# Strategic Plan, FY2009-2013

## Report of Progress, FY2004-2008

(Submitted January, 2008)

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Executive Summary

Over the next five years, the Peabody Museum will focus its activity in seven broad strategic areas:

1. To enrich the cross-cultural and interdisciplinary education offered to Andover’s students through access to the unique, pertinent collection and staff expertise of the Peabody;
2. To capitalize on the Museum’s resources for implementing the Academy’s commitment to diversity and global citizenship;
3. To include Native American communities in the preservation and appreciation of their culture and to serve as an educational resource for those Native American communities, as well as scholars, museum professionals and the public;
4. To practice and promote the highest professional standards in the documentation, conservation and interpretation of the Museum's collections;
5. To develop a communications plan for the museum, highlighting its resources and programs for the school community and beyond;
6. To build a stable financial base for operations; and
7. To conduct a study of long-term facilities needs.

Introduction

This plan is the culmination of a two-year effort to prioritize and guide the Peabody Museum’s activities for FY2009 to FY2013. It presents the objectives and strategies of the Museum and is framed to be consistent with the mission, character and core values of Phillips Academy, including its commitments to excellence, a diverse student body, a global perspective and interdisciplinary study. It has been developed with the significant oversight of the Peabody Advisory Committee, along with the thoughtful input of the Peabody Education Oversight Committee, the Peabody Collections Oversight Committee, members of the Office of Academy Resources and Andover alumni.

After four years of operation under a new mandate and stringent budgeting, we believe the Peabody has demonstrated its value to Andover. At its core are two fundamental resources that are not replicated elsewhere:

- A unique and valuable research collection that is an ideal instrument for teaching about the diversity of the human experience, and
- Connections with extraordinary outside resources that are ready to be tapped for the benefit of our faculty and students.

By enhancing Andover’s program in unique ways, the Peabody serves as a competitive differentiator.

Among the many important products of our planning process is an updating of the Museum’s vision and mission to better articulate its primary mandate to serve as a resource for the faculty and students of Phillips Academy. These statements directly align the Peabody with key components of the Academy’s Strategic Plan:
• Vision: “To establish the Peabody as a teaching museum and catalyst for collaboration among different academic disciplines in order to understand our connections with past, present and future human societies and to promote globally responsible leadership.”

• Mission: “To teach appreciation of cultural continuity and evolution from prehistory to the present, in order to develop understanding of global interdependence and to foster a sense of responsibility for future generations. We also seek to advance Phillips Academy’s historical relationships with Native American, archaeological, scholarly and museum communities.”

In striving to meet the high standards set forth in the new vision and mission statements during the next five years, we have the opportunity to increase the positive momentum that has been generated by our recent progress, especially in support of the Academy’s Strategic Plan.

The Peabody’s strategic objectives are primarily program-based; their implementation requires modest increases in our program budget that will be consistent with our recent history of prudent stewardship. Augmentation of the endowment will continue to be a top priority for the coming years. Recognizing that any major improvements in facilities are not expected until after the conclusion of the Academy’s current campaign, one of our short-term objectives (#7, below) is to identify feasible scenarios for facilities that are driven by programmatic considerations.

**Objectives**

1. **To continue to enrich the cross-cultural and interdisciplinary education offered to Andover's students through access to the unique, pertinent collection and staff expertise of the Peabody:**

Building upon the strong foundation developed during the past four years, the Peabody can do much more to support Phillips Academy's strategic goals of preparing students to live in a multicultural and global community; fostering understanding and appreciation of human cultural diversity through time and space; and developing an interdisciplinary curriculum.

Much of our contribution in this area will be opportunistic, as Peabody staff and Andover faculty together identify areas where Museum collections and staff expertise can add new dimensions to the curriculum. At the same time, there is substantial opportunity for more (and more sustained) faculty involvement and the continued development of core curriculum with Peabody components. Faculty members of the Peabody Education Oversight Committee will remain central to this process.

- We will continue to introduce faculty to Peabody collections in order to stimulate ideas for collaborative curriculum development.
- We will seek to be of increasing utility to the Dean of Studies and members of the Global Perspectives Group on issues pertinent to the fields of anthropology and archaeology that articulate with the Academy’s emphasis on diversity and globalization.
- To meet the increasing demand for our services, we will request an additional FTE for education beginning in FY09. New and innovative curriculum can then be developed for the evolving needs of the academic departments with whom we collaborate.

2. **To capitalize on the Museum's resources for implementing the Academy's commitment to diversity and global citizenship:**

Our collections are the material remains of the lives of peoples outside of today’s First World cultures—ranging from spectacular artifacts of the European Paleolithic, through 13,000 years of Native American culture history, to Lucy Foster, a freed slave living in Andover during the late
18th to mid-19th centuries whose home was the first African American site excavated in the U.S., to Maya costume and household items from the 1960s through 1990s that demonstrate a period of rapid cultural change. The historic collections in particular are useful representations of strategies employed by ethnic groups grappling with dominant Western socioeconomic systems, many tactics of which (tourist industries, for example) are still viable today.

- We will seek to engage faculty teaching about the developing world and international relations in the design of curriculum units utilizing Peabody collections.
- We will attract speakers whose expertise brings an anthropological and interdisciplinary lens to bear on social and environmental topics being studied by students in other departments.

Our experience has shown that the programs with greatest efficacy are those with significant experiential components. At present these include Pecos Pathways, the BALAM project, the Andover/Labrador Expedition and Summer Session’s Introduction to Archaeology and Dig This: Unearthing the American Past. For obvious reasons, these are resource-intensive to plan and run. However, because they support the aims of the Academy’s 2004 Strategic Plan in ways that other programs cannot, we believe that experiential, cross-cultural and expeditionary learning programs for students and faculty should be vital, distinguishing features of Andover’s curriculum.

- Building on the success of our current experiential programs and with the assistance of the new educational FTE, undertake at least one more project, including possibilities in Peru or Polynesia. Any new initiatives would be designed and timed in collaboration with, and guided by, the needs of academic departments on campus.

3. To include Native American communities in the preservation and appreciation of their culture and to serve as an educational resource for Native American communities, scholars, museum professionals and the public.

The collections of the Peabody represent a vast reservoir of information concerning the deep, multicultural history of the Americas. We have continued to honor our commitment to ensure reasonable access to the collections, to provide educational opportunities and to respond to information requests from the Native American and scholarly communities and the public.

We value very highly our cordial and, in many cases, reciprocal relationships with Native communities, especially those that grew out of our leading compliance with NAGPRA. These interactions have enormously benefited us and have the potential to enrich considerably the Andover experience as the school succeeds in attracting a critical mass of Native students to the regular academic session. To foster our excellent relationships with Native communities we will:

- Continue to devote critical staff time and financial resources to NAGPRA compliance, to managing repatriated collections on loan to us from tribes and to on-going curation of culturally affiliated collections that have not yet been repatriated.\(^1\)
- Actively promote Andover’s admission outreach to Native American communities.
- Seek opportunities with tribes to design collaborative programs for young people.
- Maintain full readiness to respond to new NAGPRA requests, as they may arise.

To facilitate service to our scholarly, museum and archaeological constituents we will:

- Design a plan with phased implementation for collections digitization.

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\(^1\) According to current regulations, we plan to be in full NAGPRA compliance by July, 2008. However, NAGPRA obliges us to indefinitely curate Culturally Affiliated collections held at the Museum until the tribes decide to remove them from our care. There is no limitation attached to this timeframe. In addition, federal regulations regarding Culturally Unidentified materials are pending, and once passed will require entirely new consultations on sixty sites.
• Examine the costs and resources necessary to make the resulting images accessible on the Web to facilitate public and scholarly access to the Museum’s resources.
• Continue to partner with the Andover Historical Society, the Rebecca Nurse Homestead, the Massachusetts Archaeological Society and the University of Southern Maine in public programming.
• By FY10 request an additional FTE to assist for Senior Collection Manager/Registrar to help with the workload involved with these tasks and other collection management duties addressed below.

4. To practice and promote the highest professional standards in the documentation, conservation and interpretation of the Museum’s collections.

Museum collections degrade naturally through time. However, appropriate environments considerably prolong the integrity of organics, metals and other fragile materials prevalent in museum collections, particularly those of archaeological origin.

Although the Peabody was innovative in the 1940s, a consequence of its more recent financial circumstances is that the Museum lags behind institutions of its caliber in terms of the ability to physically care for its collections. Further progress in upgrading collections management is seriously constrained by our aging facility, and it is both our moral obligation and our fiduciary responsibility to provide these important and irreplaceable collections with proper care. Our intention is to:

• Re-examine past conservation surveys and prioritize outstanding preservation issues and continue implementation of inexpensive temporary storage upgrades.
• Obtain Trustee approval of the existing collection policy, collection plan and disaster plan.
• Continue data entry for the collections database, the finding-aid for MacNeish documents, and backlogged library and object collections.
• As appropriate, take steps to upgrade security procedures for the collections.

5. To develop a communications plan for the Museum, highlighting its resources and programs for the school community and beyond.

Keeping faculty and students up to date with our programming will invite more collaboration and assist further integration into the academic curriculum. Reaching out to alumni, parents, friends, and prospective families will cultivate a stronger base for long-term support. Augmenting conversations with Native communities will enrich our multicultural resources and may enhance the Academy’s efforts to enroll Native American students. Maintaining dialog with the scientific and scholarly communities will ensure ongoing use of our important collection for research and study.

• Working within existing budget constraints, and in collaboration with the Academy’s communication department, develop improved and frequent communication tools through printed media, website development and other means as appropriate.

6. To continue building a stable financial base for operations.

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2 Due to the high volume of material to be cataloged, this task will be on-going for many years to come.
Over the past four years, the Museum has experienced exponential increases in programming for Andover faculty and students, while maintaining long-standing relationships with the public, and Native American and scholarly communities.

Yet, this rebirth has been managed with fiscal prudence on a very stringent budget ($270,179 in FY08). All operations—including education, collections management and NAGPRA compliance—have been conducted by a staff of just three full-time professionals. Recent annual budgets have been supported by an endowment draw in the range of 4.02%-5.71%, outright support from the Academy’s operating budget, increased from $80,000 to $100,000 in FY08, and annual fundraising for operating support on the order of $57,000-$75,000 per year, managed by OAR.

Augmentation of endowment is the critical factor in developing the long-term sustainability of the Peabody. Accordingly, in 2004 the Trustees authorized the Office of Academy Resources to undertake an endowment drive with an initial goal of $1.5 million, to bring the endowment total to at least $4 million in gifts and pledges. The summer of 2007 this goal was exceeded. As of June 2007, the market value of the Peabody's endowment funds stood at just over $3.7 million, with $678,615 in outstanding pledges in the pipeline for the coming years (FY08-FY11).

- To sustain the strength of our current operations, to respond to increased demand for our teaching resources, to continue to honor our full compliance with NAGPRA and to fulfill our responsibility for collections care and curation, we will need support for two additional FTEs (noted in Objectives 1 and 3 above).
- We respectfully request that the Trustees sustain the Academy's annual contribution at the current $100,000 level.
- To secure the strongest possible financial base for future operations, we will seek to raise endowment to at least $5 million in the short-term and request that the Peabody’s endowment be included in the objectives of the Academy’s current campaign.

7. **To conduct a study of long-term facilities needs.**

Built in 1903, the Peabody Museum is an important part of Andover’s history and is individually listed within the Academy's historic district. With each year, it becomes a greater asset to the campus and the Academy’s educational program. In order for the Peabody to maximize its operation as a teaching museum, the Peabody Advisory Committee recommends that in FY11 the Academy undertake a feasibility study for facility renewal. To be driven by programmatic considerations, this study will consider the needs of the outdated facility, including teaching and gallery space, code requirements, and collections conservation.

- In preparation, the director and staff, working with the Advisory Committee, will identify and prioritize the programs that will form the basis for the feasibility study, submitting its report in FY10.
- We will undertake this process in collaboration with the Director of Facilities and the Facilities Planning Committee.
- We will seek permission to raise funds for the feasibility study within the current campaign.

Working on this facilities planning schedule would position the Peabody Museum for funding consideration soon after the end of the current campaign.

