Appalachian Childhood Empowerment Through Heritage Arts

Fairmont State University
Dr. Mirta M. Martin, President
1201 Locust Avenue
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January 1, 2017 – June 30, 2018

Submitted:
May 31, 2018

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Title of Project: Appalachian Childhood Empowerment Through Heritage Arts

Grant Period: January 1, 2017-June 30, 2018

Grantee Name: Fairmont State University

Project Director: Pat Musick

DESCRIPTION OF PROJECT

Fairmont State University students collaborated with Monongah Elementary School in developing and initiating a childhood enrichment program to assist children in overcoming difficult home situations associated with economic distress, by creating a sense of accomplishment, pride, identity, and confidence through achievement in Appalachian traditional arts.

ATP students learned the basics of two Appalachian heritage arts—quilting and playing the mountain dulcimer—from mentor/practitioners, then taught these skills to children in third and fourth grades at Monongah Elementary School. The ATP students researched the opioid crisis and learned the benefits of early childhood and arts interventions. Because a high proportion of families in West Virginia are impacted by economic distress and addictions related to it—notably, the opioid crisis—the provision of these activities to all students in these two grades ensured that those with difficult home situations would be reached, without breaching any issues of confidentiality or stigma of particular children. The underlying concept for the program was mitigation of this crisis by early intervention, but the benefits of these activities apply to all children, regardless of home situation.

Teams of two students each met with each of the three classes in each grade, once a week, during their weekly sessions in the Media Center. Media Specialist Connie Boggs was our partner at the school, and served also as liaison with the classroom teachers. In the first three weeks at the school, the ATP student teams taught basic quilting to the fourth grade, and guided them in individual projects and a group project: a quilt, using the themes “community, state, country” (part of the 4th grade curriculum) to which each child contributed. (The finished quilt remains in the Media Center.) In the second three weeks at the school, ATP student teams taught dulcimer-playing, including concepts of counting, technique, individual skill, and group cohesion in playing together. For both grades, ATP students gave historic and cultural background of each heritage art, emphasizing aspects of self-reliance, resilience, ability to use what is at hand to create what one needs, working together as a community, and identity and pride in heritage.

PROJECT ACTIVITIES

• Meetings, other activities with the community partner:
  o Community partner: Monongah Elementary School
    ▪ Connie Boggs, Media Specialist. Rob Moore, Principal
  o Phone meetings in Summer, 2017: Lynette Swiger (ATP assistant instructor) and Connie Boggs
    ▪ Pat Musick and Connie Boggs
  o 9/12/2017: Pat Musick and Connie Boggs, at Monongah Elementary School
    ▪ Topics: Planning schedules for student teams, developing timetable
  o 9/25, 9/26, 9/28, 10/2, 10/3, 10/5, 10/9, 10/10, 10/12: Student teams and 4th grade classes
    ▪ Topics: Student teams instructing children; students meeting with Connie Boggs
  o 10/23, 10/24, 10/25, 10/30, 10/31, 11/1, 11/6, 11/7, 11/8: Student teams and 3rd grade classes
    ▪ Topics: Student teams instructing children; students meeting with Connie Boggs

--On most of these dates, ATP instructor Pat Musick observed students teaching, and occasionally met informally with Connie Boggs before/after the students’ instruction periods
• 11/15: ATP students, ATP instructors, Connie Boggs, some parents, some FSU administrators:
  Informal presentation honoring the children and their work, with a general description of the project
  (omitting the underpinning concept of addressing the issue of dysfunctional family life) at FSU’s
  Folklife Center

• Other field work in the community
  o Marion County health and public safety officials were interviewed as part of ATP student research on
    the opioid crisis locally

• Conference presentation and poster
  o 12/1: FSU ATP students gave powerpoint presentation and presented tabletop poster display at the
    ATP Conference in Washington DC

• Student presentation of project report to community partner
  o 11/15 Project presentation to general community, honoring the children: an informal presentation of
    the Project by the students.
  o During various visits to the school, ATP students spoke with Monongah Elementary School principal
    and/or classroom teachers about the project.

