

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Name of Property

County and State

Section number _____ Page _____

Name of multiple property listing (if applicable)

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: RS100001795

Date Listed: 2/28/2018

Property Name: Mount Pleasant Indian Industrial Boarding School

Multiple Name:

County: Isabella

State: MI

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

Patrick Anderson
Signature of the Keeper

2/28/2018
Date of Action

Amended Items in Nomination:

This SLR is issued to clarify the amount of acreage included within the boundary of the listed area (the text of the nomination gives slightly varying acreage figures). The staff of the State Historic Preservation Office has clarified that the correct figure is 320.3 acres. The National Register of Historic Places Registration Form for the Mount Pleasant Indian Industrial Boarding School is formally amended to include this information.

DISTRIBUTION:

National Register property file
Nominating Authority (without nomination attachment)

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan



United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1) Name of Property

Historic name: Mount Pleasant Indian Industrial Boarding School

Other names/site number: 2-IB-31, 20-IB-43, 20-IB-49, 20-IB-50

Name of related multiple property listing:

N/A

(Enter "N/A" if property is not part of a multiple property listing)

2) Location

Street & number: Bounded by Crawford, Pickard, Bamber, and River Rds.

City or town: Mount Pleasant State: Michigan County: Isabella

Not For Publication: Vicinity:

3) State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___X___ statewide ___ local

Applicable National Register Criteria:

X A ___ B ___ C X D

<u>Brian D. Conway</u>	<u>1/23/18</u>
Signature of certifying official/Title:	Date
<u>MI SHPO</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

4) National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
 determined eligible for the National Register
 determined not eligible for the National Register
 removed from the National Register
 other (explain:)

Patrick Andrus
Signature of the Keeper

2/28/2018
Date of Action

5) Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
Public – Local
Public – State
Public – Federal

Category of Property

(Check only one box.)

- Building(s)
District
Site
Structure
Object

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___ national X statewide ___ local

Applicable National Register Criteria:

X A ___ B ___ C X D

<u>Brian D. Murray</u>	<u>1/23/18</u>
Signature of certifying official/Title:	Date
<u>MI SHPO</u>	
State or Federal agency/bureau or Tribal Government	

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

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MI SHPO

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- ___ other (explain:)

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Date of Action

5) Classification

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(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only one box.)

- Building(s)
- District
- Site
- Structure
- Object

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>6</u>	<u>1</u>	buildings
<u>4</u>	<u> </u>	sites
<u>2</u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>12</u>	<u>1</u>	Total

Number of contributing resources previously listed in the National Register 0

6) Function or Use

Historic Functions

(Enter categories from instructions.)

Education/school = Indian boarding school
Education/Education-Related = housing at boarding school
Funerary/cemetery = cemetery
Funerary/Graves/Burials = burial mound

Current Functions

(Enter categories from instructions.)

Work in Progress

7) Description

Architectural Classification

(Enter categories from instructions.)

Late Victorian
Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, fieldstone, concrete, wood

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Mount Pleasant Indian Industrial Boarding School (hereafter, MPIIBS) property covers 320 acres in the east half of Section 9 in Union Township, Isabella County, Michigan, at the northwest edge of the city of Mount Pleasant. Today the property associated with the MPIIBS is divided into three parcels, one owned by the City of Mount Pleasant, one by the Saginaw Chippewa Indian Tribe of Michigan, and a third owned by the Mount Pleasant Public Schools. The property is bounded to the south by Pickard Road, on the west by Bamber Road, to the north by River Road, and to the east by Crawford (formerly Harris) Road. Approximately 321 acres of this property are included in the current nomination. Immediately east of the nominated MPIIBS property is a mixed-use area that includes light industrial development, commercial development, community parks, and residential neighborhoods. South of the property is primarily residential, while north and west of it are still largely agricultural tracts. Only the south portion of the MPIIBS property has been developed with buildings and related improvements, both during the federal Indian Boarding School period (1893-1934) and during the subsequent Mount Pleasant State Home and Training School (also called the Mount Pleasant Center) period (1934-2009). Much of the property remains agricultural tracts (some fallowed) and wooded lots, consistent with their use during the boarding school era. Six buildings are currently standing on the MPIIBS campus that date to the boarding school era. One building dates from the state home era – all other state home structures have been razed. In addition to the contributing buildings in the former MPIIBS building complex in the property's southeast corner, this area also contains three contributing structures, a pedestrian arch bridge, now de-watered reflecting pool/fountain, and a fieldstone retaining wall. Contributing sites include the landscaped campus grounds around the buildings, a forest area just north of it, extensive field areas used for agriculture during the MPIIBS period and down to the present, and an Indian cemetery dating from before the MPIIBS's establishment. The property also contains four defined archaeological sites, 20IB43, 20IB31, 20IB49, and 20IB50.

Narrative Description

The 312.5 acres constituting the nominated district are currently owned by two landholders: the Saginaw Chippewa Indian Tribe of Michigan (hereafter SCIT) owns 14.8 acres in two parcels, the part of the property containing the former MPIIBS buildings and a smaller parcel containing the Mission Creek Cemetery, and City of Mount Pleasant (hereafter CMP) owns the remaining acreage. Four sites are within the district. The first site is defined by the cluster of buildings, features, and objects that included student dormitories, classrooms, and faculty cottages. The

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six remaining contributing buildings were constructed between 1898 and 1931 and are located on land held by SCIT in the southeast corner of the district. One non-contributing building is also within this cluster of buildings and was constructed for the Mount Pleasant State Home and Training School (operating from 1934-2009) in 1938. This building, which was used as a dormitory, was placed on roughly the same location as one of the original boarding school dormitories. The CMP has demolished and removed all of the state home era buildings on their property within the past few years. The cluster of remaining boarding school buildings in the district mostly exhibit Late Victorian or Colonial Revival features including almost unvarying symmetry, raking and return cornices, classical entablatures and pedimented entries with columns and pilasters. Design features, including flared brick window lintels set in soldier courses, paired columns and modillions are found on multiple buildings. Even the Carpenters Shop – the simplest building in the district – exhibits the segmental-arch-head window openings that echo the rest of the buildings in the district.

Three structures are contributing features in the part of the district containing the MPIIBS building complex: a cobblestone-faced arch bridge, low fieldstone retaining wall, and reflecting pool/fountain. The pool/fountain, built in 1905, is still present on SCIT property (*Isabella County Enterprise* 1905). The poured concrete walls and concrete base of the fountain are intact, as is the central mechanism of the fountain. A small cobblestone-faced footbridge was built to cross an intermittent stream behind the small girls' dorm, leading to the school hospital. The date of construction of this bridge is unknown, but it is featured in archival photographs of the boarding school era. The low fieldstone retaining wall marks the southwest edge of the grounds in front/east of the row of Indian School buildings facing Crawford Road. Additional features in the MPIIBS building area include a portion of the original school entrance road, which turned off Crawford (Harris) Road and proceeded in an arc in front of the buildings.

The MPIIBS building complex area is also designated as site 20IB43 because below ground resources are also present. Archaeological investigations by Central Michigan University (CMU) in 2012, 2013, and 2015 have identified foundations and deposits associated with eight demolished structures that were once part of the school complex (Surface-Evans et al. 2012).

A second site within the district is the Indian Boarding School era dump site (20IB49), as recorded on the 1929 campus map. Archaeological investigations by CMU via survey and geophysical prospection identified intact deposits at this location in 2012 (Surface-Evans et al. 2012). Food refuse, personal items, and construction debris were among the artifacts recovered from this site. The dump site will be discussed further below.

Another contributing site to the district is the Mission Creek Cemetery (20IB31). This Native American cemetery was established in the 1850s, as an extension of the Bradley Mission (see inventory entry and archaeological discussion of the cemetery). Several well-known and important individuals from the 1850s-60s Treaty era are buried here. The cemetery continued to be used by the Saginaw Chippewa Indian community throughout the late 19th and early 20th centuries. Notable for this district is that several Indian Boarding School students are reportedly buried here according to death records. Today the only extant grave marker for a boarding

school student is that of John Thomas, who died in 1910. Presently, a total of ten grave markers remain in place within the marked boundaries of the cemetery. A 2012 geophysical survey of the cemetery and areas east and south by CMU determined the presence of many unmarked graves within this site and expanded the probable boundaries of the cemetery to the south (Surface-Evans et al. 2012).

The fourth contributing site (20IB50) in the district is another cemetery that was reported in Saginaw Chippewa oral history (see Figure 2) and investigated by CMU in 2012 and 2015 using geophysical methods. The CMU investigations identified the presence of both late 19th-early 20th century grave shafts, as well as several anomalies consistent with pre-contact earthworks (Surface-Evans et al. 2012; Surface-Evans et al. 2016). While the age of the graves cannot be determined beyond a doubt without excavation, several artifacts recovered during soil coring strongly suggest that they are contemporary with the boarding school (ibid). Further discussion of this site will be found below.

In addition to the above-mentioned sites, there are several natural features of the landscape that contribute to this district, particularly its integrity of place and feeling. First, much of the 312.5 acres was maintained as agricultural grounds during the Indian Boarding School era. At this "industrial" school, students were trained in agricultural arts and were required to spend the majority of their daily schedules contributing towards the production of food that maintained the institution (Fancher 1911). Today, the northern 160 acres of the district remains largely agricultural or as fallow fields. Another important natural feature of the district is the preservation of a roughly thirty or forty-acre tract of forest, situated just north of the contributing buildings (site 20IB43). This forested area was left in place when the MPIIBS was established and is still present more than 100 years later as an old-growth stand of beech and maple forest. Notably, students at the school frequently harvested choice pieces of lumber from the forest, under the direction of the school carpenter, for construction projects at the school. In particular, the Domestic Science Building (no longer standing, but foundations identified in the 2012 CMU archaeological field school) was constructed from logs harvested from the forest (*Mount Pleasant Times* 1912; Surface-Evans et al. 2012). Access roads leading to pastureland in the north half of the district from former school barns are also still in use today.

MPIIBS Campus Buildings and Features:

Note: Identifying numbers refer to resource numbers on Figure 6, the current map.

State Home Building numbers (see end of each entry) refer to the building numbers assigned by the State of Michigan during the State Home period (c. 1990) as shown in Fig. 5.

- 1) **Auditorium/School, also known as Main Building (1898):** The auditorium/school is the oldest standing building on the property and was constructed in 1898 (*Isabella County Enterprise* 1898). The original T-footprint building, with the head of the T at the east end, housed four classrooms, two on each floor in each wing (north and south) flanking a large one-and-one-half-story gathering room. A later addition with a second, west set of north and south wings matched the original in every detail and included a stage at the west end of the gathering room as well as four more classrooms. The building was also known as the

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Mount Pleasant, Isabella County, Michigan

schoolhouse by Indian School students (State of Michigan, Physical Plant Inventory, Structures Section, 1969; United States Indian School Map 1929). This building was later called the chapel during the State Home period (1934-2009).

Visual inspection of the exterior walls of the Auditorium in 2012 by the Central Michigan University (CMU) Archaeological Field School noted a small grouping of carvings on the back (west) side of the exterior brick and limestone. These carvings include: an "X," the initials "EE" and "RW," the date "1911," and an "X" shape enclosed by a circle, a symbol suggestive of a medicine wheel (Hegyí 2013).

The auditorium/school is a two-story, hipped roof brick building with a nine-bay wide symmetrical front. It stands on an ashlar stone foundation. The H-shaped plan building includes a one-and-a-half-story auditorium in the center flanked in a symmetrical arrangement by eight classrooms.

Each wing of the hipped roof has a short, hipped-roof ventilation dormer. Originally, these dormers were part of a system that included a conical cupola with six round-topped vents, centered over the east wing. The eaves all around the building are flat with evenly spaced, simple tapered modillion-like brackets.

The brick exterior is laid up in stretcher bond with double course beltcourses encircling the building at the level of the window sills. On the first floor the segmental-arch window openings are surmounted by rowlock and soldier caps one and one half bricks in height. On the second floor, the caps for the segmental-arch openings rise to flat tops beneath the upper three rows of the walls' brickwork beneath the wooden cornices.

The foundation is faced in random ashlar fieldstone topped by a wide smooth limestone water table.

The symmetrical front or east face of the building has nine bays. The gabled projecting three-bay central part, faced in brick and closely matching the style of the rest of the building, was originally the location of an open double-deck two-story Tuscan-column porch whose front projected forward and back was inset into the building front under the existing gable. The projecting center section now has a brick façade finished like the rest of the front, and the original porch gable above the main cornice is clad in pressed metal shingles. Centered in the gable is a round-top center window flanked by lower, rectangular vents, forming a simplified Palladian window motif (a post card view mailed in 1916 shows the same window-flanked-by-vents configuration). The central front entrance is sheltered by a shallow projecting gabled porch with a classical entablature resting on a Tuscan column and half column out front and against the front wall on each side. Five curved concrete steps set between uncoursed stone parapets lead to the front door. The gable is also faced with pressed metal shingles, matching the wall dormer above.

Windows throughout the building are double hung with two-over-two vertical lites. The windows in the wings' north and south ends are paired. East and west-facing classroom windows are casement windows with two leaves. Centered on the rear of the building is a single round window, abutted at mid-level by the second-floor window-sill-level beltcourse, and flanked by tall segmental-arch-head windows (currently boarded).

Interior

The auditorium is a one-and-one-half-story space with a stage at the west end and ceiling finished in simple square pressed metal tiles and cornice. A bead board wainscoting runs around all three walls below the windows and defines the steps that ascend on both sides of the stage. Fluted pilasters on both side walls have heat registers at the top.

Along the east or rear wall of the room a pair of square metal columns supports a balcony with a spindle rail. Matching engaged square piers support the edges of the balcony. On the balcony risers are set in two levels. A projection booth, faced with metal on the outside, was added after the boarding school period.

The entry lobby on the first floor has an open plan with a staircase that, ascending to the second floor on the right or north side, retains the original spindled wooden rail and paneled newel post. The steps have carpeting. On the south side of the lobby is a bead board and windowed wall with an off-center door.

Some of the classrooms are unaltered from the boarding school period. Common changes dating from after that time include wooden paneling in two tones, light above and dark below a chair rail, acoustic ceiling tiles, carpeting or linoleum tiles and fluorescent light fixtures. Other rooms retain their original window casings, bead board wainscoting below the windows and wooden floors.

Alterations and Integrity

There have been two major changes to the building during the boarding school period. Sometime after about 1920 the two-story front porch was removed and the space occupied by a classroom on the second floor and a lobby for the auditorium on the first floor. Perhaps at the same time, or earlier, the rear classroom and stage addition was constructed.

Throughout the building, where they have not been removed, the original baseboards and window casings are very simple with single 1" x 8" baseboards and casings with a single piece of applied trim on the outer edge.

Probably after the boarding school period, on both the front north and south wings, a window on the rear façade nearest the corner was converted to a door served by a set of cast-in-place concrete steps. A concrete barrier-free ramp was added to the east face of the west wing on the south side.

Metal fire escapes are in place between the east and west wings, adjacent to the auditorium windows. A shed roof over the first-floor entry on the north side has collapsed. (State Home Building #31)

- 2) **Large South Dormitory (1900):** The Large South Dormitory was the second building to be constructed at this location. The original school building (finished in 1893), which included classrooms, administrative offices, and dormitories, burned down due to arson in 1899 (*Isabella County Enterprise* 1899a, 1899b, 1899c; *Northwestern Tribune* 1899b). The replacement building was meant to be a dormitory for girls that could house up to 150 beds. The Large South Dormitory is located adjacent to the girls' vocational area including the former greenhouse, hospital, laundry, and domestic science buildings (the foundations of which were identified during geophysical prospecting and archaeological survey conducted for the 2012 CMU Archaeological Field School (McCullough and McCullough 2012)). The large south dormitory is referred to as the "large girls dorm" on many of the archival school maps, including the 1929 map to illustrate the district.

A cornerstone setting ceremony for the Large South Dormitory was held in 1901 (*Isabella County Enterprise* 1901). The Large South Dormitory was designed as a two-story (plus basement) U-shaped brick-wall wood-frame structure. The original lavatories were located at the rear (west) of the building and were attached by a narrow hallway to the main structure to curb sanitation concerns. Fire escapes and an elevator were later added to this building during the State Home period. The interior of the building was heavily altered during the State Home period and is currently in a state of disrepair since being abandoned by the State of Michigan in the late 1990s. Visual inspection of the exterior walls in 2013 by the CMU Archaeological Field School identified several pairs of two-letter initials carved on the limestone facing on the front (east) wall of the building.

The large girls' dormitory is a two-story, hipped-roof brick building on an ashlar stone foundation in a U-shaped plan with the base of the U on the east/front and short wings extending west to flank a small, nearly square courtyard. The symmetrical front or east face of the building has eleven bays. The projecting central three bays are topped by a brick-clad gable. The eaves of the rest of the hip-roof building display simple tapered modillion-like brackets similar to those in the eaves of the adjacent auditorium/school building.

Originally centered in the gable were three round-top openings, which have been replaced with metal vents. The center one was a double-hung window and the side ones vents. A matching set of openings at the rear retains only the north or left round-topped window with the other two openings partially bricked up and replaced with a vent. On the roof, low hipped dormers face east flanking the center gable, and face north and south at the ends of the front section. There is also one at the west end of each rear wing. Each dormer has a pair of centered single-lite windows flanked by vents of similar size.

The front entrance is now housed in a small out-thrust gabled projection with the entrance centered at ground level. The arched door opening is round-topped with a pair of entry

doors topped by a half-round window with vertical muntins. Four courses of rowlocks outline the semi-circle. A single step up from the sidewalk leads to the front door. This ground-level entry, providing interior stairs to the main level, appears to date from after about 1920. A 1920-era post card view shows the central part of the building fronted by a two-story double-deck open porch with stairs at each end up to a deck at the level of the main floor.

The brick exterior is laid up in stretcher bond with a double-course beltcourse encircling the building at the level of the window sills. On the first floor the segmental-arch-head window openings are surmounted by rowlock and soldier brick caps one-and-one-half bricks in height. On the second floor, the brick caps have flat tops and rise to three rows of projecting courses below the building's wooden cornices. Windows throughout the building are double-hung with two-over-two vertical lites.

The foundation is faced in rock-face random ashlar fieldstone topped by a wide smooth limestone water table.

Interior

The interior of the building was substantially altered after the boarding school period to accommodate the needs of the Mount Pleasant State Home and Training School. Rooms were reconfigured into large playrooms from dormitory rooms.

Alterations and Integrity

Steel fire escapes under flat roofs were added after the boarding school period on the north and south ends of the front section. In the crotch of the "U" a railed, concrete second-floor walkway replaced a two-story porch. On the south wall of the north wing, a stair tower with glass block windows was added and later converted to house an elevator. A small gable-roof brick basement entrance was added to the west end of the north wing. Several windows have been bricked closed. At the west ends of both the north and south wings, the center windows on each floor have been bricked in along with the windows at the north and south ends of the front section adjacent to the fire escape.

(State Home Building #3)

- 3) Large North Dormitory: (1938).** Non-contributing – constructed in 1938 for the Mount Pleasant State Home and Training School as a PWA project. The architect was C. William Palmer of Detroit. This 1938 dormitory was constructed on the same site as another dorm building, which was the mirror image of the South Dormitory.

The two-story hip-roof building has a very broadly H-plan footprint, with a long north-south section flanked by short east-west cross wings at each end. The building has limestone-trimmed red brick basement and upper walls and exemplifies a simplified version of Georgian Revival styling. The central east entry has a limestone classical surround with pilasters on each side supporting a triangular pediment. The multi-lite (36 lites in the first floor, 30 in the second) windows have plain soldier brick caps downstairs, while the caps of

the second-story ones merge into a soldier brick frieze that extends entirely around the building.

Because it dates from after the MPIIBS period, the Large North Dormitory is not viewed as a contributing resource. The building's roof has deteriorated to the point where water damage is very severe throughout the building.

(State Home Building #1)

- 4) **Wood Shop/Carpenter Shop: (1908).** The original workshop or paint shop was one of the first structures on the property, housing some of the vocational training practiced by male students (*Isabella County News* 1893). The original structure was frame-built and included a carpentry shop and lumber room. The shop was rebuilt to its current state in 1908 (State of Michigan; Physical Plant Inventory, Structures Section, 1969), because, according to Commissioner Morris' 1902 inspection, the original shop was "rather a cheap building and ... not in keeping with the remainder of the plant" (Department of the Interior, March 5th, 1902).

Oral histories from community members indicate that the woodshop also housed a blacksmith. The 2012 investigations by the CMU Archaeological Field School documented hundreds of legible sets of two and three-lettered initials, as well as dates, symbols, and other graffiti. CMU graduate student Sarah Hegyi successfully cross-referenced many of the carved initials with names from the boarding school registers (Hegyi 2013).

The Wood Shop is a two-story, seven-bay long, side-gable brick building. The brick exterior is laid up in stretcher bond. The brick is red like that used in the other buildings, but where part of the outer layer of brick above a window in the building's south narrow end has fallen, a second layer of brick beneath is of a yellow-buff color. All the windows are set in segmental-arch-head openings topped by soldier and rowlock brick caps one and one-half bricks in height. Windows throughout the building are double-hung with four-over-four lites. The foundation is faced in rock-face random ashlar fieldstone. There are three basement windows on the north side, one on the east, none on the south and one on the west. The water table is formed by four courses of brick, the lowest being a header course and the three above stretcher courses.

The building's long front or east face has centered entry doors in both the first and second stories (the first-floor one is boarded up). A rubble stone-faced platform extends across part of the front from the entry door north and has a simple, single pipe guardrail and cast-in-place concrete steps. The second-floor door rests atop a thick stone slab sill and has a transom above it. It may have opened onto a deck, but none is now present. Four of the first-floor windows have been bricked in and the remaining first-floor ones to the north of the door and near the northeast corner are boarded up.

The rear west face has a broad cargo entry door utilizing three paneled service doors with a four-lite window in the upper half. A concrete ramp leads from grade to the doors. All of the

upper-story windows remain in place. On the first floor three of the six window openings have been bricked in.

On the south gabled end, the four second-story windows remain in place, but three of the four first-floor windows have been bricked in and the fourth is boarded up. On the north end, the second-story windows remain in place, while all first-floor windows have been boarded up.

Interior

The interior appears relatively unaltered. Wooden posts with braces, wooden flooring and a bead board ceiling appear to be intact. The interior walls are bare brick.

Alterations and Integrity

A basement entry on the west side, near the northwest corner, is of cast concrete with a double pipe rail. The door was probably added or rebuilt. There is a crack in the brick from the upper left corner of the basement door cap to the lower left corner of the bricked in window above it.

(State Home Building #71)

- 5) **Gymnasium:** (1916-17): For years, the MIIBS Superintendent's reports to the Commissioner of Indian Affairs contained repeated pleas for an indoor recreation center due to the lengthy winters experienced in this region of Michigan. Approval for construction of a gymnasium was finally obtained and the building constructed in 1916-17 (State of Michigan, Physical Plant Inventory, Structures Section, 1969). The students completed the preparation for the structure. Various local firms supplied the lumber, roofing, and utilities necessary to complete the structure (*Isabella County Enterprise* 1915). Mount Pleasant architect, Lewis Cole, was contracted to design and construct the Gymnasium (Fancher 1911).

The Gymnasium is a tall one-story-plus-raised-basement, gable-front building with a moderate-pitch roof and a simple rectangular floor plan. The raised basement exterior is constructed of concrete, the upper story in red brick. The front and rear facades have gabled pediments, the front with three closely spaced round-arch window openings – the center taller than the flanking ones – and the rear a large square opening. In the gables, the raking cornices are decorated with evenly spaced vertical modillions. Crown molding encircles the entire building at the level of the eaves, giving way to gutters on the north and south sides.

Brick piers rising above concrete ones in the basement level mark the front and rear corners and divide the long south and north sides into seven bays. Below the eaves is a frieze of six corbelled double rows of bricks, each pair of courses including a lower course laid in stretcher bond topped by a course of brick in header bond. Similar to the older buildings on the campus the flat top of each window is crowned with a keystone cap one and one half bricks tall.

The front façade is symmetrical with a broad entrance centered in the concrete basement level. A double door entry flanked by sidelights rises up to the base of the brick second story and is capped by a broad and low arch formed of three rowlock courses. The entry is fronted by a broad pedimented porch with a square paneled pier at the end and Tuscan column inside at each front corner. Three small square windows, with splayed brick caps, are located above the centered porch gable entrance. To either side was a pair of taller double-hung windows, but the upper part of each has been bricked in and the lower parts now read as an additional pair of these square windows to either side of the porch.

Each of the seven bays on the north and south sides contains a pair of double-hung vinyl replacement windows in the second story and two boarded-up openings at ground level. The basement/ground-level windows are the same height as the second-story ones, but their bases stand at ground-level. The bay nearest the front of the building on each side has modified window openings – either bricked in to accommodate a smaller window on the north side or completely bricked in on the south side. In the center of the north side is a shed roof-sheltered entry door with sidelights. On the south side, a centered gable-roof porch shelters two doors.

On the west/rear side, near the northwest corner stands a single-story, rock-faced concrete block addition which served as fireproof storage for gas and oil. The roof is of concrete and cast in a low arc with bell curved eaves. The concrete blocks are cast with a variety of aggregates ranging from sand to speckled black and white gravel. The door in the west end has a limestone cap.

There are two fire escapes on the gymnasium, each a standard steel structure with upper platform and run of steps down to the ground, running from a door installed in a former upstairs window opening. One is on the north side, immediately adjacent to the northwest corner and the second is on the west side adjacent to the southwest corner.

Interior

The ground level is broken up into several rooms, each with varying levels of alteration. Throughout the basement, the ceiling is finished in pressed metal tiles in a simple square pattern with a border of garlands and a fluted crown mold. The finishes range from newly hung but unpainted drywall to plaster on concrete. Floors are generally of concrete.

The entry at the front of the building leads into a small lobby with steps descending to the right to the lower level and ascending to the left to the gymnasium. The steps to the gym take two turns to the upper landing. Straight ahead to the north are men and women's bathrooms and to the left/west is the door into the gymnasium. The roof is supported by metal trusses hung with fluorescent light fixtures. Along the south wall are four rows of wooden folding bleacher seats set on stepped risers behind a half wall of vertical bead board that separates the audience seating from the players' benches in front. All the

windows are protected on the inside with heavy gauge wire mesh. The gym floor is of hard maple.

The east end of the gym has a vertical bead board wall, with a balcony above. Behind/east of the wall are a utility room and a locker and shower room. The locker and shower room has a double-ended shower and four open toilet stalls, all with soapstone dividers attached to a metal pipe frame and wall brackets. Lockers crowd the south end of the locker room.

Alterations and Integrity

The lower level was used as classroom space to teach domestic skills during the Mount Pleasant State Home and Training School period. Sewing machines and tailoring equipment are found in several rooms. Alterations were still in progress when the building was abandoned; as witnessed by the incomplete drywall project.

All the windows on the second floor are double-hung vinyl replacement windows. The bays nearest the front of the building on both sides have modified window openings – either bricked in to accommodate a smaller window on the north side or completely bricked in on the south side. Fire escapes and the doors to serve them were installed on the rear north side and the south side of the rear. Four windows on the front were shortened to single lites and the upper section bricked up.

(State Home Building #33)

- 6) **Small South Dormitory: (1927).** The Small South Dormitory (also known as the Little Girls Dormitory) was built in the southwest part of campus, not far from the Large South Dormitory. This building was constructed in 1927 and contains a basement and two above ground stories. The structure is brick with a front (north) portico and has an H-shaped footprint; but with the front section, one upright of the H, much larger than the rear section, the H's other upright.

The Small South Dormitory includes original lavatories forming the back (south) wing of the building, but these have been substantially remodeled. The Small South Dormitory replaced a sewing room that formerly stood in this space (*Isabella County Enterprise* 1926). Like the Large South Dormitory, this dormitory housed girls (mostly the younger ones) during the Indian School era.

The Small South Dormitory has two sections, joined by a dependency, the front having a two-story side-gable form, with a central gable-front projection, the rear being a single-story side-gable miniature. Almost every detail is symmetrical including inset faux brick blind windows on the lavatory wing matching the appearance of the windows on the main building.

The front of the building faces northeast with a centered one-and-one-half-story brick entrance, topped by a small gable pediment with a wide frieze and return cornices, centered in the broader gable-front central projection behind it. A single centered double-

hung window above the grade level door is topped by a gable with a classical entablature and return cornices. In the broader projection's gable above and behind the entry pavilion is a round window divided into quarters and outlined by a sunburst of soldier brick. Paired double-hung windows set beneath segmental-arch brick caps in the main façade on the first and second floors flank the centered front-gable projection. Originally the front entrance was sheltered by a classical flat-roofed porch with a second-story-railed deck. The entry was almost as wide as the projecting entry pavilion and had a set of three square columns in each corner set on a brick-faced, concrete base and supporting a classical entablature and a low balustrade. The deck was faced with brick and raised up two steps.

On the gabled southeast and northwest ends of the building's front section a small double-hung window is centered in the attic and the first and second floors each have three paired, two-over-two windows. On the east side, a small double-hung window on the first floor serves the bathroom adjacent to the matron's bedroom. The windows throughout the building are all set within segmental-arch heads and have rowlock/soldier brick caps and rowlock sills.

A short two-story connector, its slanting roof a continuation of the main section's rear roof slope, links the southwest/rear face of the building's main front section to the lavatory part of the building at the back. The gabled southeast and northwest ends of the gable-roof lavatory wing have blind brick windows and the southwest long side has two blind brick windows, one set near each end of the facade.

Interior

All three floors, the basement, first and second floors, of the main building were divided into relatively large spaces opening off a central hall. In the basement a playroom occupies the east half and the west is evenly divided into a locker room and clothing room. On the first floor the front of the southeast side had the matron's bedroom with a bath at the front and a sitting room at the rear, the northwest had the matron's office at the front and a dormitory at the rear. The second floor has large dormitory rooms on each side of the hall with a small toilet room in the north corner.

The dependency houses stairs from the basement and both floors to reach the lavatory wing. The rear lavatory was evenly divided between a toilet room on the southeast and a shower room and washroom on the northwest.

Alterations and Integrity

As mentioned earlier the current front entry configuration has replaced the original portico with a grade level entrance. The dependency, originally a gable-roof connection to the lavatory housing staircases, has been altered so the upper south face of the gabled roof covers the connection almost to the edge of the rear wing. Most of these modifications were made during the Mount Pleasant State Home and Training School period to accommodate grade level barrier-free access at the front and direct access to the lavatory wing from all floors.

(State Home Building #2)

- 7) **Home Economics Building/Superintendent's House:** (1931). This structure, very much in the style of a home, was built in 1931 and was intended to be a home economics building, with two stories and a basement (Department of the Interior, Annual Report to the Commissioner, 1931). It was subsequently used as the Superintendent's personal residence during the State Home period. It stands at the south end of the primary row of buildings of the MPIIBS.

This Georgian Revival structure faces south and the footprint has an L shape. Its foundation is faced in brick, with stretcher courses at the basement level, topped by a course of rowlock in a water table band encircling the building. The walls are of red brick laid in American bond, with five courses of stretchers to each header course. The front section of the house has a side-gable roof with return cornices. The asymmetrical four-bay façade has the front entry off-center, with one window to its left and two to the right. The upstairs front displays four windows, with one directly over the entry. The windows are of double-hung, eight-over-eight form. All the windows on the front have simple flat two-panel wood shutters, each with a crescent moon cut out of the upper panel; and many of the shutter dogs are still in place (a few shutters are missing). All the house's windows have rowlock brick sills and soldier brick lintels.

The front entrance is a classical pedimented entry, with an applied garland in the tympanum. The outer ends of the pediment rest on half-round Tuscan columns, while the paneled door itself is flanked by fluted pillars and topped by a transom. The front roof slope displays two off-center gabled roof dormers, each with a nine-lite casement window.

Each gable end has a half-circle, fanlight window in the attic outlined by soldier bricks and three shuttered windows on each floor. On the west side on the first floor near the southwest corner is a slant-sided bay window with a flared hipped copper roof and two narrow six-over-six double-hung windows flanked by brick piers.

The two-story rear wing has a hipped roof and no shutters, but the same eight-over-eight double-hung windows. On the second floor, there are three windows each on the east and west and five on the north. The west and the east sides have tall brick chimneys, built of brick matching the walls. The first floor of the rear wing has two windows flanking the chimney on the east, a single window on the north near the northeast corner and three on the west side.

There are three entrances to the structure. On the front is a simple brick-faced concrete stoop with four shallow, deep, concrete steps between low brick parapets. Tucked into the angle between the front and ell sections on the east side is a hipped-roof entry with a brick vestibule nearest the house and a wooden outer porch with square Tuscan columns at the ends and corner supporting segmental-arch trim spanning the space between. The fronts beneath the arches contain a pair of four-lite windows on the north side and two windows

flanking a door facing east. The third entry is on the north side of the ell, near the northwest corner. It is an open wooden structure with a hipped roof, with square columns and segmental-arch trim spanning the openings atop a brick-faced concrete landing. Diagonal lattice fills in the arched opening completely on the north side, while on the east and west sides the lattice work surrounds an open entry beneath its own slightly arched latticework lintel. There is a small landscaped garden or planting space on the northeast side of the building, defined by a low brick wall of three courses with a concrete cap, attached to the northeast corner of the rear ell and to the east facing steps of the east porch.

The building retains the original half round gutters with most of the downspouts and boxes still in place.

Interior

The interior is in fair to poor condition with the staircase from the first to second floor collapsed into the basement staircase. Much of the first floor is unstable and deflects when walked on. The original rooms had plastered walls on lathe with simple wooden trim.

Originally the first floor housed a small dining room and kitchen as well as a large dining room with the staircase ascending on the rear or north wall in the front section. The rear wing was a single large kitchen. On the second floor were two sewing rooms, one on the west end of the front section and another filling the rear wing. A bedroom and bathroom were in the east end of the front section on the second floor (Plan 3-220-34-2).

Alterations and Integrity

As with most of the rest of the buildings, fluorescent light fixtures have been added and the rooms were probably reconfigured—especially the large kitchen and the large sewing room in the rear wing (Plan 3-220-34-3).

(State Home Building #34)

Landscape Objects and Features: The 312.5 currently nominated acres of the former school included a number of natural, landscaped, and agricultural features that are still present today. In particular, the northern third of the district is still under agricultural cultivation, as are the fields in the southwest corner of the property. While orchards are no longer present in the southeast corner of the school grounds, there remains a cobblestone-faced arch bridge and stand of maple trees that were part of the landscaping of the school. The main road entering into the school grounds on the south end of the campus is also still present. Other access roads that were historically used to access pasture and farmland in the northern half of the property are also still present.

