Examples of Abbot Grant Proposals by Faculty

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Amount</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yin Yu Tang – China House to Phillips Academy</td>
<td>$926</td>
<td>2-6</td>
</tr>
<tr>
<td>Scientific Camera for Observatory</td>
<td>$38,710</td>
<td>7-11</td>
</tr>
<tr>
<td>Andover Softball Dugout Project</td>
<td>$20,000</td>
<td>12-15</td>
</tr>
<tr>
<td>Art &amp; Antique Collection Evaluation</td>
<td>$8,164</td>
<td>16-19</td>
</tr>
</tbody>
</table>
Proposal Narrative: Each item listed below MUST be addressed, or explain why it is not applicable to your request. The narrative should not exceed five pages (feel free to use fewer pages than that), using 12-point font and single line spacing. You may either insert your comments below each section within this document, or if you prefer, include all responses in a word document which you will upload when completed.

Proposal Budget: See budget section below. If the proposal is approved, you will be expected to report actual expenses against the approved budget as part of required progress reporting.

Executive Summary

This grant seeks to bring 34 students and two faculty members from three Chinese classes - one Chinese 642 and two Chinese 420's - on a field trip to Yin Yu Tang, the China House at the Peabody Essex Museum on a Sunday during the winter term, and to purchase the appropriate resources and materials to allow our students to re-create a miniature version of the China House at PA.

Project Description

Need Statement

Teaching and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom, to the deep learning that occurs when students must put into practice "in the real world" what they have theorized about from behind a desk, field experiences are unmatched in their learning potential. Research shows that field experiences early in a student's career can be formative and can inspire students to continue in a field. Unfortunately, due to our busy scheduling, we rarely have the opportunity to bring our students on a field trip to apply what they have learned in the classroom to real life uses.
Chinese 642 is an advanced-level class focusing on Chinese culture, history and philosophy. Chinese 420 is the accelerated intermediate-level class focusing on different aspects of Chinese high school students' life. During the winter and spring terms, Chinese 642 will explore Chinese architecture and Chinese 420 will discuss going on a field trip in China. All three classes will complete related coursework leading up to the field trip to Yin Yu Tang and will complete curriculum-based, hands-on tasks during the trip. As a culminating event, students from these three classes will create a miniature version of Yin Yu Tang in the Mural Room at PA for community members to visit and explore.

Goal(s) and Objectives

The goals of this proposal are to bring three classes of 34 students to Yin Yu Tang on a Sunday during the winter term for them to engage in curriculum-based, active learning. Yin Yu Tang is a late Qing Dynasty merchant's house disassembled in China, brought to the States and reassembled at the Peabody Essex Museum. There students will be able to explore Southeastern China's renowned architectural style as well as to learn about the daily life of the Huang family who lived in Yin Yu Tang over 200 years ago. They will also learn about how the lives of the residents changed over the last 100 years as reflected in the changes in furniture, decorations on the wall, etc. The culminating activity will be for students to create a miniature version of Yin Yu Tang at PA's Mural Room during dinnertime on December 17th and they will act as the curators of the "museum." They will be divided into groups and each group will present on a certain area of the House or a cultural artifact. They will use air-dry clay to create different cultural artifacts and use poster boards to include pictures and written information. All community members are welcome to walk through the "museum" and learn about our students' findings.

We are involving the History and Art Departments in this project. 
History teacher specialized in Asian history, will serve as a reference person. The Art Department has also agreed to get involved if the faculty's winter schedule allows them to participate.

Impact

From a pedagogical standpoint, this project reinforces the goal of "connected learning" in many ways.

