Beaver Island – Eastern Michigan University
Field School Final Report

Eastern Michigan University’s Graduate Program in Historic Preservation
May 20-28, 2022

Dan Bonenberger, Professor, Historic Preservation
Nancy Bryk, Professor, Historic Preservation
Alec Jerome, Field School Contract Manager and Director of Facilities Management, The Henry Ford

August 17, 2022
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Introduction

In December, 2021, Lori Taylor-Blitz, a 2015 graduate of Eastern Michigan University’s Graduate Program in Historic Preservation, invited our program to come to Beaver Island to work on the Beaver Head Lighthouse as well as work in the Beaver Island Historical Society’s collections. While at first it seemed like a stretch for us financially, Dr. Dan Bonenberger and Professor Nancy Bryk were enthusiastic about finding a way to bring a group of hard-working, eager graduate students in Historic Preservation to Beaver Island. There were two significant costs: hiring a field school manager who had more extensive hands-on preservation experience using power machinery, and defraying significant housing and transportation costs for cash-strapped graduate students.

With support from Charlevoix County and Networks Northwest, we were able to hire Alec Jerome, Director of Facilities Management at The Henry Ford (Dearborn, Mich.) as the field school’s contract field school manager. Additionally, significant donations from the Beaver Island Historical Society, the Beaver Island Boat Company, and Island Airways enabled us to bring sixteen graduate students to Beaver Island for nine days of work; Lori worked with the Central Michigan University Biological Station to secure economical housing and free passage to Beaver Island. We remain very grateful to Lori Taylor-Blitz and Kevin Shepard for their tireless work to bring us to this extraordinary island. We will continue our work with our Beaver Island partners—we have promised to return for at least three more years.

Dr. Dan Bonenberger and Prof. Nancy Bryk created a rigorous schedule for our visit, included on the following page. We prepped for the visit by uploading primary and secondary sources, as well as historical photos, on Beaver Head Lighthouse. Kevin Shepard and Matt McCauley provided additional reports and maps which were so helpful to us and were used by Dr. Dan Bonenberger’s class on site.

Professors Bonenberger and Bryk fly to Beaver Island at the end of April, 2022, to discuss what our team of students might do over the nine days we were on site. We discussed the possibilities with Alec Jerome, who could not join us. Our discussions coalesced around offering three sets of activities, creating three teams, each of which headed by one of the faculty members.

On site in May, students learned what each team would be doing on site and then chose which team they wanted to join:

- Alec Jerome’s Preservation Hands-On Team repaired and repainted the wainscotting in the lantern room, scraped, strengthened, and repainted the screen doors, and completed a conditions assessment of the lighthouse interior and exterior.
- The Digital Heritage Recording Team, headed by Dan Bonenberger, completed field sketches and floor plans of all buildings, along with basic measurements of and between
buildings. They produced photographs recording each building (elevations, obliques, and selective interior views) and overall views of the campus.

- The Collections Team, led by Nancy Bryk, reviewed and offered revisions of BIHS’s Collections Policy, inventoried 139 boxes in the Archives Room at the Print Shop, and made some additions to the PastPerfect object records.

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**2022 BEAVER ISLAND FIELD SCHOOL SCHEDULE**

**OPTIONAL: Sunday ride around Island – vans leaving at 12:30pm, back by 4pm**

Sunday, May 22
5:00 pm Meet at CMU Biological Station (CMUBS) for quick tour

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30 pm-6pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30 pm-8:30 pm</td>
<td>Head out in van to Beaver Head Lighthouse</td>
</tr>
</tbody>
</table>

Monday, May 23
8:30 am-4:45 pm Full Workday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Vans depart CMUBS to Lighthouse</td>
</tr>
<tr>
<td>9:00-10:00 am</td>
<td>Explore the Lighthouse campus if need be</td>
</tr>
<tr>
<td>10:00- noon</td>
<td>Begin work on adaptive re-use (everyone)</td>
</tr>
<tr>
<td>12:00-1:15 pm</td>
<td>Lunch with the Case family (we will walk)</td>
</tr>
<tr>
<td>1:15-4:15 pm</td>
<td>Continue work on adaptive re-use</td>
</tr>
<tr>
<td>4:15-4:45 pm</td>
<td>Debriefing; questions? Concerns? What more do we need to learn?</td>
</tr>
<tr>
<td>4:45 pm</td>
<td>Vans depart for CMUBC</td>
</tr>
<tr>
<td>5:30-6pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>After dinner</td>
<td>On your own  (Dark Skies program?)</td>
</tr>
</tbody>
</table>

Tuesday, May 24
8:30 am – 4:45 pm Full Workday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Vans depart CMUBS to Lighthouse (pack a lunch)</td>
</tr>
<tr>
<td>9:00 am-12:00 am</td>
<td>Work and lunch with Charlevoix County Commissioners</td>
</tr>
<tr>
<td>12:45 pm-4:45 pm</td>
<td>Conclusion- adaptive re-use; break into groups for work</td>
</tr>
<tr>
<td>4:45 pm</td>
<td>Vans depart for CMUBS</td>
</tr>
<tr>
<td>5:30-6pm</td>
<td>Dinner</td>
</tr>
</tbody>
</table>
After dinner  Optional: Vans take interested students to west side pavilion for sunset and some socializing

**Wednesday, May 25  8:30 am – 4:45 pm  Full Workday**

8:30 am  Vans depart CMUBS to Lighthouse (pack a lunch)
9:00 am-12:00  Break into work groups
12:00-12:45 pm  Lunch
12:45-4:45  Work in groups
4:45pm  Vans depart for CMUBS
5:30-6pm  Dinner
After dinner  Optional: Vans take interested students on tour of Peter Doney House and Protar’s Cabin

**Thursday, May 26  8:30 am – 4:45 pm  Full Workday**

8:30  Vans depart CMUBS to Lighthouse (pack a lunch)
9:00am -12:00 pm  Work in groups
12:45-4:45pm  Work in groups; debriefing and sharing of work
4:45pm  Vans depart for CMUBS
5:30-6:00 pm  Dinner
After dinner  Optional: tour of Beaver Island Harbor Lighthouse and Beaver Island Shipwreck Museum

**Friday, May 27  8:30 am – 4:00 pm  Full Work Day**

8:30 am  Vans depart CMUBS  (pack a lunch)
9:00am-12:00 pm  Work in groups—switching out of groups?
12:00-12:45pm  Lunch
12:45- 4:00pm  Break early—head back to CMUBS to get ready for reception, Beaver Island Historical Society
5:00pm  Vans depart for picnic dinner with Beaver Island Historical Society
~7:15pm  Tour of Beaver Island Historical Society and Print Shop, reception with Board and friends of BIHS

**Saturday, May 28  8:30am-4:45 pm  Finish and wrap up**

8:30 am  Vans depart CMUBS
9:00am -12:00pm  
Last session to work in groups; clean up site

12:00pm  
Lunch

12:30-3:45 pm  
Leave a bit early to finish up group work on adaptive re-use, any other written preservation recommendations

5:30-6pm  
Dinner

Optional:  
Vans depart ~6:45 pm for 1st Annual “Edward Palmer ‘Is Everybody Happy’” Party, Holy Cross Hall ($10/person cover charge); cash bar, live music

Van pick up at 9:30 (?) pm

Sunday, May 29  
Vans depart at 10 am SHARP for 11:30 ferry ride to Charlevoix

Adaptive Re-Use Activity

On the first 1.5 days on site, on Monday and half of Tuesday (May 23-24) the students discussed, as a group, potential adaptive use of the Lighthouse, including nearby buildings. This site is complex, and there are several significant structures on the site so they trekked through the area, looking in as many structures as they could, noting condition issues (challenges) as well as notable features and (opportunities). All buildings were reviewed for potential adaptive reuse. Overall, one full day was dedicated to familiarizing students to the site and identifying potential opportunities for adaptive reuse and the site’s next incarnation through group work.

