Winter 2018

The Post and Lintel

Preservation Eastern

Eastern Michigan University

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Dear Reader,

As EMU's Historic Preservation Program wraps up another rewarding academic year, Preservation Eastern is proud to present the Winter 2018 Post and Lintel. This edition includes articles representing graduating students' final projects, unique class assignments, museum explorations, and updated progress of the Strong Hall renovation; we sure miss our Strong Hall!

We kicked off the Winter semester with a fun outing to the movies, to see *The Greatest Showman* portraying our beloved P.T. Barnum. If you have ever taken Intro to Museums with professor Nancy Bryk, you learn just how important Barnum is to the museum world. Though the movie did not focus solely on Barnum’s American Museum, it did provide for a great viewing and singing experience.

Once again, the PE board was able to partner with the University Advising and Career Development Center to hold a resume and cover letter workshop for the HP Program and PE members. Career coach, April Calkovsky was gracious enough to teach us all there is to know about writing succinct and successful resumes and cover letters. These workshops have been incredibly effective for those graduating and for those in the program applying for internships.

HP Alumna and Survey and Information Coordinator at SHPO, Katie Kolokithas joined us for an evening as a guest lecturer. PE collaborated with Dr. Ted’s Preservation and Tourism class to host Katie to speak about the new Michigan History/Architectural Survey Site Form and give an overview of the type of work happening at SHPO.

The networking mixer was the event of the semester, with a much anticipated behind-the-scenes tour of the restoration project happening at Fair Lane, Home of Clara and Henry Ford. This was followed by a tour of the Dearborn Historical Museum by museum director and EMU HP alumnus, Andrew Kercher. The museum then graciously hosted the mixer with representatives from the Holland Museum, Saugatuck-Douglas History Center, City of Ann Arbor, Washtenaw County, Michigan Young Preservation and the Saline Area Historical Society. Continued on Page 2.
The board would like to thank the team at Fair Lane for the opportunity to see preservation at work, Andrew Kercher and the Dearborn Historical Museum, and the HP professionals for a successful networking experience.

In addition to the events, the board and active members enacted an amendment to move elections to early in the Fall semester; the purpose is to guarantee an effective new student orientation and allow for a more streamlined transition to the new board. Please consider the exciting opportunity to join the PE board as we head into the next year.

As our academic year comes to a close, the PE board looks forward to holding the end of the year party to celebrate another successful year and Dr. Ted’s last year as acting director. We would like to thank our academic advisor, Dr. Matt Cook for always having our back, the PE members and HP faculty for your help and support in making this another memorable year. I would also like to thank my board members, Selina Fish, Tim Sabo, Taylor Mull and Kyle Whitaker for your hard work and dedication this past year. I say it again and again: I couldn’t have done it without you. It has been an honor and privilege to serve with you and the members of Preservation Eastern.

Sincerely,
Katie Beck

Welcome to the Historic Preservation Program’s 38th Year!

Dr. Ted’s Corner

THE NEW YEAR 2018 BEGINS!

WELCOME NEW STUDENTS

We admitted 4 new students into the Historic Preservation Graduate Program for the Winter 2018 term: Join us in welcoming Kris Kallies, Sarah Werling, Alicia Whitcome, and Lizz Wilkinson.

FAREWELL GRADUATING STUDENTS

We also want to acknowledge students who graduated and became alumni in Fall 2017: Courtney Brandt Beattie, Katherine Besemer, Chelsea Dantuma, Virginia ‘Gini’ Davis, Kevin Fenton, Jane Henry, William ‘Bill’ Johnson, Lisa Lynde, Haley McAlpine, Tiffany Rakotz, and Blake Swihart. Congratulations!

FACULTY NEWS UPDATES

DR. TED

Winter and Summer 2018 will be my last terms as Director of the HP Program; Professor Nancy Bryk will take over this role starting Fall 2018. I will continue to teach as regular faculty

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through the Winter 2019 term, and then hopefully as an adjunct lecturer following my actual retirement in Summer 2019. 

For those who may not know, I began my career at EMU in the Fall of 1991, and succeeded the program’s founder, Dr. Marshall McLennan, as director in 1999. I am very proud and am continually energized by my years at EMU. Onward!

PROFESSOR DAN BONENBERGER

As you know, Professor Bonenberger is on Sabbatical for the 2017-18 academic year. Existing faculty and Part Time Lecturers are covering his courses. He will return to the HP faculty in Fall 2018.