Finally, we note that due to code restrictions, our second floor continues to be off-limits for any group use. Our ability to hold classes in the Museum, therefore, is severely constrained at a time of increasing academic demand. In the past, the second-floor library has also been an ideal meeting space for several Academy purposes. Accordingly, we would welcome reevaluation by
the senior administration as to whether a code-approved, interim solution can be found and financed in the near term for the second floor to be brought back into use once again.

Executive Summary

In 2004, the Board of Trustees adopted the Report of the Peabody Planning Committee which had presented thirteen recommendations for the continued operation of the Museum, with specific emphasis on its integration into the academic life of Phillips Academy. This report details the Peabody’s considerable progress since that time. Prepared in conjunction with Strategic Plan FY2009-FY2013 by Museum staff and the Peabody Advisory Committee, it describes a firm foundation from which the Museum can further enhance its service to the Academy and its broader communities.

The Peabody Advisory Committee has worked diligently on behalf of the Peabody since 2005. Comprised of several members of the former steering and planning committees, it provides valued expertise and continuity of perspectives for the institution. Chaired by Marshall P. Cloyd ’58 and enriched by the participation of two members of the National Academy of Sciences, David Hurst Thomas and Linda S. Cordell, its membership also includes Elizabeth Artz Beim ’58, James B. Richardson III, curator emeritus Carnegie Museum, Kuni Schmertzler, past parent and Peabody volunteer, and Sandy Urie ’70 (See Appendix 4 for full membership).

With a three-member staff and a very small budget, the Peabody has accomplished much during the past four years:

- All thirteen recommendations that have objectives within the Museum’s direct area of responsibility have been addressed and the goals set forth surpassed.

- With the support of faculty colleagues, the Museum increasingly has become part of the academic program at Andover: Fifty-seven curriculum units that support the academic program in History, Biology, Math, Art, English, and Residential Life have been developed, many of which are in use each term.

- The Peabody has contributed to the success of Andover’s strategic plan through innovative programs expanding the Academy’s commitment to diversity and cross-cultural, global experiences for faculty and students through four expeditionary learning projects with interdisciplinary, cross-cultural, and in two cases, global components; two interdisciplinary courses and a third in development; and by using our connections within the Native American community to assist the Admissions Office with its goal to recruit Native American students.

- The Museum has, within its quite limited resources, effectively managed its important collections.

- By June 2008 the Museum will have fulfilled all current legal requirements for NAGPRA.

- Through the generosity of certain key donors and the efforts of OAR, the Peabody has exceeded its 2004 endowment objective, augmenting its endowment through more than $1.5 million in gifts and pledges, and now enjoys a vastly improved financial outlook.
Introduction

The Robert S. Peabody Museum of Archaeology is widely recognized for being at the methodological and theoretical vanguard of archaeological research since its founding in 1901 (Appendix 1, History of the RSPM). The museum continues to attract leaders in the field, as witnessed by the inclusion on our Advisory Committee of David Hurst Thomas and Linda S. Cordell, both members of the National Academy of Sciences. Yet despite its historical prominence, financial issues forced the Peabody to significantly scale back its operations between 1983 and 1990 and again from 2001 to the present. The underlying cause may lie in a 1914 decision to direct the museum’s efforts toward scientific research (Appendix 2: Report of the Committee on Archaeology). Orientation away from its original educational mission resulted in generations of Andover faculty and students with little or no association with the Museum.

The Peabody was largely focused outward on public funding and programming in the 1990s, although overtures toward the Academy were made. Lacking a strong association with the Museum as students, Andover alumni overlooked the Peabody for charitable giving. The absence of an alumni donor base exacerbated a worsening outlook during the financial downturn of the late 1990s when there was rising competition for public funding. Increasing use of endowment to meet operating costs left the institution vulnerable and eventually precipitated the Peabody’s most recent financial crisis.

The New Peabody Museum and its Programs

Central to the new mandate given to the Peabody by the Board of Trustees in 2004 was the priority objective to refocus the Peabody’s mission on service to Phillips Academy students and faculty (See Appendix 3: Report of the Peabody Planning Committee and Appendix 4: Peabody Museum Committees and Staff), rather than public outreach.

The Peabody Planning Committee’s thirteen recommendations to guide this transition and the progress that has been made concerning each are addressed in detail below:

1. That the Academy retain the Robert S. Peabody archaeological collection and seek to further integrate the Peabody collection into its educational program.

Because lessons are most powerful when students experience “the real thing,” artifacts from the research collection are routinely used in the classroom whenever artifact condition and circumstances permit.

Courses and Curriculum Units

Five years ago, the Peabody affected a negligible number of departments, courses and students at Phillips Academy. That situation has changed. During the 2006-2007 academic year the Peabody

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3 The Peabody's collections comprise approximately 500,000 objects from the entire Western Hemisphere that span at least 13,000 years of culture history in the Americas. Also included are a 7,000 volume reference library, 300 linear feet of documents and about 46,000 images---in short, a resource unrivaled by any other secondary school and most colleges and universities.
delivered 147 student hours of regular term curriculum incorporating Peabody collections, including one interdisciplinary course designed with the Biology Department (Figure 1: Curriculum Units Delivered to PA Classes and Appendix 5: Peabody Education Statistics). Over fifty curriculum units and two additional interdisciplinary courses (Appendix 6) have been developed and taught or are in design to support the summer session and academic departments on campus. Of those developed for the regular academic year, the most successful are in demand each term by all sections in a given course.

Beyond the classroom, further investigations of the collections by students with an interest in archaeology and anthropology take place as Independent Projects. We have mentored IPs that include genetic studies of dog bone, human hair and bird feathers; a critical evaluation of theories on the relationship between *Homo erectus* and *Homo sapiens*; the degree of Viking influence on Inuit groups in Greenland, and reanalysis of data from the Peabody’s investigation of Black Lucy’s Garden, the first African American site excavated in the United States.

2. That the Board of Trustees reaffirm the title “The Robert S. Peabody Museum of Archaeology” as the name of the institution.

This has been done.

3. That the Academy administration and the Trustees add the Peabody building to the strategic planning agenda of the Academy in order to integrate the planning for the Peabody Museum within the broader Academy strategic plan approval.

Recognizing that any major improvements in facilities are not expected until after the conclusion of the Academy’s current campaign, one of our short-term objectives is to identify feasible scenarios for facilities that are driven by programmatic considerations.

Our study of long-term facilities needs, for post-Campaign consideration, will be undertaken in collaboration with the Director of Facilities, the Dean of Studies, and the Facilities Planning Committee.

4. That the Academy continue using the Peabody building as a principal means of fulfilling the purpose for which the gift was given, subject to the Academy’s facilities planning process.

The Academy has continued to use the building solely for purposes of housing Peabody collections and activities, although we occasionally host the Senior Academic Council, the PA Parents’ Association, alumni reunions and other meetings.
5. That the Peabody director retain full faculty status, report directly to the Dean of Studies and serve as the lead educator at the Peabody, acting as liaison with academic departments and classroom instructors.

In addition to performing administrative duties, the museum director now serves as the Peabody’s lead educator, interfacing with academic departments and classroom instructors (Figure 2, below).

![Peabody Organizational Chart]

6. That the character and scope of educational activities involving the Peabody be consonant with the resources available and be reviewed and approved by an educational program oversight committee for the Peabody consisting of interested Academy instructors, chaired by the director, with the Dean of Studies ex officio.

The response to this recommendation is combined with that of number 7, below.

7. That the Dean of Studies, in collaboration with the director, appoint an educational program oversight committee charged to develop a mission statement for the educational program consistent with the recommendations in this report, to be submitted to the Education Committee of the Board for approval.

The Peabody Education Oversight Committee convened in 2004 and is composed of the Holmes Library director and six faculty from Art, History, Biology, and Spanish. The Dean of Studies serves ex officio (Appendix 4: Peabody Committees and Staff). Under PEOC leadership curriculum units have been developed for art, history, biology, mathematics, physics, Spanish and the residential life program. A new educational mission statement has also been drafted:

“to teach students to appreciate cultural continuity from prehistory to the present and to understand themselves as world citizens with responsibility for all generations—past, present and future.”
8. That the director appoint a collections oversight committee to make recommendations on matters pertaining to accessions, deaccessions and loans of the holdings of the Peabody. The collection oversight committee would include representatives from the Native American, museum and scholarly communities, as well as members of the faculty, administration and the Board of Trustees. The committee, chaired by the director, is to meet on a regular basis. The committee’s recommendations would be submitted to the Board of Trustees.

The Peabody Collections Oversight Committee is staffed by the Addison Gallery Associate Director, external museum professionals, professional archaeologists, Native scholars and alumni (Appendix 4). This body has approved plans dealing with disaster, collections management and future collecting at the Peabody. Many members served the former Peabody Visiting Committee.

The Peabody Advisory Committee, chaired by Marshall Cloyd (PA’58), is a third group. This body oversees all of the Peabody’s operations, including the work of the staff, the Education Committee and the Collections Committee. Its membership consists of a small core of committed museum and archaeology professionals and PA faculty, administrators and alumni (Appendix 4). The PAC undertook responsibility for the Peabody’s strategic planning and will engage in the plan’s implementation once it has been approved.

9. That for the present, access to the general public remain by appointment and that in the future, display of museum objects and public visitation be undertaken only as existing levels of staffing and financing permit.

We are open by appointment for individuals and groups. Exceptions are announced events for the PA community and the public, as well as monthly meetings of the Massachusetts Archaeological Society Northeast Chapter. The most recent change in the exhibition space was a carefully supervised student independent project for which monies were raised from within the PA community.

10. That the Academy continue to provide additional funding at the FY04 level for FY05-08, at which time another evaluation of the program is recommended. Should the evaluation be positive, support would continue subject to periodic reassessment and correction, if necessary.

With the exception of cost of living increases for staff, the Museum operated with flat funding from FY05 through FY07. In FY08 the Academy increased its annual support to $100,000 to undergird our NAGPRA compliance.

11. That the Academy, through the Deans’ Council, in collaboration with the director and the Office of Academy Resources, develop and implement a plan to solicit financial contributions, both operating and endowment, in support of the Peabody Museum, consistent with the scope and scale of the Peabody’s educational program and with the development goals and objectives of the Academy.

With the generous support of core donors and the active assistance of OAR, we continue to fulfill this mandate by augmenting endowment with new commitments of more than 1.5 million dollars.

12. That, with gratitude to its members for their service to the Peabody and the Academy, the Peabody Visiting Committee be discharged.

This has been done.
13. That the Friends of the Peabody be continued and be informed of these recommendations and the new direction of the museum.

The Friends of the Peabody organization continues in the form of the Massachusetts Archaeological Society Northeast Chapter. The Friends of the Peabody are members of the MAS and receive updates as part of the agenda at monthly meetings held at the Museum.

Additional Progress

The Peabody has expanded old initiatives and developed new ones that go beyond fulfilling the mandates of the thirteen Peabody Planning Committee recommendations. Among them are:

- Work Duty:
  The Peabody is the largest site of student work duty on campus, attracting at least thirty-five lowers, uppers and seniors per term. Students assist in collections management tasks that include inventory, data entry, cataloging and creation of custom storage containers. To enliven their experience with us, we engage students in hands-on introductions to anthropology and archaeology through such activities as atlatl throwing, use of the trebuchet, flint-knapping, constructing annual Dia de los Muertos altars and weekend field trips.

- Summer Session:
  Two courses, Introduction to Archaeology and Dig This: Unearthing the American Past, were developed specifically for Summer Session.

  *Dig This: Unearthing the American Past* was designed as a pilot interdisciplinary History/Archaeology course for the new Lower Summer Institute. It is a Native American history of the United States that makes generous use of the Peabody collections and staff expertise. For example, the students in the accompanying photograph are examining Peabody collections of Mandan materials that came from the villages visited by Lewis and Clark in 1804. This major-level course is designed to help middle school students understand the dynamic interactions between Native peoples and European newcomers and how those encounters continue to shape the United States to this day.
Introduction to Archaeology is an archaeological field school held at the Danvers, Massachusetts homestead of Rebecca Nurse, famed victim of the 1692 Salem Witch Trials. It is a collaborative project taught with the University of Southern Maine and is a near-college level course that combines method, theory and field work. Peabody collections are widely employed for background instruction in this hands-on, three-dimensional view of 5,000 years of local culture history.

