

# **Investigating the Practice of Sustainability Education at North American Folk Schools**

A Project Report

Submitted in Partial Fulfillment of the Requirements for the Degree

**MASTER OF SCIENCE**

**IN**

**NATURAL RESOURCES ENVIRONMENTAL  
EDUCATION/INTERPRETATION**

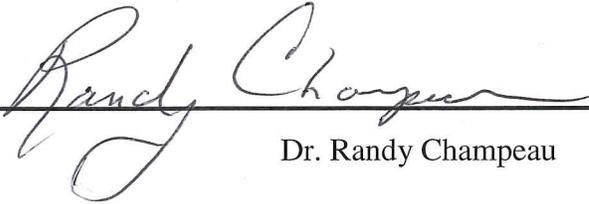
College of Natural Resources

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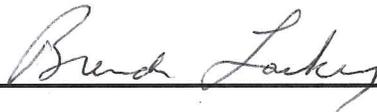
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## **ABSTRACT**

The sustainability/DIY/green movement in North America is growing rapidly and folk schools have been a part of it since the beginning. Despite support for the movement, there is little to know research into the connection between organizations that teach sustainability living skills and sustainability education. This study investigated the practice of sustainability education at folk schools across North America. Mission statements from 19 folk schools were analyzed using mixed inductive and deductive coding content analysis to answer the question: as “What are folk schools doing, how are they doing it, in what learning environment, and to whom.” Subsequently, information from 5 websites were analyzed in depth using in depth deductive content analysis with the Cloud Institute standards for Sustainability Education as themes as well as Wordle word clouds and word/phrase frequency generators. Ultimately, the research supports that folk schools are in fact practicing sustainability education and barriers/implications for future research and collaboration are discussed. A new working definition of folk school as well as a folk school directory were created as a final product.

## ACKNOWLEDGEMENTS

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# CHAPTER ONE: AN INTRODUCTION

## Statement of Problem

This research investigates the use of sustainability education at folk schools across the United States and Canada

## Statement of Sub-Problems and Sub-sub-problems

Sub-Problem 1        Define folk school

Sub-Problem 2        Create a list of North American folk schools

Sub-Problem 3        Analyze folk school websites to determine if folk schools are  
teaching sustainability education

Sub-sub-problem 1: Perform content analysis on mission statements

Sub-sub-problem 2: Determine word/phrase frequency on websites

Sub-sub-problem 3: Organize website data with Cloud Institute standards

Sub-Problem 4        Create a folk school directory

## Importance of Study

The absence of adult environmental education has been well-documented while the folk school movement has been ill-documented. The importance of this study is to illuminate the connection between environmental education/sustainability education and folk schools for possible expansion of adult environmental education.

## **Limitations**

- Limitation 1 The term folk school is not standardized and therefore results may not be indicative of all folk schools
- Limitation 2 The term folk school may not be in the title of all folk schools so some may be omitted from study
- Limitation 3 Not all websites are created equal and may not give adequate detail for research
- Limitation 4 There is very little, if any, current research on the North American folk school movement
- Limitation 5 Sustainability education and EE are geared towards a K-12 audience

## **Assumptions**

- Assumption 1 Websites are factual and honest
- Assumption 2 All folk schools have websites
- Assumption 3 Folk schools are teaching sustainability
- Assumption 4 There will be enough time to complete this project
- Assumption 5 There is probably another one and it will go here

## **Definition of Terms**

Folk School: A folk school (in North America) is an organization that teaches sustainability living skills to the general public during short-term classes. For the purpose of this research a folk school is any organization in North America with “folk school” in the title that is year round, in operation as of early 2015, and has more than a pure music focus.

Environmental Education: “a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments and skills to work individually and collectively toward solutions of current problems and the prevention of new ones.” (UNESCO-UNEP, 1976)

Sustainability Education: (UNESCO 2007): Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future

## **CHAPTER TWO: LITERATURE REVIEW**

### **Introduction:**

This literature review will provide background information on the three main areas of focus for this project: 1) environmental education, 2) sustainability education, and 3) folk schools. At the time of publication there was not a single peer reviewed article about the North American folk school movement to be found in either the UWSP library system or by Google Scholar. Background information on folk schools was obtained from folk school websites and magazine and internet articles.

The findings of the literature review are presented under the following headings:

- I. Environmental Education Background
- II. Criticisms of Environmental Education
- III. Sustainability Education
- IV. Folk Schools

### **I. Environmental Education Background**

While environmental education didn't officially become recognized until the 1970's, its history in the United States goes back into the early part of the 20<sup>th</sup> century with conservation education and nature study (Carter & Simmons, 2010). In these subjects, students learned about the plants and animals around them and received basic knowledge about conservation and preservation. In the late 60's and early 70's, the environment gained attention for the degradation occurring and with the advent of Earth

Day and introduction of the Clean Air Act in 1970, the country and the world were primed for a new field to emerge. Thus came environmental education. (McCrea).

The roots of environmental education is often recognized to have come from two documents, The Belgrade Charter and the Tbilisi Declaration. The Belgrade Charter was created in what is now Serbia at the International Workshop on Environmental Education and was adopted in 1976 by the UN. From this document came one of the first working definitions of environmental education which reads:

"Environmental education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments and skills to work individually and collectively toward solutions of current problems and the prevention of new ones." (UNESCO-UNEP, 1976)

This definition provided a foundation. In 1977, representatives from around the globe gathered at the Tbilisi Intergovernmental Conference on Environmental Education in The Republic of Georgia, USSR to further expand on the field. The final report from this conference contained a Declaration of the Intergovernmental Conference on Environmental Education, known now as the Tbilisi Declaration, which outlined the role of EE as well as three overarching goals, five objectives, and twelve guiding principles. The objectives of awareness, knowledge, attitudes, skills, and participation are still taught to environmental educators as foundations for all programming. In the United States, the 1970's showed an explosion of growth in the field of environmental education but after a couple decades of rough government administration, EE found itself limping its way through the 90's. (Carter & Simmons, 2010) The Thessaloniki Declaration (1997) took

EE in a new direction by recommending a new name for the field (education for the environment) which could better convey its main purpose and distinguish itself from the growing stigmatization of term environmental education. It also introduced a new offshoot of the field to be added upon called Education for Sustainability. The name change to education for the environment did not catch on and environmental education continues with most of its programming occurring on the K-12 level.

## **II. Criticisms of Environmental Education**

In the United States, the vast majority of environmental education program occurs on the K-12 level with a general lack of formalized environmental education for adults. (EETAP, 2004) Some evidence shows that there may not even be much environmental education being taught in school as previously thought. One study found that teachers surveyed reported teaching about the environmental for less than a half hour per week and nearly always in a science classroom. (Lane, Wilke, Champeau, & Sivek, 1994) Reasons for this included lack of training in the area or the belief that environmental education was not related to their subject area even though environmental education was designed to be interdisciplinary.

One criticism of environmental education is that placing emphasis on saving the planet or the whales or polar bears actually hurts the field because of the way society works now. (Strife, 2010) The argument states that environmental education must bring humans into the center of the field to find our place in the growing green movement. Other criticisms include a lack of adult environmental education, a workbook and lesson plan culture that stifles creativity, over-standardization as a way to legitimize the field,

and a belief that environmental education is a product of the liberal political agenda. (Knapp, 2010; Strife, 2010; McCrea; EETAP, 2004). At the same international conference in Thessaloniki that argued to change the name of environmental education to education for the environment, a new field was introduced and outlined as a possible solution to the criticisms of EE and a new direction for the field to go in the future (Knapp, 2010).

### **III. Sustainability Education**

While environmental education tends to focus on the natural world and humans' effect on it, sustainability education takes a human-centered approach talking about how what is happening to the earth is now affecting us in all aspects of our lives (Strife, 2010). Economic, social, technological, and environmental sustainability are all represented in sustainability education. It is important to note that since their inception and to this day the terms, education for sustainability (EfS), education for sustainable development (EfSD), Sustainability Education (SE) have been used interchangeably. For the purpose of this report, the term sustainability education will be used.

In 1995, Jaimie Cloud founded the Cloud Institute for Education for Sustainability (originally named Sustainability Education Center) and by the late 2000's the organization set forth a framework for teaching sustainability education that included performance indicators that were radically different than those of environmental education due to the inclusion of new topics such as cultural preservation, sustainable economics, and a strong sense of place. The Cloud Institute defines SE as, "a transformative learning process that equips students, teachers, and school systems with

the new knowledge and ways of thinking we need to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend.” (The Cloud Institute, 2013)

Despite this new shift in the field of environmental education towards sustainability education programming for adults still appears to be lacking. One possible reason for this could possibly be that adults are learning sustainability and environmental concepts without acknowledging that a learning process is going on. (Sumner, Environmental Adult Education and Community Sustainability, 2003) Another reason could be a lack of interaction between adults of different “tribes”, ie professions, socioeconomic classes, ages, etc. Interaction between people of different tribes could aid in the transference of knowledge when it comes to sustainability. (Flowers, Guevara, & Whelan, 2009). One place where people of different tribes gather to teach and learn is at folk schools.

#### **IV. Folk Schools**

The European folk school tradition started in early 19<sup>th</sup> century Denmark by a philosopher named NFS Gruntvig who believed education should be for all people. At the time the schools in Denmark were reserved for the elite class and being taught in German or Latin which was not the native language. Seeing the education gap between the classes broaden he proposed the idea of a folk school that would teach important and relevant skills to all people in their native language. (Parke & Ribble, 2013; The History and Philosophy of the Nordic Folk School Movement, n.d.). This idea was picked up in the United States in the early 20<sup>th</sup> century by a couple traveling throughout Appalachia.

They saw the great disparities between the mountain people and educated city people and dreamt up a school that would educate the mountain people in useful skills for their region and way of life (John C.Campbell Folk School, 2013) (Arbutus Folk School).

The first folk school in North America, the John C. Campbell folk school in Brasstown, NC, was founded in the 1920's. Though original focus of this school was educating those "mountain people," it has now shifted to being a haven for craft education for people from around the world. (John C.Campbell Folk School, 2013) Today, the focus of folk schools in North America tends to be on crafts, arts, building and woodworking, sustainable living skills, and farming practices. The classes are generally only up to a week in length with most schools appearing to offer single or two day classes (Gauper, 2013). For the most part folk schools remain autonomous schools and are based on spreading knowledge of regionally relevant skills and life-long learning (The History and Philosophy of the Nordic Folk School Movement, n.d.; The Living Arts School, 2013).

## **CHAPTER THREE: THE METHODS**

### **Statement of Sub-Problems and Sub-sub-problems**

- Sub-Problem 1            Define folk school
- Sub-Problem 2            Create a list of North American folk schools
- Sub-Problem 3            Analyze folk school websites to determine if folk schools are  
teaching sustainability education
- Sub-sub-problem 1: Perform content analysis on mission statements
- Sub-sub-problem 2: Determine word/phrase frequency on websites
- Sub-sub-problem 3: Organize website data with Cloud Institute standards
- Sub-Problem 4            Create a folk school directory

### **Treatment of Sub-Problems and Sub-Sub-Problems**

#### **Sub-Problem 1: Define folk school**

After some preliminary and cursory internet research, a basic definition of folk school was created in order to start the research process. For the sake of this study, a folk school is being defined as an organization with folk school in the title, which operates year round, and offers a wide variety of classes. This distinction was made so that there would be no confusion with the folk high schools or folkehøgskole of Europe and to weed out those that only offered classes once per year or only offer classes in folk music. This definition was then further expanded upon with the completion of Sub-Problem 3.

## **Sub-Problem 2: Create a list of North American folk schools**

A list of folk schools was created by utilizing grey literature, internet search engines, and folk school websites. The article *25 Inspiring Folk Schools Rooted in Community* (Best Choice Schools, 2014) was used as an initial basis for this sub-problem though some were later eliminated for not fitting the criteria set out in sub-problem 1. Specifically, some of the folk schools did not contain the phrase folk school in their organization name. From this initial list, each folk school website was then reviewed for links to additional folk schools. A Google search of over 200 pages of results provided the final folk schools bringing the list up to 23 unique organizations. Two organizations, Highlander Folk School and Danebold Folk School, were subsequently removed from the list because they did were no longer in operation or had changed names. Mikell Folk School was later removed because of it only operates one weekend per year. Lastly, Louisville Folk School as removed because it focused solely on music and therefore would not be pertinent to the study. This brought the list to 19 folk schools with 18 in the United States and 1 in Canada.

### **Sub-Problem 3: Analyze folk school websites to determine if folk schools are teaching sustainability education**

In early 2015, the websites of all 19 folk schools were accessed and the following information was gathered, converted to .pdf form, and printed if available: mission statement, about us page, welcome page, and any additional pages with information about what the folk school does, how it does it, or who it does it for. The .pdf files were organized into folders on an external hard drive and each mission statement was then typed and saved as an individual .txt file, labeled with the folk school, and saved into a separate folder entitled Mission Statements for easy analysis. Printed information was organized alphabetically by folk school name into a three ring binder. Additional steps were sometimes required for specific sub-sub-problems and are discussed under those headings.

#### ***Sub-sub-problem 1: Perform content analysis on mission statements***

Mission statements were initially open-coded then further analyzed using mixed methods of inductive and deductive content analysis. A qualitative content analysis web application called QCAMap was used to assist the research in performing the coding task. QCAMap enables the user to upload multiple documents and code in a similar fashion to hand-coding but with less memory recall required by the researcher as all the codes and the text are in the same place on the computer. The task of coding still must be done by the researcher, the web application simply assists in the organization of thoughts.

To begin analyzing the mission statements, all 19 .txt files were uploaded to the web application and rules were set for the research. Since QCAMap is a qualitative

content analysis program, several parameters needed to be set before coding could commence. A research question was set as “What are folk schools doing, how are they doing it, in what learning environment, and to whom.” Inductive category formation was selected for the content analytical technique though in reality a mixture of inductive and deductive were used to initially the data. Coding unit was defined as phrase or clause (word sentences) and the context unit was defined as “spirit of the idea.” Category definitions were 1) what are they doing, 2) how are they doing it, 3) in what learning environment, and 4) for whom. Each category was assigned a color 1) purple, 2) red, 3) green, and 4) yellow. Lastly, a specific level of abstraction was selected.

In the initial coding process into propositions, specific attention was paid to the intention behind phrases as they were coded. Two phrases with similar wording might be coded differently depending on the intention behind the words. Essentially, phrases were coded into propositions and themes at the same time and then sorted into categories afterwards—thus utilizing inductive and deductive analysis at the same time. Two phrases needed to have the same intention and the same spirit of the idea to be included in the same proposition. This distinction was made to differentiate between 1) what are they doing, which were phrases that contained active verbs and 2) how are they doing it, which were more passive and typically started with a prepositional phrase. Once coding into propositions was completed they were sorted into by color and then open-coded into categories and sub-categories within that theme. All data was then exported to excel for further qualitative and quantitative analysis of the results.