• Student presentation of project report to at least one other public entity from list provided:
  o 4/5 – 4/8 Poster presentation at Appalachian Studies Association conference, Cincinnati, Ohio
  o [In addition, students presented the ATP project at the FSU Celebration of Student Scholarship,
    Fairmont State University, May 2018]

• Links: social media, other online materials that show the students interacting with their community
  partners:
  o https://www.facebook.com/pg/The-Frank-Jane-Gabor-West-Virginia-Folklife-Center-
  113661618829/posts/?ref=page_internal
    --December 2 and 5, 2017
    --April 7, 2018 (ASA poster presentation)

PROJECT OUTCOMES

How the project supported one or more of the ARC Strategic Plan goals:

Strategic Goal #2: Ready Workforce: Improve the education, knowledge, skills, and health of residents to work
and succeed in Appalachia... ”Develop and support educational programs and institutions... It is essential to
develop and support early childhood education...”
  The project supported third and fourth grade education in reinforcing aspects of each grade’s curriculum. In
  teaching children specific hands-on skills and relating these to their history and heritage, the project instilled
  in children a sense of accomplishment and identity with their community, both stabilizing forces for their continued
  education. The success of support in these areas was observed by teachers and ATP students, and was reflected
  on the evaluation surveys each child filled out at the end of the project.

Strategic Goal #4, Natural and Cultural Assets: Strengthen Appalachia’s community and economic
development by leveraging the Region’s natural and cultural assets... ”Preserve and strengthen existing cultural
assets...helping maintain cultural traditions...”
  In the tradition of passing heritage arts from generation to generation, ATP students learned the basics of two
heritage arts from mentors and taught them to children. Both ATP students and the children increased their
awareness of these arts and skills as part of their heritage and identity. In the short term, several children
expressed a desire to continue with the skills they learned. While it is too soon to measure the long-term
continuation of quilting and dulcimer-playing by these particular children, there are known examples of older children and adults who were first introduced to dulcimer playing in third grade and remembered, and continued, playing the instrument as they grew up. Several of the children in this project cited grandparents or parents who quilted; this project reinforced the importance of this skill, and of further developing it in their own lives. In the context of this project, cultural assets such as quilting and dulcimer playing were framed to educators as potential tools integral to children’s identity and sense of self-worth.

Goals & Objectives Set Forth in Original Plan

A. Students will develop leadership skills and awareness of community assets that can foster sustainability

- Students demonstrated heritage skills to children and teachers
- Working with K-12 educators, students will take the lead in creating a plan for using cultural heritage activities as a means for development of children’s confidence and sense of worth: Students conducted a pilot project with 3rd and 4th graders using cultural heritage activities.
- Students became aware of Appalachian heritage arts and practitioners in the community with skills to share. Time did not permit additional student research into other community educational enrichment programs.

B. Students will be engaged as active learners and participants in community projects

- Students learned from practitioners of traditional Appalachian arts: basic quilting and basic dulcimer playing.
- Students learned from educators about challenges facing children and teachers related to parental drug use, through classroom discussions, individual research, and anecdotal interactions with educators in the process of conducting the pilot program.
- Students participated in educational programs directly with children and alongside teachers. Students took the lead in teaching the children, with support and assistance from the Media Specialist.

C. Students will engage in active research to assist communities in creative approaches to sustainability through asset development

- Students researched existing successful use of arts-oriented and heritage arts childhood development programs: two students were the “specialists” in the class for research in this area, and contributed their findings to the final presentation.
- [Working with community partners and the resources of Fairmont State, students will develop means of measuring the success of the pilot program, and will develop a proposal for ongoing research regarding long-term outcomes] Time proved insufficient to include this component of the project. This aspect would need to be a major focus of a future continuation of this project. Resources within the Fairmont State sociology department were identified to assist with development of such a measurement tool. Questionnaires to evaluate the short-term impact of the project were completed by the children.