- Anthropology Club: The student Anthropology Club meets regularly at the Museum to discuss books, films and other anthropology topics of interest to them.

Andover’s Strategic Plan

A new Academy-wide strategic plan emphasizes a diverse student body, global awareness and development of interdisciplinary curriculum. The inherent interdisciplinarity and cross-cultural aspects of the Museum’s collections, combined with increased willingness of faculty to consider multidisciplinary collaborations, has facilitated significant contributions by the Peabody to its success, including:

- The Development of Interdisciplinary Curriculum: Human Origins, SCIE470, is a hands-on, interdisciplinary course which addresses human morphological and sociocultural development over five million years. Topics include primate behavior, fossil hominids, DNA, race, the rise of early civilizations and the environmental consequences of economic success, past and present. Genuine European Paleolithic tools, fossil skull casts, and artifacts from the Peabody collections enrich the classroom discussion. Laboratory exercises instruct students in the intricacies of flint knapping, pottery manufacture, atlatl throwing and stone vs. steel axe woodworking—all good life skills for today’s young people.

Art, Artifact and Culture is an interdisciplinary course in the design phase that will focus on the study of art and artifacts as a reflection of diverse worldviews and the changes that occur from cross-cultural influences. It is under development with the Addison Gallery and the Art department. The curriculum will include frequent visits to the campus museums, readings, discussion, research and writing.

You’ve got Mail is a two-part curriculum developed jointly by the Peabody Museum and the History Department. It is designed for History 100, which introduces students to world history through the interaction of geographically and socially diverse cultures
During the period spanning AD 1000 to 1600. The two day presentation addresses cross-cultural transmission of technology using hands-on replicas of medieval armor from the 12th and 15th centuries and two 1/10th scale model trebuchets. Students leave the classroom to engage in solving technical issues surrounding the apparatus of war and to graphically experience how change is a consequence of the transmission of potent ideas. The program benefits all History 100 instructors and students, as well as physics and math students whose instructors choose the trebuchet activity. By considering the subject from a diversity of perspectives—in this case social aspects of history combined with explanations of why things work the way they do according to the physical laws of nature (history+technology+math+science)—this program supports the Academy’s strategic initiative to incorporate global perspectives and interdisciplinary collaborations into the curriculum.

Expeditionary Learning Programs:
Peabody experiential programs have extended Andover’s outreach to youth from every quarter and have provided meaningful cross-cultural experiences to Andover students and faculty. These Expeditionary Learning programs include Pecos Pathways, now in its eleventh year; the interdisciplinary Bilingual Archaeological Learning Adventure in Mesoamerica ("BALAM"); and the Andover-Labrador Expedition.

*Pecos Pathways* is a three week, cross-cultural exchange between students and faculty from Andover and students and chaperones from Jemez Pueblo in New Mexico. Several of our Andover students have described the Pecos Pathways experience as “life-changing.” The ten students who participate each year, five from Andover and five from Jemez, look very similar on the surface—same clothes, same musical tastes, many of the same food preferences— but not far beneath the surface are fascinating differences that the students discover about each other during their three weeks together.

The *Bilingual Archaeology Learning Adventure in Mesoamerica* is an interdisciplinary culture history and language-immersion project developed with the Spanish department. Now in its third year, this enormously popular three-week program introduces 10 Andover students to ancient Mesoamerican and contemporary Maya cultures in Mexico, Belize and Guatemala. A week spent in Belize with Dr. Jaime Awe, Director of the Belize Institute of Archaeology, gives students firsthand experience digging with Belize Valley Archaeological Reconnaissance field crews.

*The Andover/Labrador Expedition* is a partnership with the National Museum of Natural History’s Arctic Studies Program, The Labrador Institute of the Memorial University of
Newfoundland and the Innu Tshikapisk Foundation. The Peabody participated in an expedition to Mistastin Lake in the Labrador interior in 2004, and two PA students, Sarah Lansing ('00) and Jeff Wessler ('03), accompanied Peabody staff to conduct independent research projects centered on coastal excavations in 2000 and 2001.

The Labrador coast and interior are undergoing climate change, a matter of great concern to indigenous people and the scientific community. Plans for a group of Andover faculty to travel to Mistastin Lake to meet with Dr. Loring of the NMNH’s Arctic Studies Program, Dr. John Jacobs, a climatologist from the Memorial University of Labrador researching global warming, representatives from the Innu Tshiskapisk Foundation and Innu elders and their families are presently in development. We hope that the experience will inspire collaborative partnerships investigating climate change over time and issues of sustainability that will be brought back to Andover classrooms. This experience for faculty has international, cross-cultural, archaeological and environmental components.

• “Youth From Every Quarter;”
Through its association with the National Museum of the American Indian, the Peabody facilitated an introduction to Dr. Whitney Laughlin, a respected higher education consultant who advises colleges and universities on successfully attracting and retaining Native American students. Her fall 2006 consultancy provided Andover with its current blueprint for Native American recruitment.

Because the Peabody has undertaken its NAGPRA consultations with the intention of building relationships that extend beyond repatriation (Pecos Pathways is an example of this approach), we make use of opportunities to recommend Andover’s program to tribal educators. We recently provided the Pueblo of Jemez in New Mexico, the Passmaquoddy tribe in Maine, the Wabanaki Confederacy of northern New England and the Mashpee Wampanoag tribe in southeastern Massachusetts with referrals to the Andover admissions office, at their request.

NAGPRA

In 1996 the Peabody NAGPRA staff handled consultations with nearly 200 tribes. Fortunately, the vast majority of that work was finished prior to 2001. During the past four years we have completed all outstanding consultations and cultural affiliation documents that were in process.

• A very few outstanding NAGPRA consultations remain. In FY2008 we contracted with Bernstein and Associates to assist us with consultations regarding human remains and artifacts from the last seven sites and preparation of the final documents for submission to the National Park Service.
• Appendix 7 is a spreadsheet that summarizes our status with collections that pertain to NAGPRA.

Collection Management

Former Peabody director James Bradley brought in federal grants for a new electronic security system, remedial storage upgrades and design and implementation of the present collections

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4 At this writing, we have only eight sites in the Southwestern United States to complete cultural affiliation documents for, and consultation with the tribes involved has been completed. By June 2008 we expect to fulfill all current obligations under the law by submitting cultural affiliation documents for the eight sites to the National Park Service for publication in the Federal Register.
management database. New initiatives were suspended after 2001 when the Peabody’s program faltered and Andover made the decision to eschew federal funding.

- Since 2001 the Peabody collection management team has devised cost-effective ways to ameliorate the environmental conditions that exist in the building and to move forward with the intellectual control project.
- New collection policy, disaster plan and collections planning documents have been produced to direct management of the museum’s collections.

Finances

Despite the exponential increase in program, the Peabody has maintained fiscal discipline within a flat and very stringent base budget. This fiscal conservatism has paid off.

- Please review the financial projections presented in the preceding Strategic Plan, Appendix 2, pages 8-13.

- As of June 30, 2007, the market value of all endowment funds stood at slightly over $3,700,000. Additional endowment pledges totaling nearly $680,000 are expected for receipt between FY08 and FY11.
Appendix 1: Concise History of the Robert S. Peabody Museum of Archaeology

The Robert S. Peabody Museum has served as a major center for fieldwork, research and publication since its founding in 1901. Peabody, an 1857 graduate of Phillips Academy, established the Museum as the repository for his collection of approximately 38,000 artifacts and as a place where students could become acquainted with the discipline of archaeology.

As the museum’s first director, his son Charles initiated the strong emphasis on research with excavations in 1901 at the Dorr Mound, Mississippi and Jacob’s Cavern, Missouri in 1903 and Bushy Cavern, Maryland in 1904, among others. He used an early grid system and produced some of the first well-documented evidence of man associated with extinct fauna. His 1904 report on Jacob’s Cavern inaugurated the museum’s long history of research and publication.

Warren K. Moorehead, appointed curator in 1901 and second director in 1924, conducted fieldwork throughout North America. He undertook extensive regional surveys and excavations in the Arkansas River Valley, Northwest Georgia and coastal Maine from 1907 to 1938. Work at Etowah, Hopewell, the Cahokia Mounds and “Red Paint” sites in Maine added about 200,000 objects and provided some of the most valuable early collections.

Moorehead was appointed by Theodore Roosevelt to the Board of Indian Commissioners in 1909. He investigated claims of fraud at the Annishinabe Reservation at White Earth Minnesota, exposing illegal seizure of reservation land by lumber and land companies. The museum curates photographs documenting the work and gifts from Annishinabe people whose land was eventually returned.

Between 1915 and 1929 A. V. Kidder excavated sites in the Pecos Valley, New Mexico and elsewhere in the American southwest. Kidder is known as the “father of archaeology” for demonstrating the value of stratigraphic excavation in the Americas. With Carl Guthe and Anna O. Shepard, Kidder’s analysis resulted in the first full chronology of southwestern archaeology. Inspired by questions raised at Pecos, Carl Guthe and Elsie Clews Parsons conducted ethnographic studies at Jemez and San Ildefonso Pueblos in the first use of analogy with the present as a tool in archaeological interpretation. The excavations at Pecos and related sites recovered more than 25,000 artifacts. Earnest Hooton at Harvard’s Peabody Museum studied the more than 2,000 sets of human remains from Pecos in the first physical
anthropological study of population groups through time. In 1927 Kidder held the first Pecos Conference, initiating regional archaeological conferences. The Pecos Conferences were initially sponsored by the Peabody and later hosted by participating institutions.

Third director Douglas S. Byers and curator Fred Johnson were national leaders in research and publication from 1938 through 1968. The Robert S. Peabody “Foundation for Archaeological Research” updated and revised the Museum’s cataloging, artifact storage systems, exhibits and publications. Fieldwork was focused on identifying the New England stratigraphic sequence.

Fred Johnson posed with the new field vehicle in front of the Museum, 1948.

Johnson pioneered interdisciplinary paleo-ecological analysis for archaeological interpretation, applying it first to the Boylston Street Fish Weir in 1939. Excavation of Paleoindian occupations at the Bull Brook and Debert sites during the 1950s and 60s employed Pleistocene geology as an analytical tool. Extensive work was also undertaken in the Yukon and in Mexico. These excavations, plus several significant private collections, added another 200,000 objects to the Peabody Museum collection.

The RSPM hosted the first meeting of the Society for American Archaeology in 1935 and inaugurated the Massachusetts Archaeological Society five years later. During the 1950s Fred Johnson chaired the American Anthropological Association committee linking the needs of archaeologists with the expertise of Willard F. Libby to develop Carbon 14 dating for archaeological materials. The Peabody hosted the 1954 Conference on Radiocarbon Dating and the 1956 International Conference on Radiocarbon Dating with representatives from seven European countries, Canada, and the United States.

In 1968, Richard “Scotty” MacNeish was appointed Director. His major excavations in Mexico, Peru and Belize investigated the origins of agriculture. MacNeish’s discoveries of early corn and the preceramic sequence in Mexico provided crucial insight into plant and animal domestication and the beginnings of sedentary life in the New World. This work is considered one of the most important interdisciplinary studies in 20th century American archaeology. His

MacNeish and the Travis Mural, 1970s
contributions to archaeology were acknowledged through more than a dozen medals and honors, including his election to the National Academy of Sciences in 1974.

The Museum curates the type collections published in the Tehuacan volumes and the personal papers, field notes, maps, photographs and publications constituting the MacNeish library and archives.

The museum was dormant after MacNeish’s 1983 retirement until the arrival of James W. Bradley in 1990. Bradley renamed the institution the Robert S. Peabody Museum of Archaeology and revived the museum’s research and educational functions, reintroduced the museum’s resources within Phillips Academy, inaugurated two highly successful expeditionary learning programs and reactivated the Research Associate program.

In 2001, Malinda S. Blustain was named Interim Director of the Peabody Museum. She had previously held two positions at the Museum since 1992: Collection Manager, 1992-1997, and Curator, 1997-2001. She has led the Museum over the past six years with a small staff and a modest budget, initially through a comprehensive period of careful discussion and assessment regarding future directions. Since 2004, when named Director of the Peabody, she refocused the Museum’s primary mission to serve PA’s curriculum, integrating its resources into Andover’s programs for students and faculty, while maintaining appropriate museum collection management standards and bringing the Peabody into NAGPRA compliance.
Appendix 2: The 1914 report from the “Panel of Eminent Experts.”