### ***Sub-Sub-Problem 2: Analysis of folk school websites for themes***

Five websites were chosen for analysis by assigning a number to each folk school and then using an internet random number generator. The Driftless Folk School was initially chosen by the random number generator but emotional conflict due to it being a place of previous employment caused the researcher to choose another to minimize bias in results. Once the folk schools were chosen, all the data from their respective .pdf files were copy and pasted into a word document and converted to a .txt file. The text was then rendered, removing any information not relevant to this research. Non-important information included: class registration information, long lists of class names, historical information about the school, slogans, photo captions, course descriptions, acknowledgements, membership information, and anything not directly related to what happens at the folk school in the present day or will happen in the near future. Mission statements were also removed as they were previously analyzed in sub-sub-problem 1. Once website information was pared down it, the content was then analyzed using a unique mix of methodology.

First, the entire document containing the information from all five websites (appendix A) was used to create a word cloud with the online word cloud generator. Wordle uses word frequency and the removal common English words (such as and, it, and the) to create an image that is meant to show the main themes of the text provided. Words that are used more frequently in the text appear larger in the image while ones that appear infrequently appear small or not at all. As the words are seen out of context, it is important for the researcher to not use this method as their sole source of data. (McNaught & Lam, 2010; McKee, 2014) Five more word clouds were created, one for

each folk school. Minimal tinkering with the final product of each word cloud did take place including adding the name of the folk school a couple more times so that it would appear larger in the word cloud and removing words that did not add to the theme. The overall feel of the word cloud was not tampered with at all. The word clouds were then analyzed for theme. Data was also quantitatively analyzed in excel to determine the word frequency of words between all the word clouds. Word frequency of the initial document was also analyzed. In this stage, phrases were also taken into account.

### ***Sub-sub-problem 3: Using the Cloud Institute Indicators to analyze the websites***

The Cloud Institute for Sustainability Education is a United States nonprofit that, amongst other things, has created an education for sustainability framework with standards and indicators (The Cloud Institute, 2013). The framework is utilized by school systems and educators as a basis for teaching sustainability education. For this research project, the website information from the 5 folk schools was analyzed sentence by sentence and deductively coded into categories pertaining the Cloud Institute's 9 standards for sustainability Education. The Indicators/learner outcomes, were not taken into account as they were created for K-12 teachers. Conclusions were then drawn from this data.

### **Sub-Problem 4: Create a folk school directory**

Information from folk school websites, Facebook pages, and web searches were used to create a folk school directory.

## **CHAPTER FOUR: THE RESULTS**

### **Sub-Problem 3      Analyze folk school websites to determine if folk schools are teaching sustainability education**

Sub-sub-problem 1: Perform content analysis on mission statements

Sub-sub-problem 2: Determine word/phrase frequency on websites

Sub-sub-problem 3: Organize website data with Cloud Institute standards

#### **Introduction:**

The following chapter presents the results of Sub-Problem 3 and pertaining sub-sub-problems. The results of other sub-problems are discussed further in Chapter 5.

## **Sub-sub-problem 1: Perform content analysis on mission**

### **statements:**

Qualitative Content Analysis of 19 folk school mission statements was used to answer the following questions: What do folk schools do, how do they do it, for whom, and in what learning environment? Each sub-question was its own theme into which categories were placed into. Mission statements were coded into propositions and themes simultaneously then put into categories and sub-categories. The data was then quantitatively analyzed in Excel.

### **Theme One: What do folk schools do?**

Categories and propositions coded into this theme were chosen for their active verbs. All 19 folk schools are represented in this theme which offers one level of validity to the theme since all 19 of them are in fact doing something. The four categories under this theme are 1) Community, 2) Skills, Arts, and Crafts, 3) Promote Respect for the Earth, and 4) Enrich Lives. Number of propositions per category and number mission statements represented per category are noted in Figure 1.

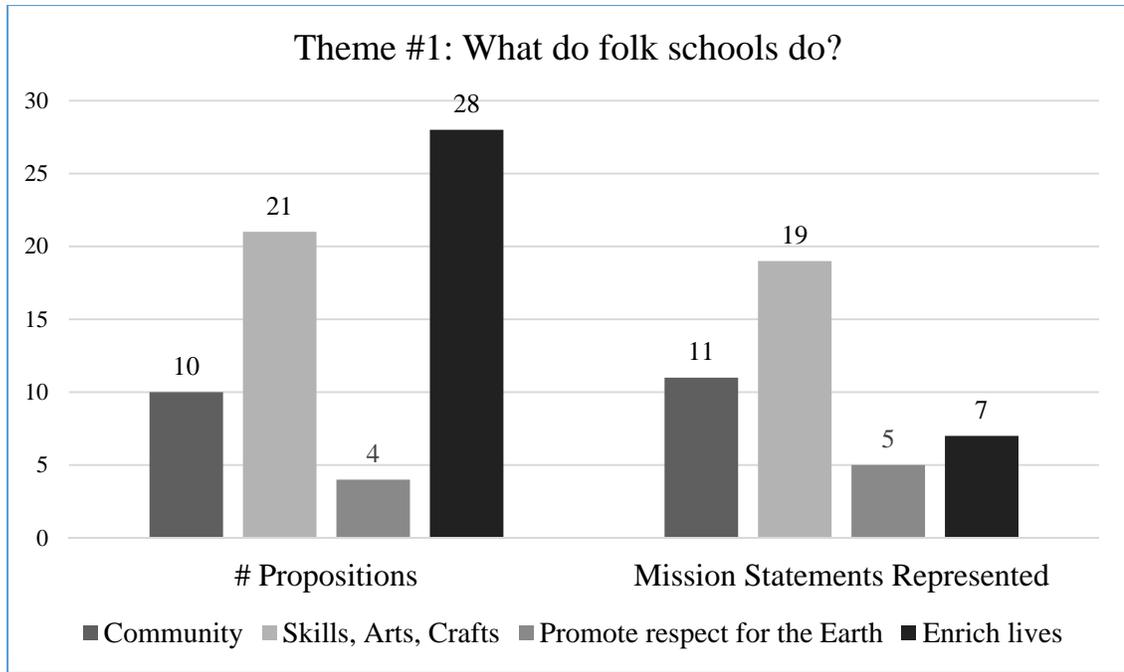


Figure 1. What do folk schools do?

### Category 1: Provide Community

Propositions under this category included those the active desire to build community, support communities, or be an example community. Out of those 11, 4 mission statements described a desire to “build community.” The type of community that is being built or supported appears to be of great importance as well. Qualifiers used to describe community in this category included: healthy, sustainable, vibrant, friend, nurturing, and “of inspiration.”

### Category 2: Skills, Arts, Crafts

Another common thread in the mission statements is desire to actively promote, preserve, and perpetuate skills, arts, and crafts. One folk school summed it up by using this phrase “provide diverse educational experiences.” Distinctions were made for

whether the verb was describing skills, arts, crafts, traditions, etc. Each subject mentioned in the mission statement received its own sub-sub-category if that had been relevant to the research questions.

#### *Subcategory 1 Promote*

Propositions in this subcategory refer to the action of promoting, teaching, and sharing. Also included were three propositions pertaining to honoring work, because honoring a skill seems closely aligned with promoting. Out of the 11 folk schools in this category, 10 fit into this subcategory. Three mission statements mentioned that the folk schools share an array of folk arts and teach skills. Mission statements often had descriptors for each subject area such as: folk arts, practical skills, the arts of our ancestors, crafts of the Adirondacks, etc.

#### *Subcategory 2 Preserve*

Of 11 mission statements in this category, 4 actively refer to what they are doing as *preserving* knowledge. To preserve knowledge is to maintain it or keep it from disappearing. Mission statements in this category referred to preserving the arts, skills, and traditions of rural living and our ancestors.

#### *Subcategory 3 Perpetuate*

An important distinction between preserve and perpetuate was made to create a third subcategory. The 5 mission statements placed in this subcategory expressed a desire to restore, perpetuate and renew. This goes beyond simply preserving something to

carrying it forward into the future. 4 out of 4 mission statements that wanted to preserve also wanted to perpetuate and with the propositions coming from the same phrases in the mission statements (ie to preserve and perpetuate the arts of our ancestors). Two mission statements also stated the active desire to be a community of renewal.

### **Category 3: Promote respect for the Earth**

Four propositions were coded into this category including one about sustainability, one about resilience, and one about preservation of forest and farmland, as well as the category namesake. One limitation to be noted is that sustainability and resilience have multiple dimensions which may or may not pertain to the natural world. Context however implied that they this as a possible definition in this instance

### **Category 4: Enrich Lives**

Propositions coded into this category convey an active promotion of bettering oneself with 8 out of the 19 mission statements making this distinction. Each proposition in this category was present in more than one mission statement and include a phrase verbatim or comparable to promotes self-reliance, promotes personal development, enrich lives, and inspire the heart. Two mission statements mention promoting personal development and two mention self-reliance in exact language.

## Theme Two: How do they do what they do?

Propositions and subsequent categories chosen for this theme were coded due to their passive nature. For example, “teaching folk skills” would be active and therefore put into Theme One, while “by teaching folk skills” is more passive and went under Theme Two. The main distinction tended to be the use of a prepositional phrase at the beginning of the proposition such as by or through. The names of the first 3 categories were chosen because of similarity in language to a few folk school mission statements. Number of propositions per category and number mission statements represented per category are noted in Figure 2.

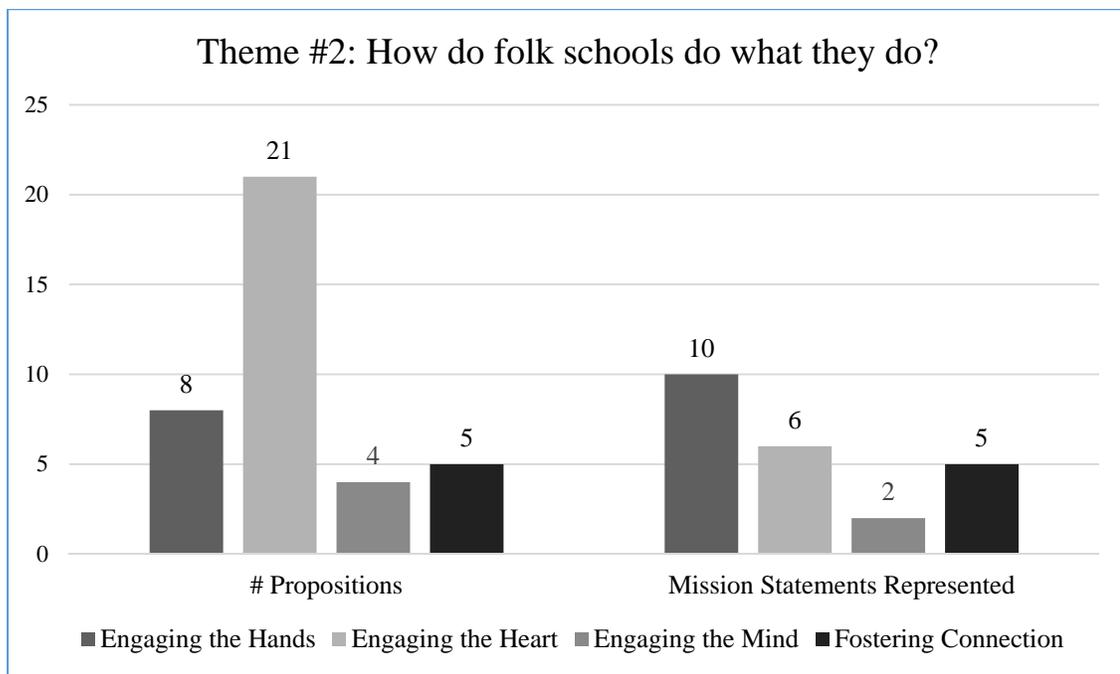


Figure 2. How do folk schools do what they do?

### Category 5: Engaging the Hands

Propositions under this category refer to physical hand work or teaching of skills. Three mission statements had phrases related to teaching folk arts, folk crafts, and/or folk skills.

#### **Category 6: Engaging the Heart**

Propositions were chosen for this category that seemed to speak to the creative soul of the participant. Words such as creative, meaningful, inspiring, enrich, and spirit gained these phrases passage this category.

#### **Category 7: Engaging the Mind**

Propositions in this category refer to the passing on of knowledge and inspiring the mind.

#### **Category 8: Fostering Connection**

Connection to teachers, community, intergenerational learning experiences, and physical location all fit into this category.

### **Theme Three: Who is a folk school for?**

This theme only contains one category, Individuals and families. Number of propositions in the category and number mission statements represented in the category are noted in Figure 3.

