



ASSOCIATION UPDATE

FALL 2013

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News from WNYAHA

Normally, I would use this space to talk about the current activities that WNYAHA is involved in, but I would like to take this issue to discuss something a little more personal. This summer I attended three funeral services, two for elders in my home community, The Tonawanda Indian Reservation, and one for a very influential person in my museum career.

In June, Esther Sundown died at the age of 96. Esther was a faithkeeper for the Longhouse, the traditional religion of the Haudenosaunee. Fluent in the Seneca language, she made sure that the traditional ceremonies continued to be practiced, as they had been for centuries before her. Esther led a very active life in addition to her sacred responsibilities. She danced at pow-wows, and played softball well into her sixties. More importantly, she left behind children, grandchildren, great-grandchildren, and great-great grandchildren.

Warren Skye, Sr., a Tonawanda Seneca of the Wolf clan, also passed away, at the age of 90. He was very involved in teaching Seneca language to anyone willing to spend the time to learn, and was an active member of UNITY (United National Indian Tribal Youth). He was also one of the last two remaining WWII veterans from the Tonawanda Reservation.

In August, I attended a memorial service for Adele DeRosa. Adele had been the Associate Registrar, and later, the Collections Manager and NAGPRA (Native American Graves Protection & Repatriation Act) Coordinator at the Rochester Museum & Science Center (RMSC). She started her career there shortly after high school, and had been employed in the collections department for 43 years at the time of her death. Her institutional knowledge of the museum's collection was invaluable.

Adele had a strong interest in the museum's Native collection including the 5,500 items in the WPA Indian Arts Project, all made by Native craftspeople. Adele was passionate about ensuring that the Native community had access to the collection. In 2004 she received an Individual Achievement Award from WNYAHA for her collaborative efforts with the RMSC and the Tonawanda Reservation Historical Society, bringing objects from the Indian Arts Project to the community.

Adele was also instrumental in helping me get a job at RMSC, working on a repatriation project. I cannot express what this meant, and still means to me.

As we all know, our most important historical resources are not the artifacts we so assiduously collect and preserve. Nor are they the historic homes and buildings we fight to save and maintain. Our most valuable and precious historical resources are people, usually those who have lived much of that history that enriches our lives, and make our communities that much greater.



The Common Core & NYS Historical Museums

By Ann Marie Linnabery, Education Coordinator, History Center of Niagara

In August, hundreds of museum educators and librarians gathered in Albany to learn how the new Common Core Learning Standards (CCLS), recently implemented by the New York State Education Department, will affect how historical societies, museums and libraries conduct their tours and education programs. Representatives from all over the state were invited to this free workshop sponsored by the New York State Education Department.

At the opening of the conference, the keynote speaker, Commissioner of Education John B. King, asked how many of us felt we understood what the CCLS was or how to implement it at our organizations. Not many people raised their hands. By the end of the conference many more of us were confident that we now had a much better idea of what the CCLS was and what changes were necessary at our institutions to accommodate the new Learning Standards.

Many people may ask why we need new learning standards in the classroom. The answer is alarming but true – the United States is falling behind other countries, particularly in Europe and Asia, in comprehensive test scores as well as high school graduation rates. The three areas that are most critical to the future success of our nation's educational standards are English Language Arts (ELA), Math and Science. As historians, we also believe that an understanding of our nation's past is also essential. If we want to continue to be relevant to the CCLS, it is our responsibility to incorporate these three vital components into our tours and programming.

The most fundamental objective of the CCLS is not to change the content of what the students learn but to change the way they learn it. This new approach is much more student-driven than teacher-driven. The students are now expected to do more critical analysis of text-based materials and be able to communicate what they have learned back to their teacher and classmates. Collaborative learning takes precedence over individual achievement in the classroom. The classroom has become more a place of discovery than a lecture hall. At teacher-appointed times, students are encouraged to move about the classroom to dig deeper into the topics they are currently learning. In the CCLS the written word or "text" is emphasized over the spoken word. Teachers are now seeking new sources of text-based materials as well as tactile experiences that can reinforce what students have read and learned.

The two subjects that are most affected by the CCLS are English Language Arts and Math. In ELA students will not just read a book or text but will be required to comprehend, analyze, discuss and write about the material at a grade-appropriate level. In Math the emphasis has shifted from getting the right answer to the process in which you came to that answer.

It was pointed out in one of the sessions that in the United States, Math is more of a memorizing and review of the same topics rather than a building of one fundamental upon another as it is taught in other countries. In other words, students here learn different types of Math but not how each topic is related to or based on another.