Report of the Advisory Committee on Archaeology to the Trustees of Phillips Academy, January 1914:

To the Trustees of Phillips Academy, Professor J.H. Ropes, Chairman

Gentlemen:

The Committee appointed by you to advise what in their opinion should be the general scope and aim of the Archaeological Department of the Academy, founded by Mr. and Mrs. Robert Singleton Peabody, and also to advise how the work of the Department can be carried on to the best advantage, begs to advise that an examination of the archaeological building has been made, and conferences with Dr. Peabody, Mr. Moorehead, and the Chairman of your Board, have taken place. After considering the subject in its various aspects, your Committee submits the following report:-

I. The general scope and aim of the Archaeological Department of Phillips Academy.

Your Committee recommends that the Department should be devoted to archaeology and related branches of anthropological science. The scope of the Department should be confined to the archaeology of the United States and to closely related fields, save in so far as the herein proposed synoptic exhibit may require material from strictly foreign countries.

II. The work of the Department.

Your Committee has considered the work of the Department from four points of view; namely, the relation of the Department (1) to the Academy, (2) to the general public, (3) to the advancement of science, and (4) to the Founder’s Collection of Personal Memorabilia.

1. The relation of the Department to the Academy.


Considering the particular benefits that the Academy may derive from a Museum, and its general environment, we believe that the Public Museum should consist of a synoptic exhibit, strictly limited in size and scope, of the life of man from geological time to the beginnings of history in various parts of the world. Such a Museum should be instructive to the students of the Academy and might attract many visitors. The plan of this exhibit should be worked out as a whole by the Director and Curator and submitted for approval to a committee of experts.

b. Public lectures.

The Committee considers it desirable that a few free public lectures, not more than three, should be given each year by prominent archaeologists. These lectures should be limited to archaeology and related branches of anthropological science; in order to, in the words of the Founders: “Bring as clearly as possible, and in the most pleasant way, to the notice of the large number of students (in the Academy) the knowledge that such a science as archaeology exists.”

c. Instruction in archaeology.

We believe that archaeology should not form part of the regular plan of instruction of the Academy. It seems to your Committee that such instruction as might seem advisable in view of the general educational claims of the Academy would be accomplished by lectures with voluntary attendance, by individual work of the Director with qualified students who might be employed in occasional work in the Museum, and who might be allowed, under proper conditions, to take part in explorations. In this way, such students as should develop a special aptitude for archaeological research
could be encouraged, and on graduation would be likely to continue their studies in some other institution.

d. The grill and lounging room.

The further maintaining of a grill and lounging room in the Museum building seems to the Committee to be undesirable on account of the great danger of fire. As the social element was an essential and desirable part of the Founders’ plan, it would seem best to erect a small adjoining building for this purpose. The space now used for the grill and lounging room could then be used for stacks for the study collection.

2. The relation of the Department of Archaeology to the general public.

The Committee believes that the interests of the general public will be sufficiently served by the proposed synoptic exhibit in the Museum and by the free public lectures above referred to.

3. The relation of the Department to the advancement of science.

In order to formulate and carry out the work of the Department in its relation to the advancement of science, we recommend the appointment of a small advisory committee of experts of easy access, whose duty it shall be to report to the Trustees upon all plans for exploration, organization of study collections, museum research, and publication.

In general your Committee recommends:

a. That the work of “research” should include two separate divisions: One to investigate large definite problems of archaeology, and the other to aid competent archaeologists in the execution of such of their plans for research as may meet with the approval of the proposed permanent advisory committee under conditions to be agreed upon relating to collections and publications.

b. That the research work in the Museum should be chiefly directed towards the study of the collections resulting from the explorations of the Department, and that visiting scholars should be afforded the opportunity of examining and studying the collections under proper regulations.

c. That the formulation of plans for publication should be left to the permanent advisory committee in co-operation with the Director and Curator. We believe, however, that the publications of the Department should consist chiefly of reports of the explorations and researches carried on or supported by the Department.

4. The relation of the Department to the Founders’ Collection of Personal Memorabilia.

Your Committee suggests that the hall on the second floor could be used for the library, such of Mr. Peabody’s special belongings as can be exhibited in cases in accordance with his request, and for those exceptional museum exhibits in which he had intimate personal interest. The small room adjoining could also be used in this connection.

III. The administration of the Department.

1. The Committee recommends that the staff of the Department consist of the following:

A. Permanent Staff:

a. the Honorary Director, who gives his service.

b. the Curator, who should have a salary corresponding to the salaries of the permanent professors in the faculty of the Phillips Academy.

c. an Assistant, who should be a man trained both in museum work and in field exploration.

d. a Secretary, who should be trained both in stenography and in library work.

B. Non-Permanent staff:

a. Temporary student assistants working in the Museum and on exploring expeditions.
b. Experts whose services may be required to carry through the scientific work of the Department in accordance with the recommendations made in Section II, 3, of this report.

2. New Buildings
Our Committee believes that the plans here presented will require that all the income of the foundation, particularly as large sums will be required for exploration, therefore, that the Capital of the fund should not be used to enlarge the present building; the Committee, however considers it important that two small additions should be built as soon as possible out of income,

a. To furnish offices of sufficient size for work rooms for the Curator and those who may be engaged in studying the collections.

b. To furnish space for the grill room and lounging room which ought to be at once removed from the main building.
These additions should be planned so as to form part of any further additions that might be required in the future. It is the opinion of the Committee that not more than $15,000 or $20,000 should be spent on these additions.

Finally, in reply to the questions suggested for the consideration of the Committee by the Trustees and not covered by the foregoing clauses, the Committee replies as follows:

1. We do not regard it as desirable that a great museum should be developed in the town of Andover.

2. We do not believe that it is desirable to increase the present collections except as they may grow naturally enough through the explorations carried out by the Department and by gifts and exchange.

3. In regard to the proportion of available income which should be devoted to exploration, the Committee is of the opinion that this should be left to the permanent advisory committee, whose appointment is recommended as above.

4. We do not believe that Fellowships should be established, but that support should be given to investigators and students in the manner suggested in this report (II 3, a, and II 1, c.)

[Signed:]
Franz Boas [Columbia University]
W. H. Holmes [Chief, Bureau of American Ethnology]
Hiram Bingham [PA Class of 1894, Yale University]
F.W. Putnam, Chairman [Peabody Museum of Archaeology and Ethnology, Harvard University]
Appendix 3: Planning Committee Report to the Board of Trustees
January 21, 2004

A. General background

The purpose of the Robert S. Peabody gift in 1901 was to preserve Mr. Peabody’s personal collection and to use it to promote the study of archaeology at Phillips Academy. Although Mr. Peabody specified a limited curriculum role and discouraged further archaeological field research, after his death the trustees appointed a special committee to reconsider the best use of the museum’s sizeable resources.

This committee recommended that a “panel of eminent experts” be invited to review the Peabody and to make recommendations concerning its future. In 1914 a report prepared by several of the foremost scholars of the time was submitted to the Board of Trustees. Acknowledging that the Academy would not expand the role of archaeology in the classroom, the most important recommendation was to develop an external research program. A.V. Kidder was hired and his excavation of Pecos Pueblo from 1915 to 1929 provided the Academy with its largest and most important archaeological collection.

Other excavations followed and from 1938 to 1978 the Peabody Foundation for Archaeological Research emerged as a preeminent archaeological research institution in the United States. Regrettably, the increase in professional stature was not paralleled by proportionate growth in financial assets. A growing divide between the goals of the Academy and the Peabody was exacerbated by difficulties with the Peabody’s finances. Following the departure of its fifth director in 1982, the museum entered a period of dormancy. It was reopened in 1990.

During the 1990s there was a shift from fieldwork to public outreach at the Peabody. Although the museum aggressively re-built its external programs, less success was achieved in establishing programmatic connections with its parent institution and in securing the support necessary for stabilizing the museum’s finances. The recent economic downturn again brought the Peabody to the brink of closure in 2001.

(1) B. Appointment and Charge

At its spring meeting in 2002, the Phillips Academy Board of Trustees accepted the recommendation of the 2001-02 Peabody Planning and Assessment committee (precursor of the present body) to allow the Peabody to continue operations through June 2004 with a small staff and annual budget. The Board also authorized the appointment of the Peabody Planning Committee to explore and develop options for the future of the museum.

In September, 2002, Rebecca Sykes, Acting Head of School while Barbara Chase was on sabbatical, appointed the committee and charged it with making its recommendations to the Board in January, 2004. She asked the committee to consider the following questions:

1. Does the Academy wish to integrate the Robert S. Peabody Museum further into its curriculum and activities? And, if so to what extent?
2. What constitutes a program that is both educationally and financially viable? Also what levels of support would such a program require?
3. What would the proposed program imply for the collection? In other words, what portion of the collection does the program require and what would the associated costs be to the Peabody for maintaining all or part of the collection?

4. What are the implications for the building? Would the proposed program require use of the entire existing building? Would the proposed program require additional or reconfigured space?

5. What steps need to be taken to implement the proposed plan?

(2) C. Membership and meetings:

Co-chaired by Charter Trustee Sandy Urie ’70 and Dean of Studies Vincent Avery, the committee’s thirteen additional members are drawn from the Academy community and professional museum and archaeological circles. Committee members were aided by the April 2002 Report from the Peabody Planning and Assessment Committee in approaching their charge. The present committee has not presumed to repeat that work as it serves as the foundation upon which its recommendations rest and as essential reading to more fully understand the conclusions presented below.

The full body broke into subcommittees to investigate education, finances, the building, alternative management models and the collections. Teleconferenced deliberations from September 2002 to January 2004 culminated with the present report, which responds to each item of the charge and presents thirteen recommendations.

(3) D. Response to the charge:

1. Does the Academy wish to integrate the Robert S. Peabody museum further into its curriculum and activities? And if so, to what extent?

Yes.

The committee acknowledges the significant contributions to archaeological field research made by the Peabody Foundation for Archaeological Research in the last century following the recommendations of the 1914 Advisory Committee. However, in the light of the Academy’s present statement of purpose and its educational program, considering the resources available, and in keeping with the purposes of Mr. Peabody’s gift and the fiduciary responsibilities attendant to it, we believe that the Peabody Museum will be best served if it reorients its activities to focus on the education of Phillips Academy students and faculty.

The committee understands that the motivation for greater Academy use of the Peabody’s resources must come from classroom teachers, academic departments and the residential program rather than from the museum itself. We also recognize that the brisk pace of faculty life and decades of limited interaction between the Peabody and the Academy pose obstacles. Still, there are instructors in science, history, art, English and the residential course “Life Issues”, who are increasingly interested in strengthening connections with the Peabody. Collaboration with these faculty has already resulted in the reworking of previous collections-based curriculum units and the development of new ones.

Although we are not yet able to determine the degree of involvement the program will eventually demonstrate, the committee anticipates that the museum’s faculty supporters will substantially influence the scope and direction of the Peabody’s educational program.
The museum’s greatly increased participation in the workduty program has served to introduce 10th and 11th graders (between 40 and 45 each term) to the museum. Although the primary task of these students is to assist with the ongoing collections inventory, staff make an effort to break up the work with interesting and enjoyable activities such as learning to throw a modern version of the ancient “atlatl,” a stick used by the Aztecs and other cultures to throw spears. Some students genuinely seem to value their workduty experience.

2. What constitutes a program that is both educationally and financially viable? Also what levels of support would such a program require?

The committee believes that incorporating the Peabody into the academic structure of the school will provide appropriate support and oversight for matters pertaining to the collection, the educational program, the operating budget, the endowed funds and the building. At the same time we recognize that the Board, acting with the advice of the head of school and the deans council, retains ultimate responsibility.

In our opinion, changing the reporting structure will significantly enhance the process. We recommend that, like the director of the Oliver Wendell Holmes Library and directors of other departments supporting the academic program, the Peabody director report to the Dean of Studies.

Oversight of the Peabody’s educational programming should become the responsibility of a standing faculty committee composed of interested teachers and chaired by the Peabody director, with the Dean of Studies ex officio. This education program oversight committee would develop a mission statement for the educational program (to be submitted to the Board’s Education Committee for approval) that is consistent with the recommendations in this report.