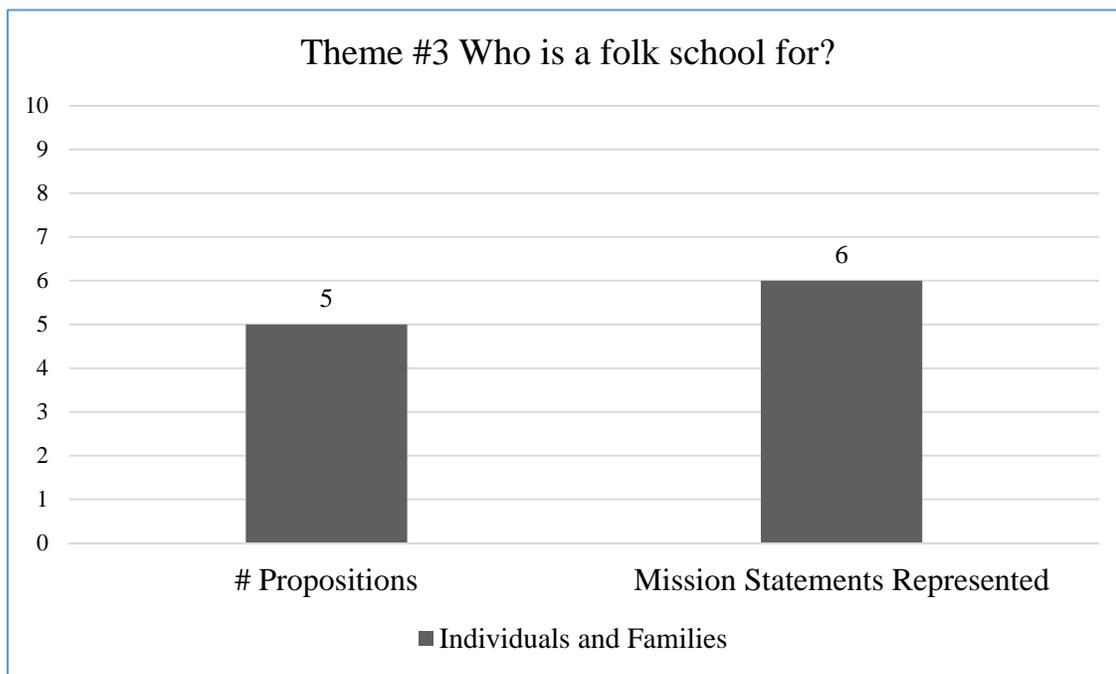


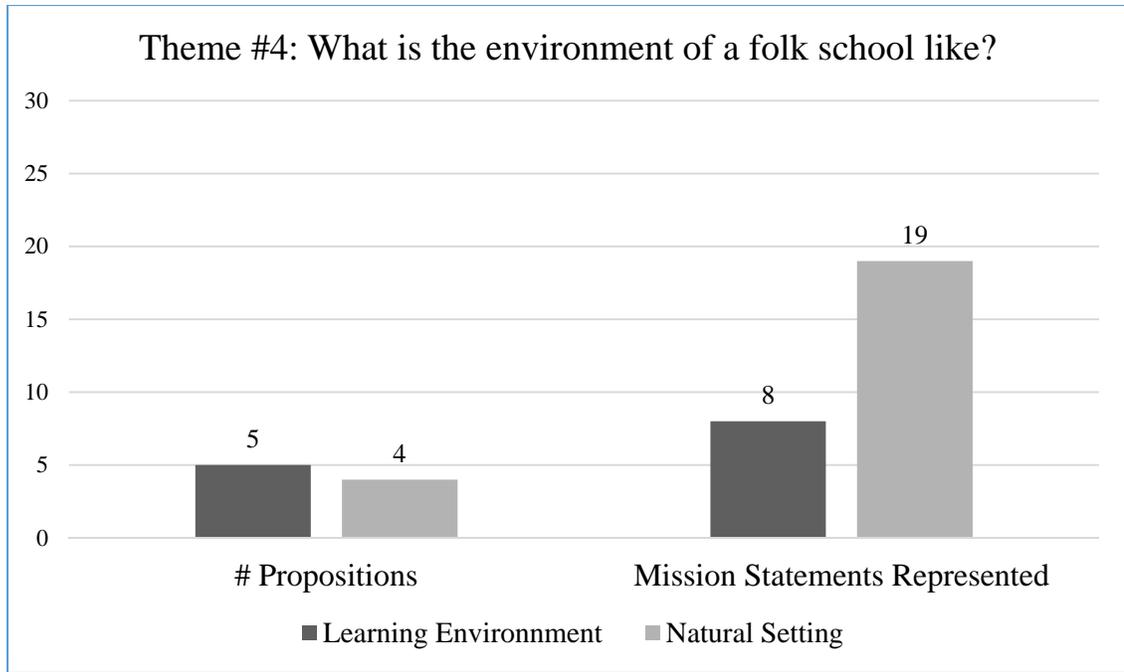
Figure 3. Who is a folk school for?

### Category 8: Individuals and families

Propositions coded into this category all refer to who the mission statement states as the folk school audience. Not all mission statements list an audience in their mission statement but 5 out of 6 that did stated the audience as being for all ages with the two specifically saying for individuals and families. Only one specifically stated their program as solely for adults in their mission statement.

### Theme Four: What is the environment of a folk school like?

Under this theme there are two categories, 1) Learning environment and 2) Natural setting. Propositions in these categories were chosen because of their use of the word “in” at the beginning or close to the beginning of the phrase. Number of propositions per category and number mission statements represented per category are noted in Figure 4.



*Figure 4. What is the environment of a folk school like?*

**Category 10 Learning Environment**

Propositions placed in this category refer to a nonphysical environment. Seven folk schools in this category has phrases in this mission statements that fit into two propositions, “learning in a community setting” and “in a positive atmosphere.”

**Category 11: Natural Setting**

Propositions in this category referred to location specific settings related to their folk schools. For example, only one folk school states it is in the heart of a 60,000 acre wilderness in its mission statement.

### ***Sub-sub-problem 2: Analyze word/phrase frequency on websites***

In order to draw conclusions in Chapter 5, a document containing information from five folk schools was analyzed for to determine word and phrase frequency using two different methods, word clouds and word/phrase counters. This section contains the data collected during this process.

The text was first entered into Wordle web application to create word clouds. The resulting products follow 1) figure 6 displaying the word frequency of words used on all five websites, 2) figure 7 displaying the word frequency of words used on the Arbutus Folk School website, 3) figure 8 displaying the word frequency of words used on the CedarRoot Folk School website, 4) figure 9 displaying the word frequency of words used on the Forest Folk School Website, 5) figure 10 displaying the word frequency of words used on the Heartwood Folk School website, and 6) figure 11 displaying the word frequency of words used on the Whatcom Folk School website. Folk schools were chosen using an internet random number generator yet interestingly, three of the five come are located in the Pacific Northwest: Arbutus, CerdarRoot, and Heartwood.







Though word clouds are great visual representations of word frequency without common words overpowering the data, phrases that are used together are left out and words are subsequently taken out of context. Table 1, below, shows the frequency of words that were used together to form phrases

*Table 1. Key Phrases and Frequency in Word Cloud original text*

**Key Phrases and Frequency in Original Text**

| <b>Phrase</b>              | <b>Frequency</b> |
|----------------------------|------------------|
| folk school                | 15               |
| intergenerational learning | 5                |
| living democracy           | 2                |
| practical skills           | 2                |

As drawing conclusions from the word clouds seemed to call upon the researcher's subjectivity and gut feelings, keyword frequency of all words in the text was gathered as well to add weight to the data. See table 2. Primary keywords refer to all noncommon English words present in the text.

Table 2. Keyword frequency from word cloud original text

## Frequency on primary keywords in original texts

| Primary Keywords                                                                                                                                                           | Frequency |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Skills                                                                                                                                                                     | 18        |
| School                                                                                                                                                                     | 15        |
| Folk                                                                                                                                                                       | 15        |
| Community                                                                                                                                                                  | 9         |
| Learning                                                                                                                                                                   | 9         |
| arts, knowledge, Whatcom                                                                                                                                                   | 7         |
| more, together, intergenerational, communities                                                                                                                             | 6         |
| crafts, rural, life, people                                                                                                                                                | 5         |
| local, living, offer, food, each, resilience, youth, transfer, sustainable                                                                                                 | 4         |
| through, experiences, education, forest, wisdom, craft, world, traditions,                                                                                                 | 3         |
| One, promote, sustainability, program, provide, resilient, values,<br>instructors, skilled, need, seek, environment, work, make, natural, bring,<br>sure, artisans, family |           |

Information was then gathered to compare the each individual folk school word cloud. Words contained inside each word cloud were manually recorded and then run through the word frequency web application to determine in how many of the word clouds a specific keyword was present. The data is displayed in figure 13, below.

Table 3. Word frequency between word clouds

**Keyword Frequency between Word Clouds**

| <b>Keyword</b>                                                                                                                                                               | <b>#</b>   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| School, folk, community                                                                                                                                                      | 5 out of 5 |
| Skills, offer, knowledge                                                                                                                                                     | 4 out of 5 |
| Together, provide, living, intergenerational, food, education, communities                                                                                                   | 3 out of 5 |
| work, unique, traditional, rural, past, participating, natural, local, life, learning, island, energy, educational, economy, creative, crafts, bring, beyond, arts, artisans | 2 out of 5 |

***Sub-sub-problem 3: Organize website data using Cloud Institute standards***

Data from each folk school was read carefully sentence by sentence. Each sentence and phrase was then coded into one of the following nine themes taken from the Standards for Sustainability Education put out by the Cloud Institute: 1) Cultural Preservation & Transformation, 2) Responsible Local & Global Citizenship, 3) The Dynamics of Systems & Change, 4) Sustainable Economics, 5) Healthy Commons, 6) Natural Laws and Ecological Principles, 7) Inventing and Affecting the Future, 8) Multiple Perspectives, and 8) A Strong Sense of Place. Phrases could be coded into multiple categories. Any inconsequential phrases such as “Welcome to...” were left out of this process. Though flexibility and open-mindedness were applied in case a new

category needed to be created, all phrases and sentences fit into one or more of the Cloud Institute Standards. Phrases were coded into themes if the researcher felt they had the essence of the standard in question by looking at word choice and subject matter.

**Theme One: Cultural Preservation & Transformation:**

*Definition: The preservation of cultural histories and heritages and the transformation of cultural identities and practices that contribute to sustainable communities.*

Phrases put into this theme generally related to the passing on of knowledge and skills from one culture, one person, or one generation to another. All five folk schools were represented in this theme. This theme was the most commonly found in the data. One example of a proposition from each folk school can be found in table 4.

*Table 4. Cultural Preservation & Transformation: Proposition Examples*

| <b>Cultural Preservation &amp; Transformation: Examples: Examples</b> |                                                                                                                                                         |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                                               | Advance appreciation for cultures indigenous to the Puget Sound region and assist in their preservation                                                 |
| CedarRoot                                                             | We gather together those in our community with rural wisdom and assist them in transferring that wisdom through teaching "hand to hand".                |
| Forest                                                                | These intergenerational learning experiences provide a unique and life-changing education focusing on bringing to life the traditions of our ancestors. |
| Heartwood                                                             | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds                                    |
| Whatcom                                                               | 3. Honoring Elders -- Learning from those who have lessons to share.                                                                                    |

## Theme Two: Responsible Local & Global Citizenship

*Definition: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities.*

Four out of five folk schools had phrases in their websites which were coded into this theme. Many of the phrases chosen for this theme because of reference to community sustainability and resilience whether in actual phrase or in feeling. One example of a proposition from each folk school can be found in table 5.

Table 5. Responsible Local & Global Citizenship: Proposition Examples

| <b>Responsible Local &amp; Global Citizenship: Examples</b> |                                                                                                                                                                                                |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                                     | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                           |
| Forest                                                      | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future... both personally and as a community. |
| Heartwood                                                   | skills for greater sustainability and resilience not currently being taught in our area.                                                                                                       |
| Whatcom                                                     | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy.         |

### **Theme Three: The Dynamics of Systems & Change**

*Definition: A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements ‘hang together’ and change because they continually affect each other over time.*

With only three propositions and two folk schools represented, this was the least commonly chosen theme. One example of a proposition from each folk school can be found in table 6.

*Table 6. The Dynamics of Systems and Change: Proposition examples*

| <b>The Dynamics of Systems &amp; Change: Examples</b> |                                                                                                    |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Heartwood                                             | energy conservation                                                                                |
| Whatcom                                               | as food and energy prices rise we’ll all need to work together to make sure our basic needs are me |

### **Theme Four: Sustainable Economics**

*Definition: The evolving set of theories and practices of economics that integrates the economic, and social systems with the ecological systems required to support and maintain life on the planet.*

Four propositions from three different folk schools were coded into this category. One example of a proposition from each folk school can be found in table 7 on the following page.

Table 7. Sustainable Economics: Proposition Examples

| <b>Sustainable Economics: Examples</b> |                                                                                                                                      |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy. |
| Heartwood                              | 1. FOOD GROWING PRESERVING & COOKING                                                                                                 |
| Whatcom                                | We need to keep our local economy functional                                                                                         |

### **Theme Five: Healthy Commons**

*Definition: Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).*

All five folk schools are represented in this theme with 18 total propositions. One example of a proposition from each folk school can be found in table 8.

Table 8. Healthy Commons: Proposition Examples

| <b>Healthy Commons: Examples</b> |                                                                                                                                                                                                       |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                          | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                                  |
| CedarRoot                        | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
| Forest                           | at Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                             |
| Heartwood                        | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                                                                                                             |
| Whatcom                          | including the natural world we all depend on                                                                                                                                                          |

## **Theme Six: Natural Laws & Ecological Principles**

*Definition: The laws of nature and science principles of sustainability*

Seven phrases from two folk schools were put into this theme though several others were considered. One example of a proposition from each folk school can be found in table 9.

*Table 9. Natural Laws & Ecological Principles: Proposition Examples*

---

| <b>Natural Laws &amp; Ecological Principles: Examples</b> |                                                                                         |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------|
| CedarRoot                                                 | Each class translates ecology lessons found in the natural world into human communities |
| Heartwood                                                 | 4. NATURE SKILLS & UNDERSTANDING                                                        |

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## **Theme Seven: Inventing & Affecting The Future**

*Definition: The vital role of vision, imagination, and intention in creating the desired future.*

Phrases from all five folk schools were coded into this theme. Phrases were chosen for their future driven language or activities that represented care and consideration for a sustainable future. One example of a proposition from each folk school can be found in table 10 on the following page.

Table 10. *Inventing & Affecting The Future: Proposition Examples*

---

| <b>Inventing &amp; Affecting The Future: Examples</b> |                                                                                                                                                                                                       |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                               | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                                  |
| CedarRoot                                             | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
| Forest                                                | At Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                             |
| Heartwood                                             | 1. FOOD GROWING PRESERVING & COOKING                                                                                                                                                                  |
| Whatcom                                               | 4. Awareness-- Raising awareness about the changes we need to create more sustainable and resilient communities.                                                                                      |

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### **Theme Eight: Multiple Perspectives**

*Definition: The perspectives, life experiences, and cultures of others, as well as our own*

All five folk schools were represent in this theme. Propositions were chosen for this theme if they referenced connection to others through the transfer of knowledge and skills. Intergenerational learning was referenced on several occasions. One example of a proposition from each folk school can be found in table 11 on the following page.

Table 11. Multiple Perspectives :Proposition Examples

| <b>Multiple Perspectives: Examples</b> |                                                                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                | The Arbutus Folk school brings together highly skilled teachers and artisans of crafts to offer rich positive experiences that inspire lifelong learning. |
| CedarRoot                              | CedarRoot places a high value on craftsmanship in manual skills and intergenerational mentoring                                                           |
| Forest                                 | Beyond the transfer of knowledge intergenerational learning fosters relationships between different generations.                                          |
| Heartwood                              | cooperation with other valuable educational sources from the Gulf Islands of BC                                                                           |
| Whatcom                                | Inclusivity -- Believing that everyone in the community holds a part of the story and a part of the solution to a more sustainable and resilient county.  |

### **Theme Nine: Strong Sense of Place**

*Definition: The strong connection to the place in which one lives*

Three of the five folk schools referenced this theme with a total of nine phrases. Phrases were chosen if they portrayed fostering connection between the individual and the natural world, land, or location of the folk school itself. One example of a proposition from each folk school can be found in table 12 on the following page.