THE MOVE

By now, the Historic Preservation Program and all of the Geography & Geology Department are settled into our temporary offices in King Hall where we will be for approximately the next 10 months. We will be moving back into a virtually new Strong Hall and are told renovations are actually ahead of schedule.

GRADUATE ASSISTANTS

The Historic Preservation Program has retained all four of its Graduate Assistants (GAs), but with some changes. Katie Beck, also PE Director, has replaced Haley McAlpine and Rachel Burns has replaced Rachel Ellenson as our University Archives GA; Hannah Meyer and Judith White continue as well. Please come by to say hello to Katie and Hannah…they even have their own room in 311 King Hall.

Should you have any questions, concerns, comments, etc., please contact me or Professors Matt Cook or Nancy Bryk.

-Dr. Ted
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Variations in the Michigan Kirkbride Mental Hospitals
By Hannah Meyer

I have always had an interest in mental hospital architecture and history. So when it came to deciding what I wanted to do for my final project, I knew I wanted to do something related to mental hospitals. After some thought, I decided to complete a thesis-oriented final project that creates a comparative study of the Kirkbride-style mental hospitals in Michigan. The Kirkbride Plan was a linear structure built in natural environments and operated on the basis of kindness to promote healing for mental patients during the nineteenth century. My final project will look at how Kirkbrides varied within the state at the four different state hospital locations: Kalamazoo, Pontiac, Dearborn, and Traverse City. I chose this project because much of the history behind Kirkbrides is lost or eclipsed by more macabre, sensationalized treatments such as lobotomies and electro-shock therapy, and others. In addition, only one Kirkbride still remains in Michigan, as the others were demolished in the 1960s, 1970s, and early 2000s. The history of these are all but lost to time, and it is important to preserve the history as well as the significance of these architectural marvels even if they are no longer standing.

In order to compile my research, I started at the Archives of Michigan in Lansing and spent a few days going through historic photographs and documents of each of the four sites. From there, I traveled to the four cities to visit any libraries and/or archives that might have photographs or documents. With help from my mom, my sister, and my boyfriend, I was able to gather information at Western Michigan University Archives, Dearborn Historical Museum Archives, Kalamazoo Public Library, Oakland County Pioneer Historical Society (Pontiac), and Traverse City Area District Library. While I was in each city, I also visited the former state hospital site—and many related sites—to document their current status. Every trip I took to do research allowed me to explore more places and be more hands on with my research. I had never been to Kalamazoo or Pontiac, and I had only briefly been to Dearborn before. It was exciting to travel and do research on something I love. That has been a reward for me in and of itself.
The beauty of final projects is that they give students an opportunity to shine. They are the manifestation of a student’s conception from beginning to end on a scale larger than any single class project. Final projects can demonstrate creativity and intellect. But most of all, they should be a reflection of the student's interests, skill sets, and act as a step into the professional direction they aspire to achieve.

Now is a good time to start seriously thinking about your topic. It was two years ago when I decided to document all the existing railroad depots in the Upper Peninsula. A lot of time was spent on visiting the region and collecting data. However, the project's direction had serious flaws. Upon submitting my proposal to Dr. Ted, it was deemed not practical for being conceptually too broad. While I drastically reduced the geographic scope of the study, the detail of the historic context became more important, so I had to make readjustments in my approach accordingly.

The project itself is divided into three components; Historical Context, Public Outreach, and Economic Development. Together, these three components have independent functions while serving common goals. The central component, public outreach, is an accessible online platform that covers historic sites from the entire Upper Peninsula. Logistically, that is difficult to achieve at the beginning. Therefore, a limited study of a small geographic region is more manageable. This study comes in the form of a cultural landscape report (CLR). The CLR covers the area between Escanaba and Iron Mountain. By using a CLR format, I have a versatile means of conveying the three components in a succinct manner. Also, this information will be used in my online resources.

It is of the utmost importance that the project be relevant in terms of topic selection and use of technology. Finding historic sites was a constant challenge throughout the study, so I wanted to incorporate a way to share location data with the public. To my knowledge, the best approach to doing that is to utilize GIS, which I knew nothing about, so I enrolled in a class last semester. The class was a big help but then I needed an online platform to display the information, to which my solution is to create a website. Now, I am giving myself a crash course in web design to ensure the interface will be what I need. Currently, I am in the process of constructing the site I call Industrial UP. The site is designed to be a resource for scholars or history buffs to quickly access information on historic resources. The site will be embedded with an ARC-GIS map with supporting metadata and location coordinates. I am promoting the project on Twitter and Instagram as the site is being built. My goal is to launch the site before June.