Committee members expressed concern about ensuring a future for the Peabody that is free of problematic finances and management. Providing the Peabody director with very clear objectives and responsibilities designed to keep operations within realistic parameters emerged as a positive solution. Close cooperation with other departments on campus, especially the Comptroller and OAR, is also recommended.

The committee believes that a modest campaign could raise endowment sufficient to offset much of the operating expenses for a small and tightly controlled operation. At present, the Peabody meets its obligations with minimal staff and an extremely spare program budget. In time, it is hoped that endowment will provide the income for a less bare-bones operation.

The Peabody will continue to manage the collection with the assistance of students in the workduty pool and unpaid interns from local colleges and universities. The development of collections-based curriculum units will continue to be extremely cost-effective. Teleconferencing and email minimizes committee expenditures. In sum, cost projections envision a flat operating budget for several years while the Peabody addresses more immediate plans for increasing its endowment.

3. What would the proposed program imply for the collection? What portion of the collection does the program require and what would the associated costs be to the Peabody for maintaining all or part of the collection?
With the advice of counsel, the committee agreed that prudent stewardship of the Peabody gift, including acceptance of the accompanying fiduciary responsibilities and adherence to professional standards of museum curation, recommends retention of the collection as an educational resource of Phillips Academy, and for its integration into the school’s wider educational program.

This action does not preclude use of the Peabody by the Native American, archaeological, scholarly and museum communities, nor by the general public—with the caveat that object displays and public programming must be undertaken only insofar as the appropriate financial resources are assured.

The committee recognizes the need to keep the collection accessible (presently by appointment) to legitimate external audiences. This action fosters good will, complies with federal and state laws regulating management of Native American collections, opens the doors to unique experiential education for our students and encourages positive relationships with active non-Academy supporters such as “The Friends of the Peabody.”

The committee proposes that a collections oversight committee be established to consult with museum staff on accessions, deaccessions, displays and loans of the Peabody’s holdings. This body would include representatives from the Native American, museum and scholarly communities, as well as members of the faculty, administration and the Board of Trustees. The new committee, chaired by the director, would convene regularly and submit its recommendations to the Board.

4. What are the implications for the building? Would the proposed program require use of the entire existing building? Would the proposed program require additional or reconfigured space?

The committee recommends that the Academy continue using the Peabody building as a principal means of fulfilling the purpose for which the gift was given. It is further suggested that the Peabody building be added to the strategic planning agenda of the Academy in order to integrate the planning for the Peabody Museum within the broader Academy strategic plan approval.

The Peabody’s collection storage, and work and display areas presently fill the building. None of these activities is expected to require additional or reconfigured space. Discussions with OPP about building systems suggest that significant renewal will not be needed for three to five years, giving the museum time to devise a plan to secure the resources for renovation.

5. What steps need to be taken to implement the proposed plan?

(The committee’s response to this last question is the thirteen recommendations presented in the preceding progress report.)
Appendix 4: Robert S. Peabody Museum Committees and Staff


Vincent Avery, PA Dean of Studies
Emerson W. Baker (PA ’76) Ass’t Prof of History, Salem State College
Charlie Beard, PA Charter Trustee
Elizabeth A. Beim (AA ’58) Museum professional
Malinda S. Blustain, Peabody Museum Interim Director
Sharon A. Britton, PA Director of Communications
Marshall P. Cloyd (PA ’58) CEO InterMarine Incorporated
Neil H. Cullen, PA CFO
Marcelle A. Doheny, PA History Instructor
Clinton J. Kendrick (PA ’61) PA Charter Trustee
Peter R. Ramsey, PA Secretary of the Academy
John Ratté, (PA ’53) PA Alumni Trustee
Lt. Governor George Shendo, Jr., Jemez Pueblo Pecos. Governor
Rebecca M. Sykes, PA Associate Head of School
David Hurst Thomas, Curator, North American Archaeology, American Museum of Natural History
Craig Thorn, PA English Instructor
Sandra A. Urie (AA ’70), PA Charter Trustee

Peabody Advisory Committee (2005-present)

Marshall Cloyd, PA Alumnus, volunteer, committee chair
Malinda S. Blustain, Peabody Museum director
Don Abbott, Senior Development Officer, OAR
Elizabeth Beim, Abbot Alumna, museum professional; (retired)
Linda S. Cordell, Senior Scholar, School for Advanced Research on the Human Experience, Director emerita of the University of Colorado Museum Boulder, member National Academy of Sciences
Kuni Schmertzler, PA Parent, Peabody volunteer
Jeremiah C. Hagler, Biology instructor
Marcelle A. Doheny, History instructor
David Hurst Thomas, Curator of North American Archaeology, American Museum of Natural History, member National Academy of Sciences
James B. Richardson III, Pittsburgh University Professor of Anthropology, Carnegie Museum curator (retired)
John E. Rogers, ex officio, PA Dean of Studies
Becky Sykes, PA Associate Head of School ex officio
Sandy Urie, ex officio, PA Charter Trustee
**Peabody Education Oversight Committee (2004-present)**

Malinda S. Blustain, Peabody Director/Lead Educator  
Elaine Crivelli, Art Department instructor  
Mark A. Cutler, Spanish instructor  
Marcelle Doheny, History instructor  
Jeremiah Hagler, Biology instructor  
John R. Maier, Spanish instructor  
Donald Slater, Peabody Educator/Assistant Collection Manager  
Emily Trespas, Art instructor  
Elisabeth Tully, Oliver Wendell Holmes Library Director, Residential Life Instructor  
Bonnie K. Sousa Peabody Registrar/Senior Collection Manager  
John Rogers, Dean of Studies, *ex officio*

**Peabody Collections Oversight Committee (2004-present)**

Elizabeth Beim, Abbot Alumna, museum professional; (retired)  
Malinda S. Blustain, Peabody Director  
Susan C. Faxon, Associate Director/Curator, Addison Gallery  
Emerson Baker, PA alumnus, History Dept Chair, Salem State College  
Ramona Peters, Mashpee Wampanoag artist and educator  
Bonnie K. Sousa, Peabody Registrar/Senior Collection Manager  
Donald A. Slater, Peabody Educator/Assistant Collection Manager  
David Hurst Thomas, Curator of North American Archaeology, AMNH  
Jemez Pueblo Pecos Lt. Governor (changes annually).

**Peabody Staff**

Malinda Stafford Blustain, Director  
M.A. Anthropology, University of Kentucky, 1985.  

Bonnie Sousa, Senior Collections Manager/Registrar  
M.A. Museum Studies with a concentration in Anthropology, The George Washington University, 1996

Donald A. Slater, Educator/Assistant Collections Manager  
PhD student, Anthropology, Brandeis University.
## Appendix 5: Peabody Education Statistics

### Work Duty & Student Volunteer Totals - Sep 2002 - Dec 2007

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<thead>
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<tbody>
<tr>
<td>Avg students per term</td>
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</tr>
<tr>
<td>Total students (including returnees each term)</td>
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<td></td>
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<tr>
<td>Total hrs worked</td>
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<td>4185</td>
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<tr>
<td>Avg hrs worked per year</td>
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<tr>
<td>Expected hrs in 2007 - 2008</td>
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<tr>
<td>Avg Returnees per semester</td>
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<tr>
<td>Avg Annual # of periods devoted to education units</td>
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### PA Classes Taught

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<thead>
<tr>
<th></th>
<th># Taught</th>
<th>% Annual Increase</th>
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<tr>
<td>2001 - 2002</td>
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<td>43</td>
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<td>81%</td>
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<td>125</td>
<td>30%</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>147</td>
<td>18%</td>
</tr>
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</table>

Total classes: 487
Avg number of students per class: 13
Total students: 6331
Total % increase since 2001-02: 539%

### Faculty Use

<table>
<thead>
<tr>
<th>Faculty/Departments Serviced</th>
<th>% Usage of current faculty</th>
</tr>
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<tbody>
<tr>
<td>Art</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>1/5 20%</td>
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<tr>
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<td>1/7 14%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2/4 50%</td>
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<tr>
<td>Search &amp; Rescue</td>
<td>n/a n/a</td>
</tr>
<tr>
<td>Spanish</td>
<td>6/8 75%</td>
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</tbody>
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Total number of teaching faculty serviced:
Total faculty to use the Peabody: 65
Total currently at Andover: 49
Total Andover teaching faculty overall excluding Music & Athletics: 160
Percent of current teaching faculty who have used the Peabody excluding Music & Athletics: 27%
Appendix 6: Curriculum Units Developed for Phillips Academy Departments  (As of June 2007)

I. Introductory units: Single session, experiential lessons that reinforce deductive reasoning. Themes involve the interpretation of archaeological data to discover behavioral variables that distinguish between object categories.

1. Pseudomorphs. Students are handed natural objects--are they artifacts or the genuine thing? Students identify which are which and explain how they arrived at their conclusions. Used by History 574.

2. Tarps. A simulated excavation of the Shattuck Farm site, located near Andover on the banks of the Merrimack River. This late prehistoric site is depicted in a diorama, located in the classroom, an exhibit that remains covered until the end of the session.

3. Canvas tarps are sprinkled with genuine artifacts to represent excavation units. Students are given information about how to look at and interpret artifacts in context. Then, based on their observations, they are asked to deduce what activity was taking place in their unit. When they have finished presenting the evidence, the diorama is uncovered so that students can see whether their deduction was correct. Used by History 574.

4. Coke Bottles. Illustrates stylistic change through time and space using a highly recognizable cultural symbol. A set of Coke bottles constitutes the archaeological assemblage. The containers exhibit a variety of material types and styles, collected in different countries. Students describe and interpret the information that can be ascertained. It is not a distraction for them to approach the exercise knowing that the containers once held Coca Cola. In fact, this knowledge might be an advantage, as it forces them to look beyond what they think they already know. Used by History 574.

II. History curriculum units:

1. When Strangers Meet. Begins with contrasting the worldviews of 16th century Europeans and Native Americans at the time of first contact. Through historical texts, this unit describes the ways in which each culture made adjustments to accommodate the existence and perceived temperament of the other.

A PowerPoint presentation uses pictographs and petroglyphs illustrating the Native maps of their world and the coming of Europeans, plus reproductions of 16th and 17th century European maps by Blaeu and Munster, as well as engravings by de Bry and others. Objects include indigenous ritual items such as prehistoric pipes and sheet mica, quartz crystals, native copper nodules, hematite, graphite and shell. Trade assemblages include kettle and iron axe fragments, beads and mirrors. Abundant reference material is available. Used by History 100, 200 and 574.

2. Pecos Pueblo. A good illustration of Spanish-Native interactions at the time of their first contact in the Southwest. Themes include a discussion of the pre-Columbian period, initial contact with conquistadors, subjugation, missionization and the Pueblo Revolt.
The Peabody excavated the site from 1914 through 1929. Although our large Pecos collection is on loan to the Pecos National Historical Park, we retain teaching materials that include a video history of Pecos Pueblo and objects from the site. Teaching resources include a PowerPoint presentation that expands upon the information in the Pecos exhibit and diorama on the Museum’s first floor. Additional objects can be pulled from storage at the instructor’s request, including pottery, stone and bone tools, jewelry and examples of corn, squash and other organic remains. All the graphics used in the original exhibit are available, including many from the Pecos National Historical Park visitor’s center in New Mexico. Used by History 100.

3. **Corn Hills on Cape Cod.** An introduction to Native people of New England and their agricultural practices. The primary emphasis is corn, which was a fundamental part of 17th century Native economy in southern New England. Like hunting and fishing, the planting, tending, harvesting and consumption of corn served as one of the fundamental organizing principles around which the community and its year-round activities were structured. The unit focuses on the facts and folklore surrounding corn and its importance to Native people and European newcomers in the 17th century, as well as the modern world (e.g. in disposable diapers, packing peanuts and plastics). Available classroom resources: a) a calendar from southern New England recorded by John Pynchon around 1645 in which all the months between early spring and late fall are named for activities associated with growing corn; b) Champlain map; c) 17th century engravings such as Squanto teaching the Pilgrims how to plant; d) photographs of corn planting, tending and harvesting from Plimoth Plantation’s Wampanoag Indian Village; e) oral history, including the Iroquois story of *The Three Sisters*, which explains why corn, beans and squash are planted together. Developed for History 200.

