



CURATING ARCHAEOLOGICAL COLLECTIONS AT THE CENTER FOR ARCHAEOLOGICAL INVESTIGATIONS REPOSITORY, ILLINOIS (US)

Course ID: ARCH 300S

July 11 – Aug 7, 2021

FIELD SCHOOL DIRECTOR

Dr. Tamira K. Brennan, Center for Archaeological Investigations, Southern Illinois University Carbondale
(tbrennan@siu.edu)



INTRODUCTION

This field school offers intensive hands-on training in skills useful for a career in curation, museums, collections, archives, and of course, field archaeology! It is held at the Center for Archaeological Investigations' repository in Carbondale, Illinois; a 9000 ft² modern facility that houses archaeological collections (artifact, maps, records, photographs, and digital files) primarily from the Midwestern and Southwestern US. Some of these collections were generated from the earliest professional excavations in the state and from private donations, which include one-of-a-kind and exemplary artifacts that few people have the opportunity to handle. Many require rehabilitation (rehousing to modern standards), which is one of the primary goals of the field school. You can expect to walk away from this course able to identify the major material classes of prehistoric artifacts, have a good working knowledge of the

culture-history of the Midwestern US, understand the challenges of modern curation and be proficient in the basic methods employed in managing collections, be competent in database use (FilemakerPro), and become versed in the legislation governing archaeological collections in the US (including NAGPRA). Some of these tasks involve a measure of detective work to solve the many unpredictable issues that arise when working with older collections. Although most of the course work is directly with the collections, field trips to regional museums and other repositories, visits to local archaeological sites and field schools, lectures, and discussion enhance this experience, as do optional weekend excursions into beautiful southern Illinois.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

COURSE OBJECTIVES

This project seeks to achieve two of the major goals of the CAI's curation branch:

- 1) to bring the CAI's legacy collections and private donations up to minimum federal curation standards as outlined by the National Park Service
- 2) to serve as an exemplary source of education in curation

As is the case with most repositories that hold collections pre-dating the late 20th century, little if any thought or funds were devoted to the long-term care of the archaeological materials and documents that were deposited at the CAI – a large portion of which were transferred from the University Museum's impressive archaeological collection in the 1970s. Instead, these were turned over in varying conditions, sometimes incomplete, and with no detailed inventory of items. This created a "curation crisis" that is not unique to the CAI. It is a reality that many institutions and archaeologists must tackle, and one that prohibits access to and use of the very items that we as archaeologists hope to preserve and study. *Most* archaeologist will encounter this crisis in some form or another during their careers. Many will unknowingly contribute to it.

This course addresses the curation crisis by making advocates for curation out of students by providing education both in a traditional sense, such as lectures and readings, and through hands-on learning, wherein you will work with actual collections "in need." Your work will address the curation needs of many seminal collections at the CAI that are otherwise unfunded, and therefore makes them accessible to other researchers, and leaves them in a stable condition to ensure their long-term use.

Major tasks students will undertake to achieve the above include:

Organize a large private donation of pre-Columbian artifacts to make it useable for research, outreach, and education. This includes learning how to properly identify, sort, label, bag, and inventory these materials, which derive from the very county where the field school is taking place. As a part of this particular goal, you will evaluate the utility of materials that lack specific provenience to professional institutions.

Rehabilitate a portion of the CAI's 2000 ft² of legacy collections. This includes physically going through older (pre-1970) accessioned collections to assess and record the condition and contents, perform a basic rehabilitation (move from paper to plastic, sorting and recording by overarching material classes and preliminary temporal components), search for and pull potential NAGPRA items to be added to the CAIs NAGPRA inventory, and cross-index the materials with their associated documentation, photographs, maps, and other materials located elsewhere in the building by entering all of the data collected into a relational database.

Learn the history and consider the future of curation in versatile settings. This includes a significant amount of reading (see Course Syllabus) with supplementary lectures and discussions on how the curation crisis came to be, what has/is being done to remedy it (specifically by the federal government through legislation), why it remains difficult to resolve, and how it can be prevented. It includes field trips to diverse curatorial settings in order to expose you to the various environments in which archaeological collections end up, the different databases they may use to index them, and the challenges particular to each setting. Some of these are: the University Museum at SIUC with an associated lecture by its curator of anthropology, Susannah Munson, the Illinois State Museum and lunch with the assistant curator of Anthropology, Dr. Brooke Morgan, a tour of the US Army Corps of Engineers Veterans' Curation Program in St. Louis, and small/privately run local museums around Southern Illinois.