Project Outcomes Set Forth in Original Plan

- A curriculum/plan for Appalachian heritage activities, with contextual emphasis on sense of accomplishment, pride, empowerment, and creative problem-solving, for teachers’ use in classroom or after-school programs:
- A lesson plan for the quilting segment of the project was developed. A future extension of the project will focus on creation of a template/plan that can be used by educators or others, utilizing the results of this year’s ATP and next year’s continuation of the project.
- Follow-up plan for continued use of project, and draft system for measuring outcomes: As above—strengths and weaknesses of the pilot project were identified; children’s evaluations gave feedback about
the short-term impact. The design of next year’s ATP, a follow-up of this year’s, is grounded in this year’s experiences.

- **Poster display describing and showing images of project development process and pilot implementation of the project:** Tabletop poster display was shown at ATP conference, 2017; ASA conference, 2018; at Marion County History Day, and at FSU Celebration of Student Scholarship (both Spring, 2018).

- **Presentation at ATP Conference in Washington, DC:** Project was presented at the conference.

- **Presentation to teachers and administrators at partner school(s) and Marion County/City of Fairmont elected officials, school district representatives, and members of Rotary in Fairmont:** Teachers, administrators, school district representatives, parents, and children were invited to the informal celebration for the children at the Folklife Center, FSU, in November 2017. Unfortunately, several of the administrators and school district representatives who had accepted later sent their regrets.

- **Poster session and possible conference session at Appalachian Studies Association conference, 2018:** Two of the ATP students attended the ASA Conference in Cincinnati and presented at the poster session there.

**Project Impact – from original plan**

*What changes do you hope will occur in the community as a result of this project?*

- **Research partnerships between communities and institutions of higher education:** The existing partnership between Fairmont State and Monongah Elementary School was strengthened; ATP students came from the College of Liberal Arts at the university (the elementary school was already using student teachers from the University’s School of Education). Members of the Monongah community gained in awareness about the programs at the University, and about the ARC.

- **Members of the general community saw that heritage arts and their own traditions are valued by higher education, creating a “bridge” between the general and academic communities.**

*Development of leadership and civic capacity among students engaged in the project:*

- ATP students demonstrated gains in leadership skills and civic awareness through their roles as learners who became bearers of traditional arts skills, as project designers and collaborators with professionals, and as teachers of traditional arts. These were demonstrated through required journals, individual and class discussions, final reflections, and observations by ATP instructors and Media Specialist at Monongah Elementary School.

- ATP instructors, community traditional-arts, mentors, and community partners provided assessments of students’ development in these areas through written and verbal feedback.

*Research, recommendations, and action that lead to sustainability of Appalachian communities:*

- “A usable plan will be developed, implemented in a pilot-project application, and delivered to community partner schools for continued implementation by teachers in one or more schools in Marion County, WV”—The pilot project was carried out and forms the basis of next year’s ATP, which will further refine the project and focus on a template for implementation by others.

- Recommendations for future refinement/expansion of the project were produced by students and community partners

*Enhancement of student and community awareness of the work of the ARC at all levels:*

- Students embodied understanding of the work of the ARC through discussions with community partners and University and community presentations, as well as with non-ATP fellow students

- The ARC’s work was explained and acknowledged in public presentations and printed materials associated with the project
PROBLEMS ENCOUNTERED

- Ambitious range of original project proposal: the multiple and varied components included learning heritage arts from mentors, teaching these to children, developing a usable curriculum/template, developing a long-term tool for measurement of efficacy, researching impacts of opioid addiction on families and communities, researching existing materials on early childhood intervention and impacts of arts education.

- Students entered the class with varying levels of experience and background—some with background in folklore studies, including heritage arts, others with background working with children. Students were encouraged to be “specialists” in areas where their strengths lay, and a conscious effort was made toward team-building. The small amount of time the students actually spent working with the children required a major learning curve for many of them. They rose to the occasion, but either greater experience with the materials being taught, or greater previous experience in teaching children, would have been helpful.