As I was developing this project, I wanted to produce something that could benefit economic development. By using GIS, clusters of historic resources may be identified and produce justification for economic preservation efforts. For the project, the economic development component is a proposal for a heritage corridor that runs along US-2 from Escanaba to Iron Mountain. This

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span of highway runs parallel to the former Chicago and North Western Railroad. The railroad was an important connection to the mining and logging industries while fostering the early development of the local communities. Many of the communities in this region have already experienced significant loss of historic resources and many existing resources could potentially be razed. Promoting the heritage is a proactive preservation method that has economic benefits for the community.

I encourage you to think big and consider the tangible impact your final project could generate. Here, a realistic economic development recommendation has been produced based on an online tool I developed, which got its content from the cultural landscape study. After the paper is turned in, I will continue working on the web site and present my ideas at the Midwestern History Conference in June. From there, who knows?

Congrats to our students!

Both Hannah and Val, whose work is featured here, presented research from their final projects at EMU’s Graduate Research Conference on Friday, March 16, 2018.
Maps: Relevant to Our Lives?

By Akshata Hiremath

Many centuries have gone by and many seas have been sailed since the earliest known maps were first marked onto cave walls in 16,500 BC. Its purpose has not changed. Maps guide us, inspire us, and teach us about the world we live in. We should then ask ourselves: where and why did maps disappear? While many skills have become obsolete in the digital age, map reading, though not familiar to everyone, remains an important tool for building an individual’s spatial reasoning skills and helping them make sense of our world. It should still be relevant to our lives.

In the nineteenth century, cartography (the art of making maps) advanced with the accuracy of map printing that required less labor and expense. And in just a few decades, the relationship between people and maps has changed drastically. For example, instead of using paper street maps, most people now navigate using GPS units that communicate with satellites to determine their exact location on Earth. But the questions still persist: Is that always better than using maps, and how does it help us?

Temple University’s Dr. Nora Newcombe describes spatial thinking as “seeing in the mind’s eye.” Spatial skills are what allow us to “picture the locations of objects, their shapes, their relations to each other and the paths they take as they move.” Maps support spatial thinking by helping children visualize where objects, places, cities, and countries are in relation to one another. Quite literally, maps help them figure their place in the world.

“When you look at maps, you are building a mental map. Mental maps are really important because it gives you freedom to navigate where you want to go” in the face of inevitable detours, roadblocks, and GPS errors. We might discover there’s a beautiful lake nearby, or a cycle-friendly route we weren’t aware of. Maps open our world! They help us see wonders around us. Maps help us see where we’re going, where we are and where we’ve been. It is amazing how much information is hidden in each millimeter of the page.

They inspire us to stay curious. A change of scene can help gain valuable perspective and learn something about ourselves through the lives of others. Even more satisfying than pouring over a map is pointing to a place you’ve never heard of and plotting your next adventure.

GPS removes that entire interpersonal dynamic. It encourages a passive form of journeying: sit back and drift, because the vaguely Australian-sounding computer lady will tell you to turn left in a quarter mile. Driving by map, on the other hand, engages us actively with our surroundings. It makes us observe road signs, be in the moment, and imprints the landscape more vividly and permanently on our minds. “When I return home, I can unfold my maps and take myself back to a town or a stretch of highway” is what we would then say.

Cartography is still relevant. Without maps, we would be “spatially blind.” Knowledge about spatial relations and location of objects are most important to learn about space, to act in space, to be aware of what is where and what is around us, or simply to be able to make good decisions. Maps might not be the answer to everything, but they can be a powerful piece of the big data puzzle.
Living History at the Tenement Museum

By Matt Goldberg

Over the last winter break I travelled back home to Connecticut. My parents had arranged to meet up with family in Brooklyn one night so I drove into the city with them on their way to work. The plan was to drop me off at The Brooklyn Museum to check out their Egyptian art exhibit. However, driving through the Lower East Side, something caught my eye – The Tenement Museum and I hopped out. I remembered Professor Bryk showing us photos of their restored apartments in her class, People & Houses. For that class, I had also consulted the museum’s online resources for a paper on the persistence of outhouses in poor urban and rural areas. Lastly, I was interested in learning more about my family’s history. Facing persecution for being Jewish, my great-grandparents and their children immigrated from various parts of Europe to New York City in the first half of the twentieth century.