All the above involve an element of research, as many of the CAI's collections are published or otherwise reported in the early archaeological literature of the region. This information allows us to work backwards to re-associate materials with their long-lost proveniences.

LEARNING OUTCOMES

Upon completion of this course, students will:

1. Be proficient in basic artifact class identification for the Midwestern U.S.
2. Acquire a working knowledge of one or more database programs for curation
3. Know the federal curation and records management standards for archaeological collections
4. Know the difference between museum curation and archaeological project curation
5. Understand the importance of accessibility, accountability, and organization in curation
6. Be aware of the legal and ethical concerns of working with human remains and burial-affiliated objects.
7. Recognize the relationship between archaeological practices in the field and post-field curation issues
8. Understand the hazards to archaeological collections and how to mitigate or prevent them

ASSESSMENT

Collections work:

The bulk of the coursework, and of your grade, involves hands-on work with collections. Students are expected to be present and conscientious of their tasks at hands during class hours.

Bi-weekly progress reports:

Students will keep a notebook including brief (1-5 paragraphs) but detailed descriptions of the tasks completed, sites worked on, problems encountered, and resolutions made while working with the collections. Time logs will be kept for each task within this notebook. Notes should be taken throughout each work session as applicable. The notebook will be collected kept by the CAI at the end of the semester.

Readings:

Relevant readings on curation, conservation, preservation laws, ethics, and artifact identification will be assigned throughout the course of the class. Students should be prepared to discuss these in class.

Quizzes:

There will be several open-note/open book quizzes to verify that the students are retaining relevant knowledge from the readings and on materials identification.

Written assignments:

There will be one written assignment at the end of the course in the form of a comprehensive curation report on your activities for the duration of the field school.

Attendance/Participation	55%	(550 pts)	A = 900-1000 points
Bi-weekly Notebook	10%	(100 pts)	B = 800-899
Quizzes	15%	(150 pts)	C = 700-799
Final Paper	20%	(200 pts)	D = 600-699
			Fail = <600

PREREQUISITES

There are no prerequisites for participation in this field school. The field school is designed to offer hands-on, experiential learning, allowing students to learn the basics of archaeological collection management and curation on site.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety.

The Working with Archaeological Collections in Curation field school includes some risk due to the

ongoing COVID-19 pandemic because the setting is an indoor facility. To ensure that students can work safely together, students will be assigned their own workspace and equipment, and will be socially distanced from one another. Masks will be worn indoors, meals will be taken outdoors whenever possible, and daily cleaning protocol will be established. Students will be expected to mask and socially distance as appropriate on their free time as well, in order to ensure the health and safety of the group. The field school is in a city of ~25,000 residents in Illinois, USA where modern amenities and medical facilities are easily accessible. Hazards that may be encountered while working with collections include insects, mice, mold, and dirt, while a few low-risk chemicals (such as acetone and rubbing alcohol) will be used. Mandatory field trips and optional excursions may involve moderate physical exertion in very hot/humid weather across uneven terrain.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [Insuremytrip.com](https://www.insuremytrip.com) or [Travelguard.com](https://www.travelguard.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you decide whether to purchase such insurance.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we - students and staff alike - need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director.

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

Disclaimer for 2021 Season: The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, such as the presence and availability of a vaccine, new travel protocols, and updated local policies.

An IFR field school is designed to provide positive, constructive experiences for communities, students, and researchers. Amid the COVID-19 pandemic, the following protocols have been developed based on the assumption that any participant in an IFR field school may be an asymptomatic carrier of SARS COVID-19. Our goal, with these protocols, is to reduce the possibility for COVID-19 transmission among participants, staff, and local community members. IFR depends on the complete and sustained commitment of all students to stay healthy and to help others stay healthy. On enrollment, students commit to comply with all aspects of the IFR COVID-19 avoidance policy as well as any/all policies specific to their respective IFR field school.

PRIOR TO TRAVEL

Students must arrange a test for current infection for COVID-19 through a RT-PCR test for themselves in their home location within 72 hours prior to arrival at the destination and upload proof of negative result to their IFR application portal. Students should carry this proof and have ready for presentation upon arrival.

After demonstrating they tested negative, students must take all precautions possible to ensure they remain COVID-19 free prior to and during travel to the field school. Students should plan to travel in the safest manner that they are able (i.e., drive a personal vehicle if possible, avoid flights with long layovers and multiple connections, etc.). In addition, we require the following from all students: use of a face mask during travel to, from, and on airlines; regular washing of hands; and, in so far as possible, maintain social distancing of 6 feet / 2 meters in airports and other spaces.