(Figures 2 and 3)

MPIBS Building Complex Grounds, located in the southeast corner of the property, extending about 1400 feet along Crawford Road north of Pickard and along Pickard Road

about 600 feet west from Crawford. The park-like grounds associated with the MPIIBS buildings display a great number and variety of large, old trees and areas of open lawn. No historic landscape or planting plans are known to exist, but certain aspects of the setting clearly reflect conscious planning. The southeast corner of the grounds northwest of Crawford/Pickard intersection and south of the MPIIBS buildings has gently undulating topography and contains a combination of open lawn and areas amply shaded by large old trees. Maples and other deciduous trees predominate, but numerous conifers are also present. The grounds contain a fieldstone-faced concrete arch pedestrian bridge that spans a shallow depression, now water-less.

To the north, the part of the grounds fronting the buildings out to Crawford Road extends back approximately 250 feet from the road. This area, level ground except for a shallow depression in front of the Auditorium/School Building that contains the remnants of a reflecting pool or basin and fountain, features two areas of open lawn roughly in front of the Large South Dormitory and Large North Dormitory. These open areas are framed by large trees along the road, and a grove of large old conifers stands directly in front of the Large South Dormitory. A few large conifers and deciduous trees also shelter the front of the Auditorium/School. Several large deciduous trees surround the Home Economics Building/Superintendent's Residence. The ground around the rear/west part of the complex near the Gymnasium and Wood Shop buildings is more open and contains only a few larger trees.

Photographs and post card views of the front of the building complex from the very early twentieth century show an almost tree-less environment. Views from the late 1910s and around 1920 show more in the way of trees, especially close to the building fronts – some of them presumably the large trees still present today.

Structures located on the MPIIBS Building Complex Grounds:

Pedestrian Bridge (Fig. 6, #8) located in park area south of the Small South Dormitory. This structure, perhaps seventy-five feet in length overall, has a narrow deck, perhaps eight feet wide, surfaced in concrete. Near its midpoint a low arch, with concrete surface, extends about twenty feet across a water-less depression. The structure continues for about twenty-five feet on each side of the arch, its deck descending gradually in each direction from the center of the arch to ends flanked by round fieldstone posts on either side. The arch's outer walls are faced in cobblestone or rubble fieldstone, the arch itself capped in two rows of large stones set upright. The deck is edged on both sides by a metal pipe rail, pieces of which have disappeared. The structure is thought to date from the MPIIBS period in the early twentieth century but no history has thus far been located. A post card dated c. 1910 shows the bridge with its pipe rails in place, spanning the water-less depression and carrying a pathway that led to the school's long ago demolished hospital building standing on higher ground to the southeast. Then small (perhaps twenty foot tall) trees that show in the picture are now the very large and stately ones that provide abundant shade in this park-like area of the campus.

Fieldstone Retaining Wall (Fig. 6, #9), located parallel with and just southwest of the remnant drive running northwest from Crawford Road toward the Large South Dormitory. The perhaps seventy-five-foot long wall, supporting the slightly elevated southwest edge of the lawn area in front of the building complex, is divided near its center by a short staircase. The retaining wall is faced in rounded cobblestones, with a few larger boulders interspersed, and capped by a concrete slab coping. This feature probably dates from the early 20th C.

Reflecting Pool and Fountain (Fig. 6, #10)

A primary feature of the grounds in front of the main building row is a large tear-drop shaped reflecting pool constructed on the grounds east of the Auditorium/School Building in 1905 (*Isabella County Enterprise* 1905). The reflecting pool, outlined by a low concrete rim, originally had a concrete base and was filled with water. The concrete rim remains in place, but the bottom of the now-waterless shallow basin is now a grassy lawn. Very large willows, now show much deterioration, surround the pool. The pool appears in many photographs of the school grounds. It contains remnants of a simple fountain element in the center, with a raised circular concrete rim centered on the several-foot tall square-plan concrete structure, from which projects a metal pipe extending up a few more feet. The fountain is largely hidden in shrubby growth during foliage season. The basin and fountain show in a post card view mailed in 1916.

Additional Historic Features of the 312.5-Acre MPIIBS Property

Forest/Woodlot Area (Fig. 6, #11)

A large stand of trees that includes a partly old-growth stand of Beech and Maple forest is still present immediately north of the cluster of campus buildings (Figure 2). The forest area extends back about one quarter mile west from Crawford Road and is roughly 900-1000 feet wide from north to south. Regarding this tract historian Isaac A. Fancher stated in his 1911 Isabella County history: "One thing the authorities of the school are to be complimented for is the preservation of the forty acres of native forest situated just north of the plat on which the buildings are located. It is one of the finest pieces of green timber in the county..." (Fancher, 79). Notably, students at the school frequently harvested choice pieces of lumber from the forest, under the direction of the school carpenter, for construction projects at the school. In particular, the Domestic Science Building (no longer standing) was constructed from logs harvested from the forest area (*Mount Pleasant Times* 1912).

Mission Creek Cemetery (Fig. 6, #12)

The cemetery is located on the east side of Bamber Road just south of Mission Creek. The formally set aside cemetery grounds, roughly triangular in form with the narrow east end along Bamber, south side along a paved drive that once extended into the state home complex but now ends east of the cemetery, and east-northeast roughly along the edge of the drop-off

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down to the low ground along the creek, are lawn-covered and contain a total of ten grave markers scattered over an area of one or two acres. The grounds display a few trees and shrubs and are bounded by woods and brush along the creek to the northeast and a fringe of conifers to the east. The monuments are small and simple white marble tablets with flat, round-arch, or Gothic arch tops. Motifs displayed include flowers and, in one case, a lamb. The grounds contain a Michigan Historical Marker entitled "Indian Cemetery:"

This Native American cemetery was established in the 1850s as an extension of the Bradley Mission (see additional discussion below under Archaeological Sites). The 1847 annual report of the Missionary Society of Michigan's Methodist Episcopal Church lists Isabella County as a station, with two bands of Indians visited by its missionaries. A "Treaty of Detroit with the Chippewa Indians of Saginaw and the Swan Creek and Black River Chippewa" approved by President Franklin Pierce in June 1856 resulted in the establishment of the Isabella Reservation then encompassing twelve thirty-six-square-mile Congressional townships in today's Mount Pleasant area. Establishment of the reservation resulted in a substantial migration to it of Chippewa from the Saginaw Bay area during 1856 and 1857. The treaty provided for the federal government to build and provide support for schools on the reservation and provided for land already occupied by the Methodist Church's Missionary Society for the benefit of the Indians to be confirmed to them. The Rev. George Bradley began serving what became known as the Bradley Mission by 1857; and the 1858 Missionary Society annual report lists the mission as having a church and a school with library of 150 books. Fancher states that the now long gone church and the cemetery – this Mill Creek Cemetery – were located on one side of the street and the school across the street. An 1864 treaty contained the government's commitment to provide funding for a "manual-labor school" on the reservation – \$2000 per year for ten years – if the Methodists' Missionary Society would build the school within three years "at a value of not less than three thousand dollars" and manage the school and attached farm. Fancher and Reuter's *Methodist Indian Ministries in Michigan, 1830-1990*; both state the school was built and operated until taken over by the MPIIBS in 1893, but neither source cites any evidence.

By deed recorded April 1, 1874, the already in use cemetery site was formally conveyed for \$1 to Lyman Bennett and Andrew [last name hard to decipher], "Chiefs of Two Bands of Indians for the benefit of themselves and the Indians composing their Bands for Buryall ground purposes." The property deeded runs for fifteen rods along the east-west center line of Section 9 east from the section's north-south center line (today's Bamber Road). Its west boundary extends north along the north-south center line nine rods, and the east boundary north from the south one four rods. The north boundary as defined in the deed is an angling line connecting the north ends of the east and west boundaries. This property appears to correspond with the presently maintained cemetery grounds containing the monuments.

The Mission Creek Cemetery contains the burial sites of several well-known and important individuals from the Treaty era. The cemetery continued to be used by the Saginaw Chippewa Indian community throughout the late nineteenth and early twentieth centuries. Several Indian Boarding School students are reportedly buried here according to death records. Today the only extant grave marker for a boarding school student is that of John Thomas, who died in 1910. A

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2012 geophysical survey of the cemetery and the areas east and south by CMU determined the presence of many unmarked graves within the defined visible cemetery grounds and beyond them. The survey suggests that the probable boundaries for burials that should be considered part of the cemetery extend to the south from the currently defined area (Surface-Evans et al. 2012). The formally designated Mission Creek Cemetery stands on land owned by the Saginaw Chippewa Tribe; the area just to its south that is thought to contain additional burials is on the 7.5-acre property owned by the Mount Pleasant Public Schools.

Farm Land (Fig. 6, #13 and 14)

Much of the MPIIBS grounds was occupied by agricultural fields, pastures, and orchards. This nomination form's Figure 2a, which uses a 1929 MPIIBS site map, shows the extent of the agricultural uses in the school's latter days. Today much of the acreage north of Mission Creek, which runs through the property a little north of its east-west center line, remains open fields, rented out by the current owner, the City of Mount Pleasant. The former pasture land on the hillside above the creek's north side near Bamber Road remains partly open ground. Woods fringe the low ground along the creek, but there are also open fields in part of the area between the creek and the Forest Area/Wood Lot to its south, though fringed by woods along Crawford Road. Part of the state home building complex occupied the former field area in the northwest quarter of the property's south half in the 1950s and 60s; these buildings have all been removed and the area graded within the past two years. South of this the rolling grounds remain open but not in use, with a scattering of conifers and deciduous trees, in place of the fields and orchards present in 1929. A few orchard trees are present, but these appear too young to date from the MPIIBS period and presumably date from the state home period.

Federal Board of Indian Commissioners member John J. Sullivan, who visited the school in August 1928, stated in a report on "Indian Schools in Michigan" contained in the commission's 1929 annual report (38);

As an important part of the instruction given the students concerns farm work, a well conducted farm is useful for this reason as well as for providing food at a low cost. The extensive acreage which is under cultivation here seems to be fertile and well tilled. Large quantities of potatoes, beans, and other vegetables are produced every year, besides corn and hay for the stock, in all, over 150 acres are under cultivation. A considerable part of the work is done by the pupils, some of whom remain in the school even in the summer time when classes are not being held. Even the small children can help in such work as weeding and gathering vegetables. The dairy supplies large quantities of milk and there is an excellent orchard.

Work on the farm was clearly an important aspect of the MPIIBS's educational program; thus the school's agricultural land forms an important historic feature of the property.

Archaeological Sites

In addition to the above contributing buildings and features, there are four significant archaeological sites within the school grounds (see Figure 2a for locations). The archaeological potential of the MPIIBS campus was explored during three Field Schools (2012, 2013, and 2015) by CMU. These investigations included archaeological survey, geophysical prospecting, and archaeological excavation of several key areas of the campus that are recognized archaeological sites (Surface-Evans et al. 2012, Surface-Evans 2013, Surface-Evans et al. 2016). The areas investigated included: 1) the southeast portion of campus where the seven extant buildings are located (20IB43), 2) the Mission Creek Cemetery area (20IB31), 3) the area identified on a 1929 map as the school garbage dump (20IB49), and 4) a fallow field identified as a possible cemetery and sacred site by SCIT elders (20IB50). The sites investigated thus far demonstrate a significant potential for archaeological data. All four of these sites are temporally and culturally connected to the Indian Boarding School era.

- 1) **MPIIBS Main Grounds, 20IB43:** The main grounds of the MPIIBS campus, the area surrounding the seven extant buildings described above, is designated State archaeological site number 20-IB-43. This number was assigned by the State after a man illegally removed metal buttons from the premises after metal-detecting, thus demonstrating a potential for intact archaeological deposits. Subsequent archaeological investigations by CMU have identified the foundations of eight former buildings (Paintshop, Dining/Mess Hall, Laundry, Greenhouse, Domestic Science Building, South Teacher's Cottage, Administration Office, and Gazebo/Bandstand), as well as a former road and buried utility tunnels. Geophysical data and field observations indicate that all of the destroyed buildings appear to have been demolished in a way that left the foundations and basements intact. Thus there is a high potential that the MPIIBS main grounds contains significant cultural materials that can provide insight into various aspects of life at the school.

For example, artifacts from the Gazebo included a high frequency of animal bones indicative of choice cuts of meat, as well as several fragments of decorative tableware. These data support oral histories of the Gazebo being used by administrators to entertain important guests visiting the school (Surface-Evans 2016). Another finding was a surprising number and variety of buttons recovered throughout the school grounds. Oral history indicates that MPIIBS students removed buttons from clothes to use as a form of currency (Balabuch 2012; Johnson 1991). Child (2000) noted a similar use for buttons at two other Native American boarding schools in the United States, which were Flandreau and Haskell. Flandreau is located in Flandreau, South Dakota, and Haskell is located in Lawrence, Kansas. CMU investigations also uncovered archaeological evidence of a fire at the site of the former Laundry Building, which is one of two well-documented cases of arson at MPIIBS. These and other findings indicate that there is a significant archaeological potential at the MPIIBS main grounds (Surface-Evans et al. 2012, Surface-Evans 2013; Surface-Evans et al. 2016).

- 2) **Mission Creek Cemetery, 20IB31:** The Mission Creek Cemetery has the Michigan archaeological site designator of 20IB31. This cemetery was established by the Methodist Episcopal Church as part of a mission in the 1850s following the signing of the 1855 Treaty.

Today there are ten remaining grave markers in the Mission Creek Cemetery. The earliest grave markers that are clearly legible at the cemetery denotes siblings: Mary (age 13) and Joseph (age 10) who died on 1861. The chief of the Saginaw, Swan Creek and Black River Chippewa Tribes who signed the 1855 Treaty, ShawShawWawNaBeece, is also buried in this cemetery (Haase 2013). Oral history indicates that the site was used as a cemetery before the Methodist Episcopal Church set aside the land for this purpose (MeShawboose, personal communication, October 2013).

Mission Creek Cemetery is located on property that later became part of MPIIBS. A letter from school Superintendent E. C. Nardin to the Commissioner of Indian Affairs clearly states the fact that this cemetery includes the graves of MPIIBS students (Nardin 1901). Archival research is currently ongoing to determine which students are interred here. At least one student, John Thomas, is confirmed to be buried here. His death certificate indicates that he died January 13th, 1910, and his grave marker is present at the cemetery. Other students may be buried here as well, but their grave markers may no longer be present. Research by CMU Archaeological Field School in 2012 indicates that the cemetery is larger than the current established boundaries (see Figure 4). Geophysical survey data indicates the presences of subsurface anomalies consistent with unmarked grave shafts south of the current cemetery boundaries on the property owned by the Mount Pleasant Public Schools and not part of this current nomination (Haase 2013; McCullough and McCullough 2012; Surface-Evans et al. 2012).

(Figure 4)

- 3) **School Refuse Dump, 20IB49** (denoted on 1929 map): The Indian School refuse dump was denoted on a map of the school grounds dating to 1929 in the southwest quadrant of the property, immediately north of the 1929 Mount Pleasant city limits. While State Home era buildings were later constructed to the north and east of the dump site, this location reverted to fallow ground and agricultural use after the closing of the refuse dump. There are no above ground indications of the dump present on the landscape. CMU investigated the dump site during the 2012 Archaeological Field School (McCullough and McCullough 2012; Surface-Evans et al. 2012). A combination of geophysical prospecting with magnetic gradiometry and archaeological survey via shovel test probes confirmed the presence of significant buried deposits dating to the early 20th century. A Michigan archaeological site number of 20IB49 was assigned to the Indian School dump site. The dump site has a high potential for producing archaeological data relevant to the daily lives of the Indian School children. Investigations of the school refuse dump at the Phoenix Indian School, located in Phoenix, Arizona, by Owen Lindauer (1996) recovered significant material remains indicative of subsistence, ethnicity, and acculturation.
- 4) **Sacred Site/ Woodland Earthworks, 20IB50**: A low rise in a fallow field in the northeast quadrant of the Indian School grounds was identified by elders in the SCIT community as a second cemetery that was marked with white crosses in the 1950s. Today, there is no visible indication above ground for the previous use of this site. Dr. Surface-Evans of CMU was asked to include this fallow field in the 2012 Archaeological Field School and investigate

it via geophysical prospecting for indications of unmarked graves (McCullough and McCullough 2012; Surface-Evans et al. 2012). This area was extensively surveyed with ground penetrating radar, magnetic gradiometry, and soil resistivity. Numerous subsurface anomalies were identified in the geophysical data. Several anomalies were consistent with unmarked graves. Additionally, anomalies suggestive of a low mound with a central grave shaft and a circular earthen enclosure were also identified in the data.

State of Michigan archaeological records indicate thirteen recorded Late Woodland period mound groups in Isabella County. The majority of these mound groups are located within a mile of the Chippewa River. If the identified anomalies are Woodland earthworks, they conform to the expected landscape placement, as they are located less than a half mile west of the Chippewa River. The State assigned archaeological site number 20IB50 in recognition of their potential cultural significance to the Indian School period and to the Late Woodland period (McCullough and McCullough 2012; Surface-Evans et al. 2012).

In 2015, additional geophysical investigations and soil coring were conducted to examine the extent of the site and ground-truth some of the anomalies identified. This work identified additional grave anomalies within a five-acre area and was able to confirm the presence of graves through the recovery of several artifacts during soil coring (Surface-Evans et al. 2016). Additionally, soil coring of the possible earthworks also confirmed stratigraphic deposits consistent with other documented mound groups in the county (cf. Carstens 1976). The total inventory of possible graves at site 20IB50 is currently 36, and a minimum of three to six possible earthworks were also identified by the geophysical studies (Surface-Evans et al 2016).

8) Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

(Enter categories from instructions.)

Archaeology/Historic Aboriginal

Archaeology/Historic Non-aboriginal

Education

Ethnic Heritage / Native American

Social History

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Period of Significance

1855-1934

Significant Dates

1856 – treaty establishing Isabella Reservation

1893 – year MPIIBS opened

1899 – year main school building burnt down

1934 – year MPIIBS school closed

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

Native American

Architect/Builder

N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Mount Pleasant Indian Industrial Boarding School (hereafter MPIIBS) meets national register criterion A as part of a national policy initiated by the United States government to “civilize” American Indians, beginning in the late nineteenth century. MPIIBS is significant for its direct role in this federal policy and as the only federal Indian Boarding School in Michigan. Thousands of children from the Chippewa, Menominee, Miami, Mohawk, Ottawa, and Potawatomi Tribes attended MPIIBS during its forty-year period of operation (Hamp 2012). MPIIBS opened in 1893 and was one of the first twenty-five Indian Boarding Schools opened across the United States, following Capt. Richard C. Pratt’s establishment of the Carlisle Institute, located in Pennsylvania, in 1879. The MPIIBS campus once covered 320 acres of land; today SCIT only owns 14.8 acres of that land, with most of the rest owned by the City of Mount Pleasant (CMP) and a small area – about 7.5 acres – owned by the Mount Pleasant Public Schools. The CMP has demolished buildings belonging to the subsequent State Home period (1934-2009) and the future of their portion of the school grounds remains uncertain. The Saginaw Chippewa Indian Tribe of Michigan (SCIT) utilizes the campus as part of the cultural revitalization movement by holding an annual event to commemorate the closing of the Boarding School called “Honoring, Healing & Remembering.” In 2011, while speaking at this event, American Indian activist Dennis Banks reminded his audience that the boarding school system engendered “cultural genocide...and ladies and gentlemen, boys and girls, that is a

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crime". (Banks 2011). The Federal Indian Boarding School era is a period of United States history that remains underrepresented and largely untold. MPIIBS is significant under Criterion A because it represents an important part of a national trend, the United States federal government's policy of cultural assimilation and genocide of Native American people. At the state level MPIIBS is significant, because it was the only federal boarding school in Michigan and the principal boarding school for many Great Lakes region tribes. The federal Indian Boarding School era is poorly represented in United States history, but its enduring impacts, in the form of generational trauma, continue to be felt in Native American communities throughout the country. A brief history of MPIIBS contextualized within national American Indian policy is summarized below.

The site's primary period of significance corresponds with the 1893-1934 period in which it housed the Mount Pleasant Indian Industrial School, but the property also has significance under criterion A for containing the Mission Creek Cemetery, established as a burial ground as part of a Methodist mission to the Chippewa who occupied lands in a reservation in this area established under an 1855 treaty. The cemetery contains burials that, dating back at least to 1861, include one of the chiefs who was a signatory to an 1864 treaty following up on the 1856 one, and also at least several students of the MPIIBS.

MPIIBS is also eligible for listing under Criterion D. Three seasons of archaeological investigations by Central Michigan University (CMU) have determined substantial intact archaeological deposits relating to MPIIBS are present at four sites within the proposed district. At site 20IB43, the foundations of eight structures were identified via archaeological geophysics and survey. Selected excavation of four of these foundations has identified intact deposits within these building sites. At site 20IB49, archaeological geophysics and survey identified the presence of a 1920s refuse dump associated with the school. These deposits contained food and construction refuse and have the potential to provide additional information about school life (cf. Lindauer 1996). At site 20IB31, geophysical investigations identified the presence of unmarked graves within and south of Mission Creek Cemetery. Combined with archival research, it is known that some boarding school students were buried within this cemetery. At site 20IB50, multi-staged geophysical investigations and soil coring has identified a multicomponent site that includes both prehistoric earthworks and 19th-20th century graves. The data recovered from these sites has already proven important in evaluating archival and oral histories about the school, even though only a small sample has been examined up to this point. Some of these archaeological contributions are summarized in the narrative below.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

The evolution and establishment of MPIIBS was part of a sequence of stages of development in American Indian education beginning with religious subscription schools operated by various church groups or missions within selected geographic locations, many under contract from the federal government. Some of these subscription schools (as with MPIIBS) were authorized by

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language inserted within federal Indian treaties. Subscription schools were essentially day schools operated only a few hours each day for five days a week allowing for Indian students to remain under the influence of their natural culture and life style when at home and not in class. This bi-cultural existence was seen as a problem by some educators and policy makers as it seemed the teaching of the non-Indian culture in such things as language was either impeded or reversed when the children were at home. The need for a more intensive educational effort to eliminate the influences of Indian culture at home with Indian students was answered when Lieutenant Richard Pratt using his experiments in education on his Indian prisoners at the Marion Federal Prison created in 1879 the Carlisle Indian Industrial School at Carlisle, Pennsylvania (Adams 1995).

The new Indian Boarding School educational system designed by Pratt removed Indian children from their homes for long periods of time to provide an education while also eliminating the Indian culture within each Indian student and replacing it with an English-speaking white American culture which in effect was cultural genocide directed at Indian Children. The federal Indian boarding schools created under this system by law were not to be located on Indian reservations so as to insure additional isolation from the influences of the Indian culture. However, the Mount Pleasant Indian Industrial Boarding School was unique in that, while it was considered a non-reservation and was a boarding school that served Indians from all over Michigan, it was actually located on the Isabella Reservation of the Saginaw, Swan Creek, and Black River Chippewa bands as defined in the Executive Order of May 14, 1855, and Treaties of August 2, 1855 (finalized 1856), and Oct. 18, 1864.

In 1891 an act of Congress appropriated funds for the purchase of land and construction of buildings for the Mount Pleasant Indian Industrial Boarding School (Fancher 1911). MPIIBS was one of three federal Indian Boarding Schools established by this legislation in the Great Lakes region, the other two schools were located in Wisconsin and Minnesota. The government chose as the location for MPIIBS Isabella County, which is centrally located in the state of Michigan. Isabella County also happens to be the location of the Isabella Reservation, established by Treaty in 1855. The 1855-56 Treaty with the Chippewa of Saginaw set aside twelve adjoining townships of land within Isabella County that would be used towards the "benefit of said Indians," and that such benefits would include the "purchase and sale of land for school-houses, churches, and educational purposes" (Heard 2009). A subsequent 1864 treaty provided for the establishment and support for ten years of a "manual-labor school" for the Indians to be run by the Methodist Missionary Society. The site identified by the treaty for the school, the southeast quarter of Section 9, Township 14 North, Range 4 West, became the south half of the MPIIBS property, located northwest of the intersection of Pickard Street and Crawford Road. This oversight in location created a distinctive situation for the Indian students as they were actually surrounded by an Indian community and some were actually enrolled as day school students.

On August 6, 1877, this land was surveyed by J. C. Freeman, a local optometrist and jeweler, for the Commissioner of Indian Affairs in preparation for the establishment of the school (Fancher 1911; *Isabella County Enterprise* 1877). In 1891, two hundred acres was purchased for the

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school using federal money and funds donated by the citizens of the city of Mount Pleasant (Littlefield 1983). The cornerstone of the first school building was laid October 12, 1892, and the building was completed June 30 a year later (*Isabella County Enterprise* 1892a). However, the first thirteen students started arriving in January of 1893 and were at first housed in a building in downtown Mount Pleasant. In March of that year "amid two feet of snow, the school was moved out to its present site...and here they camped in temporary quarters for three months" until they were able to move into the dormitory (Miller and Seely 1906).

During the first year of operation, students were trained with limited resources consisting of three horses, some farming equipment (Fancher 1911), six vocational instructors and one academic instructor (Littlefield 1983). However, within a few years the average enrollment at MPIIBS had soared to 300–350 pupils. Roughly fifteen years after it opened, the MPIIBS campus grew to encompass an additional 120 acres, and boasted eleven brick buildings and structures including dormitories, gymnasium, auditorium, hospital, and powerhouse. Numerous wooden buildings such as barns, workshops, laundry facilities, cottages for staff, storage warehouses, and a water tower were also present on the grounds (Fancher 1911; Miller and Seely 1906; Littlefield 1983). By 1933, over fifty buildings had been constructed at MPIIBS (Littlefield 1996). These buildings, often constructed by MPIIBS students, were used to support the school and also a substantial self-sustained farming operation also run by student labor (*Isabella County Enterprise* 1895a).

MPIIBS offered the equivalent of elementary through middle school education; however, the primary focus of the curriculum was vocational training that conformed to white notions of the place of American Indian people within the US society and economy (Child 2000; Littlefield 1996). Girls were socialized to the Victorian ideal of female domesticity and boys were socialized to be farmers and laborers. An article in the *Isabella Co. Enterprise* from April of 1910 quotes a Miss Estella Reed, who referred to the female lessons available at MPIIBS, stating that "we [MPIIBS] graduate large classes of neat, well trained girls." An exhibition of this training was described in an article covering a MPIIBS graduation ceremony on June 2, 1911: the story stated that the "girls demonstrated exactly how to proceed to make an apron," which turned out "fitted and was stylish and looked remarkably neat to our eye," while boys "gave an excellent description of the proper method of potato cultivation" (*Mt. Pleasant Times* 1911). According to the *Mt. Pleasant Times* (1911), the above demonstrations were "convincing enough that they have received excellent training at the institution."

The labor of MPIIBS students built and maintained the substantial self-sustained campus and farm (Balabuch 2010; Fancher 1911; Miller and Seely 1906; Littlefield 1983). Students were often injured during their work and deaths due to frequent outbreaks of communicable diseases were also common (*Central Michigan Times* 1907a, 1909; *Isabella County Enterprise* 1894, 1896, 1902, 1911, 1913a, 1916, 1921; *Mount Pleasant Times* 1910, 1913; *Northwestern Tribune* 1899a, 1903a). Over two students died while attending MPIIBS. Daily life at MPIIBS was rigid and disciplinary practices were harsh (Balabuch 2010; Littlefield 1983). Students engaged in military-style drills and other aspects of military indoctrination. Some students responded to their harsh treatment with resistance and rebellion.

According to the *Register of Pupils from the Mt. Pleasant Indian Industrial Boarding School in Mt. Pleasant, MI*, as transcribed by Hamp (2012), more than 180 students ran away from MPIIBS over the years. At least thirty-five cases of runaways, predominantly male (80%, n=28), were also documented in local newspapers from 1892 to 1925 (*Clare County Harold* 1907; *Central Michigan Times* 1907b, 1908; *Isabella County Enterprise* 1892b, 1895b, 1900, 1904a, 1907, 1908, 1913b, 1913c, 1914, 1917, 1918; *Mount Pleasant Times* 1925; *Northwestern Tribune* 1902b, 1903b). The stories on runaways from various newspapers illustrated there were multiple reasons as to why those students chose to run away. A newspaper story on one former boarding school student, James Sprague, dated December 28, 1900, said Sprague claimed the reason for his escape from the institution was to spend Christmas at home (*Isabella County Enterprise* 1900). A *Northwest Tribune* column about two boys, John Thomas and John Howard, stated that they said they ran away from the boarding school because "they were obliged to work too hard at the farm" (1903b). Another story in the *Clare County Enterprise* mentions three boys who escaped from the institution because they were being treated poorly by their older classmates (1907). Frank Machie and Edmund Tressel claimed they ran away from the boarding school to hunt rabbits and trap muskrat (*Isabella County Enterprise* 1908). Two other American Indian teenage boys by the names of Thomas Morsaw and Edward Campau escaped from the boarding school and ran away to Detroit because they did not like the food (*Isabella County Enterprise* 1914). Another column in the *Isabella County Enterprise* mentions three American Indian girls who escaped from the school because they did not like "the restrictions imposed at the government school at Mt. Pleasant" (1918). Some parents of the boarding school students did not like the idea of their children attending the institution either. An article from the *Isabella County Enterprise* reported on an American Indian mother by the name of Mrs. Ashman who attempted to retrieve her children from the boarding school but failed (1902).

Both the newspaper stories and records in the *Register* indicate that a majority of the students were returned to the institution. It was rarely reported when officers or federal agents did not find a runaway student: The *Isabella County Enterprise* stated that the school could not find an eight year old boy by the name of Clarence Misheky who was absent and; on behalf of the superintendent of the boarding school, offered a reward to anyone who found and returned him to the institution (1907). Another article in the *Central Michigan Times* told of three American Indian teenage boys who escaped from the school in Mount Pleasant and were not found (1908).

Another form of resistance may have been identified during the 2012 CMU Archaeological Field School at MPIIBS. Field school students observed and documented hundreds of carved initials and symbols cut into the brick and limestone walls of the Woodshop, Auditorium, and Large South Dormitory. The markings on the Woodshop are likely initials of the names of students who attended MPIIBS, as some of the inscriptions also include a year in which that particular individual attended the institution such as "1923." Additional sets of initials were documented on the east wall of the Large South Dormitory. Several symbols, probably representing a medicine wheel and the four directions, both of which are images of healing in American Indian

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religion, were carved on the west wall of the Auditorium/School Building. A question which needs to be answered about these inscriptions is whether or not they indicate students' rebellion against the schooling system, or if this was a permissible act allowed by the institution when a student reached a certain age or grade level. While both of these scenarios may logically explain why students carved their initials on the outer walls of some of the buildings, another reason why they etched their names may have been simply to leave their mark so as to let future generations know they attended the institution.

Probably the most notable example of rebellion at MPIBS was the intentional arson of the Large South Dormitory. The burning of the laundry building may also have been arson. CMU archaeological investigations of the school grounds in 2012 and 2015 identified evidence of both of these building fires. It is interesting to note that these structures are both associated with female-gendered spaces at MPIBS. Given that female runaways were scarcer than male ones, it is possible that starting fires was seen as a more gratifying option for attaining freedom by female students. The story of Martha Shagonaby is a prime example of how arson was used in this manner. In the early pre-dawn hours of June 14, 1899, Martha set fire to her dormitory, which also happened to be the original structure at the boarding school (*Isabella County Enterprise* 1899a, 1899b; 1899c; *Northwestern Tribune* 1899b). This fire completely destroyed the structure. Martha confessed to the arson and after being held for several months at the school was sent home (*Isabella County Enterprise* 1899b, 1899c; *Northwestern Tribune* 1899b).

Five years later, a fire after midnight completely destroyed the laundry building (*Isabella County Enterprise* 1904b). The circumstances of this fire are unknown, but given that the building was heated from a separate boiler house (*Isabella County Enterprise* 1897, 1905b), it is not likely that it was accidental. Additionally, there was at least one prior attempt to burn down the laundry building in 1899 (*Isabella County Enterprise* 1899b). Excavations by the 2012 and 2015 CMU Field Schools uncovered evidence of this fire as burnt building materials, melted glass, and laundry related debris. Given the difficult working conditions that girls encountered in the laundry, it is not surprising that it might also be a target for such an act of rebellion. Other fires are also documented at the school (*Isabella County Enterprise* 1895c, 1909) and appear to have been a recurrent problem for the school administrators who frequently sought to improve the infrastructure to prevent fires (*Isabella County Enterprise* 1903, 1904b).

When Francis E. Leupp served as Commissioner of Indian Affairs and took the reins of the federal Boarding School bureaucracy, the arson problem was taken very seriously (Adams 1995). Two measures were taken to treat what many officials saw as a potential "pandemic." The first change, meant to protect the innocent children in burning buildings, came in the form of water-filled buckets, scattered densely throughout school structures. The second alteration had a more controversial component: drastic, well-publicized punitive measures against alleged fire-starters. Leupp wrote that "remonstrances, explanations of the perils, as well as the wickedness of such actions, and even the ordinary penalties which lay within the power of the teachers to impose, were alike powerless to break up this wonton fancy for the firebrand" (Adams 1995; 229). For students caught committing arson, he countered by pushing for stiff penalties and jail sentences for their offenses. For example, two Menomini girls confessed to

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burning down a reservation school in 1905 (not MPIIBS), shortly after the policy changes were made. The principal offender was sentenced to life imprisonment in Fort Leavenworth, Kansas. The story was purposefully circulated throughout the boarding school newspapers, such as the *Indian Leader* published at Haskell, to deter other potential arsonists.

Beyond the impact of a restricted life, former students describe how attending the boarding school resulted in the loss of their childhood, family, and language (Balabuch 2010; Johnson 1991). This social disruption caused by boarding schools is still being felt in American Indian communities today (Adams 1995). What students took away from their experiences at MPIIBS and other Indian Schools are lessons and experiences that affected the ways they interacted not only with the generations that came before them, but the ones that came soon after. Relationships amongst American Indian families and communities were strained and transformed by the traumatizing environment set by the boarding schools (Cross 2014). Children were torn away from home, most of the time unable to visit home even during the holidays or summer. Some students were even deprived of letters sent to them from their parents (Banks 2011).

The prevailing Indian policy in the late nineteenth and early twentieth centuries was the to make farmers out of Indians by granting each individual Indian a parcel of land of approximately eighty acres, under the Allotment Act of 1887, on which they could build homes and operate farming activities. While this idea seemed to make sense, it resulted in many Indians losing their lands through unscrupulous land deals or taxes or from being driven off their lands for timber or other resources. Under the provisions of the Allotment Act conditions in Indian communities steadily declined.