Upon entering, I could tell this was not an ordinary museum. I found myself looking at a board of various tours and their starting times, said to be the only option for viewing the museum. Not having done the background research to know a reservation is recommended, I found myself with one option, Meet Victoria Confino, led by an actor portraying a Sephardic Jewish immigrant. I had half an hour before the tour started and began browsing the gift shop. It was full of New York themed gifts, most of which my grandmother would derisively refer to as tchotchkes - the unnecessary knickknacks that pile up on your mantelpiece. However, in an adjacent room, a great film was being shown on loop. Through interviews with locals, old photographs and historians’ commentary, it gave context to the neighborhood as it was in the early 1900s.

I learned that what makes this museum special is its physical setting. A National Historic Landmark, the building is the best remaining example of New York immigrant housing. Originally built in 1863, it was modified around the turn of the century to include air shafts, indoor plumbing and electricity in accordance with the Tenement House Act of 1901. As fire-proofing regulations came about in 1935, the landlord decided against spending the money to update the building, boarding up everything except the first floor and basement. This resulted in a time capsule, untouched until historian and social activist Ruth Abram discovered it in her search to tell the story of America’s immigrants.

My tour was announced and fifteen people, full capacity, assembled on the sidewalk. Our guide gave us a brief overview and explained that we would be interacting with a costumed interpreter. We were then led to the adjacent building, the tenement at 97 Orchard, and instructed not to touch anything in the hallway nor take any photographs for preservation concerns. Upon walking through a side entrance, the original interior gave me chills. It truly felt like stepping back a century in time. The building had been updated to modern code, but was largely untouched. The varnished burlap walls shined bright with historical significance even in the dark, narrow hallways. There was a set of paintings on the walls, which like the apartments themselves, have not all been restored, showing both the original condition and the building’s history of neglect.

Our guide led us into a room updated to modern standards and we took our seats. We introduced ourselves to the group, going over names and hometowns. The group had travelled from various places across America. Our guide then began a presentation detailing the history of early 1900s New York immigration. He covered the reasons for leaving various places, the Ellis Island processing and the struggle to assimilate. He did a good job of conveying the whole story, covering the universal themes of hardship and hope. Then, the tour guide informed us that we too would be acting.

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as a newly arrived family. We voted on whether to be immigrants from Russia or Italy. I chose Russia, where my father’s side immigrated from, but was heavily outnumbered. Two volunteers were chosen for matriarch and patriarch roles, to take the lead in the scenario to come. In the situation, we had recently arrived and were staying in a settlement house, places that help get immigrants on their feet. Our tour guide was to play the role of a teacher at the settlement house who knew someone that could help us out. Specifically, we were to be speaking with Victoria Confino, a real person, whose Sephardic Jewish family left Kastoria, in the Ottoman Empire to flee the Balkan Wars. We drafted a list of questions we would want answered, such as where do you buy food? How do you get an apartment? Where do fellow Italians live? Etc.

We then left to meet Victoria, in a restored apartment across the hall. I made sure to position myself in the back of the group, down the hall, to take in as much of the foyer as I could. The guide knocked and we were welcomed into a cramped apartment, divided into a kitchen/dining room and a bedroom. Victoria acted apprehensive but willing to help and directed us into the bedroom. We sat on the beds and a few chairs as the questioning began. Victoria answered, often with tangible artifacts to provide examples, some of which were reproductions. When someone asked about hygiene she passed around a bar of soap, and for entertainment, period books were given out.

Somebody asked about what foods were available, and we were directed to the kitchen. She showed us how to use the oven, described how to steal charcoal, and gave her recipes for traditional Sephardic foods adapted to what is available. This is their only tour available to children under six, I assume because of the hands-on aspect. The main downside of the tour was a crying baby who caused a distraction and eventually left. However, I could see this active engagement connecting well with children.

The questioning concluded and we went back across the hall. Our guide led a discussion about what we had experienced. Some commented on how much they had learned about the hardships of Ellis Island immigration. Others connected what they had experienced to stories of their own families. Lastly, we related this story to the present day, where the same difficulties are still being faced. The museum has just expanded to an adjacent tenement, where the stories of more recent immigration, from 1935 onward, are starting to be told. Apart from the “Meeting the Residents” series that I participated in, they also offer tours of the neighborhood, the restored apartments and a food tasting of traditional Lower East Side delicacies introduced by immigrants.