To support this building rehabilitation exercise, students were given information on demographics, leisure activities, populations on Charlevoix County and Beaver Island; this information was accessible to them prior to coming to Beaver Island through internet as well as cached to a Google Drive so they knew something about the Island. They broke into four groups, brainstormed and planned. Each group decided on one scenario for adaptive re-use of the site.

At the end of the second day on Beaver Island, the students presented their ideas to Kevin Shepard, Charlevoix County Administrator, two Charlevoix County Commissioners including Scott Henkins, Robert Jess, and Julia Drost, County Clerk. There, in the Fog House, in a round-table discussion, the four groups offered suggestions for potential re-use of the site (some focused only on the Lighthouse, others included the school site) and received constructive feedback from them which they incorporated into their suggestions.

**Student recommendations for adaptive re use of the Beaver Head Lighthouse site are included, below.**
Beaver Head Light & Beaver Island Lighthouse School
Adaptive Reuse Scenarios
Historic Preservation Program, Eastern Michigan University

May 2022

Introduction

Dan Bonenberger, Nancy Bryk, and Alec Jerome

Eastern Michigan University’s 2022 field methods course in Historic Preservation examined the adaptive reuse potential of the former Beaver Island Lighthouse Station. The course initially focused on 1855 Beaver Head Light and the 1910 Fog Signal Building, but the ca. 1976-2016 Lighthouse School also was recognized as an important asset on the property with great potential for re-use. In addition to the adaptive reuse evaluation, EMU graduate students and faculty completed hands-on preservation projects in materials conservation, heritage recording, and collections management. This report provides a brief summary of preservation issues associated with the lighthouse, fog signal house, and school, and presents four adaptive reuse scenarios.

Beaver Head Light

Beaver Head Light stands among the oldest surviving lighthouses of the Great Lakes. Although the interior of keeper’s quarters suffered significant water damage about five years ago, the structural challenges and remedies are relatively small (remove and repoint masonry, repair the historic windows, and tower roof, and take other steps to conserve historic materials and prevent water infiltration). The 1901 addition to the lighthouse is in very good condition, including built-in cabinets from the 1930s, which should be restored and provide inspiration for rehabilitating and refurnishing the domestic spaces. Interior repairs should preserve historic materials where possible, but can also use modern materials as needed (such as drywall to replace the plaster walls that were lost). The first adaptive reuse scenario explores the lighthouse and its keeper’s quarters as places to support lodging and visitors. Due to its location and potential accessibility, the lighthouse may be a good place to retail basic provisions at the south end of the Island, especially during peak visitor season.

Fog Signal House

Fog Signal House is in excellent condition, since the structure was restored in 2004-05 and its interior was rehabilitated for school use. It needs only minor repairs (to masonry and windows). The second reuse scenario focuses on adapting the Fog Signal House to support recreation and water sports that are attractions for outdoor adventurists, campers, and other users. The southern half of Beaver Island is sparsely populated and dominated by state forest lands, with numerous hiking trails and several stops on the new Beaver Island Water Trail nearby but few amenities.
**Beaver Island Lighthouse School**

Despite six years of vacancy, the Beaver Island Lighthouse School buildings are structurally sound and suited for re-use related to their historic use as creative and educational spaces. The buildings should be mothballed to prevent further deterioration until sources of funding can be identified to support rehabilitation and educational/creativity programs. The third adaptive reuse scenario explores the school as a site for alternative education and/or construction trades such as timber framing and boat building. Educational uses for the school also may include preservation trades, nature, dark skies, and arts programming.

**The Beaver Head Lighthouse Property**

The first three scenarios explore how particular sections of the property can be put to complimentary uses: 1) the lighthouse for lodging, interpretation, and provisions, 2) Fog Signal House for outdoor recreation, and 3) Lighthouse School for education. A fourth adaptive reuse scenario examines how the entire property may be re-visioned as a center for creative arts, capitalizing on the public perception of Beaver Island as a place for creativity and the arts.

All four reuse scenarios are detailed in the pages that follow, along with related data on Beaver Island demographics and how such programs and activities may be funded and sustained based on related activities elsewhere. The actual future use of the property is likely to evolve over time, just as the Lighthouse School did in the late 1970s-2010s. The most popular and successful initial uses will serve as sources of inspiration for later developments. Initial re-use activities will depend on what particular sources of funding and programming are identified, championed, and invested in the property. The re-use scenarios that follow are designed to get the process started.
Adaptive Reuse Recommendation for Beaver Head Lighthouse

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Overview
A project to adapt the Beaver Head Lighthouse must be fiscally sustainable and meet the needs of residents and visitors to Beaver Island. It is the principal attraction on the south end of the island, visited by hikers, bikers, water trail users, and many others from both the island community and tourists. Converting the keeper’s quarters into a rental overnight accommodation space would meet a need that is present on Beaver Island and would provide a source of revenue to maintain the facility.

Proposal
The keeper’s quarters of the lighthouse were built for people to be living in it, and was utilized partly for that purpose by the Beaver Island Lighthouse School. The necessary interior buildout to turn it into overnight accommodations would be relatively straightforward.
In this model, the two residences on the second floor would be converted into apartment-sized rentable bed-and-breakfast accommodations for short or intermediate stays. The first floor is large enough to be converted into one or two additional rentable units, utilized as a flexible space to integrate it into the surrounding site, or be subdivided and used for both. Potential uses for this first floor space include housing for a groundskeeper/site manager, a small convenience store, an interpretive center and gift shop, an art gallery/artist store, or a combination thereof depending on how the remainder of the complex is used and how needs change on the south end of the island.

The lighthouse tower would remain open to the public in much the same way that it is now in this model. The lighthouse already draws people to the south end of the island, and additional interpretive signage around the lighthouse such as a small walking trail similar to the Historical Walking Tour in St. James could enhance this experience for visitors and island residents alike and tie into the existing trail network of the island’s south end via the trailhead just east of the lighthouse campground. This would also enhance the value of a stay in the lighthouse as a bed and breakfast. The south side currently has few amenities, and the lighthouse is well-positioned to be utilized as a location to provide them.
Value

Short term rental accommodations in St. James and Peaine Townships currently charge between $100-370 per night depending on the size and type of amenities and the time of season. Peak season rates are higher and at time of writing and all Airbnb on the island are booked through Labor Day and some into next year, indicating that there is demand in the island’s overnight/short term accommodation market for additional capacity.