Academically, this project connects neatly with our curriculum. Students in Chinese 642 will begin to explore Chinese architectural styles from different eras a few weeks before the trip. Students in Chinese 420 will study a lesson that talks about Chinese students going on a field trip to the Bund in Shanghai and learn vocabulary and grammatical structures related to history terms. There are also a cultural and a history component of the Chinese 420 course that connects well with this project. All students will be divided into groups and each group will focus on one particular area of the house or a cultural artifact. While at the museum, students will remain in their groups and collect data for their presentation. After the trip, students will work on recreate their section of the house, using clay and poster boards. On the night of the presentation, we will invite all community members to come and walk through the presentations. The visitors will vote on what they feel is the best group in terms of its presentation, and these votes will constitute 10% of the students’ final project grade. This project will take up 20% of students’ final winter term grades.

For several classes to go on a field trip together allows the students and faculty members to form a bond that enhances the learning experience and creates a strong learning community. It also allows faculty to get to know the students in greater depth, which gives them the opportunity to better communicate the concepts of the courses. Hands-on experiences like visiting the China House and re-creating sections of it will create student-centered learning and give them the opportunity for personal interpretations of the course materials. Many of our 420 students have never been to
China, even though 420 is our third-year accelerated track. Therefore, this field trip will bring them closer to China than ever, and will help them make sense of what they have learned in the classroom for the past three years.

This project is in line with the goals of the Abbot Academy Association, particularly in the areas of exploratory approaches to education and providing opportunities for increased communication between students, faculty and community. This project provides an exciting opportunity for different departments to work together and for our students to engage in experiential learning that is part and parcel to the concept of "connected learning."

**Project Implementation Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All three classes begin to work on related coursework.</td>
<td>November</td>
</tr>
<tr>
<td>Students will be divided into groups and each group will be given a room/section of the house.</td>
<td>December 6th</td>
</tr>
<tr>
<td>Trip to Yin Yu Tang</td>
<td>December 8th</td>
</tr>
<tr>
<td>Preparation for the presentation</td>
<td>December 9th - 15th</td>
</tr>
<tr>
<td>Presentation - Recreating Yin Yu Tang</td>
<td>December 16th</td>
</tr>
<tr>
<td>Free cuts for the students</td>
<td>December 17th and 18th</td>
</tr>
</tbody>
</table>

**E. Budget**
Please fill out the following (add rows and columns as needed):

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Projected cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round-trip bus</td>
<td>$335.00</td>
</tr>
<tr>
<td>Admission fees for 34 students (teachers are free)</td>
<td>$340.00</td>
</tr>
<tr>
<td>12 x Crayola Air Dry Terra Cotta Clay 2.5 LB Buckets</td>
<td>$50.00</td>
</tr>
<tr>
<td>Resources (Yin Yu Tang Book and DVD)</td>
<td>$51.00</td>
</tr>
<tr>
<td>Miscellaneous materials</td>
<td>$150.00</td>
</tr>
<tr>
<td>Total:</td>
<td>$926.00</td>
</tr>
</tbody>
</table>

Execution of the proposal

[redacted] and [redacted] will carry out the proposal in the steps listed in the Project Implementation Plan. They have already visited Yin Yu Tang in preparation for the field trip and to set the specific parameters for the project. They have also spoken with the school visit coordinator at PEM and made arrangements for the trip.

Long-term success

We will let students fill out an evaluation form after we finish the project. If we feel that students feel overwhelmingly that this is a very positive learning experience, we will try to replicate the project in other classes or in future years.

If your proposal involves a speaker, please address the following:

NA
Executive Summary:

At its core, education revolves around the human desire to understand our place within the universe. In mathematics and in the sciences we search for the patterns at work in the world. In astronomy we look to the stars, trying to comprehend our place within a vast and expanding universe. Students at Phillips Academy are fortunate to have the opportunity to take part in this quest for cosmic knowledge. Located on the rooftop of the Gelb Science Center, our observatory houses a research-grade telescope. This facility enables students to gather and analyze data in a variety of astronomical fields, from asteroid studies to spectroscopy and the discovery of variable stars. Students regularly publish their findings in respected professional science journals.

