

AFS Folklore & Education Section Newsletter

Spring 2018

Contents

New resources

Gregory Hansen rounds up the latest books, websites, and other resources in folklore and education, page 2

Request for materials

For a new folklife and education sourcebook that Jan Rosenberg is compiling, page 3

Local Learning

report, pages 3-4

Dorothy Howard and Robinson-Roeder-Ward prizes
Information about applying for the section's two awards, pages 5-6

Section-meeting minutes

From the 2017 business meeting at AFS in Minneapolis pages 6-7

Remembering Greg Sharrow, 1950-2018

by *The Vermont Folklife Center Staff*



With tremendous sadness we share the news of the death of our friend, colleague and mentor, Greg Sharrow. His loss is a profound blow to all who knew and loved him, and for his friends and colleagues at the Vermont Folklife Center the pain is acute. Greg had boundless energy and vision, and it is frankly impossible to encapsulate neatly the full scope and depth of his extraordinary career at the Vermont Folklife Center. In an effort to do his memory some small justice we highlight here a selection of key accomplishments from his 30 years with the organization.

Greg first made contact with the Vermont Folklife Center in the early 1980s as an elementary school teacher and administrator with a passionate interest in local history. After many conversations, VFC founder Jane Beck persuaded Greg to pursue a doctorate in Folklore and Folklife at the University of Pennsylvania, which he completed with honors. In 1988 Greg joined the staff of VFC with the charge of building an educational outreach program and undertaking an ethnographic oral history research project that explored farming in the state across the sweep of the 20th century. In 1991 Greg, with Ev Grimes, produced the 12-part radio documentary, *Never Done: Farm Life in Vermont*, drawn from his research recordings. This series was the first of several

documentaries Greg would produce across his 30-year career.

In 1991, with support from the Folk and Traditional Arts Program of the National Endowment for the Arts, Greg established the Vermont Traditional Arts Apprenticeship Program. The early years of the program focused on supporting cultural practices of Vermont Abenaki, with particular emphasis on dance and basketry. These efforts served a key role in reviving Abenaki basket making in the state. Under Greg's careful watch the Vermont Traditional Arts Apprenticeship Program flowered and now, almost 30 years later, continues to thrive.

From 2000-2002 in partnership with an Abenaki advisory board, Greg and videographer Michael Sacca produced the video documentary, *The Abenaki of Vermont: A Living Culture*. Grounded in an approach that gave intellectual control over the final film to the communities represented in it, *The Abenaki of Vermont* stands out as a key example of Greg's passion for sincere partnership and direct collaboration with the communities with whom he worked. In many respects the film marked a watershed in his thinking and practice, and his experience with it would inform how he undertook all his research, exhibit, and media production activities going forward in several ways.

As time passed, Greg increasingly de-emphasized oral history as the defining perspective of his work and became an unapologetic advocate for ethnography, embracing the full potential of his training as a folklorist and greatly broadening the scope of VFC's efforts. Additionally—and most importantly for Greg—his research partners were the experts in their own experience, and this expertise warranted profound respect; as such they needed to be treated as true partners in shaping how their stories were shared with the wider world.

As a continued expression of his collaborative instincts, in 2007 Greg inaugurated the Vision & Voice Gallery Program, developing it in partnership with

AFS Folklore & Education Section Newsletter

Spring 2018

VFC Archivist Andy Kolovos, photographer John Miller and documentarian Susanne Rappaport. Greg coined the phrase “making Vermonters visible to one another” as a de facto mission of the program. It was through Vision & Voice that Greg first met photographer Ned Castle, who over the next ten years worked closely with Greg to fulfill the promise of the Vision & Voice program.