- Small number of students enrolled in the course, relative to working with classes of 20 or more children each.

- Juggling students’ schedules with the meeting times of the kids’ classes: The ATP class met once a week, in the evening; the classes at the elementary school met during the mornings or afternoons. ATP students all had different class and work schedules. The project proposal had already committed the Fairmont State ATP class to working with each of three children’s classes in two grades. Teams of two students per children’s class were formed, but larger teams would have been able to give more individual attention to the children. One ATP student’s schedule did not accommodate her working with children in the second part of the project, resulting in some resentment and feeling of being left out from that part of the project.

- The project’s premise—that early childhood intervention via heritage arts could have a positive effect on children’s ability to cope with family situations outside their control—carried with it an implicit need for some means of measuring positive impacts over the long term if at all possible. Developing a tool for such long-term measurement could be, realistically, a major project in a sociology class—not a component of an already complex project. That aspect of the original proposal had to be let go, due to a combination of lack of time within the course, and limitations in the ability of both the instructors and the students to establish solid connections with others who could lead in the creation of a long-term tool for measuring impacts.

- The informal celebration for community members and to honor the children was held at the Folklife Center in the evening, as a “special occasion” for the kids. Very few families and children attended: in a way, that low turnout supports the premise that many of these kids come from families unable to make a ten-minute drive to a special occasion in the evening. The concept of a community event to honor the children’s accomplishments and create community awareness of the project will be repeated next year, but this time right after school, at the school.

- Establishing the ATP as its own course at FSU, rather than as an aspect of and continuation of a spring semester course (Roads to Appalachia) as it was through 2014, has been a challenge. In the past, students came out of the Roads to Appalachia course having studied and traveled together; “team cohesion” was already established, and most of the students were enrolled in the Folklore Studies Minor.

PROGRAM CONTINUATION AND SUSTAINABILITY

Continuation & Sustainability of This Project:

The reception of this year’s project—by heritage-arts mentors, faculty, students, our community partner, and the children—was very positive and indicated strong interest in further developing and refining it, continuing to build on what was learned this year. The project will continue in fall of 2018, with a focus on just one heritage art (dulcimer) in all classes in one grade (third grade) and including a higher level of skill development in the ATP
students and in the children. In addition to learning to play the dulcimer, other associated projects through which the children will further work with the heritage-awareness materials, will be carried out (art and story projects) in which children will demonstrate their integration of the metta-messages of self-reliance, accomplishment, identity, confidence, pride, and other qualities embedded in the teaching of these heritage arts skills. ATP students will have a longer period of time meeting with the students (six weeks rather than three). The music teacher and classroom teachers, as well as the Media Specialist, will be directly involved with carrying out the project; ATP students will take the lead in developing the materials as well as working directly with the children. An emphasis will be placed on ATP students creating a finished template for use by teachers that encompasses the components of the project. Short-term evaluation techniques such as questionnaires for the children will be used once again. Children will create products (stories made into illustrated books, collages, or other artifacts) as well as demonstrate dulcimer-playing skills. Lynette Swiger, who assisted with the ATP this year, will teach the course next year. Connie Boggs, Media Specialist, continues as our main contact at the school, and is assisting with involving the music teacher and classroom teachers. The Chair of the Department of Language and Literature (under which the Folklore Studies Minor lies), Dr. Angela Schwer, will assist with the course.

Continuation and Sustainability of the ATP at FSU:
There is strong and vigorous support for the ATP by the Chair, Department of Languages and Literature, and by the Dean of the College of Liberal Arts, Dr. Deanna Shields. The new President of FSU, Dr. Mirta Martin, is aware of the work of the ARC in other capacities and has expressed support for the ATP in this context. It is hoped that she will gain a more complete awareness of the ATP as a whole.