Converting lighthouses into overnight accommodations is a viable method for generating revenue. For example:

- Big Bay Lighthouse, 45 minutes northwest of Marquette, offers accommodations from $205-339 per night.
- Point Betsie Lighthouse, Frankfort, Michigan offers Keeper’s Quarters accommodations at $360/night.
- Charity Island Lighthouse rental - The nightly rate is $750 for up to four adults. Add $45 per person beyond 4. There is a 6 night Minimum.
- Eagle River Lighthouse Eagle River, Michigan, on Lake Superior. $500/night, full home of 3 bedrooms, 2 1/2 baths, gourmet kitchen, library, large deck and a four-season sunroom for up to 6 guests.

The previous examples are for short term rental in an Airbnb format. There is also another example wherein people longer-term stay for 10 days/2weeks plus in an Assistant Lighthouse Keeper’s setting wherein the primary responsibilities include greeting visitors, helping in the gift shop and acting as docents by giving tours and providing information about the lighthouse. In addition, Assistant Keepers may be asked to perform basic facility maintenance such as sweeping floors and seasonal clean up.

Examples of this regime are:

- Grand Traverse Point Lighthouse
- Mission Point Lighthouse
- Pointe aux Barques Lighthouse
- St. Helena Island Lighthouse
- Tawas Point Lighthouse
Beaver Head Adaptive Reuse Scenario 2

Fog Signal House - Water Trail Stop Adaptive Reuse Proposal

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Andrew Schneider, aschnei5@emich.edu

Executive Summary:

The picturesque Fog Signal House at the Beaver Head Light Station is a historic building in fantastic shape. The brick building was restored in 2000 and 2004 and remains in great condition but is not currently in use due to factors including siting and accessibility issues. In 2021 the Beaver Island Water Trail opened, offering eighteen access points to connect paddlers to island hiking, biking, and birding trails. Island residents have expressed a need for south island recreational amenities including a rest stop with food, drink, and shelter. The Fog Signal House embodies the maritime heritage of the island while offering visitors the chance to experience an architectural gem in a stunning natural setting. The EMU Historic Preservation Graduate Program recommends the adaptive reuse of the Fog Signal House as a water trail access site and trail end service station. Featuring the Fog Signal House on the Beaver Island Water Trail leverages the natural features of the site, island cultural history, and the existing recreational infrastructure and resources to create a singular paddling and hiking destination at minimal cost, with potential for outside grant funding.

Proposal Plan:

1. General Cleaning & Site Assessment
   a. Prepare the interior for public use (see appendix G)
   b. Secure the exterior of the building (see appendix G)
   c. Find ways to discourage graffiti (see appendix F)

2. Installation of Amenities & Caretaker Designation by Charlevoix County
   a. “Handing the key” to an existing county employee/maintenance person with a possible pay raise - no more than 3%
   b. Collaborate with McDonough Market to supply the vending machines for a percentage of the money collected
      i. Machine for drinks
      ii. Machine for snacks
   c. Charging Station
   d. Trash/recycling bins

3. Installation of Interpretation & Guest Services Signage (Networks Northwest & BIHS)
   a. Maritime Heritage (Lighthouse, Fog Signal House, Coast Guard)
   b. Natural History (Forest, water, fauna, ornithology, geology)
   c. Local History (Previous use of Lighthouse School campus buildings)

4. Consideration of Seasonal & Long-Term Use and Maintenance
   a. What can be done with the building during shoulder tourism seasons?
b. Are there uses for the Fog Signal House during winter? During the Winter Festival?
c. If a dock or launch is added in future, it will need maintenance. (see Appendix D)

Funding:

A variety of heritage preservation, adaptive reuse, and other state and federal grants offer funding appropriate for this project. (See Appendix E)

Amenity Installations Required:

1. Vending machines - average cost for a drink and snack vending machine is around $3,000 to $4,000 new; around $500 to $1,000 refurbished
2. Charging Station - around $500, freestanding or wall mounted. (See Appendix I)
3. Picnic/dining area - installation of 1-2 tables, indoors and outside (~$300 and up/table)
4. Trash/recycle station – $95-100/can & lid; removal requires $100/year plus management. (See Appendix H)
5. “Where are you from” guestbook/map - variable, inexpensive
6. Launch area (phase 2 or 3) - Not needed for initial start-up, though it could be added on in a later phase if people desire for one.

Recreation & Resources on the Island:

1. Recreation Rentals:
   a. Beaver Island Boat Rentals (paddleboard & jet ski rentals)
   b. Happy Paddle of Beaver Island (local guide & outfitter)
2. Water Trails (see Appendix A & B):
   a. Protected Water Trail
      i. Zone 5 has a rest location at Iron Ore Bay one half-mile away with restrooms and emergency call station. Lighthouse School bathrooms nearby were being readied for public use in late May 2022.
      ii. The Fog Signal House would be a simplified rest stop for charging & supplies. Good educational opportunities while paddlers rest. A scenic stop is more than a stop for necessities.
3. Hiking Trails (see Appendix C):
   a. Beaver Island Trail (goes around the entire island) - Green Trail
   b. West Lake Trail - Blue Trail
      i. The basic amenities station at the Fog Signal would be beneficial for the West Lake Trail since it is a half-mile away from the Iron Ore Bay station.
Reuse Scenario 2 Appendix:

A: Beaver Island Paddling Guide

https://www.michiganwatertrails.org/media/assets/media/beaver_island_paddling_web.pdf

B: Michigan Water Trails Manual


C: Beaver Island Trails Map


D: More on seasonal dock/launch maintenance:


E: Funding:


https://www.nps.gov/maritime/grants/apply.htm

F: Removing Graffiti from Historic Masonry/Buildings:

https://www.nps.gov/tps/how-to-preserve/briefs/38-remove-graffiti.htm

https://www.buildingconservation.com/articles/graffiti/graffiti.htm
Beaver Head Adaptive Reuse Scenario 3

Beaver Island Lighthouse School Campus - Adaptive Reuse Recommendations

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With roots dating back to the mid-1970s, the Beaver Island Lighthouse School provided non-traditional education for nearly 40 years until its closure in 2016. The unique nature of the school campus continues to lend itself to use as a non-traditional educational site. Due to their excellent condition, the existing buildings on this campus could be easily renovated to serve this purpose once more. Only minor renovations to the workshop on the northern end of the campus and other structures are needed to bring the buildings back into service.

Mothballing each structure on the campus should be the first step in rehabilitating the site. This would mitigate further degradation and reduce the funds needed for future repairs. Moreover, hiring a tradesperson or preservationist who could utilize the workshop while overseeing the rehabilitation would likely result in savings on material and fabrication costs. For this reason, we recommend that the workshop be the first building returned to a fully operable condition.

To begin generating revenue at the project site, the campus cabins could be the next structures that are renovated. They could likely be utilized as short-to-mid-term rental units and have the potential to serve a variety of demographics, including seasonal commercial workers, tourists, and campers. These cabins are currently set up to house between 8-10 people in each, but can be comfortably altered to house between 4-6 for ample personal space. With the excellent structural condition of the cabins, they could be put back into use very quickly, which would begin to breathe life into the project site. This endeavor could also provide the revenue needed for the larger adaptive reuse of the campus.

