

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

**NATIONAL REGISTER OF HISTORIC PLACES  
INVENTORY -- NOMINATION FORM**

FOR NPS USE ONLY

RECEIVED **OCT 16 1979**

DATE ENTERED

SEE INSTRUCTIONS IN *HOW TO COMPLETE NATIONAL REGISTER FORMS*  
TYPE ALL ENTRIES -- COMPLETE APPLICABLE SECTIONS

**1 NAME**

HISTORIC 2/2/81 Government Indian School (AHRs SITE NO. SKG-075)

AND/OR COMMON BIA School; City Multipurpose Bldg.

**2 LOCATION**

STREET & NUMBER (No number)  
At First St., Between Union & View Streets

CITY, TOWN Haines VICINITY OF CONGRESSIONAL DISTRICT

STATE Alaska CODE 02 COUNTY Haines Division CODE 100

**3 CLASSIFICATION**

CATEGORY	OWNERSHIP	STATUS	PRESENT USE
<input type="checkbox"/> DISTRICT	<input checked="" type="checkbox"/> PUBLIC	<input checked="" type="checkbox"/> OCCUPIED	<input type="checkbox"/> AGRICULTURE <input type="checkbox"/> MUSEUM
<input checked="" type="checkbox"/> BUILDING(S)	<input type="checkbox"/> PRIVATE	<input type="checkbox"/> UNOCCUPIED	<input type="checkbox"/> COMMERCIAL <input type="checkbox"/> PARK
<input type="checkbox"/> STRUCTURE	<input type="checkbox"/> BOTH	<input type="checkbox"/> WORK IN PROGRESS	<input type="checkbox"/> EDUCATIONAL <input type="checkbox"/> PRIVATE RESIDENCE
<input type="checkbox"/> SITE	<b>PUBLIC ACQUISITION</b>	<b>ACCESSIBLE</b>	<input type="checkbox"/> ENTERTAINMENT <input type="checkbox"/> RELIGIOUS
<input type="checkbox"/> OBJECT	<input type="checkbox"/> IN PROCESS	<input checked="" type="checkbox"/> YES: RESTRICTED	<input checked="" type="checkbox"/> GOVERNMENT <input type="checkbox"/> SCIENTIFIC
	<input type="checkbox"/> BEING CONSIDERED	<input type="checkbox"/> YES: UNRESTRICTED	<input type="checkbox"/> INDUSTRIAL <input type="checkbox"/> TRANSPORTATION
		<input type="checkbox"/> NO	<input type="checkbox"/> MILITARY <input type="checkbox"/> OTHER:

**4 OWNER OF PROPERTY**

NAME City of Haines: ATTN: Dan R. Bochorst (907) 766-2231

STREET & NUMBER P.O. Box 239

CITY, TOWN Haines VICINITY OF STATE Alaska 99827

**5 LOCATION OF LEGAL DESCRIPTION**

COURTHOUSE, REGISTRY OF DEEDS, ETC. Haines Recording District

STREET & NUMBER P.O. Box D

CITY, TOWN Haines STATE Alaska 99827

**6 REPRESENTATION IN EXISTING SURVEYS**

TITLE Alaska Heritage Resources Survey (AHRs)

DATE June 20, 1977  FEDERAL  STATE  COUNTY  LOCAL

DEPOSITORY FOR SURVEY RECORDS Alaska Division of Parks, 619 Warehouse Dr., Suite 210

CITY, TOWN Anchorage STATE Alaska 99501

# 7 DESCRIPTION

CONDITION		CHECK ONE	CHECK ONE
<input type="checkbox"/> EXCELLENT	<input type="checkbox"/> DETERIORATED	<input type="checkbox"/> UNALTERED	<input checked="" type="checkbox"/> ORIGINAL SITE
<input type="checkbox"/> GOOD	<input type="checkbox"/> RUINS	<input checked="" type="checkbox"/> ALTERED	<input type="checkbox"/> MOVED      DATE _____
<input checked="" type="checkbox"/> FAIR	<input type="checkbox"/> UNEXPOSED		

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## DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

Despite almost three-quarters century of encroachment by urban growth, both the building and the grounds of the Native School Reserve still command an imposing view of the magnificent mountains rimming the Canadian Border, to the north and west; and the Pacific Ocean estuary of Portage Cove, to the east.

When the Cape Cod lines of the building first emerged in 1906, the community found it quite a startling intrusion in an otherwise pristine environment. Local concern, however, turned more on the fact that Indians, rather than the "white community," would benefit from the first modern school. The New England architecture was accepted and soon admired. Within less than a decade, when a larger and even more imposing public school complex was built three blocks away, public opinion shifted to pride: that "Haines had the finest Government Indian School in all of Alaska," to supplement its public school.