Above all else Greg was an educator, and the educational outreach work Greg pioneered in the late 1980s culminated in 2004 with the creation of the Discovering Community Summer Institute for Educators, a professional development program for teachers that over time would grow into the statewide Discovering Community Education Program. Discovering Community arose in resonance with growing interest in place-based education and service learning. Greg astutely observed how ethnography and ethnographic methods meshed with the fundamental goals of both these educational practices and, with a range of colleagues including Andy Kolovos, Erica Heilman, Ned Castle, Evie Lovett, Kathleen Haughey, Mary Rizos and others, developed

and continually refined an innovative approach that put VFC’s tools and skills into the hands of teachers and their students so that they could conduct rich research projects in their home communities. Today the program Greg conceived continues to grow and thrive, reaching larger numbers of teachers and students across the state each year. It is a jewel in our stable of programs, and its longevity and impact are testaments to the person who brought it to life.

To make a gift to the Greg Sharrow Fund, mail a check, payable to the Vermont Folklife Center, 88 Main St., Middlebury, VT 05753. Send it to the attention of John Barstow. Simply write "Greg Sharrow Fund" on the check's memo line, and your gift will go to the fund. And do visit the VFC's [Discovering Community](#) education page, which highlights the dynamic work Greg did with teachers and their students.

The VFC's full tribute to Greg is available at www.vermontfolklifecenter.org/fieldnotes/in-memori-am-gregory-sharrow. ❄

New resources

by *Gregory Hansen*

K-12 Learning Guide from American University

Amber Harris, Partnerships Coordinator at the Frye Institute, sent word of a guide from American University that highlights various strategies for classroom management, teaching methods and approaches to learning for K-12 teachers. This guide aims to provide materials that help teachers better understand their classrooms and tailor their teaching styles to foster engagement, problem-solving and creativity in their students. See the full guide at soeonline.american.edu/blog/introduction-to-k-12-teaching-methods



Qualitative Study on Folklife Education and Diversity

Linda Deafenbaugh of the Cultural Treasures Charter School in Pittsburgh has completed a research project

titled “Developing the Capacity for Tolerance through Folklife Education.” This qualitative study used ethnographic methods to gather naturalistic data within an urban high school classroom during a semester-long elective course that used the Standards for Folklife Education (Sidener, 1997) as the guiding framework to structure student study of cultural processes. Students engaged in experiential folklife education learning activities to develop ethnographic inquiry skills as they studied the culture of public space in a city center. The study investigated student learning from the students’ perspective. This dissertation provides pedagogical guidance on a productive Basic Level and Advanced Level sequence for folklife education curriculum development based on what students indicated were the most effective instructional practices. It also contributes a theoretical model that illustrates how the study of cultural processes via this folklife education approach helped students gain more complex understandings about the interlocked nature of cultural similarities and differences. It is available at d-scholarship.pitt.edu/33691/



Lomax Kentucky Recordings On-line

Harry Rice of Berea College's Hutchins Library is announcing a new collaborative project between Berea College, University of Kentucky, American Folklife Center, and the Association for Cultural Equity. This online collection is an additional resource developed from the work of Alan Lomax, and it is available at lomaxky.omeka.net/

The project includes an "Additional Resources" option for finding PreK-12 lesson plans, presentations, and student handouts that utilize the Lomax Kentucky recordings to meet national education content standards: ket.pbslearningmedia.org/collection/americas-songs-the-alan-lomax-collection/-WS7Q5Ma1u70 ❄

Request for materials for new F&E sourcebook

by Jan Rosenberg

If funding for Professional Development grants becomes available through AFS, I will be applying for funds to expand a bibliography of works in folklore, education, sociology, anthropology, and history (there's going to be more) that will ultimately be edited into a sourcebook for folklore and education/folklife in education/folk arts in education. The goal of the Professional Development Grant is to do the bibliography which will be, in part, an extension of a bibliography I created of works related to folklore and education published between 1929 and 1992 that is available from ERIC. The Professional Development Grant will allow me to spend significant time in folklore collections and the education library here at Indiana University, as well as exploring, I hope, the Education Library at Harvard University's Graduate School of Education. I will later have to seek funds for reprinting articles and excerpts from books.

I seek suggestions of works that have helped you along as you prepare work in schools and other education environments. For example, send examples of works in folklore studies that guide you and articles and books from other cultural fields like the history of American education, the Intercultural Education movement, museum development, and community creation that may be useful.