Table 12. Strong Sense of Place: Proposition Examples

---

| <b>Strong Sense of Place: Examples</b> |                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus                                | Students will be able to explore the richness and variety of the Northwest's unique cultural heritage through activities which have served Northwest communities from one generation to the next. |
| Heartwood                              | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds.                                                                             |
| Whatcom                                | to strengthen and bring resilience to the communities of Whatcom County                                                                                                                           |

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## **CHAPTER FIVE: CONCLUSION**

### **Statement of Sub-Problems and Sub-sub-problems**

- Sub-Problem 1      Define folk school
- Sub-Problem 2      Create a list of North American folk schools
- Sub-Problem 3      Analyze folk school websites to determine if folk schools are  
teaching sustainability education
- Sub-sub-problem 1: Perform content analysis on mission statements
- Sub-sub-problem 2: Determine word/phrase frequency on websites
- Sub-sub-problem 3: Organize website data with Cloud Institute standards
- Sub-Problem 4      Create a folk school directory

### **Conclusions and Implications:**

#### **Sub-Problem 1    Define folk school**

The folk school movement in North America is still new and no formal definition of a folk school exists. There is no folk school consortium, folk school annual conference, or even folk school Wikipedia page. For the purpose of this research a folk school was simply defined as an organization with folk school in the title, which operates year round, and offers a wide variety of classes. Though this working definition helped get the ball rolling for the research project, it did not fully describe the scope of what a

folk school does. After analyzing data from 19 folk school mission statements and 5 folk school websites as well as reviewing current literature on the subject, a greater understanding of what a folk school is was attained.

The folk schools in North America are in all corners of the continent and even though they may offer different courses or have different business models, they all appear to have certain things in common. For one folk schools are havens traditional skills, arts, and crafts. Every folk school, whether their mission statement says it or not, offers classes related to passing down traditions. Their websites are filled with offerings of unique classes, many of which specialize in sustainable living skills. These skills such as organic gardening, blacksmithing, chicken butchering, basketry, hide tanning, etc. are remnants from an older time that are made relevant now in uncertain times. Not only do they provide physical opportunities to learn but folk schools also provide a safe, positive, and welcoming environment for anyone who wants to come learn.

“Students enrolling in these folk schools defy stereotype. They’re successful corporate businessmen, newly married couples, retirees, and students eschewing college. What they do have in common is the desire to learn forgotten skills, from building a stone oven to raising hens.” (Want to Go to Folk School?, 2014)

Intergenerational learning is stressed as a tenet at many of the schools and that connection to others, the land, the physical location, ancestors, and indigenous skills is tantamount.

Conclusions:

Decidedly, a folk school is more than simply an organization with folk school in the title. Using the categories created when analyzing the folk school mission statement

and some added flair, a new and somewhat clunky working definition of folk schools emerged. After coding 19 mission statements it only made sense to form this definition into a long mission statement format. It is as follows: A folk school is an organization whose mission is to enrich the lives of individuals and families, build community, promote respect for the earth, and promote, preserve, and perpetuate folk skills, arts, and crafts by engaging the hands, the heart, and the mind, and fostering deep connection to self, others, the natural world in a positive learning environment.

### **Sub-Problem 2    Create a list of North American folk schools**

While an original list was created to get the research started and a directory was built of it as a final product for this project, a new list could certainly be made to include more folk schools and folk school-like organizations that do not contain the term folk school in their title. Suggestions include of other folk schools that do not fit the criteria used to address sub-problem one include: Penland School for Crafts, Haystack Mountain School of Crafts, and Vesterheim Folk Art School. Expanding the search beyond the internet may also help create a more comprehensive list.

### **Sub-Problem 3: Analyze folk school websites to determine if folk schools are teaching sustainability education**

The main purpose of this research was to determine if folk schools across the North America are teaching sustainability education in their organizations after completing this sub-problem (and reviewing literature) the research seems to be overwhelmingly in the affirmative.

### ***Sub-sub-problem 1: Perform content analysis on mission statements***

After analyzing the mission statements of 19 folk schools across North American, a new folk school definition was created. This definition was stated previously in the last sub-problem. Though the validity of school mission statements has been tested in the past and they were found to be trustworthy sources of quantitative data (Stemler, Bebell, & Sonnabend, 2011) folk school mission statements don't appear to paint the full story of what they do. Some folk school mission statements lack any reference to the types of classes they teach or are so generic that it could apply to any number of organizations. Another folk used complicated phrases and concepts in their mission statement making it difficult to code, let alone know what it was they were doing. While the gist of the organizations was gained using this method, it was not the most effective or straightforward way to gain information.

### **Conclusions:**

The data provided in this mission statements does appear to support the hypothesis that folk schools are teaching sustainability education. Two mission statements specifically mentioned sustainability in their mission statement nearly all of them refer to cultural preservation which is the first standard in the Cloud Institute's Framework for Sustainability Education. Finally, the mission statements as a whole also strongly relate the Cloud Institute standard of Inventing & Affecting the Future and Multiple Perspectives.

*Sub-sub-problem 2: Determine word/phrase frequency on websites*

A great deal of data was collected in regards to frequency of certain word and phrase usage on folk school website. The word clouds provided excellent visual representations of the themes present on the folk school website with community, skills, knowledge, arts, intergenerational learning clearly being important amongst all the folk school schools. The word cloud containing information from all the folk schools, however, was slightly misleading. Though the text from each folk school was roughly the same length, some folk schools had much more densely packed paragraphs with nearly every word stating something else they were doing or they repeated one phrase heavily and it therefore skewed the data. The word intergenerational is an excellent example of this as it was repeated four times in one paragraph by one of the folk school and only once each on two other folk school websites.

Despite the flaws of word clouds, it is evident from them that sustainability is at least present at folk schools. Also evident is that different folk schools have different themes. While Whatcom Folk School and Heartwood Folk School but have resilience and sustainable front and center in their word clouds, Arbutus, Forest and CedarRoot Folk Schools appear to lean more heavily towards the arts, skills, and actual learning environment present at the folk school. This could either be related to a different theme for the folk school or a difference in how the website was set up. Since there is not standard way to create a website, this was a bit of a flawed way to do research. Word clouds also take words out of context and remove them from words are always used in conjunction with. For example, several of the folk schools have the word environment on their word cloud. The environment is a central theme of sustainability education and

therefore this could be seen as proof that folk schools are teaching it. However, upon further inspection of the data it becomes evident that the word environment was most often used to describe the learning environment of classes and programs. In an effort to address this issue, word and phrase frequency generators were used in conjunction with the word clouds. The phrase generators, for example, found that the words intergeneration and learning were almost exclusively linked together.

### **Conclusions:**

By reviewing the data provided by the word clouds and the frequency generators, one can easily see a connection between sustainability and folk schools. Not only do the words sustainability, sustainable, and resilience come up but also a general feeling of cultural preservation and education. Arts, knowledge, community, skills, rural, intergenerational, and local all reflect values present in sustainability education and indicate that folk schools are teaching it. This information alone would not be enough to base a conclusion on.

### ***Sub-sub-problem 3: Organize website data with Cloud Institute standards***

The Cloud Institute for Sustainability Education provides a framework for K-12 educators to incorporate Sustainability Education into their coursework. The framework includes standards as well as indicators/learner outcomes. After deductively coding using the standards as themes, it was determined that folk schools are in fact teaching sustainability education. It is important to note that only 5 websites were studied in depth using the Cloud Institute standards but that no evidence to the contrary was found on any of the websites or in any of the reviewed literature.

## **Conclusions:**

Initial conclusions were drawn after coding was completed. Phrases from the data easily fit into the standards with the experience of fitting the square peg into a round hole which is a danger researchers can run into with deductive content analysis (Cho & Lee, 2014) and the propositions created were spread out amongst all the standards. Even the standards that were low on results could also be present at folk schools but since class descriptions were not coded it is hard to tell. Websites did not contain detailed information about their programs with exception of their class descriptions and tended to utilize vague terms such as “practical skills.” This appears to be mostly the result of websites being a promotional tool from which the organization would want a visitor to learn as much possible about what they do in as short of time as possible leaving the webpage.

Each of the folk schools had a wide variety standards represented on their websites with the highest percentage of standards coming from Theme One: Cultural Preservation & Transformation. A program cannot include all the standards, especially without trying, and doesn't need to be considered education for sustainability (Eisenberg, 2011). Conclusions from the data take into account that fact that the Cloud Institute standards were initially created for K-12 programs and folk schools are not actively trying to attain them. Even with those stipulations, the data seems to clearly show a strong connection between folk schools and sustainability education.

## **Sub-Problem 4: Create a folk school directory**

Folk School Directory can be found in the Appendix.

### **Recommendations:**

- The connection between folk schools and sustainability education is strong yet no formal association has been forged between the two movements. Further research into this connection could potentially be beneficial to both—sustainability/environmental education finding a niche for adult programming and folk schools being able to apply for sustainability/environmental education grants. Interviews with representatives from folk schools during the slow months (January-March) could provide a jumping off point.
- The creation of a folk school consortium, alliance, or association would also be beneficial at spreading knowledge about folk school programming. The directory of folk schools as well as a copy of the abstract of this project will be sent all 19 folk schools studied and to the Folk Education Association—an organization that has been defunct for several years which appears to be coming back.
- The creation of a folk school Wikipedia page would be beneficial as Wikipedia is a jumping off point for many people doing personal research

Folk schools have sprung up from a desire to live more sustainably and close to the earth, it is hope of researcher that they are lasting and fruitful.



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## LIST OF APPEDICIES

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## **Appendix A**

### **Categories and Themes: Mission Statements**

Categories and Themes: Mission Statements

| <u>T#</u> | <u>Theme</u>        | <u>C#</u> | <u>Category</u>               | <u>SC#</u> | <u>Sub-Category</u> |
|-----------|---------------------|-----------|-------------------------------|------------|---------------------|
| T1        | What do they do     | C1        | Community                     |            |                     |
|           |                     | C2        | Skills, Arts, Crafts          |            |                     |
|           |                     |           |                               | SC1        | Promote/Teach/Share |
|           |                     |           |                               | SC2        | Honor/Preserve      |
|           |                     |           |                               | SC3        | Perpetuate          |
|           |                     | C3        | Promote respect for the Earth |            |                     |
|           |                     | C4        | Enrich lives                  |            |                     |
| T2        | How they do it      | C5        | Engaging the Hands            |            |                     |
|           |                     | C6        | Engaging the Heart            |            |                     |
|           |                     | C7        | Engaging the Mind             |            |                     |
|           |                     | C8        | Fostering Connection          |            |                     |
| T3        | For Whom            | C9        | Individuals and Families      |            |                     |
| T4        | In What Environment | C10       | Learning Environment          |            |                     |
|           |                     | C11       | Natural setting               |            |                     |

## **Appendix B**

### **Location and Propositions and Categories: Mission Statements**

Location and Propositions and Categories: Mission Statements:

| C# | Category  | P#  | Proposition                                   | Occurs In                                   |
|----|-----------|-----|-----------------------------------------------|---------------------------------------------|
| C1 | Community |     |                                               |                                             |
|    |           | P5  | connect people to real experiences            | Alaska, John C. Campbell                    |
|    |           | P9  | be a community of inspiration                 | Arbutus                                     |
|    |           | P27 | support healthy communities                   | Driftless, Ironwood                         |
|    |           | P28 | support sustainable communities               | Driftless, Two Rivers                       |
|    |           | P34 | build community                               | Fairbanks, Heartwood, Michigan, North House |
|    |           | P47 | be a non-profit education society             | Heartwood                                   |
|    |           | P48 | offering local and visiting experts, to teach | Heartwood, McDowell                         |
|    |           | P52 | foster.. vibrant communities                  | Ironwood                                    |
|    |           | P59 | provide a friendly, nurturing environment     | Porkies                                     |
|    |           | P65 | create a more democratic.. society            | Two Rivers                                  |

C2 Skills, Arts,  
Crafts

|     |                                                                        |                                 |
|-----|------------------------------------------------------------------------|---------------------------------|
| P1  | share an array of folk arts                                            | Alaska, Villages,<br>Adirondack |
| P7  | teaches skills                                                         | Alaska, Villages,<br>Adirondack |
| P8  | teaches skills that can grow<br>into life long pursuits and<br>passion | Alaska                          |
| P39 | promote the arts of our<br>ancestors                                   | Forest                          |
| P50 | teach..about practical.. skills                                        | Heartwood,<br>Whatcom           |
| P51 | teach.. about.. joyful.. skills                                        | Heartwood, John C.<br>Campbell  |
| P61 | provide diverse education<br>experiences                               | The Clearing                    |
| P71 | teaches the crafts of the<br>Adirondacks                               | Adirondack                      |
| P73 | promoting... cultural<br>preservation                                  | Adirondack                      |

|     |                                                     |                                   |
|-----|-----------------------------------------------------|-----------------------------------|
| P11 | honoring the work of hand                           | Arbutus, Crowley                  |
| P12 | honoring with the work of<br>the eye                | Arbutus                           |
| P13 | honoring the work of the<br>mind                    | Arbutus, Crowley                  |
| P15 | preserve... the skills... of<br>rural living        | Cedarroot                         |
| P16 | preserve... the... traditions...<br>of rural living | Cedarroot, Porkies,<br>Adirondack |
| P17 | preserve... the.. arts.. of rural<br>living         | Cedarroot                         |
| P37 | preserve... the arts of our<br>ancestors            | Forest                            |
| P10 | be a community of renewal                           | Arbutus, McDowell                 |
| P18 | restore the skills.. of rural<br>living             | Cedarroot                         |
| P19 | restore the.. traditions... of<br>rural living      | Cedarroot                         |
| P20 | restore... the arts... of rural<br>living           | Cedarroot                         |
| P38 | perpetuate... the arts of our<br>ancestors          | Forest, Two Rivers                |

|    |                                  |     |                                                    |                                    |
|----|----------------------------------|-----|----------------------------------------------------|------------------------------------|
| C3 | Promote respect<br>for the Earth | P26 | promotes respect for the<br>earth                  | Crowley, Heartwood                 |
|    |                                  | P56 | promote the preservation of<br>forest and farmland | Michigan, Porkies                  |
|    |                                  | P69 | provide opportunities that<br>promote resilience   | Whatcom                            |
|    |                                  | P72 | promoting sustainability                           | Whatcom,<br>Adirondack             |
| C4 | Enrich lives                     | P21 | inspire the heart                                  | Crowley, McDowell,<br>Adirondack   |
|    |                                  | P33 | enrich lives                                       | Fairbanks, North<br>House, Porkies |
|    |                                  | P24 | promotes personal<br>development                   | Crowley, Driftless                 |
|    |                                  | P25 | promotes self-reliance                             | Crowley, Adirondack                |
| C5 | Engaging the<br>Hands            | P3  | hands-on learning                                  | Alaska                             |

|     |                                                                                        |                                   |
|-----|----------------------------------------------------------------------------------------|-----------------------------------|
| P22 | by teaching folk arts                                                                  | Crowley, Michigan,<br>Porkies     |
| P23 | by... teaching folk crafts                                                             | Crowley, Ironwood,<br>North House |
| P35 | by teaching folk... skills                                                             | Crowley, Fairbanks,<br>Porkies    |
| P44 | by offering... experiences<br>that will inspire the hands<br>by.. providing.. programs | Forest                            |
| P55 | that promote renewal of<br>traditional folk arts                                       | Michigan                          |
| P66 | by providing means for the<br>sharing of practical arts<br>by providing the means for  | Two Rivers                        |
| P67 | the sharing of... applied<br>technology                                                | Two Rivers                        |