Redress for the failures of the federal Indian policies was slow in coming, but the 1920s saw some first steps. In 1924, Congress enacted the Indian Citizenship Act, granting citizenship to all Indians who were born in the United States, and with it came the right to vote and to access the federal courts. In 1926 the Secretary of the Interior retained the Institute for Government Research (Brookings Institution) to conduct a survey into the consequences of the Allotment Act on American Indian communities. Lewis Meriam, a Harvard-educated researcher, was selected to head the study. The Rockefeller Foundation funded the study to insure an unbiased finding free of government influence. In 1928 after exhaustive research an 847-page report, entitled *The Problem of Indian Administration*, was published. This document is better known as the "Meriam Report." The report concluded that the Allotment Act had resulted in the Indians having lost half of their lands since the act's adoption, the Indian communities were moving into more and more poverty and disease, and anger was on the increase on Indian reservations.

One of the major sections of the Meriam Report concerned Indian Education. The report contained a scathing summary of the conditions within the federal Indian Boarding Schools and their dangerous impact on innocent Indian children. It stated that the schools in general provided sub-standard living conditions – among other conditions cited were poor ventilation, exposed electrical wiring, no indoor toilets, lack of sanitary supplies, and trough-like basins for washing (Meriam Report: 314-26). It must be noted that this is only a sample of the findings on

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conditions at the various Indian Boarding Schools. Anecdotal stories of student life at MPIIBS note conditions similar to those outlined for the schools in general in the report (Johnson 1991). However, official detailed reports by administrators on the day-to-day conditions for Indian students who were at MPIIBS are silent.

Another issue raised in the Meriam Report is that Indian boarding schools were institutions where a majority of the students were orphans. The document asserts, "It is said that a large proportion of the children in the Mount Pleasant School, for example, are orphans for whom it would be exceedingly difficult to reconstruct any kind of home life" (Meriam 1928). Patricia Hamp's transcription of the student roster, while incomplete, illustrates that a majority of the former students at MPIIBS had at least one or more deceased parent (2012). This supports the claim made in the Meriam Report and relates directly to MPIIBS.

Due to the poor living conditions and overwork experienced by students, communicable diseases were rampant. The Meriam Report stated these illnesses, even during the Boarding School Era, could have certainly been "combated by a preventive, curative diet and proper living conditions" (1928). Many Native students at MPIIBS suffered with tuberculosis. Collins Moses was one such boarding school student. Various letters written by the student's mother, a physician at a sanitarium in the state of Iowa, as well as the Superintendent at MPIIBS, illustrate his condition was severe enough to where he was not expected to live. Furthermore, these letters also verify Collins's mother was unaware of the severity of her son's tuberculosis (Individual Student File). This information demonstrates that MPIIBS was not unlike the other American Indian boarding schools of its time. A lot of sickness – and poor treatment – took place at these institutions, which was one important reason leading to their closing.

The MPIIBS was closed in 1934. The first movement toward closing the school may have been a report made by Board of Indian Commissioners member Samuel A. Eliot following a visit to the school in April 1923. Eliot stated that "Industrial conditions have changed a good deal in recent years, and the boys of the Mount Pleasant school can now all find remunerative occupation in the automobile factories and other industries, and the girls are always in demand for domestic service. It is therefore difficult to keep the older boys and girls in school, for they are naturally tempted to accept the good wages offered them, and their parents are usually in destitute circumstances and need the products of the children's labor." Eliot noted that of the state's Indians, at least 5500 of the 7631 reported in the 1920 census lived in the Lower Peninsula, that most were very poor and often lived in "squalid conditions," and that neither the federal nor state governments was offering any assistance beyond the Mount Pleasant school. He concluded that "The time has not yet come to close the work of the Mount Pleasant School, but ultimately the State of Michigan should assume entire responsibility for the educating of the Indian children" (1923 *Annual Report*, 22-23). By this time the federal government's policies on Indian education were moving rapidly toward incorporating Indian youth into the nation's public school systems as much as possible.

Another Michigan report in the 1927 Board of Indian Commissioners annual report went a step further: "We are strongly of the opinion that the State of Michigan should assume the entire

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responsibility for the education of these Indian children and might well begin by taking on welfare work to improve the conditions of the adults" (6). The 1932 report stated that "The policy of placing a large part of the Indian children in local schools near their homes rather than giving them institutional training in boarding schools, at least in the elementary grades, is an educational development which we in principle indorse. It has been the announced policy of the educational division to study carefully each existing boarding school situation to determine whether the school is one that should be closed down, continued for some other purpose, or maintained indefinitely." The report noted that several of the boarding schools had been closed down within the last year.

The Fiscal Year 1933 Report of the Commissioner of Indian Affairs noted that the "substitution of Federal day schools and public-school facilities for Government Indian boarding schools, a policy now well established in the Indian Service, gained considerable momentum during the last year from budgetary changes made necessary by the Government's economy program" — Congress had required that \$500,000 in funds be switched from Indian boarding to day schools (in *Annual Report of the Secretary of the Interior ... 1933*, 72). The report stated that during the next year, the 1933-34 fiscal year, five of the boarding schools — Mount Pleasant among them — would only be "maintained on a skeleton basis" (ibid., 73). The school was listed in that year's report as having an enrollment of 448, a higher number than reported in at least the previous fifteen years (150). The fiscal year 1934 Office of Indian Affairs report states that the Mount Pleasant school property was transferred to the State of Michigan during the year and that the "Indian children are in public schools..." (in *Annual Report of the Secretary of the Interior ... 1934*, 84-85).

The federal Indian Boarding Schools were ultimately, and tragically, a failed social experiment. Through this experiment, society at the time believed that the Native American children could be "taught the English language, habits of industry, the benefits of civilization, the power of the white race, and, after a few years, return to their people with some education, with more intelligence, and with their ideas of life changed for the better" (Miles 1879). But lives were not changed for the better. Federal Indian boarding schools became the tool of cultural genocide and created a legacy of social disruption for Native communities. The social, emotional, and cultural problems that developed out of the boarding school policy are just beginning to become part of the discourse on intercultural relations in the United States.

Today, the school grounds act as a source of community healing. Tribal members, boarding school survivors (not restricted to those who attended MPIIBS), boarding school student descendants, along with interested members of the public community, all gather at the grounds of the MPIIBS campus every June 6th for the "Honoring, Healing & Remembering Ceremony" (HHR), during which the closing of the school is celebrated, and the students who attended MPIIBS are remembered. HHR is one way the Saginaw Chippewa MPIIBS Committee is committed to making the Mount Pleasant Indian Industrial Boarding School a place for "healing, education, wellness, and empowerment at a local, national, and global level" (MPIIBSC By-Laws 2012).

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During this ceremony, the SCIT community is reminded that the boarding school era was not a crime committed against one tribe of Native Americans, nor against one generation. Attendees and special speakers have always made it a point to note that “parental attendance had an impact on the lives of their children and continues to resonate into the subsequent generations” (Cross 2012). As stated, the idea behind the boarding school system was that the students would pass the education on to fellow community members, as well as future generations. During her talk at HHR 2012, Dr. Cross remembered the time a friend questioned why she put all her silverware in the correct setting and ate her food with “exactitude” while out to lunch one day. Dr. Cross tells her friend it’s because of boarding school. Dr. Cross never attended boarding school, but her mother did, and her mother passed some of those teachings on to her, just as the boarding school system intended (Cross 2012). Besides effecting how Native parents taught their kids table manners, in many cases, their ability to parent at all was greatly affected, after being cut off from a parent’s love most of their lives. Overall, family relationships crumbled, use of Native languages was diminished and traditional Native teachings were replaced with trade school.

Within her book, *Decolonizing Museums: Representing Native America in National and Tribal Museums*, Amy Lonetree references the definition of historical trauma, which is a “cumulative emotional and psychological wounding over a lifespan and across generations, emanating from massive group trauma experiences” (Lonetree 2012). This definition was also given at the 2014 HHR Ceremony by speaker Hunter Genia, Director of the SCIT Behavioral Health department, who has spoken at a variety of boarding school related events on the intergenerational effects of the boarding school era. Today, the community works to heal from the historical trauma created by the boarding school system. Members of the community believe that in order to heal from this intentional destruction of their culture, they must first muster up the courage to talk about it. Hunter Genia states during a presentation in 2012 that “in that process of healing and wellness, part of that process is to be able to acknowledge what has happened – that which has not been acknowledged before” (Genia 2012). Amy Lonetree agrees by stating that “truth telling is perhaps the most important aspect of a decolonizing museum practice of the twenty-first century,” and that this truth telling process “assists in healing and promotes community well-being, empowerment, and nation building” (Lonetree 2012). Not only is the Native community commenting on the importance of truth-telling, though, but members of the non-native Mount Pleasant community have also acknowledged the importance of remembering the hard truths behind the boarding school system. During the Journey for Forgiveness in 2009 (one of the first public displays of remembrance and healing for MPIIBS), Mount Pleasant’s mayor at that time, Mayor James Holton, declared that “we must recognize that if we do not acknowledge and remember these mistakes of history, we are doomed to live in a community divided” (Holton 2009).

The Saginaw Chippewa Indian Tribe’s Ziibiwing Center of Anishinabe Culture & Lifeways promotes this aspect of truth telling not only within their main museum gallery, but in every endeavor involving MPIIBS. The tragic reality behind MPIIBS and the entire boarding school experience has always been a part of the Ziibiwing Center’s permanent exhibit, but since the purchasing of the MPIIBS grounds, truth telling and healing have been at the heart of every

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community MIIBS event: including HHR, the Journey for Forgiveness, as well as the current temporary exhibit, "Debwéwin/Truth: The Mount Pleasant Indian Industrial Boarding School Experience." The Ziibiwing Center hopes Debwewin/Truth will soon become a traveling exhibit, presenting new opportunities to educate on a national level. While United States public schools teach about the colonization of North America, many schools across the nation leave out the Indian Boarding School Era: The exhibit, Dewewin/Truth, will help teach the nation what their textbooks didn't. On a more local level, though, in 2011, *American Indian Boarding Schools: An Exploration of Global Ethnic & Cultural Cleansing, A Supplementary Curriculum Guide* was created by the Ziibiwing, in order to bring the history of MPIIBS into classrooms throughout mid-Michigan.

9) Major Bibliographical References

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(1892a) [Cornerstone of first school building placed] 16 September. Mount Pleasant, Michigan.

1892b [Story of a mother, Mrs. Ashman, who attempted to take her two children back home from the school and was apprehended] 3 June. Mount Pleasant, Michigan.

1894 [First reported death of student at school, Isaac Bird] 27 April. Mount Pleasant, Michigan.

1895a [Feature story about the school, including discussion of farming 320 acres by school boys] 28 March. Mount Pleasant, Michigan. Mount Pleasant, Michigan.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

- 1895b [Story of two boys who ran away and were returned to the school] 26 April. Mount Pleasant, Michigan.
- 1895c [Fire at a school storehouse] 11 January. Mount Pleasant, Michigan.
- 1896 [Death of Joseph Chippewa due to heart failure] 3 April. Mount Pleasant, Michigan.
- 1897 [Description of new construction at school, including new steam heating plant] 29 June. Mount Pleasant, Michigan.
- 1898 [Construction of School Building] Mount Pleasant, Michigan.
- 1899a [Fire of the main school building] 23 June. Mount Pleasant, Michigan.
- 1899b [Confession of Martha Shagonaby] 7 July. Mount Pleasant, Michigan.
- 1899c [Notice that Martha Shagonaby was sent home] 11 August. Mount Pleasant, Michigan.
- 1900 [Story of a homesick boy runaway who was returned to the school] 28 December. Mount Pleasant, Michigan.
- 1901 [Reconstruction of Large Girl's Dorm] Mount Pleasant, Michigan.
- 1902 [Discussion of tuberculosis at school] 18 February. Mount Pleasant, Michigan.
- 1903 [Discussion of new school improvements, including water system] 4 September. Mount Pleasant, Michigan.
- 1904a [Story of two girls ran away from school and were returned] 22 April. Mount Pleasant, Michigan.
- 1904b ["School Laundry Burned", discussion of the fire and destruction of laundry building] 11 March. Mount Pleasant, Michigan.
- 1905 [Construction of an artificial lake at school] 8 September. Mount Pleasant, Michigan.
- 1905b [Announcement of new construction at school, including steam heating plant improvement] 10 November. Mount Pleasant, Michigan.
- 1907 [Story of an 8 year old boy who ran away and was returned to the school] 22 November. Mount Pleasant, Michigan.
- 1908 [Story of two boys who ran away while on hunting trip and were returned to the school] 4 December. Mount Pleasant, Michigan.
- 1909 [Fire at the school bakery] 10 December. Mount Pleasant, Michigan.
- 1910 ["Indian Girls as Domestic", a discussion of domestic training of girls and their competencies to be hired as "help"] 15 April. Mount Pleasant, Michigan.

Mount Pleasant Indian Industrial Boarding School
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1911 [Death of student, William Wirchester, due to typhoid fever] 6 October. Mount Pleasant, Michigan.

1913a [Reporting of 40-50 cases of measles and one death at school] 18 April. Mount Pleasant, Michigan.

1913b [Story of a 16 year old boy that ran away and was returned to the school] 29 September. Mount Pleasant, Michigan.

1913c [Story of three boys who ran away and were returned to the school] 26 December. Mount Pleasant, Michigan.

1914 [Story of two 17 year old boys who ran away and were returned to the school] 16 January. Mount Pleasant, Michigan.

1915 [Announcement of contracts for gymnasium] Mount Pleasant, Michigan.

1916 [Accidental death of student, Richard Foster, at school] 29 Sept. Mount Pleasant, Michigan.

1917 [Story of three 14 and 15 year old boys who ran away and were returned to the school] 16 November. Mount Pleasant, Michigan.

1918 [Story of three 16 year old girls who ran away and were returned to the school] 15 February. Mount Pleasant, Michigan.

1921 [Death of 14 year old girl due to sleeping sickness] 18 March. Mount Pleasant, Michigan.

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1911 ["Indian Girls can sew and do cooking"] 2 June. Mount Pleasant, Michigan.

1912 [Discussion of construction of Domestic Science building using wood harvested from wood lot.] 5 April, 1912.

1913 [Reporting of 96 cases of measles at school and one death] 24 April. Mount Pleasant, Michigan.

1925 [Report of a 10 year old runaway] 9 August. Mount Pleasant, Michigan.

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1899a [Reporting of 66 cases of measles at school] 12 May. Mount Pleasant, Michigan.

1899b [Detail of the fire set by Martha] 7 July. Mount Pleasant, Michigan.

1902a ["Indians taught too many frills", discussion of need to reduce formal classes and increase industrial and farming training] 30 May. Mount Pleasant, Michigan.

1902b [Two stories of runaways: a brother and sister who were returned to school and a recurrent runaway who was sent to another school in Lansing] 25 April. Mount Pleasant, Michigan.

1903a [Death of student, Kinney Bradley, due to meningitis] 3 April, 1903. Mount Pleasant, Michigan.

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1903b [Story of four boys who ran away and were returned to school] 29 May. Mount Pleasant, Michigan.

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United States Department of State (1855) Treaty with the Chippewa of Saginaw, etc. 11 Stat., 633.
Ratified Apr. 15, 1856. Proclaimed June 21, 1856.

United States Department of State (1864) Treaty with the Chippewa of Saginaw, Swan Creek, and Black
River. 14 Stat., 637. Ratified May 22, 1866. Proclaimed Aug. 16, 1866.

United States Indian School Map (1929). United States. Nov. 27, 1929.

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
 previously listed in the National Register
 previously determined eligible by the National Register
 designated a National Historic Landmark
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____
 recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other

Name of repository: Ziibiwing Center of Anishinabe Culture & Lifeways

Historic Resources Survey Number (if assigned): _____

10) Geographical Data

Acreage of Property ≈ 321

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 43 36'42.13" Longitude: 84 47'52.05"
2. Latitude: 43 37'33.59" Longitude: 84 47'52.72"

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

3. Latitude: 43 37'34.26" Longitude: 84 47'17.15"

4. Latitude: 43 36'42.53" Longitude: 84 47'16.45"

Verbal Boundary Description (Describe the boundaries of the property.)

E 1/2 SEC 9 T14N R4W, Union Township, Isabella County, Michigan

The property is located north and west of the intersection of Pickard and Crawford roads and south and east of the intersection of River and Bamber roads.

Boundary Justification (Explain why the boundaries were selected.)

Boundaries are the same as the historic property boundaries during the period of significance.

11) Form Prepared By

name/title: Sarah J. Hegyi, Interim THPO
organization: Saginaw Chippewa Indian Tribe of Michigan / Ziibiwing Center
street & number: 6650 East Broadway
city or town: Mount Pleasant state: MI zip code: 48858
e-mail wjohnson@sagchip.org
telephone: 989-775-4730
date: 11/7/2014

name/title: Sarah L. Surface-Evans, Assistant Professor
organization: Central Michigan University
street & number: 138 Anspach Hall
city or town: Mount Pleasant state: MI zip code: 48859
e-mail sarah.surface@cmich.edu
telephone: 517-282-3291
date: 11/7/2014

name/title: Sharon Ferraro, Owner
organization: Pastmasters
street & number: 1014 Davis Street
city or town: Kalamazoo state: MI zip code: 49008
e-mail pastmast@att.net
telephone: 269-720-0403
date: 11/7/2014

Some additions/editing by: R.O. Christensen, National Register Coordinator, MI SHPO
November/December 2016

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.

See attached.

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

See attached.

- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

N/A

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Mount Pleasant Indian Industrial Boarding School

City or Vicinity: Mount Pleasant

County: Isabella

State: MI

Photographer: R. O. Christensen

Date Photographed: July 28, 2016 (1-40); February 23, 2017 (41-52)

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 52: Large South Dormitory (left) with Auditorium/School (right of it in background). Grounds out to Crawford Rd. on right. Looking north.

MI_Isabella_MPIIBS_0001

2 of 52: Auditorium/School, east and north facades. Large South Dormitory on far left.

MI_Isabella_MPIIBS_0002

3 of 52: Auditorium/School façade detail, east and north facades. Large South Dormitory in background.

MI_Isabella_MPIIBS_0003

4 of 52: Auditorium/School, south and east facades. Gymnasium at left.

MI_Isabella_MPIIBS_0004

5 of 52: Auditorium/School, north and west facades. Gymnasium at right.

MI_Isabella_MPIIBS_0005

6 of 52: Large South Dormitory, south and east facades. Part of Home Economics Bldg/Superintendent's House at left edge.

MI_Isabella_MPIIBS_0006

7 of 52: Large South Dormitory front, south and east facades.

MI_Isabella_MPIIBS_0007

8 of 52: Large South Dormitory, detail of front, south and east facades.

MI_Isabella_MPIIBS_0008

9 of 52: Large South Dormitory, north and west/rear facades.

MI_Isabella_MPIIBS_0009

10 of 52: Large North Dormitory, south and east/front facades.

MI_Isabella_MPIIBS_0010

11 of 52: Large North Dormitory, west/rear and north facades. Wood/Carpenter Shop on right.

MI_Isabella_MPIIBS_0011

12 of 52: Large North Dormitory, west and north facades.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

- MI_Isabella_MPIIBS_0012
13 of 52: Gymnasium and, beyond; Wood/Carpenter Shop on left, rear part of Auditorium/School on right. Looking NNW.
- MI_Isabella_MPIIBS_0013
14 of 52: Wood/Carpenter Shop, east façade.
- MI_Isabella_MPIIBS_0014
15 of 52: Wood/Carpenter Shop, west and south facades.
- MI_Isabella_MPIIBS_0015
16 of 52: Wood/Carpenter Shop, east and north facades.
- MI_Isabella_MPIIBS_0016
17 of 52: Gymnasium, south and east facades. Wood/Carpenter Shop at right.
- MI_Isabella_MPIIBS_0017
18 of 52: Gymnasium, east front entrance, looking WNW.
- MI_Isabella_MPIIBS_0018
19 of 52: Gymnasium, north façade.
- MI_Isabella_MPIIBS_0019
20 of 52: Small South Dormitory, southeast and northeast/front facades.
- MI_Isabella_MPIIBS_0020
21 of 52: Small South Dormitory, southeast and northeast facades.
- MI_Isabella_MPIIBS_0021
22 of 52: Small South Dormitory, northwest and southwest/rear facades.
- MI_Isabella_MPIIBS_0022
23 of 52: Home Economics Bldg/Superintendent's House, west and south/front facades. Rear portion of Administration/School in left background.
- MI_Isabella_MPIIBS_0023
24 of 52: Home Economics Bldg/Superintendent's House, west and south facades.
- MI_Isabella_MPIIBS_0024
25 of 52: Home Economics Bldg/Superintendent's House, east and north facades.
- MI_Isabella_MPIIBS_0025
26 of 52: Grounds associated with the MPIIBS building complex, in area south of Small South Dormitory and Home Economics Bldg and northwest of Crawford/Pickard intersection. Looking southeast.
- MI_Isabella_MPIIBS_0026
27 of 52: Grounds in front/east of MPIIBS building complex. Looking northwest, with Home Economics Bldg on left and Large South Dormitory in center.
- MI_Isabella_MPIIBS_0027
28 of 52: Grounds in front/east of MPIIBS building complex. Looking southwest, with Large South Dormitory in background.
- MI_Isabella_MPIIBS_0028
29 of 52: Looking south across front of grounds between MPIIBS building complex (to right/west) and Crawford Road to left/east. Administration/School in right background.
- MI_Isabella_MPIIBS_0029
30 of 52: Pedestrian arch bridge south of Home Economics Bldg, looking southeast.
- MI_Isabella_MPIIBS_0030
31 of 52: Pedestrian arch bridge looking ESE.
- MI_Isabella_MPIIBS_0031

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

- 32 of 52: Pedestrian arch bridge looking NNE.
MI_Isabella_MPIIBS_0032
- 33 of 52: Reflecting pool in grounds in front/east of MPIIBS building complex, looking south. Auditorium/School just out of picture to right.
MI_Isabella_MPIIBS_0033
- 34 of 52: Reflecting pool/fountain from position in front of Auditorium/School looking east. Crawford Road forms a strip across the background.
MI_Isabella_MPIIBS_0034
- 35 of 52: Mission Creek Cemetery, looking northwest. Bamber Road visible at left.
MI_Isabella_MPIIBS_0035
- 36 of 52: Mission Creek Cemetery, looking northeast.
MI_Isabella_MPIIBS_0036
- 37 of 52: Mission Creek Cemetery, looking northeast.
MI_Isabella_MPIIBS_0037
- 38 of 52: Mission Creek Cemetery, monument.
MI_Isabella_MPIIBS_0038
- 39 of 52: Mission Creek Cemetery, monument.
MI_Isabella_MPIIBS_0039
- 40 of 52: Mission Creek Cemetery, children's monuments.
MI_Isabella_MPIIBS_0040
- 41 of 52: Auditorium/School, east façade, with reflecting pool and fountain in foreground.
MI_Isabella_MPIIBS_0041
- 42 of 52: Retaining wall along southwest edge of open ground in front of building complex. Large South Dormitory (south and east facades) at left. Looking northwest.
- 43 of 52: Reflecting pool and fountain, looking east-northeast, with Crawford Road and buildings across the street (out of district) in background.
MI_Isabella_MPIIBS_0043
- 44 of 52: Large North Dormitory and Auditorium/School (left) and Gymnasium and Wood/Carpenter Shop (right), looking south.
MI_Isabella_MPIIBS_0044
- 45 of 52: Wood/Carpenter Shop, west and south facades, Large North Dormitory to right.
MI_Isabella_MPIIBS_0045
- 46 of 52: Large North Dormitory, south and east facades.
MI_Isabella_MPIIBS_0046
- 47 of 52: Site of state home complex (Bldgs. 5, 7, 8, 9, 10, 11, 12, 36, 37, 38 in Fig. 5), looking west-northwest from position behind Gymnasium (Bldg. 33 in Fig. 5). Part of Forest Area on right.
MI_Isabella_MPIIBS_0047
- 48 of 52: Mission Creek Cemetery, looking east-southeast from Bamber Road. Forest Area in background.
MI_Isabella_MPIIBS_0048
- 49 of 52: Mission Creek Cemetery, looking northeast from Bamber Road; former pasture area beyond fringe of conifers (north side of Mission Creek) in left distance.
MI_Isabella_MPIIBS_0049
- 50 of 52: Mission Creek, looking east-southeast from Bamber Road, Forest Area in right distance, Mission Creek Cemetery beyond right edge, former pasture area to left.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

MI_Isabella_MPIIBS_0050

51 of 52: Field area north of Mission Creek, looking southwest from south of River Road along Crawford Road. Wooded area along Mission Creek in background.

MI_Isabella_MPIIBS_0051

52 of 52: Field area north of Mission Creek, looking west from Crawford Road with River Road on the right.

MI_Isabella_MPIIBS_0052

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C Street, NW, Washington, DC.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

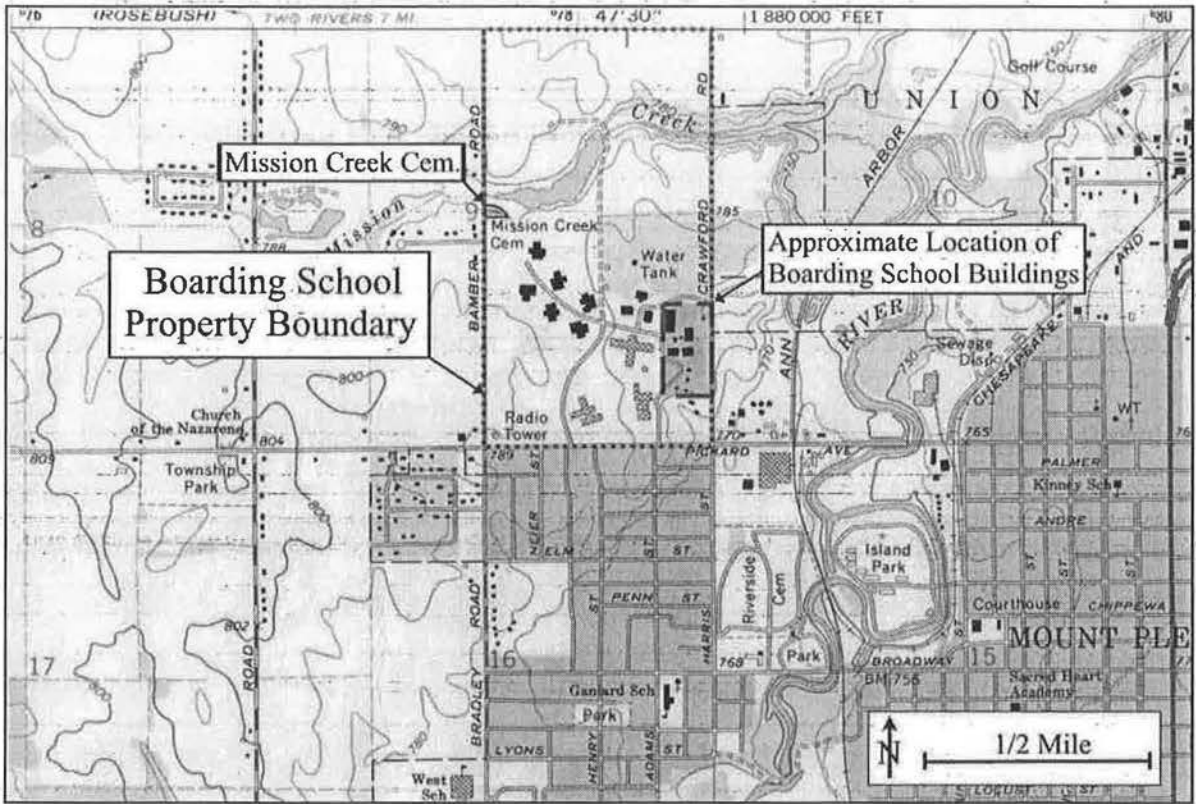


Figure 1: Location of the Boarding School Property, Mount Pleasant USGS Quadrangle, 7.5' Series

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

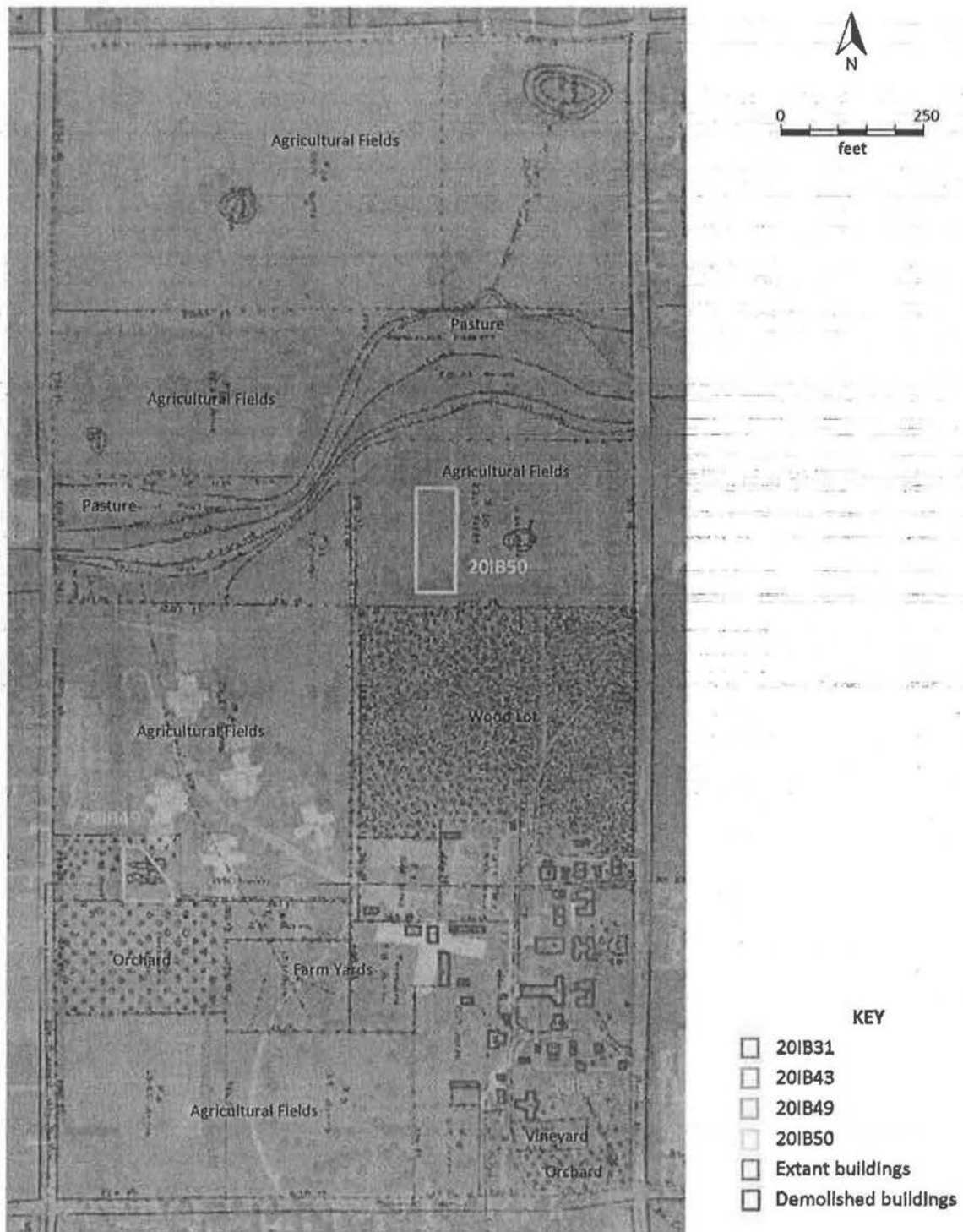
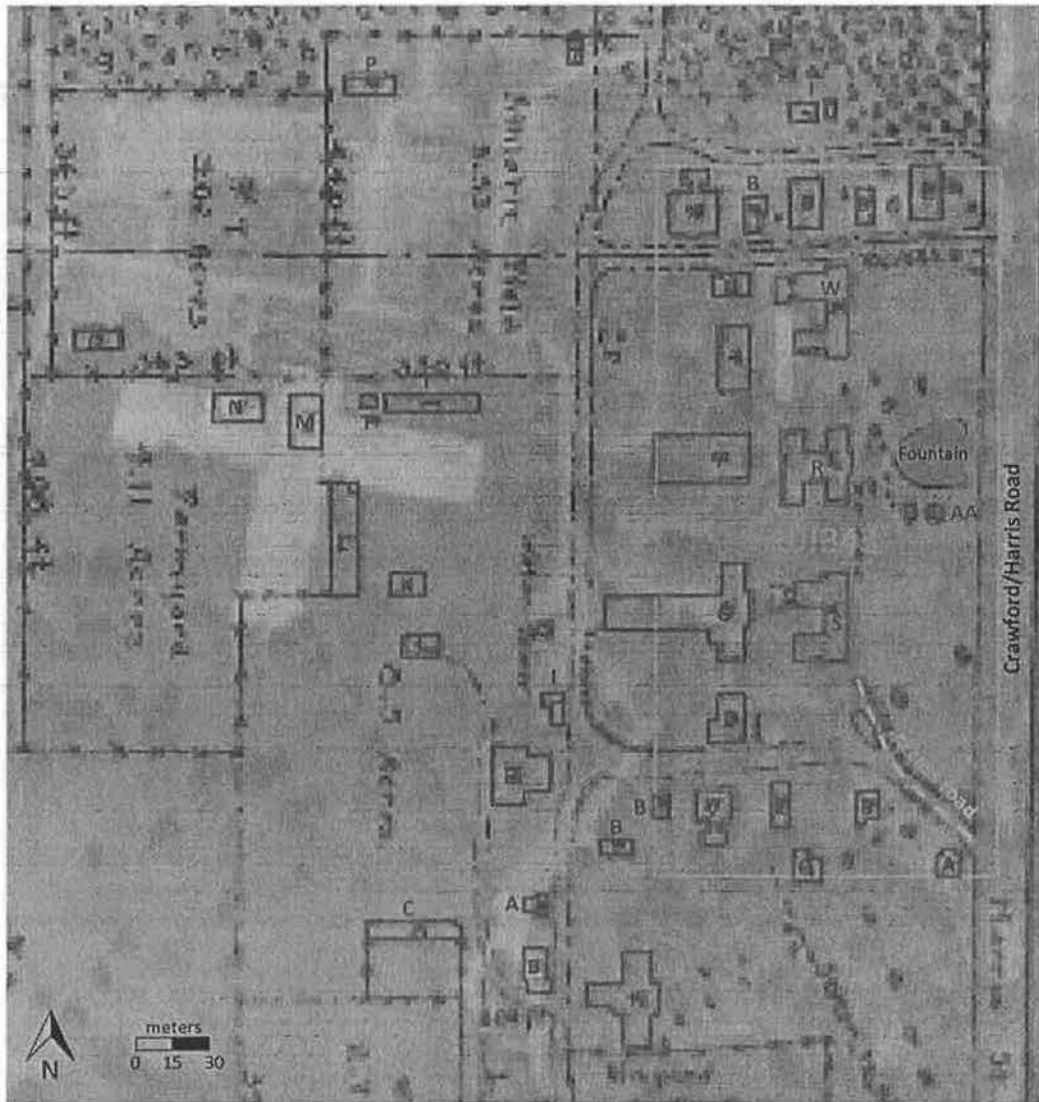


Figure 2a: Map of MIIBS District created with 2016 Google Earth imagery and 1929 MIIBS Map. Locations of four sites in district shown.