Even if I don't get Professional Development funding, I will work on this project. We've had wonderful reports from the field through the volumes published from Michigan State University. What I want to do is something different, providing a set of definitive works

from the arts and humanities that can guide us as we develop projects and programs.

If you have something to share, please contact me at janrosenberg@att.net. I look forward to hearing from you. ❄

Local Learning report

AFS in Minneapolis

A strong array of folklore and museum education sessions was held during the October 2017 AFS meeting.

The Local Learning Saturday workshop, "Art Education Workshop: Focus on the Artist," featured three artists from the Folk Arts-Cultural Treasures School in Philadelphia, which was awarded the Blue Ribbon School designation in 2016: Nisha Arya (Yoga and Indian Folk Tales), Veronica Avery Ponce de Leon (Mexican Arts), Javitta Brockington (Step Dance). Facilitators included folklife educator Linda Deafenbaugh, who helped these artists develop their skills for working in the classroom, and Betty Belanus of the Smithsonian Center for Folklife and Cultural Heritage who was the AFS Education Section Co-Chair.

Partners included Local Learning, the Minnesota State Arts Board--especially Rina Rossi who coordinates the Folk Arts Program and connected Local Learning to many local artists who attended--and COMPAS (a Minnesota arts education nonprofit that manages an important teaching artist roster), and the AFS Folklore and Education Section. The Local Learning Happy Hour allowed JFE contributors to mingle with readers and has become an annual event during AFS.

Cross-disciplinary engagement

Our ongoing partnership with the Vermilionville Living History Museum and Folklife Center of Lafayette, LA, continues to support K-12 educators and their students in south Louisiana. We also worked with the Acadiana Center for the Arts, the Hilliard University Art Museum, the Connecticut Historical Society, the American Folklife Center, and Documentary Arts.

Lisa Rathje was an invited keynote speaker in Bangkok for a conference organized by the Institute for Thai Studies and Faculty of Education at Chulalongkorn University. HRH the Princess of Thailand attended and affirmed the importance of maintaining heritage in education.

Local Learning report, continued

Paddy Bowman attended the fall Arts Education Partnership forum in DC. Being a member of this Partnership creates pathways to other education organizations throughout the nation and ensures that folk arts are at the table. Lisa Rathje will be attending the September 2018 AEP meeting in Indianapolis.

Resources for the field

Journal of Folklore and Education

Volume 4 of our *Journal of Folklore and Education* (JFE) on the special topic of "Newcomers and Belonging" launched in September 2017. The issue featured the dynamic work of folklorists and educators who are working with refugees and immigrants across the country. The articles, resources, reviews, and editors' introduction can be useful in many settings. Please share with us how you are using JFE, and if you'd like an electronic business card to publicize JFE, email lisa@locallearningnetwork.org.

This peer-reviewed, open-access, multimedia K-16 digital publication has had over 1,400 unique views and features 12 articles, 5 reviews, and 26 authors. Our audience includes people in K-12, college, museum, tribal, and community education settings. JFE is housed on our website www.locallearningnetwork.org.

Look for the 2018 volume on the topic of environment, science, and folklore titled "Common Ground: People and Our Places," to be published in September.

In the 2017 JFE we curated a short list of resources to complement the articles. These resources are not necessarily folklore specific and include sites beyond JFE. Those of us working in folklore and education continue to critique and build our understandings of authenticity, context, and narrative, with the goals of reaching new audiences, addressing the needs of diverse age cohorts and cultural groups, and building accessibility into curricula and program design. We benefit from interdisciplinary partnerships and dialogue. The sharing of tools and strategies through partnerships across disciplines and organizations can help address the challenge of staying relevant and vital in our complicated, interconnected world. Find these resources in our introduction, here: www.locallearningnetwork.org/introduction-2017.

Summer workshops

Find our annual roster of summer training opportunities for teachers and artists in folk arts, folklore, and oral history at www.locallearningnetwork.org/professional-development/teacher-training-and-institutes.

Regional resource map

Please check the Regional Resources (www.locallearningnetwork.org/regional-resources) to learn more about what is happening in your region. Send additions or edits to Lisa Rathje at lisa@locallearningnetwork.org.