C6 Engaging the  
Heart

|     |                                                       |                     |
|-----|-------------------------------------------------------|---------------------|
| P29 | by providing creative...<br>educational opportunities | Driftless, Ironwood |
| P30 | by providing meaningful<br>educational opportunities  | Driftless, Forest   |
| P31 | by inspiring lifelong learning                        | Driftless           |

|    |                         |     |                                                             |                                |
|----|-------------------------|-----|-------------------------------------------------------------|--------------------------------|
|    |                         | P42 | by offering... experiences<br>that will enrich lives        | Forest                         |
|    |                         | P46 | by offering experiences that<br>will inspire the spirit     | Forest                         |
|    |                         | P53 | by encouraging sustainability                               |                                |
| C7 | Engaging the<br>Mind    |     |                                                             |                                |
|    |                         | P36 | by passing on... personal<br>knowledge                      | Fairbanks, Two<br>Rivers       |
|    |                         | P45 | by offering.. experiences that<br>will.. inspire the minds  | Forest, Two Rivers,<br>Whatcom |
| C8 | Fostering<br>Connection |     |                                                             |                                |
|    |                         | P14 | through engagement with<br>master artisans and<br>musicians | Arbutus                        |
|    |                         | P40 | by offering intergenerational<br>learning experiences       | Forest                         |
|    |                         | P43 | by offering... experiences<br>that will build community     | Forest                         |
|    |                         | P54 | through non-competitive<br>educational opportunities        | Ironwood, John C.<br>Campbell  |

|     |                             |                               |                               |
|-----|-----------------------------|-------------------------------|-------------------------------|
|     |                             | drawing upon the uniqueness   |                               |
|     |                             | of each of the scenic and     |                               |
|     | P68                         | historic villages of Van      | Villages                      |
|     |                             | Buren County Iowa             |                               |
| C9  | Individuals and<br>Families |                               |                               |
|     |                             | students of all ages and      |                               |
|     | P2                          | abilities                     | Alaska                        |
|     |                             | for individuals and families  |                               |
|     | P32                         | intergenerational learning    | Driftless, Whatcom            |
|     |                             | experiences                   |                               |
|     | P41                         |                               | Forest                        |
|     |                             | adults and also younger folks |                               |
|     | P49                         |                               | Heartwood                     |
|     |                             | adults                        |                               |
|     | P64                         |                               | The Clearing                  |
| C10 | Learning<br>Environment     |                               |                               |
|     |                             | learning in a community       | Alaska, Arbutus,              |
|     | P4                          | setting                       | John C. Campbell,<br>McDowell |
|     |                             | in a positive atmosphere      | Alaska, Fairbanks,            |
|     | P6                          |                               | John C. Campbell,<br>Porkies  |

|     |                 |                                                      |              |
|-----|-----------------|------------------------------------------------------|--------------|
|     | P57             | in a student-centered<br>learning environment        | North House  |
|     | P58             | in a learning environment<br>that inspires the hands | North House  |
|     | P62             | in the folk school tradition                         | The Clearing |
| C11 | Natural setting |                                                      |              |
|     | P63             | in a setting of quiet forests                        | The Clearing |
|     | P70             | in Whatcom County                                    | Whatcom      |
|     | P60             | in the heart of a 60,000 acre<br>wilderness          | Porkies      |

## **Appendix C**

**Propositions, Subcategories, and Sub-Sub Categories:**

**Mission Statements**

| Category                | SC# | Subcategory         | P#  | Propositions                                                        |     |                                      |
|-------------------------|-----|---------------------|-----|---------------------------------------------------------------------|-----|--------------------------------------|
| Skills, Arts,<br>Crafts | SC1 | Promote/Teach/Share | P1  | share an array of folk arts                                         |     |                                      |
|                         |     |                     | P7  | teaches skills                                                      |     |                                      |
|                         |     |                     | P8  | teaches skills that can grow into<br>life long pursuits and passion |     |                                      |
|                         |     |                     |     | promote the arts of our<br>ancestors                                |     |                                      |
|                         |     |                     | P39 |                                                                     |     |                                      |
|                         |     |                     | P50 | teach..about practical.. skills                                     |     |                                      |
|                         |     |                     | P51 | teach.. about.. joyful.. skills                                     |     |                                      |
|                         |     |                     | P61 | provide diverse education<br>experiences                            |     |                                      |
|                         |     |                     |     | teaches the crafts of the<br>Adirondacks                            |     |                                      |
|                         |     |                     | P71 |                                                                     |     |                                      |
|                         |     |                     | P73 | promoting... cultural<br>preservation                               |     |                                      |
|                         |     |                     |     |                                                                     |     |                                      |
|                         |     |                     | SC2 | Honor/Preserve                                                      | P11 | honoring the work of hand            |
|                         |     |                     |     |                                                                     | P12 | honoring with the work of the<br>eye |
|                         |     |                     |     |                                                                     |     |                                      |

P13 honoring the work of the mind

P15 preserve... the skills... of rural

living

P16 preserve... the... traditions... of

rural living

P17 preserve... the.. arts.. of rural

living

P37 preserve... the arts of our

ancestors

SC3 Perpetuate

P10 be a community of renewal

P18 restore the skills.. of rural living

P19 restore the.. traditions... of rural

living

P20 restore... the arts... of rural

living

P38 perpetuate... the arts of our

ancestors

## **Appendix D**

**Cloud Institute Framework with Corresponding Propositions:**

**In order by Standard**

## **Theme One: Cultural Preservation & Transformation:**

*Definition: The preservation of cultural histories and heritages and the transformation of cultural identities and practices that contribute to sustainable communities.*

---

|           |                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus   | Students will be able to explore the richness and variety of the Northwest's unique cultural heritage through activities which have served Northwest communities from one generation to the next. |
| Arbutus   | Seek to develop genuine collaboration with the school's teacher-artists promote public participation in and appreciation of their craft                                                           |
| Arbutus   | Provide creative and meaningful experiences for individuals families and groups                                                                                                                   |
| Arbutus   | Promote exploration and celebration of a variety of cultural craft traditions                                                                                                                     |
| Arbutus   | Promote and preserve the knowledge skills crafts celebrations and stories of the past and present                                                                                                 |
| Arbutus   | Advance appreciation for cultures indigenous to the Puget Sound region and assist in their preservation                                                                                           |
| CedarRoot | We realize that many rural skills are disappearing and we are committed to restoring this knowledge.                                                                                              |
| CedarRoot | We gather together those in our community with rural wisdom and assist them in transferring that wisdom through teaching "hand to hand".                                                          |
| CedarRoot | The CedarRoot Folk School was founded to help facilitate the transfer of rural skills from one talented community member to another                                                               |
| CedarRoot | Previous classes include: blacksmithing basics bow making and archery cheese making root cellars natural building techniques etc.                                                                 |

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|           |                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CedarRoot | Our Rural Art Skills classes provide a formal setting for talented instructors to share their hard-earned wisdom.                                                                                                                                                                                                                                           |
| CedarRoot | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration.                                                                                                                                                       |
| CedarRoot | Making household tools growing and raising food for a family learning to track animals and forage wild plants; many of the self-sufficiency skills that our grandparents took for granted are now disappearing. We call them endangered skills. Without creating the space for this knowledge to be passed to the next generation these skills will be lost |
| CedarRoot | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc                                                                                                                                                                                                                                              |
| CedarRoot | CedarRoot places a high value on craftsmanship in manual skills and intergenerational mentoring                                                                                                                                                                                                                                                             |
| Forest    | These intergenerational learning experiences provide a unique and life-changing education focusing on bringing to life the traditions of our ancestors.                                                                                                                                                                                                     |
| Forest    | The Folk School seeks to bring together youth and community members of all ages with artisans (local and nationwide) to gain skills values and knowledge from one another                                                                                                                                                                                   |
| Forest    | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future.both personally and as a community.                                                                                                                                                                 |
| Forest    | At Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                                                                                                                                                                                   |
| Heartwood | traditional arts & crafts                                                                                                                                                                                                                                                                                                                                   |
| Heartwood | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds                                                                                                                                                                                                                                        |
| Heartwood | mechanical & building skills                                                                                                                                                                                                                                                                                                                                |
| Heartwood | food growing                                                                                                                                                                                                                                                                                                                                                |

|           |                                                                                                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Heartwood | 8. WELLBEING HEALTH & PERSONAL DEVELOPMENT                                                                                                                                                                                                                                                      |
| Heartwood | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)                                                                                                                                                                                                                                                          |
| Heartwood | 6. BUILDING METHODS DESIGN & WOODWORKING                                                                                                                                                                                                                                                        |
| Heartwood | 5. MECHANICAL TECHNICAL & DO-IT-YOURSELF SKILLS                                                                                                                                                                                                                                                 |
| Heartwood | 3. ARTS & CRAFTS (PRACTICAL TRADITIONAL)                                                                                                                                                                                                                                                        |
| Heartwood | 1. FOOD GROWING PRESERVING & COOKING                                                                                                                                                                                                                                                            |
| Whatcom   | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| Whatcom   | We are here to inspire people to teach and learn some of the skills techniques knowledge and crafts of everyday life to add                                                                                                                                                                     |
| Whatcom   | Re-skilling -- Offering training in a vast range of past and contemporary practical skills.                                                                                                                                                                                                     |
| Whatcom   | 3. Honoring Elders -- Learning from those who have lessons to share.                                                                                                                                                                                                                            |

## **Theme Two: Responsible Local & Global Citizenship**

*Definition: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities.*

|           |                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Forest    | Beyond the transfer of knowledge intergenerational learning fosters relationships between different generations.                                                                               |
| Forest    | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future... both personally and as a community. |
| Heartwood | community capacity building                                                                                                                                                                    |

|           |                                                                                                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Heartwood | skills for greater sustainability and resilience not currently being taught in our area.                                                                                                                                                                                                        |
| Heartwood | 4. NATURE SKILLS & UNDERSTANDING                                                                                                                                                                                                                                                                |
| Heartwood | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)                                                                                                                                                                                                                                                          |
| Heartwood | 9. COMMUNITY CAPACITY BUILDING & SPIRIT                                                                                                                                                                                                                                                         |
| Whatcom   | to the vibrant creative force of Whatcom County's urban and rural countryside                                                                                                                                                                                                                   |
| Whatcom   | to build resilience and strength by empowering ourselves.                                                                                                                                                                                                                                       |
| Whatcom   | to make sure our towns and neighborhoods are secure and safe for our children                                                                                                                                                                                                                   |
| Whatcom   | to strengthen and bring resilience to the communities of Whatcom County.                                                                                                                                                                                                                        |
| Whatcom   | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| Whatcom   | 2. Inclusivity -- Believing that everyone in the community holds a part of the story and a part of the solution to a more sustainable and resilient county.                                                                                                                                     |
| Whatcom   | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy.                                                                                                          |
| Arbutus   | Create a rich positive environment that inspires lifelong learning in a noncompetitive environment                                                                                                                                                                                              |
| Arbutus   | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                                                                                                                            |

### **Theme Three: The Dynamics of Systems & Change**

*Definition: A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements 'hang together' and change because they continually affect each other over time.*

---

|           |                     |
|-----------|---------------------|
| Heartwood | energy conservation |
|-----------|---------------------|

---

|         |                                                                                                     |
|---------|-----------------------------------------------------------------------------------------------------|
| Whatcom | as food and energy prices rise we'll all need to work together to make sure our basic needs are met |
|---------|-----------------------------------------------------------------------------------------------------|

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|         |                                                                                                                   |
|---------|-------------------------------------------------------------------------------------------------------------------|
| Whatcom | 4. Awareness -- Raising awareness about the changes we need to create more sustainable and resilient communities. |
|---------|-------------------------------------------------------------------------------------------------------------------|

---

### **Theme Four: Sustainable Economics**

*Definition: The evolving set of theories and practices of economics that integrates the economic, and social systems with the ecological systems required to support and maintain life on the planet.*

|           |                                      |
|-----------|--------------------------------------|
| Heartwood | 1. FOOD GROWING PRESERVING & COOKING |
|-----------|--------------------------------------|

---

|         |                                              |
|---------|----------------------------------------------|
| Whatcom | We need to keep our local economy functional |
|---------|----------------------------------------------|

---

|         |                                                                                                                                                                                                                                                                                                 |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whatcom | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|         |                                                                                                                                      |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|
| Arbutus | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy. |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|

---

## **Theme Five: Healthy Commons**

*Definition: Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).*

---

|           |                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CedarRoot | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

|           |                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|
| CedarRoot | Previous classes include: blacksmithing basics bow making and archery cheese making root cellars natural building techniques etc. |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|

---

|           |                                                                |
|-----------|----------------------------------------------------------------|
| CedarRoot | Our courses in Sustainable Living take root in natural rhythms |
|-----------|----------------------------------------------------------------|

---

|           |                                                                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------|
| CedarRoot | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc |
|-----------|----------------------------------------------------------------------------------------------------------------|

---

|        |                                                                                                                                           |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Forest | at Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities. |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------|

---

|        |                                                                                                                                                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Forest | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future....both personally and as a community. |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

|           |              |
|-----------|--------------|
| Heartwood | food growing |
|-----------|--------------|

---

|           |               |
|-----------|---------------|
| Heartwood | nature skills |
|-----------|---------------|

---

|           |           |
|-----------|-----------|
| Heartwood | Wellbeing |
|-----------|-----------|