Members of the Astronomy Research course, lead by faculty member [REDACTED], propose the purchase of an Apogee Aspen CG42 CCD camera with color filters and a nine position filter wheel for the Phillips Academy Observatory. The camera, which will replace the decade-old model currently in use, will radically improve the caliber of work we already do and enable us to try techniques that are currently beyond our capability.

Need Statement:

The Phillips Academy Observatory is a bustling hub of scientific inquiry. Astronomy students and visitors routinely observe the heavens by looking through the eyepiece of the 16-inch reflecting telescope. Advanced research students remove the eyepiece and physically attach a camera to record observations. When our current scientific camera was purchased, astronomy research at Phillips Academy was in its infancy. At that time, only one or two students per year used the observatory to do research. In recent years, student engagement in astronomy research has grown by leaps and bounds. Students now collaborate regularly with professional astronomers, take part in a research program that is supported by NASA, and conduct their own observations with our telescope and camera. Since January 2012, ten submissions (with a total of fifteen student co-authors) have been published in The Minor Planet Bulletin, a professionally refereed science journal. Last year, Ji Seok Kim '15 discovered two variable stars -- stars that change in brightness -- in images taken to determine the rotation period of an asteroid. This year, three Phillips Academy students have continued Kim's work and discovered ten additional variable stars. These accomplishments, and many more, are well known to younger students. We have good reason to expect a sustained demand for astronomy research opportunities for years to come.

[REDACTED] is eager to provide Phillips Academy students with resources that will support the pursuit of a wide range of research projects. Unfortunately, scientific investigations at the Phillips Academy Observatory are limited by our camera. Just as a decade-old computer would be vastly outperformed by its modern counterpart, our camera has been eclipsed by a newer generation of cameras. CCD camera technology has evolved at the same pace as computers over the past decade; our current camera is severely underperforming compared to more recent models. The new wave of CCD technologies is far more sensitive and efficient, providing better quality data and in less time. Our current camera has served us well and is functioning, but it will need to be replaced soon.
Goals and Objectives:

The proposed Apogee Aspen CG42 camera and accessories will radically improve the results of projects similar to the ones currently in progress. Furthermore, it will enable us to try techniques currently beyond our capability, to image objects beyond the reach of our current setup, and to drastically speed up the data acquisition process, meaning more research can be done in less time. The purchase of this camera is a one-time event, and the instrument itself should last for the next decade without any significant maintenance costs.

Our current camera, an SBIG STL-1301 E model, uses a front-illuminated chip to record images. This means that the photo-sensors responsible for catching the light in the image are located at the back of the system, separated from the actual light source by a layer of silicon. The Apogee Aspen CG42 camera houses a back-illuminated chip, which places the photo-sensors on the side of the chip closest to the light. As a result, this camera will be twice as sensitive as our current model. With a back-illuminated chip, we will either take images that are twice as bright, or halve the exposure time and take twice as many images. In addition, we hope to purchase a new set of color filters. Astronomers use filters to block out certain wavelengths of light, leading to a better understanding of the chemical make-up and temperature of the gases producing the light. It is impractical to take filtered exposures with our current camera, due to the long exposure times required to produce quality images. The Apogee Aspen CG42, with its sensitive back-illuminated chip, will give us the freedom to take exposures through color filters when it serves our scientific goals.

The purchase of this camera will enable us to improve the results in the type of research currently done at the observatory and to begin new research previously beyond the limits of our equipment. The increased sensitivity would lead to better asteroid light curves, a type of original research done frequently by our students. In addition, by imaging the same asteroids through color filters, we could learn about the chemical composition of the asteroids' surfaces, something currently beyond our capabilities. We would continue to use images to search for undiscovered variable stars, but the Apogee Aspen CG42 with its wide field of view would provide us with a larger star sample to study. The purchase of this new camera would also enable us to try entirely new and exciting research projects. For example, we would be able to image fast moving near-earth asteroids and fainter objects such as distant galaxies. Our students have used the SBIG STL-1301 E to produce impressive research results. It is exciting to imagine what would be possible with the Apogee Aspen CG42.