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan



Building Key

- | | | |
|-------------------------|--------------------|-----------------------|
| A—Administration | J—Ice House | S—Large Girl's dorm |
| B—Teacher's cottage | K—Dairy | T—Carpentry/woodshop |
| C—Chicken house | L—Dairy barn | U—Warehouse/paintshop |
| D—Laundry | M—Horse barn | V—Small Girl's dorm |
| E—Greenhouse | N—Implement shed | W—Large Boy's dorm |
| F—Hospital | O—Hog barn | X—Small Boy's Dorm |
| G—Dinning/Kitchen | P—Storage shed | Y—Gymnasium |
| H—Boiler house | Q—Domestic Science | Z—Employee Club |
| I—Garage/implement shed | R—School | AA—Gazebo/bandstand |

Figure 2b: Close-up of southwest corner of MIIBS, with building function identified from 1929 map.

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan

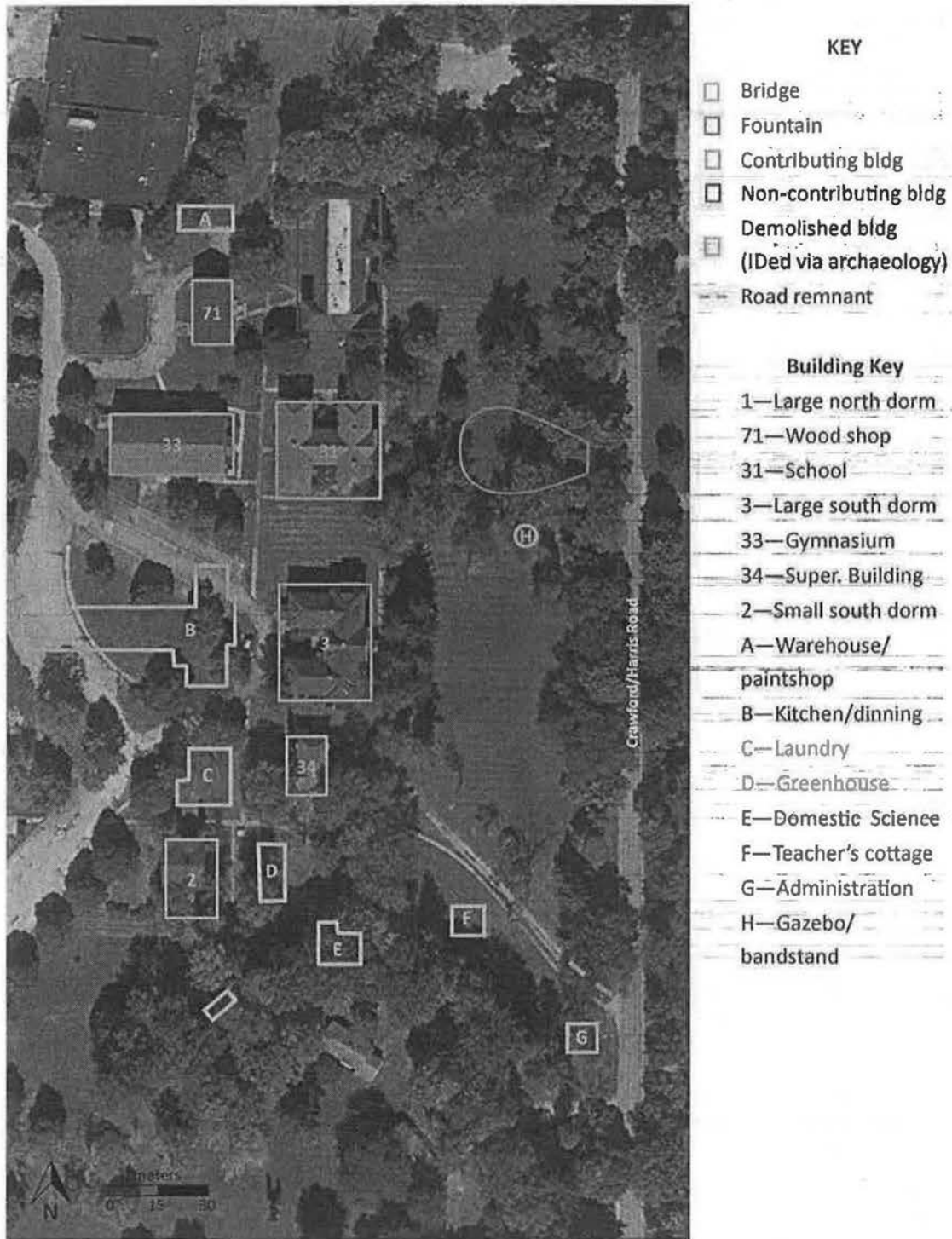


Figure 3: Site 20IB43 map, cluster of contributing buildings with bridge, fountain and road features indicated. Building Numbers correspond with number assigned on State of Michigan Map, Figure 5. Lettered buildings are demolished foundations identified via archaeological geophysics and survey.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan



Figure 4: Map of Mission Creek Cemetery Magnetic gradiometry results from 2012. (Red boxes indicate locations of clusters of grave anomalies, orange boxes indicate less visible grave anomaly clusters.)

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan

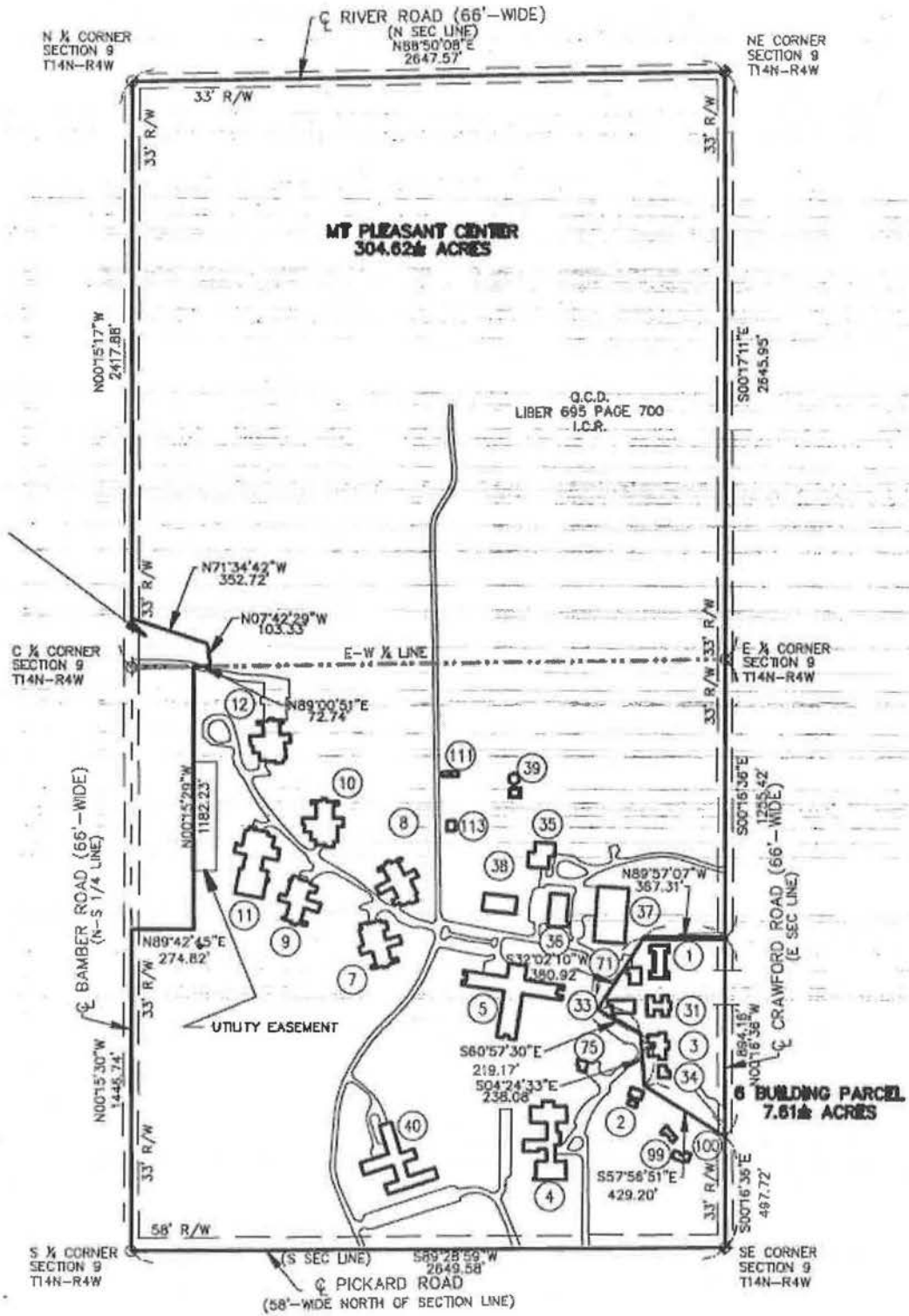


Figure 5: State of Michigan, Mount Pleasant Center Map (c. 1990).

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan

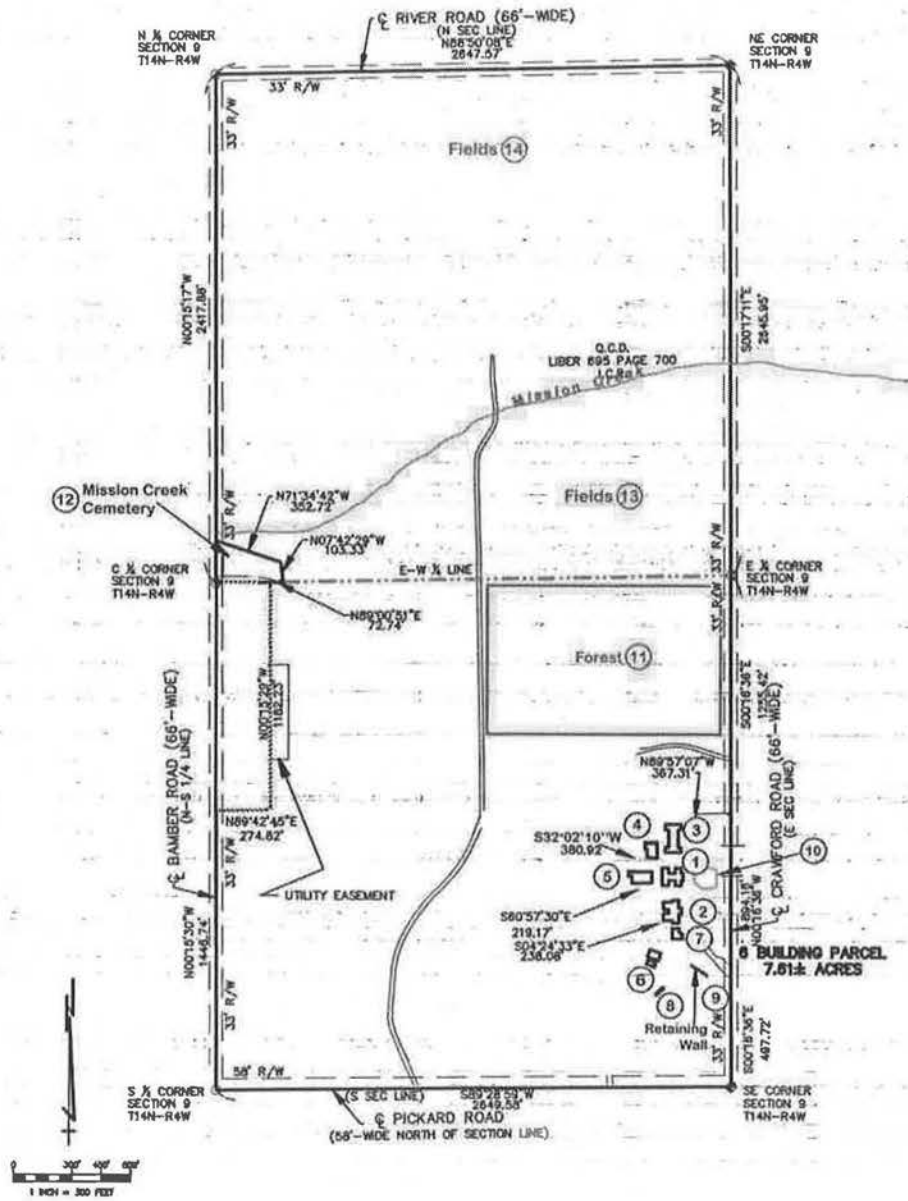


Figure 6: Mount Pleasant Indian Industrial Boarding School Map



Mount Pleasant Indian Industrial Boarding School
 Bounded by South Crawford, West Pickard, South Bamber, and East River Roads
 Mount Pleasant, Isabella County, Michigan

Latitude/Longitude

1) 43 36'42.13"; 84 47'52.05"

2) 43 37'33.59"; 84 47'52.72"

3) 43 37'34.26"; 84 47'17.15"

4) 43 36'42.53"; 84 47'16.45"

















NO Trespassing

NO Trespassing
Health Hazard
Federal Building























PRIVATE
PROPERTY















POSTED
NO OPEN FLAMES



















INDIAN CEMETERY
This cemetery was established in 1840 and contains the remains of many of the early settlers of the town. It is one of the oldest and most beautiful in the county. The graves are of various shapes and sizes, and many of them are of great interest. The cemetery is well kept and is a beautiful spot for a walk.





UNRECORDED
1860

1810
1860

1810
1860

1810
1860



MARTIN SWANSON
A LIAS
BORN [illegible]
DIED [illegible]
ANDREW G. GULLIN
BORN [illegible]
DIED [illegible]
1877

[Illegible gravestone]

[Illegible gravestone]

CHIEF

AWAY BEECH

BORN

DIED

April 2, 1868

AGED

51 Years and upwards.

In this life we are all the
same. For when shall rest
and sleep in the arms of
our Father, we shall all be
equal.

MARTHA O SAW WAW BON
A L I A S
KE WAW WAW SE NO QUAY
ANDREW & JULIA
O SAW WAW BON
MAY 20 1849

JOSEPH
Son of Wm
Abmaquahum
died
July 30. 1861
aged 20 years
1861

Abmaquahum
died
March 2. 1861.
aged 13 years
1861

National Register of Historic Places
Memo to File

Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Resubmission
Property Name: Mount Pleasant Indian Industrial Boarding School
Multiple Name:
State & County: MICHIGAN, Isabella

Date Received: 1/25/2018 Date of Pending List: Date of 16th Day: Date of 45th Day: 3/12/2018 Date of Weekly List:

Reference number: RS100001795

Nominator: State

Reason For Review:

Accept Return Reject 2/28/2018 Date

Abstract/Summary Comments:

Recommendation/ Criteria On resubmission of the nomination, the State has corrected the procedural defect in the original submission. Accept, National Register Criteria A and D.

Reviewer Patrick Andrus Patrick Andrus Discipline Historian

Telephone (202)354-2218 Date 2/28/2018

DOCUMENTATION: see attached comments : No see attached SLR : No yes

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



Headquarters

2530 Spring Arbor Road, Jackson, MI 49203
P: 517.788.3550 | F: 517.788.6594

commonwealthheritagegroup.com

January 11, 2017
J-0909

Brian Conway
Michigan State Historic Preservation Office
702 W Kalamazoo St.
Lansing, MI 48909

**RE: Historic Boundary - NRHP District Nomination
Mount Pleasant Indian Industrial Boarding School
City of Mt. Pleasant, Isabella County, Michigan**

Dear Mr. Conway,

The City of Mount Pleasant requested that Commonwealth Heritage Group, Inc. (Commonwealth) review the National Register of Historic Places (NRHP) Registration Form for the Mount Pleasant Indian Industrial Boarding School (MPIIBS) that is being put forward to the State Review Board on January 13, 2017. While the City supports the nomination of the MPIIBS to the NRHP and classification of the property as a district, they are opposed to the proposed historic boundary and inclusion of the entire 320 acres of land historically associated with the school. The following are our comments and concerns regarding the historic boundary delineation (Attachment 1: Figure 1).

First and foremost, to be a listed on the NRHP a property must not only be shown to be significant under the criteria for evaluation, but *it also must have integrity*. Based on the information presented in the nomination and Commonwealth's understanding of the property, it appears that the entire 320 acres of land historically associated with the MPIIBS does not retain integrity. As illustrated in Figures 2a and 2b of the nomination (Attachment 1), only 6 of the original 27 buildings are extant. Further, most of the landscape elements associated the school's training are gone. For example, numerous barns associated with the Farm Yards west of the cluster of extant structures have been razed and orchards further to the west also are no longer intact. Thus, the entire southwestern quadrant of the property lacks integrity of *design, setting, materials, workmanship, and feeling* necessary to contribute to the MPIIBS's significance.

Additionally, the integrity of the southwestern quadrant of the property was diminished following the school's closure in 1934, subsequent demolition of 13 of the MPIIBS buildings, and redevelopment of the area for the Mt Pleasant Center beginning in the 1950s (Figures 1 and 2). The redevelopment included excavation of basements for the buildings, installation of underground utilities, and construction of roadways and parking lots on up to four (4) feet of construction substrate. Commonwealth monitored the near surface demolition activities and restoration of the southwest quadrant of the proposed district from September to December 2016 (Figures 3-8). Kelly

Hagenmaier, Commonwealth staff archaeologist, recently monitored the demolition of roads and parking lots in that area and noted that no archaeological features or artifacts were observed.

Regarding the northern portion of the property, Commonwealth and the City respect the significance of site 20IB31 (the Mission Creek Cemetery) and 20IB50 as sacred sites. However, they do not appear to have significance in relation to the MPIIBS, and therefore it is not clear why they are considered contributing resources to the district.

With regard to 20IB31, the City and Commonwealth acknowledge its significance as a National Register eligible historic property. The nomination describes the cemetery as containing:

the burial sites of several well-known and important individuals from the Treat era.¹ The cemetery continued to be used by the Saginaw Chippewa Indian community throughout the late nineteenth and early twentieth centuries. Several Indian Boarding School students are reportedly buried here according to death records. Today the only extant grave marker for a boarding school student is that of John Thomas, who died in 1910.

Further, in accordance with the *NRHP Bulletin Guidelines for Evaluating and Registering Cemeteries and Burial Places* we agree that the site meets the criteria for eligibility for cemeteries. That is that 20IB31 meets special conditions, in this case *Criteria Consideration C* and *D*:

Criteria Consideration C: A birthplace or grave of a historical figure is eligible if the person is of outstanding importance and if there is no other appropriate site or building directly associated with his or her productive life.

Criteria Consideration D: A cemetery is eligible if it derives its primary significance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events.

Therefore while we agree that 20IB31 meets *Criteria Consideration C* and *D*, given its spatial separation from the school complex and the lack of integrity of the intervening area, it cannot be argued to be a contributing resource.

Regarding 20IB50, its association with the MPIIBS is not well supported given the period of significance is defined as dating from 1855-1934 and the nomination states:

The CMU investigations identified the presence of both late 19th-early 20th century grave shafts, as well as several anomalies consistent with pre-contact earthworks (Surface-Evans et al. 2012; Surface-Evans et al. 2016). *While the age of the graves cannot be determined beyond a doubt without excavation, several artifacts recovered*

¹ The chief of the Saginaw, Swan Creek and Black River Chippewa Tribes who signed the 1855 Treaty, ShawShawWawNaBeece, is also buried in this cemetery (Haase 2013).

during soil coring strongly suggest that they are contemporary with the boarding school (ibid). [*italics added*]

Thus, the site does not appear to meet the criteria considerations for cemetery/burial sites based on the discussion in the nomination. Further, in December 2016, Commonwealth and Dr. Surface-Evans discussed recommendations for conducting additional geophysical and geomorphic investigations within the vicinity of 20IB50 to further define its boundaries which have not been fully delineated. The City is committed to completing these investigations and having a professional archaeologist complete survey of the entirety of their property. This work will be directed not only to further delineating the limits of 20IB50 but also toward identifying additional historic properties and ensure their protection in the future. Therefore, the City and Commonwealth would recommend that 20IB31 and 20IB50 be addressed separately following additional investigations and consultation with the Tribe.

Finally, while the portion of the property north of the creek continues to be cultivated as it was historically during the MPIIBS era, the pastures used by the school (Attachment 1: Figure 2a) have been converted agricultural fields diminishing the integrity of the area. Given the spatial separation of the fields from the remaining school buildings, the absence of associated agricultural buildings that formerly were located immediately south of these fields and the conversion of pastureland to cultivation this area no longer accurately convey the historic setting.

In sum, based on the direction provided in the *National Register Bulletin 16A: How to Complete the National Register Registration Form* that states:

“Include any surrounding land historically associated with the resource that *retains its historic integrity and contributes to the property’s historic significance.*”

“Boundaries for rural properties may be based on acreage, including fields, forests, and open range, that was associated with property historically and conveys the property’s historic setting. *This area must have historic integrity and contribute to the property’s historic significance.*”

Given the emphasis on the integrity and demonstrated significance of the property encompassed within a historic district, Commonwealth and the City support a historic boundary that is limited to the tribal-owned land, which encompasses the six (6) extant MPIIBS buildings, the two contributing structures, the reflecting pool/fountain and cobblestone-faced arch bridge historically associated with the property. This smaller boundary will provide an appropriate setting and buffer for contributing resources, while excluding extraneous acreage (Figure 9).

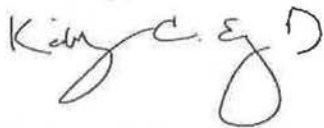
Alternatively, the City requests that the review board defer their decision until further investigations within the City property are conducted. The City is currently working with Commonwealth to formalize an archaeological survey strategy to formally delineate the boundaries of 20IB50 and identify archaeological resources within the remainder of the City-owned property. The City, or a representative thereof, will present a report on those investigations to the Saginaw Chippewa Indian Tribe of Michigan and State Historic Preservation Office. Those results could then be used to refine

Brian Conway
January 11, 2017
Page 4

the proposed boundary of the district, based on the presence and integrity of archaeological deposits that may contribute to our further understanding of the occupation of the MPIIBS.

We appreciate your consideration of our recommendations and would be pleased to discuss this further should you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathryn C. Egan-Bruhy". The signature is fluid and cursive, with the first name "Kathryn" being the most prominent.

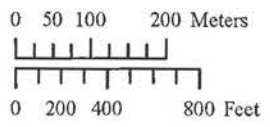
Kathryn C. Egan-Bruhy, Ph.D., RPA,
Regional Vice President

cc: Nancy Ridley, City Manager, City of Mt. Pleasant

Map Reference: NRHP Nomination, 2016 (scale 1:10,000)



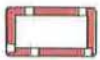
NRHP Nomination Historic Boundary



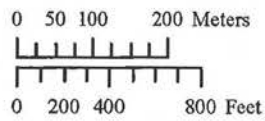
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Figure 1. NRHP Nomination Historic Boundary on 1972 Aerial Photo

Map Reference: NRHP Nomination, 2016 (scale 1:10,000)



NRHP Nomination Historic Boundary



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Figure 2. NRHP Nomination Historic Boundary on 1999 Aerial Photo

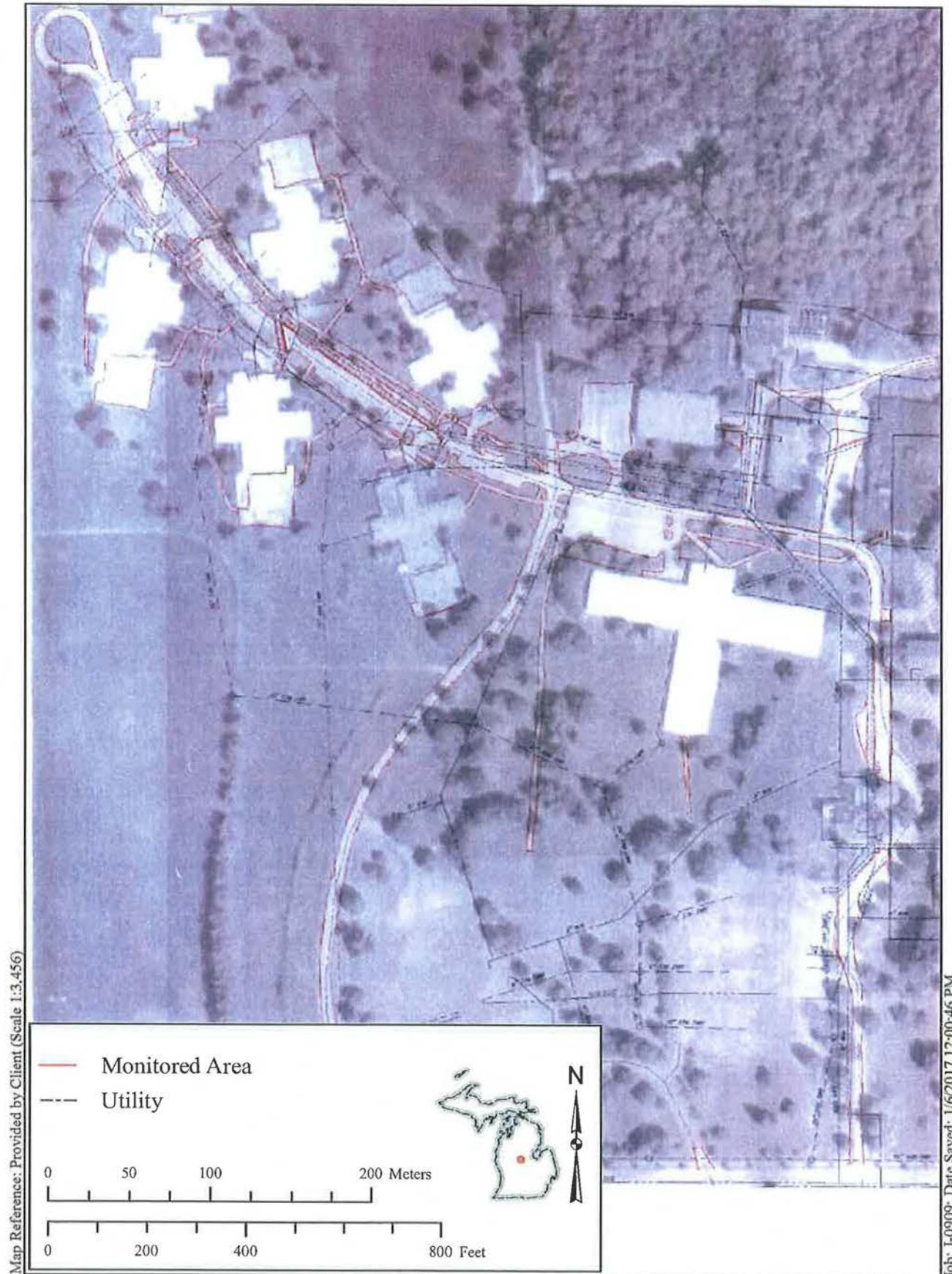


Figure 3. 2016 Monitoring Area, Illustrating Buildings, Roads and Utility Corridors that were Removed

Photograph Date: September 2016



Figure 4. Parking Lot Removal at Southeast Corner of West Wind and Winding Lane, West Half, View North

Photograph Date: September 2016



Figure 5. Parking Lot Removal at Southeast Corner of West Wind and Winding Lane, View Northeast

Photograph Date: October 2016



Figure 6. Connecting Tunnel, Between Winding Lane and Maintenance Building, View North

Photograph Date: October 2016



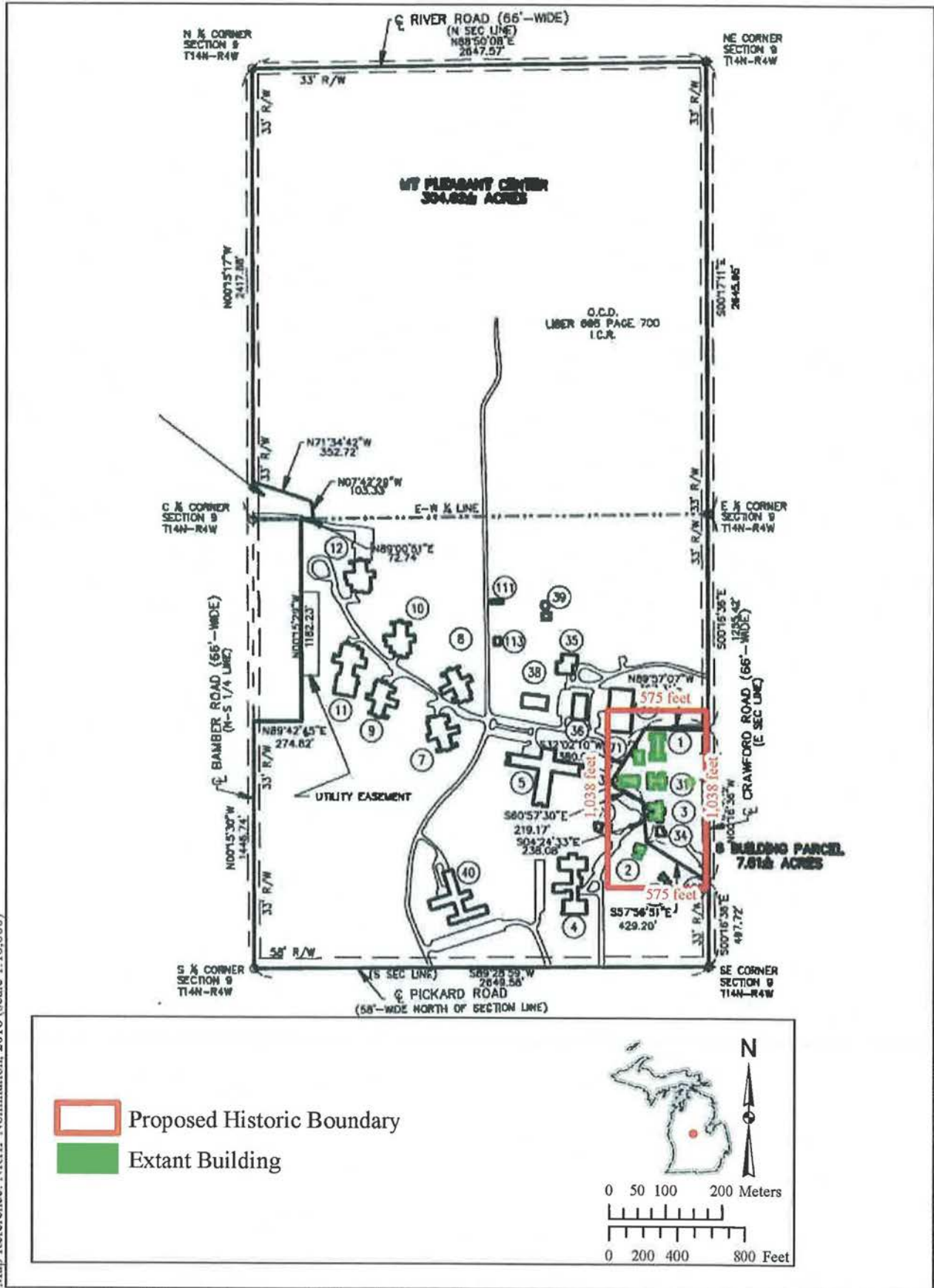
Figure 7. Sidewalk Removal and Landscape Restoration, North of Former Parking Lot, View East toward MPIIBS

Photograph Date: October 2016



Figure 8. MPIIBS, Post MCP Demolition, View East from Former Intersection of Winding Lane and West Wind Drive

Map Reference: NRHP Nomination, 2016 (scale 1:10,000)



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Figure 9. Revision to Proposed Historic Boundary MPIBS



Figure 1: Location of the Boarding School Property, Mount Pleasant USGS Quadrangle, 7.5' Series

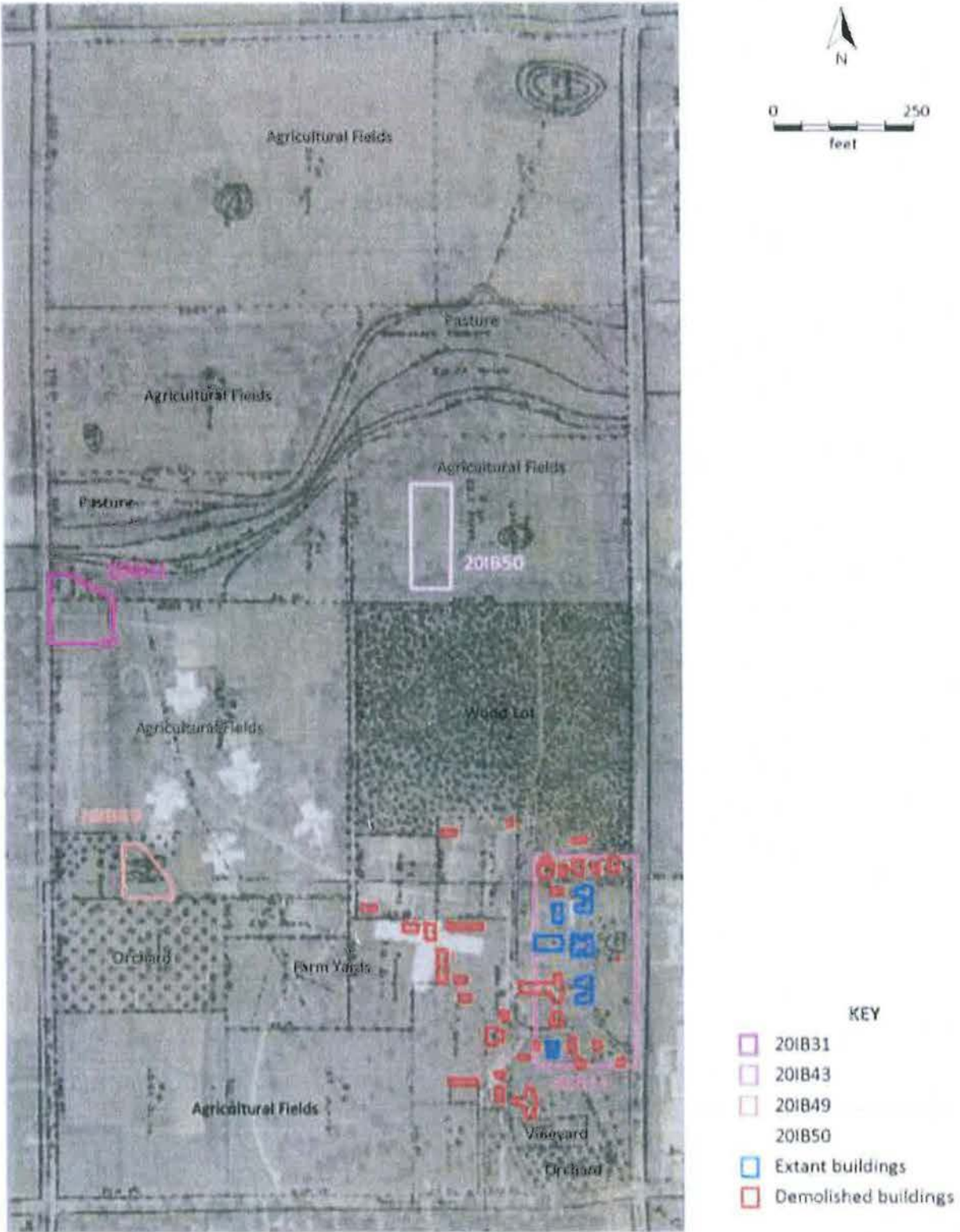
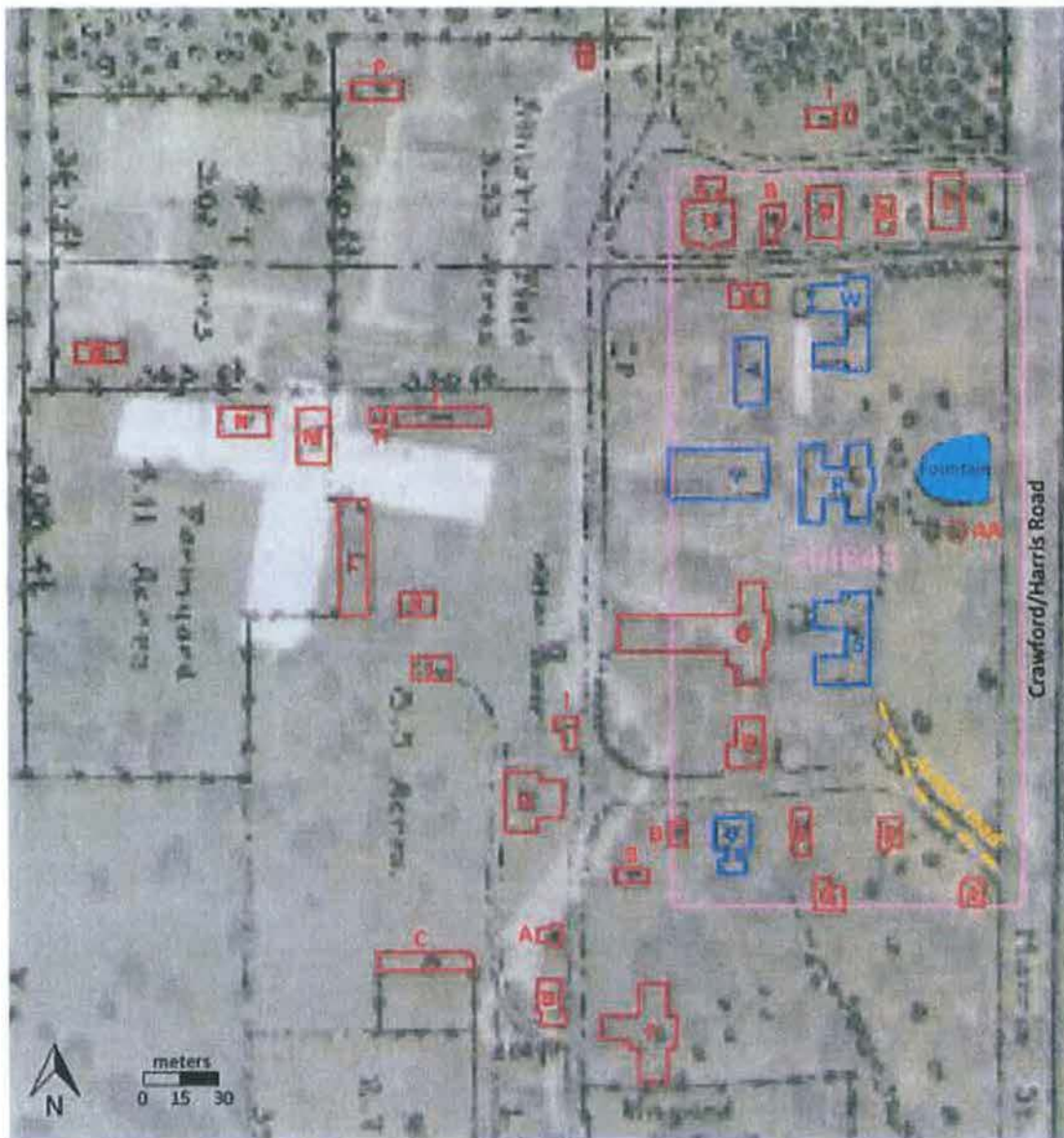


Figure 2a: Map of MIIBS District created with 2016 Google Earth imagery and 1929 MIIBS Map. Locations of four sites in district shown.