Connecting to Education Standards

Local Learning has developed a short guide for connecting folk arts in education to Common Core standards. Use this link to jump start your own outreach and education activities: www.locallearningnetwork.org/education-standards.

Attention New York! Local Learning Professional Development Series Pilot Starting August 2018

All regional educators and artists are invited to register and participate in an August 21-22 workshop in Buffalo. Educators will learn that folk arts are uniquely suited to explore how traditional art forms reflect the history, aesthetics, geography, and values of different cultures and communities. Folk artists will build portfolios and skills for successful classroom visits and residencies. Learn more and register for the August workshop at www.locallearningnetwork.org/new-york-state-teacher-and-artist-training.

The second phase of this training will include two artist visits to selected classrooms. Phase 2 participation will be by invitation only. Please let us know if you are interested in being a host teacher or presenting artist for Phase 2 and we will provide you with more information. Participants will attend the Local Learning/Education Section workshop during 2018 AFS conference in Buffalo. For questions or inquiries, contact Lisa Rathje at lisa@locallearningnetwork.org.

Outreach help!

"Like" Local Learning Network on Facebook and receive occasional updates about events and resources. Join our listserv from our home page to receive quarterly e-bulletins and annual announcements of JFE publication. Please share our services and resources through your networks.



Robinson-Roeder-Ward prize application deadline nears

by *Rebecca Smith*

The AFS Folklore and Education section is pleased to announce that the application for the 2018 Robinson-Roeder-Ward prize to help support the participation of an educator at the AFS meeting in Buffalo, NY is now open.

Deadline for applications is July 2, 2018. Please see below for detailed submission instructions.

K-12 teachers, museum educators, and other community based teachers are eligible to apply. The prize will provide the recipient a stipend of \$500 to participate in the annual meeting of the American Folklore Society and a free membership in the Folklore and Education Section for one year. If you have any questions about the application or eligibility, please contact Linda Deafenbaugh at lindadeafenbaugh@gmail.com. Read more about the prize and the AFS Education Section at www.afsnet.org/?page=FolkloreEd.

Robinson-Roeder-Ward Prize

This prize is awarded in memory of folklorists Beverly Robinson, Bea Roeder, and Vaughn Ward. Each was a person of vision, scholarship, and activism, and they inspired a generation of folklorists working in K-12 education. The prize will be awarded to an educator who is engaged in folklore, ethnography, or cultural heritage and K-12 education. The prize will provide the recipient a stipend of \$500 to participate in the annual meeting of the American Folklore Society and a free membership in the Folklore and Education Section for one year.

Beverly Robinson was known as a theater historian, folklorist, producer, writer, director and professor in the UCLA School of Theater, Film and Television. Beverly received her MA in folklore from the University of California, Berkeley and her PhD in Folklore and Folklife from the University of Pennsylvania. She was director of the African Studies Program at UCLA. A prolific writer, noted author, and contributor to several chapters in books and numerous articles, Beverly was also known for her research for such films as *Miss Evers' Boys*, *Nightjohn*, and *The Color Purple*. As a scholar and innovator, Beverly brought folklore and folklife into the public eye. Beverly passed away in May 2002.

Bea Roeder, a native Californian, became fascinated by Colorado's rich folk heritage while working with Southwest Studies Folklore collections at Colorado College in Colorado Springs. She returned to graduate school to pursue her newfound interest and received her PhD, focusing on Hispanic folk medicine, from the University of California, Los Angeles in 1984. Bea worked for the Colorado Council on the Arts as a regional folklorist and was a force behind the CCA/NEA project *Ties that Bind*, a multimedia kit about Colorado's many folk traditions for school teachers. She was deeply involved with Native American culture and spirituality and a student of the Lakota language. Bea passed away in June 2003.

Vaughn Ward, a folklorist and musician, was a founding member of Caffe Lena. Vaughn taught high school English where her students organized the first Niskayuna Festival. She was a staff folklorist for the Lower Adirondack Arts Council and organized the Adirondack Liar's Club in 1986. She also founded the Black Crow Network to support tradition bearers and those with an interest in interpreting the history of the Mohawk-Champlain region and eastern Adirondacks. Vaughn passed away in December 2001.