We believe that acquiring the Apogee Aspen CG42 for the observatory is in keeping with the mission of the Abbot Academy Association, to "preserve the spirit, dignity and high standard of the Abbot Academy tradition and to provide an additional means of carrying on the educational aims of Abbot Academy at Phillips Academy through support of students, faculty, staff and properties at Phillips Academy." A camera of this caliber would certainly enhance the astronomy research offerings for students. Through our research endeavors, we will continue to spark interest in learning about our place in the universe.

It should be noted, as well, that the field of astronomy opened its doors to women long before other professional fields did so. History contains many examples of accomplished female astronomers who studied or taught at women's colleges. Examples include Henrietta Leavitt, a graduate of Radcliffe College who specialized in variable stars, and Maria Mitchell, a professor at Vassar College and the first woman to be named to the American Academy of Arts and
Sciences. The Abbot Academy Observatory housed an exquisite 5-inch refracting telescope made in 1875 by Alvan Clark & Sons. This telescope, which originally cost $1,200, was the crown jewel of the Abbot campus. Incidentally, this telescope is now owned by John W. Briggs, PA '77, who is a frequent collaborator in our asteroid studies. His use of the Abbot telescope as a student, and more recently with Phillips Academy students as a visiting scientist, has been reported in our alumni magazine.

Impact:

The Phillips Academy Observatory welcomes hundreds of visitors each year. Some are astronomy students, interested in either taking a closer look at various celestial bodies or collecting data for research projects. Some are members of the greater Andover community, eager to explore the sky and learn something new. Some are children from the surrounding area, just beginning to discover an interest in the stars.

Every year, about a dozen students enroll in Physics 530, Astronomy Research. These students, usually uppers and seniors, pursue various independent research projects. Students using our observatory for scientific research will benefit directly from the new Apogee Aspen CG42 camera. An additional sixty students enroll every year in the Introductory Astronomy course (Physics 440). These students visit the observatory for a weekly evening class to gaze at various celestial bodies, expanding on what is being taught in the classroom. They regularly use the telescope and camera to take images relevant to their studies. Quite a few of these students go on to take Astronomy Research.

In addition to students enrolled in the astronomy courses, the observatory annually hosts a large number of visitors from the greater Andover community. The observatory opens for school-wide enjoyment every Wednesday night, attracting anywhere from 10-30 students on a weekly basis. In addition, the observatory yearly caters to over 100 young children from student groups and scout troupes, as well as approximately 125 prospective students and parents revisiting campus. Over 100 alumni visit the observatory during reunions and alumni classes every year, in addition to at least thirty members of the Andover faculty and staff community who attend open houses. Though these visitors never use the camera itself, they are well aware of the research projects that are undertaken by Phillips Academy students.

The observatory is a showpiece for the school, helping to advertise our impressive science program to prospective students and parents, alumni, and other interested visitors. The new camera will directly impact our astronomy students, and it will enhance the overall experience for all who visit the observatory.

Implementation/Execution:

Once ordered, the camera and accessories will arrive in approximately six weeks. We will then connect the accessories (the filter wheel and filters) to the camera and do some initial testing to be sure that the camera is functioning properly. Integrating the Apogee Aspen CG42 camera into our current system will be surprisingly easy. The camera will operate with the same software that currently runs our SBIG STL-1301 E. Once the filter wheel is attached to the camera, we will simply attach the camera to the telescope, change a setting within MaximDL (to
indicate that the camera has been changed), and begin operations. An initial testing phase will help us to determine appropriate exposure times as well as to compare our new results to those achieved by the SBIG STL-1301 E. If possible, we would like to receive the camera at least two weeks prior to the start of the 2014-2015 school year. This would enable us to begin doing science with the camera as soon as students return to campus in the fall.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order Camera</td>
<td>07/01/2014</td>
</tr>
<tr>
<td>Receive Camera, Attach Accessories</td>
<td>09/01/2014</td>
</tr>
<tr>
<td>Initial Testing</td>
<td>09/01/2014</td>
</tr>
<tr>
<td>Camera Ready for Student Use</td>
<td>09/15/2014</td>
</tr>
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</table>

**Budget:**

The camera, filter set, and filter wheel will cost $38,710. We readily acknowledge that cost of this camera far exceeds a typical point-and-shoot camera. However, in order to record the faint light that reaches the camera through the telescope, it is critical to have a scientific camera that is both extremely sensitive and also highly accurate. This comes at a cost. For reference, the SBIG STL-1301 E and accessories were purchased for approximately $10,000. It is no longer possible to purchase an SBIG STL-1301 E camera, but the prices for comparable cameras have held steady over the years. The price of the Apogee Aspen CG42 reflects its superior sensitivity and field of view. Although we acknowledge that we are asking for a great deal, we are confident that the Apogee Aspen CG42 will provide Phillips Academy students with a necessary resource to take their astronomy research to a new level. The annual budget for the Division of Natural Sciences cannot support an acquisition of this nature, but we believe the benefits of this camera justify the cost. Therefore, we are turning to the Abbott Association with hopeful hearts and excited minds.

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Projected cost</th>
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<tbody>
<tr>
<td>Camera</td>
<td>$35,000</td>
</tr>
<tr>
<td>Filters</td>
<td>$2,150</td>
</tr>
<tr>
<td>Filter Wheel</td>
<td>$1,560</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$38,710</td>
</tr>
</tbody>
</table>
Long-Term Success:

The Apogee Aspen CG42 camera will significantly improve our current observatory system and enable us to achieve science goals that are currently out of reach. There are a number of projects, including those described above, that students will likely attempt within the first year of the camera purchase. In addition, we expect to grow into this camera over time. As ideas present themselves, we’ll have equipment necessary to exploit new opportunities and move in new directions.

While the Apogee Aspen CG42 camera is expensive, it is also built to last. Until the (very) far-off day when we will have to once again replace it, the camera will continue to perform its tasks without requiring any additional costs or upkeep. We will require no additional sources of funding for maintenance, and we will not have to pursue any partnerships in order to maintain the camera and achieve our goals for the department.

Conclusion:

We believe that the one-time expense of purchasing a new camera for the Phillips Academy Observatory would benefit students for years to come. We are thrilled that students at Phillips Academy are eager to engage in astronomy research, and are eager to resources that will support the pursuit of a wide range of research projects. We thank you in advance for your consideration of this proposal, and we look forward to speaking with you at the presentations.
Executive Summary

On May 24, four decades of Andover coeducation and Title IX will be celebrated. The season-ending doubleheader vs. Exeter will feature speeches, live music, family-friendly games and a school-wide barbecue. A large crowd of current students, alumnae, alumni, friends and family is expected, some traveling from quite far away. We intend to proudly identify with our heritage by wearing game jerseys which carry Abbot's name on their front. We'll surprise our players with them prior to the first game, making the biggest possible splash – and will keep the Abbot name alive in the future by wearing them as alternate jerseys.

Background

In the fall of 2011, PA's softball program sought and received an AAA challenge grant in hopes that it would jump-start the process of funding a project designed to upgrade the Academy's softball facility and to help build a mentoring network that would link Abbot and Andover alumnae with current students and recent graduates. Quite apart from its practical necessities, the field upgrade was intended literally to make a "concrete statement" about the central place of girls and women in PA's athletic and wider educational program. The goal of the mentoring network was to acknowledge that today's young women are headed toward complex futures that will in various ways involve careers, families and juggling acts; we believed that those carrying out such roles today are best suited to give advice and offer opportunities to see first-hand what such lives are like.