4. **The Corn Conundrum.** Examines plant domestication and the development of corn as the primary food source for the Americas prior to 1492. Discussion utilizes field data and samples of ancient corn from famous investigations by Robert S. MacNeish (Peabody's fifth director) in the Tehuacan Valley of Mexico and recent genetic research into the hybridization of grasses ancestral to corn, conducted by Mary Eubanks, Abbot Academy '65. The Peabody’s effigy pots of individuals with spinal tuberculosis from late prehistoric sites in the Mississippi Valley illustrate some of the consequences of overcrowding and poor sanitation experienced by newly sedentary horticultural populations. The lesson culminates with examination of nutritional deficiencies caused by reliance on corn that still occur worldwide. Developed for History 200.

5. **Kill the Indian, Save the Man:** A senior elective exploring the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the idea a reality. The remarkably rapid expansion of white America permanently altered the way of life for Native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century, the white government developed policies to deal with the “Indian problem” from assimilation to removal, from reservation to allotment. Drawing heavily upon Peabody collections, students examine these policies and the race theories that underpinned them. Developed for History 574.
6. **Etowah.** Artifacts from this religious and administrative center that date to the late prehistoric/early historic period are used in conjunction with excerpts from Jefferson's *Notes on the State of Virginia*. Jefferson was intrigued by the phenomenon of mound building in the Southeast, where it was commonly believed that the tribes that occupied the area historically would never have been capable of building such impressive monuments. He undertook excavation of several to seek explanation. Readings and class discussion show how, ultimately, the prevailing attitude toward the Indians heavily influenced government policy and set the stage for the removal process and subsequent western expansion. Resources include the published account, artifacts and photographs of excavations at Mound C and the associated village site by Warren K. Moorehead, first curator and second director at the Peabody Museum. The unit presents how the artifactual and contextual evidence inform reconstruction of the daily and ceremonial lives of the Etowah people, as well as an explanation of the destruction of Etowah culture through massive depopulation and the dispossession of ancestral lands consequent to European colonization. *Used by History 574.*

7. **Mandan.** The objective of this lesson is to look at the evidence presented by artifacts and accounts that are illustrative of Mandan lifestyle as encountered by Lewis and Clark. The Peabody’s collection is used with excerpts from the Lewis and Clark journals, as well as George Catlin’s description and art works.

Resources available include the Ernst R. Steinbrueck collection from Mandan villages on the banks of the Missouri River in the vicinity of Fort Clark, North Dakota. The Ute and Plains tribes and, later, white settlers recognized these villages as trading centers for river traffic. They were sufficiently well known to have been visited by Lewis and Clark in 1804. The collection largely consists of domestic items such as stone and bone tools for horticulture, hunting and fishing; smaller amounts of pottery, bone and shell ornaments; and glass beads, metal buttons and other trade goods. Copious amounts of reference materials, including original maps of the sites by Steinbrueck, are also available. *Used by History 574.*

8. **The Fur Trade in the 17th and 18th Centuries.** An examination of trade relationships between the French and Native peoples in the Great Lakes area. Topics include Native participation in the colonial economy, empire politics and political maneuvering by tribal leaders. This unit is a good tool for comparing the colonization policies of different European nations and it ties in well with the film, *Black Robe*, which some classes view.

Graphic resources include reproductions of paintings by Jan Verelst of four tribal elders who traveled to London to seek the support of Queen Anne in 1710, three early 19th century McKenney-Hall paintings and the lithographs illustrating *The Indians Tribes of North America* volumes and various additional maps and photographs from the Museum’s collection. Objects include an antique animal trap that is similar to those employed in the fur trade, a mounted beaver pelt, an antique beaver stovepipe hat to show an end-result of the fur trade, other fur-bearing animal pelts and snowshoes and moccasins produced by Native women for French traders. Artifacts illustrating adaptive reuse of trade goods are represented by refashioned iron tools and brass kettles. *Used by History 200 and History 320/4.*

9. **Plains Indians and Post Civil War Indian Policy.** Presents the rise of classic Plains culture. What initiated it and why did it decline? Issues of expansion, imperialism and Native responses at the end of the 19th century are discussed, as well as removal,
reservations and government attempts to deal with “the Indian Problem” through legislation.

Resources include the *People of the Great Plains* exhibition with objects and graphics documenting changes spanning the volatile period between the early 19th century and the first quarter of the 20th century, historic photographs from the collection, maps and first-hand accounts of the dispossession of Native land. Supplementary objects include Red Cloud’s Peace Medal, the feathered bonnet of Chief Rain-in-the-Face, an iron axe head from the Battle of Little Bighorn, beaded dance sticks, moccasins, a blanket strip, a flageolet and more. *Used by History 300/4.*

10. **The Feds vs. the Reds: U.S. Government Indian Policy from the Revolution to the 1840s.** This PowerPoint presentation covers much of the same material as above with the addition of an in-depth discussion of the Dawes Act of 1887. Of particular relevance is the involvement of Warren K. Moorehead with the Board of Indian Commissioners as an investigator into allegations of land fraud at White Earth Reservation in Minnesota. Resource materials include a genuine Certificate of Allotment for Cherokee Indian land in Oklahoma and photographs and other items acquired by Moorehead during his investigations at White Earth. *Used by History 300/4.*

11. **U.S. Indian Policy and Tribal Land Tenure: The Dawes Act.** A lesson used in conjunction with curriculum on the Dawes Act of 1887. The White Earth Reservation in Minnesota is used as a case study of how Native people were coping with economic and cultural changes imposed upon them by government and private interests. Resources used include the Museum’s collection of clothing and other personal objects given to Warren K. Moorehead by Ojibwa people at White Earth in gratitude for his role in uncovering massive land fraud there. Moorehead wrote of his experience and took many photographs that remain a poignant reflection of the upheaval at White Earth. Complimentary resources on campus are the Congressional records of this affair at the Oliver Wendell Holmes Library. *Used by History 300/4.*

12. **The Mark of Cane: A History of the Sugar Industry in America.** Traces the Africanization of the Caribbean through the development of the sugar industry, with particular emphasis placed on plantation slavery. The PowerPoint presentation uses documentary and photographic materials in conjunction with three dimensional objects that include a reproduction of a mid-17th century sugar cone, preserved examples of sugar cane, vintage postcards and catalogues of sugar equipment and taste tests of blackstrap molasses, muscovado, raw and highly refined white sugar. *Used extensively by History 200.*

13. **The American Sugar Industry.** A variation of the above that is more focused on the process of sugar manufacture and the post-slavery era of sugar manufacture in the Americas. The same hands-on materials are used. *Used by History 200.*

14. **History of Chocolate.** Chocolate originated in the Yucatan area of Mexico, where it was used as a hot drink by the Maya and as a cold, sweetened drink by the Aztecs. Linnaeus named the chocolate tree *Theobroma cacao*, meaning “food of the gods,” because of its important role in ritual and its use as a form of currency in Mesoamerica at the time of Spanish contact. This PowerPoint presentation traces the diffusion of chocolate to Europe in 1544 and its eventual transformation into the confection we know today. Hands-on materials are tasty. *Used by History 200.*
15. **Up in Smoke: A Tobacco History.** This history of another New World cultigen begins with tobacco's domestication approximately 8,000 years ago in what is now Peru and Ecuador. Its acquisition by Europeans during the 15th century led to the rapid spread of tobacco and tobacco culture across the globe. This PowerPoint chronicles the origins of tobacco and its early use by Native American cultures through time to its florescence as an ornamental plant and then as a substance that was smoked in pipes and, later, cigarettes throughout the world. Hands-on materials include prehistoric and ethnographic pipes from the Peabody’s collection, vintage cigar boxes (once housing Peabody artifacts), an antique tobacco sign and cigarette rolling equipment. *Used by History 200.*

16. **A Short History of Disease in the Americas.** This presentation opens with a description of the relatively few diseases that accompanied populations migrating to the Americas across the Bering Strait. With the advent of farming and a settled way of life, the development and spread of new “crowd” diseases are discussed, illustrated by pottery effigy figurines from the Peabody collections, x-rays of Peruvian mummies and skeletal evidence. Discussion of the devastating European diseases that swept through the Americas during the 15th through 19th centuries concludes with a look at modern pharmacology and the new pandemic threats. *Used by History 100, 320/4 and 574.*

17. **NAGPRA Explained.** The passage of the Native American Graves Protection and Repatriation Act in 1990 marked the beginning of a new chapter in the history of collection-holding institutions in the United States and their relationship with American Indian communities. This unit addresses what the bill means, why it was passed, the classes of objects it affects and the consequences of its passage for Native communities and for museums. The Peabody’s highly acclaimed Pecos repatriation provides a vivid case study. *Used by History 574 and 320/4.*

18. **First Peoples.** Who were the first Americans? Long standing theories propose that the first people to inhabit the Americas came from Asia about 15,000 years ago. In this ever-changing field of study, new evidence has been unearthed that suggests that man may have arrived in the Americas as early as 50,000 years ago and perhaps from Europe as well as Asia. Known as “Paleo Indians,” these early groups are described within the context of their adaptation to the Late Pleistocene environment, a period markedly different than any other in American history.

Discussion includes possible migratory routes, reconstruction of the Paleo economy including exploitation of Pleistocene megafauna, hunting and gathering techniques, weapons and tools, plus how these variables played out in daily life. Archaeological sites spanning the continent from Canada to Tierra del Fuego and from Massachusetts to California are presented as evidence of late Pleistocene occupations. Resources: PowerPoint presentation augmented by photographs and Paleo Indian toolkits from the Museum’s collection, as well as reproductions that can be handled. *Used by History 100, 320/4 and 574.*

19. **You’ve got Mail** is a two-part curriculum developed jointly by the Peabody Museum and the History Department. It is designed for History 100, which introduces students to world history through the interaction of geographically and socially diverse cultures during the period spanning AD 1000 to 1600. The two day presentation addresses cross-cultural transmission of technology using hands-on replicas of medieval armor from the 12th and 15th centuries and two 1/10th scale model trebuchets. Students leave the
classroom to engage in solving technical issues surrounding the apparatus of war and to graphically experience how change is a consequence of the transmission of potent ideas. The program benefits all History 100 instructors and students, as well as physics and math students whose instructors choose the trebuchet activity. By considering the subject from a diversity of perspectives—in this case social aspects of history combined with explanations of why things work the way they do according to the physical laws of nature (history+technology+math+science)—this program supports the Academy’s strategic initiative to incorporate global perspectives and interdisciplinary collaborations into the curriculum.

III. Residential Life curriculum units:

1. **The Origin and Tenacity of “Race.”** A single session, visual presentation of the history of the idea of “race” beginning with post-Renaissance explanations of the physical differences between humans and culminating with a discussion of populations, clinal distributions and DNA. Although this unit was initially developed for Life Issues and Martin Luther King Day, it also serves History 574: Kill the Indian, Save the Man and the evolution curriculum in the Biology series.

2. **The Enigma of Beauty.** This PowerPoint unit explores the reasons and the ways in which human beings modify and adorn themselves in an insatiable quest for beauty. The presentation employs striking imagery from diverse cultures and is enhanced with objects such as Chinese lotus shoes and a Victorian corset that the students can touch. The presentation concludes with discussion of more harmful contemporary fashions, particularly those linked to eating disorders.

3. **The Anthropology of Gender.** A single-class presentation developed for Life Issues. A similar, but highly expanded, two-class presentation, is used by Social Science 571 and Psychology 420. Topics include the genetic/biological components of sex and an explanation of how these factors interplay with what we understand of the cultural definitions of gender. Explores medical and social issues surrounding individuals born with ambiguous genitalia, cross-cultural gender roles and a brief overview of cultures permitting the expression of three or more gender categories.

IV. Biology curriculum units:

1. **That Which Sets Us Apart.** Presented with Becoming Human, a video introduction to the fossil hominids narrated by Donald Johanson. Expands topics concerned with the development of consciousness; symbolic communication through language, art and writing; and technological innovation. The Museum’s fossil hominid casts and collections from European Paleolithic sites are used to demonstrate emergent hominid capabilities through time and space. Used by Biology 440.