For its time and place the building was most attractive; with its four windowed roof dormers and bell-tower; exceptional window space; white-painted siding and three entrance-exit enclosed porch extensions. Although classified as 1½ stories--placed on pilings as it was--and with relatively high roof-pitch, the school gave the appearance of very ample two-stories. Basic dimensions were also strongly rectangular: 71' long and 30' wide. The front entrance double-doored portico was reached by seven full-width wooden steps. The largest extension, at the west side served as an enclosed woodshed as well as back entrance-exit. The smallest extension, on the north end of the building facing View Street, apparently had little utility except as an additional fire-escape. Orientation of the building was north-south, with the front facing the down-slope toward the ocean at the east.

The interior was functional, austere and minimally partitioned. On the first floor at the south end, were the teacher's living quarters and cloak rooms, occupying a third of the floor space. The remainder, to the right of the front entrance, contained two connected classrooms--side by side--measuring 16' x 30' and 24' x 30'; and occupying all of the remaining south portion. The living quarters were equally divided into a living-room bedroom and a kitchen, each 14' x 15'. The largest of the cloak rooms, (which was also the principal hallway to the classrooms) measured the full 10' width of the front entrance portico, and was 12' long. The top floor, reached by a straight stairwell, extending from the back side (or woodshed) hallway, was actually a long, narrow finished attic. It was probably intended as an auxiliary classroom and storage area; but for the first 30 years was used extensively for boy's manual training (carpentry) classes.

Late in the 1930's, as carpentry classes phased out and enrollment decreased the "attic" was converted into the Principal Teacher's bedrooms (for Samuel and Hazel Troutman and their two children). This enabled the children, Marvin and Mariam to move their cots from the front hallway and part of the woodshed, into a private room. The former cloak room, under and opposite the stairwell, was partitioned into a bathroom and pantry, off the kitchen. The building was wired for electricity in the 1920's.

# 8 SIGNIFICANCE

7.

PERIOD	AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW				
<input type="checkbox"/> PREHISTORIC	<input type="checkbox"/> ARCHEOLOGY-PREHISTORIC	<input type="checkbox"/> COMMUNITY PLANNING	<input type="checkbox"/> LANDSCAPE ARCHITECTURE	<input type="checkbox"/> RELIGION	
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> ARCHEOLOGY-HISTORIC	<input type="checkbox"/> CONSERVATION	<input type="checkbox"/> LAW	<input type="checkbox"/> SCIENCE	
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> AGRICULTURE	<input type="checkbox"/> ECONOMICS	<input type="checkbox"/> LITERATURE	<input type="checkbox"/> SCULPTURE	
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> ARCHITECTURE	<input checked="" type="checkbox"/> EDUCATION	<input type="checkbox"/> MILITARY	<input type="checkbox"/> SOCIAL/HUMANITARIAN	
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> ART	<input type="checkbox"/> ENGINEERING	<input type="checkbox"/> MUSIC	<input type="checkbox"/> THEATER	
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> COMMERCE	<input type="checkbox"/> EXPLORATION/SETTLEMENT	<input type="checkbox"/> PHILOSOPHY	<input type="checkbox"/> TRANSPORTATION	
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> COMMUNICATIONS	<input type="checkbox"/> INDUSTRY	<input type="checkbox"/> POLITICS/GOVERNMENT	<input type="checkbox"/> OTHER (SPECIFY)	
		<input type="checkbox"/> INVENTION			

SPECIFIC DATES 1905 BUILDER/ARCHITECT U.S. Bureau of Education

## STATEMENT OF SIGNIFICANCE

This is a rare surviving example of a first generation "Indian" public school built and operated with federal funds. It interprets, in microcosm, the unorthodox Alaskan development pattern of elementary education. First, there were the Church Mission schools only; then came the "day" and "boarding schools" superimposed on the missions by federal contract subsidy. This was followed by the first building, and operation of separate (but not usually equal) segregated (Federal) and non-segregated (Local) public schools in the same community. This particular building is unusual in other respects: 1. It was the first 20th Century, modern school building in Haines; 2. it proceeded, rather than followed, a local public school; and 3. it is the only Indian School of this specific design in existence in Alaska.

### Historical Background for Alaska

The genesis of education at Haines--as it was in everywhere in Alaska for more than a century following the efforts initiated by the Russians--was religious-oriented. Haines Mission site was selected, at the Tlingit village of Dtehshuh (or Chilkat), in 1879 by the Rev. S. Hall Young (in company with his friend, naturalist John Muir). With the energetic support of the Rev. Sheldon Jackson who assumed the financial backing of Francis Electra Haines (of the Presbyterian Board of Home Missions) it quickly became one of the best-known Missions in the District of Alaska. When a postoffice was placed here in 1882, it, and the community adopted the name of the Mission, rather than the original village. Haines Mission set the stage for the eventual building of the Government Indian School.