---

|           |                                                                                                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Heartwood | 1. FOOD GROWING PRESERVING & COOKING                                                                                                                                                                                                                                                            |
| Heartwood | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                                                                                                                                                                                                       |
| Heartwood | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)                                                                                                                                                                                                                                                          |
| Whatcom   | to make sure everyone has food and warm shelter                                                                                                                                                                                                                                                 |
| Whatcom   | including the natural world we all depend on                                                                                                                                                                                                                                                    |
| Whatcom   | to strengthen and bring resilience to the communities of Whatcom County.                                                                                                                                                                                                                        |
| Whatcom   | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| Whatcom   | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy.                                                                                                          |
| Arbutus   | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                                                                                                                            |

## **Theme Six: Natural Laws & Ecological Principles**

*Definition: The laws of nature and science principles of sustainability.*

|           |                                                                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------|
| CedarRoot | Our courses in Sustainable Living take root in natural rhythms                                                 |
| CedarRoot | Each class translate ecology lessons found in the natural world into human communities                         |
| CedarRoot | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc |

|           |                                           |
|-----------|-------------------------------------------|
| Heartwood | energy conservation                       |
| Heartwood | nature skills                             |
| Heartwood | 2. ENERGY CONSERVATION & RENEWABLE ENERGY |
| Heartwood | 4. NATURE SKILLS & UNDERSTANDING          |

## **Theme Seven: Inventing & Affecting the Future**

*Definition: The vital role of vision, imagination, and intention in creating the desired future.*

|           |                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CedarRoot | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
| Forest    | At Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                             |
| Forest    | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future....both personally and as a community.        |
| Heartwood | skills for greater sustainability and resilience not currently being taught in our area.                                                                                                              |
| Heartwood | 1. FOOD GROWING PRESERVING & COOKING                                                                                                                                                                  |
| Heartwood | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                                                                                                             |
| Heartwood | 5. MECHANICAL TECHNICAL & DO-IT-YOURSELF SKILLS                                                                                                                                                       |
| Heartwood | 6. BUILDING METHODS DESIGN & WOODWORKING                                                                                                                                                              |
| Whatcom   | to build resilience and strength by empowering ourselves.                                                                                                                                             |
| Whatcom   | to make sure our towns and neighborhoods are secure and safe for our children                                                                                                                         |

|         |                                                                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whatcom | 4. Awareness-- Raising awareness about the changes we need to create more sustainable and resilient communities.                                                                       |
| Whatcom | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy. |
| Arbutus | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                   |

### **Theme Eight: Multiple Perspectives**

*Definition: The perspectives, life experiences, and cultures of others, as well as our own*

|           |                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CedarRoot | CedarRoot places a high value on craftsmanship in manual skills and intergenerational mentoring                                                                                                       |
| CedarRoot | We gather together those in our community with rural wisdom and assist them in transferring that wisdom through teaching "hand to hand".                                                              |
| CedarRoot | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
| CedarRoot | Our Rural Art Skills classes provide a formal setting for talented instructors to share their hard-earned wisdom.                                                                                     |
| CedarRoot | Each class translate ecology lessons found in the natural world into human communities.                                                                                                               |

|           |                                                                                                                                                                                                         |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Forest    | The Folk School seeks to bring together youth and community members of all ages with artisans (local and nationwide) to gain skills values and knowledge from one another.                              |
| Forest    | These intergenerational learning experiences provide a unique and life-changing education focusing on bringing to life the traditions of our ancestors.                                                 |
| Forest    | We seek to bring together youth families communities and artisans for the purpose of intergenerational learning.                                                                                        |
| Forest    | Defined intergenerational learning describes the way that people of all ages can work together to gain skills values and knowledge from each other.                                                     |
| Forest    | Beyond the transfer of knowledge intergenerational learning fosters relationships between different generations.                                                                                        |
| Heartwood | Key subjects include: food growing energy conservation nature skills mechanical & building skills traditional arts & crafts wellbeing community capacity building and more!                             |
| Heartwood | cooperation with other valuable educational sources from the Gulf Islands of BC                                                                                                                         |
| Heartwood | 3. ARTS & CRAFTS (PRACTICAL TRADITIONAL)                                                                                                                                                                |
| Heartwood | 6. BUILDING METHODS DESIGN & WOODWORKING                                                                                                                                                                |
| Heartwood | 9. COMMUNITY CAPACITY BUILDING & SPIRIT                                                                                                                                                                 |
| Whatcom   | a noncompetitive adult and family education opportunity                                                                                                                                                 |
| Whatcom   | Whatcom Folk School provides an opportunity through each of you who are willing to teach                                                                                                                |
| Whatcom   | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills |

such as woodworking basketry quilting animal husbandry living  
democracy arts and crafts

|         |                                                                                                                                                           |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whatcom | Re-skilling -- Offering training in a vast range of past and contemporary practical skills.                                                               |
| Whatcom | Inclusivity -- Believing that everyone in the community holds a part of the story and a part of the solution to a more sustainable and resilient county.  |
| Whatcom | 3. Honoring Elders-- Learning from those who have lessons to share.                                                                                       |
| Whatcom | 5. Networking -- Working cooperatively with existing groups and programs.                                                                                 |
| Arbutus | The Arbutus Folk school brings together highly skilled teachers and artisans of crafts to offer rich positive experiences that inspire lifelong learning. |
| Arbutus | Help students recognize and develop their creativity talents and interests in a student- centered environment that affirms individual differences         |
| Arbutus | Foster the concept of intergenerational learning                                                                                                          |
| Arbutus | Seek to develop genuine collaboration with the school's teacher-artists promote public participation in and appreciation of their craft                   |

### **Theme Nine: Strong Sense of Place**

*Definition: The strong connection to the place in which one lives.*

|           |                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|
| Heartwood | We're in our 4th year as a nonprofit society providing classes and related education for the Gulf Islands residents and visitors |
| Heartwood | cooperation with other valuable educational sources from the Gulf Islands of BC                                                  |

|           |                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Heartwood | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds.                                                                             |
| Heartwood | 4. NATURE SKILLS & UNDERSTANDING                                                                                                                                                                  |
| Whatcom   | to the vibrant creative force of Whatcom County's urban and rural countryside                                                                                                                     |
| Whatcom   | to strengthen and bring resilience to the communities of Whatcom County                                                                                                                           |
| Whatcom   | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy.            |
| Arbutus   | Students will be able to explore the richness and variety of the Northwest's unique cultural heritage through activities which have served Northwest communities from one generation to the next. |
| Arbutus   | Advance appreciation for cultures indigenous to the Puget Sound region and assist in their preservation                                                                                           |

## **Appendix E**

**Cloud Institute Framework with Corresponding Propositions:**

**In order by Folk School**

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**Arbutus Folk School**

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| <b>Cloud Standard</b>                     | <b>Marked Text</b>                                                                                                                                                                                |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Cultural Preservation & Transformation | Students will be able to explore the richness and variety of the Northwest’s unique cultural heritage through activities which have served Northwest communities from one generation to the next. |
| A. Cultural Preservation & Transformation | Promote and preserve the knowledge skills crafts celebrations and stories of the past and present                                                                                                 |
| A. Cultural Preservation & Transformation | Provide creative and meaningful experiences for individuals families and groups                                                                                                                   |
| A. Cultural Preservation & Transformation | Seek to develop genuine collaboration with the school’s teacher-artists promote public participation in and appreciation of their craft                                                           |
| A. Cultural Preservation & Transformation | Advance appreciation for cultures indigenous to the Puget Sound region and assist in their preservation                                                                                           |
| A. Cultural Preservation & Transformation | Promote exploration and celebration of a variety of cultural craft traditions                                                                                                                     |
| B. Responsible Local & Global Citizenship | Create a rich positive environment that inspires lifelong learning in a noncompetitive environment                                                                                                |
| B. Responsible Local & Global Citizenship | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                              |
| D. Sustainable Economics                  | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                              |
| E. Healthy Commons                        | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                              |

---

|                                        |                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G. Inventing & Affecting<br>The Future | Build community resiliency by advancing time-tested economic environmental and social sustainability around the local craft economy.                                                              |
| H. Multiple Perspectives               | The Arbutus Folk school brings together highly skilled teachers and artisans of crafts to offer rich positive experiences that inspire lifelong learning.                                         |
| H. Multiple Perspectives               | Help students recognize and develop their creativity talents and interests in a student- centered environment that affirms individual differences                                                 |
| H. Multiple Perspectives               | Foster the concept of intergenerational learning                                                                                                                                                  |
| H. Multiple Perspectives               | Seek to develop genuine collaboration with the school’s teacher-artists promote public participation in and appreciation of their craft                                                           |
| I. Strong Sense Of Place               | Students will be able to explore the richness and variety of the Northwest’s unique cultural heritage through activities which have served Northwest communities from one generation to the next. |
| I. Strong Sense Of Place               | Advance appreciation for cultures indigenous to the Puget Sound region and assist in their preservation                                                                                           |

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**CedarRoot Folk School**

| <b>Cloud Standard</b>                     | <b>Marked Text</b>                                                                                                                  |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| A. Cultural Preservation & Transformation | The CedarRoot Folk School was founded to help facilitate the transfer of rural skills from one talented community member to another |
| A. Cultural Preservation & Transformation | We realize that many rural skills are disappearing and we are committed to restoring this knowledge.                                |

|                                           |                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Cultural Preservation & Transformation | Making household tools growing and raising food for a family learning to track animals and forage wild plants; many of the self-sufficiency skills that our grandparents took for granted are now disappearing. We call them endangered skills. Without creating the space for this knowledge to be passed to the next generation these skills will be lost |
| A. Cultural Preservation & Transformation | CedarRoot places a high value on craftsmanship in manual skills and intergenerational mentoring                                                                                                                                                                                                                                                             |
| H. Multiple Perspectives                  | CedarRoot places a high value on craftsmanship in manual skills and intergenerational mentoring                                                                                                                                                                                                                                                             |
| H. Multiple Perspectives                  | We gather together those in our community with rural wisdom and assist them in transferring that wisdom through teaching "hand to hand".                                                                                                                                                                                                                    |
| A. Cultural Preservation & Transformation | We gather together those in our community with rural wisdom and assist them in transferring that wisdom through teaching "hand to hand".                                                                                                                                                                                                                    |
| E. Healthy Commons                        | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration.                                                                                                                                                       |
| H. Multiple Perspectives                  | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration.                                                                                                                                                       |
| G. Inventing & Affecting The Future       | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration.                                                                                                                                                       |

|                                           |                                                                                                                                                                                                       |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Cultural Preservation & Transformation | Our Nature Studies courses bring adults and children outside to experience nature: wildlife tracking backpacking expeditions indigenous skills bird watching medicinal and edible plants restoration. |
| A. Cultural Preservation & Transformation | Our Rural Art Skills classes provide a formal setting for talented instructors to share their hard-earned wisdom.                                                                                     |
| H. Multiple Perspectives                  | Our Rural Art Skills classes provide a formal setting for talented instructors to share their hard-earned wisdom.                                                                                     |
| E. Healthy Commons                        | Previous classes include: blacksmithing basics bow making and archery cheese making root cellars natural building techniques etc.                                                                     |
| A. Cultural Preservation & Transformation | Previous classes include: blacksmithing basics bow making and archery cheese making root cellars natural building techniques etc.                                                                     |
| F. Natural Laws & Ecological Principles   | Our courses in Sustainable Living take root in natural rhythms                                                                                                                                        |
| E. Healthy Commons                        | Our courses in Sustainable Living take root in natural rhythms                                                                                                                                        |
| F. Natural Laws & Ecological Principles   | Each class translate ecology lessons found in the natural world into human communities                                                                                                                |
| H. Multiple Perspectives                  | Each class translate ecology lessons found in the natural world into human communities.                                                                                                               |
| E. Healthy Commons                        | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc                                                                                        |
| A. Cultural Preservation & Transformation | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc                                                                                        |

|                                         |                                                                                                                |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|
| F. Natural Laws & Ecological Principles | Example of courses: edible landscaping backyard seed saving greenhouse construction building earthen ovens etc |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------|

|                                           |                                                                                                                                                                            |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Forest Folk School                    |                                                                                                                                                                            |
| Cloud Institute Standard                  | Marked Text                                                                                                                                                                |
| H. Multiple Perspectives                  | The Folk School seeks to bring together youth and community members of all ages with artisans (local and nationwide) to gain skills values and knowledge from one another. |
| A. Cultural Preservation & Transformation | The Folk School seeks to bring together youth and community members of all ages with artisans (local and nationwide) to gain skills values and knowledge from one another  |
| A. Cultural Preservation & Transformation | These intergenerational learning experiences provide a unique and life-changing education focusing on bringing to life the traditions of our ancestors.                    |
| H. Multiple Perspectives                  | These intergenerational learning experiences provide a unique and life-changing education focusing on bringing to life the traditions of our ancestors.                    |
| H. Multiple Perspectives                  | We seek to bring together youth families communities and artisans for the purpose of intergenerational learning.                                                           |
| H. Multiple Perspectives                  | Defined intergenerational learning describes the way that people of all ages can work together to gain skills values and knowledge from each other.                        |
| B. Responsible Local & Global Citizenship | Beyond the transfer of knowledge intergenerational learning fosters relationships between different generations.                                                           |

|                                           |                                                                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| H. Multiple Perspectives                  | beyond the transfer of knowledge intergenerational learning fosters relationships between different generations.                                                                               |
| A. Cultural Preservation & Transformation | At Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                      |
| E. Healthy Commons                        | t Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                       |
| G. Inventing & Affecting The Future       | At Forest Folk School we believe that the perpetuation of traditional skills is key to the health and wellness of people and communities.                                                      |
| A. Cultural Preservation & Transformation | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future...both personally and as a community.  |
| G. Inventing & Affecting The Future       | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future...both personally and as a community.  |
| B. Responsible Local & Global Citizenship | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future... both personally and as a community. |
| E. Healthy Commons                        | Because along with the transfer of skills comes a transfer of history and values necessary to helping us understand our present and plan for our future...both personally and as a community.  |