As the “Roads to Appalachia” course (to which the ATP was previously attached) has been on hold since 2014, and with various changes in personnel at FSU over the past several years, the ATP class has been run under a temporary course classification, which can continue for three years. 2018-19 will be the third year. Discussions are underway with the Chair, Dr. Schwer, to create a curriculum proposal to establish the ATP as a permanent course in the FSU course catalog. Whether it will be listed as its own course, or enfolded into an established course (as is apparently the case at some other ATP institutions), is still to be determined. Assistance from the ATP and ARC would be most welcome as this curriculum proposal is developed.

CONCLUSIONS AND RECOMMENDATIONS
Student Leadership:
This course had an enormous impact on the students who participated. One student found it to be the most meaningful experience of his college career (if not his educational career altogether), so much so that he took a semester off to rethink his trajectory. The experience of working with the children, researching the opioid crisis (and relating it to his own friends back home in a small West Virginia community), and experiencing the region-wide community of the ATP conference in Washington DC were transformative. The three students who were in both this year’s and the previous year’s ATP have shown marked growth in taking responsibility, speaking out, and taking active roles in the community. (The quietest one went to the state capital, Charleston, during the WV teachers’ walkout and there spoke with a state senator about the issues.) One of the students is utilizing a contact with University of Tennessee in her Folklore Studies capstone project; this connection was strengthened through our participation in the ATP. The student who was already studying to be an elementary school teacher found her decision confirmed by the experience in the ATP; she will enter that career with a greater awareness of Appalachian cultural heritage as one of her available educational and child-development tools.

The dynamic between submitting a project proposal in advance and having the students take a major part in the unfolding and development of the project, within the time limitation of one semester, continues to be a challenge.

Active Partnerships:
FSU’s existing partnership with Monongah Elementary School was strengthened with the involvement of FSU ATP students from the College of Liberal Arts. As students introducing a new program, rather than as student
teachers, they brought a different dimension to the school’s programs. The school’s embrace of the ATP project and commitment to continuing it holds the potential for strengthening partnerships between FSU and the Marion County School District as a whole. The partnerships with heritage arts mentor Lynette Swiger, who served as assisting instructor in last year’s ATP, continues with Lynette teaching the ATP this year. Our ATP project will ensure more documentation and press/public outreach throughout the project than was the case this year.

**Community Sustainability:**
While the long-term impacts of this project cannot yet be measured, the increased awareness by all participants of the teaching, learning, and active participation in heritage arts as a way of building self-confidence, sense of identity, and community has been observed in all participants. It has been noted that one of the attributes in problems of addiction is a sense of isolation. In the process of carrying out this project, while there had been a conscious emphasis on the confidence that comes from skills acquisition and the sense of identity and pride that come from children realizing they are part of a lineage of self-reliant forebears, the social and communal aspects of quilting and music-making in a group brought out the quality of community-building that is inherent in heritage arts. Children’s responses to some of the questions on the evaluation questionnaire brought this out: the best thing (about playing the dulcimer) is: “you can sing with others… I can teach others….I can play music in the future.”

To the question “how does it make you feel, to be able to do something your great-grandparents did?” kids wrote such responses as “proud…nervous…cool.” This project suggests another way—in addition to marketing crafts and music, or cultural heritage tourism—to incorporate Appalachian cultural heritage as a tool in cultural and economic sustainability. Such qualities as skills acquisition, self-reliance, community participation and mutual support, problem-solving, resilience, and the production of meaningful results—necessary to sustainability—are all intrinsic to the practice of heritage arts.

What changes did you hope would occur in the community as a result of the project?
The major change hoped for is that children in difficult situations would acquire, through heritage arts, tools to help them feel some sense of control over a small part of their world, and that the sense of accomplishment, identity, and ability to exercise positive change experienced through this project would extend to their lives as a whole—leading, in the long term, to increased ability to stay out of the cycle of addiction that is experienced by so many families in West Virginia. This optimistic goal is a long-term one, impossible to measure in the short term of this project. The partnership between FSU and our community partner was strengthened. Other changes in the community include increased confidence among the children and the ATP students alike; expanded awareness of the potential for using assets already in hand (heritage arts) to address contemporary problems; a valuing of Appalachian heritage arts as a living tradition, not something consigned to the past.