Building Key

A—Administration	J—Ice House	S—Large Girl's dorm
B—Teacher's cottage	K—Dairy	T—Carpentry/woodshop
C—Chicken house	L—Dairy barn	U—Warehouse/paintshop
D—Laundry	M—Horse barn	V—Small Girl's dorm
E—Greenhouse	N—Implement shed	W—Large Boy's dorm
F—Hospital	O—Hog barn	X—Small Boy's Dorm
G—Dinning/Kitchen	P—Storage shed	Y—Gymnasium
H—Boiler house	Q—Domestic Science	Z—Employee Club
I—Garage/implement shed	R—School	AA—Gazebo/bandstand

Figure 2b: Close-up of southwest corner of MIIBS, with building function identified from 1929 map.



THE CITY OF MT. PLEASANT, MICHIGAN

CITY HALL

320 W. Broadway St. • 48858-2447
(989) 779-5300
(989) 773-4691 fax

PUBLIC SAFETY

804 E. High St. • 48858-3599
(989) 779-5100
(989) 773-4020 fax

PUBLIC WORKS

1303 N. Franklin St. • 48858-4682
(989) 779-5401
(989) 772-6250 fax

January 12, 2017

Mr. Brian Conway
Michigan State Historic Preservation Office
702 W. Kalamazoo Street
Lansing, MI 48909

Dear Mr. Conway:

This letter is in response to your letter offering an opportunity to comment on the application to place the Mount Pleasant Indian Industrial Boarding School (MIIBS) on the National Register of Historic Places. In summary, the City of Mt. Pleasant (the "City") supports the placement of land owned by the Saginaw Chippewa Indian Tribe of Michigan (the "Tribe"), which is approximately 15 acres of the requested 320 acre boundary, however the City does not support the proposed 320 acre boundary and would ask that the City-owned land be excluded from the boundary district at this time. Alternatively, the City requests that consideration for the boundary be deferred until further planned archeological work is completed.

The City of Mt. Pleasant and the Tribe have a strong history of working collaboratively on this site and are committed to being good neighbors as well as good partners and will continue to be respectful of cultural resources. The following list, while not comprehensive, provides some examples of the City and Tribe's demonstrated partnership and mutual collaboration:

- In 2010-2011 City representatives encouraged State of Michigan staff to offer the cemetery land and the original MIIBS buildings to the Tribe instead of the City.
- When the transfer of land from the State to the Tribe and City was completed in 2011, the legal descriptions did not include all of the original MIIBS buildings in the transfer to the Tribe. The City conveyed an additional approximately 6 acres of land to the Saginaw Chippewa Indian Tribe at no cost to ensure Tribal ownership of all remaining MIIBS buildings and the property was "squared off."
- City staff and Tribal representatives have met and communicated regularly since 2011, but more consistently since 2014 to discuss future plans for the site.
- City representatives have regularly attended and been speakers at the annual Day of Honoring, Healing and Remembering event.
- A Memorandum of Understanding (MOU) was entered into between the City, Tribe and CMU in 2012 allowing access to City property for the first CMU archaeological field school.
- City retained an archaeologist to provide advice and counsel on a plan for an archaeological survey of the City-owned land. Due to concerns expressed by the Tribe, the City selected a new archaeological firm.

- City staff and Tribal representatives worked jointly to develop a Discovery Plan to agree to certain protocols if archaeological items were found on City-owned land.
- Tribal representatives invited City Staff to attend Section 106 training with Tribal representatives to expand our knowledge of the City's obligations.
- Numerous conversations occurred with City Staff, THPO, EPA and SHPO as a Section 106 application was developed for the potential use of federal funds for the demolition project on the City-owned site.
- Completed a second MOU with City, Tribe and CMU for a second field school in 2015.
- Worked together to allow for an electric hookup from a City-owned building to allow for night lighting of Tribal owned property for security.
- Tribe, CMU and City received the 2016 Governor's Award for Historic Preservation for collaborative work on the field school.
- Facilitated field school work by helping to clear vegetative cover that would impede the work.
- Coordinated various tours of city-owned land with SHPO and other representatives before, during and after demolition activities.
- At the Tribe's request and recommendation, the City engaged an archaeologist to monitor some demolition activities.
- Provided regular updates to Tribal representatives of the demolition plans for the City-owned buildings, the timing of the demolition, and the archaeological monitoring that occurred.
- Invited Tribal representatives to community input sessions to discuss and plan for future potential uses of City land.
- Committed to Tribal representatives to have City archaeologist work with Dr. Surface-Evans to further delineate the potential size of site 20IB50 state-designated archaeological site to better decide future treatment. Also committed to develop a plan to address the appropriate treatment of site 20IB49.
- Committed to Tribal representatives to have City archaeologist work with Dr. Surface-Evans to develop a plan for appropriate archaeological surveys of the remainder of the city-owned site to determine if any other historically significant cultural resources could be identified and then appropriately addressed.
- City archaeologist and Dr. Surface-Evans had a conference on December 12, 2016 and City archaeologist is planning to submit a proposal of recommended future archaeological work based on their exchange of information. It is expected that an archaeological survey this spring in conjunction with spring tilling could likely occur.

Since 2011 the City has informally indicated it would support an application for nomination of the Tribal owned properties to the Historic Register and was prepared to provide support when asked. Unfortunately, City leaders were surprised when the letter was received December 19 (during the year-end holiday season) indicating the matter would go before the SHPO Review Board on January 13, 2017 as the City was not aware the application had been submitted. That letter also provided the first indication that the full 320 acres were being considered as part of the application.

THPO provided the City with a copy of the application. Reading the application received on December 21, 2016 was the first time the City saw justification that the full 320 acres was being recommended for application.

January 12, 2017
Mr. Brian Conway
Page | 3

The City has not had adequate time to appropriately respond to such a far reaching application. Our initial concern is that most of the City-owned land does not fit the criteria to have integrity to support it being included in the district. Attached is an initial report the archeologist was able to put together to partially address those concerns. As indicated above, we have previously provided commitments to Tribal representatives that we will complete additional archaeological work to identify potential cultural resources on the City-owned land and that work is expected to occur in 2017.

Lastly, when City staff met with Tribal representatives on January 4, 2017 it was communicated to the City that SHPO staff had suggested in July of 2016 that the City be informed that the full 320 acres was being considered in the application and that a discussion on the implications of such a designation should occur. However, that suggested notice and discussion did not take place. Therefore, the City has not had adequate time to complete its commitment for identification of potential cultural resources and additionally, we feel as if we have not had appropriate time to fully understand the potential implications, if any, on future development of the site.

In addition, the Mt. Pleasant Public Schools owns approximately 8 acres within the 320 acre section and in discussions with the MPPS Superintendent, he has indicated that notice of the application and the review board hearing was not provided to the MPPS as an owner of property in the proposed district boundary.

We will be in attendance at the Review Board Hearing on January 13 to address any questions or concerns that the Review Board may have. As stated earlier, we fully support the placement on the National Register for the approximately 15 acres that are owned by the Saginaw Chippewa Indian Tribe which comprise the Mission Creek Cemetery and the original Mount Pleasant Indian Industrial Boarding School Buildings. We respectfully request the City-owned land, approximately 297 acres, not be included in the historic boundary at this time. Once the archaeological work is completed, we would then consider support for an expanded district if the work identifies cultural resources to support inclusion.

Sincerely,



Nancy Ridley
City Manager

Attachment

cc: Willie Johnson, Saginaw Chippewa Indian Tribe Interim THPO



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
MICHIGAN STATE HOUSING DEVELOPMENT AUTHORITY
STATE HISTORIC PRESERVATION OFFICE

EARL J. POLESKI
EXECUTIVE DIRECTOR

September 19, 2017

Mr. J. Paul Loether, Keeper
National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Dear Mr. Loether:

The enclosed discs contain the true and correct copy of the nomination for the **Mount Pleasant Indian Industrial Boarding School, Mount Pleasant, Isabella County, Michigan**, to the National Register of Historic Places. All written comments concerning this nomination that were submitted to us prior to our forwarding this nomination to you have been included on Disc 1.

Questions concerning this nomination should be addressed to Todd A. Walsh, Interim National Register Coordinator, at (517) 373-1979 or walsht@michigan.gov.

Sincerely yours,

Brian D. Conway
State Historic Preservation Officer



Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan



United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1) Name of Property

Historic name: Mount Pleasant Indian Industrial Boarding School

Other names/site number: 2-IB-31, 20-IB-43, 20-IB-49, 20-IB-50

Name of related multiple property listing:
N/A

(Enter "N/A" if property is not part of a multiple property listing)

2) Location

Street & number: Boarded by Crawford, Pickard, Bamber, River Rds.

City or town: Mount Pleasant State: Michigan County: Isabella

Not For Publication: Vicinity:

3) State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national X statewide local

Applicable National Register Criteria:

X A B C X D

<u>Buck Lanney</u>	<u>9/19/17</u>
Signature of certifying official/Title:	Date
<u>MI SHPO</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
<hr/>	
Signature of commenting official:	Date
<hr/>	
Title :	State or Federal agency/bureau or Tribal Government

4) National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
- ___ determined eligible for the National Register
- ___ determined not eligible for the National Register
- ___ removed from the National Register
- ___ other (explain:) _____

Signature of the Keeper

Date of Action

5) Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Mount Pleasant Indian Industrial Boarding School (hereafter, MPIIBS) property covers 320 acres in the east half of Section 9 in Union Township, Isabella County, Michigan, at the northwest edge of the city of Mount Pleasant. Today the property associated with the MPIIBS is divided into three parcels, one owned by the City of Mount Pleasant, one by the Saginaw Chippewa Indian Tribe of Michigan, and a third owned by the Mount Pleasant Public Schools. The property is bounded to the south by Pickard Road, on the west by Bamber Road, to the north by River Road, and to the east by Crawford (formerly Harris) Road. Approximately 312.5 acres of this property are included in the current nomination; an approximately 7.5-acre parcel along the Bamber Road frontage owned by the public school system is not currently included in this nomination because by mistake they were not provided timely notification of the nomination – this property may be added to the area encompassed by the district in the future. Immediately east of the nominated MPIIBS property is a mixed-use area that includes light industrial development, commercial development, community parks, and residential neighborhoods. South of the property is primarily residential, while north and west of it are still largely agricultural tracts. Only the south portion of the MPIIBS property has been developed with buildings and related improvements, both during the federal Indian Boarding School period (1893-1934) and during the subsequent Mount Pleasant State Home and Training School (also called the Mount Pleasant Center) period (1934-2000). Much of the property remains agricultural tracts (some fallowed) and wooded lots, consistent with their use during the boarding school era. Six buildings are currently standing on the MPIIBS campus that date to the boarding school era. One building dates from the state home era – all other state home structures have been razed. In addition to the contributing buildings in the former MPIIBS building complex in the property's southeast corner, this area also contains three contributing structures, a pedestrian arch bridge, now de-watered reflecting pool/fountain, and a fieldstone retaining wall. Contributing sites include the landscaped campus grounds around the buildings, a forest area just north of it, extensive field areas used for agriculture during the MPIIBS period and down to the present, and an Indian cemetery dating from before the MPIIBS's establishment. The property also contains four defined archaeological sites, 20IB43, 20IB31, 20IB49, and 20IB50.

Narrative Description

The 312.5 acres constituting the nominated district are currently owned by two landholders: the Saginaw Chippewa Indian Tribe of Michigan (hereafter SCIT) owns 14.8 acres in two parcels,

the part of the property containing the former MPIIBS buildings and a smaller parcel containing the Mission Creek Cemetery, and City of Mount Pleasant (hereafter CMP) owns the remaining acreage. Four sites are within the district. The first site is defined by the cluster of buildings, features, and objects that included student dormitories, classrooms, and faculty cottages. The six remaining contributing buildings were constructed between 1898 and 1931 and are located on land held by SCIT in the southeast corner of the district. One non-contributing building is also within this cluster of buildings and was constructed for the Mount Pleasant State Home and Training School (operating from 1934-2009) in 1938. This building, which was used as a dormitory, was placed on roughly the same location as one of the original boarding school dormitories. The CMP has demolished and removed all of the state home era buildings on their property within the past few years. The cluster of remaining boarding school buildings in the district mostly exhibit Late Victorian or Colonial Revival features including almost unvarying symmetry, raking and return cornices, classical entablatures and pedimented entries with columns and pilasters. Design features, including flared brick window lintels set in soldier courses, paired columns and moldings are found on multiple buildings. Even the Carpenters Shop – the simplest building in the district – exhibits the segmental-arch-head window openings that echo the rest of the buildings in the district.

Three structures are contributing features in the part of the district containing the MPIIBS building complex: a cobblestone-faced brick bridge, low fieldstone retaining wall, and reflecting pool/fountain. The pool/fountain, built in 1905, is still present on SCIT property (*Isabella County Enterprise* 1905). The poured concrete walls and concrete base of the fountain are intact, as is the central mechanism of the fountain. A small cobblestone-faced footbridge was built to cross an intermittent stream behind the small girls' dorm, leading to the school hospital. The date of construction of this bridge is unknown, but it is featured in archival photographs of the boarding school era. The low fieldstone retaining wall marks the southwest edge of the grounds in front/east of the row of Indian School buildings facing Crawford Road. Additional features in the MPIIBS building area include a portion of the original school entrance road, which turned off Crawford (Harris) Road and proceeded in an arc in front of the buildings.

The MPIIBS building complex area is also designated as site 20IB48 because below ground resources are also present. Archaeological investigations by Central Michigan University (CMU) in 2012, 2013, and 2015 have identified foundations and deposits associated with eight demolished structures that were once part of the school complex (Surface-Evans et al. 2012).

A second site within the district is the Indian Boarding School era dump site (20IB49), as recorded on the 1929 campus map. Archaeological investigations by CMU via survey and geophysical prospection identified intact deposits at this location in 2012 (Surface-Evans et al. 2012). Food refuse, personal items, and construction debris were among the artifacts recovered from this site. The dump site will be discussed further below.

Another contributing site to the district is the Mission Creek Cemetery (20IB31). This Native American cemetery was established in the 1850s, as an extension of the Bradley Mission (see inventory entry and archaeological discussion of the cemetery). Several well-known and

important individuals from the 1850s-60s Treaty era are buried here. The cemetery continued to be used by the Saginaw Chippewa Indian community throughout the late 19th and early 20th centuries. Notable for this district is that several Indian Boarding School students are reportedly buried here according to death records. Today the only extant grave marker for a boarding school student is that of John Thomas, who died in 1910. Presently, a total of ten grave markers remain in place within the marked boundaries of the cemetery. A 2012 geophysical survey of the cemetery and areas east and south by CMU determined the presence of many unmarked graves within this site and expanded the probable boundaries of the cemetery to the south (Surface-Evans et al. 2012).

The fourth contributing site (20IB50) in the district is another cemetery that was reported in Saginaw Chippewa oral history (see Figure 2) and investigated by CMU in 2012 and 2015 using geophysical methods. The CMU investigations identified the presence of both late 19th-early 20th century grave shafts, as well as several anomalies consistent with pre-contact earthworks (Surface-Evans et al. 2012; Surface-Evans et al. 2016). While the age of the graves cannot be determined beyond doubt without excavation, several artifacts recovered during soil coring strongly suggest that they are contemporary with the boarding school (ibid). Further discussion of this site will be found below.

In addition to the above-mentioned sites, there are several natural features of the landscape that contribute to this district, particularly its integrity of place and feeling. First, much of the 312.5 acres was maintained as agricultural grounds during the Indian Boarding School era. At this “industrial” school, students were trained in agricultural arts and were required to spend the majority of their daily schedules contributing towards the production of food that maintained the institution (Fancher 1911). Today, the northern 160 acres of the district remains largely agricultural or as fallow fields. Another important natural feature of the district is the preservation of a roughly thirty or forty-acre tract of forest situated just north of the contributing buildings (site 20IB43). This forested area was left in place when the MPIIBS was established and is still present more than 100 years later as a old-growth stand of beech and maple forest. Notably, students at the school frequently harvested choice pieces of lumber from the forest, under the direction of the school carpenter, for construction projects at the school. In particular, the Domestic Science Building (no longer standing, but foundations identified in the 2012 CMU archaeological field school) was constructed from logs harvested from the forest (*Mount Pleasant Times* 1912; Surface-Evans et al. 2012). Access roads leading to pastureland in the north half of the district from former school barns are also still in use today.

MPIIBS Campus Buildings and Features:

Note: Identifying numbers refer to resource numbers on Figure 6, the current map.

State Home Building numbers (see end of each entry) refer to the building numbers assigned by the State of Michigan during the State Home period (c. 1990) as shown in Fig. 5.

- 1) **Auditorium/School, also known as Main Building (1898):** The auditorium/school is the oldest standing building on the property and was constructed in 1898 (*Isabella County Enterprise* 1898). The original T-footprint building, with the head of the T at the east end,

housed four classrooms, two on each floor in each wing (north and south) flanking a large one-and-one-half-story gathering room. A later addition with a second, west set of north and south wings matched the original in every detail and included a stage at the west end of the gathering room as well as four more classrooms. The building was also known as the schoolhouse by Indian School students (State of Michigan, Physical Plant Inventory, Structures Section, 1969; United States Indian School Map 1929). This building was later called the chapel during the State Home period (1934-2009).

Visual inspection of the exterior walls of the Auditorium in 2012 by the Central Michigan University (CMU) Archaeological Field School noted a small grouping of carvings on the back (west) side of the exterior brick and limestone. These carvings include: an "X," the initials "EE" and "RW," the date "1911," and an "X" shape enclosed by a circle, a symbol suggestive of a medicine wheel (Hegyí 2013).

The auditorium/school is a two-story, hipped roof brick building with a nine-bay wide symmetrical front that stands on an ashlar stone foundation. The H-shaped plan building includes a one-and-a-half-story auditorium in the center flanked in a symmetrical arrangement by eight classrooms.

Each wing of the hipped roof has a short, hipped-roof ventilation dormer. Originally, these dormers were part of a system that included a conical cupola with six round-topped vents centered over the east wing. The eaves all around the building are flat with evenly spaced, simple tapered modillion-like brackets.

The brick exterior is laid up in stretcher bond with double course beltcourses encircling the building at the level of the window sills. On the first floor the segmental-arch window openings are surmounted by rowlock and soldier caps one and one half bricks in height. On the second floor, the caps for the segmental-arch openings rise to flat tops beneath the upper three rows of the walls' brickwork beneath the wooden cornice.

The foundation is faced in random ashlar fieldstone topped by a wide smooth limestone water table.

The symmetrical front or east face of the building has nine bays. The gabled projecting three-bay central part, faced in brick and closely matching the style of the rest of the building, was originally the location of an open double-deck two-story Tuscan-column porch whose front projected forward and back was inset into the building front under the existing gable. The projecting center section now has a brick façade finished like the rest of the front, and the original porch gable above the main cornice is clad in pressed metal shingles. Centered in the gable is a round-top center window flanked by lower, rectangular vents, forming a simplified Palladian window motif (a post card view mailed in 1916 shows the same window-flanked-by-vents configuration). The central front entrance is sheltered by a shallow projecting gabled porch with a classical entablature resting on a Tuscan column and half column out front and against the front wall on each side. Five curved concrete steps set

between uncoursed stone parapets lead to the front door. The gable is also faced with pressed metal shingles, matching the wall dormer above.

Windows throughout the building are double hung with two-over-two vertical lites. The windows in the wings' north and south ends are paired. East and west-facing classroom windows are casement windows with two leaves. Centered on the rear of the building is a single round window, abutted at mid-level by the second-floor window-sill-level beltcourse, and flanked by tall segmental-arch-head windows (currently boarded).

Interior

The auditorium is a one-and-one-half-story space with a stage at the west end and ceiling finished in simple square pressed metal tiles and cornice. A bead board wainscoting runs around all three walls below the windows and defines the steps that ascend on both sides of the stage. Fluted pilasters on both side walls have heat registers at the top.

Along the east or rear wall of the room a pair of square metal columns supports a balcony with a spindle rail. Matching engaged square piers support the edges of the balcony. On the balcony risers are set in two levels. A projection booth, faced with metal on the outside, was added after the boarding school period.

The entry lobby on the first floor has an open plan with a staircase that, ascending to the second floor on the right or north side, retains the original spindled wooden rail and paneled newel post. The steps have carpeting. On the south side of the lobby is a bead board and windowed wall with an off-center door.

Some of the classrooms are unaltered from the boarding school period. Common changes dating from after that time include wooden paneling in two tones, light above and dark below a chair rail, acoustic ceiling tiles, carpeting or linoleum tiles and fluorescent light fixtures. Other rooms retain their original window casings, bead board wainscoting below the windows and wooden floors.

Alterations and Integrity

There have been two major changes to the building during the boarding school period. Sometime after about 1920 the two-story front porch was removed and the space occupied by a classroom on the second floor and a lobby for the auditorium on the first floor. Perhaps at the same time, or earlier, the rear classroom and stage addition was constructed.

Throughout the building, where they have not been removed, the original baseboards and window casings are very simple with single 1" x 8" baseboards and casings with a single piece of applied trim on the outer edge.

Probably after the boarding school period, on both the front north and south wings, a window on the rear façade nearest the corner was converted to a door served by a set of

cast-in-place concrete steps. A concrete barrier-free ramp was added to the east face of the west wing on the south side.

Metal fire escapes are in place between the east end west wings, adjacent to the auditorium windows. A shed roof over the first-floor entry on the north side has collapsed.

(State Home Building #31)

- 2) **Large South Dormitory (1900):** The Large South Dormitory was the second building to be constructed at this location. The original school building (finished in 1893), which included classrooms, administrative offices, and dormitories, burned down due to arson in 1899 (*Isabella County Enterprise* 1899a, 1899b, 1899c; *Northwestern Tribune* 1899b). The replacement building was meant to be a dormitory for girls that could house up to 150 beds. The Large South Dormitory is located adjacent to the girls' vocational area including the former greenhouse, hospital, laundry, and domestic science buildings (the foundations of which were identified during geophysical prospecting and archaeological survey conducted for the 2012-14 CMU Archaeological Field School (McCullough and McCullough 2012)). The large south dormitory is referred to as the "large girls dorm" on many of the archival school maps, including the 1929 map to illustrate the district.

A cornerstone setting ceremony for the Large South Dormitory was held in 1901 (*Isabella County Enterprise* 1901). The Large South Dormitory was designed as a two-story (plus basement) U-shaped brick-wall wood frame structure. The original lavatories were located at the rear (west) of the building and were attached by a narrow hallway to the main structure to curb sanitation concerns. Fire escapes and an elevator were later added to this building during the State Home period. The interior of the building was heavily altered during the State Home period and is currently in a state of disrepair since being abandoned by the State of Michigan in the late 1990s. Visual inspection of the exterior walls in 2013 by the CMU Archaeological Field School identified several pairs of two-letter initials carved on the limestone facing on the front (east) wall of the building.

The large girls' dormitory is a two-story, hipped-roof brick building on an ashlar stone foundation in a U-shaped plan with the base of the U on the east/front and short wings extending west to flank a small, nearly square courtyard. The symmetrical front or east face of the building has eleven bays. The projecting central three bays are topped by a brick-clad gable. The eaves of the rest of the hip-roof building display simple tapered modillion-like brackets similar to those in the eaves of the adjacent auditorium/school building.

Originally centered in the gable were three round-top openings, which have been replaced with metal vents. The center one was a double-hung window and the side ones vents. A matching set of openings at the rear retains only the north or left round-topped window with the other two openings partially bricked up and replaced with a vent. On the roof, low hipped dormers face east flanking the center gable, and face north and south at the ends of the front section. There is also one at the west end of each rear wing. Each dormer has a pair of centered single-lite windows flanked by vents of similar size.

The front entrance is now housed in a small out-thrust gabled projection with the entrance centered at ground level. The arched door opening is round-topped with a pair of entry doors topped by a half-round window with vertical muntins. Four courses of rowlocks outline the semi-circle. A single step up from the sidewalk leads to the front door. This ground-level entry, providing interior stairs to the main level, appears to date from after about 1920. A 1920-era post card view shows the central part of the building fronted by a two-story double-deck open porch with stairs at each end up to a deck at the level of the main floor.

The brick exterior is laid up in stretcher bond with a double-course beltcourse encircling the building at the level of the window sills. On the first floor the segmental-arch-head window openings are surmounted by rowlock and soldier brick caps one-and-one-half bricks in height. On the second floor the brick caps have flat tops and rise to three rows of projecting courses below the building's wooden cornices. Windows throughout the building are double-hung with three-over-two vertical lites.

The foundation is faced in pink-facé random ashlar fieldstone topped by a wide smooth limestone water table.

Interior

The interior of the building was substantially altered after the boarding school period to accommodate the needs of the Mount Pleasant State Home and Training School. Rooms were reconfigured into large playrooms from dormitory rooms.

Alterations and Integrity

Steel fire escapes under flat roofs were added after the boarding school period on the north and south ends of the front section. In the crotch of the "U" a railed, concrete second-floor walkway replaced a two-story porch. On the south wall of the north wing, a stair tower with glass block windows was added and later converted to house an elevator. A small gable-roof brick basement entrance was added to the west end of the north wing. Several windows have been bricked closed. At the west ends of both the north and south wings, the center windows on each floor have been bricked in along with the windows at the north and south ends of the front section adjacent to the fire escape.

(State Home Building #3)

- 3) Large North Dormitory: (1938).** Non-contributing – constructed in 1938 for the Mount Pleasant State Home and Training School as a PWA project. The architect was C. William Palmer of Detroit. This 1938 dormitory was constructed on the same site as another dorm building, which was the mirror image of the South Dormitory.

The two-story hip-roof building has a very broadly H-plan footprint, with a long north-south section flanked by short east-west cross wings at each end. The building has limestone-trimmed red brick basement and upper walls and exemplifies a simplified version of

Georgian Revival styling. The central east entry has a limestone classical surround with pilasters on each side supporting a triangular pediment. The multi-lite (36 lites in the first floor, 30 in the second) windows have plain soldier brick caps downstairs, while the caps of the second-story ones merge into a soldier brick frieze that extends entirely around the building.

Because it dates from after the MPIBS period, the Large North Dormitory is not viewed as a contributing resource. The building's roof has deteriorated to the point where water damage is very severe throughout the building.

(State Home Building #1)

- 4) **Wood Shop/Carpenter Shop:** (1908). The original workshop or paint shop was one of the first structures on the property, housing some of the vocational training practiced by male students (*Isabella County News* 1893). The original structure was frame-built and included a carpentry shop and lumber room. The shop was rebuilt to its current state in 1908 (State of Michigan, Physical Plant Inventory, Structures Section, 1969), because, according to Commissioner Morris' 1902 inspection, the original shop was "rather a cheap building and ... not in keeping with the remainder of the plant" (Department of the Interior, March 5th, 1902).

Oral histories from community members indicate that the woodshop also housed a blacksmith. The 2012 investigations by the CMU Archaeological Field School documented hundreds of legible sets of two and three lettered initials, as well as dates, symbols, and other graffiti. CMU graduate student Sarah Hegyi successfully cross-referenced many of the carved initials with names from the boarding school registers (Hegy 2013).

The Wood Shop is a two-story, seven-bay long, side-gable brick building. The brick exterior is laid up in stretcher bond. The brick is red like that used in the other buildings, but where part of the outer layer of brick above a window in the building's south narrow end has fallen, a second layer of brick beneath is of a yellow-buff color. All the windows are set in segmental-arch-head openings topped by soldier and rowlock brick caps one and one-half bricks in height. Windows throughout the building are double-hung with four-over-four lites. The foundation is faced in rock-face random ashlar fieldstone. There are three basement windows on the north side, one on the east, none on the south and one on the west. The water table is formed by four courses of brick, the lowest being a header course and the three above stretcher courses.

The building's long front or east face has centered entry doors in both the first and second stories (the first-floor one is boarded up). A rubble stone-faced platform extends across part of the front from the entry door north and has a simple, single pipe guardrail and cast-in-place concrete steps. The second-floor door rests atop a thick stone slab sill and has a transom above it. It may have opened onto a deck, but none is now present. Four of the first-floor windows have been bricked in and the remaining first-floor ones to the north of the door and near the northeast corner are boarded up.

The rear west face has a broad cargo entry door utilizing three paneled service doors with a four-lite window in the upper half. A concrete ramp leads from grade to the doors. All of the upper-story windows remain in place. On the first floor three of the six window openings have been bricked in.

On the south gabled end, the four second-story windows remain in place, but three of the four first-floor windows have been bricked in and the fourth is boarded up. On the north end, the second-story windows remain in place, while all first-floor windows have been boarded up.

Interior

The interior appears relatively unaltered. Wooden posts with braces, wooden flooring and a bead board ceiling appear to be intact. The interior walls are bare brick.

Alterations and Integrity

A basement entry on the west side, near the northwest corner, is of cast concrete with a double pipe rail. The door was probably added or rebuilt. There is a crack in the brick from the upper left corner of the basement door cap to the lower left corner of the bricked in window above it.

(State Home Building #71)

- 5) **Gymnasium:** (1916-17). For years, the MIBSS Superintendent's reports to the Commissioner of Indian Affairs contained repeated pleas for an indoor recreation center due to the lengthy winters experienced in this region of Michigan. Approval for construction of a gymnasium was finally obtained and the building constructed in 1916-17 (State of Michigan, Physical Plant Inventory, Structures Section, 1969). The students completed the prep excavation for the structure. Various local firms supplied the lumber, roofing, and utilities necessary to complete the structure (*Isabella County Enterprise*, 1915). Mount Pleasant architect, Lewis Cole, was contracted to design and construct the Gymnasium (Fancher 1911).

The Gymnasium is a tall one-story-plus-raised-basement, gable-front building with a moderate-pitch roof and a simple rectangular floor plan. The raised basement exterior is constructed of concrete, the upper story in red brick. The front and rear facades have gabled pediments, the front with three closely spaced round-arch window openings – the center taller than the flanking ones – and the rear a large square opening. In the gables, the raking cornices are decorated with evenly spaced vertical modillions. Crown molding encircles the entire building at the level of the eaves, giving way to gutters on the north and south sides.