So, what does this all mean to local historical societies and museums? What part can we play in the new CCLS? How do we stay relevant when there is less emphasis on Social Studies in the classroom? The good news is teachers are seeking out sources of

new and interesting "texts" for their students to read and analyze. What better "texts" can there be than primary resources? Museums have a treasure trove of material that can be copied and used in either the classroom or at their own facility.

We also have objects that can be "read" much like a "text." (The definition of "text" was left rather ambiguous but understood to mean anything that can be analyzed, discussed and written about which would include three dimensional objects). Pre- and post-visit materials can include copies of these primary resources. Teaching boxes can be created that are based on children's books of a historical nature. These can include reproduction objects and copies of primary resources as well as lesson plans and activities related to the book. Historical organizations also very often have free or inexpensive interpretive materials or books for sale in their shops. An informational mailing to your local school districts outlining what resources you have to offer may open doors to new audiences.

Now comes the hard part: how do you adapt that museum tour you have been using for years to the new CCLS? The conference speakers addressed this concern with several effective but easy to implement ideas. The first suggestion is one we have probably heard before: less is more. Consider scaling back your "talk" to the students. Ask them more questions and try to draw them into the tour. Let them wander in an area for a few minutes before you speak to generate more inquiry and discussion.

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Membership Renewals

The following are new and renewing memberships. Thanks to all for supporting WNYAHA.

Individuals

- Mary Elizabeth Dunbar
- Hamburg Antiques Study Group
- Vincent Martonis
- James Tammaro*

Organizations

- Aurora Historical Society

Tonawanda-Kenmore Historical Society

West Seneca Historical Society

Organizational Supporting

Buffalo Broadcasters Association*

*Denotes new members

Please keep in mind that memberships will be coming up for renewal at the end of the year. Renew now for next year!



Gov't Shutdown Affects Local Cultural & Historic Sites

Due to Congress's failure to pass a budget on time, a partial shutdown of the federal government went into effect on Tuesday, October 1. Locally, the historical and cultural heritage community was affected by the closure of the Theodore Roosevelt Inaugural Site in Buffalo, and the Iroquois National Wildlife Refuge in the town of Alabama in Genesee County.

The TR site, as its known, is operated as a unit under the National Park Service and is considered federal property. The shutdown means that the site is closed to visitors, and any programming scheduled during that time is suspended. This will have a financial effect on the site beyond any federal support.

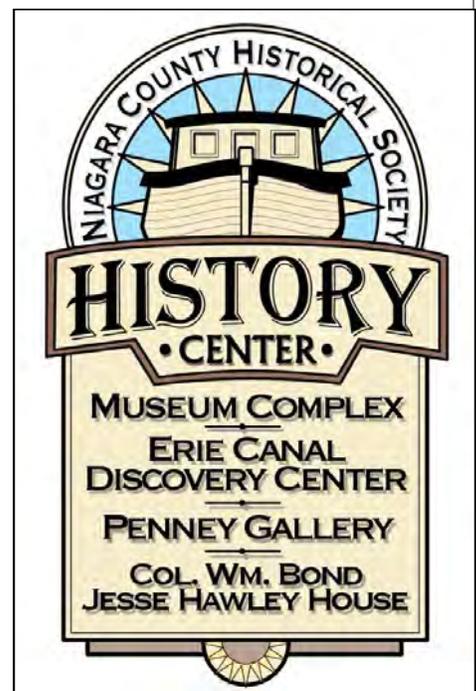
"We get partial funding from the Park Service, but we're also able to raise dollars in our museum shop and with admissions, and with programming," stated Molly Quackenbush, Director of the TR site, in an interview with WBFO-FM.

According to a press release by the National Park System, the system

hosts more than 282 million people per year, with more than 715 thousand per day in October. The shutdown will affect more than 20,000 National Park Service employees, who are furloughed until an appropriation is passed (3,000 employees continue to work, providing essential services, including security, emergency services and firefighting). Additionally, approximately 25,000 concession employees are employed in national parks during the summer and about half of them are still on the job in early October.

The Iroquois National Wildlife Refuge is part of the US Fish and Wildlife Service, which, like the Park Service, is administered under the Department of the Interior. FWS has 561 refuges and 38 wetland management districts, so in all almost 600 units. Refuge visitor centers and other public facilities will be closed to public access, however, refuge staff is needed to patrol government property and ensure the protection of vehicles, heavy equipment, and other assets. Additional personnel would

be on call to respond in the case of a large scale incident for emergency response and/or to protect property.



Grave Matters Workshop



Another successful Grave Matters workshop was held August 28 in Nunda at the historical society and Oakwood cemetery. Photos above at right show participants cleaning a large gravestone. Photos at left show volunteers from Mt. Hope Cemetery in Rochester demonstrating proper techniques for using a tripod to raise large gravestones.