In any event, we raised an additional $130,000, built the dugouts and added other improvements, all of which have resulted in a greatly upgraded venue and increase in the visibility and pride of a cohort of PA female athletes. Building a viable mentoring network has proved more difficult; in part, because of the very busy-ness that we wish to help current students learn about. We continue to pursue it. In fact, the May 24th event will help to energize such a network.

In a matter of weeks, Andover will host what will probably be the biggest celebration of female athletics since it became a coeducational institution in 1973-74. On May 24, as part of a weekend of festivities, a renewed softball facility will be dedicated, forty years of
Andover coeducation celebrated, and four decades of Title IX marked. The season-ending doubleheader vs. archrival Exeter, whose softball team will actively participate in these observances, will be marked by speeches, live music, family-friendly games and a school-wide barbecue.

We seek funding to purchase top-of-the-line game jerseys that we intend to wear as a surprise that day – to the spectators, guests and, not least, to the players themselves. In fact, we are asking that you keep the nature of this proposal a secret, whether or not you choose to fund it. It is our intention that the wearing of these game jerseys on May 24 will raise awareness of our Abbot roots to new heights, educate those who put them on and those who see them about Abbot's legacy, and serve in the future as alternate game jerseys that will keep Abbot's name alive for years to come. This is truly a gift that will keep on giving!

**Need Statement**

It is a truism that, in general, Americans are not historically-minded. The world changes so quickly that just a few decades ago seem like the distant past. How many people would understand Jackie Robinson’s importance if it not for the hit movie “42”? How many know of the struggles – and triumphs – of Babe Didrikson, Althea Gibson or Billie Jean King? How many female athletes today realize that the sports they enjoy were unavailable in the quantity and quality of what are offered today not too long ago? What we take for granted today, thanks to Title IX, is the product of forgotten blood, sweat and tears.

We believe that current and future students, particularly females, need to know about Abbot’s role in Phillips Academy’s history. Sport is one of the vehicles through which we can teach about Abbot.

**Goals**

These top-of-the-line game jerseys will last for years. We intend to keep alive the Abbot name and spirit by wearing them on May 24 and in several of our games every season moving forward.

**Supporting the Abbot Academy Association's mission and priorities**

It is difficult to imagine a proposal which more closely supports the AAA’s mission and priorities – and at such a comparatively economical cost. The jerseys will be Abbot blue, with large, white, script lettering in the Andover softball style, trimmed in navy blue,
spelling out the word "Abbot." The tail flowing down from the final letter "t" will contain, in smaller, navy blue font, the word "Andover." Uniform numbers on the front and back, as required by the rules of the sport, will also be white trimmed in navy blue. The material is of the highest quality and the letters and numbers are sewn-on tackle twill, not simply silk-screened.

**Impact Statement**

Not only will the seventeen varsity players be impacted, but the hundreds of spectators we expect to see them worn for the first time – at precisely the moment when coeducation is being celebrated – will notice the Abbot name prominently displayed. This is sure to be immediately thought-provoking and lead to interesting discussions. Those who have donated to the field improvement project, particularly the older alumnae, will feel acknowledged. Every time these jerseys are worn the bonds between Abbot and Phillips academies will be recalled. The sight of today's teenagers proudly wearing the Abbot name and colors seem to carry an impact that will speak for itself.

**Implementation**

Ordering through the Athletic Department's Equipment Manager, we will await reception of the jerseys and begin to use them.

**Budget**

Each jersey will cost $90-95. The sustainable number of jerseys (enough to accommodate the predictable variety of sizes) will cost about $2200, but we are seeking an additional $800, just in case we need to cover any late, additional costs, such as affixing a "Coed@40" logo to one sleeve on each uniform.

**Successful Completion**

We have already completed discussions regarding design, color, quantity, sizing and manufacturer/vendor. The process of ordering is straightforward and conforms to how athletic uniforms and equipment are procured at PA.