Brick piers rising above concrete ones in the basement level mark the front and rear corners and divide the long south and north sides into seven bays. Below the eaves is a frieze of six corbelled double rows of bricks, each pair of courses including a lower course laid in

stretcher bond topped by a course of brick in header bond. Similar to the older buildings on the campus the flat top of each window is crowned with a keystone cap one and one half bricks tall.

The front façade is symmetrical with a broad entrance centered in the concrete basement level. A double door entry flanked by sidelights rises up to the base of the brick second story and is capped by a broad and low arch formed of three rowlock courses. The entry is fronted by a broad pedimented porch with a square paneled pier at the end and Tuscan column inside at each front corner. Three small square windows, with splayed brick caps, are located above the centered porch gable entrance. To either side was a pair of taller double-hung windows, but the upper part of each has been bricked in and the lower parts now read as an additional pair of these square windows to either side of the porch.

Each of the seven bays on the north and south sides contains a pair of double-hung vinyl replacement windows in the second story and two boarded-up openings at ground level. The basement/ground-level windows are the same height as the second-story ones, but their bases stand at ground level. The bay nearest the front of the building on each side has modified window openings, either bricked in to accommodate a smaller window on the north side or completely bricked in on the south side. In the center of the north side is a shed roof-sheltered entry door with sidelights. On the south side, a centered gable-roof porch shelters two doors.

On the west/rear side, near the northwest corner stands a single-story, rock-faced concrete block addition which served as fireproof storage for gas and oil. The roof is of concrete and cast in a low arc with bell curved eaves. The concrete blocks are cast with a variety of aggregates ranging from sand to speckled black and white gravel. The door in the west end has a limestone cap.

There are two fire escapes on the gymnasium, each a standard steel structure with upper platform and run of steps down to the ground, running from a door installed in a former upstairs window opening. One is on the north side, immediately adjacent to the northwest corner and the second is on the west side adjacent to the southwest corner.

Interior

The ground level is broken up into several rooms, each with varying levels of alteration. Throughout the basement, the ceiling is finished in pressed metal tiles in a simple square pattern with a border of garlands and a fluted crown mold. The finishes range from newly hung but unpainted drywall to plaster on concrete. Floors are generally of concrete.

The entry at the front of the building leads into a small lobby with steps descending to the right to the lower level and ascending to the left to the gymnasium. The steps to the gym take two turns to the upper landing. Straight ahead to the north are men and women's bathrooms and to the left/west is the door into the gymnasium. The roof is supported by metal trusses hung with fluorescent light fixtures. Along the south wall are four rows of

wooden folding bleacher seats set on stepped risers behind a half wall of vertical bead board that separates the audience seating from the players' benches in front. All the windows are protected on the inside with heavy gauge wire mesh. The gym floor is of hard maple.

The east end of the gym has a vertical bead board wall, with a balcony above. Behind/east of the wall are a utility room and a locker and shower room. The locker and shower room has a double-ended shower and four open toilet stalls, all with soapstone dividers attached to a metal pipe frame and wall brackets. Lockers crowd the south end of the locker room.

Alterations and Integrity

The lower level was used as classroom space to teach domestic skills during the Mount Pleasant State Home and Training School period. Sewing machines and tailoring equipment are found in several rooms. Alterations were still in progress when the building was abandoned, as witnessed by the incomplete drywall project.

All the windows on the second floor are double-hung vinyl replacement windows. The bays nearest the front of the building on both sides have modified window openings – either bricked in to accommodate a single window on the north side or completely bricked in on the south side. Fire escapes and the doors to serve them were installed on the rear north side and the south side of the rear. Four windows on the front were shortened to single lites and the upper section bricked up.

(State Home Building #33)

- 6) **Small South Dormitory:** (1927). The Small South Dormitory (also known as the Little Girls Dormitory) was built in the southwest part of campus not far from the Large South Dormitory. This building was constructed in 1927 and contains a basement and two above ground stories. The structure is brick with a front (north) portico and has an H-shaped footprint, but with the front section, one upright of the H is much taller than the rear section, the H's other upright.

The Small South Dormitory includes original lavatories forming the back (south) wing of the building, but these have been substantially remodeled. The Small South Dormitory replaced a sewing room that formerly stood in this space (*Isabella County Enterprise* 1926). Like the Large South Dormitory, this dormitory housed girls (mostly the younger ones) during the Indian School era.

The Small South Dormitory has two sections, joined by a dependency, the front having a two-story side-gable form, with a central gable-front projection, the rear being a single-story side-gable miniature. Almost every detail is symmetrical including inset faux brick blind windows on the lavatory wing matching the appearance of the windows on the main building.

The front of the building faces northeast with a centered one-and-one-half-story brick entrance, topped by a small gable pediment with a wide frieze and return cornices, centered in the broader gable-front central projection behind it. A single centered double-hung window above the grade level door is topped by a gable with a classical entablature and return cornices. In the broader projection's gable above and behind the entry pavilion is a round window divided into quarters and outlined by a sunburst of soldier brick. Paired double-hung windows set beneath segmental-arch brick caps in the main façade on the first and second floors flank the centered front-gable projection. Originally the front entrance was sheltered by a classical flat-roofed porch with a second-story railed deck. The entry was almost as wide as the projecting entry pavilion and had a set of three square columns in each corner set on a brick-faced, concrete base and supporting a classical entablature and a low balustrade. The deck was faced with brick and raised up two steps.

On the gabled southeast and northwest ends of the building's front section a small double-hung window is centered in the attic and the first and second floors each have three paired, two-over-two windows. On the east side, a small double-hung window on the first floor serves the bathroom adjacent to the matron's bedroom. The windows throughout the building are all set with segmental-arch heads and have rowlock/soldier brick caps and rowlock sills.

A short two-story connector, its gabled roof a continuation of the main section's rear roof slope, links the southwest/rear face of the building's main front section to the lavatory part of the building at the back. The gabled southeast and northwest ends of the gable-roof lavatory wing have blind brick windows and the southwest long side has two blind brick windows, one set near each end of the facade.

Interior

All three floors, the basement, first and second floors of the main building were divided into relatively large spaces opening off a central hall. In the basement a playroom occupies the east half and the west is evenly divided into a locker room and clothing room. On the first floor the front of the southeast side had the matron's bedroom with a bath at the front and a sitting room at the rear, the northwest had the matron's office at the front and a dormitory at the rear. The second floor has large dormitory rooms on each side of the hall with a small toilet room in the north corner.

The dependency houses stairs from the basement and both floors to reach the lavatory wing. The rear lavatory was evenly divided between a toilet room on the southeast and a shower room and washroom on the northwest.

Alterations and Integrity

As mentioned earlier the current front entry configuration has replaced the original portico with a grade level entrance. The dependency, originally a gable-roof connection to the lavatory housing staircases, has been altered so the upper south face of the gabled roof covers the connection almost to the edge of the rear wing. Most of these modifications

were made during the Mount Pleasant State Home and Training School period to accommodate grade level barrier-free access at the front and direct access to the lavatory wing from all floors.

(State Home Building #2)

- 7) **Home Economics Building/Superintendent's House:** (1931). This structure, very much in the style of a home, was built in 1931 and was intended to be a home economics building, with two stories and a basement (Department of the Interior, Annual Report to the Commissioner, 1931). It was subsequently used as the Superintendent's personal residence during the State Home period. It stands at the south end of the primary row of buildings of the MPIIBS.

This Georgian Revival structure faces south and the footprint has an L shape. Its foundation is faced in brick, with five courses at the basement level, topped by a course of rowlock in a water table band encircling the building. The walls are of red brick laid in American bond, with five courses of stretchers to each header course. The front section of the house has a side-gable roof with return cornices. The asymmetrical four-bay façade has the front entry off-center with one window to its left and two to the right. The upstairs front displays four windows, with one directly over the entry. The windows are of double-hung, eight-over-eight form. All the windows on the front have simple flat two-panel wood shutters, each with a crescent moon cut out of the upper panel, and many of the shutter dogs are still in place (a few shutter dogs are missing). All the house's windows have rowlock brick sills and soldier brick lintels.

The front entrance is a classical pedimented entry, with an applied garland in the tympanum. The outer ends of the pediment rest on half-round Tuscan columns, while the paneled door itself is flanked by fluted pillars and topped by a transom. The front roof slope displays two off-center gabled roof dormers, each with a nine-lite casement window.

Each gable end has a half-circle, fanlight window in the attic outlined by soldier bricks and three shuttered windows on each floor. On the west side on the first floor near the southwest corner is a slant-sided bay window with a flared hipped copper roof and two narrow six-over-six double-hung windows flanked by brick piers.

The two-story rear wing has a hipped roof and no shutters, but the same eight-over-eight double-hung windows. On the second floor, there are three windows each on the east and west and five on the north. The west and the east sides have tall brick chimneys, built of brick matching the walls. The first floor of the rear wing has two windows flanking the chimney on the east, a single window on the north near the northeast corner and three on the west side.

There are three entrances to the structure. On the front is a simple brick-faced concrete stoop with four shallow, deep, concrete steps between low brick parapets. Tucked into the angle between the front and ell sections on the east side is a hipped-roof entry with a brick

vestibule nearest the house and a wooden outer porch with square Tuscan columns at the ends and corner supporting segmental-arch trim spanning the space between. The fronts beneath the arches contain a pair of four-lite windows on the north side and two windows flanking a door facing east. The third entry is on the north side of the ell, near the northwest corner. It is an open wooden structure with a hipped roof, with square columns and segmental-arch trim spanning the openings atop a brick-faced concrete landing. Diagonal lattice fills in the arched opening completely on the north side, while on the east and west sides the lattice work surrounds an open entry beneath its own slightly arched latticework lintel. There is a small landscaped garden or planting space on the northeast side of the building, defined by a low brick wall of three courses with a concrete cap, attached to the northeast corner of the rear ell and to the east facing steps of the east porch.

The building retains the original half round gutters with most of the downspouts and boxes still in place.

Interior

The interior is in fair to poor condition with the staircase from the first to second floor collapsed into the basement staircase. Much of the first floor is unstable and deflects when walked on. The original rooms had plastered walls on lathe with simple wooden trim.

Originally the first floor housed a small dining room and kitchen as well as a large dining room with the staircase ascending on the rear north wall in the front section. The rear wing was a single large kitchen. On the second floor were two sewing rooms, one on the west end of the front section and another filling the rear wing. A bedroom and bathroom were in the east end of the front section on the second floor (Plan 3-220-34-2).

Alterations and Integrity

As with most of the rest of the buildings, fluorescent light fixtures have been added and the rooms were probably reconfigured – especially the large kitchen and the large sewing room in the rear wing (Plan 3-220-34-3).

(State Home Building #34)

Landscape Objects and Features: The 312.5 currently nominated acres of the former school included a number of natural, landscaped, and agricultural features that are still present today. In particular, the northern third of the district is still under agricultural cultivation, as are the fields in the southwest corner of the property. While orchards are no longer present in the southeast corner of the school grounds, there remains a cobblestone-faced arch bridge and stand of maple trees that were part of the landscaping of the school. The main road entering into the school grounds on the south end of the campus is also still present. Other access roads that were historically used to access pasture and farmland in the northern half of the property are also still present.

(Figures 2 and 3)

MPIIBS Building Complex Grounds, located in the southeast corner of the property, extending about 1400 feet along Crawford Road north of Pickard and along Pickard Road about 600 feet west from Crawford. The park-like grounds associated with the MPIIBS buildings display a great number and variety of large, old trees and areas of open lawn. No historic landscape or planting plans are known to exist, but certain aspects of the setting clearly reflect conscious planning. The southeast corner of the grounds northwest of Crawford/Pickard intersection and south of the MPIIBS buildings has gently undulating topography and contains a combination of open lawn and areas amply shaded by large old trees. Maples and other deciduous trees predominate, but numerous conifers are also present. The grounds contain a fieldstone-faced concrete arch pedestrian bridge that spans a shallow depression, now water-less.

To the north, the part of the grounds fronting the buildings out to Crawford Road extends back approximately 100 feet from the road. This area, level ground except for a shallow depression in front of the Auditorium/School Building that contains the remnants of a reflecting pool or basin and fountain, features two areas of open lawn roughly in front of the Large South Dormitory and Large North Dormitory. These open areas are framed by large trees along the road, and rows of large old conifers stands directly in front of the Large South Dormitory. A few large conifers and deciduous trees also shelter the front of the Auditorium/School. Several large deciduous trees surround the Home Economics Building/Superintendent's Residence. The ground around the rear/west part of the complex near the Gymnasium and Wood Shop buildings is more open and contains only a few larger trees.

Photographs and post card views of the front of the building complex from the very early twentieth century show an almost tree-less environment. Views from the late 1910s and around 1920 show more in the way of trees, especially close to the building fronts – some of them presumably the large trees still present today.

Structures located on the MPIIBS Building Complex Grounds

Pedestrian Bridge (Fig. 6, #8) located in park area south of the Small South Dormitory. This structure, perhaps seventy-five feet in length overall, has a narrow deck, perhaps eight feet wide, surfaced in concrete. Near its midpoint a low arch, with concrete surface, extends about twenty feet across a water-less depression. The structure continues for about twenty-five feet on each side of the arch, its deck descending gradually in each direction from the center of the arch to ends flanked by round fieldstone posts on either side. The arch's outer walls are faced in cobblestone or rubble fieldstone, the arch itself capped in two rows of large stones set upright. The deck is edged on both sides by a metal pipe rail, pieces of which have disappeared. The structure is thought to date from the MPIIBS period in the early twentieth century but no history has thus far been located. A post card dated c. 1910 shows the bridge with its pipe rails in place, spanning the water-less depression and carrying a pathway that led to the school's long ago demolished hospital building standing

on higher ground to the southeast. Then small (perhaps twenty foot tall) trees that show in the picture are now the very large and stately ones that provide abundant shade in this park-like area of the campus.

Fieldstone Retaining Wall (Fig. 6, #9), located parallel with and just southwest of the remnant drive running northwest from Crawford Road toward the Large South Dormitory. The perhaps seventy-five-foot long wall, supporting the slightly elevated southwest edge of the lawn area in front of the building complex, is divided near its center by a short staircase. The retaining wall is faced in rounded cobblestones, with a few larger boulders interspersed, and capped by a concrete slab coping. This feature probably dates from the early 20th C.

Reflecting Pool and Fountain (Fig. 6, #10)

A primary feature of the grounds in front of the main building row is a large tear-drop shaped reflecting pool constructed on the grounds east of the Auditorium/School Building in 1905 (*Isabella County Enterprise* 1905). The reflecting pool, outlined by a low concrete rim, originally had a concrete base and was filled with water. The concrete rim remains in place, but the bottom of the now waterless shallow basin is now a grassy lawn. Very large willows, now show much deterioration surround the pool. The pool appears in many photographs of the school grounds. It contains remnants of a simple fountain element in the center, with a raised circular concrete rim centered on the several-foot tall square-plan concrete structure, from which projects a metal pipe extending up a few more feet. The fountain is largely hidden in shrubby growth during foliage season. The basin and fountain show in a post card view mailed in 1916.

Additional Historic Features of the 312.5-Acre MR/BS Property

Forest/Woodlot Area (Fig. 6, #11)

A large stand of trees that includes a partly old-growth stand of Beech and Maple forest is still present immediately north of the cluster of campus buildings (Figure 2). The forest area extends back about one quarter mile west from Crawford Road and is roughly 900-1000 feet wide from north to south. Regarding this tract historian Isaac A. Fancher stated in his 1911 Isabella County history: "One thing the authorities of the school are to be complimented for is the preservation of the forty acres of native forest situated just north of the plat on which the buildings are located. It is one of the finest pieces of green timber in the county..." (Fancher, 79). Notably, students at the school frequently harvested choice pieces of lumber from the forest, under the direction of the school carpenter, for construction projects at the school. In particular, the Domestic Science Building (no longer standing) was constructed from logs harvested from the forest area (*Mount Pleasant Times* 1912).

Mission Creek Cemetery (Fig. 6, #12)

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The cemetery is located on the east side of Bamber Road just south of Mission Creek. The formally set aside cemetery grounds, roughly triangular in form with the narrow east end along Bamber, south side along a paved drive that once extended into the state home complex but now ends east of the cemetery, and east-northeast roughly along the edge of the drop-off down to the low ground along the creek, are lawn-covered and contain a total of ten grave markers scattered over an area of one or two acres. The grounds display a few trees and shrubs and are bounded by woods and brush along the creek to the northeast and a fringe of conifers to the east. The monuments are small and simple white marble tablets with flat, round-arch, or Gothic arch tops. Motifs displayed include flowers and, in one case, a lamb. The grounds contain a Michigan Historical Marker entitled "Indian Cemetery."

This Native American cemetery was established in the 1850s as an extension of the Bradley Mission (see additional discussion below under Archaeological Sites). The 1847 annual report of the Missionary Society of Michigan's Methodist Episcopal Church lists Isabella County as a station, with two bands of Indians visited by its missionaries. A "Treaty of Detroit with the Chippewa Indians of Michigan and the Swan Creek and Black River Chippewa" approved by President Franklin Pierce in June 1856 resulted in the establishment of the Isabella Reservation then encompassing twelve thirty-six-square-mile Congressional townships in today's Mount Pleasant area. Establishment of the reservation resulted in a substantial migration to it of Chippewa from the Saginaw Bay area during 1856 and 1857. The treaty provided for the federal government to build and provide support for schools on the reservation and provided for land already occupied by the Methodist Church's Missionary Society for the benefit of the Indians to be confirmed to them. The Rev. George Bradley began serving what became known as the Bradley Mission by 1857, and the 1858 Missionary Society annual report lists the mission as having a church and a school with library of 150 books. Fancher states that the now long gone church and the cemetery – this Mill Creek Cemetery – were located on one side of the street and the school across the street. An 1864 treaty contained the government's commitment to provide funding for a "manual-labor school" on the reservation – \$2000 per year for ten years – if the Methodists' Missionary Society would build the school within three years "at a value of not less than three thousand dollars" and manage the school and attached farm. Fancher and Reuter's *Methodist Indian Ministries in Michigan, 1830-1990*, both state the school was built and operated until taken over by the MPIIBS in 1893, but neither source cites any evidence.

By deed recorded April 1, 1874, the already in use cemetery site was formally conveyed for \$1 to Lyman Bennett and Andrew [last name hard to decipher], "Chiefs of Two Bands of Indians for the benefit of themselves and the Indians composing their Bands for Buryall ground purposes." The property deeded runs for fifteen rods along the east-west center line of Section 9 east from the section's north-south center line (today's Bamber Road). Its west boundary extends north along the north-south center line nine rods, and the east boundary north from the south one four rods. The north boundary as defined in the deed is an angling line connecting the north ends of the east and west boundaries. This property appears to correspond with the presently maintained cemetery grounds containing the monuments.

The Mission Creek Cemetery contains the burial sites of several well-known and important individuals from the Treaty era. The cemetery continued to be used by the Saginaw Chippewa Indian community throughout the late nineteenth and early twentieth centuries. Several Indian Boarding School students are reportedly buried here according to death records. Today the only extant grave marker for a boarding school student is that of John Thomas, who died in 1910. A 2012 geophysical survey of the cemetery and the areas east and south by CMU determined the presence of many unmarked graves within the defined visible cemetery grounds and beyond them. The survey suggests that the probable boundaries for burials that should be considered part of the cemetery extend to the south from the currently defined area (Surface-Evans et al. 2012). The formally designated Mission Creek Cemetery stands on land owned by the Saginaw Chippewa Tribe; the area just to its south that is thought to contain additional burials is on the 7.5-acre property owned by the Mount Pleasant Public Schools and is not part of this current nomination form, but may be added in the future.

Farm Land (Fig. 6, #13 and #14)

Much of the MPIIBS grounds are occupied by agricultural fields, pastures, and orchards. This nomination form's Figure 2, which uses a 1929 MPIIBS site map, shows the extent of the agricultural uses in the school's latter days. Today much of the acreage north of Mission Creek, which runs through the property and the north of its east-west center line, remains open fields, rented out by the current owner, the City of Mount Pleasant. The former pasture land on the hillside above the creek's north side near Pumber Road remains partly open ground. Woods fringe the low ground along the creek, but there are also open fields in part of the area between the creek and the Forest Area/Water Lot to its south, though fringed by woods along Crawford Road. Part of the state home building complex occupied the former field area in the northwest quarter of the property's south half in the 1950s and 60s; these buildings have all been removed and the area graded within the past two years. South of this the rolling grounds remain open but not in use, with a scattering of conifers and deciduous trees, in place of the fields and orchards present in 1929. A few orchard trees are present, but these appear too young to date from the MPIIBS period and presumably date from the state home period.

Federal Board of Indian Commissioners member John J. Sullivan, who visited the school in August 1928, stated in a report on "Indian Schools in Michigan" contained in the commission's 1929 annual report (38),

As an important part of the instruction given the students concerns farm work, a well conducted farm is useful for this reason as well as for providing food at a low cost. The extensive acreage which is under cultivation here seems to be fertile and well tilled. Large quantities of potatoes, beans, and other vegetables are produced every year, besides corn and hay for the stock, in all, over 150 acres are under cultivation. A considerable part of the work is done by the pupils, some of whom remain in the school even in the summer time when classes are not being held. Even the small children can help in such work as weeding and gathering vegetables. The dairy supplies large quantities of milk and there is an excellent orchard.

Work on the farm was clearly an important aspect of the MPIIBS's educational program; thus the school's agricultural land forms an important historic feature of the property.

Archaeological Sites

In addition to the above contributing buildings and features, there are four significant archaeological sites within the school grounds (see Figure 2a for locations). The archaeological potential of the MPIIBS campus was explored during three Field Schools (2012, 2013, and 2015) by CMU. These investigations included archaeological survey, geophysical prospecting, and archaeological excavation of several key areas of the campus that are recognized archaeological sites (Surface-Evans et al. 2012, Surface-Evans 2013, Surface-Evans et al. 2016). The areas investigated included: 1) the southeast portion of campus where the seven extant buildings are located (20IB43), 2) the Mission Creek Cemetery area (20IB31), 3) the area identified on a 1929 map as the school garbage dump (20IB49), and 4) a fallow field identified as a possible cemetery and sacred site by the elders (20IB50). The sites investigated thus far demonstrate a significant potential for archaeological data. All four of these sites are temporally and culturally connected to the Indian Boarding School era.

- 1) **MPIIBS Main Grounds, 20IB43** The main grounds of the MPIIBS campus, the area surrounding the seven extant buildings described above, is designated State archaeological site number 20-IB-43. This number was assigned by the State after a man illegally removed metal buttons from the premises after metal-detecting, thus demonstrating a potential for intact archaeological deposits. Subsequent archaeological investigations by CMU have identified the foundations of eight former buildings (Paintshop, Dining/Mess Hall, Laundry, Greenhouse, Domestic Science Building, South Teacher's Cottage, Administration Office, and Gazebo/Bandstand), as well as a former road and buried utility tunnels. Geophysical data and field observations indicate that all of the destroyed buildings appear to have been demolished in a way that left the foundations and basements intact. Thus there is a high potential that the MPIIBS main grounds contains significant cultural materials that can provide insight into various aspects of life at the school.

For example, artifacts from the Gazebo included a high frequency of animal bones indicative of choice cuts of meat, as well as several fragments of decorative tableware. These data support oral histories of the Gazebo being used by administrators to entertain important guests visiting the school (Surface-Evans 2016). Another finding was a surprising number and variety of buttons recovered throughout the school grounds. Oral history indicates that MPIIBS students removed buttons from clothes to use as a form of currency (Balabuch 2012; Johnson 1991). Child (2000) noted a similar use for buttons at two other Native American boarding schools in the United States, which were Flandreau and Haskell. Flandreau is located in Flandreau, South Dakota, and Haskell is located in Lawrence, Kansas. CMU investigations also uncovered archaeological evidence of a fire at the site of the former Laundry Building, which is one of two well-documented cases of arson at MPIIBS. These and other findings indicate that there is a significant archaeological potential at the

MPIIBS main grounds (Surface-Evans et al. 2012, Surface-Evans 2013; Surface-Evans et al. 2016).

- 2) **Mission Creek Cemetery, 20IB31:** The Mission Creek Cemetery has the Michigan archaeological site designator of 20IB31. This cemetery was established by the Methodist Episcopal Church as part of a mission in the 1850s following the signing of the 1855 Treaty. Today there are ten remaining grave markers in the Mission Creek Cemetery. The earliest grave markers that are clearly legible at the cemetery denotes siblings: Mary (age 13) and Joseph (age 10) who died on 1861. The chief of the Saginaw, Swan Creek and Black River Chippewa Tribes who signed the 1855 Treaty, ShawShawWawNaBeece, is also buried in this cemetery (Haase 2013). Oral history indicates that the site was used as a cemetery before the Methodist Episcopal Church set aside the land for this purpose (MeShawboose, personal communication, October 2013).

Mission Creek Cemetery is located on property that later became part of MPIIBS. A letter from school Superintendent J. C. Nardin to the Commissioner of Indian Affairs clearly states the fact that this cemetery includes the graves of MPIIBS students (Nardin 1901). Archival research is currently ongoing to determine which students are interred here. At least one student, John Thomas, is confirmed to be buried here. His death certificate indicates that he died January 13th, 1910, and his grave marker is present at the cemetery. Other students may be buried here as well, but their grave markers may no longer be present. Research by CMU Archaeological Field School in 2012 indicates that the cemetery is larger than the current established boundaries (see Figure 4). Geophysical survey data indicates the presences of subsurface anomalies consistent with unmarked grave shafts south of the current cemetery boundaries on the property owned by the Mount Pleasant Public Schools and not part of this current nomination (Haase 2013; McCullough and McCullough 2012; Surface-Evans et al. 2012).

(Figure 4)

- 3) **School Refuse Dump, 20IB49** (denoted on 1929 map): The Indian School refuse dump was denoted on a map of the school grounds dating to 1929 in the southwest quadrant of the property, immediately north of the 1929 Mount Pleasant city limits. While State Home era buildings were later constructed to the north and east of the dump site, this location reverted to fallow ground and agricultural use after the closing of the refuse dump. There are no above ground indications of the dump present on the landscape. CMU investigated the dump site during the 2012 Archaeological Field School (McCullough and McCullough 2012; Surface-Evans et al. 2012). A combination of geophysical prospecting with magnetic gradiometry and archaeological survey via shovel test probes confirmed the presence of significant buried deposits dating to the early 20th century. A Michigan archaeological site number of 20IB49 was assigned to the Indian School dump site. The dump site has a high potential for producing archaeological data relevant to the daily lives of the Indian School children. Investigations of the school refuse dump at the Phoenix Indian School, located in Phoenix, Arizona, by Owen Lindauer (1996) recovered significant material remains indicative of subsistence, ethnicity, and acculturation.

- 4) **Sacred Site/ Woodland Earthworks, 20IB50:** A low rise in a fallow field in the northeast quadrant of the Indian School grounds was identified by elders in the SCIT community as a second cemetery that was marked with white crosses in the 1950s. Today, there is no visible indication above ground for the previous use of this site. Dr. Surface-Evans of CMU was asked to include this fallow field in the 2012 Archaeological Field School and investigate it via geophysical prospecting for indications of unmarked graves (McCullough and McCullough 2012; Surface-Evans et al. 2012). This area was extensively surveyed with ground penetrating radar, magnetic gradiometry, and soil resistivity. Numerous subsurface anomalies were identified in the geophysical data. Several anomalies were consistent with unmarked graves. Additionally, anomalies suggestive of a low mound with a central grave shaft and a circular earthen enclosure were also identified in the data.

State of Michigan archaeological records indicate thirteen recorded Late Woodland period mound groups in Isabella County. The majority of these mound groups are located within a mile of the Chippewa River. Of the identified anomalies are Woodland earthworks, they conform to the expected landscape placement, as they are located less than a half mile west of the Chippewa River. The State assigned archaeological site number 20IB50 in recognition of their potential cultural significance to the Indian School period and to the Late Woodland period (McCullough and McCullough 2012; Surface-Evans et al. 2012).

In 2015, additional geophysical investigations and soil coring were conducted to examine the extent of the site and ground truth some of the anomalies identified. This work identified additional grave anomalies within a five-acre area and was able to confirm the presence of graves through the recovery of several artifacts during soil coring (Surface-Evans et al. 2016). Additionally, soil coring of the possible earthworks also confirmed stratigraphic deposits consistent with other documented mound groups in the county (cf. Carstens 1976). The total inventory of possible graves at site 20IB50 is currently 36, and a minimum of three to six possible earthworks were also identified by the geophysical studies (Surface-Evans et al 2016).

8) Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

(Enter categories from instructions.)

Archaeology/Historic Aboriginal
Archaeology/Historic Non-aboriginal
Education
Ethnic Heritage / Native American
Social History

Period of Significance

1855-1934

Significant Dates

1856 – treaty establishing Isabella Reservation

1893 – year MPIIBS opened

1899 – year main school building burnt down

1934 – year MPIIBS school closed

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

Native American

Architect/Builder

N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Mount Pleasant Indian Industrial Boarding School (hereafter MPIIBS) meets national register criterion A as part of a national policy initiated by the United States government to “civilize” American Indians, beginning in the late nineteenth century. MPIIBS is significant for its direct role in this federal policy and as the only federal Indian Boarding School in Michigan. Thousands of children from the Chippewa, Menominee, Miami, Mohawk, Ottawa, and Potawatomi Tribes attended MPIIBS during its forty-year period of operation (Hamp 2012). MPIIBS opened in 1893 and was one of the first twenty-five Indian Boarding Schools opened across the United States, following Capt. Richard C. Pratt’s establishment of the Carlisle Institute, located in Pennsylvania, in 1879. The MPIIBS campus once covered 320 acres of land; today SCIT only owns 14.8 acres of that land, with most of the rest owned by the City of Mount Pleasant (CMP) and a small area – about 7.5 acres – owned by the Mount Pleasant Public Schools and not included in this current nomination. The CMP has demolished buildings belonging to the subsequent State Home period (1934-2009) and the future of their portion of the school grounds remains uncertain. The Saginaw Chippewa Indian Tribe of Michigan (SCIT) utilizes the campus as part of the cultural revitalization movement by holding an annual event to commemorate the closing of the Boarding School called “Honoring, Healing & Remembering.” In 2011, while speaking at this event, American Indian activist Dennis Banks reminded his audience that the boarding school system engendered “cultural genocide...and

ladies and gentlemen, boys and girls, that is a crime” (Banks 2011). The Federal Indian Boarding School era is a period of United States history that remains underrepresented and largely untold. MPIIBS is significant under Criterion A because it represents an important part of a national trend, the United States federal government’s policy of cultural assimilation and genocide of Native American people. At the state level MPIIBS is significant, because it was the only federal boarding school in Michigan and the principal boarding school for many Great Lakes region tribes. The federal Indian Boarding School era is poorly represented in United States history, but its enduring impacts, in the form of generational trauma, continue to be felt in Native American communities throughout the country. A brief history of MPIIBS contextualized within national American Indian policy is summarized below.

The site’s primary period of significance corresponds with the 1893-1934 period in which it housed the Mount Pleasant Indian Industrial School, but the property also has significance under criterion A for containing the Mission Creek Cemetery, established as a burial ground as part of a Methodist mission to the Chippewa who occupied lands in a reservation in this area established under an 1855 treaty. The cemetery contains burials that, dating back at least to 1861, include one of the chiefs who was a signatory to an 1864 treaty following up on the 1856 one, and also at least several students of the MPIIBS.

MPIIBS is also eligible for listing under Criterion D. Three seasons of archaeological investigations by Central Michigan University (CMU) have determined substantial intact archaeological deposits relating to MPIIBS are present at four sites within the proposed district. At site 20IB43, the foundations of eight structures were identified via archaeological geophysics and survey. Selected excavation of four of these foundations has identified intact deposits within these building sites. At site 20IB49, archaeological geophysics and survey identified the presence of a 1920s refuse dump associated with the school. These deposits contained food and construction refuse and have the potential to provide additional information about school life (cf. Lindauer 1996). At site 20IB31, geophysical investigations identified the presence of unmarked graves within and south of Mission Creek Cemetery. Combined with archival research, it is known that some boarding school students were buried within this cemetery. At site 20IB50, multi-staged geophysical investigations and soil coring have identified a multicomponent site that includes both prehistoric earthworks and 19th-20th century graves. The data recovered from these sites has already proven important in evaluating archival and oral histories about the school, even though only a small sample has been examined up to this point. Some of these archaeological contributions are summarized in the narrative below.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

The evolution and establishment of MPIIBS was part of a sequence of stages of development in American Indian education beginning with religious subscription schools operated by various church groups or missions within selected geographic locations, many under contract from the federal government. Some of these subscription schools (as with MPIIBS) were authorized by

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language inserted within federal Indian treaties. Subscription schools were essentially day schools operated only a few hours each day for five days a week allowing for Indian students to remain under the influence of their natural culture and life style when at home and not in class. This bi-cultural existence was seen as a problem by some educators and policy makers as it seemed the teaching of the non-Indian culture in such things as language was either impeded or reversed when the children were at home. The need for a more intensive educational effort to eliminate the influences of Indian culture at home with Indian students was answered when Lieutenant Richard Pratt using his experiments in education on his Indian prisoners at the Marion Federal Prison created in 1879 the Carlisle Indian Industrial School at Carlisle, Pennsylvania (Adams 1995).

The new Indian Boarding School educational system designed by Pratt removed Indian children from their homes for long periods of time to provide an education while also eliminating the Indian culture within each Indian student and replacing it with an English-speaking white American culture which in effect was cultural genocide directed at Indian Children. The federal Indian boarding schools created under this system by law were not to be located on Indian reservations so as to insure additional isolation from the influences of the Indian culture. However, the Mount Pleasant Indian Industrial Boarding School was unique in that, while it was considered a non-reservation and was a boarding school that served Indians from all over Michigan, it was actually located on the Isabella Reservation of the Saginaw, Swan Creek, and Black River Chippewa bands as defined in the Executive Order of May 14, 1855, and Treaties of August 2, 1855 (finalized 1856), and October 18, 1864.

In 1891 an act of Congress appropriated funds for the purchase of land and construction of buildings for the Mount Pleasant Indian Industrial Boarding School (Fancher 1911). MPIIBS was one of three federal Indian Boarding Schools established by this legislation in the Great Lakes region, the other two schools were located in Wisconsin and Minnesota. The government chose as the location for MPIIBS Isabella County, which is centrally located in the state of Michigan. Isabella County also happens to be the location of the Isabella Reservation established by Treaty in 1855. The 1855-56 Treaty with the Chippewa of Saginaw set aside twelve adjoining townships of land within Isabella County that would be used to provide the "benefit of said Indians," and that such benefits would include the "purchase and sale of land for school-houses, churches, and educational purposes" (Heard 2009). A subsequent 1864 treaty provided for the establishment and support for ten years of a "manual-labor school" for the Indians to be run by the Methodist Missionary Society. The site identified by the treaty for the school, the southeast quarter of Section 9, Township 14 North, Range 4 West, became the south half of the MPIIBS property, located northwest of the intersection of Pickard Street and Crawford Road. This oversight in location created a distinctive situation for the Indian students as they were actually surrounded by an Indian community and some were actually enrolled as day school students.