Photos by Terry C. Abrams

Grants News & Notes

National Endowment for the Humanities

Division of Preservation and Access

Receipt Deadline May 1, 2014
for *Projects Beginning January 2015*

Updated guidelines will be posted at least two months in advance of the deadline listed above.

In the meantime, please use the guidelines for the previous deadline, to get a sense of what is involved in assembling an application.

Brief Summary

Preservation Assistance Grants help small and mid-sized institutions—such as libraries, museums, historical societies, archival repositories, cultural organizations, town and county records offices, and colleges and

universities—improve their ability to preserve and care for their significant humanities collections. These may include special collections of books and journals, archives and manuscripts, prints and photographs, moving images, sound recordings, architectural and cartographic records, decorative and fine art objects, textiles, archaeological and ethnographic artifacts, furniture, historical objects, and digital materials.

Applicants must draw on the knowledge of consultants whose preservation skills and experience are related to the types of collections and the nature of the activities that are the focus of their projects. Within the conservation field, for example, conservators usually specialize in the care of specific types of collections, such as objects, paper, or paintings. Applicants should therefore choose a conservator whose specialty is appropriate for the nature of their collections. Similarly, when assessing the preservation needs of archival holdings, applicants must seek a consultant specifically knowledgeable about archives and

preservation. Because the organization and the preservation of archival collections must be approached in tandem, an archival consultant should also provide advice about the management and processing needs of such holdings as part of a preservation assessment that includes long-term plans for the arrangement and description of archival collections.

Small and mid-sized institutions that have never received an NEH grant are especially encouraged to apply.

Program Statistics

In the last five competitions the Preservation Assistance Grants program received an average of 316 applications per year. The program made an average of 113 awards per year, for a funding ratio of 36 percent.

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Conferences and Workshops

Small Museum Association 30th Annual Conference

Sunday, February 16 - Tuesday, February 18, 2014
Clarion Resort Fontainebleau Hotel, Ocean City, MD

The SMA conference attracts more than 250 museum professionals every year from a wide variety of small museums. Attendees go to sessions on topics ranging from collections and education to staffing and board issues. We offer a large Museum Resource Hall and plenty of informal networking opportunities for you to talk with (and get ideas from!) small museum professionals and volunteers.

Theme: 30 Years of SMA: Past, Present and Future!

Call for Papers

You can now submit your proposal for a session for 2014 SMA! Download instructions and the form here. Deadline: October 4, 2013.

Pre-Conference Program

Registration Options & Rates

Registration will open later this fall.

Location

The Small Museum Association Annual Conference is held each year at the Clarion Resort Fontainebleau Hotel in Ocean City, Maryland.

10100 Coastal Highway, Ocean City, MD 21842

800-638-2100 / 410-524-3535

www.clarionoc.com /

info@clarionoc.com

Rooms are generally available for conference attendees at the following discount rates: (2013 rates)

1 standard room: \$68, 1 bedroom condo: \$78, 2 bedroom condo: \$118, 3 bedroom condo: \$158

To reserve your room(s), please contact the hotel directly and identify yourself as attending the SMA conference.

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Grants News and Notes (continued from page 5)

The number of applications to an NEH grant program can vary widely from year to year, as can the funding ratio. Information about the average number of applications and awards in recent competitions is meant only to provide historical context for the current competition. Information on the number of applications and awards in individual competitions is available from preservation@neh.gov.

Questions?

Program questions should be directed to NEH's Division of Preservation and Access at 202-606-8570 or preservation@neh.gov. Hearing-impaired applicants can contact NEH via TDD at 1-866-372-2930.

IMLS Museums for America Grants

Application:

Grant program guidelines for FY2014 are now available.

Access FY 2014 Grant Program Guidelines Online

Read more about the Museums for America program on the IMLS website.

Deadline: December 02, 2013

Grant Amount: \$5,000–\$150,000

Grant Period: Up to three years

Cost Share Requirement: 1:1 for proposals requesting more than \$25,000. No cost share required for proposals requesting \$5,000-\$25,000.

Program Overview:

The Museums for America (MFA) program supports projects that strengthen the ability of an individual museum to serve its public.

MFA grants support activities that strengthen museums as active resources for lifelong learning, as important institutions in the establishment of livable communities, and as

good stewards of the nation's collections. MFA grants can fund both new and ongoing museum activities and programs. Examples include planning, managing and conserving collections, improving public access, training, conducting programmatic research, school and public programming, producing exhibitions, and integrating new or upgraded technologies into your operations.