**Sustaining/Moving Forward**

As indicated above, not only will these jerseys be a centerpiece of the Celebration of Coeducation at PA and of Title IX on May 24 but, because they will be worn on special
occasions in future seasons, we expect these jerseys to last a long time and place the Abbot name and legacy in the public eye for years to come.

Thank you for your kind consideration of this proposal. We remain grateful for the grant we received three years ago, and believe that we have demonstrated our sincerity and reliability as partners by greatly exceeding the original grant that we had pledged to match. We are asking for your assistance now because we believe that these jerseys will directly express and beautifully reflect the spirit of the Abbot Academy Association, and honor the legacy of Abbot's athletes and coaches, as well as the efforts of those who fought for an equal place at the Andover athletic table for Phillips Academy's female students.

Respectfully submitted on behalf of the PA Softball program, its alumnae, friends, fans and dozens of contributors to the Field Improvement Project,
ABBOT ACADEMY ASSOCIATION PROPOSAL NARRATIVE SECTION

Proposal Narrative: Each item listed below MUST be addressed, or explain why it is not applicable to your request. The narrative should not exceed five pages (feel free to use fewer pages than that), using 12-point font and single line spacing. You may either insert your comments below each section within this document, or if you prefer, include all responses in a word document which you will upload when completed.

Proposal Budget: See budget section below. If the proposal is approved, you will be expected to report actual expenses against the approved budget as part of required progress reporting.

I. Executive Summary
On the Abbot Campus of Phillips Academy, there is a storage facility that is filled with 565 objects, which help form part of the Academy’s larger collection of Art and Antiques. The rest of collection, comprising over 1,700 objects (including pieces of furniture, paintings and objets d'art), is in active use. Items from this collection can be found in administrative and classroom buildings as well as the homes and offices of faculty and administrators. Overall, the collection of Art and Antiques provides beautiful and culturally significant furnishings that speak to the illustrious legacies of both Phillips Academy and Abbot Academy.

Objects in the collection have been acquired by the Academy in a number of ways. Many of the oldest and most historically significant pieces belonged to Samuel Phillips himself. A number other pieces including portraits and fine silver objects became a part of the collection during the merger to the two academies in 1973. Other pieces have been generously donated over two centuries by alumni, parents, faculty, staff and friends of the two academies. The collection comprises a broad selection of objects ranging from Chippendale chairs and grandfather clocks to original prints by J.J. Audubon and portraits of important figures in the history of both institutions.

This collection is both valuable and an essential aspect of the histories of Phillips and Abbot Academies. Moreover, some pieces in the collection are culturally and historically significant on the national level. Yet despite these facts, attention and interest in the collection has waned in the last decade. In prior years, there had been faculty involvement with the collection, which took various forms. Indeed, in 1991 a committee charged with its care received a significant grant from the Abbot Academy Association to appraise and inventory this collection. This inventory continues to serve as the essential knowledge base of the collection over two decades later. However, once key people who were involved with the Art and Antiques Collection left our community, general interest in it has almost entirely disappeared.

Dismayed by the lack of attention and care that the collection currently receives, brought this issue to the Dean of the Faculty in the summer of 2013 who then authorized him to start reevaluating the way in which the collection is cared for and managed. Working closely with Heather Thomson and Annette Bridgewater in the Office of the Physical Plant, has begun to rethink how the collection is managed and is attempting resolve an essential problem surrounding its care.

The storage facility where all of the objects, which are not in active use, are being held is not adequate in many ways. Over the years, heat, moisture and pests have damaged many objects. There
are a number of pieces of broken and damaged furniture in this facility, some of which can and should be repaired and some of which cannot. Moreover, there have been significant losses of important and irreplaceable works of art and objects each year due to the inadequate conditions of the space. While the problems with the facility itself cannot be solved in the short term, there are steps that can be taken to help to begin to remedy this issue and to ensure that we are properly caring for an important and valuable aspect of the academy's heritage.