On August 6, 1877, this land was surveyed by J. C. Freeman, a local optometrist and jeweler, for the Commissioner of Indian Affairs in preparation for the establishment of the school (Fancher 1911; *Isabella County Enterprise* 1877). In 1891, two hundred acres was purchased for the

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school using federal money and funds donated by the citizens of the city of Mount Pleasant (Littlefield 1983). The cornerstone of the first school building was laid October 12, 1892, and the building was completed June 30 a year later (*Isabella County Enterprise* 1892a). However, the first thirteen students started arriving in January of 1893 and were at first housed in a building in downtown Mount Pleasant. In March of that year “amid two feet of snow, the school was moved out to its present site...and here they camped in temporary quarters for three months” until they were able to move into the dormitory (Miller and Seely 1906).

During the first year of operation, students were trained with limited resources consisting of three horses, some farming equipment (Fancher 1911), six vocational instructors and one academic instructor (Littlefield 1983). However, within a few years the average enrollment at MPIBS had soared to 300–350 pupils. Roughly fifteen years after it opened, the MPIBS campus grew to encompass an additional 120 acres, and boasted eleven brick buildings and structures including dormitories, gymnasium, auditorium, hospital, and powerhouse. Numerous wooden buildings such as barns, workshops, laundry facilities, cottages for staff, storage warehouses, and a water tower were also present on the grounds (Fancher 1911; Miller and Seely 1906; Littlefield 1983). By 1933, over fifty buildings had been constructed at MPIBS (Littlefield 1996). These buildings, often constructed by MPIBS students, were used to support the school and also a substantial self-sustained farming operation also run by student labor (*Isabella County Enterprise* 1895a).

MPIBS offered the equivalent of elementary through middle school education; however, the primary focus of the curriculum was vocational training that conformed to white notions of the place of American Indian people within the US society and economy (Child 2000; Littlefield 1996). Girls were socialized to the Victorian ideal of female domesticity and boys were socialized to be farmers and laborers. An article in the *Isabella Co. Enterprise* from April of 1910 quotes a Miss Estella Reed, who referred to the female lessons available at MPIBS, stating that “we [MPIBS] graduate large classes of neat, well trained girls. An exhibition of this training was described in an article covering a MPIBS graduation ceremony on June 2, 1911: the story stated that the “girls demonstrated exactly how to proceed to make an apron,” which turned out “fitted and was stylish and looked remarkably neat to our eyes,” while boys “gave an excellent description of the proper method of potato cultivation” (*Mt. Pleasant Times* 1911). According to the *Mt. Pleasant Times* (1911), the above demonstrations were “convincing enough that they have received excellent training at the institution.”

The labor of MPIBS students built and maintained the substantial self-sustained campus and farm (Balabuch 2010; Fancher 1911; Miller and Seely 1906; Littlefield 1983). Students were often injured during their work and deaths due to frequent outbreaks of communicable diseases were also common (*Central Michigan Times* 1907a, 1909; *Isabella County Enterprise* 1894, 1896, 1902, 1911, 1913a, 1916, 1921; *Mount Pleasant Times* 1910, 1913; *Northwestern Tribune* 1899a, 1903a). Over two students died while attending MPIBS. Daily life at MPIBS was rigid and disciplinary practices were harsh (Balabuch 2010; Littlefield 1983). Students engaged in military-style drills and other aspects of military indoctrination. Some students responded to their harsh treatment with resistance and rebellion.

According to the *Register of Pupils from the Mt. Pleasant Indian Industrial Boarding School in Mt. Pleasant, MI*, as transcribed by Hamp (2012), more than 180 students ran away from MPIIBS over the years. At least thirty-five cases of runaways, predominantly male (80%, n=28), were also documented in local newspapers from 1892 to 1925 (*Clare County Harold* 1907; *Central Michigan Times* 1907b, 1908; *Isabella County Enterprise* 1892b, 1895b, 1900, 1904a, 1907, 1908, 1913b, 1913c, 1914, 1917, 1918; *Mount Pleasant Times* 1925; *Northwestern Tribune* 1902b, 1903b). The stories on runaways from various newspapers illustrated there were multiple reasons as to why those students chose to run away. A newspaper story on one former boarding school student, James Sprague, dated December 28, 1900, said Sprague claimed the reason for his escape from the institution was to spend Christmas at home (*Isabella County Enterprise* 1900). A *Northwest Tribune* column about two boys, John Thomas and John Howard, stated that they said they ran away from the boarding school because “they were obliged to work too hard at the farm” (1903b). Another story in the *Clare County Enterprise* mentions three boys who escaped from the institution because they were being treated poorly by their older classmates (1907). Frank Machie and Edmund Tressel claimed they ran away from the boarding school to hunt rabbits and trap muskrat (*Isabella County Enterprise* 1908). Two other American Indian teenage boys by the names of Thomas Morsaw and Edward Campau escaped from the boarding school and ran away to Detroit because they did not like the food (*Isabella County Enterprise* 1914). Another column in the *Isabella County Enterprise* mentions three American Indian girls who escaped from the school because they did not like “the restrictions imposed at the government school at Mt. Pleasant” (1918). Some parents of the boarding school students did not like the idea of their children attending the institution either. An article from the *Isabella County Enterprise* reported on an American Indian mother by the name of Mrs. Ashman who attempted to retrieve her children from the boarding school but failed (1902).

Both the newspaper stories and records in the *Register* indicated that a majority of the students were returned to the institution. It was rarely reported when officials or federal agents did not find a runaway student. The *Isabella County Enterprise* stated that the school could not find an eight year old boy by the name of Clarence Misheky who was absent and, on behalf of the superintendent of the boarding school, offered a reward to anyone who found and returned him to the institution (1907). Another article in the *Central Michigan Times* told of three American Indian teenage boys who escaped from the school in Mount Pleasant and were not found (1908).

Another form of resistance may have been identified during the 2012 CMU Archaeological Field School at MPIIBS. Field school students observed and documented hundreds of carved initials and symbols cut into the brick and limestone walls of the Woodshop, Auditorium, and Large South Dormitory. The markings on the Woodshop are likely initials of the names of students who attended MPIIBS, as some of the inscriptions also include a year in which that particular individual attended the institution such as “1923.” Additional sets of initials were documented on the east wall of the Large South Dormitory. Several symbols, probably representing a medicine wheel and the four directions, both of which are images of healing in American Indian

religion, were carved on the west wall of the Auditorium/School Building. A question which needs to be answered about these inscriptions is whether or not they indicate students' rebellion against the schooling system, or if this was a permissible act allowed by the institution when a student reached a certain age or grade level. While both of these scenarios may logically explain why students carved their initials on the outer walls of some of the buildings, another reason why they etched their names may have been simply to leave their mark so as to let future generations know they attended the institution.

Probably the most notable example of rebellion at MPIIBS was the intentional arson of the Large South Dormitory. The burning of the laundry building may also have been arson. CMU archaeological investigations of the school grounds in 2012 and 2015 identified evidence of both of these building fires. It is interesting to note that these structures are both associated with female-gendered spaces at MPIIBS. Given that female runaways were scarcer than male ones, it is possible that starting fires was seen as a more gratifying option for attaining freedom by female students. The story of Martha Shagonaby is a prime example of how arson was used in this manner. In the early dawn hours of June 14, 1899, Martha set fire to her dormitory, which also happened to be the original structure at the boarding school (*Isabella County Enterprise* 1899a, 1899b, 1899c; *Northwestern Tribune* 1899b). This fire completely destroyed the structure. Martha confessed to the arson and after being held for several months at the school was sent home (*Isabella County Enterprise* 1899b, 1899c; *Northwestern Tribune* 1899b).

Five years later, a fire after midnight completely destroyed the laundry building (*Isabella County Enterprise* 1904b). The circumstances of this fire are unknown, but given that the building was heated from a separate boiler house (*Isabella County Enterprise* 1897, 1905b), it is not likely that it was accidental. Additionally, there was at least one prior attempt to burn down the laundry building in 1899 (*Isabella County Enterprise* 1899b). Excavations by the 2012 and 2015 CMU Field Schools uncovered evidence of this fire as burnt building materials, melted glass, and laundry related debris. Given the difficult working conditions that girls encountered in the laundry, it is not surprising that it might also be a target for such an act of rebellion. Other fires are also documented at the school (*Isabella County Enterprise* 1895c, 1899) and appear to have been a recurrent problem for the school administrators who frequently sought to improve the infrastructure to prevent fires (*Isabella County Enterprise* 1903, 1904b).

When Francis E. Leupp served as Commissioner of Indian Affairs and took the reins of the federal Boarding School bureaucracy, the arson problem was taken very seriously (Adams 1995). Two measures were taken to treat what many officials saw as a potential "pandemic." The first change, meant to protect the innocent children in burning buildings, came in the form of water-filled buckets, scattered densely throughout school structures. The second alteration had a more controversial component: drastic, well-publicized punitive measures against alleged fire-starters. Leupp wrote that "remonstrances, explanations of the perils, as well as the wickedness of such actions, and even the ordinary penalties which lay within the power of the teachers to impose, were alike powerless to break up this wonton fancy for the firebrand" (Adams 1995; 229). For students caught committing arson, he countered by pushing for stiff penalties and jail sentences for their offenses. For example, two Menomini girls confessed to

burning down a reservation school in 1905 (not MPIIBS), shortly after the policy changes were made. The principal offender was sentenced to life imprisonment in Fort Leavenworth, Kansas. The story was purposefully circulated throughout the boarding school newspapers, such as the *Indian Leader* published at Haskell, to deter other potential arsonists.

Beyond the impact of a restricted life, former students describe how attending the boarding school resulted in the loss of their childhood, family, and language (Balabuch 2010; Johnson 1991). This social disruption caused by boarding schools is still being felt in American Indian communities today (Adams 1995). What students took away from their experiences at MIIBS and other Indian Schools are lessons and experiences that affected the ways they interacted not only with the generations that came before them, but the ones that came soon after. Relationships amongst American Indian families and communities were strained and transformed by the traumatizing environment set by the boarding schools (Cross 2014). Children were torn away from home, most of the time unable to visit home even during the holidays or summer. Some students were even deprived of letters sent to them from their parents (Banks 2011).

The prevailing Indian policy in the late nineteenth and early twentieth centuries was the to make farmers out of Indians by granting each individual Indian a parcel of land of approximately eighty acres, under the Allotment Act of 1887, on which they could build homes and operate farming activities. While this idea seemed to make sense, it resulted in many Indians losing their lands through unscrupulous land deals or taxes or from being driven off their lands for timber or other resources. Under the provisions of the Allotment Act conditions in Indian communities steadily declined.

Redress for the failures of the federal Indian policies was slow in coming, but the 1920s saw some first steps. In 1924, Congress enacted the Indian Citizenship Act, granting citizenship to all Indians who were born in the United States, and with it came the right to vote and to access the federal courts. In 1926 the Secretary of the Interior retained the Institute for Government Research (Brookings Institution) to conduct a survey into the consequences of the Allotment Act on American Indian communities. Lewis Meriam, a Harvard-educated researcher, was selected to head the study. The Rockefeller Foundation funded the study to insure an unbiased finding free of government influence. In 1928 after exhaustive research an 847-page report, entitled *The Problem of Indian Administration*, was published. This document is better known as the “Meriam Report.” The report concluded that the Allotment Act had resulted in the Indians having lost half of their lands since the act’s adoption, the Indian communities were moving into more and more poverty and disease, and anger was on the increase on Indian reservations.

One of the major sections of the Meriam Report concerned Indian Education. The report contained a scathing summary of the conditions within the federal Indian Boarding Schools and their dangerous impact on innocent Indian children. It stated that the schools in general provided sub-standard living conditions – among other conditions cited were poor ventilation, exposed electrical wiring, no indoor toilets, lack of sanitary supplies, and trough-like basins for washing (Meriam Report: 314-26). It must be noted that this is only a sample of the findings on

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conditions at the various Indian Boarding Schools. Anecdotal stories of student life at MPIIBS note conditions similar to those outlined for the schools in general in the report (Johnson 1991). However, official detailed reports by administrators on the day-to-day conditions for Indian students who were at MPIIBS are silent.

Another issue raised in the Meriam Report is that Indian boarding schools were institutions where a majority of the students were orphans. The document asserts, "It is said that a large proportion of the children in the Mount Pleasant School, for example, are orphans for whom it would be exceedingly difficult to reconstruct any kind of home life" (Meriam 1928). Patricia Hamp's transcription of the student roster, while incomplete, illustrates that a majority of the former students at MIIBS had at least one or more deceased parent (2012). This supports the claim made in the Meriam Report and relates directly to MPIIBS.

Due to the poor living conditions and overwork experienced by students, communicable diseases were rampant. The Meriam Report stated these illnesses, even during the Boarding School Era, could have certainly been "combated by a preventive, curative diet and proper living conditions" (1928). Many Native students at MPIIBS suffered with tuberculosis. Collins Moses was one such boarding school student. Various letters written by the student's mother, a physician at a sanitarium in the state of Iowa, as well as the Superintendent at MPIIBS, illustrate his condition was severe enough to where he was not expected to live. Furthermore, these letters also verify Collins's mother was unaware of the severity of her son's tuberculosis (Individual Student File). This information demonstrates that MPIIBS was not unlike the other American Indian boarding schools of its time. A lot of sickness – and poor treatment – took place at these institutions, which was one important reason leading to their closing.

The MPIIBS was closed in 1934. The first movement toward closing the school may have been a report made by Board of Indian Commissioners member Samuel A. Eliot following a visit to the school in April 1923. Eliot stated that "Industrial conditions have changed a good deal in recent years, and the boys of the Mount Pleasant school can now all find remunerative occupation in the automobile factories and other industries, and the girls are always in demand for domestic service. It is therefore difficult to keep the older boys and girls in school, for they are naturally tempted to accept the good wages offered them, and their parents are usually in destitute circumstances and need the products of the children's labor." Eliot noted that of the state's Indians, at least 5500 of the 7631 reported in the 1920 census lived in the Lower Peninsula, that most were very poor and often lived in "squalid conditions," and that neither the federal nor state governments was offering any assistance beyond the Mount Pleasant school. He concluded that "The time has not yet come to close the work of the Mount Pleasant School, but ultimately the State of Michigan should assume entire responsibility for the educating of the Indian children" (1923 *Annual Report*, 22-23). By this time the federal government's policies on Indian education were moving rapidly toward incorporating Indian youth into the nation's public school systems as much as possible.

Another Michigan report in the 1927 Board of Indian Commissioners annual report went a step further: "We are strongly of the opinion that the State of Michigan should assume the entire

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responsibility for the education of these Indian children and might well begin by taking on welfare work to improve the conditions of the adults” (6). The 1932 report stated that “The policy of placing a large part of the Indian children in local schools near their homes rather than giving them institutional training in boarding schools, at least in the elementary grades, is an educational development which we in principle indorse. It has been the announced policy of the educational division to study carefully each existing boarding school situation to determine whether the school is one that should be closed down, continued for some other purpose, or maintained indefinitely.” The report noted that several of the boarding schools had been closed down within the last year.

The Fiscal Year 1933 Report of the Commissioner of Indian Affairs noted that the “substitution of Federal day schools and public-school facilities for Government Indian boarding schools, a policy now well established in the Indian Service, gained considerable momentum during the last year from budgetary changes made necessary by the Government’s economy program” – Congress had required that \$500,000 in funds be switched from Indian boarding to day schools (in *Annual Report of the Secretary of the Interior ... 1933*, 72). The report stated that during the next year, the 1933-34 fiscal year, five of the boarding schools – Mount Pleasant among them – would only be “maintained on skeleton basis” (ibid., 73). The school was listed in that year’s report as having an enrollment of 419, a higher number than reported in at least the previous fifteen years (150). The fiscal year 1934 Office of Indian Affairs report states that the Mount Pleasant school property was transferred to the State of Michigan during the year and that the “Indian children are in public schools...” (in *Annual Report of the Secretary of the Interior ... 1934*, 84-85).

The federal Indian Boarding Schools were ultimately, and tragically, a failed social experiment. Through this experiment, society at the time believed that the Native American children could be “taught the English language, habits of industry, the benefits of civilization, the power of the white race, and, after a few years, return to their people with some education, with more intelligence, and with their ideas of life changed for the better” (Moses 879). But lives were not changed for the better. Federal Indian boarding schools became the tool of cultural genocide and created a legacy of social disruption for Native communities. The social, emotional, and cultural problems that developed out of the boarding school policy are just beginning to become part of the discourse on intercultural relations in the United States.

Today, the school grounds act as a source of community healing. Tribal members, boarding school survivors (not restricted to those who attended MPIIBS), boarding school student descendants, along with interested members of the public community, all gather at the grounds of the MPIIBS campus every June 6th for the “Honoring, Healing & Remembering Ceremony” (HHR), during which the closing of the school is celebrated, and the students who attended MPIIBS are remembered. HHR is one way the Saginaw Chippewa MPIIBS Committee is committed to making the Mount Pleasant Indian Industrial Boarding School a place for “healing, education, wellness, and empowerment at a local, national, and global level” (MPIIBSC By-Laws 2012).

During this ceremony, the SCIT community is reminded that the boarding school era was not a crime committed against one tribe of Native Americans, nor against one generation. Attendees and special speakers have always made it a point to note that “parental attendance had an impact on the lives of their children and continues to resonate into the subsequent generations” (Cross 2012). As stated, the idea behind the boarding school system was that the students would pass the education on to fellow community members, as well as future generations. During her talk at HHR 2012, Dr. Cross remembered the time a friend questioned why she put all her silverware in the correct setting and ate her food with “exactitude” while out to lunch one day. Dr. Cross tells her friend it’s because of boarding school. Dr. Cross never attended boarding school, but her mother did, and her mother passed some of those teachings on to her, just as the boarding school system intended (Cross 2012). Besides effecting how Native parents taught their kids table manners, in many cases, their ability to parent at all was greatly affected, after being cut off from a parent’s love most of their lives. Overall, family relationships crumbled, use of Native languages was diminished and traditional Native teachings were replaced with trade school.

Within her book, *Decolonizing Museums: Representing Native America in National and Tribal Museums*, Amy Lonetree references the definition of historical trauma, which is a “cumulative emotional and psychological wounding over a lifespan and across generations, emanating from massive group trauma experiences” (Lonetree 2012). This definition was also given at the 2014 HHR Ceremony by speaker Hunter Genia, Director of the SCIT Behavioral Health department, who has spoken at a variety of boarding school related events on the intergenerational effects of the boarding school era. Today, the community works to heal from the historical trauma created by the boarding school system. Members of the community believe that in order to heal from this intentional destruction of their culture, they must first muster up the courage to talk about it. Hunter Genia states during a presentation in 2012 that “in that process of healing and wellness, part of that process is to be able to acknowledge what has happened – that which has not been acknowledged before” (Genia 2012). Amy Lonetree agrees by stating that “truth telling is perhaps the most important aspect of a decolonizing museum practice of the twenty-first century,” and that this truth telling process “assists in healing and promotes community well-being, empowerment, and nation building” (Lonetree 2012). Not only is the Native community commenting on the importance of truth-telling, though, but members of the non-native Mount Pleasant community have also acknowledged the importance of remembering the hard truths behind the boarding school system. During the Journey for Forgiveness in 2009 (one of the first public displays of remembrance and healing for MPIIBS), Mount Pleasant’s mayor at that time, Mayor James Holton, declared that “we must recognize that if we do not acknowledge and remember these mistakes of history, we are doomed to live in a community divided” (Holton 2009).

The Saginaw Chippewa Indian Tribe’s Ziibiwing Center of Anishinabe Culture & Lifeways promotes this aspect of truth telling not only within their main museum gallery, but in every endeavor involving MPIIBS. The tragic reality behind MPIIBS and the entire boarding school experience has always been a part of the Ziibiwing Center’s permanent exhibit, but since the purchasing of the MPIIBS grounds, truth telling and healing have been at the heart of every

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community MIIBS event: including HHR, the Journey for Forgiveness, as well as the current temporary exhibit, “Debwewin/Truth: The Mount Pleasant Indian Industrial Boarding School Experience.” The Ziibiwing Center hopes Debwewin/Truth will soon become a traveling exhibit, presenting new opportunities to educate on a national level. While United States public schools teach about the colonization of North America, many schools across the nation leave out the Indian Boarding School Era. The exhibit, Dewewin/Truth, will help teach the nation what their textbooks didn’t. On a more local level, though, in 2011, *American Indian Boarding Schools: An Exploration of Global Ethnic & Cultural Cleansing, A Supplementary Curriculum Guide* was created by the Ziibiwing, in order to bring the history of MPIIBS into classrooms throughout mid-Michigan.

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Surface-Evans, Sarah, Robert McCullough, and Dortehea McCullough (2012) *Archaeological Investigations of the 1929 Dump and Fallow Field Portions of the Former Mount Pleasant Indian Industrial Boarding School*. Report prepared for the City of Mount Pleasant and Saginaw Chippewa Indian Tribe of Michigan and the Michigan State Historic Preservation Office, under State Permit Number AE2012-1. CMU Report of Investigations 2012-1a. September, 2012.

Surface-Evans, Sarah (2013) *Preliminary Report of 2013 Archaeological Investigations at the Main Grounds of Mount Pleasant Indian Industrial Boarding School*. Report prepared for the Tribal Historic Preservation Office of the Saginaw Chippewa Indian Tribe of Michigan and the Michigan State Historic Preservation Office, under State Permit Number AE2013-3. CMU Report of Investigations 2013-3a. December, 2012.

Surface-Evans, Sarah, Taylor Gibson, Jerome G Pigeon, Steven Smolnik, & Kalena Wright) (2016) *Report of Excavations of Site 20IB43 & Geophysical Prospecting of Site 20IB50*. Report prepared for Saginaw Chippewa Tribal Council & THPO, City of Mount Pleasant Commission, Michigan State Archaeologist & SHPO, CMU Report of Investigations 2015-1b, under State Permit Number AE2015-03. July 2016.

United States Department of the Interior, Board of Indian Commissioners. *Annual Report of the Board of Indian Commissioners to the Secretary of the Interior for Fiscal Year Ended June 30, 1924*.

United States Department of the Interior, Board of Indian Commissioners. *Annual Report of the Board of Indian Commissioners to the Secretary of the Interior for Fiscal Year Ended June 30, 1927*.

United States Department of the Interior, Board of Indian Commissioners. *Annual Report of the Board of Indian Commissioners to the Secretary of the interior for Fiscal Year Ended June 30, 1932*.

United States Department of the Interior, Office of Indian Affairs. "Report of the Commissioner of Indian Affairs," 68-109 in *Annual Report of the Secretary of the Interior for the Fiscal Year Ended June 30, 1933*.

United States Department of the Interior, Office of Indian Affairs. "Report of the Office of Indian Affairs," 78-163 in *Annual Report of the Secretary of the Interior for Fiscal Year Ended June 30, 1934*.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

United States Department of State (1855) Treaty with the Chippewa of Saginaw, etc. 11 Stat., 633.
Ratified Apr. 15, 1856. Proclaimed June 21, 1856.

United States Department of State (1864) Treaty with the Chippewa of Saginaw, Swan Creek, and Black
River. 14 Stat., 637. Ratified May 22, 1866. Proclaimed Aug. 16, 1866.

United States Indian School Map (1929). United States. Nov. 27, 1929.

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: Ziibiwing Center of Anishinabe Culture & Lifeways

Historic Resources Survey Number (if assigned): _____

10) Geographical Data

Acreage of Property About 312

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 43 36'42.13" Longitude: 84 47'52.05"
2. Latitude: 43 37'33.59" Longitude: 84 47'52.72"

3. Latitude: 43 37'34.26" Longitude: 84 47'17.15"
4. Latitude: 43 36'42.53" Longitude: 84 47'16.45"

Verbal Boundary Description (Describe the boundaries of the property.)

E 1/2 SEC 9 T14N R4W, Union Township, Isabella County, Michigan, Excepting the following 7.58-acre parcel:

A parcel of land being part of the E 1/2 of Sec. 9, T14N-R4W, described as Commencing at the SW 1/4 Cor of said Section 9; thence North 1447.00 feet along the N-S 1/4 line of said Sec. 9 to the point of beginning. Thence continuing North, 1200.00 feet along said N-S 1/4 line; thence East 275.00 feet at a right angle to said N-S 1/4 line; thence South 1200.00 feet parallel to said N-S 1/4 line; thence West 275.00 feet at a right angle to the N-S 1/4 line to the point of beginning, containing 7.58 acres and subject to restrictions, reservations, rights of way, and easements of record.

The property is located north and west of the intersection of Pickard and Crawford roads and south and east of the intersection of River and Bamber roads.

Boundary Justification (Explain why the boundaries were selected.)

Chosen boundaries are the same as the historic property boundaries during the period of significance except for the 7.58-acre parcel currently excluded. SHPO learned only the day prior to the review board meeting at which this nomination was presented that Mount Pleasant Public Schools rather than the City of Mount Pleasant owned this parcel. SHPO's intent is to provide appropriate notification prior to a future review board meeting and work with the owner in order to include this property within the district.

11) Form Prepared By

name/title: Sarah J. Hegyi, Interim THPO
organization: Saginaw Chippewa Indian Tribe of Michigan / Ziibiwing Center
street & number: 6650 East Broadway
city or town: Mount Pleasant state: MI zip code: 48858
e-mail wjohnson@sagchip.org
telephone: 989-775-4730
date: 11/7/2014

name/title: Sarah L. Surface-Evans, Assistant Professor
organization: Central Michigan University
street & number: 138 Anspach Hall
city or town: Mount Pleasant state: MI zip code: 48859
e-mail sarah.surface@cmich.edu

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

telephone: 517-282-3291
date: 11/7/2014

name/title: Sharon Ferraro, Owner
organization: Pastmasters
street & number: 1014 Davis Street
city or town: Kalamazoo state: MI zip code: 49008
e-mail pastmast@att.net
telephone: 269-720-0403
date: 11/7/2014

Some additions/editing by: **R.O. Christensen, National Register Coordinator, MI SHPO**
November/December 2016

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.

See attached.

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

See attached.

- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

N/A

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Mount Pleasant Indian Industrial Boarding School

City or Vicinity: Mount Pleasant

County: Isabella

State: MI

Photographer: R. O. Christensen

Date Photographed: July 28, 2016 (1-40); February 23, 2017 (41-52)

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 52: Large South Dormitory (left) with Auditorium/School (right of it in background). Grounds out to Crawford Rd. on right. Looking north.

MI_Isabella_MPIIBS_0001

2 of 52: Auditorium/School, east and north facades. Large South Dormitory on far left.

MI_Isabella_MPIIBS_0002

3 of 52: Auditorium/School façade detail, east and north facades. Large South Dormitory in background.

MI_Isabella_MPIIBS_0003

4 of 52: Auditorium/School, south and east facades. Gymnasium at left.

MI_Isabella_MPIIBS_0004

5 of 52: Auditorium/School, north and west facades. Gymnasium at right.

MI_Isabella_MPIIBS_0005

6 of 52: Large South Dormitory, south and east facades. Part of Home Economics Bldg/Superintendent's House at left edge.

MI_Isabella_MPIIBS_0006

7 of 52: Large South Dormitory front, south and east facades.

MI_Isabella_MPIIBS_0007

8 of 52: Large South Dormitory, detail of front, south and east facades.

MI_Isabella_MPIIBS_0008

9 of 52: Large South Dormitory, north and west/rear facades.

MI_Isabella_MPIIBS_0009

10 of 52: Large North Dormitory, south and east/front facades.

MI_Isabella_MPIIBS_0010

11 of 52: Large North Dormitory, west/rear and north facades. Wood/Carpenter Shop on right.

MI_Isabella_MPIIBS_0011

12 of 52: Large North Dormitory, west and north facades.

- MI_Isabella_MPIIBS_0012
13 of 52: Gymnasium and, beyond, Wood/Carpenter Shop on left, rear part of Auditorium/School on right. Looking NNW.
- MI_Isabella_MPIIBS_0013
14 of 52: Wood/Carpenter Shop, east façade.
- MI_Isabella_MPIIBS_0014
15 of 52: Wood/Carpenter Shop, west and south facades.
- MI_Isabella_MPIIBS_0015
16 of 52: Wood/Carpenter Shop, east and north facades.
- MI_Isabella_MPIIBS_0016
17 of 52: Gymnasium, south and east facades. Wood/Carpenter Shop at right.
- MI_Isabella_MPIIBS_0017
18 of 52: Gymnasium, east front entrance, looking WNW.
- MI_Isabella_MPIIBS_0018
19 of 52: Gymnasium, north façade.
- MI_Isabella_MPIIBS_0019
20 of 52: Small South Dormitory, southeast and northeast/front facades.
- MI_Isabella_MPIIBS_0020
21 of 52: Small South Dormitory, southeast and northeast facades.
- MI_Isabella_MPIIBS_0021
22 of 52: Small South Dormitory, northwest and southwest/rear facades.
- MI_Isabella_MPIIBS_0022
23 of 52: Home Economics Bldg/Superintendent's House, west and south/front facades. Rear portion of Administration/School in left background.
- MI_Isabella_MPIIBS_0023
24 of 52: Home Economics Bldg/Superintendent's House, west and south facades.
- MI_Isabella_MPIIBS_0024
25 of 52: Home Economics Bldg/Superintendent's House, east and north facades.
- MI_Isabella_MPIIBS_0025
26 of 52: Grounds associated with the MPIIBS building complex, in area south of Small South Dormitory and Home Economics Bldg and northwest of Crawford/Pickard intersection. Looking southeast.
- MI_Isabella_MPIIBS_0026
27 of 52: Grounds in front/east of MPIIBS building complex. Looking northwest, with Home Economics Bldg on left and Large South Dormitory in center.
- MI_Isabella_MPIIBS_0027
28 of 52: Grounds in front/east of MPIIBS building complex. Looking southwest, with Large South Dormitory in background.
- MI_Isabella_MPIIBS_0028
29 of 52: Looking south across front of grounds between MPIIBS building complex (to right/west) and Crawford Road to left/east. Administration/School in right background.
- MI_Isabella_MPIIBS_0029
30 of 52: Pedestrian arch bridge south of Home Economics Bldg, looking southeast.
- MI_Isabella_MPIIBS_0030
31 of 52: Pedestrian arch bridge looking ESE.
- MI_Isabella_MPIIBS_0031

- 32 of 52: Pedestrian arch bridge looking NNE.
MI_Isabella_MPIIBS_0032
- 33 of 52: Reflecting pool in grounds in front/east of MPIIBS building complex, looking south. Auditorium/School just out of picture to right.
MI_Isabella_MPIIBS_0033
- 34 of 52: Reflecting pool/fountain from position in front of Auditorium/School looking east. Crawford Road forms a strip across the background.
MI_Isabella_MPIIBS_0034
- 35 of 52: Mission Creek Cemetery, looking northwest. Bamber Road visible at left.
MI_Isabella_MPIIBS_0035
- 36 of 52: Mission Creek Cemetery, looking northeast.
MI_Isabella_MPIIBS_0036
- 37 of 52: Mission Creek Cemetery, looking northeast.
MI_Isabella_MPIIBS_0037
- 38 of 52: Mission Creek Cemetery, monument.
MI_Isabella_MPIIBS_0038
- 39 of 52: Mission Creek Cemetery, monument.
MI_Isabella_MPIIBS_0039
- 40 of 52: Mission Creek Cemetery, children's monuments.
MI_Isabella_MPIIBS_0040
- 41 of 52: Auditorium/School, east facade, with reflecting pool and fountain in foreground.
MI_Isabella_MPIIBS_0041
- 42 of 52: Retaining wall along southwest edge of open ground in front of building complex. Large South Dormitory (south and east facades) at left. Looking northwest.
- 43 of 52: Reflecting pool and fountain, looking east-northeast, with Crawford Road and buildings across the street (out of district) in background.
MI_Isabella_MPIIBS_0043
- 44 of 52: Large North Dormitory and Auditorium/School (left) and Gymnasium and Wood/Carpenter Shop (right), looking south.
MI_Isabella_MPIIBS_0044
- 45 of 52: Wood/Carpenter Shop, west and south facades, Large North Dormitory to right.
MI_Isabella_MPIIBS_0045
- 46 of 52: Large North Dormitory, south and east facades.
MI_Isabella_MPIIBS_0046
- 47 of 52: Site of state home complex (Bldgs. 5, 7, 8, 9, 10, 11, 12, 36, 37, 38 in Fig. 5), looking west-northwest from position behind Gymnasium (Bldg. 33 in Fig. 5). Part of Forest Area on right.
MI_Isabella_MPIIBS_0047
- 48 of 52: Mission Creek Cemetery, looking east-southeast from Bamber Road. Forest Area in background.
MI_Isabella_MPIIBS_0048
- 49 of 52: Mission Creek Cemetery, looking northeast from Bamber Road; former pasture area beyond fringe of conifers (north side of Mission Creek) in left distance.
MI_Isabella_MPIIBS_0049
- 50 of 52: Mission Creek, looking east-southeast from Bamber Road, Forest Area in right distance, Mission Creek Cemetery beyond right edge, former pasture area to left.

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

MI_Isabella_MPIIBS_0050

51 of 52: Field area north of Mission Creek, looking southwest from south of River Road along Crawford Road. Wooded area along Mission Creek in background.

MI_Isabella_MPIIBS_0051

52 of 52: Field area north of Mission Creek, looking west from Crawford Road with River Road on the right.