There are three categories within the MFA program:

Learning Experiences

IMLS places the learner at the center and supports engaging experiences in museums that prepare people to be full participants in their local communities and our global society. Projects should provide high-quality, inclusive, accessible, and audience-focused learning opportunities; provide access to collections, information, and educational resources; encourage the use of technologies; and develop programs for specific segments of the public.

Community Anchors

IMLS promotes museums as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality. Projects should harness a museum's expertise, knowledge, physical space, technology, or other resources in order to address a specific need originating in the community. Museums may undertake the project alone or in partnership with one or more community organizations.

Collections Stewardship

IMLS supports exemplary stewardship of museum collections and promotes the use of technology to facilitate discovery of knowledge and cultural heritage. Projects should address high priority collections care or conservation issues.

Note to applicants: The FY2014 Museums for America grant opportunity encompasses those types of proposals that were previously so-

licitated through the Conservation Project Support program. IMLS maintains its commitment to collections care, conservation, and preservation, and encourages step-by-step, progressive approach to conservation.

Eligibility:

Museums that fulfill the eligibility criteria for museums may apply.

Program Contacts:

If you have questions, please contact any of the staff listed under the category that best fits your project.

Learning Experiences

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Steve Shwartzman, Senior Program Officer

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Mark Feitl, Museum Program Specialist

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Conferences and Workshops (continued from page 5)

Registration Open for These October Online Courses from AASLH

The Basics of Archives

Proceed at your own pace through this online workshop covering the basics of archive management and practices.

Dates: October 21 – November 15, 2013

Cost: \$85 members / \$160 nonmembers

Project Management for History Professionals

This ten-module online course improves how history museum operate and serve their community by teaching Project Management to history professionals. Improve your everyday work process in exhibitions, programming, fundraising, special events, outreach, and collections care.

Dates: October 28 – November 22, 2013

Cost: \$350 members / \$425 nonmembers

Are You Ready for Volunteers?

Many volunteer programs have existed with little or no formal processes and assessments in place. Often, there is no paid staff member who manages the volunteer program. The result is that the programs are often not well run, translating into high volunteer turnover, anemic buy-in from the organization's management and staff, and ultimately, low program success. This webinar will address how to plan for a volunteer program at your history organization or how to improve the program that you currently have.

Dates: October 16, 2013

Cost: \$40 members / \$115 nonmembers

Developing a Successful Volunteer Recruitment Program

We know having volunteers in the wings who can give eight hours a day is no longer the case. Recruitment is a process that enables the selection of the right people for the right task. Recruitment is understanding the environment where people want to volunteer and the time they have to give. That is what this webinar is about, so sign up now.

Date: October 18, 2013

Cost: \$40 members / \$115 nonmembers

For more information or to register go to https://www.aaslhnet.org/aaslhssa/evtssashop.display_results

The Common Core and NYS Museums (continued from page 2)

Have non-fragile objects available they can touch that may inspire discussion among the students. If there is text somewhere in the exhibit, let the students read it out loud and ask them what it means or if there are any words they don't understand.

Finally, how do you incorporate Math into a historical museum? That will depend on what types of exhibits you have but you should be able to come up with a few math questions to throw at them. Keep a measuring tape handy and have them figure out the square footage of an exhibit area or a typical pioneer log cabin. These types of questions and activities will

keep the students interested, engaged and not so prone to wandering.

There has been much talk lately about the CCLS, some of it positive, some negative. Don't let this new concept scare you. For more information on the CCLS, visit www.engageny.org and click on the link to the Common Core.

ASSOCIATION UPDATE

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WNYAHA ANNUAL MEETING SATURDAY NOVEMBER 2



Historic Arts and Artists of Western New York

About the Conference

WNYAHA's annual meeting will be held at Genesee Community College, Batavia, NY on Saturday November 2, with registration starting at 8:30 AM.

Featured Speakers for the Conference:

Sarah Jastremski, NYSED Chartering Coordinator

Lynne Belluscio, Director, Leroy Historical Society

Joan Schumaker, Nunda Historical Society

For more information go to our website at www.wnyaha.org



Conference Registration Form

Yes, I want to register for the 2013 WNYAHA Annual Conference.

Please register the following:

Number of Non-Members _____ @ \$50 equals \$ _____

Number of Individual Members _____ @ \$45 equals \$ _____

Number of Organizational Members _____ @ \$40 equals \$ _____

Number of Organizational Supporting Members _____
@ \$35 equals \$ _____

Total registration fees enclosed \$ _____

Names of additional registrants:

MY NAME IS _____

Title _____

Organization _____

Address _____

City _____ ST _____ Zip _____

County _____

Phone _____ Fax _____

Mail check or money order to:

Western New York Association of Historical Agencies P.O. Box 39, Getzville, NY 14068
Email _____ Website _____