2. **Genetic Studies of the Peabody Collections.** There have been several such projects undertaken by students. The first was comparison of prehistoric dog remains with contemporary dogs to see whether the results verify recently published research suggesting that modern dogs in the Americas differ genetically from prehistoric varieties. Also, during the Fall 2003 term, two students used Peabody collections in their microbiology projects. The first investigated the DNA of feathers in a 700 year-old copper and feather headdress exhumed at the Etowah Site in an effort to identify the bird species; the second was an attempt to isolate the DNA in a 1,000 year-old Baskermaker
Period apron, woven of human hair from the Broken Roof Cave site in Arizona. *Used by Biology 610.*

3. **Phillips Academy's Great Auk.** The Peabody currently has custody of the Great Auk specimen purchased by Thomas Cochran in the early 1930s. The natural history of great auks and the collecting mania that surrounded their extinction by the mid-19th century absorbs much of this presentation. Resources include Erroll Fuller’s copious catalog of all extant great auk specimens and their eggs and of course, the Auk itself. *Used by Biology 421.*

4. **The Corn Conundrum.** Essentially the same unit as the one developed for History 200 (see above), with the concluding addition of a section about new, genetically modified corn and corn products. *Used by Biology 410.*

5. **Human Osteology.** Detailed PowerPoint presentation of the human skeleton with plenty of hands-on materials. *Used by Biology 570.*

6. **Forensic Anthropology.** Over the past century physical anthropologists have developed methods to evaluate human bones as a way to help understand people who lived in the past. These techniques help them to answer questions about the remains they are studying, including the sex of the individual, age at death, stature, general degree of health and in some cases, the cause of death.

Forensic anthropology applies the same methods to modern cases of unidentified human remains. A forensic anthropologist puts these methods to use by assisting law enforcement in establishing a profile on the unidentified remains. The profile includes sex, age, ethnicity, height, length of time since death and sometimes the evaluation of trauma seen on bones. In many cases after identity of an individual is made, the forensic anthropologist is called to testify in court regarding the identity of the remains and/or the trauma or wounds present on the remains. Hands-on materials include genuine human skeletal material, high-quality resin casts of diagnostic cranial and post-cranial bones that can be handled and cast examples of bone pathologies. *Used by Biology 570.*

7. **The Price of Success: The Boom and Crash of Civilization.** Examines the consequences of the worldwide agricultural revolution in terms of its benefits and its dangers, including the emergence of new diseases and environmental degradation. Examples are drawn from the Near East, Mesoamerica and the American Southwest. *Used by Biology 410.*

8. **The Agricultural Revolution.** A PowerPoint unit that takes an economic view of human development, beginning with the earliest hunter/gatherer societies that dominated human history until about 10,000 years ago. Examples from Egypt and Mexico illustrate the gradual transition to settled agricultural life and the corresponding rise of civilizations. Hands-on materials include specimens from Malinda Blustain’s personal collection of ethnobotanical material from the Qasr Ibrim site in Egypt and the botanical specimens, including the first corn, from excavations in the Tehuacan Valley, Mexico, by Dr. Richard S. MacNeish. *Used by Biology 410.*

9. **Human Origins.** SCIE 470, a hands-on, interdisciplinary, five hour general science course. It begins with an introduction to human biology and osteology, then proceeds to the earliest hominids and changes in human morphological and socio-cultural development over the past five million years. Among the topics addressed are the use of
analogy through studies of primate behavior, Australopithecines, early genus Homo, Homo neanderthalensis, Homo sapiens, DNA analyses and their interpretations, race, the Neolithic, the rise of early civilizations and the environmental consequences of success. In addition to examination of the Peabody’s collection of original European Paleolithic tools and casts of fossil skulls, laboratory exercises include flint knapping, atlatl throwing and tool log chopping.

10. The Deep History of Environmental Adaptation in Aboriginal New England. Through the use of increasingly sophisticated analytical techniques and the wealth of information acquired through a century of archaeology in the region, scientists are able to reconstruct previously unimagined details of life in New England during periods of environmental stability and change over the past 13,000 years. The Peabody collections provide a wealth of material that is used to illustrate the diversity of strategies employed by aboriginal peoples from the earliest paleoindian hunters to the Algonquian farmers encountered by the first Europeans to visit New England. Used by Environmental Science, SCIE500.

V. Math curriculum units:

1. Mathematics and Calendrics of the Ancient Maya. An interactive PowerPoint presentation focused on the advanced mathematical system of the ancient Maya and its application in their calendar. Unlike the base-10 numbering system used by much of the Old World, the ancient Maya used a system based on the number 20. The knowledge of this system could be used for everyday life events such as trading at the markets. The numbering system was also paramount in the Maya’s development of their three intertwined calendars: the Haab (solar calendar), Tzolkin (ritual calendar) and the Long Count calendar (running calendar from a base point of 3114 BC). Students solve mathematical problems using the Maya numbering system and apply this knowledge to convert an authentic ancient Maya date into our own calendar system. Resources used include a number of original and reproduction Maya artifacts. Used by Human Origins (SCIE 470.)

VI. English curriculum units:

1. Ceremony. Developed to accompany discussion of Leslie Marmon Silko’s book about a Laguna Pueblo WWII veteran, derived at least in part from the life of her father, Lee Marmon. Examines the conflict between external mainstream and internal traditional worldviews as well as the techniques used in each to restore balance to troubled individuals. Other resources include Marmon's photographs of the residents of Laguna Pueblo and objects from the collection, including Anasazi prayer sticks, pueblo ceramics and a medicine pouch. Used by English 590/3.

2. Journey to the Underworld – The Ancient Maya Myth of the Hero Twins. Most people are familiar with Old World myths of the Greeks and Norse, but what about Native American myths? Although relatively unknown to the general public, native peoples of the Americas have many myths, legends and folktales. This two-period PowerPoint presentation begins with an introduction to the ancient Maya idea of death and the underworld while focusing on one of the most significant myths from the ancient Maya book of counsel, known as the Popol Vuh. The current version of the text dates to the mid-16th century, but the story’s origin dates back to about the birth of Christ. This entertaining tale tells the story of two sets of twins, their misadventures and their
respective journeys to the terrifying Maya underworld, known as Xibalba. Although there are marked differences, many comparisons can be made to other underworld adventures of Greek characters such as Odysseus and Orpheus. Resources used include a number of original and reproduction Maya artifacts. Used by English 300/4.

3. Penitent Sacrifice and the Maintenance of World Order in Pre-Columbian America. Examines the context and meaning of sacrifice in Maya, Aztec, Moche and Nasca cultures. Developed for English 300/4.

VII. Physics curriculum units:

1. Atlatl. The ancient spearthrower, or atlatl, was a dominant and incredibly effective tool technology that many cultures used for hunting and defense. Ancient examples of this tool have been recovered in Upper Paleolithic sites in Europe. With an atlatl, the user can throw a projectile with significantly more speed, acceleration, and force than a hand-thrown dart or spear. This lesson is an interactive and multidisciplinary exploration of the motion and mechanics of the atlatl spearthrower. Used by physics 100.

2. Siege the Day. Perhaps the most successful of the medieval siege engines, the trebuchet is a simple Type-1 lever in which the force is applied to one end, the load is placed on the other end and the fulcrum sits between the two. Its use changed the dynamics of medieval warfare by making previously impenetrable castle walls obsolete. This lesson is organized as a competition between groups of students to be the first to breach simulated castle walls with a variety of projectile types and through adjustments to load weight and angle of trajectory. In making their calculations, students are employing mechanical principles learned in the classroom. Used by physics 100.

VIII. Miscellaneous curriculum units:

1. The Anthropology of Gender. A two-class session addressing the genetic/biological components of sex and an explanation of how these factors interplay with what we understand of the cultural definitions of gender. First, it explores medical, psychological and social issues surrounding individuals born with ambiguous genitalia, describes the similarities among cross-cultural gender roles and views fundamental distinctions through the lens of cultural patterns of inheritance and marital residence. Second, it briefly examines the fluidity of the sexual behavior of other primates, particularly the bonobo, and then turns to the possible genetic origins of human homosexual behavior. A few of the many cultures worldwide that permit homosexuality and the expression of three or more gender categories are reviewed before concluding with a perspective of North American attitudes towards the topic. Developed for History/Social Science 571; also used by Psychology 420.

2. Writing of the Ancient Maya. The ancient Maya were the only pre-Columbian civilization to develop a full written language in the Americas and one of the few cultures world-wide ever to invent a new and unique script. This PowerPoint presentation focuses on the basics of the Maya writing system, the topics the ancient Maya wrote about, the mediums they used such as books and stone monuments, as well as some of the problems that archaeologists faced when deciphering Mayan hieroglyphs. Resources include a number of original and reproduction Maya artifacts. Used by the Math Department.
3. *Astronomy of the Ancient Maya.* Few events had more effect on the daily lives of the ancient Maya than the movement of the heavens. The ancient Maya based their rituals, ceremonies, politics, warfare and a host of other proceedings solely on the movement of the Sun, Moon, Venus and Mars. Because these heavenly bodies played such an important role in their lives, through generations of pains-taking observation and record keeping, the ancient Maya successfully gained an incredible knowledge and understanding regarding the phases and cycles of the heavens. Furthermore, the Maya built astronomical observatories and other structures to align with certain celestial phases for the purpose of ritual and the study of the night sky. This PowerPoint presentation highlights some of the amazing astronomical calculations of the ancient Maya and also focuses on explaining a number of examples of Maya architecture that are aligned with the heavens. Resources include a number of original and reproduction Maya artifacts. *Used by the Math Department.*

4. *Astronomy of the Ancestral Puebloans at Chaco Canyon.* Features a DVD special created by the Solstice Project at the ruins of Chaco Canyon in New Mexico. The DVD explains the complex arrangement of public buildings at this ancient site and how they unmistakably align with various phases of the sun and the moon. Similar to the Maya in the above presentation, the Pueblo at Chaco Canyon used an advanced knowledge of the heavens to guide their lives. Some of the similarities in the belief of these peoples, as well as the presence of trade goods at the site, suggests that Mesoamericans may have exchanged ideas with the inhabitants of Chaco Canyon. At the conclusion of the film, students receive further explanation regarding some of the DVD’s topics and participate in follow-up discussion. Resources include a number of original ancient artifacts from Chaco Canyon. *Used by Peabody work duty students and Human Origins (SCIE 470.)*

5. *Indigenous Ceramics of the Americas.* A single session, on-site survey of the Peabody’s prehistoric and ethnographic pottery from the Americas. Begins with a discussion of how pottery was hand-produced using primarily local resources. Clay, temper and pigment mineralogy is explained, as are the physical changes undergone by pottery during firing. Examples of prehistoric vessels from Peru, Mexico, the Ohio Valley and the Southeastern and Southwestern United States are brought out of storage for viewing and discussion by students. Other resources: a demonstration kit of indigenous tools used for modifying pot surfaces, samples of natural clays from Honduras and a small exhibit showing the process of mining clay through completed firing by Maria and Julian Martinez at San Ildefonso Pueblo. *Used by Art 302.*

6. *Mimbres Pottery.* Similar to the unit described above, although primarily focused on the prehistoric Mimbres pottery of the American Southwest--its 250-year culture history, art and fabrication. This unit is largely audiovisual, supplemented by Mimbres bowls in the collection. *Used by Art 302.*

7. *The Ancient Maya.* Introduces the Americas’ most advanced pre-Columbian civilization: the Ancient Maya. The PowerPoint presentation begins by explaining the geographic and political layout of ancient Mesoamerica, comprised of the Maya and a number of their contemporaries such as the Olmec, Zapotec, Teotihuacano and Toltec cultures. This unit serves to inform students that prior to the arrival of Europeans, the Americas were not inhabited by uncivilized savages, but by advanced cultures that interacted with one another and exchanged ideas. Furthermore, this lecture helps students to understand that in many ways these cultures were more advanced than that of the white man. Topics touched upon include Maya art, architecture, religion, warfare, their eventual collapse
from within and the Spanish conquest. Resources used include a number of original and reproduction Maya artifacts. Used by History 100 and Peabody work duty students.