**ATTACHMENTS**
Digital copy/photographs of poster presentation
Photographs showing students in action
Flyers, text for announcements, etc.
Correspondence with community partners
Poster presentation, ATP conference, Washington DC December 2017

Elizabeth Lewis, Charlotte Riestenberg
Poster presentation, ASA conference, Cincinnati OH  April 2018

Gabrielle Bombard, Charlotte Riestenberg
Poster presentation, ASA conference, Cincinnati OH  April 2018

Charlotte Riestenberg discusses project with Ron Roach
Note: All children in these photos had signed a release with the school for use of their pictures.

Charlotte Riestenberg with 3rd graders
Gabrielle Bombard with 3<sup>rd</sup> graders

Kurtis High with 3<sup>rd</sup> graders
Elizabeth Lewis, Kurtis High with 3\textsuperscript{rd} graders

Kurtis High with 4\textsuperscript{th} graders
Susan Cook with 4th graders

Charlotte Riestenberg with 4th graders
Charlotte Riestenberg with 4th graders

Elizabeth Lewis with 4th graders
Elizabeth Lewis with kids at Celebration for the kids at the West Virginia Folklife Center, November 2017

Celebration for the kids at the Folklife Center, November, 2017

Adults, L to R:
Kurtis High, Elizabeth Lewis, Gabrielle Bombard, ATP students; Connie Boggs, Media Specialist, Monongah Elementary School
FSU ATP students presenting at ATP conference, Washington DC
The Appalachian Teaching Project (ATP) Class at Fairmont State University

Invites You

to Celebrate the Achievements of Third and Fourth Graders at Monongah Elementary School in the Traditional West Virginia Heritage Arts of

Playing the Lap Dulcimer (3rd Grade)
Quilting (4th Grade)

Friday, November 17, at 6:00 PM

The Frank and Jane Gabor West Virginia Folklife Center
Fairmont State University

Third graders will perform a tune on the dulcimer

Fourth graders will exhibit the quilt they made representing Community, State, and Country

FSU students will discuss the ATP project

Refreshments will be served!

All participating Monongah Elementary School 3rd and 4th graders and their families are invited to join invited members of the Monongah, Fairmont, and FSU school and city communities.

THE APPALACHIAN TEACHING PROJECT IS A PROJECT OF THE APPALACHIAN REGIONAL COMMISSION (ARC)
Pat,

I didn't have any additional documentation with the ATP project; however, I did talk about it to a variety of people. All of our staff was interested in the project (about 50 people) and asked questions about it. Our principal, Mr. Moore, loved the project and, I believe, included it in our annual LSIC presentation to the Marion Co. Board of Education I also talked to the third & fourth grade parents about the project when we saw each other outside of school.

Hope this help,

Connie Boggs, NBCT
Library/Media Specialist
School-Based Technology Trainer
GoNoodle Ambassador

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cnboggs@k12.wv.us
Yes, 4th grade is on M, T, & Th. Sorry for the typo.
Let's wait on 3rd grade, but I should be able to let you know sometime next week. Nov. 8th sounds great.

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Hi Connie,

That's great about the 4th grade on Tuesdays! Thanks so much!
The 4th grade is Mondays, Tuesdays, and Thursdays, yes?

That would be fine to bump the start of the 3rd grade project to the week of October 23. Would you like just to confirm that now, or wait until you know for sure? (either way is OK for me.)

We could do the showcase November 8, 4 - 6:30 pm. That will be the last day of the 3rd grade dulcimer classes--maybe that's good; it'll be fresh in the kids' minds...
I can get that on the Folklife Center's schedule now if you like.