We realize that in some instances, there are limited travel options and budgets are a real consideration, so we ask that you do your best. Please provide travel itineraries to the PI a week prior to departure.

TRAVEL & MEETING POINT

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancellation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

Students have several options for meeting in Carbondale. If traveling via air, they may choose to fly into St. Louis (a 2-hour drive from Carbondale) and await pickup by staff, or fly into Chicago and travel via train (~ 5 hour trip to Carbondale) to await pickup by staff.

Alternately, students may be dropped off or drive a personal vehicle to Carbondale, meeting at the second location and time listed below. Note: Students are more than welcome to bring a personal vehicle to field school, but are responsible for any fees associated with parking, and are expected to ride in field school vehicles for all field trips or excursions that take place during class time.

Rendezvous points and times:

1) St. Louis Lambert International Airport

Meeting date: Sunday, July 11, 2020

Meeting point: Exit 17 near the baggage carousel

Meeting time: 2 PM

2) Carbondale Amtrak Station, 401 S Illinois Ave, Carbondale, IL 62901

Meeting date: Sunday, August 7, 2020

Meeting point: in front of train station

Meeting time: 3 PM

Note: trains arrive from Chicago to Carbondale at 1:45 PM and 3 PM and food and beverage service are available on the train. Changes in train schedules may result in a change in meeting time.

If you miss your connection or your flight is delayed, please call, text, or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

This is a domestic program and there are no Visa requirements for US citizens. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Students will be required to take another COVID-19 test at the end of the first week of field school, and at the sign of any COVID-like symptoms.

Temperatures will be taken each morning before traveling from housing to the field school site and symptomatic students asked to isolate until they have a doctor's verification that the symptoms are not COVID-related. Students will be given work appropriate to working in isolation in the interim.

Students are to maintain safe social distancing, masking, and sanitization guidelines as provided by the CDC. Interaction with the local community must be limited to situations where everyone can maintain the required 6-foot/2 meter physical distance, wear masks, and ideally be outside. Failure to adhere to these safety protocol may result in expulsion from the field school.

FACE MASKS / FACE COVERINGS

All students, faculty and staff are expected to wear face coverings. Face masks, along with social distancing, are among the most effective ways of minimizing the spread of the coronavirus.

The objective of wearing a mask is to capture potentially infectious droplets from the wearer. Therefore:

- Masks or respirators that are equipped with an "exhalation valve" are not permitted, unless covered by another mask.
- Neck fleeces (gaiter masks) are considered the least effective form of face masks, and are not permitted. (The material found in gaiters tend to break down larger droplets into smaller particles that are more easily carried away in the air.)
- Folded bandanas and knitted masks are ineffective and are not permitted.
- Masks must be worn so as to cover both the mouth and nose. If your mask becomes loose, it can be tightened by twisting the ear loops.

ACCOMMODATIONS

Students will be housed in dormitories or apartments near campus. Efforts will be made to arrange for single rooms with shared bathrooms to promote safe social distancing. Students are responsible for cleaning their bathrooms daily. Kitchen facilities are available on site and are shared with the rest of the apartment complex, as are some other common areas. All surfaces should be cleaned with disinfectant prior and after preparing food. A public laundromat is nearby. Food for breakfast, lunch, and dinner M-F will be provided by the project. Dinners will be communal, prepared by students in teams on a rotating basis. Vegetarian diets and most food allergies are easily accommodated. Vegan, gluten-free, and other specialty diet foods are easily available in Carbondale, but may not be project-provisioned. Students are on their own for weekend meals, although weekly trips to the grocery store will be made and many local restaurants offer carry-out meal options within walking distance of the housing. Outdoor dining is allowed, but students should not eat/drink inside of restaurants or bars to protect the health of the group. Similarly, masks are required for any elective activity that might take place indoors (shopping, etc.) and venues that do not offer proper social distancing should not be visited.

COURSE SCHEDULE

All IFR field schools begin with a safety orientation. This orientation will cover proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the Student Code of Conduct, as well as protocol related to COVID-19.

EQUIPMENT LIST

Mandatory Equipment:

Please be sure to acquire only the brand, color and sizes indicated below!

