the digital, multimedia quarterly of Smithsonian Folkways—debuted its new educational partnership with the Society for Ethnomusicology. The partnership, which remains ongoing, involves featuring original articles and audio-visual recordings from contemporary ethnomusicological fieldwork in Smithsonian Folkways Magazine. With the generous support of the National Endowment for the Arts, this new partnership enables the dissemination of international music traditions while generating dialogue about fieldwork processes and strengthening ties between Smithsonian Folkways and academic communities.

To mark the centennial of Ferrum College (founded 1913 in Ferrum, Virginia), the long out-of-print Blue Ridge Institute Records catalog of nine albums, which represent traditional regional music of Virginia, was made available by Smithsonian Folkways Recordings. See folklife.si.edu/find_recordings/BRI.aspx for more details.

Cultural Research and Education hosts interns year-round, providing opportunities for students and emerging scholars to gain valuable experience in research, program development, production, and collections management. Visit folklife.si.edu/join_us/internships.aspx for more details.

AFS 2013 Saturday forum: More Than Measuring: A Conversation with Dennie Palmer Wolf

by Lisa Rathje

With NEA funding, Local Learning commemorated its 20th anniversary with the evocative forum “More Than Measuring” on Saturday of AFS in Providence.

In addition to the distinguished evaluator of arts and cultural organizations and programs, Dennie Palmer Wolf of WolfBrown, the panel included Amanda Dargan and Tal Bar-Zemer of City Lore.

When Dennie became evaluator of City Lore’s Nations in Neighborhoods program, she and Amanda began crafting a relationship that would educate them both in new points of view and language over the four years of this U.S. Department of Education AEMDD grant.
Saturday forum, continued

The trio began the panel by asking, “How can externally imposed assessment requirements become an internally valuable opportunity for arts organizations?” Over the next two hours, they began to answer that question and others. The conversation started with a discussion of the perceived constraints that many may feel in regard to evaluation, including the following:

- Measures that exist apart from programs
- The notion that “serious” evaluation is only available through outside evaluators
- The belief that measures need to be “fixed” from the beginning
- The belief that only positive findings are “good”
- The fears that math skills, cost, and valid research protocols make evaluation inaccessible to folklore projects.

Immediately, these constraints began to feel like “straw men” that should not discourage organizations and projects from doing good evaluation.

Secondly, Dennie noted that “Responsibility” was a core aspect of the design of participatory evaluation. Namely, the findings should speak to a public value. The key question here is what we really want to know as a result of the evaluation. This shifts the focus of evaluation test scores to a wider range of qualities.

Finally, the third critical part to participatory evaluation is to be able to demonstrate that it is “Vigorous.” This means that it is capable of measuring change and is defensible. Importantly, this asked us to consider both what is actually happening “on the ground,” and also to have the data and tools to share this knowledge to a general or outside audience.

The intellectual growth and exchange seen on the panel was inspiring and practiced the same spirit of dialogic research that they advocate in evaluation. For example, folklorists’ emphasis on oral communication was new to Dennie, and the use of video-recorded interviews with students became an important way of measuring “what falls outside the realm of artist residencies.”

The point that we should learn how to connect what we do to other bodies of existing literature and research was also a real opportunity to see how we could bridge worlds and disciplines through the data of our evaluations.

For example, to address how young people learn to “read a neighborhood,” they used the term “cosmopolitan literacy” to encompass what students were learning at the intersection of their multiple identities. Various and multifaceted measures of “cosmopolitan literacy” were designed and implemented. The findings were then read in light of Kwame Anthony Appiah’s construct of cosmopolitanism, opening the door to vast connections and meaning for the findings of the assessments.

The feedback we received from the audience of the session suggests that people were able to take away a number of ideas and practical suggestions that they were excited to implement in to their own work. Local Learning recorded the session to allow us to offer their insights on evaluation and documentation in some different formats in the coming year.