While the remaining campus buildings offer many potential uses, we propose that they be put back into service as a multifaceted, non-traditional vocational school or as a center for trades and vocational programs. Using the campus in this manner would align with several action items from the 2017 master plan for Beaver Island (See Appendix A). Students could be pulled from several areas. Beaver Island youth and residents offer a promising initial pool of candidates and the program also could be marketed to young professionals from Charlevoix County, Networks Northwest counties, mainland Michigan, or further abroad. Reestablishing alternative
educational programming at the Beaver Island Lighthouse School would fill a need in the region that emerged with its closure in 2016. The possibilities for different trades programs and wide consumer potential could create a source of additional revenue.

The specific vocations or trades taught at the campus could vary, but a focus on timber framing should be considered. There are a few timber framing programs in the state of Michigan, and this could be a massive draw for students and young professionals to come to Beaver Island. A two- to four-week timber framing program on Beaver Island would fill a niche in Michigan. There is a lack of shorter programs that cater to those looking for exposure to timber framing without the need to commit to an extended program—such as the course offered at the Sam Beauford Woodworking Institute (See Appendix B). Similar short-term timber framing programs, such as the Shelter Institute in Woolwich, Maine, offer short, two-week programs that cost $3,000 per person. Classes have a minimum enrollment of sixteen people. In addition to training programs, additional services can be offered by such programs as this, including building services, design services, or the sale of timber frame kit homes. For Beaver Island specifically, a school of knowledgeable timber framers could also offer consultant services for the island’s many timber frame and historic structures.

The presence of the lighthouse and fog signal house on the campus makes an expanded curriculum in preservation trades and heritage interpretation a possibility. If taken in this direction, the site could be maintained and staffed by students of the program that are trained to properly tell the site’s story and ensure its longevity. This would offer further experience for the students in museum-related skills, such as customer service, collections management, and heritage interpretation.

Overall, the school campus offers a multitude of possibilities for its continued use. The ultimate goal of adaptively using these structures is to benefit the Beaver Island community while being a source of revenue for the stakeholders. Our recommendations offer several potential avenues forward, but they require additional quantitative and qualitative research to determine the best possible uses for the site.
Appendix A

<table>
<thead>
<tr>
<th>Ideas for Affordability</th>
<th>Priority</th>
<th>Timeframe</th>
<th>Possible Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Incentivize affordable monthly rentals for those looking to try out life on Beaver Island with little risk.</td>
<td>Medium</td>
<td>Long</td>
<td>Township governments; Beaver Island Association; hotels; realtors</td>
</tr>
<tr>
<td>b) Alleviate cost burdens on low-income households by subsidizing housing costs through energy efficiency and home repair programs.</td>
<td>Medium</td>
<td>Long</td>
<td>Township governments; Michigan State Housing Development Authority; Great Lakes Energy; Northwest Michigan Community Action Agency</td>
</tr>
<tr>
<td>c) Lower the minimum building size through proactive zoning to enable tiny home development.</td>
<td>Top</td>
<td>Medium</td>
<td>Planning Commissions</td>
</tr>
<tr>
<td>d) Designate an area of land for micro-housing. Location should be near existing infrastructure and perhaps on lots unsuitable for traditional development.</td>
<td>Medium</td>
<td>Medium</td>
<td>Construction business owners; Port of St. James Property Owners Association; Beaver Island Association</td>
</tr>
<tr>
<td>e) Maintain the quality and appearance of existing subsidized housing.</td>
<td>High</td>
<td>Long</td>
<td>Planning Commissions; Beaver Island Community Development Corporation</td>
</tr>
<tr>
<td>f) Start an affordable housing committee endorsed and supported by the Townships.</td>
<td>Medium</td>
<td>Short</td>
<td>Township governments; realtors</td>
</tr>
<tr>
<td>g) Explore opportunities to house more labor on the Island, such as a cooperative housing model. This process could start with a town hall meeting with property owners, township officials, and business owners to formulate a plan.</td>
<td>Medium</td>
<td>Medium</td>
<td>Township governments; business owners; property owners; seasonal employees</td>
</tr>
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<table>
<thead>
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<th>Ideas for Energy Efficiency</th>
<th>Priority</th>
<th>Timeframe</th>
<th>Possible Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Encourage private property owners to retrofit homes with local programs.</td>
<td>Medium</td>
<td>Medium</td>
<td>Great Lakes Energy; Northwest Michigan Community Action Agency</td>
</tr>
<tr>
<td>b) Allow and incentivize small-scale wind and solar on private property.</td>
<td>Top</td>
<td>Medium</td>
<td>Planning Commissions; Great Lakes Energy; Island Institute</td>
</tr>
<tr>
<td>c) Pilot clean-energy projects in public buildings.</td>
<td>High</td>
<td>Long</td>
<td>Township governments; construction business owners; Beaver Island Community School</td>
</tr>
</tbody>
</table>

The items highlighted in red indicate the potential action items in the 2017 Charlevoix County Beaver Island Master Plan that could be fulfilled through the proposed adaptive reuse of the Beaver Island Lighthouse School Campus. Home repair, laborer housing, and local construction programs are all medium to high priority action items in the Beaver Island Master Plan. Creating a local trades program focused on home construction and improvement will help to fulfill these items.
The creation of a trades program could act as the extracurricular programming needed for Beaver Island young adults. The non-traditional skills and knowledge gained through this type of program could fulfill this high priority action. This programming also works to create bonding opportunities between islanders and other participants.
The growth of the Beaver Island economy can be helped through the establishment of a trades program. Those on Beaver Island who wish to gain skills in trades can use this program as a means of an apprenticeship. Over time the workshop may also incorporate a space for those who wish to learn skills without the weeks-long commitment, creating a makerspace for Beaver Island residents. This will effectively increase skilled labor on the island, as well as the potential for creating goods that use the new skills acquired.
Appendix B lists the limited timber framing programs found in Michigan.

The Michigan Folk School offers trades and hands-on learning classes in Ypsilanti and Ann Arbor, Michigan. The Folk School only offers the most basic of timber framing courses to build a sawhorse. The tuition for this course is not listed.
The Sam Beauford Woodworking Institute offers an extended 20 week program for timber framing. Students will become certified in the trade, earning a diploma and the opportunity to join the Timber Framers Guild. The Sam Beauford Woodworking Institute is located in Adrian, Michigan and the total tuition for this 20 week course is $12,000 per student.

The Sam Beauford Woodworking Institute also offers a 5 day course to learn the basics of timber frame construction. The course is $1,000 per person. If not for the programs listed above, individuals may need a graduate degree like this from Michigan Tech in order to learn these skills in Michigan: Structural Engineering: Timber Building Design Certificate | Michigan Technological University (mtu.edu).
Beaver Head Adaptive Reuse Scenario 4

Beaver Head Center for the Arts & Artist Residency

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Introduction

The lighthouse and its adjoining sites pose an incredible opportunity to deepen Beaver Island’s creative atmosphere and solidify its stance as an artistic force in the region, a beacon of creativity and inspiration with the lighthouse at its core. The Beaver Head Center for the Arts revolves around a year-round artist residency program which would invite artists from near and far to the lighthouse to stay and create for a predetermined period of time. The Center would also host arts-based programming, educational workshops and engagement opportunities, and provide event space to be rented out. The presence of these creative endeavors would entice locals and tourists to come and see what the lighthouse’s artists are making and where they are making it.