All materials must be uploaded by July 2 to docs.google.com/forms/d/e/1FAIpQLSe7ZWVBx-C0UzED_ZpgEymE22Jie6L6-ugK8BjevL0ksfLc5Q/viewform?usp=sf_link. The application form online will ask applicants to

- Describe their background as a K-12 classroom teacher or educator in another setting (one paragraph or one page resume)
- Share what AFS organized session they intend to join as a participant and how they plan to participate in the larger AFS conference (presenting a paper, acting as a discussant, etc.)
- Outline how travel funds from the RRW prize will aid in participation, including information about the availability of other funding sources available to the participant, and whether the applicant plans to access these other funds.

Read more about the prize at www.afsnet.org/?page=FolkloreEd. Questions regarding the application should be directed to Linda Deafenbaugh at lindadeafenbaugh@gmail.com.

The RRW committee, made up of members of the Folklore and Education Section, will review the proposals and will contact the successful applicant by August 1, 2018. ❄

Dorothy Howard prize application deadline nears

by *Rebecca Smith*

The Dorothy Howard Folklore and Education Prize is now accepting nominations! Please share the application (also featured on the section's public homepage) with all who may be eligible for the prize.

Dorothy Howard (1902-1996) grew up in the Progressive Era, receiving a teaching degree from the North Texas Normal College (now the University of North Texas) in 1923. During her career as a teacher and principal in Texas, New York, and New Jersey, Howard integrated folklore into her curriculum by having students collect and study playground chants and jingles as a way of introducing them to poetry; research their names and their meanings to study spelling; and write about such traditions as ravioli making to develop their writing skills. Howard's interest in children's folklore and education enabled her to bridge a gap between the Victorian "armchair" approach to the study of children's culture with the field-based studies that folklorists conduct today. In 1938 she received her doctorate in education with a study of games that combined these two styles of study. Her pioneering work inspires us to use folklore in educational settings in a way that is rich and meaningful. The Dorothy Howard Prize honors Howard and those who have followed her lead in folklore and education, both within and outside the classroom.

The prize competition is open to individuals and organizations whose work effectively encourages educators or students to use the study of folklore and folkloristic approaches in all educational environments, including K-16 classrooms, after-school programming, museums, community agencies, etc. Such works include but are not limited to curriculum materials, publications, audio and video recordings, multimedia publications, web sites, and exhibits. Submissions must reflect projects that have been implemented within the year prior to the application deadline. If your project is ongoing or part of a larger multi-year educational effort, please submit the portion of the project that is most current (i.e., implemented within the last year) for the committee's consideration.

Nominations should

- Include the author(s) or creator(s), publisher, and date of use/publication, along with a short statement of the project
- Describe how the project significantly adds to the body of folklore and education literature and/or resources

- Specify the intended audience and appropriateness of the program for that age group and subject focus
- Describe how the project engages with the intended audience
- Specify how the project interfaces with and supports educational priorities, teaching practices, and student learning
- Include the project resource materials. If the project includes a print or hard-copy publication, please include three copies. If the project is a web resource or e-book, or includes audio/visual recordings available online, please include working links to all resources. In the case of particularly extensive materials (i.e. multimedia kits), a single copy may be submitted.

The prize amount is \$100, and the deadline for submissions is August 31.

To apply, please upload a letter of nomination addressing the points above and any resource materials to this

link: www.dropbox.com/request/FeZfqCNKU8B37oAI9wpX

Please label your documents and resource materials clearly, i.e. "NameOfProject_Nomination" and "NameOfProject_Resources."

Publications and kits should be mailed to Rebecca Smith, 117 Wheeler Street Portland, TN 37148.