Amanda, Dennie, and Tal (left to right) discuss rich, complex ways of evaluating the effectiveness of folk arts programming in schools.
Education sessions at AFS 2013
by Paddy Bowman

Eduvine

During “ChinaVine’s Eduvine: A Curriculum on Learning about Cultural Identity,” Doug Blandy, (University of Oregon), Kristin Congdon (University of Central Florida, retired), and Diane Kuthy (Towson University) revealed multiple layers and issues involved in designing and maintaining an extensive, open, interactive education Web site.

Committed to participatory, non-hierarchical learning, the Eduvine team believes that culture is inherent to the interactivity of the Internet and can motivate students, connect home and community with schooling, and promote co-learning. One lesson was the infeasibility of using Flash since many users operate from schools, cell phones, and diverse platforms.

They describe the Web site as follows: “EduVine, a part of ChinaVine funded by the National Endowment for the Arts and the National Art Education Foundation, is an interactive folk art curriculum designed for teachers, students, and parents to learn about themselves while exploring aspects of Chinese culture. Aligned with the National Standards for Visual Arts, Common Core English Language Arts Standards, and National Thematic Standards for Social Studies K-12, EduVine’s cultural explorations ask learners to explore new ways of creating visual and text-based responses. EduVine is allied with the Open Education Resources (OER) movement and the movement’s commitment to offer educational materials to students, teachers, and parents at no cost.”

There are many ways to use this far-reaching Web site. Make time to explore at chinavine.org/participate/eduvine.

Folklife and Tolerance

In her paper “Drawing Deeply from the Well of Culture: Sustainable Educational Practices,” Linda Deafenbaugh (University of Pittsburgh) mined the data she collected during a semester-long folklife courses in an urban high school to research how such study influences students’ cultural self-awareness and capacity for tolerance. Overcoming stereotyping requires intellectual intention and flexibility, which Linda believes folklore studies demand. Her research will be published in her forthcoming dissertation.

What Do Folklorists Do? We Teach

This AFS Diamond Session (a variation of the Pecha Kucha format, in which presenters prepare 7-minute shows with 21 slides to tell a story succinctly and visually) featured five presentations highlighting interaction with learners of all ages and types. Whether in a K-12 or community setting, these folklorists communicate core folkloristic concepts to support their ethnographic work.

Nelda Ault, an AmeriCorps teacher, described her work with refugees and community services to train volunteers to work more sensitively and effectively.

Nadia De Leon of Stanford University presented practical ideas for building cultural awareness for university service learning programs.

As the 2013 AFS Robinson-Roeder-Ward Fellow, ESL teacher Natasha Agrawal gave an overview of her work with elementary Burmese students in Trenton, NJ, who are recent immigrants from refugee camps in Thailand.

Anne Pryor of the Wisconsin Arts Board outlined how the Wisconsin Teachers of Local Culture Network provides professional development grounded in place and rooted in experiences.

Finally, Richard Burns of Arkansas State University highlighted the building of a state folklore society.

Tales From Out of School: Folklore and Education in Non-K-12 Settings

Betty Belanus of the Smithsonian Center for Folklife and Cultural Heritage organized this Diamond Session to showcase non-school folklife education programs.
AFS education sessions, continued

Camila Bryce-Laporte discussed her work with the Mission for Christ Weekend School, Mustard Seed, in Montgomery County, MD.

Sue Eleuterio, an independent folklorist in Chicago, described her folkloristic approach to teaching in a neighborhood writing alliance.

Rebecca Smith, a Western Kentucky University folklore graduate student, presented on points of entry for folklorists who want to work with Girl Scout troops.

Lisa Overholser shared her work with the New York Folklore Society to engage high school students with documentation of their distressed neighborhoods.

Finally, Sally van de Water gave a presentation on The Will to Adorn Youth Access Project that is engaging young people in several cities in documenting African American aesthetics of dress and representation (see details in the Smithsonian column in this issue).

Local Learning at 20: A retrospective
by Paddy Bowman

Those of you who stopped by our table in the AFS book room saw a slideshow of photos from our past twenty years.

In early 2013, I began reviewing files that have accumulated since I began a fellowship at the NEA Folk and Traditional Arts Program in the summer of 1992. The director at that time, Dan Sheehy, asked me to survey all grantees engaged in K-12 education programming, resource development, or training to get a sense of the state of folk arts in education. I spent that summer on long phone calls learning about the folklorists involved in education as well as their approaches and projects. Out of these conversations came a short report for staff of both the NEA Folk Arts Program and the Arts Education Program.

Among recommendations from the field in this report were a convening a national meeting; encouraging folk arts programs to include education materials and teacher training in all programming, from festivals and tours to exhibits and publications; encouraging academic folklore programs to build bridges to schools of education and local school systems; initiating “an information-sharing network such as America Online”; engaging with a variety of education reform constituencies; developing a textbook project incorporating audio and video; and collaborating with museums.

The conversations opened people to one another’s work because a good number of grant recipients were unaware of others’ efforts. Dan saw that the field was even bigger than he suspected and asked the Arts Education Program to collaborate on funding a two-day national roundtable at NEA May 3-4, 1993. NEA contracted with City Lore to organize the meeting. Over 30 folklorists, arts educators, multicultural educators, teachers, and folk artists met.

After the folk arts in education practitioners heard from other fields, they brainstormed needs and goals. The main consensus was that a national task force was needed. That fall, Dan used discretionary funds to contract with me to work halftime coordinating the new National Task Force on Folk Arts in Education, and Steve Zeitlin of City Lore and I compiled the report Folk Arts in the Classroom: A National Roundtable on Folk Arts in the Classroom. That report is now on our web site at locallearningnetwork.org/library/the-archive.

Comparing our goals then and now is interesting because many remain the same. I believe that over 20 years staying networked and adapting to changing technology have had the biggest impact on our field and that the narrowing of the K-12 curriculum in a high-stakes environment presents today’s biggest challenge.
In addition to bringing people into an ongoing conversation to share resources, ideas, problems, and successes, I’m proud of the workshops that we began co-sponsoring with the Education Section in 1994.

Again, Dan Sheehy played a pivotal role. As a member of the Society for Ethnomusicology as well as AFS, he was aware of K-12 workshops that the SEM Education Section organized during annual conferences. SEM and AFS were holding a joint conference in Milwaukee in October 1994, so Dan introduced me to Patricia Shehan Campbell and Kari Veblen, who agreed to collaborate with folklorists on series of jointly sponsored sessions on Saturday.

Only because a hands-on, interactive workshop was embedded in the SEM meeting was I able to persuade a reluctant AFS Program Committee to accept our proposal for a workshop series. Alternating sessions featured K-12 dance, music, and folklore models and were so successful we institutionalized the Saturday workshops.

New partnership in Lafayette

A dynamic partnership with the Vermilionville Living History Museum and Folklife Center in Lafayette, LA, extends our Local Learning in Lafayette model to a STEM high school and a middle school.

Parish and project teachers received training in interviewing, folklife, and arts integration during a two-day summer workshop funded by the NEA Folk and Traditional Arts Program.

Eight project teachers, four Vermilionville folk artists, and two Acadiana Center for the Arts teaching artists are engaged in year-long explorations of folklife and family traditions in the area. The project culminates May 10 with an exhibition of students’ artwork inspired by the folk artists’ residencies and their family interviews.
The Local Learning at Vermilionville summer workshop brought together teachers, artists, and folklorists to explore folklife and arts integration.

Farewell, CARTS; hello, digital journal

During the seventeen years that Local Learning co-published the CARTS Newsletter with City Lore (1996-2013), co-editor Amanda Dargan and I used folkloric themes such as the cycle of life, sense of place, or foodways to bring high-quality writing, practical activities, and model projects to educators nationwide. Excerpts from many issues are archived in the Web site Library, including the last two full issues.