Condition Today

The Beaver Head Lighthouse Tower and Keeper’s Quarters, the focal point of the site for both Island residents and visitors, were well built and have “good bones.” Improper repairs, neglect, and several years of deferred maintenance, however, are a threat to their longevity. The Beaver Island Lighthouse School buildings, including the Academic Center and the Cabins, were built between 1981 and 2010 and are still in good condition. They could be put back in working order with only a moderate amount of effort, but if left unattended, they will degrade until they are totally unusable. Immediate action (mothballing) is desperately needed to prevent further deterioration and hasten the return of this unique site to productive public use.

Stakeholders & Audiences

The lighthouse and associated properties are owned by Charlevoix County and Networks Northwest. Others with vested interest and equity include locals, tourists, artists and musicians, and governments (local and state). Beaver Island has an established arts and music scene, with the Beaver Island Music Festival, public art installations, and numerous informal creative artistic gatherings attracting interest from near and far.
Adaptive Re-use Recommendations

The following adaptive reuse proposal focuses on sustainable alterations that will preserve the history and dignity of the site, while creating a long-term usage plan that aligns with the values and characteristics of Beaver Island.

- **Beaver Head Lighthouse Tower** - The main publicly accessible interpretive space highlighting the island’s cherished history. The tower will remain a source of inspiration for artists and visitors.
- **Beaver Head Lighthouse Keeper’s Residence** - The first floor will act as a visitor center, store, and community-oriented flex space. The two upstairs apartments will be renovated for short-term housing; one unit may be used for the Lighthouse Keeper Program.
- **Former Beaver Island Lighthouse School Campus** - Artists will live, work, and be inspired in the Cabins, former Academic Center, Woodshop, and surrounding woodlands.
- **Fog Signal House** - This historic lakeside building will provide a quiet studio space.

- Perhaps the greatest asset of the Beaver Head Center for the Arts will be its location, situated on over one hundred lush acres along Lake Michigan. Artists and art lovers will take inspiration from the natural, serene beauty, as islanders have for generations. Outdoor spaces will also serve as flexible venues for small events, gatherings, engagement opportunities, and programming.

Generating Revenue & Economic Sustainability

Artist residency programs generate direct revenue from artists by providing meals, housing, studio space, and educational/teaching opportunities for the residents through a flat fee. In addition to the program itself, generating revenue will come through other avenues, such as: indirect revenue, event/rental space (completed as a first step to generate revenue before the center opens), the Beaver Head Lecture Series by the artists in the residency program, workshops and day camps for all ages, taught by visiting artists or local artists, and the lighthouse lofts.

Next Steps

With any new restoration or rehabilitation endeavor, up-front costs will be necessary to make the space safe for the community and workers as the project proceeds, and to prevent any further deterioration in the interim. First steps must include mothballing, purchasing equipment and supplies for initial rehabilitation and hiring contractors and builders. Consulting with staff who have sufficient experience in arts engagement and facilitation will be required for a successful execution of the program—these leaders must also be identified early on.

As the buildings move on their way to becoming fully operational, the site’s outdoor space will be freshened up for events so that community partners like the Community Center could begin to hold events like concerts there. This would be a cost-effective way to begin building Beaver Head’s reputation as a creative resource and begin generating revenue.
**Reuse Scenario 4 Appendix: Examples**

Below are several examples of similar arts centers, including links to their websites for information about their programming and links to their tax information.

**Headlands Center for the Arts:**

Headlands is an arts center in the country outside San Francisco, California which reuses a historic military site to host artists residencies. They also open their campus to community engagement events and building rental events like weddings.

https://www.headlands.org/programs/

https://www.headlands.org/weddings-rentals/

https://projects.propublica.org/nonprofits/organizations/942817843 (annual revenue)

**Anderson Ranch:**

Anderson Ranch Center for the Arts is an arts center in rural Snowmass, Colorado which draws visitors from near and far to participate in a vibrant slate of short-term art workshops each year. They also engage children, families, and children from their community. In addition, they host artists in residence and conduct regular arts programming and events, from auctions to a lecture series.

https://www.andersonranch.org/programs/artists-in-residence-program/

https://www.andersonranch.org/workshops/

https://projects.propublica.org/nonprofits/organizations/237267983 (annual revenue)

**Penland School of Craft:**

Penland, in North Carolina, is primarily a site which hosts short-term crafts workshops in addition to a small group of artists in residence. It is highly regarded for the way in which it leverages its remote and inspirational location to provide artists with a tranquil place to focus on making.

https://penland.org/

https://projects.propublica.org/nonprofits/organizations/560623948 (annual revenue)

**Lighthouse Works:**

Lighthouse Works in New York offers another prestigious and well-known residency program housed in a historic lighthouse. Note that they do not offer any engagement opportunities, workshops, or programming beyond their residencies, which drastically limits their revenue.
They also appear to have little fundraising activity. This is a good example of a site which is adaptively reusing a historic lighthouse for art and a good reminder of the importance of the additional revenue generating details contained in this plan.

https://www.thelighthouseworks.com/about/

https://projects.propublica.org/nonprofits/organizations/460865290

Lighthouse Keeper’s Program:

https://www.michigan.gov/dnr/about/get-involved/host/keepers
Over five days, the preservation hands-on team, numbering six graduate students, worked on assessment and restoration of aspects of the Beaver Head Lighthouse. These students were interested in learning applied evaluation and preservation techniques to apply to the Lighthouse.

Before anyone began work on the Lighthouse, we all needed to understand what surfaces included lead paint, both on the interior and exterior. If students had to scrape paint (as they did in the lantern room) we had to ensure they were masked appropriately if lead was present. As the field school manager, I led the testing of the most important surfaces that included peeling paint, or were on surfaces we knew we were going to be painting or handling. (This was a great mini-seminar on conducting this testing, and what areas were likely painted with lead if someone had to prioritize testing due to limited, expensive lead testing kits.) We found that many surfaces had lead paint so we wore masks as we worked on these areas, particularly in the lantern room.

Prioritization of our week’s work was based on visual evaluation, partner conversations, and guidance from Beaver Island Historical Society members. Ultimately, it was determined that repairs to the lantern room of the Lighthouse and restoration of screen doors to the exterior entrances were a priority. Additional hands-on evaluative activities included the review of windows, glazing, porch flooring, and lantern room windows, along with a mortar analysis.
These activities were to review workmanship and needs for repairs to clocktower and house foundation, in addition to other building components.