8. **Mesoamerican Religion – Death, Monsters and the Afterlife.** A PowerPoint presentation on topics that obsessed the ancient people of Mesoamerica: death, the underworld and the afterlife. Through slides of ancient Mesoamerican art and ceremonial caves, their ideas of life after death are discussed as well as their underworld, known to some as Mictlan or Xibalba. Students are also introduced to mythological monsters and gods that these ancient people feared. Resources used include a number of original and reproduction Maya artifacts. Used by Peabody work duty students.

9. **The History of Halloween.** A PowerPoint presentation examining the origins of modern North American Halloween traditions. Provides insight as to why carved pumpkins, apple bobbing, dressing up and candy distribution are ingredients of the American interpretation of this holiday. Begins with the birth of the holiday as the Celtic festival of Samhain and proceeds to the eventual infiltration of Catholic customs into the celebration, Halloween’s introduction to the United States and its evolution into mainstream American pop culture. The origin of many Halloween traditions will be discussed as well as some of the true stories behind monsters such as Dracula, werewolves and witches. Used by Peabody work duty students.

10. **The Mexican Day of the Dead, El Dia de los Muertos.** This extended period PowerPoint presentation discusses the ever popular and fun-filled Mexican holiday, Dia de los Muertos. Begins by introducing students to the origins of the holiday set in pre-Columbian Mesoamerica and its cultures’ fascination with death and the dead. Follows the evolution of the holiday from its beginning in pre-Columbian times and continues to show how the holiday was changed by the introduction of Spanish Catholicism and how it has continued to evolve over the centuries. Slides of pre-Columbian art depicting themes of death are shown in stark comparison to 19th, 20th and 21st century Mexican art of the same genre. Specific rituals and customs of the day are analyzed from their origin to current practice. If this lecture is attended in October or early November, a large altar featuring modern Mexican crafts will be on display and samples of traditional Mexican drinks and candies may also be available. Used by all Spanish classes.

11. **Ancient Hunting – The Atlatl.** A much less technical explanation and demonstration of the atlatl as a hand-held catapult that greatly amplifies the force with which a spear can be propelled. This fun and interactive outdoor unit teaches students about the benefits of using an atlatl opposed to a traditional hand-propelled spear and gives students the opportunity to try the atlatl out for themselves in a safe and controlled environment. Both long distance throwing and accuracy will be taught and practiced using modern atlatls and spears. Used by Peabody work duty students, physics 100 and Human Origins (SCIE 470.)

12. **Making Stones Tools – The Art of Flint Knapping.** A lot more goes into making an arrow or spear head than one may think. How did ancient people create these artifacts? What material did they use? What tools did they use to create these items and what techniques did they employ in flint knapping? All of these topics are covered in this fun and interactive unit. After instruction, students use antlers, hammer stones and raw flint to try out their own flint knapping skills. Used by Peabody work duty students and Human Origins (SCIE 470.)
13. *A Selective Tramp through the History of Writing*. A PowerPoint unit that begins with
the development of an alphabet in the Kingdom of Sumer in the Near East and takes a
look at the invention of pictographic writing, syllabaries and other methods employed to
record information. Resources include Maya pottery with glyph decoration and the
Peabody’s book, “Let Us Remember the Old MicMac,” which is translated into the Mik’
maq syllabary.

14. *Ethnobotany: How People Use Plants*. Ethnobotany is the study of how people in a
particular culture and region make use of indigenous plants. Human use of plants for
food, shelter, medicine, dyes, clothing, hunting and religious ceremonies are investigated
cross-culturally, beginning with the domestication of plant foods in the Near East,
Mexico and Peru and continuing through time to present day analysis of plant compounds
by pharmaceutical companies in search of new drugs. Hands-on materials include a chart
with dried samples of Navajo plants used for medicines, dyes and fiber, a facsimile of the
“Badinianaus Manuscript” (an Aztec herbal written and illustrated in 1552) and samples of
early domesticants from the archaeological site of Qasr Ibrim in Egypt. Used by Human
Origins (SCIE 470.)

15. *Hunters of the Canadian North*. A short course of 9 to 12 classes focused on human
interaction with the environment. Students are introduced to geographical concepts,
including how geography influences culture and how cultures subsequently develop
through a process of adaptation to the physical environment. Resources: teacher guide,
packet of readings, historic photographs of Inuit people, steatite lamps, mukluks, bone
and ivory ornaments and utensils from the collection. AV materials are Nanook of the
North and Nanook Revisited the DER Netsilik Eskimo Series, which are true
anthropological films depicting life of the Inuit of the Pelly Bay area in the Canadian
arctic. An accompanying text is The Netsilik Eskimo by Asen Balikci. Developed for
Social Science 10.

IX. Summer Session Courses:

For the Lower Summer Institute:
1. *Dig This: Unearthing the American Past* is an interdisciplinary History
   /Archaeology course developed for the new Lower Summer Institute. It is a
   Native American history of the United States that makes generous use of Peabody
collections and staff expertise. This course helps middle school students under-
stand the dynamic interactions between Native peoples and European newcomers
and how those encounters continue to shape the United States to this day.

For the Regular Summer Session:
1. *Introduction to Archaeology* is an archaeological field school held at the Danvers,
   Massachusetts homestead of Rebecca Nurse, famed victim of the 1692 Salem Witch
   Trials. It is a collaborative project taught with the University of Southern Maine and is a
   near-college level course that combines method, theory and fieldwork. Peabody
collections are widely employed for instruction in this hands-on, three-dimensional view
of 5,000 years of local culture history.
## Appendix 7: NAGPRA Compliance

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<th>UFO: # of objects</th>
<th>Consid. # of objects</th>
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<th>Notice Published</th>
<th>Repatriated</th>
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<td>YES</td>
<td>2</td>
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<td>0</td>
<td>0</td>
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<td>High Point Site</td>
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<td>Hodgkins' Point Shellheap</td>
<td>YES</td>
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<td>0</td>
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<td>0</td>
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<td>1/10/1995; 5/22/1997; 9/26/1997</td>
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<td>Holbrook Island Site</td>
<td>YES</td>
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<td>1</td>
<td>3</td>
<td>0</td>
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<td>Longitude</td>
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<td>ME</td>
<td>Hooper's Shellheap</td>
<td>YES</td>
<td>2</td>
<td>3</td>
<td>8</td>
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<td>Ludlow's Point Shellheap</td>
<td>YES</td>
<td>1</td>
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<td>Mason's Cemetery</td>
<td>YES</td>
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<td>ME</td>
<td>McCain's Site</td>
<td>YES</td>
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<td>5</td>
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<td>Nevin Shellheap</td>
<td>YES</td>
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<td>n/a</td>
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<td>204</td>
<td>185</td>
<td>464</td>
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<td>Opposite the Village Head of Grand Lake Stream</td>
<td>YES</td>
<td>2</td>
<td>5</td>
<td>5</td>
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<td>Site in Passadumkee (Passadumkee Fire Pit Burial)</td>
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<td>1</td>
<td>5</td>
<td>30</td>
<td>1</td>
<td>0</td>
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<td>YES</td>
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<td>Richard's Shellheap</td>
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<td>4</td>
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<td>ME</td>
<td>Sandy Point Site</td>
<td>YES</td>
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<td>49</td>
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<td>Wheeler's Shellheap</td>
<td>YES</td>
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<td>2</td>
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<td>Bushey Cavern</td>
<td>YES</td>
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<td>Call Site</td>
<td>YES</td>
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<td>Submitted to NPS culturally unidentifiable list. Contacted Wampanoag Tribe of Gay Head (Aquinnah); Mashpee Wampanoag; Assonet Band of the Wampanoag Nation (all Wampanoag Confederacy)</td>
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<td>YES</td>
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<td>Georgetown, Unknown site</td>
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<td>Herring Weir</td>
<td>YES</td>
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<td>YES</td>
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<td>Indian Rock Site</td>
<td>YES</td>
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<td>YES</td>
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<td>90.115.1</td>
<td>Submitted to NPS culturally unidentifiable list. Contacted Wampanoag Tribe of Gay Head (Aquinnah); Mashpee Wampanoag; Assonet Band of the Wampanoag Nation (all Wampanoag Confederacy)</td>
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<td>Poznick Site</td>
<td>YES</td>
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<td>Shattuck Farm</td>
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<td>55996; 55997; 90.122.1; 55998; 90.122.2; 90.122.3</td>
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<td>South Dennis</td>
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<td>Swansea Burial</td>
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<td>Titicut Site</td>
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<td>Unknown Site; D. Jordan #1</td>
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<td>CUID</td>
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<td>Wareham, Unknown site</td>
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<td>Bellevue, Eaton County</td>
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<td>CUID</td>
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<td>MS</td>
<td>Alligator Mounds</td>
<td>YES</td>
<td>7</td>
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<td>0</td>
<td>YES</td>
<td>4/28/2000</td>
<td>10/31/2007</td>
<td>60798-; 60794-; 60795-; 60801-; 60943-; 60668-; 89.17.13</td>
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<td>MO</td>
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<td>NM</td>
<td>Dick's Ruin</td>
<td>YES</td>
<td>10/13/1998</td>
<td>5/21/1999</td>
<td>n/a PMAE Jemez Pueblo</td>
<td>Apache Tribe of Oklahoma; Comanche Tribe of Oklahoma; Hopi Tribe; Jicarilla Apache Tribe; Kiowa Tribe; Mescalero Apache Tribe; Navajo Nation; Pueblo of Cochiti; Pueblo of Jemez; Pueblo of Santo Domingo; Pueblo of Zuni; Wichita and Affiliated Tribes</td>
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<td>NM</td>
<td>Forked Lightning</td>
<td>YES</td>
<td>10/13/1998</td>
<td>5/21/1999</td>
<td>RSPM 90.107.1-2 only Jemez Pueblo</td>
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<td>30979</td>
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<td>5/21/1999</td>
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<td>Notes</td>
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<td>10/31/2007</td>
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<td>Submitted to NPS culturally unidentifiable list. Tribes consulted include Absentee-Shawnee Tribe of Oklahoma, Delaware Tribe; Eastern Shawnee of Oklahoma, Loyal Shawnee Tribe; Miami Tribe of Oklahoma, Ottawa Tribe of Oklahoma, Wyandotte Tribe of Oklahoma</td>
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Notes: HR at PMAE, CUID = Submitted to NPS culturally unidentifiable list.
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<th>CA Acknowledged</th>
<th>Comment</th>
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<td>OH</td>
<td>Village Site, Scioto County</td>
<td>YES</td>
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<td>提交到NPS文化上不可识别的列表。咨询的部落包括俄亥俄州缺席-肖尼部落、特拉华州部落、东部俄亥俄州肖尼部落、忠诚的俄亥俄州肖尼部落、俄亥俄州密西米亚部落、奥塔瓦族部落、俄亥俄州威扬多特族部落。</td>
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<td>OK</td>
<td>Sec 7 TP 65, McCurtain County</td>
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<td>RI</td>
<td>Burr's Hill</td>
<td>YES</td>
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<td>Wampanoag Confederacy; Narragansett contested. NAGPRA review committee has request to make ruling on hold until tribes re-initiates. ON HOLD/Not Narragansett contested. CA</td>
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<td>RI</td>
<td>Bethel Farm Site</td>
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<td>提交到NPS文化上不可识别的列表。咨询的部落包括马什皮Wampanoag; Narragansett Indian Tribe。</td>
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<td>RI</td>
<td>Huntington Site</td>
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<td>Narragansett Indian Tribe of Rhode Island</td>
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<td>Sioux Tribes - too numerous to list here. Sioux Tribes - too numerous to list here.</td>
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<td>提交到NPS文化上不可识别的列表。部落咨询包括俄亥俄州Cherokee Nationa of Oklahoma; United Keetoowah Band of Cherokee Indians; Eastern Band of Cherokee Indians。</td>
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<td>TX</td>
<td>Mouth of the Kiamichi River</td>
<td>YES</td>
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<td>提交到NPS文化上不可识别的列表。部落咨询包括Wichita和附属的部落。</td>
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<td>Abenaki Nation of Vermont; CUID because the tribe is not federally recognized. Abenaki Nation of Vermont; on NPS culturally unidentifiable list because the tribe is not federally recognized.</td>
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Minus Pecos Valley HR -1526

Total 327