From the purchase of Alaska in 1867, until 1885, there was no provision for public education. The only educational program resided in Church Missions. The First Organic Act of 1884, modeled after Oregon Territorial law, changed this. This Congressional legislation was skillfully organized and lobbied through by Sheldon Jackson, with strong backing from Eastern religious groups and educators. With its passage, Congress appropriated \$25,000 "for the education of children without regard to race; and \$15,000 for a commission (consisting of the governor and two others) to examine the condition of the Indians and determine what should be done for their Education." Secretary of the Interior, Henry M. Teller, to whom Congress delegated the responsibility, passed on execution of the program to

# 9 MAJOR BIBLIOGRAPHICAL REFERENCES

(See Continuation Sheet)

# 10 GEOGRAPHICAL DATA

## UTM NOT VERIFIED

ACREAGE OF NOMINATED PROPERTY Less than 1/2 acre

QUADRANGLE NAME USGS, Skagway A-2

QUADRANGLE SCALE 1:63 360 Typo.

UTM REFERENCES

A 0,8 4,7,4 8,5,0 6,5,6,6 4,2,5  
ZONE EASTING NORTHING

B                    
ZONE EASTING NORTHING

C                  

D                  

E                  

F                  

G                  

H                  

VERBAL BOUNDARY DESCRIPTION

(See Continuation Sheet)

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE CODE COUNTY CODE

STATE CODE COUNTY CODE

# 11 FORM PREPARED BY

NAME / TITLE Michael S. Kennedy, Historian

ORGANIZATION Alaska Division of Parks, Office of History & Archaeology DATE Jan. 5, 1979

STREET & NUMBER 619 Warehouse Drive, Suite 210 TELEPHONE (907) 274-4676

CITY OR TOWN Anchorage STATE Alaska 99501

# 12 STATE HISTORIC PRESERVATION OFFICER CERTIFICATION

THE EVALUATED SIGNIFICANCE OF THIS PROPERTY WITHIN THE STATE IS:

NATIONAL    STATE    LOCAL X

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

STATE HISTORIC PRESERVATION OFFICER SIGNATURE William W. Warrick

TITLE State Historic Preservation Officer DATE 10/8/79

FOR NPS USE ONLY

I HEREBY CERTIFY THAT THIS PROPERTY IS INCLUDED IN THE NATIONAL REGISTER

Edward Ball, Jr.  
KEEPER OF THE NATIONAL REGISTER  
ATTEST: W. Ray Juice  
for CHIEF OF REGISTRATION

DATE 2/2/80

DATE 2-7-80

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CONTINUATION SHEET

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After the Government school was terminated by B.I.A., the front portico was then (about 1947) entirely removed flush to the wall and replaced with windows; the belltower was removed; and the woodshed section becoming the principal entrance. A foundation of concrete replaced the dilapidated pillings, and a metal roof and asbestos composition replaced the original shingled roof and planed-wood siding, as it began its second life in public service. Interior alterations since that time have been confined largely to modernized plumbing and heating.

This building has no existing counterpart in Alaska. Despite modifications it remains the only example of this specific Cape Cod design built in the first decade of the 20th Century in Alaska as a Government Indian School.

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U.S. Commissioner of Education John Eaton. Eaton, in turn, appointed Sheldon Jackson as General Agent for Education in Alaska. The Rev. Jackson was a realist; well aware that the 1880 census figures indicated 11,237 children of school age, whereas there were only 430 Whites--essentially male adults--in all of Alaska, Jackson therefore applied the only viable solution. From the existing missions, Jackson selected ten, to which he provided public school "contracts" from the consolidated \$40,000 available. This included teacher's salary, text books, school supplies and rental of classrooms. Haines Mission, with 85 students--the largest enrollment of any--thus became one of the first ten "government schools" in Alaska.

Despite diligence, and stretching every penny through his contract system, Jackson was able to develop only 29 government (or public) schools within a decade. He continued to urge that the annual appropriations be increased to at least \$60,000. In several places, he reported, "where there were schoolhouses, there was insufficient money to hire a teacher." Except for the Protestant Church Missions (neither the Russian Orthodox or Catholic were yet being subsidized) there was no other basic education in Alaska. Jackson's only option was to continue to prevail on the protestant religious groups to build more school buildings. One of these, a modest one-room log school built at Haines Mission in 1896, was the direct predecessor of the 1905 school.

The great gold strike in the Klondike, quickly repeated at Nome and Fairbanks, abetted by escalating salmon fisheries--had drastically increased population. This prompted Congress to pass the Alaska Civil Code Act of 1900. This provided for local school boards, empowered (for the first time) to collect liquor and trade license fees to build and operate schools for white children and mixed bloods. Natives would continue to be educated only by the Federal Government. Thus for the first time there were "all-white or predominately white" local public schools augmenting the contract Mission schools. In some places there was also a separate all-Indian school. Unfortunately, in 177 Native villages (with more than 4,000 school-age children) there were no schools of any kind early in the second decade of 1900.