**Lantern Room—Beaver Head Lighthouse**

Project One was focused in the lantern room in the Lighthouse. Wainscoting and blocking had rotted away completely and were no longer in place, requiring restoration. Wood pieces for the wall opening were laying against one wall in the space. After careful evaluation of existing conditions, original material, and recording of existing conditions, students measured openings, selected materials, and determined a course of action. New blocking was created by the students in the shop on site. As always, this was a learning experience for students, and they were instructed on preservation practice, construction techniques and safety practices for the use of the equipment, while fabricating new blocking material. The backing and preserved original wainscoting were reinstalled for a complete system in the lantern room. The team then scraped loose paint and then applied to coats of paint to protect the new installation and cover the graffiti found on site. There were many trips up and down the steep spiral staircase and working in cramped corners on hot days; however, the students were pleased with the finished product and believe the lantern room presents a far more dignified space for visitors to enjoy.
Screen Door Repairs

The team agreed they could help repair the screen doors and significantly enhance the appearance of the porches’ wooden screen doors. So, a concurrent restoration exercise was the removal of old screen doors for repairs. The students enhanced the structural integrity of the doors, new screening was installed, and two coats of fresh paint were applied. The refreshed screen doors now greet visitors to the Lighthouse. The team is grateful to the school/county to allow the use of power tools, kept clean and dry and stored in one of the outbuildings on the school campus. The repairs could not have completed without this equipment.

Assessment of the Buildings

For our team, the Lighthouse was the primary focus of building review. The preponderance of needed review of mortar conditions on the foundation of the lighthouse keeper’s quarters to identify past practice and opportunities
for future repair activities restoration activities for the Lighthouse.

While many restoration activities were deferred due to size, scope, materials, and/or lack of time for completion, there remain many opportunities for future restoration activities at the Beaver Head Lighthouse. These opportunities can be prioritized by costs for restoration, the need to employ specialized craftspeople, such as masons, to complete complex work, and the time required to finish the work. This student team prioritized the activities that should be undertaken in order to both preserve and continue to make it safely accessible to visitors. This includes, on the exterior (most urgent at this point):

- Mortar and foundation repair (requires a trained contract mason, students could assist)
- Porch repairs
- Paint to protect the wood
- Glazing windows

The EMU Field School looks to complete more activities in 2023 in recognition of saving this incredible cultural resource to the island, area, visitors, and landscape.

Preservation Hands-On Team, l-r
Troy Masserant, Katie Delahoyde, Andrew Oswald, Natalie Giannos, Alec Jerome (field school manager), Hilary Hill, Andrew DeWindt
The heritage recording team was led by Professor Dan Bonenberger and consisted of Abby Ayers, Chris Fraleigh, Mariam Ktiri, Tina Thaxton, and Taylor Williams. The team documented existing knowledge of the lighthouse, fog signal house, lighthouse school, and other buildings, produced field drawings and photographs to record existing conditions, and experimented with 360-degree photography. In addition to capturing the present conditions, the team’s work can be used to illustrate conservation priorities and steps toward the future adaptive use of the property. The team began by identifying existing photographs, drawings, maps and other documents that describe the property and its history. Historic records and recent documents, such as those from the 2001 Historic Structure Report (HSR) and Diekema/Hamann Architecture (2005) CAD drawings, were collected and stored in a digital format and shared with other students and faculty. Three copies of each of the best drawings and maps were printed for reference in the field and to annotate with additional information related to existing conservation issues and future restoration and rehabilitation work.

Student Field Sketch of Pole Barn

Students evaluated the existing documentation of the property and discussed priorities for field recording. The team agreed to concentrate energy on those buildings that were lacking in the documentation provided by Networks Northwest. New 11x17” field sketches (plans and elevations) of the Horse Barn and Fuel Oil Building were created, along with floor plans of each building in the Beaver Island Lighthouse School (BILS) complex. The Lighthouse and Fog Signal Building were previously recorded in detail, so there was no need to recreate these from scratch. Instead copies the existing drawings from 2001 and 2005 were traced on 11x17” velum
paper to serve as field sketches. In reviewing the existing drawings, an error made by a previous contractor was detected and corrected on the south elevation drawing of the lighthouse quarters, where the windows were mistakenly assumed to be the same as those on the north elevation. A basic overall site plan of the lighthouse school was created by enlarging and tracing aerial photographs of the property. Throughout the week, these drawings were annotated with field notes, organized, digitized, and stored in a shared digital folder.

The Beaver Island Lighthouse School received a great deal of attention. Its importance to the community was reported by nearly everyone with whom we spoke. It is a valuable asset on the property with great potential for productive adaptive use in service to the community and tourists. Because no digitized drawings of the BILS campus were available from Networks Northwest prior to the field school, the team produced floor plan sketches of each campus building and photographs that record the existing conditions of each elevation, along with numerous oblique views to show multiple elevations and relationships among buildings. Photo logs were kept with metadata about each photograph and each photograph was downloaded and reviewed for quality control, uploaded for digital storage, and renamed for ease of access. In addition, spot measurements were taken on the site plan to record rough distances between campus buildings. To identify the campus buildings, the team employed the most recent numbering scheme in the Beaver Island Lighthouse School Facilities Summary, March 2017.

Moving forward, all existing drawings and plans of the BILS campus in the possession of Networks Northwest should be evaluated and digitized. Any data that is lacking should be recorded. For example, an accurate site plan is essential along with the elevations and floor plans of buildings to be rehabilitated. Such data must be incorporated into future adaptive use plans and bid documents. Although some interior photographs were produced, we recommend that future efforts record the interiors more fully with elevations and obliques using proper lighting and a tripod. Field sketches produced were digitized in the field, but still need to be scanned in the lab at a higher resolution. All of these tasks should be completed in future phases of the EMU field school, along with additional research into the cultural history of the lighthouse station and the BILS campus. Such research will provide the information needed for an updated National Register of Historic Places nomination. In addition, research on the cultural landscape history of Beaver Island should be conducted to better understand important phases in the evolution of the Beaver Head lighthouse property and identify contemporary structures and other landscape elements nearby and elsewhere on Beaver Island and neighboring islands.

Heritage Recording Team, l-r
Tina Thaxton, Abby Ayers, Chris Fraleigh, Prof. Dan Bonenberger, Taylor Williams, Mariam Ktiri
Barn (left) and Beaver Head Lighthouse (right) north elevations

Lantern room prior to wainscot restoration
View to east from Beaver Head Light lantern

West elevation of fog signal house
Lighthouse school main building east elevation (left) and pole barn (right) south face (Fraleigh).
Building 7 northwest oblique view (Ktiri)

Building 8 East Elevation (Thaxton)

Screen capture of sample photographs renamed with minimum metadata in the digital files
The Collections team, five graduate students in the Museums concentration, were eager to get some experience with a real historical collection (primarily “objects” as opposed to archival assets). Moreover, these collections were extraordinary, in their estimate, as they had read about the storied history of this island and were thrilled to see the artifacts of this important place.

Overall, these five students focused on three things: assessing the current Collections Policy of the Beaver Island Historical Society (BIHS hereafter); inventorying the collections only at the Print Shop, in the collections storage area; and attempting to get some object numbers (which would connect the artifacts to donor information) if at all possible. This was terribly ambitious but this was an energized team.