|                                           |                                                                                                                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Heartwood Folk School                     |                                                                                                                                                                             |
| Cloud Institute Standard                  | Marked Text                                                                                                                                                                 |
| I. Strong Sense Of Place                  | We're in our 4th year as a nonprofit society providing classes and related education for the Gulf Islands residents and visitors                                            |
| A. Cultural Preservation & Transformation | food growing                                                                                                                                                                |
| E. Healthy Commons                        | food growing                                                                                                                                                                |
| F. Natural Laws & Ecological Principles   | energy conservation                                                                                                                                                         |
| C. The Dynamics of Systems & Change       | energy conservation                                                                                                                                                         |
| F. Natural Laws & Ecological Principles   | nature skills                                                                                                                                                               |
| E. Healthy Commons                        | nature skills                                                                                                                                                               |
| A. Cultural Preservation & Transformation | mechanical & building skills                                                                                                                                                |
| A. Cultural Preservation & Transformation | traditional arts & crafts                                                                                                                                                   |
| E. Healthy Commons                        | wellbeing                                                                                                                                                                   |
| B. Responsible Local & Global Citizenship | community capacity building                                                                                                                                                 |
| H. Multiple Perspectives                  | Key subjects include: food growing energy conservation nature skills mechanical & building skills traditional arts & crafts wellbeing community capacity building and more! |
| B. Responsible Local & Global Citizenship | skills for greater sustainability and resilience not currently being taught in our area.                                                                                    |
| G. Inventing & Affecting The Future       | skills for greater sustainability and resilience not currently being taught in our area.                                                                                    |

|                                           |                                                                                                                       |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| I. Strong Sense Of Place                  | cooperation with other valuable educational sources from the Gulf Islands of BC                                       |
| H. Multiple Perspectives                  | cooperation with other valuable educational sources from the Gulf Islands of BC                                       |
| A. Cultural Preservation & Transformation | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds  |
| I. Strong Sense Of Place                  | This includes reaching out with great respect to local First Nations and to Elder/younger experts of all backgrounds. |
| G. Inventing & Affecting The Future       | 1. FOOD GROWING PRESERVING & COOKING                                                                                  |
| E. Healthy Commons                        | 1. FOOD GROWING PRESERVING & COOKING                                                                                  |
| A. Cultural Preservation & Transformation | 1. FOOD GROWING PRESERVING & COOKING                                                                                  |
| D. Sustainable Economics                  | 1. FOOD GROWING PRESERVING & COOKING                                                                                  |
| E. Healthy Commons                        | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                             |
| F. Natural Laws & Ecological Principles   | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                             |
| G. Inventing & Affecting The Future       | 2. ENERGY CONSERVATION & RENEWABLE ENERGY                                                                             |
| A. Cultural Preservation & Transformation | 3. ARTS & CRAFTS (PRACTICAL TRADITIONAL)                                                                              |
| H. Multiple Perspectives                  | 3. ARTS & CRAFTS (PRACTICAL TRADITIONAL)                                                                              |
| F. Natural Laws & Ecological Principles   | 4. NATURE SKILLS & UNDERSTANDING                                                                                      |
| I. Strong Sense Of Place                  | 4. NATURE SKILLS & UNDERSTANDING                                                                                      |
| B. Responsible Local & Global Citizenship | 4. NATURE SKILLS & UNDERSTANDING                                                                                      |

|                                           |                                                 |
|-------------------------------------------|-------------------------------------------------|
| G. Inventing & Affecting The Future       | 5. MECHANICAL TECHNICAL & DO-IT-YOURSELF SKILLS |
| A. Cultural Preservation & Transformation | 5. MECHANICAL TECHNICAL & DO-IT-YOURSELF SKILLS |
| G. Inventing & Affecting The Future       | 6. BUILDING METHODS DESIGN & WOODWORKING        |
| H. Multiple Perspectives                  | 6. BUILDING METHODS DESIGN & WOODWORKING        |
| A. Cultural Preservation & Transformation | 6. BUILDING METHODS DESIGN & WOODWORKING        |
| A. Cultural Preservation & Transformation | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)          |
| E. Healthy Commons                        | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)          |
| B. Responsible Local & Global Citizenship | 7. LIVE ARTS (DANCE MUSIC TRADITIONAL)          |
| A. Cultural Preservation & Transformation | 8. WELLBEING HEALTH & PERSONAL DEVELOPMENT      |
| B. Responsible Local & Global Citizenship | 9. COMMUNITY CAPACITY BUILDING & SPIRIT         |
| H. Multiple Perspectives                  | 9. COMMUNITY CAPACITY BUILDING & SPIRIT         |

|                                           |                                                                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Whatcom Folk School                       |                                                                                                                             |
| Cloud Institute Standard                  | Marked Text                                                                                                                 |
| H. Multiple Perspectives                  | a noncompetitive adult and family education opportunity                                                                     |
| A. Cultural Preservation & Transformation | We are here to inspire people to teach and learn some of the skills techniques knowledge and crafts of everyday life to add |

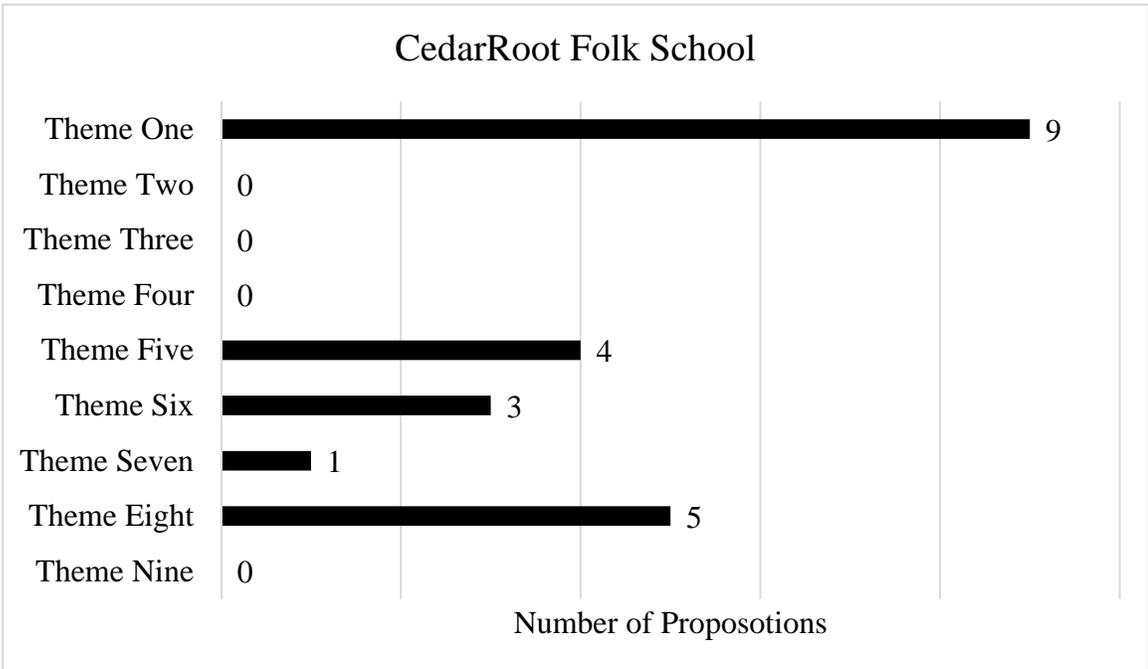
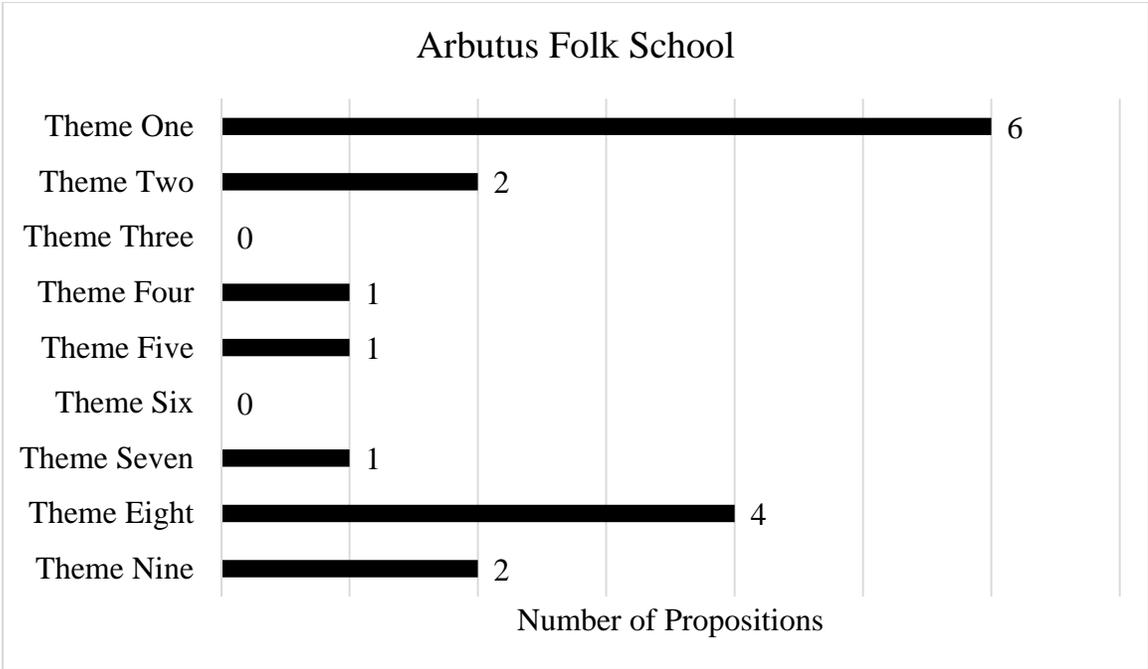
|                                           |                                                                                                                                                                                        |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Strong Sense Of Place                  | to the vibrant creative force of Whatcom County's urban and rural countryside                                                                                                          |
| B. Responsible Local & Global Citizenship | to the vibrant creative force of Whatcom County's urban and rural countryside                                                                                                          |
| B. Responsible Local & Global Citizenship | to build resilience and strength by empowering ourselves.                                                                                                                              |
| G. Inventing & Affecting The Future       | to build resilience and strength by empowering ourselves.                                                                                                                              |
| C. The Dynamics of Systems & Change       | as food and energy prices rise we'll all need to work together to make sure our basic needs are met                                                                                    |
| E. Healthy Commons                        | to make sure everyone has food and warm shelter                                                                                                                                        |
| D. Sustainable Economics                  | We need to keep our local economy functional                                                                                                                                           |
| G. Inventing & Affecting The Future       | to make sure our towns and neighborhoods are secure and safe for our children                                                                                                          |
| B. Responsible Local & Global Citizenship | to make sure our towns and neighborhoods are secure and safe for our children                                                                                                          |
| E. Healthy Commons                        | including the natural world we all depend on                                                                                                                                           |
| H. Multiple Perspectives                  | Whatcom Folk School provides an opportunity through each of you who are willing to teach                                                                                               |
| I. Strong Sense Of Place                  | to strengthen and bring resilience to the communities of Whatcom County                                                                                                                |
| E. Healthy Commons                        | to strengthen and bring resilience to the communities of Whatcom County.                                                                                                               |
| B. Responsible Local & Global Citizenship | to strengthen and bring resilience to the communities of Whatcom County.                                                                                                               |
| A. Cultural Preservation & Transformation | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in |

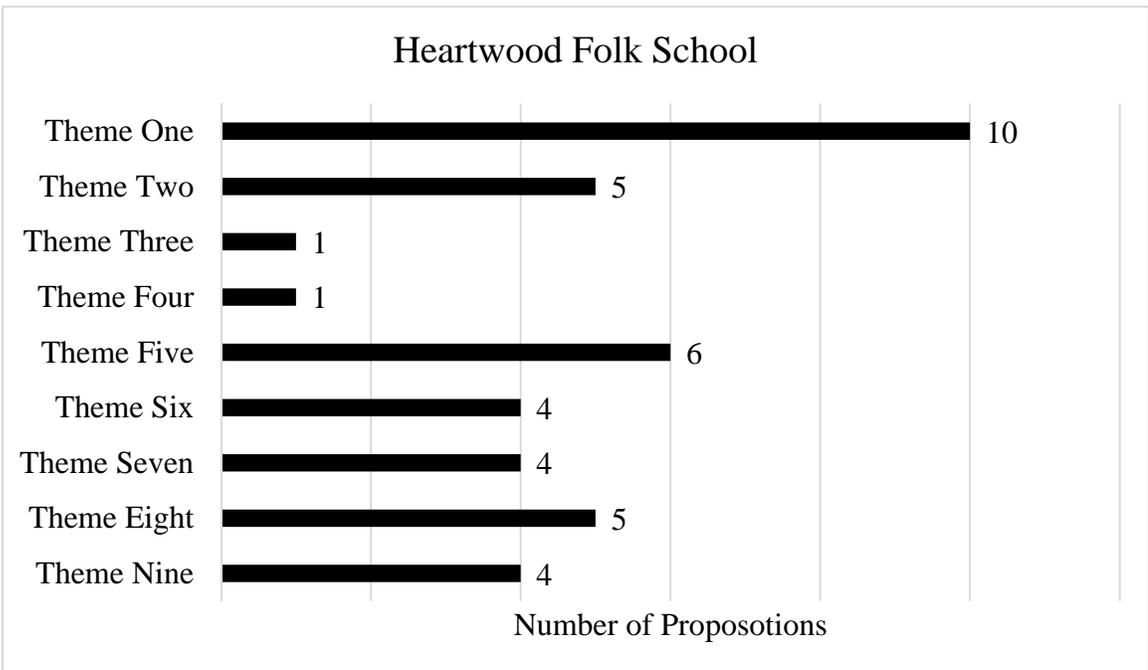
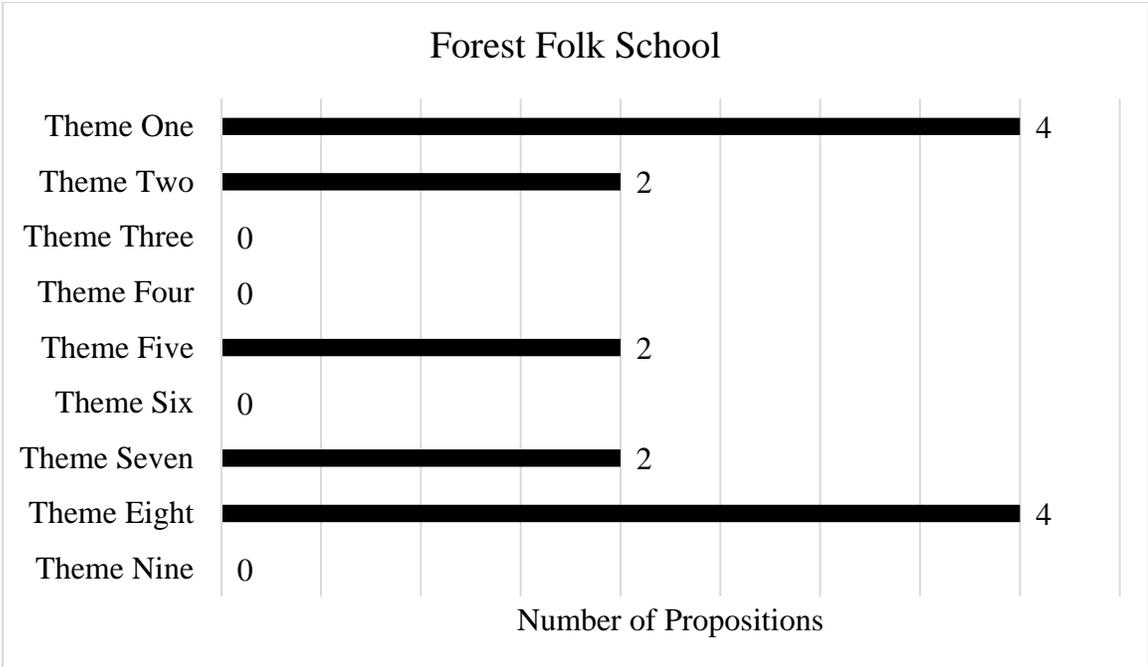
|                                              |                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | practical skills such as woodworking basketry quilting<br>animal husbandry living democracy arts and crafts                                                                                                                                                                                     |
| B. Responsible Local &<br>Global Citizenship | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| D. Sustainable<br>Economics                  | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| E. Healthy Commons                           | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| H. Multiple Perspectives                     | Whatcom Folk school is all about connecting people looking to learn the skills of a more resilient joyful and sustainable life with instructors and organizations who offer courses in practical skills such as woodworking basketry quilting animal husbandry living democracy arts and crafts |
| A. Cultural Preservation<br>& Transformation | Re-skilling -- Offering training in a vast range of past and contemporary practical skills.                                                                                                                                                                                                     |
| H. Multiple Perspectives                     | Re-skilling -- Offering training in a vast range of past and contemporary practical skills.                                                                                                                                                                                                     |
| H. Multiple Perspectives                     | Inclusivity -- Believing that everyone in the community holds a part of the story and a part of the solution to a more sustainable and resilient county.                                                                                                                                        |