As a consequence, one of the first acts of Alaska's first Territorial Legislature (1913) was to emphatically endorse "compulsory education for all children ages 8 to 16". By 1918, Alaska had 55 locally supported "public schools" (3142 students) with 75% of their cost underwritten by the Territorial government; and 65 "native

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schools", either Mission contract, or built by the federal Government, for 3600 students; and requiring \$215,000 annually in federal funds. Not until after Statehood was the education of all Alaskan children fully implemented as a state and local responsibility. For the first time both "Native" and Mission schools were a minor factor.

Historical Background for Haines

Not as precipitously as nearby Skagway and Dyea, which each become instant cities of several thousand people as a result of the Klondike strike--but for the same reason--Haines grew considerably between 1898 and 1905. The Dalton Trail; discovery of gold at Porcupine; building of the large military post, Fort William S. Seward; and two canneries, brought expanded trade and population. Despite a sizeable alteration in the ratio, the school-age population remained predominately Indian. Haines Mission now was essentially an orphanage, plus a contract day school. The second generation of Tlingit students at the Mission were being pushed by parents who now realized the advantages. Thus, the first modern well-furnished schoolhouse that Haines would know was built at a cost, slightly in excess of \$5,000, by the government for Indian day students. The Cape Cod architecture, with imposing dormers and many windows, was an innovation in a community essentially rustic. A Native School Reserve approximating three large city lots was established on high ground overlooking Portage Cove. Although the contract for building was let in 1905, the school was slowly built and not fully operative until 1906-7.

White residents, at that time, were advised to look into the new laws relating to town incorporation, creation of a local school board and the establishment of a local public school system. But for the time being the relatively small percentage of white students could attend, if they desired, the "Indian" School. Only one student did. All other white parents preferentially sent their children to the 1895 log school at the Presbyterian Mission. When Haines incorporated, in 1910, a full city block was set aside as the Public School Reserve. The community's first truly non-segregated local public school for grades 6 through 12 soon became operative. For as long as it operated as a school (until 1945) however, the Government Indian School was preferred by the majority of Chilkats.

A small teacherage, across the alley to the west, was built, and utilized by an assistant teacher's family, from 1922 to 1941. The principal teacher and family continued to reside in the nominated structure. According to Bureau of Indian Affairs records, the final occupants of the teacherage was Joe M. Kahklen, his

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wife and child. Principal Teacher Samuel P. Troutman, his teacher wife Hazel, and children Marvin and Mariam, lived in the school. Because of the size of their family they first used one of the entranceways and a portion of the attached woodshed, as extra bedrooms.

Although the Government Indian School served the community well in its educational roll, its tenure did not terminate with the school closure in 1945. Since that time this structure has been the City Health Center, Teen Center, and at present is occupied by the City-Borough Non Profit corporation, operating the local nursery school, Head Start, and day-care programs.

Through the efforts of the Alaska Congression Delegation, a Special Congression Act in 1976 enabled deeding the building and grounds, through the Secretary of the Interior, to the municipality. Plans are now underway for restoration and renovation of this significant local historic building for multi-purpose public use.

The structure and grounds are particularly important as an interpretive feature of the rather complex (and to most people, confusing) machinations which Sheldon Jackson and the people of Alaska had to resort to in order to finally achieve a more responsive and democratic public education system.

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Local informants: Elizabeth Hakkinen; Mr. & Mrs. Carl Ward; Carl Heinmiller;  
Don Bockhorst, and school records 1895-1945 in the Sheldon Museum, Haines.

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The parcel indicated as "Native School Reserve," based on U.S. General Land Office Survey No. 1179, appears on Haines Townsite plat dated April 1, 1918. It is located in Block 13, bordered by First Street, Second Avenue and View Streets between lots designated 8, 9 and 17. When deeded to the City of Haines through special authorization to the Secretary of the Interior (S. 1365, Report No. 94-903) 2nd Session 94th Congress in 1976, the site nominated for Government Indian School was described: "Beginning at the northwest corner of lot 17 in block 13, which is the same as Corner 1 of the Native School Reserve; thence north 76 degrees 23½ minutes west 58.11 feet to corner numbered 2; thence south 17 degrees 58 minutes west 165.26 feet to corner numbered 3; thence south 76 degrees 45 minutes east 82.08 feet to corner numbered 4; thence north 9 degrees 38 minutes east 164.65 feet to corner numbered 1, the place of beginning, containing 17,531 square feet." This is the nominated area.