**Collections Policy for BIHS**

Collections policies are, perhaps, the most important document that a curator can develop and follow. Collections are held in trust for its community; that is, they are the embodiment of a culture and peoples in the locality and, as such, curators have a duty to ensure they are handled and cared for so that subsequent generations can see them and learn from these artifacts, too. They are everyone’s artifacts, not just the BIHS’s artifacts. The Collection Policy is an umbrella name for a set of smaller policies that provide guidelines for how decisions are made, who makes the decision, and criteria for decision making regarding acquiring, deaccessioning, loaning, and handling artifacts in the collection, etc. Well-run museums have a Collections Policy that is written according to best practice, ethics, and the law. BIHS did have Collections Policy but, as is not uncommon, it needed updating.

Our students dug in, asked Lori Taylor-Blitz questions about how the policies might be tweaked that worked for her, and ensured the legal, ethical, and best practice was embedded in the policies. The first day of this work was spent consulting with Lori and Tracy Paquin, BIHS Vice President and Chair of the Museum Operations Committee. Ethical concerns were researched, including issues with Native artifacts, archives, natural history (remains, stones, fossils, etc.), and legal and ethical issues in collecting shipwreck artifacts. Then, after much discussion among themselves, the students suggested a new, draft Collections Policy, which were offered to Lori. The team hopes she will adopt them but this is entirely up to her. Nevertheless, it was great real-
life experience for our students as they will be creating or editing these at their places of work. (A copy of our draft Collections Policy submitted to BIHS is attached as Appendix I and was sent to Lori in early June 2022.)

One note: the team also wanted to help BIHS create a Disaster Plan, in which the organization pinpoints actions to take if there is a disaster in order to rescue or minimize damage to precious collections. However, we were unable to complete this work. There were too many questions we could not answer (who should be contacted on the Board if there was a disaster, where the fire extinguishers and flash lights were located, who the firefighters were and how to contact them) and the students did not have enough information that would allow them to create a useful plan. Nevertheless, the team would recommend this become a priority for BIHS. Or, perhaps, our field school students tackle this next year, asking for some of these answers ahead of time.

Inventorying the Collections in the Print Shop Archive and Artifact Room

Overall, the students spent the vast majority of time at BIHS inventorying the collections in the archive room, focusing almost exclusively on the movable, metal shelving. Students did inventory some of the items on the floor, however. Together, students decided on a methodology:

- First, students used a standard inventory form widely accepted in the field. Students were to note location (room), object name, number or marks (if present), and comments. One filled-out form is also attached to this report as Appendix II.
- Second, students numbered each box with a removable sticky note; this number would be used to reference to the contents. We numbered 139 boxes.
- Third, one person would inventory a single box.
- Fourth, the boxes were removed from the room and taken to the clean work table in the conference area (the table was covered with acid-free paper, no drinks or pens) and contents were emptied.
- Finally, the inventoried box was returned to the shelf and the tag was marked as “done” so it would not be re-inventoried. Students inventoried 139 boxes.
As students inventoried the boxes, they discussed the highlights of the collection. Some highlights of the collection that we all found interesting include the “King” Strang Hebrew Bible and pocket watch, Victorian hair jewelry, Coast Guard uniform, lighthouse keepers’ letters, Native American art, bayonets, items used by Feodor Protar, and fine dinnerware used by early settlers of the island, and various natural history artifacts.

It took the group of five students three days to completely inventory 139 boxes. The students created analog and digital back-ups of the inventory sheets, which were completed by pencil onto forms. Past Perfect entries (the collections database that BIHS uses to record information on artifacts and archives) were edited or added when applicable objects or information were discovered. Items that we thought were of particular significance to the area’s history that did not have accession numbers were researched by Nancy and the group in an effort to fill information gaps in historic contexts. We discussed next steps for the Society to continue before EMU Historic Preservation students return next year, as well as work for next year’s students to tackle. After completing the inventory, we had a meeting with Lori and the BIHS part-time archivist, Megan, to discuss what we accomplished and what can be done before we return next year. The BIHS was given all the inventory forms (and we have digital copies, too).
Dressing a Mannequin

During our inventorying of the collections, the team was asked to choose a dress for the upcoming exhibit on Beaver Island’s important women. It was a great privilege for the students to assess how to do this: choose an item in good condition that can hold up to being on a mannequin for some time (delicate silks were ruled out); ensure there was donor or story associated with the item (see information found in the clothing box at left); and then mount the dress carefully, using acid-free paper so harmful or staining materials touches the dress. It was fascinating watching the students fulfill this small request— they were so excited to do it. They had their photo taken with the final product.

Overall, we are so grateful to Lori Taylor-Blitz for allowing students to work with the organization’s fabulous collections. The students were thrilled to handle the collections and that they were trusted to complete important inventory work.

The 2022 Collections Team, l-r

Katherine St. Amand, Colleen Lord, Rebecca (Becca) Murphy, Audrey Wicklander, and Andrew Schneider
Draft: Beaver Island Historical Society Collection Policy
EMU Graduate Program in Historic Preservation 5/28/2022

I. Preface:
This collections policy aims to document the necessary processes, policies, and ethics needed to guide the development and care of artifacts and archival materials at the Beaver Island Historical Society (BIHS).

II. Defining Beaver Island Historical Society:
The policies established within this document are applicable to all properties owned by the Beaver Island Historical Society. The properties owned by BIHS include the Mormon Print Shop Museum, the Marine Museum, Protar’s House, and Heritage Park.

III. Mission Statement:
Purpose is to preserve and share the unique history of Beaver Island and the archipelago.

IV. Scope of Collections:
The foundation of the scope of permanent collections allows BIHS to solidify the quality and quantity of acquisitions that directly contribute to the mission statement and the stories of the people of Beaver Island and its archipelago. This list is divided into two categories of archival and object collections. Incoming acquisitions may alter the list that follows.

A. Archival Collections:
   1. Photographs, books, documents, negatives, microfilm, papers, prints, drawings, postcards, maps, letters, diaries, cookbooks, maritime reports, ledgers, architectural plans, newspapers, journals, yearbooks, logs, scrapbooks, oral histories, genealogical records, and ephemera.

B. Object Collections:
1. Furniture, art pieces, transportation items, musical items, and textiles. They may also include objects that fit under the following subjects: winter life, Native American, domestic, medical, agriculture, trades, professions, maritime, children, education, natural history, and military.

V. Acquisitions

A. Method
- Objects or archival materials may be acquired through donation, purchase, trade, or bequest.
- A clear Deed of Gift shall be established for all donations, bequests, or transfers. BIHS will not accept a donation with restrictions, such as promises regarding exhibition.
- Provenance should be established before the item is acquired by BIHS.
- BIHS will not accept items dropped off on any property owned by the Society. If items are found abandoned on any BIHS property, the Society may dispose of them.

B. Criteria
- Acquired items must connect to and enhance the mission statement of BIHS.
- Acquired items must be a non-duplicate of items already in the collections, unless the Collections Committee sees it fit to have a duplicate in the collection for educational or hands-on purposes.
- These items must be in good condition for archival research and public exhibition. Delicate object conditions must be sustainable for long-term preservation.
- Delicate archival items can be obtained for research purposes only and not for display.
- BIHS must ensure they have the proper storage space and environment for storage and care of items according to best practices.
- Items related to the Odawa and Ojibwe tribes can only be accepted upon approval by the Native tribes associated with the items in question or THPO.