Local Learning will launch a digital journal in August 2014. Our first theme is Dress to Express: Exploring Culture and Identity, inspired by The Will to Adorn Project of the Smithsonian Center for Folklife and Cultural Heritage.

Contact editors Paddy Bowman (pbbowman@gmail.com) or Lisa Rathje (rathje.lisa@gmail.com) with ideas for stories, features, lessons, and images or to suggest possible contributors before May 1, 2014. Initial drafts of submissions are due June 2, 2014. We welcome student work and will pay a small honorarium for work that we publish. Articles should be 700-1500 words. Images should be at least 300 dpi. Multimedia submissions are welcome, including short film and audio clips.

This endeavor is supported by the National Endowment for the Arts.

Working group survey and followup

In the past year, we surveyed members of our Working Group to determine our next steps. One question asked what would best enhance the participant’s work with Local Learning. “Enhanced Communication Tools” was an area that was clearly important to those surveyed. There was also consensus that participants were interested in being more than simply advisors, but would like to be involved at a more specific, task-oriented level. As one respondent noted, “Working groups need to be redefined and project-focused, I think, with deadlines for dissolving the group connected to the size of the project. So many working group members could be on multiple groups—and the tasks connected to our groups seem to be converging.”

Given this insight, 2012-13 working group leaders met at AFS in Providence to do some planning about next steps for the groups. They decided that they wanted to focus upon the ways in which Local Learning could work to enhance communication—both between members and with others (in-reach and out-reach).

To that end, there are four communication-specific initiatives being launched by Local Learning in 2014. There is a working group focused upon creating a Local Learning blog, while another is working on a Local Learning Folklife and Education text. The digital journal described above is another, along with an e-bulletin. Please get in touch with me or Lisa if you would like to write for or receive any of these communications.

Summer institutes and workshops

Our annual list of training opportunities in folk-arts education for teachers is available to download on the Local Learning homepage. Check it out!

As we look toward the 2014 AFS meeting in Santa Fe, intersections between folklife and museum education are in the forefront. Subscribe to our e-bulletin, like us on Facebook, and consider contributing to the new digital journal. ☾
Aesop award winners

At its meeting in October 2013, the AFS Children’s Folklore Section announced the winner of its annual Aesop Prize for children’s books that best incorporate and promote folklore.

The 2013 prize went to Deborah Ellis’ *Looks Like Daylight: Voices of Indigenous Kids* (Toronto: Groundwood Books 2013). To compile the narratives in this book, Ellis traveled around North America interviewing youth about their experiences growing up Native American/Aboriginal. The narrators range in age from nine to eighteen. Ellis gives a brief introduction to each and then allows them to tell their stories in their own words.

Three other books received Aesop accolades: Rosanne Parry’s *Written in Stone* (Random House, 2013); Judy Goldman’s *Whiskers, Tails and Wings: Animal Folktales from Mexico*, illustrated by Fabricio VandenBroeck (Watertown, MA: Charlesbridge, 2013); and Odile Weulersse’s *Nasreddine*, illustrated by Rebecca Dautremer (Grand Rapids, MI: Eerdmans Books for Young Readers, 2013).

Folklore and Education Section meeting minutes

*October 18, 2013*  
*Providence, RI*

I. Call to order: Nelda Ault called the meeting to order at 12:15. We began with introductions of those present.

II. Approval of 2012 minutes [Anne Pryor moved, Sue Eleuterio second, motion passed]

III. Financial report (Discussion item)

There are mistakes in our budget that Lisa Rathje has brought to AFS staff attention. We are hoping that it will be resolved this year. (It is a carryover of a mistake from last year’s finances, originating from the Bloomington meeting where we were overcharged. But there are also other discrepancies that we cannot account for at this time.)

FY2013 officially reported by AFS:

- Beginning Balance: $1,921
- Revenue: $420
- Expenses: $413.80
- Net Income: $6.20
- Management Fee: $164
- End-of-year balance: $1,763.20

FY2012:

- FY2011 End of Year Balance: $2,720.00
- FY2012 Revenue: $420.00
- FY2012 Expenses: $752.19 (mistake of $467 in original agenda being handled by AFS)
- FY2012 Net Income: -$332.19
- FY2012 End of Year Balance: $2,387.81 + $467
IV. Old Business

a) Newsletter report (Gregory Hansen and Rosemary Hathaway): We had good entries in the various categories. We’d be open for new ideas for various columns and features. At the same time, we continue to encourage entries for new instructional resources and the many feature stories that folklorists contribute. They noted that a call will be coming out sometime in December and that submissions will be due sometime in February. They also reminded the group that the section’s Web site has archived issues of the newsletter.

b) Local Learning (Paddy Bowman—see below)

c) Journal of American Folklore article: Paddy Bowman, Anne Pryor and Jan Rosenberg are close to completing an article tracing the history of Folklore and Education (the section and the field), and looking towards the future. They will submit it in November to Journal of American Folklore. Sue Eleuterio thanked the group for their work on this project.

d) Robinson-Roeder-Ward (R-R-W) award: Betty Belanus, Paddy Bowman, and Anne Pryor are thrilled to announce that Natasha Agrawal, an ESL teacher at Carroll Robbins Elementary School in Trenton, New Jersey, is the recipient of the Robinson-Roeder-Ward Fellowship for 2013.

Her presentation, “Training Teachers to Connect with Elementary School Children from the Thai-Burmese Refugee Camps,” is part of the 2013 AFS diamond session, “What Do Folklorists Do? We Teach.” The diamond session is sponsored by the Folklore and Education, Independent Folklorists, and Public Programs Sections.

Natasha has been deeply involved in the resettlement of the refugee population in Trenton. She has set up highly successful afterschool programs, one-on-one tutoring, and summer programs for her students. She is also encouraging the art of refugee Karenni hand weavers. Upon receiving the award Natasha thanked the section members and remarked: “I feel like I have a family for my work, now.”

e) Dorothy Howard Prize committee update: This year's Dorothy Howard Award committee consisted of Lisa Rathje, Linda Deafenbaugh, Gregory Hansen, and Ruth Olson.

Four nominations were received for the 2013 award. The committee was impressed with the excellence of projects nominated, as well as the diversity of work being done in the field. This year we had two winners for the award: Pass It On: Cultural Traditions of the Lower Eastern Shore, A K-12 Curriculum and Activity Guide by the Ward Museum of Wildfowl Art, of Salisbury University; and Everyday Music by Alan Govenar, with the Everyday Music Education Guide by Paddy Bowman.

V. New business

a) 2014 conveners: Nelda Ault will be the senior convener and Betty Belanus was elected junior convener. (Gregory Hansen moved, Diana N'Diaye seconded, motion passed)

b) R-R-W timeline (Linda Deafenbaugh moved, Maureen Porter seconded, motion passed)

Approved Motion: The R-R-W timeline language will be amended to read: AFS Folklore and Education members are encouraged to be proactive in identifying a teacher and panel for a proposal submission to AFS. The teacher should be identified in January or February and the R-R-W committee members will review applications and announce their selection before panel proposals will be submitted to AFS on March 31 of that current year. Committee members will work with AFS leadership to request a waiver of AFS meeting fees and one year complimentary Ed Section membership.

The full award language now reads:
Overview: AFS Education Section members are encouraged to coordinate AFS sessions that include K-12 teachers and related educators. The R-R-W award can support this effort by offering an award of $250 for a selected teacher attending AFS who have been nominated by an Education Section member.

Criteria: The nomination will consist of a letter written by the teacher to the R-R-W committee. One additional letter of support from the AFS education section member may be included with the nomination. The criteria that will be assigned to decide the award winner will include the teacher’s demonstrated interest in engaging with folk and traditional arts and the proposed impact of attending the AFS annual meetings for both the teacher’s home school and/or AFS members who will have an opportunity to meet this teacher.

Timeline: AFS Folklore and Education members are encouraged to be proactive in identifying a teacher and panel for a proposal submission to AFS. The teacher should be identified in January or February and the R-R-W committee members will review applications and announce their selection before panel proposals will be submitted to AFS on March 31 of that current year. Committee members will work with AFS leadership to request a waiver of AFS meeting fees and one year complimentary Ed Section membership.

c) Dorothy Howard Prize criteria (Cynthia Byrd moved, Maureen Porter seconded, motion passed)

The committee proposed that we consider adding a fourth criteria to the current three criteria that guide this award. The current criteria focus on the resource’s contribution to the field; its appropriateness for its intended age group and subject area; and its potential to engage their intended audience fully. The proposed fourth criterion is as follows: “If applicable: How does this product/material interface with and support educational priorities, teaching practices and student learning? (i.e. standards alignment, teacher preparation, pedagogy, sequencing, scaffolding, capacity development, assessment, etc.)?”

d) 2014 Robinson-Roeder- Ward committee: Jan Rosenberg, Natasha Agrawal, Betty Belanus, Lisa Rathje (Anne Pryor moved, Linda Deafenbaugh seconded, motion passed)

e) 2014 Dorothy Howard Prize committee: Nelda Ault, Rosemary Hathaway, Linda Deafenbaugh, Paddy Bowman, Rebecca Smith (Anne Prior moved, Nelda Ault seconded, motion passed)

VI. Announcements

a) Philadelphia Folklore Project position announcement. Lisa Rathje also noted that any jobs that would be of interest to those in Folklore in Education should be shared with her because she is looking to cultivate a Local Learning job bank.

b) FAIE events for the remaining AFS meetings were announced, including Friday happy hour from 4-6 at the hotel bar and Dennie Palmer Wolf at 10:15 on Saturday morning.

c) Carol Spellman sent years of historical materials to Jan Rosenberg. Jan has gone through the material and organized it, and then submitted it to the AFS archives at Utah State University. Anyone wanting to work with the material or who has additional materials should be in touch with Clint Pumphrey at the archive (clint.pumphrey@usu.edu).

d) Jan Rosenberg is working on a Folk Arts in Education bibliography. She has compiled it for the years 1929-1992. It is available as a .pdf through ERIC. She also has a 29 page word document that was created from the .pdf that she is happy to share with interested members. She also welcomed folks to share more recent and other citations that she can include in the bibliography.

e) The education section should consider adding a few auction items to the next public programs auction to raise a little more money for the section.
f) Betty Belanus asked members to “like” the Smithsonian Culture Resources Facebook page. She also noted that the festival program for 2014 includes China, Kenya, and World Cup soccer with a focus on Rio de Janeiro and Brazil.

g) Paddy Bowman reminded members that if Local Learning is funded for 2014 through the NEA that “Dress to Express” is the theme. She is considering doing a workshop that will focus especially on museum educators and will connect with the International Folk Art museum in Santa Fe at 2014 AFS. They will be hosting a “sites of conscience” exhibit. An ad hoc committee volunteered to assist with local planning, and included: Anne Pryor, Betty Belanus, Linda Deafenbaugh, Nelda Ault, and Rebecca Smith.

h) Local Learning e-newsletter and Facebook (stay connected!)

i) Co-convener’s checklist created for future ed section leadership

j) Everyone encouraged to pay section dues to support section award prizes.

VII. Call to adjourn [Cynthia Byrd motion, Anne Pryor seconded, motion passed]

AFS encourages members to advocate for Folklife Festival to remain on Mall

The National Park Service is implementing plans that may make it impossible for the Smithsonian Folklife Festival, as well as a number of other civic and artistic events, to take place on the National Mall after this year. For more information, see this article from the Washington Post.

AFS president Michael Ann Williams is asking members to voice their concern about losing this invaluable public cultural space writing their Senators and Representative about this important issue, which you can do easily by visiting this link at the National Humanities Alliance. Information is also available on Facebook.

“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.

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