Nomination statements should not exceed three double-spaced pages. ❄

Folklore and Education Section meeting minutes

October 19, 2017

Minneapolis, MN

Betty Belanus opened the meeting with a welcome greeting

Attendees: Maureen Porter, Kate Van Haren, Linda Deafenbaugh, Nisha Arya, Nic Harrtman, Makaela Kroin, Jean Bergey, Suzanne Godby Ingsalsbe, Rick Burns, Rebecca Smith, Mark Migake, Paddy Bowman, Brenda Beck, Rosemary Hathaway, Lisa Rathje, Cristina Benedetti, Betty Belanus, Jan Rosenberg

2016 Minutes: Approval

Motion to approve by Linda Deafenbaugh
Seconded by Jean Bergey

Financial Report:

FY 16 Year-end balance: \$3014,00

Revenue: \$600.00

Expense: \$732.90

Ending Balance for 2017

FY 15 & FY 16 Administrative Fees: \$123.30

Active AFS members in section: 75

Dues payments received from 60 members

Discussion of dues: while not required were encouraged

There is a section in AFS web site for paying dues.

Communications:

Betty discussed how information regarding membership activity, including dues, is disseminated: via email Blasts and updates on AFS web site blog

New Junior-Convener Nomination and Vote:

Rosenberg described duties of co-convener as cohort in the execution of AFS/Folklore and Education matters.

Becca Smith enthusiastically shared her connections to folklore and folklore and education.

Membership voted and voted Becca into the position of Junior-Convener.

Dorothy Howard Prize in Folklore and Education:

Rosenberg talked about the diversity of submissions. Committee awarded prize to Folk Arts Cultural Treasures charter school for its work on Yoga, folklife, and physical education

Members of 2018 Prize Committee:

Becca Smith, Chair

Nic Hartmann

Betty Belanus

Laurie Sommers

Betty informs attendees that the Howard Prize is described on the AFS web site

Robinson-Roeder-Ward Prize:

Still being revised: deadline to be established

Betty describes the Prize in terms of the three women who the Prize is named for. (Beverly Robinson, Bea Roeder, Vaughn Ward)

Desire to promote in 2018, since Buffalo (AFS 2018) would be a good place to execute the Prize.

Paddy Bowman agreed that this could happen

Members of 2018 RRW Prize Committee:

Lisa Rathje

Linda Deafenbaugh

Maureen Porter (tentative)

Reports and Announcements:

Local Learning

Folklore and Education Section Newsletter

New Business:

Rick Burns introduced Arkansas State University/Heritage Studies efforts and restoring a ghost sign downtown created by local sign maker.

- Burns also announced the annual Delta Symposium to be held in April 11-14, 2018.
- Lisa Rathje discussed this year's Saturday Local Learning workshop, whose focus is on working with traditional artists, and which will begin with 15-minute yoga session.
- Discussion about changes to professional development planning and funding across the country; Anne Pryor noted that teachers lost time for professional development in Wisconsin; a Wisconsin elementary school teacher in attendance confirmed the report and advocated reaching out to individual teachers with funds so they can do professional development in folklore and education.
- Lisa Rathje invites folklore and education supporters to Local Learning Happy Hour in the hotel bar 10/20 at 5:15 PM
- Jean Bergey introduced a thought regarding "lifting up" social justice and diversity not necessarily as a Section, but within our ranks.
- Brenda Beck announced she would be doing 16 presentations on Indian culture in India, including her work on Indian epic.
- Suzanne Godby Ingalsbe from Indiana University Research support program announced the possibility for 2-week research opportunities using the University's facilities.
- Betty talked about a cultural exchange program from the Smithsonian. It is designed to foster research and interactive opportunities for young scholars during which applicants will go to India for research and developing networks on a 2-week basis. Following this exchange, they will continue the work on-line and in person with Indian counterparts over a 3-week period.

Motion to adjourn from Maureen Porter; Becca Smith seconded. ❄️

“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 Meredith McGriff, AFS Membership Director, at AmericanFolkloreSociety@gmail.com.

Please send questions, comments, and contributions to the editors at the addresses below.

Editor: Rosemary Hathaway
Department of English
West Virginia University
P. O. Box 6296
Morgantown, WV 26506-6296
304 /293-9738
rosemary.hathaway@mail.wvu.edu

Co-Editor: Gregory Hansen
Department of English and
Philosophy
Arkansas State University
P. O. Box 1890
State University, AR 72467-1890
870/972-3043