- water bottle with a top that securely closes
- Sunscreen, hat, sturdy closed-toed shoes, one pair of work gloves, insect spray (for field excursions)
- Notebook
- College rule loose-leaf paper
- pencil case (for the following)
- 2 black fine point Sharpie brand permanent markers
- 2 black ultra-fine point Sharpie brand permanent markers
- 2 black gel pens (any brand)

Optional Equipment (for weekend excursions):

Swimwear

Water shoes

Sunglasses

Beach towel

Camping/hiking gear (this can alternately be rented from SIU <https://rec.siu.edu/programs/outdoor-pursuits/>)

COURSE MOBILE TECHNOLOGY POLICY

Use of cell phones in class/while working on collections is strictly prohibited. Please *turn off* your cell phone or leave it at home during class. Situational exceptions such as family emergencies are allowed if cleared with the instructor first. Use of other forms of technology (laptops, iPads, etc.) are permitted if for class purposes.

	Lecture	Activity	Written assignments	Required Readings	Optional Readings	Optional Excursion
Prior to Day 1		COVID-19 test no more than 4 days prior to arrival		Sullivan and Childs CH2; Knoll and Huckell CH1&2		
11-Jul	Orientation	Rendezvous/welcome BBQ		Food safety manual		
12-Jul	Health and Safety/ The Curator's job	facility tour, sorting collections		CoG 1-12; Suits 2001; Wagner 2018	Knoll and Huckell CH5.1	
13-Jul	The Curation Crisis	sorting collections, labeling	Social media bio	CoG 1-4; Childs 1995	Marquardt et al. 1982	
14-Jul	Curation @ CAI: Mission and Goals	cataloging, docs inventory		CoG 19-17; Knoll and Huckell CH3; Redmond and DuFresne 2018; Voss 2012	CoG 13-2; 21-4	
15-Jul	Database Design and Use	docs inventory, Filemaker orientation	Notebook check		FilemakerPro CH1&2	sunset concert
16-Jul		Quiz , legacy collection rehab	Collection Evaluation			
17-18 Jul						swimming
19-Jul	Regional Prehistory	legacy collection rehab		Jessup 2009		
20-Jul		Field trip to local archaeological sites				
21-Jul	Preservation Legislation	legacy collection rehab		NPS Archaeology Program CH3	36CFR79; Sullivan and Childs CH3	
22-Jul		Quiz , legacy collection rehab	Notebook check			sunset concert
23-Jul	Museums vs Repositories	Tour University Museum SIUC	Outline of curation report	Sullivan and Childs CH4	NPS Archaeology Program CH7	
24-25 July						Farmers' Mkt/hiking
26-Jul	Accessioning/ Deaccessioning	legacy collection rehab		Malaro 1998; Sullivan and Childs CH5	Williams 2011	
27-Jul		Field trip to Il State Museum				
28-Jul	NAGPRA	legacy collection rehab		Edwards 2010; Knoll and Huckell Ch5.2; McKeown et al. 2010	Meighan and Zimmerman 1999; 25USC32; 43CFR10	
29-Jul		Quiz	Notebook check			sunset concert
30-Jul	Ethics	legacy collection rehab	Draft of curation report	Childs 2002; SAA 1996	AAM 2000	
31 Jul-1 Aug						field trip TBD
2-Aug	Accessibility	wrap up rehab/Box Organization		Drew 2004; NPS Archaeology Program CH9		
3-Aug	Digital Curation	Box Inventory/Database cleanup		CoG 19-21; 19-22; 22-5	CoG 22-6	
4-Aug	Fieldwork and Curation	Box Inventory/Inventory Check		Sullivan and Childs CH6		
5-Aug	Curation Policies	Inventory Check	Notebooks Due	Cato and Douglas 2010; Meta Archive Coop 2010		sunset concert
6-Aug		Clean/Wrap Up	Final Curation Report		Knoll and Huckell CH4	
7-Aug		Depart				

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Cato, Paisley and Ann Furman Douglas (2010) Emergency Preparedness Planning. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.360-362. The AAM Press, Washington, DC.

Childs, Terry S. (1995) The Curation Crisis. *Common Ground Online* 7(4).

https://www.nps.gov/archeology/cg/fd_vol7_num4/crisis.htm

Childs, S. Terry (2002) Committee on Curation Update: Implementing SAA Ethic #7, Records and Preservation. *The SAA Archaeological Record* 2(3)6-7;41.

Drew, Natalie M. (2004) Preserving Archaeological Associated Records. In, *Our Collective responsibility: The Ethics and Practice of Archaeological Collections Stewardship*, Ed. S. Terry Childs, pp. 55-66. SAA Press, Washington, DC.

Edwards, Alison (2010) Care of Sacred and Culturally Sensitive Objects. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.408-425. The AAM Press, Washington, DC.