|                                           |                                                                                                                                                                                        |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B. Responsible Local & Global Citizenship | 2. Inclusivity -- Believing that everyone in the community holds a part of the story and a part of the solution to a more sustainable and resilient county.                            |
| A. Cultural Preservation & Transformation | 3. Honoring Elders -- Learning from those who have lessons to share.                                                                                                                   |
| H. Multiple Perspectives                  | 3. Honoring Elders-- Learning from those who have lessons to share.                                                                                                                    |
| G. Inventing & Affecting The Future       | 4. Awareness-- Raising awareness about the changes we need to create more sustainable and resilient communities.                                                                       |
| C. The Dynamics of Systems & Change       | 4. Awareness -- Raising awareness about the changes we need to create more sustainable and resilient communities.                                                                      |
| H. Multiple Perspectives                  | 5. Networking -- Working cooperatively with existing groups and programs.                                                                                                              |
| I. Strong Sense Of Place                  | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy. |
| B. Responsible Local & Global Citizenship | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy. |
| E. Healthy Commons                        | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy. |
| G. Inventing & Affecting The Future       | Our Vision: An ecologically sound and vibrant community of skilled and prepared citizens adapting gracefully to an empowered way of life and participating in a true living democracy. |

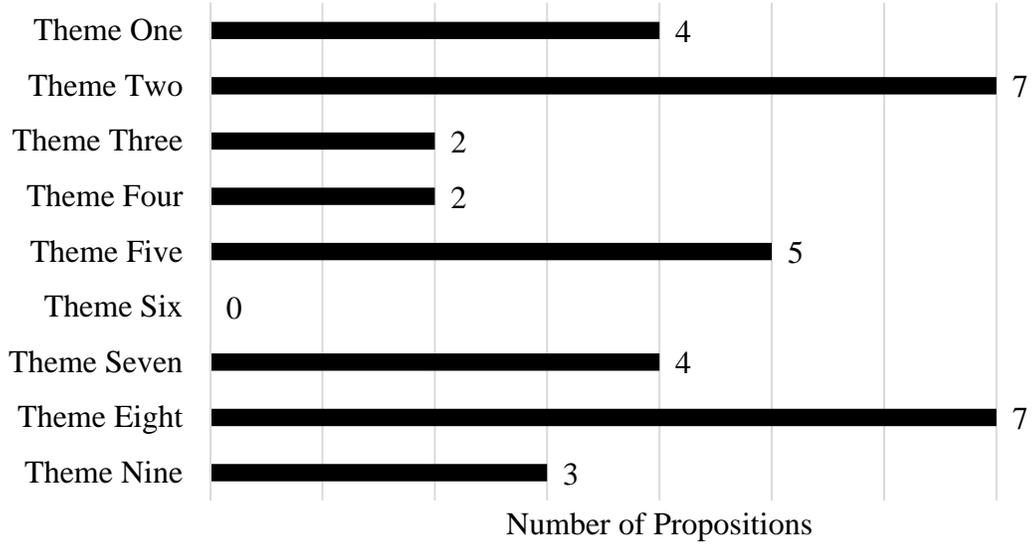
## **Appendix F**

### **Cloud Institute Framework & Folk School Proposition**





## Whatcom Folk School



## **Appendix G**

### **Folk School Directory**

| Folk School                         | Website                                                                                                                | Location         | E-mail Address                                                                           | Phone Number   | Mission Statement                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adirondack Folk School              | <a href="http://www.adirondackfolkschool.org">www.adirondackfolkschool.org</a>                                         | NY               | <a href="mailto:info@adirondackfolkschool.org">info@adirondackfolkschool.org</a>         | 518-696-2400   | The Adirondack Folk School teaches the arts, crafts and heritage of the Adirondacks, promoting creativity, self-reliance, sustainability and cultural preservation.<br>Our mission is to provide an opportunity at Camp McDowell to be inspired and renewed in a supportive community while learning from and experiencing master artists, artisans and musicians. |
| Alabama Folk School                 | <a href="http://www.folkschool.diosla.org">www.folkschool.diosla.org</a>                                               | AL               | <a href="mailto:folkschool@campmcdowell.com">folkschool@campmcdowell.com</a>             | (205) 387-1806 | Our vision is to share an array of folk arts with students of all ages and abilities. Accomplished through hands-on learning in a community setting, we connect people to real experiences in a positive atmosphere. The Alaska Folk School teaches skills that can grow into life long pursuits and passion.                                                      |
| Alaska Folk School                  | <a href="http://www.northemusicinstitute.org/alaska-folk-school/">www.northemusicinstitute.org/alaska-folk-school/</a> | AK               | <a href="mailto:info@alaskafolkschool.org">info@alaskafolkschool.org</a>                 | (907) 733-7111 | To be a community of inspiration, learning and renewal honoring the work of hand, eye and mind through engagement with master artisans and musicians.<br>to preserve and restore the skills, traditions, and arts of rural living                                                                                                                                  |
| Arbutus Folk School                 | <a href="http://www.arbutusfolkschool.org/about-us">www.arbutusfolkschool.org/about-us</a>                             | WA               | <a href="mailto:Info@ArbutusFolkSchool.org">Info@ArbutusFolkSchool.org</a>               | (360) 867-8815 | The mission of Crowley Folk School is to inspire the hands, heart, and mind by teaching folk arts, crafts, and skills useful for the home and farm. The folk school promotes personal development, self-reliance, and a respect for the earth.                                                                                                                     |
| Cedarroot Folk School               | <a href="http://www.cedarrootfolkschool.org">www.cedarrootfolkschool.org</a>                                           | WA               | <a href="mailto:cedarroot.school@gmail.com">cedarroot.school@gmail.com</a>               | 360-379-5413   | The mission of the Driftless Folk School is to support healthy, sustainable communities and personal development by providing creative and meaningful educational opportunities and inspiring lifelong learning for individuals and families.                                                                                                                      |
| Crowley Folk School                 | <a href="http://www.crowleyfolkschool.org">www.crowleyfolkschool.org</a>                                               | FL               | <a href="mailto:folkschool@crowleyfl.org">folkschool@crowleyfl.org</a>                   | 941-322-1000   | The mission of Forest Folk School is to preserve, perpetuate and promote the arts of our ancestors by offering intergenerational learning experiences that will enrich lives, build community and inspire the hands, minds, spirit and soul of all who partake.                                                                                                    |
| Driftless Folk School               | <a href="http://www.driftlessfolkschool.org">www.driftlessfolkschool.org</a>                                           | WI               | <a href="mailto:registrar@driftlessfolkschool.org">registrar@driftlessfolkschool.org</a> | 608-632-3348   | The mission of the Porcupine Mountains Folk School is to provide a friendly, nurturing environment in the heart of a 60,000-acre wilderness, where people come to enhance their lives by learning traditional arts and skills as well as gain a deeper appreciation of the diverse natural and cultural resources found within the Porksies.                       |
| Forest Folk School                  | <a href="http://www.forestfolkschool.com">www.forestfolkschool.com</a>                                                 | PA               | <a href="mailto:info@forestfolkschool.com">info@forestfolkschool.com</a>                 | 814-560-3121   | The mission of Heartwood Folk School is to be a non-profit educational society, offering local and visiting experts, to teach adults and also younger folks, about practical, joyful, Earth-caring and community-strengthening skills.                                                                                                                             |
| Friends of the Porksies Folk School | <a href="http://www.porksies.org/folk-school">www.porksies.org/folk-school</a>                                         | MI               | contact page on website                                                                  | 906-884-7663   | The Ironwood Folk School strives to foster healthy, vibrant communities by inciting creativity and encouraging sustainability through non-competitive educational opportunities rooted in traditional crafts.                                                                                                                                                      |
| Hearthwood Folk School              | <a href="http://www.hearthwoodfolkschool.ca">www.hearthwoodfolkschool.ca</a>                                           | British Columbia | <a href="mailto:info@hearthwoodfolkschool.ca">info@hearthwoodfolkschool.ca</a>           | 250-629-3825   | The John C. Campbell Folk School strives to provide experiences in non-competitive learning and community life that are joyful and enriching                                                                                                                                                                                                                       |
| Ironwood F olk School               | <a href="http://www.ironwoodfolkschool.org">www.ironwoodfolkschool.org</a>                                             | NY               | <a href="mailto:info@ironwoodfolkschool.org">info@ironwoodfolkschool.org</a>             | (585)-337-0789 | Louisville Folk School's mission is connecting the deep roots of Kentucky's music traditions with its promising and lively future through lessons, performances, and a supportive community.                                                                                                                                                                       |
| John C Campbell Folk School         | <a href="http://www.folkschool.org">www.folkschool.org</a>                                                             | NC               | contact page on website                                                                  | 828-837-2775   | The mission of the North House Folk School is: to enrich lives and build community by traditional northern crafts in a student-centered learning environment that inspires hands, the heart and the mind                                                                                                                                                           |
| Louisville Folk School              | <a href="http://www.louisvillefolkschool.org">www.louisvillefolkschool.org</a>                                         | KY               | <a href="mailto:info@louisvillefolkschool.org">info@louisvillefolkschool.org</a>         |                |                                                                                                                                                                                                                                                                                                                                                                    |
| North House Folk School             | <a href="http://www.northhouse.org">www.northhouse.org</a>                                                             | MN               | <a href="mailto:info@northhouse.org">info@northhouse.org</a>                             | 218-387-9762   |                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>The Mission of The Clearing is to provide diverse educational experiences in the folk school tradition, in a setting of quiet forests, meadows and water. The Clearing is a place where adults who share an interest in nature, arts or humanities can learn, reflect and wonder</p> <p>To enrich lives and build community by passing on skills and personal knowledge in a nurturing environment</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>The Clearing Folk School</b></p>                                                                                                                                                                                                                                                                                                                                                                    | <p><a href="http://www.theclearing.org">www.theclearing.org</a></p> <p>WI</p> <p><a href="mailto:clearing@theclearing.org">clearing@theclearing.org</a></p> <p>920-854-4088</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>The Folk School Fairbanks</b></p>                                                                                                                                                                                                                                                                                                                                                                   | <p><a href="http://www.thefolkschoolfairbanks.org">www.thefolkschoolfairbanks.org</a></p> <p>AK</p> <p><a href="mailto:info@thefolkschoolfairbanks.org">info@thefolkschoolfairbanks.org</a></p> <p>907-451-0445</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>The Michigan Folk School</b></p>                                                                                                                                                                                                                                                                                                                                                                    | <p><a href="http://www.mifolkschool.com">www.mifolkschool.com</a></p> <p>MI</p> <p><a href="mailto:registrarr@mifolkschool.com">registrarr@mifolkschool.com</a></p> <p>(734) 985-0198</p> <p>The mission of the Michigan Folk School is to build community by providing educational programs that promote learning, teaching, and renewal of traditional folk arts and to promote the preservation of forest and farmland.</p> <p>The Two Rivers Folk School (TRFS) in Minneapolis/St. Paul, Minnesota seeks to create a more democratic, humane, and sustainable society by providing means for the sharing of practical arts, applied technologies, theoretical wisdom, and the capacity to intuit the sources of awareness and intention.</p> |
| <p><b>Two Rivers Folk School</b></p>                                                                                                                                                                                                                                                                                                                                                                      | <p><a href="http://www.tworiversfolkschool.org">www.tworiversfolkschool.org</a></p> <p>MN</p> <p><a href="mailto:info@tworiversfolkschool.org">info@tworiversfolkschool.org</a></p> <p>612-868-1056</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Villages Folk School</b></p>                                                                                                                                                                                                                                                                                                                                                                        | <p><a href="http://www.villagesfolkschool.com">www.villagesfolkschool.com</a></p> <p>IA</p> <p><a href="mailto:villagesfolkschool@gmail.com">villagesfolkschool@gmail.com</a></p> <p>319-288-0047</p> <p>The Villages Folk School specializes in providing learning experiences in traditional arts and skills, while drawing upon the uniqueness of each of the scenic and historic Villages of Van Buren County Iowa</p> <p>To offer access and opportunities to learn practical skills and knowledge that promotes greater sustainability and resilience in Whatcom County for the individual, the family, and the community.</p>                                                                                                             |
| <p><b>Whatcom Folk School</b></p>                                                                                                                                                                                                                                                                                                                                                                         | <p><a href="http://www.whatcomfolkschool.org">www.whatcomfolkschool.org</a></p> <p>WA</p> <p><a href="mailto:info@whatcomfolkschool.org">info@whatcomfolkschool.org</a></p> <p>360-319-7495</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |