Local Learning launches *Journal of Folklore and Education*

Good news for folklore and education professionals: there’s now a peer-reviewed journal focused exclusively on these issues.

Local Learning published the inaugural issue of *The Journal of Folklore and Education* in late 2014. The first issue explores the enormous range of ways that clothing and other kinds of body adornment are used to express culture, from the traditional *Guayabera* shirt to folk-dance costumes to tattoos and mortar-board decorations.

The first issue is available to download from the Local Learning website at [locallearningnetwork.org](http://locallearningnetwork.org).

The editors are currently seeking material for the journal’s second issue, which focuses on the topic of Youth and Community. The call for submissions follows:

The 2015 theme for *The Journal of Folklore and Education* is Youth in Community.

This theme encompasses topics such as service learning, community activism, youth-driven community research, the influence of traditional culture on ways of knowing and learning, media and its impact on youth identity and culture, and youth voices and visions as catalysts in diverse settings.

The theme considers “student-driven” pedagogy to be not only an adjective, but also an action verb that encompasses research methods, critical thinking, cultural expression, and production.

*We welcome submissions of articles, model projects, multimedia products, classroom applications, and student work accompanied by critical writing that connects to the larger frameworks of this theme.*

We welcome work that engages thoughtfully or critically with this theme from educators, folklorists, graduate students, and community scholars, among others. Short features should be 500 to 1,000 words. Articles should be 1,000 to 4,000 words. Images should have a dpi of at least 300. Media submissions are welcomed, including short film and audio clips. Contact the editors to discuss media ideas and to learn formatting and technical specifications for text, images, and media.

Contact editors Paddy Bowman at [pbowman@gmail.com](mailto:pbowman@gmail.com) or Lisa Rathje at [rathje.lisa@gmail.com](mailto:rathje.lisa@gmail.com) with ideas for stories, features, lessons, and media and to suggest possible contributors before May 15, 2015. Publication will be in September 2015. ☀️
New resources
By Gregory Hansen

United for Human Rights has published a new educational program titled “Bringing Human Rights to Life.” The free download is available in two formats, one suitable for high school and post-secondary education, and one for younger students called the “Youth for Human Rights Education Package.” Both resources include media material, lesson plans, and other resources for integrating the study of human rights into curriculum.


For more information, visit humanrights.com or e-mail the organization at info@humanrights.com.

Dave Ruch has added to his web site of resources for teaching about folk music and other traditional arts in New York State. He also has developed assemblies and residency projects that include use of a range of instructional resources. His web site is www.daveruch.com/index.htm.

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.

2014 highlights

The Center had 1.7 million web visits in 2014. More than 528,000 documents were downloaded, including lesson plans, recording liner notes, and the Smithsonian Folklore and Oral History Interviewing Guide, which itself was downloaded 62,173 times. Our holdings of 636 videos were viewed 2.4 million times (including ca. 1.7 million views on YouTube) and our audio holdings were accessed 1.7 million times. New content is being continually created and published to our websites throughout the year. In 2014, the Center published 709 documents, including videos, recordings, web pages, blog posts, newsletters, and other articles.

In June and July 2014, the forty-seventh annual Smithsonian Folklife Festival featured two programs: China: Tradition and the Art of Living and Kenya: Mambo Poa. Educational activities were included in both programs. In the China program’s “Family Style” tent, visitors could try their hand at calligraphy, take a lesson in tai chi, and learn Chinese phrases and dances. In the Kenya program, visitors could create wildlife art, make toys from recycled materials, and learn Kiswahili songs and greetings.

The Center also partnered with the ePals/Cricket Media educational organization to produce the Junior Folklorist Challenge, open to all students ages eight to eighteen around the world. Thanks to a special partnership with educational groups in China, more than half of the entries came from Chinese students, while others came from India, Italy, Canada, Turkey, Hungary, and the United States. The resulting short presentations and other information about the challenge are available for viewing online. We anticipate that the project will continue with the 2015–2016 school year.

In August 2014, the Center launched a new online publication, Talk Story: Culture in Motion, which provides regular updates about the work of the Center and delves into deeper matters. It is part of a larger effort to make the Center’s work more transparent to the public and illuminate cultural traditions by sharing the stories that make them meaningful. Talk story” is a pidgin phrase that is commonly used in Hawai’i as both a noun or a verb, meaning “an informal chat” or “to chat informally.”
Smithsonian news, continued

For the first time ever, the documentary film *The Meadors Family: North Georgia Potters* by Ralph Rinzler is available for purchase on DVD from Smithsonian Folkways Recordings. Based on field research conducted in the late 1960s, the film represents one of the Smithsonian’s earliest studies of American folklife. Its re-release marks a half-century following Rinzler’s groundbreaking field research and heralds the upcoming fiftieth anniversary of the Smithsonian Folklife Festival in 2017. The 160-page companion book by Rinzler and Robert Sayers is available as a PDF for free download.

The *Tools for Teaching* section of the Smithsonian Folkways website currently contains 114 freely available music lesson plans based upon music from the Smithsonian Folkways collection. In 2013, the lesson plan page was redesigned to increase its accessibility. The lesson plans were downloaded 117,000 times in 2014, which represents a 38 percent increase from 2013. Several of these lesson plans were developed during the Smithsonian Folkways annual certification workshop for World Music Pedagogy, directed by Patricia Shehan Campbell of the University of Washington.

Since the 2013 Folklife Festival program, the *Will to Adorn* initiative has continued to engage multigenerational community-based researchers across the country in exploring the diversity of African American identities through the cultural aesthetics of dress and the body arts. In 2014, with sponsorship from the Smithsonian Office of the Assistant Secretary for Education and Access, the project expanded its partnership with nine museums, schools, and nonprofits to train middle and high school students. Educators and students came together at the Cooper Hewitt, Smithsonian Design Museum in New York to learn to apply design thinking skills to project development, then presented their research on dress within their communities through presentations online and in their neighborhoods.

The Center’s Cultural Research and Education staff hosts interns year-round, providing opportunities for students and emerging scholars to gain research, program development, production, and collections management. Visit the Center’s Internship page for more details.

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Local Learning: 2014 in review

*By Paddy Bowman*

An invigorating year began with a Call for Submissions for the first volume of our multimedia, peer-reviewed *Journal of Folklife and Education*, “Dress to Express: Exploring Culture and Identity.” Inspired by our colleagues in the Will to Adorn Project at the Smithsonian Center for Folklife and Cultural Heritage, this theme anchored much of our work this year. My co-editor, Lisa Rathje, took the lead on designing the multimedia Journal in addition to coordinating submissions, peer reviews, and revisions. Submissions were exciting and varied and featured the faces and voices of young people, expanding our resources for higher ed, museums, and community organizations as well as K-12 classrooms. We urge Education Section members to use and publicize the Journal and let us know what works (or not) for you. Download the Journal from our homepage at [www.locallearningnetwork.org](http://www.locallearningnetwork.org).

Also on the homepage find the 2015 roster of summer institutes and workshops in folk arts, folklife, and oral history, including a number of NEH institutes, which pay educators to attend. Please publicize these opportunities for teachers, folklorists, and artists.

*Dress to Express Museum Modules* developed by three museum educators—Lisa Falk, Marsha MacDowell, and Joanna Pecore—take the Journal theme into the realm of museums and provide literacy and discovery tools that may be used in various settings, not only classrooms. Many types of museums include items and images of clothing and adornment in their collections, so we invite users to build on our modules by calling upon local museums and historical societies to help students encounter artifacts of dress and adornment firsthand.

At AFS in Santa Fe, Local Learning organized two sessions, “Dress, Culture, and Identity,” and “At the Crossroads of Folklore and Identity,” both co-sponsored by the Ed Section and summarized elegantly by Betty Belanus in “Stealing Ideas” from CFCH’s *Talk Story* [http://www.folklife.si.edu/talkstory/2014/stealing-ideas-folklife-and-education](http://www.folklife.si.edu/talkstory/2014/stealing-ideas-folklife-and-education). For a second year we broke from the Saturday morning workshop model and co-sponsored a
Local Learning review, continued

preconference workshop, “Experiments in Exhibition” led by museum specialist Kathleen McLean, at the Museum of International Folk Art. The new AFS Museums Section organized this creative, hands-on experience that Local Learning and the Ed Section helped to fund (see Betty’s story for photos and details).

LL@Vermilionville is in Year 2, which saw the addition of three French immersion teams. Teams include a teacher, folk artist, and teaching artist. Vermilionville has revamped all its education programming, tours, and resources. University of Louisiana education students, staff, and folklorists have written elementary and secondary lesson plans for the historic village, which thousands of students from around the state tour each year. See http://bayouvermiliondistrict.onlinemarketingconsole.com/vermilionville/visit/lesson-plan. During the LL@VV summer institute, teachers from across south Louisiana joined project teachers and artists for professional development in incorporating folklife and interviewing across curricula.

At the National Art Education Association conference last March in San Diego, Doug Blandy presented the Local Learning guest artist, Mario Torero, a muralist and arts activist who has been involved with the murals in Chicano Park since their inception, see www.fuerzamundo.org. At the March 2015 NAEA meeting in New Orleans, Doug and I will host Mardi Gras Indian, artist, and educator Cherice Harrison-Nelson.

See the Call for Submissions for the second issue of the Journal of Folklore and Education on the front page of this newsletter, or at www.locallearningnetwork.org. Submit ideas for stories, features, lessons, and media and suggestions of possible contributors to Lisa Rathje rathje.lisa@gmail.com or me, pbbowman@gmail.com.

“Like” Local Learning on Facebook to get quick updates and sign up on our homepage for our quarterly E-Bulletins, which are archived in the website Library. ❖

Nebraska Folklife Network wins Dorothy Howard prize

The Nebraska Folklife Network (NFN) was honored as the recipient of the 2014 Dorothy Howard Award for its cultural education trunk Home in the Heartland: Nebraska’s Sudanese Cultures.

Home in the Heartland is the most recent in a series of such trunks that the NFN has created since 2005 through a partnership with Humanities Nebraska, teachers and leaders of Nebraska cultural and ethnic groups. Others focus on the state’s German Russian, Iraqi, Irish, Mexican, Swedish and Vietnamese cultures. The partnership began as part of a statewide effort of educators to improve the resources on Nebraska studies available to K–12 teachers.

The trunks uniquely meld a history–museum trunk format with folklore curriculum, making them unusual, attractive resources for teachers. They bridge arts, humanities and social sciences with their subject matter and the various skills they teach. Members of the award committee complimented the Sudanese trunk’s assessment tools that help teachers evaluate student learning.

Home in the Heartland features both personal and traditional stories from video interviews with traditional artists and other culture bearers from various Sudanese tribal groups who now live in the state. These and the other trunk contents (cultural artifacts, traditional clothing, handouts, media, books, laminated images) are combined with lessons on the history, celebrations and customs of these groups while in the Sudan. Teachers and students alike report that the trunk stimulates learning through the senses with such experiences as the smell of a package of traditional tea and the feel of traditional clothing.

Gwen Meister, the NFN’s Executive Director, says, “Both Dylan Wall, NFN’s Program Coordinator, and I are very honored by this public recognition of our work by our peers in folklore and education. Building on the success of the seven trunks in this series, we are continuing to develop similar teaching kits on other Nebraska cultures.” ❖
Folklore and Education Section
meeting minutes
November 6, 2014
Santa Fe, NM


1. Betty Belanus (junior co-convener) welcomed all, short introductions followed.

2. Sean Galvin moved to approve the 2013 minutes, which had been sent out via email to the section before the meeting. Amanda Dargan seconded.

3. Nelda Ault (senior co-convener) gave financial report
   a. FY 2013 revenue: $420.00
   b. FY 2013 expenses: $413.80
   c. FY 2013 net: $6.20
   d. FY 2013 management fee: $117
   e. FY 2013 end of year balance: $2199.01
   f. Expenses for FY 2014: $300 to Wednesday museum workshop, $100 to Dorothy Howard prize, no other expenses expected except 2014 management fee
   g. New spending rule from AFS: a section cannot spend more than 20% of its balance in one fiscal year

4. Presentation/Discussion of Section Awards
   a. Nelda Ault presented the 2014 Dorothy Howard Folklore and Education Prize to Gwen Meister of the Nebraska Folklife Network for NFN’s latest educational trunk, “Home in the Heartland: Nebraska’s Sudanese Cultures”
   b. Lisa Rathje reported that the single nominee for the Robinson-Roeder-Ward award was not part of an organized panel, which is a requirement for the award
      i. What to do about this? Last year’s recipient worked out so well (and returned this year as part of a panel), how do we replicate success?
      ii. Idea: remove the requirement of being part of an organized panel?
      iii. Idea: give the award one year in advance of recipient’s attendance. E.g., next year in Long Beach (2015) we would announce the award recipient who will attend the Miami (2016) meeting. This would give folklorists time to organize a panel that included the recipient
   c. 2015 Dorothy Howard committee: Nelda Ault, Linda Deafenbaugh, Rebecca Smith, Rosemary Hathaway, Gwen Meister
   d. 2015 RRW committee: Betty Belanus, Jan Rosenberg, Natasha Agrawal, Paddy Bowman

5. Local Learning update from Paddy Bowman and Lisa Rathje
   a. Inaugural issue of online Journal of Folklore and Education arrived in 2014
      i. 73 pages, peer-reviewed, geared toward K-16 educators and folklorists
      ii. Available for download at http://locallearningnetwork.org/
      iii. Theme for 2015 is Youth in Community, call for submissions will be in January, deadline will be late spring (see attached announcements)
   b. Editors seek a members for a publication committee to help with publicity, places to solicit submissions, contact Paddy or Lisa R if interested

6. Journal of American Folklore article update from Ann Pryor
   a. Article co-authored with Jan Rosenberg and Paddy Bowman
   b. Has been submitted and sent out for peer review, probably waiting on deck during the transition of JAF to WKU

7. Report on Wednesday’s “Experiments in Exhibition” museum workshop
   a. Good connections between museum education and folklore and education, nice to have it as a Wednesday pre-conference workshop instead of on the Saturday
   b. Formation of a workshop planning committee that will partner with museum workshop folks for next year: Paddy Bowman, Betty Belanus, Thomas Richardson

8. Fundraising discussion
   a. Nelda and Betty will cross check lists and find out who has paid their dues, send friendly notices to those who haven’t
   b. New AFS rule about only being able to spend 20% of section balance in a fiscal year
   c. Betty’s idea about “sponsoring” a new section member is possible, just needs to iron things out with Lorraine
   d. Online Auction/Crowd-funding Idea
      i. “Bring a Teacher to AFS” project through crowd-sourcing site, money raised will go toward increasing RRW award
Section meeting minutes, continued

ii. Hayden Roberts will coordinate, Ann Pryor will take a video of Natasha Agrawal (2013 RRW recipient)

9. Feedback on Section Communication
   a. E-blasts through email are more effective than posts to AFS webpage, though things should get posted there for archival purposes

10. If you have an announcement, send it to Betty and to Lorraine Cashman, before launching it to Publore.

Additional Business
- Betty: “Like” the Smithsonian Folklife Education Resources Facebook page
- Thomas Richardson: I want to go on public record to say that Journal of Folklore and Education is AWESOME, have used it to get public school teachers in Tennessee excited about folklore
- Lisa Falk: Has anyone used Cultural Reporter? She wants to republish the way she intended. The new Southwest Folk Alliance in Tucson, which is going to be the official state program, plans to sell Cultural Reporter to raise funds
- Lisa Rathje: Local Learning quarterly e-bulletin could use submissions, send to Lisa R or Paddy, go to website and sign up for newsletter
- Ann Pryor: Finishing up AFC fellowship on occupational folklore of teachers, finishing up interviewing, anyone have anything that this information could intersect with? Betty says to talk to Nancy about doing a Botkin speech about work
- Deeksha: Can we have a panel on service-learning next year? At each of our state folklore society meetings, we should have a table to place education items/resources on, maybe sell them for the section fundraising.
- Amanda Dargan: Citylore documentary institute will now be every other year, next time is July 2015, want to reach students, other professionals, make sure to advertise to teachers, notice will be sent late December or early January
- Brenda Beck: 2-volume graphic novel on Indian epic, videos, used in Toronto schools
- Maida Owens: Laura Marcus Green has been helping update Louisiana Voices
- Natasha Agrawal: Did successful 12-week weaving residency with 2nd graders with Guatemalan weaver
- Suzanne Godby Ingalsbe: Announced Smithsonian summer institute in museum anthropology
- New job posting at the Vermont Folklife Center

Lisa Rathje moved to adjourn, Gwen Meister seconded. Meeting adjourned 1:10 p.m.