MI_Isabella_MPIIBS_0052

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC

Returned

Mount Pleasant Indian Industrial Boarding School
Mount Pleasant, Isabella County, Michigan

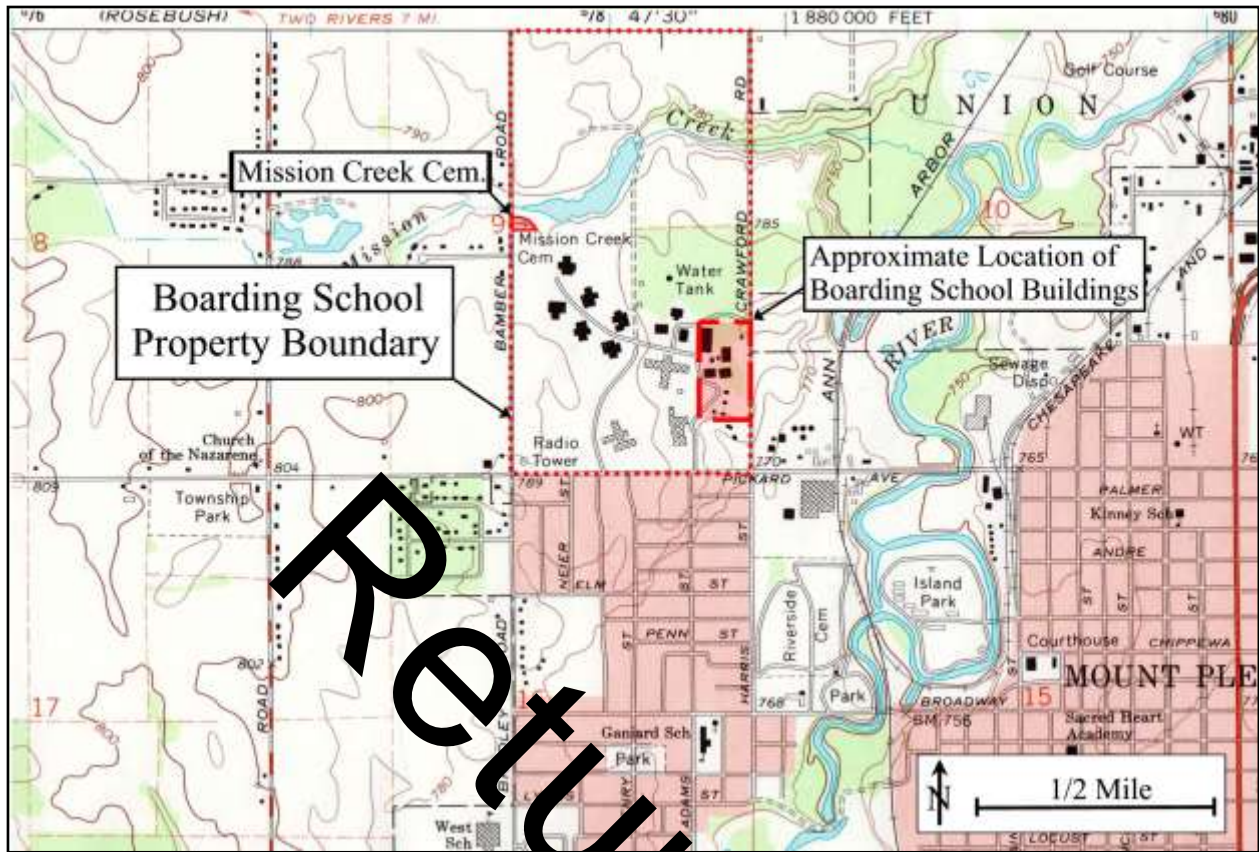


Figure 1: Location of the Boarding School Property, Mount Pleasant USGS Quadrangle, 7.5' Series

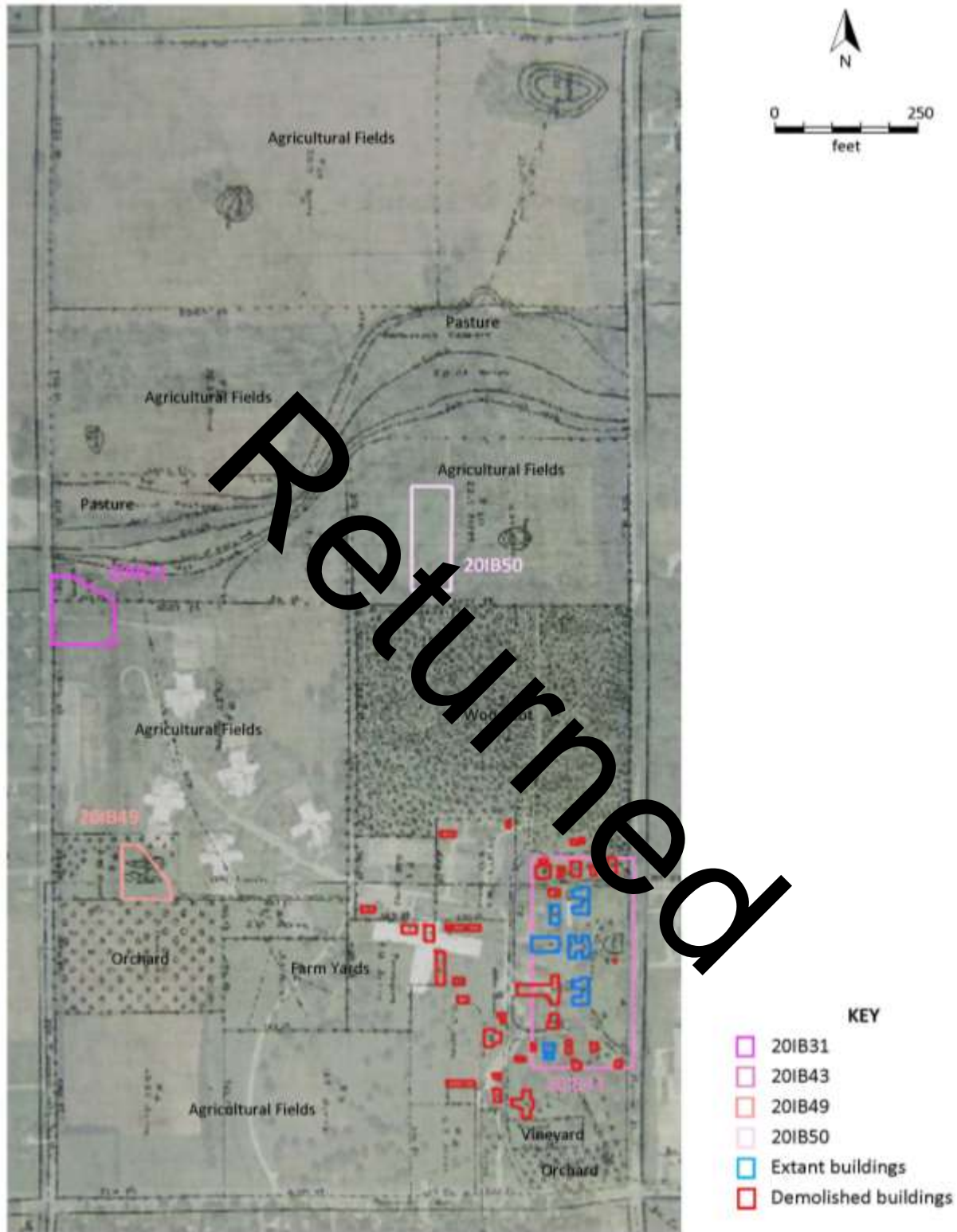


Figure 2a: Map of MIIBS District created with 2016 Google Earth imagery and 1929 MIIBS Map. Locations of four sites in district shown.



Building Key

A—Administration	J—Ice House	S—Large Girl's dorm
B—Teacher's cottage	K—Dairy	T—Carpentry/woodshop
C—Chicken house	L—Dairy barn	U—Warehouse/paintshop
D—Laundry	M—Horse barn	V—Small Girl's dorm
E—Greenhouse	N—implement shed	W—Large Boy's dorm
F—Hospital	O—Hog barn	X—Small Boy's Dorm
G—Dinning/Kitchen	P—Storage shed	Y—Gymnasium
H—Boiler house	Q—Domestic Science	Z—Employee Club
I—Garage/implement shed	R—School	AA—Gazebo/bandstand

Figure 2b: Close-up of southwest corner of MIIBS, with building function identified from 1929 map.



Figure 3: Site 201B43 map, cluster of contributing buildings with bridge, fountain and road features indicated. Building Numbers correspond with number assigned on State of Michigan Map, Figure 5. Lettered buildings are demolished foundations identified via archaeological geophysics and survey.

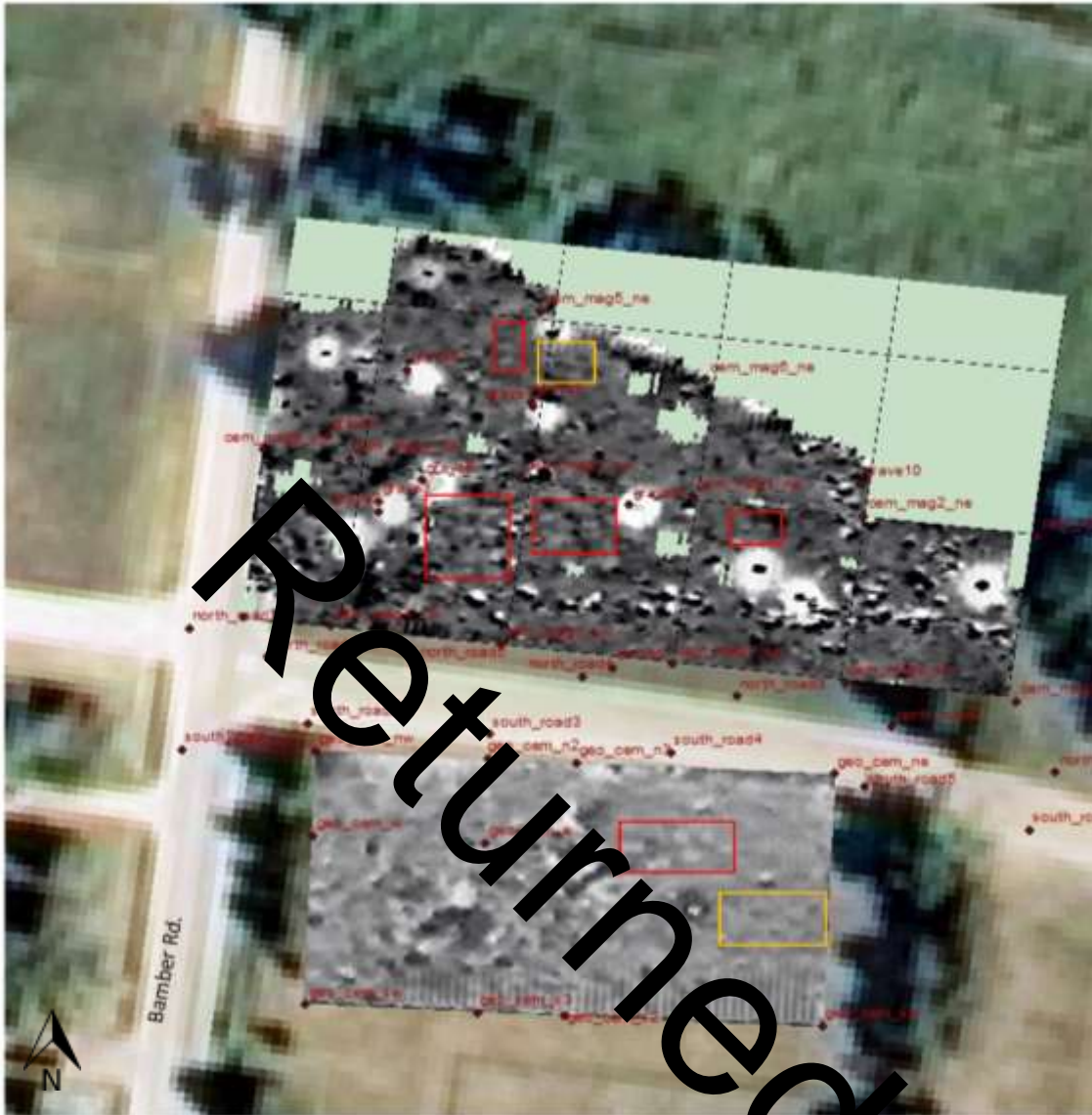


Figure 4: Map of Mission Creek Cemetery Magnetic gradiometry results from 2012. (Red boxes indicate locations of clusters of grave anomalies, orange boxes indicate less visible grave anomaly clusters.)

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan

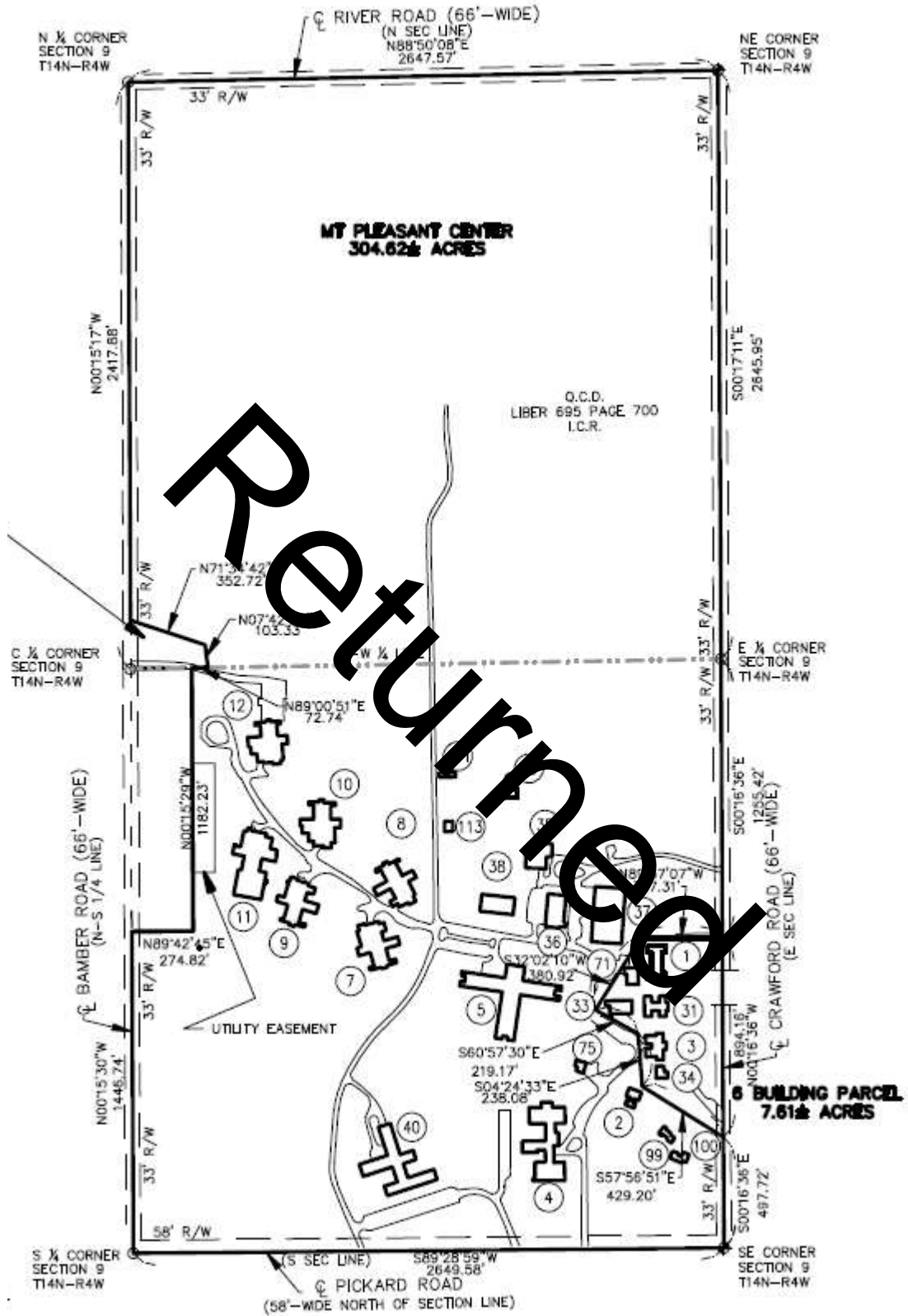
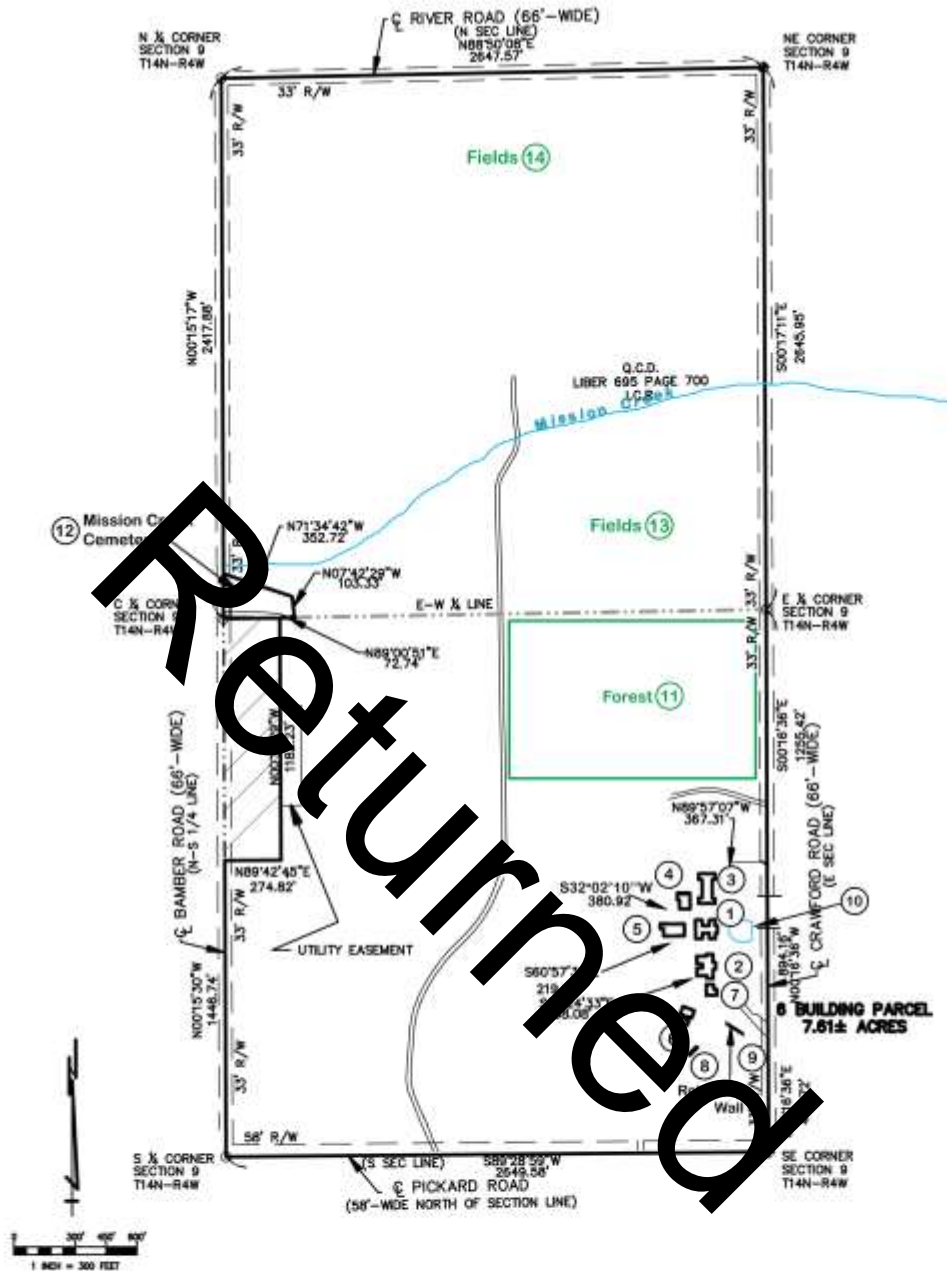


Figure 5: State Of Michigan, Mount Pleasant Center Map (c. 1990).

Mount Pleasant Indian Industrial Boarding School
 Mount Pleasant, Isabella County, Michigan



Building Key

- | | |
|----------------------------|-----------------------------|
| 1 School | 8 Pedestrian bridge |
| 2 Large south dorm | 9 Retaining wall |
| 3 Large north dorm | 10 Reflecting pool/fountain |
| 4 Wood shop | 11 Forest |
| 5 Gymnasium | 12 Mission Creek Cemetery |
| 6 Small south dorm | 13 Agricultural Fields |
| 7 Superintendents Building | 14 Agricultural Fields |



Figure 6: Mount Pleasant Indian Industrial Boarding School Map



Mount Pleasant Indian Industrial Boarding School

Bounded by Crawford, Pickard, Bamber, and River Roads, Mount Pleasant, Isabella County, Michigan

Latitude/Longitude

- 1) 43 36'42.13"; 84 47'52.05"
- 2) 43 37'33.59"; 84 47'52.72"
- 3) 43 37'34.26"; 84 47'17.15"
- 4) 43 36'42.53"; 84 47'16.45"



Note: Map image predates demolition of state-owned buildings and interior roads.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Mount Pleasant Indian Industrial Boarding School

Multiple Name: _____

State & County: MICHIGAN, Isabella

Date Received: 9/28/2017 Date of Pending List: 10/26/2017 Date of 16th Day: 11/13/2017 Date of 45th Day: 11/13/2017 Date of Weekly List: _____

Reference number: SG100001795

Nominator: State

Reason For Review:

- | | | |
|---|--|--|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input checked="" type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input checked="" type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 11/8/2017 Date

Abstract/Summary Comments: _____

Recommendation/ Criteria: Nomination must be returned for procedural error in the nomination process. See attached National Register Return Sheet for detailed comment.

Reviewer Patrick Andrus *Patrick Andrus* Discipline Historian

Telephone (202)354-2218 Date 11/8/2017

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



United States Department of the Interior

NATIONAL PARK SERVICE
1849 C Street, N.W.
Washington, DC 20240

IN REPLY REFER TO:

United States Department of the Interior National Park Service

National Register of Historic Places Evaluation/Return Sheet

Property Name: Mount Pleasant Indian Industrial Boarding School
Reference Number: SG100001795
Location: Isabella County, MI

Reason for Return:

The nomination is being returned for a procedural error in the nomination process. As noted in the Summary Paragraph of the Description (page 4), the State historic preservation office mistakenly failed to notify one of the property owners (the public school system) of the State's intent to consider the nomination at the State Historic Preservation Review Board meeting as required by National Register of Historic Preservation regulations 36 CFR 60.6. The 7.5 acre parcel of land owned by the school system was deleted from the boundary and the Mount Pleasant Indian Industrial Boarding School nomination was recommended by the Review Board and forwarded to the National Register by the State Historic Preservation Officer, without including the school system property.

The failure to properly notify all property owners constitutes a procedural error in the nomination process under National Register regulations and necessitates this nomination return. A boundary of a nominated property cannot be justified by citing a procedural error in the nomination process and excluding land that was historically associated with the nominated property and intended to be included within the boundary. To correct this procedural defect, please notify the public school system and, pursuant to 36 CFR 60.6 (c), afford the school system at least thirty days to comment on the nomination. Following this notification period, the nomination description, boundary definition, maps and acreage should be revised to include the 7.5 acre parcel and the nomination should be resubmitted to the National Register for final review.

Patrick Andrus

Patrick Andrus, Historian
National Register of Historic Places
11/8/2017



MT. Pleasant Indian Industrial
Boarding School - MI

Andrus, Patrick <patrick_andrus@nps.gov>

Fwd: Nomination Status

1 message

Returned to state 11/8/17

Beall, Edson <edson_beall@nps.gov>
To: Patrick Andrus <Patrick_Andrus@nps.gov>

Fri, Dec 1, 2017 at 7:02 AM

Hi Patrick,

I see this is a return. Can you respond to her?

Thanks, Edson

Thank you for your interest in the preservation programs of the National Park Service.

Sincerely,

Edson H. Beall, Historian
National Register of Historic Places
1849 C St. NW, MS 7228
Washington, DC 20240
Phone: 202-354-2255
E-mail: Edson_Beall@nps.gov
Web: <http://www.nps.gov/nr/>
Facebook: <http://www.facebook.com/NationalRegisterNPS>

EXPERIENCE YOUR AMERICA

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

----- Forwarded message -----

From: **Paul Loether** <paul_loether@nps.gov>
Date: Thu, Nov 30, 2017 at 3:59 PM
Subject: Fwd: Nomination Status
To: Edson Beall <edson_beall@nps.gov>

Edson:

Can you please check on the status of this property and get back to Nancy?

Thanks,

Paul

Sent from my iPhone
J. Paul Loether
Chief, National Register/National Historic Landmarks Program and Keeper of the National Register
National Park Service
Stuart Lee Udall Department of the Interior Building
1849 C Street, NW
Washington, DC 20240
202-354-2003

Begin forwarded message:

From: "Ridley, Nancy" <NRIDLEY@mt-pleasant.org>
Date: November 30, 2017 at 2:12:54 PM EST
To: "paul_loether@nps.gov" <paul_loether@nps.gov>

Subject: Nomination Status

Mr. Loether - I called the National Parks Service today to inquire about the status of a nomination and was told that I should email you with my question. I'm interested in the status and/or knowing what the next steps are in regard to the nomination for the Mount Pleasant Industrial Boarding School property in Isabella County, Michigan, number SG1000001795.

The City of Mt. Pleasant submitted written comments regarding the nomination so I am interested in knowing what happens with the nomination after public comments have been received. The comments had to be submitted by November 13, 2017. Can you please let me know the next steps by either calling or dropping me an email? Thanks for your assistance.

Nancy Ridley
City Manager

nridley@mt-pleasant.org
989-779-5321

354 2218

left message for her on 12/1/17

12/1/17 I spoke w/ her - told her the nom. was returned to state -
I gave her Todd Walsh's # in state office

To do: check to see if we ~~got~~ got the

<p>Nov. 10, 2017 1 page letter from the city</p>	<p>City's Nov. 10, 2017 Letter is in the file.</p>
--	--

I told her that when the nomin. is resubmitted, we would review and consider the ~~city's~~ city's objection.

Andrus, Patrick <patrick_andrus@nps.gov>
To: "Beall, Edson" <edson_beall@nps.gov>

Fri, Dec 1, 2017 at 7:22 AM

Hey Edson: did this nomination have the word "Indian" in its name? I want to make sure its the same property.

Thanks,

Patrick

[Quoted text hidden]

Patrick Andrus, Historian
National Register of Historic Places
National Park Service
(202) 354-2218
patrick_andrus@nps.gov

Beall, Edson <edson_beall@nps.gov>
To: "Andrus, Patrick" <patrick_andrus@nps.gov>

Fri, Dec 1, 2017 at 7:46 AM

Ref #: SG100001795	Name of Property: Mount Pleasant Indian Industrial Boarding School	County, State: Isabella, MI
Type of Request: Single	Normal Comment Period (15 days)	Owner Objection: No

Dates	Reasons for review	Documentation
Date Received: 9/28/2017	<input checked="" type="checkbox"/> Appeal	<input checked="" type="checkbox"/> Attached Comments
Date of Pending List: 10/6/2017	<input checked="" type="checkbox"/> SHPO Request	<input checked="" type="checkbox"/> SLR Draft
Date of 16th day: 11/13/2017	<input checked="" type="checkbox"/> Waiver	
Date of 45th day: 11/13/2017	<input checked="" type="checkbox"/> Resubmission	
Date of Weekly List:	<input checked="" type="checkbox"/> Other	
	<input checked="" type="checkbox"/> PDIL	
	<input checked="" type="checkbox"/> Landscape	
	<input checked="" type="checkbox"/> National	
	<input checked="" type="checkbox"/> Mobile Resource	
	<input checked="" type="checkbox"/> TCP	
	<input checked="" type="checkbox"/> CLG	
	<input checked="" type="checkbox"/> Text/Data Issue	
	<input checked="" type="checkbox"/> Photo	
	<input checked="" type="checkbox"/> Map/Boundary	
	<input checked="" type="checkbox"/> Period	
	<input checked="" type="checkbox"/> Less than 50 years	

SLR Comments

Enter SLR text in the box below:

11/8/2017 return

Internal Comments

Date	Reviewer	Comment type	Comment
10/10/2017	Kevin Moriarty	comment	Criteria D. Some boundary concerns in correspondence.
11/8/2017	Patrick Andrus	recommendation	Nomination must be returned for procedural error in the nomination process. See attached National Register Return Sheet for detailed comment

Thank you for your interest in the preservation programs of the National Park Service.

Sincerely,

Edson H. Beall, Historian
National Register of Historic Places
1849 C St. NW, MS 7228
Washington, DC 20240
Phone: 202-354-2255
E-mail: Edson_Beall@nps.gov
Web: <http://www.nps.gov/nr/>
Facebook: <http://www.facebook.com/NationalRegisterNPS>

EXPERIENCE YOUR AMERICA

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

[Quoted text hidden]



THE CITY OF MT. PLEASANT, MICHIGAN



CITY HALL

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(989) 779-5300
(989) 773-4691 fax

PUBLIC SAFETY

804 E. High St. • 48858-3599
(989) 779-5100
(989) 773-4020 fax

PUBLIC WORKS

1303 N. Franklin St. • 48858-4682
(989) 779-5401
(989) 772-6250 fax

November 10, 2017

National Parks Service
1849 C Street NW
Mail Stop 7228
Washington, DC 20240

Re: Mount Pleasant Indian Industrial Boarding School – SG100001795

This communication is to provide comments on behalf of the City of Mt. Pleasant regarding the National Parks Service consideration of the above nomination for properties for the National Historic Register.

As the record reflects, the City of Mt. Pleasant provided written and verbal comments to the State of Michigan State Historic Preservation Office (SHPO) when the matter was considered by SHPO on January 13, 2017. Those comments primarily addressed the City's concerns with the requested boundary in the nomination and the notice received regarding the application. Since that time, conversations between City representatives, SHPO representatives and Saginaw Chippewa Tribal representatives have occurred.

During those conversations, the City has been assured that designation as a historic site will not interfere with the City's plans for future development of the approximately 299 acres owned by the City of Mt. Pleasant within the proposed boundary, and that limitations will not be placed on the property owned by the City. Since acquiring the property in 2011, the City has planned to sell the land owned by the City to result in an increase in tax base and/or jobs in the City of Mt. Pleasant, and based on the National Historic Register guidelines and our conversations, we are confident that our development goals will not be hindered by any historic designation.

We have also had productive and encouraging conversations with Saginaw Chippewa Indian Tribal representatives regarding the development of a Memorandum of Agreement (MOA) for the land within the proposed boundaries. The MOA we are jointly working on will outline specific commitments regarding archaeological work, how land will be treated as a result of the archeological surveys, mutual sharing of development plans, Section 106 review responses, treatment of Native American remains if any, treatment of protected areas, and remedies. Although the MOA has not been finalized and negotiations of it continue, we remain hopeful and confident that we can work cooperatively together to complete the agreement. It is our belief that the MOA will mutually benefit both the City and the Tribe as development plans occur.

Please feel free to contact me if you need further information.

Sincerely,

Nancy J. Ridley
City Manager



STATE OF MICHIGAN

MICHIGAN STATE HOUSING DEVELOPMENT AUTHORITY
LANSING

RICK SNYDER
GOVERNOR

EARL J. POLESKI
EXECUTIVE DIRECTOR

November 27, 2017

Ms. Jennifer Verleger, Superintendent
Mount Pleasant Public Schools
720 North Kinney Street
Mount Pleasant, MI 48858



Dear Ms. Verleger:

In September 2017 the State Historic Preservation Office nominated the former Mount Pleasant Indian Industrial Boarding School (MPIIBS) property to the National Register of Historic Places. According to our records, Mount Pleasant Public Schools owns roughly seven (7) acres of property within the historical boundaries of the former MPIIBS property. Federal regulations require that we provide all property owners with notice of our intention to nominate a property prior to such nomination, and provide them with a period of time in which to comment on the proposed nomination. We neglected to notify Mount Pleasant Public Schools of this action prior to submission to the Keeper of the National Register.

Therefore, this letter serves as notification of the nomination of the former Mount Pleasant Indian Industrial Boarding School, Mount Pleasant, Isabella County, Michigan, to the National Register of Historic Places by the State Historic Preservation Office.

The National Register of Historic Places is the federal government's official list of properties deemed worthy of preservation because of their importance in American history and culture. Listing in the National Register provides recognition and assists in preserving our national heritage.

Listing in the National Register provides recognition of a property's significance to the nation, the state, or the community; offers consideration in the planning for federal or federally-assisted projects, and creates eligibility for federal tax incentives and other preservation assistance.

Listing in the National Register does not interfere with a property owner's rights to alter, manage, or dispose of property. Listing does not place limitations on the properties owned by the federal, state, or local government. Public visitation rights are not required of owners. Neither the federal nor state government will attach restrictive covenants to the properties or seek to acquire them. Attached please find a notice that explains in greater detail the results of listing in the National Register.

Please provide any comments regarding the above property to our office by 5:00 PM, Monday, January 8, 2018. Any comments received by our office by that date will be forwarded to the Keeper of the National Register of Historic Places.



Andrus, Patrick <patrick_andrus@nps.gov>

Mount Pleasant Indian Industrial Boarding School Acreage

1 message

Walsh, Todd (MSHDA) <WalshT@michigan.gov>
To: "Andrus, Patrick" <patrick_andrus@nps.gov>

Tue, Feb 27, 2018 at 3:45 PM

Hi Patrick,

The parcel is the entirety of the east ½ of Section 9 in Township 14N Range 4W, so it has to be 320 acres. I think the errant 312 number in Section 7 has to be a missed correction from the resubmission, and the 321 has to be a typo.

More specifically, from what I've been able to determine, the ½ section is made of four individual parcels:

Saginaw Chippewa parcel:	13.55
Cemetery	1.25
School district:	7.5
City of Mount Pleasant:	298
Total	320.3

I imagine that these totals acreage are rounded to some degree.

My apologies for not catching these inconsistencies.

Take care,

Todd

Todd A. Walsh, Interim National Register Coordinator

Michigan State Historic Preservation Office

Michigan State Housing Development Authority

735 East Michigan Avenue

PO Box 30044

Lansing, Michigan 48909

www.michigan.gov/shpo



STATE OF MICHIGAN

RICK SNYDER
GOVERNOR

MICHIGAN STATE HOUSING DEVELOPMENT AUTHORITY
LANSING

EARL J. POLESKI
EXECUTIVE DIRECTOR

Monday, January 22, 2018

Mr. Paul Loether, Keeper
National Park Service
National Register of Historic Places
1849 C Street, NW, Mail Stop 7228
Washington, DC 20240



Dear Mr. Loether,

The enclosed disc contains the true and correct copy of the nomination for the Mount Pleasant Indian Industrial Boarding School, Mount Pleasant, Isabella County, Michigan, to the National Register of Historic Places.

This nomination was returned to our office on November 8, 2017, for a procedural error. As indicated on the enclosed return sheet, our office neglected to properly notify all property owners, particularly Mount Pleasant Public Schools. This error was utilized to justify excluding the school district-owned parcel.

The above error has been corrected. Notice was sent to the school district on November 27, 2018. The district was provided with more than thirty days in which to respond (see enclosed letter), and as of January 22, 2018, no response has been received.

At the same time, the boundaries of the historic district have been revised in the nomination to include all historically associated land, which includes the 7.5-acre parcel owned by the school district.

Questions concerning this nomination should be addressed to Todd A. Walsh, Interim National Register Coordinator, at (517) 373-1979 or walsht@michigan.gov.

Sincerely yours,

Brian D. Conway
State Historic Preservation Officer