II. Project Description

A. Need Statement

We are seeking funds to hire an expert in art and antiques to aid us in sorting through the 565 objects that are currently in the storage facility. While Nile Blunt's graduate training and professional experience in art and material culture will be useful, the scope of the project requires an expert who is currently working in the field to advise and collaborate with the Art and Antiques Team. The team has selected Stuart Miller of the New England Gallery, who has a long history of collaboration with Phillips Academy and is knowledgeable about this collection in particular.

Miller will assist the team in understanding which of the items have financial, historic, and cultural value and should therefore be preserved. He will also provide assistance in understanding which items in the storage facility are not valuable or are "second hand" and can be sold or consigned. The profits from this sale would then be used to help support, preserve and care for the remaining items. It will increase the budget, which is currently only $4,000 per annum for over 1,700 items across campus.

needs time to work on this collection. ✂intends to spend time during the summer of 2014 working with Miller in going through the collection and deciding which items should be repaired and preserved and which items can be sold or consigned in order to help finance the care of the more significant pieces. ✂will also spend time having discussions across departments on campus to ensure that every decision being made is in the best interests of the Academy. For instance, before any items are sold, consigned or discarded will work with the Office of Academy Resources to ensure that if the item was a gift to the Academy there are no ethical or legal issues concerning what the team decides to do with them.

B. Goal(s) and Objectives

The ultimate goal of this grant is to start a long-term process wherein art and objects from Phillips Academy and the Abbot Academy are better preserved, thus allowing them to continue to contribute to the great legacies of both institutions. In the long term, the team hopes to find ways of providing better care for the objects and ✂, specifically, hopes to build an educational curriculum around these objects in terms of specific courses in history and art history as well as the general edification of the Phillips Academy community.
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C. Impact
The impact of this project will be campus wide. It will begin the process of better caring for key works of art and antiques that speak to the long rich histories of Phillips Academy and Abbot Academy and which also enrich the lives of students, faculty, staff and administrators who live amongst them. It will also allow for a keener understanding how to prevent losses and how to better preserve pieces of the collection that are in storage. The eventual role that this collection can play in the Academy's curriculum (similar to collections in the Addison and the Peabody) and in the general edification of the greater PA community will also be very important.

D. Project Implementation Plan
The project will take place over six weeks during the summer of 2014. During this time, [redacted] will work with Miller, Thomson and Bridgewater in sorting through the collection in the storage unit and will liaise with staff and faculty members across campus to ensure best practices.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[redacted] and Bridgewater's preparation of the storage facility for the evaluation.</td>
<td>07/14/2014</td>
</tr>
<tr>
<td>[redacted] and Miller's evaluation of the collection.</td>
<td>07/28/2014</td>
</tr>
<tr>
<td>[redacted] consultation with various departments and offices on campus.</td>
<td>07/28/2014</td>
</tr>
<tr>
<td>The division of the collection into objects to keep and objects to sell or discard.</td>
<td>08/18/2014</td>
</tr>
</tbody>
</table>

E. Budget

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Projected cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuart Miller's consulting fee</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>[redacted] salary for six weeks ($800 per week plus an additional 18%)</td>
<td>$5,664.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$8,164.00</td>
</tr>
</tbody>
</table>

III. Execution of the proposal
The work outlined in this proposal will be manageable in the six weeks allotted, given that this will be [redacted] sole focus during that period and he will be supported by Annette Bridgewater. Moreover, Stuart Miller has been very clear that his work for this project is manageable during the allotted time.

IV. Long-term success
The Art and Antiques teams hopes that this would be a multi-year project. During the first year, the team will, with the assistance of Miller, identify the significant and useful pieces that will be repaired and preserved. [redacted] then intends to apply for an Abbot Grant in the following academic year to help realize the ultimate goal of education around this collection, which can eventually be seen as a
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unique and important cultural collection (like those in the Addison Gallery, the Peabody Museum and the Academy Archives) that can serve as a resource to the community in many ways.

V. The proposal does not involve a speaker.