Jessup, Wendy Claire (2009) Pest Management. In, *Storage of Natural History Collections: A Preventative Approach, Volume 1*, ed. Caroline L. Rose, Catharine A. Hawks, and Hugh H. Geroways, pp. 211-220. The Society for the Preservation of Natural History Collections.

Knoll, Michelle K. and Bruce B. Huckell (2019) *SAA Guidelines for Preparing Legacy Archaeology Collections*. CH1:The Basics; CH2:Principles of Curation; CH3:Planning for Curation; CH5.2:Human Remains. Society for American Archaeology.

Malaro, Marie C. (1998) Chapter 5. The Disposal of Objects: Deaccessioning. In, *A Legal Primer on Managing Museum Collections, 2nd Edition*, pp.216-238.

Meta Archive Cooperative (2010) *Preservation Policy Template*.

McKeown, C. Timothy, Amanda Murphy, and Amanda Schansenberg (2010) Complying with NAGPRA. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.448-457. The AAM Press, Washington, DC.

National Park Service. Archaeology Program.

Managing Archaeological Collections. CH9: Access and Use; CH3 :Laws, Regs, Policies, and Ethics
https://www.nps.gov/history/archeology/collections/mgt_pr.htm

(1993) *Conserve-O-Gram* 1-4: Use of Acryloid B-72 for Labeling Museum Objects

(2010) *Conserve-O-Gram* 1-12: How to Select Gloves: An Overview for Collections Staff

(1996) *Conserve-O-Gram* 19-17: Handling Archival Documents and Manuscripts

(2000) *Conserve-O-Gram* 19-21: Planning Digital Projects for Preservation and Access

(2000) *Conserve-O-Gram* 19-22: Managing Digital Projects for Preservation Access

(2010) *Conserve-O-Gram* 22-5: Digital Storage Media

Redmond, Brian M. and Ann S. DuFresne (2018) Dealing with Museum Legacy Collections in the Twenty-First Century: Three Case Studies from Ohio. *Midwest Archaeological Conference Occasional Papers* 3:7–20.

- SAA (1996) *Society for American Archaeology Principles of Archaeological Ethics*.
- Suits, Linda Norbut (2001) *How to...Keep Things in Your Collection from Killing You*. Illinois Association of Museums, #28
- Sullivan, Lynne P. and Terry S. Childs (2001) Chapter 2; 4-6. *Curating Archaeological Collections: From the Field to the Repository*. Altamira Press. Lanham, Maryland.
- Voss, Barbara L. (2012) Curation as Research: A Case Study in Orphaned and Underreported Archaeological Collections. *Archaeological Dialogues* 19(2):145–169
- Wagner, Mark J. (2018) Old Collections, Rock Shelters, and Mastodons in Southern Illinois. *Illinois Antiquity* 53(1):1-4

RECOMMENDED READINGS

- 25 United States Code Chapter 32: Native American Graves Protection and Repatriation
- 36 Code of Federal Regulation Part 79: Curation of Federally Owned and Administered Archeological Collections
- 43 Code of Federal Regulations Part 10: Native American Graves Protection and Repatriation Regulations
- American Alliance of Museums (2000) *AAM Code of Ethics for Museums*. <https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/>
- Burke, Claire Smith And Larry J. Zimmerman (2008) *The Archaeologist's Field Handbook: North American Edition*. Altamira Press. Lanham, Maryland.
- Knoll, Michelle K. and Bruce B. Huckell (2019) *SAA Guidelines for Preparing Legacy Archaeology Collections*. CH4: Funding Curation; CH5.1: Processing Collections. Society for American Archaeology.
- Marquardt, William H., Anta Montet-White and Sandra C. Scholtz (1982) Resolving the Crisis in Archaeological Collections Curation. *American Antiquity* 47:409-418.
- Meighan, Clement W. and Larry J. Zimmerman (1999) Debating NAGRA's Effects. *Archaeology Magazine*. Online Features. <https://archive.archaeology.org/online/features/native/debate.html>
- National Park Service. Archaeology Program:
Managing Archaeological Collections. CH7:Repositories
https://www.nps.gov/history/archeology/collections/mgt_pr.htm
 (1993) *Conserve-O-Gram* 13-2: How to Flatten Folded or Rolled Paper Documents
 (2002) *Conserve-O-Gram* 21-4: Salvage at a Glance, Part 1: Paper Based Collections
 (2011) *Conserve-O-Gram* 22-6: Terminology for the Creation, Care and Storage of Digital Materials
- FilemakerPro14 User's Manual
- Williams, Emily (2011) Reburial as a Conservation Tool. *Objects Specialty Group Postprints* 18:25-31.