I was apprehensive about this tour, feeling like I must perform in front of others. However, because we could throw out questions at our own pace, the public speaking was not overwhelming. It even seemed like the nervous energy from acting with strangers mirrored the anxiety of new immigrants, albeit to a lesser degree. Through this second-person interpretation, I learned about assimilation not only through the content expressed but the feelings associated with this experience. It was also nice to see interpretation in a preserved building that went beyond the standard house tour and even pushed the boundaries of the museum field in general. This was overall an outstanding tour that was informative, entertaining and gave a voice to the historically voiceless. The well-known institutions of New York’s Museum Mile are great, but for a unique experience, I recommend visiting the Tenement Museum.
Another successful academic year in the books  

By Dr. Matt Cook

As we approach the end of another semester, I want to take the time to thank the members of Preservation Eastern, particularly the board, for letting me serve as the advisor of this fine student organization. I am quite proud of the events you have planned this year, from mixers and parties to quite exceptional behind-the-scenes tours, guest lectures, and even a group outing to see *The Greatest Showman!* I’m excited to continue working with you over the summer and remaining as PE’s faculty advisor next year.

As for a personal update, I have had a busy, but different, semester in Winter 2018! In case you have wondered why I am only teaching two classes, I have been fortunate to participate in EMU’s Academic Service Learning (ASL) Seminar and the Culture of Research Excellence (CoRE) Program. Both of these special seminars provide EMU faculty with course release time to participate in weekly seminars and, respectively, to provide time to develop ASL work within a course and on writing a federal grant proposal for research.

I also continue to expand my research project, begun in Summer 2017 (and described in the last issue of the *Post & Lintel.*). Working with undergraduate Geography majors Sean Ryan and Madeline Ligotti in an Independent Study, we have collectively written, applied for, and successfully received an Undergraduate Stimulus Research Award from EMU. The funds from this award will propel our research team’s work into this coming summer, where we will continue studying the interpretation of recent events of racial tension and violence in the United States. We are currently planning research at the Charles H. Wright Museum of African American History in Detroit; the National Afro-American Museum & Cultural Center in Wilberforce, OH; and the DuSable Museum of African American History and A. Philip Randolph Pullman Porter Museum in Chicago.

This research will be added to the pilot research from last summer as I write a grant proposal for research funding from the National Science Foundation, and Sean and Maddie will work with me into next school year to analyze the data, write up the research findings, and present in EMU’s Undergraduate Research Symposium.

Prof. Bonenberger and I will be heading to New Orleans to present our recent research and catch up on the latest and greatest work being done in geography at the Annual Meeting of the American Association of Geographers, April 9–14. We will think of you fondly as we eat our beignets. (Though we know they simply cannot compare to Southeastern Michigan’s pączki!)

In other news, I’m looking forward to working with many of our current graduate students at the HP program’s annual field school, to be held at Cranbrook Educational Community in late May. Then, I plan to enjoy some travel to see family in the South, and finally get out to do more exploring of our great state of Michigan!
Dr. Matt’s winter semester American Cultural Landscapes course (GHPR 561) put their cultural landscape observation skills to use on Saturday, March 17, with a trip “to the field.” Using the historic walking tour documentation published by the Dearborn Historical Commission, the class explored the historical landscapes of West Dearborn, before heading to East Dearborn to tour the Arab American National Museum. The class also partook of fine authentic Yemeni food at Sheeba on Michigan Avenue before ending the evening at Shatila Bakery.
The Michigan Historic Preservation Network presents
the Thirty-Eighth Annual Statewide Preservation Conference
at the East Lansing Hannah Community Center

Proactive Preservation

May 17–19, 2018 • East Lansing, Michigan
Preservation Eastern Mission Statement:
(from the bylaws)

“ This constitution represents the members of Preservation Eastern (PE), a self-governed group of Historic Preservation (HP) students at Eastern Michigan University (EMU), who provide unique experiences and networking opportunities to HP students and professionals while also serving the preservation community in Southeast Michigan. ”

Thank you, readers!

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We would like to thank the EMU Department of Geography & Geology, as well as Dr. Matthew Cook for assistance with design and layout of this publication.

It is freely distributed electronically by contacting preservationeastern@gmail.com

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