Many thanks!
Pat
Pat Musick
Interim Director
Frank & Jane Gabor West Virginia Folklife Center
304-333-3606
pmusick@fairmontstate.edu

Hi Pat,
I talked with the 4th grade teacher I have on Tuesdays and she is willing to move her class time to 9:40 for us. Yay! So for 4th grade it will be 1:00 Mondays, 9:40 Tuesdays, & 1:00 Wednesdays.
Also, we may need to bump the beginning of the 3rd grade lessons to the week of Oct 23. The principal notified me the school is trying to schedule NASA's StarLab to be at school the week of Oct. 16th. So I won't have my regular classes that week. I'll let you know when I hear a confirmation.
Regarding the final showcase, I have church on Wednesdays so I'll be available from 4 until 6:30. November 8th works best for me, because I will be driving to the Greenbrier the evening of Nov 15th. Just checking, the showcase will be at the Folklife center, right?

Connie Boggs
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From: Musick, Patricia
Sent: Wednesday, September 13, 2017 9:38 PM
To: csue1982@gmail.com
Subject: ATP class

PS on Thursday morning--Good to talk with you just now.  Thanks, thanks--about letting us use your planning period time on Tuesdays for those three weeks.  (I just deleted the [part below in which I was asking you about switching with Lynette.)

See you September 25 at 12:45 or a bit earlier with our first team of students!

All the best, Pat

(written Friday evening):

Hi Connie,

Thanks again so much for meeting with me yesterday!  I mentioned that we'd begin next week unless I let you know otherwise.  This is to let you know otherwise!

We would like to start with your 4th graders beginning on September 25,  NOT September 18.  I apologize if this creates any difficulties!  We have a need to prep the students a bit more for working with the kids.

We'll have teams of two students for each of the 3 classes in each grade:  4th grade, weeks of September 25, October 2, and October 9;  3rd grade, the weeks of October 16, 23, and 30.

Thank you very much for your partnership in this!  Looking forward to hearing from you about start dates and trading class time slots.  Our students are excited to be working with the kids.

Many thanks!
Pat

PS  Would Wednesday evening, November 15 (or Wednesday November 8) work for a presentation (kids dulcimer concert, display quilts, etc.) for families and invited community members?  If not, can you suggest some other time(s)?

Thanks.

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CB
Connie Boggs cnboggs@k12.wv.us

Good Morning Pat,

I got a confirmation this morning that the school is getting the Star Lab the week of Oct. 16th. So we will need to push back the 3rd grade dulcimer sessions to the week of Oct. 23rd. Thanks for juggling the schedule.
Hi Connie,

Thanks again so much for meeting with me yesterday!

I mentioned that we’d begin next week unless I let you know otherwise. This is to let you know otherwise!

We would like to start with your 4th graders beginning on September 25, NOT September 18. I apologize if this creates any difficulties! We have a need to prep the students a bit more for working with the kids.

I also have a request for you: Lynette had told me that you and she might be able to “trade” class meeting times on Tuesdays, since she’ll be teaching phys. ed there on Tuesdays. As it turns out, our students’ schedules make it difficult to have a team of our students there on Tuesday afternoon, but they would be able to come in the morning.

Would it be possible for you and Lynette to switch the 3rd and 4th grade classes on the following Tuesdays: September 26, October 3, and October 10? I spoke with Lynette about this today--she’s fine with this--she said this would have to be approved by each of the classroom teachers and the principal.

Would you please be so kind as to ask all concerned, and arrange for this to happen (in time for when Lynette returns)? (If it’s not possible, please let me know as soon as you know—we’ll figure something out.) Thanks, thanks!

We’ll have teams of two students for each of the 3 classes in each grade: 4th grade, weeks of September 25, October 2, and October 9; 3rd grade, the weeks of October 16, 23, and 30.

Thank you very much for your partnership in this! Looking forward to hearing from you about start dates and trading class time slots. Our students are excited to be working with the kids.

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