C. Chain of Command
- The Executive Director may refuse the acquisition of an artifact. If deemed appropriate for accession into the collection, it should be approved by the Collections Committee, which is composed of the Executive Director and the heads of the Operations, Marketing, and Development committees. Upon majority approval, the item will be brought in for accessioning. The Collections Committee
has two months from the date of donation to decide on incoming
items.
- If the Committee rejects the incoming item, it will be returned to
the donor. The donor has 60 days to collect their donation

VI. Deaccession:
Deaccession is the intellectual removal of any items from the BIHS collection.
A. All items that are being considered for deaccession must fit within the following
perimeters:
   1. Items no longer fit with the BIHS mission statement.
   2. Items in poor condition.
   3. Copies or multiples of the same item.
   5. Unethical acquisition.
   6. Items that have been proven to be fakes or forged.
B. A clear Deed of Gift or other proof of ownership (signed letter or email) is needed
   in order to deaccession.
C. The Executive Director recommends items for deaccession. The Collections
   Committee then considers this recommendation. Approval requires unanimous
   vote of the Collections Committee and the BIHS President.

VII. Disposal:
Disposal is the physical removal of items from the BIHS collection.
A. All items that have been approved by the Collections Committee for deaccession
   must be disposed of by the following methods:
   1. Donation to another institution.
   2. Trade for a similarly valued item with another institution.
   3. Disposal.
   4. Public auction.
B. Those involved with the acquisition and deaccession process, such as paid staff,
   unpaid staff, and their immediate families, cannot acquire deaccessioned items.
C. Any funds acquired through the auction must go into a board-designated
   collections fund. These funds will be used for future acquisitions and conservation
   of collections.
D. Items cannot be returned to the donor or their family upon the approval of
   deaccession. If the item is to be sold at public auction, BIHS can inform the
   family of its auction status if the Executive Director wishes to do so.
VIII. **Outgoing Loans:**
   A. BIHS will allow any non-profit sister organization (collecting institution or museum) to ask for a loan. The Executive Director has the first right of first refusal for outgoing loans. Upon first consideration, the Executive Director will approach the Collections Committee for majority approval. Majority approval must be obtained before any outgoing donation.

   B. Before any items are loaned out to an outside organization, the following procedures must be followed:
      1. Documentation regarding the requesting organization's exhibition and storage facilities is required to be sent to BIHS. These reports must prove acceptable conditions for storage and display.
      2. BIHSA discourages loans that are longer than one year; however, special or unusual loans may be extended longer than one year. Yearly renewal is required. Outgoing loans are capped at three years maximum.
      3. The requesting organization must pay for all insurance on the loaned artifacts, portal-to-portal. Condition assessments must be completed before the item is sent out and after its arrival.
      4. Transportation and packaging expenses must be paid by the requesting organization.
      5. A credit line must be established at the time of agreement by the Collections Committee.
      6. Photography and other marketing produced by the requesting organization must be approved by the Collections Committee.
      7. The requesting organization cannot clean or conserve the loaned artifact without consultation with BIHS.

IX. **Incoming Loans:**
   A. Incoming loans must be requested by the Executive Director for specific exhibition or program use.

   B. Proper paperwork and identification of ownership are required.

   C. BIHS must satisfy the requirements of the loaner, which may include:
      1. Payment for the insurance, packaging, transportation, and possible couriers.
      2. Production of facility and security reports for the loaning organization.
D. Incoming loans cannot be held in storage. All items must be available for public display and research.

E. Incoming loaned items must align with the BIHS mission statement.

X. Ethics:

A. Loyalty: All paid and unpaid employees must have the BIHS’s best interest in mind at all times. No persons affiliated with the acquisition process can possess items within the scope of collections. Acquisitions and related decisions must benefit and adhere to the mission statement of BIHS and cannot be done for personal gain or interest.

B. Items in BIHS collection connected to Native American heritage must be treated with the utmost respect. Consultation with the home tribe or THPO is necessary and repatriation to the home tribe may be needed.

C. Funds acquired from the deaccession process must go to direct care of objects or acquisitions only. Artifacts and archival materials may not be used as collateral or sold for operations for any reason.

D. All natural history must be ethically and legally sourced. These items must be cared for, maintained, and displayed with dignity. No human remains will be accepted nor stored in the collections.

E. All shipwreck artifacts must be legally obtained and displayed in good character. BIHS must verify its provenance before its acquisition.

F. Archival collections may be closed for public viewing by the donors or family’s wishes.

G. The Code of Ethics on Archives must be followed, according to the Society of American Archivists.
**Appendix II**

Example, Inventory Sheet for Beaver Island Historical Society (one page only)

<table>
<thead>
<tr>
<th>Location</th>
<th>Object Name</th>
<th>Number or Marks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA Box 4</td>
<td>Barbera Bust</td>
<td>2021-006</td>
<td></td>
</tr>
<tr>
<td>IA Box 4</td>
<td>Native Bands</td>
<td>2021-004</td>
<td>Is actually 2021-005</td>
</tr>
<tr>
<td>IA Box 4</td>
<td>Native wooden container</td>
<td>A 2000-96-1A</td>
<td></td>
</tr>
<tr>
<td>IA Box 4</td>
<td>Native wooden letter</td>
<td>A 2000-96-1B</td>
<td></td>
</tr>
<tr>
<td>IA Box 9</td>
<td>German Potter Book</td>
<td>2020-PS-503</td>
<td></td>
</tr>
<tr>
<td>IA Box 9</td>
<td>Horse Head Permy, metal box</td>
<td>2020-PS-505</td>
<td></td>
</tr>
<tr>
<td>IA Box 9</td>
<td>Print township Print book 1935-49</td>
<td>2020-PS-506</td>
<td></td>
</tr>
<tr>
<td>IA Box 27</td>
<td>Beaver Island School (pencil, ink)</td>
<td>2005-22</td>
<td>Copies of originals</td>
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<tr>
<td>IB Box 36</td>
<td>English and foreign language</td>
<td>N/A</td>
<td>1949</td>
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<tr>
<td>IB Box 35</td>
<td>Metal Farrier</td>
<td>2021-035</td>
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</tr>
<tr>
<td>IB Box 35</td>
<td>Circular framed photo of Edna</td>
<td>2021-034</td>
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<tr>
<td>IB Box 35</td>
<td>Metal Farrier</td>
<td>1920-028-06</td>
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<tr>
<td>IB Box 35</td>
<td>1941-1956 Cat Stone</td>
<td>2021-025</td>
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<tr>
<td>IB Box 35</td>
<td>Five torned Cones - 3 in total</td>
<td>1920-028-02</td>
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<tr>
<td>IB Box 35</td>
<td>Butten Pops</td>
<td>2021-040</td>
<td></td>
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<tr>
<td>IB Box 35</td>
<td>Envelopes; Lincoln Hemmick</td>
<td>1920-028-07</td>
<td>1848 - 1956</td>
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<td>IB Box 35</td>
<td>Co-operative Co. Paul Stubs</td>
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<td>IB Box 35</td>
<td>Shaving brush</td>
<td>2021-024</td>
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<tr>
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<td>Hair cross brush</td>
<td>1980-029-01</td>
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<td>Shaving razor</td>
<td>2021-028</td>
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<td>2021-030</td>
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